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### From Classroom to Culture: Translating Skills for Ukrainian Students

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***Abstract.** The article examines the importance of developing translation skills among students in Ukraine, which has gained particular relevance in the context of globalization and integration with the European community. The authors analyze contemporary approaches to translation training, highlighting its role as a means of enhancing language proficiency and as a tool for fostering intercultural communicative competence. Specifically, the article emphasizes that translation activities enable students to gain a deeper understanding of cultural contexts and*



*linguistic differences, promoting not only improved foreign language acquisition but also the development of empathy and openness to other cultures.*

*The research demonstrates that translation also contributes to the development of critical thinking, as it requires students to analyze and synthesize information, make decisions, and understand subtext. These skills are integral to modern education, especially for Ukrainian students facing informational challenges in the era of global digitalization. Additionally, translation education helps prepare students for the demands of multilingual work environments, enhancing their competitiveness in the labor market.*

*The article also explores the prospects for professional growth among students acquiring translation skills. Translation is considered a tool that helps students adapt to cultural specifics, understand the values, norms, and idioms of different linguistic communities. Through translation, students gain valuable experience in intercultural mediation, which is particularly important in the multicultural context of modern society. This, in turn, promotes unity and mutual respect among diverse cultural groups, essential for professional engagement in international settings and personal growth in a globalized world.*

*The authors also point to certain challenges in integrating translation courses into the educational curriculum, particularly the limitations of resources and the need for professionally trained instructors. The article suggests possible ways to address these obstacles, including the implementation of automated translation technologies and the enhancement of practical components in training.*

**Keywords:** *translation skills, interculturality, professional translator training, practical component*

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**Перекладацькі навички українських студентів: від навчальної аудиторії до культури спілкування**

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***Анотація.** У статті розглянуто важливість розвитку перекладацьких навичок у студентів в Україні, що набуває особливої актуальності в умовах глобалізації та інтеграції з європейською спільнотою. Автори аналізують сучасні підходи до навчання перекладу, наголошуючи на його ролі як засобу підвищення мовної компетентності та інструмента формування міжкультурної комунікативної компетентності. Зокрема, підкреслюється, що перекладацька діяльність дозволяє студентам глибше розуміти культурні контексти та різницю між мовами, що сприяє не лише кращому оволодінню іноземною мовою, але й розвитку емпатії та відкритості до інших культур.*

*Дослідження демонструє, що переклад також сприяє формуванню критичного мислення, адже вимагає від студентів аналізу та синтезу інформації, ухвалення рішень і розуміння підтекстів. Такі навички є невід'ємною*



*складовою сучасної освіти, особливо для українських студентів, які стикаються з інформаційними викликами в епоху глобальної цифровізації. Крім того, перекладацька освіта допомагає підготувати студентів до вимог багатомовних робочих середовищ, що підвищує їхню конкурентоспроможність на ринку праці.*

*У статті також розглядаються перспективи професійного розвитку студентів, які опановують перекладацькі навички. Зокрема, переклад вважається інструментом, що допомагає студентам адаптуватися до культурних особливостей, розуміти цінності, норми та ідіоми різних мовних спільнот. Завдяки перекладу, студенти здобувають цінний досвід міжкультурного посередництва, що є особливо важливим в умовах мультикультурності сучасного суспільства. Це, у свою чергу, сприяє формуванню єдності та взаємної поваги серед різних культурних груп, що є необхідним для професійної діяльності в міжнародному середовищі та особистісного зростання в умовах глобалізованого світу.*

*Водночас, автори наголошують на певних труднощах, пов'язаних з інтеграцією перекладацьких курсів в освітню програму, зокрема на обмеженості ресурсів і потребі в підготовці фахових викладачів. У статті пропонуються можливі шляхи подолання цих перешкод, включно із впровадженням технологій для автоматизованого перекладу та посиленням практичної складової навчання.*

**Ключові слова:** *перекладацькі навички, міжкультурність, підготовка фахових перекладачів, практична складова*

**Introduction.** In recent years, the emphasis on skills-based education has surged worldwide, moving beyond traditional academics to focus on life skills that empower students in real-world contexts. For Ukrainian students, especially during times of



socio-political challenges, this approach holds profound importance. Developing these competencies—from emotional intelligence and resilience to critical thinking and creativity—enables them to thrive in both their educational journeys and daily lives. This article examines the strategies to integrate these skills into Ukrainian classrooms and explores how these abilities translate into broader cultural and social spheres, ultimately shaping a generation ready to contribute meaningfully to Ukraine's future.

Ukraine's education system has traditionally been knowledge-centric, emphasizing core subjects like mathematics, literature, and science. However, in an increasingly globalized world, students require a blend of hard and soft skills to succeed. Modern challenges, such as global competition, socio-political upheaval, and rapid technological advancements, demand that students go beyond rote learning. These shifts call for critical skills, such as teamwork, empathy, problem-solving, adaptability, and resilience, to empower Ukrainian youth to address challenges and grasp opportunities.

The ongoing socio-political landscape also impacts Ukrainian students uniquely. The recent socio-political events have underscored the importance of resilience, emotional management, and adaptability. Ukrainian students not only need to navigate academic challenges but also cope with external stressors that require a strong emotional foundation. Skills-based education equips them to not only withstand adversities but also leverage them as learning experiences, fostering a spirit of resilience that contributes to both personal and national growth.

**Literature review.** The development of translation skills is increasingly recognized as essential for students in Ukraine, where language proficiency and intercultural communication are critical in the context of globalization and European integration. Thus, we have tried to highlight the main aspects of recent researches which analyze the significance of translation skills for Ukrainian students, examining



academic perspectives on language learning, intercultural communication, and professional development.

Firstly, translation skills play a foundational role in enhancing language proficiency. Scholars argue that translation fosters a deeper understanding of both the source and target languages by improving vocabulary, grammar, and comprehension skills (Carreres, 2006 [2]; Cook, 2010 [3]). According to Carreres, translation exercises encourage learners to engage with the subtleties of both languages, making language acquisition a more meaningful process. In the Ukrainian context, where English and other languages are integrated into the education system, translation training supports language acquisition, equipping students with practical skills that extend beyond traditional rote learning (Melnyk, 2018 [8]).

Further research indicates that translation aids in developing a more nuanced linguistic awareness. Cook [3] highlights that translation tasks challenge students to consider multiple language aspects simultaneously, such as idiomatic expressions and syntactic differences. This complexity enables students to achieve a more advanced level of proficiency and linguistic dexterity, which is essential in multilingual societies and particularly relevant for Ukrainian students navigating between Ukrainian, Russian, English, and other languages.

Secondly, translation is more than a linguistic process; it involves understanding and conveying cultural contexts, values, and nuances. For Ukrainian students, developing translation skills contributes to intercultural competence, which is necessary in today's interconnected world (Byram, 1997 [1]; Kelly, 2005 [6]). Translation tasks expose students to cultural differences and foster empathy and open-mindedness, qualities that facilitate meaningful interactions across cultures (Byram, 1997 [1]). Given Ukraine's diverse cultural landscape, translation as a medium for intercultural learning is essential for students to effectively engage within both local and international contexts.



Kelly [6] emphasizes that translation education can shape students into cultural mediators who are capable of bridging cultural gaps, particularly in a multicultural society. For Ukrainian students, this ability is essential not only for communicating internationally but also for fostering cohesion within a country that encompasses diverse linguistic and cultural communities. Such skills align with the goals of Ukraine's educational reforms, which prioritize developing global competencies in students.

Moreover, translation tasks inherently require analysis, synthesis, and evaluation, fostering critical thinking skills that are valuable across disciplines. Translation forces students to engage in decision-making, as they must interpret meanings, consider cultural nuances, and select the most appropriate words and structures (Kiraly, 2000 [7]; González Davies, 2004 [4]). Kiraly argues that the process of translation promotes critical engagement with texts, encouraging students to think beyond literal meanings and explore underlying messages. This depth of analysis is invaluable for Ukrainian students, especially as critical thinking is a key focus in contemporary educational frameworks.

For Ukrainian students, critical thinking is particularly pertinent in navigating an era marked by information overload and varying degrees of misinformation. According to Pym (2012), translation skills encourage students to critically assess and contextualize information, as they must discern the credibility of sources and evaluate context-specific interpretations. These competencies empower Ukrainian students to better interpret and respond to information in their academic, professional, and personal lives.

Furthermore, with Ukraine's increasing integration into global networks, translation skills have become more relevant for career opportunities. In fields like international relations, business, media, and technology, the demand for individuals with strong translation abilities continues to grow (Katan, 2014 [5]; Pym, 2010 [10]).



Research underscores that translation skills improve students' employability by providing them with an asset that is highly sought after in diverse fields (Katan, 2014 [5]). Ukrainian students who develop translation skills are better prepared to work in multilingual and multicultural workplaces, where the ability to navigate linguistic and cultural complexities is an advantage.

It should be noted that the global mobility of Ukrainian students seeking education abroad further highlights the importance of translation skills. Language and translation competencies assist students in adapting to foreign academic settings, enhancing their communication with international peers and professors. Translation skills, therefore, not only support students' immediate academic goals but also equip them with transferable skills that remain valuable throughout their careers.

Finally, while the importance of translation skills is evident, teaching translation presents its own set of challenges. Research suggests that integrating translation into the curriculum requires a balanced approach that includes both theoretical and practical components (Kelly, 2005 [6]). Kelly advocates for translation exercises that mirror real-life tasks, allowing students to engage with authentic texts and situations. This approach can be effective for Ukrainian students, as it provides them with practical skills while reinforcing theoretical knowledge of language and culture.

However, limited resources and a lack of trained educators in translation studies can hinder the effective integration of these skills into Ukrainian classrooms. We highlight the importance of teacher training programs that equip educators with the tools necessary to teach translation effectively. Additionally, incorporating technology, such as computer-assisted translation tools, can enhance students' learning experiences, making translation education more accessible and relevant to the digital age.

**The aim of the research** is to explore effective methods for integrating essential academic and life skills into the educational experience of Ukrainian students. The



study seeks to identify specific skills that will help students navigate both academic challenges and cultural integration, especially in contexts where students are adapting to new cultural environments. By examining how classroom learning can be expanded to include real-world applications, the research will assess strategies that facilitate the development of resilience, adaptability, and intercultural communication. The ultimate goal is to create a framework that supports students in translating their academic knowledge into skills applicable beyond the classroom. Additionally, the research aims to inform educational policy and practices that can be tailored to the unique needs of Ukrainian students in diverse cultural settings. This approach could offer insights for broader applications in multicultural education.

**Results.** Having analysed the resources and studies that can be found, we came to the conclusion that there are some crucial key elements for students to be successful in learning translation skills.

### 1. Emotional Intelligence

Emotional intelligence (EI) encompasses the ability to recognize, understand, and manage one's emotions, as well as empathize with others. For Ukrainian students, developing EI is essential, especially given the current socio-political landscape. By fostering self-awareness, students can better understand their reactions to stress and anxiety. Integrating EI into the classroom can involve activities like guided reflections, peer-to-peer discussions, and group projects where students must navigate conflicts constructively. It is also essential to be involved into real-world scenarios: outside the classroom, EI equips Ukrainian students to approach social situations with empathy and understanding. This is especially critical in a multicultural country, where understanding different perspectives can build stronger, more cohesive communities. Furthermore, as these students enter the workforce, EI will play a significant role in shaping their professional relationships, enabling them to work harmoniously with diverse teams.



## 2. Critical Thinking and Problem-Solving

Critical thinking is a cornerstone of skills-based education. In the Ukrainian context, where students are often accustomed to memorization, fostering an environment that promotes inquiry, analysis, and problem-solving is transformative. Teachers can encourage critical thinking by posing open-ended questions, using real-world problems in lessons, and engaging students in projects where they must brainstorm, evaluate options, and defend their choices. As for the real-world scenarios they are: outside the academic setting, critical thinking empowers students to assess information critically- a crucial skill in an era of information overload and misinformation. Additionally, these abilities encourage innovation, a necessary ingredient for societal progress. In a rapidly developing nation, future leaders who can evaluate complex problems and devise creative solutions will be instrumental in driving change.

## 3. Adaptability and Resilience

The ability to adapt is especially relevant for Ukrainian students in light of recent societal and educational shifts. By encouraging a growth mindset, educators can help students view challenges as opportunities for learning. Classrooms can foster adaptability through project-based learning, where students collaborate on assignments that may not go as planned, teaching them to be flexible and resilient. Resilience will serve students well throughout their lives, whether facing economic challenges, personal setbacks, or societal change. Cultivating adaptability in school can translate into their capacity to handle uncertainties in careers, relationships, and other aspects of adult life. For a country that has faced numerous transformations, resilient and adaptable citizens are crucial for fostering a stable, progressive society.

## 4. Communication and Collaboration

In today's globalized world, effective communication and teamwork are vital skills. Ukrainian students, who may go on to work in international settings or



multicultural teams, must be adept in both verbal and written communication and comfortable collaborating across cultural and linguistic boundaries. Teachers can enhance these skills by organizing group projects, debate sessions, and presentations that require students to articulate their thoughts clearly and engage in constructive dialogue. Good communication extends beyond academic and professional environments; it's essential in all interpersonal relationships. For Ukrainian students, especially in multicultural urban centers, the ability to communicate effectively promotes unity and mutual respect among diverse groups. Moreover, collaboration is essential in tackling complex issues, from local community projects to national initiatives.

#### 5. Creativity and Innovation

Creativity is the driving force behind innovation, and cultivating it from a young age empowers students to think beyond conventional boundaries. Ukrainian classrooms can integrate creativity by encouraging artistic expression, offering open-ended assignments, and celebrating diverse viewpoints. Teachers can foster a safe space for experimentation, where mistakes are seen as part of the creative process. Creative thinking equips students to solve problems in innovative ways, which is particularly relevant in fields like technology, business, and social services. A creative mindset is invaluable for Ukrainian students, as they contribute to the country's post-crisis rebuilding efforts, bringing fresh ideas that can lead to lasting progress and modernization.

One of the most effective ways to foster skills is through project-based learning, which encourages students to learn by doing. PBL allows students to tackle real-world issues, work in teams, and present their solutions, encompassing a broad range of skills such as collaboration, communication, and critical thinking. Ukrainian educators could design projects relevant to local communities, inspiring students to see the direct impact of their education on society.



To foster emotional intelligence and resilience, creating a supportive, safe learning environment is essential. Teachers can offer positive reinforcement, promote peer support, and encourage open conversations about emotions and experiences. Ukrainian schools might benefit from integrating mental health support services and providing teachers with training on managing emotional well-being in the classroom, which can make a profound difference in students' lives.

Digital skills are increasingly vital, as technology shapes nearly every aspect of life. Introducing digital literacy early allows students to develop confidence in using tech tools, adapting to various platforms, and evaluating online information critically. For Ukrainian students, who may encounter misinformation online, these skills are crucial in helping them discern credible sources and use technology responsibly.

Many Ukrainian schools face financial and infrastructural constraints, limiting their ability to implement comprehensive skills-based programs. One potential solution is adopting a phased approach, where skills-based education is gradually integrated alongside traditional curricula. International collaborations, NGOs, and government funding can also play crucial roles in providing necessary resources and training for teachers.

Introducing a new educational paradigm can meet resistance from parents, educators, and policymakers accustomed to traditional methods. To address this, awareness campaigns, pilot programs, and evidence-based research demonstrating the benefits of skills-based learning can help gain wider support. Sharing success stories from other countries can further illustrate the positive impact of this approach.

Translation studies have become increasingly important in the classroom, providing students with skills that extend beyond language proficiency. There are some key reasons for its importance, backed by our research.

First of all, it enhances language proficiency. Translation studies help students deepen their understanding of both their native and



foreign languages. By actively translating, students learn the nuances of grammar, vocabulary, and syntax across languages, which supports overall language competence. Studies show that translation activities improve grammatical awareness and vocabulary acquisition, making language learning more effective (Carreres, 2006).

It also builds cultural awareness and intercultural competence. Translation is not just about converting words from one language to another but involves conveying cultural context, tone, and meaning. Translation studies in the classroom allow students to explore and appreciate cultural differences, developing intercultural competence—a key skill in our globalized world (Kelly, 2005). This cultural exchange helps students understand the values, norms, and idioms that are unique to each language.

It should be mentioned that translation studies develop critical thinking skills. Translation requires interpretation, analysis, and decision-making, which foster critical thinking skills. Students learn to evaluate multiple meanings and choose appropriate translations, enhancing their analytical skills and judgment. Research has shown that translation exercises encourage students to approach texts critically, as they must consider context, audience, and purpose (Kiraly, 2000).

It improves communication skills, because translation studies promote clarity and precision, as students must accurately express meaning across languages. This practice strengthens their overall communication skills, benefiting both oral and written expression in all languages studied. Pym (2010) emphasizes that translation training improves students' ability to communicate effectively, as they learn to convey ideas with precision and adapt their language to suit various contexts.

Translation studies prepare students for multilingual and multicultural workplaces. In today's diverse job market, translation skills are increasingly valuable. Organizations seek professionals who can navigate multilingual environments, making



translation studies beneficial for students pursuing careers in international business, media, diplomacy, and more. Studies indicate that translation competencies are valuable assets in professional settings, where clear, culturally-sensitive communication is critical (Katan, 2014).

The integration of skills-based education in Ukraine represents a transformative step toward preparing students for a complex, interconnected world. By embedding emotional intelligence, critical thinking, adaptability, communication, and creativity into the classroom experience, Ukrainian students gain the tools necessary to navigate both academic and real-world challenges. As these young learners transition from the classroom to their communities and careers, they become well-equipped to contribute to a resilient and innovative Ukraine, capable of thriving in a rapidly changing global landscape.

The study of translation skills is vital for Ukrainian students, supporting not only language proficiency but also fostering a broader set of competencies crucial in the modern, interconnected world. Translation education helps students achieve a deeper understanding of both their native language and foreign languages, equipping them with the nuanced knowledge required to navigate complex linguistic landscapes. As research has shown, translation strengthens vocabulary, grammar, and comprehension across languages, making students more proficient communicators in a variety of settings. This aspect of translation education is especially relevant for Ukrainian students, who often work across multiple languages such as Ukrainian, Russian, and English. By enhancing linguistic awareness and adaptability, translation skills enable students to express ideas more clearly and understand diverse perspectives, which is essential in both academic and social interactions.

Moreover, translation skills extend beyond mere language proficiency to foster intercultural competence—a quality that is increasingly important as Ukraine engages with the global community. Translation requires students to understand and convey



cultural context, tone, and meaning, transforming them into effective cultural mediators. This skill is indispensable for students who interact with diverse linguistic and cultural communities both within and beyond Ukraine's borders. As studies by Byram (1997) and Kelly (2005) suggest, translation fosters empathy, open-mindedness, and the ability to understand different cultural perspectives, which are all essential components of intercultural competence. In Ukraine's multicultural environment, translation enables students to bridge cultural divides and communicate effectively across diverse groups, fostering unity and mutual respect.

The necessity of translation skills also lies in their role in developing critical thinking. Unlike direct language learning, translation requires analytical, evaluative, and decision-making skills, as students must interpret meanings, choose appropriate words, and consider contextual implications. This process challenges students to think deeply about language use and meaning, going beyond superficial interpretations. Research by Kiraly (2000) highlights how translation exercises encourage critical engagement with texts, helping students assess information rigorously, make informed decisions, and evaluate various sources of knowledge. These critical thinking skills are essential in modern education, where the ability to analyze information critically is increasingly valued. For Ukrainian students, whose education system now emphasizes critical thinking, translation provides a practical and applicable means of honing these skills, making them more adept at handling information responsibly and insightfully.

Furthermore, translation skills prepare Ukrainian students for professional and academic success in an era marked by globalization and cultural exchange. With the increasing internationalization of the job market, the ability to translate across languages and cultures is invaluable in fields such as business, international relations, media, and technology. As research by Pym (2010) and Katan (2014) underscores, multilingual and multicultural competencies are sought after in many industries, making translation skills a significant asset for career development. In addition, for



students seeking to pursue further studies abroad or participate in international programs, translation skills can enhance their adaptability and communication, allowing them to better connect with peers and professors in foreign academic environments. By preparing students for global workplaces, translation education equips them with transferable skills that contribute to their long-term professional growth.

Finally, teaching translation skills in Ukraine is not without its challenges, as integrating translation into the curriculum requires qualified educators and adequate resources. However, these challenges are surmountable through a combination of teacher training, strategic curriculum design, and the use of technology. Effective translation education includes both theoretical instruction and practical exercises that mirror real-life translation tasks, as Kelly (2005) notes. Such an approach provides students with hands-on experience, preparing them for authentic communication scenarios in both local and global contexts. Additionally, incorporating computer-assisted translation tools into the curriculum can enhance learning experiences, making translation education relevant to the digital age and accessible to a wider range of students.

In conclusion, translation skills are essential for Ukrainian students, offering a multifaceted skill set that encompasses language proficiency, intercultural competence, critical thinking, and career readiness. By enabling students to bridge linguistic and cultural divides, translation education supports Ukraine's goal of developing globally competent citizens who are capable of engaging constructively with the world. In a society where effective communication and cultural understanding are increasingly important, translation education provides students with the skills they need to navigate a multicultural world with confidence and empathy. As Ukraine continues to integrate into the global community, translation skills will remain indispensable, empowering



students to contribute meaningfully to both their local communities and the broader international landscape.

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