

COMPETENCY - BASED APPROACH TO EFFECTIVE PERFORMANCE OF FUTURE COMPETENT AND CREATIVE TRANSLATORS OF PROFESSIONALLY ORIENTED TEXTS

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Abstract

Modern world develops very quickly. Changes in people's lives and technologies occur today much quicker than it was 50 years ago, flows of scientific information in foreign languages scatter in all ends of the world in only a few seconds, therefore, there is a need for a new formation of professionals capable to think and operate according to the new time. Thus, with increase in contacts of Russian scientists and businessmen with foreign partners and taking into account all said above the question of vocational training of translators of professionally oriented texts (scientific and technical texts) is now actual more than ever. The article describes the use of competence – based approach in vocational training and tries to define concepts of «competence» and «competences» of a translator of professionally oriented texts. In the article the necessity to use competency – based approach is outlined in the course of vocational training as it manifests further effective professional performance. The researchers also define «competencies» of a creative translator of professionally oriented texts. In the carried-out analysis of scientific literature and taking into account the teaching experience the authors enumerate the main competences and competencies defining effective performance of a translator of professionally oriented texts.

Keywords: Competence – based approach, competency – based approach, competence, competences, competency, creative competencies, vocational training, translator, professionally oriented texts

The Russian system of higher education is now passing from traditional training focusing not only the results of training in professional

knowledge and skills but also the capability of a future professional to work effectively. The ideas of personal and professional qualities of a future employee are determined in the Federal State Educational Standards that gives an opportunity to create new educational programs, define requirements to the content of vocational education and training techniques, define competences and competencies the future employee has to be equipped with.

The ideas of competence - based approach in Russia are being studied now by many researchers. A.G. Bermus defines it as «an approach in training which assumes the ideas of general and personal development formulated in a context of psychological and pedagogical concepts of developing and personal focused education. In this regard, competences are studied as education integrating both traditional knowledge and generalized intellectual, communicative, creative, methodological and other abilities» (Bermus,2011). A.A. Ignatenko argues that «in the system of higher education competence – based approach is considered as technology of modeling of the results of education and providing standards of quality of professional education in competence and competences, metaqualities, orientation of education to the purposes vectors: learning ability, self-determination, self-updating, socialization and identity development» (Ignatenko,2009).

Competence - based approach includes two main concepts "competence" and "competences". Many researchers differently define these terms. Zeer E.F. emphasizes that «competence of a person is his knowledge, abilities and experience, ability to mobilize knowledge, abilities and experience in social and professional situations»; in his opinion, «competences are generalized ways of actions providing productive performance in professional activity» [Zeer, 2005 pp. 44-46]. A.V. Khutorskoy says:« competence - includes sets of interconnected qualities of a person (knowledge, abilities, skills, ways of activity), subject sets in relation to certain processes and high-quality productive activity; competences - possession by a person of corresponding competences including his personal relation to it and the activity» (Khutorskoy, 2011).

Definition of the professional competence of a translator and classification of competences included into its structure are the actual problems of modern linguistics as the consensus on this problem haven't been developed yet. R.K. Minyar-Beloruhev suggests three types of competences in the competence structure: language, speech and cross-cultural one [Minyar-Beloruhev, 1996]. V.N. Komissarov numbers four: language, communicative, textforming, technical and a concept of personal characteristics as making professional competence of the translator [Komissarov , 2001, p. 326].

The first subject of our research is to define the competence and professional competences of a translator of professionally oriented texts, therefore, we should specify that this is an additional qualification that students receive in addition to their main specialty, engineering/technical qualification: « Translator in the sphere of professional communication». The analysis of scientific papers showed that in regard to the activity of a translator of professionally oriented texts the question of competence and competences hasn't been practically risen yet.

Taking into account specifics of specialized texts assumes addition to the list of general translator's competences. As fairly N. N. Gavrilenko emphasizes that except above mentioned competences «professional competence of a translator of scientific and technical texts includes also knowledge of certain scientific and technical area and that the knowledge received by a student on the main engineering/technical specialty can and should be used in the training course of a translator of scientific and technical texts» [Gavrilenko, 2006, p. 83]. Possession of specialty includes its terminology that helps understand the initial text correctly and also choose necessary equivalents that guarantees better translation of the text. Such "transfer" of knowledge from one profession into another N. N. Gavrilenko calls «integrative knowledge» [Gavrilenko, 2006, p. 83]. Thus, it is possible to come to the conclusion that mobilization of integrative knowledge activates informative activity and forms system of interconnected knowledge in consciousness of trainees, develops critical thinking. Thus, for the translator of professionally oriented texts it is important to be able to select, analyze and effectively apply necessary knowledge.

Considering the aforesaid, we suggest main, in our opinion, professional translational competences of a translator of professionally oriented texts which are to be formed in the course of vocational training of future translators of professionally oriented texts:

- *language competence* - knowledge of, at least, two foreign languages, the knowledge of language means, norms and rules;

- *communicative competence* - means not only foreign language skills, but also obvious thought over the choice of implementation of programs of speech behavior depending on a concrete situation of communication;

- *cultural competence* or «background knowledge» - includes knowledge «national cultural features of social and speech behavior of native speakers: their customs, etiquette, social stereotypes, history and culture, and also ways of using this knowledge in communication process» (Schukin, 2007, p. 140);

- *technical competence* - includes knowledge and skills necessary for performance of translational activity. First of all, the knowledge of transfer strategy, translational receptions and transformations;

- *textforming competence* - «ability to create texts of various types according to a communicative task and a communication situation, - as notes N.V. Komissarov, - to provide appropriate structure of the text, to use language text units according to the rules of speech units in a source language, to estimate a place and a ratio of separate parts of the text and to perceive the text as the coherent speech. It includes a choice of translational strategy concerning the text» (Komissarov, 2001);

- *informational and technological competence* - knowledge of computer technologies, information search in the Internet, knowledge how to use electronic dictionaries and catalogs, and also ability to carry out any information search, critically treat found information. This competence means also ability and capability of a translator to find, analyze and effectively use the data received from nonconventional sources of information for successful implementation in intercultural communication. This is a competence since today to have just knowledge of computer technologies is insufficient (Gakova,2013);

- *extralinguistic competence* - «dynamic unity of different declarative (implicit and explicit) subject, encyclopedic knowledge of the facts of objectively existing reality lying out of structure of language and including knowledge of a context of the speech act, a communication problem, its participants, and other knowledge of world around, including, knowledge of actual events» (Alikina, 2012);

- *integrative competence* - ability to mobilize knowledge and skills received on the main technical specialty, successfully apply it in translation process of professionally oriented texts. For translators this competence is one of fundamental;

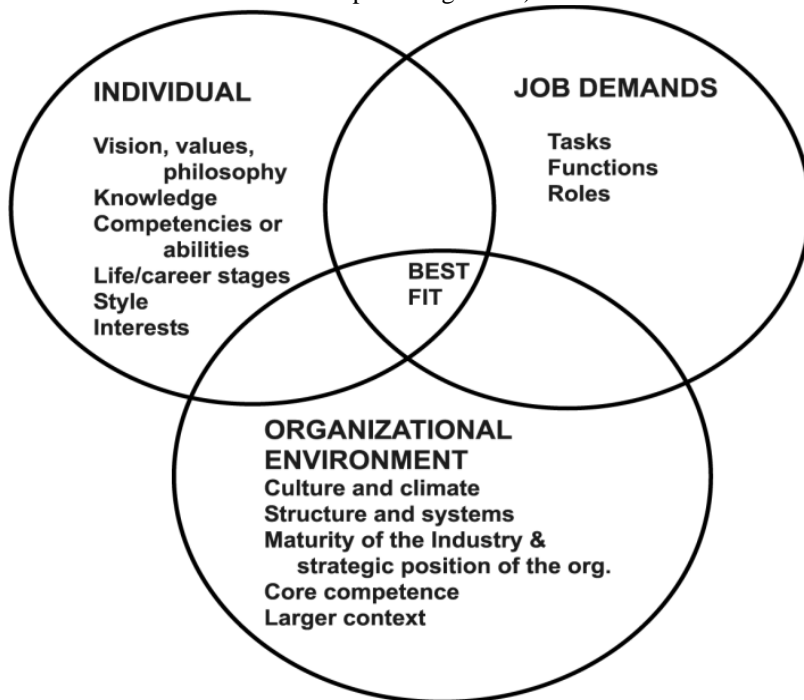
As said above, a competent employee should possess a set of professional competences without which his professional performance will not be possible. However, today professional competence isn't enough to correspond to expectations of an employer. Modern employers expect effective or outstanding performance from subordinates. Thus, we speak about certain behavioural competencies which will allow young specialists to use their knowledge and skills correctly and will help make the performance and results of their work more effective. These behavioural competencies are studied by competency-based approach (Boyatzis ,1982) which is actively being developed around the world.

One of the founders of this approach is R. Boyatzis, he defines a *competency* as a capability or ability. It is a set of related but different sets of behaviour organized around an underlying construct, which is called the

“intent”. He suggested a model of theory of action and job performance to show the conditions under which it is possible to expect effective performance. R. Boyatzis says that if any of two components of the model overlap it will increase the chance of effective performance of an employee, but if two of them don’t it may have the opposite effect (Boyatzis, 1982).

Theory of Performance (Boyatzis, 1982).

(best fit (maximum performance, stimulation, and commitment) = area of maximum overlap or integration)



The researcher also points out that competencies (emotional, social and cognitive intelligence competencies) foresee effective performance in professional, management and leadership roles in different sectors of society. Furthermore, these competencies can be developed in adult life. (Boyatzis, 2008, p.5). The construction of the special competency means joining of relating but different types of behaviour that are considered to be alternate determiners of the same underlying construct. But behaviours must be organized very accurately, in accordance with the consequence of their usage in social or work settings. (Boyatzis, 2008, p.6).

Creativity is also seen as a manifestation of an effective performance in social and professional roles. Nowadays it isn’t considered to be an extraordinary characteristic of few people any more it is rather seen as a capability to mobilize individual relationship with professional and social

fields. Moreover, it is a desirable construct of personal qualities an employee to be equipped with. Furthermore, H. Gardner considers creativity as a dynamic behavioural construct of emotional, social and cognitive intelligence along with motivation and personal qualities. (H.Gardner, 1993)

From said above, competency – based approach we consider to be a behavioural approach to creativity. From this point of view creativity is presented by a behavioural cluster or set of emotional, social and cognitive intelligence competencies along with motivation and individual qualities of a person.

- *creative competencies* - are innate and developing during life behaviours promoting creative type of thinking, shown in activity (professional and social performance) as a result of which not only innovative valuable products are created but it also promotes innovative transformation of personality as well as continuous modernization of models of behavior and strategy of effective use of experience in solution of new tasks. According to competency-based approach it is possible to choose a set of competencies necessary for the exact purpose. We have chosen nine fundamental competencies, necessary for effective training of translators of professionally oriented texts and their future effective professional performance. They are: self-management, achievement orientation, adaptability, flexibility, teamwork, leadership, information analysis, use of technology and conceptual thinking. And we must mind motivation and environment, necessary for effective performance.

- *personal qualities* - a wide range of various personal qualities necessary for a translator promoting successful performance of professional activity: continuous replenishment of knowledge, variety of interests, inquisitiveness, logic thinking, concentration, ability to process various volumes of information, competent performance of communicative skills, fast reaction in different tasks. The translator of professionally oriented texts should possess also a broad scientific and cultural outlook, have knowledge in adjacent areas of science, to be observant, concentrated, self-critical, physically hardy as he often should work in a heavy mode, to be able to mobilize quickly resources of the memory, productively distribute time, to be an erudite. (Gakova, 2013)

Speaking about a successful competent professional translator of professionally oriented texts, we must note that formation of the professional competence should be formed in the course of creative didactic environment promoting formation and development of not only professional competencies necessary for a future professional, but also behavioural competencies, such as creativity that promotes further effective activity. Creativity is:« not only the basis of all professional actions of a translator,

but also his main privilege. Creativity is directly connected with a personal and psychological portrait of a translator, it's his vital foundation and accumulation». (Gakova, 2012). In the course of training translation of professionally oriented texts students should study methods of solution of typical translational tasks and develop strategies to search individual creative decisions. M.Y. Tsvilling notes that success in training of translators can be reached only as a result of simultaneous use of three interconnected factors which can be designated by the terms «social practice», "vocational training", "self-improvement" (Tsvilling, 1994).

So, a competent translator of professionally oriented texts should know his mother tongue perfectly and a foreign language and translational strategies very well, understand cultural features of social behavior of native speakers of a foreign language, to be able to choose a strategy according to a communicative situation, to create texts according to the communicative problem of communication, to own information technologies, to be competent in the main technical field and to be able to apply this knowledge in the course of translational activity, to be an attentive erudite and competent intermediary of communication and creative personality capable to self-development and self-improvement and effective performance.

In order a graduate to possess all listed professional and behavioral competences and competencies educators must take into account the role and place of each of them in the educational process. The concepts offered in this article were developed during the research carried. In our opinion, it will help to create a productive approach to the formation of educational strategy of training of translators of professionally oriented texts not only in Russia.

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