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**SOCIAL AND INFORMATIONAL SATURATION AS A CONDITION
FOR THE EFFECTIVE ORGANIZATION OF FUTURE TRANSLATORS'
INDEPENDENT LEARNING ACTIVITY AND THE WAYS
OF ITS IMPLEMENTATION**

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**СОЦІАЛЬНО-ІНФОРМАЦІЙНА НАСИЧЕНОСТЬ
ЯК УМОВА ЕФЕКТИВНОЇ ОРГАНІЗАЦІЇ САМОСТІЙНОЇ
НАВЧАЛЬНОЇ ДІЯЛЬНОСТІ МАЙБУТНІХ ПЕРЕКЛАДАЧІВ
ТА ШЛЯХИ ЇЇ ІМПЛЕМЕНТАЦІЇ**

Objective. *The objective of the article is to determine the specifics of informational saturation of students' independent learning activity to characterize the types and forms of work that contribute to the motivation of independent learning activity in the process of training translators.*

Methods. *The main scientific results are obtained by means of such methods as analysis and generalization of scientific and educational-methodical literature on didactic problems; system analysis; a combination of historical and logical methods in the study; isolation of subsystems of complex objects and their system analysis, integral approach to the study of pedagogical phenomena.*

Results. *The article considers the concept of social and informative saturation of the educational process, its impact on the effective organization of independent learning activities of students, the genesis of the use of new and information technologies in the learning process, describes the main forms and methods of training future translators. It is proved that in the process of mastering the disciplines by students in a higher educational institution it is necessary to form the independence of thinking, to promote the desire to discover new knowledge and the ways to master it. The role and place of modern information technologies in the process of individualization of independent learning activity of students of philological specialties are specified. It was found that in today's conditions, the effectiveness of higher education depends on the extent and nature of the use of information technologies, students' involvement in distance learning. The author emphasizes that independent learn-*

ing activity contributes to the formation of students' intellectual qualities necessary for a future specialist. Informational saturation, in turn, contributes to the social opportunities of learners, their media literacy, allows ensuring the emotional involvement of the student in the process of assimilation of information created by rapid active response and positive reinforcement. The introduction of such new methods as network technologies, tutoring methods, case methods provides independent learning activities for students of translation specialties in an interactive mode and thus motivates this type of activity.

Key words: *social and informational saturation, independent learning activity, latest technologies, professional competence.*

Introduction. In Ukrainian society the problem of quality of education, provision of quality educational services has been declared as a priority determinant of preserving the sovereignty of the state, and the establishment of real political, socio-economic independence.

In the modern world, education is becoming a universal tool for purposeful regulation of social processes, a priority of human life, one of the most effective means of forming new relationships and behavioral norms. In the context of the transformation of educational orientations, the most important function of education is not the knowledge transfer, but the development of human capacity for self-realization based on the choice of values, and senses of life that have social and personal significance. The main “eternal” values of higher education are human involvement in the world of culture, development of personal qualities, acquisition of professionally significant knowledge and skills, since modern globalization processes exacerbate the problem of human alienation in the rapidly growing individualization of the human community. Today, the average Ukrainian citizen has effectively lost control over a significant part of the social process, increasing uncertainty. The feeling of insecurity against uncontrolled changes, as well as the desire of a large part of the society to abandon long-term goals in order to obtain immediate results are the dominant ones. This state produces the disintegration of both social and individual life. As a result, the society and culture are deprived of a personal basis, the ground for the formation of a man as a person is destroyed.

The threat of depersonalization, alienation, loss of values indicate that education is able to preserve and reproduce the personal sense of the social processes, to perpetuate the individual against the background of the general. Of course, if this education is of high quality.

Traditionally, such characteristics of knowledge as completeness, breadth, universality, flexibility, and the ability to apply the knowledge acquired during training in professional activities have taken root in the public consciousness. At the present stage, the quality of higher education is of particular importance in connection with the entry of the Ukrainian education system into the European educational space.

One of the tasks of a modern higher education is to teach students to master knowledge on their own. Therefore, in the process of mastering the disciplines by students, it is necessary to form their independence of thinking, to promote the desire to discover new knowledge and ways to gain it. The formation of professional competence of the students will be effective with the support of their desire to learn on their own, master the best ways of learning and apply them in practice, encouraging cognitive and intellectual activity. Such encouragement is promoted by social and informational richness of self-directed educational activity.

Ukrainian didactician S. Honcharenko writes that in our society today everyone can feel the processes associated with increasing the flow of information and the use of modern information technology [2]. Analysis of scientific sources shows that the terms “informational society” and “informatization of the society” have recently occupied a prominent place in the pedagogical research of scientists in the United States, Britain, Canada and many countries of the European Community. Large-scale changes related to the emergence

and spread of multimedia and digital technologies have affected all spheres of life, and therefore must be controlled and directed in the interests of the society, in particular, in the interests of educational systems. In the informational society, the actual functions of knowledge are undergoing changes, to ensure the adequacy of which twelve goals are defined:

- freedom of knowledge, which includes the right to criticize knowledge, the right to develop and improve knowledge, the right to personal information protection, the right to disseminate open information;
- independence in the field of information handling;
- equality of opportunities in the knowledge development, preservation and dissemination;
- structural pluralism, which denies universal schemes and recognizes the right to functioning various structures that correspond to the nature of specific knowledge;
- creation of special “knowledge zones” for specific problems, within which new knowledge will be structured and old ones will be revised;
- responsibility for illegal use of information, as well as its use to the detriment of society, individuals;
- development of the infrastructure of criticism, necessary for approbation of new knowledge, revision of outdated ideas, positions, theories;
- real informational support of the needs of society, i.e. provision of information really needed to solve current problems of specific users;
- informational self-identification;
- functional division of labour in the field of knowledge, which involves the performance of certain functions related to the development, dissemination, processing, storage and presentation of information;
- decentralized organization of knowledge as a means of combating the monopolization of knowledge, which is dangerous in the information society;
- strategy of flexible complementary use of technical and non-technical solutions [4].

First of all, informational saturation characterizes the field of social development and is directly related to the field of education. As a result, the opposition of scientific, technical and humanitarian types of cultures has intensified to some extent, and the social and informational saturation allows to remove or sufficiently level this opposition. Classical humanitarian culture, in the content of which the professional image of students of philological specialties is formed, is designed to preserve and develop spiritual values, takes into account the technical conditionality of the social sphere, the fact that modern man has become a functional element of the technosphere. A. Sitsynskyi quite rightly notes that in our country the informatization of the society has led not only to the formation of types of people with different levels of computer skills, but also with different views on the place of computer technology in the society [5].

A large number of scientific studies and publications (O. Kukhtiak, O. Zhornova, A. Lytvyn, Ya. Vagramenko, A. Doroshkevych, E. Mashbits, I. Robert and others) are devoted to the problem of developing educational-methodical and informational support. However, a unanimous opinion on the structure, content, taking into account the specifics of the discipline, the specifics of the learning technologies use, the specifics of self-directed educational activity organization is not currently formed.

The **objective** of the article is to determine the specifics of informational saturation of students' independent learning activity to characterize the types and forms of work that contribute to the motivation of independent learning activity in the process of training translators.

Methods. The main scientific results are obtained by means of such methods as analysis and generalization of scientific and educational-methodical literature on didactic prob-

lems; system analysis; a combination of historical and logical methods in the study; isolation of subsystems of complex objects and their system analysis, integral approach to the study of pedagogical phenomena.

Results and Discussions. Instant access to a variety of information, the possibility of its active use, self-creation of a variety of study products, the introduction of computer technology in practical educational activities expand the social opportunities of learners. Educational systems are saturated with information products. Informational tools based on modern achievements are introduced in the educational institutions. The latest multimedia technologies (multimedia from the Latin *multum* — many and *media* — tools) — learning tools that contain in their structure different types of information — are used in the form of texts, audio, video, animation elements. Interactive didactic interaction is provided with the help of multimedia. Informational saturation is at the same time a consequence of the process of Ukrainian society informatization, the use of the latest means of production, processing, storage, dissemination of information in its various aspects. It is worth talking about the informative-educational interaction of teachers and students, which is carried out by means of modern information technologies, the involvement of modern computer technology and Internet capabilities.

Information technology actively influences the learning process, as it changes the scheme of knowledge transfer and teaching methods. At the same time, the introduction of information technology into the higher education system not only affects the already tested educational technologies, but also introduces new ones into the educational process. They are related to the use of computers and telecommunications, special equipment, software and hardware, information processing systems, the creation of new tools for learning and storing knowledge, which include electronic textbooks and multimedia; electronic libraries and archives, global and local educational networks; information retrieval and information reference systems, etc. Various models of information technology are currently being developed, and some of them are successfully applied in the structure of higher pedagogical education.

V. Bykov, one of the leading national experts in the field of computer technologies, writes that in the activities of educational institutions of all types and levels of accreditation, the problems of informatization should be given priority. In particular, a significant place should be occupied by the research related to the study of pedagogical conditions for the formation of computer-based learning environment, modeling its composition and structure, determining the place and role occupied and played by teaching aids and information technology. Pedagogical technologies, which are basically based on ICT, in particular, multimedia technologies, e-distance learning technologies, must find their further development. Computer-based learning tools should become the basic tools of educational activities in the study of the vast majority of subjects. The scientist emphasizes that along with traditional approaches, it is necessary to review and update the content of education and pedagogical technologies constantly, bring them to a state that would provide quality education, training, retraining and advanced training of teachers, teaching staff, management education staff for the effective implementation of innovative learning technologies based on information technology in the practice of education [1].

The newest opportunities open wide prospects for the organization of independent educational activities of another, higher level: consultations of teachers and students on-line, visualization of educational information through pre-prepared presentations, use of educational video and print information of network are the reality of the present.

Among the researchers and media educators who develop the innovative educational information technologies, we can name first of all G. Jacquinet, M. Liakhovyskyi, P. Stefanenko, Yu. Usov, M. Liakhovyskyi's practical recommendations concern the innovative

and technical training of future philologists, foreign language teachers. The scientists says that the formation of long-term knowledge and skills in a foreign language requires the unity of three image components (auditory, articulatory and visual), but the auditory component can be considered the dominant one [3].

A kind of didactic breakthrough in the use of audiovisual technology in the learning process was made by French researcher Genevieve Jacquinot, an author of many articles and books on media education. The book “Image et pedagogie” by the researcher became a classic of audiovisual education. For three decades, this work has been used by scientists for the purpose of didactic semiological analysis of educational, feature films, and television educational programs. According to Jacquinot’s recommendations, attention should be paid not to the content (not only to the content) of a particular film or program, but to the form given to the semantic fabric of the audiovisual work by expressive means, where didactic goals intersect with the form of artistic expression.

Estonian educator Yu. Usov, one of the “pioneers” of media education, expressed similar views in pedagogical journalism in the 1980s. His works (“In the World of Screen Arts”, “Fundamentals of Screen Culture” and others) written with skill and journalistic talent, combine the depth of scientific and pedagogical approach and conceptual confidence in the need for media education based on screen arts [6]. Unlike many other scholars who have worked and are working in the field of media education (L. Geichman, V. Kashkina, M. Liakhovytskyi), who believed that the main emphasis during classes with students should be on modern technical teaching aids, Yu. Usov emphasized that the main thing was the development of artistic perception, creative thinking and audiovisual literacy with the help of works of audiovisual arts. This opinion seems extremely valid in terms of professional training of future philologists. In his definition of audiovisual literacy, Yu. Usov approached the concepts of Western European, in particular, French educators, who emphasized the development of students’ critical thinking, independence of thinking, critical attitude to reality, development of all types of perception and media literacy. For a long time, the notion of media education as a system of using mass media for didactic purposes (press, television, computer technology, photography) has been underestimated and often simply ignored in Ukrainian educational realities. In recent years thanks to the works of L. Voloshina, S. Zhyla and other domestic scientists methodological principles for the use of audiovisual arts in university education have been developed, author’s educational plan, models based on the use of modern multimedia have been created. Thus, we have sufficient theoretical basis for the didactic condition of social and informational saturation of students’ independent learning activity.

In order to form the professional competence of students of translation specialties, it is necessary to organize independent learning in the form of interactive dialogue — a way of interaction of the subjects of the educational process with the help of computer technology and certain programs. In contrast to the dialogue, which involves pre-planned responses to text commands, interactive dialogue provides opportunities to implement the educational program in a freer form, thus providing a choice of answers, mode of operation.

Consultations, individual interactive interviews and indirect control over the course of individual independent work in interactive regime (French *Regime*, from Latin *Regimen* — control) — the mode of user interaction with the computer, in which each user’s request causes immediate action, response, messaging — take place in real time. After all, the founder of programmed learning B. Skinner noted that learning was qualitatively improved if the right response was reinforced, because reinforcement selectively directed behaviour to a pre-determined goal, and it would be more effective than control or punishment through negative mark [7]. It is the experiments of B. Skinner, R. Frager, D. Freidimen that have shown that people learn more easily and effectively if they are provided with an instant and accurate

connection to their success. Communication in this case really acquires personal, personalized features. The basis of distance learning are the following rules: the speed of learning increases if the learning material is presented in the form of discrete parts; the student must respond, the material is better remembered if the student is actively involved in the learning process. We can also add that the social-informational saturation of the educational process and independent learning activity allows ensuring the emotional involvement of students in the process of processing information created by rapid response and positive reinforcement. At the same time, positive emotions as a “catalyst” of intellectual activity are able to increase the efficiency of learning material both directly and remotely. The didactic condition of social and informational saturation allows combining modern technical tools with social and personal realities.

Distance independent learning activity based on the use of modern multimedia is a relatively new organizational form. It is based on the integration of the best traditional teaching methods, new information and communication technologies, and the principles of independent learning. Within this type of independent learning activity new methods and techniques are tested; the process of independent learning can take place anywhere and anytime, the only condition is the access to the Internet. Among such newest methods researchers allocate:

- case methods — a set of methods of independent distance learning, which are based on the application of sets (cases) of text, audiovisual and multimedia teaching materials for students’ independent study during the organization and implementation of tutoring;
- tutoring methods — providing thematic targeted assistance, patronage of students’ independent learning activity with the help of modern computer technology;
- network technologies and methods derived from them which are based on the operational use of materials from educational sites, instructional and teaching materials, etc.

Conclusions. Thus, independent learning activity contributes to the formation of students’ intellectual qualities necessary for a future specialist. Informational saturation, in turn, contributes to the social opportunities of learners, their media literacy, allows ensuring the emotional involvement of the student in the process of assimilation of information created by rapid active response and positive reinforcement. The introduction of such new methods as network technologies, tutoring methods, case methods provides independent learning activity for students of translation specialties in an interactive mode and thus motivates this type of activity.

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Мета. Метою статті є визначення особливостей інформаційної насиченості самостійної навчальної діяльності студентів для характеристики видів і форм роботи, що сприяють мотивації самостійної навчальної діяльності в процесі підготовки перекладачів.

Методи. Основні наукові результати отримано за допомогою таких методів, як аналіз та узагальнення наукової та навчально-методичної літератури з дидактичних проблем; системний аналіз; поєднання історичного та логічного методів у дослідженні; виокремлення підсистем складних об'єктів та їх системний аналіз, інтегральний підхід до вивчення педагогічних явищ.

Результати. У статті розглянуто поняття соціально-інформативної насиченості, її вплив на ефективну організацію самостійної навчальної діяльності студентів, генезу застосування новітніх та інформаційних технологій у навчальному процесі, надано характеристику основних форм та методів роботи в процесі підготовки майбутніх перекладачів. Доведено, що в процесі опанування студентами навчальних дисциплін у вищому навчальному закладі освіти необхідно формувати самостійність мислення, сприяти прагненню відкривати нові знання і способи оволодіння ними. Конкретизовано роль і місце сучасних інформаційних технологій у процесі індивідуалізації самостійної навчальної діяльності студентів філологічних спеціальностей. З'ясовано, що в умовах сьогодення результативність навчання у вищому навчальному закладі залежить від міри й характеру застосування інформаційних технологій,

включеності студента в дистанційне навчання. Автори наголошують на тому, що самотійна навчальна діяльність сприяє формуванню у студентів інтелектуальних якостей, необхідних майбутньому спеціалістові. Інформативні ж насиченість в свою чергу сприяє розширенню соціальних можливостей тих, хто навчається, їх медіа грамотності, дозволяє забезпечити емоційне залучення студента до процесу засвоєння інформації, що створюється за рахунок оперативного активного реагування та позитивного підкріплення. Впровадження таких новітніх методів як мережеві технологій, тьюторські методи, кейс-методи забезпечує здійснення самотійної навчальної діяльності студентів перекладацьких спеціальностей в інтерактивному режимі і тим самим мотивує цей вид діяльності.

Ключові слова: соціально-інформативна насиченість, самотійна навчальна діяльність, новітні технології, професійна компетентність.