CHAPTER 5: THE PRACTICE-ORIENTED MODEL OF TRAINING A FOREIGN LANGUAGE PHILOLOGIST AT THE UKRAINIAN UNIVERSITY

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1. Introduction

This chapter provides an in-depth analysis of the practice-oriented experience of training students in a specialized bachelor's degree program in Philology with a specialization in *Germanic Languages and Literatures (including Translation) - English and German Languages* at Nizhyn Mykola Gogol State University in Ukraine.

Embracing the competency approach, which focuses on the practical application of knowledge and skills, our training of specialists is designed to increase the time dedicated to fulfilling professionally aimed tasks grounded in fundamental knowledge, practical skills, and values. In the face of rapid changes in the language industry, including the rise of artificial intelligence and machine translation, the need to train specialists in environments mirroring actual work conditions has never been more pertinent. The competency approach ensures that our students acquire theoretical knowledge and develop the practical skills and professional values necessary for success in the industry.

Our educational program, *Germanic Languages and Literatures (including Translation) - English and German Languages* at Nizhyn Mykola Gogol State University significantly emphasises practical training. A total of 24 credits are dedicated to field experience, spread across all four years of study. This practical approach, from introductory practice in the first year to translation work placement practice in the fourth year, ensures our students are well-prepared for the real-world challenges of their chosen profession.

The article also introduces the sequential program of practical training for philology students, describing the tasks and contents and the means to ensure continuity and sequence in forming professional competencies in class and extracurricular activities. This includes participation in

translation contests, translation societies, and meetings with specialists in this field, who provide real-world insights and feedback on students' work.

Having analyzed the surveys answered by the students, practice supervisors, representatives of the organizations and businesses providing translation work placement, we have outlined the organizational and pedagogical grounds for providing all kinds of practical training. This includes the crucial collaboration between the university, businesses, and bodies, ensuring the professional training of specialists in foreign languages. We also outline the perspectives in developing the *Germanic Languages and Literatures (including Translation) - English and German Languages* educational program, a collective effort that we believe will benefit all involved.

The training of specialists in *Philology, Germanic Languages and Literatures (including Translation)*, with English as the major at Nizhyn Gogol State University, has been a journey of continuous evolution. Since its inception in 2016 for the second (master's) and in 2017 for the first (bachelor's) levels of higher education, the program has undergone significant changes. While maintaining a strong focus on philological training, we have recognized the need to enhance the program with more practice-oriented tasks. We have also established partnerships with business representatives, alumni and colleagues from other educational institutions, all of whom contribute to the program's growth and development.

The content and structure of the educational program *Germanic Languages and Literatures (including Translation)* are regulated by the state standard, which we have already written about (Tezikova, et al, 2023). This article aims to describe practice-oriented tasks in *the Practice of Oral and Written Translation* course, which is taught during 3-8 semesters, the content of which is coordinated with theoretical translation studies and linguistic courses, as well as with students' practices.

Our educational programs are not only shaped by our internal processes but also by the influence of international organizations. The annual studies of ELIS (European Language Industry Service) are particularly significant, as they provide us with insights into the global trends in the professional field. This connection to international organizations ensures that our educational programs are not just locally relevant, but also in tune with the latest developments in the field, fostering a sense of global awareness among our students and faculty.

As we reflect on our journey of implementing the educational program in *Germanic Languages and Literatures (including Translation)*, we recognize the pivotal role of our stakeholders – the students, educators, business representatives, and professionals in the field. From the emphasis on learning one foreign language (2016-2023) to the recent shift to two languages (2024), our collective efforts have allowed us to present our vision of the challenges facing the language industry. It is through our combined expertise and dedication that we can formulate the tasks to be performed by educational institutions that train specialists in this area, empowering us all to shape the future of the field.

2. Language Industry: New Challenges and Tasks for Educational Institutions

Integration processes in modern society, which have led to an increase in contacts and the need to establish mutual understanding between speakers of different languages, the development of information and communication technologies, machine translation tools, and artificial intelligence, which have influenced changes in the professional field of translators/interpreters, have put forward new challenges for educational institutions that train specialists for the language industry. Let us emphasize some of the challenges that need to be considered when developing the academic program's content in the specialty of *Philology. Germanic Languages and Literatures (including Translation) – English and German Languages* (http://surl.li/qaxrcz).

Automation and competition with artificial intelligence: The rise of automated translation tools and AI has intensified competition in the translation industry. While machine translation makes work more accessible, it cannot convey cultural context, emotion, and subtlety like human translators. Clients often prefer cheap or fast automatic translation options, affecting translators' working conditions. Therefore, future translators need philological training and preparation to use technological tools.

Low remuneration: Many translators, particularly freelancers, need help with low rates due to increased competition from non-professional translators and automated tools. Customers want quick and high-quality results at low costs, putting translators in a challenging position. To address this, educational institutions should provide students with philological training and cultivate a conscious attitude towards using technological tools that speed up the translation process without compromising quality.

Specialization Challenges: Translators need deep industry knowledge in legal, medical, or technical translation. Acquiring this expertise takes time and resources. The demand for

specialized translators is high, but so is the competition. To address this, future translators should receive proper training through partnerships with educational institutions or industry representatives.

Quality Issues with Automated Translation: While automated translation systems improve, they still need help with complex texts. Manual checking and correction are often necessary, requiring students to develop critical analysis, editing, and correction skills.

Cultural and Linguistic Barriers: Translators must understand cultural and social nuances to avoid errors. This knowledge should be integrated into translation training programs through various activities and experiences inside and outside the classroom.

Evolving Customer Needs: Modern clients require textual and multimedia translations, such as subtitling and voice-over. This demands that translators master new technologies and skills, which should be included in their training programs.

Legal and ethical challenges: Translators often encounter confidentiality issues, especially when working with legal or medical texts. Ensuring high data security and confidentiality levels is crucial, which can be challenging in today's digital environment. Consequently, the issues of professional ethics and legal support for translators' work become relevant. However, university professors training translators are often unaware of the nuances of legal and ethical challenges. One way to address this is to foster close cooperation between university professors and industry representatives.

Urgent projects and a large workload: Many translators handle urgent orders, which can lead to overwork and stress. Additionally, translation agencies may overload specialists with large volumes of work and tight deadlines. Students may not fully grasp this situation while studying at university. During on-the-job training, such real-time situations provide opportunities to assess future translators for stress resistance, readiness to find optimal working and leisure conditions, and the ability to work in a team and share responsibility for quality results with other project members. Involvement in university projects is considered the initial step in developing readiness to work under tight deadlines, with large amounts of information, and in collaboration with other task performers.

Language Evolution: Languages are constantly evolving, with new terms emerging and grammar and syntax rules changing. Translators must continuously update their knowledge to remain competent and prepared to work in varying conditions.

3. Practice of Written and Oral Translation Course

Bridging the gap between theoretical and practical courses in university education and the gap between university education and professional practice cannot be overemphasised. In further discussion, we will illustrate how this is being achieved through translation-related courses within the program.

Students begin their translation training in their second year with the *Introduction to Translation Studies* course. This one-semester course introduces fundamental concepts such as the definition and types of translation, various translation approaches, and basic translation techniques and transformations. Over the following two semesters, students deepen their understanding by taking the *Theory of Translation* course, which covers additional theoretical topics. Students are able to put the theoretical knowledge gained in these courses into practice almost immediately as in their third semester, alongside the *Introduction to Translation Studies*, they simultaneously begin the *Practice of Oral and Written Translation* course. This parallel structure is perhaps the most effective way to implement a practice-oriented model for training foreign language philologists.

We want to provide a detailed overview of the *Practice of Oral and Written Translation course*. The fact that the course spans six semesters and accounts for 19 credits – more than 10% of the total required credits – underscores its significance within the bachelor's program. The course title alone indicates its focus on practical application. When studied in conjunction with other components of the educational program *Germanic Languages and Literatures (including translation) – English and German Languages*, this course helps students acquire the necessary professional competencies. Specifically, it contributes to developing integral competence – solving complex, specialised tasks and practical problems in philology (linguistics, literary studies, and Translation) during professional activities or training. This competence involves applying theories and methods of philological science in situations characterized by complexity and uncertainty.

By the end of the course, students are expected to achieve several learning objectives, which are aligned with those of the entire educational program:

- ➢ to communicate freely on professional topics with specialists and non-specialists orally and in writing in the state (Ukrainian) and foreign (English and German) languages, using them for effective intercultural communication;
- ➢ to manage their process of studies and self-education;

- to use information and communication technologies for solving complex, specialised tasks and problems in professional activities;
- to characterise the dialects and social variants of the studied English and German languages and to describe a socio-lingual situation;
- to know the norms of the literary language and use them in professional activities;
- to know principles, techniques, and methods of text arrangement in various genres and styles in the state and English and German languages;
- to analyse language units, define their coordination, and characterise linguistic phenomena and processes predetermining them;
- to use the English and German languages 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 sphere of life;
- to collect, analyse, systematise, and interpret the samples of the language and speech and use them for solving tasks and problems in professional activities and studies;
- to translate, edit, abstract and annotate texts of various genres in Ukrainian and English.

To meet the objectives outlined in the latest 2024 educational program, designing the course content to reflect the best global practices and job market demands was crucial. The most recent European Language Industry Survey Report (2024) influenced the introduction of a module on Computer-Assisted Translation (CAT) tools into the course syllabus. Additionally, a recent Ukrainian study revealed that the primary translation services offered by top Ukrainian companies are technical and industry-specific translations (68% of total translations), followed by website and software localisation (20%), oral translation (7%), and translation of audio and video materials (5%) (Pylypchuk, 2020). These findings prompted us to focus on specialized translation in the fourth-year modules.

The course syllabus is designed on the principles of continuity and progression, aiming to equip students with the knowledge and practical skills needed for various types of translation. The course begins with simpler tasks and gradually advances to more complex topics and activities that mirror the real-life functions of translation professionals. This progression is reflected across the modules and semesters presented below.

In their second year, in the 3rd and 4th semesters, students are introduced to translation at the levels of phonemes, words, word combinations, and grammatical forms. In Module 1, students learn to translate various proper names (anthroponyms, geographical names, company names, etc.), i.e., context-independent lexical units, using phonetic translation transformations such as

transliteration, transcription, and historically established conventions. Module 2 focuses on the lexical aspects of translation. Students learn to apply various translation techniques (calque, concretization, generalization, addition, omission, modulation, compensation) when translating polysemous words, internationalisms, culturally specific and socially marked vocabulary, idioms, dialectal expressions, abbreviations, neologisms, archaisms, historicisms, technical terms, politically correct language, desemanticized words, and noun clusters. Module 3 addresses the grammatical aspects of translation, where students focus on translating challenging grammatical phenomena (definite and indefinite articles, infinite forms of the English verb (infinitive, gerund, participle) and complexes with them, modal verbs, passive constructions) and learn to use grammatical translation transformations such as replacement, transposition, addition, omission, and antonymic translation.

The fifth semester in the third year begins with a module on the syntactic aspects of translation. Students learn to identify theme and rheme in a sentence and practice translating simple and complex, as well as emphatic and elliptical sentences and comparative and negative constructions. Students learn to apply translation transformations such as integration and partitioning at this stage. The next module (recently added to the syllabus) covers modern translation technologies and CAT tools. In this module, students are introduced to the general features of CAT tools and the basics of their use. They gain hands-on experience with CAT tools like OmegaT, translating texts in various formats, creating and managing glossaries, building translation memory databases from previously translated documents (alignment), and implementing translation projects.

The rest of the course modules are dedicated to teaching students to translate various types of texts. Thus, Modules 6 and 7 deal with mass media news reports (on society, climate and environmental issues, culture, and sports) and reference texts (like biographical materials, encyclopedic entries, consumer manuals, and audio sequences of documentary films). As mentioned above, the texts become more specialized in the fourth year. Module 8 covers translating journalistic texts, such as analytical articles, essays, and speeches. Students also learn to translate stylistic devices commonly found in these texts, such as metaphors, similes, metonymy, and irony. The next module introduces students to translating official documents, including business correspondence, personal documents, employment contracts, official speeches, and international agreements. In Module 10, students translate economic texts, such as articles on economic topics, marketing and financial reports, commercial contracts, and materials from company websites. The final module is dedicated to translating scientific and

technical texts, including scientific articles, lectures, conference speeches, technical product descriptions, and patent applications.

Although most course modules focus on linguistic aspects of translation or specific text types, nearly every module also incorporates other essential components to ensure the development of translators' professional competence. For example, in Module 1, students are introduced to the basics of editing and post-editing, which is crucial given the widespread use of AI and machine translation. In Module 2, while dealing with the linguistic aspect of translation, they explore various electronic dictionaries and terminological databases. Module 3 introduces sight translation, while Module 4 covers the basics of the interpreter's notation, further practised in Module 6 during consecutive interpreting exercises. Modules 7 and 8 teach students to translate for gist and produce annotated translations. Each of these specific translation areas of focus is not just introduced once but integrated into the content of subsequent modules.

Additionally, the course is designed to develop a system of skills and abilities that, while not explicitly mentioned as learning outcomes in the syllabus, are essential for mastering the specified types of translation. These include techniques for transferring a message between English and Ukrainian, the ability to react quickly and choose appropriate equivalents to accurately convey the original message, thinking figuratively and associatively, retaining text for subsequent translation, and summarising received information. The course also fosters skills necessary to overcome challenges in oral and written translation, such as dealing with stylistic features of the original message, noise interference, speech flow pace, sudden topic shifts, and conveying content, connotations, stylistics, and genre features.

To equip students with these essential skills, the course includes various activities:

- mnemonic exercises (e.g., reproducing thematic lists of words, series of numbers, dates, and proper names presented by the teacher; the "snowball" activity where students remember and reproduce a message with an increasing number of details);
- exercises for perceiving, noting down and reproducing/translating precise information (e.g., numbers, proper names);
- pronunciation training exercises (in both English and Ukrainian), such as practising tongue twisters;
- vocabulary expansion exercises, like compiling glossaries and writing vocabulary dictations;
- exercises for summarising and compressing information;
- exercises for anticipating missing elements in the original text;
- exercises for the perception and reproduction of the original text ('shadowing' and repetition in pauses);

➢ exercises for mastering interpreter notation;
➢ translation analysis of the original text and parallel texts;
➢ assessment of translation quality.

These activities prepare students for various types of translation and interpretation tasks they are likely to encounter in real-life professional situations: sight translation, consecutive interpreting (with and without interpreter notation), two-way translation of interviews, adequate translation of texts in various functional styles (using CAT tools), translation for gist, editing translated texts (both their own and those done by peers), and post-editing machine-translated texts according to the rules and norms of the Ukrainian and English languages.

These are only possible with the strong foundation provided by theoretical courses such as *Introduction to Linguistics*, *Introduction to Translation Studies*, *Theory of Translation*, *Lexicology*, *Theoretical Grammar*, *Stylistics*, and others. Here are just a few examples which illustrate the connection with the theoretical courses: the course of *Introduction to Linguistics* provides insights into language structure, aiding students in accurately translating complex syntactic and semantic elements, such as specialised terminology in technical texts; *Introduction to Translation Studies* introduces essential concepts like equivalence and translation transformations, which help students navigate cultural and idiomatic challenges in translation; *Theory of Translation* offers frameworks like Skopos theory, guiding students in making strategic decisions, such as adapting legal terms to the target culture; *Lexicology* helps students understand word meanings and relationships, crucial for translating neologisms or idiomatic phrases effectively; *Theoretical Grammar* equips students with the knowledge to handle grammatical challenges, such as translating passive constructions or modal verbs; *Stylistics* teaches the importance of tone and style, enabling students to maintain in the translation the impact of the original text depending on the functional style it belongs to.

While discussing the course content, we cannot help mentioning the course materials. Given the shortage of modern Ukrainian textbooks that meet the course objectives, translation teachers often have to select text materials for classroom and independent work. As researchers note, any text can be the object of translation, but not every text can be considered a unit of study (Kavytska, 2013). A well-chosen text serves as a pedagogical tool that supports students' studies. Using self-created texts tailored to students' needs can be appropriate at the initial stage of translator training. However, since professionals deal with the translation of original, unprepared texts, we believe students should learn by working with such authentic materials.

When selecting texts, care is taken to follow specific principles based on their linguistic, functional, and methodological features. Linguistically, texts should be complete, coherent, and rich in terminology and represent a variety of styles and genres. Methodologically, texts should be authentic – created by native speakers for real communication – and accessible regarding length, language complexity, and content specificity. However, the most important factor is professional significance: texts must reflect real professional needs, including relevant subject matter, genre, and discourse type (Kavytska, 2012).

Selecting the right texts is just the beginning. The next step involves adapting them to meet students' linguistic and cultural needs. Complex structures, nuanced vocabulary, and confusing syntax may need to be simplified without compromising the text's essence. Cultural relevance is crucial, with annotations helping to explain nuances and promote cultural awareness – an essential translation skill. A glossary can further aid understanding by providing translations or explanations of terms that lack direct equivalents in the target language.

Additionally, texts are accompanied by tasks designed to meet specific educational goals. These tasks include translating sections of the text, working with particular vocabulary or grammar, identifying and solving translation problems, or participating in collaborative translation projects. The goal is to create a dynamic learning environment where students can apply theoretical knowledge to practical scenarios.

Another effective way to bridge theory and practice in the *Practice of Oral and Written Translation* course and link professional training at the university with real-life activities is by involving industry professionals in teaching. In the academic year 2023/2024, students had the opportunity to meet practising translators and interpreters. Ms. N. Kyivska, a translator and interpreter at the university, answered numerous questions about her professional activities, job search strategies, cooperation with employers, the relevance of literary translation, preparation for written and oral translation, and the use of translation software. Similarly, Mr. P. Kostenetskyi, a translator for an agricultural company, shared insights from his professional experience, discussing the differences between working in-house at an enterprise and as a freelance translator. He emphasised the importance of specialised text translation skills and addressed students' questions about the job market, the skills required for translators, and his experience with CAT tools. These meetings highly motivated students, offering them a glimpse into the profession and helping them make informed career decisions. They received first-hand insights into the realities of the translation field.

To summarise, the course content aligns with the objectives of the 2024 educational program, reflecting best global practices and addressing current industry demands. The syllabus ensures continuity and progression, guiding students from basic tasks to complex real-world translation scenarios, including journalistic, scientific and technical texts. Essential components such as editing, post-editing, and CAT tools are integrated throughout the modules. The course also emphasises developing practical skills through various activities while maintaining solid connections to theoretical foundations. Text selection and adaptation follow principles that ensure linguistic, cultural, and professional relevance, creating a comprehensive and dynamic learning environment that prepares students for professional practice.

4. Extracurricular activities

In addition to the required coursework, the program strongly emphasises extracurricular activities related to translation and interpreting, such as informal education, translation contests, and a literary translation studio. First and foremost, it is important to highlight that students are encouraged to gain hands-on experience in interpreting or translation whenever such opportunities arise. For example, several students recently volunteered as interpreters during online meetings between the university teaching staff and international experts Irine Darchia from Georgia and Francisco Guillen Grima from Spain. As a recognition of their contributions, these students received certificates that officially confirmed their work. These certificates validate their practical experience and serve as valuable additions to their professional portfolios, enhancing their employability and demonstrating their readiness for real-world translation and interpreting challenges.

Students are advised to participate in informal education opportunities such as online courses, training sessions, webinars, and lectures on translation and interpreting topics. They can earn extra credit points for these activities or, in the case of online courses, receive credits. Students who attend such events are required to submit a report reflecting on their learning experience. A recent example is an online seminar on CAT tools led by O. Deikun, Associate Professor at the Department of Theory and Practice of Translation from English at Taras Shevchenko National University of Kyiv. The seminar covered the translation memory software *Wordfast*, and positive feedback was received from the attendees.

Another form of extracurricular activity is the translation studio, designed for those interested in literary translation – an area not covered in the compulsory syllabus due to time constraints and the specialised skills required. The studio meets monthly on Friday evenings via Zoom.

Also, studio members communicate through social media, sharing interesting translation-related content, discussing meeting details, proposing discussion topics, and voting on them.

The studio's work mode varies. In some meetings, all participants work on the same text, such as passages from selected literary works. In other meetings, students choose their texts to translate, often opting for modern fiction like fantasy or sci-fi or poetry from classical Ukrainian poets like T. Shevchenko and Lesia Ukrainka. Allowing students to translate texts of their choice aligns with a student-centred approach, boosts motivation, and develops literary taste.

Feedback is a crucial component of the studio's work. Before each meeting, the participants post their translations in a shared Google document, enabling peers to review and comment on their work. During meetings, students discuss translation challenges, compare approaches, and critique each other's work. Each session concludes with the teacher summarising the discussion, providing feedback, and addressing any issues.

Working in the translation studio enhances students' literary translation skills and fosters critical thinking, creativity, and a deeper appreciation for the nuances of language. By offering a collaborative and supportive environment, the studio plays a vital role in preparing students for the complexities of real-world translation, equipping them with the specialised skills that are essential for success in this field.

Translation contests are another traditional way to support students' interest in the profession, stimulate their engagement, and uncover their creative potential. They are typically organised by leading Ukrainian universities such as Taras Shevchenko National University of Kyiv, V. N. Karazin Kharkiv National University, Ivan Franko National University of Lviv, and National Aviation University, among others. These institutions have established traditions in translator training and experienced judges among their teaching staff. Contests usually involve translating a passage from fiction, a journalistic article, or a piece of poetry. Some contests may also include consecutive interpreting of a recorded speech by a prominent figure. Competitions may consist of one or two rounds. To advance to the second round, students must first succeed at their university level, where internal contests are organised among third- and fourth-year students, who present their translations to a jury of translation faculty.

Although our translation program started in 2017, we have already achieved notable success in translation competitions, proving the program's quality. For example, in 2023, two third-year students, S. Kovalchuk and K. Skachok, competed against 48 participants from eleven

universities and won second and third prizes in the yearly Interuniversity Contest of Young Translators arranged by the National Aviation University. In 2024, a third-year student, D. Miahka, won second prize in the same contest, competing against 32 participants from eight universities.

Another notable contest was organised in March 2023 by our University and the Charitable Foundation for the Development of Territorial Communities, "In Memory of Franziska Zeitler." The contest aimed to select talented students to translate passages from the novel "In the Shade of an Earthly Woman" by a modern Ukrainian writer, Olena Pechorna, into English and German. Six students volunteered, and after a thorough review by the university teachers, their translations were evaluated by native speakers. N. Puhach, a third-year student, won the contest and was offered a contract to translate the entire novel, with potential future opportunities and monetary reward. The winner's name will appear on the book's cover, and she will represent the author at English-speaking events abroad. This experience highlights the real-world value of the education provided by the program and the importance of promoting Ukrainian culture abroad.

Participating in translation contests helps students familiarise themselves with literary works from their own and target cultures, develop their translation skills, and gain practical experience. They learn to balance originality with accuracy, ensure content fidelity, and address stylistic and cultural nuances. In poetry translation, they also work on rhyming and rhythm, striving for aesthetic equivalence.

In conclusion, the course content and extracurricular activities are designed to develop students' practical translation, interpreting, and soft skills necessary for professional success. These experiences prepare students for future careers in translation and interpreting, aligning with market demands.

5. Practical Training

The educational program, *Germanic Languages and Literatures (including Translation) – English and German Languages*, at Nizhyn Gogol State University significantly emphasises practical training. As is shown in Table 1, a total of 24 credits are dedicated to field experience, spread across all four years of study more or less evenly about necessary prerequisites (Table 1).

Table 1. Practical training in bachelor's program (2024)

Educational component	Practical Training	ECTS credits	Assessment
EC 21	Introductory Practice	1.5	credit
EC 22	Language Practice	9	credit
EC 23	Instructional Translation Practice	1.5	credit
EC 24	Work Placement Translation Practice	12	credit

All this field experience is spread over the years of study in the following way (Table 2):

Table 2. Distribution of practical training by years of study

Year of Study	Practical Training	ECTS credits	Assessment
1	Introductory Practice	1.5	credit
1	Language Practice	3	credit
2	Language Practice	3	credit
2	Language Practice	3	credit
3	Instructional Translation Practice	1.5	credit
3	Work Placement Practice	6	credit
4	Work Placement Practice	6	credit

During the first year of study, our students have *Introductory practice* (1.5 credits) at the end of the first term after completing the course *Introduction into Specialty*. In this course, they get acquainted and develop the basic skills necessary for successful studies and future professional activity. Usually, they prepare individual projects on one of the topics offered by the lecturer. At the end of the second term of the first year and at the end of the third and fourth terms of the second year, students have *Language practice* (3 credits each, 9 credits total). This kind of practice follows educational components such as the *Practical Course of English*, which students take in each year of their studies. Language practice aims at the practical application of knowledge on the learned topics, employing all the complex abilities and skills developed by the students during their studies. It also aims to hone their communicative competency in a

foreign language as an essential tool for future professional activity. There are the following requirements that students should meet:

- ➤ use their knowledge and skills in phonetics when producing their utterances on definite topics,
- ➤ use vocabulary according to the purpose of utterance and situation of communication,
- ➤ use correct Grammar in oral and written speech,
- ➤ build logically connected utterances into discourse or sentences into a text,
- ➤ be aware of cultural diversity and the culture of English-speaking countries in particular,
- ➤ choose and use various strategies for intercultural communication with representatives of other cultures.

The topics to learn in the first year are: *Personal Identification: Dream Team, Houses/ Flats: A Man's House Is His Castle, Students' Life: My Learning Curve, Food and Meals: We Are What We Eat, and Relations: Together Forever* (Taran et al, 2021, 2022). We need to note that a significant amount of time in the first year (one-third at the beginning of the first term) is dedicated to the *Introductory Phonetic Course* integrated with *Basic Grammar* (Taran et al, 2016). The topics learned during the second year of studies are: *Shopping: Go on a Shopping Spree, Seasons and Weather: In All Weathers, Places: My Old Stomping Ground* (Taran et al, 2022*), Sports and Interests, and Travelling* (Hrytsai & Kolesnyk, 2019). It must be noted that all the instruction in *the Practical Course of English* at the initial stage of studies (the first and the second years) is grounded on the communicative approach, which implies much language practice which might seem very similar to what we usually do at language practice as a kind of field experience. Still, the main difference is that students work much more autonomously during this period, as they have only 28 hours of classroom activities and 68 hours of individual work per 10 days, in comparison to 290 hours of classroom activities and 280 hours of individual work (19 credits totally) in the first year at *Practical Course of English*. For the second year, the number of hours is 218 and 202, consequently making a total of 14 credits.

We clearly understand that the best option to arrange *language practice* as a field experience is to allow our students to communicate with native speakers of the language they study and participate in various summer schools and courses. So we take every opportunity possible nowadays. Our students take *ReallyEnglish, FutureLearn, MOOCs*, or any other online courses at the end of terms, which can fit for field experience under the condition that students get certificates for completing the course of the definite level and the time assigned for it meets the requirements for field experience.

Instructional translation practice is after the fifth term in the third year of studying after the theoretical course *Theory of Translation* is completed and students have enough knowledge in *the Practice of Oral and Written Translation* course. It lasts for five days and takes 1.5 credits. Students are given several tasks to complete, directly connected with real-life challenges of their chosen profession, but this time, they observe and reflect much. They attend webinars where employers, experienced interpreters, editors, or others in this sphere share their ideas and knowledge. Students also observe interpreters' work to analyze it, edit texts translated by AI, and write a reflexive essay at the end of practice. It is a new kind of practice for our students, as it has been in the curriculum for several years only, but the reflexive feedback given by students proves its benefit to them.

Translation work placement practices are scheduled at the end of the sixth term in the third year and at the beginning of the eighth term in the fourth year of study. Each of them lasts for a month and is 6 credits ECTS. These practices aim to form professional competencies and personal qualities necessary for future professional activity in the chosen sphere. Students can apply their theoretical knowledge and practical skills in real-life working conditions in various types of translation: oral and written, consecutive and simultaneous, and to make sure that they are well-prepared for real-life challenges and can cope with them. The main tasks of translation work placement practice are:

- adaptation of students to real-life working environments to perform professional functions,
- formation of personal and professional qualities and values necessary for performing the duties of a translator/ interpreter,
- deepening theoretical knowledge of English as a foreign language and translation methods and tools,
- honing communication skills in authentic situations,
- developing skills in defining problems in translation activity and choosing strategies for solving them,
- managing time appropriately, making decisions when solving translation problems in limited time,
- developing the habit of the final verification and editing of the text in the target language,
- using modern technologies and CATs in translation,
- using all kinds and types of dictionaries in professional activity,
- following professional ethics (http://surl.li/qaxrcz).

One student's workload during translation work placement practices is limited to 5 pages A14 (with 44-46 lines on the page) of written translation per week, or about 20 pages for the whole practice period.

There is a definite procedure for arranging all kinds of practices at our university; that is, they are planned, and necessary paperwork is done at the beginning of the studying year to follow all the formalities outlined in the methodological and informational recommendations worked out by the Department of Practice (Filonenko et al, 2023). Regulations for all kinds of practices are outlined there. On the first day of any practice, an introductory conference must be held to familiarise students with the place for practice, the requirements, and the assessment criteria. The assessment of students in introductory and language practices takes place during classroom activities and/or after giving a project presentation. Instructional translation practice and translation work placement practice are assessed a week after students complete them and submit all the required materials on the page of the subsequent course in UNICOM (our university's electronic educational platform). After the completion of instructional translation practice, students are to submit the tasks they have done and reflexive essays with their feedback on the practice. After translation work placement practice, more documents are required, such as a daybook with a description of all the daily tasks, one's reflection, and the review of the student's performance given by the official translator of the company/ organization where the practice took place. They also have to submit a text (about two pages A4) for assessment by the university supervisor and a thesaurus with at least 100 terms so the final mark includes the following aspects and is quite balanced.

Table 3. Distribution of points for completed tasks

№	Tasks to be assessed	points
1	Translation of specialized texts (checked by a translator at the site)	60
2	Thesaurus (checked by a university lecturer)	10
3	Keeping a daybook (checked by a university lecturer)	15
4	Text (checked by a university lecturer)	15
	Totally	100

Introductory, language, and instructional translation practices are usually held at the university premises. Numerous places (companies/ organizations) can provide our students with the possibility of translating work placement practices as our university signs agreements with such organizations. Still, because of the current situation with safety (a full-scale war), our choice is quite limited. We arrange practice for our students at Nizhyn Mykola Gogol University (the Department of Academic Integrity, the Department of Germanic Philology and Methods in Teaching Foreign Languages) and Department of International Cooperation and Investment activity of the Executive Committee of Nizhyn Town's Council.

6. Conclusions

Training a philologist in modern conditions is not a static process, but a dynamic one that necessitates rapid changes in the content, forms, and methods of teaching and learning. This dynamism, driven by a multitude of factors, keeps the field of philology engaging and exciting, and it is what makes it a constantly evolving field.

The preparation process is a collaborative effort, and its success hinges on the combined contributions of various stakeholders: representatives of business and the language industry, researchers, alumni, students, and professors. Each stakeholder's role is crucial, and their efforts are integral to the success of the training.

Students play a pivotal role in the training process. Their involvement in actual practice, the use of practice-oriented tasks, and the coordination of theoretical content and practical problems are all key to forming their generic and subject-specific competencies. This empowerment and responsibility are crucial for their development as future translators.

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