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Kommen wir zurück zu der Hauptfrage. Können KI Übersetzer und Übersetzerinnen ersetzen? Nein. KI kann nicht denken an Kontext. Wort-für-Wort-Übersetzung kann Fehler enthalten und den Kontext verfälschen, was schwerwiegende Folgen haben kann und Post Editing kann genauso aufwändig als traditionelle Übersetzung sein. Maschinen können schnell übersetzen, aber Übersetzern und Übersetzerinnen übersetzen viel genauer und qualitativ hochwertiger als neuronale Netze. Deshalb wird der Beruf des Übersetzers nicht verschwinden. Aber er kann sich verändert. Übersetzern und Übersetzerinnen können ihr Wissen nutzen von künstlicher Intelligenz übersetze Texte zu editieren

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PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF STUDENTS OF TECHNICAL HIGHER EDUCATION INSTITUTIONS UNDER MARTIAL LAW: CHALLENGES FOR THE TEACHER AND WAYS OF SUPPORT

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The full-scale military conflict in Ukraine has created an educational crisis of extraordinary proportions. Technical universities, with their reliance on laboratory work and hands-on training, face systemic disruption. Beyond infrastructural damage, the psychological toll on students and teachers constitutes an equally significant threat. Technical education demands mastery of abstract concepts and sustained concentration—all substantially more difficult under chronic stress and existential anxiety.

This article focuses on the position of the teacher as both provider and recipient of psychological support. Teachers in technical HEIs now operate far beyond traditional pedagogical roles, becoming de facto counselors and crisis managers while navigating their own experiences of trauma and professional exhaustion.

The Dual Challenge: Teacher Burnout and Student Support Teachers under martial law inhabit a paradoxical reality: they must maintain academic standards and provide emotional reassurance while themselves susceptible to psychological distress. Research by Sytniakivska (2025) found that 45% of university teachers exhibited high emotional exhaustion, 30% faced depersonalization, and 40% experienced decreased professional confidence. The gendered dimension is notable: women teachers show more emotional fatigue, while men demonstrate greater professional cynicism.

A teacher experiencing depersonalization—"professional cynicism, alienation and indifference"—is less equipped to notice student distress. In technical education, where mentoring and close supervision are central, the erosion of teacher empathy carries severe consequences.

Specific Challenges for Technical Higher Education

Cognitive Barriers Technical disciplines demand abstract reasoning and sustained attention—cognitive resources directly impaired by trauma. Afuzova et al. (2024) documented that first-year students reported "symptoms of distress (asthenia, increased anxiety, low mood, restless sleep) and somatisation (headaches)," with "more

than half associating the deterioration of their mental health with their studies and the situation in Ukraine (52.1% and 66.2%, respectively)."

For first-year technical students, these challenges compound: they navigate the transition to university while processing trauma, having "not yet fully adapted to the challenges of the COVID-19 pandemic" before war imposed new disruptions.

Digital Disruption and Practical Skills Technical education requires access to laboratories and specialized equipment. Under martial law, these are often inaccessible. Digital tools offer partial substitutes but cannot replicate embodied technical skill acquisition. Power outages, internet instability, and air raid alerts fragment learning. For teachers, the loss of non-verbal student feedback makes it difficult to gauge comprehension of complex concepts.

The Teacher as Crisis Manager Vaintraub (2024) identifies new teacher competencies: "safety of life, health, and labor protection; crisis management of the educational process; moral, emotional, and psychological support of colleagues and students." An engineering professor must now ensure students know evacuation procedures, recognize signs of acute stress, and maintain engagement despite psychological pressure. With "80% of respondents saying their work has become more difficult," the emotional labor of absorbing students' trauma while maintaining instructional focus is immense.

The Resilience Framework Resilience—the "ability to return to normal functioning after stressful experiences" and to "prevent the emergence of psychological problems by actualising internal resources"—comprises three components: cognitive (tolerance to uncertainty, positive thinking), emotional (stability, emotional intelligence), and behavioral (search activity, prosocial behavior).

Resilience Training for Students Afuzova and colleagues developed a six-module resilience training addressing communication, emotional expression, value identification, positive thinking, mutual support, and emotion regulation. 75% of participants showed positive changes, with "especially positive changes among participants of online psychological support groups." The program's flexibility—deliverable as a one-day intensive or over six weeks online—suits dispersed technical

student populations. However, the small sample size and attrition due to "massive shelling and blackouts" require further validation.

Teacher Adaptation Mechanisms Sytniakivska (2025) identifies key teacher coping strategies: "peer support, development of digital competencies, and stress management techniques such as meditation, exercise, and relaxation." Collegial support networks significantly reduced emotional exhaustion. Crucially, however, "even effective adaptation strategies have limited impact if the crisis situation lasts for a long time"—underscoring the need for institutional interventions.

Institutional Support Mechanisms The EU-funded SAFE LEARN project offers a model for integrating trauma-sensitive teaching across disciplines, training over 100 educators and establishing an Online Resource Center for psycho-emotional support.

Recommended interventions include:

For teachers: regular burnout prevention workshops, peer supervision groups, reduced administrative burden, recognition of emotional labor, and confidential counseling access.

For students: resilience training integrated into first-year courses, clear academic flexibility protocols, safe spaces for peer connection, basic psychological first aid training for student leaders, and accessible mental health services.

Curricular adaptations: project-based learning focused on real-world wartime problems—infrastructure reconstruction, energy resilience, information security—can advance technical learning while providing purpose, aligning with findings that prosocial behavior strongly correlates with resilience.

Discussion and Recommendations Several key themes emerge:

First, teacher well-being and student support are mutually constitutive. Policies that neglect teacher mental health are ultimately self-defeating.

Second, resilience is developable through structured training but requires sustained institutional commitment. The 75% improvement rate is encouraging but demands broader validation.

Third, technical disciplines present both vulnerabilities—high cognitive demands susceptible to trauma impacts—and opportunities, channeling distress into constructive problem-solving.

Fourth, with 45% of teachers reporting high emotional exhaustion, targeted interventions for teacher well-being constitute a national educational priority.

Conclusion Teachers occupy a pivotal position: simultaneously frontline support providers and a population at significant burnout risk. The path forward requires multi-level action—individual resilience training, institutional safe environments and reduced administrative burdens, and policy-level investment in mental health infrastructure. The dedication of Ukrainian teachers deserves recognition, but dedication cannot substitute for systematic support. As the war continues, the international community must learn from Ukraine's experience and contribute to sustainable support systems for education in crisis contexts.

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DEVELOPING COMMUNICATIVE COMPETENCE OF FUTURE ENGINEERS VIA PROJECT-BASED TECHNOLOGY

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The contemporary engineering profession demands far more than technical expertise. Employers consistently rank communication skills among the most critical attributes for engineering graduates, often placing them above specialized technical