

## PEDAGOGICAL CONDITIONS OF TRAINING FUTURE BACHELORS OF ARTS IN LINGUISTICS FOR PROFESSIONAL TRANSLATION PRACTICE

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**Abstract:** One of the principal linguist's activities is translation practice. Since translators mediate intercultural communication, their role in society is increasing. In the process of training future Bachelors of Arts (BA) in Linguistics for professional translation practice, paramount importance is given to pedagogical conditions, i. e., specially created circumstances, factors of action, the interaction of the pedagogical process subjects, the totality of which determines the effectiveness of forming professional competence of future Bachelors of Arts in Linguistics. The training of future specialists is determined by the level of their personal and professional development. The student in linguistics, at the present stage of social development, is required not just to use the knowledge, abilities, and skills received in a higher education institution but also to be ready to continuous creative self-development both professionally and personally. This article aims to develop a structural and functional model and investigate the relationship between the pedagogical conditions of future bachelors' professional training and learning outcomes. The research method is the psychological, pedagogical, scientific, and methodological literature analysis on the research problem. Also, there are systematization, generalization, and interpretation of the material under consideration. Pedagogical conditions of professional competence formation of future BA in Linguistics (presence of motivational and value-environment in the educational process; development of personal and professionally significant qualities, moral and moral improvement of the future specialist) in higher education institutions have been determined. The pedagogical experiment in evaluating the dynamics of students' professional development, as an indicator of the effectiveness of the connection between the pedagogical conditions of future bachelors' professional training and the results of learning, was held. The essence and structure of the "Bachelors' readiness for the professional and pedagogical practice of linguistics" concept, providing high-quality formation of professional and pedagogical knowledge, skills, professionally significant qualities of a teacher, were defined. The model of training future BA in Linguistics for professional activity has been formed. The efficiency and effectiveness of motives in translation activity have been found out. The effectiveness of a necessary set of pedagogical conditions has been proved. The practical value of the scientific article lies in the creation of a structural and functional model based on four blocks with its subsequent implementation in practice.

**Keywords:** Linguistics, pedagogical conditions, foreign languages, bachelor, training program, university, future linguist-translator.

### 1 Introduction

The continuous development of modern society, constant transformations in the labor market led to increased qualification requirements for future linguists, whose skills are formed while studying at university.

Professional training of linguists is one of the states, public and personal priorities in the dynamic development of the modern world. In this regard, the problem of training Bachelors of Arts in Linguistics who are competent to respond a modern society's challenges is principal in the higher professional education system (D. Gouadec, 2007). Translation practice is related to the semantic processing of information, which is determined by socio-economic and legal categories, and translators are subjects that ensure national security in the information sphere. The training of highly qualified translations by students in the process of solving professional tasks is one of the priority strategies of modern linguistic education (W. Koller, 2000).

Reforming the educational system and changing the priority spheres of state policy in the education sphere make it necessary

to form competencies essential for the professional environment of BA in Linguistics.

Pedagogical conditions, i. e., pedagogical circumstances that promote the development of students' linguistic creativity during the translation process, optimize the process of their linguistic creativity development and competence formation (Gile, 2009).

Bachelor's degree educational programs in linguistics should be designed to provide students with fundamental knowledge on the one hand, and on the other hand, to meet the practical requirements for professionals during employment.

Traditionally, a theoretical and practical knowledge background in a foreign and native language, as well as typical translation methods, were sufficient for linguistic professionals to be successful in their careers (C. Schmit, 2006). Considering the growing demand for translation services in the labor market, nowadays it is necessary to form a specialist's readiness to implement technological and behavioral aspects of future professional activities, which include:

- understanding of the oral and written translation activities essence within the communicative situation context,
- ability to make thorough preliminary preparation for translation depending on the type, ability to see and critically evaluate the translation product (D. Svyrydenko, 2014).

The modern translator operates under the conditions of rapid development of automatic translation tools. Therefore, it is especially relevant to develop skills of using modern technologies that increase the translator's productivity.

### 2 Literature Review

Teaching methods of translation should have a technological basis, to provide more than just a set of some techniques and translation methods within the existing translation types, it should form functional-technological and functional-behavioral models, to provide the translator with technologies based on conscious/subconscious understanding of the activity type and to allow adequate response to standard/non-standard situations during translation (M. Orosco, 2002).

The search for optimal and effective ways that affect education quality has intensified in recent years. The training criterion of a modern specialist becomes something other than the knowledge, skills, and abilities volume, but also the ability to make scientifically grounded and technologically competent decisions, the ability to think creatively and solve non-standard professional tasks, to independently acquire new scientific knowledge, as well as self-development during professional activity.

The scientific and theoretical basis of the BA in Linguistics professional training consists of the works by A. Dudley-Evans (2005) and A. M. St. John (2004). There we can identify various issues of the translation theory or practice and the translator training issues under modern conditions. Translation competence issues were devoted to the works by D. Hymes (2000), Karnedi (2015), and H. Perraton (2009).

A. Dudley-Evans (2005) states that one of the criteria for determining the quality of teacher readiness for professional-pedagogical activity is the level of professional and pedagogical knowledge and skills, personal and professionally significant qualities. According to A. M. St. John (2004), the professional-pedagogical activity of a future teacher is a universal activity, which is aimed at teaching a particular specialty, career and professional development of a student, and the readiness of

undergraduate linguists for professional translation activity is a complex result of this activity.

H. Perraton (2009) notes that the model of forming bachelors' readiness for professional-pedagogical activity is designed upon the principles of integrity, predictability, dynamism, unity of theory/pedagogical practice, and provides the formation of professional and pedagogical knowledge and skills, professionally significant qualities in students, promotes the growth of the creative level of self-actualization.

S. Campbell (2002) substantiates the universality of linguistic specialists as a new quality of linguist training efficiency for successful professional translation activity.

Educational processes modernization has a significant impact on the professional training of future BA in Linguistics for professional translation practice.

P. Thornton & C. Houser (2009) have proposed a model, a holistic and dynamic system of motivational-target, professional-activity, and emotional-reflexive components, aimed at improving the process of bachelors' readiness formation for professional and pedagogical activity.

Due to the need for global rethinking and transformation under the competence approach of the higher professional education content and structure, many researchers, in particular, H. McBer (2000), J. Lee, and J. Huh (2018), emphasize the introduction of new strategies of linguists' and translators' professional training. Each strategy is based on a certain professional competence, which formation according to D. W. Proctor (2009) and L. Tinsley Royal (2000), is a necessary condition for professional training that meets the modern educational standards requirements.

S. Midraji (2003) and Rubrecht Brian (2005) investigated innovative ways to form abilities in students based on the experience of leading European and American universities.

D. Gouadec (2007) identifies the following competencies in the portrait of a specialist:

- key one's – the basic competencies that ensure normal human life activity in society are summarized;
- professional and learning competencies;
- social (in the strict sense) competencies – they characterize an individual's interaction with the society, community, and other people.

Papers by D. Hymes (2005), B. Moser-Mercer, B. Class, K. Seeber (2005), and the materials of authoritative international organizations in the field of higher professional education (UNESCO, UNICEF, UNDP, Council of Europe, Organization for European Cooperation and Development, International Standards Department, etc.) reveal problems associated with a competence-oriented approach to the formation of educational content and quality requirements to the professional training of Bachelors of Arts in Linguistics.

The analysis of scientific literature on the research topic showed that there are many studies (L. Tinsley Royal (2000), D. W. Proctor (2009)) devoted to the issues of preparing students for professional activities. However, the problem of building competence in translation practice among future Bachelors of Arts in Linguistics is insufficiently developed.

*The article aims* to develop a structural and functional model and to study the effectiveness of the pedagogical conditions in the professional training of future undergraduate students for professional translation practice.

### 3 Methodology

The article uses the modeling process of preparing future Bachelors of Arts of Linguistics for professional translation

activity. The motivational component levels of readiness for professional translation practice were determined using the Motivation of Professional Activity methodology.

The pedagogical experiment was conducted from September 2020 to June 2021. We carried out diagnostics in the experimental and control groups. Students of the 1st-4th years were chosen, and 176 people took part in the research.

The pedagogical experiment was conducted in three stages. The first stage (September – November) includes the division into control and experimental groups, their diagnostics. The second stage (November – April) includes the implementation of the pedagogical management technology of BA in Linguistics professional development within the learning process. At the final stage (April – June), the obtained results are analyzed and systematized, and the conclusions are drawn.

The following levels of professional culture manifestation of BA in Linguistics were singled out: reproductive, adaptive-situational, and creative. The following qualitative components were evaluated for their detection: axiological, cognitive, and technological.

The following indicators were selected as evaluation criteria: motivational-valuable (students' understanding of the importance and necessity of professional activity, motivation for self-expression in the profession, readiness to form professional competence in professional translation activity); cognitive (volume, depth, and awareness of professional knowledge); activity-practical (practical abilities and skills in translation activity, independence manifestation).

The self-organization efficiency is controlled by observation and learning quality. Learning activity efficiency is checked by observation of the rationality of learning activity planning.

### 4 Results

The idea of the professional translation training during foreign language teaching without considering the specialist model outside the context of the translator's professional activity, in isolation from other professionally significant knowledge and skills, in isolation from linguistic, professional, and life experience, remains persistent.

First of all, it is necessary to ensure adaptation and organic transition from language skills to translation skills (adaptation to switch from one language to another) with parallel assimilation of basic lexical material on basic topics and formation of primary translation skills both by its types and in terms of translation decision-making technology. It can be provided as part of the pedagogical conditions of the translation course.

In the future, it is logical to improve the initial translation skills within the scope of the topic topics determined in the course with a parallel expansion of vocabulary and the number of standard and creative methods of making an adequate translation decision in different translation situations.

The pedagogical conditions include:

- updating the content of the educational process of future BA in Linguistics;
- organization of the process of learning disciplines and self-management;
- the use of technologies aimed at enhancing professional communication;
- implementation of the transition to the strategy of direct translation through appropriate methods and systems of exercises;
- the result is the mastery of the initial skills of translation strategy, necessary for the development of an individual educational professional trajectory;
- analysis of the diagnostics of the achieved results (evaluation of the level of student's cognitive activity and

the level of mastery of the translation strategy per the developed criteria and indicators);

- further improvement of the direction of development of individual educational professional trajectory of each student.

The implementation of these conditions, in general, focuses the educational process on achieving the unity of professional personal development and formation of professional-activity competence of future BA in Linguistics.

The first condition of bachelors' positive motivation to master the system of professional competencies is realized through correlation of motives, needs, interests, and objectives, which makes personal sense of any activity.

In the formation of bachelors' readiness for future professional and pedagogical activity, the following motives are taken into account:

- social motive, contributing to the awareness of the need for socially significant future professional and pedagogical activity;
- the motive of achievement, the need to develop students' intellectual potential, technical and technological thinking, mastering the content in the field of professional and psychological and pedagogical sciences and their application in practical activities;
- the motive to improve theoretical knowledge and practical skills contributes to their deepening in the process of performing various non-standard tasks and situations.

We consider as necessary to build the process of mastering translation activity according to the algorithm, which includes the following sequence of actions:

- 1) preliminary analysis of the initial level of students' cognitive activity and their translation practice potential;
- 2) goal-setting – selection of personally significant professional learning goals aimed at effective development of each student;
- 3) development of students' cognitive activity.

The developed model of preparing future bachelors for professional translation activities includes qualification characteristics of a graduate of a higher educational institution, goals, objectives, content, methods, means, training forms, as well as indicators and criteria of training efficiency.

The developed structural and functional model of future BA in Linguistics training for professional translation practice (Table 1) is a set of targets, content, technological, and result-evaluation blocks.

The model's integrity is stated by the organic connection between the goal and the result, namely, the formation of professional competence of future BA in Linguistics.

The formation of pedagogical conditions based on ethno-, linguistic-cultural knowledge of students through linguistics and with the support of linguistic-cultural communication in the educational space, accumulation of self-realization experience in the future professional activity influences the professional training and development of students' language competence components. The linguistic competence components have peculiarities for carrying out professional activities using a foreign language, which is manifested in the following:

- comparison of the national and foreign cultural phenomena in social and professional spheres;
- students' skills are based on the unity of communicative and professional actions, person's cultural and professional behavior
- experience in implementing future professional activities based on the cultural features of the professional multicultural environment and its subjects.

The professional mobility of a linguistics student is realized in the mastering key competencies process. The professional level of mastering key competencies ensures the formation of a high level of communicative and cognitive mobility, which manifests itself in:

- responsible attitude to learning;
- aspiration for acquiring new knowledge;
- acquisition of practical communication skills;
- desire to intensively learn the language and culture of other nationalities.

To assess the level of future BA in Linguistics readiness formation for professional translation practice, the criteria-diagnostic apparatus of professional translation practice implementation includes five criteria, as well as the levels of readiness formation: low, medium, and high.

The low level of readiness is characterized by fragmentary and non-systematic knowledge of the norms of source and target language usage, linguistic, subject, and historical and cultural realities of the countries, which leads to a decrease in the translation quality. During interpreting, the student is not able to retain key information in memory, demonstrates a very low rate of translation, disorganization during the graphic design and preliminary translation discussion.

The intermediate level of readiness for professional work as an interpreter is characterized by systematic knowledge of the norms of language use and the target language, the use of modern information technologies in translation activities, but not always the student can effectively apply them in translation practice.

A high level of proficiency is characterized by a confident command of different types of translation and interpretation, including stressful conditions; the presence of good translation memory and developed translation intuition; the ability to distribute and switch attention when performing different types of translation activities, to maintain the optimal pace of translation for the customer (when interpreting).

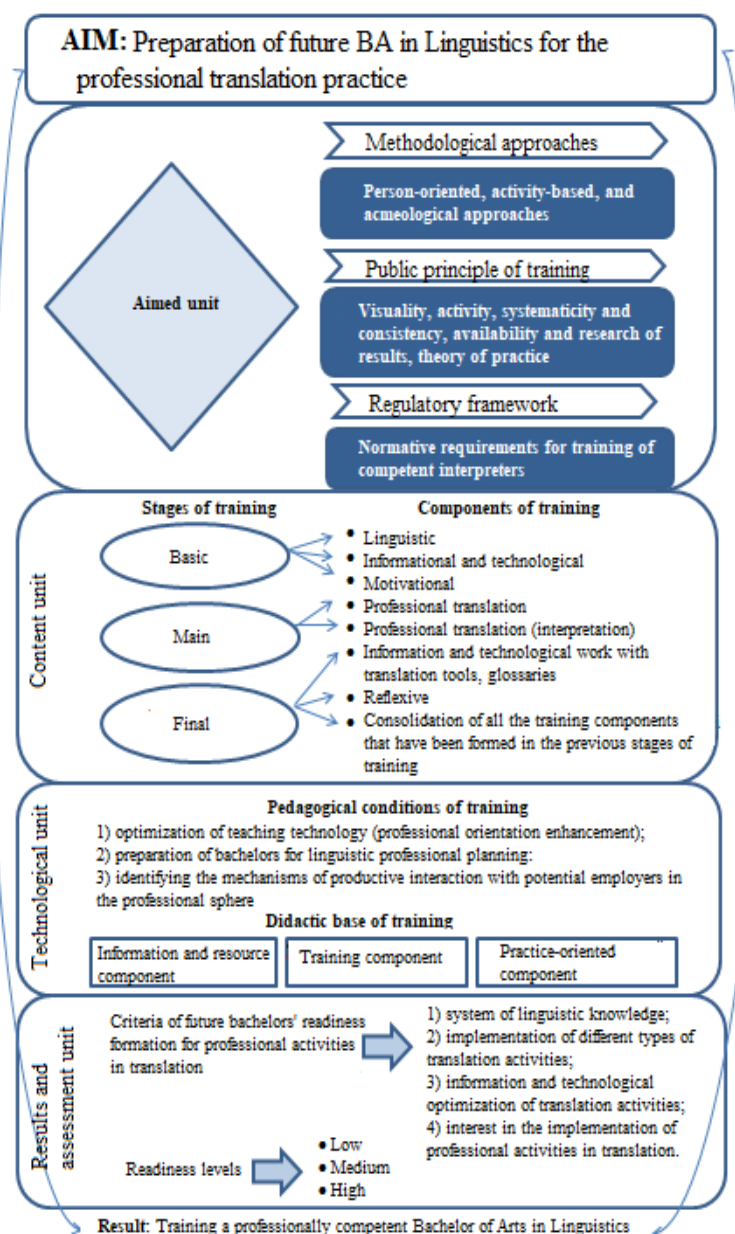
We analyzed the state of professional competence of future BA in Linguistics by considering the content of the academic disciplines, as well as by surveying the Ukrainian higher pedagogical education students.

The pedagogical experiment was conducted from September 2020 to June 2021. The 1st-4th year students were selected for the experiment. There were 176 participants involved in the study. The control group included 81 people, and the experimental group – 95 people. During the diagnostics of the initial research base, there was the assessment of the students' professional development dynamics in the experimental and control groups as an indicator of the effectiveness of the connection between the pedagogical conditions of future bachelors' professional training and the learning achievements.

The pedagogical experiment was conducted in three stages. At the first stage of experimental work (September – November), the control and experimental groups were determined, their diagnostics were carried out, the necessary materials for monitoring students' personal growth and ensuring it during the educational process were prepared. At the second stage (November – April), the technology of socio-pedagogical management of BA in Linguistics professional formation in the process of learning in a higher educational institution was implemented. At the final stage (April – June), the obtained results were analyzed and systematized, and we made conclusions.

Based on the findings of Chen, C. M. & S. H. Hsu. (2008), L. Tinsley Royal, 2000, which revealed the levels of manifestation of specialist professional culture in linguistics, diagnostics in the experimental and control groups were carried

Table 1. Structural and functional model of future Bachelors of Arts in Linguistics training for professional translation practice



Source: Hymes. D. The concept of communicative competence revisited (2000).

out. The following levels of professional culture manifestation of a BA in Linguistics were identified: reproductive, adaptive-situational, and creative. To identify them, the following qualitative components were evaluated: axiological, cognitive, and technological. As criteria for their evaluation, we chose: motivational-valuable, including such indicators as students' understanding of the importance and necessity of professional activity, motivation for self-expression in the profession, willingness to form professional competence in professional translation activity; cognitive – indicators: volume, depth, and

awareness of professional knowledge, mastery of methods of receiving, processing and use of information in professional translation.

Taking into account the fact that at the initial stage students had no practical skills and work experience, the data of the third activity-practical block at the ascertaining stage were not considered.

Table 2. Assessment of manifestation of the main components of professional competence of BAs in Linguistics in the process of management pedagogical conditions realization (beginning/end) (%)

Compo- nents	Criterion and indicators	Manifestation levels					
		Initiative and creative		Adaptive and situational		Reproductive	
		CG	EG	CG	EG	CG	EG
Axiological	<i>Motivational criterion</i>						
	Understanding the importance and necessity of the profession	26,8/36,5	25,8/38,7	20,0/43,3	48,8/41,9	23,3/20,0	25,7/22,7
	Motivation in mastering the future profession	23,2/33,4	22,5/32,3	56,7/53,3	51,4/45,5	20,0/13,3	25,8/19,4
	Willingness to master the core competencies of the work	20,0/30,0	19,4/41,9	20,0/53,3	51,6/38,7	30,0/16,6	29,0/22,6
	Average figure	23,3/33,3	22,6/37,6	52,7/50,0	50,6/42,0	24,4/16,6	26,8/21,5
Cognitive	<i>Cognitive criterion</i>						
	Volume, depth and awareness of knowledge	26,5/36,7	29,0/32,2	46,6/53,3	48,3/45,1	26,5/20,1	25,7/22,6
	Possession of translation methods	26,7/43,3	19,4/35,4	53,3/40,0	54,8/48,3	20,1/16,5	22,5/16
	Possession of translation technology	26,7/26,6	19,4/32,2	50,0/40,0	51,6/45,1	23,3/20,0	25,8/19,4
	Average figure	26,6/35,5	22,6/33,2	49,9/44,4	51,5/43,1	23,3/18,8	24,7/19,3
Technological	<i>Activity and practical criterion</i>						
	Availability of practical skills in the field of translation	-/25,8	-/48,4	-/25,8	-/33,3	-/60,0	-/6,7
	Manifestation of creative independence	-/22,6	-/54,8	-/22,6	-/30,0	-/56,7	-/13,3
	Successful experience of working with clients in the field of translation	-/19,4	-/51,6	-/29,0	-/26,7	-/60,0	-/13,3
	Average figure	-/22,6	-/51,6	-/25,8	-/30,0	-/58,9	-/11,1

At the formative stage, taking into account the peculiarities of each sub-stage, corresponding tasks were solved, which contributed to the optimization of students' motivational and value sphere, effective mastering of methods of self-organization, collection, processing, and use of various information on translation activity; stimulation of creative independence in the development of practical skills and abilities; organization of optimal conditions for the formation of universal and professional competences. Management activity was based on the monitoring of students' professional growth taking into account the tasks of each semester, their mastery of the program of academic disciplines, fulfillment of practical training tasks.

Examination of the experimental work materials allowed us to distinguish characteristic stages of a student's professional

formation: approval of professional choice for mastering the profession of a bachelor in linguistics; mastering the basics of theoretical knowledge, determination of values and beliefs; mastering the basic competencies of professional activity; formation of the basics of professional competence, professional culture as a graduate in the direction of a BA in Linguistics.

We analyzed the results of the Motivation of Professional Activity technique to determine the formation levels of readiness for professional translation jobs and got the following data: 19,7 % in CG and 6,5 % in EG students had a low level of motivation, 55,2 % in CG, and 56,3 % in EG students had a medium level of motivation, 25,1 % in CG and 37,2 % in EG students had a high level of motivation (Table 3).

Table 3. Levels of BA in Linguistics' readiness for professional translation practice according to the main components

Levels	Components of the future BA in Linguistics' readiness for professional translation practice					
	Motivational		Informative		Operational and Procedural	
	CG (%)	EG (%)	CG (%)	EG (%)	CG (%)	EG (%)
Low	19,7	6,5	45,3	31,2	11,0	8,7
Medium	55,2	56,3	27,7	39,5	64,0	56,2
High	25,1	37,2	37,2	29,3	25,0	35,1

At the final stage, according to the experiment results, the diagnostics of professional competence of BA in Linguistics in the control and experimental groups was carried out. The same qualitative characteristics of graduates' professional competence manifestation in the control and experimental groups were assessed. The same methods were used at the ascertaining stage (Table 4).

The expert assessment results analysis according to the highlighted indicators shows a definite increase in the professional development of future BA in Linguistics. However, we note that the qualitative growth indicators of the experimental group are significantly higher than those of the control group. It testifies that taking into account the dynamics of bachelors'

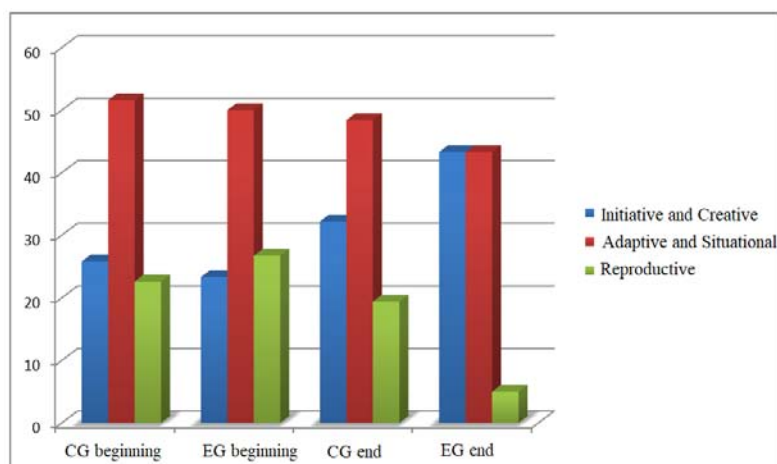
professional formation growth allows influencing both the student and the educational process, motivating and stimulating purposeful activity in professional-personal growth through pedagogical management conditions.

Quantitative and qualitative analysis of the results indicates that as a result of the experimental work students in the experimental group concerning the control group have a higher level of manifestation of professional competence. In the control group, there is an increase in professional competence. It testifies that the pedagogical conditions of management provide the necessary level of professional formation of Bachelor of Arts in Linguistics.

Table 4. Diagnostic results of the manifestation of professional competence formation levels in the control and experimental groups (%)

	Control Group		Experimental Group	
	Beginning	End	Beginning	End
Initiative and Creative	25,8	32,2	23,3	43,3
Adaptive and Situational	51,6	48,4	50,0	43,3
Reproductive	22,6	19,4	26,7	13,4

Histogram 1. Dynamics of manifestation of the professional competence formation levels in the control and experimental groups



In the experimental group, there is a higher dynamic of graduates with the initiative-creative level of professional competence manifestation (by 11.1%), and most importantly, with a reproductive level in the experimental group lower than in the control group (by 6%). Overall, in the experimental group, 94% have a high level of the professional culture manifestation basics.

As a consequence of the study, we found that the pedagogical conditions of teaching linguistics (optimization of practical training of future teachers of natural disciplines in the learning process, integration/updating of educational content, and orientation of the educational process on the development of creative reflective individuality) have a significant impact on the personal development of students, professional translation activity, organization of independent work, skills of working with educational material (classification, systematization, analysis, synthesis, order of study of the discipline), the ability to formulate opinions in writing, the cognitive development, creative thinking, etc.

## 5 Discussion

Linguistic training implies teaching how to translate. Mastering its different types, using lexical, grammatical, and syntactic transformations, analyzing algorithms, analyzing the structure and semantic architectonics of text and parts, post-translation editing (L. Tinsley Royal, 2000). Recognizing the importance of linguistic training of a linguist, we share the opinion of E. Gentzler (2001) that "knowing the meaning of the grammar rules is not enough to actively use language as a means of communication. It is necessary to know the world of the language being studied".

Based on this, the content block of the model has a separate component of general cultural training, which corresponds to the formation of intercultural competence and is simultaneously responsible for the general cultural outlook, breadth of interests, and erudition of a future linguist (J. Raven, 2011).

The process of future BA in Linguistics professional training is conditioned by the formation of their freedom, as a professionally significant personal quality that manifests itself during language activities (Guirong Pan, 2010).

The model of social and pedagogical management of professional formation represents the interrelation and components' interdependence, which allows providing monitoring of students' professional personal growth and, taking into account its data, to provide influence both on students and the educational process through teachers, teaching courses, and practices organizers (D., Svrydenko, 2014).

The technology of model implementation of pedagogical conditions of students' professional growth management is built in stages. It is focused on social order and labor market needs, possibilities of the educational process, socio-cultural environment of educational institution aimed at the formation of university graduate mentality, dynamics of students' professional formation, peculiarities of their motivation and activity in mastering the profession, as well as data of students' professional and personal growth monitoring.

While organizing the learning process, it is necessary to consider not only the peculiarities of students' learning but also their motivational advantages, which mainly lie outside the learning activity (Lai, 2013).

The foreign experience of W. Neunzig and H. Tanqueiro (2005) shows that the effectiveness of future teachers' professional training depends on the practical orientation of the content. It meets the needs of society in specialists, not only having high professional potential but also capable of disclosing this potential in conditions of real professional activity. In general, it can be argued that the considered model implementing a practice-oriented approach to the learning process has potential for modernization of higher education. It provides preparation of future bachelors in linguistics for professional translation activities, various training to determine the readiness to use translation technologies in professional activities, the introduction of special courses to monitor the development of this process, and its subsequent correction.

To improve the efficiency of higher education, it is necessary to create such psychological and pedagogical conditions when a student can take an active personal position and fully express himself as a subject of learning activity. The relevance of this research is determined by the changes in contemporary professional and pedagogical issues, as well as the need to implement the ideas of modernization of future specialists' professional education in linguistics and intercultural communication field.

The results obtained during the experimental work allow us to conclude positive dynamics of the professional competence formation level. Thus, the obtained data allow us to conclude that the research objectives have been achieved. The connection between the pedagogical conditions of future bachelors' professional training and the training results has been established.

## 6 Conclusion

The presentation of assessment results at the beginning and the end of the experiment demonstrates the effectiveness of pedagogical conditions set for the professionalism formation of

BA in Linguistics during the professional training process in a higher education institution.

The model of preparing future BA in Linguistics for professional translation activity includes interconnected blocks:

- target (methodological approaches, didactic principles, regulatory requirements in higher education);
- content (training components and stages of their implementation);
- technological (pedagogical conditions, methods, forms and means of training process construction for future BA in Linguistics);
- evaluating (criteria and indicators of future BAs in Linguistics readiness for professional translation training).

During the training process of qualified translators, linguistics becomes relevant not only as a means of international communication but also as a condition for the professional competence of a future specialist in the translation practice. Thus, the developed structural and functional model of future BAs in Linguistics training for professional translation activity is a holistic, dynamic pedagogical formation with the existing internal links and interconnected elements. The given model is made following the logic of the educational process and peculiarities of future bachelors' training in linguistics.

The pedagogical conditions, ensuring the effectiveness of bachelors' readiness formation for future professional-pedagogical activity, we have attributed to:

- formation of positive motivation of bachelors to master the system of professional competencies;
- mastering production and pedagogical technologies;
- ensuring the development of students' creative potential;
- development of scientific and methodological support for the formation and improvement of theoretical knowledge and practical skills.

The selected pedagogical conditions (presence of motivational and value-environment in the educational process; development of personal and professionally significant qualities, moral and moral improvement of the personality of a future specialist) statistically influence the development of personal and professional qualities and formation of general cultural and professional competences of BA in Linguistics.

The conducted research does not pretend to completeness, as it does not cover the whole range of problems of Bachelor's professionalism formation in linguistics. Further development may be connected with content, methodological and didactic support of the professionalism formation process of a Bachelor of Arts in Linguistics while studying the course.

Implementation of the technology of pedagogical conditions of management of professional formation of a BA in Linguistics requires creation and consideration of necessary conditions of organizational and technological, sociocultural, and person-oriented nature.

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**Primary Paper Section: A**

**Secondary Paper Section: AM, AI**