Research article

Interactive didactics of translation and interpreting: emotive approach applied to migrant care in German, Spanish, Arabic and Russian languages

Didáctica interactiva de la traducción e interpretación: un enfoque emotivo aplicado a la atención de migrantes en lenguas alemana, española, árabe y rusa

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Resumen:

Introducción: La situación política actual y el creciente movimiento migratorio mundial ejercen una gran presión psicológica sobre los profesionales de la migración y los refugiados. Los contextos del discurso actual sobre la atención a la migración están cargados de emociones. En situaciones de emergencia social, el papel del intérprete pasa a ser parte activa del equipo de atención. Dadas las dramáticas experiencias vividas, los migrantes y refugiados representan una comunidad socialmente vulnerable y la comunicación con ellos requiere el uso especial de la empatía para servir mejor al propósito comunicativo. El presente trabajo tiene como objetivo demostrar el papel importante del intérprete en la superación de la crisis humanitaria actual y muestra la necesidad de las prácticas tempranas de los futuros profesionales en la mediación interlingüística, especialmente en las lenguas alemana,

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española, rusa y árabe. **Metodología**: El entrenamiento interactivo temprano y la máxima aproximación de la situación práctica de aprendizaje al entorno real (Barsalou, 2020; Shapiro y Stolz, 2019), según los avances de las Ciencias Cognitivas, contribuyen a la activación de los mecanismos cognitivos. **Resultados**: La presente investigación representa una mejora de la enseñanza de técnicas y estrategias de interpretación y propone integrar en las unidades didácticas casos y discursos más cercanos a las reales situaciones de emergencia humanitaria. **Discusiones**: Este enfoque representa una ayuda para afrontar los retos del actual mercado laboral de la Traducción e Interpretación y contribuye a la mejor integración de los migrantes y a la convivencia pacífica en la actual sociedad multilingüe y multicultural. **Conclusiones**: La didáctica emotiva y proactiva representan un método eficaz para convertir la enseñanza de la traducción y la interpretación en un proceso educativo interactivo, holístico, ecológico y sostenible.

Palabras clave: Traducción; Interpretación; procesos cognitivos; didáctica emotiva; ecodidáctica; aprendizaje corporeizado, aprendizaje situado, práctica profesional anticipada

Abstract:
Introduction: The current political situation and the increasing global migration movement put a lot of psychological pressure on migrant and refugee professionals. The contexts of today's migration care discourse are emotionally charged. In situations of social emergency, the role of the interpreter becomes an active part of the care team. Given the dramatic experiences, migrants and refugees represent a socially vulnerable community, and communication with them requires the special use of empathy to best serve the communicative purpose. This paper aims to show the important role of the interpreter in dealing with the current humanitarian crisis and the need for early practical training of future professionals in interlanguage mediation, especially in German, Spanish, Russian and Arabic. **Methodology**: Early interactive training according to the advances in Cognitive Sciences and the maximum approximation of the practical learning situation to the real environment (Barsalou, 2020; Shapiro & Stolz, 2019) contribute to the activation of cognitive mechanisms. **Results:** The present research presents the improvement of the teaching of interpreting techniques and strategies and proposes to include in the didactic units' cases and discourses closer to the real ones in human emergency situations. **Discussions:** This approach focus on helping to meet the challenges of today's Translation and Interpreting labour market and contributes to the migrant´s integration and the peaceful coexistence within today's multilingual and multicultural society. **Conclusions**: The emotive and proactive didactic represents an effective method of turning the teaching of translation and interpreting into an interactive, holistic, ecological and sustainable educational process.

Keywords: Translation; Interpreting; cognitive processes; emotive teaching; ecodidactics; embodied learning, situated learning, early professional training.

1. Introduction

The political situation and the global migration movement represent a huge challenge for governments of developed countries today. According to the UN Refugee Agency UNHCR report (2023), an unimaginable number of some 117.3 million forcibly displaced asylum seekers were fleeing their countries in 2023. Figure 1 demonstrates this dramatic increase.

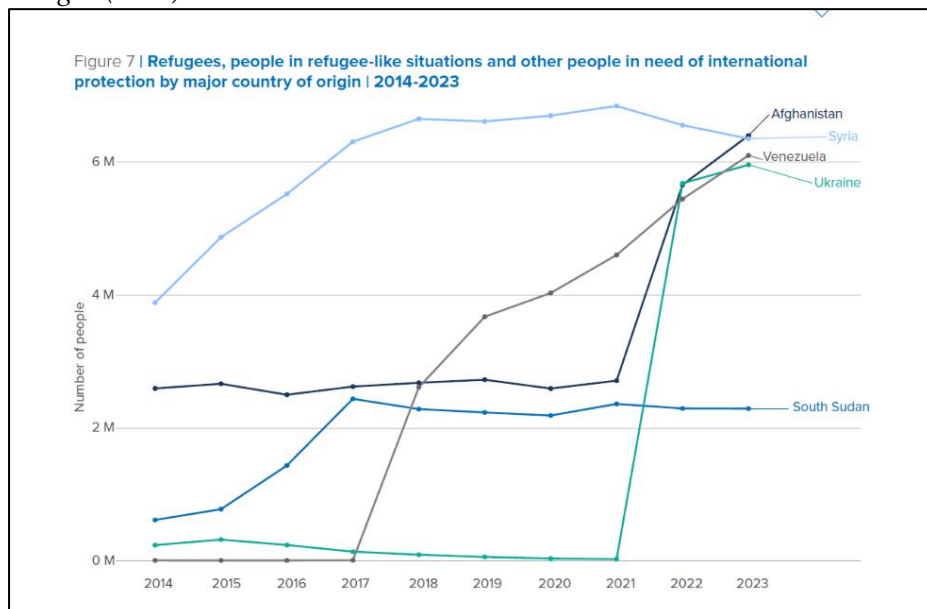**Figure 1**
UNHCR - forcibly displaced people (2023)
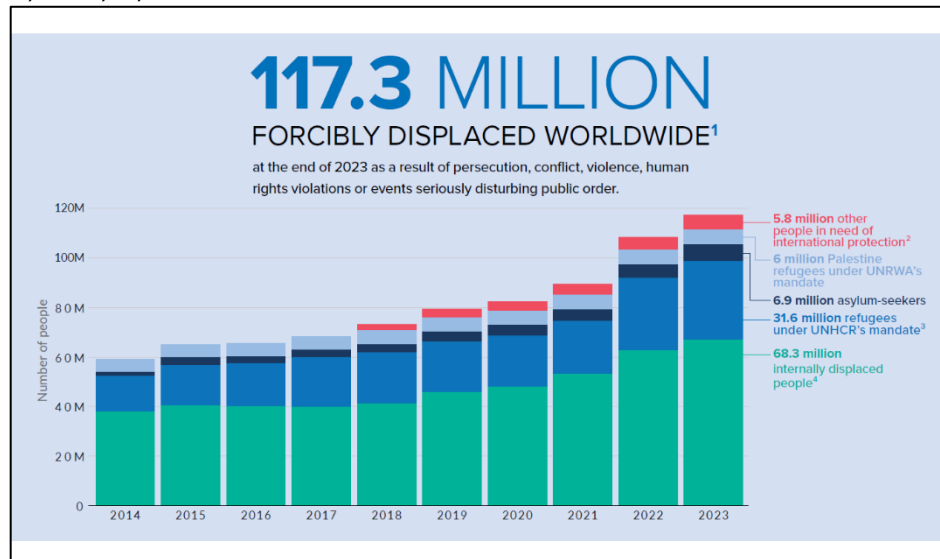
Source: UNHCR. Global Trends report 2023

The figure below shows the origin of refugees in recent years. The European, South American and Arab parts have been the origins of most recent migration. This fact confirms the vital importance for the global communication of their working languages: Spanish, Russian, German and Arabic.

Figure 2

UNHCR - refugees origin (2023)

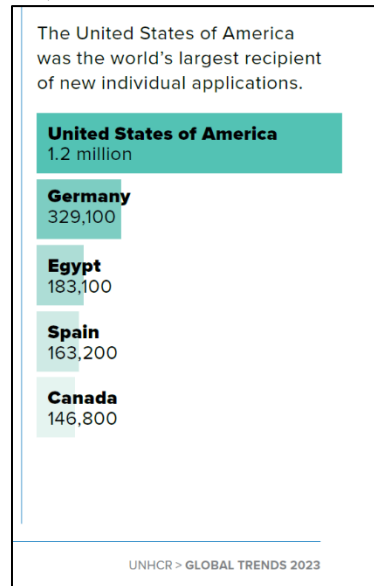**Source: UNHCR. Global Trends report 2023**

Figure 3 shows that Germany and Spain are among the most attractive destinations for migration today. By 2022 Spain had taken in 387,000 refugees (representing 1% of its total population), while Germany was hosting 2.47 million refugees (5% of its total population),

where the number of asylum seekers in 2023 increased by 51% compared to the previous year (German Federal Ministry for Migration and Refugees - BAMF).

Figure 3

UNHCR - refugees destinations (2023)

The United States of America was the world's largest recipient of new individual applications.

United States of America
1.2 million

Germany
329,100

Egypt
183,100

Spain
163,200

Canada
146,800

UNHCR > GLOBAL TRENDS 2023

Source: UNHCR. Global Trends report 2023

Events related to the war in Syria and Ukraine, the recent conflicts in the Gaza Strip, but also the political instability in some South American countries have made Germany and Spain top destinations for refugees. These territories stand out for their proximity and existing trade and tourist relations, language affinity or for being countries that best comply with Human Rights and the Dublin Agreement. Among the measures adopted by the Spanish and German public administration to help migrants are numerous reception offers, social and health insurance, integration courses and the provision of translation and interpretation services in the refugees' mother tongue to improve reception, communication and coexistence. Technological advances have led to the emergence of remote interpreting (Corpas & Gaber, 2020), which allows interlinguistic mediation to be carried out remotely (by telephone or video conference).

It is a well-known fact that the work of a translator or interpreter is particularly complex, as it involves decoding and interpreting the original message, negotiating meanings and transferring them to another linguistic code, thus fulfilling their communicative function. Particularly in the case of simultaneous, but also community or social interpreting, this process must be carried out in record time and with a significant cognitive effort involving memory. However, the current political situation places new demands on the profession and poses additional difficulties. The emerging care of newly arrived allophone migrants and their integration into the host society entails solving many problems and difficulties, the main ones of which are linked to the lack of knowledge of the language of the country of arrival. All services, be they medical, social, educational, employment, etc., would fail without the support of social interpreters. Interlinguistic professionals enable communication in emergency situations and contribute to the integration process of migrants.

Given their dramatic experiences, migrants and refugees represent a socially vulnerable community. Communicating and dealing with them requires the special use of the competences inherent in the intercultural mediator and empathy to best serve the

communicative purpose. Such an approach requires a corresponding training in advance to ensure the best preparation of future experts in interlinguistic communication.

Despite high demand for interlingual services, a recent study by Pokorn and Čibej (2022) showed a worrying negative attitude towards community interpreters on the part of refugees. Seventy-four percent of them expressed distrust towards the work of the interlingual mediator and felt that their freedom of communication was limited, making them dependent on their services. These results show the need to improve the preparation of future interpreting professionals.

This paper aims to show the important role of the interpreter in dealing with the current humanitarian crisis and the need for early practical training of future professionals in interlanguage mediation, especially in German, Spanish, Russian and Arabic. The question must be asked to what extent the usual techniques and strategies can continue to be used in the current situation. This paper hypothesises that the profile of the interpreter is changing and that this affects the training needed to be able to perform effectively in this profession. Within the framework of the present research, it is proposed to innovate in the teaching of interpreting techniques and strategies and to include in the didactic units, cases and discourses closer to the real ones in human emergency situations. The use of the latest developments in Cognitive Sciences and the emotive and proactive didactic approach can represent an effective method to turn the teaching of translation and interpreting into an interactive, holistic and ecological educational process (Koreneva-Antonova & Gallego-Gallardo, 2024; Koreneva Antonova, 2023). Such an approach should focus on helping future interpreting professionals meet the challenges of today's labour market and contribute to peaceful coexistence within today's multilingual and multicultural society.

1.1. Empathy in social interpretation

The own experience in the field of interpreting and foreign language teaching has helped to identify the need for a methodology that accelerates the development of not only linguistic, terminological and social skills, but also empathic skills and emotional control to exercise the profession of interpreting (Koreneva Antonova, 2023). Moreover, during professional practice, it has become clear that humanitarian crisis situations require additional skills from an expert in interlinguistic communication, such as spontaneity, improvisation to meet the emergency, also through one's own intervention by providing useful additional data, the ability to control emotions in moments of high psychological burden, while at the same time not losing empathic social competence at the intercultural level.

Herlin and Visapää (2016) define empathy as a complex cognitive process of understanding another person's perspective, emotions and situation without prejudice. It is a multidimensional phenomenon based on emotional contagion, as well as on affective and cognitive dimensions, being closely related to language. At the same time, Pokorn and Čibej (2022) define translation as an act of tolerance, since it is about breaking one's own linguistic traditions and opening oneself to the other with one's own convictions, while preserving differences. One can speak of a proactive and collaborative process, an act of linguistic charity and hospitality.

Kilian and Marx (2020) assert that empathic ability is a further cognitive competence that creates action- and context-focused communication, which in turn enhances discourse fluency. Staemmler (2020) argues that empathy gives discourse its *situated or embodied nature* (*embodiment*). According to the authors, the empathic factor is always present to some extent in any communicative act, which arises from the interaction itself and represents the *core* of

any intercultural discourse. Thanks to its tools - observation, attentive and active listening, empathy encourages the interlocutors to reflect on the existence of different worldviews and brings them closer to the expectations and conditions perceived by the receiver of the message, drawing on the discourse patterns of the culture concerned.

The consideration of empathy in communication is important for the development of linguistic awareness. Its incorporation into the training of professionals in many fields, e.g. teachers, doctors, psychologists, mediators, actors, etc., is essential (Jacob et al., 2020). Since interpreting in humanitarian crisis situations takes place in these settings, trust and empathy between the participants in the communicative act is crucial for the flow and success of information.
The embodiment of human communication (Staemmler, 2020) is enriched by understanding through mimicry, gestures and other body language mechanisms as important additional elements of empathic resonance.

2. Metodology

The teaching and preparation of future professionals in interlanguage mediation in the actual political situation will face many challenges from a cognitive point of view. However, advances in Cognitive Science and Neuroscience offer the potential to stimulate the brain mechanisms activated during these tasks and thus improve cognitive and memory performance. It is already known that emotions act as catalysts in learning processes and in the consolidation and retrieval of information in human memory (Grein, 2021). In addition, early interactive training and the maximum approximation of the practical learning situation to the real environment - embodied or situated learning (Barsalou, 2020; Shapiro & Stolz, 2019) - contribute to the activation of cognitive mechanisms during the training of future interpreters.

2.1. New challenges in social interpretation

The neutrality, transparency and impartiality (Bertone, 1989) of social interpreters have long been called into question, and this rightly represents one of the greatest challenges to the interpreter's work (Koreneva Antonova, 2024). It is well known and understandable that the allophone user places a lot of hope in the interpreter, as he or she is the only person who speaks his or her language and can help him or her to understand or defend him or her, as if he or she were his or her lawyer. Here it is worth mentioning that The National Council on Interpreting in Health Care (NCIHC) states: "When the patient's health, well-being, or dignity is at the risk, the interpreter may be justified in acting as an advocate" (NCIHC, 2004, p. 3 in Balounová, 2021).

At the same time, our long experience in the field of social interpreting demonstrates the desirability of acquiring certain psycholinguistic skills that are so far reserved exclusively for medical and mental health care personnel (Koreneva Antonova, 2024). In most cases it is necessary to establish a relationship of trust with the person being helped, to get them to open up so that communication can flow. A state of fear, mistrust or despair can lead to conflictual communication, become entrenched and fail. These kinds of psychological and empathic skills are especially useful in mental health and psychiatric consultations, during police investigations in cases of violence or in correctional institutions. Most people find it difficult to talk to strangers about dramatic events, fears or worries, their personal or intimate problems. And no matter how much psychologists have acquired professional skills and are prepared to carry out their consultations, it can be difficult for their methods to remain effective across the interpreter's communication channel. The interlinguistic mediation professional must recognise and be able to reproduce, in addition to the message and a given

combination of arguments, sequences of sentences, and must know how to apply the appropriate tone or intonation. As in mental health, emergency care requires interpreters to have special skills that are difficult to acquire during a degree in translation and interpreting. Emotional contagion can be dangerous in both directions. It is difficult for the interpreter not to enter into the dynamics of aggression or unfounded compassion. To be able to control such attitudes and reactions, effective training is required.

All these demands mentioned above represent a great challenge for multilingual global communication and turn translation and interpreting studies into a complex educational process in need of a holistic approach (Koreneva Antonova, 2023). Also, other scientists point out that early interactive training and maximum approximation of the practical learning situation to the real environment - embodied or grounded learning - (Barsalou, 2020; Shapiro & Stolz, 2019) contribute to the activation of cognitive mechanisms during training. Such an approach force teachers to incorporate the latest developments in didactics and to constantly innovate. So, we can see the usefulness for teaching of recent advances in Cognitive Science and Neurodidactics reflected in ecological translation/interpretation oriented towards prosocial action, emotional control and empathic communication. Such an approach is extremely useful, as emotions are known to act as catalysts in learning processes and in the consolidation and retrieval of information from human memory (Grein, 2021). This is in line with eco-interpretation (Koreneva-Antonova & Gallego-Gallardo, 2024) which preaches sensitisation and remodelling of discourse towards the individual. This ecological shift of focus from the discourse to the participants of the communication enables individual psychological reading of the message (Tejada Caller, 2016) and moves from confrontation to conciliation, from criticism to satisfaction, from the objective to the subjective by highlighting the spirit of the team. The interpreter's voice can be ecological to a greater or lesser extent and is able to guide communication.

2.2. Consecutive vs. simultaneous interpreting

The two best known modes of interpreting are simultaneous interpreting (SI) and consecutive interpreting (CI), where SI is commonly considered more complex from the point of view of cognitive effort. SI is multitasking, as it involves performing several activities at the same time, non-stop: decoding, encoding, memory operations, note-taking, note-reading, keeping eye-contact, gesturing, self-monitoring (Babayev, 2023). However, there are also opinions that the tasks involved in these two modalities are different and stand out for their different complexity. In both techniques the two working languages are activated at the same time, which generates very high switching costs. While SI involves speaking and listening at the same time, without going into the details of the discourse, CI allows for analysis and understanding of the discourse, note-taking and reproduction of the discourse in the target language once the speaker has finished (Orlando & Hlavac, 2020). It should be stressed that speaking and listening at the same time during simultaneous interpreting represents a physiologically difficult task (Bartłomiejczyk & Stachowiak-Szymczak, 2021).

In contrast to CI, during SI there is no time for processing information and the interpreters themselves do not go into details and do not know exactly what they are talking about (Chernigowskaya, 2021). Another characteristic of CI is the possible loss of the part of the text in comparison with SI, as in the former in case of long speeches there is a tendency to summarise the contents. Due to the lower degree of fatigue during CI and the fact that memory is not so overloaded (Orlando & Hlavac, 2020), an interpreter has the extra time to understand the text and has room to develop translation strategies, if necessary, using empathy. In general, CI can be more motivating as the interpreter is not transparent and can make useful contributions of his or her own. Although SI to a greater extent, both modalities require

considerable encyclopaedic knowledge, but also perfect command of the working languages, grammar, pronunciation, vocabulary (Babayev, 2023). Good fluency in interpreting is often associated with high quality of work. In CI, information can be processed, reorganised and structured, there is the possibility of rephrasing the speech to provide better clarity.

Alexieva (1998) considers CI to be a multimodal task, as in addition to linguistic processing, more functions must be performed: control of body language, facial expression, motor movements and visual support. All these additional resources represent an additional advantage over SI, as they provide more information to the consecutive interpreter and allow him/her to adapt a more collaborative and empathetic attitude. Pouw and colleagues (Pouw et al., 2014) and Kriston (2012) also speak of a higher degree of embodiment for CI, as the interpreter is more visible and has more personal space. Due to this fact, he/she must efficiently control his/her body language which causes additional stress.

An additional difficulty of CI is its spontaneity. While the usual practice in SI is to know the topic of the discourse, to be able to document it beforehand and to prepare the necessary resources, the consecutive interpreter often does not know the topic of the discourse, must know how to improvise and carries out his work as an ad hoc terminologist. Lin and colleagues (Lin et al., 2021) insist that the cognitive load of CI is greater than that of SI. Another advantage of CI is the direct contact with the speakers, which gives the interpreter the possibility to ask questions or ask for the message to be repeated if he or she does not understand it well.

It should be considered that during social interpreting in humanitarian crises, the interpreted person is in a situation of extreme vulnerability (Balounová, 2021). This makes them place all their hopes and expectations on the only person who understands them, who is the interpreter. The interlinguistic professional often becomes their friend or advocate. Moreover, the nature of social interpreting is stressful and emotionally exhausting for all participants. Even if one does not agree with the events, one can convey solidarity or pro-collaborative feelings with the whole or with body language. It should be added here that the interpreter, as a bilingual person, has more than anyone else the ability to take the other's side, since the ability to empathise or to balance between different languages and cultures is inherent to bilingualism (Costa, 2019). This approach brings it back closer to the principles of eco-interpretation (Koreneva-Antonova & Gallego-Gallardo, 2024). Given the characteristics of both modes of interpreting offered above, we find CI to be suitable for adopting the collaborative and empathetic attitude during linguistic mediation and is best trainable in the didactics of translation and interpreting studies.

2.3. Ad hoc terminology management

Given social emergencies, terminology management during refugee care also becomes an urgent task and requires rapid, effective and ad hoc improvised actions to alleviate the condition of the affected people and prevent further damage. Thus, for the most part, humanitarian emergency care and medical care go hand in hand, as refugees arrive traumatised and exhausted from fleeing their home country after a long and dangerous journey. Interpreters need a command of appropriate and timely medical terminology to help them deal with the psychological consequences of the trauma they have experienced.

The recent cognitive theory of Frame-Based Terminology (FBT) (Faber 2022; Faber et al. 2006) supports effective terminology management by extracting and structuring the knowledge underlying terms into cognitive constructs in the form of dynamic frames, specific to domains of expertise. In this way, the terminology of any domain can be organised so that it can be better understood by non-experts. This facilitates the process of translation or interpretation,

namely the rapid search for terminological equivalents with the guarantee of their correspondence. The construct is represented by an event that includes several macro-categories: AGENT, PATIENT, PROCESS, RESULT, LOCATION, DESCRIPTION. Any speciality element or concept can be accommodated in these structures and represents a logical and visual structure.

Within the framework of the last project, launched in 2022 with the European Parliament (Terminology Coordination Unit/Luxembourg) in the wake of recent war events, the focus was on organising the terminology extracted from the numerous multilingual speeches and texts devoted to refugee policy. In the course of the present work, it was intended to show the importance of social interpreters in addressing the current humanitarian crisis and the structure was completed by including the figure of the interpreter as a HUMAN AGENT in the Refugee Event Help Politics table (see Figure 4 below). Similarly, a conceptual relationship of *shows_empaty_with*, which was considered important in the context of refugee care, was recently added to the descriptive macrocategory.

Figure 4

Refugee event help politics (actualized version, own elaboration, 2024)
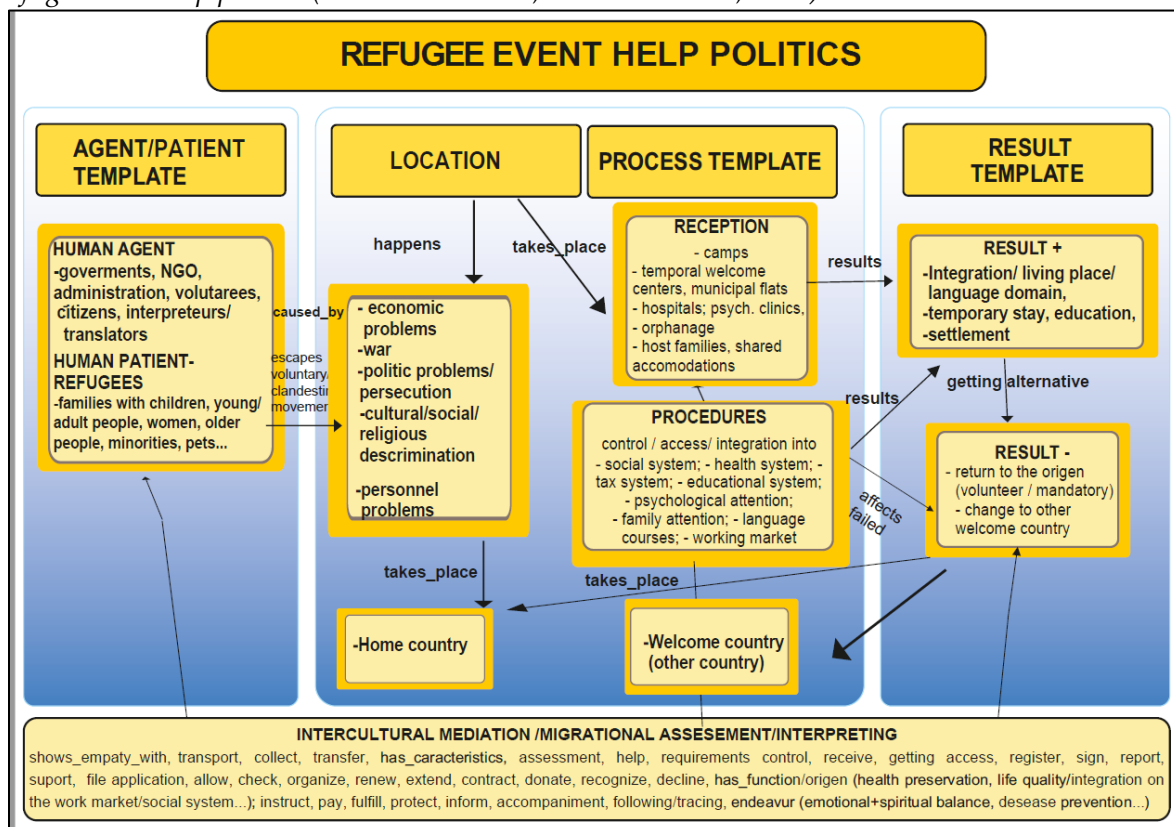
Source: own elaboration (2024).

According to the present terminological structure, the care of a refugee (*patient*) who must leave his/her home country (*location*) by a government of the host country (*agent*) triggers a reception process (*process*). This process contains different procedures and formalities (*process*) with an outcome, which can be the successful integration of the refugee, settlement, integration into the labour, education, social, health, tax, etc., systems. Such a conceptual cognitive structure is valid for effective terminology management in the field of refugee care and can be seen as the culmination of the study of the vital role of the social interpreter in humanitarian

crisis care.

3. Results

This paper fulfils the aim to show the important role of the interpreter in dealing with the current humanitarian crisis. It also shows the changing profile of the interpreter and the need for innovation in interpreting techniques, strategies and training methods. We could see that is necessary early practical trainings of future professionals in interlanguage mediation, especially in German, Spanish, Russian and Arabic. Above we also have demonstrated the suitability of CI for emotionally charged, psychologically charged, conflict resolution exercises, which was proposed in this innovative teaching proposal for future social interpreters in refugee contexts. In the teaching of interpreting the aim was to practice different proactive and collaborative strategies with the presence of empathy, recreating real situations as much as possible. The method was to build on the latest developments in Cognitive Sciences and to use the authors' own interpreting experience by integrating into the practical exercises real anonymised texts using gamification, role-playing games and performative didactics (Koreneva Antonova, 2023).

Most of the time in real life, the interpreter does not have much time to rephrase the source text. Moreover, this would conflict between loyalty to the original discourse and the ultimate goal of interpreting, which is the success of the communication. As an initial exercise to introduce the practice of empathetic and collaborative interpreting, it can be practised by adopting different tones of voice as a sign of empathy. Likewise, some gestures (nodding the head to give reason, the expression of sympathy or accompanying feeling with the face, etc.) can be interpreted as an act of solidarity with refugees and provide them with psychological support. These empathetic gestures can relax people, make migrants feel more confident and open. Such strategies do not let the potential conflict proliferate and escalate.

In the case of remote telephone interpreting, such techniques are impossible for obvious reasons. However, we could see the usefulness of the use of other rhetorical devices, such as nodding: "yes, yes, I understand", using the pronoun "we" to emphasise inclusion and the fact of not being alone and helpless, reassuring the migrant that the message will be conveyed to him/her as it was to the counsellor on duty: "we are going to tell him/her". In this way, the bond between the refugee and the interpreter is strengthened and the speaker feels more supported and secure. Emotional contagion flows bilaterally, becomes a key mechanism for understanding the other and nurtures empathetic communication. In the best-case scenario, it makes the person more collaborative. However, the interlinguistic professional can also be infected by aggressiveness, hostility and mistrust. We therefore see it as necessary to practise this type of situation in advance and preventively and to learn to recognise and control the risk of negative contagion.

To this end, in our previous studies (Koreneva-Antonova & Gallego-Gallardo, 2024) we have already shown the possibility of using Chat GPT to intentionally modify the discourse, namely the dialogue texts of CI exercises in the context of social emergency. With the appropriate PROMPT formulation, a neutral discourse can be converted into an uncollaborative and aggressive one (which is often present in real life) or, on the contrary, formulated in the form of a more sympathetic, benevolent or conciliatory dialogue. By removing the degree of aggressiveness and negative charge from the discourse with the help of artificial intelligence, a more constructive vs. destructive dialogue is achieved, an attitude of more rapprochement rather than distancing, which can guide the interpreter to practice more pro-social interpreting. To ensure effective communication, the interpreter must act as an intercultural mediator to follow the strategy of pro-conciliation in the sense of eco-interpretation, without

losing the sense and meaning of the message. According to their own experience, interpreters should not allow themselves to be infected by the dynamics of conflict, as this increases the stress level of their work even more, causes anxiety and makes their difficult work more unpleasant, less fruitful and not at all rewarding.

Another way for the interpreter to take a more active part in the communicative act (Hale, 2010) is to use his or her knowledge of the linguistic difficulty that an allophone person may experience. As an intercultural mediator, the social interpreter can be helpful in facilitating communication by taking the initiative and suggesting to consultants and social workers to facilitate some tasks for the migrant. He/she can try to point out that: they should write down the names of suggested contact persons, institutions and their addresses to which they should turn for help, as this information is difficult to understand by ear and even less difficult to remember. This increasingly endows the interpreter with the skills of an intercultural mediator and turns the act of interpreting into *quasi-educational interpreting* where the interpreter, guided by his or her experience, knows what information is vital and must be retained or understood by his or her client with a migrant background. Mostly, the social workers don´t know the exact political, geographical or cultural situation of the refugees. Often, their assistants are unfamiliar with the experience of not being able to understand each other due to the lack of language and are unable to put themselves in the migrant's shoes. By making an individual reading of the message to be conveyed and activating their empathic gifts inherent to bilingualism, such suggestions by the interlinguistic professional speed up and bring social and administrative procedures to a successful conclusion, as well as showing empathic interaction and providing the refugee with a sense of solidarity, security, shelter and support in their situation of social vulnerability.

4. Discussion

This paper is devoted to the new role of the interpreter in the current humanitarian crisis caused by the latest political and military events worldwide. We can observe a movement of refugees who have been forced to leave their country. Lack of language skills in the host country should not prevent migrants from benefiting from its social, educational, medical, etc., system. Unfortunately, there are still cases where citizens of other countries are not offered the use of interpreters, due to lack of resources or because it is considered unimportant. More sensitivity and understanding of their helpless and vulnerable situation of being in a foreign country without a command of their language needs to be developed.

The current situation of social emergency poses new challenges to the interpreter that move away from the traditional conception of the interpreter as an invisible and transparent person (Bretone, 1989). In these new times, the interlinguistic professional must intervene more and more proactively (Hale, 2010), collaboratively and empathetically to make interlinguistic communication more effective. Taking advantage of the empathic capacity inherent in bilingualism (Costa, 2019), this paper proposes some innovative practices with emotionally charged exercises for interpreters, focused on more collaborative conflict resolution and more empathic and supportive interpreting. Extremely useful were the premises of eco-interpretation where the focus is on the individual reading of the message (Tejada Caller, 2016) and moves from the discourse to the participants of the communication forming a team. This allows the interpreter to have the most ecological voice and guide the communicative act (Koreneva-Antonova & Gallego-Gallardo, 2024), even turning the act of interpreting into *quasi-educational interpreting*.

As technological advances have increased the use of remote interpreting (Corpas & Gabor, 2020), thousands of refugees who are not yet fluent in the language of the host country benefit

from these offers. Due to the current dramatic events, the situation of migrants' great social vulnerability and helplessness is emerging. Consequently, interpreters bear a lot of psychological pressure in the care of migrants and refugees in the host countries and carry a lot of weight and responsibility for the success and fluency of communication on their shoulders. Lack of adequate preparation or established protocols can lead to situations of mistrust and negativity towards the community or social interpreter (Pokorn & Čibej, 2022). The proposed practical exercises aim to train in advance their ability to withstand psychological pressure, cope with conflict and emotionally charged situations, manage stress and other important factors during the social interpreting of refugees. At the same time, empathic and collaborative strategies are shown to create situations of trust and to achieve the pro-conciliatory and collaborative attitude in the care of migrants in social emergency situations. Such an approach is in line with the definition of the process of relocation as an act of tolerance, charity and linguistic hospitality (Pokorn & Čibej, 2022) and turn this humanitarian crisis into an opportunity to show our human side (Koreneva Antonova, 2024).

Within the framework of the present research, we showed the possibility to improve the cognitive processes of foreign languages teaching for interpretation through the embodiment techniques and strategies (Faber, 2022; Staemmler, 2020) and to include in the didactic units, cases and discourses closer to the real ones (Barsalou, 2020; Shapiro & Stolz, 2019) in situations of attention to social emergencies. There are many advances in Cognitive Sciences and Neurodidactics, among which the catalytic effect of emotions in learning is pointed out. It can be argued that the emotive and proactive neurodidactic approach represents an effective method of turning the teaching of translation and interpreting into an interactive, holistic and ecological educational process (Koreneva Antonova, 2023).

5. Conclusions

Recent political developments and new challenges to the interpreting profession require accelerated and effective adaptation to the new situation. The humanitarian crisis forces professionals in the field of interlanguage mediation to develop new strategies and to be prepared for emergency situations that are fraught with psychologically difficult emotions. The neutrality and transparency of the interpreter takes a back seat, and it converts the habitual interpreting into the empathic, proactive and pro-social intercultural mediator process, with the capacity to even provide the innovative *quasi-educational interpreting*.

Thanks to cognitive, didactic and technological developments, these new competences these aspects can and should be introduced into didactic methods and can be trained early and effectively. It also poses new challenges for foreign language teaching for professional purposes by bringing it as close as possible to practice. In order to do so, the teacher must be familiar with the actual situation on the labour market, be in direct contact with interlanguage experts and investigate in their current and innovative practices. It helps to improve the didactic methods and to go with the flow with sustainable, i.e. ecological and holistic didactics.

Such an innovative didactic approach focuses on helping to meet the challenges of the current Translation and Interpreting labour market and contributes to faster migrants' integration into host community and peaceful coexistence within today's multilingual and multicultural society.

6. References

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