

**DEVELOPMENT OF INFORMATION CULTURE AS A KEY ATTRIBUTE OF A
MODERN SPECIALIST IN THE PROCESS OF TRAINING FUTURE
TRANSLATORS**

***DESENVOLVIMENTO DA CULTURA DA INFORMAÇÃO COMO PRINCIPAL
ATRIBUTO DE UM ESPECIALISTA MODERNO NO PROCESSO DE FORMAÇÃO DE
FUTUROS TRADUTORES***

***DESARROLLO DE LA CULTURA DE LA INFORMACIÓN COMO ATRIBUTO CLAVE
DE UN ESPECIALISTA MODERNO EN EL PROCESO DE FORMACIÓN DE
FUTUROS TRADUCTORES***

Tatiana EVSIKOVA¹
Aleksandra MAKAROVA²
Olga POTAPOVA³
Svetlana LEVICHEVA⁴
Maria BORODINA⁵

ABSTRACT: Study aims to investigate and develop directions for the formation of information culture in undergraduate students to improve the effectiveness of the training of future translators. Based on a survey of applicants, translation students, and research and teaching staff working with translation students, the study assesses the current level of development of information culture in future translators. The survey of applicants and translation students focuses on determining their attitude to working with the information they encounter in their studies and daily life and detecting the basic information-processing skills. The primary goal of the survey of teachers is to reveal their attitudes toward the development of information processing skills and the need to pay attention to the development of these skills in teaching their respective disciplines. The study concludes that the current level of development of information culture in future translators calls for systemic work on this field.

KEYWORDS: Information culture. Questionnaire. Applicants. Translation students. Research and teaching staff.

¹ Peoples' Friendship University of Russia (RUDN), Moscow – Russia. Associate Professor. ORCID: <https://orcid.org/0000-0002-7767-149X>. E-mail: evsikova_te@pfur.ru

² Russian State University of Tourism and Service (RSUTS), Moscow – Russia. Associate Professor. ORCID: <https://orcid.org/0000-0002-1946-0512>. E-mail: a.i_makarova@mail.ru

³ Russian State Hydrometeorological University (RSHU), Saint-Petersburg – Russia. Associate Professor. ORCID: <https://orcid.org/0000-0002-1717-7297>. E-mail: oe27@mail.ru

⁴ Moscow Aviation Institute (MAI), Moscow – Russia. Associate Professor. ORCID: <https://orcid.org/0000-0002-1023-4017>. E-mail: parabola.08@mail.ru

⁵ Peoples' Friendship University of Russia (RUDN), Moscow – Russia. Associate Professor. ORCID: <https://orcid.org/0000-0002-1736-1094>. E-mail: kokocinel@mail.ru

RESUMO: Estudo tem como objetivo investigar e desenvolver direções para a formação da cultura da informação em estudantes de graduação para melhorar a eficácia da formação de futuros tradutores. Com base em uma pesquisa com candidatos, estudantes de tradução e pesquisadores e professores que trabalham com estudantes de tradução, o estudo avalia o nível atual de desenvolvimento da cultura da informação em futuros tradutores. O principal objetivo da pesquisa com professores é revelar suas atitudes em relação ao desenvolvimento de habilidades de processamento de informação e a necessidade de prestar atenção ao desenvolvimento dessas habilidades no ensino de suas respectivas disciplinas. O estudo conclui que o atual nível de desenvolvimento da cultura da informação em futuros tradutores exige um trabalho sistêmico sobre esse campo.

PALAVRAS-CHAVE: Cultura da informação. Questionário. Requerentes. Estudantes de tradução. Equipe de pesquisa e docente.

RESUMEN: El estudio tiene como objetivo investigar y desarrollar direcciones para la formación de la cultura de la información en estudiantes de pregrado para mejorar la eficacia de la formación de futuros traductores. Basado en una encuesta a los solicitantes, estudiantes de traducción y personal docente e investigador que trabaja con estudiantes de traducción, el estudio evalúa el nivel actual de desarrollo de la cultura de la información en los futuros traductores. La encuesta a los solicitantes y estudiantes de traducción se centra en determinar su actitud para trabajar con la información que encuentran en sus estudios y en la vida diaria y detectar las habilidades básicas de procesamiento de la información. El estudio concluye que el nivel actual de desarrollo de la cultura de la información en los futuros traductores exige un trabajo sistémico en el desarrollo de la cultura de la información.

PALABRAS CLAVE: Cultura de la información. Cuestionario. Solicitantes. Estudiantes de traducción. Personal docente e investigador.

Introduction

Information culture is gradually growing to become one of the key attributes of a modern specialist, which is due to the trends of informatization in all spheres of social life (KARASHCHUK *et al.*, 2019). The consolidation of the world's information resources leads not only to increased accessibility but also to quantitative growth and qualitative diversity of information (BARASHKINA *et al.*, 2021) without requiring each educational institution or user to purchase and maintain expensive and complex equipment needed to accommodate large amounts of information (CHOO *et al.*, 2008). Internet systems make it possible to store loads of information of various types (GAJENDRAN; BREWER, 2007). Virtual libraries are becoming the source of information most often accessed by students (VIRKUS; SALMAN, 2021).

Information technology to a large extent determines the specifics of international contacts, one of the key participants of which are translators. In order to ensure the quality of communication, a translator must have information handling skills and possess a high level of information culture (IUSUPOVA, 2010; KUROCHKINA; MAKAZIEVA; MARKOVA, 2021).

The relevance of the formation of information culture in future translators owes to the fact that the future specialist must be prepared to absorb large amounts of new information (a large number of different terms) (ANTONOVA, 2019). This can only be achieved by virtue of high information culture, which a university student needs to practice starting from school (KORIAKINA, 2017). In the case of a low level of information culture, research and teaching staff need to contribute to those skills and abilities which are necessary for a translation student to further deepen and develop their professional information culture, taking into account the knowledge and skills already acquired in school (MAZAI; MARUSHKINA, 2018).

Literature review

Information culture is defined by modern scientists from several standpoints. Dulatova (2007) characterizes it as an information component of human culture overall that objectively characterizes the level of all information processes and information relations present in society. Nurkulova and Nurkulova (2020) consider the process of harmonization of a person's inner world in the course of mastering the entire volume of socially significant information to be the main subject of the formation of personal information culture. According to Nesterova (2014), information culture is an information activity of axiological nature, i.e., one conditioned by cultural values.

Samokhina (2017) regards the concept of an individual's information culture from the philosophical and social point of view. The author notes that information culture (in the broad sense) is an integral social system – one of the most important, multifaceted factors of the general culture of mankind, the totality of all kinds of communicative and informational activity of a person and its consequences, which acts as a peculiar socio-spiritual and intellectual self-regulator, an effective means of cultural creative practice in the information-spiritual space. In a narrower sense, information culture primarily refers to a system of information education and upbringing, a specific way of imitating social achievements for the

purpose of socialization of a person, their comprehensive development, and professional training (LE DEUFF, 2011; VOROBEB, 1971).

Researchers suggest (PURYNYCHEVA; BADANOVA, 2017) that information culture refers to, first and foremost, systemic informational education and upbringing, a peculiar way of imitating social achievements for the purpose of socialization of a person, their comprehensive development, and professional training. Information culture as an integral system includes multidimensional, interrelated elements – information potential, information worldview, information mentality, information-oriented activity, the micro- and macro-infomodels, etc. (SOTNIKOVA; SEMENOVA; ZABELINA, 2021).

Toktaniazova (2013) considers the concept of information culture in its interaction with the concepts of computer literacy and educatedness, referring to them as the three characteristics of the quality of education. Liutikova (2006) identifies the main components of the foundations of information culture that need to be developed in students as a result of using information and computer technology in the study of various academic disciplines.

The essential components of information culture include the ability of the individual who possesses the necessary instruments to foresee the consequences of their own actions (ZABOKRITSKAIA, 2017), to subordinate their interests to the norms of behavior to be observed in the public interest (BELIAEV; GRIGOREVA, 2016), and conscious acceptance of all the limitations produced by the “collective intelligence” (CHOO *et al.*, 2006).

We believe that scientific research in the field of translator training primarily addresses the problems of improving proficiency in native or foreign languages, developing the skills of comparing languages in terms of stylistics and grammar (TIKHONOVA, 2020). However, the results of this research contain provisions that are important for organizing systemic work on the development of information competence in the context of vocational training. Meanwhile, the problems of the level of development of information competence in translation students are not systemically covered in scientific and pedagogical literature.

The hypothesis put forward in this study is that since with the current level of development of information culture, future translators are not always able to work with information effectively, university teachers need to carry out systemic work on the development of their information culture.

In accordance with the goal, the study pursues the following objectives:

1. To organize and conduct a survey of applicants, translation students, as well as research and teaching staff working with translation students.

2. To investigate the current level of development of information culture in future translators based on the conducted survey.

Methods

The study employs the method of analysis of theoretical surveys and the survey method.

The framework of the study is developed based on the provision that an important prerequisite for the development of information culture in the process of translator training is the recognition by participants in the educational process of the relevance of the problem of information culture for the modern individual and specialist in the field of translation.

For this reason, the primary research method used in the study is a survey of applicants, translation students, and research and teaching staff working with future translators.

The survey for applicants consists of 18 questions and is conducted among 11th-grade students of schools, gymnasiums, and lyceums who participated in a professionally oriented English language Olympiad, which was held for vocational guidance purposes. This selection of the range of respondents is determined by the following criteria:

- 1) The surveyed school students represent potential translation students;
- 2) The respondents have a certain level of proficiency in the English language, which largely eliminates language barriers to information search, particularly on the Internet.

The applicant survey focuses on identifying the respondents' attitude to working with the information they encounter in their studies and daily life, as well as detecting basic information-processing skills. The survey sample consists of 57 respondents.

The survey of students is aimed at determining students' attitudes to working with the information they encounter in the learning process and daily life. This survey includes 21 questions and was presented to 1st and 2nd-year translation students. The survey is completed by 146 1st and 2nd-year translation students.

The pleading objective of the survey of teachers conducted among the staff of the Russian State University of Tourism and Service, the Russian State Hydrometeorological University, Moscow Aviation Institute, and the Peoples' Friendship University of Russia is to determine teachers' attitude towards the development of information handling skills and the need to pay attention to the development of these skills as part of the disciplines they teach. The survey was completed by 53 university teachers.

The teacher survey consists of 20 questions and focuses on the teachers' assessment of the quality of students' work with information in completing educational assignments; determining the teachers' attitudes toward the need for the development of the components of information culture in future translators; revealing the role of assignments focused on the development of translation students' information culture in the learning process under the teacher's guidance; and discovering the possible results of work on the development of information culture in future translators given that this aspect of the learning process is paid greater attention.

Here it should be noted that the survey of applicants focuses on the general information culture of the respondents, while the surveys of teachers and translation students are targeted at the general and professional information culture of future translators.

Results

The survey of applicants demonstrates that 73% of the respondents do not use any additional information sources for educational purposes aside from school textbooks and lesson notes. Meanwhile, 55% of the surveyed applicants are convinced they are able to find the necessary information quickly.

100% of the surveyed high school students have a computer or a laptop and Internet access at home. However, only 38% of the respondents use the computer to work with online versions of Word and PowerPoint, and 16% – to create their own drawings, music, and videos. All respondents use the computer to communicate on social media, listen to music, and watch movies. Only 12% use specialized translation programs to work with educational and literary texts.

It is noteworthy that 5% of the respondents indicate that they need the computer to perform work with applied software (3D-Max, C++, etc.).

Regarding the search for necessary information, 56% of the respondents believe they are not always able to find it successfully and 83% start searching for information from Internet search engines, 11% – from library catalogs, 9% – from other sources (encyclopedias, consultations with teachers, parents, friends). Only 6% of the respondents can work effectively with the catalogs without the assistance of a librarian. Only 35% of the surveyed high school students regularly use certain information resources, 5% can name at least 15 websites containing information related to school subjects, and 2% know at least five newspapers or magazines on the topics of school subjects.

Around 72% of the survey participants use all the information they find, 4% of the students first consider whether the discovered information is accurate and reliable before using it, and 12% try to use information from the most recent sources. Most of the respondents save the information they find, 83% organize it into files and store them on their computer, 4% use diagrams, and 7% use notes.

A noteworthy finding is that less than half (45%) of those surveyed know that the materials found on the Internet are the property of their authors, and cannot be passed off as their own if used.

The questionnaire for translation students includes virtually the same questions as the one for high school graduates, with additional questions related to working with information during university studies.

The survey of university students shows that 54% of the respondents use additional information sources in preparation for classes aside from textbooks and notes taken in class. All respondents believe that they can quickly find any necessary information.

The availability of a computer or laptop and Internet access at home is confirmed by 100% of the students. About 63% of the respondents use the computer to work in Word, Excel, and PowerPoint; 16% use online resources to create their own drawings, music, and videos, only 32% translate educational texts in specialized translation programs. All of the respondents use their computers to communicate on social media, listen to music, and watch movies.

About 12% of the respondents work with image, music, and video editing programs, specialized computer dictionaries, applied translation programs, and the like.

The search for information 75% of the students surveyed start from the Internet, 24% begin with library catalogs, and 8% – from consultations with teachers. Only 13% of the respondents believe they are able to work with library catalogs without the assistance of a librarian.

Only 43% of future translators can name several information resources that they use regularly, 14% know of at least 15 websites with materials related to various academic disciplines, and 6% can recall the names of at least five newspapers or magazines related to the studied academic disciplines.

Half of the respondents use all the information found, 16% consider the accuracy of the information before using a particular source, 39% give preference to information from the most recent sources. The vast majority of the respondents save the found information as files on the computer, while 5% of respondents use notes.

About half of the respondents are aware that information resources are the property of their authors and their copyrights need to be observed. However, only 27% are familiar with the requirements for citing other authors and have no difficulties compiling reference lists for coursework. When preparing speeches, only 17% of the students use at least five information sources, and 7% use not only text information but also video and audio.

The survey of teachers indicates that 100% of the teachers surveyed believe that information handling skills are necessary for future translators, but only 52% believe that students should be presented with tasks that teach them how to work with information correctly.

The surveyed teachers believe that the most important information for translators is textual information and audio materials. The most common tasks that train future translators to work with information are suggested to be: writing abstracts (86%), searching for information on the Internet (34%), compiling summaries of certain materials (12%), and creating presentations using computer programs (10%).

Dictionaries and reference books on the subjects studied are recommended to the students by the overwhelming majority of academic teachers, 90% of the total sample; associations with the previously learned knowledge are pointed out by 95% of the respondents. A certain algorithm for performing tasks is offered to future translators by 53% of the surveyed teachers, but only 16% claim that students use the proposed algorithms, about 70% of the teachers who chose the answer “cannot answer” probably did not pay attention to this fact.

The vast majority of the respondents (88%) specify what information students should write down in class. Only about 10% of the teachers draw students’ attention to the problem of respecting the copyright of the information sources used, but most of them note the importance of students producing work of high quality, which is expressed primarily in the correct use of terminology and compliance with the standards of citing information sources. Noteworthy, 94% of the teachers claim that future translators comply with the requirements for the technical formatting of the tasks they complete.

Information sources in foreign languages are recommended to translation students by 43% of the teachers, the reliability, advantages, and disadvantages of various information sources are stressed by only 25% of the respondents, and as few as 12% of the teachers offer translation students analytical tasks focused on identifying missing information. The members of the research and teaching staff surveyed in the study point out that future translators predominantly use 3-5 information sources including lecture notes and recommended sources

in completing various tasks, approximately 36% also use the information they find themselves. The majority of those surveyed believe that student translators copy the information they find without processing it.

Discussion

The results of the surveys of applicants and student translators indicate that 1st and 2nd year university students work with information at the same level that school graduates, although the level of information needs must be higher in university students, especially at the 2nd year of studies.

The survey results give the opportunity to compile a behavioral portrait of work with information of a school graduate and a 1st-2nd-year university student. This portrait describes a person who does possess the skills of searching for information and predominantly uses the Internet in this search but avoids using library resources including websites and electronic library catalogs because, as researchers suggest (NURKULOVA; NURKULOVA, 2020), they do not have enough skills to work with them. A modern school or university student has a computer at home but mainly uses it for entertainment purposes (playing games, listening to music, watching movies and videos, communicating on social media platforms), however, they also have the skills of working in the most common text and spreadsheet processing programs (KORIAKINA, 2017).

School graduates and university students are pragmatic in their information needs, in training, they are mostly content with the information obtained in class or from a textbook, and if additional information is needed, they most often use all of the information randomly found on the Internet, perhaps with the preference given to newer information. Furthermore, according to researchers (IUSUPOVA, 2010), the Internet is often used to find ready-made solutions for tasks.

In this regard, it can be argued that today's high school graduate or university student has some skills and abilities in handling information, but is not always able to work with information effectively (ZABOKRITSKAIA, 2017).

The peculiar feature of student translators is only that they resort to the professors at the beginning of the search for information and have a more critical attitude to the information used. The higher percentage of those who work in the library can, as we believe, be explained by the fact that university libraries provide students with the necessary minimum of information and the sources recommended for reading by the professors. Despite the fact that

the students are aware of the authors' rights to the information resources created by them, only a quarter of the respondents know the rules of correct use of materials owned by other people.

The findings derived from the survey of future translators are supported and specified by the survey of the research and teaching staff working with students in this specialty. The results of the teacher survey reveal that work on the development of future translators' skills of working with information is not carried out systematically, although the respondents recognize that these skills are critical for student translators.

Assessing the quality of students' work with information, the teachers point to the following peculiarities: imitation of suggested samples; use of a small number of information sources; borrowing of the collected information without processing. These features, according to researchers, are negative indicators, as they demonstrate future translators' poor information skills.

The possible ways to resolve the problem of developing the information culture of future translators are suggested below.

1. The introduction of a special discipline focused on the development of competencies that constitute the components of information culture.
2. The inclusion of competencies that form the components of information culture in the list of competencies acquired as a result of studying the disciplines provided by the educational and professional program of translator training according to the principle of consistency.

An important point to note is that the introduction of a new discipline may cause difficulties since the current vocational education programs for translator training already contain a substantial number of disciplines. For this reason, in our view, a more efficient solution is improving the programs of the existing disciplines.

Conclusion

The conducted research suggests that the level of development of information culture in translator students and school graduates is characterized by virtually identical attributes, although some parameters are higher in university students. The survey of teachers working with future translators indicates that systemic work on the development of students' information culture is not carried out, despite its importance being recognized.

Overall, the survey of participants in the educational process gives reason to characterize the development of information culture of future translators as a non-systemic, non-purposeful, and, accordingly, not sufficiently effective process.

This confirms the hypothesis of the study that since with the current level of development of information culture, future translators are not always able to work with information effectively, there is a need for the development of special programs of systemic work on the development of information culture in future translators as part of university education.

What can be suggested as the prospects for further research is the study of the state of information culture in senior students translators to analyze the dynamics of information culture in the process of studying at university, as well as the search for ways to intensify the educational process of translator training in the conditions of higher educational institutions.

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