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PHILOSOPHICAL ANALYSIS OF DIGITAL TRANSLATION TEACHING MODELS FROM THE PERSPECTIVE OF PRAGMATIST PHILOSOPHY OF EDUCATION

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Abstract. *The rapid development of global digital technology needs to be combined with the philosophical reasoning embedded behind it in order for the technology to better serve the human translation education industry. This study takes the philosophy of pragmatism education as the theoretical basis to develop a deep philosophical analysis of the digital translation teaching model. The methodology of this study mainly utilizes theoretical analysis and logical deduction. The theoretical analysis method is used to find out the intrinsic connection and integration point between pragmatism education philosophy and the digital translation teaching mode. The logical deduction method is used to deduce the theoretical connotation and implementation principles of the digital translation teaching model based on the core principles of pragmatism. Based on the core principles of pragmatism: “education is life”, “school is society” and “learning by doing”, we deduce that the digital translation teaching mode should focus on creating real or simulated translation contexts; emphasize collaborative and interactive learning; and be learner-centred. We deduce the theoretical connotation of the digital translation teaching mode from the perspective of pragmatism education philosophy: the dialectical unity of technical tools and learners' subjectivity; problem-oriented translation teaching; the unity of interaction and feedback; the unity of experience and practice. The implementation principle of the digital translation teaching mode from the perspective of pragmatism education philosophy should adhere to the implementation principles of learner-centredness; contextualized teaching; reflective practice; and continuous assessment. The study provides a solid pragmatist philosophical foundation for the construction of the digital translation teaching mode; it provides philosophical reflection on digital translation teaching practice.*

Ключевые слова: *pragmatism, philosophy of pragmatism, philosophy of education, digitalization, models of teaching translation*

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ФИЛОСОФСКИЙ АНАЛИЗ МОДЕЛЕЙ ОБУЧЕНИЯ ЦИФРОВОМУ ПЕРЕВОДУ С ТОЧКИ ЗРЕНИЯ ПРАГМАТИЧЕСКОЙ ФИЛОСОФИИ ОБРАЗОВАНИЯ

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Abstract. *Стремительное развитие глобальных цифровых технологий должно сочетаться с философским обоснованием, лежащим в их основе, для того чтобы эти технологии могли лучше служить индустрии образования в области перевода. В данном исследовании философия прагматического образования рассматривается как теоретическая основа для глубокого философского анализа модели обучения цифровому переводу. Методология данного исследования предполагает использование теоретического анализа и логической дедукции. Метод теоретического анализа используется для выявления внутренней связи и точки интеграции между философией прагматического образования и моделью обучения цифровому переводу. Метод логической дедукции используется для вывода теоретического смысла и принципов реализации модели обучения цифровому переводу на основе основных принципов прагматизма. В результате, исходя из основных принципов прагматизма «образование — это жизнь», «школа — это общество» и «обучение на практике», мы пришли к выводу, что режим обучения цифровому переводу должен быть направлен на создание реальных или смоделированных контекстов перевода; подчеркивать совместное и интерактивное обучение; быть ориентированным на обучающегося. Мы выводим теоретический смысл режима обучения цифровому переводу с точки зрения философии образования прагматизма: диалектическое единство технических средств и субъективности обучающихся; проблемно-ориентированное обучение переводу; единство взаимодействия и обратной связи; единство опыта и практики; принцип реализации режима обучения цифровому переводу с точки зрения философии образования прагматизма должен быть следующим: придерживаться принципов реализации: ориентация на учащегося; контекстуальное обучение; рефлексивная практика; непрерывная оценка. Исследование создает прочную прагматическую философскую основу для построения режима обучения цифровому переводу; обеспечивает философское осмысление практики обучения цифровому переводу.*

Keywords: *прагматизм, философия прагматизма, философия образования, дигитализация, модели обучения переводу*

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Introduction

Digitalization is reshaping the face of translation teaching with unprecedented power. Digital technologies and tools such as computer-assisted translation (CAT) and machine translation

(MT) are profoundly changing the way of transmission of translation knowledge, the method of skills training, and the way of teaching evaluation in foreign language classrooms. However, while pursuing efficiency, does digital translation teaching really cultivate translators who can effectively solve the problems of cross-linguistic and cross-cultural communication within the real international community? This requires the guidance of educational philosophy to avoid the disconnection between the application of digital technology and the goal of educational training; to avoid falling into the simple application of technology; and to let technology serve the real needs of human society.

Pragmatist philosophy is a philosophical trend that originated in the late 19th century in the United States, which emphasizes the importance of practicality, experience, diversity, and action (余泽娜, 2005, p. 24). Focusing on the continuity of experience, being problem-solving oriented, and paying more attention to the translator's action and practice, it provides us with highly inspiring philosophical reflections for examining and constructing a digital translation teaching mode with depth. Pragmatism opposes the view of knowledge as a static abstract symbol, and believes that knowledge is a dynamic tool used by individuals to solve practical problems in their interaction with the environment. This philosophical idea is highly consistent with the intrinsic nature of translation teaching activities, which is a highly contextualized, practical, problem-driven social activity. This study takes the philosophy of pragmatism education as the theoretical basis to develop a deep philosophical analysis of the digital translation teaching model.

Methods

The methodology of this study mainly employs the theoretical analysis method and the logical deduction method. The theoretical analysis method is mainly to analyze in depth the core concepts of the pragmatist philosophy of education and the relevant theories of the digital translation teaching mode, and to find out the intrinsic connection and integration point between the pragmatist philosophy of education and the digital translation teaching mode. The logical deduction method is mainly to deduce the theoretical connotation and implementation principles of the digital translation teaching mode from the core principles of the pragmatist philosophy of education.

Results

We analyze the core concepts of pragmatic education philosophy, such as “education is life”, “school is society”, and “learning by doing” advocated by Dewey, to analyze the intrinsic connection and integration between pragmatic education philosophy and the digital translation teaching mode, and explore how pragmatic education philosophy can provide guidance for digital translation teaching practice. We will analyze the intrinsic connection and integration between the philosophy of pragmatism and the digital translation teaching mode, and explore how the philosophy of pragmatism can provide guidance for the digital translation teaching practice.

Based on the principle of “education is life”, we can deduce that the digital translation teaching model should focus on creating real or simulated translation situations, placing the learners in a real translation task or project, so that the learners can learn and master the translation skills in the process of solving real problems. From here, we can see that the digital translation teaching model from the pragmatism perspective can be understood as an action- and effect-oriented teaching model, which emphasizes the close connection between translation teaching and real life, and helps students solve practical problems and improve their skills through digital tools. It emphasizes the close connection between translation teaching and real life, and helps students solve practical problems and improve their translation ability

through digital tools. This means that the teaching model should emphasize contextualized learning, use digital technology to build a virtual translation working environment, simulate the real translation process, and allow learners to improve their translation skills in an immersive experience. The core of pragmatism philosophy is “knowledge is a tool for action”, which believes that education should serve current life and focus on the accumulation of experience and problem-solving. The principle of “education is life” profoundly reveals the essence of education — it should not only be a preparation for future life but also a part of the present complete life. This concept has a natural and profound integration with the digital translation teaching model. Digital Translation Teaching embeds the highly practical activity of translation into the daily “life” of students. Students can access real translation projects, participate in cross-cultural exchanges, and use smart tools to solve immediate language barriers through online platforms, all of which are part of their digital lives. Learning is no longer a rehearsal detached from reality and pre-determined for the future, but a process of solving the actual language communication problems encountered in current life and study. Therefore, the digital translation teaching mode precisely practices the principle of “education is life”, which makes translation learning become an organic component of students' current life experience, so that knowledge can grow in real applications, and education can really return to and serve the vivid “life” itself. It makes education really return to and serve the vivid “life” itself.

Based on the principle of “school as society”, we can deduce that the digital translation teaching model should emphasize collaborative and interactive learning. This principle stresses that school should be a place for students to contact, understand, and participate in real social life, and the digital translation teaching mode greatly expands the boundaries of this “society” precisely through its technological advantages. By building online learning communities, encouraging communication, cooperation, and mutual evaluation among learners, and simulating the real translation industry community, the teamwork ability and professionalism of learners are cultivated. At the same time, the teaching mode should make full use of the openness and connectivity of the digital platform to introduce real translation projects and industry experts, so that learners can get in touch with the latest industry dynamics and actual cases. On the digital platform, students are no longer limited to simulated translation exercises, but can access real translation projects in real time, have access to diversified corpora, interact with the global translation community, and even participate in real situations of cross-cultural communication. This mode breaks the spatial limitation of the traditional classroom and introduces the complexity and diversity of “society” directly into the learning process, so that students can learn and apply translation skills by solving real problems in the “digital society” where simulation and reality are intertwined. This enables students to learn and apply translation skills by solving real problems in a “digital society” where simulation and reality are intertwined, thus truly putting into practice the concept of “school as society” and making the learning process itself a part of socialization practice.

Based on the principle of “learning by doing” (杜威, 1977a, p. 28), we can deduce that the digital translation teaching model should emphasize learner-centeredness and encourage students to construct translation knowledge and skills through active exploration, practice, and cooperation (杜威, 1977b, p. 54). This means that the digital translation teaching mode should provide rich learning resources and tools to support learners' independent and personalized learning. Diversified translation tasks and activities are designed to guide learners to apply what they have learned in practice and to continuously improve their translation skills through reflection and summarization. The digital translation teaching model, constructed under the guidance of the philosophy of pragmatism, stresses that practical application and skill cultivation are placed at the center of teaching activities, and “learning by doing” and “learning by using” are emphasized. The model believes that translation teaching should not be limited to the teaching of theoretical knowledge but should pay more attention to the cultiva-

tion of students' ability to solve practical translation problems, as well as digital translation literacy for future professional development. Therefore, it advocates the creation of real or simulated translation situations, the use of rich digital resources and tools, guiding students to explore, discover, and master translation skills in practice, and to improve their own translation level through continuous trial and error and reflection.

We will next adopt the logical deduction method to deduce the theoretical connotation and implementation principles of the digital translation teaching model from the core principles of the pragmatist philosophy of education.

The core principles of pragmatist philosophy of education are as follows: First, the principle of subjectivity: emphasizing the subjective status of learners, who are active participants rather than passive receivers of information; second, the principle of problem-solving: emphasizing problem orientation, solving problems through reflection and inquiry, and acquiring knowledge and skills in the process of solving problems; third, the principle of experience: emphasizing the importance of experience and practice in the process of understanding, believing that knowledge comes from experience, and that knowledge is acquired in practice. Fourth, the principle of action: stressing the role of action in knowing and transforming the world, that the purpose of knowing is to guide action and to realise the value of action; fifth, the principle of context: stressing the contextual nature of knowledge and learning, that knowledge and learning always take place in a specific context and interact with the context.

We deduce the theoretical connotation of the digital translation teaching mode from the perspective of pragmatism education philosophy, according to the core principles of pragmatism education philosophy. Firstly, technological tools and learners' subjectivity are unified with each other, and the digital translation teaching mode should regard technological tools as auxiliary means rather than a substitute for learners' thinking (Dewey, 1984, p. 3), focusing on the cultivation of learners' critical thinking and problem-solving ability. Pragmatism emphasizes the knowledge application value, so the study may assess whether students' learning outcomes in digital translation teaching can be translated into translation competence in practical work. Analyze how digital tools and technologies can improve the efficiency and effectiveness of translation teaching. With the help of artificial intelligence translation platforms, corpora, and virtual reality technology, students are provided with rich language resources and cultural background to help them master translation skills through practical operation. Secondly, problem-oriented digital translation teaching: the digital translation teaching mode should be oriented to real translation problems, guiding learners to learn and apply translation knowledge and skills in the process of solving problems. Emphasizing the practical and problem-oriented nature of the translation process, students are guided to discover and solve problems by simulating real translation scenarios, so as to achieve the enhancement of translation ability. Thirdly, experience and practice are unified with each other, leading to the deep integration of one's own existing knowledge and experience and action. In the digital age, making translation learning a process of continuous reorganization and transformation of students' experience effectively promotes the continuous growth of learners' experience, and the model encourages teachers to adopt teaching methods such as project-based learning, case study teaching, and simulation training, and to closely integrate the translation tasks with the actual needs, such as simulation of international business negotiation, news report translation, academic paper abstract writing, and so on. At the same time, full use is made of digital tools such as online translation platforms, corpora, machine translation engines, etc., to assist students in vocabulary query, syntactic analysis, translation touch-up, etc. fourthly, interaction and feedback are united, and under the pragmatism perspective, the teacher's role may be changed from the traditional knowledge transmitter to the guide, coordinator, and practitioner, so that the teaching strategy is constantly optimized through teacher-student co-operation and discussion, making translation teaching closer to the actual needs. Under the

pragmatism perspective, teachers can use digital tools to guide students to analyze the cultural differences in translated texts and cultivate their intercultural communication skills through actual translation tasks. The digital translation teaching model under the philosophy of pragmatism also stresses the importance of process evaluation and formative feedback, and through the interaction between teachers and students, they can find problems and solve them in time and adjust their learning strategies to ensure that students can apply what they have learned flexibly to practical translation work.

The implementation principles of the digital translation teaching model under the perspective of pragmatist education philosophy: first, learner-centered, which stresses learner-centeredness and regards translation learning as a dynamic and contextualized practical process rather than a static transfer of knowledge. Digital technology plays the role of a tool and a medium in this process, and its value lies in providing learners with rich language resources, authentic communicative contexts, and personalized learning paths. Teachers' roles are transformed into guides, facilitators, and collaborators, who need to flexibly adjust their teaching strategies according to learners' actual needs and feedback, and encourage learners to actively explore, reflect, and construct knowledge. Teaching design and implementation should be learner-centered, giving full consideration to learners' needs, interests, and abilities; secondly, a contextualized teaching mode, which emphasizes that the translation teaching content should be combined with authentic translation contexts, so that learners can learn and apply translation knowledge and skills in authentic contexts, and improve their translation skills through practice and cooperation in real or simulated translation contexts, as well as constantly reflecting on and optimizing the learning process; Third, reflective practice, focusing on cultivating learners' critical thinking, problem-solving ability, and innovation ability, encouraging learners to reflect on the translation process, summing up the lessons learnt, and continuously improving the translation level, with the ultimate goal of cultivating high-quality translators who are able to adapt to the ever-changing demands of the translation practice; fourth, adhering to continuous assessment, adopting a variety of assessment methods to comprehensively assess the learning process and the results of learners, and providing timely feedback on the learning process; fourth, insisting on continuous assessment. Adopt a variety of assessment methods to comprehensively assess the learning process and results of learners, and provide timely feedback on learning information. By recording learners' learning process and translation practice and providing timely feedback and guidance, learners are helped to carry out self-assessment and reflection, so as to promote the continuous development of their translation ability.

Conclusion

In conclusion, the digital translation teaching model constructed under the guidance of the philosophical concept of pragmatism is oriented to practical application and aims at skill cultivation. Through the means of creating situations, utilizing tools, and interactive feedback, it aims to cultivate composite translators with solid translation skills, keen problem awareness, and strong practical ability, so as to satisfy the growing demand for the translation industry in the digital era.

This study theoretically enriches and develops the theoretical system of digital translation teaching and provides theoretical guidance for the construction of a more effective digital translation teaching mode. It provides a solid philosophical foundation for the construction of a digital translation teaching mode. The practical significance of this study is to provide reference for the practice of digital translation teaching, to promote the improvement of the quality of translation teaching, and to cultivate translators who can meet the needs of the times. This study mainly adopts the theoretical analysis method and lacks the support of empirical research. Future research can further explore the specific implementation plan of the digital

translation teaching mode based on the philosophy of pragmatism education and carry out empirical research to verify its effect.

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