SECTION 13.
INFORMATION TECHNOLOGIES AND SYSTEMS

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REVOLUTIONIZING TRANSLATION ACTIVITIES WITH IT PLATFORMS AND PROGRAMS

Annotation. *The article is devoted to the problem of the increasing importance of translation skills in today's information-driven world. It discusses the evolving nature of translation work, the use of modern computer technologies, and the impact of information systems on the translation industry. It highlights the lag in adopting Translation Memory technology in Ukraine compared to the West and explores the potential of web-enabled real-time translation services. The text also highlights the role of information technologies in translator training, emphasizing the benefits of multimedia courses and the integration of new technologies for effective language learning. Overall, it provides insights into the changing landscape of translation and the significance of technology in this field.*

Introduction. Nowadays, due to the rapid development of information technologies and the steady growth of the amount of information, translation activities are becoming more and more in demand. A modern specialist, engineer, economist or employee of the budget sphere has to not only review technical and other literature in order to extract information, but also process it, that is, practically, engage in translation. Therefore, teaching students the ability to correctly and clearly present information obtained from the original source (any quote in a scientific article, a message received on the Internet, a medical prescription, an advertisement or instructions for using household appliances) is gaining more importance, becoming more relevant than ever.

Results. The main resources of the Internet and the possibilities of their use, risks and dangers associated with information on the World Wide Web, working with e-mail, search engines and means of interactive communication. Over the past 10-15 years, the nature of a translator's work and the requirements for it have changed significantly. First of all, the changes affected the written translation of scientific and technical, official and business documentation. Today, as a rule, it is no longer enough to simply translate a text using a computer as a typewriter. The customer expects from the translator that the design of the finished document will correspond to the appearance of the original as accurately as possible, and at the same time meet the standards accepted in the given country.

Modern information technologies when learning foreign languages from the point of view of gaining translation competence make it possible to ensure: conducting classroom classes and independent work on the development of oral communication skills; replenishment of active vocabulary; two-way translation skills; spelling check; analytical processing of messages; synthesis of documents; knowledge verification (testing). Specific training is needed if translators

are to benefit from the opportunities offered by the rapidly evolving field of information technology, even if it poses a significant pedagogical challenge. The integration of technological tools in a translation programme inevitably has an impact on the way translation itself is taught [1].

The highest efficiency of using computer information technologies in translation activity is achieved with their complex, systematic use. The translator also needs the ability to effectively use previously completed orders on the same topic, and the employer, in turn, expects significant savings in time and resources when translating repeated or similar text fragments. These strict, often contradictory conditions can be met only if the translator not only has a perfect command of the native and foreign languages and has deeply studied the chosen subject area, but also confidently navigates modern computer technologies.

The system approach of the computer organization of the educational process is based on the unity of technical means, information, software, methodical and organizational support implemented in the form of automated workplaces.

The basis of *technical support* is a personal computer equipped with additional devices. Technical requirements for the computer are the following: RAM capacity is at least 16 MB (preferably 32 MB), hard disk capacity is at least 850 MB, CD player, sound card, amplifier with speakers or head phones, modem, network card.

Information support consists of dictionaries, databases and knowledge bases implemented on CD-ROMs, as well as in the form of distributed databases.

Software consists of basic software and application program packages (information-reference and information-search systems, translation programs, expert systems, educational systems, etc.).

Methodological support is developed taking into account the specifics of the user's profession. The corpus paradigm supplied translation with a significant methodological support as a discipline and increased its role, prominence and visibility across linguistics [2].

Organizationally, the system is implemented in the form of separate autonomous ATMs, combined into a local network, and connected to the global network.

Conducting classes on the development of oral communication skills is based on the use of educational systems implemented on a CD or on the Internet. Their specialty is a combination of text, audio and video information, including animation. Educational systems implement, as a rule, as an animator such native speakers who ensure correct and clear diction. The student works in an individual mode and rhythm. The use of such systems is especially effective for replenishing the vocabulary, correct formation of grammatical constructions and gaining two-way translation skills.

Analytical processing of messages is provided by setting a search task in various databases of the necessary documentary and factual information (by keywords, attributes, events, headings, etc.). The acquisition of document synthesis skills is ensured by the combined use of information and search, expert systems, as well as text editors and processors, spreadsheets and other Microsoft Office tools. Automated testing systems allow you to implement both multiple-choice and free-choice tests.

In the Ukrainian translation business, there is a clear lag in the use of modern computer technologies to improve the quality of translation, namely translation memory (TM) technology and information systems that automate the production process. Translation memory is one of the most significant computer-based aids for translators and is widely used [3]. As before, only the market leaders professionally use these products. Meanwhile, in the Western world, the use of TM technology has long since become a self-evident fact, especially when translating projects of larger volumes.

Communication technologies have influenced the translation industry, the level of their adoption has approached saturation at this moment not only in the West, but also in Ukraine. Today, it is difficult to imagine a translation agency exchanging printed media with freelancers.

The level of implementation of TM technologies has also reached saturation, and TM technologies themselves undoubtedly gave a strong impetus to the development of the industry. In Ukraine, the level of implementation of TM technologies clearly does not exceed 10% (if we consider the number of translation bureaus that use TM in their work) [4].

The latest *real time translation* is defining innovation in the translation industry, which means the creation of professional translation services in real time, both written and oral sequential. Solutions of this class are now just beginning to be created abroad. Translation Workspace" for example, is a spin-off of a computer-aide translation system called Logoport, which consisted of a real-time translation memory platform. Logoport started to operate in early 2005, and by 2009 it had handled more than two billion words and services more than 19,000 users and 700 customers [5].

The use of new information technologies in the professional training of translators ensures the motivation of educational and cognitive activities, individualization of learning, independence, and the gradual formation of translation knowledge and skills. It is difficult to disagree with the fact that society is currently experiencing a time of total informatization, which is interpreted in methodological literature as the process of active widespread use of information technology for the production, processing, preservation and dissemination of information and especially knowledge.

The volumes of information in modern society are so large that the usual ways of searching, transmitting and working with it become ineffective. Therefore, in the process of formation of translation competence, an integral component of which is foreign language communicative training, more and more attention is paid to the use of multimedia courses with new unlimited possibilities, which open access to the best that has been created in the theory and practice of translation science, and radically change the educational environment.

The development of science and educational information technologies have changed the meaning of the verb *to know* [6]. Today, the meaning of this word is associated with the ability to access information (knowledge base) and the ability to use it. In this context, the role of the teacher, whose professional training should include not only the ability to transfer knowledge, but also the ability to provide students with information resources, help develop their learning strategy, and create effective cognitive technology, is being rethought. Accordingly, the issue of improving the linguistic training of translators through the use of new information technologies, in particular computer programs and Internet resources, seems relevant and timely.

Science and technology are developing at a rapid pace. As a result, new concepts may be used in published texts. In this case, as it is noted by translators and researchers, significant help is provided by searching for the necessary information in various scientific publications, encyclopedias and other resources. So, learning information and reference search should be started with texts belonging to well-known branches of technical science, on which there is a lot of reference literature with established terminology, moving gradually to texts related to new, little-developed areas of knowledge, with a conceptual apparatus that has not established itself. Therefore, at the first stage, the search for information is carried out in directories and encyclopedias, then in specialized scientific and technical journals, in the latest informational publications on the Internet, and consultations with specialists, etc. In the future, the received information helps the translator to find equivalents to the corresponding terms, which are entered by the translator in his own terminological file.

Currently, the narrow specialization of translated texts is becoming more and more apparent, therefore professional translators often turn to specialists of the company or enterprise that are the clients of the translation, to obtain the necessary consultations from them. There is no doubt, that a translator will use bilingual dictionaries in his work, but to understand and interpret a scientific and technical text, one should rely first on logic and context, and only then on the dictionary.

The use of a computer, the ability to request the necessary information via the Internet allow

to significantly expand the information and reference search for the activity of a translator of scientific and technical texts. As shown by the conducted surveys of translators, at this stage of his activity, the translator can: 1) participate in professional chats with native speakers; 2) use electronic dictionaries and on-line automated translation systems; 3) search for publications on the topic of translation; 4) visit translators' forums, that is, use the Internet for professional communication; 5) view the latest news on the topic of translation to clarify the context and terminology.

The received information can be entered into the electronic dictionary, which is maintained by the translator throughout his professional activity.

Conclusion. In the process of forming translation competence, modern information technologies make it possible to organize the educational process with maximum efficiency by replenishing the active vocabulary, improving the skills of two-way translation, checking spelling, analytical processing of messages and synthesis of various types of documents.

The use of modern information technologies in the formation of translation competence enables to solve such tasks of the educational process as the activation of the student's educational activity, the implementation of individual learning, the saving of educational time, the controllability of results, the use of the best global pedagogical experience, and the creation of conditions for the practical use of knowledge and skills. Information technologies help to effectively implement such didactic principles of linguistic education as science, accessibility, visibility and autonomy.

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