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ANALYSIS OF THE OUTCOMES OF IMPLEMENTING THE EXPERIMENTAL SYSTEM FOR FUTURE TRANSLATORS' PROFESSIONAL TRAINING BASED ON LOCALIZATION

Abstract. The ongoing evolution of the higher linguistic education system is primarily focused on addressing the demands of society and the government for competent translators. This necessitates corresponding modifications in the professional training, development, and personal growth of future translation personnel, with the ultimate goal of fostering their preparedness for localization. The paper aims to provide a comprehensive overview of the outcomes obtained from implementing an experimental system for teaching prospective translators in localization, as well as their subsequent analysis. Clear algorithmization is necessary for any experimental activity, including the professional training of prospective translators for localization. A linear pedagogical experiment was conducted to implement and experimentally verify the author's pedagogical system. The experiment was designed in a series of consecutive steps. To test the hypothesis proposed in the study, it was deemed necessary to approve the structural and functional model of the experimental system. This approval was intended to establish a program of experimental work that aims to create the required pedagogical conditions in both academic and extracurricular classes. The ultimate goal is to enable students to develop themselves as individuals, both personally and professionally. The effectiveness of the presented results was demonstrated through the use of theoretical analysis of scientific literature on the research problem. This analysis facilitated the selection and comprehension of didactic material. Additionally, a critical and analytical examination of concepts, theories, and methods was conducted to identify potential solutions for the problem under investigation. Furthermore, mathematical statistics methods were employed to quantitatively calculate the obtained data. The author's methodology of incorporating various experimental new designs into the professional training of future translators for localization is deemed effective, as evidenced by the generalized results of the preparedness of future translators for localization.

Key words: localization, future translators, professional training, experimental pedagogical system, results analysis, effectiveness.

Introduction. The emergence of translation theory as an independent scientific field has occurred in recent times, and the swift advancement of contemporary society necessitates a prompt reaction from any scientific endeavor. Considering this, it is necessary to update the professional training of upcoming translators to incorporate advancements such as localization, which facilitate the automation of the translation process. This will enable them to use computer translation tools and operate in the digital technology era. Simultaneously, it is insufficient to merely convert the text into another language using a computer. Customers of translation services demand not only the implementation of stringent quality standards for the translation but also the precision of the final document in terms of its adherence to the original's appearance. The objective of updating the higher linguistic education system is to ensure that qualified translators meet the needs of society and the state. This involves making appropriate changes to the professional training, development, and self-development of future translation staff to prepare them for localization.

Analysis of recent research and publications. 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 [2]; 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 [3; 4]; means and experience of distance learning of future translators [11]; Moodle as a means of remote training of future translators of listening in English [10]; current ideas on creativity in translation [5; 7]; Unique aspects of developing information competency among future traders in preparing for the implementation of localization processes for software products; The educational potential of digital technologies in the vocational training system for specialists with philological profiles [8; 9]; peculiarities of training future translators in conditions of digitization, which is a guarantee of effective localization of texts; update of methodical and methodological principles of professional training of future translators, in particular, for localization [1; 12] in the conditions of digitalization of higher linguistic education [4; 6] in Ukraine. Furthermore, the absence of empirical studies is evident in this particular domain. Hence, the objective of the article is to provide a comprehensive overview of the outcomes obtained from the implementation of the experimental system for training prospective translators for localization, together with their subsequent analysis.

Methods of research: theoretical analysis of scientific literature on the problem of research for the selection and understanding of didactic material; critical and analytical analysis of concepts, theories, and methods, to identify ways of solving the problem being studied; methods of mathematical statistics – for quantitative calculation of the data obtained.

Results and Discussion. The development of a

proficient expert in the domain of localization necessitates a holistic approach to professional education, encompassing a profound understanding of language, culture, and the intricate technical aspects of translation. The use of algorithmic steps in the learning process facilitates the establishment of an environment conducive to the cultivation of relevant competencies and skills that align with the requirements of professional engagement within the domain of localization.

Clear algorithmization is necessary for any experimental activity, including the professional training of prospective translators for localization. A linear pedagogical experiment was conducted to implement and experimentally verify the author's pedagogical system. The experiment was designed in a series of consecutive steps. Given this rationale, the examination of the professional development of prospective translators in the field of localization principles was conducted through a series of four interconnected and interdependent stages of experimental engagement: theoretical-procedural (2018-2019), diagnostic-consultative (2019-2020), formulating-methodical (2020-2023), and analytical-resultative (2023). This article focuses on presenting the findings of the experiment, hence the methodological aspects aren't elaborated upon.

To implement the author's system, an observational pedagogical review was conducted. This review allowed for the determination of the level of preparedness of future translators' components for localization. Students were assessed at the start of the experimental pedagogical system's introduction. In this particular timeframe, the examination of students who were selected as participants in the

experiment was segregated into two distinct groups: the control group (hereinafter – CG) and the experimental group (hereinafter – EG). The conclusions of the study encompassed students who commenced a further year of study in the year 2020.

The primary aim of the experiment was to ascertain the base degree of readiness exhibited by prospective translators in the context of localization. Before commencing this significant study, a thorough analysis was conducted on the educational programs designed to train future translators. The practical experience of higher educational establishments in organizing formal, informal, and informal education for future translators was examined, along with an analysis of the curriculum plans for the specialty 035 «Philology» within the translation educational program. This facilitated the selection of academic fields, the subject matter of which served as a foundation for the dissemination of empirical understanding of the phenomenon under research. Furthermore, the author incorporated the specialized course titled «Basics of Localization» into the educational curriculum of universities that were selected as participants in the experiment. The findings of the investigation are displayed in Table 1. The use of the chosen diagnostic materials to assess the proficiency of prospective translators in localization, a form of translation activity, was also employed during the analytical and outcomes stage of the research. The final evaluation, which ensured the reliability and measurability of the collected data, played a crucial role in establishing impartiality in assessing the efficacy of the suggested educational system as an innovative design for training future translators.

Table 1

Overall results of the observational (inbound) assessment of the preparedness of future translators for localization

Levels	Groups	Results of entry-level readiness of future translators for localization							
		Components of readiness of future translators for localization							
		Value-motivational		Cognitive-communicative		Activity-technological		Personal	
		number	%	number	%	number	%	number	%
High	CG (151)	12	7,95	11	7,28	10	6,62	11	7,28
	EG (150)	11	7,33	10	6,67	11	7,33	11	7,33
Sufficient	CG (151)	25	16,56	24	15,89	25	16,56	23	15,23
	EG (150)	25	16,67	23	15,33	26	17,33	24	16,00
Satisfied	CG (151)	81	53,64	82	54,30	79	52,32	81	53,64
	EG (150)	80	53,33	82	54,67	77	51,33	80	53,33
Low	CG (151)	33	21,85	34	22,52	37	24,50	36	23,84
	EG (150)	34	22,67	35	23,33	36	24,00	35	23,33

The formulating-methodical stage of the study of the professional training of future translators based on localization aimed to integrate the author's pedagogical system directly into the existing educational process, without asserting any infringement against it. In contrast, the experimental modifications solely served to enhance, modernize, and improve the pedagogical approach used for the teaching of students majoring in 035 «Philology» within the educational curriculum of «Translation».

Throughout the formulating-methodical stage, the students in the experimental groups engaged in the study of various subjects, including «Didactics of Translation», «Translation Practice», «Practical English Course», and «Basics of Localization». This was carried out by the author's pedagogical approach to preparing future translators

for localization. In light of the study's hypothesis, it was deemed prudent to endorse the structural and functional model of the experimental system to formulate an experimental program. The primary objective of this program is to establish the requisite pedagogical conditions within the selected academic subjects and during extracurricular periods, to foster the student's personal and professional growth.

The analytical-resultative stage of the study was aimed at summarising the results of the experimental work, namely: organisation of the final pedagogical session to establish the level of preparedness of future translators for localization after the completion of experimental training; processing and analysis of the obtained experimental data; comparison of qualitative and quantitative data on the state

of formation of students' readiness for localization, received in the control and experimental groups; presentation of the data in the form of tables, graphs and diagrams, the study of which attests to the sequence and effectiveness of experimental actions in terms of improving the preparation of prospective translators for localization; systematisation of data; generalization and interpretation of the material of the established scientific information, the reasons for researchers to develop the scientific methodologies and their responsibilities for the development of the local research methodology.

To establish the success and efficacy of the author's experimental pedagogical system in enhancing the training of future translators for localization, a comparative analysis was conducted on the indicators of the development of the four components and the overall readiness of the future translators for localization.

The data presented in Table 2 illustrates the comprehensive dynamic of the readiness of prospective translators for localization, as well as the control and experimental groups, after the implementation of the author's experimental system.

Table 2

Generalized dynamics of the results of the preparedness of future translators for localization based on three criteria

Levels	Groups	Results							
		Components of readiness of future translators for localization							
		Value-motivational		Cognitive-communicative		Activity-technological		Personal	
		number	%	number	%	number	%	number	%
High	CG (151)	23	15,23	22	14,57	22	14,57	23	15,23
	EG (150)	35	23,33	39	26,00	40	26,67	38	25,33
Sufficient	CG (151)	30	19,87	38	25,17	38	25,17	38	25,17
	EG (150)	56	37,33	55	36,67	56	37,33	59	39,33
Satisfied	CG (151)	96	63,58	90	59,60	89	58,94	89	58,94
	EG (150)	59	39,33	56	37,33	54	36,00	53	35,33
Low	CG (151)	2	1,32	1	0,66	2	1,32	1	0,66
	EG (150)	0	0,00	0	0,00	0	0,00	0	0,00

Summarizing the data in Table 2 leads to the conclusion that more positive dynamics of the formation of all components of the readiness of future translators for localization are observed in experimental groups (EG), because:

23 (15.23%) students of the control groups (hereinafter referred to as CG) and 35 (23.33%) students of EG have a high level of formation of the value-motivational component of the readiness of future translators for localization, which is 8.01% more than in CG; at a sufficient level it is observed in 30 (19.87%) students of CG and 56 (37.33%) of EG, which is 17.46% more than in CG; at a satisfactory level – 96 (63.58%) CG and 59 (39.33%) EG students, which is 24.25% less than CG participants; at a low level – 2 (1.32%) CG students, while a low level of formation of the value-motivational component was not found in EG;

the formation of the cognitive-communicative component of readiness of future translators for localization at a high level is characteristic of 22 (14.57%) CG students and 39 (26.0%) EG students, which is 11.43% more than in CG; at a sufficient level, it is observed in 38 (25.17%) students of CG and 55 (36.67%) EG, which is 11.5% more than in CG; at a satisfactory level – 90 (59.60%) CG passers and 56 (37.33%) EG students, which is 22.27% less than CG participants; at a low level – 1 (0.66%) in CG students, while in EG no low level of formation of the cognitive-communicative component has been found;

22 (14.57%) CG students and 40 (26.67%) EG students have developed the *activity-technological component* of readiness of future translators for localization at a high level, which is 12.10% more than in CG; at a sufficient level, it is observed in 38 (25.17%) students of CG and 56 (37.33%) EG, which is 12.16% more than in CG; at a satisfactory level – 89 (58.94%) CG students and 54 (36.00%) EG students, which is 22.94% less than CG participants; at a low level – 2 (1.32%) among students of

CG, while in EG no low level of formation of the activity-technological component has been found;

the formation of the personal component of readiness of future translators for localization at a high level was established in 23 (15.23%) CG students and 38 (25.33%) EG students, which is 10.10% more than in CG; at a sufficient level, it was monitored in 38 (25.17%) CG students and 59 (39.33%) EG students, which is 14.16% more than in CG; at a satisfactory level – 89 (58.94%) CG students and 53 (35.33%) EG students, which is 23.61% less than CG participants; at a low level – 1 (0.66%) in CG students, while in EG no low level of formation of the personal component has been found;

To ascertain the accuracy of the acquired outcomes, we employed the mathematical-statistical method known as the Kolmogorov-Smirnov λ criteria. The purpose of this is to compare two distributions: an observed distribution of a characteristic with a theoretical distribution that is uniform or normal, or a comparison between two observed distributions. The criterion enables the identification of places where the collective differences between two distributions reach their maximum value, hence facilitating accurate estimation of these differences. According to the results of calculations $\lambda_{eg}=0.027 < 1.36$ ($\lambda_{cg}(0.05)=1.36$). The obtained empirical value of the criterion turned out to be less than the critical value, i.e. according to the statistical hypotheses formulated above, the main statistical hypothesis about the unreliability of the differences between the two groups of examined persons is correct (the two empirical distributions do not differ).

Conclusions. The generalized results of the formation of the readiness of future translators for localization highlight the effectiveness of the author's method of introducing all the proposed experimental innovation structures in the process of professional training of future translators for

localization. This is reflected in the dynamics of the formation of the studied phenomenon in students of CG and EG and at the beginning and the end of the experiment. Thus, the high level of readiness among CG students increased from 7.28% (11) students to 15.23% (23) applicants, while in EG – from 7.33% (11) of future translators to 25.33% (38) students, which is 10.01% more than in CG. The sufficient level of readiness in CG increased from 15.89% (24) of future translators to 23.84% (36) of students, and in EG – from 16.67% (25) of students to 38.00% (57) of students, which by 21.33% more than CG. The

satisfactory level of readiness of CG students increased from 53.64% (81) of students to 60.26% (91) of them, while in EG it decreased (by 16.00%) from 53.33% (80) of future translators to 37.33% (56) of students. The low level of readiness decreased in CG from 23.18% (35) of future translators to 1.32% (2) of students, and in EG – from 23.33% (35) to 0. Further research is related to the methodological implementation of the author's experimental pedagogical system for training future translators for localization.

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АНАЛІЗ РЕЗУЛЬТАТІВ РЕАЛІЗАЦІЇ ЕКСПЕРИМЕНТАЛЬНОЇ СИСТЕМИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ПЕРЕКЛАДАЧІВ ДО ЛОКАЛІЗАЦІЇ

Анотація. 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. Метою статті є загальна характеристика результатів реалізації експериментальної системи професійної підготовки майбутніх перекладачів до локалізації та їх аналіз. З метою доведення ефективності презентованих результатів використовували теоретичний аналіз наукової літератури з проблеми дослідження для відбору й осмислення дидактичного матеріалу; критично-аналітичний аналіз концепцій, теорій та методик, з метою виявлення шляхів розв'язання досліджуваної проблеми; методи математичної статистики – для кількісного підрахунку отриманих даних. З метою доведення результативності та ефективності впливу авторської експериментальної педагогічної системи на процес підготовки майбутніх перекладачів на засадах локалізації порівнювали показники сформованості чотирьох компонентів й загалом готовності майбутніх перекладацьких кадрів до локалізації. Узагальнені результати сформованості готовності майбутніх перекладачів до локалізації увиразнюють результативність авторської методики впровадження усіх запропонованих експериментальних інноваційних конструктів у процес професійної підготовки майбутніх перекладачів до локалізації. Це відображується в динаміці сформованості досліджуваного феномену в студентів КГ та ЕГ та початку й наприкінці експерименту. Так, високий рівень готовності в студентів КГ зріс з 7,28% (11) студентів до 15,23% (23) здобувачів, тоді як в ЕГ – з 7,33% (11) майбутніх перекладачів до 25,33% (38) студентів, що на 10,01% більше ніж в КГ. Достатній рівень готовності в КГ зріс з 15,89% (24) майбутніх перекладачів до 23,84% (36) студентів, а в ЕГ – від 16,67% (25) студентів до 38,00% (57) студентів, що на 21,33% більше ніж в КГ. Задовільний рівень готовності в студентів КГ зріс від 53,64% (81) студентів, до 60,26% (91) здобувачів, своєю чергою в ЕГ знизився (на 16,00%) від 53,33% (80) МП до 37,33% (56) студентів. Низький рівень готовності знизився в КГ від 23,18% (35) майбутніх перекладачів до 1,32% (2) студентів, а в ЕГ – від 23,33% (35) до 0.

Ключові слова: локалізація, майбутні перекладачі, професійна підготовка, експериментальна педагогічна система, аналіз результатів, ефективність.