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IMPORTANCE OF DEVELOPING INFORMATION LITERACY OF TRANSLATION STUDENTS

The English language has been and remains one of the most popular foreign languages to study providing learners with a wide range of oportunities. Rapid development of international professional relations in various branches of science, education, politics, as well as different industries contributes to further enhancing of business communication in English. The new century witnesses the language becoming increasingly important as the language of international cooperation and, thus, imposing even greater responsibility on translators and interpreters as mediators of successful communication and demanding high quality and standard of their work. Therefore, teaching translation students to perform efficiently and provide adequate translation is of relevance [1].

High quality translation / interpretation provides effective messaging and equal participation of those who are involved be that an international project, negotiations, or industrial cooperation. All these can envisage the knowledge and understanding of specific terminology relevant for certain sphere. Therefore, apart from being excellent in grammar, phonetics or stylistics both in the native and foreign language translators work with, the students should develop their comprehension of technical or professional terms in the field they are to deal with (IT, mining, economics, medicine, politics, etc.). This is particularly crucial nowadays when new developments and innovative technologies result in appearance of new terms, definitions, and meanings.

Analysis of the students' performance in the courses related to translating or interpreting shows that they often have difficulties in reading technical texts and rendering the information in the other language, even in the native one. This is mainly caused by the lack of knowledge in technical sphere in general and lack of knowledge of technical vocabulary in particular. Most of them tend to use loan translation as a translation technique since without understanding the essence of a particular science or industry, they find it easier and more convenient. As a result, they distort the meaning of certain concepts causing problems of adequate perception of the original text.

The problem of using foreign language terms in domestic scientific terminology, as well as techniques for their translation, has been addressed by a large number of Ukrainian scientists. Thus, N. Yaremenko emphasizes insufficient development of specialised scientific and terminological apparatus of the Ukrainian language, which actualises the search for adequate (non-literal or borrowed), accurate translation options. This necessity outlines strict requirements for present-day translators, linguists, compilers of terminology dictionaries [2]. O. Zosimova points out that it is possible to use loan translation of foreign terms only if there are no proper lexical correspondences in the target language and considers it necessary to find adequate equivalents for foreign terms in the native language [3].

One of the ways to develop technical vocabulary of future translators / interpreters is to teach them to enhance their information literacy for the purpose of searching for proper sources of technical / professional terminology. By information literacy we mean students' abilities to find relevant information, to reflect over this information and process it, to understand its essence and importance as well as to apply it properly. Recent advance of information technologies has made access to specialised information easier and faster. Apart from authentic material, there are numerous electronic dictionaries, thesauri and glossaries, which are rather flexible and quick in their response to emergence of new vocabulary. Moreover, more and more professionals and translators / interpreters have access to them and they can add new information to the dictionary entries based on their experience and

expertise. As for the users, they can enter their requests, obtain and process results almost immediately.

On the other hand, certain sources may not be considered reliable while some translation outcomes, notably their abundance, can confuse translators / interpreters, particularly beginners. As a consequence, the students can produce inadequate Ukrainian equivalents of specialised words, technical or professional collocations. For example, terms which have been coined or introduced recently or have been formed by means of word formation not available in the target language may cause significant problems when choosing an adequate translation option, e.g., blending in English (*mansplaining*, *electrocute*, *pulsar*, *to guesstimate*, *infotainment*, etc.). Therefore, one of the primary goals should be to develop the students' awareness of search skills for proper use of special terminology. They are to be taught how to search for information in different sources and then how to deal with the available information, critically evaluating its quality and usefulness. In 2015, Association of College and Research Libraries (ACRL) introduced the *Framework for Information Literacy for Higher Education* based on a cluster of interconnected core concepts, with flexible options for implementation to promote information literacy as an educational reform. The Framework is underpinned by behavioural, affective, cognitive, and metacognitive engagement with the information ecosystem and emphasises the importance of developing critical self-reflection, as crucial to becoming more self-directed in that rapidly changing ecosystem [4]. Out of six frames, we find the following of particular significance while preparing future translators and interpreters:

- Information Creation as a Process;
- Information Has Value;
- Research as Inquiry;
- Searching as Strategic Exploration

All these should be supported by profound knowledge of both foreign and native languages. The students are to have solid linguistic foundation and understanding of relations between words, the context, meaning of specific terms and collocations, and others.

To conclude, information literacy is an important skill for future translators / interpreters which contributes to their individual growth regarding their understanding and proper use of technical and professional vocabulary, adequate rendering of the original texts in the target language, efficient collaboration with colleagues and experts in other fields, thus, improving their performance and making them more   critical and competitive.

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