ENHANCING STUDENT TRANSLATION COMPETENCE THROUGH INTERACTIVE METHODS IN ENGLISH LESSONS

Shostak Uliana Viktorivna[1]

1. PhD in Psychology,
Associate Professor at the Department of Foreign Philology and Translation
Vinnytsia Institute of Trade and Economics of the State University of Trade and Economics, UKRAINE
ORCID ID: 0000-0002-3258-2098

Abstract. *The article examines the effectiveness of using interactive teaching methods in the process of developing students' translation skills during English language classes. The author analyzes role-playing and business games, brainstorming, discussions, and project-based activities as tools that stimulate active student participation, enhance their communicative and analytical competence, and foster the ability to work independently in real-life communicative situations. Special attention is given to practical exercises that simulate translation tasks, particularly in contexts such as conferences, business negotiations, and the translation of legal and advertising texts. The advantages of the interactive approach in increasing students' motivation and improving the efficiency of the educational process are outlined.*

Interactive methods of teaching translation in English language classes play a significant role in modern educational practice, as they enhance student engagement, foster the development of professional skills, and create conditions for independent learning. In the process of teaching translation, it is important not only to introduce students to the theoretical aspects of translation activities but also to provide them with opportunities to apply this knowledge in practice, which contributes to the formation of competencies in real-life conditions.

Among the effective interactive methods widely used in English classes for teaching translation are role-play, business games, brainstorming, discussions, and project-based learning. These methods allow higher education students to develop translation skills through the simulation of real-life situations in which they can act

www. logos-science.com   **186**

as translators. Engaging students in simulated professional environments increases their motivation and interest in the learning process, as they observe the direct application of theoretical knowledge in practical activities [1–4].

The role-play method is one of the most effective interactive approaches in teaching translation during English language classes. This method enables the creation of learning scenarios that closely resemble real-life conditions of a translator's professional activity, thus fostering the development of communicative, analytical, and translation skills in higher education students. One of the main advantages of role-playing is its ability to stimulate active student participation in the educational process, as participants are immersed in contexts that simulate real translation tasks [1; 2]. Students take on roles such as translators, clients, editors, or project managers, which allows them to engage with various aspects of translation and communication.

*Exercise example: Conference interpreting***.** One of the most common exercises involving role-playing is the simulation of interpreting during an international conference. Students are divided into groups, each representing a certain side at the conference: one part of the students are conference participants (speakers), and the other part are interpreters.

Task: 1. Student-speakers receive English-language speech texts on various topics (e.g., economics, ecology, culture) that they must present to the audience. 2. Interpreters are required to provide consecutive interpretation of the speeches into the listeners' native language, maintaining both the accuracy and the style of the original speeches.

This exercise helps students not only to practice oral translation skills but also to learn how to manage their time, focus on the key points, and perform under pressure.

The use of business games in teaching translation during English language classes is one of the effective ways to bridge the educational process with the real professional activity of translators. Business games simulate complex communicative situations that translators may encounter in various fields—from business to politics and culture. They help students develop not only linguistic skills but also teamwork, decision-making, and adaptability in dynamic environments [3].

*Exercise example: Business negotiations interpreting***.** One of the most common business role-plays in teaching translation is the simulation of business negotiations between two companies. Students are divided into two groups: one represents an English-speaking company, the other – a Ukrainian company. Their task is to conduct negotiations regarding contract conclusion, terms of cooperation, or discussion of a specific business issue.

Tasks for interpreters:1. Interpret communication between the two parties, maintaining neutrality and accuracy.2. Resolve misunderstandings that may arise

due to cultural and linguistic differences. 3. Present the summary of the negotiations, describing the interpreting strategies used.

This exercise helps develop skills in consecutive interpreting under time constraints and complex communicative situations.

Brainstorming is an interactive method of collective discussion aimed at generating diverse ideas to solve a specific task. In the context of translation training, this method enables students to collaboratively analyze a text, discuss possible translation strategies, formulate translation options, and choose the best solutions. The method helps activate thinking and develops the ability to analyze and critically evaluate different translation variants [2].

Exercise example: Translating advertising texts. Advertising texts often require a creative approach to translation due to their specificity, which involves concise presentation of information, wordplay, and hidden meanings. Brainstorming is an effective method for finding the best solutions in translating such texts.

Tasks: 1. Students are assigned to translate an advertising slogan or a short text into English. 2. At first, each student proposes their own translation variant, after which the group analyzes different suggestions, discussing their advantages and disadvantages. 3. As a result of the discussion, the option that most accurately conveys the original message and preserves its advertising effect is chosen.

This exercise develops students' ability to work with creative texts, find optimal solutions, and adapt them to a different linguistic environment.

Using the *discussion method* for teaching translation in English classes is an effective tool for developing critical thinking, deep text analysis, and active application of language and translation skills by students. Discussion engages students in active debate of translation strategies, translation options, and possible problems that arise during the translation of complex texts [4].

Exercise example: Discussion on translating legal texts. Legal texts are characterized by high formality and specialized terminology, which often have no exact equivalents in the target language. Students can discuss how to translate legal terms and phrases while maintaining accuracy and correctness.

Tasks: 1. Students receive an excerpt from a legal document (e.g., a contract or a law) in English. 2. After completing the translation, they discuss their versions, paying particular attention to terminology and legal constructions. 3. During the discussion, students are expected to justify their choice of terms and explain why these options are most appropriate for the specific context.

This exercise promotes the development of skills in accurately translating specialized texts, as well as a critical approach to selecting translation strategies.

The *project method* involves students working both individually and in groups to solve a particular task or set of tasks, which may include translating texts of

various genres, analyzing them, editing, and presenting the results. Importantly, the project is result-oriented, allowing students to learn how to plan work, manage time and resources, and collaborate with others [2].

*Exercise example: Translation and editing of business documents***.** Students are tasked with translating a real business document (e.g., a contract or agreement) from English into Ukrainian. Each group receives its own document for translation, but after completing the translation, they must exchange documents with another group for further editing.

Tasks: 1. Translate the text taking into account legal and economic aspects. 2. Conduct a detailed analysis of the other group's translation, identifying possible errors, inaccuracies, and stylistic shortcomings. 3. Present the results and discuss how to improve the quality of the translation.

This exercise not only helps students develop translation skills but also cultivates the ability to work on text refinement and editing, which is important for a professional translator's career.

Thus, it should be noted that interactive methods also contribute to enhancing the effectiveness of feedback. Using these methods, the instructor can timely adjust students' activities, provide them with individualized recommendations, and help eliminate common mistakes. The application of innovative tools, such as interactive online platforms, provides access to modern textual and audiovisual materials that can be used as a basis for translation exercises.

Interactive methods of teaching translation have proven their effectiveness in contemporary English language teaching practice. They not only activate students' cognitive activity but also ensure the practical application of theoretical knowledge in simulated professional settings. Methodologies based on role-playing and business games, brainstorming, discussions, and project work contribute to the development of critical thinking, teamwork, language competence, and editing skills. The use of such methods also improves feedback between the instructor and students, allowing for prompt adjustments to the learning process. Thus, interactive technologies are an essential element in the training of future translators and ensure a high level of professional preparation in the field of intercultural communication.

REFERENCES:

[1]   Holter, I. M. (2018). *Role-playing games as an important communicative tool in foreign language teaching*. Scientific Bulletin of the International Humanities University, (36, Vol. 2), 32–34.

[2]   Holubeva, I. (2023). *Comparative analysis of traditional and innovative methods in foreign language learning*. Current Issues in the Humanities, 64(1), 322–328.

[3]   Kovaliova, K., Dudikova, L., & Kondratiuk, A. (2023). *The use of business games in foreign language classes*. Current Issues in the Humanities: Interuniversity Collection of Scientific Papers by Young Scholars of Ivan Franko Drohobych State Pedagogical University, 61(Vol. 2), 202–207.

[4]   Pryimak, L. B., Kabachenko, I. L., & Bodnar, O. M. (2022). *Methods of teaching Germanic languages and features of their translation*. Transcarpathian Philological Studies, 2(23), 201–206.

[5]   Tkachuk, T. I., Matsera, O. A., & Shostak, U. V. (2025). *The impact of videoconferencing platforms on the development of interpreters' oral communication skills*. Current Issues in the Humanities, 74(Vol. 2), 240–247. https://doi.org/10.24919/2308-4863/74-2-38

[6]   Shostak, U. V., & Paslavska, I. B. (2017). *Modeling the translation process as an auxiliary tool for making correct translation decisions*. Scientific Bulletin of the International Humanities University. Series: Philology, (27(2)), 166–168.