

## **Incorporating Inclusive Education Into Translation Studies**

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**Abstract.** *This article discusses the issues of creating a mutually supportive environment for students with special physical and mental abilities in translation studies based on the principles of inclusive education. Translation studies, like other fields, needs to ensure that inclusive education addresses the unique characteristics and needs of each student, as well as providing them with effective and simple ways to teach themselves.*

**Key words:** *inclusive, educational principles, learning environment, cooperation, interactive, motivation*

### **Introduction**

Translation studies have traditionally focused on linguistic and cultural aspects, often neglecting the importance of inclusion and diversity in the field. In recent years, there has been a growing recognition of the need for inclusive education within translation studies. By embracing diversity, inclusive education aims to ensure that all individuals, regardless of their background, have equal access to quality education and opportunities for personal and professional growth. This shift in perspective is crucial as it not only promotes social justice and equity but also enhances the quality of translations by incorporating a broader range of perspectives and voices. Therefore, it is essential for translation scholars and educators to integrate principles of inclusivity into their practices and curriculum to foster a more diverse and empathetic generation of translators.

In the Studies of Translation, inclusive education extends beyond traditional pedagogical approaches to encompass a multidimensional framework that embraces diverse learners and promotes equitable access to language and cultural knowledge. As elucidated by the study conducted with teachers at Imam Mohammed Ibn Saud Islamic University<sup>1</sup>, the integration of Cultural Translation and Interpretation Studies (CTIS) and Cognitive Translation Studies (CTS) into professional development programs enriches innovative teaching methodologies in online

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<sup>1</sup> Magda Madkour et al., 2024

settings. The exploration of perspectives of school-based occupational therapists and managers in the implementation study underscores the importance of knowledge translation programs tailored to foster participation-based practices in inclusive education.<sup>2</sup> By amalgamating these insights, a comprehensive definition of inclusive education in Translation Studies emerges, emphasizing the integration of diverse perspectives, teaching methodologies, and technological tools to create an inclusive learning environment that caters to the needs of all learners.

In a globalized world where communication knows no boundaries, it is imperative that translators are equipped to navigate the complexities of different languages and cultures with sensitivity and understanding. By incorporating inclusive practices, such as fostering a welcoming environment for minority languages and marginalized communities, translators can ensure that all voices are heard and respected in the process of translation. This not only enhances the accuracy and quality of translations but also promotes empathy and mutual understanding among diverse groups. As suggests, inclusive education in Translation Studies can lead to more inclusive societies, where cultural diversity is celebrated and linguistic barriers are broken down. Therefore, prioritizing inclusivity in translation practices is essential for creating a more interconnected and harmonious global community.

In the pursuit of enhancing cultural understanding through inclusive education, it is crucial to acknowledge the interconnectedness of diverse cultural perspectives within educational frameworks. As highlighted in the analysis of educational reforms in Kazakhstan, initiatives such as the Nazarbayev Intellectual Schools (NIS) aim to foster inclusive practices by promoting academic freedom and school autonomy, thereby creating a conducive environment for cultural and ethnic diversity to thrive.<sup>3</sup> Additionally, the discourse on architecture in the global era underscores the importance of adapting to interrupted changes while upholding fundamental values that embrace diversity and inclusivity. By incorporating insights from these sources, educational systems can leverage inclusive education to not only accommodate diverse cultural backgrounds but also to nurture a broader understanding of global interconnectedness, ultimately enriching the educational experience for all learners.<sup>4</sup>

In order to promote diversity in Translation Studies, it is essential to prioritize the inclusion of underrepresented voices and perspectives in research and education. By actively seeking out and incorporating a wide range of linguistic and cultural backgrounds, scholars can enrich the field with new ideas and approaches. This emphasis on diversity not only enhances the overall quality of research but also ensures that marginalized communities are given a platform to share their unique experiences and insights. Incorporating diverse voices in translation studies can lead to more inclusive and culturally sensitive practices in the field, ultimately benefiting both translators and the individuals or communities they work with.

In order to effectively foster intercultural communication skills within the field of translation studies, it is imperative to provide students with opportunities for immersive experiences in diverse linguistic and cultural settings. This can be achieved through study abroad programs, internships at multicultural organizations, or partnerships with local community groups. By engaging with native speakers and experiencing different cultural norms firsthand, students can develop a deeper understanding of the nuances of language and communication across cultures. Additionally, incorporating intercultural communication training into the curriculum can help students navigate the complexities of cross-cultural interactions. Providing a safe and inclusive

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<sup>2</sup> Michal Waisman-Nitzan et al., 2023

<sup>3</sup> L. Ibrayeva, 2021, p. 158-159

<sup>4</sup> R. B. Santosa et al., 2018, p. 08001

environment where students can practice and refine their intercultural communication skills is essential for preparing them to work effectively in a globalized world.<sup>5</sup>

In the field of Translation Studies, the need to empower marginalized voices is paramount to fostering a more inclusive and diverse discipline. By providing opportunities for translators from underrepresented communities to share their perspectives and stories, the field can broaden its scope and amplify voices that have traditionally been marginalized or silenced. This inclusive approach not only enriches the field by bringing in fresh insights and diverse experiences but also has a transformative effect on the practice of translation itself. By centering the voices of marginalized communities, translators can challenge dominant narratives, question power dynamics, and advocate for social justice.<sup>6</sup>

Amplifying diverse perspectives in translation practices is essential for fostering a more inclusive and representative field. By actively seeking out and incorporating voices from marginalized communities, translators can challenge dominant narratives and bring attention to overlooked experiences. For instance, by translating works from underrepresented languages or cultures, translators can help bridge gaps in understanding and promote cross-cultural dialogue. This approach not only enriches the translation process but also contributes to a more equitable representation of diverse voices in the global literary landscape. In this way, translation practices can serve as a powerful tool for promoting social justice and breaking down barriers to access and participation in the world of literature and academia.

As a conclusion it has to be considered that in the studies of translation, the adoption of inclusive practices in education holds significant implications for enhancing participation and access to resources. The implementation of participation-focused interventions among occupational therapists and managers in inclusive educational settings can catalyze a shift towards a more participatory approach.<sup>7</sup> By targeting stakeholders at various levels of the educational system, such initiatives have the potential to drive sustainable practices that prioritize students' engagement and environment. The convergence of such insights underscores the pivotal role of inclusive education in fostering equitable opportunities and driving innovation within translation studies.<sup>8</sup> The historical foundation of translation principles, exemplified by figures like Yan Fu, underscores the enduring value of inclusive practices in translation.<sup>9</sup> Furthermore, the empowerment of marginalized groups, particularly women, through initiatives like Self-Help Groups, underscores the transformative potential of inclusive education in empowering individuals to engage meaningfully in the translation process. Embracing inclusive education in translation studies is not only ethically imperative but also strategically advantageous for fostering a more inclusive and interconnected global society.<sup>10</sup>

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<sup>5</sup> Julie Deconinck et al., 2018-03-11

<sup>6</sup> UNESCO, 2017-06-05

<sup>7</sup> Michal Waisman-Nitzan et al., 2023

<sup>8</sup> Mitchell Tang et al., 2023

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