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EXPERIMENTAL PEDAGOGICAL SYSTEM OF PROFESSIONAL TRAINING OF FUTURE TRANSLATORS FOR LOCALIZATION AS AN INNOVATIVE CONSTRUCT

Abstract. It was revealed that from the point of view of systems science, the phenomenon of translation in the localization process appears in the form of a certain systemic cognitive activity of future translators. The elements of this activity are connected to each other by system connections that determine both the nature of its flow and the final result – a localized information array of translation. The localized form of the translated text and its content are born during the cognitive activity of future translators as a reaction not only to the original text, but also to all other factors of an informational, social, psychological, historical, economic, ethical, aesthetic and other nature, which are related to each other. The study of the outlined system appealed to the methodology of the system approach. A systematic approach contributes to the adequate formulation of problems in specific sciences and the development of effective strategies for their study. According to its place in the hierarchy of levels of the methodology of science, the systematic approach acts as a connecting link between the philosophical methodology and the methodology of special sciences. Systematic professional training of future translators for localization should be ensured in various areas of development of higher linguistic education and implemented within three innovative pedagogical constructs - sociocultural, epistemological-methodological, methodical-practical. It was assumed that, being interconnected, the elements of the pedagogical system of professional training of future translators for localization will form a single integrity, the presence of which will ensure the formation of a translation personality, ready for expedient, technically correct and socioculturally receptive localization of various linguistic-informational and linguistic constructs.

In the designed author's system of professional training of future translators for localization, the main structural elements, the interaction of which ensures its functioning and integrity, are: target, epistemological-methodological, content-informational, procedural-active, evaluative-resultative. The proposed system of professional training of future translators for localization is a complete, open, synergistic and dynamic integrity, since each of its components, possessing certain characteristics as a part of the system, act as an element of the whole, making it a functioning whole.
properties, is only part of the properties of the entire system of higher linguistic education. Different types of connections exist and function between the elements of the system structure - horizontal and vertical, reflecting the specifics of their interaction.

Keywords: localization, future translators, students, system, components, elements, professional training, digitalization.

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ЕКСПЕРИМЕНТАЛЬНА ПЕДАГОГІЧНА СИСТЕМА ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ПЕРЕКЛАДАЧІВ ДО ЛОКАЛІЗАЦІЇ ЯК ІННОВАЦІЙНИЙ КОНСТРУКТ

Анотація. Виявлено, що з точки зору системології феномен перекладу в локалізаційному процесі постає у вигляді певної системної когнітивної діяльності майбутніх перекладачів. Елементи цієї діяльності пов'язані один з одним системними зв'язками, що визначають і характер її протікання, і кінцевий результат – локалізований інформаційний масив перекладу. Локалізована форма тексту перекладу та його зміст народжуються під час когнітивної діяльності майбутніх перекладачів як реакція не тільки на текст оригіналу, а й на всі інші чинники інформаційного, соціального, психологічного, історичного, економічного, етнічного, естетичного та іншого характеру, пов'язані між собою системними відносинами. Така діяльність є системою реальною. Вивчення окресленої системи апелювало до методології системного підходу. Системний підхід, сприяє адекватній постановці проблем у конкретних науках і розробці ефективних стратегій їхнього вивчення. За своїм місцем в ієрархії рівнів методології науки системний підхід виступає як сполучна ланка між філософською методологією і методологією спеціальних наук. Системність професійної підготовки майбутніх перекладачів до локалізації повинна забезпечуватись в різних площах розвитку вищої лінгвістичної освіти й реалізовуватись в межах трьох інноваційних педагогічних конструктів – соціокультурного, гносеологічно-методологічного, методико-практичного. Передбачалось, що будучи взаємопов'язаними, елементи педагогічної системи професійної підготовки майбутніх перекладачів до локалізації утворять єдину цілісність, наявність якої забезпечить формування перекладацької особистості, готової до доцільного, технічно вірного й соціокультурно сприйнятливого локалізування різноманітних лінгвоінформаційних й мовних конструктів.

У проєктованій авторській системі професійної підготовки майбутніх перекладачів до локалізації основними структурними елементами, взаємодія
яких забезпечує її функціонування і цілісність, є: цільовий, гносеологічно-методологічний, змістовно-інформаційний, процесуально-діяльнісний, оцінювально-результативний. Запропонована система професійної підготовки майбутніх перекладачів до локалізації є цілісною, відкритою, синергетичною й динамічною цілісністю, оскільки кожен її складник, володіючи певними властивостями, є лише частиною властивостей всієї системи вищої лінгвістичної освіти. Між елементами структури системи, існують і функціонують різні види зв'язків – горизонтальні та вертикальні, що відображають специфіку їх взаємодії.

Ключові слова: локалізація, майбутні перекладачі, студенти, система, складники, елементи, професійна підготовка, цифровізація.

Scientific issue statement. Innovation of any aspect of the educational process relies on the implementation of a systemic approach [10]. In the context of our research, the use of the principles of the system approach is dictated by some methodological ambiguity. Besides, they appealed to the methodology of systems in translation [11], and the system paradigm in pedagogy. From the point of view of systemology, the phenomenon of translation in the localization process appears in the form of a certain systemic cognitive activity of future translators [12]. The elements of this activity are connected to each other by system connections that determine both the nature of its development and the final result – a localized information array of translation. The localized form of the translated text and its content are born during the cognitive activity of future translators as a reaction not only to the original text, but also to all other factors of an informational, social, psychological, historical, economic, ethical, aesthetic and other nature, which are related to each other system relations. Such activity is a real system.

As for translation theory, translation science in general is a conceptual system, some kind of ideal construct. It is obvious that there is no insurmountable gap between localization as a type of translation as a real system and the science of translation as a conceptual system. However, localization in the functional list of modern professional actions of a translator as a systemic human activity cannot fail to respond to “external stimuli”. In particular, such as the change of media that record information, which fundamentally change the technology of translation activity during localization and mark real transitions to another new stage in the history of translation.

Analysis of recent research and publications. In the conditions of the modification of the translation industry in science, research on various aspects of the professional training of future translators, philologists, and linguists was intensified. In particular, a methodical system of professional training of future philologists using modern information technologies has been developed (V. Bosa [10]); the peculiarities of the use of online services for teaching English to students were analyzed (T. Valiukevych [10]); revealed pedagogical regularities in the preparation of bachelors in philology for the use of information and communication technologies...
in professional activities (O. Hlushak [10]); the problems of training future philologists in modern scientific discourse were analyzed (M. Ikonnikova [10]); systematized information on methodical aspects of implementing modern scientific approaches to the professional training of future philology teachers (A. Kushnir [10]).

In the conditions of digitization of education, researchers pay attention to the possibilities of digitalization of professional training of future translators, besides studying the means and experience of implementing distance learning of future translators (A. Olkhovska [10]); the possibilities of distance learning of future philology teachers as a means of forming informational and methodical competences were revealed (S. Tsinko and N. Holub [10]). However, the issue of substantiating the systematic professional training of future translators is currently unexplored.

Therefore, the purpose of the article is a brief description of the author’s experimental system of professional training of future translators for localization.

Presenting main material. The systematic representation of science about the phenomenon of localization in the translation as organized scientific knowledge made it possible to use many ideas developed by the general theory of systems, in particular, the idea of a “black box”, feedback and reaction within the scope of the research.

It was taken into account that the system paradigm of the science of translation is built on the basis of the synthesis of many data perceived as a whole. The methodological value of the systemic approach to localization lies in the fact that it makes it possible to focus research on the disclosure of the integrity of the object and the analysis of those mechanisms that ensure this integrity.

In addition, in the course of the systemic approach, a new scheme of explaining the mechanisms that ensure the integrity of the translation activity during localization is integrated, such typologies of connections are assimilated, which present them as logically homogeneous. This leads to a direct comparison and comparison between the effectiveness of the use of various translation strategies by future translators to overcome the disparity and heterogeneity of language gaps, to ensure the adequacy of the perception of a localized message in the target language for a specific locale, to expediently interpret the metaphorical nature of the text, to eliminate the phenomenon of ambiguity and homonymy.

After all, an important feature of the vast majority of systems, especially social ones, is the transfer of information and the presence of management processes. The most complex types of systems include goal-directed systems, the behavior of which is subordinated to the achievement of certain goals. Localization as an important aspect of translation activity in the era of digitalization is included in the circle of systems of this type. Localization is always subject to a certain goal, the deployment of the entire localization process in translation and the properties of the translated information product resulting from the outlined process are determined by its goal.

From the point of view of pedagogical knowledge, taking into account the provisions of the system approach within the scope of research is, without exaggeration, of exceptional importance, because it enables:
– to establish relationships between the components of the educational program for the training of future translators in higher education institutions, the forms of educational activities and the possibilities of digital and information and communication technologies, which provide modern requirements for the organization of the educational process and the professional training of translation personnel, in terms of the formation of students' readiness for localization;

- to generate the concept of using digital technologies in the process of professional training of future translators for localization, taking into account the requirements for the development of the necessary professional competences, appealing to the material and technical capabilities of higher education institutions, observing the disciplinary structure of the educational process in general and at the level of each discipline (practice) selected for experimental research in particular;

- to consider the process of professional training of future translators for localization as an “open” process that is influenced by the outside, therefore it should be rapidly transformed depending on external conditions. It was believed that systematicity should become the cornerstone of the modernization of translators' training, increase its effectiveness, and the condition for compliance of the qualifications of university graduates with the requirements of the labor market as an external environment.

In the conditions of globalization, the basic goal of preparing future translators for localization in the higher education system is the formation of a special translation personality, possessing professional mobility and flexibility, formed by translation thinking. The realities of the information society make significant adjustments to the understanding of the process of translation in general and localization in particular, which cannot be considered in isolation from the rapidly developing information space. The existence of a completely specific linguistic and informational context of global, internationalized communication has an important methodological significance in the process of training future translators in higher education institutions. The importance of taking into account the linguistic and informational context of the intercultural online and offline world within the framework of our scientific research is determined by the phenomenology of a foreign language, which serves as a means of communication, storage and transmission of information of the most diverse kind.

Given the fact that the linguistic and informational context forms a special communicative social space, a special place of language implementation; international communication, expressed with the help of electronic texts, is a system-forming feature of the linguistic and informational context of modern communicative reality; the functioning of language in the information space generates its changes at each of its levels; now there is a new type of form of speech - oral-written speech, which is generated by the development of the audiovisual sphere, video content, various digital products and applications, video games, etc. It was assumed that the peculiarities of the linguistic and informational context of
intercultural communication must be taken into account when designing the author’s experimental system for training future translators for localization, which involved the use of a systematic approach methodology.

The term “system approach” is defined by philosophers as a direction of the methodology of special scientific knowledge and social practice, which is based on the study of objects as systems. Instead, O. Rebrii emphasizes that the systematic approach contributes to the adequate formulation of problems in specific sciences and the development of an effective strategy for their study. The methodological specificity of the system approach is determined by the fact that it focuses the research on revealing the integrity of the object and the mechanisms that provide it, on the identification of various types of communication of a complex object and bringing them into one theoretical whole.

The systematic approach, being the general methodological basis for many scientific studies, contributes to the adequate formulation of problems in specific sciences and the development of effective strategies for their study. According to its place in the hierarchy of levels of the methodology of science, the systematic approach acts as a connecting link between the philosophical methodology and the methodology of special sciences. The philosophical basis of the system approach is the principle of systematic approach, which is based on the study of objects as systems.

For the subject of our research, the main interest is the projection of system ideas on the pedagogical field. We consider the opinion of O. Rebrii [9] to be correct, who, studying the issue of the possibility of using a systemic approach to pedagogical and, in particular, didactic research, notes that the legality of its use in didactic research is indisputable, since any element of the didactic process meets all the requirements of a complex system and can be subjected to systematic analysis [9].

Analyzing the systematic approach in pedagogical research, one should, first of all, recall the pedagogical (didactic) systems themselves. In this regard, we are impressed by the interpretation of the pedagogical system by A. Olkhovska [7], who understands it as an objectively existing set of socio-pedagogical phenomena, the interaction of which leads to the emergence of new integrative qualities that are not inherent in its components. The presence of internal organic connections between the components of the pedagogical system ensures its integrity and qualitative determination [7]. The internal properties of the pedagogical system, the researcher emphasizes, are characterized by the same features as other systems: component composition; structure; functions; factors that ensure its integrity, relative independence [7].

The key characteristic of any pedagogical system is its integrity, which is reflected in the direction of all components of the system to achieve the general goal of research, and its correlation with the external environment and higher-order systems. Therefore, the experimental design of the system of professional training of future translators for localization took place at four levels:
1) theoretical – identification of key trends in the development of linguistic education in Ukraine and the world; specification of vectors for updating professional training programs for future translators; highlighting the prerequisites for the formation of the readiness of translation personnel for localization;

2) conceptual – creating an author's concept of professional training of future translators for localization;

3) substantive – designing methodical and methodological aspects of the systematic use of digital technologies in the educational process of higher education to ensure the innovative progress of linguistic education in the aspect of training future translators to localize various informational fragments of modern communicative linguistic and informational reality; updating the working programs of the courses “Translation Didactics”, “Translation Practice”, “Practical English Language Course”, “Basics of Localization”; development of the author’s professionally oriented linguistic didactic tasks using authentic materials; planning informal and informal professional training of future translators in the aspect of localization of texts based on the application of the potential of modern digital technologies;

4) procedural and technological – identification and theoretical substantiation of the pedagogical conditions of professional training of future translators for localization; systematization of practical teaching and methodical materials for the development of methods of implementation of the author’s pedagogical system.

Systematic professional training of future translators for localization should be provided in various areas of higher linguistic education development and implemented within the framework of three innovative pedagogical constructs - sociocultural (taking into account the flexibility and dynamism of a foreign language during modeling of experimental educational tasks of authentic content and quasi-professional context), epistemological-methodological (adherence to the methodological principles of updating the researched aspect of linguistic education, taking into account translation didactics, the basics of digital and media pedagogy, general pedagogical and special laws), practical (didactically expedient use of the potential of digital technologies in the direction of the development of researched readiness, which does not violate, but only enriches the architecture of the educational process in higher education institutions).

During the design of the components of the author's system, it was sought that its elements to varying degrees reflect important aspects of the formation of students' translation personalities: professional competences, grammatical, phonetic, communicative, lexical, sociocultural, ethnic knowledge and professionally significant skills and abilities necessary to achieve competitiveness in the globalized market labor. Each of them is a means of forming readiness for localization. It was assumed that, being interconnected, the elements of the pedagogical system of professional training of future translators for localization will form a single integrity, the presence of which will ensure the formation of a translation personality, ready
for expedient, technically correct and socioculturally receptive localization of various linguistic-informational and linguistic constructs.

It was taken into account that the readiness of future translators for localization as a personal formation is also a system containing various interconnected components. In view of the opinions expressed, it was believed that the content of each component of the studied readiness and the entire system of professional training of future translators for localization in general should meet the requirements of the translation industry for the professional training of translators, the tasks that arise for translators in the current realities of the labor market.

In understanding the systematicity of the professional training of future translators for localization, important importance was attached to the interpretation of the content of the concept of "element". Within the limits of philosophical knowledge, the dominant characteristic feature of something that can be considered as an element of a system is its invariance, the necessity of direct participation in the formation of the system to the extent that without it such integrity cannot exist. The general theory of systems, emphasizing the possibility of dismembering the whole into parts in various ways, is not limited to such a statement during the characterization of an element.

Conclusions. In the designed author's system of professional training of future translators for localization, the main structural elements, the interaction of which ensures its functioning and integrity, are: target, epistemological-methodological, content, procedural, evaluative. The proposed system of professional training of future translators for localization is a complete, open, synergistic and dynamic integrity, since each of its components, possessing certain properties, is only part of the properties of the entire system of higher linguistic education. Different types of connections exist and function between the elements of the system structure - horizontal and vertical, reflecting the specifics of their interaction.

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Література:


