UDC 37.011:37.014.5:37.016
https://doi.org/10.5281/zenodo.23442221

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Learning & Teaching in the World of Artificial Intelligence [Electronic Edition]: Conference Proceedings of the V International Scientific & Practical Conference, Kharkiv, Ukraine – Vilnius, Lithuania, November 10, 2026 / H. S. Skovoroda Kharkiv National Pedagogical University ; [editorial board: I. Kostikova (editor-in-chief) et al.]. Kharkiv, 2026. 574 p.

https://doi.org/10.5281/zenodo.23442221

This proceedings volume brings together research papers presented at the V International Scientific and Practical Conference “Learning & Teaching in the World of Artificial Intelligence,” held on November 10, 2026, in Kharkiv, Ukraine, and Vilnius, Lithuania.

Materials are published in the author’s edition.

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УДК 37.011:37.014.5:37.016
https://doi.org/10.5281/zenodo.23442221

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Рекомендовано редакційно-видавничою радою Харківського національного педагогічного університету імені Г. С. Сковороди (Протокол № 9 від 19 листопада 2026 року)

Learning & Teaching in the World of Artificial Intelligence [Electronic Edition]: Conference Proceedings of the V International Scientific & Practical Conference, Kharkiv, Ukraine – Vilnius, Lithuania, November 10, 2026 / H. S. Skovoroda Kharkiv National Pedagogical University ; [editorial board: I. Kostikova (editor-in-chief) et al.]. Kharkiv, 2026. 574 p.

https://doi.org/10.5281/zenodo.23442221

Збірник матеріалів об’єднав дослідницькі розвідки, представлені на V Міжнародній науково-практичній конференції «Навчання та викладання у світі штучного інтелекту», що відбулася 10 листопада 2026 року в Харкові (Україна) та Вільнюсі (Литва).

Матеріали опубліковані в авторській редакції.

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AI IN TEACHING LITERARY TRANSLATION: OPPORTUNITIES AND CONCERNS

The rapid development of AI is creating many issues to tackle across all spheres of life, particularly in education. On the one hand, educational institutions have to provide the relevant quality of education and ensure academic integrity. On the other hand, students tend to use AI tools increasingly to solve a range of problems, from routine daily tasks to academic assignments. So there arises a question: how can we ensure that education goes hand in hand with technological progress while not undermining the centuries-long tradition of students' responsibility, accountability, critical thinking, and autonomy development within the walls of the university?

The aim of the study is to determine the extent to which AI should be used as an aid in literary translation by future translators without hampering their academic progress and professional development.

So, we designed a short qualitative study, conducted among active literary translators. There was a question about whether AI is used in the translation process, and, if so, which tasks are delegated to it. We also inquired about how the translators feel about using AI in their profession and how they expect it to change in the foreseeable future. And finally, we asked them to advise future translators on how to deal with AI and to what extent to leverage its potential.

The majority (72%) responded that they don't use AI at all, claiming either their personal attitude towards the technology or the editorial policies of the publishing houses they work with. Among those who cited personal attitude, almost all agreed they felt insecure about using the technology, which could endanger the profession, and chose not to train AI models. The ones who do use it stated they never entrust AI to translate even the smallest pieces of text, rather delegating it some routine tasks, like content arrangement and spell checking, as well as occasional use of AI models as advanced search engines when they need to clarify implicit meaning or obscure context. This group feels rather enthusiastic about the potential of AI and hopes its development could relieve them of some routine tasks in the near future; however, they share their colleagues' concerns about the future of the profession (lack of new contracts, transition to MTPE, etc.). As for advice to future translators, those 28% employing AI suggested a critical approach, using it only as a handy supplementary tool for searching information and clarifying meanings, while requiring double-checking when other available tools can't guarantee a proper result.

These empirical results and suggestions are in line with the practices we've applied in translation studies classes, particularly in literary translation. The students are trusted to use AI models, but only to a limited extent for solving specific translation problems rather than for broader purposes. Such an approach can ensure that students rely on their knowledge, critical thinking and decision-making when translating fiction without exposing themselves to the extensive influence of state-of-the-art technologies.

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