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MONITORING MACHINE-TRANSLATION DEPENDENCE IN THE ONLINE TRAINING OF FUTURE PHILOLOGISTS

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Abstract. *The objective of this article is to examine the most effective and expedient methods for identifying instances of hidden machine translation (MT) usage by student translators in their translation assignments and examinations. Additionally, the article aims to propose a system of incentives to reduce students' reliance on MT. This initiative was prompted by the recognition that the advancement of students' translation proficiency necessitates the balanced development of both their technological competence and their creative abilities. Method. A mixed-methods study was conducted with 34 undergraduate philology students at the V.N. Karazin Kharkiv National University. The study was part of a course on legal translation. Throughout the semester, the students' translation assignments and examinations were evaluated using a computer program designed to identify indications of MT. The extent of MT was considered in the assessment of the aforementioned translations, using a scale developed specifically for this purpose. Findings. The results substantiate the assertion that the proposed methodology serves to curtail students' reliance on MT, while simultaneously fostering the growth of their creative abilities within the context of translation. By the conclusion of the semester, the proportion of matches between the majority of the students' target texts and their MT counterparts had decreased to levels typically observed in texts translated without the use of MT. Implications for Research and Practice. The proposed methodology has the potential to be employed in online translation courses with the objective of reducing students' reliance on MT. Further research could be conducted to investigate the applicability of this methodology in different educational settings.*

Keywords: *creative abilities, machine translation; legal translation, monitoring and assessment; online teaching; technological competence, translator training*

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1. INTRODUCTION

The introduction of mandatory online teaching in Ukraine has given rise to the question of the proportion of student work that makes use of information and communication technologies (ICT) as opposed to that which does not. This issue is particularly pertinent in the context of training future philologists, given the rapid advancement of machine translation (MT) systems. An excessive focus on MT can impede the coherent development of students' translation competence, with a balanced ratio of technological and translation skills. This can result in significant dependence on access to MT systems in each specific situation. It thus appears pertinent to seek an optimal utilisation of MT in the teaching of future philologists. One aspect of this pursuit is the development of rapid and reliable methods for the assessment of the degree of student autonomy, a topic addressed in this article.

A review of the literature on the subject

The utilisation of information and communication technology (ICT) in the field of education, including translator and interpreter training, has been the subject of extensive research by numerous authors.

Attempts are being made to develop general principles of ICT use in the teaching and learning process. In particular, the researchers categorise MT programmes according to the extent of human involvement and define criteria, indicators and levels of knowledge and skills required for the effective utilisation of ICT in translation (Bogush et al., 2019). The authors sought to integrate ICT with competence-based and contextual approaches, as well as traditional and interactive teaching methods.

A four-component model of interpreter technological competence, comprising motivational, declarative, procedural and personal components, has been proposed by Chernovaty and Olkhovska (2022). Additionally, a list of interpreting types using appropriate technologies has been compiled, with a particular focus on machine, simultaneous and remote interpreting (telephone, webcast, video interpreting, etc.).

The functionality of universal and professional ICT tools for use at different stages of translating scientific and technical texts was analysed (Bihych & Strilets, 2020). In particular, the authors examined the use of MT systems and online dictionaries (such as Multitran) for translating abstracts of scientific articles (Bashmanivskyi et al., 2019) and the development of proficiency in utilising online lexicographic resources in English language courses for specific purposes (Matviyenko et al., 2022).

The advantages of ICTs have been demonstrated to enhance translator productivity (Matviyenko et al., 2022), facilitate the recognition of intricate technical terminology and consistency of its use (Niño, 2020), as well as to ensure the quality of the translation process (Bihych & Strilets, 2020).

The results of the research demonstrate the efficacy of utilising online reference resources to enhance students' foreign language proficiency (Matviyenko et al., 2022). The application of MT has been found to have a beneficial impact on students' performance, with the students themselves viewing MT as a multimodal tool for achieving pragmatic goals

(Kelly & Hou, 2022). It has been established that the capacity to employ MT is not primarily contingent on technical and procedural abilities, but rather on the cultivation of cognitive competencies (Bowker, 2021). The areas of MT use have been outlined, including the identification of markers of machine text processing, pre-editing of the source text (ST) in consideration of the idiosyncrasies of the two languages involved in translation, and post-editing of the target text (TT) (Bihych & Strilets, 2020).

The relevance of post-editing is significant because, according to researchers (Bashmanivskyi et al., 2019; Hasibuan, 2020; Omar & Gomaa, 2020), the ability of modern MT systems to adequately convey the content of the ST remains severely limited. On the other hand, other authors tend to be less categorical. In particular, the comparison of 104 MT-generated and target English texts from Korean intermediate learners (Lee, 2022) showed that MT outperformed the learners in vocabulary, grammar and context, but had more problems with punctuation and sentence complexity. Other researchers (Sugiyama & Yamanaka, 2023) assume, based on the opinion of users of a DeepL-and-ChatGPT browser-based service developed by the authors, that MT and large language models can provide a better educational environment than teachers. This opinion is shared by the researchers (Wang, 2023) who investigated the efficiency of the combined application of DeepL, text-to-speech synthesis and audio/video synchronization for the automatic translation and subsequent post-editing of educational videos.

The problem of post-editing has been addressed in a number of studies using, among other things, keystroke logging, self-report questionnaires and retrospective protocols (Think-aloud Protocol) (Rico Pérez, 2024; Guerberof-Arenas, Valdez & Dorst, 2024; Nitzke et al., 2024; Dai & Liu, 2024; Guerberof-Arenas et al., 2024). The positive impact of post-editing on the stimulation of students' thinking and analytical activities and the development of their critical approach to the TT has been proved (Chernovaty & Kovalchuk, 2021a; Chernovaty & Kovalchuk, 2021b).

In light of the ongoing advancement in the quality of new MT systems, it is recommended to reconsider the conventional categorisation of TTs based on the extent of their post-editing (Rico Pérez, 2024). The author highlights the indisputable superiority of humans over machines in terms of creative characteristics of translation. Furthermore, the positive impact of interpersonal communication during practical classes with a teacher on the degree of creativity in the post-editing process is also acknowledged (Guerberof-Arenas et al., 2024). The existence of ST features that facilitate or complicate the use of MT in translation has been established, and a decision-making model for the feasibility of such use in each case has been proposed (Nitzke et al., 2024). In particular, a list of such features is proposed not only to determine the amount of time required for post-editing a neural MT TT, but also for automated effort estimation in the translation industry (Dai & Liu, 2024). Research in this latter area (Zhou et al., 2022) has demonstrated that professional translators utilise MT merely to expedite the process, rather than as a comprehensive substitute for human translation. In conclusion, an increasing number of authors (see, for example, Bihych & Strilets (2020)) emphasise the necessity of investigating the optimal ratio of exercises and tasks that necessitate the utilisation of MT, on the one hand, and those that require direct student involvement, on the other.

The ratio in question must be evaluated in order to ascertain the extent to which students are capable of undertaking homework and tests independently, without the use of MT. The general issues of TT assessment have been the subject of study in a number of academic works. A survey of translation teachers at 16 universities in Ukraine revealed that, at least according to the teachers surveyed, their TT assessment is subjective and based on their own experience (Korol, 2022). Another study (Nikolaeva & Korol, 2021) demonstrated that the combined effect of video recording the translation process, retrospective analysis, and an increase in the number of raters enhances the efficiency of the evaluation process. Nevertheless, the practical applicability of this set of measures remains uncertain. In a separate study (Olkhovska & Frolova, 2020), the translation performance of the same ST was compared between two groups of students: one that edited the MT text and one that translated it independently. The authors concluded that the latter group demonstrated superior performance and argued that this supports the inclusion of a post-editing course in the curriculum of future translators. It is regrettable that the assessment system employed in this study is unable to ascertain the extent to which students rely on MT in the translation process. Similarly, the quality assessment method used in another study (Guerberof-Arenas et al., 2024) is not applicable for the purposes of our research, as it found that human translation was superior to MT, regardless of the degree of post-editing. In general, although teachers acknowledge the potential benefits of using MT in the learning process, the majority are opposed to allowing students to use MT in their tests (Hamid et al., 2023). This raises the question of how to determine the degree of reliance on MT for a specific student in a given test.

2. METHODS

A review of the literature reveals a notable absence of studies that examine the methods used to assess the extent of students' autonomy in their academic work. In particular, there is a shortage of research examining the factors that influence the use of MT in the completion of homework and examination papers. The present study is thus designed to address this issue. The objective of our research is to evaluate students' target texts, with the aim of identifying reliable and efficient methods for determining the extent of MT utilisation by students in their academic work, including homework and examinations.

In order to achieve this objective, a number of tasks were required. These included the analysis of the time and effort spent on the manual comparison of students' TTs with those translated with the help of MT, the search for electronic text comparison programmes, an analysis of their use, the development of an assessment scale based on the extent to which students rely on MT, an experimental test of the effectiveness of such a scale in the real educational process, and the formulation of preliminary conclusions.

Procedure

Typically, the comparison of a student's TTs with the MT TTs of the same ST is conducted manually. This entails the teacher comparing both texts, identifying and marking coincidences, and formulating conclusions based on this comparison. As such, the

conclusions reached are not particularly reliable, and frequently elicit protests from students who are unconvinced by the teacher's arguments.

To address this limitation, our previous study (Chernovaty and Kovalchuk, 2021a) sought to enhance the efficiency of this process by developing four criteria for subjective evaluation of TTs, ranging from fully independent translation (level A) to fully MT-dependent translation (level D), with levels B and C representing intermediate degrees of independence. In order to facilitate a more precise categorisation of students' performance, a specifically designed 10-point scale was devised, wherein each of the aforementioned levels is assigned a distinct numerical value (see Table 1).

Table 1. Levels of subjective assessment and their numerical values

Level	A	A/B	B/A	B	B/C	C/B	C	C/D	D/C	D
Grade	10	9	8	7	6	5	4	3	2	1

Although this scale is based on subjective criteria, the objectivity of the assessment can be enhanced by involving more than one assessor in the process. Should the assessors agree that the student's TT is unquestionably at level A in terms of MT-independence, they shall assign a score of 10. In the event of indecision between Level A and Level B, but a subsequent determination that the TT is to be assigned to Level A, the grade is 9. Conversely, if the decision is made in favour of Level B, the student receives 8. In the event that the assessors are unequivocal in their assessment that the level in question is B, a grade of 7 is assigned. The same procedure is employed to determine TT grades if they belong to the lower levels, namely C and D, or their combinations (Chernovaty and Kovalchuk, 2021a). This procedure has been demonstrated to be effective; however, a significant drawback is the time required to apply it. On average, it takes approximately 30 minutes to grade one paper, which may be acceptable for research purposes but is impractical for practitioners who are grading dozens of papers.

This prompted us to look for electronic programmes designed to compare two texts in order to determine the degree of their identity. Such programmes are typically employed to ascertain the existence of plagiarism. This designation may be equally applicable to instances wherein a translator's use of MT is surreptitious, particularly in the context of the creation of their own TTs. Although professional plagiarism detection software is expensive and not widely available for free use, there are free programs designed for this purpose. To test their effectiveness, we have chosen a freeware programme (Compare text, 2023) that is quite easy to use.

The application of this software involves a number of steps, which are described below.

1. Run the source text translated by the students through the chosen MT system (e.g. Google Translate) and paste the MT target text into the table (see Table 2, only a fragment of ST and MT TT is shown).

Table 2: A fragment of the source text and its translation by the MT programme *Google Translate*

Source text	Target text translated by MTprogramme *Google Translate*
The US courts' functions are to administer justice, impartially apply the law, resolve disputes and provide for the rule of law. Both federal and state court systems include trial courts, intermediate and supreme courts.	Функції судів США полягають у відправленні правосуддя, неупередженому застосуванні закону, вирішенні спорів і забезпеченні верховенства права. Як федеральна, так і державна судові системи включають суди першої інстанції, проміжні та верховні суди.

2. In the search engine, enter the following search term: "Count words free compare" (Compare text, 2023). Two windows will then be displayed on the screen.

3. Paste the target text, which has been translated by the MT tool, into the window on the left. In addition, paste the student's target text into the window on the right. This latter text is the one you wish to examine in greater detail.

4. Select the "Compare" button located at the bottom of the screen.

5. The results of the comparison between the two texts will be displayed. The "Common %" indicator (top left) shows the percentage of coincidence between the two texts. In this case, it is 65.78%, rounded up to 66%, indicating that the MT TT and the student's TT coincide by 66%.

In addition to the purely numerical result, the screen displays the fragments removed by students from the MT version in red and those added to this version – in green. It allows, firstly, a more profound examination of the students' work, tracing the evolution of their reliance on the MT at various stages of learning (across different time periods of tests), and secondly, to substantiate the presence of MT features in their work if they disagree with the assessment (which is often the case in teaching practice). Such justifications are made possible by the fact that the programme enables the creation of screenshots of colour comparisons between two texts (that is to say, the MT TT and the student's TT), which can then be employed during individual discussions with students.

Once the result has been recorded, the "*Clear*" button, located above the right window, should be pressed. This action will result in the deletion of the student's TT. Subsequently, the TT of another student can be pasted into the free window, and the aforementioned procedure can be repeated until all the necessary TTs have been checked.

The verification of a single TT is a relatively expeditious process, typically requiring one or two minutes, a timeframe that is considerably more realistic for practitioners than the 30 minutes normally required for manual checking. Furthermore, the use of a computer program mitigates the potential for students to accuse the teacher of bias, as it is implausible to attribute such allegations to a machine.

It is noteworthy that 66% coincidence index is relatively high and suggests the utilisation of MT (although it also corroborates the student's significant post-editing). Nevertheless, it would be impractical to cancel such work, as it would create a situation where teachers would be unable to assign a positive overall grade and students would be compelled to repeatedly rewrite the work, which would not foster enthusiasm on either side. It would be more expedient to develop a scale that deducts a certain number of points from

the overall grade in the event that certain indicators are exceeded. For instance, if the percentage of matches does not exceed 60%, the work may be deemed conditionally independent and no points are deducted. Conversely, if the coincidence rate falls within the range of 61% to 65%, 0.25 points (on a five-point scale) may be deducted, 66% to 70% – 0.5 points, 71% to 75% – 1 point, and so forth (see Table 3).

Table 3. The ratio of the proportion of MT in students' target texts and the number of penalty points

The degree of coincidence between the student's TTs and the MT TT	The number of points deducted from the overall grade
61-65	0,25
66-70	0,50
71-75	1,00
76-80	1,50
81-85	2,00
86-90	2,50
> 91	cancelled

It should be noted that the suggested numerical values are merely indicative and may be subject to variation in accordance with the specific learning environment in question.

The control of the students' works is therefore conducted in the following manner. Firstly, each work is evaluated for its alignment with the MT, and the extent of this alignment is documented. Subsequently, the work is evaluated for accuracy in translation and assigned a grade on a five-point scale. In the event that the scale is 100-point, the result is then divided by 20, with a score of 80 equating to a score of 4 on the aforementioned five-point scale. In the event that the degree of coincidence is less than 60%, this score is final. Conversely, if the said degree is greater than 60%, a specified number of points is deducted from the grade in accordance with the established scale (see Table 2). Papers where the degree of coincidence exceeds 90% are invalidated.

It was hypothesised that the implementation of the suggested methodology could potentially encourage students to exercise greater discernment and restraint in their utilisation of MT for academic assignments, thereby enhancing the proportion of their independent work and, consequently, facilitating the advancement of their professional competence. To test this assumption, the results of the application of the methodology were analysed in three groups of fourth-year students (34 subjects) (specialising in English Language and Literature, Translation included) at V.N. Karazin Kharkiv National University. The study was conducted over the course of one semester (32 academic hours of online classes with a teacher) within the course entitled 'Practice of Translating Legal Discourse', where students were required to translate both from English into Ukrainian and vice versa. As part of the course, students completed two control assignments (CA): an intermediate test (CA-1) and a semester test (CA-2). In each test, the use of MT was evaluated by students' teachers using the aforementioned methodology. The students were fully aware of the content of the test and the procedure for assigning a grade.

The objective of the study was to test the validity of the following hypothesis: the regular use of a special programme (Count Words, 2023) to determine the proportion of MT

in students' TTs and the scale of penalty points developed by our research team (see Table 2) will help to reduce the proportion of MT features in students' TTs at the end of the semester.

3. RESULTS AND DISCUSSION

In order to test this hypothesis, a comparative analysis was conducted of the dynamics of changes in the proportion of MT features in the TTs of the aforementioned students during the writing of intermediate (CA-1) and semester (CA-2) control assignments. The results of this analysis are presented in Table 4.

Table 4: Comparative proportion (in percentage) of MT features in the intermediate (CA-1) and semester (CA-2) control assignments. Symbols: GR – group, CA – control assignment, m – mean value, (1–2) – difference between the indicators in the first and second control assignments.

GR	CA	Participants													*m*	(1–2)
		1	2	3	4	5	6	7	8	9	10	11	12	13		
1	1	66	51	39	76	52	54	57	53	86					59	– 15
	2	35	43	38	41	42	38	52	40	67					44	
2	1	58	66	91	66	75	62	48	64	51	72	65	67	40	64	– 16
	2	46	42	87	56	29	49	37	55	37	66	38	36	40	48	
3	1	66	70	61	57	69	44	60	41	50	76	55	56		59	– 23
	2	32	38	47	40	49	21	41	27	33	39	30	40		36	

As Table 4 illustrates, a notable decline is evident in Group 1, specifically in participants P1 (from 66% to 35%) and P4 (from 76% to 41%), representing a 31% and 35% reduction, respectively. The remaining participants exhibited a less pronounced yet nevertheless notable decline, with reductions of 19% (P9), 16% (P6), 13% (P8) and 10% (P5). The remaining figures range from 1% (P3) to 8% (P2). However, in order to ensure objectivity, the results of the initial control assignment (CA-1) should be taken into account as well. To illustrate, although P3's performance in the second assignment (CA-2) decreased by a mere 1% (in comparison to CA-1), her level of MT-independence had been already considerably high (39%) in CA-1. Consequently, it can be stated that this student was entirely independent in her translation in both instances. Conversely, despite a notable decline (19%) in P9's score, it is essential to consider her MT-dependence level in CA-1 (86%). Hence, even despite the aforementioned reduction, her result still represents a relatively high level of MT-dependence (67%). This evidence suggests that she continues to utilise MT, albeit to a diminished extent. However, when P9's results are excluded from the analysis, the remaining students' MT-dependence scores fall below 50% (52% for P7), with a range from 35% (P1) to 43% (P2). This suggests that these students are largely MT-independent in their translation.

The largest decrease in the use of MT in group 2 was observed in P5 (from 75% to 29%), P12 (from 67% to 36%), P11 (from 65% to 38%) and P2 (from 66% to 42%), representing a decline of 46%, 31%, 27% and 24%, respectively. A moderate decline was

observed in P9 (from 51% to 37%), P6 (from 62% to 49%), P1 (from 58% to 46%), P7 (from 48% to 37%) and P4 (from 66% to 56%), amounting to a reduction of 14%, 13%, 12%, 11% and 10%, respectively. The decline in the MT-dependence in the remaining participants was less pronounced: P8 (from 64% to 55%), P10 (from 72% to 66%) and P3 (from 91% to 87%) exhibited a decrease of 9%, 6% and 4%, respectively. Similarly, in order to obtain a more objective assessment of the dynamics of change, it is necessary to complement the consideration of absolute indicators with a comparative analysis. While the absence of any reduction in the use of MT in CA-2 for P13 can be attributed to its absence in CA-1 (40% in both cases), a more evident correlation emerges in Group 2 between the extent of the reduction in the use of MT and the achievement of acceptable values of MT-independence of the participants in CA-2. Consequently, all subjects whose MT dependency reduction rates fell within the range of 24% to 46% (P2, P5, P11 and P12) demonstrated markedly elevated levels of translation independence (ranging from 29% to 42%). Conversely, among the subjects who managed to reduce their scores between 10% and 14% (P1, P4, P6, P7 and P9), only P7 and P9 (owing to their high levels of independence in CA-1, at 48% and 51% respectively) demonstrated excellent results in CA-2 (37% each). The remaining subjects demonstrated less impressive performance, although it remained below the 50% level, with the exception of P4 (56%). Finally, among the subjects who exhibited the least significant reduction in MT dependence (in the range of 4% to 9%), one subject (P3) was unable to eliminate it (87%), while the results of the other two subjects (P8 and P10) remained above the 50% level (55% and 66%, respectively).

Group 3 is distinguished by the most pronounced reduction in MT dependence, with its minimum value of 14% (56% of students in Group 1 and 54% of students in Group 2 exhibiting a level below this threshold). The most notable decline in this dependence is evident in P10 (from 76% to 39%), P1 (from 66% to 32%) and P2 (from 70% to 38%), indicating a 37%, 34% and 32% reduction in MT dependence, respectively, in these subjects. Furthermore, the results of participants P11 (from 55% to 30%), P6 (from 44% to 21%) and P5 (from 69% to 49%) also demonstrated a substantial decrease, amounting to 25%, 23% and 20%, respectively. Furthermore, the remaining participants displayed a noteworthy diminution in their MT dependence: P7 showed a significant change in her MT dependence, with a shift from 60% to 41%. Similarly, P4 evidenced a noticeable alteration in this regard, with a change from 57% to 40%. Additionally, P9 manifested a distinct modification in her pattern, with a deviation from 50% to 33%. P12 also exhibited a notable shift in this dependence, with a change from 56% to 40% while other participants followed the suit: P3 (from 61% to 47%), and P8 (from 41% to 27%), representing a decrease of 19%, 17%, 16%, and 14%, respectively. In general, the average level of agreement between the students' translations and the MT (36%) can be considered indicative of fully independent translation. This level of agreement is typical in comparisons of machine-translated and human-translated texts.

Thus, the research hypothesis was fully confirmed. The regular use of a special programme (Compare text, 2023) to determine the proportion of MT in TT and the scale of penalty points developed by our research team contributed to a decrease in the proportion of MT features in students' TTs at the end of the semester. In the initial control assignment, the mean proportion of MT features in students' TTs exceeded 60% (64% in Group 2 and

59% in Groups 1 and 3). In contrast, in the subsequent assignment, this figure decreased by 18%, reaching an average of 43%. This decline was observed in all groups, with Group 1 demonstrating a 15% reduction, Group 2 a 16% decrease, and Group 3 exhibiting the most notable decline at 23%. As a consequence of this reduction, the mean proportion of MT features in the TTs of students across all groups fell below the 50% threshold, reaching 44% in Group 1, 48% in Group 2 and 36% in Group 3. The latter figure aligns with the typical proportion observed in fully independent translation, absent the use of MT.

4. LIMITATIONS

While the results are clear, the conclusions are preliminary due to the following methodological constraints. To address these limitations, it is necessary to extend the observation period, increase the number of participants, expand the list of specialities they study, and consider additional subject matter in the source texts. Furthermore, investigating other directionalities of translation and language pairs would provide a more comprehensive understanding of the phenomenon under study.

5. CONCLUSIONS

The research demonstrated that in online learning environments, students frequently employ MT for the completion of written assignments, including homework and tests. It is noteworthy that the proportion of MT-generated matches in the translations of every fifth student exceeded 75%. The excessive utilisation of MT by students has an adverse effect on the balanced development of their professional competence. It is therefore imperative that teachers implement control measures to address this issue. Manual methods for monitoring this phenomenon are ineffective due to the time-consuming nature of the process, rendering them impractical. It can therefore be concluded that the use of computer software for the comparison of the identity of students' translations with their MT counterparts may prove an efficacious solution. In particular, the software employed in this study (Compare text, 2023) enables the swift and effective determination of the extent of student autonomy. The utilisation of the scale developed by our research team, which considers this aspect, encourages a gradual reduction in students' reliance on MT and ensures a more consistent approach to their professional development, encompassing both the technological and creative aspects of translation. The objective of this study is not to dissuade students from acquiring proficiency in a range of MT systems or other translation automation systems. Instead, it seeks to identify strategies that facilitate the well-balanced development of both the technological component of a translator's professional competence and the translation skills proper.

Further research could expand the range of topics covered by the original texts and the types of computer programs used to analyse students' TTs. Additionally, increasing the number of participants and adjusting the content of the evaluation scale depending on the characteristics and needs of specific groups of students (domain, level of foreign language proficiency, etc.) could yield valuable insights.

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Conflict of interest

The authors declare no conflict of interest.

КОНТРОЛЬ ЗАЛЕЖНОСТІ ВІД МАШИННОГО ПЕРЕКЛАДУ В ОНЛАЙНОВОМУ НАВЧАННІ МАЙБУТНІХ ФІЛОЛОГІВ

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Мета цієї статті – розглянути найефективніші та найдоцільніші методи виявлення використання прихованого машинного перекладу (МП) майбутніми філологами під час виконання домашніх завдань з перекладу та контрольних робіт. Крім того, стаття має на меті запропонувати систему заохочень для зменшення залежності студентів від МП. Це дослідження зумовлено усвідомленням того, що формування фахової компетентності перекладача вимагає гармонійного розвитку як технологічної компетентності студентів, так і їхніх творчих здібностей. **Метод.** У дослідженні взяли участь 34 студенти-філологи Харківського національного університету імені В.Н. Каразіна, які навчалися на бакалаврському рівні. Дослідження було частиною курсу з юридичного перекладу. Протягом семестру перекладацькі завдання та контрольні роботи студентів оцінювалися за допомогою комп'ютерної програми, призначеної для виявлення ознак МП. Ступінь опори на МП враховувався при оцінюванні вищезгаданих перекладів за спеціально розробленою для цього шкалою. **Висновки.** Отримані результати підтверджують припущення, що запропонована методика сприяє зменшенню залежності студентів від МП, водночас сприяючи розвитку їхніх творчих здібностей у контексті перекладацької діяльності. Наприкінці семестру відсоток збігів між більшістю текстів перекладу студентів та аналогічними текстами, згенерованими системою МП, зменшився до рівня, який зазвичай спостерігається в текстах, перекладених без використання МП. **Значення для досліджень і практики.** Запропонована методика може бути використана в онлайн-курсах перекладу з метою зменшення залежності студентів від МП. Подальші дослідження можуть бути спрямовані на вивчення можливості використання цієї методики в різних освітніх умовах.

Ключові слова: машинний переклад; навчання письмового перекладу; контроль та оцінювання; онлайнове навчання; творчі здібності; технологічна компетентність; юридичний переклад.