ПРОФЕСІЙНА ПЕДАГОГІКА

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PEDAGOGICAL CONDITIONS OF THE PROFESSIONAL TRAINING OF FUTURE TRANSLATORS FOR LOCALIZATION

The article highlights and theoretically substantiates the set of pedagogical conditions for the professional training of future translators for localization. The processes of further renewal of the system of higher linguistic education are objectively aimed primarily at meeting the needs of society and the state for qualified translators, which involves corresponding changes in the professional training, development and self-development of the personality of future translation personnel in the direction of formation of readiness for localization. Pedagogical conditions for the professional training of future translators for localization are defined as a set of interdependent factors of the educational environment of higher education institutions (objective possibilities of the content of learning, methods, organizational forms and material possibilities of their implementation), the construction of which is based on the introduction of the author's educational and methodological materials into the process of educational and cognitive students' activities, which will ensure the successful achievement of the research goal. The introduction of separate pedagogical conditions provided for: the development of new educational courses, their software and methodological support, which should be carried out on the basis of the tasks of future professional activity; expansion of the number of educational and scientific sources corresponding to translation standards, including due to effective electronic search of relevant information; provision of appropriate technical equipment for the educational activities of future translators (computer classes with Internet access and the necessary software (desktop versions of the SDL Trados CAT system), electronic library, multimedia equipment (interactive whiteboards, multimedia screens and projectors); changing the role of associate professors.

Keywords: *pedagogical conditions, conditions, professional training, future translators, localization, students, educational activity, digital technologies.*

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ПЕДАГОГІЧНІ УМОВИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ПЕРЕКЛАДАЧІВ ДО ЛОКАЛІЗАЦІЇ

У статті виокремлено й теоретично обґрунтовано комплекс педагогічних умов професійної підготовки майбутніх перекладачів до локалізації. Процеси подальшого оновлення системи вищої лінгвістичної освіти об'єктивно спрямовані насамперед на забезпечення потреб суспільства й держави у кваліфікованих перекладачах, що передбачає відповідні зміни в професійній підготовці, розвитку та саморозвитку особистості майбутніх перекладацьких кадрів у напрямі формування готовності до локалізації. Під педагогічними умовами професійної підготовки майбутніх перекладачів до локалізації розуміємо сукупність взаємозалежних факторів освітнього середовища ЗВО (об'єктивних можливостей змісту навчання, методів, організаційних форм і матеріальних можливостей їхнього здійснення), конструювання яких базується на впровадженні авторських навчально-методичних матеріалів у процес навчально-пізнавальної діяльності студентів, що забезпечуватиме успішне досягнення мети дослідження. На основі семантично-порівняльного аналізу визначень категорії «педагогічні умови» конкретизовано перелік положень, значущих для дисертаційного дослідження авторки: педагогічні умови відображають сукупність можливостей освітнього середовища (цілеспрямовано конструюються заходи взаємодії суб'єктів освіти: зміст, форми, методи і прийоми навчання, програмно-методичне забезпечення освітнього процесу) і матеріально-просторового середовища (навчальні лабораторії, технічне обладнання тощо), що

*забезпечують функціонування професійної підготовки студентів; у структурі педагогічних умов виокремлю-
ють внутрішні (забезпечують розвиток особистісної сфери суб'єктів освітнього процесу) і зовнішні елементи
(сприяють формуванню процесуального складника педагогічної системи). Упровадження виокремлених педаго-
гічних умов передбачало: розробку нових навчальних курсів, їх програмно-методичне забезпечення, яке має здій-
снюватися на основі завдань майбутньої професійної діяльності; розширення кількості навчальних та наукових
джерел, відповідних перекладацьким стандартам, у тому числі за рахунок ефективного електронного пошуку
релевантної інформації; забезпечення відповідного технічного оснащення освітньої діяльності майбутніх пере-
кладачів (комп'ютерні класи з доступом до Інтернету та необхідним програмним забезпеченням (комп'ютерні
версії CAT-системи SDL Trados), електронна бібліотека, мультимедійне обладнання (інтерактивні дошки, муль-
тимедійні екрани та проєктори); зміна ролі викладачів вищої школи.*

*Ключові слова: педагогічні умови, умови, професійна підготовка, майбутні перекладачі, локалізація, сту-
денти, освітня діяльність, цифрові технології.*

Today, the requirements for the training of future linguists-translators are undergoing serious changes. The theory of translation as a separate scientific branch was formed relatively recently, and the rapid pace of development of modern society requires a quick response of any science. In view of this, the need to modernize the professional training of future translators to use innovations (for example, localization) that make it possible to automate the translation process, to use computer translation tools, i.e. to work in the age of digital technologies, is becoming urgent. At the same time, it is not enough to simply translate the text into another language using a computer: customers of translation services require not only compliance with high standards of translation quality, but also the accuracy of the design of the final document in terms of compliance with the original. In addition, modern translation technologies make it possible to significantly reduce time resources when translating texts on similar topics, which is actively used by employers. All these conditions can be met if a translator demonstrates a high level of mastery of native and foreign languages, as well as confidently navigates modern information technologies.

On the other hand, one of the priority tasks set before the higher educational institutions by the State National Program "Education" (21st century Ukraine) is thorough and high-quality professional training of specialists, in particular, future translators-philologists. Currently, the National Doctrine of Education Development specifies the basic requirements for the professional training of a modern specialist – a subject of personal and professional growth, who constantly expands and updates the subject areas of their professional activity. Thus, the changes that have been actively implemented during the last decade in the teaching methodology indicate that now the broad pedagogical community is beginning to realize the essence and specificity of the new philosophy of education, which determines the orientation of the learning process towards personality development.

The processes of further renewal of the system of higher linguistic education are objectively aimed primarily at meeting the needs of society and the state for qualified translators, which involves corresponding changes in the professional training, development and self-development of the personality of future translation personnel in the direction of formation of readiness for localization. Such changes involve the introduction of effective pedagogical factors that will contribute to the formation of the outlined phenomenon.

The study of the problem of developing pedagogical conditions for the professional training of future translators for localization involves a thorough analysis of the concept of "pedagogical conditions". In the information and reference literature [7; 8; etc.] the definition "condition" is interpreted as a category of philosophy that determines the subject's attitude to the surrounding phenomena, without which its existence is impossible [8, p. 7]; a set of circumstances that depend on the emergence, existence and development of objects or phenomena [12, p. 84]. Whereas in the psychological and pedagogical literature, the concept of "pedagogical conditions" is defined as a set of circumstances or opportunities that depend on the functioning and dynamics of a certain pedagogical system [4, p. 68]; factors of the development of the pedagogical system and the effectiveness of the pedagogical process [6, p. 95]; the result of selection and successful organization of techniques, methods and forms of learning to achieve a certain goal [8, p. 23]; circumstances of the educational process that ensure its effectiveness [10, p. 109]; external circumstances and factors of effective influence on the pedagogical process, constructed by the lecturer in order to improve this process [11, p. 9]. A common feature of all the above definitions is the interpretation of pedagogical conditions as factors of positive influence on the course of pedagogical processes or the functioning of pedagogical systems to increase their effectiveness. Thus, based on the analysis of the outlined positions regarding the definition of the concept of "pedagogical conditions", we will single out a number of provisions important for the research:

1) pedagogical conditions are the main element of a holistic educational process;

2) pedagogical conditions reflect the totality of the possibilities of the educational environment (measures for the interaction of education subjects are purposefully designed: content, forms, methods and methods of learning, software and methodological support of the educational process) and material and spatial environment (educational laboratories, technical equipment, etc.) and ensure the functioning of professional training of students;

3) in the structure of pedagogical conditions, internal (ensuring the development of the personal sphere of the subjects of the educational process) and external elements (contributing to the formation of the procedural component of the pedagogical system) are distinguished;

4) the implementation of correctly selected pedagogical conditions ensures the effectiveness of the professional training of future translators for localization.

The theoretical and comparative analysis of scientific literature proved that the pedagogical conditions of professional training of future translators for localization have not become the subject of scientific researches. Therefore, in order to highlight the most effective pedagogical conditions of the study, the method of expert evaluation was applied. Thus, the lecturers of those higher education institutions that participated in the experimental study were offered to act as experts. In the context of the conducted survey, experts were asked to determine the most effective, in their opinion, pedagogical conditions for preparing future translators for localization. The conducted survey made it possible to rank and determine the pedagogical conditions that are expedient to implement during training in higher education institutions in order to form the investigated phenomenon in future specialists of this specialty.

The purpose of the article is to theoretically substantiate the pedagogical conditions for the professional training of future translators for localization.

Based on the work of researchers regarding the interpretation of the terms "condition", "pedagogical conditions" and based on the regularities of the pedagogical process and the basic laws of didactics, we understand the pedagogical conditions of professional training of future translators for localization as a set of interdependent factors of the educational environment of higher education institutions (objective possibilities of the content of education, methods, organizational forms and material possibilities for their implementation), the construction of which is based on the introduction of the author's educational and methodological materials into the process of educational and cognitive activity of students, which will ensure the successful achievement of the research goal.

Pedagogical conditions for the professional training of future translators for localization consists of the following factors:

1) actualization of the potential of traditional, innovative and digital technologies of linguistic education for immersing students in the motivational and value environment of formation of readiness for localization;

2) the use of formative assessment to systematize, generalize, and structure the professional knowledge of future translators, necessary for the organization of an effective localization process;

3) systematic implementation of digital technologies to create a contextual and quasi-professional space for training future translators for localization in higher education institutions;

4) directing future translators to continuous self-education based on tutor support. We justify each pedagogical condition and detail its content.

The introduction of the first pedagogical condition was aimed at ensuring the receptive and reproductive nature of translation activity. Therefore, exercises for the development of the ability of future translators for oral and written translation involved improving the skills and abilities of listening/reading the source text, language design of the translated text in native and foreign languages. The exercises offered in translation practice classes were grouped in such a way that students had to gradually master new linguistic, psychological, sociocultural, cultural and ethnic localization difficulties. That is, they model the problematic realities of translation activities.

In order to create a motivational and value environment for the formation of readiness for localization, an important aspect is the use of modern digital technologies in classes in the disciplines selected for the experiment, which allow demonstrating examples of translation activities. So, for example, during lectures, students watched video recordings of international conferences, press conferences, interviews of famous people, which are available on the Internet and materials of open online services. According to A. Kilchenko and O. Shymon, open access online services are effective means of searching for various information [9, p. 88]. In addition, future translators should use the materials of the translators' personal pages, where examples of localization,

for example, the user interface, are presented; accompanying documentation for the software; graphic images, videos; adaptation of the software to the norms and standards of the target country (date, time, currency, units of measurement, etc.), etc.

In the context of the implementation of the second pedagogical condition, the formative assessment involved the assessment by the lecturers of the success of future translators in performing various translation practice tasks aimed at:

− mastering the method of pre-translation text analysis, which contributes to the accurate perception of the original expression and its adequate localization;

− expanding knowledge of the main methods of achieving equivalence in translation and the ability to apply basic translation techniques during localization of websites, video games, marketing information, transformation of various cognitive codes from one language to another, etc.;

− awareness of the specifics of localization with compliance with lexical equivalence norms, compliance with grammatical, syntactic and stylistic norms of translation;

− enrichment of students' knowledge structures regarding the importance of taking into account the socio-cultural features of a specific locale during localization; directing future translators to realize the temporal characteristics of the source text;

− integration of knowledge of future translators from various aspects of professional activity to form the ability to use them creatively during localization as one of the professional tasks of a modern translator.

Formative assessment ensured the systematization and structuring of professional knowledge of future translators because it was focused on a specific student. Therefore, it made it possible to identify gaps in the student's mastery of this or that element of the content of the courses selected for experimental research, and to fill them with maximum efficiency.

Turning to the means of digital technologies ensured at the same time the creation of a contextual and quasi-professional space for the preparation of future translators for localization in higher education institutions, which is defined by the third pedagogical condition of the study. In the general sense, contextual learning, according to E. Izhko, is the methodological basis for providing a quasi-professional learning space for students in higher education institutions [6]. In turn, the quasi-professional training of future translators acts as a mechanism for the implementation of contextual learning. That is, contextuality and quasi-professionalism are mutually determined characteristics of the educational process. The fact that in the conditions of contextual type of education, the student should take the position of an active subject of activity, alone or with the help of the lecturer, single out one or another translation problem was considered important; on one's own initiative, and not due to external coercion from the outside, to join in the search for ways to solve it, using existing knowledge and filling in the gaps of ignorance, based on the use, for example, of the resources of non-formal linguistic education.

Based on this opinion, a certain problem was chosen as the didactic core of typical educational tasks for future translators, within the scope of work on which the main content of students' cognitive activity is not the assimilation of ready-made knowledge, but the search for appropriate translation strategies. It was assumed that in the contextual and quasi-professional space of training future translators for localization, the student, being the subject of activity, will become the central figure of the educational process.

To practice professional translation skills, authentic text fragments were chosen that differed in subject matter, sphere of functioning, socio-cultural context and saturation with various extra-linguistic factors. Such multi-functionality and interdisciplinary nature of educational tasks directed students to self-education activities to enrich their own knowledge about the peculiarities of ensuring equivalence, adequacy, translatability of localized information products. Within the framework of the study, it was concluded that the self-education activity of future translators needs some coordination. Therefore, the fourth pedagogical condition for the professional training of future translators for localization was chosen *to direct students to continuous self-education based on tutor support*. It is emphasized that the modernization of education inevitably leads to a change in the role and expansion of requirements for the professional abilities and competence of a lecturer of a higher school. It is, in particular, about the fact that the lecturer must have developed skills and abilities to use modern information technologies for the organization of formal, informal and informal – self-educational – activities of students during their education at higher education institutions.

It was assumed that the role of the lecturer as a competent linguistic and extralinguistic specialist consists in: intensifying the educational activity of future translators through the use of modern educational and digital technologies; advising students and providing the necessary assistance during the performance of educational

tasks using digital applications, platforms, automated translation systems; providing assistance in finding, analyzing and evaluating the necessary information; encouragement to independent creative translation activity. In such conditions, it was predicted that students would abandon the "passive consumption" of professional knowledge and move on to the active study of new translation technologies and methods to achieve the goal of localization of a specific audiovisual product / text / marketing information / website components.

The list of pedagogical conditions for the professional training of future translators for localization includes the following: actualization of the potential of traditional, innovative and digital technologies of linguistic education for immersing students in a motivational and value environment for the formation of readiness for localization; the use of formative assessment to systematize, generalize, and structure the professional knowledge of future translators, necessary for the organization of an effective localization process; systematic implementation of digital technologies to create a contextual and quasi-professional space for training future translators for localization in higher education institutions; directing future translators to continuous self-education based on tutor support.

The introduction of separate pedagogical conditions provided for: the development of new educational courses, their software and methodological support, which should be carried out on the basis of the tasks of future professional activity; expansion of the number of educational and scientific sources corresponding to translation standards, including due to effective electronic search of relevant information; provision of appropriate technical equipment for the educational activities of future translators (computer classes with Internet access and necessary software (desktop versions of the SDL Trados CAT system), electronic library, multimedia equipment (interactive whiteboards, multimedia screens and projectors); changing the role of higher school lecturer.

Thus, the introduction of pedagogical conditions for the professional training of future translators for localization as a set of organizational and methodological measures will ensure the achievement of the research goal and provide for a harmonious combination of traditional, innovative, digital forms, methods, and means of organizing students' educational activities. The conducted research does not exhaust all aspects of the problem of professional training of future translators for localization.

Prospects for further scientific explorations consist in elucidating methodological aspects of the implementation of pedagogical conditions for professional training of future translators for localization.

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