

CHAPTER 2: THE BACHELOR'S DEGREE PROGRAMME IN PHILOLOGY AND TRANSLATION: AN IN-DEPTH ANALYSIS OF EDUCATIONAL SERVICES

Svitlana TEZIKOVA 

Valentyna SLYVKA 

Maryna NAHACH 

Tetiana MISHCHENKO 

Abstract

This chapter provides an in-depth analysis of the experience and practice of providing educational services for the specialised bachelor's degree programme in Philology with a specialisation in *German Languages and Literatures Study Program (including translation), with English as the major* at Nizhyn Mykola Gogol State University in Ukraine. The features of the programme's curriculum are described in detail, including its theoretical and practical components, as well as the opportunities for field experience available to students throughout their studies. The article also highlights the content of key subjects within the educational programme that provide students with the necessary level of knowledge. The characteristics of teaching methods used to ensure optimal learning outcomes and examples of learning tasks are discussed in detail. The article highlights the importance of these factors in achieving successful educational outcomes for Philology students. In addition, the article addresses educational institutions' current challenges in providing quality educational services in Philology. It suggests ways in which these challenges can be addressed and overcome.

Keywords: Philology, English language, curriculum, educational program, teaching staff, learning outcomes, modern technology, field experiences.

1. Introduction

Requirements for a modern specialist in any field include high productivity, flexibility, the ability to adapt to rapid changes in the market and to learn constantly, acquiring new skills and knowledge. The training of future translators aims to form the theoretical, practical, and psychological readiness of the future specialist for professional activity. Bachelor's degree programme in Philology with a specialisation in *German Languages and Literature (including*

translation), with *English as the major* at Nizhyn Mykola Gogol State University was launched within the pedagogical specialisation due to the availability of highly qualified lecturers, a strong tradition of professional education and our desire of innovation.

In this article, we aim to describe the formation of the translation tradition at the University, present state standards and the University's profile in Germanic Philology, and reveal approaches to teaching subject-area courses.

2. Historical background

Nizhyn Mykola Gogol State University is one of the oldest educational establishments in Ukraine. It was opened as a Gymnasium of Higher Learning in 1820 and has provided educational services since under various names. It got its current name in 2004, being transformed from a pedagogical university into a classical one, which enabled its academic community to open new specialities to remain up-to-date. The Foreign Languages Faculty, one of the biggest at the university, was established in 1949 to meet the needs of society in preparing high-class specialists in education and has prepared more than 5 thousand teachers since then. Initially, the educational process lasted for four years. In 1983, it was changed into 5 years. Still, after 2020, when Ukraine joined the European educational space, two higher education levels were adopted: a 4-year- period of studies for a Bachelor's degree and 1.5 years for a Master's degree. So, many graduates from the Foreign Languages Faculty eagerly met the competitive local and national labour market, adding to the image of the Faculty and the university, proving that their educational policy ensures high standards in education.

Our graduates can successfully compete not only as school teachers in secondary school education but also in other spheres and occupations such as translation/interpretation or international businesses as their theoretical and practical background makes it possible. The Foreign Languages Faculty provides its students with profound philological knowledge – such subjects as *Lexicology*, *Comparative Typology*, *Theoretical Grammar*, *Theoretical Phonetics*, *Stylistics*, *Basics of Translation*, *History of English/German*, *Country Studies*, and some others, apart from *Practical English/German* were taught. Some new subjects are added, such as *Communicative Linguistics*, *Applied Linguistics*, *Business English*, and others.

Though the Foreign Languages Faculty traditionally provided training only for pre-service teachers, there were some staff with scientific degrees in Philology: Shakhrai O. B., Hurevych R. L., Zhomnir O. V., Sknar V.P., Ziatkovska R. H., Kharytonov I.K., Potapenko S. I., and others. Thus, highly qualified teaching staff was engaged in scientific and literary work with

students. One of them, Oleksandr Zhomnir, was a talented translator who initiated the Literary Society *Translator* in 1976. A monthly wall newspaper under the same name was issued under his guidance, where students published the best translations of world literary masterpieces. Both poetry and prose by such authors as William Shakespeare, John Keats, Emily Dickinson, Somerset Maugham, and others were translated into Ukrainian or Russian, as well as the works of Ukrainian and Russian poets and writers, namely Ivan Franko, Volodymyr Korotych, Borys Pasternak, Lina Kostenko, Dmytro Pavlychko, Andrii Voznesenski were translated into the English, German, Russian, Polish, Bulgarian, and Belorussian languages. Not only did the students translate well-known works, but they also wrote critical reviews on these translations. At the beginning of the 90s, there was even a column *Translator* in the university newspaper *Alma-Mater* where everyone could get acquainted with these works.

Oleksandr Zhomnir was also known as a great literary expert on the creative heritage of Taras Shevchenko, the national poet of Ukraine. He was the author of 11 articles in the Shevchenko Encyclopedic Dictionary (1976). He translated *The Moon and the Sixpence* from English into Ukrainian by Somerset Maugham (1919/1989) and *Cymbeline* by William Shakespeare (1709/1986). In 1981, some translations of Emily Dickinson's poetry were published. Hopefully, all the translations will be published soon by the translator's students, making it the first complete edition of Emily Dickinson's poetry translated into Ukrainian. But his most important literary work was the first complete translation from English into Ukrainian of *Paradise Lost* by John Milton (1667/2020), which was published posthumously in 2020.

Other university lecturers continued the translation traditions of the Foreign Languages Faculty. Ivan Kharytonov engaged students and graduates in creativity by translating world-known poetic masterpieces from and into English. He arranged translation contests, collected all possible translation variants made by famous names, and published them alongside students' literary tries (Kharytonov, 2009; 2012a; 2012b; Kharytonov et al., 2019). His greatest work is translating into Ukrainian George Byron's poem *Mazeppa* (Kharytonov, 2018).

Having such experience and traditions in translation and answering the community's growing need for specially trained translators/interpreters, a new Bachelor's degree program in Philology with a specialisation in *Germanic languages and literature (including translation)* was opened in 2016.

3. Standards and Study Profile

The training of the specialists in translation is regulated by the *State Standard* for the speciality 035 *Philology* for the first (bachelor's) level of higher education (Order of the Ministry of Education and Science No.869 of 20.06.2019) (Ministry of Education and Science of Ukraine, 2019). The document specifies the goals, content, teaching methods, and key competencies and formulates the learning outcomes (LO). Based on these recommendations, higher education institutions develop Study Programs that train specialists.

Therefore, the purpose of the *German Language and Literature Educational Program (including translation), with English as the major*, which is implemented at the Nizhyn Mykola Gogol State University, is defined as the formation of generic and subject-specific competencies in philology sufficient for the successful translator performance, as well as the preparation of graduates for further continuous professional development.

Generic competencies are formulated in the context of the Bologna Process and involve the formation of the following abilities:

- to realise one's rights and responsibilities as a member of society, to realise the values of civil society and the need for sustainable development, the rule of law, and the rights and freedoms of a person and a citizen in Ukraine;
- to preserve and multiply moral, cultural, and scientific values and achievements of society based on an understanding of the history and patterns of the subject area development;
- to communicate freely orally and in writing in the state and foreign languages;
- to be critical and self-critical;
- to learn and master modern knowledge;
- to search, process and analyse information from various sources;
- to identify, formulate, and solve problems;
- to work in a team and autonomously;
- to think abstractly, analyse, and synthesise;
- to apply knowledge in practical situations;
- skills in the use of information and communication technologies;

- ability to conduct research at the appropriate level.

The subject-specific competencies specified in the Standard and the Study Program perform a regulatory function and serve as a guide for those who teach and study in the program. They are considered to be the social requirements for the professional level of translators. Thus, these competences are:

- awareness of the structure of philological science and its theoretical foundations;
- ability to use in professional activities knowledge of the language as a special sign system, its nature, functions, and levels;
- ability to use knowledge of the theory and history of the English language in professional activities;
- ability to analyse dialect and social varieties of English to describe the sociolinguistic situation;
- ability to use in professional activity systematic knowledge of the main periods of development of the literature being studied, from antiquity to the 21st century, the evolution of trends, genres, and styles, prominent representatives, and artistic phenomena, as well as knowledge of trends in the development of the world literary process and Ukrainian literature;
- the ability to use English fluently, flexibly, and effectively in oral and written form, in different genre-style varieties and registers of communication (official, informal, neutral), to solve communicative problems in various spheres of life;
- ability to collect and analyse, systematise and interpret linguistic, literary, and folklore facts; interpret and translate texts (depending on the chosen specialisation);
- the ability to freely operate with special terminology to solve professional problems;
- awareness of the principles and technologies of creating texts of various genres and styles in the state and English languages;
- ability to carry out linguistic, literary, and special philological (depending on the chosen specialisation) analysis of texts of different styles and genres;
- ability to provide consultations on compliance with the norms of literary language and culture of speech;
- ability to organise business communication.

Bachelors are trained for four years (240 credits). The curriculum provides for the study of normative (compulsory) disciplines - 156 credits (65%), practical training - 24 credits (10%), and disciplines of students' free choice - 60 credits (25%). The training ends with a

comprehensive qualification exam, which checks the level of formation of learning outcomes (LOs), which are also written in the Standard and Study Program to regulate the content of training:

- to communicate freely on professional topics with specialists and non-specialists orally and in writing in the state and foreign languages, using them for effective intercultural communication (LO-1);
- to work effectively with information: to search for it in various sources, in the professional literature and electronic database, in particular, analyse, classify, systematise and interpret it (LO-2);
- to manage their process of studies and self-education (LO-3);
- to understand the basic principles of the existence of people, nature, and society (LO-4);
- to cooperate with colleagues, representatives of other cultures and religions, political views, etc. (LO-5);
- to use computer programs, information, and communication technologies for solving professional tasks and problems (LO-6);
- to understand the fundamental problems of Philological Science and the approaches to solving them by employing proper methods (LO-7);
- to be aware of the language system and literature as the means of expression, the history of the language (languages) and literature (literatures) studied. To be able to apply this knowledge in professional activities (LO-8);
- to characterise the dialects and social variants of the studied language (-s) and to describe a socio-lingual situation (LO-9);
- to know the norms of the literary language and use them in professional activities (LO-10);
- to know principles, techniques, and methods of text arrangement in various genres and styles in the state and a foreign language (languages) (LO-11);
- to analyse language units, define their coordination, and characterise linguistic phenomena and processes predetermining them (LO-12);
- to analyse and interpret belles-lettres and folklore in the native and a foreign language, to define their peculiarities and place in the literary process (LO-13);

- to use a foreign language in both oral and written forms in various genres and styles of communication (official, non-official, neutral) for solving communicative tasks in an everyday, social, educational, professional, and scientific spheres of life (LO-14);
- to perform linguistic, literary, and specific philological analyses of the texts of various genres and styles (LO-15);
- to know and understand the basic notions, theories, and concepts of the major and be able to apply this knowledge in professional activities (LO-16);
- to collect, analyse, systematise, and interpret the samples of the language and speech and use them for solving the tasks and problems in professional activities and/or studies (LO-17);
- to have the skills to manage complex actions and projects in solving complicated problems professionally. To take responsibility for making decisions under unpredictable circumstances (LO-18);
- to have skills of participation in scientific and/or applied research in Philology (LO-19).

Thus, attention is focused on future translators' development, communication skills, readiness to make independent decisions, think critically, and have appropriate information and social skills.

The curriculum for bachelor's level translator training includes compulsory subjects, which are divided into general training disciplines (*Ukrainian Language (for professional purposes)* - 3 credits, *Information Technologies in Education* - 3 credits, *Ukrainian Studies* - 6 credits, *Environmental Safety and Sustainable Development* - 3 credits, *Philosophical Studies* - 4 credits - 19 credits in total - and professional training (*Introduction to the Speciality* - 3 credits, *Latin* - 3 credits, *Introduction to Linguistics, General Linguistics* - 5 credits, *Comparative Linguistics* - 3 credits, *World Literature* - 11 credits, *Practice of Oral and Written Communication (English)* - 50 credits, *Theories of the Main Foreign Language (English)* - 16 credits, *Introduction to Translation Studies* - 3 credits, *Practice of Oral and Written Translation* - 23 credits, *Theory of Translation* - 6 credits, *Modern Ukrainian Literary Language* - 5 credits, *Modern Ukrainian Literature* - 3 credits, *Coursework in Foreign Philology* - 3 credits, *Coursework in Translation Studies* - 3 credits - 137 credits in total.

It should be noted that the learning outcomes are complex and formed by studying not one but several disciplines. For example, the learning outcome of *understanding the main problems of philology and approaches to their solution using appropriate methods and*

innovative approaches (LO-7) is the subject of formation in the classes of *Introduction to Linguistics and General Linguistics, Comparative Linguistics, Theory of the Main Foreign Language, Introduction to Translation Studies, Translation Theory, World Literature, Modern Ukrainian Literary Language*, as well as in writing term papers; the result of learning *to use English in oral and written form, in different genre-style varieties and registers of communication (formal, informal, neutral), to solve communicative tasks in every day, social, educational, professional spheres of life, (LO-14)* is the subject of attention in the classes on the *Practice of Oral and Written Communication (English)*, first of all. Still, it cannot be ignored in the classes on theoretical philological, and translation studies the practice of oral and written translation. The learning outcome of *having the skills to manage complex actions or projects in solving complex problems in professional activities in the field of the chosen philological specialisation and to be responsible for decision-making in unpredictable conditions (PLO-18)* is focused on both the study of compulsory disciplines, by setting problem tasks for independent individual work of students, and in the implementation of group educational projects. In addition, all student internships are aimed at this learning outcome.

Practical training of students takes place throughout the entire period of study: *introductory practice* (1.5 credits) is intended to help the applicant adapt to the conditions of study at the university, get acquainted with the educational program, reflect on their style of academic work; *language practice* (training) - 9 credits, aimed at training foreign language speech in situations of communication close to future professional activities; *translation practice* (academic) - 1.5 credits, involves the performance of production tasks under the direct supervision of a teacher (practice supervisor) and *translation practice* (field experience) - 12 credits, involves the work of applicants in performing professional tasks in organisations and institutions that perform translations of various types and genres.

The implementation of the curriculum requires the integration of the efforts of teachers of different academic disciplines, as well as employers and students themselves. The content of interpreter training is discussed at joint meetings of stakeholders (administration, teachers, employers, students, and graduates of the program), where the results of surveys are discussed, achievements are analysed, and promising areas for further development of the program are identified.

Approaches to teaching are subject to analysis by the relevant departments and subject sections. Elective courses in the curriculum (60 credits (25%)) allow for an individual trajectory of student development. The Register of Elective Courses is reviewed annually and

published on the university's website, making the student choice process dynamic, objective, and consistent with their needs and interests (<https://cutt.ly/7wluRiRr>). It is in this section students can choose to study a second or third foreign language (in our case, German, French or Polish), immerse themselves in psychology (*Psychology for Life, Family Psychology, Effective Communication Training, Soft Skills Development Training, Managing Your Own Emotions in Professional Activities*, etc.), focus on humanitarian issues (*Genealogy and Family History, Geopolitics and Global Challenges of the Present, History of European Cinema, Models and Challenges of Modern Education Abroad, Linguistics of Advertising Text*, etc.). This block also allows you to master another speciality: computer design, directing music and educational events, social and medical rehabilitation, practical psychology, etc.

A curriculum is a formalised model of the educational process. It is necessary, meaningful, and binding. However, no less important is the professional readiness of teachers responsible for implementing the curriculum, conducting classes based on modern requirements for the organisation of the educational process, and constantly developing and motivating students to independent academic work. As already mentioned, the *German Language and Literature Educational Program (including translation), with English as the major*, was created based on the experience of training foreign language teachers. In the first stage, we even combined both specialities and provided graduates with the qualification of both a translator and an English teacher. At the current stage, we have switched to training in one speciality, which allowed us to revise the content of the disciplines and bring them closer to preparing students to solve professional problems.

4. Language Training

Here are examples of how linguistic disciplines are organised in a training program for future translators. The instructions in *Practical English (Practice of Oral and Written Communication (English))* for the speciality Philology – though having much in common with those for the speciality Secondary Education – have some peculiarities. Some activities and tasks are included that develop professional competencies. For instance, when working on Grammar or Vocabulary with first-year Philology students – as the course is integrated for junior students – we always give an additional task to perform a consecutive interpretation of everything that students answer individually or in a pair/group work. As the instructions are conducted in English with a limited use of a native language, the interpreting from English into Ukrainian is primarily performed. Students find such tasks exciting, as they resemble a natural professional environment. However, they are prepared to do them having done the

same grammar or vocabulary exercises at home, and there are always many students volunteering to perform such professionally oriented tasks. Doing such tasks, students develop listening skills, enlarge operating memory, and improve their grammar, phonetics, and vocabulary, which is crucial for pre-service interpreters. In the second year of studies, when students start learning some theoretical courses such as *Introductory into Specialty* and *Theory of Translation*, the students are asked to explain the essential translation devices: partitioning, integration, transposition, replacement, addition, omission, or antonymous translation which they or other students from the group employ when performing translation/interpretation. When working in phraseology units, students are asked to find full or partial equivalents. Senior students are more concentrated on the stylistic peculiarities of the texts they are working on and the means of their translating. Both written and oral translations are practised, prepared, and unprepared. We also find it very useful to work with vocabulary cards for students in all years of study. They prepare situations with topical vocabulary – their number can vary -- in the Ukrainian language and English on the other side of the card. Then, the students exchange them working in pairs or caterpillar mode, greatly intensifying their work and expanding their speaking time. The fourth-year students are also instructed to perform an annotative translation, which is not required for the Secondary Education Bachelor's Programme.

Another example is the organisation of the educational process in the theoretical linguistic discipline of *English Lexicology* (Zhytko, 2004). It has a logical structure and specific terminology and helps students become aware of Philology's structure as a science and its theoretical basis. Students do this course (9 credits) in the third year of studies as a combination of theoretical (lectures) and practical classes. The main aim of the course is to form professional competencies of specialists in Philology to enable future translators to perform their professional duties successfully and to consolidate their knowledge of the system and structure of the English language vocabulary.

Lexicology is a linguistic science that studies the word, its morphemic structure, etymology, and meaning. So, the word as the primary unit of language is the focus of our attention in this course in the aspects of its morphemic structure, etymology (origin), and semasiology (meaning).

During one semester of the third year of studies, students-philologists study such main topics of Lexicology: general characteristics of the vocabulary in the modern English language, word

morphemic structure, and types of morphemes, major (affixation, composition, and conversion) and minor (shortening, blending, back-formation, sound interchange, change of stress, etc.) ways of word formation, etymology of the English stock of vocabulary, semasiology – theory of meaning, polysemy and homonymy of the lexical units.

By the end of the course, students-philologists learn to do a morphological analysis of English words, define their origin and types of word formation, adequately use phraseology, synonymic and antonymic groups, and different dictionaries.

Nowadays, translation technologies are changing under the influence of automation and innovation. It is common knowledge that translation is increasingly performed with the help of special programs and tools. These tools speed up the translation process and make it more efficient. However, we consider it essential to develop our Philology students' skills in using different types of dictionaries (both electronic and paper) for adequate translation of authentic English texts. In the course, students find out that a particular branch of linguistics studies the process of compiling dictionaries - Lexicography. At the beginning of the course, they review the extensive collection of dictionaries available in the faculty resource room and learn about the purpose and application of particular dictionaries - *Collocations Dictionary*, *Dictionary of English Etymology*, *Dictionary of Phrasal Verbs*, *Dictionary of English Idioms*, *Dictionary of Homonyms*, etc.

The linguistic meaning of the word is not heterogeneous, it may include denotative and connotative meanings. Dictionaries give us the specific denotative meanings of words. However, words can also evoke or produce emotions in people. The feeling associated with the word is called the word's connotation (connotative meaning). Connotative meaning is not what the word means literally but rather the emotion or image that the word produces in us. Some words evoke the same feelings in almost everyone who hears them, for example, *weak*, *warm*, *prison*, *cosy*, *gloomy*, *damp*, *spacious*, *cramped*, and *luxurious*.

Future translators should be sensitive to the meaning of a word. If necessary, students in class analyse words, look them up in the dictionary, decide if the words have positive or negative connotations, and explain (e.g., *spacious* – means 'lots of space' – the word has a positive connotation).

In the course, students-philologists are given a lot of practice in word-building analysis. They learn that the lexical meaning of words can be modified or changed completely by their

constituents – morphemes, in particular – affixes. While studying the word's morphological structure, students have the task of grouping prefixes semantically according to their meaning. They have the opportunity to conclude that *temporal prefixes* express different aspects of time: 1) priority: *ex-*, *fore-*, *pre-* are the prefixes with the common semantic feature ‘before’, e.g. *ex-* in the word *ex-president*, *pre-* in *premedical*, *fore-* in *foresee*; 2) succession – the prefixes with the common semantic feature ‘after’, e.g. *after-* in *afterparty*, *aftertaste*, *post-* in *post-war*, *post-election*. Other groups of prefixes express novelty – the prefixes with the common semantic feature ‘new’, e.g. *neo-* in *neoclassical*, *Neo-Latin*; negation: *in-*, *un-*, *non-*, *dis-*, *a-*; counteraction, opposition: *counter-*, *contra-*, *anti-*; locality: *a-*, *en-*, *sub-*, *supra-*, *sur-*, *trans-*, *hypo-*, *circum-*, *under-*; reversion: *de-*, *dis-*, *un-*; incompleteness: *demi-*, *hemi-*, *semi-*, *half-*, etc.

In the class of practice, students analyse prefixes that alter the meaning of initial words. They translate sentences and conclude the meaning of every prefix, like in the examples that follow:

1) *mis-* (calculate, spell, understand), e.g. *Accommodation is a word that is frequently misspelled.*

2) *out-* (grow, live, number), e.g. *The girls outnumbered the boys at the party.*

3) *re-* (build, use, write), e.g. *I've rewritten the letter, but I'm still dissatisfied.*

4) *un-* (button, do, tie), e.g. *This knot is so tight that I can't undo it.*

At the next step of this exercise, students use the prefixes to alter the meaning of the verbs, like those listed below, and make sentences with the derived (transformed) verbs to illustrate their new meaning (*consider*, *count*, *dress*, *judge*, *last*, *load*, *lock*, *name*, *open*, *pack*, *play*, *print*, *read*, *record*, *report*, *roll*, *screw*, *sell*, *tell*, *think*, *unite*, *use*, *wind*, *zip*).

While studying another way of word formation – composition – students analyse the compounds and determine their meaning from the components. The meaning of the compound is made up of the combined linguistic meaning of the bases and the structural meaning of the pattern. The semantic centre of the compound is the linguistic meaning of the second component modified and restricted by the meaning of the first one (e.g. *airmail* – *mail delivered by air*, *latecomer* – *a person who comes late*). These non-idiomatic compounds have a clear motivation. The meaning is quite transparent and can be deduced from the meanings of their components.

However, there are idiomatic compounds that lack motivation altogether, i.e. there is no connection between the linguistic meaning of the bases, the structural meaning of the pattern, and the meaning of the compound (e.g., *eyewash* – *something said or done to deceive a person*; *fiddlesticks* – *rubbish*; *night-cap* – *a drink taken before going to bed at night*; *sweet-tooth* – *a person who likes sweet food and drink*). Such words can cause difficulty during translation.

Future translators should be prepared to consider another characteristic of the English language – its polysemy – a plurality of meaning. It is a semantic universal characteristic of most words in many languages. Still, it is more characteristic of the English vocabulary due to the monosyllabic character of English words and the predominance of root words. The meaning is direct (or primary) when it nominates the referent without the help of the context, i.e. in isolation. The meaning is symbolic (or secondary) when the object is named and simultaneously characterised through its similarity with another object. In *Lexicology*, we dedicate a lecture and several hours of practical classes to this topic as students-philologists should be able to choose meaning while translating an English text correctly.

For example, students get the task to comment on the meaning of some polysemantic adjectives in phrases like 1) *bitter* medicine (fighting, disappointment, dispute over something, cold); 2) *fresh* water (idea, colours, shirt, air, news, complexion, paint, faces, fish); 3) *thin* blanket (fingers, soup, soil, argument, excuse, be on thin ice, as thin as a rail).

One of the most debatable problems in semasiology is the demarcation line between polysemy and homonymy, i.e. between different meanings of one word and meanings of two homonymous words. Philology students may find it difficult to differentiate between cases of polysemy and homonymy. We worked out a system of exercises that allowed them to see the difference between these two phenomena. For example, students should analyse the following phrases and sentences: 1. a) the *sole* survivor of the shipwreck; b) the *sole* of a shoe; c) my favourite fish is Dover *sole*; 2. a) What do you *mean*? b) the *mean* annual rainfall; c) he is so *mean* with money; 3. a) he is such a *bore*; b) he *bore* pain without complaining; c) I *bore* my way through the dense crowd.

Somewhat related to homonyms are paronyms, i.e. words that are alike in form but different in meaning. For example, *capitol* and *capital* seem very similar but are from different Latin roots. Paronyms can cause problems with understanding and translation and need some particular practice. For instance, students are given the task to make distinctions between the

pairs of paronyms, e.g.: *bear-beer, career-carrier, cause-course, collar-colour, cost-coast, crash-crush, dairy-diary, human-humane, law-low, major-mayor, rise-raise, sergeant-surgeon, very-vary.*

English humour is often based on the language, as mentioned earlier phenomena. Reading and analysing the jokes is an excellent way to illustrate polysemy in English. Students are tasked to read the jokes and say whether the pun is based on polysemy, homonymy, or paronymy. For example:

1. – You have to be rich to play golf.
- Then why are there so many poor players?
2. – When we are engaged, dear, you'll give me a ring, won't you?
- Sure. What's your telephone number?

Homophones can also cause difficulty with understanding and translation, especially in oral speech. We practice them with students doing the exercises like the one that follows. Task:

Choose appropriate homophones in the following sentences:

1. My *sole/soul* is hard.
2. Don't *sale/sail* the *bear's/bears* skin before you *court/caught* it.
3. *Knew/New* wine in old bottles.
4. After *rain/reign* comes fine *weather/whether*.
5. *Two/Too* heads are better than *won/one*.

Topic *Semantic Equivalence and Synonymy* is significant for students-philologists and future translators, and we pay special attention to it in this course. For adequate translation, a translator should be able to choose a proper variant of the synonymic group. It can be quite a challenge for an unexperienced specialist as synonyms usually belong to the same part of speech and possess identical or nearly identical denotative meaning, interchangeable at least in some contexts, but differing in morphemic composition, phonemic shape, shades of meaning, connotations, style, valency and idiomatic use. These peculiarities of synonyms and the

importance of the correct choice of their variants necessitate a thorough study of English synonyms (and antonyms) in training programs for future translators.

Substantial practice is organised in the course on this topic, to mention just a few, we can give some examples. Using text examples, we show that some commonly used synonyms have different distributions, e.g., prison – jail, sick – ill, anxious – concerned, accuse – charge, desire – aspiration.

Students make sentences to show how synonym words might be used: 1. *Fat, overweight, plump, stout, tubby, obese*; 2. *Laugh, chortle, chuckle, guffaw, giggle, titter, snigger*; 3. *Courage, gallantry, heroism, valour, bravery, fortitude, spirit*.

In another activity, students should arrange the following ideographic synonyms according to the degree of intensity: 1. *Ask, beg, implore*; 2. *Desire, long, wish, want, yearn*; 3. *Annoy, irritate, vex*; 4. *Astonishment, consternation, shock, surprise*; 5. *Excuse, forgive, pardon*; 6. *Accident, disaster, misfortune, mishap*; 7. *Capability, skill, genius, talent*.

In the course, students-philologists get acquainted with the source of synonymy interesting from a sociolinguistic point of view is the so-called *euphemism*, in which by a shift of meaning, a word of more pleasant or at least inoffensive connotation substitutes the one that is considered harsh, obscene, indelicate or otherwise unpleasant. Future translators should be taught to avoid offensive words in their written or oral translations.

For example, instead of telling that a person is *telling a lie* it may be more appropriate to use one of the euphemisms: *be economic with the truth, distort the facts, embroider the truth, exaggerate, equivocate, fib, fudge the issue, invent, misguide, misrepresent, misstate, palter, prevaricate, stretch the truth*.

As further activities, students can find words of rude or unpleasant connotations in a suggested text and substitute them for euphemisms or do a matching exercise pairing the words from Column/List A (*addiction, adulterous, coffin, crippled, fat, garbage collector, lazy, poor student, prisoner, retarded, steal ugly*) with their euphemistic synonyms from Column/List B (*extramarital, physically challenged, chemical dependency, sanitation person, unmotivated, underperformer, overweight, mentally challenged, unattractive, appropriate, detainee, casket*).

At the final stage of the course, students-philologists study one more important topic for future translators: *Stylistical Layers of the English Vocabulary*. With the help of different texts, students learn to differentiate between *stylistically neutral* words, *literary/bookish* words (with further subdivision into technical vocabulary, barbarisms, poetic words, archaisms, literary neologisms), and *colloquial words* (which are subdivided into literary colloquial and non-literary, which include slang, jargonisms, professionalisms, vulgarisms).

In conclusion, the course of *Lexicology* for students-philologists focuses on studying the word as a basic unit of the English language in terms of its morphological characteristics, etymology, and meaning. The course developers keep improving it by selecting new educational materials, topical texts, and illustrative examples to meet the needs and requirements of learners. It is essential for students who will eventually qualify as Bachelor of Philology to be competent in ways of word formation, origin and semasiology of the English vocabulary, which will enable them to perform their professional duties as translators efficiently.

Theoretical foundations laid during *Lexicology* are broadened *Theoretical Grammar of the English Language* that deals with word combinations and sentences, the latter being studied by the students of both specialities. During the lectures, they get the same theoretical and practical tasks aimed at identifying a grammatical phenomenon under study, while their activities during the seminars vary. Future translators study different aspects of English grammar compared to the Ukrainian one. In many cases, the difference in grammatical structure in the English and Ukrainian languages is reflected in the structure of sentences in the former, the word order is rigid, and in the latter, it is relatively free.

In Ukrainian, the subject expressed by a noun or substantive part of speech is usually placed before the predicate. However, in many cases, the postposition of the subject is observed in the sentences with adverbial modifiers at the beginning. Also, the subject stands after the predicate denoting existence, coming into existence, and duration of an action. Adverbial modifiers of place and time can stand before and after the predicate. If the adverbial modifiers of place and time are at the beginning of the sentence, then the predicate is usually placed immediately after them, and then the subject follows. Therefore, when translating, the English sentence has to be transformed following the syntactic norms of the Ukrainian language.

Transformation of the sentence in the recipient language is also necessary due to the mismatch of predicate types in English and Ukrainian. For example, a compound predicate with the link verb to be in the translation is replaced by a simple predicate, with the nominal part being translated. Besides, sentences with the constructions *there are, there are* also require transformation. When translating the sentences that begin with this pairing, the adverbial modifier of place or time is put first, and the compound predicate is omitted or replaced by a simple one.

Regarding restructuring a complex sentence, in English, the subordinate clause comes after the main one, unlike in Ukrainian, where the subordinate clause comes before the main one, as this order is more logical. In addition, in English, the subject in the subordinate clause preceding the main one is often expressed by a pronoun and in the main clause by a noun.

So, there are the following types of restructuring of English sentences when translated into Ukrainian: 1. Replacing the passive voice with an active one; 2. Replacing of the subject by an adverbial modifier; 3. Replacing a simple sentence with a composite one; 4. Combining two simple sentences into a composite one; 5. Replacing a composite sentence with a simple one; 6. Replacing the main clause with a subordinate clause and vice versa; 7. Replacing subordination with coordination; 8. Substitution of a syndetical (with a conjunction) connection by an asyndetical one (without a conjunction).

The above-mentioned transformations are usually combined within one sentence, making complex transformations.

Taking into account the theoretical background, the practical tasks for future translators are based on the following algorithm: point out the predicate/subject/adverbial modifier/the structure of a sentence → individually/in pairs/small groups translate into Ukrainian and choose the variant natural for your native language → explain the transformations used to make your translation adequate. The same procedure is carried out, translating from Ukrainian into English.

To sum it up, future translators learn the theoretical grammar of English compared to Ukrainian, which is crucial for an adequate translation as the grammatical structures of the two languages are far from identical, thus requiring transformations of the translated sentences and suprasentential constructs.

5. Current Tasks

The development of any profession is dynamic, driven by social requirements, the level of development of the industry, and theoretical and practical achievements. The development of our *German Language and Literature Educational Program (including translation), with English as the major*, is no exception. Thus, the current tasks for us at this stage are:

- continuous work on combining training in English and the specifics of the translation field, which requires the unification of efforts of many teachers of different disciplines to determine the content of training, discuss requirements for assessing learning outcomes, and introduce innovations;
- constant work to avoid a gap between theoretical and practical courses, which requires coordination of the actions of teachers of these disciplines;
- involvement of all stakeholders (administration, teachers, employers, applicants, graduates) to determine the actual state of program development and its prospects;
- establishing partnerships with employers (representatives of institutions and organisations that use the services of translators) for practical training of students, attracting professionals to conduct classes in specialised disciplines, and creating conditions for further employment;
- search for ways to combine general translation training with specialised training, namely: internships in specialised translation agencies (medical, legal, agricultural, technical areas), performing translation tasks of texts, documents, and events on a volunteer basis, working as translators' assistants;
- development of the material and technical base of the faculty, namely: the creation of specialised classrooms for training translation skills, purchase of licensed software for translation activities, the conclusion of agreements with institutions that use specialised platforms for translators, and obtaining opportunities for students to train on these platforms;
- participation of teachers and students in the work of professional associations of translators;
- development of extracurricular activities at the university: translation competitions, a translation studio, meetings with professionals, etc.
- As a result of our work on training translators, we have formulated tips and guidelines for students for their further professional development:

- Obtain a strong foundation in the source language (the language you are translating from) and the target language (the language you are translating into). This can be achieved through language courses, immersion programs, or self-study.
- Develop excellent reading, writing, and listening skills in both languages. Practise regularly by reading various texts, listening to audio recordings, and writing in both languages.
- Gain knowledge and expertise in specific subject areas. Translators often specialise in particular fields, such as legal, medical, technical, or literary translations. Acquiring knowledge in these areas helps to ensure accurate and effective translations.
- Familiarise yourself with translation tools and resources. Learn how to use computer-assisted translation (CAT) tools, which can help improve productivity and consistency in your translations.
- Gain practical experience through internships, volunteer work, or entry-level translation jobs. This will allow you to apply your skills, receive feedback, and continue learning on the job.
- Seek professional certifications or join translation associations. Earning certifications or becoming a member of recognised translation organisations can enhance your credibility and professional network.
- Continuously improve and update your language skills and knowledge. Languages are dynamic, so it's essential to stay updated on changes in vocabulary, idioms, and cultural context.
- Remember that becoming an excellent translator takes time and practice. It is also beneficial to collaborate with other translators, seek feedback and mentorship, and stay updated with industry trends and technologies.

6. Conclusions

The main content of the student training in the speciality *German Languages and Literatures Study Program (including translation)*, with *English as the major* at Nizhyn Gogol State University, is linguistic training in its theoretical and practical aspects, which takes up 67% of the total study time. According to the competency-based approach, based on which the educational process of future translators is organised, the emphasis is placed on students'

performance of practical translation tasks aimed at developing the professional competence of future translators. The key to the practical training of students is their involvement in the work of the translation studio, professional associations of translators, and the fulfilment of translation orders. In addition, expanding cooperation between all stakeholders: students, graduates, employers, teachers, and administration may be a promising area of our activity.

REFERENCES

- Kharytonov, I. (2009). *Porivnialno-paralelni pereklady poezii: Mizhfakultetskyi navchalnyi posibnyk do kursiv perekladu ta stylistyky* [Comparative translations of poetry: a reference-book to the courses in Translation and Stylistics]. Nizhyn: Vydavnytstvo NDU im. M. Gogolia. 415s., [in Ukrainian].
- Kharytonov, I. (2012a). *Pereklady poezii yevropeiskyh ta amerykanskyh avtoriv* [The translation of the poetry by European and American authors]. Nizhyn: Vydavnytstvo NDU im. M. Gogolia, 216 s. [in Ukrainian]
- Kharytonov, I. (2012b). *Zistavni pereklady poezii: Navchalnyi posibnyk do kursiv stylistyky ta perekladu* [Contrastive translation of poetry: a reference-book to the courses in Translation and Stylistics.] Ternopil: Navchalna knyha – Bohdan, 416 s., [in Ukrainian].
- Kharytonov, I. (2018). *Pereklady i perespivy poezii. Mazepa (pereklad poemy Byron, G. G.)* [Translation and rehash of the poem Mazeppa by Byron, G. G.]. Nizhyn: NDU im. M. Gogolia, 247 s., [in Ukrainian].
- Kharytonov, I. K., Zhomnir, O. V. & Tezikova, S. V. (Eds.) (2019). *Novi Nizhynski perekladatski peredzvony: zbirka vybranykh khudozhnikh perekladiv studentiv, vypusknnykiv ta vykladachiv fakultetu inozemnykh mov Nizhynskoho derzhavnoho universytetu imeni Mykoly Gogolia* [New Nizhyn translator's bell ringing: the book of selected works by students, graduates, and lecturers of the Faculty of Foreign Languages at Nizhyn Gogol State University]. Nizhyn. [in Ukrainian].
- Maugham, V. (1989). *Misiats i midiaky. Na zhali brytvy* [The Moon and the Sixpence. The Razor's Edge]. (A. Muliar, O. Zhomnir, O. Mokrovolskyi, Trans.). Dnipro. (Original work published 1919) [in Ukrainian].

- Milton, J. (2020). *Vtrachenyi rai*. [Paradise Lost]. (A. Shulhovska, Trans.). Andronum.
(Original work published 1667) [in Ukrainian].
- Ministry of Education and Science of Ukraine (2019). *Standart vyshchoi osvity za spetsialnistiu 035 «Filologia» haluzi znan 03 «Humanitarni nauky» dlia pershoho (bakalavrskoho) rivnia vyshchoi osvity* [The standard for higher education in specialty 035 «Philology», brunch of science «Humanitarian sciences» for the first (Bachelor's) level of education. [in Ukrainian].
- Shakespeare, W. (1986). *Tvory v 6 tomakh. Tom 6*. [Works in 6 volumes. Volume 6]. (V. Mysyk, V. Koptilov, D. Pavlychko, Trans.) Dnipro. 163-267. (Original work published 1709 [in Ukrainian].
- Zhylko, N. M. (2004). *Kurs leksykologhii anhliiskoi movy* [The course in English lexicology]. Nizhyn. [in Ukrainian].

ABOUT THE AUTHORS



Prof. Svitlana TEZIKOVA

ORCID ID: 0000-0001-7094-7505

tezikova@ndu.edu.ua

*Nizhyn Mykola Gogol State
University, Department of Germanic*

Philology and Methods in Teaching Foreign Languages

PhD in Education, Full Professor at the Department of Germanic Philology and Methods in Teaching Foreign Languages at Nizhyn Mykola Gogol State University, Head of University Professional Competence Development Centre. Research interests – continuing professional development, comparative education. Participant and/or (co)manager of international and national projects "Professional development of rural teachers of English in Chernihiv region" ("Vidrodzhennya" Fund, 1998), "Reform and Renewal in Teacher Education" (US Department of Education, 2000-2003), "University and Leadership" (Warsaw University, 2014-2015), "English Language Retreat / GoGlobal Initiative" (US Embassy in Ukraine, 2016), "Decentralization in Education" project Delegation of European Union in Ukraine as sub granting through the "Ukrainian Regional Platform of Public Initiatives" project, 2017), "English for Universities" (British Council Ukraine, 2015-2018), Erasmus+ Project "Teachers Certification Centres: Innovative Approach to Promotion Teaching Excellence" (2020-2023). Supervisor of Ph.D. students' researches, author of the research, and methodological papers.



**Senior Lect. Valentyna
SLYVKA**

ORCID ID: 0009-0007-7013-0993

slival@ukr.net

Nizhyn Mykola Gogol State

*University, Department of Germanic Philology and
Methods in Teaching Foreign Languages*

Senior Lecturer at the Department of Germanic Philology and Methods in Teaching Foreign Languages at Nizhyn Mykola Gogol State University. Long-time experience in teaching Practical English to junior and senior students, Phonology, and Theory of Translation to students majoring in Philology (including translation) at the first (Bachelor's) level of higher education. The scientific interests lie in the sphere of students assessment and professional training of pre-service translators. A co-author of coursebooks and a reference-book for the students of the 1-st and 2-nd years of studying majoring in English Philology and Secondary Education.



Assoc. Prof. Maryna NAHACH

ORCID ID: 0009-0008-5736-3351

marnag@ukr.net

Nizhyn Mykola Gogol State University, Department of Germanic Philology and Foreign Language Teaching Methodology

PhD in Education, Associate Professor at the Department of Germanic Philology and Methods in Teaching Foreign Languages at Nizhyn Mykola Gogol State University. Long-time experience in teaching Practical English, Business English and Lexicology to senior students majoring in Philology at the first (Bachelor's) and second (Master's) levels of higher education. The scientific interests lie in the sphere of Lexicology (word-building processes) and professional training of pre-service teachers. Author of coursebooks for the students of the 3-rd and 4-th years of studying majoring in English Philology and Secondary Education



Senior Lect. Tetiana MISHCHENKO

ORCID ID: 0000-0002-1424-1724

tetyana.mishchenko@ndu.edu.ua

Nizhyn Mykola Gogol State University, Department of Germanic Philology and Foreign Language Teaching Methodology

PhD in Philology, Senior Lecturer at the Department of Germanic Philology and Methods in Teaching Foreign Languages at Nizhyn Mykola Gogol State University. Participant of all-Ukrainian and international conferences: Cognitive Linguistics in Wroclaw Conference (2017), Text and discourse: cognitive and communicative perspectives (2023), Current state and prospects of linguistic research and translation issues, "Odesa dialogues of cultures: creativity, personality, language"; "Rhetoric of media discourse"; (2021), etc. The author of more than 25 publications devoted to cognitive rhetorical investigation of functioning of idioms in English magazine discourse, translation strategies drawing on media news stories, various types of constructions in media texts. A supervisor of students' course papers and master's theses in philology. Teacher of General English, Theoretical Grammar, Communicative Linguistics, Text Linguistics and Discourse, Translation.

To Cite this Chapter

Tezikova, S., Slyvka, V., Nahach, M. & Mishchenko, T. (2023). The bachelor's degree programme in philology and translation: an in-depth analysis of educational services. In K. Büyükkarcı & A. Önal (Eds.), *Current studies in foreign language education*, (pp. 34-58). ISRES Publishing.