

CONCEPTUAL PRINCIPLES OF PROFESSIONAL TRAINING OF FUTURE TRANSLATORS FOR LOCALIZATION

КОНЦЕПТУАЛЬНІ ЗАСАДИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ПЕРЕКЛАДАЧІВ ДО ЛОКАЛІЗАЦІЇ

A general description of the conceptual foundations of the professional training of future translators for localization was carried out. It was revealed that today the requirements of the labor market have significantly actualized the problem of training translation personnel capable and ready to perform localization; the organization of professional training of future translators in higher education institutions, taking into account the possibilities of modern digital technologies. A fundamental study of the announced problem involves the development of conceptual foundations for the professional training of future translators for localization. It is summarized that the new content of levels and systems of philological education, the educational potential of their interaction, which is reflected in various empirical models of higher professional translation education at the same time as the adoption of strategic documents aimed at the holistic development of fields and levels of education, lead to the development of integration processes. Such processes require the formation of the latest professional qualities of translation personnel and the use of other – innovative – opportunities in their professional training and development.

It was assumed that the implementation of the functional load of the concept of professional training of future translators for localization will take place if it meets a number of requirements, including: the presence of a clearly defined main idea; systematicity, orderliness and logic of all fundamental provisions of the concept; determinism of the concept by the development of modern scientific knowledge about the theory and practice of training future translators. It is summarized that the author's concept of professional training of future translators for localization was designed within the framework of the identified guidelines of the context of the development of the system of higher linguistic education and taking into account the specific features of the training of future translators in higher education institutions abroad in the modern conditions of the digital society. The research concept covers a complex of key – conceptual – provisions, which as a complex, purposeful, dynamic set of theoretical-methodological and methodological-technological knowledge about the theory and practice of professional training of future translators for localization reflects the goal, methods, means, scientific approaches, principles (general pedagogical and specific), regularities of the developed experimental system and is based on theoretical, methodological and practical concepts.

Key words: localization, future translators, professional training, conceptual foundations, digitalization.

Здійснено загальну характеристику концептуальних засад професійної підготовки майбутніх перекладачів до локалізації. Виявлено, що нині вимоги ринку праці значно актуалізували проблему підготовки перекладацьких кадрів, здатних та готових до виконання локалізації; організації професійного навчання майбутніх перекладачів у ЗВО з урахуванням можливостей сучасних цифрових технологій. Фундаментальне вивчення анонсованої проблеми передбачає розробку концептуальних засад професійної підготовки майбутніх перекладачів до локалізації. Узагальнено, що новий зміст рівнів і систем філологічної освіти, освітній потенціал їх взаємодії, що транслиється у різних емпіричних моделях вищої професійної перекладацької освіти водночас із прийняттям стратегічних документів, спрямованих на цілісний розвиток галузей і рівнів освіти, призводять до розвитку інтеграційних процесів. Такі процеси вимагають формування новітніх фахових якостей перекладацьких кадрів та використання інших – інноваційних – можливостей у їх професійній підготовці та розвитку. Припускали, що реалізація функціонального навантаження концепції професійної підготовки майбутніх перекладачів до локалізації відбуватиметься, якщо вона відповідатиме низці вимог, серед яких: наявність чітко окресленої основної ідеї; системність, стрункність та логічність усіх засадничих положень концепції; детермінованість концепції розвитком сучасного наукового знання про теорію і практику підготовки майбутніх перекладачів. Узагальнено, що авторська концепція професійної підготовки майбутніх перекладачів до локалізації проектувалась в рамках виявлених орієнтирів контексту розвитку системи вищої лінгвістичної освіти та врахування специфічних особливостей підготовки майбутніх перекладачів у ЗВО за кордоном в сучасних умовах цифрового суспільства. Концепція дослідження охоплює комплекс ключових – концептуальних – положень, який як складна, цілеспрямована, динамічна сукупність теоретико-методологічних і методико-технологічних знань про теорію і практику професійної підготовки майбутніх перекладачів до локалізації відбиває мету, методи, засоби, наукові підходи, принципи (загальнопедагогічні і специфічні), закономірності розробленої експериментальної системи і базується на теоретичному, методологічному й практичному концептах.

Ключові слова: локалізація, майбутні перекладачі, професійна підготовка, концептуальні засади, цифровізація.

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General issue statement. In the conditions of cooperation between countries within the framework of the international community and the expansion of the translation market, social and industrial requirements for the level of professional qualifications of a

linguist-translator are growing significantly. An important component of the translator's professional competence is the ability to take into account the intercultural differences of the recipients of the translation, taking into account their background knowledge and

the conditions in which the interaction takes place. A professionally competent translator acts as a mediator and a direct participant in interlinguistic and intercultural communication, designed to promote mutual understanding between speakers not only of different languages, but also, as a rule, of different sociocultural “codes”.

Currently, the requirements of the labor market have greatly actualized the problem of training translation personnel capable and ready to perform localization; the organization of professional training of future translators in higher education institutions, taking into account the possibilities of modern digital technologies. A fundamental study of the announced problem involves the development of conceptual foundations for the professional training of future translators for localization.

Analysis of the latest research and publications shows the interest of modern scientists in the problem of professional training of future translators. Modern researchers draw attention to the need for purposeful training of future linguists-translators for localization, emphasizing that this phenomenon of the language industry is caused by the trends of informatization, digitalization, and internationalization of human civilization. However, no targeted research has been found in the direction of studying the peculiarities of the formation of readiness of future translators for localization. At the same time, we find information about the sociocultural determinants of the formation of the philologist's personality from the point of view of the linguistic didactic aspect [3]; features of the formation of information competence of future translators in the aspect of preparation for the implementation of processes of localization of software products [1]; means and experience of distance learning of future translators [7]; Moodle as a means of remote training of future interpreters of listening in English [8]; modern concepts of creativity in translation [9]; features of the formation of information competence of future translators in the aspect of preparation for the implementation of processes of localization of software products [10]; didactic potential of digital technologies in the system of professional training of philological specialists [6]; peculiarities of training of future translators in conditions of digitization [5], which is a guarantee of effective localization of texts; updating the methodical and methodological foundations of the professional training of future translators, in particular, for localization [4] in the conditions of digitalization of linguistic higher [2] education of Ukraine. However, the issue of developing the concept of professional training of future translation personnel has not been investigated in the scientific literature.

Therefore, the purpose of the article is to analyze the conceptual foundations of professional training of future translators for localization.

Presenting main material. In our opinion, the higher education system should take into account the current trends in the development of the translation services market. We are even talking about appealing to predict the vectors of development of the researched direction of student training in domestic and foreign higher education institutions. However, in the aspect of our research, it is not so much to analyze the professional standards of professional training of future translators who work in foreign countries and did not consider the issue of forming the readiness of students of the outlined specialty for localization in isolation from the current state educational standard but to take into account the material and technical capabilities of higher education institutions and consider the potential of digital technologies to rebuild the educational trajectories of future translators within the field of training, to create a varied and flexible methodological toolkit for organizing the educational activities of students, thanks to which the general goal of the study is realized and the formation of a translator ready to perform professional functions in the dynamic conditions of the globalized world takes place.

The new content of levels and systems of philological education, the educational potential of their interaction, which is reflected in various empirical models of higher professional translation education at the same time as the adoption of strategic documents aimed at the holistic development of fields and levels of education, lead to the development of integration processes. Such processes require the formation of the latest professional qualities of translation personnel and the use of other – innovative – opportunities in their professional training and development.

In view of this, they believed that the need for a visual presentation of the author's point of view (this is about conceptual, structural, substantive and organizational-methodical justification) on the problem of training future translators for localization, the result of which will be the formed readiness of students for highly qualified implementation of the outlined aspect of professional activity, actualizes the appeal to the development of the corresponding concept as the primary form of theory building for two important reasons. Firstly, the concept acts as a prototype of a full-fledged theory, secondly, it provides a component of technological (model) implementation of the proposed theoretical knowledge in practice.

Analyzing the modern field of pedagogical science in terms of design, implementation and functioning of author's concepts regarding the latest explanation of the nature of certain pedagogical ones, we came to the conclusion that the category “concept” is interpreted in different ways. Researchers reveal a plurality of opinions regarding its content, explaining the meaning of the mentioned term by referring to those features that seem to be prioritized in the process

of studying a specific phenomenon. Usually, a set of conceptual provisions of an experimental study is reflected by a number of concepts.

Continuing, we will note that the concept is the content of the doctrine, its semantic content in turning away from the specific linguistic form of expression. At the same time, the concept is a unit of linguistic expression, a logically meaningful component of the semantic structure; characterizes the act of understanding and its result. In general, the concept is understood in science as a material-cultural, not a special-disciplinary formation; the main thing in the concept is "multidimensionality and discrete integrity of meaning", the ability to translate from one subject area to another.

In cognitive sciences, the concept denotes the basic unit of information storage and transmission, which will structurally reflect the knowledge and experience of a person. In scientific pedagogical knowledge, a minimum of concepts ordered in a certain way forms a conceptual scheme, and finding the necessary concepts and establishing their connection with each other forms the essence of conceptualization. Concepts function within the formed conceptual scheme in the mode of understanding-explanation.

Through schemes of conceptualization and operationalization, existing concepts are generalized into systems of constructs that ensure (ideally) their implementation ("deduction") to the empirical level of research. On the other hand, concepts are properly substantiated in meta-level knowledge systems that are broader in relation to them, presenting them within the framework of a specific concept.

It was assumed that the implementation of the functional load of the concept of professional training of future translators for localization will take place if it meets a number of requirements for the selection of concepts, including:

- the presence of a clearly defined main idea that reveals the author's view of the problem under study;
- coherence and logic of all basic provisions of the concept, i.e. all conceptual principles of professional training of future translators for the localization of the provision logically rely on each other according to logic, when each previous one serves as a basis for the next one;
- determinism of the concept by the development of modern scientific knowledge about the theory and practice of training future translators, by the achievements of pedagogical science in the field of digitalization of professional training of translation personnel in higher education institutions; development trends of the translation industry;
- the possibility of technological support for the implementation of the conceptual foundations of professional training of future translators for localization: the transition from theory to practice.

Taking into account the outlined requirements, at the same time appealed to compliance with the existing architecture of the educational process as part of the professional training of future translators. In view of this, the educational activity of students, being methodically and organizationally updated, did not go beyond the framework of a typical pedagogical construct. Besides, the introduction of the author's concept was carried out taking into account the objective laws of effective speaking and thinking activity of students, which are practically interpreted within the framework of neo-rhetoric. Therefore, it provided for the provision of a system of receptive-analytical, reproductive-constructive and productive-creative actions of future translators, aimed at clarifying and creative localization of the content, reproduction of the composition of linguistic expression, text, audiovisual product in the context of one or another body of knowledge.

We emphasize that the author's concept of professional training of future translators for localization was designed within the framework of the identified guidelines of the context of the development of the system of higher linguistic education and taking into account the specific features of the training of future translators in higher education institutions abroad in the modern conditions of the digital society. That is why its planes and constructs take into account the prerequisites and sources of creation of the latest knowledge, which include:

- social order for a competent, comprehensively developed, mobile translator capable of effective performance of the latest professional functions, reflected in regulatory documents and objective needs of society, the language industry and an individual;
- international and domestic pedagogical experience of training future translators for various aspects of professional activity in the era of digitization of education and the translation industry;
- dynamic and flexible functionality of modern translation personnel, which dictates the need to innovate the vectors of professional training of students of the specified specialty in higher education institutions;
- diversity of existing theoretical concepts of personality development of future translators in the process of professional training, integrating provisions of pedagogy, psychology, linguistic didactics, which determines some disparity of information regarding the preparation of students for localization;
- the transformation of the language industry in the direction of globalization, internationalization and digitalization, which creates a rapid demand for translators capable of socially, socioculturally, ethnoculturally expedient interpretation of certain marketing information arrays, language expressions, audiovisual works and products to the cognitive-communicative paradigm of the perception of

the world picture by representatives a certain territorial locale;

– digitization of the practical activity of a modern translator, which demands that the representatives of this profession carry out their professional activities with modern digital means and, at the same time, the potential opportunities of the system of higher linguistic education in terms of the use of digital technologies, media pedagogy for the development of practical skills and skills of future translators to localize one or another information in a foreign language.

Conclusions. The concept of professional training of future translators for localization is a natural generalization of the existing achievements of philological, psychological and pedagogical science and actually linguistic didactics, corresponds to the social order for the modernization of all links of education in the updated socio-cultural situation in connection with the complication of the professional functions of the translator and the interdisciplinary nature of the translation process, which caused by globalization and internationalization of society.

Explicit for the subjects of the researched pedagogical process, the organization of students' speaking and thinking activities, based on the use of the possibilities of digital technologies and the integrative combination of the potential of various foreign language teaching methods, will ensure a qualitative jump in the linguistic education system of Ukraine in the direction of forming the readiness of future translators for localization in particular, and in general in terms of improving the quality of professional training of translation personnel in higher education.

The research concept covers a set of key conceptual provisions, which as a complex, purposeful, dynamic set of theoretical-methodological and methodological-technological knowledge about the theory and practice of professional training of future translators for localization reflects the goal, methods, means, scientific approaches, principles (general pedagogical and specific), regularities of the developed experimental system and is based on theoretical, methodological and practical concepts.

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