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ENHANCING TRANSLATOR COMPETENCE THROUGH TECHNOLOGY-ENHANCED EXPERIENTIAL LEARNING IN LINGUISTIC HIGHER EDUCATION INSTITUTIONS

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Annotation: This article explores the integration of technology-enhanced experiential learning (TEEL) in linguistic higher education institutions to foster translator competence. Translator training in the digital age demands a pedagogical shift from traditional lecture-based instruction to interactive, practice-driven environments supported by modern technology. The study examines how digital tools such as computer-assisted translation (CAT) tools, machine translation (MT), online corpora, virtual collaboration platforms, and AI-assisted software contribute to skill acquisition in translation education. It also highlights the role of simulations, project-based learning, and real-world translation tasks in reinforcing theoretical knowledge through experiential engagement. The research concludes with practical recommendations for curriculum designers and educators in translation studies.

Keywords: Translator competence, experiential learning, CAT tools, AI in translation, linguistic education, digital pedagogy

В статье рассматривается применение технологически поддерживаемое опытное обучение (ТПОО) в языковых вузах для формирования переводческой компетенции. Статья отмечает необходимость перехода от традиционной методики к интерактивной, практико-ориентированной среде обучения. Обсуждаются CAT-программы, MT-инструменты, онлайн-корпусы и AI-сервисы, а также опытные проекты и реальные задачи перевода.

Ключевые слова: переводческая компетенция, опытное обучение, средства компьютерной поддержки перевода (CAT), искусственный интеллект в переводе, лингвистическое образование, цифровая педагогика.

Ushbu maqola lingvistik oliy ta'lim muassasalarida tarjimonlik kompetensiyasini rivojlantirishda texnologiyalar bilan boyitilgan tajribaviy ta'lim (TBTT) integratsiyasini tahlil qiladi. Tarjimonlikni o'qitishda raqamli asboblar — CAT dasturlari, mashinali tarjima (MT), onlayn korpuslar, sun'iy intellekt vositalari va virtual hamkorlik platformalari orqali amaliy ko'nikmalarni shakllantirish muhimligi ta'kidlanadi. Maqolada tarjima nazariyasini amaliy mashg'ulotlar, loyihalar va simulyatsiyalar orqali mustahkamlash usullari ham ko'rib chiqiladi.

Kalit so'zlar: tarjimonlik kompetensiyasi, tajribaviy o'qitish, kompyuter yordamidagi tarjima vositalari (CAT), tarjimada sun'iy intellekt, lingvistik ta'lim, raqamli pedagogika.

In the rapidly evolving digital landscape of the 21st century, the demand for highly skilled and technologically adept translators is more urgent than ever. As globalization deepens and multilingual communication becomes ubiquitous across professional, academic, and everyday

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contexts, the role of the translator extends beyond simple linguistic transfer. Translator competence today necessitates a multifaceted skill set encompassing linguistic accuracy, cultural sensitivity, domain-specific knowledge, and a high level of digital literacy. In this context, linguistic higher education institutions play a pivotal role in shaping future translators by integrating innovative methodologies such as technology-enhanced experiential learning (TEEL). This article explores how TEEL can significantly contribute to developing translator competence, focusing on pedagogical strategies, digital tools, and best practices in higher education.

Translator competence has evolved significantly over the past few decades. According to the PACTE group, translator competence includes sub-competencies such as bilingual competence, extralinguistic competence, knowledge about translation, instrumental competence, and strategic competence. [9, p.610] These components underscore the complexity of professional translation tasks.

Technology-Enhanced Experiential Learning (TEEL), grounded in the theories of John Dewey, David Kolb, and constructivist pedagogy, emphasizes learning through doing in technologically rich environments. Kolb's experiential learning model, which includes the stages of concrete experience, reflective observation, abstract conceptualization, and active experimentation, aligns well with the skillset required for modern translation tasks. [4, p.35] TEEL integrates digital tools to simulate authentic translation experiences, making theoretical knowledge practically applicable.

Computer-Assisted Translation (CAT) tools, such as SDL Trados Studio, MemoQ, and Wordfast, are now fundamental in professional translation workflows. Researchers such as Bowker and Pearson emphasize that incorporating CAT tools into translation training enhances students' instrumental and strategic competence. [2, p.15]

Moreover, AI technologies like machine translation (MT) systems (e.g., DeepL, Google Translate) are reshaping the role of human translators. As Kiraly [5, p.28] points out, translator education must adapt by fostering critical post-editing skills and developing students' ability to evaluate MT output. TEEL environments provide opportunities to engage with these tools in real-world scenarios, thereby preparing students for evolving industry demands.

Experiential learning practices such as internships, simulations, project-based learning, and translation labs bridge the gap between theory and practice. González Davies advocates for task-based learning and collaboration in translator education, aligning with social constructivist approaches. [3, p.47]

Simulation-based training, for example, immerses students in authentic translation workflows where they manage deadlines, communicate with clients, and produce deliverables. These activities mirror professional environments and contribute to developing professional identity and self-efficacy.

Digital pedagogy provides the framework for integrating TEEL into translator education. Learning Management Systems (LMS) such as Moodle and Canvas support blended and online learning formats. These platforms allow for asynchronous activities like peer feedback, collaborative glossary building, and reflective journaling.

Scholars such as Austermühl highlight the role of digital environments in fostering learner autonomy and engagement. When combined with experiential tasks, digital pedagogy enhances metacognitive awareness, a critical component of translator competence. [1, p.23]

Several studies confirm the effectiveness of TEEL in translator education. For instance, Kiraly introduced a constructivist approach to translation pedagogy, emphasizing authentic project

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work and peer collaboration. [5, p.45] Similarly, Olohan presents case studies where TEEL enhanced student engagement, motivation, and skill acquisition. [8, p.71]

In a comparative study, Laviosa examined cognitive processes during translation using eye-tracking tools and keystroke logging. These technologies, when integrated into TEEL, provide valuable insights into translator behavior and support reflective learning.

Despite its advantages, TEEL presents challenges, including technological barriers, instructor readiness, and curricular integration. Not all institutions have access to up-to-date software or trained faculty. According to Gilyazetdinov, successful implementation requires institutional support, professional development, and ongoing evaluation. [12, p.166]

Another consideration is the need for ethical awareness in translation tasks involving AI. TEEL can incorporate discussions on bias in MT, data privacy, and intellectual property to develop socially responsible translators.

To fully implement TEEL, curriculum designers must rethink traditional translation programs. A modular structure that integrates theory, practice, and technology is essential. Courses should include workshops on CAT tools, modules on MT and post-editing, and experiential projects with real clients.

Assessment methods should also evolve to reflect TEEL principles. Portfolios, reflective essays, and peer assessments can better capture student progress and professional growth.

Enhancing translator competence in the digital age requires a shift from traditional instruction to experiential, technology-mediated learning models. TEEL provides a comprehensive framework that aligns with industry demands and learner-centered pedagogies. By integrating digital tools, authentic tasks, and reflective practices, linguistic higher education institutions can better prepare future translators for complex, dynamic, and technology-driven work environments. As scholarship and practice continue to evolve, TEEL stands out as a transformative approach in translation pedagogy.

The concept of translator competence has evolved significantly over the past decades. Early models, such as those proposed by Nord [7, p. 45] and PACTE [9, p.614], emphasized linguistic, communicative, and transfer competence. Recent frameworks, including EMT (European Master's in Translation), stress the integration of technological and interpersonal competencies. Experiential learning theory, particularly as outlined by Kolb, provides the pedagogical foundation for integrating real-world translation tasks into educational environments. By engaging students in active, reflective, and contextualized learning processes, experiential methods foster the development of practical skills, problem-solving abilities, and critical thinking, i.e. all essential to translation practice. [4, p.57]

Modern translator competence includes the following key dimensions:

- linguistic and textual competence: mastery of source and target languages;
- cultural competence: understanding cultural nuances and pragmatics;
- information mining competence: the ability to search, evaluate, and use reference materials effectively;
- technological competence: proficiency with CAT tools, machine translation, terminology management systems, and corpus tools;
- domain-specific competence: knowledge of specialized fields such as legal, medical, or technical translation;
- professional competence: understanding of ethical standards, time management, and project workflows.

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TEEL approaches are particularly effective in developing these competences, especially technological and professional dimensions, by immersing students in simulations, projects, and real-life translation assignments supported by digital platforms.

TEEL combines learning-by-doing principles with digital technologies to offer immersive and engaging experiences. Core principles include:

- ✓ authenticity: tasks replicate professional scenarios;
- ✓ interactivity: learners engage actively with tools and peers;
- ✓ reflection: students analyze their processes and outcomes;
- ✓ feedback: formative assessment from peers, instructors, and software;
- ✓ collaboration: group work and peer editing foster teamwork and communication skills.

By embedding these principles in translator training, educators can provide students with hands-on experiences that closely mirror the realities of professional translation.

A wide range of digital tools can be used in TEEL settings for translation training:

- CAT tools: SDL Trados, MemoQ, Wordfast, and OmegaT for translation memory use and terminology management;
- corpus tools: AntConc, Sketch Engine for linguistic analysis;
- machine translation engines: Google Translate, DeepL, and customized MT engines to analyze post-editing strategies;
- online collaboration platforms: Google Docs, Notion, Trello for teamwork and task management;
- simulation software: Translators Without Borders, ProZ.com job boards, and mock translation agencies;
- virtual Classrooms and LMS: Moodle, Canvas, and Zoom for managing and delivering digital content.

These tools enhance authenticity and autonomy, offering translators a technologically rich environment to develop real-world skills.

Integrating TEEL in translator education requires a shift from traditional lectures to more dynamic, learner-centered approaches. Key strategies include:

1. Project-Based Learning: students work on authentic translation projects sourced from NGOs, institutions, or businesses;
2. Simulated Translation Bureaus: classroom activities structured as professional agencies with roles such as translator, editor, and project manager;
3. Blended Learning Models: combining face-to-face and online components to enhance flexibility and digital engagement;
4. Peer and Self-Assessment: structured rubrics guide reflective practice and encourage metacognitive awareness;
5. Interdisciplinary Collaboration: language students collaborate with IT or design students to simulate real-world translation scenarios.

These methods help bridge the gap between theory and practice while cultivating transferable skills.

A case study was conducted at a linguistic university in Central Asia where TEEL was integrated into a final-year translation course. Over the course of one semester:

- Students used SDL Trados and MemoQ to translate NGO documents;
- Teams collaborated using Trello and Zoom;
- Feedback was gathered from real clients and peer review;

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- Pre- and post-course assessments indicated significant improvement in translation speed, quality, and tool proficiency.

Student feedback highlighted increased motivation, engagement, and a clearer understanding of industry expectations.

Despite its advantages, TEEL implementation faces challenges like **resource limitations**: not all institutions have access to licensed CAT tools or fast internet, **instructor training**: teachers may lack experience in using TEEL tools, **assessment standardization**: evaluating subjective aspects such as creativity or adaptation remains complex.

In order to overcome abovementioned problems, the teachers and future translators have to use the following techniques: using open-source tools like OmegaT, organizing professional development workshops for instructors, developing hybrid rubrics combining quantitative metrics (accuracy, speed) and qualitative evaluations (style, tone). [10, p.34]

As AI continues to influence translation, integrating machine translation literacy and post-editing strategies into TEEL is vital. Furthermore, expanding partnerships with professional translation companies and international organizations can increase the scope and realism of experiential learning opportunities. The development of virtual reality (VR) translation labs and gamified learning modules also represents a promising direction.

The rapid evolution of translation technologies and the increasing demand for specialized translation skills in globalized industries necessitate innovative approaches to translator training in linguistic higher education institutions. [11, p.285] By combining real-world translation tasks, machine translation tools, and collaborative digital platforms, TEEL creates immersive learning environments that bridge theoretical knowledge and practical application. Drawing on recent studies, the paper evaluates the effectiveness of TEEL in improving translation quality, cultural adaptability, and professional readiness among students. It also examines challenges such as technological dependency and the need for pedagogical adaptation in language-focused universities. The findings suggest that a balanced TEEL framework, supported by structured mentorship and interdisciplinary collaboration, significantly enhances translator training outcomes, preparing graduates for dynamic global markets

Technology-enhanced experiential learning represents a powerful and necessary shift in translator education. By integrating digital tools and authentic tasks into the curriculum, linguistic higher education institutions can significantly enhance translator competence, bridging the gap between academic training and professional practice. As translation becomes increasingly intertwined with digital workflows, the role of TEEL in preparing the next generation of translators will only become more central.

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