

DOI <https://doi.org/10.30525/978-9934-26-261-6-69>

**MULTILINGUALISM AS THE BASIS OF FORMATION  
OF TRANSLATION COMPETENCE OF MASTER'S DEGREE  
STUDENTS – INTENDING TRANSLATORS OF ENGLISH  
AND GERMAN**

**БАГАТОМОВНІСТЬ ЯК ОСНОВА ДЛЯ ФОРМУВАННЯ  
ПЕРЕКЛАДАЦЬКОЇ КОМПЕТЕНТНОСТІ МАГІСТРІВ –  
МАЙБУТНІХ ПЕРЕКЛАДАЧІВ З АНГЛІЙСЬКОЇ  
ТА НІМЕЦЬКОЇ**

**Shramko R. H.**

*Candidate of Philological Sciences,  
Associate Professor,  
Associate Professor at the Department  
of English and German Philology,  
Poltava V. G. Korolenko National  
Pedagogical University*

**Шрамко Р. Г.**

*кандидат філологічних наук, доцент,  
доцент кафедри англійської та  
німецької філології,  
Полтавський національний  
педагогічний університет імені  
В. Г. Короленка*

**Rakhno M. Yu.**

*Candidate of Philological Science,  
Associate Professor,  
Associate Professor at the Department  
of English and German Philology,  
Poltava V. G. Korolenko National  
Pedagogical University  
Poltava, Ukraine*

**Рахно М. Ю.**

*кандидат філологічних наук, доцент,  
доцент кафедри англійської  
та німецької філології,  
Полтавський національний  
педагогічний університет імені  
В. Г. Короленка  
м. Полтава, Україна*

The work in the multilingual environment can be interpreted as one of significant challenges in the professional activities of the modern translator. This specialist is capable of ensuring intercultural communication based on the principles of tolerance, mutual respect, adhering to values and linguocultural concepts of different nations. They can create a communicative bridge for zero-conflict interaction on the basis of their acquired skills and competences doing their individual research in ambiguous or psychologically demanding work conditions and processing large and stylistically diverse arrays of text in order to transform information or to preserve the accumulated experience in oral or written form. A specific kind of professional activity is the work of a guide-interpreter who, together with their standard work skills,

show a deep knowledge of stages of specific ethnic culture development, demonstrate their competence in art studies, history and historiography, ethnography, folklore studies, archaeology, etc.

The translator's competence is one of two integral competences in training master's degree students – intending translators and interpreters (majoring in philology) according to the requirements of the modern world job market. Within the framework of the education and professional program of higher school, it is connected with research, linguistic, and literary criticism competences as it aims to develop hard skills, cultural intelligence [1], skills of searching and critical processing of data in the fields of humanities, social disciplines, and science in the native ( $L_1$ ), the first ( $L_2$ ) and the second ( $L_3$ ) foreign languages, the official language of the country of their stay, etc. That is why language diversity contributes to mastering soft skills and critical thinking as integral elements of subject-subject communication ensuring the effective completion of team/solo projects by trainee translators and interpreters doing their master's degree. The most topical scientific papers studying the issue of multilingual competence are the works by Angelica Galante [3], Ting Huang [4], Rosa María Martínez de Codes [5], etc.

Of no lesser importance for the master's degree students is their work with language matrices and linguocultural codes, which creates the foundation for mastering code-switching in multilingual groups. The papers by Agostino Portera [6] and Michael Byram [2] are dedicated to studying these aspects. Improving this technology primarily depends on the content and the methodology of teaching the disciplines related to theory and practice of translation («Practicum in Written and Oral Translation», «Theory and Practice of Translation»), the academic dimension of the translation discourse is presented in the course «Academic Writing for Master's Degree Students». The literary criticism competence is formed by such courses as «Theory of Genres and Styles», etc. All the above-mentioned disciplines are based on the lecturer's thorough work with texts in different languages. In the combination with direct and active multilingual communication within/outside the educational space (scientific clubs and optional courses in the first and the foreign language, the participation in the programs of international student academic mobility at overseas universities, international competitions, etc.), they serve as powerful means of broadening the toolkit of the student (majoring in translation studies) stimulating their quick orientation in the constant information stream and contributing to developing the second integral competence, the communicative one, which is another prerequisite for their professional work.

Thus, studies and learning in the multilingual educational space form the strong foundation for an effective work of the master's degree student – the intending translator by creating «a bridge» between the nations, linguoconcepts, and language matrices (codes) and forming both key competences required by the educational and professional program of their training – the communicative and translation ones. Their effective combination can be interpreted as a guarantee for lasting and fruitful professional work after graduation from higher school.

### **Bibliography:**

1. Ang S., Van Dyne L., Koh C., Ng K. Y., Templer K. J., Tay C., & Chandarasekar N. A. Cultural intelligence: Its measurement and effects on cultural judgment and decision making, cultural adaptation and task performance. *Management and Organization Review*. 2007. Vol. 3 (3). P. 335–371. <https://doi.org/10.1111/j.1740-8784.2007.00082.x>.

2. Byram M. *Teaching and Assessing Intercultural Communicative Competence: Revisited*. Bristol, Blue Ridge Summit: Multilingual Matters, 2020. 200 p. ISBN 978-1800410275.

3. Galante A. Plurilingual and pluricultural competence (PPC) scale: the inseparability of language and culture. *International Journal of Multilingualism*. 2022. Vol. 19. Issue 4. P. 477–498. <https://doi.org/10.1080/14790718.2020.1753747>.

4. Huang T. Learning an L2 and L3 at the same time: help or hinder? *International Journal of Multilingualism*. 2022. Vol. 9. Issue 4. Pp. 566–582. <https://doi.org/10.1080/14790718.2020.1779726>.

5. Martínez de Codes Rosa María. Moderate Secularism in Europe in the Face of Integration Challenges: The Debate about Legal Pluralism and Multiculturalism. *European Review*. 2022. Vol. 28. Issue 3. P. 459–464. <https://doi.org/10.1017/S1062798719000589>.

6. Portera A. Has multiculturalism failed? Let's start the era of interculturalism for facing diversity issues. *Intercultural Education*. 2020. Vol. 31. Issue 4. P. 390–406. <https://doi.org/10.1080/14675986.2020.1765285>.