Didactic requirements for fostering the growth of future translators’ technology proficiency within the framework of their localization-focused training

Yuliia Holovatska*
Ternopil Volodymyr Hnatiuk National Pedagogical University
46027, 2 Maksym Kryvonos Str., Ternopil, Ukraine

Tetiana Tsepeniuk
Ternopil Volodymyr Hnatiuk National Pedagogical University
46027, 2 Maksym Kryvonos Str., Ternopil, Ukraine

Taras Protsyshyn
Ternopil Volodymyr Hnatiuk National Pedagogical University
46027, 2 Maksym Kryvonos Str., Ternopil, Ukraine

Iryna Senkiv
Ternopil Volodymyr Hnatiuk National Pedagogical University
46027, 2 Maksym Kryvonos Str., Ternopil, Ukraine

Marta Zabolotna
Ternopil Volodymyr Hnatiuk National Pedagogical University
46027, 2 Maksym Kryvonos Str., Ternopil, Ukraine

Abstract

Relevance. The transition of society’s spheres of activity to new technological systems implies the need to introduce changes in educational standards, as well as to change approaches to the professional education of future industry specialists, including in the training of professional translators.

Purpose. The study aims to identify the pedagogical conditions necessary for the development of future translators’ technological competence, especially in the context of their localization-focused training.

Methodology. The study applied systemic-structural and interdisciplinary approaches, as well as dialectical, historical, and legal comparative, logical and semantic and other methods.

Results. The study found that in the context of the current realities, not only the classical professional knowledge of future translators needs to change, but also the adaptation of pedagogical programmes to the rapid development of technological processes. The active expansion of contacts between different countries of the world and the increasing importance of developing information communication between representatives of different countries make the latest technologies particularly valuable in areas designed to address global and international issues. One of these areas of professional activity is translation, which includes not only translation technologies but also translation education in the context of training professional translators.

Suggested Citation:
Holovatska Yu, Tsepeniuk T, Protsyshyn T, Senkiv I, Zabolotna M. Didactic requirements for fostering the growth of future translators’ technology proficiency within the framework of their localization-focused training. Sci Herald Uzhhorod Univ Ser Phys. 2024(56):2372-2380. DOI: 10.54919/physics/56.2024.237ph2

*Corresponding author

Copyright © The Author(s). This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (https://creativecommons.org/licenses/by/4.0/)
Introduction

Today, every sector of the economy is becoming increasingly technologically advanced and internationally oriented. Significant circulating information flows encourage the use of effective methods and tools for information processing, especially when it comes to the need for coordination between multilingual partners. L. Matviienko [1] notes that it is often the irrelevance and low speed of translation that causes delays in the introduction of the latest technologies. The scientist describes this problem in detail but pays insufficient attention to the norms set out in European and international standards, and especially to the problem of bringing domestic norms in line with these standards. Thus, despite the high level of information competence of translators, there is an insufficient level of development of their theoretical and methodological support.

Given the qualities and knowledge a translator must have, there are different approaches to training professional translators. L. Holubnych [2] consider the competency-based approach to training professional translators to be one of the most effective and innovative approaches. The researchers describe in detail the signs of a translator’s competence. In this case, competence is understood as an integrated characteristic of personality traits or the result of a person’s preparation for activities in certain areas (competence). O. Lazorko et al. [3] note that there are at least five characteristics of any competence: motivational, cognitive, behavioural, value-semantic, and emotional-volitional. It is important to emphasise that initially the problem of competence was associated with the spheres of exclusively professional human activity, but later it penetrated the educational sphere since any employee enters professional activity and social reality with a certain educational baggage that the modern labour market no longer accepts.

Today, the use of the latest technologies is a necessity for professionals in all fields of activity, including modern translators, given that written translation is performed mainly by automated computer tools. The need to use machine translation is discussed by T. Tkachuk and I. Paslavka [4], emphasising the importance of the technological breakthrough that developers have managed to make in this area. Given this, the professional training of future translators should also include more technological aspects, in particular, A. Olkhovska [5] believes that it is necessary to introduce machine translation systems into the process of translator training. The problem of training future professional translators is especially acute in the context of localisation of markets and services, which involves adapting translations and language material to the specifics of a particular country or region, their language, mentality, historical background. The authors do not mention this aspect of the problem in their works. Another important aspect of translators’ professional activity is the translator’s professional competence (TPC), which essentially means the ability of a professional translator to skilfully apply the acquired skills and knowledge in practice. L. Chernovaty [6] states the structure of TPC and concludes that it is formed by several necessary components, including linguistic and cultural, interpersonal, translation, technological and professional-oriented. However, this approach covers only the theoretical components of a translator’s professional competence, without focusing on the practical application of the acquired knowledge.

Analysing the Ukrainian studies of the last few years, in the context of insufficient coverage of this issue, the study aimed to determine what pedagogical conditions are necessary for the development of technological competence of future translators, especially in the context of their training based on localisation.

Materials and Methods

The methodological basis of the study includes the methods and techniques of scientific knowledge, which were used to solve the tasks and ensure the relevance of the results. The dialectical method was used to retrieve information on the topic and outline the general characteristics of pedagogical conditions for the formation of future translators’ technological competence in the context of their training based on localisation in Ukraine. The dialectical method was also used to provide a general description of the multidimensional nature and basic principles of pedagogy in general.

The analysis method was used to examine the scientific developments in the field of origin and understanding of the pedagogical conditions for the development of translators’ technological competence in Ukraine, the essence of translators’ professional competence and the necessary prerequisites for development in this area. The analysis method was also used to study the achievements of scientists in the field of developing the technological competence of future translators in Ukraine, as well as to identify gaps and imperfections in the administration of this process. The analysis method was also used to study the general theoretical and methodological foundations of pedagogy in the context of training translators in localisation. The synthesis method was used to examine the prerequisites for the formation of translators’ technological competence. Generalisation and abstraction methods, as well as synthesis and analysis methods, were used to study not only the main content but also the peculiarities of pedagogical conditions for the formation of not only the technological but also the professional competence of translators in Ukraine. In particular, the main aspects of the study were examined using the general scientific systemic-structural approach and the priority directions of changes in the pedagogical conditions for the development of translators’ technological competence in Ukraine were described. It is the application of the systemic-structural approach that made it possible to

Conclusions. The complexity of the translation process due to its technology requires the development of the technological competence of professional translators. The practical significance of this study lies in the possibility of implementing the results achieved in the process of improving the content of existing or opening new educational programmes for future professional translators to adapt them to the requirements of the modern environment.

Keywords: professional education; localisation; information technology; automated systems; strategy; post-editing.
identify the peculiarities, problematic aspects, and stages of the formation of translators’ technological competence in Ukraine, in particular, in the context of total localisation of these processes.

The historical and legal comparative method was used to identify all the defining stages and processes that ensured the formation and further development of the foundations of technological competence of future translators in the context of their training based on localisation in Ukraine. These methods were used to comprehensively study the historical aspect of the issue under study, which is one of the most important in this area since it is the peculiarities of the historical formation of pedagogical conditions that directly affect their development and implementation in modern conditions, as well as their perception by society itself. An interdisciplinary approach to scientific research allowed us to study the peculiarities of pedagogical conditions for the formation of translators’ technological competence in Ukraine. The logical-semantic method was used to describe, systematise, and generalise the terminology of the subject matter, including the definitions of the concepts of “localisation”, “professional competence of translators”, “automated translation technology”, “post-editing”. The applied methodological framework was used to study the subject of the study and formulate the basic principles of pedagogical conditions for the formation of translators’ technological competence in Ukraine.

Results

The translation market in general and translation technologies in particular are currently undergoing constant change. This process, in turn, is driving the adaptation and implementation of many changes in the educational process that trains future translators. Currently, there is a need for constant rapid translations and their adaptation to the specifics of particular countries, languages, and mentality, which is the process of localisation. However, there is a significant difference between the meanings of the concepts of translation and localisation. Translation is essentially the process of converting text or content from one language into another, preserving its meaning, context, and intent. This involves a careful interpretation of the source language and the accurate expression of that meaning in the target language. Translators can work in a variety of fields, including literature, business, law, medicine, technology, and more. They may specialise in certain languages or subject areas to provide accurate and contextually relevant translations. Localisation, on the other hand, is the process of adapting a product or content to the requirements and understanding of a specific target audience or market in another region or country. This can apply to various forms of content, including software, websites, video games, marketing materials. Thus, it is clear that localisation is a broader process that goes beyond translation, although it includes translation as one of its main components, it also includes adjustments related to cultural sensitivity, date and time formats, units of measurement, currency, legal compliance, user experience. While the primary goal of translation is to break down language barriers and provide speakers of different languages with access to information or content in their native language, and it focuses on linguistic accuracy and preserving the integrity of the source text, the primary goal of localisation is to create a coherent and culturally relevant user experience for a specific audience. Localised translation aims to go beyond language and adapt content or products to fit local culture, customs, and preferences. However, despite some obvious differences between the translation and localisation processes, it is often difficult to make a clear distinction. To effectively separate language localisation from the translation process, it is worth noting that localisation has three distinctive features, as described by S. Abendroth [7]:

• the object of localisation is a text that performs the function of persuasion;
• the source text and the localised text are characterised by the lack of semantic equivalence;
• in the process of localisation, the translator should pay special attention to adapting cultural and local contexts, as well as using words and meanings that may be relevant to the recipients.

Under such circumstances, translation has become an integral part of localisation and special automated tools and programmes are increasingly being used for its implementation [8]. Given that language service providers are increasingly turning to the use of automated translation systems and localisation tools, there is a need to introduce the study of such tools into the training programmes for professional translators. Localisation in the context of translation can be described as a set of actions by a professional translator aimed at adapting the source text to the perceptions of a customer from another country, considering its cultural characteristics [9]. Many tools are used to update the professional training of professional translators based on localisation. Given the ever-increasing international exchange of people, cultures, goods, services and ideas, the global translation market is growing along with it [10], which in turn is the result of the internationalisation of the economy. In recent decades, the demand for and consumption of professional translation services has been steadily increasing [11]. That is why modern translators are increasingly using the latest information technologies to interact with customers.

In the era of globalisation, learning foreign languages is becoming increasingly necessary, especially in the training of future specialists: linguists, teachers of foreign and native languages, philologists, and translators. The successful professional activity of these specialists directly depends on the development of their foreign language communicative competence. The problem of developing these competencies includes the acquisition of grammatical competence [12]. Recently, the advantages and disadvantages of learning grammar in the context of foreign languages have been frequently discussed. However, most researchers in the field of applied linguistics consider the functional use of grammatical foundations in texts to be a prerequisite for language learning [13]. Various aspects of developing translators’ foreign language competence have always been the subject of research. In addition, the issue of developing the grammatical competence of translators and interpreters needs to be studied in detail [14]. The concept of grammatical competence should be understood as knowledge of the grammatical rules of the language. Considering the general competence of a translator as the
ability to interpret statements that comply with certain grammatical rules and meanings, the grammatical competence of a translator is based on the ability to use the grammatical means of the language. Since translation theory as a separate scientific field has emerged relatively recently, the need to modernise the pedagogical professional support of future translators to use innovative technologies designed to automate part of the translation process, as well as to use automatic computer translation tools and modern digital technologies, has become more urgent.

The main goal of professional training for future translators is to acquire professional competencies for many types of professional activities [15]. In particular, such competencies of professional translators include not only an understanding of the source text and the ability to create a text in the source language but also the use of automated technologies considering the peculiarities of the source text. In this context, a professional translator needs to be aware of the socio-cultural aspects of a particular country and the situation in general. A. Shiba [16] examines in detail the criteria and indicators for determining the level of development of the components of future translators’ professional competence, as she considers them to be the basis for the successful training of future specialists (Table 1).

Table 1. Criteria and indicators for determining the level of development of the components of future translators’ professional competence

<table>
<thead>
<tr>
<th>Components of future translators’ professional competence</th>
<th>Indicators and criteria for the formation of relevant components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional and educational</td>
<td>Acquiring general knowledge of translation as a type of professional activity; Mastering effective ways to solve problems that arise in the translation process; Ability to recognise and correct mistakes in translation.</td>
</tr>
<tr>
<td>Personal and motivational</td>
<td>Correlation of three groups of motives of professional activity – internal, external positive and external negative in the general complex of professional motivation.</td>
</tr>
<tr>
<td>Social-communicative</td>
<td>Ability to choose the optimal style of professional communication following the personal characteristics of the participants in the communication process and situational factors that affect its course</td>
</tr>
</tbody>
</table>

However, given all of the above, the realities of the translation services market are constantly changing, and future translators need to learn how to work in such conditions. From this point of view, the problem of developing not only academic hard skills in future translators but also a whole set of soft skills that will allow them to respond to the changing circumstances of translation according to the situation [17]. The soft skills of professional translators should include not only communication skills but also teamwork, critical thinking, leadership, interpersonal communication, cultural awareness, flexibility [18]. Today, the use of high technologies is being implemented in almost every sphere of human life and activity, so this is reflected in the way the concept of interpreter training is presented in each area of such training. An important place among automated translation technologies is occupied by machine translation, which should be understood as the translation of the source text into the target language performed without human intervention using automated software [19]. The advantages that automatic translation systems provide to their users cover many aspects of translators’ professional activities, including optimised speed, the ability to translate large texts quickly, and relatively low cost compared to human translation, which is of great importance, especially when dealing with large volumes of materials. Another important advantage of automated translation systems is their anonymity, which is achieved through the absence of contact between the text and the human translator. Machine translation systems are capable of translating texts of any complexity, any genre, and any subject matter. Despite the high efficiency and widespread use of automatic translation systems, they also have several drawbacks, which developers of such programs are constantly working to correct. Significant drawbacks of automatic translation systems include not only the quality of machine translation (which is often lower than the quality of translation performed by a professional translator) but also the degree of consistency of the translation with the original text [20]. Difficulties often arise when translating, in particular, language pairs, specific topics or genres of text. Another important problem with using automatic translation systems is the virtual impossibility of contextualised translation [21], as such programmes are not yet equipped with artificial intelligence functions and are unable to work with all aspects of translation, unlike a professional translator. It is worth noting that progress does not stand still, and developers do not rest on their laurels, constantly working to improve automated translation systems. In this context, it is also advisable to develop special courses for future translators that would focus on the training of professionals in the process of developing post-editing skills. Post-editing is one of the most important stages of translation, and an integral part of machine translation, therefore, to ensure a high level of quality of the source text, the translator needs not only to ensure grammatically and semantically correct translation but also to edit the text so that there are no omissions or additions of information, inappropriate or offensive content [22]. Post-editing can only be done effectively by a professional translator, as only a specialist can bring the translation text as close as possible to the source. Thus, given the significant need of
translation services consumers for post-editing that brings the source and target texts as close as possible, future translators should acquire sufficient knowledge and quality of automated translation systems, as well as skills and abilities that would help them successfully apply such systems in their practical work, at the stage of their academic studies. Moreover, post-editing of texts produced by machine translation systems requires special pedagogical skills training at the training stage. This is necessary to ensure that future translators understand the specifics of translating texts in a particular context, as well as to emphasise the importance of post-editing for the most successful result.

Automated translation systems are undergoing increasing development and expansion of their application areas and have become a basic working tool for professional translators and translation agencies. One of its most effective components is machine translation, which is an automatic translation from a source language into a target language using computer programs or other machine translation tools without human intervention. It is worth noting that in the very early days of computing, developers had the idea of using computers for the automatic translation of texts and other linguistic and educational needs. Many programs for automated machine translation were created, but the problem of adapting these systems to the requirements for the final translated texts has not been solved to date [23]. Even though modern translation automation tools have made significant progress in recent years, which allows them to be used effectively in practice, many difficulties arise when translating literary texts, in particular. This is primarily due to the ambiguity of the interpretation of language structures in literary texts, as opposed to texts of a scientific, technical, economic, or other nature. Today, all automatic translation systems can be divided into two types. The first is electronic dictionaries, and the second is automated translation software. Whereas electronic dictionaries (ABBYY Lingvo, Babylon, GoldenDict, StarDict) are used mainly for translating individual words and phrases, searching for synonyms, and sometimes for soundtracking translated words, automatic translation programs perform a full cycle of translation of the entire document – from entering the original text, translating it into another language, editing, formatting, and saving the final text. In the case of a text, the main task of a machine translation system is to translate the main idea of the text and its structural elements. Such results are achieved by processing the text verbatim, and in the case of several possible meanings of words, the commonly used one is usually selected. However, this quality of translation usually cannot satisfy a specialist in a particular field, as the semantic and terminological requirements for texts are not met [24].

Over the past decade, many machine translation programs appeared on the software market, and the requirements for them are much simpler than for human translation. Generally, the text translated with the help of an electronic translator should help the user understand the general gist of the original document. After that, the resulting text needs to be post-edited. For a comprehensive understanding of how automated translation programs work, it is important to consider the characteristics they should have. This problem is described in detail by X. Chen et al. [25], in particular, they point out that the higher the score of each criterion, the better the programme meets the needs of modern translators and users in general. Therefore, these criteria include not only the installation/uninstallation of such software but also the translation speed, the number of untranslated elements, the grammatical correctness of the translation, the ease of setting up the software and the simplicity of the user interface. The main criterion for evaluating the final result is, of course, the quality of the translation. A text that has been translated using an automated translation programme is subject to further processing by a professional translator. However, the person using such a program does not have to be a professional translator but should be able to understand the main idea of the text in general terms. Translation can also be automated for different purposes and users. Some translation tasks can be automated, for example, computers can initially help prepare resources for translation: build bilingual terminology lexicons; find similar texts or dialogues that have already been translated, build bilingual texts, provide terminology translation.

Modern machine translation tools are described by D. Voroniak [26], pointing out the complex nature of the translation process and the wide variety of programs available to meet user needs. All existing machine translation systems use symbolic methods (based on rules or procedures), sometimes supplemented by numerical (statistical) methods. Various models of transformation machines are also directly used. To evaluate readability, it is not enough to measure the average reading speed, but also to assess the global impression of the reader. The comprehensibility of a statement reflects the effort required to understand it and to correctly “paraphrase” it, regardless of whether it is a good or bad translation of the original. The context must be identified, accurate terminology must be associated with it, and the system must provide the correct word in context.

Discussion
The problem of developing the technological competence of future translators, especially in the context of their localisation-based training, is very multifaceted. In addition to technological competence, translators must have a sufficient level of important soft skills that are essential for the translators of the future. French scholars J. Lamri and T. Lubart [27] highlight, in particular, critical thinking and problem-solving skills, communication skills, and collaboration skills. These skills, in their opinion, will ensure the ability to offer effective solutions. Similar conclusions were drawn as a result of the study, as the translation process involves not only the mechanical transformation of one language into another but also the translator’s personality and ability to adapt the source text to the customer’s requirements and worldview.

In today’s environment, the translation process is undergoing constant changes, especially under the influence of digitalisation. The demand of consumers for fast processing of large volumes of printed material is described by B. Thornhill-Miller et al. [28]. It is also worth adding that this state of affairs caused interest in the introduction of machine translation, which involves the involvement of professional translators at the post-editing stage rather than the initial translation. D. Robinson [29],
in turn, notes that this affects professional translators’ perception of their competence and requires them to develop new skills. However, unlike the results of D. Robinson, the present study found that professional translation in each field of activity requires a greater set of skills and abilities. Translation in any field requires the ability to work with texts and terminology of a particular industry, so the training of future translators should consider the fact that today’s professional translators have to work with computer-assisted translation (CAT) tools. Each modern CAT programme certainly has its peculiarities, so future translators can choose the one they feel most comfortable with or the one their translation company provides for its employees. Some features of automated translation systems can not only save time but also improve the quality of translation.

In his article, J. Evans [30] mentions a glossary and a translation database as the main tools of the software, which not only preserve the integrity of the translation but also repetitive sentences that can be substituted automatically, while D. Robinson [29] focuses on the fact that the Internet as such has quickly become a source of text, although it was originally primarily a platform for collaboration and communication. The findings of these authors partially contradict the results obtained in this study, as it was found that the process of unification of the Internet has become particularly noticeable in the localisation industry, which involves the translation of all digital content for the needs and perceptions of specific consumers. For example, computer games are mostly created in English, so they are tailored to the realities of specific people and have an interface in English. C. Mangiron [31] emphasises that the entry of such a computer game, for example, into the European market involves not only its actual translation but also the adaptation of this translation to the realities of the destination region. It is also worth adding that localisation usually includes not only the translation of software, games, and system software, but also the adaptation of the colour scheme of the software, game, or website to the usual ones of the users for whom the translation is created and in whose market, it will be used.

Since speakers of different languages have different worldviews, F.Z. Zouali et al. [32] believe that a professional translator should render the text more relevant to the people of a particular country or region. It is also worth noting that this is how the need for professional translators to acquire a new set of skills, which are now approaching the field of computer programming, arose. This aspect of the subject matter is discussed by L. Ramirez-Polo and C. Vargas-Sierra [33], although, in contrast to the results of their study, they found that to effectively translate computer games, mobile applications, programs or websites, a professional translator must first identify and access the content to be translated, and without knowledge of basic programming, this task will be difficult and time-consuming. A new methodology for teaching translators the necessary skills in the training process would encourage them to learn independently and think for themselves. M Ehrensberger-Dow and G. Massey [34] describe modernised professional training of future translators as a basis for solving several problems in the education and training of future professional translators in general. It is also important to consider that the pedagogical process covered not only declarative knowledge but also included the skills and awareness of future translators themselves, which the researchers do not mention.

S. Cheng [35] describes this diverse set of skills and abilities as the basis for effective performance in translation practice. This study, however, found that social media as a phenomenon and its use as an online tool play an equally important role in the training of translators. Due to the extremely widespread use of social media, they are increasingly becoming the source text for translation into another language. The idea of using social media does not limit the learning experience to the translation process, as V.D. Ihnatenko [36] notes, but it should also be emphasised that this state of affairs allows students to use social media as a work environment and develop marketing skills. Updating the pedagogical training of future translators based on localisation involves not only the use of automatic translation systems but also other digital resources. This approach has influenced the way professional translators work. Many machine translation systems are now available at low cost and are relatively easy to learn on a basic level [37-38]. The translations produced by such systems are generally suitable for understanding the main idea of the text but often do not describe specific aspects of the problem. Such translations cannot be directly reviewed to obtain a high-quality translation, as the main use of machine translation systems for comprehension is nowadays web surfing and information retrieval.

At the research and teaching levels, scholars strive to produce higher-quality translations while allowing for more “spontaneous” speech in task-oriented situations. With this in mind, the practice of training translators in the CAT environment has led to a process of professionalization of the curriculum, in which technology is key to translator training. Today, there are enough gaps in the curriculum that need to be filled with pedagogical tools, in particular, tools to bridge the gap between the skills that future translators acquire in their studies and those that the market needs.

Conclusions
Training future translators based on localisation is a multidisciplinary process that encompasses skills and knowledge in various disciplines. This is especially true in the context of the global digitalisation of all spheres of human life and activity. The training of future translators based on localisation is extremely relevant, especially the professional training of highly qualified personnel at the level of higher and secondary education institutions will help solve the most acute problem – the quantitative shortage of professional staff.

The translator is increasingly becoming not just a professional in his or her field, but also a specialist with many skills aimed at deciphering the cultural characteristics of different categories of users through translation. The study examines and analyses the competence of a translator, according to which it is important to add relevant soft skills. It is the relevant soft skills that enable a translator to work and perform many organisational tasks related to translation activities. In
In general, the competence models of modern translation concepts attempt to cover the overall translation process, and technology is only one component of this process. Today, this aspect is becoming increasingly important for teachers in the context of modern realities. More and more research are needed to understand how the teaching and learning environment should be shaped to meet real professional needs.

The active development between different countries and the increasing importance of developing information communication between representatives of different countries make this research particularly relevant. The latest technologies are particularly valuable in areas designed to solve global problems, including translation technologies and translation education, which, in turn, affect all areas of international life without exception. In this regard, the need for special professional training of translators, the content of which involves changes in their skills and abilities, is becoming more urgent.

Given the findings of the study, further research in the field of pedagogical conditions for the formation of technological competence of future translators in the context of their training based on localization should focus, in particular, on adapting educational programmes to the requirements of today’s translation, increasing attention to the soft skills of professional translators and creating separate courses for advanced training and adaptation of previously acquired knowledge by professional translators.

Acknowledgements
None.

Conflict of Interest
None.

References


Дидактичні вимоги щодо розвитку технологічної компетенції майбутніх перекладачів в контексті їх підготовки на засадах локалізації

Юлія Головацька
Тернопільський національний педагогічний університет імені В. Гнатюка
46027, вул. Максима Кривоноса, 2, м. Тернопіль, Україна

Тетяна Цепенюк
Тернопільський національний педагогічний університет імені В. Гнатюка
46027, вул. Максима Кривоноса, 2, м. Тернопіль, Україна

Тарас Процишин
Тернопільський національний педагогічний університет імені В. Гнатюка
46027, вул. Максима Кривоноса, 2, м. Тернопіль, Україна

Ірина Сеньків
Тернопільський національний педагогічний університет імені В. Гнатюка
46027, вул. Максима Кривоноса, 2, м. Тернопіль, Україна

Марта Заболотня
Тернопільський національний педагогічний університет імені В. Гнатюка
46027, вул. Максима Кривоноса, 2, м. Тернопіль, Україна

Анотація
Актуальність. Перехід сфер діяльності суспільства до нових технологічних систем передбачає необхідність впровадження змін в освітні стандарти, а також зміну підходів до фахової освіти майбутніх галузевих спеціалістів, зокрема й у підготовці професійних перекладачів.

Мета. Метою цього дослідження було з’ясування педагогічних умов, що необхідні для формування технологічної компетенції майбутніх перекладачів, особливо в контексті їх підготовки на засадах локалізації.

Методологія. У дослідженні було застосовано системно-структурний та міждисциплінарний підходи, а також використано діалектичний, історико-правовий порівняльний, логіко-семантичний та інші методи.

Результати. В ході проведеного дослідження було з’ясовано, що в контексті нинішніх реалій змін потребують не лише класичні фахові знання майбутній перекладачів, але й адаптація педагогічних програм до стрімкого розвитку технологічних процесів. Активне розширення контактів між різними державами світу та підвищення значення розвитку саме інформаційного спілкування між представниками різних країн роблять новітні технології особливо цінними в сфері, яка призначена для вирішення глобальних та міжнародних проблем. Однак її таких сфер професійної діяльності є перекладацька, яка включає не лише технології перекладу, але і перекладацьку освіту у контексті кадрової підготовки професійних перекладачів.

Висновки. Складність процесу перекладу у зв’язку із його технологізацією, потребує розвитку технологічної компетентності фахових перекладачів. Практичне значення цього дослідження полягає в можливості реалізації досягнень результатів у процесі вдосконалення змісту існуючих або вдосконалення нових освітніх програм для майбутніх професійних перекладачів з метою їх адаптації до вимог сучасного середовища.

Ключові слова: професійна освіта; локалізація; інформаційні технології; автоматизовані системи; стратегія постредагування.