Current state of university student's readiness to perceive the ICT integration in their translation courses

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Abstract: *Due to the changes that have taken place in public life and particularly in education, it is necessary to study the readiness of university students to study in such environment. Taking into consideration the needs, possibilities and requirements of the students regarding the information obtaining and processing, modern universities need to establish an adequate information system, to provide the appropriate access to information that will satisfy the needs of students, professors and university officials. This study attempts to explore the perceptions of university students of the exploitation of Information Technology and Communication (ICT) in translation courses. Emphasis is placed exactly on satisfaction of the students next to the use of Moodle, social network technologies. Analysis of test results showed that during the stating experiment: low level of future translators to work in information environment was typical for 45%, only 32% had an average level of readiness, 20.4% had a sufficient level and a high level of future translators to work in the information environment during translators lessons was typical only for 2,6%. These results are particularly interesting in the sense that they are used to assess students' perceptions of the ICT technologies in educational process.*
Indexing terms/Keywords: *ICT, higher education, future translators, information environment.*

I. Introduction and Problem

The task of higher education is to develop high professional and competent teacher, who combines professional self-improvement, a comprehensive initiative, creative and innovative work that will facilitate to the harmonious development of personality, formation of social activity, a high level of innovative culture and professionalism.

With the aim of diagnosing the place and role of university information environment in training of future translators that is related to their information training and to determine level of their readiness to work in such environment stating that experiment was carried out. It was determined the levels of readiness of future translators to work in information environment that are defined on the base of questions about the components, criteria, indicators of their formation.

The aim of the article is to determine the current state of university student's readiness to perceive the ICT integration in their translation courses.

II. Methodology

Let's refer to the conceptual and terminological interpretation of investigated question that will help to assess the effectiveness of readiness of future translators to work in an information environment. «New Explanatory Dictionary of Ukrainian language» explain the term «component» as part of something; component.

L. A. Dunaeva in her study offers such following components of information environment: *informational* (sites of information department of educational organizations, information about common telecommunication projects); *semantic* (professional electronic libraries generated by the teacher and students, references to existing scientific electronic libraries); *applied component* (electronic dictionaries and glossaries, search systems, translation programs); *instrumental* (conversion software, e-mail systems and browsers, word processors, html-editor); *communicational* (personal web-pages and web-sites of scientists, professionals and students, communicating via e-mail with the teacher, electronic notice boards, network teleconferences, audio- and video conferences, ICQ, IRC) (Dunaeva L. A., 2006).

N. A. Moyseenko singles out following components of university information environment: *legislative and regulative support* of training process based on the use of information technology (local acts, basic information environment standards, instructions how to use hardware base and information resources); *hardware base*: hardware for storing, reproduction, processing and transportation information (local area computing network and communication system); *information resources* (computerized and non-computerized resources); *human resources* (to provide efficiency of information and educational environment hardware); *information consumers* (teachers, students, administration) (Moyseyenko N. A., 2006).

The study showed the lack of a unified approach to the definition of the components of information competence. Despite the similarity of component's names, their nature is different. So, most researchers highlight: motivation, value-motivational, target or motivational-target component as a component of information competence (***Table I.***).

Table I. An overview of the university information environment components

Components		L. I. Morska	O.V. Shupta	O. Yu. Nyestyerova	M. S. Bohachyk	L. Ye. Pyetukhova	F. S. Khalilovav	V. V. Osadchyy	O. O. Matsyuk	M. S. Holovan'	N. V. Balovsyak	D. P. Alimasova	O. I. Drohaytsev	T. I. Koval'	V. M. Zhukova	O. M. Honcharova
Motivational	motivational	+		+	+	+	+			+		+		+		+
	value-motivational								+							
	target							+								
	motivationally-target												+			
	motivational-volitional		+													
Activity	activity							+		+		+				
	operationaly active			+	+								+			
	procedural and activity					+		+			+					
	professional activity								+						+	
Reflexive	value-reflexive				+		+			+						
	reflexive		+			+						+	+			
	creatively-reflexive	+														
Cognitive	cognitive-operationa		+													
	cognitive				+		+			+	+	+	+	+		
	Educational															+
Other variants																
Methodical															+	
Emotional							+			+						+
Effective								+								
Communication													+		+	
Informational											+					
Technological															+	

However, Petukhova L. is. focuses on the needs, interests and the will of the subject for the usage of IT-resources, F. S. Khalilov considers the motivational component as the path to the formation of motivational and value orientations, O. I. Drohaytsev highlights «the existence of the interest and value of motivation», D. P. Alimasova talks about the need for «readiness to overcome difficulties in the use of NIT (new information technologies)», T. I. Koval talks about «motivational factors of lifelong learning with information technology» (Koval' T. I., 2008), instead of O. O. Matsyuk clearly define the basis of motivation, «achieving high competitiveness in the labour market», which is achieved through the needs, interests, desires and aspirations.

III. Results And Discussion

Based on results of theoretical analysis of scientific works (Atayan A. M., 2003, Perets' O. I., 2010, Romanyshyna O. Ya., 2007), and above mentioned information environment forming components, we concluded, to improve the training of future translators to work in the university information environment, list of such components and their characteristics are essential. These components enable to distinguish the determinants that we have adapted to the subject of our research which help us to characterize the readiness to work in information environment of university students for translation study. So, we distinguished such components:

Personal component associated with individual, creative and scientifically important qualities, abilities, personal skills to use information innovations in their professional activities.

Motivational component have an interest to the way of finding, collecting, storing, systemization, transmission and processing of information, educational needs related to novelty and practical importance of professional activities, the presence of significant professional interests, settings and aiming for self-improvement.

Operational and cognitive component is the ability to perceive, identify, estimate, generalize, analyze, classify information and includes information activity skills.

Content and procedural component includes awareness, taking of general scientific and professional knowledge and experience, social regulatory and legal functions, norms of educational activity.

Methodological component includes methods and means of skills formation, at the level of information activity.

Reflective end evaluative component allows you to analyze retrospectively the results of their own activity, the level of personal development, personal achievements, to be able to evaluate them, compare their performance with given learning objectives, to correct your work.

Prognostic component based on prediction of activity results, decision making, development of abstract and information way of thinking that provides systematization and generalization of knowledge and skills.

Above mentioned components undergo mutual influence, which is in their mutual transformation and their system is not static.

A.M. Atayan believes that the basis of any new development process is level approach, because its essence is to move from one level to another (the next), more complex and qualitatively different (Atayan A. M., 2003).

Focusing on these components we can determine the readiness level of university students to work in an information environment for the translation study that is characterized as the sum of indications for each of criteria.

During stating experiment the level of readiness of future translators to work in the information environment was tested, based on the criteria that were defined by T.I. Koval, A.Y. Romanyshyna, L.A. Dunaeva, N.A. Moyseenko, we have adapted to the subject of our study. They distinguish the following levels: high, sufficient, satisfactory and low.

High level. This level of readiness of future translators to work in the information environment is characterized by: increasing of professional mobility, self-improvement, self-organization, self-education, development of creativity and improvement of their information level, the growth of knowledge level, formation of skills for transferring abilities and their integration from different areas of science, engineering, technologies; the ability to explore the processes and phenomena, analyze, generalize, evaluate information processes, interpret the obtained results, organize, systematize, interpret, formulate conclusions; the ability to set goals, make hypothesis, solve the problems with the help of expert tasks based on well-grounded theoretical multi-criteria choice, design algorithms, build information models; possession of universal scientific methods, theories, concepts, educational, information and automated systems and professional skill of integration between traditional methodical educational systems and information and communication educational technologies.

Sufficient. At this level of readiness to work in the information environment typical of the university students for translation study are: possession of certain scientific and methodological, informational and technical, organizational and administrative, liberal and objective, psychological and pedagogical knowledge, which enable to solve effectively educational problems, identify their own behavior strategy in a variety of pedagogical situations; resistance to professional and pedagogical knowledge that make it possible to determine the orientation of future translators, knowledge of the basic laws, principles, methods, forms, means and techniques; the ability to use educational and scientific, psychological and pedagogical literature and internet sources to improve professional activity of future translators, correcting of their own behavior, global analysis and evaluation of their own activities; the ability to work independently with information and telecommunication technologies, computer, search and reference systems, application software and necessary set of tools, social networks; the ability to show initiative, to choose an effective way of making a task and employ studied algorithms for solving problems with not enough formed skills of transferring abilities (Dolynskyi Ye. V., 2015).

Satisfactory level. For such level of readiness to work in the information environment typical for the future translators are: possession of basic skills and abilities for professional activity of future translators, psychological and educational, information and telecommunications, scientific and methodical, organizational and administrative terminology, skills to use information technologies, application and system software, telecommunication and information systems, educational and scientific, psychological and pedagogical literature, internet sources and reference system, skills and abilities to employ theoretical knowledge in typical educational and pedagogical, information and technological, organizing and acting situations; the ability to carry out a general analysis and evaluation of their own activity, adopt and implement a sequence of operations and activities in professional activity of university students, use connection of information with consciousness and knowledge, to focus on the capabilities of using computer systems, information and telecommunication technologies, solving of new tasks with the help of known algorithm for professional activities; striving for professional growth, which has an executive nature, to educational activity that detects uncertainty in solving given tasks, and partial recourse, inaccuracy in defining goals and objectives and effective methods and means

of teaching, evaluation of the adequacy of their own level of professional training, information and technical abilities.

Low level. Future translators with such level of readiness to work in the information environment are characterized by: superficial, unstable knowledge and skills of professional and educational, information and telecommunication, scientific and methodical, organizational and administrative activities with information and communication technologies, with computer, search and reference systems, with application software and system software with educational and scientific research and pedagogical literature; ability to use some of the studied technologies and algorithmic tasks with unstable transferring skills, which acquired automation to other tasks; lack of clearly defined professional skills and abilities to solve problems and make setting tasks, ability to systematize, summarize, interpret, analyze, make conclusions, basic skills to solve educational problems, design algorithms and solving of information problems. The student does not always accurately define and estimate own level of professional skills and abilities, he is lack the basic logical operations, studding is obeyed to personal goals or beliefs, student can make mistakes in planning and organizing activities, do not aim for professional growth, activity mainly has an imitative character, domination of common values relating to person in general (Osadchiy V.V., 2011).

As a result of testing, this was attended by 157 future translators, students of Khmelnytskyi National University, Bohdan Khmelnytsky Ukrainian National Academy of state border service, where were determined levels of readiness to work in an university information environment.

Evaluation of levels of university students to work in the information environment during translation lessons was based on above mentioned levels. Analysis of test results showed that during the stating experiment: low level of future translators to work in information environment was typical for 45%, only 32% had an average level of readiness, 20.4% had a sufficient level and a high level of future translators to work in the information environment during translators lessons was typical only for 2,6%.

IV. Conclusion

We consider that the systematic and professional use of information and communication technologies in the educational process of modern university will create the necessary conditions to ensure the required level of university student's information readiness formation. Forming the structure of the unified university information environment and a database, we must proceed from the fact that the actual work for their use depends on the university material-technical base and capabilities. University information educational environment should include following conditions:

- an organizational structure in which are accumulated and stored information resources and information services;
- the presence of an appropriate base material needed to create information-educational environment, the use of new information technologies (electronic catalogues, access to internet, etc.) and licensed software;
- information literacy of this environment participants.

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