ASPECTS OF MEDIA EDUCATION IN THE FORMATION OF INFORMATION COMPETENCE OF FUTURE TRANSLATORS
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Abstract
The article deals with the problem of media education in the formation of information competence of future translators. Media competence of future translators is described as an important part of their professional competence. Media competence of translators is assigned as the ability to form cross-cultural background, cultural, economic, political knowledge through the media; the ability to accumulate the latest words, word forms and language constructs that are presented, as a rule, for the first time by means of mass media; the possibility to receive relevant information in a particular professional field via multimedia. Ways to improve the training of translators in the context of their activities in accordance with the current requirements of multimedia resources are proposed. The development of specialized training courses to form media competence is offered.

Key words: information society, media education, media resources, media competence, translator.

Introduction
A characteristic feature of the information society is the development of media and multimedia technologies, providing a combination of different forms of presentation of information (text, sound, graphics, animation, videos in digital form by computer technology). Classical library is changing in the "digital" era and gets at many foreign universities additional functions becoming information media center, where information on different carriers is stored, collected and processed [4]. The qualitatively new units – mediatheques – appear in these libraries. Mediatheque is an environment where users can work with a variety of information resources (print, audio and video materials, online resources) that are not only in the mediatheques but also abroad.

Tasks of media education
Under these circumstances the issue of media education comes to the fore, which aim is to educate a new generation of professionals and to ensure the implementation of the concept of
lifelong learning in order to adapt to the activity conditions in the modern information environment. According to the concept of UNESCO, media education is considered as a process of personal development using the material of mass communication (media) in order to form a media communication culture; creative and communicative skills; critical thinking; skills for full perception, interpretation, analysis and evaluation of media texts; study of different forms of self-expression by means of the media technology [5]. Its task is to teach young people to "read" media texts correctly; to develop the ability to perceive and to evaluate media information reasonably, to think independently and critically; to cultivate aesthetic taste; to help integrate knowledge and skills acquired in different classes, through the perception and analysis of information and in a creative activity; to express and to form social and civic responsibility of a person through media activity [6].

Media competence of a translator

The result of media education is the formation of media competence which helps a person to use actively the opportunities of the information field – television, radio, video, newspapers, Internet [6]. It also requires knowledge and skills for using media resources that are considered by scientists as components of media competence. Thus, according to the definition of a group of researchers under the aegis of UNESCO, the main components that make up the concept of "media and information competence" are: media literacy; information literacy; freedom of self-expression and information literacy; library literacy; news literacy; computer literacy; Internet literacy; digital literacy; television literacy, literacy in advertising [1].

It is obvious that the above list of components of media and information literacy is closely correlated with the key competences of translators who perform professional activities of interpretation and translation. This is demonstrated by the list of competencies given by Cüneyt Akcinar, which includes:

- competence for the language of professional communication;
- competence for specific professional field and possession of technical language in this area;
- cultural competence – the ability to apply knowledge of values, norms of behavior, conventions, traditions, etc. of source and target culture;
- media competence – the ability to know the media (Internet, books, magazines, television, etc.) and to use their content for own purposes and needs;
- IT competence – the ability to perform and to represent professional translations in various formats;
- information competence – the ability to understand and to evaluate information needs; to examine and to use information effectively [8].

Thus, the effectiveness of the professional activities of a translator depends on the formation of core competencies, in particular, of media competence. P.Sandrini offers the classification of areas of translator's activities that require the formation of media competence:

1. general linguistic ICT infrastructure that provides basic multilingual application of information technology;
2. general translation technology with standard applications such as terminology management, corpus (databases) and translation memory systems;
3. specific translation technology for specific areas such as software localization, subtitling, global content management;
4. web collaborative technologies that enable global collaboration on the Internet [9: 26].

In determining the nature and characteristics of media competence of a translator, we have identified the following components: the ability to form background geographic, cultural, economic, political knowledge through the media; the ability to accumulate new words, word forms
and language constructs that are introduced and presented, as a rule, for the first time by means of mass media; the ability to get relevant information according to a specific professional field that concentrates and reaches customers through multimedia.

The further analysis of the characteristics of media competence of a translator in the modern information society allows us to assert that it significantly affects the formation of most other professional competencies. The above mentioned aspects only partially reflect the impact of media competence of a translator on development of his professional competencies, which can be found much more by providing more detailed analysis.

In the context of actualization of the media competence of a future translator it is important to determine the conditions and ways of its formation. For this purpose we turn to the classification of skills of the individual media competence, examined by S.J.Baran:

1) ability and readiness to make an effort to perceive, understand the content of media texts and to filter «the noise»;
2) understanding and respect for the strength of influence of media texts;
3) ability to distinguish between emotional and reasoned response in perception in order to act accordingly;
4) development of competent assumptions about the content of the media text;
5) knowledge of the conventions of genres and the ability to determine their synthesis;
6) ability to think critically about media texts, no matter how powerful their sources are;
7) knowledge of the language specificity of various media and the ability to understand their impact, regardless of the complexity of media texts [7].

Content of the training of translators in Ukraine does not allow the formation of these skills to the fullest. The cause is the lack of orientation of the educational process of translators training on the formation of media competence. Improvements in the process can be achieved by implementing the latest training technologies with the use of multimedia technology; engaging of multimedia resources with professional direction as an information educational base; development of specialized courses, which content promotes the formation of these skills, and therefore of media competence in general.

One of the technologies used in the study of foreign languages by translators and based on the use of multimedia is podcasting. The term «podcast» (eng. IPod and broadcast) is understood as the synthesis of advantages of radio and Internet – audio or video file that is distributed free on the Internet for listening or viewing [2: 121]. Since listening is a type of speech activity, the use of podcasts in professional training of translators is an important aspect of multimedia technology in learning. As a rule, the subject of podcasts is extremely diverse; the ability to carry out their selection is one of the components of media competence. The main criteria for selection of podcasts include: clear diction and expressive intonation, natural rate of speech, curiosity and information saturation of issues. A special resource of podcasts consists of news podcasts that usually are placed on sites of relevant media companies, enabling multiple reproductions of these podcasts. Podcasts by categories: Arts and Entertainment, Biography, Business, Education and Professional, History, Languages, Literature, Philosophy, Politics, Self Development, Sports and Hobbies, Travel and other are accumulated on the Internet site at http://www.learnoutloud.com/Podcast-Directory.

The development of specialized training courses appropriate for the formation of skills needed for the media competence of future translators should be based on the application of a specialized course «Multimedia in education» developed by the Institute for Information Technologies in Education of UNESCO [3]. The program of the course is created by an international team of authors, led by Professor of Danish Pedagogical University Bent B. Andersen. The basis of this specialized course is «Scenario Strategy», which provides a consistent implementation of specific pedagogical scenarios concerning the work with different types of
information. Another important aspect in the formation of media competence could be improving the content of some subjects. This approach is more flexible and realistic in terms of efficiency and minimizing the time.

Conclusions
Thus, media competence is part of the professional competence of a translator, which improves the efficiency of mastering the language of professional communication; formation of geographic, cultural, economic, political knowledge; application of the values and norms of behavior in carrying out of professional activities. Implementation of elements of media education in the training of future translators by applying multimedia technology, multimedia resource bases with professional direction, teaching specialized courses, reorientation of content of some subjects will promote the formation of their media competence.

Bibliography

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