

SECTION 5

LANGUAGE AND TRANSLATION STUDIES. INNOVATIVE METHODS OF TEACHING LANGUAGES AT SCHOOLS AND UNIVERSITIES. TEACHING LANGUAGES IN THE WARTIME

TYPES OF PHRASEOLOGICAL UNITS IN ENGLISH-LANGUAGE NEWSPAPER AND JOURNALISTIC TEXTS AND FEATURES OF THEIR TRANSLATION INTO UKRAINIAN

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Language is one of the most important components that builds a nation. It accompanies a person from the first days of his life until his death, it develops together with society. Therefore, there is nothing surprising in the fact that for centuries many scientists have been conducting research on the discovery of the main laws of development not only of the language as a whole, but also of its individual parts.

Knowing a language means mastering all its structures and words. Therefore, vocabulary is one of the aspects of language that should be taught at school and in higher education institutions. The question is what words and idioms pupils and students should remember. In this regard, words should be carefully selected - depending on the principles of selection of linguistic material, conditions of teaching and learning a foreign language.

Phraseology, one of the sections of lexicology that studies established language phrases. The object of study of phraseology as a branch of linguistics is stable expressions, their structure, semantics, origin and relationship with other linguistic units. Phraseology is also called a set of established turns of a certain language. The phraseology of the national language is enriched and improved, absorbing priceless treasures from sayings and proverbs, aphorisms and anecdotes, witticisms and puns, maxims and paradoxes, professionalisms, language clichés and clichés - from everything that for many centuries it cherishes and preserves in its memory of native speakers - the people. Phraseologisms occupy a special place in the vocabulary of the English language. Their specific structure attracts and arouses considerable interest of scientists, and on the other hand, requires a serious analysis of the content and form of language units.

Phraseological expressions are used in almost all spheres of life of a modern person. They are often found both in the original works of classics and modern writers, are actively used in the mass media and in everyday speech.

Today, the English-language press occupies a special place in the global information space. The volume of texts in English-language mass media significantly exceeds the similar volume in other languages. The topics of publications in English periodicals cover not only the internal problems of the country, but also the field of foreign relations and therefore are constantly in close contact with other languages. This contributes to the active interaction of words and phrases, the emergence and spread of new idioms. On the pages of the English mass media, various expressive and pictorial means are used, among which phraseological units or phraseological units occupy a special place. The phraseological fund of the modern English language is rich and diverse, and every aspect of its study deserves special attention.

The relevance of the research topic is as follows: the active influence of the mass media on the formation, change and development of public consciousness is an obvious fact recognized by both domestic and foreign researchers, therefore the study of linguistic problems (the use and translation of phraseological units that find their place in English press), related to the interaction of a person and the press, is of considerable interest.

All methods of translating phraseological units are divided into two large groups: phraseological and non-phraseological translation. Phraseological translation includes the methods of absolute equivalent, partial or relative translation. Most often, when translating newspaper articles, the absolute equivalent (32%) is used, according to which the phraseology in the language of translation is equivalent to the translation unit in all respects, and the relative equivalent (23%), in which the Ukrainian phraseology is similar in content to the English one, but based on a different image. A partial equivalent is a phraseology, which is not a complete equivalent of a phraseology in the Ukrainian language, because it has minor differences in the lexical or grammatical form, which does not prevent the transmission of the essence of the phraseology, and is used the least often (10%).

Non-phraseological translation includes the following methods of translation: strictly lexical translation, tracing and descriptive translation. A strictly lexical translation means that in one language the concept is denoted by a phraseological unit, and in another - by a word. This method of translation is often used when translating English-language newspaper articles (20%). Tracing is used in those cases when the translator wants to highlight the figurative basis of the phraseology, or when the English phrase cannot be translated using other types of translation. But when translating newspaper vocabulary, this method is used very rarely, as it is more peculiar to fiction. Descriptive translation refers to the translation of not the phraseology itself, but its interpretation. This method is used less often (15%).

So, summing up what was said in the work, we can conclude that the best way to translate a phraseology is a phraseology. Another way of translation is the relative equivalent specified in the corresponding phraseological dictionary. There

is also a translation by tracing paper, that is, an attempt to copy an image and create its own phraseological unit. You should also pay attention to what the text is about, and whether it would be appropriate to use phraseology at all. If the phraseology is inappropriate, the best way of translation will be descriptive, that is, the refusal to translate with phraseology.

TEACHING ENGLISH DURING THE WAR

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Teaching English during wartime is a challenging task that requires both creativity and adaptability. The aim of this paper is to explore the ways in which English language teaching has been conducted in wartime situations, focusing on the teaching of English as a foreign language (EFL) in conflict-affected areas. The paper will begin by providing a brief overview of the historical context of teaching English during wartime. It will then examine some of the challenges and opportunities that arise when teaching English in these circumstances. Finally, the paper will consider some of the strategies and techniques that can be used to effectively teach English in wartime situations.

English language teaching during wartime has a long and rich history. During World War II, for example, the British Council established a network of language schools to teach English to people in occupied countries. The aim was to promote British culture and values and to help people communicate with British soldiers. The British Council also developed a series of English language textbooks that were distributed throughout the world. These textbooks were designed to be accessible to a wide range of learners, and they were often adapted to local contexts.

During the Vietnam War, the US government launched a program to teach English to soldiers and local people. The aim was to improve communication between the two groups and to promote American culture and values. English language classes were held in military bases and community centers throughout Vietnam. The program was controversial, with some critics arguing that it was a form of cultural imperialism.

In recent years, English language teaching has become an important component of peacebuilding and reconstruction efforts in conflict-affected areas. In Afghanistan, for example, the US government has invested heavily in English language teaching as part of its efforts to rebuild the country. English language classes are now widely available in Afghanistan, and there is a growing demand for English language teachers.

Teaching English in wartime situations presents a number of challenges and opportunities. One of the main challenges is the lack of resources. In many