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Information Technologies in Training Future Translators for Business Communication

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***Abstract.** The aim of the article is to theoretically substantiate and analyze the possibilities of using information technologies in the training of future translators for effective professional activity in the field of business communication. The study addresses the insufficiently explored issue of the targeted integration of digital technologies, CAT tools and an intercultural approach into translator education, taking into account the specific requirements of the modern digital business*



environment. **Methods.** The research is based on theoretical analysis, synthesis and generalization of scholarly sources in translation studies, pedagogy and digital communication. The study also employs a conceptual analysis of business communication under conditions of digitalization. **Results.** The analysis demonstrates that information technologies significantly transform both the nature of translation and the professional role of the translator. CAT tools, including translation memory systems, terminology databases and automated quality control instruments, enhance terminological consistency, efficiency and quality, especially in business texts where accuracy is critical. The findings confirm that training in post-editing of machine translation contributes to the development of metacognitive skills, critical thinking and professional responsibility. Moreover, effective translator training requires not only technical competence but also digital literacy and intercultural digital competence, as business communication increasingly takes place in multi-channel online environments. At the same time, a number of challenges were identified, such as unequal access to technological resources, insufficient digital competence of some educators and methodological difficulties in integrating technologies into curricula. **Conclusions.** The article concludes that the systematic integration of information technologies into translator training promotes the comprehensive development of professional, communicative and intercultural competencies and prepares future translators for work in global digital business communication. Overcoming existing barriers requires curriculum modernization, enhancement of teachers' digital competence and adequate technical support. Further research should focus on the pedagogical potential of artificial-intelligence-based machine translation systems in translator education.

Keywords: information technologies, translator training, CAT tools, business communication, digital competence, intercultural communication, translation post-editing.



Інформаційні технології у підготовці майбутніх перекладачів у діловій комунікації

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***Анотація.** Метою статті є теоретичне обґрунтування та аналіз можливостей використання інформаційних технологій у підготовці майбутніх перекладачів до ефективної професійної діяльності у сфері ділової комунікації. У дослідженні порушується недостатньо вивчена проблема цілеспрямованої інтеграції цифрових технологій, САТ-інструментів та міжкультурного підходу в систему перекладацької освіти з урахуванням специфічних вимог сучасного цифрового бізнес-середовища. **Методи.** Дослідження ґрунтується на теоретичному аналізі, синтезі та узагальненні наукових джерел з перекладознавства, педагогіки та цифрової комунікації. Також застосовано*



концептуальний аналіз ділової комунікації в умовах цифровізації. **Результати.** Аналіз показує, що інформаційні технології суттєво трансформують як саму природу перекладу, так і професійну роль перекладача. CAT-інструменти, зокрема системи пам'яті перекладів, термінологічні бази даних та засоби автоматизованого контролю якості, підвищують термінологічну узгодженість, ефективність і якість перекладу, особливо ділових текстів, де точність є критично важливою. Результати підтверджують, що навчання постпедагогуванню машинного перекладу сприяє розвитку метакогнітивних умінь, критичного мислення та професійної відповідальності. Крім того, ефективна підготовка перекладачів потребує не лише технічної компетентності, а й цифрової грамотності та міжкультурної цифрової компетентності, оскільки ділова комунікація дедалі більше відбувається в багатоканальних онлайн-середовищах. Водночас виявлено низку проблем, зокрема нерівний доступ до технологічних ресурсів, недостатній рівень цифрової компетентності окремих викладачів та методичні труднощі інтеграції технологій в освітні програми. **Висновки.** Системна інтеграція інформаційних технологій у підготовку перекладачів забезпечує комплексний розвиток професійних, комунікативних і міжкультурних компетентностей та готує майбутніх фахівців до роботи в умовах глобальної цифрової ділової комунікації. Подолання наявних бар'єрів потребує оновлення освітніх програм, підвищення цифрової компетентності викладачів і належного технічного забезпечення. Перспективи подальших досліджень пов'язані з вивченням освітнього потенціалу систем машинного перекладу на основі технологій штучного інтелекту у підготовці майбутніх перекладачів.

Ключові слова: інформаційні технології, підготовка перекладачів, CAT-інструменти, ділова комунікація, цифрова компетентність, міжкультурна комунікація, постпедагогування перекладу.



Introduction. The current stage of technological development in society, in which information technologies (IT) have become the primary tool for any professional activity, is changing the work of not only professionals who deal with it, but also those who lack specialized training and yet need to use it to optimize their professional performance.

The introduction of information technologies, automation, and computerization of translators' professional activities have changed traditional notions of professionalism. A modern professional translator must not only be proficient in their native and foreign languages, understand the basics of translation, and be a specialist in a specific subject area, but also be able to utilize IT as a tool. This allows them to significantly reduce the time spent searching for dictionaries, reference books, translation equivalents, and correspondences; formatting the translated text according to the client's requirements; and so on. Therefore, in today's reality, a professional translator, in addition to translation skills, must also master the competencies necessary for effective work in the information society.

Analysis of recent research and publications. Modern research on training future translators increasingly focuses on the role of information technologies as a key factor in the formation of professional competence, especially in the field of business communication. Analysis of scientific sources confirms the interdisciplinary nature of the problem, which combines translation studies, pedagogy, information technologies and business communication theory. The problem of integrating information technologies into translator training curricula is deepened by Ukrainian scholars N. Sharkova and S. Sharkova [1], who emphasize the need for systematic implementation of IT in teaching technical translation. The strength of the study is the justification of the interdisciplinary approach, however, business communication is considered only in passing, without taking into account its communicative-pragmatic and intercultural features. The theoretical principles of using translation technologies in the educational process are covered in detail in the works of A. Olkhovska [2; 3]. The author argues



the need to introduce the course “Modern Translation Technologies” and analyzes the possibilities of distance learning for future translators.

Modern foreign research significantly expands the methodological framework of the problem under study. In particular, F. Boukhelef [4] empirically proves the positive impact of Computer-Assisted Translation (CAT) tools on the formation of professional skills of translators, emphasizing the increase in productivity and quality of translation.

A similar trend is observed in the study of L. Rybalko, O. Lavrentieva, T. Hulko, O. Hordiienko, T. Plachynda, D. Rosenko and B. Shut [5], which proves the effectiveness of resource-based learning in a digital environment. The authors demonstrate positive results of using digital resources in the training of translators, but do not detail the specifics of using these resources for the translation of business texts and intercultural business interaction.

A. Hurtado Albir [6] and A. Pym [7] make a significant contribution to the theoretical understanding of the competency-based approach. They emphasize the transformation of translation competencies in the context of digitalization and the introduction of machine translation. Their concepts are methodologically valuable, but do not contain practical models for integrating CAT tools into the teaching of business translation. A similar idea can be traced in the work of L. Bowker [8]. It offers a practically oriented approach to the use of computer-aided translation technologies in the educational process. The study emphasizes the development of students' technical skills and familiarization with professional translation tools, highlighting their importance for translator training in contemporary conditions. However, despite its high applied value, the research pays limited attention to the communicative and pragmatic specificity of business discourse, as well as to its intercultural dimension. This omission restricts the applicability of the proposed approach to the sphere of business communication, where discourse conventions and cultural factors play a crucial role.



Separately, it is worth noting the work of G. Hofstede, G. J. Hofstede and M. Minkov [9], which focuses on the intercultural factor in business communication. However, the issue of using information technologies to form intercultural translation competence in a digital environment remains outside the scope of analysis.

An important theoretical basis for the study of business communication is provided by the works of C. Bovee and J. Thill [10], as well as M. Guffey and D. Loewy [11], which offer a comprehensive analysis of the structure, genres, stylistic conventions, and ethical principles of business communication. These studies systematize key forms of professional interaction, such as business correspondence, reports, presentations, and negotiations, and emphasize the role of clarity, politeness, and cultural appropriateness in achieving communicative effectiveness. Although these works are not directly focused on translation theory or practice, they are essential for developing an understanding of the communicative norms and discourse conventions that a translator must accurately interpret and reproduce through the means of another language, particularly in the context of business communication.

Identification of previously unresolved parts of the general problem.

A critical analysis of the scholarly sources shows that, despite the significant number of studies on information technologies in the training of translators, the problem of their targeted use in the field of business communication remains insufficiently studied. Most works either focus on the technical aspects of translation technologies or consider business communication without taking into account the specifics of translation. This makes further research aimed at integrating information technologies, CAT tools and an intercultural approach into the training of future translators for professional activity in the field of business communication relevant.

Formulation of the objectives of article (setting the task). The purpose of the article is to theoretically substantiate and analyze the possibilities of utilizing information technologies in the process of training future translators for effective activity in the field of business communication, as well as to determine their role in the



formation of professional, communicative and intercultural competencies of future translators. To achieve the goal, the article outlines the following tasks: 1) to study approaches to the use of information technologies in the professional training of future translators; 2) to determine the specifics of business communication in the era of digitalization of modern society as a sphere of professional activity of a translator and its requirements for the level of translation competence; 3) to clarify the role of information technologies in the formation of skills in translating business texts and intercultural business communication; 4) to outline the problems of integrating information technologies into the system of training future translators, taking into account the needs of the modern business environment.

Presentation of the main research material. Professor at Trinity College in Dublin, and a specialist in translation studies, culture, and travel literature M. Cronin [12] argues that the digital age has radically changed the very concept of translation: it has ceased to be just a linguistic process and has become an important factor in global communication, cultural interaction and social change. The scholar emphasizes that technologies – from machine translation to online crowdsourcing and mobile applications – do not just help with translation, but also shape a new identity of translation and influence the role of the translator in society. According to M. Cronin [12], the modern world can be considered as a “translation era”, where translation becomes a key element of cultural and social transformations. Today, the use of online corpora, terminology databases, and machine translation allows translators to more accurately convey scientific concepts, taking into account sociocultural and scientific contexts. However, technologies do not replace the need for intercultural competence, but only enhance the translator’s ability to correctly interpret and adapt content for the target audience [13].

Modern research in the field of pedagogy and translation studies emphasizes the importance of integrating information and communication technologies into educational programs for translators. In the training of future translators, these



technologies perform the functions of supporting the educational process, accessing certain resources during translation, as well as automating knowledge control and monitoring students' academic performance. Such integration contributes to the formation of the information culture of future translators, the formation of skills for working with digital sources and CAT tools. The latter, in modern conditions of digitalization of education, are transformed from an auxiliary tool into a key component of the professional training of future translators [14].

Basic CAT technologies include translation memory systems, terminology databases, automated translation quality control tools, and translation project management platforms. Their use in the process of professional training allows students to form information and technological competence, which includes the ability to work with large volumes of text data, ensure terminological consistency and adhere to industry standards of translation [2]. CAT tools do not replace the translator, but expand his professional capabilities, optimizing the translation process and improving the quality of the final product [3]. After all, the translation process, due to widespread digitalization, requires translators to perform work after editing, and not simply translate texts. Training in post-editing of machine translation contributes to the development of the translator's metacognitive skills and increases awareness of the quality of the translation decision. Metacognitive strategies, including planning, monitoring, and evaluating one's own thinking processes, play an important role in improving translation quality and can be promoted through explicit instruction and training during post-editing tasks [15].

CAT technologies acquire particular importance during translation activities in business communication, where the translator works with contracts, financial reports, business correspondence and regulatory documentation. In such texts, a translation error can have serious legal or financial consequences, which necessitates the need for clear quality control and standardization of terminology. That is why the use of automated quality control tools and terminology databases contributes to the formation



of a responsible attitude towards professional activity in future translators [4]. Therefore, in modern educational programs, the emphasis is shifting from the unconditional use of machine translation to training in post-editing, critical assessment of the quality of automated translation and determining the limits of its appropriate application. This approach develops in students analytical thinking, translational reflection and the ability to integrate digital technologies into their own professional workflow [5]. F. Boukhelef [4] dwells on that the integration of computer-aided translation tools into the process of translator training contributes to the formation of new professional skills in both students and practitioners. The author emphasizes the importance of combining technical competence in the use of translation technologies with the development of critical thinking [4].

The development of computer translation technologies is logically connected with the broader process of digital transformation of business communication. A feature of digital business communication is its efficiency and multi-channel nature, which requires the translator to react quickly, have communicative flexibility and the ability to adapt translation to different formats – from extended analytical documents to concise electronic messages. As A. Pym [7] argues, a modern translator increasingly works in integrated digital environments, where translation is part of a complex communicative process, rather than an isolated language operation. If CAT tools provide optimization of the translation process itself, then information technologies in the organization of business communication form the context of the translator's professional activity, within which language mediation is carried out. Thus, the training of future translators should include not only work with translation software, but also an understanding of the patterns of digital business interaction. After all, today business communication takes place mainly through digital channels: email, video conferencing systems, corporate messengers, cloud platforms for collaboration and electronic document management. Researchers emphasize that digital technologies change not only the form, but also the content of professional communication, creating new



requirements for participants in business interaction [11]. For a translator, this means the need to combine language competence with digital literacy.

It should be emphasized that information technologies in the organization of business communication involve the ability to work with various types of business texts in digital format: contracts, commercial proposals, financial and analytical reports, business presentations, marketing materials. The use of digital tools contributes to the formation of skills in structuring information, logically constructing a text, and adapting the translation style to the genre and functional features of business speech [10]. This directly correlates with the use of CAT technologies, which ensure terminological consistency and standardization of business texts.

Thus, the close connection between CAT technologies and digital business communication is also manifested in the fact that the translator needs to take into account the technical parameters of communication platforms, document formatting, features of joint editing and information security requirements. Thus, information technologies become not only a tool for transmitting content, but also a means of organizing professional interaction, in which the translator plays a key role.

Also, special attention in the process of training future translators requires the formation of intercultural digital competence, which involves knowledge of the norms of digital etiquette, features of online communication and business protocol in different cultures. Researchers emphasize that ignoring cultural differences in the digital environment can reduce the effectiveness of business communication even under conditions of linguistically correct translation [9]. That is why training should combine work with CAT tools and analysis of real situations of intercultural digital interaction. Such a comprehensive approach contributes to the formation of professional competencies of future translators and prepares them for effective work in the global digital business environment.

Therefore, the use of digital educational platforms in the training of future translators ensures the integration of linguistic, technological and intercultural



components of professional education. This allows you to form specialists who are able to work effectively in the conditions of the digital economy, global communication and constant changes in the field of translation activities.

However, despite the obvious advantages of digitalization of translation education, the process of implementing information technologies remains uneven and contradictory. One of the key problems is the different level of access to technical resources and software both among higher education institutions and among the participants in the educational process themselves. The limited financial capabilities of many higher education institutions make it difficult to license professional CAT tools, translation project management platforms and specialized educational services, which, in turn, narrows the possibilities of practice-oriented learning.

An equally significant problem is the digital inequality in the level of training of teachers and students. While students mostly demonstrate high adaptability to new technologies, not all teachers have a sufficient level of digital and methodological competence to integrate modern information systems into the educational process. This can lead to the formal use of digital tools without full-fledged didactic content, which reduces their educational potential and does not contribute to the formation of professional competencies of future translators.

At the same time, the introduction of information technologies is accompanied by methodological challenges associated with the need to revise traditional approaches to teaching translation. The transition from reproductive models of learning to competency-based and project-oriented approaches requires the development of new curricula, assessment criteria and forms of organizing educational activities. Without proper methodological support, digital technologies risk remaining only a technical addition to traditional education.

Despite the above difficulties, the prospects for the development of translation education in the context of digitalization are extremely optimistic. The rapid development of artificial intelligence technologies, neural machine translation, cloud



services and adaptive learning environments opens up new opportunities for personalizing the educational process and increasing its efficiency. Digital platforms allow taking into account the individual educational needs of students, their level of training and professional interests, which contributes to the formation of flexible and variable educational trajectories.

In the future, the role of a translator will undergo a significant transformation: from a translator to an expert in managing multilingual information flows, an analyst of communication quality and a mediator between cultures in the digital environment. Accordingly, translation education should focus not only on the formation of language skills, but also on the development of critical thinking, technological literacy, decision-making ability and responsibility for the quality of communication.

Consequently, the successful implementation of information technologies in the training of future translators requires a systematic approach that involves a combination of technical support, increasing the digital competence of teachers, and methodological updating of educational programs. It is under such conditions that digital technologies will become not a challenge, but a powerful resource for the development of modern translation education.

Conclusions. In conclusion, we summarize that the integration of information technologies into the training of future translators ensures the comprehensive development of professional competencies, increases the efficiency of the educational process and forms qualified specialists who are ready for the challenges of the modern information society and the requirements of global business communication. The use of information technologies in the training of future translators also contributes to the development of their digital and communicative competence. Students acquire skills in effective interaction through electronic channels, work with various types of business documents, and participate in virtual translation projects. This allows future specialists to develop adaptability, critical thinking, and the ability to make quick decisions in a multi-channel digital environment, which is critically important in the



field of business communication. At the same time, the experience of implementing digital technologies into translation education demonstrates the presence of certain problems and challenges, such as unequal access to technical resources, insufficient level of digital competence of individual teachers and students, as well as limited financial capabilities of educational institutions in licensing professional software. Overcoming these barriers requires a systemic approach that combines updating curricula, improving the digital and methodological competence of teachers, as well as active use of international educational and professional resources. The prospects for the development of translation education in a digital environment look extremely promising. The development of artificial intelligence, cloud services, adaptive learning systems and interactive platforms creates opportunities for personalization of learning, active use of simulation and project methods, as well as integration of the intercultural component into professional training. In the future, the role of the translator is transformed: he will act not only as a translator, but also as a manager of information flows, an analyst of communication quality and a mediator in a multicultural digital environment.

The scope for further research in this sphere lies in studying into machine translation systems based on artificial intelligence technologies in the context of training future translators.

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