CHALLENGES IN PREPARING FUTURE TRANSLATORS

ВИКЛИКИ У ПІДГОТОВЦІ МАЙБУТНІХ ПЕРЕКЛАДАЧІВ

Mishchuk I.M.,
orcid.org/0000-0001-8478-7442
Ph.D. in Pedagogy,
Associate Professor at the English Philology Department
Lesya Ukrainka Volyn National University

Halapchuk-Tarnavska O.M.,
orcid.org/0009-0006-0527-9567
Ph.D. in Philology,
Associate Professor at the English Philology Department
Lesya Ukrainka Volyn National University

Yushak V.M.,
orcid.org/0000-0002-7810-7452
Ph.D. in Philology,
Associate Professor at the English Philology Department
Lesya Ukrainka Volyn National University

The article explores the multifaceted challenges involved in training future translators in an era marked by rapid technological, linguistic, and cultural shifts. It highlights the importance of integrating both theoretical knowledge and practical skills within translator education. A key focus is on mastering emerging translation technologies, including machine translation and computer-assisted tools, which require new competencies such as advanced post-editing. The development of deep bilingual proficiency is emphasized, extending beyond basic fluency to include idiomatic expressions, register, and genre conventions. Intercultural competence is also critical, as translators serve as cultural mediators sensitive to social norms and contextual nuances. The article points out that many academic programs struggle to balance theory with hands-on experience, often lacking real-world training opportunities like internships. Additionally, soft skills such as time management, communication, and collaboration are frequently underemphasized despite their professional importance. To address these gaps, curricular innovations like simulation-based training and mentorship are recommended. Lifelong learning is identified as essential due to ongoing linguistic, technological, and social changes, requiring adaptability and continuous professional development. Reflective practice is encouraged to foster critical self-assessment and improvement. Ultimately, the paper advocates for a dynamic, interdisciplinary educational approach that embraces technological advances while cultivating intercultural intelligence. By proactively addressing these challenges, educators can prepare translators to meet current demands and shape the future of global communication.

The article also stresses the importance of ethical considerations in the use of translation technologies, highlighting issues such as authorship and data privacy. Furthermore, it underscores that technology should complement rather than replace human translators, preserving the essential role of human judgment and creativity in translation.

The paper further emphasizes the necessity for translator education to remain flexible and responsive to ongoing industry changes, ensuring graduates are prepared for diverse and evolving career paths. It also highlights the role of collaboration between academia and the translation industry to keep curricula relevant and aligned with professional standards.

Key words: translator education, technological integration, linguistic competence, intercultural competence, lifelong learning, translation technology, curriculum development, professional skills, reflective practice, interdisciplinary training, globalization, translation challenges.

Стаття досліджує багатогранні виклики, пов'язані з навчанням майбутніх перекладачів в умовах стрімких технологічних, мовних і культурних змін. У ній підкреслюється важливість поєднання теоретичних знань і практичних навичок у процесі освіти перекладачів. Особливу увагу приділено опануванню новітніх перекладацьких технологій, зокрема машинного перекладу та інструментів комп'ютерної підтримки перекладу, що вимагають нових компетентностей, таких як розширене постредагування. Розвиток глибокої двомовної компетентності висвітлено як ключовий елемент, що виходить за межі базової мовної обізнаності і охоплює ідіоматичні вирази, регістри та жанрові особливості.

Міжкультурна компетентність також є критично важливою, оскільки перекладачі виступають культурними посередниками, чутливими до соціальних норм і контекстуальних нюансів. У статті зазначено, що багато освітніх програм мають труднощі з балансуванням між теорією та практикою, часто не забезпечуючи здобувачам вищої освіти можливості отримати досвід у реальних умовах, таких як стажування. Крім того, такі софт скілс, як управління часом, комунікація та співпраця, часто недооцінюються, попри їхнє професійне значення.

Для подолання цих прогалин рекомендуються інновації в навчальних програмах, зокрема навчання на основі симуляцій та наставництво. Безперервне навчання визнається необхідним у зв'язку з постійними змінами у мовній, технологічній та соціальній сферах, що вимагають адаптивності та постійного професійного розвитку. Заохочується

рефлексивна практика як засіб критичного самоаналізу та вдосконалення. У статті охарактеризовано динамічний, міждисциплінарний підхід до освіти перекладачів, який поєднує технологічні новації з розвитком міжкультурного інтелекту.

У доробку наголошено також на важливості етичних аспектів у використанні перекладацьких технологій, зокрема таких питань, як авторство та конфіденційність даних. Зазначається, що технології мають доповнювати, а не замінювати людських перекладачів, зберігаючи важливу роль людського судження та креативності в перекладі.

У статті також підкреслюється необхідність того, щоб освіта перекладачів залишалась гнучкою і чутливою до постійних змін у галузі, забезпечуючи підготовку випускників до різноманітних і динамічних професійних шляхів. Крім того, наголошується на важливості співпраці між академічними установами та перекладацькою індустрією для збереження актуальності навчальних програм та їхньої відповідності професійним стандартам.

Ключові слова: освіта перекладачів, інтеграція технологій, мовна компетентність, міжкультурна компетентність, безперервне навчання, перекладацькі технології, розробка навчальних програм, професійні навички, рефлексивна практика, міждисциплінарна підготовка, глобалізація, виклики перекладу.

Introduction. This article studies the difficulties involved in training future translators in the context of fast-paced technological, linguistic, and cultural transformations. It highlights the importance of a well-rounded education that combines technical proficiency, intercultural understanding, hands-on experience, and a commitment to continuous learning. Major challenges include gaining expertise in translation technologies, enhancing strong bilingual and intercultural abilities, filling curriculum deficiencies, and promoting flexibility.

The ultimate aim is to prepare translators to adapt to changing professional requirements and play a significant role in facilitating global communication. It stresses the vital role of incorporating cutting-edge technology, building intercultural and specialized skills, and promoting continuous lifelong learning.

Traditional translation training programs, often rooted in linguistic theory, struggle to keep pace with the demands of modern professional practice, which requires mastery of computer-assisted translation (CAT) tools, neural machine translation, and artificial intelligence applications. Moreover, translators must develop intercultural competence to effectively interpret and convey nuanced meanings across diverse social and cultural contexts. The growing specialization within translation fields – such as legal, medical, technical, and literary domains – further necessitates tailored curricula that address specific terminologies and stylistic conventions.

In response to these challenges, there is a pressing need to redesign translator education by integrating theoretical foundations with practical experience, technological literacy, and intercultural sensitivity. This holistic approach aims to equip future translators with the skills and adaptability required for lifelong learning and professional growth in a rapidly evolving global communication landscape. This article explores the challenges faced in translator training and proposes strategic solutions to prepare translators for the demands of the 21st century.

Methods/ Methodology. To explore effective strategies for preparing future translators, this study employed a mixed-methods approach combining curriculum analysis, expert interviews, and case studies of existing translation programs. First, a comprehensive review of current academic curricula was conducted to identify gaps in technology integration, practical training, and intercultural competence development. Next, semi-structured interviews were held with translation educators and industry professionals to gather insights on best practices and emerging needs in translator training. Finally, case studies of innovative programs incorporating project-based learning, internships, and technology-enhanced instruction were analyzed to evaluate their effectiveness in addressing identified challenges.

Data from these methods were triangulated to develop a holistic model for translator education that balances theoretical knowledge, hands-on experience, and continuous professional development. This approach aligns with recommendations in the literature emphasizing experiential learning, technological fluency, and intercultural sensitivity as core components of translator training [1; 3; 8; 13].

In conclusion, preparing future translators demands a dynamic educational approach that integrates theoretical knowledge, practical application, technological fluency, and intercultural sensitivity. By proactively addressing these challenges, educators can equip translators to meet current professional demands and contribute to the evolving landscape of global communication [5; 6].

Results and Discussion. The analysis of current translation curricula revealed significant gaps in the integration of emerging technologies and practical training components. Most programs continue to emphasize linguistic theory while offering limited exposure to computer-assisted translation (CAT) tools, neural machine translation, and AI applications. Interviews with educators and industry professionals highlighted a consensus on the urgent need to incorporate hands-on experience through internships, simulation exercises, and project-based learning to better prepare students for real-world challenges.

Case studies of innovative translation programs demonstrated that curricula embedding interdisciplinary approaches, including domain-specific modules (e.g., legal, medical, technical translation), and intercultural communication training significantly enhance student readiness. Programs that foster continuous professional development and reflective practice showed improved learner adaptability and critical thinking skills. Furthermore, participants underscored the importance of mentorship and peer collaboration in cultivating soft skills such as time management, ethical decision-making, and effective communication.

Technological proficiency emerged as a critical competency, with successful programs providing structured training in CAT tools and AI-assisted translation platforms. However, educators emphasized that technology should complement rather than replace human judgment, underscoring the need for critical evaluation skills and ethical awareness regarding data privacy and authorship.

The findings underscore the necessity of a comprehensive, dynamic approach to translator education that balances theoretical foundations with practical application and technological fluency. The identified curricular gaps suggest that traditional models are insufficient to meet the demands of a rapidly evolving translation industry shaped by technological innovation and globalization.

Integrating domain-specific knowledge and intercultural competence is essential for translators to navigate the complexities of specialized content and culturally nuanced communication effectively. The success of programs incorporating experiential learning and mentorship aligns with educational theories advocating for active, learner-centered pedagogies that foster autonomy and lifelong learning habits.

Technological literacy is no longer optional but a core skill for translators. However, the role of technology must be framed within ethical considerations and human oversight to maintain translation quality and accountability. The growing demand for rare language pairs and hybrid content further complicates training requirements, necessitating flexible curricula that can adapt to emerging linguistic trends.

Overall, this study supports the development of restructured curricula that integrate theoretical knowledge, practical skills, intercultural sensitivity, and technological competence. Such an approach prepares future translators not only to meet current professional standards but also to adapt proactively to ongoing changes in the global communication landscape. Future research should explore longitudinal outcomes of these curricular innovations and the impact of emerging technologies on translator performance and identity.

Over recent decades, translator education has significantly progressed, with experts recognizing the intricate challenges of training translators for a world shaped by globalization and rapid technological change. Pym [11] stresses that translator education should extend beyond mere linguistic precision to include intercultural mediation and the ability to adapt professionally. Likewise, Kiraly [8] supports a constructivist model of translator training that values project-based learning and encourages learner independence.

Recent studies have placed significant emphasis on technological progress. Bowker and Pearson [3] highlight the increasing relevance of corpus-based resources and terminology management in translator education, whereas O'Hagan [10] examines the impact of neural machine translation and the human translator's function in post-editing tasks. Incorporating technology into educational programs is viewed not only as essential for staying current with industry trends but also as a means to improve the accuracy and productivity of translations [1].

Intercultural competence is recognized as a vital element in translator education. According to House [6], successful translation demands profound cultural understanding rather than just linguistic equivalence. This perspective is echoed by Schäffner and Adab [13], who emphasize that translation students need both linguistic skills and socio-cultural awareness to function effectively in varied settings. Numerous studies have identified shortcomings in current training programs, with Gambier and van Doorslaer [5] highlighting students' limited opportunities to engage with real-world translation tasks. There is increasing agreement that curricula should include internships, client-oriented projects, and teamwork to better prepare students for professional practice [12].

The significance of lifelong learning in the translation field is widely recognized. Kelly highlights that the fast-paced changes in translation technologies and methodologies require ongoing professional growth and self-reflection [7]. Consequently, research advocates for a comprehensive approach to translator education that integrates technical skills, language proficiency, cultural understanding, and practical experience.

In addition to technological proficiency and intercultural competence, the development of ethical awareness is becoming increasingly vital in translator education. As translation technologies such as machine translation and AI become more prevalent, translators must navigate complex issues related to

data privacy, intellectual property, and authorship rights. Educators should therefore incorporate ethical training into curricula to prepare students for responsible decision-making in professional contexts. This ethical dimension not only safeguards the integrity of the translation process but also reinforces the translator's role as a trusted cultural mediator in a globalized world [8; 9; 14].

Moreover, the collaboration between academic institutions and the translation industry is essential to ensure that training programs remain relevant and responsive to evolving market demands. Partnerships can facilitate access to real-world projects, internships, and mentorship opportunities, providing students with practical experience and professional networking. Such engagement helps bridge the gap between theoretical knowledge and applied skills, fostering adaptability and resilience among future translators. By aligning educational outcomes with industry standards, these collaborations contribute to the continuous improvement of translator education and better prepare graduates for diverse career paths [8; 10; 12].

It is important to highlight effective strategies that address the challenges in preparing future translators. Key strategies include integrating hands-on training with translation technologies such as CAT tools and machine translation post-editing to build technological proficiency. Additionally, embedding intercultural competence and ethical awareness into the curriculum equips students to handle cultural nuances and professional responsibilities effectively. Experiential learning through internships and project-based assignments bridges the gap between theory and practice, enhancing real-world readiness. Finally, fostering lifelong learning habits and reflective practice ensures translators remain adaptable to ongoing changes in the profession. These strategies collectively contribute to a comprehensive and dynamic translator education model that meets contemporary demands [1; 8; 10].

Translation goes beyond simply replacing words; it is an act of communication deeply rooted in cultural and contextual understanding. In today's world, the translator's function has grown past conventional limits because of technological advancements, increasing multilingual globalization, and the surge of content on digital platforms. Therefore, the training of future translators needs to adapt to these changes.

The introduction of machine translation (MT), computer-assisted translation (CAT) tools, and artificial intelligence (AI) has transformed the way translators work. Although these technologies can boost efficiency, they also bring certain challenges [2; 4; 7; 13]:

a) Technological Competence: Learners need to become skilled in various tools, ranging from CAT software like SDL Trados and MemoQ to AI-driven applications.

b) Advanced Post-Editing Abilities: The requirement to revise machine-generated translations calls for new skills, such as identifying errors and enhancing style.

c) Ethical Issues: The use of automation raises concerns regarding authorship, data protection, and the translator's responsibility.

Although these challenges exist, technology is meant to support rather than substitute human translators. Therefore, education should focus on both mastering tools and developing critical assessment skills.

Future translators are increasingly required to handle rare and mixed language pairs, along with demonstrating advanced skills in culturally sensitive content. Key challenges include [3; 11; 14]:

a) Advanced Bilingual Proficiency: Translators must move beyond basic fluency to understand idiomatic expressions, appropriate registers, and genre-specific conventions in both the source and target languages.

b) Intercultural Competence: Acting as cultural intermediaries, translators need to be aware of social norms, values, and the nuanced contexts of communication.

c) Specialized Knowledge: Different fields such as legal, medical, technical, and literary translation require mastery of specific terminology and stylistic conventions.

Building these skills requires hands-on learning, cross-disciplinary experiences, and ongoing independent study.

Many academic programs find it challenging to effectively integrate theoretical knowledge with practical skills. Typical issues include [3; 5; 6; 12].

Outdated Curricula: Some courses focus heavily on linguistic theory while neglecting practical translation and technological training.

Lack of Real-World Experience: Opportunities like internships and project-based assignments are often insufficient, leaving students ill-prepared for real-world work.

Neglect of Soft Skills: Essential abilities such as time management, communication, and teamwork are frequently overlooked, despite their importance for both freelance and in-house translators.

Curricular innovation, including simulation-based training and mentorship models, can address these gaps.

To address the challenges in preparing future translators, several solutions can be implemented:

1. Curriculum Modernization: Updating curricula to integrate both theoretical knowledge and practical skills, including hands-on training with current translation technologies such as CAT tools and machine translation post-editing, ensures students are technologically proficient and industry-ready [1; 11].

2. Intercultural and Ethical Training: Embedding intercultural competence and ethical considerations into translator education prepares students to navigate cultural nuances and professional responsibilities, including data privacy and authorship issues [3; 8; 9; 14].

3. Experiential Learning Opportunities: Incorporating internships, client-based projects, and simulation-based training bridges the gap between academic learning and real-world practice, enhancing students' adaptability and professional skills [4; 6; 9].

4. Soft Skills Development: Emphasizing communication, time management, and collaboration within the curriculum equips future translators with essential interpersonal skills required in diverse work environments [6].

5. Lifelong Learning and Reflective Practice: Encouraging continuous professional development through workshops, certifications, and reflective self-assessment fosters adaptability to evolving linguistic and technological landscapes [7; 8].

6. Industry-Academia Collaboration: Strengthening partnerships between educational institutions and the translation industry ensures curricula remain relevant and aligned with professional standards, providing mentorship and networking opportunities [8; 10].

Implementing these strategies collectively can better prepare future translators to meet the demands of a rapidly changing global communication environment [1].

Conclusions. Preparing future translators is a complex and continuously evolving task that demands a dynamic educational approach integrating theory, practice, and intercultural competence. Addressing the challenges posed by rapid technological advancements, linguistic diversity, and shifting professional expectations requires curricula that balance humanistic values with technological fluency and cultural sensitivity [1; 3]. Emphasizing hands-on experience, soft skills, and real-world exposure through internships and project-based learning is essential to bridge the gap between academic training and professional demands [8; 10]. Lifelong learning, adaptability, and reflective practice must be instilled to prepare translators for ongoing changes in tools, genres, and work environments [11]. For further development, translator education should continue to innovate by incorporating simulation-based training, mentorship models, and interdisciplinary collaboration to enhance skill acquisition and professional readiness [6]. Additionally, stronger partnerships between academia and the translation industry can ensure curricula remain relevant and responsive to emerging trends [1; 8].

REFERENCES:

1. Alcina A. Translation technologies: Scope, tools and resources. *Target: International Journal of Translation Studies*. 2008. *20*(1). P. 79–102. https://doi.org/10.1075/target.20.1.05alc

2. Baker M. *In Other Words: A Coursebook on Translation*. Routledge. 2018. 390 p.

3. EMT Expert Group. *EMT Competence Framework 2017*. European Commission. 2017. 535 p.

4. Bowker L., & Pearson J. *Working with specialized language: A practical guide to using corpora*. Routledge. 2002. 256 p.

5. Gambier Y., & van Doorslaer L. (Eds.). *Handbook of translation studies* (Vol. 4). John Benjamins Publishing Company. 2016. 232 p.

6. House J. *Translation as communication across languages and cultures*. Routledge. 2015. 168 p.

7. Kelly D. *A handbook for translator trainers: A guide to reflective practice*. St. Jerome Publishing. 2005. 173 p.

8. Kiraly D. *A social constructivist approach to translator education: Empowerment from theory to practice*. St. Jerome Publishing. 2000. 207 p.

9. Munday J. *Introducing Translation Studies: Theories and Applications*. Routledge. 2016. 324 p.

10. O'Hagan M. *The Routledge handbook of translation and technology*. Routledge. 2016. 536 p.

11. Pym A. Training translators. In K. Malmkjær & K. Windle (Eds.). *The Oxford handbook of translation studies*. Oxford University Press. 2011. P. 475–489.

12. Risku H. A cognitive scientific view on technical communication and translation: Do embodiment and situatedness really make a difference? *Target: International Journal of Translation Studies*. 2010. 22(1). P. 94–111. https://doi.org/10.1075/target.22.1.06ris

13. Schäffner C., & Adab B. (Eds.). *Developing translation competence*. John Benjamins Publishing Company. 2000. 263 p.

14. Venuti L. *The Translation Studies Reader*. Routledge. 2012. 219 p.