COLLABORATIVE LEARNING IN TRANSLATION CLASSES

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Abstract. Collaborative learning in translation classes has appeared as a dynamic and effective pedagogical approach to enhance students' translation skills and intercultural competence. This article examines the main peculiarities of collaborative learning system in translation classes and their importance on teaching sphere. It also explores the benefits and challenges of implementing collaborative learning strategies in the context of translation education. By analyzing case studies and empirical research, we examine how collaborative activities, such as group projects, peer feedback, and team-based tasks, contribute to improving students' translation proficiency, critical thinking abilities, and communication skills.

Keywords: critical thinking, peer feedback, virtual translation, team-based skills, language acquisition.

Introduction. Collaborative learning has gained significance in the field of translation education as a pedagogical approach that fosters active engagement, critical thinking, and intercultural competence among students. By encouraging collaboration among peers, translation classes can create an intensive and dynamic learning environment that simulates real-world translation scenarios and enhances students' language acquisition and problem-solving skills. This article discusses the benefits and challenges of implementing collaborative learning strategies in translation classes, drawing on preliminary research and case studies to provide a comprehensive analysis of its impact on students' learning outcomes.

Main Part. Collaborative learning in translation classes encompasses a range of activities designed to promote teamwork, peer interaction, and knowledge sharing. Group projects, peer feedback sessions, and team-based tasks are commonly used to engage students in collaborative learning experiences that mirror the

collaborative nature of professional translation practice. Through group projects, students have the opportunity to work together on translating texts, discussing linguistic nuances, and negotiating meaning, which not only enhances their translation skills but also promotes a deeper understanding of cultural contexts and communication strategies.

Peer feedback is another essential component of collaborative learning in translation classes, as it allows students to receive constructive criticism from their peers and engage in reflective practice. By providing feedback on each other's translations, students develop their analytical skills, attention to detail, and ability to give and receive feedback effectively. This process not only improves the quality of translations but also cultivates a supportive learning community where students can learn from each other's strengths and weaknesses.

Moreover, *team-based tasks*, such as collaborative glossary building or terminology research projects, encourage students to collaborate on compiling resources, conducting research, and solving translation challenges collectively. By working in teams, students learn how to strengthen each other's expertise, negotiate differences in opinion, and develop effective communication strategies—skills that are crucial for successful collaboration in professional translation methods.

Technology plays a vital role in facilitating collaborative learning experiences in *virtual translation classrooms*. Online platforms, such as collaborative translation tools and video conferencing software, enable students to collaborate remotely, share documents in real-time, and engage in virtual discussions and group work. These technological tools not only enhance the accessibility and flexibility of collaborative learning but also prepare students for the digital tools and communication methods used in contemporary translation practice.

Conclusion. All in all, collaborative learning in translation classes offers numerous benefits for students, including improved translation proficiency, critical thinking abilities, and intercultural competence. By engaging in collaborative activities such as group projects, peer feedback sessions, and team-based tasks, students develop essential skills for professional translation practice while

developing a sense of community and mutual support within the classroom. As technology continues to advance, the integration of collaborative learning strategies in translation education will play an increasingly significant role in preparing students for the complexities of the globalized translation industry.

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METHODOLOGY OF TEACHING THE THEORY AND PRACTICE OF TRANSLATION

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Abstract. The methodology of teaching the theory and practice of translation is a comprehensive approach that combines both theoretical knowledge and practical skills. Students will be introduced to various translation theories, concepts and approaches that form the basis of their understanding of the translation process. They are engaged in practical activities, where they practice translating different texts, and develop their language knowledge, cultural competence and translation skills.