

## PROBLEMS OF TRANSLATING NON-EQUIVALENT VOCABULARY

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In recent years, a lot of scientific research has been published in the field of translation, which has solved a significant number of problems faced by translators. However, the issue of translating the vocabulary that has no analogues in the target language remains important, difficult and *relevant*, as today, new words and collocations appear quite often in other languages that have no analogues in the Ukrainian language. To transfer the non-equivalent vocabulary in the translation practice different ways and techniques have been developed, about which such Ukrainian and foreign scientists as E. Vereshchagin, A. Voloshina, V. Kostomarov, M. Kochergan, O. Tupitsa and others have told in detail. Scholars have noted that the semantic structure of each lexical unit may be formed by many components, *sememas*. The meaning of each word may also have separate national-cultural *semes*, the emergence of which is due to history, culture of a particular country, human activity and his worldview, etc. [1; 2]. So, non-equivalent vocabulary can reflect the national and cultural uniqueness of the language at the lexical level, names the concepts and phenomena in the sphere of a certain culture, not peculiar to others. *The aim of the report* is to clarify the ways of transferring the non-equivalent vocabulary when sorting from English into Ukrainian. The non-equivalent lexical units of a certain language have no exact correspondence in other languages, and their meaning cannot be transferred with the help of lexical-semantic transformations. Then, analyzing language of translation, we speak about lacunas, absence of translational matches. Among the reasons for the emergence of such non-equivalent lexemes or collocations are the following: a) the presence in the culture of each nation of phenomena of material and spiritual life that are unique to it, of which little is known to other nations and which therefore do not have words to denote them; b) speakers of one language can fix concepts and meanings that are not fixed by speakers of other languages, since nomination is spontaneous and accidental in nature. We must name these methods:

1) transliteration and transcription, when we translate the spelling or sound of a foreign language word using the graphic means of the target language. This is the most common way to translate exotic realities, customs of other nations, place names, brand names and company names, media names, social phenomena, etc.: *Jason* – *Джейсон*, *Westminster* – *Вестмінстер*, *General motors* – *Дженерал моторс*, *Brexit* – *брексит* (*брекзит*). It should be noted that transliteration and transcription are nowadays used more often for transcribing scientific and technical terms, but less often during the translation of fiction. This, in our opinion, is justified, as the transfer of a sound or letter

form of a foreign language lexical unit does not reveal its meaning in fiction (that is, the reader may not understand new words without additional explanations), but in scientific literature introduces a new term into the Ukrainian scientific vocabulary;

2) tracing, when every part of a foreign word or word combination is replaced by the correspondence from the target language. The names formed in this way lose their national coloring, but mostly (though not always) become motivated and understandable to Ukrainian speakers: *First Lady* – *перша леді* (дружина президента), *brain drain* – *витік мізків*;

3) descriptive translation – a way of transferring non-equivalent units, consists in revealing the meaning of the original unit using a word combination or sentence that contains the essential features of the denoted item. That is, such a translation provides a definition of the subject, the phenomenon, the process. But this type of translation is not always suitable, for example, for the translation of terms, because it can be quite large in size: *laser*– *оптичний квантовий генератор*;

4) approximated translation, where the translator finds an approximate analogue to convey non-equivalent vocabulary word or phrase: *municipal council* – *міськрада*. However, this type of translation only provides an approximate meaning of a foreign word, i.e. it may contribute to a somewhat distorted understanding of a particular concept;

5) transformational translation, where the translator changes the structure of the sentence, explaining the desired word: *Они жили на казенной квартире* – “*They lived in an apartment provided by the government.*”

There are also other translation methods and techniques. Of course, problems occur when translating the non-equivalent vocabulary: the absence of semantic matches (equivalents, analogues) in the language of translation because native speakers do not have a designated object and the need, apart from the denotative (subject) meaning of the reality, to convey connotative meaning (emotional-expressive, national colouring). It should be noted that in any case translators should try to convey as accurately as possible the meaning of the source unit by means of the language of translation. In order to do so, they should study the culture of the people from whose language they are translating and occasionally provide a translator's commentary when some national characteristics of a particular reality need to be explained.

Thus, translators must find a way of translation that allows them to convey all the national and cultural specificities of a particular language to the reader. However, besides such translation techniques, translators must also use their background knowledge and intuition, their linguistic intuition. As you can see, the quality of the translation depends on the translators' knowledge, experience and skill. Such findings testify to the inextricable link between language and culture, language and society.

## References:

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## INNOVATIVE NOTE IN MODERN EDUCATION

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Rapid development of technological progress, informatization, introduction of innovative and information technologies in all spheres of life have become integral features of modern society. The huge popularity of telecommunication technologies and the Internet, the latest mobile gadgets, undoubtedly, affects the educational environment and leads to a rethinking of their place and role in the educational process. Modernization of education, which is based on the use of innovative teaching methods, is at this stage one of the priorities.

By innovations in the field of higher education we mean the creation, implementation, testing and dissemination of new original ideas, methods, approaches that take into account the achievements science, education, progressive pedagogical and managerial experience, which provide for the modernization and use of such highly effective educational technologies that would help improve the quality of the modern educational process. [1]

In modern teaching methods, the most acceptable was the classification of methods, which is based on an effective approach to learning. According to it, there are the following groups of methods:

a) which provide mastery of the subject (verbal, visual, practical, reproductive, problem-solving, inductive, deductive);

b) which stimulate and motivate educational and scientific activities (educational discussions, problem situations, business games, creative tasks, search and research, experiments, competitions, quizzes, etc.);

c) methods of control and self-control in educational activities (survey, test, exam, test tasks, questions for self-control, etc.) [2]

A foreign language teacher must be able to find authentic material on a particular topic in search sites, adapt it to the needs and capabilities of students, use multimedia programs, textbooks, create their own web-pages, blogs, etc. [3].

There are a number of educational sites and tools that will be useful for both school teachers and university teachers in planning and preparing for