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SMART TRANSLATOR TRAINING WITHIN THE EU INSTITUTIONAL FRAMEWORK: A METHODOLOGICAL APPROACH TO UKRAINIAN-EU TRANSLATION¹

Summary. The purpose of the paper is to the study of the concept of smart translator education within the legal and institutional environment of the European Union, with a particular focus on training specialists to translate from Ukrainian and into Ukrainian in the context of multilingual governance. It is argued that effective translator training requires the integration of linguistic, legal, and digital competences, including knowledge of EU institutional procedures, legal discourse, terminological consistency, and modern translation technologies. Particular importance is attached to developing skills in working with Ukrainian-language legal and administrative texts in the context of European integration.

The study analyzes the potential for implementing digital learning tools, including computer-assisted translation systems, terminology databases, and legislative corpora, to simulate authentic translation processes involving Ukrainian-language materials. Special attention is paid to the European Master's in Translation competence framework as a benchmark for aligning educational programs with professional standards, as well as to methodological approaches to developing translation competence in students of specialty 035 Philology.

Based on theoretical analysis and a synthesis of current practices, the paper proposes a modular model of translator training that integrates the development of legal literacy, mastery of digital tools, simulation of institutional translation workflows, the use of parallel corpora, and continuous feedback mechanisms. The findings demonstrate that the implementation of smart approaches contributes to improving the quality of translation from Ukrainian, enhancing the professional readiness of future translators, developing their digital and methodological competences, and modernizing educational programs in line with European standards.

Key words: translator training, EU institutional translation, translation from Ukrainian, digital translation technologies, CAT tools.

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ІНТЕЛЕКТУАЛІЗОВАНА ПІДГОТОВКА ПЕРЕКЛАДАЧІВ У СИСТЕМІ ІНСТИТУЦІЙ ЄС: МЕТОДОЛОГІЧНИЙ ПІДХІД ДО УКРАЇНСЬКО- ЄВРОПЕЙСЬКОГО ПЕРЕКЛАДУ²

Анотація. Стаття присвячена дослідженню концепції інтелектуалізованої підготовки перекладачів у правовому та інституційному середовищі Європейського Союзу, з особливим акцентом на підготовці фахівців для перекладу з української мови та на українську мову в контексті багатомовного управління. Стверджено, що ефективна підготовка перекладачів вимагає інтеграції лінгвістичних, юридичних та цифрових компетенцій, включаючи знання інституційних процедур ЄС, правового дискурсу, термінологічної узгодженості та сучасних технологій перекладу. Особливе значення надане розвитку навичок роботи з україномовними юридичними та адміністративними текстами в контексті європейської інтеграції. У дослідженні проаналізовано потенціал впровадження цифрових навчальних інструментів, включаючи системи комп'ютерного перекладу, термінологічні бази даних та законодавчі корпуси, для моделювання автентичних процесів перекладу з використанням україномовних матеріалів. Особливу увагу приділено Європейській системі компетенцій магістра з перекладу як орієнтиру для узгодження освітніх програм з професійними стандартами, а також методологічним підходам до розвитку перекладацької компетенції у студентів спеціальності 035 Філологія. На основі теоретичного аналізу та синтезу сучасних практик у статті запропонована модульна модель підготовки перекладачів, яка інтегрує розвиток юридичної грамотності, володіння цифровими інструментами, моделювання інституційних робочих процесів перекладу, використання паралельних корпусів та механізмів постійного зворотного зв'язку. Результати дослідження демонструють, що впровадження розумних підходів сприяє покращенню якості перекладу з української мови, підвищенню професійної готовності майбутніх перекладачів, розвитку їхніх цифрових та методологічних компетенцій, а також модернізації освітніх програм відповідно до європейських стандартів.

Ключові слова: підготовка перекладачів, інституційний переклад ЄС, переклад з української мови, цифрові технології перекладу, CAT-інструменти.

The problem statement. The rapid expansion of multilingual communication within the European Union has significantly increased the demand for highly qualified translators capable of working within institutional environments, including those involving **Ukrainian as both a source and target language** in the context of EU integration. EU institutions operate within a unique multilingual governance system requiring the production, translation, and dissemination of documents in twenty-four official languages. In this system, translation from partner and

candidate-country languages, including Ukrainian, is becoming increasingly relevant. Translation is therefore not merely a linguistic activity but a crucial mechanism ensuring legal certainty, terminological consistency, and effective communication.

However, a considerable gap persists between competencies developed in university programs and professional expectations. Traditional training often prioritizes general linguistic competence, while insufficient attention is paid to **Ukrainian-EU institutional**

² Робота виконана у межах гранту від Європейського Союзу (European Union grant EP-14/2024-2025 “Postgraduate Course of Conference Interpreting – Lviv Polytechnic National University – 1st and 2nd Semester 2024–2025”)

translation, legal discourse, and digital environments such as CAT tools and terminology databases.

This gap is particularly visible in Ukrainian higher education, where students often lack systematic exposure to **EU-style translation workflows involving Ukrainian-language source texts**.

Another critical challenge concerns the integration of digital translation technologies into translator education. The increasing reliance on translation memory systems, terminology management platforms, and specialized corpora has transformed the professional landscape of translation. Nevertheless, the systematic incorporation of these tools into academic curricula remains uneven across universities. This situation limits students' opportunities to develop the technological and methodological competencies necessary for professional translation within complex multilingual institutions.

Furthermore, the ongoing processes of European integration, particularly in countries seeking closer cooperation with EU structures, require the modernization of translator training systems in order to align them with European professional standards. In this regard, the competence-based framework of the European Master's in Translation provides an important reference point for curriculum development and educational innovation.

Therefore, the problem addressed in this study lies in the need to conceptualize and implement a modern educational model capable of integrating institutional knowledge, digital technologies, and competence-based training strategies. Developing such a model is essential for enhancing the effectiveness of translator education and preparing future professionals for the challenges of institutional translation within the European Union.

Analysis of recent research and publications. Recent scholarship in translation studies, language policy increasingly emphasizes the need to align translator education with the professional demands, including multilingual communication involving non-EU languages such as Ukrainian. Research produced within networks such as the European Master's in Translation (European Master's in Translation, 2026) and Erasmus+ partnerships consistently highlights the value

of domain-specific training that integrates legal knowledge, multilingual communication practices, and technological proficiency. Scholars have documented the educational benefits of embedding digital translation tools – such as CAT systems (A Modern CAT Tool with AI agents & AI-human workflows, 2026) terminology management platforms like IATE (European Parliament Translation, 2026) and corpora noting that such integration enhances both student engagement and professional readiness, growing relevance of translation techniques involving candidate-country languages.

Empirical studies further demonstrate that simulation-based training and experiential learning approaches significantly improve students' ability to navigate authentic institutional workflows. Additionally, research into AI-assisted translation, post-editing practices, and ethical considerations in institutional translation (European Master's in Translation, 2026) underscores the importance of preparing students for the evolving digital and professional landscape of translation within the EU, multilingual corpora and bidirectional translation (including Ukrainian and EU languages).

The study is highly relevant as it addresses the growing need for translator education tailored to the multilingual environment of Ukraine's European integration trajectory increasing demand for high-quality translation of Ukrainian legal and institutional texts into EU languages and need to modernize translator training under **035 Philology (methodology-oriented programs)**. By integrating methodology of translator training, digital tools, institutional translation realities and practical workflow simulations, the research bridges the gap between traditional academic training and professional requirements. Its outcomes support curriculum modernization, enhance employability, and contribute to policy-aligned education, particularly in EU candidate countries seeking alignment with European translation standards.

The aim of this paper is to define the key components of smart translator education in the context of Ukrainian–EU translation and to develop strategic recommendations for aligning academic training with EU standards. **The objectives of the study** are: to identify and systematize the essential components of smart

translator education within the Ukrainian–EU context; to evaluate existing digital resources and training platforms that support translation involving Ukrainian; to analyze current translator training programs in EU member states and candidate countries, with particular attention to Ukraine; to determine best practices in translator education within the specialty 035 Philology; to examine the integration of digital tools, digital literacy, and institutional workflow simulations in translator training; to propose strategic and scalable approaches to modernizing translator education; to develop actionable recommendations for aligning academic programs with EU translation standards.

Presentation of the material. The multilingual governance of the EU creates new challenges for translator training, especially for professionals working with **Ukrainian-language legal and institutional texts**. Translators operating within EU institutions are required to maintain terminological precision across languages, interpret institutional instruments accurately, and adapt Ukrainian source texts to EU discourse conventions. However, traditional curricula often lack systematic training in **Ukrainian-EU translation**. This complexity necessitates educational programs that move beyond traditional linguistic instruction, integrating technological competence, and experiential learning to produce graduates capable of meeting institutional requirements.

Recent scholarship underscores the gap between conventional translator curricula and the practical realities of EU professional settings. Traditional programs often emphasize language proficiency and general translation theory while neglecting specialized modules on institutional translation, access to databases such as IATE (European Union Terminology, 2026), and the application of computer-assisted translation (CAT) technologies or AI-assisted platforms widely employed in institutional workflows, parallel Ukrainian–EU texts (A Modern CAT Tool with AI agents & AI-human workflows, 2026; European Parliament Translation, 2026). As a result, many graduates enter professional contexts with insufficient exposure to the procedural norms, terminology management practices, and collaborative dynamics that define EU translation units.

Studies within the European Master's in Translation (EMT) and European Masters in Conference Interpreting (EMCI) networks highlight the centrality of structured, competence-based education (European Master's in Translation, 2026; Institute of Translation Studies. Faculty of Arts. Charles University. The European Masters in Conference Interpreting). Translators are expected not only to render source-target equivalence but also to understand document typologies, drafting conventions, and institutional protocols. Embedding technology-enhanced educational and digital strategies, such as CAT tool training, terminology system utilization, and simulated translation exercises, have been shown to enhance both the technical and procedural competence of students (A Modern CAT Tool with AI agents & AI-human workflows, 2026). Early and continuous engagement with EU digital infrastructures fosters autonomy, improves familiarity with authentic documents, and strengthens readiness for professional collaboration in multilingual teams.

Empirical research demonstrates that integrating simulation-based training, including mock projects using authentic EU documents, internships in translation units, and collaborative digital exercises, translating authentic Ukrainian legal documents significantly improves student preparedness. These activities cultivate procedural knowledge, familiarize learners with hierarchical review systems, and develop soft skills such as teamwork, project management, adaptability in multilingual settings, and adaptive problem-solving – essential for institutional translation roles. Moreover, research conducted in Central and Eastern Europe indicates that scaffolding legal translation education across multiple languages enhances students' capacity to harmonize linguistic variation, navigate intertextual consistency, and understand jurisdictional distinctions. Collaborative initiatives across institutions, supported by EMT and EMCI frameworks, have proven effective in fostering these competencies (Institute of Translation Studies. Faculty of Arts. Charles University. The European Masters in Conference Interpreting).

The role of emerging technologies in translator education has also gained attention. AI-assisted post-editing, machine translation

integration, and multilingual alignment tools offer opportunities to develop digital literacy while reinforcing professional accountability. While some caution against overreliance on automation, guided exposure under expert supervision ensures that learners acquire both technical proficiency and critical judgment. Sustainability, inclusivity, and accessibility have emerged as additional priorities, reflecting broader EU policy imperatives. Initiatives promoting open-access multilingual corpora, digital repositories, and collaborative learning environments enhance equitable access and contribute to the long-term interoperability of educational programs.

Practical case studies from Ukrainian higher education illustrate pilot implementations of smart translator training. These include modules integrating EUR-Lex-based translation tasks (European Union. EUR-Lex), simulation exercises using CAT tools such as memoQ (A Modern CAT Tool with AI agents & AI-human workflows, 2026), corpora, Ukrainian–EU resources, reflective learning, assessment, pedagogical strategies, and iterative feedback mechanisms to reinforce reflective practice. Common challenges, such as faculty expertise gaps, limited exposure to EU legal content, and technological constraints, have been addressed through targeted professional development, knowledge exchange partnerships, and Erasmus+ funding support. These experiences demonstrate the feasibility and scalability of digital, competence-based approaches in resource-limited academic contexts.

Building on these insights, a modular framework for smart translator education is proposed. It comprises the following interrelated components: (1) Digital Tool Mastery, emphasizing CAT tools, terminology databases, and digital resources; (2) Institutional Workflow Simulation, replicating translation project management, collaborative editing, and quality assurance; and (3) Continuous Feedback Mechanisms, facilitating iterative assessment, mentoring, and reflective learning. Each module is designed to function independently and synergistically, allowing for flexible implementation across diverse institutions and program levels, from short-term certificates to full master's programs aligned with the European Qualifications Framework (EQF) (European

Commission. Interpretation Training Toolbox).

This integrated approach aligns with EU strategic priorities, including the European Education Area, the Digital Education Action Plan, and cross-border cooperation goals. By situating translator education at the intersection of linguistics, law, information technology, and governance, the framework addresses the hybrid professional identity of modern EU translators. Its emphasis on experiential learning, digital competence, and ethical awareness ensures that graduates are prepared to contribute effectively to multilingual governance, uphold legal certainty, and support democratic legitimacy across the European Union.

In conclusion, these developments underscore the necessity of reforming translator education to meet evolving EU institutional demands. Competence-based, digitally enhanced, and modular training programs, particularly 035 Philology (translator training methodology) bridge the gap between academic preparation and professional practice, equipping students with the technical, legal, and procedural skills required for successful careers within EU institutions and affiliated organizations.

Conclusions. The integration of smart education principles into translator training programs tailored for the European Union's legal and institutional environment represents a significant advancement in pedagogical practice. Smart translator education tailored to EU institutional contexts must explicitly incorporate **translation from and into Ukrainian** as a strategic priority. By combining domain-specific EU institutional knowledge with advanced digital tools and experiential learning methodologies, such programs enhance both the technical competence and professional readiness of graduates. Students acquire a comprehensive skill set encompassing terminological precision, literacy, and procedural familiarity, while simultaneously developing digital fluency through the use of CAT tools, AI-assisted platforms, and authentic legislative resources. This dual focus ensures that graduates are prepared to meet the operational, collaborative, and ethical demands of translation within multilingual EU institutions and support Ukraine's integration into EU structures.

Empirical evidence from pilot initiatives, particularly in Central and Eastern Europe,

demonstrates that simulation-based learning, iterative feedback mechanisms, and the structured use of digital infrastructures significantly improve student outcomes. These approaches foster not only procedural competence but also critical soft skills, including teamwork, adaptive problem-solving, and project management. Moreover, exposure to EU-specific translation workflows cultivates intercultural and interlingual awareness, reinforcing the alignment of academic programs with professional expectations.

Looking ahead, several avenues for further research and development emerge. Longitudinal studies are needed to evaluate the sustained impact of smart translator training on career trajectories, employability, and professional performance within EU institutions. Faculty development remains critical; research should explore best practices for continuous capacity building in emerging technologies and EU legal content. The potential of artificial intelligence, machine learning, and immersive platforms such as virtual and augmented reality offers opportunities for simulating complex institutional environments, enhancing decision-making, and creating experiential learning scenarios difficult to replicate in traditional classrooms.

Cross-border collaborations between universities, EU institutions, and professional associations constitute a strategic pathway for

expanding access to high-quality training, ensuring mutual recognition of competencies, and promoting inclusive, resource-efficient educational models.

Finally, policy-oriented inquiry into the role of EU funding mechanisms, accreditation procedures, and national educational alignment will be essential to sustaining innovation and embedding smart translator education within the broader European Education Area.

In conclusion, smart translator education represents a dynamic, forward-looking model that bridges the gap between academic preparation and professional practice, ensuring that future translators are fully equipped to support the multilingual, legal, and institutional complexities of the **Ukrainian-EU institutional communication**.

Future research may underly the evaluation of the long-term impact of smart translator training on graduate employability, career advancement, and professional performance within Ukraine and EU institutions. Investigations into faculty development, digital education, and integration of emerging technologies – such as AI, machine learning, and immersive VR/AR platforms – are essential. Cross-border collaborations and policy alignment studies will further support scalable, inclusive, and sustainable translator education models and development of methodology-oriented curricula.

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