

## SECTION 17.

### PHILOLOGY AND JOURNALISM

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## THE ROLE OF ENGLISH LANGUAGE COMPETENCE AND SOFT SKILLS IN BUSINESS COMMUNICATION FOR FUTURE TRANSLATORS

Introduction. Today, English is not an advantage. It is a requirement. International contracts, logistics, IT services, marketing campaigns – most of them operate in English. If a specialist cannot communicate clearly in this language, they miss out on professional opportunities.

For students majoring in English and translation in business communication, the issue is even more practical. They will work with real documents, negotiations, presentations, and correspondence. One inaccurate term in a contract or one misinterpreted phrase during a meeting can change the meaning of the entire agreement. It is not a theory. It is a daily professional practice.

The research aims to show why English language competence, philological knowledge, and soft skills are necessary for future specialists in translation and business communication.

University education should prepare students for real tasks, not abstract discussions. K. Kugai notes that higher education must develop critical thinking and intellectual independence [3, p. 126]. In translation practice, this means the ability to question a literal equivalent and check whether it fits the context.

For example, the English word “*consideration*” in everyday speech means “thoughtfulness.” In a business contract, it means “something of value exchanged between parties.” A translator who ignores this difference produces an incorrect document. Philological training helps avoid such mistakes by focusing on semantics, pragmatics, and context analysis.

English has become the main language of international communication due to

economic and technological factors [2, p. 3]. As a result, business discourse has developed its own conventions: concise structure, neutral tone, clear requests, and specific formatting. A business email is not an academic essay. A negotiation is not a casual conversation. Students must learn these genre differences through practice: writing emails, translating contracts, and simulating meetings.

However, language knowledge alone is not enough. Research by O. Malykhin and colleagues shows that integrating soft skills into English classes improves students' readiness for professional interaction [4, p. 185]. It can be seen in simple classroom tasks. When students work in teams to prepare a mock business presentation, they learn to divide responsibilities, manage time, and respond to criticism. These skills directly influence their performance in real companies.

Intercultural competence is another practical necessity. M. Byram explains that it includes knowledge of social norms and the ability to interpret cultural differences [1, p. 34]. In business communication, this affects tone and strategy. For instance, direct refusal may be acceptable in one culture but considered impolite in another. A translator or communication specialist must adjust the wording accordingly. Otherwise, cooperation may fail not because of the product, but because of the communication style.

Digital communication adds new challenges. Online meetings require concise speech and clear structure. Written communication in messengers demands brevity without losing professionalism. Students should practice these formats during their studies. If they only translate literary texts, they will not be ready for the realities of business.

Thus, professional competence in this field consists of three interconnected components:

1. strong command of English;
2. philological ability to analyze meaning and context;
3. soft skills for teamwork and negotiation.

Removing any of these elements weakens the specialist's effectiveness.

In conclusion, English proficiency in business communication is a practical tool, not an academic formality. For future translators, accuracy in terminology prevents legal and financial misunderstandings. Philological competence ensures the correct interpretation of meaning. Soft skills support effective cooperation in multicultural teams.

Universities should combine language practice with business simulations, case studies, and teamwork tasks. This approach prepares students for real professional situations and increases their competitiveness in the international labor market.

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