

FROM LOCAL CONCEPTIONS TO GLOBAL UNDERSTANDING: IDEAS OF UKRAINIAN AND TURKISH EDUCATIONALISTS ABOUT LEARNING

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Among necessary professional knowledge and skills of future experts needed for their professional success educationalists underline the importance of the ability of a person for lifelong learning. This conception has become one of the prominent principles of the education of the 21st century, the time of rapidly changing world and information flows. There is UNESCO Institute for Lifelong Learning whose aim is to promote and support lifelong learning, continuing education, literacy and non-formal basic education. [2]

Another important principle of 21st century education is promotion cultural development and cultural awareness of an individual and society as a whole at the local, regional and global levels. On the European Union level, this is enhanced through a number of policies and programs, including Erasmus+. Most of modern people there understand and appreciate governmental, intergovernmental steps towards implementation of cultural awareness and cultural development of people during lifelong learning. According to the Eurobarometer survey, 88% of European citizens agree that cultural heritage of Europe should be taught starting from schools. [1]

Lifelong learning and cultural awareness are in the list of essential skills along with being and acting as citizen, media literacy, entrepreneurship. All these were developed based on humanitarians' conclusions, practical experiences of many scientists and cultural practitioners from different countries who with their works and lives contributed greatly to that level of cultural and educational awareness that we have today.

Among prominent Ukrainian representatives of culture and education the personality of Valeriy Olexandrovych Kurinskyi (1939- 2015) should be specially marked. He was an outstanding philosopher, educationalist, poet, writer, musician, a man who could master about 100 languages and made translations from about 40 ones.

V. Kurinskyi promoted his own theory on self-development, self-determination of a person basing on cultural development and self-development, on the inner motivation of a person for self-development. His ideas were implemented in lectures, writings, public performances and, finally, resulted in books, the most famous of them is "Autodidactics" [3]. Kurinskyi stressed, that his autodidactics is not a methodology, but a paradigm and the lifestyle. His idea about education as continuum can be called a prerequisite and forerunner of the

present day commonly accepted European principles of lifelong learning and cultural development and self-development.

Among Turkish educationalists we should name Hasan Ali Yücel and İsmail Hakkı Baltacıoğlu. Hasan Ali Yücel (1897 - 1961) was an education leader at the beginning and during establishing and becoming the Turkish republic whose ideas inspired Atatürk as for language and culture concepts in Republican Türkiye. Hasan Ali Yücel worked for Turkish humanity and necessity of education including international education for Turkish people.

İsmail Hakkı Baltacıoğlu (1886 - 1978) was an educationalist, writer, calligrapher, politician. He was the rector of Istanbul University and one of the greatest representatives of "Education Reform Movement" in Türkiye who with his works and activity put the country to the internationally recognized level in the whole Eastern world and globally.

References:

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2. UNESCO Institute for Lifelong Learning. URL: <https://uil.unesco.org/unesco-institute/mandate>
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TRANSLATING TITLES OF NOVELS

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Normally, a translator is entitled to “change” the title of the text [1, c. 156]. However, translating titles is not simple because the only true unit of translation (the minimal stretch of language that has to be translated together, as one unit) is the whole text [1, c. 54]. The statement implies that, in translating a title, it is necessary to consider the title as a part of the whole text. A translator is obliged to understand the whole text before translating its title. Above all, Newmark instructed that “if the SL text title (original title) adequately describes the content, and is brief, then leave it”. Otherwise, the translator/editor may truncate the title if it begins with an unnecessary phrase in the target language, highlight the main point, make the title more inviting, or treat the translation as transformation [1, c. 56].

Translating “consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style” [2, c. 12]. At the same time, equivalence is “influenced by a variety of linguistic and cultural factors and is therefore always relative” [2, c. 49])