

# PEDAGOGY OF TRANSLATION IN THE AGE OF DIGITAL TECHNOLOGIES

## AUTHORSHIP

Svitlana Moiseienko 

PhD of Philological Sciences, Associate Professor, Faculty of Linguistics, Department of the English Language for Engineering №1, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute".

**ORCID:** <https://orcid.org/0000-0002-9122-5576>

**E-mail:** moiseienkosm@gmail.com

Kostiantyn Lisetskyi 

Senior Teacher, Faculty of Linguistics, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute".

**ORCID:** <https://orcid.org/0000-0002-0198-1248>

**E-mail:** lis.kostiantyn@gmail.com

Liudmyla Diahilieva 

PhD of Pedagogic Science, Associate Professor, Faculty 1, Department of Foreign Languages, Kharkiv National University of Internal Affairs.

**ORCID:** <https://orcid.org/0000-0002-5662-8185>

**E-mail:** ldd8109@gmail.com

Olena Garmash 

Dr. in Philology, Associate Professor, Philological faculty, Philological faculty, Department of Germanic Philology, Bogdan Khmelnytsky. Melitopol State Pedagogical University.

**ORCID:** <https://orcid.org/0000-0002-7779-5505>

**E-mail:** 26garmash@gmail.com

Olena Georgiieva 

Senior lecturer, Foreign Languages Department, Kryvyi Rih National University.

**ORCID:** <https://orcid.org/0000-0002-6300-4792>

**E-mail:** owenah@hotmail.com

**Received in:**

2021-04-10

**Approved in:**

2021-05-11

**DOI:** <https://doi.org/10.24115/S2446-622020217Extra-B890p.148-156>

## INTRODUCTION

The challenges of the globalization of education entail the need for proficiency in multiple languages, including translation skills. This is relevant for professionals working in government, social, cultural establishments and institutions. By the way, the annual increase in migration flows, as evidenced by the report of The International Organization for Migration's (The World Migration Report, 2020) and the Partnership for 21st century learning (2020), provide for the need to know foreign languages in many professional fields, to improve the techniques of their study. Nowadays, 172 IOM member states participate in programs to adapt migrants, promote educational tourism, etc. This global trend leads to the need to increase the volume of translations in all sectors, including translations from one language to another or from one to several. In general, the global panorama of translation requires highly professional translation skills, which involves constant work in the field of translation pedagogy, universalization and increasing the effectiveness of educational technologies in this field. All this should form a set of skills and competences of a specialist - translator faster and more efficiently (SALINAS, 2007).

The functional approach to translation is one of the modern and effective ones, where the pragmatics of the text becomes the founding

core. The issues of pragmatics in translation have been considered by numerous researchers as an effective system (Kiraly, 2015). This concept of focusing on the pragmatic aspect in translation is based on a theory that describes the algorithm of translation as an activity. This is the analysis of the translation situation, the formation of the text body of the translation, as well as the description of the translation result - the finished target text (JEAN VIENNE, 2010). This method involves the actualization of a wide range of competences and skills through the stages of resource planning and research of "equivalent texts" in the relevant culture and the formation of one's own "text library", involvement of the source base, cooperation with the customer of the text (JEAN VIENNE, 2010). All the stages outlined provide for the active involvement of digital technologies and form a set of translation skills and competences.

The introduction of an experiment in the field of translation pedagogy also makes it possible to find and identify difficulties and errors of trainee translators, which have been described in a number of studies (SALGUR, 2013; KIM, 2011). The investigations similar to ours also indicate that specialized translations have been extremely difficult for students (ARBOL DEL, 2018). The introduction of the latest methods of translation pedagogy in combination with a wide range of possibilities of modern digital technologies is aimed at facilitating the actual process of teaching translation. In addition, the training of translation specialists also involves the application of the method of identifying and considering complex cases of translation of lexical formations and grammatical structures; all this also correlates with the branch of knowledge in the field of which the translation is carried out.

Scientific and technical texts: terminology of Greek origin and Latin, neologisms, tautologies, complex terminology, abbreviations, names of units of measurement, use of passive constructions, nouns, complex syntax, burdened with punctuation marks.

Economic texts: Latin, English vocabulary and syntactic constructions, special terminology, plural constructions, abbreviations, paraphrases, pleonasm, complex words, abbreviations, numbers and formulas, paired expressions (binomials and trinomials), expanded sentences, subordinate clauses, long sentences, sometimes lack of punctuation, tautology, etc. Thus, the pedagogy of translation poses complex goals. Acquiring the skills and competences, needed to develop a professional translation, is a long process that requires considerable efforts. Accordingly, the "competence" of translators (editors) always needs constant improvement. After all, it is the possibilities of social networks, the attraction of digital technologies that facilitate the process of learning and improvement. Within the framework of teaching, the concept of "competence" is based on the preferential attraction of all levels of abilities and skills necessary for the effective fulfillment of the set goal.

## AIMS

The purpose of the research was to establish the effectiveness of educational innovations that use the capabilities of digital technologies in teaching translation, in particular, pragmatic aspects in translation methods. Based on the purpose outlined, it is planned to perform the following research objectives, namely:

- to determine the stages and components of translation as a pedagogical technology with the involvement of digital technologies;
- to assess which digital technologies are the most used as platforms for teaching translation and how much the activity of their use will increase at various stages of the implementation of the educational project;
- how functional approaches in translation pedagogy affect the improvement of relevant competences and skills of translation and their correlation.

## LITERATURE REVIEW

The issue of involving digital technologies in the activities of a translator is one of the relevant topics considered in translation studies and translation pedagogy. From the point of view of pedagogy, translation activities in teaching should be useful for improving the language competences of students. From such perspective, the role of translation pedagogy was considered by numerous researchers (MASON, 2006; KUZMINA et al., 2020), who stood for the active involvement of translation pedagogy in the educational process, developed new educational technologies and innovations in higher education (SENTHILKUMAR, KANNAPPA, 2017). The pedagogy of translation also contributes to the formation and increase of the level of linguistic and cultural awareness of students; first of all, it gives an opportunity to compare the structures of one language in comparison with others (BERGEN, 2010).

There are works devoted to students' assessment of the usefulness of translation activities as an element of the development of language skills (ZHAO, 2018). Brøgger, (2017) has investigated the effectiveness of various translation methods used to facilitate the study of grammar and complex cases. The features of the study of translation by bilinguals and multilinguals (Zhao, 2018) have been investigated, which can facilitate the process of teaching and learning foreign languages. Translation has been studied from the standpoint of studying the grammatical structures of language, increasing the effectiveness of their study due to the involvement of translation techniques (Junining, et al., 2020). The use of digital technologies in the work and teaching of translation techniques has been considered by numerous scholars (CAVUS, IBRAHIM, 2017; FERNÁNDEZ-MANJÓN et al., 2007; POLAND, et al. 2003). The effectiveness of such methodologies and their prospects have been determined (Way, 2016) as well as the processes of acquiring translation competences and skills (PACTE, 2018).

The principles of a functional approach to text translation, innovations in educational practices (Ko, et al., 2013), pragmatics of the text as an effective foundation for the construction of

translation techniques involving digital technologies have been studied on a separate basis (SALINAS, 2007).

## METHODS

In order to achieve the research objectives, the group introduced an innovative educational project, which was implemented by the university (Kamianets-Podilsky National University named after Ivan Ohienko, Ukraine). 2 university professors, as well as 50 students - participants from 2 groups of bachelors took part in the project; their curricula included the educational component "Theory and Practice of Translation" within the framework of a four-year bachelor's course offered by the aforementioned university. Within the framework of the project, during the 2019-2020 academic year (2 semesters), data and materials were collected on teaching the basics of sectoral translation of scientific, technical and economic topics. The starting point of the project was a list of competences and skills that should be achieved through a set of specialized materials on the theory and practice of translation and the use of digital technologies.

In the course of the research, the stages of translation as a pedagogical technology have been determined. The pragmatics of translation provides for the implementation of the translation of text in their real communicative situation; it becomes possible in modern conditions due to the active involvement of the possibilities of social networks, the use of digital technologies in general. Methods of scientific, technical and economic translation have been considered.

- Stage 1. A preliminary survey is conducted on the frequency of the use of digital technologies in translation activities by those students who take part in projects. Training material for the courses has been prepared, preliminary consultations have been held with the educators who will lead these courses. Training seminars have been held for all participants of the experiment with technical specialists.
- Stage 2. At this stage, in parallel with the study of the discipline "Theory and Practice of Translation" in experimental groups, monitoring of knowledge is carried out in order to improve skills and competences in translation in the field of business and economics, scientific and technical translation.
- Stage 3. At the final stage, after conducting a repeated survey on the level of use of digital technologies in translation activities by students, progress will be monitored, if any, in all experimental groups. The basic stages of the implementation of a functional pragmatic approach to the translation of texts have been determined.

Based on the data collected, bilingual glossaries have been compiled, digital technologies and translation techniques have been used, the main mistakes in translation have been identified, dossiers of parallel texts have been compiled as well as links to websites and groups on social networks, etc. Educational materials have been later uploaded to university sites, electronic archives, specially adapted for the purposes of the present research. Regarding the difficulties encountered during the research and in the process of conducting the experiment, it should be pointed out the necessity for time expenditures (academic year); it is impossible to determine the reasons for changing the assessments of respondents; there is no possibility to conduct a qualitative in-depth study.

## RESULT

Data collection and systematization, preparatory technical and methodological training, theoretical research in the field of translation pragmatics gave the opportunity for project implementation.

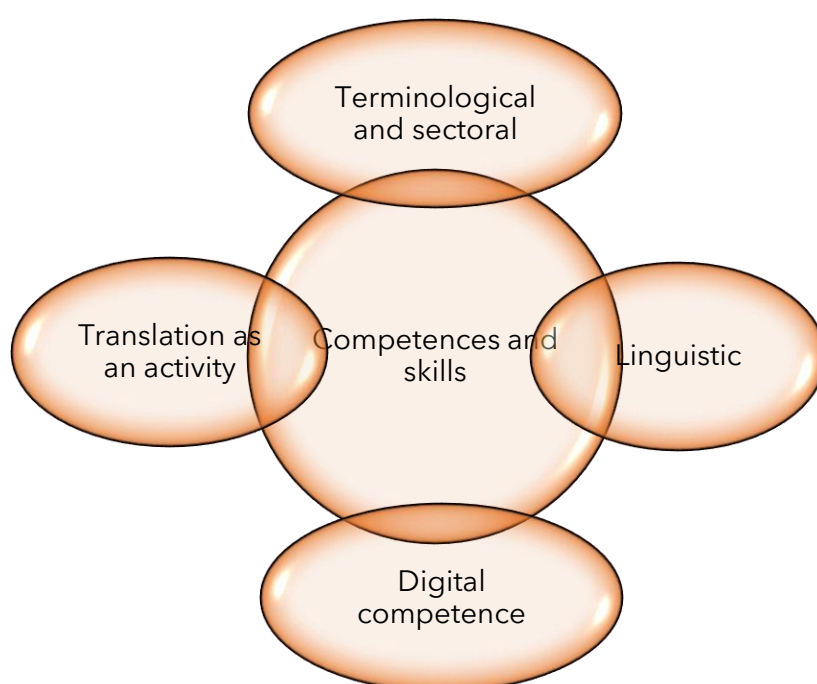
*Stage 1. A preliminary survey of respondents was conducted on the scope and frequency of use of social networks, educational platforms, information electronic tools in general in the process of working with foreign languages.*

**Table 1.** Volumes of use of digital technologies in pedagogy of translation (author's development)

Group number	Using questionnaires (also called quizzes)	Using glossary	Using the workshop	Using chats
Group 1	77%	82%	86%	70%
Group 2	64%	78%	77%	67%

**Source:** Search data.

According to the information received and the experience of the teachers, a set of those competences and translation skills was formed, which were planned to be developed and strengthened during the project.

**Figure 1.** Competences and skills that are formed and improved during the project implementation (author's development)

**Source:** Search data.

The competences and skills that have been improved during the project are as follows:

1. Scientific and technical translation: translation and analysis of translation texts (from Ukrainian to French); the ability to use all technological resources (electronic / printed dictionaries, glossaries, databases, social networks, consultations with teachers and customers); skills of offline translation and group work; work on ethical aspects in translation practice.
2. Economic translation: translation and analysis of texts (from Ukrainian to French) with business and economic terminology, texts on economic theory; the ability to work individually and in a group; the ability to use reference books, electronic resources, source databases, "text library", glossaries; the ability to use forms and samples of documents, to consult with experts, customers, teachers; to adhere to ethics in the practice of economic and business translation.

*Stage 2. At this stage, the definition of the basic educational materials and those digital technologies is carried out that can be useful in the process of project implementation. All stages of translation within the discipline involve the use of materials and technical means. The ability of introducing innovations in educational work in the space of pedagogy in stages is developed, in accordance with the principles of translation pragmatics. Thus, the formation of glossaries, "text libraries", group work and work with experts, customers, target audience, etc. is taking place. Special attention is paid to corrections of mistakes.*

**Table 2.** Correspondence of competences and skills and educational materials and technologies applied to their formation.

Competences and skills	Educational materials (subject "Theory and practice of translation") for scientific, technical and economic translation
Translation as an activity	Samples of translations, forms Text library Glossary
Digital competence	Computer programs Software Social networks, educational platforms
Linguistic skills	10 texts (according to topics) on 3 topics, 30 scientific and technical translations, 10 texts (according to topics) on 3 topics, 30 economic texts. A list of translation mistakes has been compiled. A step-by-step list of the selected translation algorithm.
Terminological and industry-based awareness	Encyclopedic, reference information, interpretation. Bilingual and polylingual glossaries.

Source: Search data.

At the end of each training topic, a search, identification and registration of translation mistakes was carried out. They were entered into the database of mistakes and "text libraries" were formed. At all stages of translation, work with glossaries, reference to source databases and active communication in social networks in order to consult with experts and gain experience were also welcomed.

*Stage 3. At the final stage, a survey has been also conducted among respondents on the frequency of using digital technologies when working with translation.*

**Table 3.** The volume of using digital technologies by students in translation pedagogy (author's development)

Group number	Using questionnaires (also called quizzes)	Using glossary	Using the workshop	Using chats
Group 1	67%	79%	75%	63%
Group 2	55%	75%	67%	60%

Source: Search data.

According to the survey data, the use of digital technologies in the translation activities of respondents increased by an average of 8%. The greatest dynamics is observed in using The workshop in the first group, the positive dynamics was 11%, and in the second group - 10%. The lowest dynamics was observed in the use of glossaries in group 1 and in group 2 - 3%. From among the main opportunities of digital technologies, specified by students, some of the most used ones were presented.

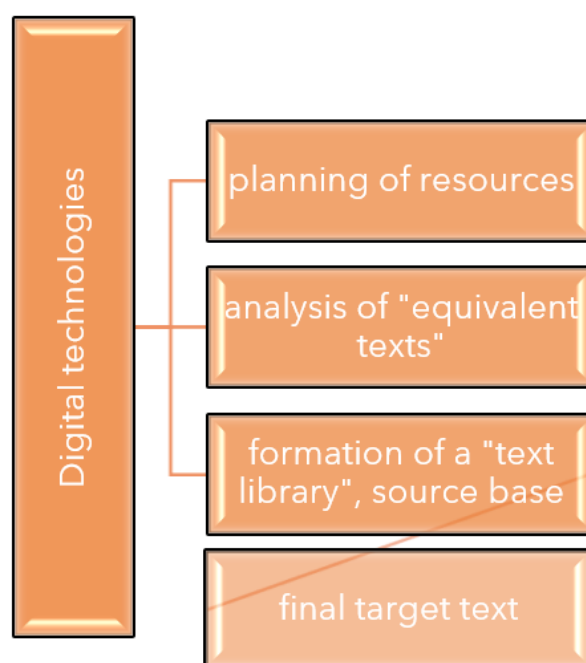
Questionnaires. This electronic resource allows creating exercises, tests in the form of games, developing questionnaires. In addition to testing knowledge and abilities both independently and with the participation of the teacher, the students can improve their own translation skills. Fragments of mistakes in the translation and comparison with the source text were presented in the tasks developed by the group. The presented errors had linguistic and professional as well as cultural reasons: consequently, it was proposed to develop an algorithm to avoid them as well as ways to solve the problem.

Glossary. Thanks to such dictionaries, it is possible to create corpora of equivalents to the text, interpretations, contents to "text libraries" which works as the original dictionary, but taking

into account discursive practices and contexts. It is also possible to use hyperlinks linked to the glossary. The glossary should be divided into separate sections, where it is possible to refer to electronic dictionaries, websites, figures and diagrams. The volume of links can be regulated due to the translation tasks.

The Workshop is a type of educational activity that makes it possible to perform various group tasks in any volume. The proposed texts with a block of questions to them are offered to the group for translation. This teamwork is a training exercise for simulating real situations. This can be modeled as work in the economic department of a large firm; there is a specific research task for each member of the group. Such translations require terminological and vocabulary research, reference to similar texts and forms, editing and preparation of the final text for the target audience. With the establishment of deadlines and their uploading to the platform, analysis of mistakes and further formation of a glossary, databases and a "text library" is conducted. Chat is presented as a channel of synchronous communication, which allows saving communication texts; it is possible to communicate remotely with the help of chats. This is a virtual forum that makes it possible to communicate with experts, colleagues, customers, target audience.

**Figure 2.** Stages of translation (functional approach, pragmatics of translation) stages and components of translation as a pedagogical technology with the involvement of digital technologies.



**Source:** Search data.

In the pragmatic aspect, separate stages have been formed in the translation, namely: resource planning; research of "equivalent texts" (reference to the cultural experience of creating such texts); formation of own "text library" which form an information bank over the course of time, attraction of a source base, which facilitates the process of creating a text of this language field; the final target text should be created under the condition of active cooperation with the customer of the text. All the stages outlined are possible provided the use of information technologies, the capabilities of websites, social networks, in particular.

## DISCUSSION

It is important to use the process of training translation skills as part of the actual pedagogical process. In the research context of this project, the experience of attracting bilingual students to conducting translation is valuable. A number of researchers (PURANIK, 2020; KIM, 2011) consider this a useful pedagogical practice. The researcher and English teacher (KIM, 2011)



gave her bilingual students of Korean origin tasks to do translation exercises and analyze the results, work on mistakes, treat their text as someone else's work and carry out self-control of the translation. As our project has revealed, the active use of translation exercises in the pragmatic approach increases the metacognitive abilities of students, improving the skills of creating the final target text. Students were offered to get acquainted with typical texts in French and translate their own posts as foreign, into Ukrainian, constantly using the capabilities of electronic reference books, glossaries, chats (experts' pieces of advices).

Del Arbol (2018) also points out that students' work on mistakes in the translation with application of digital technologies and the creation of a glossary and "text library" is effective and useful. It has also been noted that the self-analysis of mistakes and their catalogization using electronic resources is a part of the translation work. Students also assess what they have gained during the translation. Information and digital competence of both students and also teachers increases; therefore, it is so important to constantly improve one's technical skills for effective translation training.

Kiki-Papadakis, K. & Chaimala, F. (2016) have raised the issue of mandatory inclusion of research and innovation programs in the curricula of higher educational institutions. An important condition for the success of a pedagogical educational project is the support of the administration, the managerial staff of universities, which is implemented in the technical and technological equipment of innovative projects, their inclusion in the development strategies of institutions. The issues of introducing new investigations on translation theory, pragmatics of translation of educational activities remain unresolved. The issue of improving the efficiency of foreign language teaching, the implementation of translation activities, as well as the role of digital technologies in optimizing the processes of special translation is open.

## CONCLUSION

Over the course of the project, a set of translation and training materials was collected, which helped increase the competence and improve the skills of course participants. The basic stages of translation are as follows: resource planning, analysis of "equivalent texts" used in similar behavioral cultural scenarios, the formation of a "text library", the source base, preparation of the final target text through consultations, experts' opinions, updating other experiences. In this context, translation can be presented as part of the pedagogical impact, which also provides the involvement of digital technologies.

Digital technologies are a good platform for teaching translation; their use at the end of the project has increased by an average of 10%. The workshop was revealed as the most frequently used. The educational complex for the study of foreign languages provides for the involvement of functional approaches in the pedagogy of translation; it is effective forasmuch as it affects the improvement of the relevant competences and skills, determines their interaction. The issue of further introduction of digital technologies in the space of university education in the field of teaching foreign languages remains open; the development of universal techniques of training translation as a comprehensive approach to teaching and pedagogical influences is in progress.

## REFERENCES

- ARBOL DEL, E.V. Innovative Teaching Methods in Specialised Translation, *Modern Journal of Language Teaching Methods*, 2018, vol. 8, issue 12, 426-436. Available at: [https://repositorio.uam.es/bitstream/handle/10486/688158/innovative\\_vazquez\\_MJLTM\\_2018.pdf?sequence=1&isAllowed=y](https://repositorio.uam.es/bitstream/handle/10486/688158/innovative_vazquez_MJLTM_2018.pdf?sequence=1&isAllowed=y). Access: Dec. 22, 2020.
- BERGEN, D. Translation strategies and the students of translation. *Jorma Tommola*, 2010, 1, 109-125. Available at: <http://www.hum.utu.fi/oppiaineet/englantilailentilologia/exambergen.pdf>. Access: Jan. 22, 2021.
- BRØGGER, M. When Translation Competence is not Enough: A Focus Group Study of Medical Translators. *Meta*, 2017, 62 (2), 396-414. Available at: <https://doi.org/10.7202/1041030ar>. Access: Feb. 18, 2021.

- CAVUS, N. and IBRAHIM, D. Learning English Using Children's Stories in Mobile Devices. *British Journal of Educational Technology*, 2017, 48, 625-641. Available at: <https://doi.org/10.1111/bjet.12427>. Access: Jan. 02, 2021.
- FERNÁNDEZ-MANJÓN, B.; SÁNCHEZ-PÉREZ, J.-M.; GÓMEZ-PULIDO, J.-A. *Computers and education: E-learning, from theory to practice*. New York: Springer, 2007, 241 p.
- JAYASHREE, R. A Study on Innovative Teaching Learning Methods for Undergraduate Students. *International Journal of Humanities and Social Science Invention*, 2017, vol. 6(11), 32-34. Available at: [http://www.ijhssi.org/papers/v6\(11\)/Version-2/E0611023234.pdf](http://www.ijhssi.org/papers/v6(11)/Version-2/E0611023234.pdf). Access: Dec. 22, 2020.
- JUNINING, E.; MAHENDRA, V. A.; KUSUMA, L. Translation strategies for translating a news article. *LiNGUA Jurnal Ilmu Bahasa dan Sastra*, 2020, vol. 15, no. 1, 79-90. Available at: <http://ejournal.uin-malang.ac.id/index.php/humbud/article/view/9562>. Access: Jan. 22, 2021.
- KIKI-PAPADAKIS, K. & CHAIMALA, F. The Embedment of Responsible Research and Innovation Aspects in European Science Curricula. *Revista Romaneasca pentru Educatie Multidimensionala*, 2016, 8(2), 71-87. Available at: <https://doi.org/10.18662/rrem/2016.0802.06>. Access: Feb. 12, 2021.
- KIM, E.-Y. Using translation exercises in the communicative EFL writing classroom. *ELT Journal*, 2011, Vol. 65, Issue 2, 154-160. Available at: <https://doi.org/10.1093/elt/ccq039>. Access: Feb. 22, 2021.
- KIRALY, D. Occasioning Translator Competence: Moving beyond Social Constructivism toward a Postmodern Alternative to Instructionism. *Translation and Interpreting Studies*, 2015, 10(1), 8-32. Available at: <https://doi.org/10.1075/tis.10.1.02kir>. Access: Feb. 10, 2021.
- KO J.; SAMMONS P.; BAKKUM, L. Effective Teaching: a review of research and evidence. *CfBT Education Trust*, 2013. Available at: <http://cdn.cfbt.com/~media/cfbtcorporate/files/research/2013/reffective-teaching-2013.pdf>. Access: Dec. 22, 2020.
- KUZMINA, M.; PROTAS, O.; FARTUSHOK, T.; RAIEVSKA, Y.; IVANOVA, I. Formation of Students' Competence of Tertiary Educational Institutions by Practical Training Aids. *International Journal of Higher Education*, 2020, Vol. 9, no. 7, 279-288. Available at: [doi:10.5430/ijhe.v9n7p279](https://doi.org/10.5430/ijhe.v9n7p279). Access: Dec. 22, 2020.
- MASON, R. Learning technologies for adult continuing education. *Studies in Continuing Education*, 2006, 28(2), 121-133. Available at: [doi.org/10.1080/01580370600751039](https://doi.org/10.1080/01580370600751039). Access: Dec. 22, 2020.
- PACTE COMPETENCE LEVELS IN TRANSLATION: Working towards a European Network. *The Interpreter and Translator Trainer*, 2018, 12(2), 111-131. Available at: <https://doi.org/10.1080/1750399X.2018.1466093>. Access: Feb. 17, 2021.
- PARTNERSHIP FOR 21ST CENTURY LEARNING, 2020. Available at: <http://www.p21.org/our-work/p21-framework>. Access: Dec. 22, 2020.
- POLAND, R.; BAGGOTT LA VELLE, L. and NICHOL, J. The Virtual Field Station (VFS): using a virtual reality environment for ecological fieldwork in A-Level biological studies—case study 3, *British Journal of Educational Technology*, 2003, 34 (2), 215-231. Available at: <https://doi.org/10.1111/1467-8535.00321>. Access: Feb. 12, 2021.
- PURANIK, S. Innovative teaching methods in higher education. *BSSS Journal of Education*, 2020, vol. IX, issue I, 67-75. Available at: <https://doi.org/10.51767/je0907>. Access: Feb. 12, 2021.



- SALGUR, S. A. The importance of the teacher in intercultural education. *International Journal of Global Education*, 2013, vol. 2(1), 1-5. Available at: <http://www.ijtase.net/ojs/index.php/ijge/article/view/244/312>. Access: Dec. 22, 2020.
- SALINAS, M.-J. How New Technologies Improve Translation Pedagogy, 2007. Available at: <https://www.researchgate.net/publication/313447388>. Access: Dec. 22, 2020.
- SENTHILKUMAR,V. & KANNAPPA, R. Impact of Innovative Teaching and Learning Methodologies for Higher Educational Institutions with reference to Trichirappalli District. *IOSR Journal of Business and Management (IOSR-JBM)*, 2017, vol. 19(7), 88-92. Available at: <http://www.iosrjournals.org/iosr-jbm/papers/Vol19-issue7/Version-2/M1907028892.pdf>. Access: Feb. 12, 2021.
- VIENNE, J. Toward a pedagogy of 'translation in situation'. *Studies in Translation Theory and Practice*, 1996, vol. 2, no. 1, 51-59. Available at: [doi.org/10.1080/0907676X.1994.9961222](https://doi.org/10.1080/0907676X.1994.9961222). Access: Dec. 22, 2020.
- WAY, C. The Challenges and Opportunities of Legal Translation and Translator Training in the 21st Century. *International Journal of Communication*, 2016, vol.10, 1009-1029. Available at: <https://ijoc.org/index.php/ijoc/article/view/3580>. Access: Feb. 22, 2021.
- ZHAO, C. Translation in Light of Bilingual Mental Lexicon. A Psycholinguistic Approach. *IJALEL*, 2018, vol.7, no. 3, 165-169. Available at: <https://doi.org/10.7575/aiac.ijalel.v.7n.3p.165>. Access: Feb. 26, 2021.

### Pedagogy of translation in the age of digital technologies

Pedagogia da tradução na era das tecnologias digitais

Pedagogía de la traducción en la era de las tecnologías digitales

#### Resumo

O objetivo da pesquisa é estabelecer a eficácia das tecnologias digitais no ensino da teoria e da prática da tradução, levando em conta o aspecto pragmático. A propósito, métodos de estudo e observação têm sido aplicados para diagnosticar a eficácia da pesquisa. A principal hipótese é o pressuposto de que a introdução de tecnologias digitais no processo de ensino de tradução especializada terá resultados positivos: ou seja, demonstrará um aumento no nível de sucesso e, portanto, habilidades de tradução e habilidades de alunos, potenciais especialistas na área de tradução. O resultado desta pesquisa é demonstrar a eficácia da participação das tecnologias digitais como componente inovador no processo de ensino de habilidades de tradução do ponto de vista da tradução pragmática. Os materiais coletados testemunham as perspectivas de projetos na área de pedagogia de tradução.

#### Abstract

The purpose of the research is to establish the effectiveness of digital technologies in teaching the theory and practice of translation, in particular specialized one, taking into account the pragmatic aspect (this refers to the pragmatics of translation from Ukrainian into French). The research method is the key one in the study, as well as empirical, statistical and theoretical methods have been also used. By the way, survey and observation methods have been applied in order to diagnose the effectiveness of the research. The main hypothesis is the assumption that the introduction of digital technologies in the process of teaching specialized translation will have positive results: that is, it will demonstrate an increase in the level of success, and, therefore, translation competences and skills of students, potential specialists in the field of translation. The result of the present research lies in proving the effectiveness of involving digital technologies as an innovative component in the process of teaching translation skills from the standpoint of translation pragmatics. The collected materials testify to the prospects of projects in the field of translation pedagogy.

#### Resumen

El objetivo de la investigación es establecer la eficacia de las tecnologías digitales en la enseñanza de la teoría y la práctica de la traducción, teniendo en cuenta el aspecto pragmático. Por cierto, se han aplicado métodos de estudio y observación para diagnosticar la eficacia de la investigación. La principal hipótesis es la suposición de que la introducción de tecnologías digitales en el proceso de enseñanza de traducción especializada tendrá resultados positivos: es decir, demostrará un aumento en el nivel de éxito, y, por lo tanto, competencias de traducción y habilidades de los estudiantes, potenciales especialistas en el campo de la traducción. El resultado de la presente investigación radica en demostrar la eficacia de la participación de las tecnologías digitales como un componente innovador en el proceso de enseñanza de las habilidades de traducción desde el punto de vista de la traducción pragmática. Los materiales recogidos dan testimonio de las perspectivas de los proyectos en el campo de la pedagogía de traducción.

**Palavras-chave:** Língua estrangeira. Ensino superior. Habilidades interpretativas. Habilidades linguísticas. Métodos de ensino.

**Keywords:** Foreign language. Higher education. Interpretive skills. Language skills. Teaching methods.

**Palabras-clave:** Lengua extranjera. Enseñanza superior. Habilidades interpretativas. Habilidades lingüísticas. Métodos de enseñanza.