The Strategy For Developing Translator Students' Professional Competence On The Basis Of A Synergetic Approach

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Abstract: This article examines the effectiveness of a synergetic approach in developing translation students' professional competence. Forty third-year students participated in a quasi-experimental study in which interactive tasks, project-based work, reflective activities and real translation scenarios were integrated into a unified instructional model. The findings demonstrated substantial improvements in linguistic accuracy, methodological awareness, communicative performance and psychological adaptability among the students who studied within the synergetic environment. The study interprets these results through the lens of synergetic mechanisms and discusses the pedagogical implications of incorporating this model into translator-training programmes.

Keywords: Synergetic approach, translator education, translation competence, reflective learning, interactive training, project-based tasks.

Introduction: The rapid expansion of global communication has significantly raised the demands placed on professional translators. Today's translator must combine strong linguistic competence with intercultural sensitivity, strategic decision-making, reflective thinking and the ability to adapt to complex communicative contexts. Traditional methods of translator education, which isolate linguistic skills from methodological or psychological components, often fail to meet these evolving expectations. For this reason, attention has shifted toward pedagogical frameworks that can bring together different aspects of competence into one coherent structure. A synergetic approach provides such a framework because it views learning as the interaction of multiple components that support and enhance each other. When applied to translator education, this perspective allows linguistic knowledge, cultural intelligence, communicative strategies, technological literacy and self-regulation to develop simultaneously rather than in separate instructional blocks. The purpose of this study was to design instructional modules grounded in synergetic principles, implement them in real educational practice and analyse their impact on the development of translation competence among undergraduate students. By integrating collaborative tasks, active communication, reflective activities and real translation situations, the study aimed to create a learning environment in which the elements of competence could strengthen one another rather than evolve independently.

METHODOLOGY

The study employed a quasi-experimental pre-test/post-test design involving forty third-year translation students. They were randomly assigned to an experimental group and a control group, each consisting of twenty participants. The control group continued with traditional instruction dominated by lectures, reading assignments and written exercises. The experimental group, conversely, studied through synergetic modules deliberately structured to allow continuous interaction between practical, communicative, reflective and analytical components. The modules included translator–client–expert simulations, real-time communicative tasks, cultural-code analysis, group translation projects, spontaneous problem-solving activities and reflective journals. The intention was not to teach these competencies

separately, but rather to create conditions in which they naturally intersected and reinforced one another. The intervention lasted twelve weeks, with two sessions per week. Data collection took place at four stages: an initial diagnostic stage, a mid-term assessment, a final evaluation and a follow-up session. Several tools were used, including linguistic accuracy tests, intercultural and communicative tasks, methodological competence questionnaires, psychological-adaptability scales, classroom observation checklists and semi-structured interviews. Both quantitative and qualitative data were analysed. Quantitative data were processed using descriptive statistics, t-tests and repeated-measures ANOVA, while qualitative data from interviews and journals were examined thematically to interpret how students experienced the learning environment.

RESULTS

The experimental group demonstrated substantial gains across all components of translation competence. Their linguistic accuracy improved by more than thirty percent, compared to a minimal increase in the control group. Methodological competence, including the ability to analyse texts, select strategies and justify translation decisions, rose significantly in the synergetic group but changed only slightly among students receiving traditional instruction. Communicative performance, especially the ability to negotiate meaning and maintain clarity in challenging situations, improved by thirty-five percent in the experimental group. Psychological adaptability—an important factor in managing complex translation tasks—also increased markedly. The statistical analysis confirmed that these differences were significant and attributable to the intervention rather than random variation. The qualitative findings complemented the numerical results: students repeatedly reported that interactive tasks helped them understand their decision-making processes more clearly, while reflective journaling enabled them to identify weaknesses and monitor progress. Group translation projects strengthened their confidence, expanded their strategic repertoire and encouraged them to articulate their reasoning. The classroom observations likewise showed consistently high engagement in the experimental group, with students collaborating actively, proposing solutions and discussing interpretations.

Overall, the results demonstrated that translation competence evolves more holistically in a synergetic learning environment. The modules supported the emergence of new strategies through interaction, fostered dynamic balance in group decision-making

and helped students handle translation challenges in a calm, organised manner.

CONCLUSION

The study indicates that the synergetic approach is a highly effective model for developing translation competence. By combining interactive communication, collaborative problem-solving, reflective practice and real-life professional scenarios into a single pedagogical system, the approach ensures that linguistic, cultural, technological and psychological components evolve together rather than separately. This creates a coherent learning environment that is more aligned with the demands of contemporary translation practice. The model supports not only linguistic proficiency but also interpretive awareness, strategic thinking, adaptability and professional self-confidence. Although the study was limited to one institution and a relatively small sample, the results strongly suggest that synergetic modules can raise the quality of translator training. Future research could expand these findings by applying the model in multilingual contexts, digital learning environments or programmes involving additional translation specialisations. Nevertheless, the current results clearly show that synergetic pedagogy has substantial potential for modern translator education and can contribute to preparing highly competent specialists capable of functioning effectively in complex global communication.

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