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USE OF DIGITAL TECHNOLOGIES TO IMPROVE THE QUALITY OF PROFESSIONAL TRAINING OF FUTURE SPECIALISTS

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Abstract. The article examines the role of digital technologies in enhancing the professional training of future philology specialists within the context of the transformation of modern higher education. It analyzes the main trends in the digitalization of the educational process, in particular the integration of interactive platforms, multimedia resources, cloud services, electronic corpora, computer-assisted translation systems, and artificial intelligence tools into language and translation teaching. Special attention is paid to the development of digital competence as an integral component of the professional competence of a modern philologist, capable of functioning effectively in a multilingual, multimodal, and digital environment.

It is substantiated that the use of digital technologies contributes to the personalization of learning, increases students' motivation, and promotes the development of their autonomy, critical thinking, intercultural communication, and practical skills in working with different types of texts. The article provides examples of the practical implementation of digital technologies in the training of future philologists-translators, particularly in the use of electronic dictionaries, terminological databases, text corpora, CAT tools, distance learning platforms, and collaborative editing tools. At the same time, emphasis is placed on the need for a methodologically balanced use of digital resources, which ensures not only the technological modernization of teaching but also a qualitative transformation of professional training.

Keywords: digital technologies, professional training, functions, future philology specialists, digital competence, online education, artificial intelligence, semantics.

1. INTRODUCTION

The current stage of social development is marked by the total digitalization of all spheres of human activity, which inevitably transforms the requirements for the higher education system. In the context of rapid technological progress and the transition to the knowledge economy, traditional approaches to the professional training of future specialists require substantial reconsideration. Today, employers expect higher education graduates not only to possess solid theoretical knowledge but also to demonstrate a high level of digital competence, the ability to adapt quickly to new software products, work with large volumes of data, and use innovative technologies to solve profession-oriented tasks (Redecker, 2017; Tondeur et al., 2020; Voogt et al., 2013).

The higher education system is currently undergoing an active digital transformation that changes not only the forms of organizing the educational process but also the approaches to professional training itself. These changes are particularly evident in the field of philological education, where digital technologies have become an important factor in shaping a new pedagogical paradigm based on innovation, interactivity, and intercultural communication. The development of a digital educational space requires future philologists not only to have profound linguistic knowledge but also to possess digital literacy, the ability to work with information, use online resources, multimedia tools, and intelligent learning support systems (Morze & Vorotnykova, 2019; Redecker, 2017).

The use of digital technologies – including cloud services, learning management systems, augmented and virtual reality tools, and artificial intelligence applications – in the educational process has ceased to be merely an alternative option. It has become one of the key conditions for ensuring high-quality education, its continuity, especially in times of crisis, pandemics, or martial law, as well as for the individualization of learning. Digital tools make it possible to shift the focus from passive information acquisition to active, project-based, and research-oriented student activity, bringing learning conditions as close as possible to the real professional environment (Bond et al., 2021; Iliichuk et al., 2024; Vorobets, 2019).

Therefore, the integration of digital technologies into the process of professional training is not only a response to contemporary challenges but also a strategic step toward shaping a specialist who is competitive in today's labor market. This determines the relevance of studying the use of digital technologies in the professional training of future philologists (Bykov et al., 2020; Tondeur et al., 2020).

2. ANALYSIS AND DISCUSSION

The analysis of contemporary scholarly approaches to the digitalization of the professional training of future specialists provides grounds to assert that digital technologies are now regarded not merely as an auxiliary tool for organizing the educational process, but as one of the key factors in the transformation of higher education. Their use changes the nature of pedagogical interaction, the structure of learning activities, the ways knowledge is presented, the criteria for assessing learning outcomes, and the mechanisms for developing professional competence. For this reason, the problem of digitalizing professional training requires comprehensive consideration in didactic, competency-based, technological, and sociocultural dimensions (Bond et al., 2021; Bykov et al., 2020; Voogt et al., 2013).

In international academic discourse, the digital transformation of education is associated with the development of new educational models, the strengthening of the student-centered approach, the formation of twenty-first-century competences, and the adaptation of education to the conditions of a networked society (Redecker, 2017; Tondeur et al., 2020; Voogt et al., 2013). In Ukrainian scholarship, similar ideas are consistently developed by N. Morze, O. Spirin, O. Ovcharuk, I. Vorotnykova, and other researchers, who emphasize that digitalization involves not only the technical renewal of the educational environment, but also a profound transformation of the content, forms, and methods of teaching, as well as a reconsideration of the roles of the teacher and the student in the educational process (Morze & Vorotnykova, 2019; Ovcharuk, 2024).

The results of the analysis make it possible to argue that digital technologies exert the most effective influence on the quality of professional training when they are systematically integrated into the educational process. Fragmentary or occasional use of individual digital services does not produce a

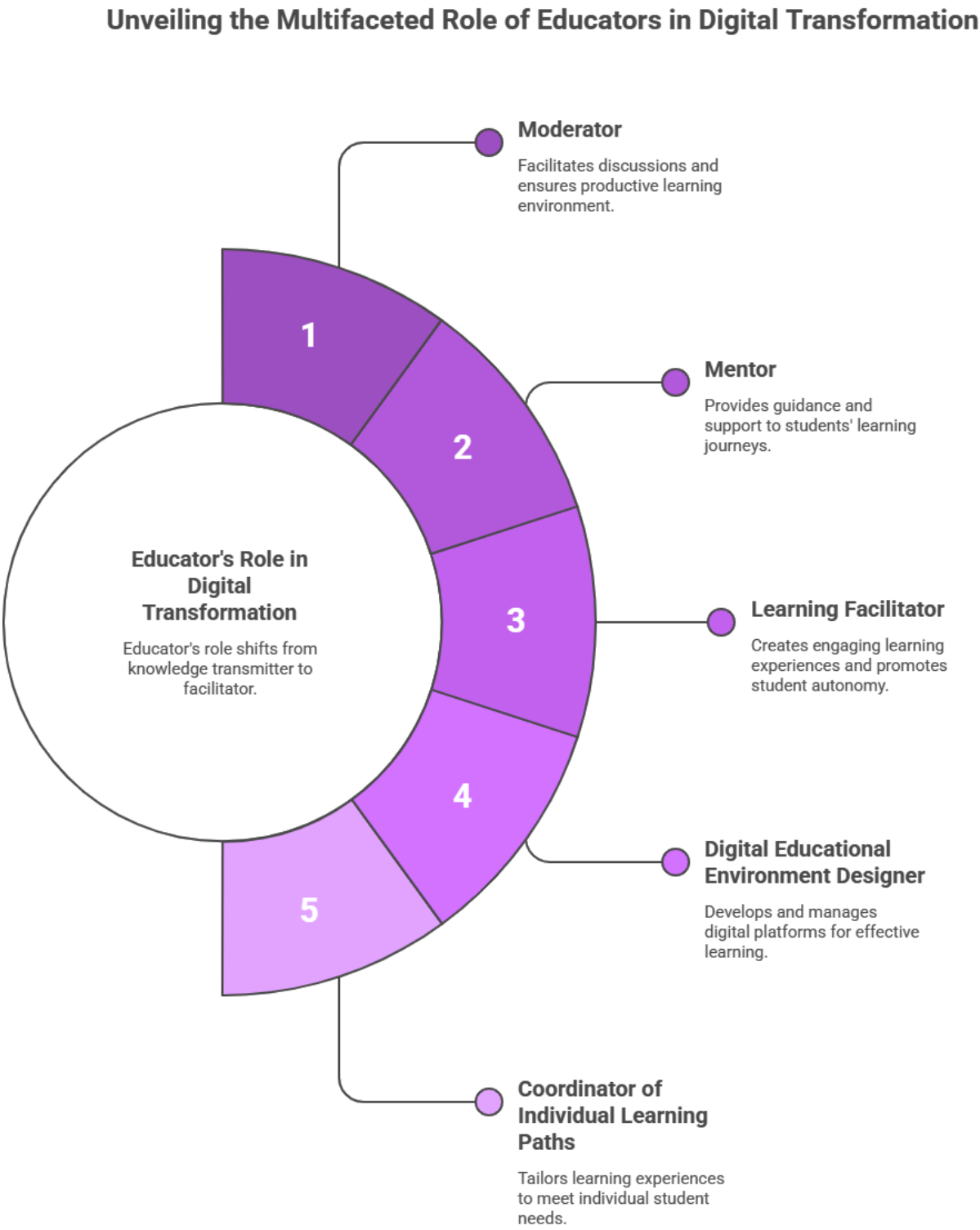
sustainable pedagogical effect, as it does not alter the logic of learning but merely modernizes some of its elements. By contrast, the comprehensive use of LMS platforms, cloud services, multimedia resources, interactive tools, adaptive systems, and digital assessment instruments facilitates the transition to a more flexible, individualized, and efficient model of professional education (Garrison & Vaughan, 2008; Morze & Buinytska, 2021).

One of the most important consequences of digitalization is the reorientation of the educational process from a model of knowledge transmission to a model of active knowledge construction. In the traditional higher education system, the teacher was the main source of educational information, whereas the digital environment creates conditions for access to numerous sources of knowledge, which requires students to independently select, analyze, interpret, and critically evaluate information. Under such conditions, the quality of professional training is determined not only by the content of the educational program, but also by the level of development of digital culture, information literacy, and the ability to use digital resources to solve professional tasks (Vorobets, 2019; Voogt et al., 2013).

In this context, digital competence acquires the status of an integral characteristic of the modern specialist. It encompasses not only technical skills in working with digital tools, but also the ability to communicate in a digital environment, adhere to academic integrity, critically evaluate information, organize one's own educational activity, and use technologies for professional self-development (Morze & Vorotnykova, 2019; Ovcharuk, 2025; Redecker, 2017). This approach provides grounds for considering digital competence as a mandatory component of the future specialist's professional competence rather than as an additional technical skill.

However, it is important to emphasize that the mere use of digital tools does not automatically ensure an improvement in the quality of education. In many cases, digitalization is reduced to transferring traditional educational materials into an electronic environment without changing the teaching methodology. In such cases, digital technologies merely perform a duplicative rather than a transformative function. This supports the view that what is decisive is not the tool itself, but the pedagogical design of its use: the ways it is integrated into the structure of a class, its correspondence to the content of the discipline, its combination with other methods, and its orientation toward specific learning outcomes and professional competences (Garrison & Vaughan, 2008; Mishra & Koehler, 2006).

Within the framework of this study, particular attention is paid to the issue of the changing role of the teacher in the conditions of digital transformation. The teacher can no longer remain merely a transmitter of knowledge; rather, they increasingly perform the functions of moderator, mentor, facilitator of learning, designer of the digital educational environment, and coordinator of students' individual learning trajectories. This means that the quality of professional training directly depends on the teacher's digital competence and on their ability to methodologically combine technological, pedagogical, and subject knowledge in a well-founded manner (Mishra & Koehler, 2006; Morze & Vorotnykova, 2019; Tondeur et al., 2020; Iliichuk & Vorobets, 2020). Indeed, this aspect is increasingly regarded as critical for the successful digitalization of higher education.



Equally important is the transformation of the learner's role. In the digital environment, the student becomes an active subject of learning who not only receives information but also constructs their own educational trajectory, works with different types of resources, engages in research activities, interacts within networked communities, and uses digital tools for self-assessment and self-development. This is precisely where the potential of digital technologies for strengthening student-centered learning and fostering the autonomy of future specialists becomes evident (Bond et al., 2021; Redecker, 2017).

The personalization of learning provided by digital platforms, adaptive systems, and cloud services is another important factor in improving the quality of professional training. The digital

environment makes it possible to take into account students' individual pace of work, prior level of preparation, professional interests, cognitive characteristics, and educational needs. This creates the conditions for building individual educational trajectories and achieving learning outcomes more effectively. At the same time, personalization must be combined with coherence of content, clarity of assessment criteria, and proper pedagogical support; otherwise, it may lead to fragmentation of learning and weaken its integrity (Redecker, 2017; Voogt et al., 2013).

Of particular interest is the motivational potential of digital technologies. The use of interactive resources, elements of gamification, multimedia content, digital portfolios, and online projects generally increases students' engagement in the learning process and makes learning more dynamic and practice-oriented (Bond et al., 2021; Reinhardt, 2019; Iliichuk & Vorobets, 2020). However, this effect is not unconditional: in the absence of clear methodological logic, structured content, and proper feedback, the digital environment may encourage superficial knowledge acquisition, reduce concentration, and replace deep analysis with the rapid completion of fragmented tasks (Vorobets, 2019). Therefore, digital motivation should be grounded not only in the attractiveness of technology, but also in pedagogically well-designed mechanisms for stimulating cognitive activity.

The communicative dimension of digital professional training also requires separate discussion. On the one hand, digital technologies significantly expand the possibilities for interaction, enabling teamwork, international academic cooperation, resource sharing, and communication in both asynchronous and synchronous modes. On the other hand, excessive reliance on digital communication may weaken direct interpersonal interaction, reduce the emotional component of learning, and negatively affect the development of social skills necessary for future professional activity. In this regard, digitalization should be viewed not as an alternative to live communication, but as a mechanism for extending and supporting it (Garrison & Vaughan, 2008; Morze & Buinytska, 2021).

A significant challenge of digital transformation is also the issue of academic integrity. Expanded access to electronic sources, translation services, generative tools, and automated content creation systems makes the question of independent learning increasingly relevant. At the same time, digital technologies serve not only as a source of risk but also as a means of addressing this problem, since they provide opportunities for checking textual borrowings, monitoring students' activity, implementing formative assessment, and ensuring transparent control of learning outcomes (Morze & Vorotnykova, 2019; Ovcharuk, 2024; Iliichuk & Vorobets, 2020). Therefore, ensuring academic integrity under conditions of digitalization should be based not only on control, but also on fostering a culture of responsible use of digital resources.

It is equally important to take into account the social dimension of digitalization. The quality of professional training in a digital environment largely depends on the availability of technical equipment, stable Internet access, digital resources, and the level of digital preparedness of participants in the educational process. The problem of digital inequality can significantly reduce the effectiveness of even well-designed educational models if some students do not have equal access to technological infrastructure. For this reason, the digital transformation of education must be accompanied by institutional support aimed at creating equal conditions for learning and professional development (Bykov et al., 2020; Ovcharuk, 2024).

At the level of institutional policy, the digitalization of professional training requires a systematic approach that includes the development of digital infrastructure, the creation of high-quality educational content, the organization of professional development for teachers, support for digital innovation, and the use of analytical tools to assess the effectiveness of educational practices. As G. Siemens (2013) rightly notes, learning analytics opens up new opportunities for analyzing educational data, yet it requires ethical sensitivity and methodological rigor. In this

regard, digitalization should become part of a long-term development strategy for higher education institutions rather than a situational response to external challenges.

The results of the analysis and their discussion provide grounds for several generalizations. First, digital technologies have considerable potential to improve the quality of professional training of future specialists because they contribute to the individualization of learning, the development of digital competence, the intensification of educational activity, and the expansion of opportunities for professional self-development. Second, the effectiveness of this process depends on pedagogical appropriateness, the teacher's level of digital competence, the quality of digital content, institutional support, and the assurance of academic integrity. Third, digitalization should be implemented as a balanced process in which technological innovation is combined with the humanistic, didactic, and communicative foundations of education. Such an approach makes it possible to regard digital technologies not as an external technical component, but as a strategic resource for modernizing the professional training of future specialists (Bond et al., 2021; Bykov et al., 2020; Morze & Buinytska, 2021; Redecker, 2017).

The digitalization of education acquires particular significance in the professional training of future philologists-translators, since their future work is directly connected with operating in a multilingual digital environment, processing large volumes of textual information, and using electronic dictionaries, terminology databases, text corpora, computer-assisted translation systems, and platforms for intercultural communication. In this context, digital technologies function not only as a means of organizing the learning process, but also as an important component in the formation of the translator's professional competence.

The training of future philologists-translators under conditions of digital transformation should be oriented toward the development of comprehensive professional readiness that combines linguistic, translational, communicative, intercultural, and digital competences. For this reason, digital competence in translator training cannot be considered separately from professional skills. It must be integrated into the structure of translation training as the ability to effectively use digital tools for searching, analyzing, translating, editing, and localizing texts of different types and genres. In this respect, the provisions of the DigCompEdu framework proposed by C. Redecker (Redecker, 2017) are of particular importance, since they make it possible to conceptualize digital competence as a pedagogically and professionally oriented system of skills rather than as a set of technical operations.

Given the specific nature of philologists-translators' training, digital technologies create new opportunities for developing professionally significant skills. These include, above all, working with parallel corpora, electronic terminological glossaries, CAT tools, machine translation programs, platforms for synchronous and asynchronous language interaction, and collaborative text-editing services. Such tools contribute not only to the optimization of the educational process but also to bringing it closer to the real conditions of the translator's future professional activity. Accordingly, the quality of professional training for future translators directly depends on how systematically digital technologies are integrated into disciplines of the translation, linguistic, and practical training cycles.

It is also important that the digital environment changes the very nature of translation activity. The modern translator increasingly works not only with printed text, but also with multimodal, dynamic, and hypertextual material, which requires simultaneous consideration of linguistic, cultural, technical, and pragmatic parameters. This means that the professional training of future philologists-translators must take into account new requirements placed on the specialist: the ability to work in digital translation environments, assess the quality of machine translation, carry out post-editing, adapt texts to the needs of different audiences, and observe ethical standards of translation activity in conditions of digital communication.

In this regard, the thesis advanced by J. Tondeur, R. Scherer, F. Siddiq, and E. Baran (Tondeur et al., 2020) concerning the comprehensive nature of teachers' digital competence is particularly relevant, since the extent to which digital tools are used formally or become a genuine means of developing the future translator's professional thinking depends directly on the teacher's level of digital preparedness. For philological education, this means the need to rethink the methodology of teaching practical translation, stylistics, lexicology, intercultural communication, and oral and written language practice through the prism of digital possibilities.

It is equally important to consider educational accessibility as a condition for high-quality translator training. Under crisis and wartime conditions, digital technologies become a decisive factor in ensuring continuity of learning, especially in the humanities, where communicative practice, access to texts, and interaction with the teacher are critically important. In this regard, the conclusions of L. Iliichuk, O. Tsiuniak, and O. Vorobets (Iliichuk et al., 2024; Iliichuk, Vorobets, 2020) are especially significant, as they emphasize that ensuring the quality and accessibility of education in wartime requires not only technological adaptation, but also new organizational approaches, international support, and flexible educational solutions. For translator training, this means the need to create a digital environment that maintains constant contact with language material, enables online translation practice, and ensures the development of linguistic and intercultural competence even under conditions of instability.

It should also be emphasized that, for future philologists-translators, digital technologies have a pronounced motivational potential. Work with authentic texts, digital corpora, multimedia materials, online platforms for translation cooperation, tools for automated language analysis, and translation editing creates a sense of the professional relevance of learning and strengthens the connection between university training and real translation practice. This is especially important for the formation of students' professional identity, as they must understand translation not merely as a theoretical discipline, but as a dynamic activity integrated into the contemporary digital environment.

At the same time, the use of digital technologies in translator training requires particular attention to the issue of academic integrity and to the limits of acceptable use of automated tools. Machine translation, generative models, automatic paraphrasing, and electronic databases of ready-made translations may serve as effective supporting tools, but in the absence of a critical approach they are capable of reducing the learner's independence of thought and professional responsibility. For this reason, professional translator training should include not only instruction in the use of digital services, but also the development of skills of critical analysis, translation reflection, text quality assessment, and awareness of responsibility for the final translation product.

Thus, digital technologies in the training of future philologists-translators should be regarded as a strategic resource for forming a modern specialist capable of working under conditions of multilingual, multimodal, and technologically communication. Their pedagogical value lies not only in optimizing access to materials or expanding the forms of educational interaction, but above all in creating conditions for the formation of a new type of translation competence—flexible, digitally oriented, critically minded, and professionally mobile. It is precisely this approach that makes it possible to speak of digitalization as an important factor in improving the quality of professional training of future philologists-translators in contemporary higher education (Iliichuk et al., 2024; Redecker, 2017; Tondeur et al., 2020; Voogt et al., 2013).

In this respect, the statement by J. Voogt, O. Erstad, C. Dede, and P. Mishra (Voogt et al., 2013) is also important, as they emphasize that the digital networked environment changes the very character of learning and the professional socialization of students. According to these researchers, contemporary education should be aimed not only at the transmission of knowledge but also at

developing the ability to collaborate, think critically, solve problems flexibly, communicate digitally, and adapt to a rapidly changing information environment. These are precisely the skills that increasingly determine the quality of professional training and the competitiveness of future specialists.

It is also important to emphasize that the quality of professional training under conditions of digital transformation should be considered in relation to the accessibility of education. If digital technologies are not accompanied by a well-thought-out institutional policy, the development of digital infrastructure, and support for teachers and students, they may not reduce educational inequality, but rather intensify it. That is why the conclusions proposed by L. Iliichuk, O. Tsiuniak, and O. Vorobets (Iliichuk et al., 2024; Vorobets, 2019) are especially important: ensuring the quality of education in crisis conditions should be based on the combination of digital tools, international support, inclusive approaches, and flexible educational governance.

In the course of professional training of future philologists, digital technologies are used to improve all components of learning:

- **cognitive** (acquisition of knowledge through electronic resources, corpora, and multimedia);
- **practical** (completion of interactive tasks, creation of translations, participation in virtual conferences);
- **communicative** (use of platforms such as Zoom, Microsoft Teams, and Google Meet for language practice);
- **creative** (creation of podcasts, video projects, and blogs in a foreign language).

Among the effective tools actively used in teaching are:

- **Moodle, Google Classroom, Edmodo** – for organizing distance learning;
- **Quizlet, Kahoot, Mentimeter** – for interactive consolidation of material;
- **Padlet, Canva, Genially** – for creating visual content;
- **ChatGPT, Grammarly, DeepL, Reverso** – for improving the quality of written work and translation;
- **Sketch Engine, AntConc, Linggle** – for corpus-based analysis of language material.

3. CONCLUSIONS

A future philology specialist must not only possess foreign language proficiency, but also be able to operate effectively in a digital environment and be prepared to work in virtual and intercultural spaces, which determines the quality of their professional training in the twenty-first century.

The conducted study confirms that digital technologies are one of the key factors in improving the quality of professional training of future specialists in the system of modern higher education, particularly future philologists-translators. Their pedagogically grounded integration into the educational process expands access to learning resources, intensifies interaction among participants in the learning process, supports the individualization of educational trajectories, and contributes to the formation of digital competence as an integral component of professional competence.

The analysis has shown that the effectiveness of digital technologies is determined not by the number of platforms, services, or resources used, but by the methodological logic of their implementation. The educational potential of digital tools is revealed only when they are integrated into a coherent pedagogical system aimed at achieving program learning outcomes, developing students' autonomy, critical thinking, professional reflection, and the ability to solve professional tasks in a digital environment. In this sense, digitalization should be viewed not as a technical supplement to traditional teaching, but as a strategic direction in the transformation of educational practice.

Special attention in the study is devoted to the professional training of future philologists-translators. For this category of students, digital technologies perform not only an auxiliary educational function,

but also constitute an important component of their future professional activity. Work with electronic dictionaries, language corpora, terminology databases, CAT tools, machine translation systems, cloud-based collaborative editing services, and digital communication platforms creates conditions for the development of translation competence in a multilingual and multimodal environment. The practical component of the study has shown that the use of such tools increases students' motivation, brings learning closer to real translation practice, and promotes the integration of linguistic, translation, communicative, and digital competences.

At the same time, the study has revealed a number of challenges accompanying the digital transformation of higher education. These include digital inequality, insufficient methodological preparedness of teachers, information overload, the risk of superficial knowledge acquisition, and difficulties related to ensuring academic integrity in the use of automated and generative tools. In this regard, digital technologies should not replace traditional forms of learning, but should complement them on the basis of pedagogical appropriateness, balance, and adaptability.

Thus, the quality of professional training of future specialists in the digital age depends on a number of interrelated conditions: the development of the institution's digital infrastructure, the formation of digital competence among teachers and students, the creation of high-quality professionally oriented digital content, and the implementation of student-centered pedagogical models. The practical significance of the study lies in substantiating the need for a comprehensive approach to the digital transformation of professional education, in which technology is not an end in itself, but a means of enhancing the flexibility, accessibility, quality, and competitiveness of future specialist training.

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Любомира Ілійчук, Олексій Воробець. Використання цифрових технологій для підвищення якості професійної підготовки майбутніх фахівців. Журнал Прикарпатського університету імені Василя Стефаника. Філологія, **11** (2024), 6–15.

У статті досліджено роль цифрових технологій у вдосконаленні професійної підготовки майбутніх фахівців-філологів в умовах трансформації сучасної вищої освіти. Проаналізовано основні тенденції цифровізації освітнього процесу, зокрема інтеграцію інтерактивних платформ, мультимедійних ресурсів, хмарних сервісів, електронних корпусів, систем автоматизованого перекладу та інструментів штучного інтелекту в навчання мов і перекладу. Особливу увагу зосереджено на формуванні цифрової компетентності як невід'ємного складника професійної компетентності сучасного філолога, здатного ефективно функціонувати в багатомовному, мультимодальному та цифровому середовищі.

Обґрунтовано, що використання цифрових технологій сприяє персоналізації навчання, підвищенню мотивації здобувачів освіти, розвитку їхньої автономності, критичного мислення, міжкультурної комунікації та практичних навичок роботи з текстами різних типів. У статті наведено приклади практичної реалізації цифрових технологій у процесі підготовки майбутніх філологів-перекладачів, зокрема під час роботи з електронними словниками, термінологічними базами, корпусами текстів, CAT-tools, платформами дистанційного навчання та засобами колективного редагування. Водночас акцентовано на необхідності методично виваженого використання цифрових ресурсів, що забезпечує не лише технологічне оновлення навчання, а й якісну трансформацію професійної підготовки.

Ключові слова: цифрові технології, професійна підготовка, функції, майбутні фахівці-філологи, цифрова компетентність, онлайн-освіта, штучний інтелект, семантика.