Duvlanov Mirjalol Jamoliddin ugli
mirjalol.s07@gmail.com
English language teacher at academic lyceum under
Samarkand State Institute of foreign languages, Samarkand, Uzbekistan

THE EFFECTS OF INFORMATION TECHNOLOGIES IN TEACHING TRANSLATION STUDIES

Abstract: *This paper aims at emerging effects of technological advances in teaching translation in the 21st century. These technological evolutions are mainly in the field of Information Technology (IT) conducing to the fast growth of the computer tools in teaching processes. By indicating a number of factors to be considered in the process of teaching translation studies based on information technologies, it examines research on student attitudes and the effects that improve student engagement with the technology. This article shall conclude by outlining a few reasons why technology is urgent in teaching translation studies in the 21st century and appeal to translator trainers who assume that the Information Technology (IT) helps them stimulate translation learners.*

Key words: *information technology, teaching, teaching process, translation, translation studies.*

During last fifty years, we have changed our perception about computers, now for us technology is more than that. Technology, primarily, began to appear in the education system of U.S.A. as a demand to prepare for a vital digital future and as part of competition during Cold War era. After the launching of first satellite, Sputnik by the Soviet Union, math and science drew more attention among American people including technology as well. American schools were funded by The Vocational Education Act in 1963 to integrate technology use in classes. As a result, students learnt programming languages like BASIC, and PCs gradually made their way into some classrooms.

In 1980s, computer prices fell, increasing nevertheless the number of home users in most of the locations. In other words, computers once produced for professionals or academics were now targeted at ordinary people who had no background knowledge of

computer technology, computer software and hardware, computer programming and engineering. In parallel with this development, USA centered computer companies performed their first investments. Sun Microsystems initiated its activities in Europe in 1983 and expanded into Asia and Australia in 1986. Microsoft had already started taking initiatives on international markets. For example, it opened its overseas sale office in Tokio in November, 1978 and expanded into European Market[1] [9, p. 22]. Such developments arising from the development of the computer technology also triggered a high amount of localization of materials mostly regarding the newest products. As computers were popularized among ordinary users apart from the academic and business circles, functionality and features of the latest products required changes as well. That is to say, especially, desktop computer users needed software to deal with their work more effectively. The translations of software were hence started to be done in a way corresponding to the local standards and languages of a target audience. Due to these changes, software and hardware developers started taking initiatives on an international level, which contributed to the popularization of a new term 'localization' instead of 'translation'[2] [9, p. 22].

In 2004 the government of Uzbekistan has declared a 5-year project for 2004-2009 to improve the quality of education, and ABD invested about $30 million to integrate information technologies, deploying internet and intranet connectivity from grades five through nine to improve teaching and learning in subjects that are seen as particularly important. Before 2004, only 14% of the secondary school students could access to the modern computer classes.

In 2014, with the help of Samsung Electronics Central Eurasia, the first 'smart' class opened in the capital of Uzbekistan, Tashkent. The class was equipped with modern

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computers, tablets, interactive board and printer, which were connected with each other with special software.

There are many factors involved in the process of integrating computer technology into the student learning experience. This study seeks to evaluate the qualitative impact of CALL to the learner. These studies are not new: in 1988, Hubbard developed an evaluation framework that identified five criteria to be considered when evaluating the impact of software: operational description, learner fit, teacher fit, appropriateness and implementation scheme[3] [6, p. 54]. Dunkel and Chapelle each present six additional criteria for evaluating CALL software[4] [7, pp. 93–105]. The studies are supported by Barr's work on student learning that established a number of factors to be considered in order to embed computer-based language learning into the student learning experience[5] [8, pp. 195–218]. According to Barr's taxonomy, there were three main factors that influenced student attitudes towards the use of computer technology in language learning: these were grouped into technical and pedagogical and psychological considerations. These factors relate to technical concerns such as the processing capabilities of PCs and printers, considerations that cannot easily be seen such as student motivation, level of comfort, familiarity with the technology and curriculum impact.

L. Bowker stated in research that in translation pedagogy, positive effects have been seen in teaching practices where translation technologies and software were integrated in classes.[6] According to D. Chunzhi's opinion, now in 21st century, it is vital to conduct classes with the help of modern technologies and encourage them to use in learning process.[7] J. Horbačauskienė, R. Kasperavičienė, and S. Petroniene say that, for these reasons,

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instructors and academic institutions should be more willing to accept the idea that translation technologies are inevitable in preparing qualified translators and thus should be integrated in translation pedagogy[8]. This claim is supported by the fact that technology and commitment to deadlines are among the main requirements in the translation industry today. Educators and program designers thus need to keep their students and learners updated with the industry trends and recent technologies in order to be well qualified for the labor market. In short, translation technology should be central in translation pedagogy and discussions, either in academic institutions or translation companies.

Nevertheless, different studies report that the integration of translation technologies into translation pedagogy in universities and higher education institutions is still less than expected. This issue has its negative implications to the global labor market. Sprung and Jaroniec [38] assert that the lack of qualified translators who can apply computer technology to assist in the translation process and meet the demand for translation that is currently rising dramatically is still a major problem. This is largely attributed to the inefficiency of translators and graduates to deal effectively with translation technologies [39]. Very little has been conducted, however, on the attitudes of translation instructors towards the integration of CAT tools and translation software in teaching practices in general and in the Saudi context in particular. This study tends to bridge this gap in literature by exploring the opportunities as well as challenges of incorporating latest translation technology into translation classes in the Saudi universities.

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