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## **IMPROVEMENT OF STUDENTS' INTERCULTURAL COMPETENCE IN TEACHING THE PROFESSIONAL TRANSLATION PRACTICE COURSE**

Current labour market challenges urge universities to train interdisciplinary, professional, and communication competencies of students. Development of translation skills belongs to the interdisciplinary skills which add value to future employees in the international arena. Therefore, the Professional Translation Practice course was developed and introduced for the fourth-year students of international economic relations and international management at West Ukrainian National University. It is an elective course for students majoring in international economic relations and international management. It aims to ensure appropriate student knowledge of the basic principles and rules of professional written translation from English to Ukrainian, developing students' skills and abilities to translate professional texts adequately. The course develops students' professional translation skills in international management and economic relations. The learning objective is to familiarize students with the general rules of professional translation and issues of translating grammatical and lexical phenomena of the English language into Ukrainian.

Furthermore, the course is designed to help students to avoid word-for-word translation and grammatical literalism. Another objective is forming adequate written translation skills, raising students' general educational level and training quality, and developing skills to work independently with terminology. Students should develop skills in applying translation transformations, ways, and methods to translate texts on

international management and international economic relations from English into Ukrainian.

However, since recent tendencies in teaching translation indicate that researchers and practitioners acknowledge that the development of intercultural communication knowledge should support it, special attention in teaching this translation course is paid to developing students' intercultural competence. Many studies advocate that intercultural awareness is essential in teaching different aspects of translation. For instance, Tomozeiu, Koskinen, and D'Arcangelo (2016) discussed the paramount role of the intercultural component in training sufficient translation skills, while Klimczak-Pawlak (2018) substantiated that translation courses need to be focused on intercultural communication and raising students' intercultural competence since students are not always aware of the importance of the knowledge about other cultures in the field of translation. These studies resonate with Chumbo and Silva (2019); the authors emphasized the importance of cultural knowledge for successful translation practice.

All mentioned above was taken into consideration to develop the syllabus of the Professional Translation Practice course. Among other topics, it includes ways of translation of anthroponyms and proper names, internationalisms and pseudo-internationalisms, «false friends» of translator, lexicalized plural forms, translation of nationally-biased lexicon and phraseological units, lexical and grammatical transformations and the role of dictionaries and reference sources for professional translation. Special attention is paid to the exercises, tasks, and texts with a nationally-biased lexicon. This is achieved through the assignments on the translation of the text, which contain culturally biased lexicon, pseudointernationalisms, proverbs, and sayings. Along with translation, students should search for background cultural information about the meaning of realias, phraseological units, proverbs, sayings, and other nationally biased words and word combinations.

Consequently, the Professional Translation Practice course aims to add value to the students' intercultural competence, developing their awareness about the culture of both the target and source language.

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