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OPINION

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OPINION ON THE ARTICLE: MODERN APPROACHES TO DEVELOPING PROFESSIONAL TRANSLATOR COMPETENCE UNDER THE INFLUENCE OF AI DEVELOPMENT

SUMMARY FOR THE EDITOR

The article discusses the use of post-editing machine translations by students as a didactic strategy to develop the professional competence of future translators. Amid advances in artificial intelligence and the growing adoption of tools such as DeepL and translation apps, the text addresses both the benefits and challenges of this new reality. The growing student interest in digital technologies is noteworthy, however, teachers also express concern over the uncritical use of these tools. Although restricted to a small group, the empirical study reveals practical difficulties in correcting machine translations, reinforcing the need for specialized training in post-editing. The article makes a significant contribution to the field by proposing the critical integration of technologies into translation teaching, without devaluing the human role in the process.

ARTICLE ANALYSIS

INTRODUCTION

The article examines the specifics of post-editing machine translation by students as a method for developing the professional competence of future translators. Although the translation market is growing rapidly, there is also a devaluation of the profession due to artificial intelligence (AI).

- Innovations in the translation sector: these innovations have significantly increased students' interest in their learning process and skills development, making them capable of delivering quality translation with precision and care;
- AIs as assistants: nowadays, artificial intelligence has become valuable assistants for the translator's work, improving the quality of the work and assisting the translator with doubts;
- Concerned teachers: since AIs can create dialogs, answer questions, and provide suggestions for improvement, many teachers are worried about their students, fearing they are using the tool to write essays, among other things.

CRITICAL ANALYSIS

The article analyzes the impact of AI-based technologies on translator education and the translation market. Although it acknowledges the advancement of digital tools-such as DeepL, chatbots and translation apps-and their contributions to professional training, the text also highlights concerns about the quality of machine translations and the ability of students to perform post-editing effectively.

STRENGTH OF THE ARGUMENT

The introduction highlights the gap between the training provided by educational institutions and the real demands of the translation market. This argument is both relevant and strong, as technology, especially AI, is rapidly changing the professional landscape.

The strength of the argument is amplified by the inclusion of a didactic experiment conducted with philology students, who were asked to carry out post-editing tasks based on AI-generated translations. The analysis of the reactions, difficulties encountered, and solutions found by the students provides empirical evidence that validates the article's proposal: the critical and pedagogical integration of AI can enhance the training process, provided that it does not replace, but complements human action.

However, I felt that the conclusion revisited some topics already addressed earlier in the text (e.g., "However, it is crucial that students independently edit and correct the flaws in the output"). Therefore, it is important that the conclusion be rewritten using arguments different from those presented in the article.

LIMITATIONS AND OPPORTUNITIES

The empirical study presented, although limited (only 10 participants), reveals significant difficulties among students in identifying and correcting errors in AI-generated translations, reinforcing the need to integrate the teaching of post-editing into curricula. The final discussion argues that, although technologies bring undeniable benefits, they do not replace human competence and require critical and practical training from students. It has strengths, such as a comprehensive and diverse literature review and a current, relevant topic for the training of translators; however, it also has some limitations, such as a lack of depth in the qualitative analysis of the corrections proposed by the students and the absence of more specific pedagogical recommendations for teaching post-editing.

DIALOGUE WITH OTHER AUTHORS

The authors Gudkov (2022) and Kupriyanovsky *et al.* (2017) highlight that the growing prominence of AI in the field of translation has contributed to a certain devaluation of the profession of translator. In turn, Gavrilenko (2017; 2018) notes that the translation industry is promoting significant changes in the training of professionals, imposing new standards that require greater mastery of digital technologies. Fomin and Sadovikov (2022) provide concrete examples of innovative tools, such as DeepL, Gemini, DeepSeek and ABBYY TextGrabber.

In the educational field, Kirichenko and Sigacheva (2020) emphasize the emergence of new professional roles in the teaching-learning process, such as tutor, moderator, educational path designer, project organizer and online platform coordinator. Nechaeva and Svetova (2018) demonstrate that machine translation can be beneficial by increasing productivity, fostering professional collaboration and strengthening translators' digital competence. However, the same authors, together with Panasenkov (2019) and Shevchuk and Nikiforova (2021), underscore the importance of specific training in post-editing. They suggest that the exercises should include practices for the strategic insertion of passages into translation software, in order to improve the accuracy of the automatically generated text.

Finally, Barrot (2023) analyzes systems for text generation, analysis, and evaluation as tools that stimulate exploratory thinking, optimize cognitive operations, and support the resolution of complex and innovative tasks, making them especially useful in educational settings.

CURRENT RELEVANCE

The article is of great importance today, especially in a world that is undergoing constant technological growth. Translators are often afraid of losing their work to machines, however, as discussed in the text, machine translation tools struggle to translate very specific terms and have no knowledge of the target language culture.

As previously mentioned, it is also important for students to learn how to edit and use translation tools, since these tools are widely used by companies, and it is essential that students know what should—and should not—be modified.

FINAL RECOMMENDATION

The article analyzes the post-editing of machine translations as a training tool for translators in training, highlighting the impact of artificial intelligence on both the market and pedagogical practice. Even though technological innovations increase students' interest and help with translation work, there are concerns about the quality of translations and the excessive use of AIs without proper critical thinking. The study, although limited in scope, is current and

relevant, reinforcing the importance of integrating the teaching of post-editing into curricula in a critical and practical manner, without neglecting human protagonism in the translation process.

MANDATORY CORRECTIONS

I request that you review the citations and references—all citations should be in the references, and references that are not cited should be removed. If suggestions for including additional references are made, adopting them is not mandatory for the article's acceptance, and the decision remains at the discretion of the authors. Additionally, we request that all modifications be highlighted in yellow in the manuscript text.

Some other aspects that need to be submitted:

- ORCID;
- E-mail;
- Credit Authors filled out;
- All summaries must be adjusted to 150 words;
- The small sample size in the experiment limits the generalizability of the findings;
- Lack of in-depth analysis of the qualitative aspects of the corrections proposed by the students;
- Lack of more specific pedagogical suggestions for teaching post-editing;
- It is important that the conclusion be rephrased with arguments different from those presented throughout the article.