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FROM THEORY TO PRACTICE: REFLECTIONS ON TEACHING LEGAL TRANSLATION IN A GLOBALIZED WORLD

Over the course of more than three decades of teaching translation disciplines, including Translation Theory, Introduction to Translation Studies, and Legal (Court) Translation, a number of methodological and practical observations have been accumulated and analyzed. The focus of this paper is placed on the specific challenges that are encountered in the process of teaching legal translation within the context of growing globalization and intercultural interaction.

Legal translation is widely recognized as one of the most complex types of specialized translation. It is characterized by terminological precision, structural rigidity, and significant cultural and legal divergence between source and target systems. Therefore, particular attention must be paid to the development of students' ability to identify and interpret legal terms within their appropriate socio-legal context.

In the teaching process, a competency-based approach has been applied, and the integration of authentic legal documents has been actively encouraged. In addition, a contrastive analysis of legal systems has been regularly introduced to highlight discrepancies in legal concepts across jurisdictions. For instance, special emphasis has been placed on the challenges caused by non-equivalence in legal terms, such as equity, consideration, or plea bargain, which may not have direct counterparts in Ukrainian law.

Moreover, considerable difficulties have been observed in the translation of culturally embedded legal language, which often requires pragmatic adaptation rather than literal equivalence. These aspects have been illustrated through real-life cases and student practice within the classroom setting.

Significant importance has also been given to the ethical dimension of legal translation. Future translators are to be made aware of the high level of responsibility placed upon them when dealing with sensitive legal content, especially in courtroom settings where their work may directly affect the outcome of a case.

Additional attention has been directed toward the role of digital technologies in the legal translation classroom. The implementation of computer-assisted translation tools (CAT tools),

online corpora of legal texts, and terminology management software has been found beneficial in enhancing students' efficiency and precision. However, the risks associated with overreliance on machine translation, particularly in sensitive legal contexts, have also been discussed and critically evaluated during the learning process.

Furthermore, the didactic value of simulation-based learning has been explored, wherein students are assigned roles in mock legal proceedings involving translation and interpretation. Such practices have proven to be effective in cultivating situational awareness, reinforcing terminology acquisition, and fostering confidence in high-stakes communication scenarios. These classroom simulations are frequently supported by feedback from both linguistic and legal professionals, providing learners with multifaceted perspectives on the complexity of legal discourse.

It is argued that the teaching of legal translation must be constantly updated and aligned with current trends in both legal practice and translation theory. Professional training should be enriched by interdisciplinary cooperation with specialists in law and comparative linguistics.

In conclusion, it is emphasized that the formation of a qualified legal translator requires not only the acquisition of linguistic competence but also the development of legal awareness, intercultural sensitivity, and ethical responsibility. These skills are best cultivated through a well-balanced combination of theoretical instruction and practical training.

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