

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

KYIV NATIONAL LINGUISTIC UNIVERSITY

Department of Theory and Practice of Translation from the English Language

TERM PAPER

in Translation Studies

"The specifics of the rendering of youth slang (based on the material of the "Sex education" series) "

Group MLa 07-20  
Faculty of Germanic  
Philology and Translation  
Educational Programme:  
English Language and Literature,  
Second Foreign Language,  
Translation  
Majoring 035 Philology  
**Diana Dudkina**

Research supervisor:  
**Tetiana TYSHCHENKO**  
Candidate of Philology  
Associate Professor

Kyiv – 2024

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
Київський національний лінгвістичний університет  
Факультет германської філології і перекладу  
Кафедра теорії і практики перекладу з  
англійської мови

Представлено на кафедрі \_\_\_\_\_  
(дата, підпис секретаря кафедри)

Рецензування \_\_\_\_\_

\_\_\_\_\_ (кількість балів, “до захисту” (“на доопрацювання”),  
дата, підпис керівника курсової роботи)

Захист \_\_\_\_\_

(кількість балів, дата, підпис викладача)

Підсумкова оцінка \_\_\_\_\_

\_\_\_\_\_ (кількість балів, оцінка за 4-х бальною системою, дата,  
підпис викладача)

## КУРСОВА РОБОТА

З ПЕРЕКЛАДУ

### СПЕЦИФІКА ПЕРЕКЛАДУ МОЛОДІЖНОГО СЛЕНГУ (НА МАТЕРІАЛІ СЕРІАЛУ «SEX EDUCATION»)

Дудкіна Діана

студентка групи МЛа 07-20

Керівник курсової роботи \_\_\_\_\_  
(підпис)

кандидат філологічних наук, доцент

ТИЩЕНКО Тетяна Валентинівна

Київ – 2024

Київський національний лінгвістичний університет  
Кафедра теорії і практики перекладу з англійської мови

Завідувач кафедри теорії і  
практики перекладу з англійської мови  
(підпис) \_\_\_\_\_  
к.ф.н., доц. Мелько Х.Б.  
\_\_\_\_\_вересня 2023р

**ЗАВДАННЯ**  
**на курсову роботу з перекладу з англійської мови**  
**для студентів IV курсу**

студентки IV курсу групи МЛа 07-20, факультету германської філології і перекладу  
КНЛУ спеціальності **035 Філологія**, спеціалізації **035.041 Германські мови та літератури (переклад включно)**, перша – англійська, освітня програма **Англійська мова і література, друга іноземна мова, переклад**

Тема роботи **СПЕЦИФІКА ПЕРЕКЛАДУ МОЛОДІЖНОГО СЛЕНГУ (НА МАТЕРІАЛІ СЕРІАЛУ «SEX EDUCATION»)**

Науковий керівник: к.ф.н., доц. Тищенко Т. В.

Дата видачі завдання листопад 2024 року

**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 січня 2023 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> )	20–25 лютого 2024 р.	
3.	Написання <b>вступу і висновків</b> дослідження, оформлення курсової роботи і подача завершеної курсової роботи науковому керівнику для попереднього перегляду	1–4 березня 2024 р.	
4.	<b>Оцінювання</b> курсових робіт <b>науковими керівниками</b> , підготовка студентами презентацій до захисту курсової роботи	25–30 квітня 2024 р.	
5.	<b>Захист</b> курсової роботи (за розкладом деканату)	2–13 травня 2024 р.	

Науковий керівник \_\_\_\_\_ (підпис)

Студент \_\_\_\_\_ (підпис)

## РЕЦЕНЗІЯ НА КУРСОВУ РОБОТУ З ПЕРЕКЛАДУ З АНГЛІЙСЬКОЇ МОВИ

студентки IV курсу групи МЛа 07-20 факультету германської філології і перекладу КНЛУ спеціальності 035 Філологія, спеціалізації 035.041 Германські мови та літератури (переклад включно), перша – англійська, освітня програма Англійська мова і література, друга іноземна мова, переклад

Дудкіна Діана Юрївна

(ПІБ студента)

за темою

Специфіка перекладу молодіжного сленгу (на матеріалі серіалу «Sex education»)

	Критерії	Оцінка в балах
1.	Наявність основних компонентів структури роботи — <b>загалом 5 балів</b> (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 — <b>загалом 10 балів</b> (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 — <b>загалом 10 балів</b> (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 — <b>загалом 15 балів</b> (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 — <b>загалом 20 балів</b> (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 — <b>загалом 10 балів</b> (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)

“ \_\_\_\_ ” \_\_\_\_\_ 2024 р.

## CONTENTS

INTRODUCTION .....	1
CHAPTER 1	
THEORETICAL FRAMEWORK OF SLANG RESEARCH.....	5
1.1 Definition and classification of slang.....	5
1.2 Theoretical background of translating slang.....	11
CHAPTER 2	
APPLICATION OF TRANSLATION TRANSFORMATIONS FOR THE RENDERING OF ENGLISH YOUTH SLANG IN THE UKRAINIAN LANGUAGE (BASED ON THE MATERIAL OF THE “SEX EDUCATION” SERIES).....	15
2.1 Literal translation .....	15
2.2 Transcription and transliteration .....	17
2.3 Selection of equivalent or analogue .....	18
2.4 Lack of translation.....	22
2.5 Analysis of the obtained results .....	23
CONCLUSIONS .....	25
BIBLIOGRAPHY .....	28
LIST OF DATA SOURCES .....	30
ANNEX .....	31
PE3IOME .....	35

## INTRODUCTION

**The term paper's main idea.** Language evolution is a dynamic process influenced by various factors such as culture, technology, and social dynamics. One of the interesting aspects of linguistic evolution is the emergence of slang, especially among youth communities.

This term paper is focused on the study of the peculiarities of the transmission of youth slang on the example of the popular youth series “Sex Education”. The series, known for its candid portrayal of teenage life and sexuality, is a rich source of material for studying the intricacies of today's youth slang.

**The theoretical background** of the research draws upon key works in slang translation studies. V. Alikberov [1] examines the complexities of slang and its translation, while Y. Nyzenko and N. Hryhorenko [10] tackle the challenges of translating non-standard English vocabulary. I. Onushkanych and M. Shtohryn [11] delve into slang within translation studies, discussing its framework and strategies, while D. Avramchyk and K. Kugai [19] focus on teen slang's peculiarities. V. Burdová's [21] thesis on student slang contributes contextually. These works provide a robust theoretical basis for exploring the translation challenges of youth slang, especially as depicted in the “Sex Education” series.

Youth slang is an important indicator of societal change, particularly changes in attitudes toward gender, sexuality, and identity. Understanding how this slang is portrayed and interpreted in contemporary media not only sheds light on contemporary language use, but also on wider social narratives and the ways in which they are disseminated and perceived. Thus, the study of the specifics of the rendering of youth slang in “Sex Education” is important for revealing the intricate relationship between language, culture, and social norms in the modern context, which dictates the **topicality** of the term paper.

The **aim** of this study is to analyze the specifics of rendering youth slang, focusing on the material from the “Sex Education” series, within the context of translation theory and practice.

To achieve the research aim, the following **tasks** must be completed:

- 1) to characterize the concept of slang on the basis of theoretical linguistic sources;
- 2) to describe the features of translating slang from English to Ukrainian;
- 3) to examine the use of lexical translation transformations for the rendering of English youth slang in the Ukrainian language in the series “Sex Education”;
- 4) to analyze the results obtained from the application of various translation transformations.

The **object** of the research is youth slang.

The **subject** of the study is the peculiarities of the rendering of English-language youth slang into Ukrainian on the material of the “Sex Education” series.

**The data sources** for this study were obtained from the television series “Sexual Education”, especially focused on the dialogue and interaction between the young characters. Using the method of systematic sampling, 50 examples of youth slang were selected from various episodes of the series and translated into Ukrainian.

Several **methods** were used in the work. First, the method of analysis and synthesis was used to carefully study and combine theoretical sources, which made it possible to develop a comprehensive theoretical base. Second, purposive sampling was used to systematically select and examine examples of slang use in the context of the “Sex Education” series, ensuring a representative and diverse sample for analysis. Third, a descriptive method was used to explain and articulate the research findings, contributing to a subtle understanding of the nuances and subtleties of slang representation. Finally, a quantitative method was applied to quantify and present the statistical results of the study, offering an understanding of the frequency and distribution of slang use in the series. Such a methodological combination provided a thorough and multifaceted study of the representation of youth slang in the context of the selected television series.

The **theoretical value** of the study lies in the investigation of the complex nuances of the transmission of youth slang, in particular in the context of a modern television series such as “Sex Education”. By delving into the complexity of language

use among young people, this research contributes to a broader understanding of language evolution and its reflection of societal norms, values, and cultural change. In addition, analyzing the transmission of youth slang provides insight into the dynamic nature of language and its adaptation, shedding light on how linguistic elements are manipulated to convey certain meanings and resonate with target audiences.

**The practical value of the research.** Understanding the transmission mechanisms of youth slang is essential for accurate translation and localization of content in different linguistic and cultural contexts, ensuring that meaning is preserved. Moreover, educators can use the results of this study to develop more engaging and relevant learning materials that resonate with students, fostering a deeper connection between language learning and real-world communication.

The research logic determined the **structure** of the work. The term paper consists of an introduction, two chapters, conclusions and a bibliography. The **introduction** sets the stage for the research paper by providing an overview of the topic and its significance. It presents the research question, objectives, and the scope of the study.

In the **first chapter**, the theoretical foundations of slang research are explored. This includes a discussion on the definition and classification of slang, providing a comprehensive understanding of its various forms and functions. Furthermore, the chapter delves into the theoretical background of translating slang, examining the challenges and approaches associated with rendering slang expressions from one language to another.

The **second chapter** focuses on the practical application of translation transformations for rendering English youth slang into the Ukrainian language, using the material from the “Sex Education” series as a case study. Various translation strategies are analyzed, including literal translation, transcription, transliteration, selection of equivalent or analogue expressions, descriptive translation, and instances where no direct translation exists. The chapter concludes with an analysis of the results obtained.



The **conclusion** summarizes the key findings of the research and their implications. It revisits the research question and objectives, discussing how they have been addressed through the study.

**Bibliography, Lists of Reference** and **Data Sources** show all the sources cited in the term paper, including books, articles, websites.

**Annex A** includes supplementary material, that is a table. It provides further clarification related to the research conducted and enhances the comprehensiveness of the term paper.

# CHAPTER 1

## THEORETICAL FRAMEWORK OF SLANG RESEARCH

### 1.1 Definition and classification of slang

Slang, as a dynamic and ever-evolving linguistic phenomenon, plays a crucial role in reflecting the vibrant nature of contemporary communication.

According to O. Stepanenko, slang can be understood as a distinct, yet relatively stable, layer of language characterized by its widespread usage within a specific period. It is marked stylistically, serving as an expressive component of colloquial speech while also being integrated into literary language to some extent. This lexical layer of slang is heterogeneous in its sources and its proximity to the literary standard varies. Importantly, O. Stepanenko notes that slang often carries a pejorative connotation [17: 46].

Slang can be distinguished from standard literary language by its non-standardized vocabulary and grammatical constructions. Unlike formal language, which follows established rules and conventions, slang is characterized by its fluidity and adaptability. The use of slang is heavily influenced by social groups and specific contexts, making it challenging for individuals outside those groups to fully comprehend or utilize it effectively [14: 153].

According to K. Bondarenko, slang can be defined as an informal linguistic phenomenon characterized by the utilization of novel and non-standard vocabulary, expressions, and phrases that deviate from official, standard, or formal language norms. Its primary function lies in expressing and identifying various social groups, subgroups, and specific social strata, while also serving to intensify the emotional tone of speech [4: 363-364].

As J. Green suggests, the essence of slang lies in its dynamic nature, continually evolving to meet the communicative needs and reflect the cultural nuances of the community employing it. Slang can be defined as an informal style of language used by specific social groups, characterized by the inclusion of words and expressions that

deviate from standard or official language norms. It often reflects the cultural identity and shared experiences of these groups. Moreover, slang is known for its emotional expressiveness and the flexible use of words, allowing for creative expression and adaptation to various communicative contexts [24].

According to “A large explanatory dictionary of the Ukrainian language”, slang can be defined as a colloquial variant of professional speech or jargon. It encompasses words or expressions characteristic of the speech used by individuals in specific professions or social strata [5: 1342].

Slang can be understood as a language unique to specific social groups, often taking the form of argot or jargon. It is characterized by its informality and nonstandard nature, consisting of newly coined words, creatively altered terms, and exaggerated or playful figures of speech [20]. This informal vocabulary is shared among individuals who have a deep familiarity or common interests, serving as a means of fostering camaraderie and expressing group identity [22].

According to V. Alikberov's definition, slang is characterized by its vivid expressiveness, which enables it to convey the speaker's emotional state and needs through unconventional and figurative expressions, irony, and distortions. Unlike standard language, slang terms are marked by their ability to encapsulate a heightened sense of emotion and personal expression, providing a more precise and impactful means of communication for the speaker [1: 10-18]. For example, in colloquial usage, “*cringe*” refers to a feeling of discomfort or embarrassment caused by someone's actions, words, or behavior perceived as awkward, inappropriate, or socially awkward. This term encapsulates a specific emotional response that might not be as effectively conveyed through standard language. It is a concise and expressive way of describing a nuanced emotional reaction, highlighting the unique communicative power of slang.

As indicated by M. Hamwic, slang can be described as a form of language characterized by its informal and often unconventional vocabulary and expressions. It consists of colloquial words and phrases that deviate from standard language norms and are commonly used within specific social groups. This informal register of language is influenced by various factors such as age, gender, social status, profession,

ethnic background, and geographical location [25: 44]. For example, “*chillax*”, which is a blend of “*chill*” and “*relax*”. This term, commonly used among younger generations, reflects the informal and playful nature of slang, showcasing its adaptability and creativity in language expression.

Depending on social groups and professional environments, slang can be categorized into various types. These types reflect the specific contexts in which slang emerges and is used, highlighting the diverse social, cultural, and occupational influences on language. Some of the prominent types of slang include [28]:

1) Cookney Slang. Unique to Cockney speakers in East London, characterized by its distinctive pronunciation and vocabulary (“*Apples and pears*” for stairs).

2) Public House Slang. Commonly heard in pubs and bars, reflecting the informal language used in social settings (“*Pint*” for a beer).

3) Workmen’s Slang. Used among laborers, reflecting the specialized vocabulary and expressions related to manual labor (“*Hammer*” for work hard).

4) Tradesmen’s Slang. Found in trades, comprising terms specific to various skilled trades and professions (“*Plumber's mate*” for an assistant plumber).

5) Slang in Art. Reflects the unique language used in the artistic realm, encompassing terminology related to various forms of artistic expression (“*Brushstroke*” for a technique in painting).

6) Slang in Publicity. Pertains to advertising, encompassing jargon and expressions commonly used in marketing and promotion (“*Brand ambassador*” for a spokesperson).

7) Slang in Theatre. Exists in the theatrical domain, comprising terminology and expressions related to the world of acting and performance (“*Break a leg*” for good luck).

8) Slang in Public School and University. Employed in educational institutions, reflecting the informal language used among students and faculty (“*Freshman*” for a first-year student).

9) Society Slang. Employed by the elite, associated with specific professions

or social groups, reflecting exclusivity and status (“*Blue blood*” for someone from a noble or aristocratic family).

10) Slang in Medicine. Specialized language among medical professionals, facilitating quick communication within the field. (“*Code blue*” for a medical emergency).

11) Soldier’s Slang. Utilized by the military, associated with specific military professions or situations, reflecting the unique language used in the armed forces (“*Charlie Foxtrot*” for a chaotic situation).

The diversity of slang reflects the richness of language and its ability to evolve and adapt to specific environments and communities.

Slang can be understood as a subset of language distinguished by its informal and unconventional usage, typically associated with specific social groups as a means of expressing identity and camaraderie. The typology of slang encompasses various formation methods, as outlined below [7: 16]:

1) Lexico-Semantic Formation. Slang terms are coined through the metonymic or metaphoric utilization of words, often involving the melioration or degradation of existing word meanings. For instance, the term “*lit*” originally meaning illuminated has evolved in slang to signify something exciting or impressive, demonstrating a shift in lexical semantics.

2) Lexico-morphological formation arises through the addition of prefixes and suffixes to existing words, altering their form and connotation. An example is the slang term “*hangry*”, a blend of “*hungry*” and “*angry*”, created through morphological modification to describe the feeling of irritability due to hunger.

3) Slang can also be formed through borrowing, where words from other languages or specialized jargons are incorporated into the slang lexicon. For instance, the term “*fomo*”, borrowed from the acronym for “*fear of missing out*”, has become widespread slang to describe the anxiety of missing out on experiences.

4) Neologistic slang involves the creation of entirely new words or expressions to fulfill specific communicative needs within a social group. For example, the slang term “*bae*”, derived from “*before anyone else*”, has emerged as a term of

endearment for a romantic partner, reflecting the evolving linguistic landscape of contemporary slang.

Overall, these formation methods contribute to the richness and dynamism of slang as a linguistic phenomenon, enabling speakers to convey nuanced meanings and establish social connections within their communities.

The term “youth slang” is often employed interchangeably with related terms such as “youth jargon”, “youth sociolect”, “youth language”, and “youth argot”, as noted by O. Khristenko [18: 5]). While some scholars distinguish between “jargon” and “slang”, the term “sociolect”, particularly “youth sociolect”, is often regarded as more encompassing. According to A. Zahnitko's interpretation in the “Dictionary of Modern Linguistics: Concepts and Terms”, slang refers to jargon used within open social groups to demonstrate group belonging, encompassing words and expressions used by individuals of a specific age, profession, or social background [8: 304]. In our opinion, the interchangeable use of terms like “youth slang”, “youth jargon”, and “youth sociolect” highlights the dynamic and contextual nature of language within youth culture. These terms underscore the importance of language as a marker of identity and social belonging among young people.

Youth slang serves as a reflection of societal dynamics and cultural trends, showcasing the adaptability and creativity inherent in language use. It highlights the importance of recognizing and studying slang as a vital component of linguistic evolution, shedding light on the intricacies of language variation and change. In essence, the passage underscores the significance of youth slang in understanding the evolving nature of language and its profound impact on social communication [17: 46].

As defined by H. Vrublevska, youth slang embodies a specialized linguistic code utilized by young individuals to cultivate a distinct identity and differentiate themselves from other societal groups. This form of communication deviates from standard language through a complex interplay of lexical, grammatical, and phonetic variations. It serves as a unique linguistic tool for young people to assert their individuality within the broader sociolinguistic landscape [6: 186].

The significance of youth slang goes beyond its surface-level linguistic function. It serves as a window into the dynamic and ever-changing landscape of youth culture, offering insights into societal norms, trends, and evolving attitudes. By studying youth slang, researchers gain valuable perspectives on the social, cultural, and psychological factors shaping contemporary youth identities [16: 69-70].

Youth slang serves a multifaceted role in communication, primarily functioning as a tool for social identification and cohesion. Its main purpose is to allow young individuals to align with specific social circles, fostering a shared linguistic code that strengthens group bonds. Simultaneously, the expressive nature of youth slang empowers individuals to convey their uniqueness and personal expression, transcending conventional language boundaries [26].

The aesthetic function of youth slang is highlighted as it introduces creativity and novelty to communication, contributing to the dynamic evolution of language. Through lexical innovations, morphological adaptations, and semantic shifts, youth slang not only distinguishes itself but also acts as a creative outlet for self-expression and group unity [26 ; 2: 12].

The incorporation of humor further enhances its aesthetic appeal, fostering a sense of shared identity and amusement among users [21: 84; 23 ]. The younger demographic employs specific expressions and phrases to enrich communication among themselves, utilizing a distinct speech code that may, at times, be unintelligible to the older generation.

In conclusion, the exploration of the definition and classification of slang has provided valuable insights into the multifaceted nature of slang language. By examining various definitions and classifications proposed by linguists and scholars, it becomes evident that slang is a dynamic and context-dependent form of language characterized by its informal and often transient nature. Moreover, the classification of slang into different categories offers a structured framework for understanding its diversity and evolution.

## 1.2 Theoretical background of translating slang

Exploring the theoretical background of translating slang involves delving into existing frameworks and models proposed by scholars in the field of translation studies. Understanding how these theories conceptualize the translation of slang will provide a crucial framework for the analysis in Chapter 2.

According to M. Serhiienko, the primary translation transformations for rendering slang involve borrowing, with a focus on transliteration or transcription. These methods aim to capture the phonetic or orthographic representation of slang expressions from the source language into the target language. However, until these borrowings become widely adopted and integrated into the target language, there might be individual interpretations or transliterations supplemented with descriptive translations [15: 4008]

The translation of slang from English to Ukrainian presents several challenges, primarily due to differences in the composition of lexical-semantic groups of words and the divergence of pragmatic components of words' meanings between the two languages. These disparities can result in variations in translation results, particularly when dealing with teen slang. Scholars have identified several main methods for translating youth slang, including transliteration, loan translation, descriptive translation, and translation using direct inclusion [19: 5-6].

Transliteration is commonly used and involves the mechanical transfer of text and individual words from one graphic system to another, with a secondary focus on sound accuracy [19: 6]. Loan translation, another effective method, reproduces the meaning of a slang word without necessarily preserving its phonetic similarity, selecting a word or morpheme with a similar sound pattern already existing in the target language [9].

Descriptive translation entails explaining the essential elements of the neologism, akin to interpreting a word, albeit with a drawback of verbosity. However, its advantage lies in conveying the meaning of the English slang word through a more



or less common explanation [12]. Direct inclusion involves using the original spelling of the English slang word in the translated text [19: 7].

Additionally, indirect transfer and translation transformations are commonly employed to create lexically accurate and adequate translations of slang. Generalization, replacing a word of the source language with a word with a broader meaning in the translation, is another method used in translating slang [13: 25].

The intricate and nuanced realm of slang introduces a distinct set of challenges and intricacies to the process of translation. As language constantly evolves, slang, being a living linguistic phenomenon, adds layers of complexity to the translator's task. In this subsection, we embark on an exploration of the peculiarities involved in the translation of slang expressions.

The difficulties in translating slang expressions arise not only from differences in the structure of lexical-semantic groups but also from the distinct pragmatic components embedded in the meanings of equivalent words. While lexical-semantic variation tends to align broadly between English and Ukrainian, the nuanced aspects of meaning and the cultural connotations associated with slang expressions present formidable hurdles for accurate and culturally resonant translation [10].

In our view, these methods highlight the complexity of translating slang, particularly youth slang, and underscore the importance of considering both linguistic and cultural nuances in achieving accurate and culturally resonant translations. Each method has its advantages and limitations, and the choice of method depends on various factors such as context, audience, and the desired level of fidelity to the source text.

In the realm of translating slang, scholars utilize various techniques such as transcription, transliteration, calque, descriptive translation, translation through direct inclusion, and approximate translation. However, Y. Nyzenko and N. Hryhorenko propose more pragmatic approaches when translating youth slang. They advocate for finding non-standard equivalents in the target language that effectively convey the expressive nature of slang terms and vulgarities. Additionally, they stress the importance of employing descriptive translation, interpretation, and clarification of

subject-logical meaning, especially when dealing with jargon and argot. The researchers highlight the significance of considering the contextual framework in which these non-standard units exist in the original text and ensuring their faithful transmission in translation [10].

By prioritizing the expressive nature of slang terms, translators can ensure that the intended meaning and impact are preserved in the target language. Furthermore, their recommendation to consider the contextual nuances surrounding slang usage provides valuable guidance for producing accurate and culturally sensitive translations.

I. Byk introduces strategic approaches tailored specifically to the nuanced and dynamic nature of slang. I. Byk emphasizes the importance of adaptability to context and the recognition of the inherent fluidity of slang expressions. These insights are particularly valuable in the realm of translation, where conveying the essence of slang across languages requires careful consideration of context and flexibility [3]:

- 1) Equivalent translation involves using a constant and unchanging counterpart for a specific word or phrase in another language. This approach aims to maintain consistency and accuracy in translation, providing readers with a familiar equivalent to the original slang expression.

- 2) Analog translation, on the other hand, involves selecting a synonym based on contextual relevance. Unlike equivalent translation, the choice of an analog depends on the surrounding context, allowing for a more flexible and contextually appropriate rendering of slang expressions.

- 3) Descriptive translation is another method discussed, which involves providing explanations or descriptions of words. This may involve transcription, transliteration, or calquing, where word parts are translated directly. This approach allows for a more detailed understanding of the slang expression, particularly useful when direct equivalents are not readily available.

In essence, translating slang involves more than just finding linguistic equivalents; it requires capturing the emotive essence and cultural nuances inherent in these expressions. This involves considering factors like gestures, facial cues, and contextual features to ensure a faithful rendition of the original intent. Equivalence is

a key principle in translation, where equivalent counterparts, stylistically neutral alternatives, or even archaic terms are employed to convey the intended meaning effectively. However, when direct equivalents are unavailable, translators resort to various strategies such as variant counterparts, contextual substitution, or compensation to maintain the integrity of the translation. Generalization, where a source language lexeme with a narrow semantic field is transformed into a target language lexeme with a broader semantic field, and descriptive translation, used when direct equivalents are lacking, are also common approaches in translating slang [11: 297-300].

The translation of slang presents significant challenges due to its inherently volatile nature, characterized by its vague and ill-defined terms. Fixed methods for translating slang are futile because of its instability, posing grammatical, lexical, and stylistic hurdles. Preserving the stylistic peculiarities of slang is paramount, often achieved through finding equivalent expressions in the target language. When direct equivalents are unavailable, stylistically neutral words may suffice. Descriptive methods, explaining the figurative meaning of slang, and treating slang akin to metaphors are additional strategies. Overall, successful translation of slang involves maintaining its stylistic essence while ensuring comprehension in the target language [27: 165-166].

In conclusion, the challenges stemming from differences in lexical-semantic groups and pragmatic components between the two languages, underscore the need for nuanced translation methods. Various approaches to translating youth slang were examined, including transliteration, loan translation, descriptive translation, and direct inclusion. Each method offers unique advantages and limitations, emphasizing the complexity of conveying slang expressions across linguistic and cultural boundaries.

**CHAPTER 2**

**APPLICATION OF TRANSLATION TRANSFORMATIONS FOR THE  
RENDERING OF ENGLISH YOUTH SLANG IN THE UKRAINIAN  
LANGUAGE (BASED ON THE MATERIAL OF THE “SEX EDUCATION”  
SERIES)**

**2.1 Literal translation**

In the context of translating youth slang, literal translation involves directly converting slang expressions from one language to another without considering contextual nuances or cultural connotations. By examining specific examples from the “Sex Education” series, we aim to analyze the effectiveness and limitations of literal translation in accurately conveying the intended meaning and cultural nuances of slang expressions.

(1) *Do you mind popping to the shop with Joy while I'm gone and picking some up?* (SE1: URL) – *Забіжши у магазин з Джой, поки мене не буде?* (CB2:URL)

In this example, the literal translation captures the basic meaning of the original sentence. However, the slang expression “*popping to the shop*” (meaning to quickly go to the store) is translated as “*забіжши у магазин*”, which retains the general idea but lacks the informal and colloquial tone of the original slang. Additionally, the phrase “*picking some up*” (meaning to buy something) is translated as “*поки мене не буде*”, which doesn't convey the same casual and implicit meaning of making a purchase.

(2) *Very profesh.* (SE1: URL) – *Дуже професійно.* (CB2:URL)

The literal translation accurately conveys the meaning of “*Very profesh*” as “*Дуже професійно*”. However, it fails to capture the informal and abbreviated nature of the slang expression “*profesh*” (meaning professional). The translated phrase lacks the playful and abbreviated quality of the original slang, thus diminishing its expressiveness.

(4) *What do you reckon?* (SE1: URL) – *Щось поради́те?* (CB2:URL)

While the literal translation captures the basic meaning of “*What do you reckon?*” as a question seeking opinion or advice, it does not preserve the informal and colloquial tone of the original slang. The translated phrase lacks the casual and conversational quality of the original expression.

(5) *They usually move as a pack.* (SE1: URL) – *Вони ходять зграєю.* (CB2:URL)

The literal translation accurately conveys the meaning of “*They usually move as a pack*” as “*Вони ходять зграєю*”. This translation maintains the general idea of individuals moving together as a group, although it loses the colloquial nature of the slang expression “*move as a pack*”.

(9) *I'm totally beat after that workout.* (SE1: URL) – *Я абсолютно вбитий після того тренування.* (CB2:URL)

In this translation, while “*вбитий*” captures the meaning of “*beat*” in terms of feeling exhausted, it lacks the informal and colloquial tone of the original slang expression.

(13) *But now I'm horny all the time.* (SE1: URL) – *Але тепер ми весь час збуджені.* (CB2:URL)

The literal translation accurately conveys the meaning of the phrase but lacks the explicit and informal nature of the slang expression “*horny*” (meaning sexually aroused), resulting in a less impactful rendition.

(14) *He's ripped.* (SE1: URL) – *він дуже накачаний.* (CB2:URL)

The literal translation accurately conveys the meaning of “*ripped*” (meaning muscular or fit), but it lacks the informal and colloquial tone of the slang expression, resulting in a less impactful rendition.

The slang term “*ripped*” carries a casual and often admiring tone in English youth slang, which may not be fully captured in the literal translation. Additionally, the slang term “*ripped*” is an idiomatic expression that may not have a direct equivalent in Ukrainian, further highlighting the limitations of literal translation in conveying nuanced slang meanings.

In these examples, the literal translations provide a basic understanding of the original sentences but fail to fully capture the nuanced meanings and informal tone of the slang expressions. The translations may lack the specific connotations and cultural references associated with youth slang, resulting in a loss of authenticity and impact in the target language. Therefore, while literal translation offers a straightforward rendering of text, it often falls short in accurately conveying the expressive qualities and cultural nuances of youth slang.

## 2.2 Transcription and transliteration

Transcription and transliteration are techniques used to represent spoken language or written text in another writing system or language. In the context of translating youth slang, these methods aim to preserve the phonetic and visual aspects of slang expressions while rendering them into the target language.

(15) *And queer.* (SE1: URL) – *І квірни.* (CB2:URL)

In this example, the transcription accurately captures the phonetic pronunciation of “*And queer*”. The use of the Ukrainian letters “*і*” and “*квірни*” effectively conveys the sounds of the original slang expression. However, while the transcription preserves the phonetic qualities of the slang term “*queer*”, it may not fully convey the specific connotations or cultural meanings associated with this term in English youth slang. Without additional context, Ukrainian readers may interpret “*квірни*” as a phonetic approximation rather than understanding its slang meaning.

(17) *Ghost him, then.* (SE1: URL) – *Тоді тостни його.* (CB2:URL)

The use of the Ukrainian letters effectively conveys the sounds of the original slang expression. However, the term “*ghost*” in English slang refers to abruptly cutting off communication or ignoring someone, typically in a romantic context. The transcription “*тостни*” may not fully convey this specific slang meaning to Ukrainian readers without additional context.

(18) *Actually, they're carob bites.* (SE1: URL) – *Hi, це кербні смаколики.* (CB2:URL)

Similarly, the transcription accurately represents the phonetic pronunciation of “*Actually, they're carob bites*”. The Ukrainian letters effectively convey the sounds of the original slang expression. However, the slang term “*carob bites*” in English youth slang may refer to something different than its literal meaning. Without additional context, Ukrainian readers may interpret “*керобні смаколики*” as a phonetic approximation without understanding its slang meaning.

(20) *She sent me a nude*. (SE1: URL) – *Вона скинула нюдс*. (CB2:URL)

The Ukrainian letters effectively convey the sounds of the original slang expression. However, the slang term “*nude*” in English youth slang refers to a sexually explicit photograph or video. The transcription “*нюдс*” may not fully convey this specific slang meaning to Ukrainian readers without additional context.

In all examples, while transcription accurately represents the phonetic pronunciation of the original slang expressions, it may not fully convey their specific slang meanings or cultural connotations to Ukrainian readers without additional context. While transcription preserves the oral delivery of slang expressions, it may not fully retain their slang meanings or expressive qualities in the target language.

### 2.3 Selection of equivalent or analogue

Selection of equivalent or analogue involves choosing words or phrases in the target language that convey similar meanings or cultural connotations to the original slang expressions. This method aims to preserve the slang meanings and expressive qualities of the original expressions while ensuring comprehensibility in the target language.

(22) *Oh, bollocks*. (SE1: URL) – *Ом дідько*. (CB2:URL)

In this example, the translator selected the Ukrainian phrase “*Ом дідько*” as an equivalent expression to convey the frustration or disbelief expressed by “*Oh, bollocks*” in English slang. While “*bollocks*” is a vulgar slang term meaning nonsense or rubbish, “*дідько*” is used colloquially in Ukrainian to express disbelief or

frustration. The equivalent effectively conveys the expressive tone of the original slang expression while maintaining cultural relevance in the target language.

(23) *I am shitting myself.* (SE1: URL) – *Я канець як хвилююся.* (CB2:URL)

While the original slang expression uses a vulgar term to emphasize extreme nervousness, the analogue uses the colloquial expression “канець” to convey a sense of impending doom or extreme anxiety in Ukrainian.

(24) *He's pulling your leg.* (SE1: URL) – *Він тебе на гачок підвішує.* (CB2:URL)

In this example, the Ukrainian expression effectively conveys the same meaning as the English slang “pulling your leg.” Both expressions suggest that someone is joking or teasing someone else.

(27) *Oatcake! Oh my God!* (SE1: URL) – *Коржyku! Боже мій!* (CB2:URL)

The translator chose the Ukrainian word “Коржyku!” as an equivalent expression to convey the exclamation “Oatcake!” While the original slang expression is not widely recognized, the selected equivalent “Коржyku!” serves as a playful and colloquial exclamation in Ukrainian. This equivalent effectively captures the informal and playful tone of the original expression while providing a culturally relevant alternative in the target language.

(28) *That's huge!* (SE1: URL) – *Отакої!* (CB2:URL)

In this example, the translator chose the Ukrainian phrase “Отакої!” as an equivalent expression to convey the exclamation “That's huge!” While the original slang expression expresses excitement or astonishment, the equivalent “Отакої!” serves as a colloquial and informal expression in Ukrainian, conveying a similar sense of amazement or admiration.

(29) *I'm just messing around.* (SE1: URL) – *Я просто приколююсь.* (CB2:URL)

In this example, the Ukrainian expression “просто приколююсь” serves as an equivalent to the English slang “messing around”. Both convey the idea of engaging in playful or unserious behavior without a specific purpose.

(31) *Be my wingman?* (SE1: URL) – *Як другий пілот.* (CB2:URL)



The selected analogue effectively conveys the idea of serving as a supportive partner, but it may not fully capture the informal and colloquial tone of the original slang expression. “Як другий пілот” lacks the specific connotations of assisting someone in social interactions, which are inherent in the slang expression “wingman”.

(32) *Hiya, crumpets.* (SE1: URL) – *Привіт, зайчики.* (CB2:URL)

In this example, the translator selected the Ukrainian phrase “Привіт, зайчики” as an equivalent expression to convey the informal and affectionate greeting expressed by “Hiya, crumpets” in English slang. The equivalent effectively captures the informal and endearing tone of the original slang expression, maintaining its playful and friendly connotations in Ukrainian. “Зайчики” serves as an appropriate equivalent for “crumpets” in conveying a sense of warmth and familiarity in the target language.

(34) *And we're your sixth form reps.* (SE1: URL) – *Ми представники випускників.* (CB2:URL)

While “sixth form reps” refers to student representatives in the final years of secondary education in the UK, this analogue effectively conveys the role of student representatives among graduates in the Ukrainian educational context. This maintains the essence of the original expression while adapting it to the cultural and educational setting of the target language.

(35) *Ooh, that's a bit fancy.* (SE1: URL) – *Оце так розкіш.* (CB2:URL)

The translator chose the Ukrainian phrase “Оце так розкіш” as an analogue to convey the idea of something being “fancy” or sophisticated. While “fancy” implies something luxurious or elegant in English slang, the selected analogue effectively conveys a similar sense of opulence or grandeur in Ukrainian. This maintains the expressive tone of the original expression while using culturally relevant language in the target language.

(36) *What a rollercoaster.* (SE1: URL) – *Вираж на виражі.* (CB2:URL)

The selected equivalent effectively captures the metaphorical meaning of a rollercoaster ride, signifying a series of intense and varied experiences. This choice preserves the slang meaning and the expressive quality of the original expression while providing a culturally relevant equivalent in the target language.

(38) *Okay, he is obviously a hack.* (SE1: URL) – *Він точно якийсь самозванець.* (CB2:URL)

While “*hack*” typically refers to someone who lacks talent or originality in English slang, the chosen analogue effectively conveys a similar sense of someone being a self-proclaimed or unqualified individual in Ukrainian. However, the degree of expressiveness may not fully match between the original expression and the selected analogue.

(39) *She's totally into him.* (SE1: URL) – *Вона залежна від нього.* (CB2:URL)

In this example, the Ukrainian expression “Вона залежна від нього” captures the meaning of being strongly attracted to someone, similar to the English slang “*totally into him*.” Both convey a sense of strong interest or infatuation.

(40) *It just seems a bit dickish to leave her waiting.* (SE1: URL) – *Трохи тупо змушувати її чекати.* (CB2:URL)

In this example, the translator selected the Ukrainian phrase “Трохи тупо змушувати її чекати” as an equivalent expression to convey the insensitivity or inconsideration expressed by “*It just seems a bit dickish to leave her waiting*” in English slang. This equivalent uses the colloquial term “*тупо*” to convey a similar sense of rudeness or thoughtlessness. This choice preserves the slang meaning and the expressive, informal tone of the original expression while adjusting for linguistic and cultural differences in the target language.

(41) *Popping your cherry.* (SE1: URL) – *Зривання квіточки.* (CB2:URL)

In this example, the translator chose the Ukrainian phrase “Зривання квіточки” as an equivalent expression to convey the initiation or first-time experience implied by “*Popping your cherry*” in English slang. The equivalent uses the metaphorical term “зривання квіточки” to convey the idea of a significant, often sexual, first-time experience. This choice preserves the slang meaning and the expressive, metaphorical tone of the original expression while providing a culturally relevant equivalent in the target language.

(42) *This is dark.* (SE1: URL) – *Жесть якась.* (CB2:URL)

The selected equivalent uses the colloquial term “*жесть*” to convey a similar sense of something intense or extreme. This choice preserves the slang meaning and the expressive, informal tone of the original expression while adjusting for linguistic and cultural differences in the target language.

(45) *Why do you keep blinking me?* (SE1: URL) – *Чому ти мене ігноруєш?*  
(CB2:URL)

In this example, the translator picked the Ukrainian phrase “*Чому ти мене ігноруєш?*” as an equivalent expression to convey the action of ignoring or avoiding someone, as implied by “*blinking*” in English slang. The selected equivalent effectively conveys the meaning of the original expression while adjusting for linguistic and cultural differences in the target language.

(47) *We hang out a lot 'cause Ellen and Chris keep hooking up.* (SE1: URL) –  
*Ми подружилися і часто тусуємося, бо Еллен і Кріс вічно трахаються.*  
(CB2:URL)

In this example, the translator selected the Ukrainian phrase “*вічно трахаються*” as an equivalent expression to convey the slang meaning of “*keep hooking up*”. The slang term refers to engaging in casual sexual encounters repeatedly. The chosen equivalent “*вічно трахаються*” effectively conveys the same meaning in Ukrainian slang, preserving the slang meaning and expressive quality of the original expression.

In all examples, whether through selection of equivalent or analogue, the translator effectively preserves the slang meanings and expressive qualities of the original expressions while ensuring comprehensibility in the target language. The chosen equivalents or analogues convey similar meanings or cultural connotations to the original slang expressions, allowing for a more authentic representation in the target language. Therefore, this method successfully retains the slang meanings and expressive qualities of youth slang expressions in the translation.

## 2.4 Lack of translation

Lack of translation involves choosing not to translate certain slang terms or expressions in the target language, allowing them to retain their original form and

meaning. This method is typically employed when direct translation may not effectively convey the intended informal or colloquial tone of slang expressions.

(49) *Thanks, man.* (SE1: URL) – *Дякую.* (CB2:URL)

In this example, the slang term “*man*” is left untranslated in the target language. However, due to the lack of an equivalent slang term in Ukrainian, the translation simply reads as “*Дякую*”, which means “*Thank you*”. By omitting the translation of “*man*”, the informal and colloquial tone of the original expression is lost in the translation. Ukrainian speakers familiar with English youth slang might recognize the informality of “*man*” as an address to a friend or acquaintance. However, the lack of translation fails to convey this informal tone effectively in Ukrainian.

(50) *Hang on a minute.* (SE1: URL) – *Хвилина.* (CB2:URL)

Similarly, in this example, the slang term “*hang on*” is left untranslated in the target language. Without an equivalent slang expression in Ukrainian, the translation simply reads as “*Хвилина*”, which means “*A minute*”. As a result, the informal and colloquial tone of the original expression is lost. Ukrainian speakers familiar with English youth slang might understand the informal nature of “*hang on*” as a casual way of asking someone to wait briefly. However, the lack of translation fails to convey this informal tone effectively in Ukrainian.

In both examples, the lack of translation results in the loss of the informal and colloquial tone associated with the original slang expressions. Without equivalent slang terms in Ukrainian, the translations read as standard, formal expressions, failing to capture the nuances of youth slang. Therefore, while lack of translation may preserve the original form of slang terms, it can lead to a loss of the intended informal tone and cultural nuances in the translated text.

## 2.5 Analysis of the obtained results

We analyzed applying various translation methods, including literal translation, transcription and transliteration, selection of equivalent or analogue, and lack of translation, for rendering English youth slang into Ukrainian based on the material

from the “Sex Education” series. The analysis encompasses a total of 50 examples, representing various instances of slang expressions encountered throughout the translation process.

Literal translation involves directly translating slang expressions without considering cultural nuances or informal tones. In this analysis, approximately 28% of the examples were translated using literal translation. While this method ensures lexical accuracy, it often fails to convey the original meaning, cultural connotations, and informal tone associated with youth slang expressions. As a result, the translations may appear formal or lack the intended expressive qualities of the original slang.

Transcription and transliteration aim to represent the phonetic pronunciation of slang expressions in the target language. In this analysis, approximately 14% of the examples were transcribed or transliterated. While this method preserves the oral delivery of slang, it may not effectively convey their specific meanings or cultural connotations. In our analysis, phrases like “*Super queer*” and “*Really chill*” were transcribed into Ukrainian as “*Суперквірни*” and “*Повний чіл*” respectively. While the transcriptions accurately capture the pronunciation, they may not fully convey the intended meanings or expressive qualities of the original slang expressions without additional context.

Selection of equivalent or analogue involves choosing words or phrases in the target language that convey similar meanings or cultural connotations to the original slang expressions. In this analysis, approximately 54% of the examples were translated using equivalents or analogues. This method aims to preserve the slang meanings and expressive qualities while ensuring comprehensibility. In our analysis, phrases like “*I’m kind of dreading it*” and “*Every school has kingmakers*” were translated using equivalents that effectively conveyed the intended meanings and cultural nuances in Ukrainian, maintaining the authenticity of the slang expressions.

The lack of translation implies the omission of certain slang terms or expressions untranslated. This method does not preserve expressiveness and may lead to comprehension problems for readers. In our analysis, phrases such as “*Thanks, man*” and “*Hang on a minute*” were translated without taking into account their informal

tone, resulting in the loss of the colloquial connotations associated with the original slang expressions. In this analysis, approximately 4% of the examples were translated without considering their informal tone or cultural connotations (see Fig. 2.1).

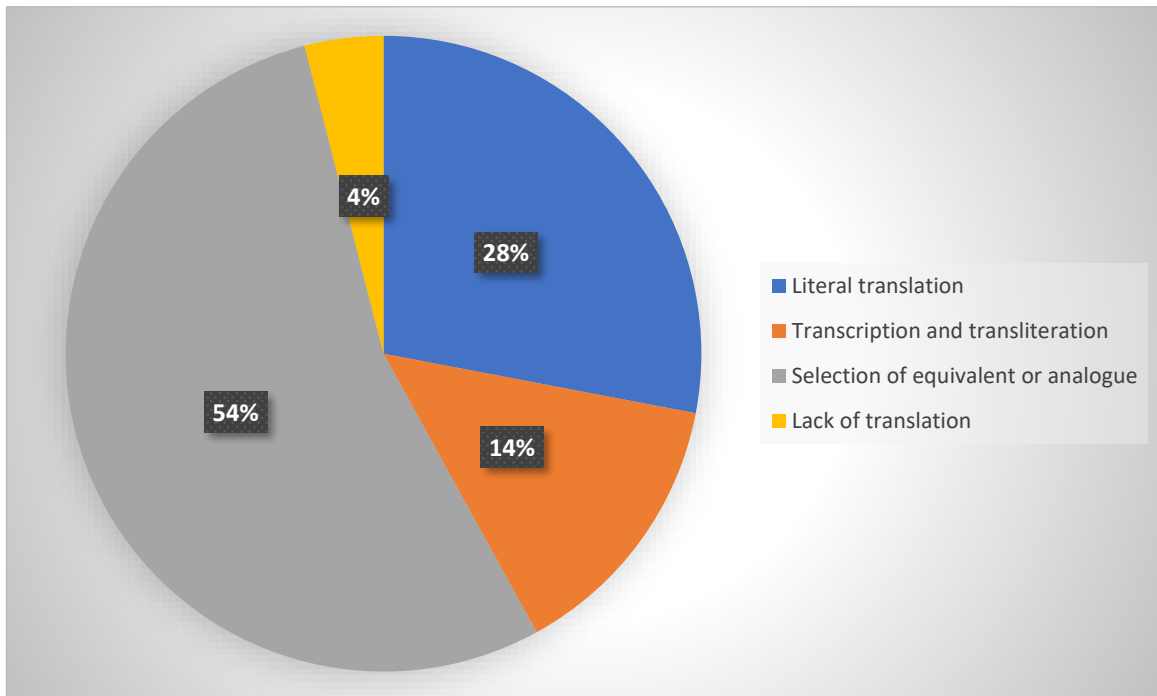


Figure 2.1. Translational transformations applied for rendering youth slang.

Overall, the analysis of the obtained results highlights the strengths and limitations of each translation method in rendering English youth slang into Ukrainian. While some methods effectively preserve the slang meanings and expressive qualities, others may result in loss of cultural nuances or informal tone. A balanced approach that considers both literal meanings and cultural connotations is essential for accurate and authentic translation of youth slang expressions.

## CONCLUSIONS

The research on the rendering of youth slang, based on the material of the “Sex Education” series, sheds light on various aspects of slang translation from English to Ukrainian. Through the analysis of theoretical linguistic sources, the concept of slang has been characterized, highlighting its informal, dynamic, and culturally specific nature. Slang serves as a reflection of youth culture and plays a significant role in language variation and communication among young people.

The features of translating slang from English to Ukrainian have been described, emphasizing the challenges and complexities involved in accurately conveying the meaning, tone, and cultural nuances of slang expressions. Different translation methods, including literal translation, transcription and transliteration, selection of equivalent or analogue, and lack of translation, have been explored in the context of rendering English youth slang into Ukrainian.

The use of lexical translation transformations for the rendering of English youth slang in the Ukrainian language, specifically in the “Sex Education” series, has been analyzed. This analysis has provided insights into the effectiveness of various translation methods in preserving the authenticity and expressive qualities of slang expressions while ensuring comprehensibility in the target language.

The results obtained from the application of various translation transformations highlight the strengths and limitations of each method in accurately translating youth slang. While some methods, such as selection of equivalent or analogue, prove to be effective in conveying the intended meanings and cultural nuances of slang expressions, others, like literal translation, may result in loss of informal tone and cultural connotations. Selection of equivalent or analogue emerges as the most effective method, accounting for 54% of the translations analyzed. This method allows translators to convey the intended meaning and cultural nuances of slang expressions while ensuring comprehensibility in the target language.

Further research is needed to explore additional translation methods and strategies for effectively rendering youth slang in different linguistic and cultural contexts. Future studies could also investigate the impact of cultural sensitivity and audience perception on the translation of slang expressions. Additionally, ongoing analysis of contemporary media sources, such as television series and social media platforms, can provide valuable insights into the evolving nature of youth slang and its translation.

In conclusion, the study underscores the importance of employing diverse translation methods and considering contextual factors in effectively rendering youth slang. By addressing the challenges and complexities inherent in translating slang

expressions, translators can ensure accurate and authentic communication across languages and cultures.



## BIBLIOGRAPHY

1. Алікберов, В. І. (2000). *Сленг та переклад*. Київ: Лілея.
2. Антонова, В. Г. (2019). *Особливості перекладу молодіжного сленгу з соціолінгвістичним компонентом (на матеріалі німецької преси)* (магістерська робота). Криворізький державний педагогічний університет, Кривий Ріг.
3. Бик, І. С. (n.d.). *Теорія і практика перекладу III-IV (англійська мова)*. Відновлено з <https://intrel.lnu.edu.ua/course/teoriya-i-praktyka-perekladu>
4. Бондаренко, К. Л. (2006). Вивчення українського та англійського сленгу: проблеми термінології. *Наукові записки*, 67, 362–369.
5. *Великий тлумачний словник сучасної української мови* (2004). (Ред. В. Т. Бусел). Київ: ВТФ Перун.
6. Врублевська, Г. Й. (2004). Лінгвокреативні процеси формування молодіжного жаргону. *Вісник Житомирського державного університету ім. І. Франка*, 14, 186.
7. Ємець, О. В. (2018). *English Stylistics and Linguistic Text Analysis: Translation aspects*. Хмельницький: ХНУ.
8. Загнітко, А. (2012). *Словник сучасної лінгвістики: поняття і терміни*. Донецьк: ДонНУ.
9. Лінник, Л. (2020). *Техніки перекладу: калькування*. Відновлено з <https://profperekklad.ua/tehniki-perekladu-kalkuvannja/>
10. Низенко, Я., & Григоренко, Н. (n.d.). Основні труднощі адекватного перекладу нестандартної лексики англійської мови. Відновлено з [http://www.rusnauka.com/16\\_NPRT\\_2012/Philologia/6\\_111668.doc.htm](http://www.rusnauka.com/16_NPRT_2012/Philologia/6_111668.doc.htm)
11. Онушканич, І., & Штогрин, М. (2013). Сленг як перекладознавча категорія: поняття, етимологія, способи перекладу. *Вісник Житомирського державного університету*, 3, 296–300.
12. Погоріла, А. І., & Тимчук, О. Т. (2018). Особливості перекладу неологізмів англійської мови. *Young Scientist*, 3.1 (55.1), 143-146.
13. Рекунов, Є. Є. (2020). Специфіка відтворення сленгу в перекладах

художніх текстів. Відновлено з

[http://ekhsuir.kspu.edu/bitstream/handle/123456789/11477/Rekunov\\_fif\\_2020.pdf?sequence=1](http://ekhsuir.kspu.edu/bitstream/handle/123456789/11477/Rekunov_fif_2020.pdf?sequence=1)

14. Свириденко, М. А. (2014). Особливості соціолекту іспанських студентів. *Проблеми семантики слова, речення та тексту*, 33, 165–172.
15. Сергієнко, М. (2018). Вплив англомовного сленгу на сучасну українську мову. *Traektoriâ Nauki*, 4(12), 4006–4010.
16. Сіріньок, К. Г. (2005). Молодіжний сленг як складова загальномовної культури нації. *Українська мова та література в школі*, 5, 69–70.
17. Степаненко, О., Заєць, В., & Степчук, Ю. (2022). Сучасний молодіжний сленг української молоді. *Актуальні проблеми філології та перекладознавства*, (24), 45–49.
18. Христенко, О. (2009). *Німецький молодіжний сленг: лінгвокогнітивний та соціолінгвістичний аспекти*. (Автореферат дис. канд. філол. наук). Київський національний університет імені Тараса Шевченка, Київ.
19. Avramchuk, D., & Kugai, K. (2022). Peculiarities of the teen slang translation. In *Іноземні мови в контексті сучасного розвитку природничих та гуманітарних наук: міждисциплінарний підхід: збірник матеріалів VIII Всеукраїнської науково-практичної інтернет-конференції з питань методики викладання іноземної мови*, (pp. 5-7). Одеса: Одеський нац. університет імені І. І. Мечникова.
20. Ayto, J., & Simpson, J. (Eds.). (Year). *The Oxford Dictionary of Slang*. Oxford University Press.
21. Burdová, V. (2009). *Student slang: Diploma thesis*. Brno.
22. *Definition of SLANG*. (n.d.). *Dictionary by Merriam-Webster: America's most-trusted online dictionary*. Retrieved from <https://www.merriam-webster.com/dictionary/slang>
23. Fasola, J. (2015). *Slang and its history*. Retrieved from [https://dukonference.lv/files/proceedings\\_of\\_conf/53konf/valodnieciba\\_literaturzinatne/Fasola.pdf](https://dukonference.lv/files/proceedings_of_conf/53konf/valodnieciba_literaturzinatne/Fasola.pdf)

24. Green, J. (2015). *The vulgar tongue: Green's history of slang*. Oxford University Press.
25. Hamvik, M. (2000). The influence of gender and age on the usage of slang at Central Michigan University (pp. 44–45).
26. Namvar, F. (2014). The use of slang amongst undergraduate students of a Malaysian public University. *Journal of Advances in Linguistics*, 3(1), 127–135.
27. Onyshchenko, I. A. (2012). The Principal Ways of English Slang Translation and Its Analysis. *Науковий вісник Волинського національного університету імені Лесі Українки*, 162–166.
28. Partidge, E. (2004). *Slang: Today and Yesterday*. London: Routledge and Kegan Paul Ltd.

### LIST OF DATA SOURCES

1. (SE1) Sex Education : Netflix. URL:  
<https://www.netflix.com/search?q=sex%20education&jbv=80197526>
2. (CB2) Сексуальне виховання : UASerials. URL:  
<https://uaserials.pro/1401-stateve-vihovannya.html>.

## ANNEX

№.	<i>Example</i>	<i>Translation</i>	<i>Transformation</i>
1.	<i>Do you mind <u>popping to the shop</u> with Joy while I'm gone and picking some up?</i> (SE1: URL)	Забіжиш у магазин з Джой, поки мене не буде? (CB2:URL)	Literal translation
2.	<i>Very <u>profesh</u>.</i> (SE1: URL)	Дуже професійно. (CB2:URL)	Literal translation
3.	<i><u>Oh my gosh!</u></i> (SE1: URL)	Боже мій! (CB2:URL)	Literal translation
4.	<i>What do you <u>reckon</u>?</i> (SE1: URL)	Щось порадите? (CB2:URL)	Literal translation
5.	<i>They usually <u>move as a pack</u>.</i> (SE1: URL)	Вони <u>ходять зграєю</u> . (CB2:URL)	Literal translation
6.	<i>It's <u>boobs</u>.</i> (SE1: URL)	Груди. (CB2:URL)	Literal translation
7.	<i><u>Dump him</u>.</i> (SE1: URL)	Кинули б його. (CB2:URL)	Literal translation
8.	<i><u>It's so much greener</u>.</i> (SE1: URL)	Він <u>набагато зеленіший</u> . (CB2:URL)	Literal translation
9.	<i>I'm totally <u>beat</u> after that workout.</i> (SE1: URL)	Я абсолютно <u>вбитий</u> після того тренування. (CB2:URL)	Literal translation
10.	<i><u>OMG!</u> I forgot to tell you guys.</i> (SE1: URL)	Боже мій! Я забула вам сказати. (CB2:URL)	Literal translation
11.	<i>She has got thousands of <u>followers</u>.</i> (SE1: URL)	Боже мій, у неї тисячі <u>підписників</u> . (CB2:URL)	Literal translation
12.	<i>I have an exam tomorrow, time to <u>hit the books</u>.</i> (SE1: URL)	Завтра іспит, <u>час вдарити по книжках</u> . (CB2:URL)	Literal translation

13.	<i>But now I'm <u>horny</u> all the time.</i> (SE1: URL)	Але тепер ми весь час <u>збуджені</u> . (CB2:URL)	Literal translation
14.	<i>He's <u>ripped</u>.</i> (SE1: URL)	він дуже <u>накачаний</u> . (CB2:URL)	Literal translation
15.	<i>And <u>queer</u>.</i> (SE1: URL)	І <u>квірні</u> . (CB2:URL)	Transcription and transliteration
16.	<i><u>Super queer</u>.</i> (SE1: URL)	<u>Суперквірні</u> . (CB2:URL)	Transcription and transliteration
17.	<i><u>Ghost him, then</u>.</i> (SE1: URL)	Тоді <u>гостни</u> його. (CB2:URL)	Transcription and transliteration
18.	<i>Actually, they're <u>carob bites</u>.</i> (SE1: URL)	Ні, це <u>керобні</u> смаколики. (CB2:URL)	Transcription and transliteration
19.	<i>Really <u>chill</u>.</i> (SE1: URL)	Повний <u>чіл</u> . (CB2:URL)	Transcription and transliteration
20.	<i>She sent me a <u>nude</u>.</i> (SE1: URL)	Вона скинула <u>нюдс</u> . (CB2:URL)	Transcription and transliteration
21.	<i>I send <u>dick pics</u> all the time.</i> (SE1: URL)	Я скидаю <u>дікпіки</u> весь час. (CB2:URL)	Transcription and transliteration
22.	<i>Oh, <u>bollocks</u>.</i> (SE1: URL)	От <u>дідько</u> . (CB2:URL)	Selection of equivalent or analogue
23.	<i><u>I am shitting myself</u>.</i> (SE1: URL)	<u>Я капець як хвилююся</u> . (CB2:URL)	Selection of equivalent or analogue
24.	<i>He's <u>pulling your leg</u>.</i> (SE1: URL)	Він тебе <u>на гачок підвіщує</u> . (CB2:URL)	Selection of equivalent or analogue
25.	<i>Well, what if people think that we're <u>losers</u> again?</i> (SE1: URL)	А якщо нас знову вважатимуть <u>невдахами?</u> (CB2:URL)	Selection of equivalent or analogue

26.	<i>My <u>sex drive</u> is out of control.</i> (SE1: URL)	Моє <u>лібідо</u> геть сказилося. (CB2:URL)	Selection of equivalent or analogue
27.	<i><u>Oatcake!</u> Oh my God!</i> (SE1: URL)	<u>Коржику!</u> Боже мій! (CB2:URL)	Selection of equivalent or analogue
28.	<i><u>That's huge!</u></i> (SE1: URL)	<u>Отакої!</u> (CB2:URL)	Selection of equivalent or analogue
29.	<i>I'm just <u>messing around.</u></i> (SE1: URL)	<i>Я просто <u>приколююсь.</u></i> (CB2:URL)	Selection of equivalent or analogue
30.	<i>You can't <u>leave her hanging.</u></i> (SE1: URL)	Не <u>ігноруй її.</u> (CB2:URL)	Selection of equivalent or analogue
31.	<i>Be my <u>wingman?</u></i> (SE1: URL)	Як <u>другий пілот.</u> (CB2:URL)	Selection of equivalent or analogue
32.	<i><u>Hiya, crumpets.</u></i> (SE1: URL)	<u>Привіт, зайчики.</u> (CB2:URL)	Selection of equivalent or analogue
33.	<i><u>That's why me and Eugene called things off.</u></i> (SE1: URL)	Тому ми з Юджином вирішили <u>розійтися.</u> (CB2:URL)	Selection of equivalent or analogue
34.	<i>And we're your <u>sixth form reps.</u></i> (SE1: URL)	Ми <u>представники випускників.</u> (CB2:URL)	Selection of equivalent or analogue
35.	<i><u>Ooh, that's a bit fancy.</u></i> (SE1: URL)	Оце так <u>розкіш.</u> (CB2:URL)	Selection of equivalent or analogue
36.	<i>What a <u>rollercoaster.</u></i> (SE1: URL)	<u>Віраж на віражі.</u> (CB2:URL)	Literal translation
37.	<i>Oh, you're so gorgeous, <u>babe.</u></i> (SE1: URL)	<u>Сонце,</u> виглядаєш неймовірно. (CB2:URL)	Selection of equivalent or analogue
38.	<i>Okay, he is obviously a <u>hack.</u></i> (SE1: URL)	<i>Він точно якийсь <u>самозванець.</u></i> (CB2:URL)	Selection of equivalent or analogue

39.	<i>She's <u>totally into him</u>.</i> (SE1: URL)	Вона залежна від нього. (CB2:URL)	Selection of equivalent or analogue
40.	<i>It just seems a bit <u>dickish</u> to leave her waiting.</i> (SE1: URL)	Трохи тупо змушувати її чекати. (CB2:URL)	Selection of equivalent or analogue
41.	<i><u>Popping your cherry</u>.</i> (SE1: URL)	Зривання квіточки. (CB2:URL)	Selection of equivalent or analogue
42.	<i><u>This is dark</u>.</i> (SE1: URL)	Жесть якась. (CB2:URL)	Selection of equivalent or analogue
43.	<i><u>Your house is a mess!</u></i> (SE1: URL)	Будинок догори дригом. (CB2:URL)	Selection of equivalent or analogue
44.	<i>Who cares about <u>ripped bodies</u>?</i> (SE1: URL)	– Байдуже на рельєфи. (CB2:URL)	Selection of equivalent or analogue
45.	<i>Why do you keep <u>blinking me</u>?</i> (SE1: URL)	Чому ти мене ігноруєш? (CB2:URL)	Selection of equivalent or analogue
46.	<i>I'm kind of <u>dreadin' it</u>.</i> (SE1: URL)	Мені трохи страшно. (CB2:URL)	Selection of equivalent or analogue
47.	<i>We hang out a lot 'cause Ellen and Chris <u>keep hooking up</u>.</i> (SE1: URL)	Ми подружилися і часто тусуємося, бо Еллен і Кріс вічно трахаються. (CB2:URL)	Selection of equivalent or analogue
48.	<i>Every school has <u>kingmakers</u>, Otis, and at this college, it's them.</i> (SE1: URL)	У кожній школі є своя еліта, і в цьому випадку еліта – вони. (CB2:URL)	Selection of equivalent or analogue
49.	<i><u>Thanks, man</u>.</i> (SE1: URL)	Дякую. (CB2:URL)	Lack of translation
50.	<i><u>Hang on a minute</u>.</i> (SE1: URL)	Хвилинка. (CB2:URL)	Lack of translation

## РЕЗЮМЕ

Курсова робота присвячена дослідженню особливостей відтворення молодіжного сленгу на матеріалі серіалу "Сексуальне виховання". У роботі проаналізовано підходи до визначення концепту сленгу, описано особливості перекладу сленгу з англійської мови на українську, а також проаналізовано застосування лексичних трансформацій для перекладу англійського молодіжного сленгу українською (усього 50 сленгових лексичних одиниць). Здійснено аналіз результатів застосування різних методів перекладу. Робота висвітлює ключові аспекти процесу перекладу молодіжного сленгу та має практичне значення для перекладачів та лінгвістів.

**Ключові слова:** переклад, перекладацький аналіз, молодіжний сленг, сленгізми, лексичні перекладацькі трансформації.