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## **Technological and Ethical Challenges of Translators Training in Ukraine and Issues of Modern ICT Development**

### **Abstract**

This paper aims to explore the challenges of the Ukrainian system of translators training caused by modern technology advancement. The paper applies established ideas in practical approaches to the improvement of translators training system with respect to new technological requirements for the professionals. The relevant data were obtained by the analysis of questionnaire results.

The problems of education of translators in Ukraine under the conditions of dramatic social and political changes are considered. The lack of training in the sphere of technology application for professional development is pointed out on the basis of the research results analysis. The research has also shown the contradictions between the needed level of technological skills of the students of the translation department and modern professional standards. The changes of certification standards for translators in terms of information literacy skills, ethics, and management as related to technological advancement are shown.

The paper discusses the results of the original survey involving high school graduates, students, and faculty staff. The recommendations proposed are based on the critical study of the peculiarities of the system of translators training in Ukraine.

**K e y w o r d s:** translators training, information literacy, ethics, certification

## Introduction

Translation is the occupation in demand in modern Ukrainian society as Ukraine takes steps to become an active member of the world community. A low level of foreign languages proficiency of Ukrainians enhances the importance of translation services for the development of society and upsurge in economic activity. A translator is involved in the intercultural communication as a mediator and thus should do the best to achieve the highest level of efficiency of the communicative process. As translators are among the first persons facing another culture and foreign texts and messages, their responsibilities are quite difficult and demand a wide range of relevant skills and knowledge. A translator's performance requires the proper competence, which "should necessarily comprise bilingual, extralinguistic and instrumental (practical knowledge about the use of documentary sources and ICT: dictionaries, encyclopaedias, translation programs, editing programs, etc.) components" (Acioly-Regnier, Koroleva, Mikhaleva & Regnier, 2015, p. 147). Ukrainian translators and interpreters are to a certain extent affected by the ideas of former Soviet translation traditions, but they are also open to the new word trends in translation theory, as well as they are quick on the uptake of international standards of the profession. This means that they face the same challenges caused by the current state of technological advancement on the global level (Maksymenko, 2013), but they are a little behind of the newest tendencies.

The instrumental component of a translator's competence is not limited by the ability to use the appropriate means and instruments for transforming the source text into the target text. Translators also face the challenge of receiving, transforming, and communicating information under the conditions of ICT-mediated environment. Thus, the development of technologies has caused the dramatic raise of translation standards in terms of skills required for the proper information reception and representation. The changes were so deep and significant that even one generation of translation professionals could witness the process of technology transformation; G. Samuelsson-Brown (2004) describes his experience as follows: "during my own career as a translator I have gone from writing my translations which were then transcribed by an audio typist (or two during peak production periods), to working directly on a word processor and then progressing to today's technological wizardry" (p. 1).

The technological support of translation activity has advanced the facilities of text processing and the translation process itself. Powerful editing tools save time and increase the efficiency and quality of work. Yet, on the other hand, new challenges have also been issued.

## Translation and Technology Challenges

The improvement of the technological support of any economical activity means inevitable changes of performance levels, qualification demands, and professional standards. Technological progress has also become a challenge for translators by changing the communicative processes from the point of view of the channel of communication. The creation of global broadcasting and telecasting networks resulted in the need for immediate rendering of information (news, sport, and other international events) into different languages. The peculiarities of such translation challenges are discussed by M. O'Hagan and D. Ashworth (2002), as teletranslation and teleinterpretation are considered to be new phenomena, emerging as a result of digital technology development and its worldwide spread shaping global multilingual audience in recent decades.

Versatile changes in the translation activity, caused by the influence of modern technology, have called forth various complementary issues such as the widening of the range of ethical aspects of translation from both operational and managerial points of view.

As a result of the development of information exchange technologies, the translation businesses faced the necessity of information safety maintenance. The management of translation services should involve the notion of ensuring the safety of information the workers are dealing with. The challenge concerns the issues of commercial classified information, copyright problems, and other messages to be made public timely, not as a result of information leakage. The system of communication inside the translation enterprise and the job descriptions of personnel should meet the modern requirements of data protection. It is also regulated by the international management standards, but the standards are often regarded as too formal issues, so the formal requirements need to be accompanied with strong understanding of the problem and possible consequences of conscious or unconscious activity (Corsellis, 2008; Samuelsson-Brown, 2006).

A translator faces the need to take the decisions based on the ethical evidence, i.e. which phrase to choose, which one to omit or transform (Kruger & Crots, 2014; Nihan, 2012). The concept of such a choice is not new, as the problem was urgent decades ago, but modern technology takes a very short period of time to bring the problem from the local into the global level. Every accidental mistake or improper wording is immediately replicated, reposted, and commented online by a great number of users. The speed of information dissemination via modern communication technologies is extremely high, which makes it highly influential and increases the level of an interpreter's responsibility. Of course, the problem concerns only specific information messages, but it is quite difficult to predict which item of information will cause difficulties in future.

Thus, the researchers mention the issues of using ICT in the translation activity and communicating with such technology for performing professional tasks, especially with respect to ethical use of information for the professional purposes, which should become an aspect of translators training.

A. Pym (2003) has pointed out the problem of disbalance between the development of translation skills and the skills required by the labour market under the conditions of translators training. He supports the idea of moderate rethinking of the concept of a translator's competence and relevant knowledge, not targeted primarily at the technical skills of the source and target texts processing in order to meet the format requirements (Olvera-Lobo et al., 2005). Thus, the problem of translators' competence is related to the concept of information literacy, which means that a translator should be characterised by the understanding of: a need for information, the resources available, how to find information, the need to evaluate results, how to work with or exploit results, ethics and responsibility of use, how to communicate or share the findings, and how to manage the findings. The points refer to the information literate person, as determined by the scholars from CILIP, Chartered Institute of Library & Information Professionals (2009).

Information literacy is a range of skills and knowledge needed for both education, particularly lifelong learning, and professional activity. Information literacy becomes extremely urgent – even in higher education – because of the volumes of relevant information to be perceived, assessed, transformed, and reproduced by students. The first year student faces different challenges: a new training system (lectures and seminars, laboratory works), the need of working with additional sources, and self-instruction. The term papers' preparation as well as surveys of literature on the subjects require advanced information literacy skills. The types of educational activity are based on the knowledge and skills of operating quite huge volumes of information, which means a range of additional skills. Many countries have developed and adopted the system of requirements in the field of information operation (Information Literacy Standards) for different categories of students and professionals. The standards describe the minimum requirements for information search, processing, storage, and development as well as the ethical and economical issues of dealing with different information. It should be noted that, despite the difference in the approaches to the information literacy definition, all systems of standards take into account the problem of ethics of dealing with information resources.

Information literacy is a system of skills which is of vital importance for the professionals in various fields, not only for translators and interpreters. The specific components for translation field are: professional software use, particularly dealing with machine translation systems; knowledge of the peculiarities of information sources which are relevant for the translation process; and considering ethical issues while rendering lexical units from one language into another. As a result of discussions on a modern translator profile in the future (2011), the following

groups of skills are distinguished: 1) the skills relevant both in the future and in the past, and 2) new relevant skills. The former group includes such skills as: communication skills in general, to talk to clients and colleagues; IT literacy; research skills; ethics, etc. The latter one includes: learning translation technology skills; learning to learn about new types of tools; compiling terminology for MT (machine translation); social networking skills, and others. Yet, many translators do not face technological challenges, so they do not recognise a strong need for such skills and qualities development. On the other hand, the list of skills was prepared as based on the ideas of scholars and translation practitioners, so it shows the requirements of modern labour market. This means that the skills are to be reflected in modern professional standards and professional certification systems, and will encourage some professionals to improve their knowledge. However, this is a halfway to problem solving since the certification of translators in a range of countries – and, particularly, in Ukraine – is not compulsory, and only the individuals and companies working on the international level are interested in certification.

We should point out that translator certification is not mandatory due to complexity of criteria distinguishing. Languages are very different in their structure, and the relevant translation skills can be discussed only for a definite group or even pair of languages. Source texts also vary in rate of useful information and expressive means to be rendered. In other words, it is quite difficult to create universal translation requirements and then put them into the testing system. Yet, it is possible to develop standards for definite languages and definite fields of translation activity (interpreting, conference interpreting, scientific translation, court translation, etc.), as based on the concepts of lifelong professional development and lifelong education. The standards development requires efforts of various professional translation associations and a strong theoretical base, so the process is a time-consuming project.

It should be noted that many existing systems of translator certification do not require additional skills, but are mainly focused on the ability to render a message from one language into another. As it is reasoned by Budin, Krajcso, and Lommel (2013, p. 148), the modern schemes of translators certification need improvement, as they do not meet the demands of modern market of translation services. The statement is based on the results of interviewing the individuals involved into the current translation activities (consumers, translators, educators). In response to the challenge, some certification institutions have started the processes of certification criteria renewing (National Accreditation Authority for Translators and Interpreters, 2015) to maintain reliability and validity of their testing systems.

So, informational technology development resulted in the revision of instrumental components of translation certification standards and management standards, called forth new types of translation activities, and increased translators' responsibility. However, the renewing of the standards can scarcely improve the

overall situation of technology implementation into the translation profession in Ukraine. The more effective method is to reshape the process of translators training.

## **Translators Training in Ukraine as Related to Technology Challenges**

The process of translators training in Ukraine cannot be reformed without the modernisation of the whole system of education. Thus, the priorities for improvement should be determined as based on the word professional and educational trends reflecting the most important technological changes in the society.

The development of information technologies caused the need for specific skills and knowledge determining the quality and quantity of people's dealing with the technologies. They are the following: information literacy skills, ethical issues of dealing with information, and communicative skills for ICT-mediated environment. Of course, the list does not claim to be exhaustive, but it correlates with the translation standards changes caused by the technological advancement, sustainable development goals, and global priorities. In moving towards sustainability, higher education requires a comprehensive system approach that is aimed at the entire system and its various subsystems (all activities and the way it is organised) in a need for fundamental system changes and considering all sustainability principles together (Waas et al., 2012).

As an attempt of taking into consideration information literacy skills, ethical issues, and communicative skills, the system of information literacy standards can be used. As it was mentioned, there exist a number of standards, which were developed by various research groups. The adoption of best practices of such standards development in the world's countries is of great value for Ukrainian educators. As for Ukraine, the standards are not developed yet, so there are only some pilots of groups of standards for the definite fields of occupation, but they do not cover the whole problem of dealing with information on the global scale. Thus, the problem of the standards development and implementation remains urgent for the society and educational system of the country. The theory and practice of such standards development, as well as the issues of information literacy and information culture are quite popular among the educationalists (Lypchanko-Kovachyk, 2015). They are in search of the means and ways of forming and developing students' knowledge and skills in the field of dealing with the professional information resources.

The issue of information literacy standards implementation is the task of high importance for the students of translation departments, since their future

professional activity will be based on dealing with information and application of the basic skills determining information literacy. While national standards are not valid, Ukrainian researches are conducted within the frameworks and expertise of the other countries (Jaatinen & Jääskeläinen, 2004); Canım Alkan, 2016). Considering the abovementioned definition developed by CILIP, let us discuss the specifics of the characteristics of an information literate translator. It should be pointed out that the features describe the basic qualities of a translator.

The understanding of a need for information for a translator is reasoned by the lack of reception of the peculiarities of a source text (its style, subject, etc.), which are crucial for rendering the source message by means of the target language. Thus, a translator often needs the general information about the structure of a piece of equipment or an object in order to make a proper choice of linguistic patterns for the target text. The information about physical or chemical properties of an object is not relevant and needed in such a case, but it might be for a different source text translation.

The understanding of the resources available for a translator means the ability to predict the useful sources of information, i.e. to choose the resources which provide with the sufficient information, and are reliable and clear enough for satisfying a need for information.

The understanding of how to find information for a translator implies the skills of working with the sources of information, using search systems, databases, and other tools.

The understanding of the need to evaluate results for a translator implies analytical skills for comparison of the information found and the initial need for information according to the criteria of validity, efficiency, reliability, etc., as related to the translation process.

The understanding of how to work with or exploit results for a translator means the awareness of the peculiarities of the information found, as related to the translation process (adding some notes or commentary to the target text, using the results, etc.).

The understanding of ethics and responsibility of use for a translator means the consideration of the issues of property, authorship, or privileged information peculiarities for the information involved into the translation process or the information from the source text.

The understanding of how to communicate or share the findings for a translator means the skills of operating different software for the creation of the source text using the additional information, which is needed for rendering the source message.

The understanding of how to manage the findings for a translator is primarily related to the issues of reuse of findings for the translation in future, i.e. the storage of information, or a quick access to some useful sources (e.g. online terminological dictionaries, manuals, etc.).

It should be noted that the list of skills is mainly concentrated on the ability to recognise and satisfy the information needs for performing the translation process. The skills can also be applied to the process of working with information in general, i.e. they cover the technical side of translation. As for the communicative skills and ethical issues of dealing with information, they are based on information literacy skills, so their development is closely connected with the information literacy level of students. It is also worth mentioning that communicative skills and ethical issues of dealing with information are considered to be more specialised than information literacy skills.

Ethical issues include a range of key behaviour models, which are useful for translation decision making. There are some contexts requiring accurate wordings and proper behaviour to overcome misunderstanding. Religion and gender issues can serve as the examples of complicated environment for translation. While translators have enough time to think over their decisions, interpreters are limited in time and situation, so they need ready-made ideas and frameworks of coping with their challenges. Since they are sometimes taking their decision under the pressure of the context and current environment, interpreters should be good at strategic thinking and predicting possible difficulties before the occurrence. As it was mentioned above, the mistakes are very objectionable and sometimes can affect the career deeply. Ethical issues also concern dealing with information while working with source and target texts, determining the tolerable limit of the initial message transformation and keeping confidential under the ambiguous conditions. Various copyright laws in different countries are also to be considered. Information exchange as an aspect of dealing with the customer is sometimes a more complicated process than the process of text translation, so the ethical communication with customers, colleagues, seniors is an important component of translators training (Bahriy & Osiodlo, 2013).

The third group of skills discussed are communicative skills for ICT-mediated environment. They are partially developed in the framework of communicative competence, as it is needed for the realisation of communicative intentions (Council for Cultural Co-operation, Education Committee, 2001, p. 108). The students of translation departments are also involved into various types of educational activities, which enable their communicative competence shaping. The activities include both languages studies (native and foreign) and special translation assessments based on the translation of e-mails and audiovisual translation.

We have analysed the scientific literature and found out that technology challenges are considered to be the reason for professional translators' standards review. Our analysis concerned the changes of translation standards and the problems of the educational system in Ukraine. To determine the current state of students' knowledge of the specifics of dealing with information to perform professional tasks, as well as to estimate the professors' attitude to the problem of such knowledge development, we conducted the special survey.



## Methodology of Research

In order to obtain the data for analysis, we have developed three types of questionnaires – the questionnaire for students, the questionnaire for the faculty staff, and the questionnaire for school graduates – and asked participants to fill in the printed forms. The questionnaire for school graduates was the least professionalised, and the questionnaire for faculty staff was the most professionalised one. Both qualitative and quantitative data from the questionnaires were analysed, but the preference was given to the qualitative data in order to compare the results and characteristics of an information literate person (for students and school graduates) and an information literate translator (for students only). Thus, the description of a typical student and a school graduate was based on the positive or negative answers quantity between 60% and 90%. As for the results of the faculty staff answers, they were given with the proper percentage of positive answers.

### Participants

The students and faculty staff of translation departments, as well as school graduates, were involved in the survey. The study was conducted during the 2014/2015 academic year in the State higher educational institution “National Mining University” and Dniprodzerzhyn’sk State Technical University. The number of participants was the following: 100 third-year students of translation departments; 50 members of the faculty staff, who deliver lectures for the students of translation departments; and 100 school graduates. We should point out that only high school graduates interested in studying at the translation department were considered for the survey results analysis. They were involved in our research activities for the purpose of comparison as zero reading for university level students.

### Instruments

The main instruments of the study were the questionnaires. The Questionnaire 1 was aimed at the students of translation departments specialising in the scientific and technical translation. The questionnaire consisted of 25 questions. The questions were based on the characteristics of an information literate person and translator, which were considered above, and were aimed at the study of students’ knowledge and skills, including ethical issues of dealing with information and communicative skills for ICT-mediated environment. Most questions were of a general type, and began with the statements such as I know... / I can... / I use ... In order to obtain the information about the software they use and skills, we also offered the students some questions of an open type. We used the same questionnaire for school graduates (Questionnaire 2); the only difference was in its introduction.

The Questionnaire 3 was targeted at the faculty staff of higher educational institutions. The questionnaire consisted of 25 questions. The questions were based on the characteristics of an information literate translator, but they were aimed at investigation of the teaching staff's attitude to the problem of students training in the field of information processing, as well as the role of students' information knowledge and skills development under the conditions of the definite translation courses delivering. We were not interested in the professors' profiles as information users or creators, but in their consciousness of the challenges of modern trends in students training and the role of their courses in the students' education as a grounding in professional training.

## Research Results

As a result of the questionnaires' analysis, we can create a typical high school graduate profile, as related to dealing with information. A high school graduate has the skills of information search, but limits the search process by googling or using other search systems and key words on the information needed. Libraries, and libraries' sites and search systems are almost not applied in the information search. A high school graduate works with a PC (laptop), but the latter is mostly used as an entertaining means (games, listening to music, watching films or video clips, communicating via social networks). The knowledge of most common software for text processing and table handling is also the characteristic of school leavers.

As for the information needs, the school leaver is pragmatic, and is satisfied by the information taken from a student book or delivered by a subject teacher to meet the most study challenges. If the information is insufficient, the student turns to the additional loose information from the Internet, irrespective of its origin, but the newer sources are sometimes preferable. The questions of veracity and relevance are not taken into consideration in the majority of cases. The information is mostly stored in data stores; sometimes some notes are taken or sketches created on paper. As for the devices, PCs, laptops, and mobile phones are used for different purposes.

Thus, we can assume that a modern high school graduate has some knowledge and skills of dealing with information, but the efficiency of the activity is not always high enough to meet the challenges of the study. If compared to the characteristics of an information literate person, a typical school graduate demonstrates a range of information processing skills, but they cannot be described as "strong." There is some knowledge of ethical issues of dealing with information, and use of ICT for informal communication.

Let us compare the generalised data based on the high school graduates' and translation students' questionnaires. Table 1 shows the main statements from the

questionnaires and the percentage of positive answers provided by both school graduates and university students.

Table 1.  
*General results of data analysis from the graduates' and translation students' questionnaires*

Statement	Graduates' positive answers, %	Translation students' positive answers, %
I know how to find the needed information.	72	80
I usually search for information using:		
Google,	82	85
a library and a library site,	17	26
I ask my teacher for help to improve the process of search.	5	17
I use my PC:		
for entertaining,	98	100
for doing home assignments.	84	86
Using special software, I can:		
process texts,	92	93
handle tables,	43	50
translate texts.	14	92
For studying purposes I use information:		
from a student book,	92	74
delivered by a subject teacher,	86	86
from the Internet.	71	92
I usually consider:		
the source of information reliability,	14	26
the date of information,	87	91
the relevance of information.	56	76
I usually store information:		
in data stores,	87	96
as notes,	14	57
as sketches.	5	16
For information searching and processing I use:		
a PC,	80	90
a laptop,	90	90
a mobile phone.	10	21
I know about intellectual property issues.	36	83
I always mention the source of information if I use the texts which were not created by me.	3	46
I know:		
the rules of citation,	92	96
standards of references creation.	10	60

As a result of the questionnaires' analysis of third-year university students, we can create a typical translation department student's profile as related to dealing with information. A typical student deals with information in the same manner as a high school graduate does, although information needs of a university student are considerably higher. It is notable that the students often ask tutors for help while starting their searches, and they are more critical to the information which they use to satisfy their needs. The students spent more time at the libraries compared to high school graduates. The fact can be reasoned by the ability of the university library to satisfy the students' minimum informational needs, as they can provide students with student's books and manuals, as well as some sources mentioned by the professors as crucial for their courses. Despite the students' knowledge of copyright laws, they do not know the principles of citation and styles of referencing, as well as the proper ways of information usage. They know the basic ideas, but are in lack of means and ways of doing the right things with their knowledge, i.e. putting it into practice.

The students of the translation department are aware of various professional software (for texts, words, and phrases translation, electronic dictionaries, etc.), but they do not apply the software in their studying and professional activity. The students use online translation resources instead, but the resources mentioned in the questionnaires are of a very low quality, which is not relevant for qualitative professional translation. Thus, they face various difficulties with practice of technical translation as a part of their home assignments because of their inadequate choice of translation resources. The ethical issues of information processing for translation are limited by the knowledge and use of politically correct words. The principles of ethical decisions and ethical problems are not mentioned by the students. Most participants use ICT for communication freely.

If compared to an information literate person, a typical student demonstrates the information processing skills, but they are limited by general information and the information based on the university courses. If compared to an information literate translator, a typical student cannot be described as an independent user, as he or she needs tutors' support for recognising information needs and working with the relevant sources. Ethical issues are solved on the base of the similar cases studied as the examples in different courses.

The analysis of questionnaires for the faculty staff has shown that 100% of professors consider the skills of dealing with information as useful and important characteristics of a translator, but only 52% of them think that students should be trained to deal with information resources by means of specific exercises under their academic curriculum. The teaching staff mentioned texts and audio as the most useful types of information for translators. The most popular types of students' activity for training to deal with information are the following: papers and essay preparation, information search via the Internet, abstracting various texts, and creation of presentations to show the most important findings of the essays.

Professors emphasise the role of dictionaries, guides, and manuals in the process of adequate scientific and technical translation, as well as recommend the sources covering the definite spheres of knowledge. More than 95% of respondents state that they adopt the interdisciplinary approach and deliver their courses with respect to other related spheres of knowledge. They also provide students with possible algorithms for meeting the most common challenges as based on their disciplines. Only 16% of teaching staff report that students follow the algorithms, but nearly 70% choose the answer “I am not interested in the question.”

Most professors attract students' attention to the most important information of the lectures and monitor the process of note-taking, i.e. do not encourage students to assess and transform the educational information on their own. They do not consider note-taking as an element of information processing or a step to training texts annotation and abstracting. Only 11% of professors attract students' attention to the problem of copyright laws, as they believe that the issue is familiar to their students. However, teaching staff monitor the quality of the information created by the students (essays, term papers, reviews, translations, etc.) according to the criteria of using the proper terminology, and meeting the formal requirements to the structure and content of the papers. It is notable that the professors (94%) report that students meet the formal requirements in their assignments.

As for the additional sources of information, almost half of teaching staff recommend foreign sources concerning their courses, but only a quarter of them point out the issues of reliability of information and its sources, and the virtues and shortcomings of the definite information sources. The percentage of the professors who involve the students into the analytical activities based on the search and assessment of the information (lack of data, relevant/irrelevant data, redundant, unreliable, or outdated information, etc.) is 27%.

The respondents stated that the students turn to 3–5 sources of information to do their assignments. Most students use their lecture notes and recommended sources, while only about 30% use additional resources. The professors mention that the students do not process and analyse the relevance and reliability of the resources they find independently. Neither can they assess if they are in lack of data or have got the excess information. It is notable that the students do not demonstrate motivation to the development of their knowledge and skills in the field of working with information. They do their assignments, but do not look for extra activities and knowledge.

Most professors of optional courses offer their students various assignments and exercises aimed at the development of information processing skills. The fact can be explained by the predominant theoretical character of optional courses, as they require working with many sources, whereas compulsory subjects for translation students are mostly practice-oriented with the theory immediately put into its implementation in professional practical activity. Still, both compulsory and optional disciplines imply operating various information (oral, written, audiovisual,

or mixed), and students' skills of dealing with it are required to master and adapt new items of information as a part of the whole educational process. The students of translation departments need very good information skills, as their professional activity is fully based on the process of information transfer.

The ethical issues of dealing with information and communicative skills for ICT-mediated environment are not considered to be taught as the special courses. The students take the course of *Basics of Information and Computer Technology* to be provided with the introductory stage of their training. However, it should be noted that there is no course standard, so each university develops its own course and technological philosophy. This is a considerably productive way, but the lack of common system of output requirements deepens the gap between the levels of students' skills in different regions. This is also demonstrated by several studies (Kucheruk, 2014; Voloschuk & Usyk, 2015), which note the substantial difference of the courses' goals, length, target skills, and competencies. From our point of view, the common framework should be developed by the prominent special research teams in order to work out the basis for professional standards elaboration as the future aim.

Analysing the data obtained, we can note that the students of translation departments are not trained to apply modern information technology in the study and elementary professional activity. The system of their skills training is efficient for providing them with relevant knowledge, but not efficient enough to provide them with the motivation to apply technology; neither is it efficient to develop the students' system of values to shape the understanding of the role technology plays in their professional activity.

The state-of-the-art of Ukrainian students' – and thus graduates' – motivation is a reason for their low competitiveness in the international labour market. Upon graduating from university, they have to take additional courses to meet the international certification requirements. From our point of view, the problem solution can be found in the development of students' international activity, i.e. encouraging them to take part in various students' events, fellowship, trainings in the international organisations, etc. The second precondition of the state improvement is the establishment of an independent national certification system for translation services. The existing certification by Ukrainian Translators association is not efficient for the solution of the problem.

## Conclusions

The development of informational technology caused deep changes in the system of world translation services, which called forth the revision of professional standards. As a developing country, Ukraine faced new challenges and is

now in search of the ways of problem solving based both on modern global trends and requirements of sustainable development, and on national technological base. The system of information literacy skills, and ethical and communicative issues concerning them, is one of the challenges for Ukrainian translators. The current system of translators training is inflexible and does not allow enough transformations to respond to modern world requirements of the profession. The students of translation departments are provided with sufficient knowledge, but are in lack of motivation for the development of their information skills required for competitive professional activity. Among the possible ways out, the development of students' international activity and implementation of national professional certification in translation can be considered.

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## Technologiczne i etyczne wyzwania szkolenia tłumaczy na Ukrainie oraz kwestie nowoczesnego rozwoju ICT

### Streszczenie

W artykule przedstawiono główne problemy szkolenia tłumaczy na Ukrainie w oparciu o zaawansowaną nowoczesną technologię. Kwestia ta została powiązana z wdrożeniem międzynarodowych standardów zawodowych w kształceniu tłumaczy oraz z wdrożeniem zmian niezbędnych dla poprawy ich szkolenia. Przekonujące dane uzyskano na podstawie analizy wyników kwestionariusza.

W badaniu brali udział studenci i pracownicy wydziałów translatoryki oraz absolwenci. Badanie zostało przeprowadzone w roku akademickim 2014/2015 w dwóch ukraińskich uczelniach oraz w 15 szkołach Obwodu Dniepropietrowskiego. Liczba uczestników była następująca: 100 studentów trzeciego roku wydziałów translatoryki, 50 pracowników katedr translatoryki, którzy prowadzą zajęcia ze studentami, 100 absolwentów.

Wyniki analizy umożliwiły opracowanie opisu typowego absolwenta szkoły i typowego studenta jako użytkowników informacji. Na podstawie krytycznej analizy specyfiki systemu szkolenia tłumaczy na Ukrainie zostały sformułowane zalecenia.

Słowa kluczowe: szkolenie tłumaczy, kompetencje informacyjne, etyka, certyfikacja



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## **Технологические и этические вызовы в обучении переводчиков в Украине и проблемы современного развития ИКТ**

### **Аннотация**

В статье описываются основные проблемы подготовки переводчиков в Украине на основе современных передовых технологий. Проблема осложняется переосмыслением международных профессиональных стандартов в области перевода, а также необходимость учета изменений для целей совершенствования профессиональной подготовки переводчиков. Соответствующие данные были получены путем анализа результатов анкетирования.

Студенты и профессорско-преподавательский состав кафедр перевода, а также выпускников школ, были вовлечены в исследование. Исследование проводилось в течение 2014–2015 учебного года в двух украинских высших учебных заведениях и 15 школах Днепропетровского региона. Количество участников было следующее: 100 студентов третьего курса, кафедры перевода, 50 членов профессорско-преподавательского состава, которые читают лекции для студентов кафедр перевода, 100 выпускников учебных заведений.

Результаты анализа позволяют сделать описание типичного выпускника школы и студента-переводчика в качестве пользователей информации. Предложенные рекомендации основаны на критическом изучении системы обучения переводчиков в Украине.

**Ключевые слова:** обучение переводчиков, информационная грамотность, этика

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## **Retos tecnológicos y éticos de la formación de traductores en Ucrania y desarrollo de las TIC**

### **Resumen**

El documento describe los principales problemas de la formación de los traductores en Ucrania basada en los avances de las tecnologías. La cuestión también se complica por el replanteamiento de los estándares profesionales internacionales de la traducción y la necesidad de considerar los cambios con el fin de mejorar la formación de traductores. Los datos pertinentes se obtuvieron mediante el análisis de los resultados del cuestionario.

Los estudiantes y el personal docente de los departamentos de traducción, así como los estudiantes egresados, participaron en la encuesta. El estudio se llevó a cabo durante el año académico 2014–2015 en dos instituciones ucranianas de educación superior y 15 escuelas de la región de Dnipropetrovsk. El número de participantes fue el siguiente: 100 estudiantes de tercer curso de los departamentos de traducción, 50 miembros del personal de la facultad, que imparten docencia a los estudiantes de los departamentos de traducción y 100 estudiantes egresados.

Los resultados del análisis permiten describir la visión de un graduado típico de la escuela y estudiante de traducción típico como usuarios de información. Las recomendaciones propuestas se basan en el análisis crítico de las peculiaridades del sistema de formación de traductores en Ucrania.

**Palabras clave:** formación de traductores, alfabetización informacional, ética, certificación