

## Transformative journeys: The role of self-study in revolutionizing translation education

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**Annotation.** The article explores the role of self-study in transforming translation education. The author argues that self-study is a crucial tool for translators, enabling them to not only develop their skills but also deepen their understanding of cultural, lexical, and contextual aspects of translation. The article analyzes contemporary approaches to self-learning, their impact on professional development of translators, and how they influence changes in translation education programs. Special attention is given to innovative methods and technologies that significantly broaden the scope of self-study opportunities.

**Keywords:** self-study, translation, professional development, cultural aspects, lexical and contextual understanding, innovative methods, self-learning technologies

## Трансформационные пути: Роль самообразования в революционизации образования по переводу

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**Аннотация.** В статье рассматривается роль самообразования в трансформации образования по переводу. Автор утверждает, что самообразование является важным инструментом, позволяющим переводчикам не только развивать свои навыки, но и углубить понимание культурных, лексических и контекстуальных аспектов перевода. В статье анализируются современные подходы к самообучению, их влияние на профессиональное развитие переводчиков и на изменение образовательных программ в области перевода. Особое внимание уделяется инновационным методам и технологиям, которые значительно расширяют возможности самообразования.

**Ключевые слова:** самообразование, перевод, образование по переводу, профессиональное развитие, культурные аспекты, лексика и контекст, инновационные методы, технологии самообучения

## Ta'limdagi inqilob: tarjimoni o'qitishda mustaqil ta'limning o'rni

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**Annotatsiya.** Maqolada tarjima ta'limini transformatsiyalashda o'z-o'zini o'qitishning roli ko'rib chiqilgan. Muallif o'z-o'zini o'qitishning tarjimonlarga o'z malakalarini rivojlantirish va tarjimaning madaniy, leksik va kontekstual jihatlarini chuqurlashtirishda muhim vosita ekanligini ta'kidlaydi. Maqolada zamonaviy o'z-o'zini o'qitish yondashuvlari, ularning tarjimonlarning kasbiy rivojlanishiga ta'siri va tarjima ta'limi dasturlarida yuz berayotgan o'zgarishlar tahlil qilingan.

*Ayniqsa, o'z-o'zini o'qitish imkoniyatlarini kengaytirishda innovatsion usullar va texnologiyalarni alohida e'tibor bilan ko'rib chiqiladi.*

**Kalit so'zlar:** *O'z-o'zini o'qitish, tarjima, tarjima ta'limi, kasbiy rivojlanish, madaniy jihatlari, leksika va kontekst, innovatsion usullar, mustaqil ta'lim.*

In recent years, self-study has become a critical educational approach in the field of linguistic education, in particular in the field of translation. With the evolution of educational paradigms emphasizing the learner-centered methodologies, self-study offers a dynamic framework that allows educators to both promote their professional development and students' commitment. Defined widely, self-learning implies teachers to criticize in a critical way on their own teaching practices as well as on their professional identities in relation to their disciplinary content (Vanassche & Kelchtermans, 2015; 515). This approach is particularly relevant in the contemporary landscape of translation studies, where the complexities of linguistic mediation require an educational reactivity which can only be cultivated by the reflection practices inherent in self-learning.

The importance of self-study in translation teaching lies in its ability to help educators navigate in the multifaceted nature of their teaching roles. Translation requires not only linguistic competence, but also a deep understanding of cultural shades and contextual variables that shape meaning. Teachers who engage in self-study can critically analyze their teaching methods and adapt them to better align themselves with the evolutionary needs of their students and the translation industry. This adaptive approach guarantees that educators are listening to the subtleties of translation as an academic discipline and as a professional practice, ultimately improving their educational efficiency.

Vanassche and Kelchtermans (2015) underline the role of self-learning in promoting the personal growth of educators. Thanks to the thoughtful investigation process, teachers can develop a greater consciousness of their teaching strategies, emotional responses and the impact of their decisions on student learning (Vanassche & Kelchtermans, 2015; 518). This awareness promotes a feeling of agency and empowerment, allowing educators to adapt their approaches so as to resonate with various student populations. In the context of translation education, personal growth is essential, because educators must embody the double roles of a language expert and a facilitator, sailing in the changing paradigms of a globalized communication landscape.

Moreover, self-study facilitates innovative practices and the development of resources, which are essential to engage students in the complex task of translation. While educators are embarking on autonomous surveys, they actively seek new educational tools, methodologies and materials that can enrich their teaching and improve student learning results. For example, the integration of technology into translation teaching – as digital resources that simulate translation environments or peer collaboration platforms – can be considerably informed by teachers' reflections on their own experiences and Challenges. Such innovations, born from self-study, directly contribute to a more engaging and more relevant study program that resonates with the interests and aspirations of contemporary learners.

Essentially, the exploration of self-study as an emerging educational approach in the teaching of translation underlines its multifaceted relevance in the promotion of personal growth, methodological adaptation and increased engagement of students. While the field continues to evolve, knowing self-study can allow educators to meet the challenges of translation education while simultaneously enriching their own professional trips. This article will immerse themselves in these dimensions, articulating the specific ways of which self-learning practices influence teaching methodologies and promote an atmosphere of engaging learning in the translation class. The practice of self-study among translation educators has shown significantly increasing personal growth and pedagogical effectiveness. Tidwell and Jónsdóttir emphasize that self-directed learning promotes a reflective mindset, allowing educators to critically evaluate their methodologies and the effectiveness of their teachings. In engaging in self-study, instructors develop a deeper pedagogical knowledge that

is rooted in their exclusive teaching experiences and the various needs of their students. This reflective approach encourages educators to evaluate their instructional strategies and to adapt them in response to the evolution of educational landscapes and student requirements (Tidwell & Jónsdóttir, 2020; 408).

Self-study promotes an atmosphere of continuous improvement, where educators become active students alongside their students. Through this process, they have the power to identify gaps in their knowledge and seek innovative solutions that not only improve their teaching practices, but also contribute to their general professional development. This notion is supported by the idea that personal growth, achieved by self-study, correlates with an increased ability to facilitate learning in translation contexts. For example, by exploring new translation theories or technology through self-direct avenues, educators can introduce state-of-the-art techniques and resources that involve students in new and effective ways.

Moreover, the iterative nature of self-study encourages educators to reflect on their practice continuously, which is essential in a field characterized by rapid changes in technology and translation practices. Tidwell's advocacy and Jónsdóttir for reflective practices illustrates that successful translation educators usually get involved in planning, execution, review, and refinement of their methods based on their self-study experiences. This iterative process not only crystallizes its pedagogical knowledge, but also incurs confidence in its ability to navigate complex translation challenges, enriching the educational environment they promote.

In addition, the impact of self-study on personal growth manifests itself on educators becoming more adaptable in their teaching approaches. Exposure to various resources – either through academic literature, professional workshops or pairs discussions – translation instructors to cultivate a strategy repertoire that meet various learning styles and preferences. This adaptability is crucial in addressing the multifaceted nature of translation tasks, where students should not only develop linguistic proficiency, but also critical thinking and cultural consciousness.

Consequently, the practice of self-study acts as a catalyst for innovation in teaching practices, allowing educators to implement new techniques that accompany contemporary demands. By actively participating in their own learning hours, educators can integrate best practices extracted from their self-study experiences in the classroom configurations, thus improving students' involvement. Tidwell and Jónsdóttir's research illustrates that these self-staff learning environments promote a culture of research and collaboration, enabling students to appropriate their learning. Therefore, the role of self-study in the professional development of translation educators is undeniable, as it complements personal growth with significant adaptations in pedagogical practices, promoting the richest educational experiences for students. The adoption of self-study practices in translation education required a reassessment and subsequent adaptation of the teaching methodologies employed by educators. The central point of this discourse is the understanding that traditional instructor traditional pedagogies can fall short of promoting independent learning skills needed for students to thrive in the field of translation. With a growing emphasis on autonomous learning, educators began to integrate self-study strategies into their teaching structures, thus improving the pedagogical experience and the results of students.

As noted by Al-Varf, advising autonomous learning translation students involves a series of deliberate steps designed to cultivate self-direct learning skills. This involves the recognition of the various learning styles and preferences among students, which requires educators to adopt more flexible and individualized methodologies (Al-Varf, 2014; 68). For example, educators can project curriculum components that allow students to engage in self-directed projects, giving them the freedom to explore topics of personal interest in the field of translation. This approach not only promotes deeper involvement with the material, but also enables students to appropriate their learning hours.

Method adaptation also implies the incorporation of various resources that facilitate independent study. Al-Varf emphasizes the creation of a resource-rich learning environment, where students are encouraged to use digital tools, online databases, and collaborative platforms to support their learning (Al-Varf, 2014; 64). These resources offer students opportunities to conduct research, engage in contemporary translation technologies and participate in virtual practice communities. By using these resources, instructors can guide students in the development of essential skills such as critical thinking, problem solving, and increasingly crucial compounds in today's dynamic translation scenario.

In addition, educators should consider the role of reflective practice in adapting the method. By engaging in self-study, educators can model the importance of continuous learning and self-reflection. This reflective approach encourages educators to examine their instructional strategies and adapt them based on the feedback from their learning experiences. Al-Jard suggests that educators document and analyze their teaching practices regularly, which promotes a growth and improvement environment. This dynamic relationship between teaching practice and self-study allows educators to seek innovative methodologies that better involve students in the intricacies of translation work.

The integration of collaborative learning experiences is another significant adaptation resulting from self-study initiatives. Educators are increasingly recognizing the value of peers interaction in language teaching, where students can gather their knowledge and skills in collaborative translation exercises. This method aligns with self-study practices, as students usually get more involved with the material when they work together. Al-Jard notes that collaborative projects can facilitate the exchange of ideas and promote mutual problem solving, thus improving the competence and engagement of translation. By creating a classroom culture that values collaboration, educators can resort to ideas obtained with self-study to promote a community approach to learning (Al-Varf, 2014; 70).

In short, the impact of self-study on adapting the method on translation teaching is significant. By embracing flexible methodologies that prioritize autonomous learning, the incorporation of various resources, the emphasis on reflective practice and the promotion of collaborative experiences, educators are better positioned to prepare students for the evolution of the translation profession. Through these adaptations, the teaching of translation is more aligned with the principles of lifelong learning, enriching educational experience for instructors and students. The integration of innovative practices and resources in translation education, in particular by self-study, considerably contributes to improving the efficiency of teaching methodologies. This section looks at various creative approaches that educators can adopt, emphasizing technological integration, the use of online resources and students' commitment through various supports.

A remarkable avenue to enrich the learning experience of translation lies in the use of technology. Digital tools and platforms serve as precious supplements to traditional teaching methods. For example, translation memory software and computer-assisted translation tools (CAT) allow students to rationalize their translation processes, thus promoting a more efficient and professional practice (Baker, 2020). Educators who engage in self-study can explore these technologies more, reflecting on their application within the framework of the class and by facilitating the practical learning opportunities that reflect real world translation scenarios. By implementing such tools, educators improve not only their technical competence, but also encourage students to adopt a professional approach to their work, thus increasing their commitment and motivation.

The wide range of online resources available can considerably complete traditional learning equipment. As Nguyen and Ngo point out, the Internet offers a large standard of tools that can help develop translation skills. These resources range from glossaries and online databases to interactive platforms promoting comments and collaboration of peers. Educators who seek and incorporate these resources proactively into their teaching can create a more dynamic learning environment (Nguyen and Ngo, 2021; 117-118). By engaging students in various online activities, such as translation

challenges, forums to discuss best practices or online projects synchronous – the personalized educator not only the learning experience, but also promotes a community of practice among the students, by improving their skills in collaboration and their critical thinking.

In addition, the exploration of various multimedia formats offers another avenue for innovation in translation teaching. Students' commitment through video tutorials, podcasts or visual narration can respond to several learning styles and preferences. For example, students can analyze subtitled films to understand how the visual context influences translation choices or participate in podcast sessions where they discuss theories and translation practices. Such activities develop not only the analytical skills of students, but also promote a feeling of belonging to their learning process, thus promoting a greater commitment.

An example inspiring in innovative practice stems from the incorporation of gamification in translation education. The implementation of learning tools based on the game allows students to engage with translation tasks in a fun and interactive way. The use of platforms that offer translation games or competitive exercises encourage collaboration and improves motivation through friendly competition. This approach can lead to increased participation of students and an exhilarating class atmosphere conducive to learning.

Educators can also explore interdisciplinary methodologies to further enrich translation pedagogy. The integration of aspects of linguistics, literature and cultural studies in translation work can deepen the understanding of students in the context and nuanced meanings. These transdisciplinary approaches encourage educators to adopt a broader perspective on translation, expanding the thematic content with which students are committed. The self-learning undertaken by educators in this regard can lead to transformative teaching methodologies that resonate with students, fill the gap between theoretical knowledge and practical application.

The self-study of innovative practices and resources is essential in improving translation teaching. Thanks to technological integration, online resource shooting, the use of multimedia formats and to emphasize an interdisciplinary approach, educators can considerably raise the quality of translation teaching, which ultimately leads to a in-depth commitment of students and increased personal growth of the teaching profession. The relationship between self -study and students 'participation in translation learning is critically influenced by the motivational factors that govern students' self -concept in educational contexts. According to Liu and Yu, the students' self -concept covers their beliefs about their abilities and the expectations they establish for themselves in the learning process. In translation education, where practice requires not only linguistic competence but also cultural awareness and analytical skills, self-learning serves as a vital mechanism that reinforces these self-controls. As students participate in autonomous learning, they find a variety of translation tasks that challenge their skills and require that they seek resources independently, promoting a sense of property about their learning career. This autonomy is linked to an improved intrinsic motivation, since students can adapt their study practices to align with their interests, preferences and learning styles (Liu and Yu, 2019; 72-73).

In addition, the self -directed nature of self-study encourages students to participate deeply with the material, facilitating a connection between personal goals and academic performance. Liu and Yu point out that when students perceive themselves as active agents in their learning process, their levels of participation increase, which leads to a greater investment in overcoming the complexities inherent to translation tasks . For example, students who carry out self-study can explore several translation strategies or commit to multimedia resources that exemplify complex translation scenarios, thus extending their knowledge beyond the traditional limitations of the classroom. Subsequently, this exploration can improve your confidence in the management of variable textual contexts, thus enriching your general commitment to the issue.

The role of self-study in the promotion of a positive self-concept extends to the collaborative dimensions of the translation practice. Participation in self-learning contexts often leads students to



form informal study groups or look for comments from their classmates about their translation efforts. These interactions not only reinforce their learning, but also create a support environment where the collective resolution of problems and shared ideas contribute to greater participation. Liu and Yu emphasize that students who actively participate in peer discussions tend to develop a more solid sense of self-efficacy, which correlates with their willingness to participate in challenging translation tasks (Liu and Yu, 2019; 77).

In addition, innovative practices and resources associated with self-study can be fundamental to cultivate students' participation. The integration of technology into self-directed learning, such as online translation tools or interactive platforms, provides students with immediate and diverse comments, which reinforces their efforts and motivates greater exploration. Access to authentic materials, either through online corpuses, professional translators blogs or translation-centered web seminars, can stimulate interest and provide a real world context, which makes the learning process more relevant and attractive. Liu and Yu claim that when students find practical applications for their learning, they are more likely to see translation not only as an academic exercise but as a viable professional career, which increases their motivation and general commitment to discipline.

In summary, self-learning arises as a fundamental factor in improving students' participation within translation education. By promoting a sense of agency, supporting collaborative learning and providing access to innovative resources, self-study practices allow students to cultivate a positive self-concept, which in turn influences their motivation to actively participate in the learning process. As educators recognize these dynamics, they can design better curricula and resources that take advantage of self-learning as a central component of translation instruction. The exploration of self-study practices in the education of translation is gaining ground, because educators recognize its potential to promote personal growth, adaptation of methods and increased engagement of students. In particular, Pietrzak provides enlightening case studies that highlight the successful integration of self-study in translation teaching contexts. These cases shed light on how translation educators can improve teaching and learning experience, ultimately leading to the culture of more competent and adaptable translators.

A leading example of Pietrzak's research involves an advanced translation course focused on specialized training based on projects. In this context, the educator has implemented self-study modules that allowed students to engage with authentic documents and relevant current translation problems in their planned areas. By encouraging students to identify the resources independently, such as databases specific to industry, professional translation software and reading committee journals – students have developed a feeling of agency in their processes 'learning. This case demonstrates the potential for self-edited learning to create a more personalized educational path, ultimately enabling students to adapt their skills to meet the specific requirements of the translation market.

In another case highlighted by Pietrzak, the incorporation of reflective self-study journals was used for two educational purposes: they provided a platform to students to articulate their learning trips while simultaneously promoting skills metacognitive necessary for the practice of professional translation. The educator guided students to regularly document their translation challenges, their adopted strategies and subsequent reflections. This iterative process has not only strengthened the learning experience, but also encouraged students to adopt a state of growth, considering challenges as improvement opportunities rather than obstacles. As a result, students showed increased resilience, which has resulted in the improvement in performance in subsequent translation projects (Pietrzak, 2019; 74-77).

A distinctive characteristic of case studies is the integration of collaborative self-study practices. In a case, an educator organized workshops led by peers where students shared ideas for their self-study efforts on specific technologies or translation methodologies. These workshops resulted in a dynamic class environment which favored collaboration and exchange of knowledge.

By actively engaging students in the teaching process, this method has not only strengthened commitment but also favored a feeling of community and collective learning. Students reported increased motivation and confidence when presenting their results, in correlation directly with their improved understanding of the subtleties of the translation process.

In addition, it illustrates how the use of digital platforms facilitated the self-study of education in translation. By using online forums and discussion groups, the educators have enabled students to pursue requests beyond class discussions, which allows them to engage with a wider professional network. On these platforms, students could share resources and ideas, ask for comments on their translation work and connect with industry professionals – all essential elements to develop their professional identity as translators. The online environment has actually supported asynchronous learning, welcoming various learning rhythms and styles among students.

The analysis of these case studies indicates that the integration of self-study practices not only supports personal growth and methodological adaptation among students in translation, but it also improves students' commitment through approaches innovative educational. Thus, these results support the argument according to which self-study is an essential component of the pedagogy of modern translation, offering clear ways for educators and students to navigate the landscape in constant evolution of the practice of translation. The incorporation of self-study into translation education presents several challenges for educators, which can significantly influence the effectiveness of this pedagogical approach. One of the most prominent obstacles is the lack of resources that support self-directed learning. Many educators can be found in environments where access to adequate materials, technologies or institutional support is limited. This deficiency not only hinders the ability to implement innovative practices, but also affects the ability of educators to guide students effectively in their self-study efforts. As Peerccy and Sharkey affirm, the availability of resources is a critical factor that influences the levels of comfort of educators with the adoption of self-study techniques, which suggests that institutions must prioritize the development and distribution of resources relevant to facilitate this transition.

In addition, time limitations have a significant challenge. Educators often have the task of a myriad of responsibilities, leaving little time to devote to the development and incorporation of self-study methods in their curriculum. This time, the pressure is aggravated by the need for a careful planning and evaluation of the individual learning paths of the students, which is essential to promote self-directed learning. Peerccy and Sharkey emphasize that without enough time to explore and adapt self-study methodologies, educators may have difficulties in creating an effective learning environment that fosters the motivation and commitment of students. Therefore, prevailing time limitations can lead to a general doubt to adopt self-learning, which limits the potential benefits it offers (Peerccy & Sharkey, 2020; 844-846).

In addition, variable levels of preparation for students for self-directed learning represent another significant barrier for the effective implementation of self-learning in translation education. Not all students have intrinsic motivation or skills necessary to participate in self-state practices autonomously. Some may be accustomed to traditional instruction directed by teachers and fight to make the transition to a more self-directed learning model. As Peercy and Sharkey pointed out, educators must recognize that differences in students preparation can lead to disparities in learning results, which complicates the general learning experience. Consequently, promoting an environment conducive to self-study may require additional scaffolding systems and support to close the gap between variable levels of students.

In summary, although self-study has immense potential to enrich the education of translation through personal growth, adaptation of methods and the participation of improved students, educators face several obstacles in their implementation. The interaction of insufficient resources, time limitations and various abilities of the students underlines the complexity of integrating self-directed learning in the translation classroom. Addressing these challenges requires a strategic and

comprehensive approach, one that not only cultivates an environment where self-learning can bloom, but also guarantees that educators are equipped to guide their students effectively through this transformative learning process. As education in the field of translation continues to evolve, understand and address these challenges will be crucial to maximize the benefits of self-study for both students and students. Promoting a culture of self-study within translation programs requires the implementation of processable strategies that locate personal growth, adaptation of methods and the improved participation of students. On the basis of the framework presented by Vansche and Kelchtermans (2015), educators can introduce several practices that not only encourage self-directed learning, but also create an environment in which students feel trained to take possession of their educational trips.

Better practice implies the integration of reflexive practice into the curriculum. Educators must encourage students to maintain a reflexive magazine, where their translation processes, challenges and resolutions are documented. This reflexive exercise promotes metacognition, providing students with information about their learning strategies and translation methodologies. When regularly reviewing their magazine inputs, students can identify patterns in their translation options, self-assess their skills and recognize personal growth over time. This practice not only encourages a deeper understanding of their own learning, but also guides educators to adapt educational support according to the individual needs of students.

Another effective strategy is the incorporation of project-based learning (PBL) in the translation program. This pedagogical approach allows students to commit to the translation challenges of the real world, thus improving their motivation and relevance of learning. In PBL, students work on projects that require them to investigate, explore innovative resources and apply several translation methods. In this context, the role of the educator changes from facilitator to mentor, guiding the students while sailing for their projects. This change encourages students to take the initiative, participate in self-learning and adapt their methods in response to the nature in evolution of their translation tasks.

In addition, educators can take advantage of technology to create a combined learning environment that fosters self-learning. Online platforms, such as learning management systems (LMS), can be used to cure resources and facilitate collaboration between students. By creating discussion forums where students can share ideas and resources, educators foster learning and the exchange of peer knowledge. The use of digital tools for self-assessment, such as translation tests and evaluations, allows students to track their progress autonomously, reinforcing the spirit of self-study within the translation curriculum.

In addition, it is vital that educators model permanent learning behaviors, which demonstrates a commitment to continuous professional development. Provide opportunities for educators to participate in self-study through professional workshops, online courses and translation conferences not only improve their own skills sets, but also create a learning culture that permeates the classroom. By openly sharing their experiences and discoveries with students, educators can inspire students to adopt similar practices on their own educational trips.

Finally, establishing a support and inclusive classroom environment is essential to encourage self-learning. Educators must promote an atmosphere that values research, creativity and experimentation in translation. When establishing discussions in small groups, peer reviews and collaboration translation exercises, students can learn from each other and receive constructive comments in a low pressure environment. This peer commitment not only improves students' participation, but also creates a community of students who are motivated to explore and develop their translation skills independently.

In summary, the implementation of these best practices, based on the approaches suggested by Vansche and Kelchtermans, provides translation educators with a road map to cultivate a culture of robust self-study. Such environment not only prioritizes personal growth and methodological



adaptation, but also improves the participation of students through innovative practices and resources, establishing a base for successful education of translation (Vansche & Kelchtermans, 2015; 522). The exploration of the self-control in the context of the teaching of the translation revealed significant impacts in different sizes, significantly personal growth, adaptation of the method and improvement of the involvement of the students. These results highlight the critical role that self-direct learning plays in the professional development of translation educators and its wider implications for the educational panorama.

The first dimension, personal growth, underlines how self-control facilitates a continuous journey of professional development. Translation professionals who commit themselves into self-show often report an increase in trust and competence, attributing this growth to reflection and critical analysis integral to the self-direct learning process. By immersing themselves in contemporary translation theories, tools and technologies, educators not only refine their translation skills, but also develop a deeper understanding of the cognitive processes involved in the translation. This self-awareness promotes a more nuanced approach to teaching, allowing educators to share their intuitions and experiences with students more effectively. Consequently, personal growth through self-control has a chain effect on pedagogical practices, improving the delivery of lessons and the general learning environment.

The adaptation of the method emerges as a second crucial area affected by self-control. The educators engaged in self-control are more likely to adopt and innovate educational methods, adapting the approaches to meet the different needs of their students. Staying current with developments in translation studies and related sectors, educators are better equipped to integrate new resources and technologies in their teaching practices. This adaptability promotes an atmosphere of dynamic learning in which students are encouraged to explore various translation strategies, tools and perspectives. As educators adapt their methods through insights acquired by self-control, but not only improve their teaching effectiveness, but also shape vital skills such as critical thinking, flexibility and reactivity that are essential for students who enter the market of evolution translation.

The enhanced student commitment is the third area that benefits from the practice of self-control between translation instructors. When educators pursue self-director learning, they often discover innovative practices that fascinate and involve students more effectively. This involvement can manifest itself through creative assignments, the incorporation of real world translation projects and the use of resources enhanced by technology as translation memory tools and collaboration-based collaboration platforms. Since teachers bring new ideas and materials acquired through autonomous study in class, they stimulate the interest and interaction of students, thus increasing motivation and creating a more enriching educational experience. The collaborative practices that emerge from the self-control further promote involvement, while students work together on the translation challenges, promoting a sense of community and shared learning.

Future research should continue to study the nuanced impacts of the self-control on translation pedagogy, in particular in relation to specific educational contexts and different students of students. Studies that examine the longitudinal benefits of the educator self-control on the students' results will be precious in evaluating their effectiveness in various educational paintings. In addition, exploring the impact of digital tools and online learning environments on self-learning practices could produce relevant insights in our world increasingly guided by technology. In light of the results presented, it is clear that self-control acts as an essential pillar in feeding competent, adaptive and committed translation educators, consolidating its place as a lasting and beneficial practice in the field of education to translation.

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