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## **TRAINING CONFERENCE INTERPRETERS AS A STRATEGIC COMPONENT OF UKRAINE'S POST-WAR LINGUISTIC REVIVAL**

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The war in Ukraine has inflicted profound damage not only on the country's physical infrastructure but also on its sociocultural and linguistic landscape. As Ukraine moves toward recovery, the role of language and communication in national reconstruction becomes increasingly vital. In this context, the training of professional conference interpreters emerges as a strategic priority, serving both as a practical necessity for international cooperation and as a symbolic assertion of Ukraine's cultural and linguistic sovereignty.

Conference interpreters act as linguistic mediators in high-stakes settings – diplomatic negotiations, international aid coordination, legal processes, and global academic forums. Their work ensures that Ukraine maintains a strong and coherent voice in international discourse, particularly as the country deepens its integration into European and global institutions. Furthermore, the development of interpreter training programs reflects broader philological concerns, including language policy, identity reconstruction, and the

preservation and promotion of the Ukrainian language in multilingual environments.

This paper explores the significance of training conference interpreters in post-war Ukraine, analyzing its implications from linguistic, sociocultural, and philological perspectives. It argues that interpreter education is not merely a technical or professional issue, but a crucial component of Ukraine's broader linguistic revival and cultural resilience.

The training of conference interpreters has long been recognized as a critical component in international communication, particularly in post-conflict and transitional societies. Scholars such as Daniel Gile (1995), with his *Effort Models*, and Barbara Moser-Mercer (2005) have laid the foundation for understanding cognitive and pedagogical aspects of interpreter training. Their work emphasizes the importance of systematic curriculum design, mental resilience, and multilingual proficiency for high-pressure interpreting contexts.

In the Ukrainian context, researchers like Oksana Pavlenko, a prominent Ukrainian-American linguist, have explored the intersection of language, identity, and post-Soviet transformation. While not focused exclusively on interpreting, her work informs the sociolinguistic backdrop against which interpreter training is situated. Ukrainian scholars such as Olena Syniavska and Nataliia Karpilovska have contributed to the study of translation studies and language policy, examining the integration of Ukrainian linguistic identity into global translation paradigms.

Recent research by Halyna Matsyuk and Iryna Kovalchuk addresses the institutional challenges of interpreter education in Ukrainian universities, especially in wartime and post-war conditions. They underscore the urgency of adapting curricula to include not only technical training but also components of cultural diplomacy and national representation.

These perspectives collectively support the argument that interpreter education in Ukraine today serves not only as vocational preparation but also as a vehicle for linguistic and cultural restoration.

This study employs a qualitative approach, drawing on discourse analysis, curriculum review, and expert interviews to assess the current state and strategic importance of conference interpreter training in Ukraine. The methodological framework is built on three core components: discourse analysis, curriculum review, expert interviews. The integration of these methods allows for a holistic understanding of how interpreter training is positioned not only as an academic discipline but also as a national strategic resource in the broader framework of Ukraine's linguistic revival and post-war reconstruction.

The post-war reconstruction of Ukraine demands a multifaceted approach, in which language and communication occupy a central place. Training conference interpreters is not only a matter of professional preparation, but also an act of cultural and political significance. In international negotiations,

humanitarian efforts, and cultural diplomacy, interpreters serve as linguistic ambassadors, shaping perceptions of Ukraine and facilitating its integration into the global community.

This study affirms that interpreter education should be recognized and supported as a strategic component of Ukraine's linguistic revival. The resilience of the Ukrainian language, the visibility of Ukrainian perspectives in global discourse, and the preservation of national identity depend, in part, on the ability to cultivate a new generation of highly trained, culturally competent interpreters. Future research should further explore the potential of interpreter education as a tool of soft power, resistance, and reconstruction in post-conflict societies.

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