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<https://doi.org/10.47526/2026-1/3107-3123.06>Z.M. DUISEMBEKOVA<sup>1</sup><sup>✉</sup>, A.M. KURBAN<sup>1</sup><sup>1</sup>*Khoja Akhmet Yassawi International Kazakh-Turkish University*<sup>✉</sup>*e-mail: zerde.duisembekova@ayu.edu.kz***ARTIFICIAL INTELLIGENCE IN TRANSLATION EDUCATION:  
STUDENTS' PEDAGOGICAL STANCES**

**Abstract.** This article examines the ongoing shifts within the pedagogical landscape of translation education amidst the widespread adoption of Generative Artificial Intelligence (GenAI). The active integration of tools such as ChatGPT, DeepL, and Google Translate into the learning process raises critical questions regarding students' pedagogical perspectives on these technologies, their perception of them as educational aids, and their attitudes toward utilizing GenAI in translation tasks and evaluates how these technologies influence their future professional training and identity as translators. 145 undergraduate students enrolled in the "Translation Studies" program at a university in Kazakhstan participated in the study. Participants' knowledge of GenAI tools, their reasons for using them, and their ethical viewpoints were assessed by a 16-item survey that was distributed using the Google Forms platform. Descriptive statistical techniques were used to examine the gathered data, emphasizing percentages and frequency, while qualitative responses to one open-ended question were analyzed using content analysis. According to the results, the most widely used platforms are ChatGPT and Google Translate, which are mostly used for terminology searches, sentence translation, and paraphrasing. The majority of respondents view AI as an additional resource rather than a substitute for human translators, despite their concerns about an excessive reliance on automated systems and their potential effects on future employment. The study also shows that AI literacy and the ethical use of technology are not adequately covered in the present translation curriculum.

**Keywords:** artificial intelligence, translation studies, translator education, student perceptions, professional identity.

**Introduction**

Traditionally, translation has acted as a link between language and cultural groups, converting foreign concepts into comprehensible meaning. Translators have always been essential in promoting international communication as linguistic and cultural mediators [1]. Linguistic theory, cultural studies, and increasingly technology innovation are all integrated within the multidisciplinary area of translation studies. In reaction to new digital technologies and communication contexts, translators have had to constantly modify their professional practices and competences [2].

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The swift rise of Artificial Intelligence (AI), especially Generative Artificial Intelligence (GenAI), is one of the most recent technological developments impacting the field. Large-scale deep learning model-powered tools, like ChatGPT, Microsoft Copilot (formerly Bing Chat), and other AI-driven systems, may generate multimodal outputs, such as written content, audio, and visual material, and produce text that is human-like [3-5]. These systems can react to human inputs in conversational and context-sensitive ways because they rely on huge datasets and sophisticated machine learning algorithms. Because of this, they have garnered a lot of attention in academic and popular discourse about their prospective uses in various professional fields.

Large Language Models (LLMs), one of the core technologies of GenAI, are increasingly recognised for their capacity to support a range of language-related tasks, including translation, paraphrasing, summarising, and linguistic clarification [6]. On occasion, these algorithms demonstrate performance levels that are comparable to or even better than those of traditional machine translation software such as DeepL or Google Translate [7]. This rapid technological progress has raised important questions about the evolving role of translators in the AI era and begun to challenge conventional translation techniques.

In the context of translation and language learning, GenAI tools can perform a range of linguistic tasks, including producing substitute phrases, fixing grammatical mistakes, elucidating the meaning of words in context, and assisting with translation or paraphrasing [8; 9]. According to research findings, by offering scaffolding at several learning stages, including idea generation, language review, and structure development, these tools can assist students in developing their writing and language skills [10; 11].

Given these expanding capabilities, generative AI and machine translation have become more widely used in higher education, significantly changing the pedagogy of language learning and translation. Although Johri et al. observe that students continue to worry about plagiarism and dependability, learners are actively using these technologies for writing, coding, and summarising [12]. According to Neff et al., there are notable distinctions between students' and instructors' views of ethical AI use, which has led to a divergence in academic integrity norms [13].

Machine translation (MT) continues to be the major tool for performance and comprehension in language-specific conditions. According to Sujarwo, EFL students understand the need for manual correction even though they respect MT for meaning recognition [14]. In a similar vein, Zhang notes that rather than viewing MT as a definitive solution, translation students view it as a teaching tool to increase confidence and speed [15].

Building on the role of MT, the use of AI-based translation technologies in translation instruction has been the subject of more recent research. For instance, Almhasees et al. examined how students felt about ChatGPT in English-Arabic translation assignments and discovered that they typically had favourable opinions about its effectiveness and usability [16]. Likewise, according to Jaruwatsawat et al., EFL students see AI translation tools as helpful for expanding their vocabulary, although worries about over-reliance still exist [17]. Expanding on this, Kavak and Kavak looked at Kazakhstani students in the literature, translation, and pedagogy departments. They discovered that although students use ChatGPT as a useful, unstructured resource for content mastery, serious concerns about information accuracy and a lack of supervision still exist [18]. In a similar vein, Okatan noted that although AI offers learners different translation possibilities, it frequently encounters cultural quirks, highlighting the necessity of post-editing and critical assessment [19].

Research has also examined the broader pedagogical and professional implications of AI integration. Başer and Aral discovered that although senior translation students utilize AI more frequently than beginners, they are more concerned about the future of the field [20]. The findings of Özmat and Akkoyunlu, who noted different points of view between students' concerns for cognitive engagement and faculty members' emphasis on industry-ready courses, reflect this tension [21]. İnci Kavak and Kavak stress the need for educators and legislators to work together to create policies that guarantee appropriate AI use in order to close these gaps [18]. In a similar manner, it aligns with

research by Koka and Ahmad, who found that instructors at universities generally have favorable opinions on AI-assisted workflows as a way to improve productivity [22].

Despite the expanding corpus of research addressing the use of AI and machine translation tools in language learning and translation education, translation students' pedagogical perspectives on generative AI technologies within particular educational contexts have received relatively little attention. Empirical research on undergraduate translation students' perceptions of the use of generative AI tools in their professional training and future translation practice is particularly lacking at Central Asian universities, particularly in Kazakhstan.

This study's primary goal is to investigate the ways in which translation students view, understand, and use AI-based translation technologies in higher education. Translation procedures in academic settings are changing dramatically as a result of the quick growth of digital tools like ChatGPT, DeepL, Google Translate, and QuillBot. Concerns regarding students' comprehension of these tools, their ethical application, and their possible influence on the growth of translation competency are also raised by the growing reliance on automated technologies. Thus, this study investigates students' opinions regarding the accuracy of translations produced by AI, their knowledge of AI apps, and the frequency and objectives of their use in translation-related tasks. The paper also investigates whether current translation curricula sufficiently educate students for technology-mediated translation practices and explores implications for enhancing AI literacy in translator education, based on survey data gathered from 145 undergraduate translation students.

In light of the increasing integration of generative AI tools in translation learning and practice, this study aims to investigate students' experiences and attitudes by addressing the following research questions:

RQ1: What are translation students' perceptions and usage patterns of Generative AI-based translation tools?

RQ2: How do translation students perceive the influence of Generative AI on their future professional practice and academic preparation?

### **Research methods and materials**

In order to investigate attitudes, perceptions, and behavioural patterns within a specific demographic, this study used a quantitative survey approach. Through statistical analysis, quantitative methods enable researchers to investigate links between quantifiable variables and provide systematic, repeatable results [11]. As a result, a systematic questionnaire was employed to gather quantitative information about the attitudes and usage patterns of AI-based translation tools among translation students. Additionally, one open-ended question allowed participants to provide qualitative insights into their experiences and viewpoints, which were analysed using content analysis.

The study was conducted among a sample of 145 undergraduate students ( $N = 145$ ) enrolled in the Translation Studies Department at an international university in Kazakhstan during the 2025–2026 academic year. Female students made up 90.3% of the total respondents, with male students making up the remaining 9.7%. The majority of respondents were between the ages of 18 and 20, with 18-year-olds making up the largest single group at 29.7%, closely followed by 20-year-olds (21.4%) and 19-year-olds (20.7%). Ages 17 (15.2%), 21 (11%), and 22 (1.4%) made up smaller portions of the population.

Regarding their academic standing, the student body sampled included individuals from all four years of the undergraduate program. The highest representation came from second-year students, who made up 33.1% of the sample, followed by first-year students at 29.7%. Senior students in their fourth year comprised 20% of the group, while third-year students represented the smallest academic segment at 17.2%.

The professional background of the participants revealed a significant tilt toward entry-level experience. While a substantial majority of 68.3% reported having completed at least one practicum, only a quarter of the total sample had engaged in work outside of their academic requirements.

Specifically, 75.2% of the students indicated they had no professional translation experience at all. Among those with a professional history, 20.7% had less than one year of experience, while a very small minority (less than 5% combined) reported having worked in the field for one to three years or more. This data characterizes the participants primarily as pre-professional students with some academic practical training but limited exposure to the commercial translation market.

There were five primary sections of the questionnaire. Participants’ demographic data, such as age, gender, and study year, were gathered in the first section. The second segment evaluated students’ knowledge and experience with AI-based translation technologies, while the third looked at the scope and purpose of their application. Students’ opinions of how artificial intelligence could affect the translating and interpreting industry in the future were examined in the fourth segment. Finally, their opinions on how well the existing curriculum prepared them for translation contexts with AI integration were assessed in the last section.

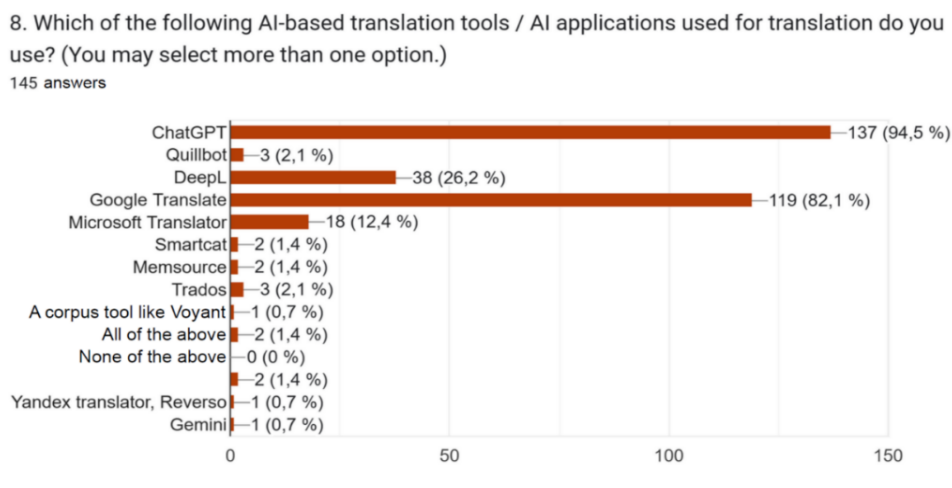
The questionnaire combined multiple-choice, short-answer, and Likert-scale items, ranging from “strongly disagree” to “strongly agree”. To provide a deeper insight, one open-ended question asked participants to elaborate on their personal experiences with AI in translation practice. The questionnaire was initially developed in English and then translated into Kazakh to improve clarity, validity, and reliability as well as to guarantee participants’ linguistic comfort. The survey was administered digitally via Google Forms, with the link distributed to students through the Translation Studies Department WhatsApp group. The collected data were analysed quantitatively using percentage-based descriptive statistics, and responses were organized and processed in Microsoft Excel, while qualitative responses were examined using content analysis for recurring themes and perspectives.

**Results and discussion**

This study aimed to investigate Kazakhstani Translation students’ perceptions of GenAI tools, which help to translate. This section presents the study’s findings in relation to the two research questions. There are two main threads to the results. The first focuses on how students see and use GenAI-based translation tools (RQ1). The second section focuses on their perspectives on the professional and pedagogical consequences of AI incorporation into translation practice (RQ2). To give a visual summary of the primary trends found in the replies, quantitative data gathered from 145 participants is condensed using statistics and presented in five figures.

*RQ1. Students’ perceptions and usage patterns of GenAI tools*

According to Figure 1, DeepL and Quillbot were the next most popular tools, behind ChatGPT and Google Translate. The infrequent use of professional computer-assisted translation (CAT) programs such as Trados, Smartcat, and Memsource suggests that students rely more on publicly available online resources than on industry-standard software.



**Figure 1 – Most used AI-based translation tools**

About half of the students reported using AI tools for paraphrasing and proofreading, while the majority reported using them for phrase translation (82%) and terminology lookup (67%) (Figure 2). Just a small number of students reported utilizing AI technologies for brainstorming or research. In this way, it can be suggested that rather than viewing AI as a creative or analytical tool, translation students view it mostly as a supporting tool for language output.

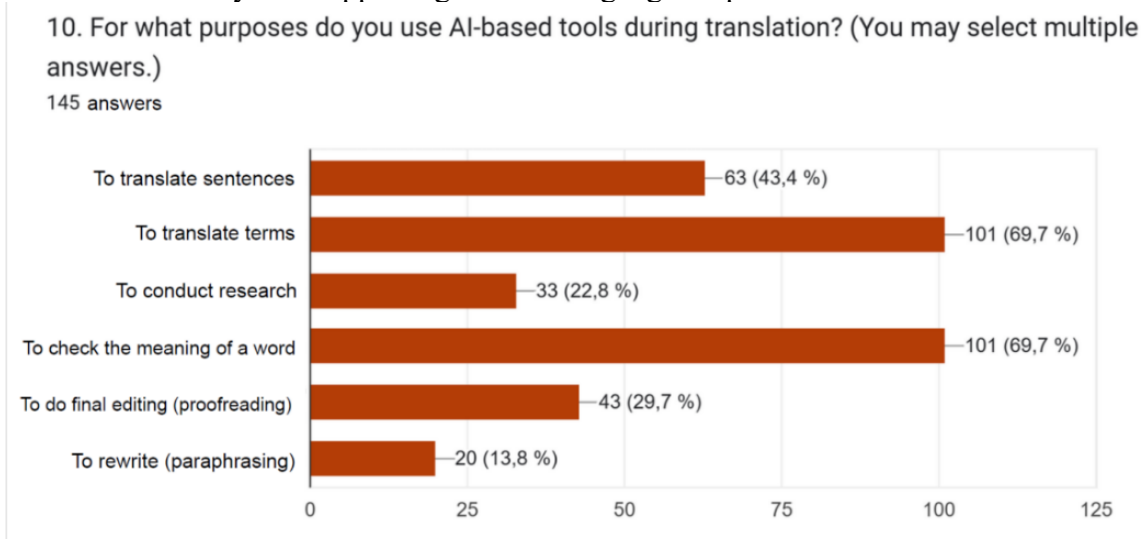


Figure 2 – Purpose of using AI-based tools

RQ2. Students’ perceptions of AI’s impact on professional practice and education

In addressing the second research question, the study examined students’ attitudes toward the influence of GenAI on their translation competence, professional aspirations, and perceptions of the academic curriculum. Figure 3 shows that attitudes toward the accuracy and reliability of AI-generated translations are generally positive. More than half of the respondents agreed that outputs produced by AI systems are usually reliable. Meanwhile, about one-third selected the neutral option, while only a small group expressed disagreement. The high frequency of ChatGPT and Google Translate use is correlated with the distribution of responses, which shows the growing integration of AI-based translation tools into students’ educational activities. However, a certain amount of caution is suggested by the significant percentage of neutral comments. Even though they acknowledge the practical usefulness of these tools, students are still wary of artificial intelligence’s intrinsic limitations when it comes to understanding context, linguistic subtleties, and cultural particulars, all of which are still essential elements of professional human translation.

11. What are your thoughts on the accuracy level of AI-based translation tools/AI applications used for translation in machine translation?  
145 answers

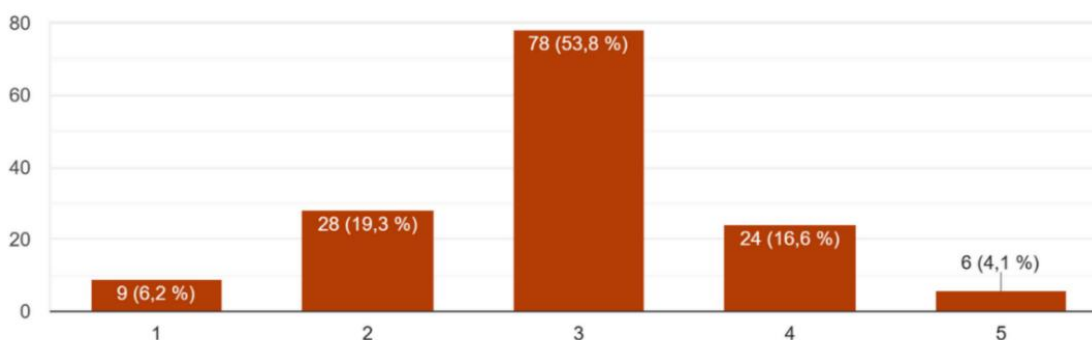


Figure 3 – Students’ perceptions on accuracy of AI-based tools

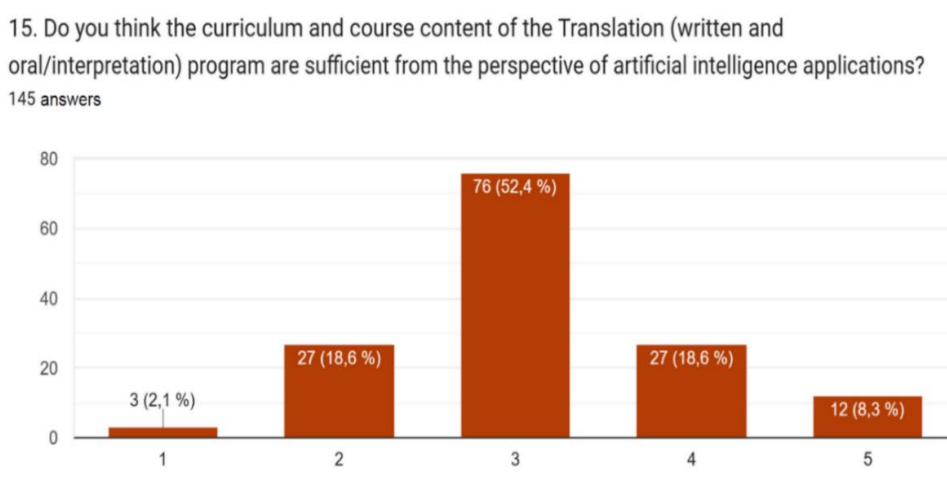
The majority of students will be using AI tools on a regular basis and intend to work as professional translators. Instead of seeing AI as a substitute for human expertise, they see it as a tool to increase productivity and consistency. According to the findings, students view AI competency as a professional must in the changing translation industry rather than a choice.

The comments were not all positive, however. AI may limit employment options, particularly for those just beginning in this field, according to some students. AI still creates a great deal of ambiguity, as evidenced by the nearly 50% of respondents who think it may have a detrimental effect on the field in the near future.

Lastly, students expressed frustration with the manner in which their existing curriculum prepares them for an AI-integrated work world and pointed out a glaring gap in their education.

In terms of AI-related material, approximately two-thirds of respondents said the existing curriculum was inadequate or extremely poor, as seen in Figure 4. Only a small number felt it was sufficient. Some qualitative comments shed light on why this might be. Many students reported feeling unprepared to use professional translation software or to apply AI tools ethically and effectively. They drew attention to the absence of courses that focus on machine translation assessment of quality, post-editing, or AI literacy. All of these answers point to the fact that there seems to be a gap between what students learn in class and what they expect to face in the profession, especially when it comes to using AI responsibly.

The responses to RQ2 show that students hold a mix of attitudes toward AI. Most see clear benefits in using GenAI tools and are willing to include them in their future work. At the same time, many are aware of potential downsides, such as relying too much on technology or not being fully prepared by their studies. In general, students seem to be trying to balance practical skills with thoughtful use of AI tools, although it is still unclear exactly how that balance will play out.



**Figure 4 – Students’ perception about the curriculum and content of the Translation program**

### *Qualitative Findings*

Alongside the quantitative data, the survey included one open-ended question asking participants to share their personal views on using Gen AI in translation practice and education. Their responses were analysed using qualitative content analysis, where, during this process, recurring ideas were coded and grouped into categories, which were then organized under broader themes. Four main topics emerged from the investigation that represent the many perspectives of translation students about GenAI: perceived benefits and practical use, concerns and limitations, perceived gaps in university curriculum, and professional identity and future outlook.

In the quotes below, participants are referred to by codes (Participant = P) to protect anonymity.

*Professional Identity and Future Outlook*

From optimism (“AI will be even more useful in the future”) to existential concern (“in 20 years, translators might not be needed at all”), the replies showed a range of emotional emotions to the future of the profession. But the general attitude was one of forced adaptation. The majority of students agreed that “it is impossible to escape AI” and recommended that rather than ignoring these technologies, the educational focus should be on educating students how to use them effectively to improve translation quality.

Table 1 presents the findings related to Theme 1, illustrating participants’ perception of the benefits of artificial intelligence and the ways in which AI tools are practically used in their academic or professional activities.

**Table 1 – Theme 1: Perceived Benefits and Practical Use of AI**

Subthemes	Example Quotes (translated from Kazakh)
Efficiency and time-saving	“Artificial intelligence allows for fast and rapid translation”(P26); “Because [AI] is a tool that saves time and is easily accessible” (P19).
Supportive tool, not replacement	“Of course, it is helpful in finding some words precisely, but I cannot say that it can replace a human” (P30).
Selective and ethical use	“If artificial intelligence is used for the right purpose, it won’t cause harm! I support it myself, but I don’t think using it excessively is right—only when it is really necessary” (P1).

The idea that AI should be used as an additional tool rather than to replace human translators was a common topic among respondents. They claimed that these tools provide rapid access to terminology or lexical counterparts, save time, and aid in the creation of preliminary translation drafts. However, while AI is helpful for quick jobs, one participant (16) pointed out that “*the place of a human translator is unique*”, particularly in high-level diplomatic or presidential scenarios when accuracy and trust are crucial. Nonetheless, students recognized that AI is intended to complement human translators as opposed to take their place. A number of participants also pointed out that ethical and moderate deployment of AI is essential for its successful use, contending that over-reliance could stifle creativity and learning.

Table 2 presents the findings related to Theme 2, highlighting participants’ concerns about artificial intelligence as well as the perceived limitations of AI in translation practices.

**Table 2 – Theme 2: Concerns and Limitations of AI in Translation**

Subthemes	Example Quotes (translated from Kazakh)
Loss of human quality	“...[AI] distort meaning and cannot fully convey cultural nuances and style” (P20); “Artificial intelligence cannot accurately convey human thought, actions, or emotions” (P30); “[AI] still requires human corrections” (P26).
Risk of dependency	“I think it is okay to use [AI] occasionally, but not too much” (P53); “[AI] helps people in any profession work faster and more efficiently. Of course, it also has its own disadvantages (for example, people may become dependent on it), but it is important to use it properly without allowing that to happen” (P6).
Unreliable or inaccurate outputs	“Artificial intelligence certainly helps during learning, but it does not always provide accurate translations, so it should not be fully trusted” (P3); “Artificial intelligence is often good for literal translation; in my opinion, it cannot translate spoken language correctly” (P133).

Numerous respondents acknowledged the benefits of AI in translation, but some voiced doubts about its accuracy and context-handling abilities. While several described situations when the tool totally ignored cultural quirks or misinterpreted meaning, others voiced worry that relying too much on AI could impair their own language skills, noting at the fact that while the translations are useful, they lack the human element. For instance, Participants emphasized that AI frequently produces “literal” or “word-for-word” translations, which require human oversight. Based on their responses, learners are aware of artificial intelligence’s advantages and disadvantages.

As shown in Table 3, the findings related to Theme 3 reveal participants’ views on existing curriculum gaps and the educational needs associated with the integration of artificial intelligence in translation education.

**Table 3 – Theme 3: Curriculum Gaps and Educational Needs**

Subthemes	Example Quotes (translated from Kazakh)
Lack of practical AI training	<i>“At present, it is difficult to say that translation programs are fully adequate in the context of artificial intelligence. Students learn to use AI tools in practice very little. Often, there is theory, but practical work skills are taught minimally” (P28); “The current translation program is not fully ready for the AI era. The foundation exists, but essential skills like AI tools, machine translation, post-editing, and speech-to-text are lacking. In other words, the fundamentals are there, but if the market requires a digital skillset, the student has to upgrade it themselves” (P135).</i>
Need for AI-integrated courses	<i>““There is an understanding of how to use artificial intelligence tools, but it seems appropriate to introduce additional courses and practical assignments to use them at a professional level” (P47).</i>
Outdated program structure	<i>“In many universities, teaching AI tools is at an insufficient level. Therefore, the curriculum needs to be updated to meet modern standards” (P126).</i>

One clear thread in the comments was the students’ belief that the current translation curriculum falls short of meeting their needs. Many saw their curricula as overly theoretical and pointed out a lack of hands-on experience with AI or translation assisted by computer technology, thus creating translators who are simply not suited for the current job market. Many proposed that new classes on post-editing, AI literacy, and ethical AI use would help close the gap between industry norms and education. The curriculum ought to be updated, according to students. It should be mentioned that there appears to be a more common opinion that technology-driven courses should be included in professional translation training. As one participant (141) notes:

*It is true that we do not often reach a subject-specific level in translation skills, and I am not satisfied because we only learn and apply them in our daily lives. In the future, since I plan to use AI in translation, I would like to know its ins and outs—not just in theory but also in practice. Simply providing a text in lecture format for you to use, in my opinion, is completely unnecessary and wastes both sides’ time. I would be fully satisfied if a professional in the field could teach us while we practice together.*

As shown in Table 4 below, the findings related to Theme 4 present participants’ perspectives on professional identity and their future outlook regarding the role of artificial intelligence in the translation profession.

**Table 4 – Theme 4: Professional Identity and Future Outlook**

<b>Subthemes</b>	<b>Example Quotes (translated from Kazakh)</b>
Optimism toward coexistence	<i>“I think that sometimes AI is also needed for translation work. I believe it can help answer questions that you don’t understand or know” (P79); “AI—yes, it may have certain negative effects, but they are not the same for all professions, and it is not a complete replacement; mostly, it manifests as a change in the nature of the work” (P91).</i>
Anxiety about employability	<i>“I think that using AI for translation could have a negative impact on my profession. However, it seems that we cannot do the work without it either” (P36); “Artificial intelligence is developing, and it is possible that in the next 20 years translators may no longer be needed” (P44).</i>
Desire for adaptability	<i>“Although many may not like artificial intelligence, it is impossible to avoid it. On the contrary, I think students should be taught how to improve translation using these tools” (P18).</i>

From optimism to existential concern, the replies showed a range of emotional emotions to the future of the profession. But the general attitude was one of “forced adaption”. The majority of students agreed that “it is impossible to escape AI” and recommended that rather than ignoring these technologies, the educational focus should be on educating students how to use them effectively to improve translation quality. While some students were anxious about the future, others were excited to investigate the potential of AI, demonstrating the beginning phases of their professional identity thinking.

The results of this study offer a thorough examination of how Kazakhstani undergraduate translation students are managing the “AI turn” in their professional training. These findings paint a picture of a complicated environment in which widespread optimism and high consumption coexist with serious concern and a sense of a lack of education.

The predominance of generalist tools like ChatGPT and Google Translate over specialized Computer-Assisted Translation (CAT) applications like Trados or Smartcat is one of the study’s main conclusions. This change is consistent with Lee’s observations that traditional translation software is starting to face competition from Large Language Models [7]. However, the students’ current toolbox appears to have become less professional due to the infrequent usage of industry-standard technologies. Such results imply that Kazakhstani students are changing their professional practices toward consumer-grade, accessible AI rather than specialized professional ecosystems, notwithstanding Cronin’s assertion that translators must adapt [2]. The claim made by Naveed et al. that these models are increasingly acknowledged for language clarification is supported by the substantial reliance on AI for phrase translation and terminology search [6]. It is noteworthy to note that students still see the fundamental cognitive task of translation as a human-led process, using AI mostly as a helpful output tool rather than as a creative collaborator.

A significant neutral mood regarding AI accuracy indicates a healthy mistrust among the participants despite the high utilization. Consistent with Sujarwo and Zhang, students recognize the time-saving benefits of machine translation but still consider human correction essential [14, 15]. Participants’ observations that AI frequently distorts meaning and lacks cultural nuances are supported by the qualitative findings. Students report that AI is typically dependable, but they worry that it cannot accurately represent human thought, which creates a noticeable tension. In line with Okatan, the findings indicate that although students find AI helpful for achieving natural-sounding text, they question its ability to preserve cultural integrity [19].

The obvious deficit in the current curriculum is the most important discovery for stakeholders. In line with Özmat and Akkoyunlu’s findings on the conflict between academic focus and industrial preparation [21], two-thirds of respondents said they were dissatisfied with their AI-related training. Students want an organized incorporation of technology, not less. They particularly noted the

necessity for post-editing and AI literacy training, endorsing İnci Kavak and Kavak's request that educators develop updated frameworks and explicit policies [18].

The spectrum of feelings, which ranges from hopefulness to existential worry, indicates a substantial change in one's professional identity. Kazakhstani students are concerned about their employability in the future, just like the senior students in the study of Başer and Aral [20]. The general attitude, meanwhile, is one of forced adaptation. The findings imply that the translator identity is changing from being a text generator to an AI system manager. The market now demands a digital skill set that the institution is not yet offering, as the qualitative findings point out. The discussion shows that although Kazakhstani students say their institutions are not AI-ready, they are AI-ready in their own behaviors.

### **Conclusion**

This study explored how Kazakhstani translation students perceive and use generative AI tools in their studies and how they view their impact on future professional practice. The study's conclusions highlight a critical juncture for Kazakhstani translation education. Although university students have effectively incorporated generative AI for efficiency and language assistance into their personal workflows, this adoption is still mostly unofficial and unrelated to professional norms. Students are navigating the digital world on their own without enough academic support, as seen by the predominance of generalist tools like ChatGPT over industry-specific CAT software. This leads to a paradox where students accept AI's dependability in terms of speed but continue to have serious doubts about its capacity to manage the cultural and emotional subtleties necessary for high-level translation.

Students in Kazakhstan generally feel that they have been "forced to adapt". They understand that AI is essential to the profession's future, but they feel that their current university curriculum are severely insufficient. One of the main causes of professional anxiety is the disconnect between theoretical classroom learning and the digital demands of the contemporary market. Students see AI as a tool that demands a new kind of mastery, one that changes the translator's position from primary text creator to critical editor and AI manager, rather than as a substitute for human competence.

Higher education institutions in Kazakhstan should provide formal integration of AI literacy and post-editing into their translation programs as a top priority in order to address these issues. This entails treating AI as a key capability rather than a danger or a shortcut. The usage of specialized translation memory systems, the technical evaluation of machine-translated outputs, and the ethical application of LLMs should all be included in revised curricula. Universities can ensure that future translators are not just "escaping" AI but are leading its implementation in the market by bridging this educational gap and transforming students' concerns into professional confidence.

### *Limitations of the Study*

Despite the fact that this study offers insightful information about Kazakhstani translation students' perspectives, a number of limitations need to be noted. First, despite the fact that the sample of 145 participants is representative of a particular undergraduate group, it could not be entirely applicable to the larger community of translation students in other parts of Kazakhstan or to postgraduate students. Furthermore, students may underreport their reliance on AI in order to look more academically independent because the data is based on self-reported survey responses, which are susceptible to social desirability bias.

Furthermore, the rapid evolution of Generative AI technology presents a challenge to the study's long-term technical accuracy. The particular linguistic restrictions noted by students during data collection may be overcome by more recent software versions as ChatGPT and DeepL are regularly updated. Lastly, it is difficult to compare how GenAI affects the use of industry-standard translation settings due to the strong emphasis on general-purpose AI tools over expert CAT software. These limitations imply that future longitudinal research is required to monitor how these opinions

change as technology and curriculum continue to advance, even though the current findings represent an important “snapshot” of the area.

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### **Аударма біліміндегі жасанды интеллект: студенттердің педагогикалық ұстанымдары**

**Аңдатпа.** Бұл мақала аударма білімін беру саласындағы ағымдағы өзгерістерді, яғни Generative Artificial Intelligence (GenAI) кеңінен қолданылып жатқан кезеңді зерттейді. ChatGPT, DeepL және Google Translate сияқты құралдарды оқу процесіне белсенді енгізу студенттердің осы технологияларға педагогикалық көзқарастарын, оларды оқу құралы ретінде қабылдауын, сондай-ақ аударма тапсырмаларында GenAI қолдануға деген қатынасын қарастыруға, сондай-ақ осы технологиялардың олардың болашақ кәсіби даярлығы мен аудармашы ретіндегі тұлғасына қалай әсер ететінін бағалауға мүмкіндік береді. Қазақстандағы университеттің «Аударма зерттеулері» бағдарламасына 145 бакалавр студенті қатысқан. Қатысушылардың GenAI құралдары туралы білімі, оларды қолдану себептері және этикалық көзқарастары 16 тармақтан тұратын сауалнама арқылы бағаланып, Google Forms платформасы арқылы таратылды. Жиналған деректерді сипаттамалық статистикалық әдістермен талдау жүргізілді, пайыздық көрсеткіштер мен жиілікке баса назар аударылды, ал бір ашық сұраққа берілген сапалық жауаптар мазмұндық талдау арқылы зерттелді. Зерттеу нәтижелеріне сәйкес, ең көп қолданылатын платформалар – ChatGPT және Google Translate. Олар негізінен терминологияны іздеу, сөйлемдерді аудару және парафразалау (қайта мазмұндау) үшін пайдаланылады. Қатысушылардың көпшілігі жасанды интеллектіні (ЖИ) адам-аудармашыны алмастырушы құрал емес, қосымша ресурс ретінде қарастырады. Соған қарамастан, олар автоматтандырылған жүйелерге шамадан тыс тәуелділік пен оның болашақтағы жұмыспен қамту мәселесіне тигізетін ықтимал әсеріне алаңдаушылық білдіреді. Сондай-ақ, зерттеу қазіргі аударма ісінің оқу бағдарламасында ЖИ бойынша сауаттылық пен технологияны этикалық тұрғыда қолдану мәселелерінің жеткілікті деңгейде қамтылмағанын көрсетеді.

**Кілт сөздер:** жасанды интеллект, аударматану, аудармашыларды оқыту, студенттің көзқарастары, кәсіби тұлға.

### **Искусственный интеллект в переводческом образовании: педагогические позиции студентов**

**Аннотация.** В статье рассматриваются текущие изменения в педагогическом ландшафте образования по переводу в условиях широкого внедрения Generative Artificial Intelligence (GenAI). Активная интеграция таких инструментов, как ChatGPT, DeepL и Google Translate, в учебный процесс ставит критические вопросы относительно педагогических взглядов студентов на эти технологии, их восприятия как учебной помощи и отношения к использованию GenAI в переводческих заданиях, а также оценивает, как эти технологии влияют на их будущую профессиональную подготовку и личность переводчика. В исследовании приняли участие 145 студентов бакалавриата, обучающихся по программе «Переводческое дело» в университете в Казахстане. Знания участников о инструментах GenAI, причины их использования и этические взгляды оценивались с помощью 16-пунктового опроса, который был распространен через платформу Google Forms. Собранные данные анализировались с использованием описательных статистических методов с акцентом на проценты и частоту, в то время как качественные ответы на один открытый вопрос анализировались методом контент-анализа. Согласно результатам, наиболее широко используемые платформы — ChatGPT и Google Translate, которые преимущественно применяются для поиска терминов, перевода предложений и перефразирования. Большинство респондентов рассматривают искусственный интеллект (ИИ) как дополнительный ресурс, а не замену человеческим переводчикам, несмотря на опасения чрезмерной зависимости от автоматизированных систем и возможного влияния на будущую занятость.

Исследование также показывает, что грамотность в области ИИ и этическое использование технологий недостаточно охвачены в текущей программе обучения переводу.

**Ключевые слова:** искусственный интеллект, переводоведение, подготовка переводчиков, восприятие студентов, профессиональная личность.

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