The Role of Editing Tools and ICT in Teaching Future Translators

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ABSTRACT

The article considers about the problems of using information and communication technologies in classes for training translators of higher educational institutions. It says the use of information and communication technologies makes it possible to optimize translation training, increase student motivation, and diversify the forms and types of activities in practical classes.

KEYWORDS: training of translators, translation training, information and communication technologies, increase motivation, higher education institutions, editing methods.

The demands of today's professional services market and the impact of globalization are challenging existing teaching practices. To meet new requirements, students need to acquire knowledge, skills and abilities that involve the use of information and communication technologies. When training translators, it is necessary to take into account that information technologies have already become an integral part of the translation process.

A number of innovations and improvements should be introduced into the process of translator training so that this aspect does not fall out of sight. It is necessary to know how information and communication technologies can increase the level of professional competence of graduates, which implies acquiring skills in using Translation Memory technology, the ability to use databases and the capabilities of the Internet in the translation process. Information and communication technologies can become a powerful educational tool through which students will be able to learn from each other within a group and collaborate within the educational process. In this regard, the virtual educational environment seems to be a serious help. A teacher must learn to correctly implement these technologies into the educational process: it is not enough to transfer traditional educational material to a virtual platform so that it is available for download. The significant advantage of asynchrony in learning and peer education opportunities allows for the development of blended educational models and courses that take into account the individual needs of students. There are also tools that enable students to independently control their learning process. Our proposals cover training in general and highly specialized translation in the virtual educational environment Moodle. As mentioned earlier, the influence of globalization and information technology, as well as the modern market for professional translation services, sets new requirements for the translator, which must be taken into account in the preparation process. It is information technologies that help adapt to new methods and techniques of teaching, which allow students to gain knowledge, skills and abilities that

meet modern requirements in a reasonable time. Not only is the teaching methodology changing, but also the roles of students and teachers. Students are at the center of the educational process and are given the freedom to choose course content.

The role of the teacher fades into the background, although, nevertheless, it remains very important, since it is he who supervises the activities of students. Students will also learn self-learning strategies that will enable them to cope with problems outside the classroom, apply peer-teaching techniques, and build educational foundations with other students. As pedagogy developed, the introduction of electronic means of communication into the educational process gave particular importance to the virtual educational environment. In this context, the capabilities of these means have not yet been fully studied. Until now, not all teachers fully understand how to combine the existing methodology with electronic educational tools.

It is not enough to simply use email and the Internet in the educational process - these are only minor improvements. The use of old material based on new technologies without adequate adaptation is already a change of medium scale. To take full advantage of information and communication technologies, you need to adapt the material to the new educational environment. To implement a full-scale change, it is necessary to retrain teachers. Effective use of information and communication technologies will require more time spent on preparing material for classes and planning communication processes using various information tools [1].

Currently, in most universities, language departments in the field of teaching interpretation and translation use the capabilities of the virtual platform to a very limited extent. Until now, not all teachers have the idea that enormous benefits can be gained from using such a powerful resource in the classroom. Largely, this concerns the use of teaching methods aimed at students acquiring competencies that a professional translator should possess. In this vein, the use of ICT provides great advantages, such as online learning, learning regardless of the location of students and teachers. Thus, this paves the way for a combined teaching method that combines face-to-face and distance learning without any loss.

The next advantage of ICT is the ability to adapt the educational process to the needs of each student. Modern trends in education, particularly in Europe, suggest that students should take most of the responsibility for their own learning, and this makes sense. The approach using ICT significantly simplifies this task and makes it more feasible: students will now be able to independently (within given topics) select material based on their interests and level of language proficiency [2].

No less important is the issue of acquiring translation competencies. Learning to translate means acquiring knowledge, abilities, skills and strategies that will allow the translator to convey text from one language to another in such a way that the effect of reading the translation is equivalent to the effect produced on the reader when reading the source text in his native language. Translation theorists have not yet reached a consensus on what set of sub competencies will constitute translation competence that would best characterize a professional translator. However, practical knowledge and accumulated experience in the field of translation training suggest that deciphering the original and conveying its meaning in the form of a translation text includes not only linguistic knowledge (for example, text analysis), a correct understanding of the cultural realities of both countries and the availability of research skills, but also the ability to effectively use terminology database management tools and translator automation tools. As a result, a dividing line can be drawn between factual knowledge and knowledge about the use of translation aids, strategies and techniques.

We are trying to bring the conditions for training translators closer to the real conditions that they will encounter in the future, as much as possible at the moment at the Faculty of Foreign Languages of the National Research Tomsk State University. Students receive authentic texts for translation, as well as team assignments for the translation and localization of real projects, where the use of ICT is a prerequisite (the group is divided into translators, editors, post-editors, project managers and experts on highly specialized linguistics). At the Faculty of Foreign Languages, acquiring the knowledge and skills necessary to work with tools for automating the work of a translator and supporting ICT tools in general is one of the tasks that is on par with the tasks of acquiring professional skills by performing multidirectional tasks.

We will focus on training specialists based on web technologies. Here we cannot fail to mention the so-called blended learning, or b-learning - a teaching methodology using both face-to-face classes and classes using electronic means. It combines the advantages of both methods. In fact, combined learning makes it possible to fill the gap between traditional education and electronic education [1], although sometimes the reason for switching to combined learning is a lack of funding, which simply does not allow the full use of electronic education. Combined learning allows the teacher to act in a new role, as well as maintain face-to-face communication with students. In this case, students who prefer a way of learning that involves face-to-face contact with teachers and classmates, and who learn the material well during class hours, are better receptive to audiovisual means of presenting the material, as well as kinesthetic and metacognitive educational methods, will not lose anything, on the contrary, more adapt to correspondence communication.

As a rule, students receive authentic texts of articles from magazines downloaded from the Internet, or texts from the professional translation practice of teachers. It is extremely important to pay attention to the quality of such texts and their structure (check in advance for grammatical and stylistic errors, unless the presence of such is specified in the task), as well as compliance with the chosen topic and level of complexity, which varies depending on pedagogical tasks.

Students are also provided with supporting material such as bilingual texts, background information on the topic, a list of recommended readings, as well as specialized websites and glossaries. Along with the provision of supporting material, software, as well as various resources, exercises are given, the implementation of which contributes to the achievement of general objectives that were set by the teacher together with the students.

Among the tasks to improve or instill skills that exercises and techniques are aimed at developing, the following can be identified:

1. deepen knowledge in the field of linguistics;

2. expand cultural knowledge;

3. improve research skills, particularly in the technical field;

4. teach translation techniques and strategies;

5. train to cope with such aspects of professional translation work as completing work under tight deadlines, working under stressful conditions, business communication with clients (creating and expanding a client base, conducting business correspondence with the customer, setting an adequate price for work in accordance with the complexity, order volumes and lead times);

6. check the completed translations and carry out quality control;

7. manage translation projects, work in a team;

8. work with term base management tools;

9. develop students' ability to learn independently

The strong shift in learning habits towards a more visual culture should lead to infusing existing pedagogies with more visual media such as video conferencing, video streaming. It is also expected to create appropriate game-based educational activities and simulation methods that will bring a professional work environment to the classroom.

Bibliography

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