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СЕКЦІЯ

ПЕРЕКЛАДОЗНАВСТВО ТА ПРИКЛАДНА ЛІНГВІСТИКА, ПИТАННЯ ГЛОБАЛІЗАЦІЇ ТА ЇХ ВПЛИВУ НА СУЧАСНИЙ РОЗВИТОК МОВ. МЕТОДИКА ВИКЛАДАННЯ.

SOME PROBLEMS OF TRANSLATION TRANSPORTATION TERMINOLOGY FROM ENGLISH INTO UKRAINIAN

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Technical texts are characterized by the use of Language for Special Purposes (LSP), i.e. a language that is used in various professional settings. Bowker and Pearson state that any LSP characteristically contains specialized vocabulary, collocations and highly specific stylistic features, all of which need to be taken into consideration when translating a technical text [1, p.27]. According to Byrne, “the main concern for technical translators is not only to make sure that information is conveyed accurately but they are also responsible for ensuring that the information is presented in the correct form, that it is complete and that the information can be used correctly and effectively” [2]. According to Newmark, “technical translation is a component of specified translation; It is differentiated from other kinds of translation by terminology, although terminology usually makes up about 5-10% of a text” [4, p. 151]. However, terms form the vital part of a translating process of a technical text.

Transportation technology is advancing tremendously nowadays and there is a great need for coining new technical terms in this field. Consequently, it is crucial for terminologists, linguists, translators to attain proper equivalents in order to help spread technological advances in the world. Translation of transportation terms, therefore, presents one of the most prevalent problems that linguists have to be aware of.

A recent literature review on the issue of translating transportation terminology has found that there is a considerable amount of literature on translating specialized texts. Despite this fact “some researchers are still noticing the slight disdain with which specialised translating is treated within the discipline” [6, p. 53]. As Byrne noted, technical translation “has long been regarded as the ugly duckling of translation, especially in academic circles. Not particularly exciting or attractive and definitely lacking in the glamour and cachet of other types of translation, technical translation is often relegated to the bottom division of translation activity and regarded as little more than an exercise in specialised terminology and subject knowledge” [6, p.54]. However, dealing with terminology in specialised translation is quite a challenging task and may require much effort and creativity on the translator’s side, the right choice of translation strategies and procedures. Moreover, specialised texts often encompass (near) synonym series, paraphrases, definition-like contexts, and vast lexical and terminological networks.

By reviewing translation literature, it has been revealed that each theorist offers their own types, categorizations and classifications for the translation strategies according to their perspectives. As stated by Munday, Vinay and Darbelnet were among the first to have identified direct and oblique translation strategies [3]. According to these scholars, direct translation occurs when there is an exact structural, lexical, even morphological equivalence between two languages, only possible when the two languages are very close to each other, and include three procedures: borrowing, calque and literal translation. Within the framework of oblique translation they listed four procedures: transposition, modulation, equivalence and adaptation [3].

Another translation procedures model was elaborated by a British scholar Newmark. According to Newmark, “while translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language” [4, p.81]. Newmark’s classification of translation methods and procedures is much more detailed than that of Vinay and Darbelnet. The scholar classified translation methods into 15 subcategories of transference; naturalization; cultural equivalent; functional equivalent; descriptive equivalent; synonymy; through translation; shifts or transposition; modulation, recognized translation; compensation; componential analysis; paraphrase; couplets; notes, addition, and glossaries [4]. In Schreiber’s model, the procedures were split into lexical (lexical borrowing, lexical substitution, change of a lexical unit structure), grammatical (word-for word translation, permutation, expansion, reduction, intracategorical change, transposition, transformation) and semantic (semantic borrowing, modulation, explication, implication, mutation) [5]. Mona Baker enumerates eight translation strategies: 1) translation by a more general word; 2) translation by a more neutral/less expressive word; 3) translation by cultural substitution; 4) translation using a loan word or loan word plus explanation; 5) translation by paraphrase using a related word; 6) translation by paraphrase using unrelated words; 7) translation by omission; 8) translation by illustration

Dealing with terminology in specialised translation is a challenging task and may require much effort and creativity on the translator’s side, the right choice of translation strategies and procedures. Specialised texts often encompass (near) synonym series, paraphrases, definition-like contexts, and vast lexical and terminological networks.

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THE ROLE OF THE INTELLECTUAL MOBILITY OF STUDENTS IN MODERN EDUCATIONAL PROCESS

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The problem of the intellectual development of a person was and remains one of the priorities in psychological and pedagogical science. Therefore, one of the main tasks facing the modern high school is the education of active attitude to acquiring knowledge, teaching students to think independently and make decisions quickly and the development of their intellectual and creative abilities and skills.

In modern psychological science, intelligence is associated with thinking that, as a cognitive mental process, completes the processing of information received from the outer world. Thinking forms concepts about objects and understanding of their relationships. Also available concepts are the initial basis for the formation of individual behavior.

Thus, intelligence is characterized by a set of various mental operations and abilities that determine the quality of the thinking process and ensure the success of the cognitive activity of an individual. One of the essential characteristics of intelligence is its mobility.

The intellectual mobility is related to the concepts of "intelligence" and "mobility" and determines the peculiarities of the thinking activity of an individual, a student in particular.