

ISSN 2710-3056

Grail of Science

Periodical scientific journal

№ 28

June
2023

The issue of journal contains

Proceedings of the I Correspondence
International Scientific and Practical Conference

SCIENCE IN MOTION: CLASSIC AND MODERN TOOLS AND METHODS IN SCIENTIFIC INVESTIGATIONS

held on June 9th, 2023 by

NGO European Scientific Platform (Vinnytsia, Ukraine)

LLC International Centre Corporative Management (Vienna, Austria)



OU CI

Open Ukrainian Citation Index




Euro Science Certificate № 22459 dated 07.05.2023

UKRISTEI (Ukraine) Certificate № 40 dated 17.01.2023

INDEX  COPERNICUS
INTERNATIONAL

INTERNATIONAL SCIENTIFIC JOURNAL

GRAIL OF SCIENCE

№ **28**  June, 2023
with the proceedings of the:

I Correspondence International Scientific and Practical Conference

SCIENCE IN MOTION: CLASSIC AND MODERN TOOLS AND METHODS IN SCIENTIFIC INVESTIGATIONS

held on June 9th, 2023 by

NGO European Scientific Platform (Vinnytsia, Ukraine)

LLC International Centre Corporate Management (Vienna, Austria)



**EUROPEAN
SCIENTIFIC
PLATFORM**



ICCM
International Centre
Corporate Management

Міжнародний науковий журнал «Грааль науки»

№ 28 (червень, 2023) : за матеріалами I Міжнародної науково-практичної конференції «Science in motion: classic and modern tools and methods in scientific investigations», що проводилася 9 червня 2023 року ГО «Європейська наукова платформа» (Вінниця, Україна) та ТОВ «International Centre Corporate Management» (Відень, Австрія).

UDC 001(08)
G 71

<https://doi.org/10.36074/grail-of-science.09.06.2023>



Editor in chief: Mariia Holdenblat

Deputy Chairman of the Organizing Committee: Rachael Aparo

Responsible for e-layout: Tatiana Bilous

Responsible designer: Nadiia Kazmina

Responsible proofreader: Hryhorii Dudnyk

International Editorial Board:

Alona Tanasiichuk - D.Sc. (Economics), Associate professor (Ukraine)
Marko Timchev - D.Sc. (Economics), Associate professor (Republic of Bulgaria)
Iryna Ustinova - D.Sc. (Architecture), Professor (Ukraine)
Nina Korbozerova - D.Sc. (Philology), Professor (Ukraine)
Yuliia Voskoboinikova - D.Sc. (Arts) (Ukraine)
Svitlana Boiko - Ph.D. (Economics), Associate professor (Ukraine)
Volodymyr Zanora - Ph.D. (Economics), Associate professor (Ukraine)
Iryna Markovych - Ph.D. (Economics), Associate professor (Ukraine)
Nataliia Mykhalitska - Ph.D. (Public Administration), Associate professor (Ukraine)
Anton Kozma - Ph.D. (Chemistry) (Ukraine)
Dmytro Lysenko - Ph.D. (Medicine), Associate professor (Ukraine)
Yuriy Polyezhayev - Ph.D. (Social Communications), Associate professor (Ukraine)
Alla Kulichenko - D.Sc. (Pedagogy), Associate professor (Ukraine)
Taras Furman - Ph.D. (Pedagogy), Associate professor (Ukraine)
Mariana Vereskliia - Ph.D. (Pedagogy), Associate professor (Ukraine)
Anatolii Kornus - Ph.D. (Geography), Associate professor (Ukraine)
Andrii Fomin - Ph.D. (History), Associate professor (Ukraine)
Tetiana Luhova - Ph.D. (Arts), Associate professor (Ukraine)



The conference is included in the catalog of International Scientific Conferences; approved by ResearchBib and UKRISTEI (Certificate № 40 dated January 17th, 2023); certified by Euro Science Certification Group (Certificate № 22459 dated May 7th, 2023).

Conference proceedings are publicly available under terms of the Creative Commons Attribution-ShareAlike 4.0 International License (CC BY-SA 4.0).

The journal is included in the international catalogs of scientific publications and science-based databases: Index Copernicus, CrossRef, Google Scholar and OUCI.



Conference proceedings are indexed in ICI (World of Papers), CrossRef, OUCI, Google Scholar, ResearchGate, ORCID and OpenAIRE.

Свідоцтво про державну
реєстрацію друкованого ЗМІ:
КВ 24638-14578ПР, від 04.11.2020

Certificate of state
registration of mass media:
КВ 24638-14578ПР of 04.11.2020



ISBN 979-8-88955-791-3

© Authors of articles, 2023
© NGO «European Scientific Platform», 2023
© LLC «International Centre Corporative Management», 2023

СЕКЦІЯ ХІХ. ФІЛОЛОГІЯ ТА ЖУРНАЛІСТИКА

СТАТТІ

- ПРИЙМЕННИКОВІ МОДЕЛІ ФРАЗЕОЛОГІЧНИХ ОДИНИЦЬ ПОЛЬСЬКОЇ
МОВИ
Дем'яненко Н.Б. 269
- РЕАЛІЗАЦІЯ ПРИНЦИПУ ЛОКАЛЬНОСТІ В НАЙМЕНУВАННЯХ РОСЛИН
(НА ОСНОВІ НІМЕЦЬКОЇ ТА УКРАЇНСЬКОЇ МОВ)
Мелех Г.Б. 274
- СТИЛІСТИЧНА ЗАБАРВЛЕНІСТЬ НЕЙТРАЛЬНОЇ ЛЕКСИКИ В КОНТЕКСТІ:
ОРИГІНАЛ ТА ПЕРЕКЛАД
Куконіна Н.А. 278
- ТРАГЕДІЯ СОФОКЛА «ЦАР ЕДІП»: НА ПЕРЕТИНІ АКСІОЛОГІЧНОГО ТА
ЕСТЕТИЧНОГО
Астрахан Н.І. 287

ТЕЗИ ДОПОВІДЕЙ

- COGNITIVE DISCOURSE ANALYSIS: METHODOLOGICAL APPROACH FOR
EXAMINATION OF MOTIVATIONAL SPEECHES
Skichko A. 294
- АКУСТИЧНИЙ ПРИНЦИП ЛІТЕРАТУРНИХ ФОРМ В ІСТОРИЧНОМУ ПРОЦЕСІ
Мирошниченко М.П. 297

СЕКЦІЯ ХХ. ФІЛОСОФІЯ ТА ПОЛІТОЛОГІЯ

ТЕЗИ ДОПОВІДЕЙ

- SOCIAL MACHINE AND ALIENATION IN THE CONTEXT OF ONTOLOGY OF
NATURE AND ONTOLOGY OF SOCIAL REALITY
Pokrovskiy A. 299

СЕКЦІЯ ХХІ. ПЕДАГОГІКА ТА ОСВІТА

СТАТТІ

- FOSTERING PROFESSIONAL COMPETENCES IN ENGLISH: PARTAKING IN
DUAL DEGREE PROGRAMS
Matychak A., Bezhenar I., Hladkoskok L. 302


DOI 10.36074/grail-of-science.09.06.2023.49

FOSTERING PROFESSIONAL COMPETENCES IN ENGLISH: PARTAKING IN DUAL DEGREE PROGRAMS

Aliona Matiychak 

PhD, Associate Professor

Department of Foreign Languages for Humanities

Yuriy Fedkovych Chernivtsi National University, *Ukraine*Iryna Bezhenar 

PhD, Associate Professor

Department of Communicative Linguistics and Translation

Yuriy Fedkovych Chernivtsi National University, *Ukraine*Lesia Hladkoskok 

PhD, Associate Professor

Department of Foreign Languages for the Humanities

Yuriy Fedkovych Chernivtsi National University, *Ukraine*

Summary. *The article surveys efficiency of dual degree programs that have English as one of their constituents. Modern research has proven these programs to be beneficial within such aspects as academic mobility, harmonization of European university degree systems, intensification of the European cooperation and integration processes, improving quality of profile education as well as language and cultural education. The present research methodology includes interviews with students and instructors, observation of classroom practices and surveys conducted within the period of February 2021 through January 2023.*

The main purpose of the research was to analyze tendencies in choice of major combinations for university dual degree programs, highlight the prerequisites and suggest ways for increasing efficiency of field-specific language education for students seeking dual degrees. The findings of the research illustrate that overall respondents' needs and expectations have in focus professionally oriented language and translation training. Our theoretical contributions and practical implications present that the focus of language education must be shifted to personalized instruction that would promote language and translation training with maximum regard to professional needs within the area of the second specialism. We suggest implementation of competence-based, activity-based and task-specific approaches in teaching both languages and translation as they emphasize field-oriented interaction in the educational process and fit it in the context of authentic professional communication.

Keywords: *language education, dual degree program, student-oriented teaching strategies, profession-related English, translation practices for professional purposes.*

Introduction. New technological and methodological advancements, online learning platforms and e-tutorials available via the Internet shift the paradigm of higher education in Ukraine regarding changes in conceptual approaches, theoretical and practical basis in call for top-qualified alumni able to work at the forefront of various industries resolving complex issues in a multitasking mode. To remain competitive, facing national and global challenges, Ukrainian universities need to constantly update their syllabi and educational programs to provide better opportunities for students seeking to develop their professional expertise and simultaneously enhance professional competencies in a foreign language, predominantly in English.

In terms of students' engagement, negative effects of the COVID pandemic and the war on students' opportunity to learn have caused a set of serious problems in Ukrainian education. As a result of hostilities following the Russian invasion to Ukraine, the forced fleeing to neighboring countries and internal displacement of a significant number of Ukrainian students, fostered by the destruction and damage to educational facilities, significantly affected educational services. Since the beginning of the war, 45 universities were totally destroyed, 30 higher education institutions were temporarily relocated from those regions where active military actions are taking place and from temporarily occupied areas.

The challenges the tertiary education is facing due to the ongoing war also involve temporarily delaying or adjustment of the entrance exam and enabling for equivalency programs or credit transfer arrangements to ensure that tertiary-level students can proceed with and complete their degree programs. Besides, some students scattered by the war are now on exchanges at other universities, such as through the Erasmus+ program, while others continue studying remotely with their home institution. Hence, Ukrainian scholars are turning to solutions beyond temporary mobility, considering dual or double degree programs among them: "Double diploma programs would allow students to complete their studies while keeping ties to their home institution" (Upton, 2022 [14]).

As the world has changed greatly and society has turned into a high-tech civilization, technologies, as well as approaches to the system of education have altered. More and more young adults have the opportunity to travel all over the world, to communicate with native speakers in English. Besides, more and more countries endeavor to join the European Union, as a result students have individual contacts with each other and facilitate learning foreign languages. English in dual degree programs is tightly connected with the process of globalization. Students are trying to gain proficiency in English, as it helps to study simultaneously at several higher educational establishments, to get a decent job, to have access to different fields of culture and arts. Hence, cultural globalization is one of the strongest traits of our time, students should think globally and be prepared to solve global problems.

Accordingly, dual study programs are becoming increasingly popular among learners. This concept was first developed in Germany. It is considered to be practical in orientation and extremely promising. The professional and career prospects of graduates are attractive, also for international students. The modern higher education system offers various opportunities to combine theoretical academic education with the development of practical skills and knowledge. Graduate schools

are offering more dual degree programs in order to meet increasing students' demand for specialized educational options. Also referred to as joint or combined degree, a dual-degree allows a graduate student to earn two university degrees at the same time. The two degrees may be in complementary subjects and it provides students with the opportunity to complete two degrees in less time than it would have taken them to earn them separately. A dual degree involves earning two completely different degrees earned at the same time. One important aspect is that students of dual programs get to experience the best of both worlds. They do not only get academically trained but gain practical experiences, sometimes even completed vocational training. Their double learning gets rewarded with two certificates and thus double the qualifications than they would have after completing only a regular program. This qualification and the hybrid education model leave graduates of dual programs with excellent job opportunities. Even if they have not been hired during their dual studies, graduates can present a convincing resume to prospective employers. On a personal level, diverse study experience enables students of dual study programs to pursue a multi-faceted and diverse career. The combination of theoretical and practical aspects allows them to leave the ivory tower of a university and to implement their theoretical knowledge in practice. Dual degrees are particularly valuable if one degree focuses on professional capacity and the other focuses on issues students plan to work in.

However, not all academic paths are the same. A dual degree should not be confused with a dual or double major. A double major is two areas of specialism or academic focus that results in only one degree, not two. Having dual undergraduate degrees is possible, but not as common. They usually occur when a student earns an associate degree on their way to a Bachelor's degree. Two degrees might also be the result of a school policy of creating two Bachelor's degrees when a student obtains a double major in two unrelated fields. Students focus on two academic areas of study. At some schools, a double major in two unrelated fields can result in a dual degree. Adding a second major may require the completion of roughly the same number of academic credits as obtaining a second degree, such as a Master's. Students take overlapping courses that satisfy the requirements of two programs of study at once and sacrifice the ability to take elective courses. Getting a dual degree or double major will be more challenging than getting one degree or major by itself. Double major usually does not result in two degrees. It is usually found at the undergraduate level while dual degrees often involve at least one graduate level degree.

A dual degree is more likely to be professionally useful as job qualifications may require applicants to have a specific degree, but rarely a specific major. Getting a double major requires students to develop their own course roadmap while dual degree programs have a roadmap already prepared by the school. The desire to learn or obtain academic enrichment is less of a reason to get a dual degree than it is to get a double major.

Theoretical background: Literature Review.

Over the last decade, double degree programs have attracted increasing attention of scientists and researchers to this issue. O. Lysak (2017) suggests that one of the ways to promote academic mobility is the creation of joint degree

programs, which provide such benefits as a standardized exchange with clear rules of enrolment and certification, an opportunity to obtain a foreign diploma [10]. M. Dernova (2014) looks into practical application of the dual model in higher professional education of adults in European countries [3]. O. Davlikanova, O. Kupenko, N. Svitailo (2016) argue the Ukrainian experience of organizational and pedagogical support for the implementation of dual education model elements into the system of higher education in Ukraine [1].

Other scholars (Obst, Kuder and Banks, 2011) note that “while joint and double degree programs largely evolved in Europe, the interest in curriculum cooperation and collaborative study programs has since spread to all world regions” [12, 8]. In their opinion modern students are taught by professors and lecturers from all over the globe ensuring a truly international experience. With them they bring their own wealth of knowledge, skills, subject-specific expertise and understanding of different education systems from around the world. Taking courses in two programs and working in different issue areas through internships or classes will bring students into contact with professors and colleagues from a range of experiences. This expanded network may open new doors for the postgraduate plans and opportunities.

Demiray (2017) investigated the problem of distance education, emphasizing its pros and cons in comparison with the traditional system of teaching [2]. Kem (2022) described the key conditions for the effective use of online education and pointed out the opportunities of person-centered learning [8].

Therefore, regarding the current situation in Ukraine, it is undeniable that pandemic and war presented great challenges to higher education. Hence, Universities had to change their infrastructure to full remote teaching and learning environments in a very short time. Lecturers and students were forced to adjust their established routines and concepts of teaching and learning (Hoss, 2021 [7]). To the profound effects of war on education (Gates, 2012) and decrease in the number of academic hours (O'Malley, 2010) [5; 11] others were added: displacement of students and teachers, as well as educational institutions, limited access to educational resources, psychological trauma, fear and stress and as a result low motivation to study, brain drain, and violation of social justice. But even in military realities despite the destruction of war Ukrainian education continues to function, fostering dual degree programs as one of its perspectives.

One more point is the quality of the qualification received, and whether it is possible to talk about obtaining two qualifications, not only two diplomas or whether the attitude to double degree programs is “obtaining two degrees for the price of one” (Knight, 2011 [9]). Despite a large number of studies describing the system of dual education and its benefits, we should note that many points remain insufficiently studied today and need clarity and new scientific research.

The aim of the article is to analyze tendencies in choice of major combinations for university dual degree programs, highlight the prerequisites and suggest ways for improving the effectiveness of overall and field-specific language education for students seeking dual degrees.

Methods. Qualitative and quantitative methodology, induction, deduction, comparative analysis and synthesis were used in the study. Our qualitative

methodology included, firstly, interviews with students and teachers, secondly, classroom observations, and, finally, the surveys conducted in February 2021 and January 2023. The surveys conducted at Chernivtsi University were aimed to better understand students' willingness and ability for undertaking dual degree programs and to prospectively gain an insight into their career expectations. This data may be useful to other stakeholders such as universities, institutes i.e., different HEIs sharing common problems.

Results. Currently English as the international language of science and technology attracts increasing number of Ukrainian students not only as their major (either English Philology or English-Ukrainian Translation), but as an additional opportunity to acquire professional knowledge in other areas using authentic scientific sources to evolve Ukrainian science and become competitive professionals in the global labor market. The new generation of students is quite different in their motivation and lifestyle, their attitude towards education and employment. The research shows that in addition to mastering their majors most students, who succeed in professional endeavors, are also fluent in several foreign languages with English prevalent. And new perspective in dual degree programs can provide our students such an opportunity in expending the boundaries of their professional horizons.

By taking a critical look at reasons underlying this issue in academia, we have a sufficient number of students who are quite successful in studying for two different university degrees in parallel within one university (different combination of fields, such as English and Law (International/Domestic), Economics, Ukrainian Philology, Psychology, Data Science, or studying simultaneously at different institutions, both in Ukraine and abroad. It enables such students to earn two different types of degrees (e.g., a BA in English and a Bachelor of Laws) and thus to explore a bigger array of possible careers. Dual degree programs are also beneficial as joint programs of Ukrainian and foreign universities, which allow students to study simultaneously in two institutions of different countries and simultaneously obtain two diplomas from Ukrainian and European universities. Ukrainian universities provide their students with the opportunity to gain experience studying at a foreign university and learn practical skills, that could be possibly applied to several occupations.

Yuriy Fedkovych Chernivtsi National University has 11 discipline-specific faculties (with faculty members working for 64 academic departments) as well as 2 research institutes (with respectively 8 and 13 academic departments). This structure, covering four main teaching and research areas: Arts and Humanities, Social Sciences, Life Sciences and Information Technology, Engineering and Applied Sciences, enables the University to explore emerging science trends and their interdisciplinary aspects, responding rapidly to globally evolving scientific landscape.

The data show that in 2021 the number of students simultaneously majoring in a foreign language and another specialty within Chernivtsi University was only 54 persons (both for Bachelor's and Master's degrees); currently in 2023, despite the pandemic and ongoing war, the number increased to 63 persons (only for students earning Bachelor's degree in a foreign language and another specialty). From year to year the number changes significantly, predominantly due to the students obtaining their second diploma abroad. There is a breadth of reasons, among which distance

learning opportunities, provided by foreign universities, play the crucial role. However, the total number of students majoring another specialty abroad and in other Ukrainian universities cannot be precisely counted. It is apparent that among 46 (2021) / 63 (2023) Chernivtsi University students earning Bachelor's Degree in foreign languages the most prevailing specialties were English-Ukrainian Translation – 26 (2021) / 24 (2023) and the English language and literature 16 (2021) / 32 (2023). The insignificant number of others (Figure 1) in 2021 is accordingly demonstrated in the diagram. In 2023 only the number of English language and literature students increased by 100 %.

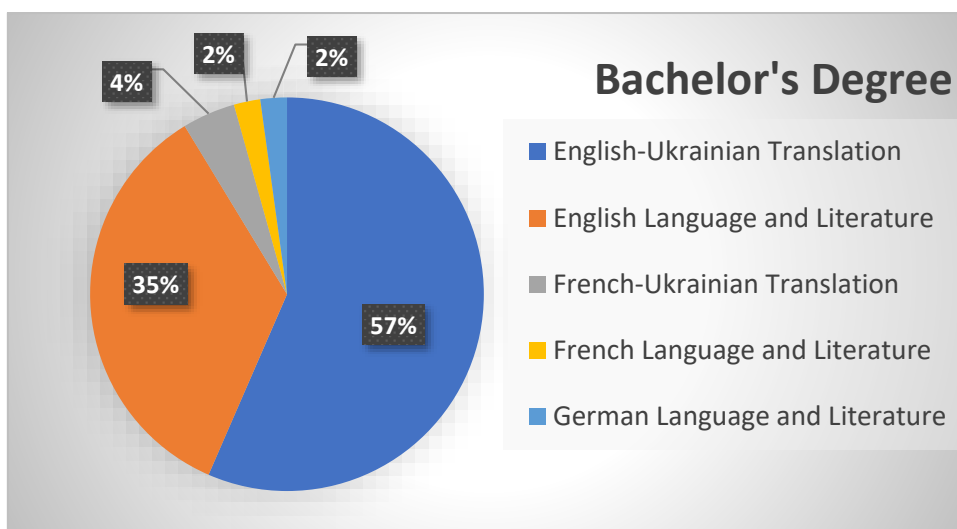


Fig. 1. Bachelor's Degree

In earning Master's Degree in 2021 (Figure 2), the leading position was taken by English-Ukrainian Translation, though the number of majors in the English language and literature and German-Ukrainian Translation was equal, respectively, each making up only one quarter of the total.

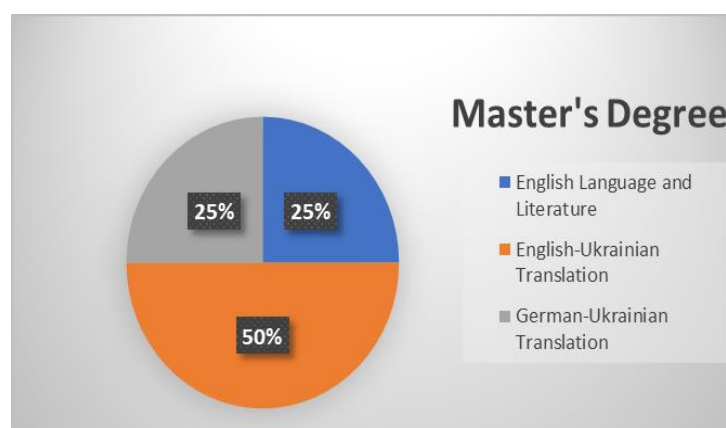


Fig. 2. Master's Degree

Moreover, emphasizing the areas of the second specialty (Figure 3) that were considered in the Surveys, for Bachelor's Degree in 2021 the combination of English-Ukrainian Translation and some of the Arts, Humanities and Social Sciences (Music, Ukrainian Language and Literature, Primary Education, Law, International Tourism,

Finance and Banking, Philosophy, Social Psychology, Physical Education) was chosen by the number of students three times exceeding majors in Life Sciences, Information Technology, Engineering and Applied Sciences (Biotechnology and Bioengineering, Publishing and Printing, Cybersecurity, Mathematics and Informatics, Applied Mathematics, System Analysis).

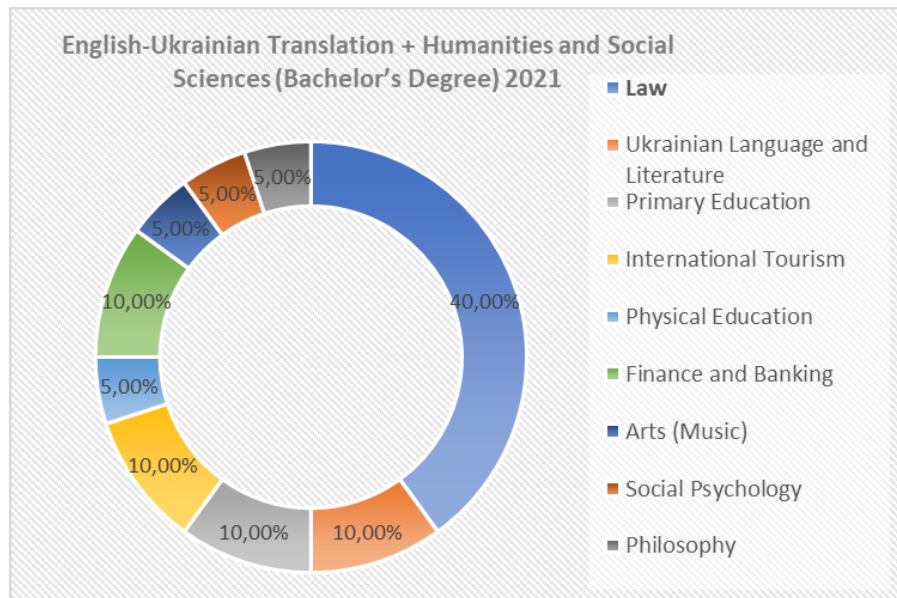


Fig. 3. English-Ukrainian Translation & Humanities and Social Sciences (2021).

In 2023 the number slightly changed (17 students studying English-Ukrainian Translation and some of the Humanities and Social Sciences (Figure 4) and 7 majors in Life Sciences, Information Technology and Applied Sciences).

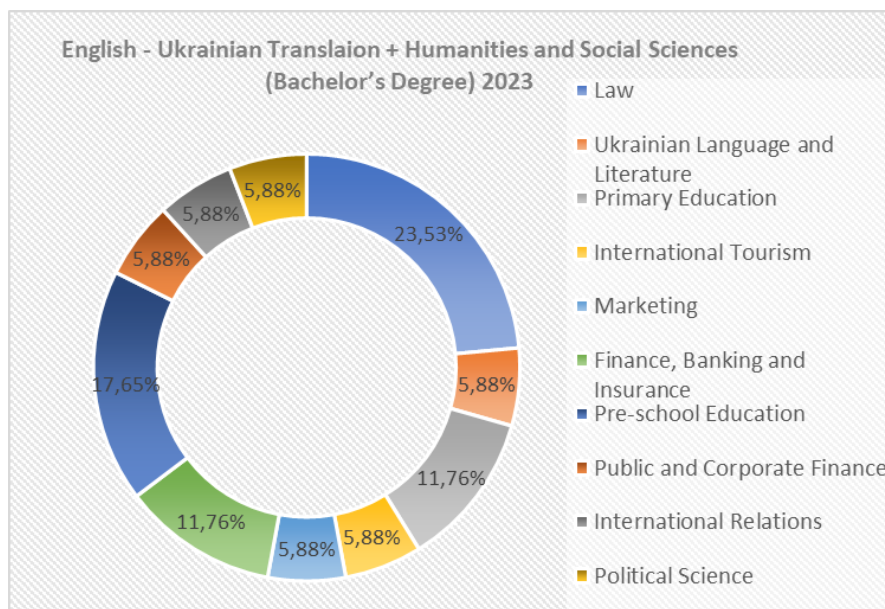


Fig. 4. English-Ukrainian Translation & Humanities and Social Sciences (2023)

Additionally, the data concerning another popular specialty in ChNU that is the English language and literature combined with Humanities and Social Sciences

(Figure 5) demonstrated even more impressive results: in dual degree programs in 2021 this combination turned to be fifteen students to one majoring in the English language and literature combined with Software of Computer Systems.

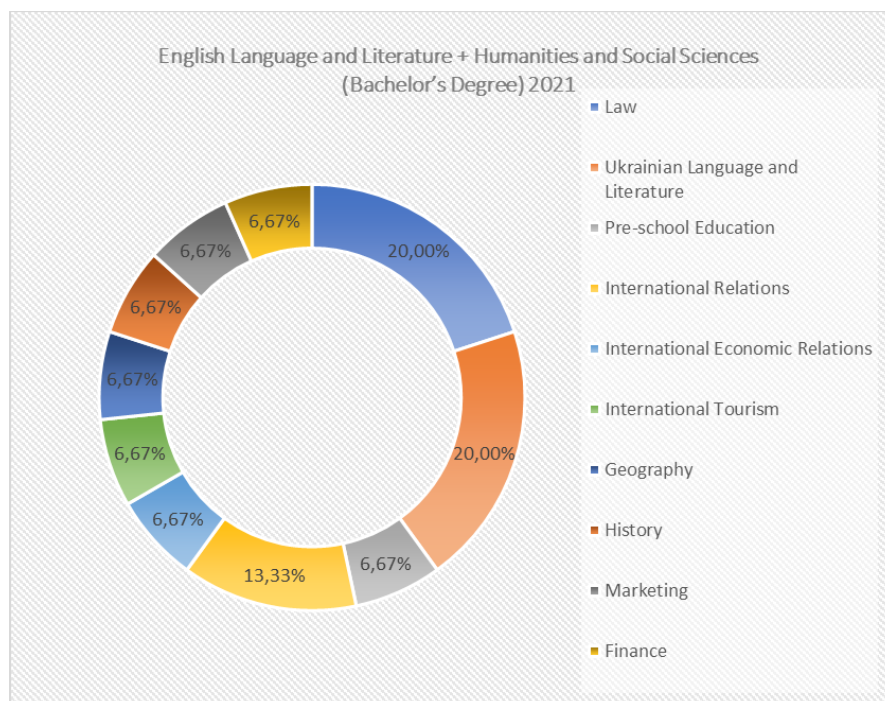


Fig. 5. English language and literature & Humanities and Social Sciences (2021)

However, in 2023, there have already been 26 students studying the English language and literature combined with Humanities and Social Sciences (Figure 6), and respectively 4 students majoring this specialty with Life Sciences, Information Technologies and Applied Sciences.

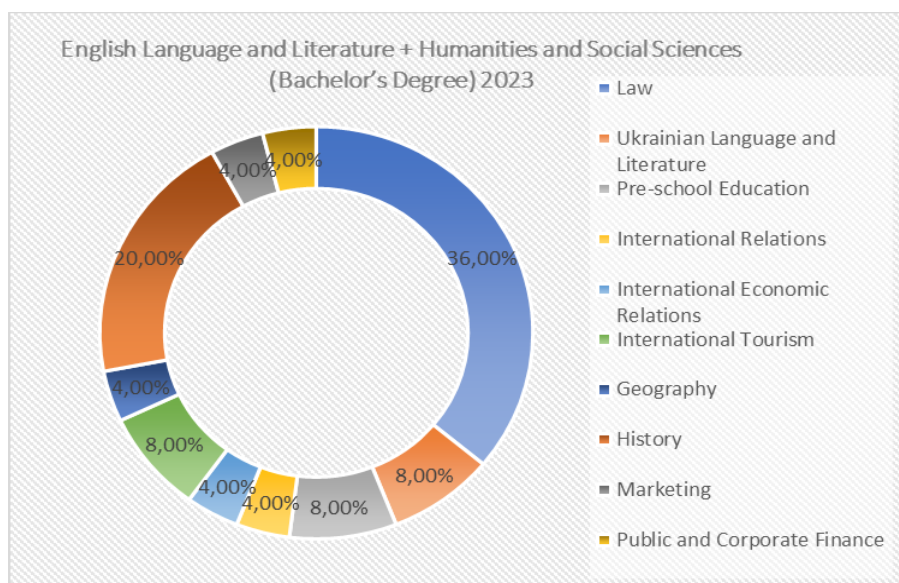


Fig. 6. English language and literature & Humanities and Social Sciences (2023)

Regarding the Masters earning their dual degree, both English-Ukrainian Translation and the English language and literature specialties were combined only

with Humanities and Social Sciences respectively represented by Public and Corporate Finance and Journalism (the former) and by the Ukrainian Language and Literature, Law, Journalism and Social Psychology (the latter).

Consequently, the complex interplay of reasons that underpin the students' choice of their second specialty in dual degree programs was the key factor how best to support our students to enhance their Professional English proficiency. It can be seen from the surveys' results that English language and literature & Law / English-Ukrainian Translation & Law were the most popular combinations among ChNU students undertaking dual degree programs in 2021-2023. Hence, these combinations came into the focus of our study.

In order to find out students' needs and expectations from the English and Translation programs and determine specific areas for implementing student-oriented teaching strategies and techniques we carried out an inquiry of 53 students involved in dual education. The inquiry included four open-ended questions:

1. Being involved in two-degree programs you complete English courses in both of them. What are the reasons why you take up Language and Translation major simultaneously with another one?

2. What are your expectations from Language and Translation Program with relevance to the area of your second specialism?

3. What skills and competences within the framework of Language and Translation Program are mostly important for professional training in the area of your second specialism?

4. What educational practices within Language and Translation Program should be extensively applied in order to assist in your study for another major?

The analysis of students' responses to the inquiry let us come up with the following outcomes. Replies to the first question showed that despite the fact that all university students take up a series of compulsory English courses they don't consider it sufficient for further career. Most respondents write that the level of their language proficiency must be high in order to meet the requirements of modern job market and further professional development.

Summarizing the replies to the second question, students seek fluency in English that will allow them to attain mastery of profession-related English. They clearly realize that to meet professional standards of nowadays in any field one should continually search and keep track of recent tendencies, innovations and changes in profession. And, as English is the language of education, science, business and technology a modern professional must be highly proficient in it. It is not enough to get a general idea of the subject under consideration, it is extremely important to differentiate the details, to see subtleties in order to make sense of every aspect that affects the flow of work. Otherwise, it is difficult or even sometimes impossible to keep up-to-date, find effective solutions, lead rankings or propel advancement.

In reply to the third question students highlighted such skills as analytical and critical thinking, research, creativity, self-assessment, use of informational technologies, application of theoretical knowledge about translation in practical professionally oriented activities. Among the competences the first positions went to translation, particularly oral – at-sight, consecutive and simultaneous interpretation; then communicative competences, namely speech writing and presentation,

spontaneous or unprepared speaking, active listening, preferably linked to the areas of their second major.

Generalizing responses to the fourth question there were mentioned such educational practices as problem-solving, decision-making activities within real-life situations and specific area-related content, i.e., project-based tasks, case study etc.; extensive work on professionally-labelled vocabulary, translation practices for professional purposes relevant to the field of their second specialism environment.

In general, the inquiry results reveal a high degree of student motivation to attain a high level of language proficiency not only in general (EGP) but also in professional English (ESP / PE) and translation according to the specific second major. Overall respondents' needs and expectations have in focus professionally oriented language and translation training. Correspondingly, skills and competences they need to acquire are linked to the fields of their second specialism. As to educational practices they should pursue making decisions on professionally meaningful issues with the use of appropriate language means and communicative strategies.

Discussion. As soon as the areas of students' second majors are diverse the ways to enhance field-related language and translation instruction should be various and flexible. The aim of their implementation is stipulated by learners' needs to foster professional training in both majors. In other words, the focus of language education must be shifted to personalized instruction that would promote language and translation training with maximum regard to professional needs within the area of second specialism.

Thus, the methodological system should create such conditions that would allow realization of not only English and Translation program but also its extrapolation to another specific major – development of field-specific professional language and translation competences that promote a high-quality training of pre-service specialists earning a dual degree.

As to the set of competences which shape a so-called professional portrait of a specialist seeking a dual degree, with one of them in language and translation, it undoubtedly has a complex, integrative character. On the one hand, students must be exposed to a variety of practices based on different types of content. On the other hand, they should be involved in solving professional issues within the area of their other field-specific expertise. Besides, preparation of the nick of time specialists is impossible without keeping in touch with the community of professional translators, exploring modern tendencies in technologies for leading translation companies and making use of informational technologies, such as translation platforms, localization devices, databases etc. Obviously, these practices should be included in teaching flow of translator-training in professional context.

Turning to methodological basics we support implementation of competence-based, activity-based and task-specific approaches in teaching both languages and translation as they emphasize field-oriented interaction in the educational process and fit it in the context of authentic professional communication. Judging from continuous personal teaching practice and scientific research data (Garcia, 2013) [4] we also consider to be efficient such widely used in language teaching educational platforms as Babel (11 languages, over a million users), Busuu (7 languages, over 9

million users), Livemocha (35 languages, over 9 million users). As to the educational platform focused on translation in Ukraine first position is taken by Trados. Also, among recently introduced informational technologies, that have proved to be effective, we may single out an online translation-based educational network, suggested by N. Gavrilenko (2018) [6]. The latter may be viewed as a new environment for translator's activities and training. It is focused on knowledge and skills in translation and translation studies, interactive learning techniques, innovative teaching methods used for diverse interpretation trades and seeking partners for collaborative research and training, forming groups of professional interests to improve translation skills and discuss translation difficulties with native speakers and in-service professionals.

Together with this, within the practical spectrum, in order to link language and translation teaching practices to the specific fields in the area of students' second specialism we must spare the instructional space for activities to be conducted in an independent individualized format. Therefore, we consider to be appropriate the following professionally-oriented personalization techniques: individual assignments, project-based activities and field-related speeches, semester scientific (including qualification) research papers, translation practice/internship.

Implementation of individual tasks, particularly field-related projects or individual/pair/group collaborative activities, with further presentation of results, their analysis and discussion, has a powerful teaching potential as having acquired some personal value, they are performed, shared and treated with some special care and attention. They turn out to be more meaningful and achievement-oriented activities than trivial equal for everyone textbook-based assignments. Hence, they foster cooperative learning within which students share their individual learning experiences, approaches to solutions of professionally oriented tasks, difficulties and ways to deal with them. Such learning environments are extremely beneficial for keeping students focused, interested and motivated in developing competences in both specializations as they intermingle, get united and unified in such types of tasks.

Producing field-related speeches and giving constructive feedback on the flow of delivery and persuasiveness of results shared gets students' audience fully involved in learning and stipulates mastery of critical analysis skills. If practiced regularly such presentation experiences are extremely valuable in preparation for their diploma paper defense. Correspondingly, choice of theme for the scientific qualification research projects should also be realized within the area of second major perspectives in order to explore relevant topical issues within the circle of current professional problems.

And, finally, semester translation practice and internship should definitely be organized on the basis of field-related institutions/firms and other relevant to the area of second specialism establishments as they must provide an optimal environment for further learning, deep specialization and improvement in the field of specific translation area.

In the context of field-related Professional English proficiency enhancement, quite significant is the experience of teaching legal English at Law School of Chernivtsi National University. Here, in teaching Professional English to law students, particular emphasis is placed on the areas of law: Constitutional, Administrative, Tort, Criminal,

Contract, Company, Case Law, etc. It is important to mention that nearly all the legal concepts covered in the course are found in legal systems and jurisdictions the world over. Since the students are encouraged to compare aspects of law in their own Ukrainian jurisdiction with those found in the legal systems of the UK and the USA, an international perspective is fostered.

While learning basic legal concepts in English, students focus on crucial aspects of the legal system as well as specific matters connected with a career in the law. The authentic text materials provide law students with an overview of the topic area in question, presenting a variety of relevant vocabulary in this area. Authentic legal texts include law journal articles, legal correspondence and memoranda, legal periodicals, legislation and legal documents. These written and spoken texts about legal matters, are followed by various tasks aimed to build the core skills in reading and translation, listening and speaking, grammar and writing. The analysis, reproduction (citation of legal documents, reference to judicial precedent etc.) and discussion of legal texts improves the students' knowledge of specialized vocabulary that goes beyond mere terminology acquisition; it strengthens their speaking skills and enables them to engage more effectively in a breadth of speaking situations, typical of legal practice, such as client interviews, meetings, presentations, debates, giving legal advice etc. Mastering legal English, students also familiarize with larger chunks of language, collocations, lexical bundles, common phrases, idioms, phrasal verbs and word combinations that are not specialized legal terms, but are necessary for successful communication.

In order to foster development of field-related language skills Law students are also encouraged to perform online tasks concerning case studies based on actual cases. Trying to find a solution to the legal issue, using the Internet sources, the students improve their online legal English research skills and consolidate their language skills in the communicative tasks.

The language instruction is based on the use of legal English sets of material published predominantly by Cambridge University Press. Besides, some websites are recommended as extra language-learning resources that can help students improve their legal English vocabulary (translegal.com.; legalenglishtest.org., etc.).

Overall, enhanced proficiency in field-related Professional English, combined with specific skills in translation area, acquired by Foreign Languages College graduates, significantly increases their employment opportunities. In particular, in relation to jurisprudence, such stakeholders as government employers, lawyer associations as well as law firms and clinics appreciate legal English skills of job applicants levelled B2+/C1 and estimate at their true worth.

Teaching business English to future specialists in Economics in the context of quickly changing business environment is also of great importance at Chernivtsi University. Teaching students-economists professional English, we cover different fields of Economics: Finance, Accounting and Auditing, Marketing, Management and Administration, etc. One of the main principles of the teaching Business English course is that students should deal with as much authentic content as their language level allows. The case studies present realistic business situations and problems and the communication activities based on them – group discussions, simulations and role plays – serve to enhance the authenticity of the course. An essential

requirement of business English materials is that they cater for the wide range of needs which students have, including different areas of interest and specialism, different skills needs and varying amounts of time available to study.

The Market Leader companion website: www.market-leader.net provides up-to-date information and offers a wide range of materials teachers can use to supplement and enrich the lessons. In addition to tests for each level, the website provides links to websites relevant to units and topics and also downloadable glossaries of business terms. The Vocabulary Trainer is also actively used by the learners. It is an online, self-study tool lets students take control of their own learning progress.

Consequently, we use a great variety of techniques while teaching English to prospective economists. It helps them to master English in the most effective way. Students with high level of English are more competitive in their future professional activity. The knowledge of English widens their horizons, opens them the possibility to see the world and helps them to express themselves in it, to communicate with their peers, colleagues and establish themselves in the world of Economics.

Conclusions. To sum up, the analysis of tendencies in students' choices of major combinations for university dual degree programs shows that English language and literature & Law / English-Ukrainian Translation & Law are the most popular combinations among Chernivtsi University students. Economic specialties, such as finance, are also among the most popular ones. In all other variants either Translation or the English language and Literature majors come together with Humanities, Social or Exact Sciences. Due to the inquiry results students' choice of Translation or English major as a constituent component of a dual degree program is stipulated by their expectations to attain an advanced level of language proficiency which is viewed as one of the key prerequisites for development and propelling advancement in every field of professional activity.

The way to meet the expectations of learners seeking two degrees we see, first of all, in shifting the focus of language education at Language and Translation departments to individualized and personalized instruction that would foster language and translation training with maximum regard to professional needs within the area of second specialism. Diversity of dual degree programs necessitates implementation of various language and translation educational practices which have flexible, interactive, achievement-oriented, cooperative, complex and integrative character. A wide variety of individual instructional activities must realize not only overall English and Translation program but also keep students on a continuous basis involved in solving professional issues within the area of their other field-specific expertise by the appropriate means of the English language. For this purpose, regular implementation of the following activities has proved to be effective: different types of field-related projects, portfolios, case studies, real-life professionally embedded simulations, debates, discussions, translations, writing field-related speeches, argumentative essays, guidelines and instructions, semester scientific (including qualification) research papers. These professionally oriented settings must be supported by the use of informational technologies, results shared, analyzed and discussed. Then, translation practice or internship should be conducted on the basis of relevant to the area of second specialism institutions in

order to develop language and translation skills within various trades for joint research, work and training.

Methodological basics of instruction whether it concerns language and translation training for students of Philology or any other area of specialism must rest upon implementation of competence-based, activity-based, task-specific and student-centered approaches. And, finally, a significant source for gaining knowledge and developing skills is students' involvement in authentic cooperative and interactive professional environments, for instance, joining groups of professional interests or educational networks that allow them to find partners for joint training and research, feel a part of professional world community and develop individual learning strategies that meet their needs and promote professional language enhancement.

References:

- [1] Davlikanova, O., Kupenko, O., Svitailo, N. (2016). Dosvid orhanizatsiynoyi ta pedahohichnoyi pidtrymky vprovadzheniya elementiv dual'noyi osvity (na prykladi Sums'koho derzhavnogo universytetu) [Experience of organizational and pedagogical support for the implementation of elements of dual education (by the example of Sumy State University)]. *Marketing in Ukraine* (6): 63-70. URL: <https://uam.in.ua/upload/iblock/d10/d10f2dabef3d8d69ef719bedb66d0e42.pdf>
- [2] Demiray, U. (2017). Is digital age "A tsunami" for distance education?: Functional Roles of Scaffolding and Meta-Communication in Digital Learning Environment. *Digital Tools for Seamless Learning*, edited by S. Şad & M. Ebner, 179-194. IGI Global. DOI: <https://doi.org/10.4018/978-1-5225-1692-7.ch009>
- [3] Dernova, M. (2014). Dual'na model' vyshchoyi profesiyanoi osvity doroslykh: yevropeys'kyy dosvid [Dual model of higher professional education for adults: European experience]. *Adult education: theory, experience, perspectives*, 2, 137-145. URL: http://nbuv.gov.ua/UJRN/OD_2014_2_19
- [4] Garcia, I. (2013). Learning a language for free while translating the web. Does duolingo work? *International Journal of English Linguistics*, 3 (1), 19-25. DOI: <https://doi.org/10.5539/ijel.v3n1p19>
- [5] Gates, S., Hegre, H., Mogleiv H., Strand, H. (2012). Development consequences of armed conflict. *World Development*. 40 (9), 1713-1722. DOI: <https://doi.org/10.1016/j.worlddev.2012.04.031>
- [6] Gavrilenko, N. (2018). Online Model for Teaching and Learning the Specialized Translation. *EURASIA Journal of Mathematics, Science and Technology Education*, 14 (6), 2711-2717. DOI: <https://doi.org/10.29333/ejmste/85421>
- [7] Hoss, T., Ancina, A., Kaspar, K. (2021). Forced Remote Learning during the COVID-19 Pandemic in Germany: A Mixed-Methods Study on Students' Positive and Negative Expectations. *Frontiers in Psychology*. 2021, 12. DOI: <https://doi.org/10.3389/fpsyg.2021.642616>
- [8] Kem, D. (2022). Personalised and adaptive learning: Emerging learning platforms in the era of digital and smart learning. *International Journal of Social Science and Human Research*, 5 (2), 385-391. DOI: <https://doi.org/10.47191/ijsshr/v5-i2-02>
- [9] Knight, J. (2011). "Doubts and Dilemmas with Double Degree Programs. *Globalisation and Internationalisation of Higher Education*. Revista de Universidad y Sociedad del Conocimiento (RUSC). 8 (2), 297-312. DOI: <http://dx.doi.org/10.7238/rusc.v8i2.1067>
- [10] Lysak, O. (2017). Double and Joint Degree Programs in Ukraine: Realia and Prospects. *Advanced Education*, (7), 17-22. DOI: <https://doi.org/10.20535/2410-8286.83576>

- [11] O'Malley, B. (2010). Education under attack, 2010: A global study on targeted political and military violence against education staff, students, teachers, union and government officials, and institutions. *UNESCO: United Nations Educational*. URL: <https://unesdoc.unesco.org/ark:/48223/pf0000186809>
- [12] Obst, D., Kuder, M., & Banks, C. (2011). Joint and Double Degree Programs in the Global Context: Report on an International Survey. Institute of International Education, September 2011. 1-40. URL: <https://www.iie.org/wp-content/uploads/2022/12/Joint-Double-Degree-Survey-Report-2011.pdf>
- [13] Rayter, G., Davlikanova, O. (2017). Introduction of Dual Education in Ukrainian Higher Educational Establishments and Approaches to Estimation of its Economic Benefits. *Business Ethics and Leadership*, 1 (4), 93-101. URL: http://nbuv.gov.ua/UJRN/busetlen_2017_1_4_11
- [14] Upton, B. (2022). International help must not kill Ukrainian system with kindness. *Times Higher Education*. March 29, 2022. URL: <https://www.timeshighereducation.com/news/international-help-must-not-kill-ukrainian-system-kindness>