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# **TERM PAPER**

IN TRANSLATION STUDIES

**Problems of translating English non-equivalent vocabulary  
of the educational sphere into Ukrainian**

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МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
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Представлено на кафедру \_\_\_\_\_

*(дата, підпис секретаря кафедри)*

Рецензування \_\_\_\_\_

*(кількість балів, «до захисту», «на доопрацювання»,  
дата, підпис керівника курсової роботи)*

Захист \_\_\_\_\_

*(кількість балів, дата, підпис викладача)*

Підсумкова оцінка \_\_\_\_\_

*(за 4-х бальною системою, дата, підпис викладача)*

## **КУРСОВА РОБОТА**

**З ПЕРЕКЛАДУ**

### **ПРОБЛЕМИ ПЕРЕКЛАДУ АНГЛІЙСЬКОЇ БЕЗЕКВІВАЛЕНТНОЇ ЛЕКСИКИ СФЕРИ ОСВІТИ УКРАЇНСЬКОЮ МОВОЮ**

Студентки групи

ПА 03-19

Токаревої Анастасії Ігорівни

Керівник курсової роботи

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*(підпис)*

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## ЗАВДАННЯ

### на курсову роботу з перекладу з англійської мови

для студентів IV курсу

студентки 4 курсу ПА 03-19 групи, факультету германської філології та перекладу КНЛУ, спеціальності 035 Філологія, спеціалізації 035.041 Германські мови та літератури (переклад включно), перша – англійська, освітньо-професійної програми Англійська мова і друга іноземна мова: усний і письмовий переклад

Тема роботи: Проблеми перекладу англійської безеквівалентної лексики сфери освіти українською мовою \_\_\_\_\_

Науковий керівник: Никитченко Катерина Петрівна \_\_\_\_\_

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### Графік виконання курсової роботи з перекладу

№ п/п	Найменування частин та план курсової роботи	Терміни звіту про виконання	Відмітка про виконання
1.	Аналіз наукових першоджерел і написання <b>теоретичної частини</b> курсової роботи ( <b>розділ 1</b> )	1–5 листопада 2022 р.	
2.	Аналіз дискурсу, який досліджується, на матеріалі фрагмента тексту; проведення перекладацького аналізу матеріалу дослідження і написання <b>практичної частини</b> курсової роботи ( <b>розділ 2</b> )	7–11 лютого 2023 р.	
3.	Написання <b>вступу і висновків</b> дослідження, оформлення курсової роботи і подача завершеної курсової роботи науковому керівнику для попереднього перегляду	28–31 березня 2023 р.	
4.	<b>Оцінювання</b> курсових робіт <b>науковими керівниками</b> , підготовка студентами презентацій до захисту курсової роботи	25–30 квітня 2023 р.	
5.	<b>Захист</b> курсової роботи (за розкладом деканату)	2-13 травня 2023 р.	

Науковий керівник \_\_\_\_\_ (підпис)



Студент \_\_\_\_\_

(підпис)

## РЕЦЕНЗІЯ НА КУРСОВУ РОБОТУ З ПЕРЕКЛАДУ З АНГЛІЙСЬКОЇ МОВИ

Студентки 4 курсу групи ПА 03-19 факультету германської філології та перекладу КНЛУ спеціальності **035 Філологія**, спеціалізації **035.041 Германські мови та літератури (переклад включно)**, перша – англійська, освітньо-професійної програми **Англійська мова і друга іноземна мова: усний і письмовий переклад**

Токаревої Анастасії Ігорівни

за темою: Проблеми перекладу англійської безеквівалентної лексики сфери освіти українською мовою

	Критерії	Оцінка в балах
1.	Наявність основних компонентів структури роботи — <i>загалом 5 балів</i> (усі компоненти присутні – <b>5</b> , один або декілька компонентів відсутні – <b>0</b> )	
2.	Відповідність оформлення роботи, посилань і списку використаних джерел нормативним вимогам до курсової роботи — <i>загалом 10 балів</i> (повна відповідність – <b>10</b> , незначні помилки в оформленні – <b>8</b> , значні помилки в оформленні – <b>4</b> , оформлення переважно невірне – <b>0</b> )	
3.	Відповідність побудови вступу нормативним вимогам — <i>загалом 10 балів</i> (повна відповідність – <b>10</b> , відповідність неповна – <b>8</b> , відповідність часткова – <b>4</b> , не відповідає вимогам – <b>0</b> )	
4.	Відповідність огляду наукової літератури нормативним вимогам — <i>загалом 15 балів</i> (повна відповідність – <b>15</b> , відповідність неповна – <b>10</b> , відповідність часткова – <b>5</b> , не відповідає вимогам – <b>0</b> )	
5.	Відповідність практичної частини дослідження нормативним вимогам — <i>загалом 20 балів</i> (повна відповідність – <b>20</b> , відповідність неповна – <b>15</b> , відповідність часткова – <b>10</b> , не відповідає вимогам – <b>0</b> )	
6.	Відповідність висновків результатам теоретичної та практичної складових дослідження — <i>загалом 10 балів</i> (повна відповідність – <b>10</b> , відповідність неповна – <b>8</b> , відповідність часткова – <b>4</b> , не відповідає вимогам – <b>0</b> )	

Усього набрано балів: \_\_\_\_\_

**Оцінка:**

«До захисту» \_\_\_\_\_

(42-70 балів)

\_\_\_\_\_  
(підпис керівника)

«На доопрацювання» \_\_\_\_\_

(0-41 балів)

\_\_\_\_\_  
(підпис керівника)

«\_\_» \_\_\_\_\_ 2023 р.

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## INTRODUCTION

The term paper is focused on the problems of translating English non-equivalent vocabulary in the education field into Ukrainian.

In modern linguistic science, the term "non-equivalent vocabulary" (hereinafter – NEV) is relatively new, and there is no unanimity in its interpretation, and sometimes there is no specificity, which does not contribute to the definition of the non-equivalent vocabulary as a category of linguistics. Linguists try to distinguish this term from others, or, comparing it with other "nationally marked" concepts, define it.

Considering the problem of the relationship between word and denotation, linguists also try to answer the question of the existence of a peculiar ethno-cultural layer of vocabulary, but the peculiarities of the functioning of nationally marked vocabulary in the text remain insufficiently studied today.

The study of the compositional role of NEV in the text contributes to the deepening of ideas about nationally colored vocabulary in general and the functional status of such lexical units.

The semantics of NEV is largely determined by the country's history, culture, human activity, worldview, etc. NEV reflects the national-cultural uniqueness of the language at the lexical level, names such concepts and phenomena in the sphere of a certain culture that are not characteristic of others. Our observations prove that NEV as a component of the imagery of the text creates an emotional and expressive subtext related to the ideo-ethnic component of the meaning, stands out in the semantic hierarchy of the work, acts as a kind of functional and semantic dominant of the text.

Problems of translation of English non-equivalent vocabulary to Ukrainian language was studied by such linguists as: L. M. Dyachenko, M. P. Kochergan, T. A. Kosmeda, O. V. Koval-Kostynska, O. I. Kremlinova, L. I. Mashurovska, O. L. Palamarchuk, A. V. Voloshyna, N. F. Zaichenko, and others.

**The topicality** of the term paper lies in the fact that non-equivalent vocabulary has existed for a long time and is still actively used in various areas of the English and Ukrainian languages, which is a problem for translators. This work will be directly devoted to the study of the use of non-equivalent vocabulary in the educational field.

**The aim** of the research is to study the translation problems of non-equivalent vocabulary in the educational sphere of the English and Ukrainian languages.

**The objectives** of the research are the following:

1. To study the differentiation of non-equivalent words in English.
2. To examine the main translation problems of non-equivalent vocabulary.
3. To consider specifics of educational discourse text analysis.
4. To outline lexical transformations of non-equivalent units in educational texts (on the basis of English and Ukrainian text fragments).
5. To outline grammatical transformations of non-equivalent units in educational texts (on the basis of English and Ukrainian text fragments).

**The object** of the research is the non-equivalent vocabulary of the English and Ukrainian languages.

**The subject** of the research is the translation peculiarities of the non-equivalent vocabulary in the education field of the English and Ukrainian languages.

**Data sources** – the passages of English and Ukrainian educational texts.

The **methods** used in research – the method of quantitative analysis, the method of context interpretation, the method of continuous sampling, the translation analysis and the method of comparative analysis.

The **theoretical** value of this research is ensured by the contribution that the obtained result may be used in practice of translation, general linguistics, communicative linguistics, text and discourse theories, lexicology, stylistics.

**Research paper structure.** Term paper consists of an introduction that explains the term paper's main idea, chapter 1 that dwells upon the theoretical foundations of the non-equivalent vocabulary in Modern English and the specific features educational discourse; chapter 2 where we outline lexical and grammatical transformations of units in educational texts; in conclusions we compile the results of our investigation and main points of the term paper, list of reference sources show all the literature and sources that were used to give scientific foundations to the ideas and examples provided in the term paper, summary gives the final thoughts and concludes the term paper.

# CHAPTER 1

## THE MAIN FEATURES OF TRANSLATING NON-EQUIVALENT VOCABULARY IN MODERN ENGLISH

### 1.1 Differentiation of non-equivalent words in English

NEV exists in every language. M. P. Kochergan believes that NEV, as a rule, is no more than 6-7% of the total number of actively used words [6: 42]. In general, the appearance of NEV is determined by the life activity of a certain linguistic and cultural collective and reflects differences between linguistic and conceptual codes. The appearance of NEV is also explained by extralingual factors [6: 43].

A. V. Voloshyna believes that "each ethnic group is in its own process life activities "humanize" the environment and introduce specific features into it. Over time, ethnically significant objects of reality appear. In the vocabulary, they are fixed by words-realities" [2: 56].

The criteria for distinguishing such vocabulary can be:

- 1) semantic (by which the meaning of words is taken into account);
- 2) grammatical (indicative primarily in relation to units that have certain formal indicators);
- 3) functional and stylistic (NEV can perform the functions of creating a national flavor, intimacy, etc. in the text, in the composition of a poetic text NEV becomes a kind of semantic dominant (strong position), affects the content of the entire work).

NEV can be determined [2: 58] using the following methods:

- 1) translation (non-equivalent as nationally marked vocabulary belongs to a group that has no counterparts in other languages);
- 2) an experiment (for example, during a psycholinguistic experiment, units with national-cultural elements of meaning fall into the field of word-reactions to a certain word-stimulus) [2: 58].

The national-cultural component of the semantic structure of a separate non-equivalent lexeme is an integral part of the content of the entire text, therefore its



frequency is also a determining factor. Word usage in different contexts may indicate the traditional use of a certain lexical unit [2: 59].

When linguists considering the phenomenon of non-equivalence, they try, as already noted, to distinguish it from others, or, comparing it with the concepts of "gap", "reality", "background vocabulary", "exoticism", "barbarism", "color", "nationally marked vocabulary", "ethnography", "localism", etc., define NEV. In addition, the term "non-equivalent vocabulary" was used ambiguously in various linguistic works [2: 60].

Lack of consensus on classification nationally marked vocabulary causes the emergence of a wide range of working terms available in linguistic practice, which are used to nominate lexical units with a cultural component in semantics. This fact also causes certain complications in the correct understanding of the NEV linguistic marking system [2: 61].

M. P. Kochergan [7: 171] talks about the commonality of the concepts "non-equivalence" and "gap". In this regard, he notes, in particular: "In scientific literature, the terms non-equivalent vocabulary and lacunae are often used as synonymous and interpreted as words that do not exist in a certain language" [7: 172].

After all, he distinguishes the concept of NEV from reality, but believes that reality is included as an independent circle of words, in the border of NEV. A word can be a reality with respect to many languages, and be equivalent mainly within a given language pair, i.e., as a rule, the list of realities of a given language will be more or less constant, while the NEV dictionary turns out to be different for certain pairs of languages [7:172].

It is thanks to NEV as one of the important indicators of the national-linguistic identity of the ethnic community that we observe not only differences in the naming of fragments of reality, but also the peculiarities of culture in general, the living conditions of the speakers of one or another language. Due to this, different questions arise: in particular, how to recognize NEV and which groups of non-equivalent units can be distinguished in the lexical composition of the language. [3: 18]

In the subconscious of every person, there is, so to speak, an extralingual plan

that allows combining into one whole, for example, a word and an object, a word and a phenomenon, a word and a thought (idea), and thereby allows highlighting the national features of a word. Each word is a multifaceted picture that reflects the life of the country, society, ethnic group. The fact that there is a word equivalent to the name of a certain subject, concept or phenomenon in the language does not mean that this word is unambiguous. Extralingual plans also play an important role here [3: 18].

Overlapping, they may not coincide. Where discrepancies are observed, there is talk of the presence of non-equivalent elements. In the poetic language, further development and deepening of the asymmetric dualism of language signs is also observed, namely therefore, associative links cause a large discrepancy between the set of representations and the concrete meaning. [3: 18]

All the specified semantic groupings of words can be recognized as having no equivalent, or words with a national-cultural component, *ethnographisms* (for example: names of dishes of traditional cuisine, names of ceremonial dishes, names of traditional buildings and their elements, etc.), *ethnolexems* (for example, real names of folk clothing, customary and ceremonial vocabulary, names of residential and commercial premises and their parts, names of folk games and dances). They denote everything that was (or is) characteristic, original for the culture, lifestyle, and traditions of people, they convey the national color, national mentality. The problem is that, from a semantic point of view, they are heterogeneous in the degree of specificity [1: 43].

When determining the non-equivalence coefficient, other elements of the component composition of semantics must also be taken into account: the number of national-cultural conceptual and non-conceptual sems, their qualitative composition (identifying, differentiating, ideological components), the presence of regional sems, as well as the semantic nuances that a lexical unit acquires in various contexts [1:44].

## **1.2. The main translation problems of non-equivalent vocabulary**

The specificity of NEV lies in its:

1) semantics. NEV belongs to the nationally marked vocabulary of the modern Ukrainian language. The sema "national" is always present in the structure of the lexical meaning of non-equivalent units (ethnic, folklore, symbolic); [4: 201]

2) connotations. The semantics of an equivalent lexeme extends to the context (semantic environment) of this unit in the fabric of the text and the entire meaning-content of the work. NEV contributes to the creation of an ethnic picture of the world; [4: 202]

3) functioning. In the hierarchy of meaning of the text, NEV performs the function of the dominant; [4: 202]

4) foreign language lexical counterparts. The appearance of NEV in the text prompts the recipient to understand the ethnocultural affiliation of the work. The presence of a foreign language NEV in the text creates specific conditions for perception. The text thus begins to function as a phenomenon on the border of two cultures. [4: 202]

NEV should be explored in the future, because the non-equivalent reality destroys the one-sided objectivity of culture, establishing new forms of perception of the original language.

Non-equivalence of language units (lat. *aequus* – equal + *valens, valentis* – one that has force, meaning) – is the absence in one of the languages of complete semantic equivalents of words and phraseological units that are in another language [9: 199].

In other words, equivalent words (phrases) denote realities specific to a certain culture. Both the realities and the words that denote them are unique, one of a kind, so in principle there is nothing to replace them. Much has been written about the words of this group; they are also called exotic vocabulary, or exoticisms, ethnographisms, ethnolexems, background words, country studies vocabulary, etc., which generally conveys their essence [9: 200].

The non-equivalence of the lexicon of any language is usually discussed only in relation to this language to some other or other languages where there are no similar lexical counterparts. What is equivalent in one language in another language may exist in a third language. For example, the Ukrainian words *kvas* has no equivalent relative

to English, French, and other languages, but not relative to Russian, Belarusian, Bulgarian, and some other Slavic languages [9: 203].

Issues of non-equivalent vocabulary concern many linguists, first of all those who deal with the problems of its translation in their research. However, so far it has not been possible to come to a consensus regarding the composition of this vocabulary group. Yes, not all specialists in NEV allocate temporarily non-equivalent vocabulary (TNEV), which is in fact close to realities [5: 58].

The lack of correspondence in the target language (TL) is caused in this case by an uneven distribution technical and scientific achievements in the social sphere, as a result of which the denotation familiar to speakers of the source language (SL), existing in their practical experience, may be new, completely unfamiliar to speakers of TL as representatives of another linguistic and cultural community. This leads to the absence of some SL concepts in TL. Therefore, nonequivalence is explained by extralinguistic factors [5: 58].

The fact is that, in comparison with other subgroups of NEV, temporarily non-equivalent vocabulary is most prone to changes, because it is directly dependent on the pace of development of society, on the level of research activity, on the speed of social processes. Thus, TNEV is constantly replenished with new material, this process never stops [5: 59].

However, there is another, opposite tendency, which consists in the disappearance of some elements of NEV, because a corresponding denotation may appear in TL, which means that the concept behind this denotation in a foreign language will have an equivalent in TL. As a result, the direct connection of this vocabulary with society makes it the most open of all NEV subgroups. And working with open systems, although it has certain difficulties, is certainly of considerable scientific interest [5: 59].

During the intensive development of technologies in various languages, the number of international vocabulary is increasing; in addition, other languages are often the sources of new terms. At the same time, the following trends are observed: development and improvement of one's own terminological system of languages (in its

extreme manifestation leads to scientific isolationism), on the one hand, and internationalization of terminological systems, on the other [9: 117].

For modern societies and languages, the second tendency is more characteristic, but it contains the danger of oversaturating the language with words formed according to atypical models for it. Such words have difficulties in assimilation, and it is difficult for them to penetrate into the use of the language [10: 173].

It should not be forgotten that the study of TNEV should simultaneously take place from two sides: formal and semantic, because only this approach can lead to an objective and complete study of this subgroup of NEV, combine linguistic, social and psychological aspects of the problem, as well as to reveal the connection between language and society realized in these terms [11].

Works devoted to NEV invariably lead to translation problems, to the question of eliminating this vocabulary in communication and for communication. Therefore, it is natural that when working with TNEV, it is advisable to compare specific pairs of languages – for our study, we take German and Ukrainian languages. In Ukrainian linguistics, the issue of non-equivalence of nationally marked units violated mainly within the framework of translation theory [14].

The problem of developing non-equivalent vocabulary in foreign linguistics is raised not only within the framework of translation theory, but also in the lexicographical aspect. One of the issues discussed in foreign scientific sources is the definition of methods of presentation of local history realities in translation dictionaries [11].

A large number of lexical transformations, which also includes the translation of non-equivalent vocabulary, can be seen, in particular, in the translation of mass media texts, such as:

- Specification – it associated with the replacement of a lexical unit of abstract meaning with a lexical unit with a narrower meaning (*meal* – *сніданок, обід, вечеря; рука* – *hand, arm; mother-in-law* – *теща, свекруха*); [10: 175]
- Generalization – the opposite of concretization (*Йому наснився жах* –

*He had a nightmare; I met a man 6 feet 2 inches tall – Я зустрів людину високого зросту); [10: 175]*

- Addition – this is the introduction into the translated text of elements that can satisfy the criteria for the acceptability of its functioning (*The Prime-Minister adressed the people from the window of Number 10 – Прем'єр Міністр звернувся до народу скрізь вікна своєї резиденції за адресою Даунінг Стрім 10); [10: 176]*
- Antonymous translation – is the substitution of positive for negative in translation and vice versa (*He is not unworthy of her compassion. – Він заслуговує на її співчуття). [10: 176]*

Regardless of lexical difficulties, there are also grammatical peculiarities, which can be divided into: morphological and syntactic.

There is a large number of structural and grammatical transformations in order for the translation to be adequate.

In addition to structural-grammatical transformations, there are also lexical-grammatical transformations [12]:

- Antonymous translation;
- Explication;
- Compensation.

Many researchers say that when translating into Ukrainian, they use such grammatical transformations as literal translation and combining sentences. As for replacements, they can be divided into [15]:

- replacement of word forms;
- replacement of parts of speech;
- replacement of clauses;
- replacing a simple sentence with a complex one;
- replacement of the main clause with a subordinate clause (and vice versa);
- replacement of the conjunctive type of connection with a non-conjunctive one.

Ukrainian and English texts have elements of colloquial vocabulary. In the English originals, similar elements are accompanied by a freer character, sometimes even jargon prevails. Therefore, the translator needs to change jargon and conversational style to a more neutral one, accessible to every reader [15].

However, the translation of terms causes certain difficulties, since it is quite difficult to find an exact equivalent, so the translator can create his own translation, thereby starting a new term.

This is what gives rise to "author's terms", which can be translated differently depending on the field of use [17]. It is also worth noting the difficulty of translating abbreviations, since the translator must necessarily give them an explanation. In American and English-language printed publications, it is customary to indicate the title of a political figure. Titles and names are most often used in abbreviated form [17].

If these names are unknown to readers, the translator should make a note with an explanation.

Summarizing the above, we can conclude that the translation of different texts is a rather complex process that requires special attention. There are no clear rules when and which translation techniques should be used, so the translator himself must have background and extralinguistic knowledge that will help him adequately reproduce the translation.

### **1.3. Specifics of educational discourse text analysis**

The academic teaching and learning involve the transmission of information from the teacher (as a transmitter) to the students (the recipients of the message), and in this process training them, shaping their intellect. When Jakobson [13] described the function of language, starting from the realities of the linguistic communication, he introduced the concepts of *destinator* (the teacher in the teaching activities), *recipient* (the student), *message* (the information/knowledge), all within a context and using code.

The understanding, the interpretation of the information sent to students as

recipients, its decoding, involves explaining the meanings contained in the message, which rests upon the destinator who, in his didactic discourse, “translates”, explains, creates representations leading to the understanding of concepts, to their acquisition [13].

The knowledge transfer, their significance by establishing relationships between linguistic signs and the content of a sign given by the language, takes place through the teacher’s discourse in the classroom, the educational discourse [13].

We observe at this point that the language aim is its possibility to give information about the world we live in and then convey it (the cognitive function, linked to the attainment of knowledge, but also to the referential one regarding the relations between words and their referents), the denominated/ named objects leading to the acquisition of knowledge [16].

The educational discourse has as its main function – the transfer of knowledge using all kinds of signs – the sign used as a symbol, the sign as a means of coding in different languages, the translation (transposition or transcoding). The educational language is a specific form of the natural language [16].

If we consider that language is discourse, in this case the educational language is the *didactic discourse* through the conveyed educational contents, by the pursued outcomes of teaching, through its systematic and organized character, by its subordination in relation to a set of pedagogical rules and principles and the specific institutional and organizational aspects of *teacher-student* relationship [18].

The educational discourse is a personalized type of discourse, it is the discourse of the classroom whose goal is the transfer of knowledge. The educational discourse engages the learner in interactive activities aiming at making them proficient users of the language. The educational discourse analysis involves a description of the communicative intentions of the participants, of the context and the types of discourse procedures used. These descriptive, narrative, informative, argumentative, explanatory procedures support the staging of the teaching activity whose manipulations aim at gaining the student’s attention and cooperation in the acquisition of knowledge [18].

If the discourse, in general, consists in the transfer of information to an unknown



or unidentified listener, the didactic discourse is a continuous transfer of knowledge, of meaning, of significance, where the recipients known, the student being expected to react, to interact, it is the ground of interaction and of the dialogue.

Educational discourse is represented by coherent texts on educational topics with a projection on the personality of the speaker – scientist, educator, student, philologist, translator, journalist, etc. [19]

In modern pedagogical science, it is common to view education as a complex concept that includes several aspects: education as a process; education as a socio-cultural institution; education as a result. [19]

Education as a process involves a holistic unity of learning, upbringing, development, self-development of the individual; preservation of cultural norms with orientation to the future state of culture; creation of conditions for the full realization of an individual's internal potential and his formation as an integrated member of society. [19]

Education as a socio-cultural institution contributes to the economic, social, cultural functioning and improvement of society with the help of specially organized targeted socialization and inculturation of individual individuals. [8]

Education as a result means the level of general culture and education of the new generation, assimilation of the spiritual and material potential that was accumulated by human civilization in the process of evolutionary development, which is aimed at further social progress. [19]

Exemplifying as a discursive procedure is brought to the forefront by the enunciator to support the didactic discourse in order to confirm, to materialize the object of knowledge. The general is materialized, is brought to effect, by a particular fact used to explain, to demonstrate through facts the concept that was presented. [18]

The exemplification as reference to the concrete is used as argument that brings light upon the understanding of the concept/object, motivating the enunciator to pay attention to the presented statement/enunciation. [18]

The introductory formula *for example* arises interest and captures the attention of the enunciator who becomes the partner of the orator in the cognitive approach from

general to particular and vice versa: “*The meaning of new words and expressions can be presented through translation, in other words, giving an equivalent word or expression in the learner’s native language. But there are several potential disadvantages to this technique. **For example**, it may encourage learners to think in their own language...*” [18]

Illustrating just like exemplifying is a discursive procedure that materializes linguistic symbols, clarifying through examples facts taken from reality. The illustration in the didactic discourse supports understanding by the strength of the concrete argument. The illustration, as stated by V. Dospinescu [18] “*sticks to the theatricality of arguments [...], theatricality which consists in emphasizing the enunciator and focusing on the object in the relation which it dramatically creates with the enunciator*”.

The exemplification and illustration are elements of the educational discourse characteristic for the representation of reality, especially in the classroom, for the didactic motivation, in order to focus the attention of the enunciator on the object of knowledge. A drawing, a picture, a gesture, etc. may constitute representations that can catch the student’s attention on the subject matter. [18]

## CHAPTER 2

### ANALYSIS OF USAGE NON-EQUIVALENT VOCABULARY IN EDUCATIONAL TEXTS

#### 2.1. Usage of lexical non-equivalent units in educational texts

Lexical transformations occur when the selection of a full-fledged equivalent is impossible or distorts, vulgarizes the original meaning and is different from the original units due to the asymmetry of the Ukrainian and English languages. In English-Ukrainian translation, lexical transformations are often a matter of individual choice of the translator and, as a rule, strongly depend on the stylistic features of the target text. [20]

For the convenience of performing the practical part of the work, we will once again prescribe here the classification of lexical transformations in the translation of non-equivalent vocabulary [20]: transliteration and transcription, tracing. At the sentence level, the most common transformations are the following: replacement, concretization, generalization, addition, omission, tracing and compensation.

In this subchapter, examples were selected from English phonetics lessons, specifically from the manual "Introduction Correction Course" (ICC) [25, 27] and "How English works" [26, 28].

Now let's consider and analyze the following examples [25, 26, 27, 28] of translation of non-equivalent vocabulary into Ukrainian:

- 1) *The allophone is a material representation of the phoneme in speech.* (ICCE)  
– *Алофон – матеріальна репрезентація фонему у мовленні.* (ICCU)

Here is a noun allophone was traced as алофон; we can also call it a literal translation; a word-combination material representation was also literally translated as матеріальна репрезентація; and a noun phoneme was traced as фонема.

- 2) *Articulation basis of English is important for every student.* (ICCE) –  
*Артикуляційна база англійської мови є важливою для кожного студента.* (ICCU)

In a word-combination articulation basis was used literal translation to артикуляційна база, in a word student – to студент.

- 3) *The diphthong is a monophonemic combination of two vowel elements.* (ICCE) – Дифтонг – це монофонемна комбінація двох голосних елементів. (ICCU)

In a word-combination monophonemic combination was used literal translation to монофонемна комбінація, in a word diphthong – to дифтонг and in a word elements – to елементи.

- 4) *Sentences are usually separated from each other by pauses.* (ICCE) – Речення зазвичай відділяються одне від одного паузами. (ICCU)

In a word pauses was used literal translation to паузи.

- 5) *If necessary, the sentence is subdivided into shorter word groups, according to sense; these are called syntagms.* (ICCE) – За необхідності, речення може бути розділене за сенсом ще на декілька коротших груп; вони називаються синтагмами. (ICCU)

In a word syntagms was used literal translation to синтагми.

- 6) *The timbre of voice changes in accordance with the emotions experienced by the speaker.* (ICCE) – Тембр голосу змінюється в залежності від емоцій, що переживає спікер. (ICCU)

In a word timbre was used literal translation to тембр, and in a word speaker was used literal translation to спікер.

- 7) *There are several tones in phonetics: LowFall, LowRise, FallRise, RiseFall.* (ICCE) – Існує декілька тонів у фонетиці: Лоу Фол, Лоу Райз, Фол Райз, Райз Фол. (ICCU)

Here is a list of words, which was transliterated: LowFall, LowRise, FallRise, RiseFall to Лоу Фол, Лоу Райз, Фол Райз, Райз Фол.

- 8) *We use a singular verb if we see the institution or organization as a whole unit.* (ICCE) – Ми використовуємо дієслово у формі однини, якщо у нас є якась установа (або заклад), в одному юніті. (ICCU)

A word unit was transliterated to юніт.

In examples 1-8, we can see lexical transformations, which are defined in bold italics – literal translation and transliteration.

9) *Considering its direction it is possible to distinguish 3 types of assimilation.*

(ICCE) – *Розглядаючи цей напрямок, можна виділити 3 типи асиміляції.*

(ICCU)

In a word-combination *it is possible to distinguish* was used compensation to a word-combination *можна виділити*, which is more suitable construction for the target language (Ukrainian).

10) *When they are unstressed, they undergo reduction and become shorter.*

(ICCE) – *Коли вони не наголошені, вони редукуються та стають коротшими.* (ICCU)

In a word-combination *undergo reduction* was used reduction to a word *можна редукуються*, which is more suitable verbal form for the target language (Ukrainian).

11) *Define the subject-matter and the theme of the given text.* (HEWE) –

*Визначте головну думку і тему даного тексту.* (HEWU)

In a word-combination *subject-matter* was used compensation to a word-combination *головна думка*, which is more suitable noun for the target language (Ukrainian).

12) *Divide the text into sections.* (ICCE) – *Поділіть текст на частини.*

(ICCU)

A word *sections* was traced as *частини* instead of a literal translation *секції*.

13) *It gives the reader a greater insight into the minds of characters.* (HEWE)

– *Це дає читачеві краще розуміння думок персонажів.* (ICCU)

In a word-combination *insight into the minds* was used compensation to *розуміння думок*, changing the part of speech.

14) *Some stories may have subplots.* (HEWE) – *Деякі історії можуть мати*

*додатковий сюжет.* (HEWU)

In a word *subplots* was used an addition in translation – to *додатковий сюжет*.

15) *Outline the character of the narrator.* (HEWE) – *Окресліть характер*

*оповідача.* (HEWU)

A word *narrator* was traced as *оповідач*, instead of a literal translation *наратор*.

- 16) *Support your opinion referring to the text.* (HEWE) – *Обґрунтуйте свою думку, спираючись на текст.* (HEWU)

A word *support* was traced as *обґрунтуйте* instead of literal translation *підтримайте*; a word *referring* was also traced as *спираючись* instead of literal translation *посилаючись*; but it may be compensation also because of context of a sentence.

- 17) *Find the examples of assonance, alliteration, and onomatopoeia in the following selections and state their functions.* (HEWE) – *Знайдіть у наведених добірках приклади асонансу, алітерації та звуконаслідування та вкажіть їхні функції.* (HEWU)

In such words as *assonance*, *alliteration* was used literal translation to *асонанс*, *алітерація*; in a word *onomatopoeia* was used compensation, because it was translated as *звуконаслідування* instead of *ономатонія* (literal translation).

- 18) *Find the cases of euphony and cacophony in it and state their functions.* (HEWE) – *Знайдіть у ньому відмінки евфонії та какофонії та сформулюйте їхні функції.* (HEWU)

In such words as *euphony* and *cacophony* was used literal translation to *евфонія* and *какофонія*.

- 19) *Determine the functions performed by the words belonging to different lexical strata.* (HEWE) – *Визначте які функції виконують слова, що належать до різних лексичних шарів.* (HEWU)

In a word-combination *performed by* was used compensation to *виконують*; a word-combination *lexical strata* was traced to *лексичні шари* (where the first word – *lexical* – was saved, and another one – *strata* – was traced).

- 20) *Find Ukrainian equivalents of these words.* (HEWE) – *Знайдіть українські еквіваленти цих слів.* (HEWU)

A word *equivalents* was literally translated to *еквіваленти*.

- 21) *Provide the following sentences with the appropriate idiomatic expressions.* (HEWE) – *Доповніть наступні речення відповідними ідіомами.* (HEWU)

In a word-combination idiomatic expressions was used reduction to ідіоми.

- 22) *Consult the dictionary of neologisms to look up their meanings.* (HEWE)  
– *Зверніться до словника неологізмів, щоб знайти їх визначення.* (HEWU)

In a word consult was used concretization to зверніться; in a word-combination look-up was also used concretization to знайти.

- 23) *Coin your own nonce word(s). Contextualize them.* (HEWE) – *Складіть свої власні слова. Контекстуалізуйте їх.* (HEWU)

In a word coin was used concretization to скласти; in a word contextualize was used literal translation to контекстуалізувати.

- 24) *Range the words from the least expressive to the most expressive.* (HEWE) – *Розташуйте їх від найменш виразних до найвиразніших.* (HEWU)

In a word-combination most expressive was used compensation to найвиразніших, which is more suitable verbal form for the target language (Ukrainian).

- 25) *Identify stylistic means according to the functions they perform.* (HEWE)  
– *Визначте стилістичні засоби за функціями, які вони виконують.* (HEWU)

In a word-combination stylistic means was used literal translation to стилістичні засоби.

In examples 9-25, we can see lexical transformations, which are defined in bold italics – literal translation, transliteration, addition, reduction, tracing, compensation and concretization.

## 2.2. Usage of grammatical non-equivalent units in educational texts

First of all, grammatical transformations are rearrangements sentence (changing its structure) and all kinds of substitutions – both syntactic and morphological [21].

The Ukrainian and English languages have unique elements reflected in their grammatical systems that somewhat complicate the translation process. [21] Let's remind them to make it easier to analyze the elements of educational discourse in this section: gerund, the number of the noun, gender forms of nouns, sequence of tenses.

In order to solve the above-mentioned issues, grammatical transformations are used in the translation process, in order to implement structural transformations in the sentence in accordance with the norms of the translation language [21].

One of the most used transformations is the division of the sentence, both internal and external. Internal division is the transformation of a simple sentence into a complex or complex sentence during translation from a foreign language.

Let us remind, that non-equivalent grammatical units can be: internal division, external division, internal integration, external integration, changing the word order, compensation. [21]

The English language differs by figurativeness, which cannot be transferred to the Ukrainian language. The rushing to a multiplicity expresses in wide usage of gerundial, infinitive and subordinate clauses, abbreviations and conventional signs. The rushing to clearness discovers expression in application of grammar constructions of legible nature and lexical units, and also in the wide application of any nomenclature. The definition in the technical literature is used 3 times more often, than in art. In the technical literature *Passive Voice* is used 16 times more often, than in art. [21]

But the greatest difficulties in translating such a literature are caused by rendering the meanings of nonequivalent grammatical units. This literature is full of grammatical units and words which have no direct form of expression or meaning in any other languages. In our case these languages are English and Ukrainian. [21]

So, for the analysis, we would use the examples from the book of the English grammar, which called "How English works" [26, 28]:

26) *We use “a” before a consonant and “an” before a vowel. But it depends on the pronunciation of the following word, not the spelling. (ICCE) – Mu*



використовуємо артикль «а» перед приголосними та «an» перед голосними, але це залежить від вимови слова, а не від правопису. (ICCU)

In this sentence was used such grammatical construction as external integration (combining two simple sentences into a complex one).

- 27) *Make sentences like those above to describe the people in the pictures, using some of the words from the box. (HEWE) – Використовуючи слова, які в рамці, створіть речення, щоб описати людей на картинках. Візьміть за приклад речення вище. (HEWU)*

In this sentence was used such grammatical construction as internal integration (translating a complex sentence into two simple).

- 28) *If you can work with a partner, describe another person without giving their name. Your partner must try to guess who it is. (HEWE) – Якщо ви працюєте у парі, опишіть будь-яку людину, не називаючи її імені, і нехай ваш партнер спробує відгадати, про кого ви. (HEWU)*

In this sentence was used such grammatical construction as external integration (combining two simple sentences into a complex one).

- 29) *If you say the following expressions, will he/she know which one(s) you probably mean? If not, add some words so that he/she will know which one. (HEWE) – Чи вгадає ваш партнер, про кого ви говорите, якщо ви будете використовувати наступні вирази? Якщо ні, додайте декілька слів. (HEWU)*

In this sentence was used such grammatical construction as changing the word order (using a word order different from the original one).

- 30) *We do not normally use the in generalizations with plural and uncountable nouns, even if there is an adjective before the noun. (HEWE) – Ми не використовуємо «the» в узагальненнях з іменниками у множині та з незлічуваними іменниками. Ми не використовуємо «the» навіть якщо перед іменником стоїть прикметник. (HEWU)*

In this sentence was used such grammatical construction as internal integration (translating a complex sentence into two simple).

- 31) *If you are in a group, pass the sentences round; see if everyone can guess who wrote what. (HEWE) – Якщо ви працюєте в групах, передайте речення по колу. Подивіться, хто може вгадати людину, яка написала це. (HEWU)*

In this sentence was used such grammatical construction as internal integration (translating a complex sentence into two simple).

- 32) *Choose a word or expression for each blank. Add a preposition. (HEWE) – Оберіть слово або вираз для кожного пропуску і доповніть його прийменником. (HEWU)*

In this sentence was used such grammatical construction as external integration (combining simple sentences into a complex one).

- 33) *Complete the captions with “a”, “an”, “the” or zero article. Say which cartoons they go with. (HEWE) – Доповніть речення артиклями «a», «an», «the» або нульовим артиклем. Скажіть, якому зображенню вони підходять. (HEWU)*

In this sentence was used such grammatical construction as compensation (reproducing the meaning of the sentence in another part of it), from *which cartoons they go with* to *якому зображенню вони підходять*.

- 34) *We often use “the” instead of a possessive in expressions with prepositions. Especially when we talk about common kinds of pain, illness and physical contact. It is also possible, when the possessor has already been mentioned. (HEWE) – Зазвичай ми використовуємо «the» замість присвійного займенника у виразах із прийменниками, особливо коли говоримо про загальні види болю, хвороби, або фізичного контакту, або за умови, коли власник вже згадувався. (HEWU)*

In this sentence was used such grammatical construction as external integration (combining simple sentences into a complex one).

- 35) *We use “any” instead of “some” in negative sentences and in most questions. We also use “any” with “if”, and with words like “never”, “hardly”, “without”, “refuse”, “doubt” (which have a negative kind of*

*meaning*). (HEWE) – Ми вживаємо «*any*» замість «*some*» у заперечних реченнях, у багатьох питальних реченнях, також з «*if*», та з такими словами як «*never*», «*hardly*», «*without*», «*refuse*», «*doubt*» (які мають негативне забарвлення). (HEWU)

In this sentence was used such grammatical construction as external integration (combining simple sentences into a complex one).

36) “*No*” is more emphatic way of saying “*not a*” or “*not any*”. At the beginning of a sentence, “*no*” is almost always used. (HEWE) – «*No*» у більшості випадків вживається на початку речення і є більш виразним аналогом для «*not a*» чи «*not any*». (HEWU)

In this sentence was used such grammatical construction as external integration (combining simple sentences into a complex one).

37) Write answers. Use “*no*”, “*none*”, “*nothing*”, and “*nobody*”. (HEWE) – Напишіть відповіді, використовуючи «*no*», «*none*», «*nothing*» та «*nobody*». (HEWU)

In this sentence was used such grammatical construction as external integration (combining simple sentences into a complex one).

38) We use “*whole*” most often with singular countable nouns. We use “*all*” most often with uncountable and plural nouns. (HEWE) – Найчастіше ми використовуємо «*whole*» зі злічуваними іменниками однини, а «*all*» - з незлічуваними іменниками та множиною. (HEWU)

In this sentence was used such grammatical construction as external integration (combining simple sentences into a complex one).

39) In modern English, many people use “*less*” with plurals. Some people feel this is incorrect. (HEWE) – У сучасній англійській мові багато людей вживають «*less*» з множиною, але деякі люди вважають це неправильним. (HEWU)

In this sentence was used such grammatical construction as external integration (combining simple sentences into a complex one).

- 40) *We can use “another” (one word) to mean “one more”. But with uncountables and plurals, we do not generally use “other” to mean “more”.* (HEWE) – *Ми можемо вживати «another» (одним словом) у сенсі «ще один», але ми не вживаємо «other» у сенсі «більше» з незлічуваними іменниками та множиною.* (HEWU)

In this sentence was used such grammatical construction as external integration (combining simple sentences into a complex one).

- 41) *We can use “too much” as an adverb. We don’t normally use “too” before adjective + noun.* (HEWE) – *Ми можемо вживати «too much» як прислівник, але ми не вживаємо «too» перед конструкцією прикметник + іменник.* (HEWU)

In this sentence was used such grammatical construction as external integration (combining simple sentences into a complex one).

- 42) *Singular nouns for groups of people often have plural verbs and pronouns in British English. Especially when we are talking about personal kinds of action.* (HEWE) – *Іменники в однині для груп людей часто мають дієслова та займенники множини в британській англійській мові. Особливо, коли ми говоримо про особисті дії.* (HEWU)

In this sentence was used such grammatical construction as word-for-word translation (there are no changes in translation).

- 43) *We often put one noun in front of another. The first noun is rather like an adjective, and is usually singular, even if the meaning is plural.* (HEWE) – *Ми зазвичай ставимо один іменник перед іншим, і перший з них виконує прикметникову функцію, має форму однини (навіть якщо значення множини).* (HEWU)

In this sentence was used such grammatical construction as external integration (combining simple sentences into a complex one).

- 44) *If you can work with another student, ask him/her how often he/she does the things in Exercise 3 and report his/her answer then.* (HEWE) – *Якщо ви*

*працюєте з іншим студентом, спитайте його, як часто він/вона робить Вправу 3. Розкажіть, що він/вона відповів/ла. (HEWU)*

In this sentence was used such grammatical construction as external division (dividing a complex sentence into simple ones).

45) *Join the beginnings and ends, and put in “even” or “only”. (HEWE) – З’єднайте початок і кінець речень. Вставте «even» чи «only», де це потрібно. (HEWU)*

In this sentence was used such grammatical construction as external division (dividing a complex sentence into simple ones).

46) *At the end of a sentence we often put words and expressions which say how, where and when. They most often go in that order. (HEWE) – Наприкінці речення ми зазвичай ставимо слова (або вирази), які нам пояснюють, як, де і коли – вони зазвичай йдуть саме в такому порядку. (HEWU)*

In this sentence was used such grammatical construction as external integration (combining simple sentences into a complex one).

47) *After verbs of movement, the order can be different: we most often put expressions of place first. (HEWE) – Порядок слів у реченнях може змінюватись після дієслів, які вказують на рух. Ми зазвичай ставимо слова, що вказують на місце, на перше місце. (HEWU)*

In this sentence was used such grammatical construction as external division (dividing a complex sentence into simple ones).

48) *Complete the sentences. Use expressions with “such” or “so”. (HEWE) – Доповніть речення, використовуючи вирази з «such» або «so». (HEWU)*

In this sentence was used such grammatical construction as external integration (combining simple sentences into a complex one).

49) *Write five or more sentences to say how you feel now. Use some of the words in the box. (HEWE) – Напишіть п’ять чи більше речень,*

*використовуючи слова у рамці, щоб описати свій внутрішній стан.*  
(HEWU)

In this sentence was used such grammatical construction as external integration (combining simple sentences into a complex one).

50) *In standard American English, got-forms are unusual in questions and negatives, and do-forms are common for all meanings.* (HEWE) – У стандартній американській англійській, форма «got» не використовується у питальних та заперечних реченнях. Форма «do» використовується в усіх категоріях. (HEWU)

In this sentence was used such grammatical construction as external division (dividing a complex sentence into simple ones).

## CONCLUSIONS

The educational discourse is a personalized type of discourse, it is the discourse of the classroom whose goal is the transfer of knowledge. The educational discourse engages the learner in interactive activities aiming at making them proficient users of the language.

The educational discourse analysis involves a description of the communicative intentions of the participants, of the context and the types of discourse procedures used. These descriptive, narrative, informative, argumentative, explanatory procedures support the staging of the teaching activity whose manipulations aim at gaining the student's attention and cooperation in the acquisition of knowledge.

If the discourse, in general, consists in the transfer of information to an unknown or unidentified listener, the didactic discourse is a continuous transfer of knowledge, of meaning, of significance, where the recipients known, the student being expected to react, to interact, it is the ground of interaction and of the dialogue.

The translational transformations that we have analyzed within the framework of our research refer to lexical and grammatical structures.

At the lexical level, we considered the following transformations: tracing (literal translation), concretization (replacing a specific concept with a general one), addition (providing information not reproduced by the author in the original), removal (exclusion of certain information by the translator) and replacement (changing the position of parts of speech in a sentence).

At the grammatical level: internal division (transforming a simple sentence into a complex one), external division (dividing a complex sentence into simple ones), internal integration (translating a complex sentence into a simple one), external integration (combining simple sentences into a complex one), changing the word order (using a word order different from the original one), compensation (reproducing the meaning of the sentence in another part of it).

Having analyzed the above transformations and illustrated them with examples, we can come to the conclusion that all transformations are used to reproduce the original text with all possible resources in the translation language, either avoiding

untranslatable elements or transporting them to a more appropriate place.

On the background of the examples analyzed by us, we can conclude that professional terminology occupies the largest percentage of non-equivalent vocabulary in educational discourse. For the translation of terminology, literal translation is used in 80%, transliteration in 10%, and compensation in another 10%.

Thus, after analyzing all the above examples, we can conclude that the most used grammatical translation transformation in educational discourse is external integration (40%). The second most used transformation will be external division (30%). There are also isolated cases of such transformations as internal integration (10%), changing the word order (10%) and compensation (10%).



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## ANNEX A

## How English works? || Introduction Correction Course

1. <i>The allophone is a material representation of the phoneme in speech. (ICCE)</i>	1. Алофон – матеріальна репрезентація фонем у мовленні. (ICCU)
2. <i>Articulation basis of English is important for every student. (ICCE)</i>	2. Артикуляційна база англійської мови є важливою для кожного студента. (ICCU)
3. <i>The diphthong is a monophonemic combination of two vowel elements. (ICCE)</i>	3. Дифтонг – це монофонемна комбінація двох голосних елементів. (ICCU)
4. <i>Sentences are usually separated from each other by pauses. (ICCE)</i>	4. Речення зазвичай відділяються одне від одного паузами. (ICCU)
5. <i>If necessary, the sentence is subdivided into shorter word groups, according to sense; these are called syntagms. (ICCE)</i>	5. За необхідності, речення може бути розділене за сенсом ще на декілька коротших груп; вони називаються синтагмами. (ICCU)
6. <i>The timbre of voice changes in accordance with the emotions experienced by the speaker. (ICCE)</i>	6. Тембр голосу змінюється в залежності від емоцій, що переживає спікер. (ICCU)
7. <i>There are several tones in phonetics: LowFall, LowRise, FallRise, RiseFall. (ICCE)</i>	7. Існує декілька тонів у фонетиці: Лоу Фол, Лоу Райз, Фол Райз, Райз Фол. (ICCU)
8. <i>We use a singular verb if we see the institution or organization as a whole unit. (ICCE)</i>	8. Ми використовуємо дієслово у формі однини, якщо у нас є якась установа (або заклад), в одному юніті. (ICCU)

<p>9. <i>Considering its direction it is possible to distinguish 3 types of assimilation. (ICCE)</i></p>	<p>9. <i>Розглядаючи цей напрямок, можна виділити 3 типи асиміляції. (ICCU)</i></p>
<p>10. <i>When they are unstressed, they undergo reduction and become shorter. (ICCE)</i></p>	<p>10. <i>Коли вони не наголошені, вони редукуються та стають коротшими. (ICCU)</i></p>
<p>11. <i>Define the subject-matter and the theme of the given text. (HEWE)</i></p>	<p>11. <i>Визначте головну думку і тему даного тексту. (HEWU)</i></p>
<p>12. <i>Divide the text into sections. (ICCE)</i></p>	<p>12. <i>Поділіть текст на частини. (ICCU)</i></p>
<p>13. <i>It gives the reader a greater insight into the minds of characters. (HEWE)</i></p>	<p>13. <i>Це дає читачеві краще розуміння думок персонажів. (HEWU)</i></p>
<p>14. <i>Some stories may have subplots. (HEWE)</i></p>	<p>14. <i>Деякі історії можуть мати додатковий сюжет. (HEWU)</i></p>
<p>15. <i>Outline the character of the narrator. (HEWE)</i></p>	<p>15. <i>Окресліть характер оповідача. (HEWU)</i></p>
<p>16. <i>Support your opinion referring to the text. (HEWE)</i></p>	<p>16. <i>Обґрунтуйте свою думку, спираючись на текст. (HEWU)</i></p>
<p>17. <i>Find the examples of assonance, alliteration, and onomatopoeia in the following selections and state their functions. (HEWE)</i></p>	<p>17. <i>Знайдіть у наведених добірках приклади асонансу, алітерації та звуконаслідування та вкажіть їхні функції. (HEWU)</i></p>
<p>18. <i>Find the cases of euphony and cacophony in it and state their functions. (HEWE)</i></p>	<p>18. <i>Знайдіть у ньому відмінки евфонії та какофонії та сформулюйте їхні функції. (HEWU)</i></p>

<p>19. <i>Determine the functions performed by the words belonging to different lexical strata. (HEWE)</i></p>	<p>19. <i>Визначте які функції виконують слова, що належать до різних лексичних шарів. (HEWU)</i></p>
<p>20. <i>Find Ukrainian equivalents of these words. (HEWE)</i></p>	<p>20. <i>Знайдіть українські еквіваленти цих слів. (HEWU)</i></p>
<p>21. <i>Provide the following sentences with the appropriate idiomatic expressions. (HEWE)</i></p>	<p>21. <i>Доповніть наступні речення відповідними ідіомами. (HEWU)</i></p>
<p>22. <i>Consult the dictionary of neologisms to look up their meanings. (HEWE)</i></p>	<p>22. <i>Зверніться до словника неологізмів, щоб знайти їх визначення. (HEWU)</i></p>
<p>23. <i>Coin your own nonce word(s). Contextualize them. (HEWE)</i></p>	<p>23. <i>Складіть свої власні слова. Контекстуалізуйте їх. (HEWU)</i></p>
<p>24. <i>Range the words from the least expressive to the most expressive. (ICCE)</i></p>	<p>24. <i>Розташуйте їх від найменш виразних до найвиразніших. (ICCU)</i></p>
<p>25. <i>Identify stylistic means according to the functions they perform. (HEWE)</i></p>	<p>25. <i>Визначте стилістичні засоби за функціями, які вони виконують. (HEWU)</i></p>
<p>26. <i>We use “a” before a consonant and “an” before a vowel. But it depends on the pronunciation of the following word, not the spelling. (ICCE)</i></p>	<p>26. <i>Ми використовуємо артикль «a» перед приголосними та «an» перед голосними, але це залежить від вимови слова, а не від правопису. (ICCU)</i></p>
<p>27. <i>Make sentences like those above to describe the people in the pictures, using some of the words from the box. (HEWE)</i></p>	<p>27. <i>Використовуючи слова, які в рамці, створіть речення, щоб описати людей на картинках.</i></p>

	<i>Візьміть за приклад речення вище. (HEWU)</i>
<i>28. If you can work with a partner, describe another person without giving their name. Your partner must try to guess who it is. (HEWE)</i>	<i>28. Якщо ви працюєте у парі, опишіть будь-яку людину, не називаючи її імені, і нехай ваш партнер спробує відгадати, про кого ви. (HEWU)</i>
<i>29. If you say the following expressions, will he/she know which one(s) you probably mean? If not, add some words so that he/she will know which one. (HEWE)</i>	<i>29. Чи вгадає ваш партнер, про кого ви говорите, якщо ви будете використовувати наступні вирази? Якщо ні, додайте декілька слів. (HEWU)</i>
<i>30. We do not normally use the in generalizations with plural and uncountable nouns, even if there is an adjective before the noun. (HEWE)</i>	<i>30. Ми не використовуємо «the» в узагальненнях з іменниками у множині та з незлічуваними іменниками. Ми не використовуємо «the» навіть якщо перед іменником стоїть прикметник. (HEWU)</i>
<i>31. If you are in a group, pass the sentences round; see if everyone can guess who wrote what. (HEWE)</i>	<i>31. Якщо ви працюєте в групах, передайте речення по колу. Подивіться, хто може вгадати людину, яка написала це. (HEWU)</i>
<i>32. Choose a word or expression for each blank. Add a preposition. (HEWE)</i>	<i>32. Оберіть слово або вираз для кожного пропуску і доповніть його прийменником. (HEWU)</i>

<p>33. Complete the captions with “a”, “an”, “the” or zero article. Say which cartoons they go with. (HEWE)</p>	<p>33. Доповніть речення артиклями «a», «an», «the» або нульовим артиклем. Скажіть, якому зображенню вони підходять. (HEWU)</p>
<p>34. We often use “the” instead of a possessive in expressions with prepositions. Especially when we talk about common kinds of pain, illness and physical contact. It is also possible, when the possessor has already been mentioned. (HEWE)</p>	<p>34. Зазвичай ми використовуємо «the» замість присвійного займенника у виразах із прийменниками, особливо коли говоримо про загальні види болю, хвороби, або фізичного контакту, або за умови, коли власник вже згадувався. (HEWU)</p>
<p>35. We use “any” instead of “some” in negative sentences and in most questions. We also use “any” with “if”, and with words like “never”, “hardly”, “without”, “refuse”, “doubt” (which have a negative kind of meaning). (HEWE)</p>	<p>35. Ми вживаємо «any» замість «some» у заперечних реченнях, у багатьох питальних реченнях, також з «if», та з такими словами як «never», «hardly», «without», «refuse», «doubt» (які мають негативне забарвлення). (HEWU)</p>
<p>36. “No” is more emphatic way of saying “not a” or “not any”. At the beginning of a sentence, “no” is almost always used. (HEWE)</p>	<p>36. «No» у більшості випадків вживається на початку речення і є більш виразним аналогом для «not a» чи «not any». (HEWU)</p>
<p>37. Write answers. Use “no”, “none”, “nothing”, and “nobody”. (HEWE)</p>	<p>37. Напишіть відповіді, використовуючи «no», «none», «nothing» та «nobody». (HEWU)</p>

<p>38. <i>We use “whole” most often with singular countable nouns. We use “all” most often with uncountable and plural nouns. (HEWE)</i></p>	<p>38. Найчастіше ми використовуємо «whole» зі злічуваними іменниками однини, а «all» - з незлічуваними іменниками та множиною. (HEWU)</p>
<p>39. <i>In modern English, many people use “less” with plurals. Some people feel this is incorrect. (HEWE)</i></p>	<p>39. У сучасній англійській мові багато людей вживають «less» з множиною, але деякі люди вважають це неправильним. (HEWU)</p>
<p>40. <i>We can use “another” (one word) to mean “one more”. But with uncountables and plurals, we do not generally use “other” to mean “more”. (HEWE)</i></p>	<p>40. Ми можемо вживати «another» (одним словом) у сенсі «ще один», але ми не вживаємо «other» у сенсі «більше» з незлічуваними іменниками та множиною. (HEWU)</p>
<p>41. <i>We can use “too much” as an adverb. We don’t normally use “too” before adjective + noun. (HEWE)</i></p>	<p>41. Ми можемо вживати «too much» як прислівник, але ми не вживаємо «too» перед конструкцією прикметник + іменник. (HEWU)</p>
<p>42. <i>Singular nouns for groups of people often have plural verbs and pronouns in British English. Especially when we are talking about personal kinds of action. (HEWE)</i></p>	<p>42. Іменники в однині для груп людей часто мають дієслова та займенники множини в британській англійській мові. Особливо, коли ми говоримо про особисті дії. (HEWU)</p>



<p>43. <i>We often put one noun in front of another. The first noun is rather like an adjective, and is usually singular, even if the meaning is plural.</i> (HEWE)</p>	<p>43. <i>Ми зазвичай ставимо один іменник перед іншим, і перший з них виконує прикметникову функцію, має форму однини (навіть якщо значення множини).</i> (HEWU)</p>
<p>44. <i>If you can work with another student, ask him/her how often he/she does the things in Exercise 3 and report his/her answer then.</i> (HEWE)</p>	<p>44. <i>Якщо ви працюєте з іншим студентом, спитайте його, як часто він/вона робить Вправу 3. Розкажіть, що він/вона відповів/ла.</i> (HEWU)</p>
<p>45. <i>Join the beginnings and ends, and put in “even” or “only”.</i> (HEWE)</p>	<p>45. <i>З’єднайте початок і кінець речень. Вставте «even» чи «only», де це потрібно.</i> (HEWU)</p>
<p>46. <i>At the end of a sentence we often put words and expressions which say how, where and when. They most often go in that order.</i> (HEWE)</p>	<p>46. <i>Наприкінці речення ми зазвичай ставимо слова (або вирази), які нам пояснюють, як, де і коли – вони зазвичай йдуть саме в такому порядку.</i> (HEWU)</p>
<p>47. <i>After verbs of movement, the order can be different: we most often put expressions of place first.</i> (HEWE)</p>	<p>47. <i>Порядок слів у реченнях може змінюватись після дієслів, які вказують на рух. Ми зазвичай ставимо слова, що вказують на місце, на перше місце.</i> (HEWU)</p>
<p>48. <i>Complete the sentences. Use expressions with “such” or “so”.</i> (HEWE)</p>	<p>48. <i>Доповніть речення, використовуючи вирази з «such» або «so».</i> (HEWU)</p>

<p>49. Write five or more sentences to say how you feel now. Use some of the words in the box. (HEWE)</p>	<p>49. Напишіть п'ять чи більше речень, використовуючи слова у рамці, щоб описати свій внутрішній стан. (HEWU)</p>
<p>50. In standard American English, got-forms are unusual in questions and negatives, and do-forms are common for all meanings. (HEWE)</p>	<p>50. У стандартній американській англійській, форма «got» не використовується у питальних та заперечних реченнях. Форма «do» використовується в усіх категоріях. (HEWU)</p>

## РЕЗЮМЕ

Дослідження на тему «Проблеми перекладу англійської безеквівалентної лексики сфери освіти українською мовою» присвячене аналізу способів перекладу безеквівалентної лексики з англійської на українську мову. Курсова робота складається зі вступу, двох розділів, загальних висновків та списку літератури.

Перший розділ «**The main features of translating non-equivalent vocabulary in Modern English**» («Основні особливості перекладу безеквівалентної лексики в сучасній англійській мові») – теоретичний. У ньому розглядаються основні положення безеквівалентних слів в англійській мові, вивчаються основні проблеми перекладу безеквівалентної лексики та виокремлюється специфіка аналізу тексту навчального дискурсу.

Другий розділ «**Analysis of usage non-equivalent vocabulary in educational texts**» («Аналіз використання безеквівалентної лексики в навчальних текстах») являє собою практичне дослідження. У ньому представлено аналіз лексичних та граматичних трансформації безеквівалентних одиниць у навчальних текстах (переклад з англійської на українську).

***Ключові слова:** безеквівалентна лексика, освітній дискурс, перекладацькі трансформації, лексико-граматичний аналіз.*