

TEACHING TRANSLATION TO STUDENTS OF INTERNATIONAL ECONOMIC RELATIONS: CHALLENGES AND CONSIDERATIONS

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Researchers maintain that economic translation lies in the plain of interdisciplinary studies, which comprise translation studies, economics, linguistics and communication [2, p. 351]. This interdisciplinary approach enables educators to see the teaching of translation to the students of economic majors not just through the purely linguistic lens but as a subject which develops students' critical skills and enhances their ability to engage with diverse economic texts and contexts [1; 3; 5].

At West Ukrainian National University, the Professional Translation Practice course is taught to 4th-year students in international economic relations as an elective subject. The prerequisites of the course are English language, business English, intercultural communication, international economic relations, and other subjects relevant to this subject sphere. Consequently, students are familiar with the main economic concepts and have appropriate background knowledge in international economic relations. However, they lack an understanding of linguistic phenomena, which is one of the challenges in teaching this translation course.

Professional Translation Practice course aims to familiarize students with the principles of professional written translation from English to Ukrainian. It mainly focuses on the issues of translating English grammatical and lexical phenomena into Ukrainian. It aims to teach students to avoid literal translations and grammatical errors and comply with the stylistic norms of the target language. Additionally, it seeks to develop the ability of the students to work independently with specialized terminology. During the course, students practice applying translation methods and techniques in the written translation of texts in the field of international economic relations from English into Ukrainian.

One of the challenges in teaching translation to students majoring in international economic relations is bridging the gap between language

skills and subject knowledge since students struggle to accurately convey specialized content since the translation of specialized economic texts is considered to be a demanding process, requiring accuracy [4, p. 284]. Students have relevant subject knowledge; however, they need to understand and master the linguistic aspects of translation.

The teaching materials and exercises used in the course are mainly based on authentic texts and materials, such as reports from international organizations, the IMF, the World Bank, etc. Students are taught to use databases, government publications, and reputable news sources.

A significant emphasis is placed on group projects. To complete these assignments, students have to search for information and cooperate in teams; they discuss translation strategies, provide feedback to each other, learn to meet deadlines and manage projects.

Overall, teaching translation to students of international economic relations helps not only develop their translation skills but also improves their understanding of economic concepts and enhances their understanding of cultural contexts. Immersing into the texts and terminology specific to international economic relations, students master economic discourse and learn to adequately translate texts of different genres. Integration of these aspects helps students gain the essential skills for specialized translation within international economic relations, preparing them for careers in international business and diplomacy and makes them competitive in international labour market.

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EVOLVING TRANSLATOR COMPETENCIES: STRATEGIC ALIGNMENT WITH SUSTAINABLE DEVELOPMENT GOALS AND THE EUROPEAN MASTER IN TRANSLATION AMIDST CONFLICT

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The war in Ukraine has fundamentally changed the landscape of international relations and, together with the global Sustainable Development Goals (SDG) [11], has imposed new, enhanced requirements for translator training. This transformation demands not only the mastery of new knowledge but also the deepening of existing professional competencies. This paper aims to substantiate the new requirements for translator training, demonstrate their alignment with the European Master's in Translation (EMT) competence framework [6], and analyse the development of each competence within modern realities.

At the core of these enhanced requirements lies a deepened and expanded thematic and terminological competence. The EMT's mandate for mastery of specialised terminology is becoming critically important. Translators must be proficient in terminology related to the military sphere, peacekeeping initiatives, human rights, humanitarian aid, and international law [3]. The military context adds the need for deep knowledge of military terminology, including abbreviations, slang, and the specifics of manuals for modern equipment. This knowledge is necessary for translating documents related to logistics, tactics, and strategy. From the perspective of post-war recovery, high-quality translation of specialised terminology is key to avoiding confusion in international