The Use of Media Educational Technologies in Formation of Multicultural Competence of Future Translators: Ukrainian Experience

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ABSTRACT

The article considers study of characteristics of the introduction of media education technologies in forming multicultural competence of translators in higher educational institutions. It considers features and advantages of distance learning of today, gives the analysis of approaches to the use of internet technologies in the educational process of training future translators. It emphasizes the role of multicultural education in the formation of professional qualities of translators, which resulted in increased persistence, academic achievement, civic responsibility, in the development of human relationships, personal development and the development of social belonging, and successful maneuver in the professional sphere. Distance learning and the process of formation of translators' multicultural competence is presented as a process of familiarizing students with the values of social consciousness, which is the basic mechanism of the information learning environment based on media technologies, with access to the global internet, as well as using country study analysis.

Keywords: Multiculturalism, Professional Training, Translator, Media Technologies, Multicultural Competence, Distance Learning, Cultural Diversity
JEL Classifications: O35, Z11, Z19, Z18

1. INTRODUCTION

Enhancing of globalization processes leads to growth of cultural diversity of the population and labor force. Therefore, the ability to work in a multicultural environment is now a professional necessity for many professionals. Training specialists with multicultural competence is the primary task of higher education institutions that train specialists in humanitarian specialties, including linguists and translators. The realities of modern life require active attention to information and media space, which puts forward new challenges for society. Of principal importance is the mastering of the means of media and educational technologies and several foreign languages. Hence the relevance of the formation of multicultural competence of translators by means of media education technology is evident.

Some aspects of the formation of multicultural competence have been reported in the writings of scholars from America, Europe, Russia and Ukraine, such as R. Bean, I. Bakhov, C. Bennett, I. Besarabova, V. Bolotov, J. Clary-Lemon, I. Vasyutenkova, A. Gaganova, A. Dzhurinsky, G. Hofstede, A. Kotenko, W. Lugovoy, A. Ovcharuk, L. Peretyaga, V. Serikov, S. Sysoieva, I. Taranenko, G. Freiman, K. Yurieva et al.

2. METHODS

Methods include highlighting the main aspects and forms of multicultural competence of future interpreters and the possibility of introducing media education technology in their training. Realization of this purpose urges investigation of the causes of multicultural education and its impact on the training of interpreters, and the role of media and educational technology in their training.

Integration into the European environment envisages a comprehensively developed professional and competent

professionals able to conduct a dialogue with people of different cultures to form a generalized integrated view of the world as a whole and our place in it. Multiculturalism of modern society is a leading factor in the formation of multicultural competence of professionals that allows to perceive and understand the culture and traditions of different peoples and at the same time take care of the preserving their identity.

Multiculturalism promotes the formation of tolerant relations between people of different ethnicities, races, ability to properly behave in conditions of cultures diversity that is important for the community. Thus, it goes about multiculturalism as teaching feature of today.

3. ANALYSIS OF EMPIRICAL DATA

The need for implementation of the idea of multiculturalism in education has been specified in such public documents as The State National Program "Education" (The State, 1996) "The Concept of National Education" (The Concept, 2009).

According to Martin, multicultural competence relates to attitudes, knowledge, skills and social and cultural awareness required in situations of intercultural communication (Martin, 1986). This competence is formed during training and practice.

Multiculturalism also involves understanding one's own thoughts, attitudes toward particular culture. The researcher Colarusso (2009) considers multicultural competence an ability to cope with one's own cultural background in the interaction with others.

According to Bennett, multicultural education could provide a basis for the analysis and understanding of multicultural generally accepted ideals of social justice and intercultural understanding of human dignity (Bennett, 1995). Besides, multicultural education can provide a basis for national unity, world unity and cooperation needed to confront the common threat of terrorism and to achieve greater equality and social justice at the local, national and global levels.

Watson notes that multicultural education should be part of different disciplines, it should be emended in the existing training programs and courses; existing disciplines in the curriculum should be reorganized, without creating new ones (Watson, 2000).

Scholars-founders of multicultural education Banks (2001), Lynch (1992), Bullivant (1983) suggest the typology of cultural identity, which consists of six levels.
1. Psychological captivity: At this stage, individual keeps to negative ideologies and beliefs about his own cultural group. Accordingly, he or she expresses cultural self-denial and low self-esteem. He avoids situations in which he has to contact other cultural groups and make efforts to quickly assimilate culturally.
2. Encapsulation: The individual interacts almost exclusively with his own cultural community and considers it higher than the other communities.
3. Recognition of belonging: The individual is able to clarify personal attitudes and cultural identity, to reduce conflicts and

develop his clear positive attitude to their cultural group. He learns to perceive and understand both positive and negative aspects of his cultural group.
4. Biculturalism: The individual has a sound sense of cultural identity and psychological characteristics and skills needed for successful interaction both in his own in another cultural community. A person has strongly expressed desire to work effectively in two cultural environments.
5. Multiculturalism and reflexive nationalism: The individual expresses thoughtful and positive personal, cultural and national identity is able to understand, evaluate and share values, attributes, and several accepted cultures within a nation.
6. Globalism and global competence: The individual expresses thoughtful and positive personal, cultural, national and global identity, knowledge, skills, attitudes and abilities, indispensable for interaction with different cultures and beyond his nation. A person accepted universal ethical principles and values of humanity and has the skills needed for the establishment of his own values.

That achievement of the last two levels is the goal of multicultural education that prepares students to adapt, live and work in a heterogeneous society.

4. RESULTS

Formation of multicultural competence refers to the main objectives of foreign languages teaching, along with communication skills. It does not simply reflect the world of a person and his culture; it plays a crucial role in shaping the personality, national character, ethnicity, people and nation. Each foreign language lesson is a crossroads of cultures, practice of cross-cultural communication; each foreign word reflects the world and culture of another country – each word is conditioned by national consciousness of the world. The picture of the world that surrounds native speakers is not just reflected in the language, it shapes the language and its carriers and determines the features of language use. Live language lives in a world of its speakers, and language learning without knowledge of the world turns a living language dead. In the context of globalization, intercultural communication becomes an integral part of the integration of humanity (Birichevskaya, 2013).

In one of the few empirical studies of this problem Hammer and Wiseman noted three main factors defining multicultural communicative competence (Bean, 2008):
• The ability to overcome psychological stress;
• The ability to communicate effectively;
• Ability to establish positive human relationships.

Multicultural competence refers to the ability of a professional to work in a heterogeneous working environment and contribute to cooperation in such working communities by his own complicity. It consists of a number of skills that it would be appropriate to divide, according to Piaget, into three groups: Cognitive, emotional and behavioral (Bean, 2008).

The concept of multicultural competence of future interpreters becomes a new interpretation in current conditions. Multicultural

competence is referred to as a comprehensive qualitative characteristic of the individual, efficient unit, formed due to knowledge of mother culture and other cultures, the ability to apply his knowledge in intercultural communication, intercultural experience, tolerance to other cultures, behavioral responses in terms of intercultural communication (Simonenko, 2013).

One of the main goals of multicultural education is the accumulation of cultural capital (Martin, 1986). In educational institutions there often occurs tension due to different directions of students' development. On the one hand, education should provide students with the skills of the dominant culture needed for future career success and development. On the other hand, it must at least recognize the cultural capital that students bring to the educational community.

The very definition of the term "culture" is very multifaceted. For example, Triandis considers culture a strategy for survival of a certain group of individuals and their successful attempt to adapt to the environment (Triandis, 1997). Hofstede, meanwhile, calls the culture "intelligence software" (Hofstede et al., 2010). We will further consider culture as a complex system of beliefs, values and social norms shared by a certain group of individuals. As culture is a multidimensional concept, and education bears the task of cultural heritage transmission.

Multiculturalism of modern societies is the leading factor in the formation of multicultural competence of translators, which allows to perceive and understand cultural diversity and traditions of different peoples and at the same time take care of the preservation of identity.

"Cultural diversity is more often a source of trouble than a source of pleasure. Nevertheless we have to live with it and make the best of it. In the past 25 years, an academic discipline of cross-cultural research and intercultural communication and cooperation has grown. It aims at helping future politicians, business leaders and educators in their handling of cultural diversity, so that future generations of leaders will not repeat the errors of their predecessors" (Hofstede and Minkov, 2011).

Multiculturalism promotes the formation of tolerant relations between people of different ethnicities, races, behavior skills in terms of cultural diversity that is important for the community existence. So, this refers to multiculturalism as pedagogical feature of today.

Multicultural education is based on the following pedagogical principles:
• Education of human dignity and high moral qualities;
• Education for coexistence of different social groups, races, religions, ethnic groups;
• Tolerance, readiness for mutual cooperation.

5. DISCUSSION

The main function of multicultural education is primarily elimination of contradictions between the systems and standards of education of dominant nations on the one hand, and ethnic minorities on the other. It assumes mutual adaptation of ethnic groups and ethnic majority's rejection of cultural dictates (Bakhov, 2013).

Other functions of multicultural education may include:
• Formation of ideas about cultural diversity and their relationship;
• Awareness of the importance of cultural diversity for personal fulfillment;
• Nurturing positive attitudes towards cultural differences;
• Development of interaction skills of different cultures on the basis of tolerance and understanding.

Multicultural education pursues several groups of targets that can be identified by concepts:
1. "Pluralism" - Respect and preservation of cultural diversity;
2. "Equality" - Support of equal rights to education and training,
3. "Association" - The formation in the spirit of national political, economic and spiritual values.

It should be noted that the key goals of multicultural education are multilevel. Thus, in developing the respect for other cultures tolerance is just the beginning of the introduction into other cultures. It should be combined with understanding, respect and, ultimately, with active solidarity. Next are recognized such concepts as the interaction, interdependence, mutual exchange, based on an understanding of the peculiarities of different cultures (Bakhov, 2014).

Analysis of research on competencies (Bolotov, Gaganova, Vasyutenkova, Ovcharuk, Lugovoy, Serikov, Taranenko, Freiman et al.) leads to the conclusion that multicultural competence should be considered as a set of interacting knowledge, skills, abilities, experience and personal qualities of the modern teacher that make it possible to effectively integrate into the scope of the multicultural society. Thus, based on Vasyutenkova's opinion (Vasyutenkova, 2005), one could argue that the formation of multicultural competence includes several components:
• Creating a culture of knowledge that provides the appropriate level of exploring the cultural heritage of civilization and can adequately perform active creative work in a multicultural environment;
• The development of behavioral culture, types and shapes according to the multicultural environment;
• Formation of emotional culture pursuant to multicultural environment;
• Creating culture of self-development in a multicultural environment (Makarenko, 2013).

The need for implementation of the idea of multiculturalism in education is specified in such public documents as the Ukrainian State National Program "Education" (The State, 1996), and "The Concept of National Education" (The Concept, 2009).

One of the most important aspects of multicultural competence is intercultural communication. Communication consists not only of language: It is also associated with certain conventions and

unwritten rules concerning how people communicate, so they know how to behave in a particular situation. This is referred to as cultural context (Clary-Lemon, 2009). Apologies, questions, interjection and jokes are forms of communication that are dependent on our understanding of the cultural context.

Among the important factors that shape the professional competence of translator is the inclusion of media education technologies in the curriculum of higher educational institutions of Ukraine on the way of education integration into the European education system.

The realities of modern life require active attention to information and media space, which poses new challenges for society. Means of media and educational technologies along with several languages becomes principally important. Integration into Europe requires a fully developed professional and competent professionals able to conduct dialogue with people of different cultures to form a generalized view of the world as a whole and our place in it.

The problems of media education are actively studied by both American and European scholars, but its practical involvement in curricula of higher education institutions in Ukraine is at its initial stage. Based on the analysis of scientific papers it can be concluded that some aspects of media education introduction in the curriculum are studied well, while using media technologies in training qualified translators is given less attention.

Currently, there is a need for training in higher education institutions specialists with skills of designing innovative projects in their professional activity (Zelenina and Eliseeva, 2006; Zelenina, 2013). For the modern interpreter knowledge of several languages is not enough, he has to skillfully use interactive technologies in professional work, which include technologies of media education.

Functions of online learning comprise the following five characteristics.

First of all, powerful, comprehensive Internet provides students the opportunity to study when and where they want to learn. Synchronized and unsynchronized online learning facilitates interactions in the classroom, which would not occur in other types of distance learning.

Secondly, online learning can really provide convenience for non-traditional students who are interested to learn throughout life. Learning motivated students get training materials very easily while connected to internet. This differs from distance learning, in which fixed mailing address is required to receive training materials (Lii, 2013).

Thirdly, online learning will improve the quality of distance learning regarding teaching and learning methods. The development of information technologies and multimedia software allows you to develop online courses similar to day form of learning.

Fourth, online training helps instructors, tutors to monitor the progress of students in learning, exploring how much time a student spent on a particular course or how much interaction he/she made in class discussions. In other words, instructors, tutors can develop individualized online learning course that is not so easy to do while working in traditional classrooms.

Fifth, students are able to make decisions about their studying (Lii, 2013).

The most obvious significant advantages of distance learning in higher professional education include the following (Jackson, 2007).
1. The ability to reach a large audience. Distance learning is the interaction of teachers and students, at which participants geographical location does not matter. This opportunity provides specific means of Internet technologies and other interactive means by which a wide audience is involved in the educational process.
2. Individual definition of training time graphics and the saturation of the curriculum content. In distance learning there is no strict time schedule of training sessions. Each student has the opportunity to determine for himself the convenient mode of learning and take the obligation to perform tests required within particular time period.
3. Distance education provides expanding quality opportunities of the education system by increasing the degree of discussion, objectivity and transparency of the educational process. This, in turn, positively affects the motivational orientations of students.
4. The possibility of a broader differentiation and individualization of education compared to traditional curriculum of higher education institutions. Means of distance education provide educational services of the complexity and richness level, which most closely reflects the interests of a progressive and targeted personal development.
5. The possibility to optimize the educational process in terms of time and logistics costs. Development and subsequent modification of the distance learning teaching system is a very time-consuming process. However, the development of the system, which accounts for the largest share of the cost, is a single procedure, and further organizational and intellectual life cycle costs and modification will be much lower. Also, the actual economic impact of distance education in higher vocational education is ensured by the lack of necessary expenses for rent, trips to places of students training and teachers.

An important organizational problem of formation, implementation and development of distance learning in higher vocational education, which, if left without adequate analytical attention, can make decisive barrier is the lack of a clear and understandable system of financing educational component of the cost of development of distance learning courses.

As already noted, the development of E-learning courses is a time-consuming process compared with the development of training courses in the traditional format.

Structuring, visualization and individualization in submitting the learning materials within distance learning requires from lecturers developers of courses concentration of intellectual

abilities, development and improvement of working skills in distance learning.

The model of distance learning of intercultural communication includes creative tasks connected to the global network, participation in international telecommunication projects that directly assist in the implementation of the dialogue of cultures. Students are given the opportunity for real, live communication with native speakers and simulation of learning situation to identify cross-cultural differences in communication participants.

Students' activity in the project acquire integrated nature, stimulates their skills of team work using the division of roles and has an active social orientation. Increased communication level can only be achieved with a clear understanding and real accounting socio-cultural factors, knowledge of culture, lifestyle, national character and mentality features of native speakers. Intercultural projects not only have the potential to improve the communication skills of students and their knowledge of the culture of the language studied, and may also create a context in which students will be able to look at their own culture from the outside.

6. CONCLUSIONS

Recent studies of computer-mediated teaching future translators of intercultural communication show those sessions, involving groups of several students become prevailing. In these studies the emphasis is made not on language learning only, but on the study of culture and cultural literacy, combined with the development of intercultural competence.

It is appropriate to note that formation and development of multicultural competence of translators in distance learning conditions results in increasing persistence, academic performance, civil liability, human relationships, personal development and the development of social class belonging, and accordingly – successful maneuver in the professional sphere.

Thus, we can conclude, distance learning and the formation of multicultural competence translators is the process of familiarizing students with the values of public consciousness, and its basic mechanism is information learning environment based on hypermedia technology, with access to the internet and using country study analysis.

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