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§2.2 VOCATIONAL TRAINING OF TRANSLATORS IN THE SYSTEM OF HIGHER EDUCATION OF UKRAINE AND GERMANY: COMPARATIVE ANALYSIS (Samokhval O., Vinnytsia Institute of Trade and Economics/ State University of Trade and Economics, Shostak U., Vinnytsia Institute of Trade and Economics/ State University of Trade and Economics, Osaulchyk O., Vinnytsia Institute of Trade and Economics/ State University of Trade and Economics)

Introduction. Ukraine's pro-European choice predetermined the need to adapt the legislation and structure of the state's main institutions following European and world standards. The current position of Ukraine in Europe and the world requires the activation of international relations in various spheres of life: political, social, economic and defence. Changes and reforms affected all social aspects, including education. The tendencies in the modern world society demand training of highly qualified, competitive specialists during higher education. The recent events have proved that authorized representatives of our state defend the interests of the Ukrainian people in the international arena. Effective intercultural communication means the involvement of mediators capable of ensuring dialogue between different countries and cultures. The large amount of documentation that accompanies these processes also requires fast and high-quality processing that is usually done by translators.

Considering the above-mentioned, the problem of professional training for translators in Ukraine is particularly relevant. Dynamic changes in the world society require restructuring of the higher education system in our country and its adaptation to the new requirements and demands. That is why Ukraine is at the stage of renewal and modernization today. Foremost, we should note that the period from the moment Ukraine joined the Bologna Process (May 19, 2005) until now





has been characterized by constant changes and reforms in the field of higher education in Ukraine. One of the tasks of the national educational system was to ensure the professional training of translators who would meet the level of world standards and would be flexible to the constant changes and innovations of the information society of the XXI century, as well as ready for continuous professional growth.

The need to renew the professional training of translators in higher education institutions of Ukraine is caused by economic, social and educational processes, and in particular, the impact of globalization on the formation of new trends in the training of translators and also the need to ensure the competitiveness of our domestic system of high education in this direction within the European market. A multi-aspect study of the professional training of future translators in higher education institutions of European countries, namely Germany, will contribute to the viewing of new ideas for the transformation and modernization of educating future translators in Ukraine.

Lately, the profession of a translator has become popular and demanded in our country, and the number of educational institutions offering professional training for translators has increased significantly. According to the Law of Ukraine “On Higher Education” dated July 1, 2014, higher education of translators is conducted at the following levels: first (bachelor's), second (master's) and third (doctoral). The mentioned stages lead students to the successful completion of the relevant educational, professional or scientific program, which becomes the basis for awarding the corresponding degrees of higher education: bachelor, master and doctor of philosophy.

Problem statement. Following the Resolution of the Cabinet of Ministers of Ukraine “On approval of the list of fields of knowledge and specialties for higher education students to be trained” dated April 29, 2015, No. 266, the training of translators





is conducted in the field of knowledge 03 “Humanities” in the speciality 035 “Philology”. According to the order of the Ministry of Education and Science No. 567 dated 25.05.2016 “On the approval of the List of specializations for the training of higher education students for bachelor's and master's degrees in speciality” 035 “Philology”, according to which the formation and placement of the state order are carried out, it is determined: 035.3 – Slavic Languages and Literatures (Translation included); 035.4 – Germanic Languages and Literatures (Translation included); 035.5 – Romance Languages and Literatures (Translation included); 035.6 – Eastern Languages and Literatures (Translation included); 035.7 – Finno-Ugric Languages and Literature (Translation included); 035.8 – Classical Languages and Literatures (Translation included); 035.10 – Applied Linguistics.

We have to note that the title of the bachelor's and master's educational qualifications consists of two parts: the first is stable (bachelor/master's degree in philology), the second is variable, for example, bachelor's/master's degree in philology, specializing in “Germanic Languages and Literature (Translation included)” [4]. It is also worth indicating that the list of specializations approved for both bachelor's and master's training in Ukraine is significantly different from the list of translation specialties at the first and second levels of higher education in Germany.

A detailed analysis of educational programs of translation specialties in German institutions of higher education allows us to affirm the clear distinction between the professional training of translators and that of philologists in German universities; in its turn, it differs from the system of training future translators in Ukraine. In particular, the bachelor's level of translation education in Germany is focused on training future specialists in the following specialties: “Professional Translation – Economics”, “Professional Translation – Technical Sphere of





Activity”, “Professional Translation – Software and Media”, “Professional Translation – Information Technologies”, “Applied Cultural Studies and Translation Studies”, “International Communication and Translation”, “Translation Studies”, “Language, Culture, Translation”. Master's level training of future translators is offered in such specialities as “Oral Referent-Translator”, “Specialist in Translation and Cultural Mediation”, “Translation Studies”, “Professional and Media Translation”, “Literary Translation”, “Translation Management”, “Terminology and Language Technologies”, “Translation Studies and Translation Technologies”, “Translatology”.

Thus, the training of translators at the bachelor's educational level is focused on a narrow-specialized field of translation mainly, while the training of master translators deepens translation competence and strengthens the knowledge in translation studies as a science with the improvement of acquired translation skills within the necessary practical part of training.

It is worth paying attention to the analysis of training “Philology” in higher education institutions in Germany, which covers such specialities as “English Studies”, “American Studies”, “German Studies”, “Romanistics”, “Slavic Studies”, “Linguistics”, “Literary Studies”, that does not involve focusing on the translational component in the training future philologists.

The difference between the university professional training of translators and that of philologists lies in the close connection in the training of translators with the socio-cultural problems of modern times and the peculiarities of the modern language; the orientation in the training of philologists predetermines the historical perspective. The training of philologists-Germanists or novelists can be called linguistic-historical and literary. At the same time, the system of training future translators in German higher education institutions is focused on two main directions: translation and linguistic culture, while the training of translators





in the higher education system of Ukraine involves, foremost, the formation of a philological knowledge system in correlation with translation competence.

Following the provisions of the new [2], the content of educational-professional and educational-scientific training programs, curriculum, programs of educational disciplines are developed independently by each of the higher education institutions within the framework of the structure and form established by the Ministry of Education and Science of Ukraine and determined by decree by the Cabinet of Ministers of Ukraine concerning the industries, specialities and specializations. The most common forms of organization of training future translators in Ukrainian higher education institutions are part-time and full-time. The form to train future translators is chosen by every higher education institution independently with the appropriate study programs according to their autonomy in taking key decisions in Ukraine.

The system of higher education in Germany is characterized by the extended autonomy of higher education institutions, which consists of financial, personnel, organizational and academic activities. The academic component of the autonomy of higher education institutions provides the possibility to form the mechanism of recruitment of students and their total number, as well as their selection for different levels of training; to determine the content of programs at different levels of education; to delete or close the program; to choose the language of training; to develop quality assessment criteria; to determine the main content of the program (Parameters and models of university autonomy) [21]. At the same time, there is an interaction of higher education institutions with the federal and state governments. The key body for defining the activities of higher education institutions, in particular admission rules, curriculum and terms, directions of development and cooperation,





is the Rectors' Conference, which regulates key aspects of higher education institutions in Germany. The most common forms of organization of training translators in higher education institutions of Germany are full-time and distance learning, for example, in AKAD University [1], with its training translators in the specialities “Professional Translation – Economics”, “Professional Translation – Technical Sphere of Activity”; that is conducted within distance learning without the possibility of visiting the university. Distance training programs at German higher education institutions are not uncommon recently due to the impact of COVID-19 restrictions and the rapid digitalization of the European higher education system. The system of higher education in Ukraine and Germany differs to a large extent in the typology of higher education institutions, especially those training translators.

Thus, within the framework of the higher education system of Ukraine, professional training of translators is conducted in the following educational institutions:

1. Universities (the most common type of higher education institution in Ukraine, providing the widest range of academic programs, including Philology): universities (of a classical type); pedagogical universities; technical universities; universities of a specialized field (Economics, Finance, Aviation, etc.)

2. Institutes (specializing in a certain field of science and technology, such as Engineering, Technology, Architecture, Management, etc.).

In Germany, several types of higher education institutions train translators and can be compared with those present in Ukraine:

1. Universities (a traditional type of higher education institution in Germany, offering a wide range of scientific programs in Philology, Law, Medicine, Economics, Technical Sciences, etc.).





2. Professional High School / Fachhochschule (a type of higher education institution that usually offers practical education and applied sciences such as Business, Engineering, Information Technology, etc.).

The professional training of translators in Germany is conducted in two types of higher education institutions: classical universities and professional high schools; and is focused on specific fields of economic activity, mainly Management, Economics, Information Technologies, etc. At the same time, in Ukraine, a wider range of higher education institutions is offered for the professional training of translators, which indicates the broad possibility of defining and establishing educational services. Higher education institutions of Ukraine are not limited much in forming the content of their educational systems, which is supposed to provide high-quality education with the scientific and pedagogical staff correlating the defined licensing rules of higher education.

According to the Law of Ukraine “On Higher Education” [2], the educational program of a Bachelor of Philology based on full general secondary education with a study period of 11 years weighs 240 ECTS credits; based on complete general secondary education with a term of study of 12 years is 180-240 ECTS credits. For those who have already obtained education at the first (bachelor's) or second (master's) level of higher education or the education level “doctoral”, the educational program of the Bachelor of Philology cannot be less than 180 ECTS credits.

In Germany, the Bachelor of Philology study program provides 180 ECTS credits with a training duration of 6 semesters, and studies at the master's educational level include 120 ECTS credits with a training duration of 4 semesters. A necessary prerequisite for admission to the bachelor's level of higher education for the translation speciality is a Certificate of Complete General Secondary Education (Schulabschluss-





Zeugnis) and a document confirming the required level of foreign language proficiency (B2 – first foreign language, B1 – second foreign language). The specified requirements for admission to the translation speciality ensure a high level of foreign language competence of future students, while it is not the same necessary in Ukrainian higher education institutions: mostly in addition to a Certificate of Complete General Secondary Education it is required to have National Multi-Subject Test Certificate in a Foreign Language with the number of points not less than the established entrance score.

Within the higher education of Ukraine, educational programs for a Bachelor of Philology with a specialization in Translation focus on the study of language in its theoretical, practical, synchronous, diachronic, dialectological, stylistic and sociocultural aspects; expand knowledge of Ukrainian and foreign fiction and oral folk art; study genre-stylistic varieties of texts and the basics of interpersonal, intercultural and mass communication in oral and written forms; students master general scientific research methods and special philological methods of text analysis, assimilation of basic methods and techniques of language and literature research. The theoretical basis of educational programs is a system of basic scientific theories, concepts, principles, categories, methods and concepts of Philology [4].

Based on the written study program, the institution forms a curriculum, taking into account the recommendations of the Ministry of Education and Science of Ukraine. The study plans for the Bachelor of Philology consist of required and elective courses. The required courses include the disciplines of humanitarian and socio-economic, fundamental and natural-scientific, professional and practical training (some higher education institutions also distinguish the disciplines of psychological-pedagogical and scientific-subject training). The





elective courses or electives include disciplines of independent choice of higher education institutions (in-depth professional training and narrow specialization) as well as disciplines of the student's free choice represented by blocks of disciplines like Second Foreign Language, in-depth study of Branch Translation or related fields.

According to the recommendations of the Ministry of Education and Culture of Ukraine, the number of the required courses should not exceed 75% of the total amount of ECTS credits [2].

Training translators in Germany is conducted at such institutions of higher education as AKAD University (Stuttgart), Ruprecht-Karl Heidelberg University (Heidelberg), SDI International University of Munich (Munich), Potsdam University (Potsdam), Hildesheim University (Hildesheim), Mainz University (Mainz), the University of Leipzig (Leipzig), as well as at the University of Applied Sciences Magdeburg-Stendhal (Magdeburg), the University of Applied Sciences (Würzburg-Schweinfurt) and the Anhalt University of Applied Sciences (Anhalt).

Study programs for future translators at the higher education institutions of Germany are formed according to a modular system, where there are required courses, electives and a final module for writing a bachelor's qualification thesis and preparing for the final bachelor's exam. The total number of ECTS credits is 180, the distribution of which varies among the required disciplines in German higher education institutions. Thus, for example, at the University of Leipzig [20] in the speciality "Translation" 90 ECTS credits constitute a cycle of required courses (modules), 60 ECTS credits belong to electives and 30 ECTS credits are provided for final exam preparation. At the Ruprecht-Karl University of Heidelberg [16], a bachelor's degree in translation studies involves the study of required





courses (113 ECTS credits), elective subjects of a specialized field (55 ECTS credits) and the preparation of a bachelor's qualification thesis (20 ECTS credits). The University of Hildesheim [18] offers studies in the speciality "International Communication and Translation" with 95 ECTS credits assigned to the required courses, 70 ECTS credits to electives and 15 ECTS credits to writing a bachelor's qualification thesis. Such a difference in the distribution of ECTS credits for the required courses in professional training of translators in higher education institutions of Germany indicates their significant autonomy in the formation of curriculum and the distribution of study hours to disciplines, and that differs significantly from the coherent system of study plan formation in higher education institutions of Ukraine. At the same time, the inconsistency of curriculum and courses in German higher education institutions makes it impossible for students to change educational institutions in the process of their professional training, while in the higher education system of Ukraine, the opportunity of transferring from one education institution to another within a related speciality is possible.

Analysis of study plans for Bachelor of Philology in a number of higher education institutions in Ukraine (Oles Honchar Dnipro National University, Alfred Nobel University, Ivano-Frankivsk National Technical University of Oil and Gas, Irpin State Tax University, Sumy State University, National University "Kyiv-Mohyla Academy", National University "Ostroh Academy", National Pedagogical Drahomanov University, National University "Zaporizhzhia Polytechnic", B. Khmelnytskyi National University of Cherkasy, V.N. Kazarin Kharkiv National University) indicates the domination of required courses in the curriculum. The number of credits for the study of electives ranges between 60-80 ECTS credits, while required courses weigh 160-180 ECTS credits.

The study of the required courses in the curriculum of the mentioned higher education institutions showed that this general





training cycle includes the following disciplines: “Business Ukrainian”, “Modern Ukrainian”, “Philosophy”, “History of Ukraine and Ukrainian culture”, “Psychology”, “Law Studies”, “Latin”, “Physical Training”, “Information Systems and Technologies”, “Introduction to Linguistics”, “Fundamentals of Scientific Research”, “History of Foreign Literature”; to the cycle of disciplines of professional training belong “History of Translation”, “Comparative Phonetics of English and Ukrainian”, “Comparative Grammar of English and Ukrainian”, “Business English”, “Comparative Lexicology and Stylistics of English and Ukrainian”, “Informative Technologies in Translation”, “Basics of the Language Communication Theory”, “Basics of Linguistic Analysis”, “Introduction to Translation Studies”, “Comparative Lexicology of English and Ukrainian”, “Comparative Grammar of English and Ukrainian”, “English Stylistics”, “Linguistic studies of English-speaking Countries”, “History of the English language”, “Theory of Translation”, “Practical Course of English”, “Practical Course of German”, “Practice of Translation from English”, “Practice of Translation from German”, “Practical English Grammar”, “Practical English Phonetics”, “Theoretical Grammar”, “Practice of Speaking and Writing a Foreign Language”, “Practical Translation Course”, “Field Translation”, “Translation Text Analysis”, “Translation Production Practice”, “Translation Training Practice”.

The elective courses in the curriculum include a cycle of disciplines for independent choice of the educational institution and a cycle of disciplines for free choice of students. The right of students to choose courses is regulated by Art. 62, paragraph 15 of the Law of Ukraine “On Higher Education” [2], stating that the number of electives should not be less than 25% of the total number of ECTS credits. The curriculum offers a list of professionally oriented disciplines to choose from. Students can also choose disciplines from the list of other study programs.





Among the disciplines for free choice, variations from the university-wide, faculty and department catalogues are possible.

Thus, for example, at the National University “Zaporizhzhia Polytechnic” [12] among the electives future translators are offered to choose the following: at the department catalogue “Lexico-semantic Features of English Scientific and Technical Texts”, “Style of Scientific and Technical Texts”, “Structure, Semantics and Pragmatics of English Scientific and Technical Texts / History, Culture and Traditions of English-speaking Countries”, “Sociocultural Base of Linguistic and Regional Studies”, “Linguo-cognitive Aspect of the Study of Discursive Formations”, “Translation of Professional Texts from a Second Foreign Language”, “Practice of Translation from a Second Foreign Language”, “Practice of Translating Technical Literature from a Second Foreign Language”, “Analytical Reading of Fiction”, “Genre-stylistic Features of Texts”, “Linguopoetic Interpretation of a Text”. The choice of courses from the elective catalogue should cover 60 ECTS credits.

However, at V.N. Kazarin Kharkiv National University [22], elective courses are divided into disciplines of the general training cycle and disciplines of professional training. The cycle of general training covers such courses as “Interfaculty Discipline”, “Introduction to Literary Studies / Fundamentals of Comparative Literature”, “Latin / Theory of Myth and the Language of Mythology”, “Ukrainian for Professional Purposes” / Stylistics of the Modern Ukrainian Language / Postmodern Ukrainian Literature”, “Psychology / Developmental Psychology”. 27 ECTS credits are assigned to elective courses of the general training cycle. The professional training cycle of elective courses includes: “Methodology of Foreign Language Teaching in Secondary Education Institutions / Newest Technologies of Foreign Language Teaching in Secondary Education Institutions”, “Introduction to Translation Studies /





Actual Problems of Translation Theory and Practice”, “Introduction to Germanic Philology (English / German) / Introduction to Romance Philology / Introduction to Oriental Philology (Chinese)”, “Literature of Great Britain and the USA / Literature of German-speaking Countries / Literature of French-speaking Countries / Literature of Spanish-speaking Countries / Literature of China / Literature of Italy”, “Linguistic Studies of Great Britain and the USA”, “History of Germanic Languages (German / English) / History of Romance Languages (French / Spanish / Italian)”, “Fundamentals of Scientific Research in the Field of Linguistics / Basics of Scientific Research in the Field of Translation Studies”, “Special Course”, “Fundamentals of Written Translation / Modern English Pronunciation: the USA, Great Britain, Canada, Australia”, “Ukrainian Translation: History and Modernity / Art of Presentation”. 33 ECTS credits are provided for this cycle of elective courses. The total number of credits assigned to electives in the education program reaches 60 ECTS credits.

Thus, among the electives, there are dominating disciplines related to certain aspects of professional and literary translation, specific problems of linguistics, deontological fundamentals of translation, and the development of oral and written communication at an advanced level. We also should note that the number of courses (both required and elective ones, including practice) per academic year is limited and cannot exceed 16, which means up to 8 per semester.

The analysis of study plans for future translators at German higher education institutions showed a slightly different priority for the distribution of disciplines. Thus, at the University of Hildesheim [18] in the speciality “International Communication and Translation”, the educational components are divided into disciplines of the professional cycle and the elective cycle. The professional cycle of disciplines is divided into courses of





professional and theoretical content, such as “Fundamentals of Linguistics”, “Translation Studies”, “Linguistics”, “Translation Strategies and Methods”, etc.; of linguistic and cultural content, namely: “Regional Linguistic and Country Studies”, “Methods of Linguistic and Cultural Analysis”, “Scientific Analysis of Authentic Communication”; and of practical content like “Practice of Oral Speech (French / Spanish / Italian)”, “Practice of Written Speech (French / Spanish / Italian)”, “Translation Practice from/to the Chosen Language (French / Spanish / Italian)”. It is worth noting that having entered the higher education institution, students can choose one or two foreign languages to study, including English, French, Italian or Spanish.

The elective component can be divided into two blocks of disciplines: a general and a professional cycle. The disciplines of general training include “Business Administration”, “History”, “Information Technologies”, “Computer Science”, “Intercultural Communication”, “Literature and Aesthetic Communication”, “Media Studies”, “Musicology”, “Philosophy”, “Political Science”, “Psychology”, “Sociology”.

Elective modules of the professional cycle include such courses as “Communication in Business”, “Language and Culture”, “Professional Communication”, “Language and Media”, etc.

At the Ruprecht-Karl University of Heidelberg [16] the vocational training of translators in the speciality “Translation in the Field of Information Technologies” is conducted, like in all higher education institutions in Germany, according to the modular system. Education consists of two cycles of courses: basic and professional. The basic cycle of courses includes required and elective educational components. The required courses of the basic cycle include: “Translation Studies”, “Fundamentals of Professional Translation”, “Terminology”, as well as professional disciplines, in particular “Computer





Science”, “Mathematics”, “Communication Technologies”, “Software Development”, “Internet Applications and Electrical Engineering”, “Project Management”, etc. Elective components of the basic cycle include “Second Foreign Language (French / Spanish)”, “Economics”, “Sociology”, “Law”, etc. In its turn, the professional cycle of courses includes “Multilingual Software Localization”, research in the field of information technology (in a foreign language), writing a bachelor's qualification thesis, and preparation for an oral professional exam in a foreign language.

Thus, it can be concluded that the study plans for the professional development of translators in the higher education institutions of Germany, as well as in Ukraine, consist of two blocks: required and elective courses. The required course block includes disciplines of general and professional, theoretical and practical direction. It is worth noting that the percentage of theoretical disciplines in German higher education institutions is minimized and preference is given to practice-oriented disciplines of linguistic and narrow-profile direction. At the same time, in the first year of training at higher education institutes in Ukraine, translators study mainly disciplines of theoretical content (both of general and professional direction). While electives in the higher education institutions of Ukraine in the speciality “Philology” are represented with the disciplines of translation cycle, in Germany they are the courses of the general cycle with narrow-profile disciplines and are to be chosen by students for deepening their knowledge in the field of translation.

We draw your attention to the fact that at higher education institutions of Ukraine, future Bachelors of Philology have to write a bachelor's qualification thesis within the scientific-research component of the curriculum (for example, on the disciplines “History of Foreign Literature”, “First Foreign Language”, etc.). This type of educational activity is not practised within the professional training of translators in Germany, but





sometimes includes the preparation of a scientific project in the 5th semester, for example at the Ruprecht-Karl University of Heidelberg [18].

As obligatory elements in the study plans of bachelor's programs, there is translation and vocational training practice, conducted mainly in the sixth and eighth semesters. Translation practice usually takes place based on the high education institution, while vocational practice is longer and predetermines to be independent of the training in the high education institution. The last takes place on the bases of appropriate establishments according to special agreements signed by the high education institution in advance. The types and duration of practice vary depending on the high education institution as well as the requirements for their length, terms of registration etc. For example, at the Oles Honchar Dnipro National University [13], 3 ECTS credits are assigned to the educational linguistic and country studies practice, 3 ECTS credits to the translation practice, and 6 credits to the vocational practice; at the Alfred Nobel University [5], according to the study program, the curriculum and schedule of the educational process, only vocational training practice is provided with the amount of 9 ECTS credits; at the Ivano-Frankivsk National Technical University of Oil and Gas [7], 3 ECTS credits are assigned to the translation practice in Applied Linguistics, and 4.5 ECTS credits to both translation practice and vocational training practice; at the State Tax University of Irpin [14], only 3 ECTS credits are provided for translation practice, and 7 ECTS credits for vocational training practice; at Sumy State University [15], translation practice includes 4.5 ECTS credits, and pedagogical practice 6 ECTS credits. Therefore, the practical training for translators of the bachelor's level at higher education institutions in Ukraine consists of various types of practice: language, educational, translation, vocational training and pedagogical





practice. The types of practice, their duration and the number of credits provided for their completion are regulated by the professional study program of each higher education institution. The general trend, which can be traced by analyzing a number of study plans of higher education institutions training Bachelor of Philology with the specialization 035.04 Germanic Languages and Literature (including Translation), indicates that the practice mostly consists of translation and vocational training and covers of up to 15 ECTS credits.

The types of practice and the rules for its completion are set individually by every higher education institution in Germany. Practice abroad at a partner education institution or enterprise is also typical. Some education institutions consider foreign practical training to be a required component of professional training. Thus, for example, at the University of Hildesheim [18], translators majoring in “International Communication and Translation” must spend the third semester of study abroad at a partner university. The purpose of staying in a foreign education institution is to gain experience of being in a foreign cultural and linguistic environment, as well as to study an additional discipline offered to students by a foreign university. Practical training weighs 30 ECTS credits and ends with an exam held at a partner university abroad. The University of Leipzig [20] offers practical training to students majoring in “Applied Linguistics and Translation”, which is also a required component in the professional training of translators and is considered to be a translation internship. The translation internship takes place at the appropriate enterprises according to the signed contracts. Students have their practice from the second to the sixth semester. Practical training in each semester weighs 2 ECTS credits (10 ECTS credits in total). At the same time, during their studies, students have the opportunity to study one semester abroad (recommended in the fifth semester) or one year abroad





(usually in the third/fourth or fifth/sixth semester within the Erasmus+ program). Students have the opportunity to study abroad at one of the partner universities of Leipzig University. Future translators attend translation courses and afterwards take the course exams. Studying abroad is not a required component at the university, but it is recommended.

In summary, it should be noted that practical training at a German higher education institution continues, ultimately 6 weeks within Germany, and a semester or academic year abroad at a partner university. Practical training ends with the passing of a test and is mainly a required component in the professional training of translators.

Attestation of applicants of higher education at the first level of higher education in speciality 035 “Philology” at Ukrainian higher education institutions is conducted in the form of an attestation exam (or exams) and, by decision of the higher education institution, with a public defence of a bachelor’s qualification thesis. Requirements for the bachelor’s qualification thesis (and its defence), as well as for the attestation exam (or exams) are determined by the higher education institution. The attestation exam covers the topics of professionally oriented courses “Practice of Spoken and Written English”, “Practical English Phonetics”, “Theoretical Phonetics of the English Language”, “Practical English Grammar”, “Theoretical English Grammar”, “English Stylistics”, “Modern Ukrainian (Phonetics. Orthography. Lexicology)”, “Modern Ukrainian (Morphology)”, “Modern Ukrainian (Syntax)”, “Practical Stylistics and Speech Culture”. These disciplines are normative and fundamental in the study program of the “bachelor” level in the speciality 035 “Philology (English and Ukrainian)”. For example, the National University “Kyiv-Mohyla Academy” [9] offers an attestation exam, that consists of two parts – oral and written and is taken according to the exam ticket with four theoretical questions





(two+two from the cycle of theoretical disciplines on the Ukrainian and English languages), two grammar tasks (on English and Ukrainian) and one communicative task on English.

Attestation of translators at the first level of higher education in German higher education institutions is carried out in the form of defence of a bachelor's qualification thesis, that provides 10–12 ECTS credits; in addition, the results of oral and written exams taken after the completion of the subject module are considered. Future translators who have the opportunity to obtain a double degree diploma, pass the final attestation at the higher education institution where they began their first semester of study. It is worth noting that in the system of professional training in Germany, the possibility of obtaining a double degree diploma is common. For example, the University of Potsdam (Germany) and Marie Curie Skłodowska University (Lublin, Poland) cooperate in the training of bachelors in the speciality “Cultural Studies and Translation Studies (German / Polish)”. In addition, some higher education institutions in Germany cooperate with narrow-specialized higher education institutions to train translators of certain branches of economy, for example, the University of Heidelberg (Germany) cooperates with the Faculty of Informatics and Electrical Engineering of the Mannheim University of Applied Sciences (Germany) to train students of higher education in the speciality “Professional Translation – Information Technologies”.

Ukrainian higher education institutions are also actively implementing double-degree diploma programs in the field of translation. Some universities offer the following cooperation programs with foreign universities: Alfred Nobel National University offers a double degree program and cooperates with Humanitas University (Sosnowiec, Poland) (Wyższa Szkoła HUMANITAS (Sosnowiec). Diploma qualification: Bachelor of Philology, speciality “English in Business” [5].





There is a double master's degree diploma in translation at the National University "Kyiv-Mohyla Academy" and Heinrich Heine University (Germany). This program offers the opportunity to obtain a double master's degree diploma in translation from two universities. For two years, students spend their first year of study at the Kyiv-Mohyla Academy, where they acquire practical skills and study theoretical aspects of translation. The second year of study takes place at the Heinrich Heine University in Düsseldorf, where students study specialized topics, gain practical experience and can have practical training in partner organizations [9].

There is also a double master's degree diploma in translation at V. N. Kazarin Kharkiv National University and Malmö University (Sweden), Anglia Ruskin University (Great Britain), Viadrina European University in Frankfurt am Oder (Germany), Friedrich-Alexander University in Erlangen-Nuremberg (Germany). This program offers the opportunity to obtain a double master's degree diploma in translation from two universities. For two years, students spend their first year of study at Kharkiv National University, where they gain practical skills and study theoretical aspects of translation. The second year of study is spent at Malmö University, where students gain practical experience and study specialized topics [22].

A person who has obtained higher education at the first (bachelor's) level can continue his education at the second (master's) level, which lasts 1.5-2 years. Since the master's level of higher education is the second level, admission to the master's degree requires a bachelor's degree. As a result of political changes at the beginning of 2014, admission to the master's degree was allowed based on a non-professional bachelor's degree (cross-admission). Admission for a master's degree is based on the results of the entrance exams: professional entrance exam and foreign language exam. There are two types of master's





programs, they differ in the number of study hours and content. So, the educational and professional program of Master of Philology weighs 90 ECTS credits, and the educational and scientific program of Master of Philology provides 120 ECTS credits.

Higher education institutions in Germany offer master's study programs for training translators with a study period of 4 semesters and an educational program of 120 ECTS credits. Admission rules are determined by the higher education institution, so they may differ. For example, the Ruprecht-Karl University of Heidelberg [17] offers training for a master's degree in the speciality “Reference-Translator”. For admission, it is necessary to earn a bachelor's degree in translation studies or a related speciality, and a bachelor's in non-related specialities (Economics, Law, Medicine, Computer Science, etc.) can also be admitted. In addition, applicants for the master's program need a foreign language proficiency certificate according to the European standard (first foreign language – C2, second foreign language – B2), or provide an appendix to the bachelor's degree diploma, with the level of the first foreign language competence no less than A (excellent), and of the second foreign language – B (very good).

The University of Hildesheim [19] offers a master's program in the speciality “Media Translation”. To be admitted to the study program, one must earn a bachelor's degree in the field of Translation Studies, Philology, Media Studies, or Literature Studies. In addition, the applicant must provide a document confirming the level of foreign language competence (final grades in an appendix to a bachelor's degree or a certificate of foreign language proficiency (European model)), as well as documents such as biography, work experience, practice or internships (including abroad), letter of motivation, certificates of completion of courses (if available).





Thus, it can be stated that the admission rules for master's programs in Ukraine are somewhat similar to those in German higher education institutions, in particular, the preparation of motivation letters as an innovation of the 2022 admission campaign, that confirms the active process of adapting the Ukrainian higher education system to European rules.

The educational and professional programs of master's studies in Philology at higher education institutions in Ukraine are aimed at training highly qualified and competitive specialists who are able to conduct professional activities related to the analysis, creativity, transformation and evaluation of written and oral texts of various genres and styles, to organize a successful communication in different languages, make research and/or implement innovations. Study and scientific programs of training translators are mostly focused on the implementation of the model of philological education with a linguistic orientation, where the leading role in the cognitive and communicative activity of society belongs to language; the study programs provide a profound knowledge of linguistic primary sources, dynamics and the current state of linguistic and translation science.

Master's study plans regulate the organization of the educational process, and like bachelor's programs, consist of required and elective blocks, including disciplines of similar cycles. Higher education institutions independently form a list of courses necessary for obtaining the competencies and study results defined by the program.

We analyzed the curriculum of the study professional and scientific programs of the B. Khmelnytskyi National University of Cherkasy and National University "Kyiv-Mohyla Academy" and found out that they have different educational content. Thus, professional programs (PP), on the example of the B. Khmelnytskyi National University of Cherkasy [6], usually provide practical training for students. The skills obtained during the theoretical





component of the program (Modern Theoretical and Applied Linguistics, Modern Literature of English-Speaking Countries) give students the fundamental knowledge necessary for professional activity and scientific work. Its preparation is provided by appropriate courses (Methodology and Organization of Scientific Research, Academic Integrity, Scientific Communication in a Foreign Language) and the practical component of the program; the last is represented by a number of elective courses (Creative Writing and PR technologies, Translation, Text Editing, Infomedia-literacy and Critical Thinking, Business English), are consolidated during research practice and vocational training practice (including translation). A Master of Philology according to the study professional program can work in the literary and publishing sphere; in mass media, internet marketing, in various foundations, unions, humanitarian foundations, museums, art and cultural centres, etc.; in various branches of the economy, where they require services for the creation, analysis, translation, evaluation of texts, as well as for the organization and implementation of any kind of communicative practice. The number of credits within the study professional program is 90 ECTS credits.

The study scientific programs (SP) are aimed at training students for further scientific activity in the field of translation and linguistics. In these programs, students usually focus on studies of linguistic phenomena, the history of literature and culture in the countries of the learned language, and the analysis of translation as a process and its various aspects. The curriculum of the National University “Kyiv-Mohyla Academy” includes disciplines (Theory of Language Communication, Pragmatics, Foundations of Discourse Studies, Linguistic Culture, Foundations of Semiotics, Media Linguistics, Linguistic Expertise, etc.); the mentioned courses represent scientific directions interrelated to linguistics and its branches. By choosing





the disciplines of practical and professional training, students have the opportunity to master an additional field of professional training: translation or sociolinguistics. Following the study program, the Master of Philology has the legal right to provide scientific consulting, editorial, translation and educational services, is also ready to conduct independent linguistic research to become a highly qualified specialist (PhD) and at the request of all interested parties (ministries, departments, foundations, publishing houses, etc.), with the results presented. The number of credits within the study scientific program is 120 ECTS credits [9].

The analysis of the master's study programs for training translators demonstrates their theoretical and practical orientation, while the percentage of practical modules prevails over the theoretical part. In particular, the curriculum at the Ruprecht-Karl University of Heidelberg for the master's degree training in the speciality "Reference-translator" consists of a theoretical block, namely "Language Theories and Methods of Translation Studies", and two practical blocks "Practice of Sequential Translation" and "Practice of Simultaneous Translation". It is worth noting that these modular blocks are the required components, the elective ones also include practical disciplines, namely "Practice of Sequential Translation" and "Practice of Simultaneous Translation" with a choice of translation languages (A (native language) – B (first foreign language); B – A; A – C (second foreign language)). The study program ends with the defence of a master's thesis and two oral exams on translation theory and translation practice.

At the University of Hildesheim, the master's study program in the speciality "Media Translation" also consists of theoretical and practical modular blocks. The theoretical module block includes such disciplines as "Media Literacy", "Media Linguistics", "Language, Information and Culture", and the practical block - "Practice of Language" and "Practice of





Audiovisual Translation”. Optional components of the curriculum include such disciplines as “Audiovisual Translation from a Second Foreign Language”, “Theory and Practice of Barrier-free Communication” and “Referencing in Intra-corporate Communication”. Completion of the study program in the speciality “Media Translation” involves the defence of a master's thesis and an oral language exam.

Conclusions. Thus, the system of vocational training of translators in high education institutions of Germany and Ukraine can be characterized by common as well as different features in some aspects. In particular, the clear distinction between the qualifications of Translation and Philology (in Germany) indicates the focus of study programs on certain types of translation (simultaneous, literary, audiovisual). As a result, the analysis of study plans in higher education institutions of Germany and Ukraine demonstrates their multi-vector approach with the possibility of different final results, namely: translation and country-study competence (in Germany), philological competence with a translation component (in Ukraine).

The typical forms of training translators in Germany and Ukraine are full-time and part-time. The introduction of a distance learning system for bachelor's and master's training in the field of translation is typical for German higher education institutions, while in Ukraine it is a forced and temporary necessity, that is caused by external factors (SARS-Covid-19 and the Russian invasion).

In contrast to Germany, the typology of higher education institutions of Ukraine (providing vocational training for future translators) is more extensive and includes educational institutions of pedagogical, philological, technical direction and also institutions of the defense sphere.

It is worth paying attention to the control of the level of foreign language competence mastered by translators, that is thoroughly provided in German universities (by a certificate of foreign language proficiency with B1 – B2 level).





Curriculum for training translators consists of educational components (Ukraine) and modules (Germany) with a block division into required and elective disciplines.

The final control of the formed professional competence in higher education institutions of Ukraine is agreed and predetermines passing a professional exam or defending a bachelor's qualification thesis. At the same time, at German higher education institutions, the attestation of higher education applicants is comprehensive and involves the defense of a qualification research and passing of a final exam in language practice (oral and written).

Both national systems of vocational training translators include translation practice, the difference lies in its terms and semester distribution. In this case, the level of autonomy of higher education institutions granted by the ministerial body is important (Ukraine – Ministry of Education and Science of Ukraine; Germany – Federal Ministry of Education and Scientific Research). In Germany higher education institutions distribute ECTS credits in separate modules per semester according to their views and needs. In Ukraine the terms and ECTS practice credits are agreed between all higher education institutions of the country.

Thus, the Ukrainian system of vocational training of translators is characterized by such features as the consistency in study plans, broad typology of education institutions, and their philological focus; in Germany – autonomy, different content of study programs and translation focus.

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