

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
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Всеукраїнська асоціація з мовного тестування та оцінювання

ЯКІСНА МОВНА ОСВІТА
У СУЧАСНОМУ ГЛОБАЛІЗОВАНОМУ СВІТІ:
ТЕНДЕНЦІЇ, ВИКЛИКИ, ПЕРСПЕКТИВИ

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note cannot be struck to achieve an outward-looking foreign language curriculum while remaining grounded in native culture and identity. I believe that this might be an underlying challenge as Ukraine moves forward with its educational programs, finding that balance, and instilling in students that English study can provide them with “academic capital” but this does not mean it must come at the expense of personal investment in Ukraine itself.

The English language has opened so many doors for me, as it does anyone who learns it in earnest. Given my advancing age and career prospects, it is unlikely that I will become fully fluent in another language. This is unfortunate. But my own personal failings and the tacit failings of my native educational system to instill in me the personal capital and opportunity that being multilingual provides, offers me a unique perspective to express to my students just how fortunate they are to have more than one language at their disposal. Nevertheless, pride should be taken in one’s native tongue and country, and while opportunity might take our students to lands far beyond the horizon, let us urge them to always think of home, as I do, and look for the ways that they might plant themselves once again in native soil and use their language gifts in the place they got them.

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AUTOMATED TRANSLATION SYSTEMS AS AN INTEGRAL PART OF THE MODERN PROCESS OF PROFESSIONAL TRANSLATION

The rapid advances in information technology significantly influenced the professional activities of translators. Now it is not enough just to make an adequate translation, this should be done in the shortest possible time. Therefore, in order to optimize the translation process,

translators often use automated translation programs that allow to make high-quality and fast translation of large volumes of information.

The relevance of this work is explained by the fact that future translators usually don't get acquainted with automated translation programs in universities, and in the future they have to master them independently. That's why it is necessary to investigate how it is important to integrate the use of such programs into the student learning process, so that they learn can not only master a foreign language, but also be aware of the software application.

Automated systems have become an integral part of the modern process of professional translation. These programs represent a whole range of technologies and tools for translating documentation, maintaining terminology glossaries, checking the quality of translation, creating and distributing translation projects. With their help, the tasks of performing quality translation within a short production cycle are solved. The best results with the use of automated translation can be achieved for texts written in the technical and official-business style [1, 57]. The use of these programs is also appropriate for collective work, when it is necessary to provide a coherent translation within a single project. All results are automatically stored in a single database, accessible to all participants of the translation process. In real time, users see the translation variants of each other. Translators can be located on the same local area network or be connected remotely.

Modern programs are usually based on 3 main technologies:

- Translation Memory (TM);
- Terminology Management;
- Project Management, Translation Management System (TMS) [2].

Translation Memory Base is a linguistic database in which translations are stored within a certain structure while they are created by the user-translator. Usually the TM database composes the output segments and their target segments (usually, the segment refers to the offer). When processing the new text that is translated, the system compares each of its offer stored in the database and finds the corresponding coincidences. So you do not need to translate the same sentence, because if necessary, you can reuse previously translated fragments of the text. The search for matches is based on the relative parameter "Minimum Match Value". Minimum Match Value is set by the user. In this case, a specially designed system for evaluating the coincidence rate is used: for example, fuzzy match, exact match, context match. Thus, previously translated documents are an important resource

for subsequent translations, since repetitive fragments of the text can be similar or even identical.

A critical requirement for quality translation is precise terminology. To ensure the accuracy and consistency of terminology, a single centralized store of terms is proposed (a kind of universal electronic dictionaries with the help of which the search can be carried out directly from the main system editor) and terminology management tools. Using these programs, monolingual or multilingual glossaries are created that are available to all project participants. Dictionaries articles usually have a branched structure and can contain extensive information necessary for making a decision about the use of this or that term: abbreviations, synonyms, definitions, context, source, status, comment, pictures, sound recordings, cross references.

Work with automated translation systems can be conditionally divided into 2 stages. At the first stage, the user works on the system, namely masters the basic functionality, accumulates the primary database of translations (converts the previously translated materials to the appropriate format) and creates a glossary. As a rule, this stage takes from two to six weeks depending on the intensity of use and the volume of materials. At the second stage, the system starts to work on the user. As the database grows, the number of matches increases, hence the time spent on translation is reduced and productivity increases.

In order to become a highly qualified specialist, who should be properly evaluated in the labor market, a translator should be familiarized with software, so students should be taught the principles of the programs in universities. This allows students to study the stages of computer-assisted translation, to acquire theoretical knowledge and acquire practical skills in the field of computer-assisted translation, and to form students competence and ability effectively to use existing information technologies of translation [3, 178]. For this it is necessary for each student to have the opportunity to install on the personal computer the program of automated translation chosen by the teacher. The teacher should explain the principles of its use and visually translate the fragment for better understanding. Further, it would be useful to complete the project with a whole group or subgroups. The teacher chooses the text that suits the complexity and subject matter, creates a glossary that includes terms, abbreviations, names, etc., and then distributes the segments of the text between the students and sends each a glossary. Thus, the student learns to work under conditions close to real.

Subsequently, 3 – 4 students are given a task, and they do it independently, handing out segments of text and assigning the person responsible for connecting the segments to a single document. Someone translates, another edits, the third makes final corrections. Thus, students learn not only properly to perform tasks, but also to recognize other people's mistakes and learn from the experience of others. Students learn to work in a group, which contributes to a faster integration into the team. These skills are required by most translation agencies. Another advantage of using computer-assisted translation programs is the ability of the teacher to monitor the activities of students, namely, to monitor the progress of the work performed, proofread confirmed translation segments and organize the workflow by setting deadlines.

Thus, we can conclude that the preparation of translators compulsory should include the use of automated translation programs, which is a contribution to the professional development, because a translator can independently create glossaries for each project that save time spent on finding equivalents. This is particularly useful if a translator works for a long time with regular clients, and the translation texts contain the same terminology. The translator creates a database, customizing it for himself/herself, creating a personal dictionary of an individual purpose with sections for highly specialized texts. This allows efficient performing large-scale translations.

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DEVELOPMENT OF EDUCATION, SCIENCE AND CULTURE ON UKRAINIAN LANDS (HISTORICAL ASPECT)

Higher education in Ukraine has a long and rich history. Ukrainian students, graduates, and scientists have long been known and appreciated around the world. Discoveries and innovative research of scientists