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МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

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з англійської мови

КУРСОВА РОБОТА

З ПЕРЕКЛАДУ

Способи передачі адекватності перекладу англомовних онлайн-лекцій

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Керівник курсової роботи_____

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CONTENTS

INTRODUCTION

The term paper is dedicated to the study the ways of conveying the adequacy of the translation of English-language online lectures.

Theoretical background. Today's progressive society has proved that vocabulary plays an important role in the development of its society and is not only a linguistic but also a socio-cultural concept. After all, we know that language is a multi-colored sound palette of its people, in which the traditions, culture and mentality of their nation are harmoniously intertwined.

There are conflicting opinions about adequacy in translation studies. Some linguists believe that it is impossible to achieve adequacy in translation, since each language has its own unique internal structure, which cannot be transmitted by means of another language.

Another group of linguists believes that the adequacy of translation is always possible, since every modern and developed language has enough resources to achieve this adequacy. The solution to this problem depends on how the concept of adequacy is perceived.

The work of such well-known Ukrainian scientists as N. Hordienko, A. Bocharnikova, R. Zorivchak, V. Karaban, T. Kyyak is devoted to the issue of equivalence, and this issue was also studied by such foreign scientists as: B. Vinogradov, V. Komisarov, L. Latyshev, Y. Naida, M. Baker, C. Gelverson, J. Casagrande, J. Catward and others.

The problem of translation stylistics is closely related to the problem of equivalence and adequacy. It is obvious that if the style of the original text is neglected and the stylistic devices of the original are not transferred during the translation, the required level of equivalence will not be achieved. Complete adequacy of the translation also implies taking into account the stylistic features of the original. This means that during the translation it is necessary to find substitutes for the stylistic means of the original.

The problem of stylistic analysis of the text was revealed in their works by O. Denisov, I. Arnold, and N. Pelevin. O. Morochovskyi, I. Halperin, T. Brandes, and others, G. Myram and A. Ghon in their work "Professional translation" pay great attention to the translation of stylistic devices and the difficulties that arise in this.

The topicality of the research is conditioned to the fact that interest in the study of translation adequacy is determined by their significance not only for English and Ukrainian philology and translation studies, but also among the most pressing problems of general linguistics. Moreover, at the moment the level of comparative study of the English and Ukrainian translation adequacy is still insufficient to understand the whole picture and draw specific conclusions.

The aim of the research is to analyze such a concept of translation as "translation adequacy", to study the main methods of its reproduction, to determine the place of translation adequacy in the study of the main methods of translation.

The following research **objectives** have been set for achieving its aim:

1. To define the concept of translation and justify such a concept as "translation adequacy";

2. To analyze the main ways of translation adequacy and to determine the place of translation adequacy in the study of the main methods of translation.

3. To define the concept of online lecture, it`s genre, classification and main characteristics.

4. To establish the main ways of conveying the adequacy of the translation of English-language online lectures.

5. To reveal the influence of foreign languages on translation adequacy.

The object of research is the diversity of modern English and Ukrainian language presented by the authors of English-language online lectures.

The subject of research are English-language online lectures and their typological characteristics.

The data sources of the research are 50 sentences from the English-language online lectures.

The research base are English-language online lectures:

-Timothy Snyder: The Making of Modern Ukraine. Class 2: The Genesis of Nations

-Explaining the Causes and Consequences of Putin's Invasion of Ukraine with Mike McFaul

-Lecture 1: Introduction to Power and Politics in Today's World, Professor Ian Shapiro

-Timothy Snyder: The Making of Modern Ukraine. Class 6: The Grand Duchy of Lithuania

-Timothy Snyder: The Making of Modern Ukraine. Class 5: Vikings, Slavers, Lawgivers: The Kyiv State

-Timothy Snyder: The Making of Modern Ukraine. Class 4: Before Europe

-Timothy Snyder: The Making of Modern Ukraine. Class 4: Before Europe

The following **methods** were used in the research: the composite approach that involves descriptive, comparative, historical and chronological methods, methods of analysis, such as classification, semantic and structural analysis.

The theoretical value of the study is that its results are a contribution to linguistic research, as they highlight the diversity and rich history of languages.

The practical value of the study is that the results of the study can be used in the teaching of culturology, linguistics, translation studies. The results of the study can also be useful for anyone interested in the language varieties of the UK and Ukraine or study the translation adequacy.

Research paper structure: the term paper consists of Introduction, two Chapters, Bibliography, List of Reference Sources, List of Data Sources, Annex A, Annex B and Summary.

CHAPTER 1
THEORETICAL FOUNDATIONS OF TRANSLATION ADEQUACY RESEARCH

1.1. The notion of translation adequacy

Translation as a term has a polysemantic nature, its most widespread and mostly generalized meaning is associated with the process of transferring the meaning/content of a word, group of words, sentence or passage from the original language to the language of translation. The concept of "translation" can be defined as follows: replacement of text material in one language (the original language) with equivalent text material in another language (the language of translation). The main goal of any translation is to achieve adequacy.

According to the form, the translation is divided into oral (can be sequential and synchronous) and written. Consecutive interpreting is the oral translation of a message from one language to another after listening to it. Simultaneous interpretation is carried out simultaneously with the reception of an oral message.

In the theory of translation, equivalence is defined as preservation in the process of translation of the relative content, semantic, stylistic, and functional-communicative equality of information contained in the original and the translation. The equivalence of the translation depends primarily on the situation of the creation of the original text and its reproduction in the translated language.

The work of such famous Ukrainians is devoted to the issue of equivalence scientists such as N. M. Gordienko [7], A. M. Bocharnikova [5], R. P. Zorivchak [10], V. I. Karaban [11], T. R. Kyyak [12].

Potentially achievable equivalence is distinguished, where there is a maximum commonality of the content of two multilingual texts, which is allowed due to the difference in the languages in which these texts were created, and translation equivalence. At the same time, the author considers the limit of translation equivalence to be the maximum possible (linguistic) degree of preservation of the content of the original during translation, but in each individual

translation, the content proximity to the original is of varying degrees and approaches the maximum in different ways.

Thus, some researchers equate equivalence with identity, arguing that the translation should fully preserve content of the original. Therefore, it is quite natural that such concepts as equivalence, adequacy and identity are used in the theory and practice of translation. In a broad sense, equivalence is understood as something of equal value, equivalent to something, adequacy is interpreted as something completely equal, and identity is interpreted as something that is a complete coincidence, similarity with something.

Therefore, it is the least semantic categoricalness of the word "equivalence" that contributed to its greatest use in modern translation studies. Although, of course, the concepts of adequacy, identity, completeness and even analogy remain in the same semantic field as the term "equivalence" and sometimes duplicate each other.

According to the method of translation, a distinction is made between literal and adequate translation.

An adequate translation is a reproduction of the unity of content and form of the original by means of another language. An adequate translation takes into account both substantive and pragmatic equivalence, without violating any norms, is accurate and without any unacceptable distortions. Since an adequate translation has an evaluative nature, it is worth considering such a concept as the completeness of the translation. The full value of the translation consists in the transmission for the source text of the relationship between content and form by reproducing the features of the latter (if this is possible under linguistic conditions) or creating functional counterparts of these features. A full-fledged translation assumes a balance between the whole and the separate and determines the specificity of the work (content and form). Verbatim transmission of individual elements does not mean full transmission of the whole, since the latter is not the usual sum of these elements, but represents a certain system. This definition of adequacy can be

considered fair even at our stage of development of translation theory. One of the main tasks of a translator is to create an adequate translation.

If the semantic basis of the image of the original is accurately conveyed, then the result is an adequate linguistic image in the translated language and its adequate semantic content, which performs the nominative function of the image. Considering the problem of transfer of expressive information through translation, some fate of the figurative use of words in the English and Russian languages coincides in the power of expression, which does not depend on the type of lexical transformation that was used to preserve the semantic basis of the figurative means.

The problem of evaluating the quality of a translation cannot do without a certain criterion. Since translation, like any other activity, has a multifaceted nature, it is sometimes evaluated from different points of view. Some linguists proposed to distinguish between formal and dynamic translation equivalence. Formal equivalence – when the translator tries to reproduce the message as close as possible to the form and content of the original, conveying its general structure and individual elements as accurately as possible. As for dynamic equivalence, in this case the translator aims to create between the translated text and its reader the same connection that existed between the original text and its reader - a native speaker. This type of translation especially appreciates the complete naturalness of the means of expression, which are sometimes selected so that, perceiving the text, the reader does not go beyond his own cultural context at all, which, in turn, gives secondary importance to the reproduction of the structural and formal aspect of the original.

Equivalence means the relationship between the source and final texts, which perform similar communicative functions in different cultures. The well-known linguist H. Miram gives a generally accepted classification of types of equivalence: syntactic, semantic (component and denotative) and pragmatic equivalence.

Equivalence acts as the basis of communicative equivalence, the presence of which makes a text a translation. The concept of equivalence of translation means

the transfer in translation of the content of the original, which is considered as a set of information contained in the text, including emotional, stylistic, figurative, aesthetic functions of language units. Thus, equivalence is a broader concept than "accuracy of translation", which usually means only the preservation of the "subject-logical content" of the original. In other words, the norm of equivalence means the requirement of maximum orientation towards the original.

The problem of establishing the equivalence (correspondence) of the text in the original and the translation will always remain debatable and open for consideration, because, as O. Selivanova explains, when translating, the translator consciously or unconsciously brings his own understanding of the original to the text and balances the relationship between the two languages, cultures, and ontologies [14:716].

Equivalence is the ratio of the source and final texts, which takes into account the purpose of the translation. As V. Karaban notes, the translation of the text can be considered adequate if at least one of two conditions is preserved: all terms and their combinations are correctly translated; the translation is understandable for a specialist and he has no questions or remarks to the translator [11:2007].

The concept of equivalence is one of the main tasks of the translator, which is to convey the content of the original as fully as possible, and, as a rule, the actual commonality of the content of the original and the translation is very significant.

The main thing in any translation is the transmission of content information of the text. All its other types and characteristics: functional, stylistic (emotional), stylistic, sociolocal, etc. cannot be transmitted without reproduction of content information, namely: all other content of message components is layered on content information, extracted from it, prompted by it, transformed into figurative associations, etc. Thus, the task of the translator is to convey the content of the original as fully as possible.

The concept of adequacy combines the transfer of stylistic and expressive shades of the original, and equivalence is focused on the correspondence of the text created as a result of interlingual communication to the specified parameters set for the originals. In other words, equivalence is the ratio of the results of two communicative acts - primary and secondary, and is also always to a certain extent aimed at an ideal standard; means the comprehensive transmission of the content of the original on all semiotic levels and in the full scope of its functions, or in relation to one or another semiotic level. That is, the requirement of equivalence has a maximum character either in relation to the text as a whole or in relation to its individual aspects.

Achieving complete equivalence in this sense is practically impossible, and sometimes even undesirable, because it destroys the correspondence of the impact of the texts on the reader of the original and the translation [14:716].

The following types of equivalence are considered in the modern works of translation theorists: denotative (background / extralingual) informational equivalence; connotative, focused on the transfer of stylistic register or speech (sociolect); structural-normative as the preservation of the genre specificity of the original; pragmatic, which involves adapting the content of the original for the purpose of its correct perception by the reader of the translation; formal-aesthetic, focused on matching the impression of the original text and the translation [13:20-23].

The American translator and translation theorist E. Naida suggested distinguishing two types of translation equivalence: formal and dynamic (Eugene Nida - Theory of Translation to the English translation). Formal is focused on the original (on form and content) and involves preserving the formal features of the original in the translated text (reproducing grammatical forms, punctuation, paragraphs, tracing idioms, provided that deviations from the original are explained in notes and comments). If formal equivalence is observed, attention is focused on the message itself, both on its form and content [20]. E. Naida calls such a translation

a gloss translation, which transports the recipient to the culture of the people in whose language the original was written. Dynamic equivalence is focused on the reader of the translation and therefore requires the translator to adapt vocabulary and grammar. The recipient of the translation is not transferred to another culture, he is offered a mode of behavior relevant to the context of his own culture [20].

In conclusion we can say that translation requires concentration and accurate transmission of the content of the translated material. In addition to equivalence, the translator also needs to understand the concepts of translation adequacy and identity.

In this regard, it is necessary to clarify the concepts of "adequacy" and "equivalence", which are somewhat different from each other.

Adequacy is interpreted as an exhaustive transfer of the semantic content of the original and full functional and stylistic correspondence to it. Thus, an adequate translation should be understood as the reproduction of the unity of the content and form of the original by means of another language.

1.2. Parameters of Online lecture, online discourse

The study and description of the genre features of such a speech work as a lecture requires an appeal to a whole range of topical issues of linguistics. Despite the fact that the field of teaching is considered quite conservative, it reacts very quickly to changes that occur in the ways and forms of communication.

Understanding the nature of educational genres, especially lectures, introduces the researcher into a system of concepts that describes the living relationship between language and the surrounding reality, including the problems of discourse. Understanding the nature of educational genres, especially lectures, introduces the researcher into a system of concepts that describes the living relationship between language and the surrounding reality, including the problems of discourse.

The study of different types of discourse belongs to the topical problems of modern linguistics. Problems of discourse and its numerous genres are constantly in the field of attention of many linguists - both domestic and foreign: E. Benveniste (1974), V. Koch (1978), M. Bakhtin (1979), V. Borbotko (1981), T van Dijk (1989), etc.

Discourse (from Latin discursus – running, circle) is a term of philosophy and humanitarian studies, which is used to denote an argumentative oral or written discussion of any topic, in which the very methods of argumentation become the subject of discussion; any speech, conversation, discussion, the features of which characterize the speaker [23].

The first studies, the purpose of which was to identify the internal organization of discourse, appeared at the end of the 50s of the 20th century. Such linguistic investigations were devoted to syntactic constructions consisting of two or more sentences, which later began to be called supraphrasal units [8:12]. At the beginning of the 1970s, a new scientific trend was formed - "text linguistics", which combined both purely linguistic and related approaches, and both theoretical (literary studies, functional stylistics) and applied (communication theory, statistical word processing, psychology, language teaching, automated translation, computer science, etc.) [15. p. 392]. As the text became the focus of attention of extremely diverse disciplines, it became necessary to rethink the subject of text linguistics and distinguish between text and discourse. This was made possible by the inclusion of a situation category. The discourse was interpreted as "text plus the situation", and the text, accordingly, as "discourse minus the situation".

In linguistic studies of the 21 century the most used are four meanings of the term "discourse":

1) text, statements immersed in a specific socio-cultural situation;

2) a communicative situation that integrates the text with its other components, "situation of utterance", which includes the subject of the utterance along with the text;

3) the interpretation arising from the position of the French semiotic tradition about the identity of discourse with speech, mainly oral;

4) type of discursive practice [14:844].

It should be noted that the status of academic discourse in the typology of discourses of the modern English language is not yet clearly defined. Academic discourse has some features in common with scientific discourse. In scientific and academic discourses we can see common features such as topic, information, but these discourses are not identical, goals, participants, tasks, place of these discourses are different, which distinguishes academic discourse as a separate independent type of discourse [17: 97-98.]. So, according to the general agreement of the majority of domestic and foreign linguists, for example N. Arutyunova, A. Belova, O. Ilchenko, V. Karasyk, V. Chernyavska, A. Mikhalska, etc.), there are two different types of discourse - scientific discourse and academic discourse . At the same time, some scientists, for example (A. Litvinov, L. Kulikova, S. Shepitko) do not make a clear distinction between these two types of discourse.

The genre and stylistic features of academic discourse include the expansiveness and compactness of the text. Communication participants have generalized scenarios of speech genres and can develop a dialogue within the framework of one or another genre in accordance with the conditions of communication. According to these criteria, it is possible to distinguish the following speech genres of academic discourse: lecture, discussion, seminar, colloquium, interview, advice, consultation, individual teacher-student session, presentation, laboratory session [21:229].

Among the goals of academic discourse, the following will stand out: to define a problematic situation and to highlight the subject of study, which is implemented

in such speech genres as a lecture, discussion; analyze the history of the issue under consideration (lecture); to report the results of self-study (colloquium, seminar); give an assessment of the conducted research (laboratory session); to report on the obtained results (dissertation defense) [17:98].

The typical participants in academic discourse are the teacher and the student. Communication between teachers and students is also highlighted, communication can take place only between teachers or between students without the participation of the teacher. The goal of academic discourse is socialization of a new member of society. The value of academic discourse is knowledge, as the value of the agent (teacher) of academic discourse and as the value of the client (student) of academic discourse. Studying is also possible considered as a value of academic discourse: learning as an activity of a student and a teacher.

Depending on the number of communication participants, academic discourse can be monologic or dialogic. Academic discourse is mostly dialogic in nature. Yes, even large and small lectures are not a form of purely monologic speech, as they carry the features of a dialogue.

Online lecture - involves a lecture by a lecturer presenting the material for an unlimited number of participants with the opportunity to ask questions.

An online lecture refers to a lecture delivered virtually as opposed to in-person. Online lectures may be asynchronous, in that students can watch a lecture at their own pace. Other online lectures may be synchronous, where students must be present at a specified time to view the lecture in real-time. [24: 98].

Online conferences have become common practice since the pandemic. It is the best way for teachers and students. Today, electronic learning tools are widely available. Easily accessible, affordable, and easy-to-use online learning tools support the online learning environment. Live lessons, recording options, offline video access and other features have made it easy to take lessons online.

Online lectures offer many advantages to students. Students can communicate and learn from the best teachers without restrictions. Online education has brought quality education even to people living in cities.

Online lectures can be attributed to both Internet and academic discourse. Internet discourse is an array of electronic, audio, and video texts combined with extralinguistic factors, interconnected by a system of hyperlinks, access to which is provided by entering the Internet using a computer or alternative multimedia devices.

Online class features

- Students log in to take classes when they have time, 24/7.
- Students complete assignments both online and offline (depending on how the teacher has set it up)
- Students take tests/exams online or at a proctored testing site, such as a library.
- The activity is centered on the student, not the teacher.
- Group projects help students collaborate.
- Discussion boards add opportunities for feedback from peers and teachers.
- The writing is often intense.
- The teacher is no longer the center of attention, often acting as a facilitator of learning.

As D. Crystal notes, the Internet is an electronic, global, interactive means of communication, which definitely leaves an imprint on its language characteristics [18:24]. The technological factor has a decisive influence on the course and linguistic organization of communication on the Internet. This influence is observed at all levels of the language system, which gives reason to assert its systemic nature and to attribute the language of the Internet to a special form of language functioning [9:22].

Consideration of discourse in general, and Internet discourse in particular, made it possible to come to the conclusion that Internet discourse exists within virtual communication, which is uniquely influenced by technological factors and is in constant development.

Internet discourses have their own genres, in which both general and individual properties characteristic exclusively for this type of discourse are realized.

The Internet as a media reflects all the informative and eventful wealth of real reality. Each subdiscourse is open to the user and is a complex, ever-evolving organization. Thanks to technical capabilities, the user himself forms an information field on the Internet. This is emphasized not only by the diversity and multifacetedness of the Web, but also by its manipulative potential.

1.3.   The translation aspect of online lectures

Translation is one of the most important ways of interaction of national cultures, it is a way of intercultural communication. To translate means to accurately and meaningfully express by the means of one language what has already been recorded by the means of another language in an inseparable unity of content and form. A correct translation conveys the content of the original, its style, while meeting all the norms of the literary language.

The translation process is not a simple mechanical reproduction of the set of elements of the original, but a complex conscious selection of the best options for their transmission. Therefore, the starting point should be considered the original as a whole, and not its individual elements. Since the main task of translation is to accurately reproduce the content of the original, it is not the words, grammatical constructions or other means of the original language that are translated, but the thoughts of the original.

Modern English-language science is impressive with a variety of genres that arise in connection with the progress of scientific thought and the emergence of new means of scientific communication. Technological changes contribute to the

development of new forms of scientific interaction, lead to the replacement of the medium of communication - the communication channel and, in turn, cause the emergence of new virtual genres that have not been studied so far. If scientists have paid much attention to such primary genres of scientific language as article, monograph, dissertation, etc., or to such secondary ones as abstract, review, then the video lecture as a genre has not been studied at all. Today, this question is a kind of terra incognita of modern discourse studies. Although we find definitions of the video lecture and its subtypes, none of the researchers considered either the distinctive features of this genre that determine its content, or the genre-creating characteristics of the video lecture.

Today, video lectures are powerful and popular carriers of scientific knowledge, a means of their transmission, distribution and discussion.

Their special role is due to the technological possibilities that have appeared recently and make it possible to quickly distribute educational information using all possible multimodal means.

Digital technologies have become an excellent way to transfer knowledge and material, and have made it possible to easily transfer the "being" of a regular lecture to the online mode, turning a "live" lecture into video or audio material accompanied by a synchronously reproduced presentation or electronic slides [22]. Virtual courses and training programs based on video lectures that are open, massive, public, often free, are becoming widely available every year. Such educational courses were called massive open online courses. These resources carry out training with the help of the Internet and are used as teaching aids not only video lectures, but also materials for reading and homework, interactive user forums (creating and integrating a community of students, teachers, assistants). Many countries around the world are launching and developing their national online education bases (in Ukraine, this is the Prometeus resource), and yet the most popular and massive sites today that offer a huge number of English-language educational programs in various

fields, for example, Coursera, EdX, Udacity, FutureLearn, BBC Learning, iTunesU, Khan Academy, MIT OpenCourseWare, Open Yale Courses, OpenLearn, TED, etc. It is the video lecture that is the basis of these mass open online courses, a means of transmitting scientific knowledge, therefore it deservedly claims a place in the classification of genres of scientific discourse.

Online lectures can be attributed to both Internet discourse and academic and scientific discourse.

The question of the variety of genres of scientific discourse was investigated by many domestic and foreign scientists, in particular R. S. Alikaev, I. G. Kosheva, N. M. Kraevska, N. M. Razinkina, I. Tarasova, O. S. Troyanska, O. M. Ilchenko and others. There are many approaches to the classification and systematization of genres of scientific discourse, which are based on various criteria.

Online lectures can be held on any topic and this is exactly what a professional translator should take into account. According to statistics, with the onset of the coronavirus and distance learning, the number of online lectures of a scientific nature has increased hundreds of times, because all students and schoolchildren have started studying online at home.

The following requirements are made for scientific and technical translation:

1. The translation should be accurate, but not literal or verbatim, because the latter are usually the most inaccurate. It is not individual words of the original that are translated, but its content. Words acquire a certain meaning only in a context that makes it possible to accurately determine the meaning of the original. Adequate transmission of the content of the original is a defining requirement for scientific and technical translation.

2. Clarity and clarity. Double content in scientific and technical translation is unacceptable, its style must fully correspond to the language style of scientific and technical literature.

3. Scientific and technical translation should be concise, which makes it transparent and understandable.

4. Literary literacy of the translation is compliance with the norms of the language of translation, i.e. it lacks forms and inflections that are natural for the original language, but not desirable for the language of translation.

The main purpose of scientific translation is to convey the exact content of the document. In such a translation, every wording matters. If a literary translation can be filled with various comparisons, metaphors, metonymies, then the translations of various scientific articles are quite "dry" and technical.

The translation of terms is particularly difficult. It is very important to choose an equivalent term in the language into which the translation will take place. Often, inexperienced translators, as well as freelance translators, do not have enough knowledge about the specifics of translating terms. In order to be a translator of even a simple scientific text, it is necessary to have a lot of specialized knowledge, to have the highest level of command of a foreign language, to know the principles and stages of translation. Therefore, we do not advise you to entrust such a responsible business to amateurs.

When translating general scientific words, the following options are possible:

1) availability of a permanent translation equivalent;

2) the presence of a contextual translation equivalent.

In the first option, as a rule, there are no difficulties during translation, because the equivalent of the word of the original language can be found in the dictionary. Even if the word has multiple meanings, the context in which it is located will help to choose the right translation option. Such translation equivalents (words, phrases) are called constant. The search for an equivalent term (that is, a term corresponding in meaning) in one's own language (the language of translation) must begin with the

analysis of a new concept that expresses a foreign term. This analysis can suggest which word should be used to denote a certain concept.

Before translating a scientific/academic online lecture, a translator needs to take into consideration:

- Terminology. It should be decided immediately whether additional explanation of lexical units, phrases and concepts is needed. Or, on the contrary, should they be left in their original form.

- Technical jargon, abbreviations, etc. can be explained in notes, translated by transcreation, or transliterated.

- Topic. If the text is specialized, its translation should be performed by experts in the relevant subject. Knowing the "language" of the industry, the translator will appropriately use the appropriate lexical units and ensure a competent, professional result. For example, the term "vector" has a different meaning in biology and physics, and even more so in sociology.

- Syntax. In most subjects, translators independently correct the text for the purpose of localization, but in scientific works this can harm the content. Many authors convey their emotions and intentions not only through their choice of vocabulary and terminology, but also through syntax. For example, sometimes you should not break up long complex sentences in the translation into several simple ones - this can completely change the "mood" of the article.

- Ideology. The essence of scientific texts is to convey an idea or explain a concept. Such concepts often cause ideological conflicts. Usually, when translating through localization, information is adjusted to prevent cultural conflicts and potential offense. However, a scientific text can intentionally have a similar effect, and the translation should not distort the author's intention.

Despite the difficulties, online lectures are successfully translated, the main task is to determine in advance all the above-mentioned points and have a wide stock of synonyms and skills in using all types of translation to ensure its maximum accuracy and adequacy.

CHAPTER 2
TRANSLATION ASPECT OF ONLINE LECTURES

2.1. Ways of conveying the adequacy in the translation of English online lectures into the Ukrainian language

As we have discovered in the Chapter 1, discourse as a combination of process and result, unity of text and context, integral thought-communicative formation (A.D. Belova, V.M. Makarov, O.O. Selivanova, I.S. Shevchenko, O.I. Morozova), presented in two forms : monologic and dialogic, the interactive nature of speech interaction is most fully embodied in the latter. The problems of diversification of discourse and its variability are the most important theoretical issues of today [4:12].

The following types of discourse are distinguished by the spheres of communication: academic, business discourse, diplomatic, negotiation, political, pedagogical, advertising, religious, rhetorical, family communication, medical, psychotherapy, legal, ergodic, Internet discourse. By nature of communication - spontaneous, prepared, official, unofficial, male, female, children's, discourse of teenagers, elderly people, argumentative, conflictual, authoritarian, swearing.

Online lectures can be attributed to several types of discourse at once: colloquial (spoken, conversational), Internet discourse and academic discourse.

Conversational discourse (the discourse of everyday communication) is non-institutionalized, resulting in the spontaneity and non-prescriptive nature of speech acts.

Spoken Discourse is characterized by a number of features. In SD, parties must be present in the same time and space. Of course, there is the case of a phone conversation or a voicemail, however these do not constitute idealized Spoken Discourse, but rather are missing certain paralinguistic cues associated with Spoken Discourse such as gesture and facial expression. SD is enhanced by and can be dependent upon such paralinguistic information. Certainly the information conveyed when an interlocutor smiles and exclaims, "Great!" with rising intonation is different from when an interlocutor rolls their eyes and says, "Great!" with falling intonation.

Internet Discourse is certainly influenced by both Spoken and Written Discourses. Influence from WD can most obviously be seen in the visual context of ID. Internet Discourse is a written form of communication. Also, the interlocutors are physically, and depending on the type of ID, temporally separated, as in WD. Asynchronous forms of ID include e-mail, list-serves, and wall posts. Synchronous forms include chat rooms (internet relay chats) and, the focus of this study, instant messaging. Hentchel (1998) examined a number of internet relay chats and found that capital letters were used to denote yelling or usage of a raised voice, a technique used in WD to provide the same kind of emphasis. Ferrara, Brunner and Whittemore (1991) also investigated ID, but through instant messaging. They had subjects chat with a research assistant over an instant messenger with the object of making travel plans. They found several examples of cataphora, or forward reference, in their instant messaging texts. For example, they found phrases such as, 'the following criteria' and, 'the following two airlines', in their conversation logs. Cataphora is a device used in written discourse primarily, and relies on the non-linear ability to reference something before communicating specifically what it is. [19].

In order to achieve the adequacy of the translation, the translator needs to have a good knowledge of translation transformations.

According to the definition given in the linguistic encyclopedia by O.O. Selivanova, transformation is the basis of most translation techniques, which

consists in changing formal (lexical or grammatical transformations) or semantic (semantic transformation) of the components of the source text while preserving the information intended for transmission [14: 536].

In general, this term is used in many fields of linguistics and has many different definitions. In order to define the term translation transformation, it is necessary to first understand the content contained in it. Differen scientists (L.S. Barkhudarov, O.D. Schweitzer, Y.Y. Retsker, V.M. Komisarov, L.K. Latyshev, etc.) interpret this concept in different ways.

According to Y.Y. Retzker, transformations are techniques of logical thinking that help reveal the meaning of a foreign word in the context and find its counterpart that does not match the dictionary. In general, he considers translation transformations to be interlanguage transformations, reconstruction of the original text or replacement of its elements in order to achieve translational adequacy and equivalence. According to his vision, the main characteristic features of translation transformations are the interlingual character and the focus on achieving an adequate translation.

Adequacy is interpreted as an exhaustive transfer of the semantic content of the original and full functional and stylistic correspondence to it. Thus, adequate translation should be understood as the reproduction of the unity of content and form of the original by means of another language.

According to V.V. Balakhtar and K. S. Balakhtar, the translation of the text can be considered adequate if at least one of the two conditions below is preserved [2: 1]:

1) all terms and their combinations are correctly translated;

2) the translation is comprehensible to the specialist, as he clearly understands the content written and has no questions or comments for the translator.

It is also appropriate to consider the approach of Zh.P. Vine and J. Darbelne to the classification of translation transformations. Without talking about the types of translation transformations, they suggest certain techniques that should be used in the course of translation activities. Thus, in the process of indirect translation, the content of the text may be distorted or disappear altogether. In addition, there may be a change in language norms in the wrong direction. This is explained by the impossibility of making a direct translation I certain situation. Considering this, J. Darbelne and J.-P. Vine put forward the idea of two groups of technical techniques used during translation:

1) methods of direct translation:

- literal translation, for example:

- And so, these things change. And the reason why it's interesting that they change is that these things that might seem to be superficial, like language, are actually very deep, because they're the things that you read and you take in, you don't call them into question.- Отже, ці речі змінюються. І причина, чому це цікаво, що вони змінюються, полягає в тому, що ці речі, які можуть здаватися поверхневими, як-от мова, насправді дуже глибокі, тому що це речі, які ви читаєте і приймаєте, ви <u>не ставите їх під сумнів.</u>

There are three types of translation transformations:
1) grammatical transformations, which include
-permutations : <u>*So, what I've been doing so far, is I've been making a case for how important literary history actually is.- Отже, те, що я робив досі, це те, що я доводив, наскільки важливою є історія літератури.(А:16)*</u>
-omissions<u>*: The reason that they actually work is that in the 19th century, let's say, more or less, there comes a time when you have to handle a form of politics in which the people now matter, large numbers of people now matter.- Причина того, що вони справді працюють, полягає в тому, що в 19*</u>

столітті настає час, коли вам потрібно мати справу з формою політики, у якій велика кількість людей тепер має значення. (А:7)

- addition : *If you're American, then your national story is that you're new and <u>you're fresh and you're all about the future</u>, which is ironic because the American nation is actually comparatively speaking, quite old. It's funny, right?- Якщо ви американець, то американська національна історія стверджує, що <u>американці -нова молода та свіжа нація, яка підримує та рішуче дивиться в майбутнє</u>, що іронічно, бо американська нація насправді досить давня у порівнянні з іншими. Смішно, правда? (А:3)*

-restructuring and replacement of sentences: *<u>But when we're thinking about this social form of the nation, what makes it particularly tricky</u> is that the nation, once it exists, lays claim to the past.- <u>Про таку соціальну форму, як нація, говорити дуже складно</u>, тому що коли нація починає своє існування, вона заявляє про свої права на минуле. (А:2)*

2) stylistic transformations, which include such techniques as synonymous substitutions and descriptive translation, compensation and other types of substitutions.

3) lexical transformations, which include replacement and addition, concretization and generalization of concepts.

However, there are not only translation transformations, but also their deformations, which also apply to the transformation of the text, describing certain translation losses. At the same time, we can distinguish unconscious translation errors that can arise due to:

1) insufficient mastery of the original language, insufficient cognitive experience;

2) lack of knowledge about the subject in which the text is written, inattention to the system of meanings of the original text;

3) misunderstanding of the author's opinion;

4) the inability to distinguish the features of the author's individual style and the like.

It can be seen that this classification of translational transformations further complicates the definition of transformations, since the boundary between transformations and deformations is not only unclear, but also insufficiently substantiated.

The distinction between transformations and translation errors gives transformations only the positive status of the correct choice of counterparts in the translated text, at the same time it is very difficult to find criteria for evaluating the correspondence of the original and the translation, given the presence of different translation attitudes, different goals of translation, and most importantly, given that the achievement complete equivalence is possible only in an ideal.

Thus, the most successful and common, in our opinion, is definition of translation transformation by L.S. Barkhudarov, [3:240] because he most accurately reflects the essence of the issue, saying that translation transformations are interlanguage transformations, rearrangement of elements of the source text, operations of re-expression of meaning or paraphrasing in order to achieve a translation equivalent.

In general, based on the above definitions, we conclude that translation transformations are interlanguage transformations, rearrangement of elements of the source text, re-expressions of meaning or paraphrasing operations with the aim of achieving a translation equivalent. However, when translating a scientific and technical text, the translator may need only some of the above transformations. So, in our work, we will further describe the most necessary translation transformations to achieve an equivalent translation.

2.2. Translation difficulties of conveying the adequacy of English online lectures

Adequacy is the ratio of the source and final texts, which takes into account the purpose of the translation. The translation of the text can be considered adequate if at least one of the two conditions is met: all terms and their combinations are correctly translated; the translation is understandable for the specialist and he has no questions or comments for the translator.

An adequate translation is a reproduction of the unity of content and form of the original by means of another language. An adequate translation takes into account both substantive and pragmatic equivalence, without violating any norms, is accurate and without any unacceptable distortions. Since an adequate translation has an evaluative nature, it is worth considering such a concept as the completeness of the translation. The full value of the translation consists in the transmission for the source text of the relationship between content and form by reproducing the features of the latter (if this is possible under linguistic conditions) or creating functional counterparts of these features. A full-fledged translation assumes a balance between the whole and the separate and determines the specificity of the work (content and form). Verbatim transmission of individual elements does not mean full transmission of the whole, since the latter is not the usual sum of these elements, but represents a certain system. This definition of adequacy can be considered fair even at our stage of development of translation theory.

Adequate translation means a "good" translation that provides the necessary completeness of interlingual communication in specific conditions.

One of the main tasks of a translator is to create an adequate translation. According to N. Skladchikova's theory, there are four parameters of translation adequacy: parameter of adequacy of semantic information transfer; the parameter of the adequacy of the transfer of emotional and evaluative information; parameter of

adequacy of expressive information transmission; parameter of adequacy of aesthetic information transfer.

Adequate translation is focused on the recipient of the message created by the translator. In all cases where a text is to be translated that was created "for internal consumption", i.e. as a speech work, the translation of which was not originally intended, the adequacy turns out to be entirely focused on the recipient of the translated product. It is he who determines the degree of communicative equivalence of the original and the translation, which is necessary for him to solve the problems of communication. Therefore, some researchers consider it necessary to distinguish between different levels of adequacy. Thus, scientists single out semantic-stylistic adequacy, which is determined "through an assessment of the semantic and stylistic equivalence of the language units that make up the text of the translation and the original text", and functional (pragmatic, functional-pragmatic), which "is derived from the assessment of the ratio of the translation text with the communicative intention the sender of the message, implemented in the original text.

Considering the needs of information practice, in which translation is also involved, Vannikov sees the need to single out a special type of adequacy - "desiderative adequacy", which turns out to be entirely focused on the needs of the recipient of translated products: "From the standpoint of the semantic-stylistic theory of adequacy, such types of text processing should not be considered translations .

In fact, if they correctly convey the required aspect of information contained in a foreign language text, i.e. realize the communicative attitude initiated by the recipient, they should be recognized as full-fledged translations, differing from other "proper translations" in the type of their adequacy.

To this type of adequacy, in fact, the researcher refers such types of text information processing as selective translation, abstracting, annotation, viewing

reading, etc., which are close to translation in that they operate with source texts in one language and produce texts in other, i.e. have the same mechanism as translation.

Finally, the last kind of adequacy is the so-called "voluntary" adequacy, which the researcher sees in transcriptions. It is defined as voluntarily due to the fact that in this case the translator's own communicative attitude is actively manifested. Vannikov believes that all these different types of translation, assuming a different level of closeness of the translation text to the original text, are united by the fact that they are facts of bilingual communication through the mediation of a translator.

Adequacy is a kind of compromise that the translator makes, sacrificing equivalence to solve the main problem. Such a main task is to preserve the functional dominants of the source text in the translation.

There are various methods of achieving adequacy in translation. And also each language has its own laws of combinability of lexemes, which prohibit certain words from entering into combinations, and its own language tradition, which prescribes certain, most accepted ways of expressing this content. When working with translation, they must be constantly taken into account, since a full-fledged functional and stylistic correspondence of the translated text to the source text will take place only if the translated text is perceived by the addressee as an ordinary text that does not differ in terms of language norms from the original texts of this genre.

A translation is considered bad if its recipient constantly or periodically feels that he is dealing with a text translated from a foreign language. This interferes with the full perception of the content of the text, and this usually happens when the translation transfers the norms of the source language into the target language.

2.3. Analysis of the adequacy of translation based on English-language online lectures

In order to achieve the adequacy of the translation, the translator needs to have a good knowledge of translation transformations.

In our study, we identified the following lexical transformations:

Transliteration:

- *Fascinating as they are, the adventures of <u>Harry and Meghan</u>, that's not what royalty used to be like.- Незважаючи на те, що пригоди <u>Гаррі та Меган</u> захоплюючі, але колись королівські особи були не такі. (A:9)*

- *So in the standard English spelling of the capital of Ukraine, for a very long time, until very, very recently, in fact, was <u>Kiev, K-I-E-V</u>. And that was a transliteration from Russian. In Ukrainian, it's Kyiv, hence the English transliteration, <u>K-Y-I-V</u>.- Тож у стандартному написанні англійською мовою столиця України дуже довго, насправді, була <u>Київ, K-I-E-V</u>. І це була транслітерація з російської. Українською це Київ, звідси й англійська транслітерація <u>K-Y-I-V.</u> (A:12)*

- *This is something which was there before <u>Kyivan Rus</u>, before any idea of <u>Europe</u>.- Це те, що було до <u>Київської Русі</u>, до будь-якої ідеї <u>Європи</u>. (A:22)*

- *So what was happening there is that <u>do Germaniyu</u> is not really, that's like, kind of, so that's not really Ukrainian. It's kind of Russian. <u>Do Nimechchyny</u> is Ukrainian, to <u>Germany</u> is what it means. <u>Nimechchyny, Nimechchyna</u>.- Тож те, що там відбувалося, полягає в тому, що <u>до Германії</u> не зовсім, начебто, не зовсім українська мова. Це якось по-російськи. <u>До Німеччини</u> – це українська, до <u>Германії</u> –російська. <u>Німеччини , Німеччина .</u> (A:24)*

- *In <u>Bulgaria</u>, this language shifts to a different alphabet. The original alphabet was called Glagolitic, but the new alphabet was called Cyrillic. Not because <u>Cyril</u> invented it, he didn't, it was, he was dead, it was named after Cyril.- У <u>Болгарії</u> ця мова переходить на інший алфавіт. Первісний алфавіт називався глаголицею, а новий алфавіт — кирилицею. Не тому, що <u>Кирило</u> це винайшов, це було названо на честь Кирила. (A:27)*

- *So there were a couple of men, you might have heard of them, <u>Cyril and Methodius</u>, who were Slavic speakers, from probably what's now <u>Macedonia</u>. They were sent north to <u>Moravia</u> to convert the Czechs.- Тож була пара чоловіків, ви, напевно, чули про них, <u>Кирило та Мефодій</u>, які розмовляли слов'янською мовою, ймовірно з території сучасної <u>Македонії</u>. Їх відправили на північ до <u>Моравії</u>, щоб навернути чехів. (A:26)*

In our study, we identified the following grammatical transformations:

Transposition:

- *But when we're thinking about this social form of the nation, <u>what makes it particularly tricky</u> is that the nation, once it exists, lays claim to the past.- <u>Про таку соціальну форму, як нація, говорити дуже складно</u>, тому що коли нація починає своє існування, вона заявляє про свої права на минуле. (A:2)*

- *<u>Fascinating as they are</u>, <u>the adventures of Harry and Meghan, that's not what royalty used to be like.- Незважаючи на те, що пригоди Гаррі та Меган захоплюючі</u>, але колись королівські особи були не такі. (A:9)*

- *So, what I've been doing so far, is I've been making a case for how important literary <u>history actually is.</u> Like <u>how important culture actually is,</u> and <u>how important cultural critique can be</u>, like being aware of the narratives and the words and so on can help you to understand the politics, or being aware of the culture can help you understand political judgements.- Отже, те, що я робив досі, це те, що я доводив, наскільки важливою є <u>історія літератури</u>. Наприклад, <u>наскільки важливою насправді є культура і наскільки важливою може бути культурна критика</u>, наприклад, знання наративів і слів тощо може допомогти вам зрозуміти політику, або знання культури може допомогти вам зрозуміти політичні судження. (A:16)*

- *And people are also becoming interchangeable. Because <u>there are only so many ideas in the world</u> and we share them all instantly through the Internet, goes the idea, therefore we are interchangeable.- І люди також стають*

взаємозамінними. Оскільки у світі існує дуже багато ідей, і ми миттєво ділимося ними через Інтернет, ідеєю, тому ми взаємозамінні. (A:18)

- *So in this lecture today, we're gonna be talking about some general causal forces which are it that <u>there would be states coming into being in Eastern Europe around the year 1000</u>.- Тож у цій сьогоднішній лекції ми будемо говорити про деякі загальні причинні сили, які полягають у тому, що <u>приблизно в 1000 році у Східній Європі виникнуть держави</u>. (A:31)*

Omission:

- *The reason that they actually work is that in the 19th century, <u>let's say, more or less,</u> there comes a time when you have to handle a form of politics in which <u>the people now matter,</u> large numbers of people now matter.- Причина того, що вони справді працюють, полягає в тому, що в 19 столітті настає час, коли вам потрібно мати справу з формою політики, у якій велика кількість людей тепер має значення. (A:7)*

Addition:

- *But when we're thinking about this social form of the nation, what makes it particularly tricky is that the nation, <u>once it exists, lays claim to the past</u>.- Про таку соціальну форму, як нація, говорити дуже складно, тому що <u>коли нація починає своє існування, вона заявляє про свої права на минуле.</u> (A:2)*

- *If you're American, then your national story is that you're new and <u>you're fresh and you're all about the future,</u> which is ironic because the American nation is actually comparatively speaking, quite old. It's funny, right?- Якщо ви американець, то американська національна історія стверджує, що <u>американці -нова молода та свіжа нація, яка підримує та рішуче дивиться в майбутнє,</u> що іронічно, бо американська нація насправді досить давня у порівнянні з іншими. Смішно, правда? (A:3)*

- *Ukrainians are gonna lose after three days. <u>They can't possibly fight back. They're gonna lose, it's a stalemate, blah, blah, blah.</u>- Українці програють*

через три дні. <u>Вони не зможуть відстояти державу.</u> Вони програють, це безвихідь, бла, бла, бла. (А:14)

Modulation:

- *There's a difference between <u>being in a place and seeing it on a screen.</u> - Існує дуже велика різниця в тому, <u>побачити щось по телевізору або на власні очі.</u> (А:20)*

- *<u>There were two versions of Christianity that were emerging.</u> - Виникали дві версії християнства. (А:32)*

- *Ukrainian <u>was not his best language</u> when he was elected president of Ukraine. But now of course it's his public language.- Українська мова була <u>не була його сильною стороною</u>, коли його обирали президентом України. Але тепер, звичайно, це його публічна мова. (А:38)*

- *But when we're thinking about this social form of the nation, what makes it particularly tricky is that the nation, <u>once it exists, lays claim to the past</u>.- Про таку соціальну форму, як нація, говорити дуже складно, тому що <u>коли нація починає своє існування, вона заявляє про свої права на минуле.</u> (А:2)*

- *If you're American, then your national story is that you're new and <u>you're fresh and you're all about the future</u>, which is ironic because the American nation is actually comparatively speaking, quite old. It's funny, right?- Якщо ви американець, то американська національна історія стверджує, що <u>американці -нова молода та свіжа нація, яка підримує та рішуче дивиться в майбутнє</u>, що іронічно, бо американська нація насправді досить давня у порівнянні з іншими. Смішно, правда? (А:3)*

- *<u>So the subject today is going to be naming and placing and how the names and the places then affect how we understand events before our eyes</u>.- Сьогодні ми будемо говорити про те, як ми думаємо про різні місця у світі і як наш спосіб мислення впливає на наше сприйняття події у світі. (А:11)*

Literal translation:

- *And so, these things change. And the reason why it's interesting that they change is that these things that might seem to be superficial, like language, are actually very deep, because they're the things that you read and you take in, you don't call them into question.- Отже, ці речі змінюються. І причина, чому це цікаво, що вони змінюються, полягає в тому, що ці речі, які можуть здаватися поверхневими, як-от мова, насправді дуже глибокі, тому що це речі, які ви читаєте і приймаєте, ви <u>не ставите їх під сумнів.</u> (A:13)*
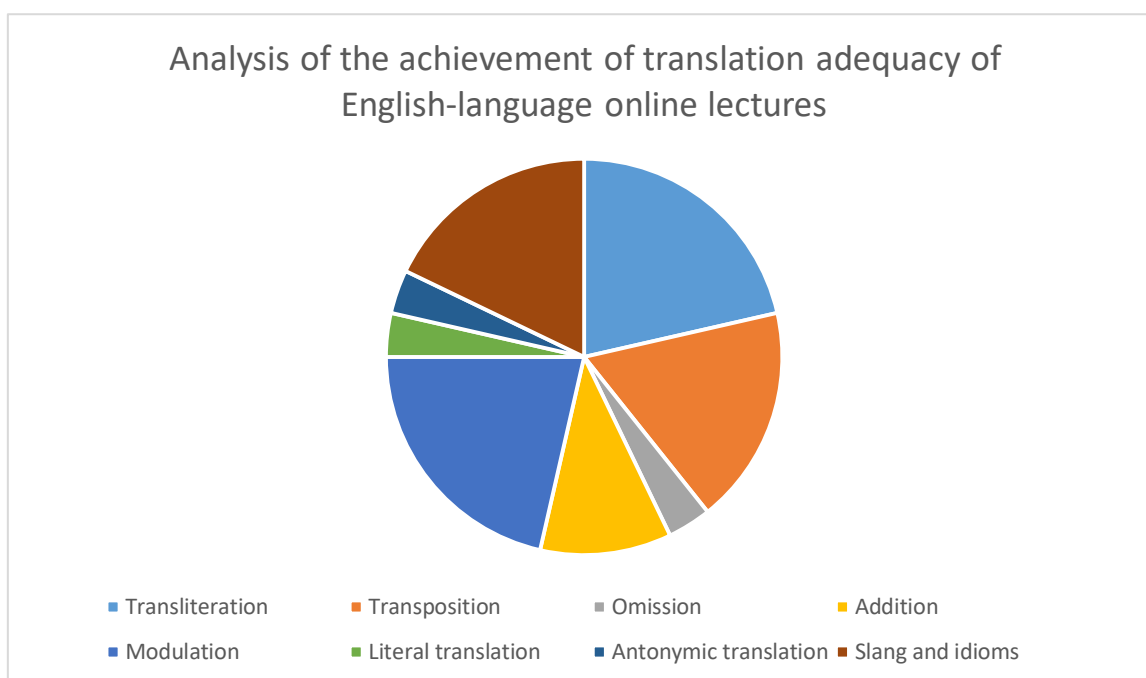
Antonymic translation

- *And if you're Russian or Ukrainian or Belarusian or whatever, you can read texts from several hundred years ago <u>with just a little bit of effort</u>.- І якщо ви росіянин, українець, чи білорус, ви можете прочитати тексти кількасот років тому, <u>не прикладаючи при цьому багато зусиль</u>. (A:21)*

It is worth noting that the spoken discourse of online lectures has many difficulties in translation, because the spoken vocabulary contains a lot of slang and idioms, so the translator of the spoken discourse must know not only the translation techniques, but also possess a high level of knowledge of the language.

For example

- *As with last time, <u>I'm gonna toss you some what I think are softballs</u>, but also <u>feel free</u> to raise your hand and interrupt, because that can help me when I understand that <u>something's really not coming across</u> or something is unclear, so just feel free to interrupt and ask a question anytime you want. - Як і минулого разу, <u>я буду давати вам інформацію по темі</u>, а ви, в свою чергу, <u>не соромтесь піднімати руку і</u> задавати питання. Мені буде легше, якщо я знатиму, що <u>щось не зрозуміло</u>, тож не соромтесь перебити мене і поставити запитання у будь-який час. (A:1)*

- *But don't tell the Europeans and don't tell the Americans, <u>'cause that would mess everybody up</u>.- Але не кажіть це європейцям і американцям, <u>це всіх спантеличить.</u> (A:4)*

- *And so, these things change. And the reason why it's interesting that they change is that these things that might seem to be superficial, like language, are actually very deep, because they're the things that you read and you take in, you <u>don't call them into question.</u>- Отже, ці речі змінюються. І причина, чому цікаво, що вони змінюються, полягає в тому, що ці речі, які можуть здаватися поверхневими, як-от мова, насправді дуже глибокі, тому що це речі, які ви читаєте і приймаєте, ви <u>не ставите їх під сумнів</u> . (A:13)*

- *And it's very unlikely that you will instantly <u>get rid of</u> all of your previous convictions, right? And when the convictions are very high stake convictions, <u>oh, sorry for the pun, it was not intended,</u> but when the convictions are very, like when they're very significant convictions, like will my loved ones come back after death or not, you may want <u>to hedge your bets</u> a little bit.- І навряд чи ви миттєво <u>позбудетеся</u> всіх своїх попередніх судимостей, чи не так? І коли переконання є дуже серйозними переконаннями, о, вибачте за каламбур, це не було наміром, але коли переконання дуже, наприклад, коли вони дуже важливі, наприклад, повернуться мої близькі після смерті чи ні, ви можете трохи <u>підстрахувати свої ставки</u>. (A:25)*

- *First, I want to remind you that that if you look back in history, and most certainly today, autocracies and democracies don't <u>get along</u> very often. Sometimes they do. Sometimes we have allies who are autocrats, although not for the long term.- По-перше, я хочу нагадати вам, що якщо ви озирнетеся назад в історію, і, безперечно, сьогодні, автократії та демократії не дуже часто <u>уживаються</u>. Іноді так і роблять. Іноді у нас є союзники, які є автократами, хоча й не на довгострокову перспективу. (A:45)*

Analysis of the achievement of translation adequacy of English-language online lectures

- Transliteration
- Transposition
- Omission
- Addition
- Modulation
- Literal translation
- Antonymic translation
- Slang and idioms

CONCLUSIONS

In this work, we investigated ways of conveying the adequacy of the translation of English-language online lectures. We defined the concept of translation adequacy and ways to achieve it. They defined the concept of discourse, in particular Internet discourse, academic discourse and conversational discourse,

which include online lectures. The concept of translation transformations was defined.

Translation is one of the most important ways of interaction of national cultures, it is a way of intercultural communication. To translate means to accurately and meaningfully express by the means of one language what has already been recorded by the means of another language in an inseparable unity of content and form. A correct translation conveys the content of the original, its style, while meeting all the norms of the literary language.

According to the method of translation, a distinction is made between literal and adequate translation.

An adequate translation is a reproduction of the unity of content and form of the original by means of another language. An adequate translation takes into account both substantive and pragmatic equivalence, without violating any norms, is accurate and without any unacceptable distortions. Since an adequate translation has an evaluative nature, it is worth considering such a concept as the completeness of the translation. The full value of the translation consists in the transmission for the source text of the relationship between content and form by reproducing the features of the latter (if this is possible under linguistic conditions) or creating functional counterparts of these features. A full-fledged translation assumes a balance between the whole and the separate and determines the specificity of the work (content and form). Verbatim transmission of individual elements does not mean full transmission of the whole, since the latter is not the usual sum of these elements, but represents a certain system. This definition of adequacy can be considered fair even at our stage of development of translation theory. One of the main tasks of a translator is to create an adequate translation.

We determined that transformational translation involves the restructuring of the syntactic structure of the sentence, lexical substitutions with a complete change

of the meaning of the original word, or in other words, the implementation of lexical-grammatical translational transformation.

In addition, this type of translation involves the use of several types of transformations at once. However, it is used when there is no required equivalent in the dictionary. It is then that the translator can use various transformations to achieve an adequate and equivalent translation. However, this type of translation should not replace the equivalent available in the dictionary.

In practice, we analyzed 50 examples taken from English-language online lectures and translated them using such translation transformations as transliteration, modulation, transposition, literl ranslation, omission, antonymic translation, addition. We have found and analyzed a lot of slang expressions and idioms inherent in spoken and Internet discourse.

Adequacy is a central concept of translation theory. For a long time, the terms "adequacy" and "equivalence" were identified. An "adequate translation" was understood as a "full-fledged translation", which exhaustively conveyed the semantic content of the original and represented a full-fledged functional and stylistic correspondence to the original.

Equivalence is the result of the translation process, and adequacy is the path to optimal translation and the way to find the optimal translation solution. Therefore, adequacy is a process of transformation that can result in an equivalent translation.

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ANNEX

Original text	Translation
1. As with last time, I'm gonna toss you some what I think are softballs, but also feel free to raise your hand and interrupt, because that can help me when I understand that something's really not coming across or something is unclear, so just feel free to interrupt and ask a question anytime you want. (Timothy Snyder: The Making of Modern Ukraine. Class 2: The Genesis of Nations)	1. Як і минулого разу, я буду давати вам інформацію по темі, а ви, в свою чергу, не соромтесь піднімати руку і задавати питання. Мені буде легше, якщо я знатиму, що щось не зрозуміло, тож не соромтесь перебити мене і поставити запитання у будь-який час.
2. But when we're thinking about this social form of the nation,	2. Про таку соціальну форму, як нація, говорити дуже складно,

what makes it particularly tricky is that the nation, <u>once it exists</u>, lays claim to the past. (Timothy Snyder: The Making of Modern Ukraine. Class 2: The Genesis of Nations)	тому <u>що коли нація починає своє існування</u>, вона заявляє <u>про свої</u> права на минуле.
3. If you're American, then your national story is that you're new and <u>you're fresh and you're all about the future</u>, which is ironic because the American nation is <u>actually comparatively speaking, quite old</u>. It's funny, right? (Timothy Snyder: The Making of Modern Ukraine. Class 2: The Genesis of Nations)	3. Якщо ви американець, то американська національна історія стверджує, що <u>американці -нова молода та свіжа нація, яка підримує та рішуче дивиться в майбутнє</u>, що іронічно, бо американська нація <u>насправді досить давня у порівнянні з іншими</u>. Смішно, правда?
4. But don't tell the Europeans and don't tell the Americans, <u>'cause that would mess everybody up</u>. (Timothy Snyder: The Making of Modern Ukraine. Class 2: The Genesis of Nations)	4. Але не кажіть це європейцям і американцям, <u>теж це всіх спантеличить</u>.
5. So there's a <u>circular quality</u> about this, which is very hard to break out of when you're seven years old. I mean, I'm sure all of you are smarter than average and each one of you is smarter than the person next to you. <u>I'm aware</u>	5. Отже, це <u>замкнене коло</u> і з цього циклу дуже важко визволитися, коли тобі 8 років. Я впевнений що кожен з вас у дитинстві був розумнішим, ніж більшість, а зараз кожен з вас розумніший

of this, you're Yale students, but when you were seven, you pro-- Okay, six. When you were six, you probably weren't raising your hand and talking about the constructed character of national… right? (Timothy Snyder: The Making of Modern Ukraine. Class 2: The Genesis of Nations)	за сусіда по парті. <u>Ще б пак,</u> ви студенти Єльського університету. Але коли вам було сім, ну добре, шість, коли вам було шість років ви напевно не піднімали руку щоб поговорити про штучний характер нації.. правильно?
6. The founders <u>got it basically right</u>. That's a very attractive idea. The founders thought of everything, <u>they're kind of demigods.</u> They walk the earth, leaving huge footprints behind them and the footprints were filled with the water and residue of righteousness. And that's all you have to know. That's a very attractive view. (Timothy Snyder: The Making of Modern Ukraine. Class 2: The Genesis of Nations)	6. Засновники <u>все зробили правильно.</u> Це дуже приваблива ідея. Засновники передбачили все, <u>наче вони такі собі напівбоги</u> і вони ходять по землі, залишаючи величезні сліди, які наповнюються водою і часточками праведності. Це все, що треба знати. Це дуже приваблива точка зору.
7. The reason that they actually work is that in the 19th century, <u>let's say, more or less,</u> there comes a time when you have to handle a form of politics in	7. Причина того, що вони справді працюють, полягає в тому, що в 19 столітті, <u>скажімо, більш-менш,</u> настає час, коли вам потрібно мати

which the people now matter, large numbers of people now matter. (Timothy Snyder: The Making of Modern Ukraine. Class 2: The Genesis of Nations)	справу з формою політики, у якій люди тепер мають значення, велика кількість людей тепер має значення.
8. There's still kings and queens, but they basically serve as the <u>kind of rhetorical cover for welfare states</u>. They're not what they used to be. (Timothy Snyder: The Making of Modern Ukraine. Class 2: The Genesis of Nations)	8. Є ще королі та королеви, але вони в основному служать <u>свого роду риторична обкладинка держав, щоб показати загальний добробут</u>. Вони вже не ті, що були раніше.
9. <u>Fascinating as they are, the adventures of Harry and Meghan, that's not what royalty used to be like.</u> (Timothy Snyder: The Making of Modern Ukraine. Class 2: The Genesis of Nations)	9. <u>Незважаючи на те, що пригоди Гаррі та Меган захоплюючі, але колись королівські особи були не такі.</u>
10. So at a certain point, <u>it stopped seeming plausible</u> that a few people should be in charge and how do you handle that? (Timothy Snyder: The Making of Modern Ukraine. Class 2: The Genesis of Nations)	10. Отже у певний момент <u>все складається так</u>, що кілька людей уже не можуть керувати всім. І що з цим робити?
11. <u>So the subject today is going to be naming and placing</u> and how	11. <u>Сьогодні ми будемо говорити про те</u>, як ми думаємо про

the <u>names and the places</u> then affect how we understand events before our eyes. <u>(Timothy Snyder: The Making of Modern Ukraine. Class 3: Geography and Ancient History)</u>	<u>різні місця у світі</u> і як наш <u>спосіб мислення</u> впливає на наше сприйняття події у світі.
12. So in the standard English spelling of the capital of Ukraine, for a very long time, until very, very recently, in fact, was <u>Kiev</u>, K-I-E-V. And that was a transliteration from Russian. In Ukrainian, it's Kyiv, hence the English transliteration, K-Y-I-V. <u>(Timothy Snyder: The Making of Modern Ukraine. Class 3: Geography and Ancient History)</u>	12. Тож у стандартному написанні англійською мовою столиця України дуже довго, насправді, була <u>Київ</u>, K-I-E-V. І це була транслітерація з російської. Українською це Київ, звідси й англійська транслітерація K-Y-I-V.
13. And so, these things change. And the reason why it's interesting that they change is that these things that might seem to be superficial, like language, are actually very deep, because they're the things that you read and you take in, you <u>don't call them into question.</u> (Timothy Snyder: The Making of Modern	13. Отже, ці речі змінюються. І причина, чому цікаво, що вони змінюються, полягає в тому, що ці речі, які можуть здаватися поверхневими, як-от мова, насправді дуже глибокі, тому що це речі, які ви читаєте і приймаєте, ви <u>не ставите їх під сумнів .</u>

Ukraine. Class 3: Geography and Ancient History)	
14. Ukrainians are gonna lose after three days. They can't possibly fight back. They're gonna lose, it's a stalemate, blah, blah, blah. (Timothy Snyder: The Making of Modern Ukraine. Class 3: Geography and Ancient History)	14. Українці програють через три дні. Вони не зможуть відстояти державу. Вони програють, це безвихідь, бла, бла, бла.
15. And you can't kind of say, "Well, this is just a matter of lack of military analysis," or whatever. No, there's something else deeper going on. (Timothy Snyder: The Making of Modern Ukraine. Class 3: Geography and Ancient History)	15. І ви не можете сказати: «Ну, це лише питання відсутності військового аналізу», або щось інше. Ні, тут відбувається щось глибше.
16. So, what I've been doing so far, is I've been making a case for how important literary history actually is. Like how important culture actually is, and how important cultural critique can be, like being aware of the narratives and the words and so on can help you to understand the politics, or being aware of the culture can help you understand political judgements.	16. Отже, те, що я робив досі, це те, що я доводив, наскільки важливою є історія літератури. Наприклад, наскільки важливою насправді є культура і наскільки важливою може бути культурна критика, наприклад, знання наративів і слів тощо може допомогти вам зрозуміти політику, або знання культури

(Timothy Snyder: The Making of Modern Ukraine. Class 3: Geography and Ancient History)	може допомогти вам зрозуміти політичні судження.
17. Not classes where somebody mentions Ukraine, or a Ukrainian poem is assigned, but a full-on class about Ukraine. (Timothy Snyder: The Making of Modern Ukraine. Class 3: Geography and Ancient History)	17. Не заняття, де хтось згадує про Україну, чи задають український вірш, а повноцінне заняття про Україну.
18. And people are also becoming interchangeable. Because there are only so many ideas in the world and we share them all instantly through the Internet, goes the idea, therefore we are interchangeable. (Timothy Snyder: The Making of Modern Ukraine. Class 3: Geography and Ancient History)	18. І люди також стають взаємозамінними. Оскільки у світі існує дуже багато ідей, і ми миттєво ділимося ними через Інтернет, ідеєю, тому ми взаємозамінні.
19. So it doesn't matter what TF you have, actually. (students chuckle) We're all basically interchangeable because we're all sharing ideas all the time. (Timothy Snyder: The Making of Modern Ukraine. Class 3: Geography and Ancient History)	19. Тож насправді неважливо, який у вас TF. (студенти сміються) Ми всі в основному взаємозамінні, тому що всі ми весь час ділимося ідеями.

20. There's a difference between <u>being in a place and seeing it on a screen.</u> (Timothy Snyder: The Making of Modern Ukraine. Class 3: Geography and Ancient History)	20. Існує дуже велика різниця в тому, <u>побачити щось по телевізору або на власні очі.</u>
21. And if you're Russian or Ukrainian or Belarusian or whatever, you can read texts from several hundred years ago with <u>just a little bit of effort.</u> (Timothy Snyder: The Making of Modern Ukraine. Class 4: Before Europe)	21. І якщо ви росіянин, українець, чи білорус, ви можете прочитати тексти кількасот років тому, <u>не прикладаючи при цьому багато зусиль.</u>
22. This is something which was there before <u>Kyivan Rus</u>, before any idea of <u>Europe</u>. (Timothy Snyder: The Making of Modern Ukraine. Class 4: Before Europe)	22. Це те, що було до <u>Київської Русі</u>, до будь-якої ідеї <u>Європи</u>.
23. When I was in Kyiv, I was overhearing, <u>as one does</u>, it's like an important, <u>you know,</u> scientific method, you listen in to <u>other people's conversations</u>. (Timothy Snyder: The Making of Modern Ukraine. Class 4: Before Europe)	23. Коли я був у Києві, я підслуховував, <u>як буває</u>, це як важливий, <u>знаєте</u>, науковий метод, ти підслуховуєш <u>чужі розмови</u>.

24. So what was happening there is that <u>do Germaniyu</u> is not really, <u>that's like, kind of, so that's not really</u> Ukrainian. It's kind of Russian. <u>Do Nimechchyny</u> is Ukrainian, to <u>Germany</u> is what it means. <u>Nimechchyny, Nimechchyna.</u> (Timothy Snyder: The Making of Modern Ukraine. Class 4: Before Europe)	24. Тож те, що там відбувалося, полягає в тому, що <u>до Германії</u> не зовсім, начебто, не зовсім українська мова. Це якось по-російськи. <u>До Німеччини</u> – це українська, до <u>Германії</u> – російська. <u>Німеччини , Німеччина .</u>
25. And it's very unlikely that you will instantly <u>get rid of</u> all of your previous convictions, right? And when the convictions are very high stake convictions, <u>oh, sorry for the pun, it was not intended,</u> but when the convictions are very, like when they're very significant convictions, like will my loved ones come back after death or not, you may want <u>to hedge your bets</u> a little bit. (Timothy Snyder: The Making of Modern Ukraine. Class 4: Before Europe)	25. І навряд чи ви миттєво <u>позбудетеся</u> всіх своїх попередніх судимостей, чи не так? І коли переконання є дуже серйозними переконаннями, <u>о, вибачте за каламбур, це не було наміром,</u> але коли переконання дуже, наприклад, коли вони дуже важливі, наприклад, повернуться мої близькі після смерті чи ні, ви можете трохи <u>підстрахувати свої ставки.</u>
26. So there were a couple of men, you might have heard of them, <u>Cyril and Methodius</u>, who were Slavic speakers, from probably	26. Тож була пара чоловіків, ви, напевно, чули про них, <u>Кирило та Мефодій</u>, які розмовляли слов'янською мовою,

what's now <u>Macedonia</u>. They were sent north to <u>Moravia</u> to convert the Czechs. (Timothy Snyder: The Making of Modern Ukraine. Class 4: Before Europe)	ймовірно з території сучасної <u>Македонії</u>. Їх відправили на північ до <u>Моравії</u>, щоб навернути чехів.
27. In <u>Bulgaria</u>, this language shifts to a different alphabet. The original alphabet was called Glagolitic, but the new alphabet was called Cyrillic. Not because <u>Cyril</u> invented it, he didn't, it was, he was dead, it <u>was named after</u> Cyril. (Timothy Snyder: The Making of Modern Ukraine. Class 4: Before Europe)	27. У <u>Болгарії</u> ця мова переходить на інший алфавіт. Первісний алфавіт називався глаголицею, а новий алфавіт — кирилицею. Не тому, що <u>Кирило</u> це винайшов, це <u>було названо на честь Кирила.</u>
28. And the first important model of that state <u>is founded by the Franks,</u> <u>who we'll talk more about,</u> but the Franks are the ones who essentially established the political version of Western Christianity. (Timothy Snyder: The Making of Modern Ukraine. Class 4: Before Europe)	28. І першу важливу модель цієї держави <u>заснували франки,</u> <u>про яких ми ще поговоримо,</u> але франки є тими, хто по суті заснував політичну версію західного християнства.
29. Okay, so much as I'd like to, I can't completely <u>keep Western Europe outta the story,</u> because the West Europeans do some	29. Гаразд, як би мені не хотілося, я не можу повністю <u>залишити Західну Європу осторонь цієї історії,</u> тому що

important things like <u>Poitiers</u> and like provoking the Vikings. (Timothy Snyder: The Making of Modern Ukraine. Class 4: Before Europe)	західноєвропейці дійсно роблять деякі важливі речі, наприклад <u>Пуатьє</u> та провокують вікінгів.
30. And the Viking Age, although it includes <u>North America</u> and <u>Greenland</u> and <u>Iceland</u> and of course <u>Scandinavia</u> and of course <u>Normandy</u>, the north of <u>France</u>, and by way of Normandy the remaking of <u>England</u> into the form that we now know it, all those things, the Viking Age is very important for <u>Europe, Northern Europe, North America</u>, our class is also part of the Viking Age, right? (Timothy Snyder: The Making of Modern Ukraine. Class 4: Before Europe)	30. І епоха вікінгів, хоча вона включає <u>Північну Америку</u>, <u>Гренландію</u> та <u>Ісландію</u>, і, звичайно, <u>Скандинавію</u>, і, звичайно, <u>Нормандію</u>, північ <u>Франції</u>, і через Нормандію перетворення <u>Англії</u> у формі, яку ми знаємо зараз, усі ці речі, епоха вікінгів дуже важлива для <u>Європи, Північної Європи, Північної Америки</u>, наш клас також є частиною епохи вікінгів, чи не так?
31. So in this lecture today, we're gonna be talking about some general causal forces which are it that <u>there would be states coming into being in Eastern Europe around the year 1000</u>. (Timothy Snyder: The Making of Modern Ukraine. Class 5:	31. Тож у цій сьогоднішній лекції ми будемо говорити про деякі загальні причинні сили, які полягають у тому, що <u>приблизно в 1000 році у Східній Європі виникнуть держави</u>.

Vikings, Slavers, Lawgivers: The Kyiv State)	
32. <u>There were two versions of Christianity that were emerging.</u> (Timothy Snyder: The Making of Modern Ukraine. Class 5: Vikings, Slavers, Lawgivers: The Kyiv State)	32. <u>Виникали дві версії християнства.</u>
33. <u>Underlying all this is the basic economic status of the place we're talking about, where nomads are still coming and going, where slavery is still very prominent.</u> (Timothy Snyder: The Making of Modern Ukraine. Class 5: Vikings, Slavers, Lawgivers: The Kyiv State)	33. <u>В основі всього цього лежить основний економічний статус місця, про яке ми говоримо, де кочівники все ще приходять і від'їжджають, де рабство все ще дуже поширене.</u>
34. So the basic economics of the globalization that we're in at this point circa 800, 900, 1000, is a globalization of a slave trade, in which the human beings of our part of the world are being shipped, <u>very far distances sometimes,</u> in order to be enslaved. (Timothy Snyder: The Making of Modern Ukraine. Class 5: Vikings, Slavers, Lawgivers: The Kyiv State)	34. Отже, основна економіка глобалізації, в якій ми перебуваємо в цей момент приблизно у 800, 900, 1000 роках, — це глобалізація работоргівлі, під час якої людей з нашої частини світу відправляють, <u>іноді на дуже великі відстані</u>, щоб бути поневоленим.

35. <u>Like, I mean, that's the sort of thing</u>, like if you were a rapper, you would want your name to become the word for king, right? And I'm just gonna say now, no rapper is ever going to achieve that, right? I mean, no rapper is ever gonna outdo Charlemagne on this front, I don't think. <u>Okay. I mean, I'm just,</u> I'm happy <u>to have that prediction on tape.</u> (Timothy Snyder: The Making of Modern Ukraine. Class 5: Vikings, Slavers, Lawgivers: The Kyiv State)	35. Якби ви були репером, ви б хотіли, щоб ваше ім'я стало словом «король», чи не так? І я просто скажу зараз, що жоден репер ніколи не досягне цього, чи не так? Я маю на увазі, що жоден репер ніколи не перевершить Карла Великого на цьому фронті, я не думаю. Гаразд. Я маю на увазі, я просто радий <u>мати це передбачення на плівці.</u>
36. As we try to figure out what Ukraine is, we're also trying <u>to figure out what the countries around Ukraine are.</u> (Timothy Snyder: The Making of Modern Ukraine. Class 6: The Grand Duchy of Lithuania)	36. Намагаючись з'ясувати, що таке Україна, ми також намагаємося <u>з'ясувати, що таке країни навколо України.</u>
37. And you know, that Volodymyr Zelenskyy, he's also someone who's coming into a language, right? (Timothy Snyder: The Making of Modern Ukraine. Class 6: The Grand Duchy of Lithuania)	37. І ви знаєте, що Володимир Зеленський, це той, хто починає вивчати мову, так?

38. Ukrainian <u>was not his best language</u> when he was elected president of Ukraine. But now of course it's his public language. (Timothy Snyder: The Making of Modern Ukraine. Class 6: The Grand Duchy of Lithuania)	38. Українська мова була <u>не була його сильною стороною</u>, коли його обирали президентом України. Але тепер, звичайно, це його публічна мова.
39. <u>Mistakes are cute. And old guy making mistakes is cute. It's like one of the many advantages we have.</u> (Timothy Snyder: The Making of Modern Ukraine. Class 6: The Grand Duchy of Lithuania)	39. <u>Помилки милі. І літня людина, що робить помилки - це також мило. Це як одна з багатьох переваг, які ми маємо.</u>
40. This is the period when Francis Fukuyama was talking about the end of history by which he meant that liberal democracy was <u>sweeping the world.</u> (Lecture 1: Introduction to Power and Politics in Today's World)	40. Це період, коли Френсіс Фукуяма говорив про кінець історії, маючи на увазі, що ліберальна демократія <u>охоплює світ.</u>
41. So he's a leader of the Alternative for Deutschland, far-right <u>anti-immigrant, anti-system political party</u> and what he is celebrating is that they have crossed the 5% threshold. (Lecture 1: Introduction to	41. Отже, він є лідером «Альтернативи для Німеччини», ультраправої політичної партії, <u>яка виступає проти іммігрантів і системи</u>, і він радіє тому, що вони подолали 5% бар'єр.

Power and Politics in Today's World)	
42. <u>1989 is a big shock to the system and suddenly, we have, for instance, in Western Europe, in Eastern Europe, the addition of a whole lot of new parliamentary democracies.</u> (Lecture 1: Introduction to Power and Politics in Today's World)	42. <u>1989 рік став великим потрясінням для системи, і раптом ми маємо, наприклад, у Західній Європі, у Східній Європі, додавання цілого ряду нових парламентських демократій.</u>
43. That creates possibilities of <u>thinking</u> about long-established conventional wisdom, testing theories against new data which is the gold standard for social science rather than testing theories on data out of which the theories have been developed. (Lecture 1: Introduction to Power and Politics in Today's World)	43. Це створює можливості <u>думати</u> про давно усталену загальноприйняту думку, перевіряти теорії на нових даних, які є золотим стандартом для соціальних наук, а не перевіряти теорії на даних, на основі яких були розроблені теорії.
44. <u>It is long been conventional wisdom</u> that democratic systems are incompatible with state-run economies. (Lecture 1: Introduction to Power and Politics in Today's World)	44. <u>Вже давно прийнято вважати,</u> що демократичні системи несумісні з державною економікою.
45. First, I want to remind you that that if you look back in history,	45. По-перше, я хочу нагадати вам, що якщо ви озирнетеся

and most certainly today, autocracies and democracies don't <u>get along</u> very often. Sometimes they do. Sometimes we have allies who are autocrats, although <u>not for the long term</u>. (Explaining the Causes and Consequences of Putin's Invasion of Ukraine with Mike McFaul)	назад в історію, і, безперечно, сьогодні, автократії та демократії не дуже часто <u>уживаються</u>. Іноді так і роблять. Іноді у нас є союзники, які є автократами, хоча й <u>не на довгострокову перспективу</u>.
46. <u>I'd say they're always short term friends of ours</u>, but if you think about it, in American history, every enemy we've had, including ones that we've gone to war with, have been dictatorships. Every single one I you know, we can talk about 1812. (Explaining the Causes and Consequences of Putin's Invasion of Ukraine with Mike McFaul)	46. <u>Я б сказав, що вони завжди наші друзі на короткий термін,</u> але якщо ви подумаєте про це, в американській історії кожен ворог, який у нас був, включно з тими, з ким ми вступали у війну, були диктатурами. Кожен, кого я знаю, ми можемо говорити про 1812 рік.
47. They're not worried about us invading. We have the power to do it. By the way, we could take Alberta. <u>No, I'm kidding. I'm kidding. I'm kidding</u>. I'm from Montana. (Explaining the Causes and Consequences of Putin's	47. Їх не хвилює наше вторгнення. У нас є сила це зробити. До речі, ми могли б взяти Альберту. <u>Ні, я жартую. Я жартую. Я жартую</u>. Я з Монтани.

Invasion of Ukraine with Mike McFaul)	
48. I think, were the real cataclysmic, <u>confrontational moments</u> where we thought of these as democratic breakthroughs, and <u>he thought of them as American inspired regime change.</u> (Explaining the Causes and Consequences of Putin's Invasion of Ukraine with Mike McFaul)	48. Я вважаю, що були справжні катастрофічні моменти <u>конфронтації</u>, коли ми вважали це демократичними проривами, а <u>він вважав це зміною режиму, натхненною США.</u>
49. Medvedev now <u>has gone crazy, literally.</u> It's embarrassing to watch the way he's talking then, but then he was more like a quasi Gorbachev. (Explaining the Causes and Consequences of Putin's Invasion of Ukraine with Mike McFaul)	49. Медведєв зараз <u>буквально збожеволів.</u> Тоді соромно дивитися, як він говорить, але тоді він був більше схожий на квазі Горбачова.
50. Actually reminds me a lot of Brezhnev who went on this run, <u>Marxist-Leninist regime regimes</u> taken over all over the place, you know, <u>Indochina, Angola, Mozambique, Nicaragua.</u> (Explaining the Causes and Consequences of Putin's	50. Насправді це дуже нагадує мені Брежнєва, який пішов у цю втечу, <u>режими марксистсько-ленінського режиму</u>, захоплені всюди, знаєте, <u>Індокитай, Ангола, Мозамбік, Нікарагуа.</u>

Invasion of Ukraine with Mike McFaul)	

РЕЗЮМЕ

Курсову роботу присвячено вивченню та аналізу способів передачі адекватності перекладу англомовних онлайн-лекцій. В ході дослідження проаналізовано основні задачі, поставлені на початку роботи, що розглядаються в англійському інтернет, розмовному та академічному дискурсах. Визначено поняття інтернет дискурсу, розмовного та академічного дискурсу та основних його характеристик. Наведено приклади перекладу англомовних онлайн-лекцій на матеріалі сучасного англомовного медіадискурсу.

Здійснено аналіз фактичного матеріалу, що включав в себе тематику, характеристику та структуру англомовних онлайн-лекцій.

Ключові слова: адекватність перекладу, розмовний дискурс, інтернет дискурс, академічний дискурс, лексико-семантичні особливості, переклад онлайн-лекцій, аналіз.