ergeben, und geeignete Strategien anwenden, um genaue und effektive Übersetzungen zu gewährleisten. Durch die Befolgung dieser Strategien können Übersetzer qualitativ hochwertige Übersetzungen erstellen, die sowohl technisch korrekt als auch kulturell angemessen sind.

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LEXICAL AND GRAMMATICAL DIFFERENCES BETWEEN AUSTRALIAN AND BRITISH ENGLISH

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English enjoys the status of an international language and this means that around the world the language is undergoing various changes and developments associated with its contacts with other languages and the peculiarities of the way of life of people in different countries. English is the first official language and the second official one in some countries of the world. It is the language of global economy, business and a means of communication between people globally. Actually, rather frequently people face a challenge in understanding Englishes of different nations as there exist diverse variants of the language such as American, Canadian, Australian English and so on. The paper aims at identification of the grammatical and lexical differences between very close variants of English, such as British and Australian Englishes.

First of all, it should be noted that in cases where the same language is used in two or more relatively independent countries, it is customary to talk about national (or regional) variants of this literary language. Scientists provide the following definition of the concept: *a national variant of a language*, i.e. a variant of a language that has clear characteristic linguistic features and is widespread in a certain state. According to the researchers, English has the following national variants: British, American, Canadian, Australian, New Zealand, African etc. There are also variants of Spanish (Spain, Latin American countries), French (France, Canada, Switzerland, some African countries), German (Germany, Austria, Switzerland, Belgium, Luxembourg, Liechtenstein) [1, p. 32-33; 2, p. 326]. These

variants of the same language mostly acquire minor phonetic, lexical and grammatical differences as a result of their development in different conditions and different territories, unrelated to each other.

Therefore, national variants of the language are territorial varieties of the same language, which, unlike dialects, are written and literary.

To determine the features of the development of the English language in Australia, it is necessary to trace the historical path of the appearance and adaptation of the language on the Australian continent.

In 1788, the colony of New South Wales was founded in Australia and this was the starting point of the divergence of British English from Australian English [3, p.1]. In the 1850s, a reserve of gold rush was discovered in Australia. Therefore, in search of a better life, many British people started coming to Australia [4, p.90]. Researchers consider the 1850s to be the beginning of the independent development of Australian English.

In terms of vocabulary, Australian English has many similar words with British English such as *biscuit, jumper, torch, cheque, fringe*, but some differences can be observed: *sweets – UK, lollies – AU; trainers – UK, runners – AU; pepper – UK, capsicum – AU; chips – UK, hot chips – AU*. Australian vocabulary has a lot of slang, and another feature is the use of diminutives. Australians often make long words shorter in different ways. An interesting fact is that one of the typical Australian abbreviations such as "selfie" has become world-famous. The term "selfie" was coined by an Australian student who injured his lip and posted it in the forum, captioning it as: "I had a hole about 1cm long right through my bottom lip. And sorry about the focus, it was a selfie."

In the research we noticed that some abbreviations are used with endings:

1) Shortenings with the ending -ie: *an Aussie – AU, an Australian – UK); postie – AU, postman – UK; a mozzie – AU, a mosquito – UK; a bookie – AU, a bookmaker – UK; chockie – AU, chocolate – UK; kindie – AU, kindergarten – UK; a mozzie – AU, a mosquito – UK.*

2) Shortenings with the ending -o: *a muso – AU, a musician – UK; a servo – AU, a service station – UK; arvo – AU, afternoon – UK; ambo – AU, ambulance – UK; Banjo, frying pan or a shovel; doco – AU, a documentary – UK; fisho – AU, a fishmonger – UK; Info – AU, information – UK; intro – AU, introduction – UK.*

3) Shortenings with the ending -y: *cranky – AU, in a bad mood or angry – UK; brekky – AU, breakfast – UK; daggy – AU, uncool or not fashionable – UK; gutsy – AU, brave – UK; lippy – AU, lipstick – UK; lappy – AU, a laptop – UK; jumpy – AU, nervous or tense.*

4) Shortenings with the ending -s: *Veggies – AU, vegetables – UK; firies – AU, fire fighter – UK; mobes – AU, mobile – UK; heaps – AU, a lot – UK; togs – AU, a bathing suit clothes – UK; jingoes – AU, exclamation of surprise – UK.*

5) Some words are shortened without adding endings: *a uni – AU, a university – UK; awks – AU, awkward – UK; g'day – AU, good day – UK; ta –*

AU, thank you – UK; roo – AU, kangaroo – UK; mag – AU, magazine – UK; tat – AU, a tattoo – UK.

The analysis shows that abbreviations with the endings -ie, -o, -y are more commonly used by older Australians. Instead, young people are more likely to add the ending -s to the abbreviated word which is closer to the pattern used in British English: *veggies, firies, mobes, etc.*

In Australian English, there are such words and expressions that are not used by British speakers as: *a sanger (a sandwich – UK), No drama (No problem – UK), Reckon! (Absolutely! – UK), Piffle (Nonsense), Good oil (Exact information – UK), Good on ya (Well done – UK), Cow juice (Milk – UK), Sheila (Woman – UK), Lollies (Sweets – UK), Pull your head in (mind your own business – UK).* Australian slang words and phrases are very easy to memorise if you compare them with the British ones. For example: *ambo – ambulance; brekky, brekkie – breakfast; a uni - a university; a servo - a service station*

Some grammatical peculiarities of Australian English should be mentioned. The first refers to irregular verbs: they can turn into the regular ones, which means that they are used with the ending -ed, and have two forms of Past Simple and two Past Participles, for example: *to burn - burned/burnt - burned/burnt, to learn - learned/learnt - learned/learnt.* Actually, Australians can use both forms (-ed, V2/V3), while in British English only the past participle (V2/V3) is used [5]. Like the British, Australians are more likely to use the irregular forms. For example: *I learned these English words two years ago (AU), I learnt these English words two years ago (UK/AU).*

The second aspect in grammar is the use of verbs with collective nouns. Collective nouns are used to refer to a collection of objects, animals, people, plants, etc. For example: *family, people, cattle, foliage, a bunch of flowers, a herd of goats.*

In British English, the context of the statement is considered to play a decisive role in choosing a singular or a plural form of the verb. If the group acts as a unit and the noun is combined with "which" or "that", we use the pronoun "it" and the verbs in singular (was, has, is): *The band is singing tonight.* If we consider individuals as members of the group, we use verbs in plural (have, were, are) [5]: *The band are singing tonight.*

Australians prefer to use singular verbs with collective nouns*: the team was playing volleyball at 4 p.m.*

In the conclusion, it should be highlighted that knowledge of the features of the Australian English language is of great importance for translators or interpreters who deal with different national variants of the English language.

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O. POTEBNIA'S PSYCHOLINGUISTIC CONCEPT OF A LITERARY TEXT: BASIC PRINCIPLES

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Oleksandr Potebnia's psycholinguistic theory is not well-known around the world, but in Ukraine, his scientific achievements were well respected.

Psycholinguistics is a relatively young branch of science. O. Potebnia's scientific texts are a foundation for the development of psycholinguistics in Ukraine. The relevance of this research lies in the systematization and detailed description of O. Potebnia's psycholinguistic concept of a literary text, which can become the basis for further research.

O. Potebnia's psycholinguistic concept of a literary text is a complex idea of a work of fiction being similar to a single word. The linguist based his approach on Wilhelm von Humboldt's ideas. It should be noted that this concept was formed gradually. The most important texts are "Language and Thought", "From Notes on the Theory of Literature" and "From Notes on Russian Grammar".

O. Potebnia perceived a poetic text as an activity rather than as a result of activity. He considered both spoken and written speech to be a dynamic phenomenon that does not contradict the theoretical principles of psycholinguistics. While performing an activity, a person can create theoretical and practical things and modify them. The researcher attributed craft to practical activity, and science and art to theoretical activity. The indicator is quite simple: something visible, tangible versus something that can be called a figment of the imagination.

In O. Potebnia's works we can clearly trace the emphasis on the similarity of a word and a work of art. A word has constant external and internal forms, but it evokes concrete images only when another person can perceive it. We can apply the same principles to a literary text. A text provokes mental activity in a listener's mind: with the help of associative thinking, they can form a certain image of the reality they just heard about.