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Вінницький торговельно-економічний інститут
Кафедра іноземної філології та перекладу

СИНЕРГЕТИКА ПЕРЕКЛАДУ

ЗАВДАННЯ ДО ПРАКТИЧНИХ ЗАНЯТЬ

освітній ступінь	«магістр»
спеціальність	035 «Філологія»
спеціалізація (переклад включно), перша – англійська»	«Германські мови та літератури

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Розробник: Гладь С.В., к.філол.н., доцент

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МЕТА І ЗАВДАННЯ ДИСЦИПЛІНИ

Основну мету вивчення дисципліни «Синергетика перекладу» становить знайомство майбутніх перекладачів з інтеграційними тенденціями в освіті, які пов'язані із використанням синергетики як міждисциплінарної науки, що прагне об'єднати явища у відкритих, нелінійних, багатовимірних та само неоднорідних системах різної природи для більш глибокого розуміння єдності законів органічного та неорганічного світу і суспільства, а отже з метою всебічного та гармонійного розвитку особистості XXI сторіччя.

Завданнями вивчення дисципліни є:

- формування в здобувачів вищої освіти напряму підготовки «Філологія» загальних і професійно орієнтованих інтегрованих мовленнєвих компетенцій (лінгвістичної, соціолінгвістичної і прагматичної) для забезпечення їхньої міжмовної та міжкультурної комунікації;
- розвиток у здобувачів вищої освіти загальних компетенцій (декларативних знань, умінь і навичок, а також уміння вчитися);
- вивчення та систематизація фактичного матеріалу;
- формування вмінь та навичок роботи з поетичними, художніми текстами та текстами літературної критики у парадигмі «енергії сумісної дії», а саме з урахуванням різногалузевості наукового знання для створення єдиного інформаційного простору;
- розвиток аналітичних навичок опанування текстової дійсності, створеної англomовним автором, та формування вмінь передавати лінгвопрагматичну та соціокультурну сутність англomовного світу з урахуванням реалій україномовного світу;
- естетичне виховання студентів та формування в них літературно-естетичного смаку;
- формування критичного самоусвідомлення та вмінь спілкуватися і робити вагомий внесок у міжнародне середовище, що постійно змінюється;

- використання у перекладацькій діяльності аналітичного підходу щодо усвідомлення нелінійності, багатофакторності та вірогідності первинного текстового простору (тексту оригіналу) та поліваріантності шляхів його перекладу;
- формування зрілого читача, перекладача, співавтора (mature reader/ co-author/ translator concept).

Завдання до практичних занять призначено для аудиторної роботи магістрантів I курсу спеціальності «Філологія». Вони розроблені відповідно до затверджених навчальних планів Вінницького торговельно-економічного інституту КНТЕУ, програми і робочої програми дисципліни «Синергетика перекладу для здобувачів освітнього ступеня «магістр» спеціальності «Германські мови та літератури (переклад включно), перша – англійська».

Одержані здобувачами вищої освіти знання можуть бути використані в процесі ефективного спілкування іноземною мовою в професійному середовищі: під час підготовки публічних виступів у розрізі галузевих проблем; для аналізу іншомовних джерел інформації з метою отримання даних, що є необхідними для виконання професійних завдань та прийняття професійних рішень; для перекладу іншомовних професійних текстів на рідну мову тощо.

ТЕМАТИЧНИЙ ПЛАН ДИСЦИПЛІНИ

«Синергетика перекладу»

спеціальності 035. Філологія «Германські мови та літератури (переклад включно), перша – англійська»

Назва теми	Кількість годин				Форми контролю
	Усього годин / кредитів	з них			
		лекції	практичні (лабораторні) заняття	самостійна робота студентів	
1	2	3	4	5	6
1. Лінгво-синергетика як системо-утворююче моделювання еволюції мовних явищ та процесів	16	2	2	12	уо, по, із
2. Синергетика художнього тексту та дискурсу	16	2	2	12	уо, кт
3. Синергетичний підхід до здійснення перекладацького типу комунікації	16	2	2	12	уо, т
4. Методи та прийоми художнього перекладу у парадигмі сучасної лінгвосинергетики	16	2	2	12	уо, по
5. Лінгвосинергетичні механізми перекладу як текстотворчого процесу	16	2	2	12	уо, кс
6. Лінгво-синергетичні моделі перекладу	16	2	2	12	уо, т
7. Динамізм мовного простору перекладного тексту в ракурсі його фонетичного оформлення	16	2	2	12	уо, р
8. Синергетизм лексико-семантичних відповідностей у перекладі	16	2	2	12	уо, по
9. Синергетизм морфолого-граматичних відповідностей у перекладі	16	2	2	12	уо, т
10. Синергетизм структурно-синтаксичних відповідностей у перекладі	16	2	2	12	уо, кт
11. Синергетизм прагматико-стилістичних відповідностей у перекладі	20	2	2	16	уо, кс
Разом	180/6	22	22	136	
Підсумковий контроль – екзамен					

ТЕМА ТА КОНКРЕТНИЙ ЗМІСТ ПРАКТИЧНИХ ЗАНЯТЬ

UNIT 1. LINGUOSYNERGETICS AS A SYSTEM-FORMING SIMULATION OF THE EVOLUTION OF LINGUISTIC PHENOMENA AND PROCESSES

Plan

1. Definition of the purpose, object, object and tasks of linguosynergetics.
2. The place of linguosynergetics among other disciplines of the humanitarian cycle.
3. Scientific schools in linguosynergetics.
4. The problem of defining the concept of “translation” in linguosynergetics.

References: основна: 1-7;

додаткова: 9, 15, 20, 25;

Інтернет-ресурси: 40, 42, 47.

Task 1. Read the text from Wikipedia (<https://en.wikipedia.org>), translate it into Ukrainian, and prepare a gist of the extract.

“Synergetics” is defined by R. Buckminster Fuller (1895-1983) in his two books *Synergetics: Explorations in the Geometry of Thinking* and *Synergetics 2: Explorations in the Geometry of Thinking* as:

A system of mensuration employing 60-degree vectorial coordination comprehensive to both physics and chemistry, and to both arithmetic and geometry, in rational whole numbers ... Synergetics explains much that has not been previously illuminated ... Synergetics follows the cosmic logic of the structural mathematics strategies of nature, which employ the paired sets of the six angular degrees of freedom, frequencies, and vectorially economical actions and their multi-alternative, equi-economical action options ... Synergetics discloses the excruciating awkwardness characterizing present-day mathematical treatment of the interrelationships of the independent scientific disciplines as originally occasioned by their mutual and separate lacks of awareness of the existence of a comprehensive, rational, coordinating system inherent in nature.

From the definition above highlight the object and the subject of synergetics.

Task 2. Read the text. Define the tasks/objectives of synergetics, give synopsis of the text in English.

Сучасним етапом розвитку ідей кібернетики, загальної теорії систем та системного аналізу можна вважати синергетику. Таку назву запропонував

професор Штутгартського університету Герман Хакен, якого вважають засновником синергетики. Поряд з терміном синергетика часто використовують терміни: теорія складності, теорія динамічних (складних) систем, теорія хаосу, нелінійна динаміка або більш загальний — нелінійна наука, акцентуючи при цьому на принциповій нелінійності, нерівноважності та складності досліджуваних явищ.

Синергетика – міждисциплінарна наука, що займається вивченням процесів самоорганізації і виникнення, підтримки стійкості і розпаду структур різної природи.

Синергетика – це теорія самоорганізації в системах різноманітної природи. Вона має справу з явищами та процесами, в результаті яких в системі можуть з'явитися властивості, якими не володіє жодна з частин. Оскільки йдеться про виявлення та використання загальних закономірностей в різних галузях, тому такий підхід передбачає міждисциплінарність.

Синергетика акцентує увагу на явищах, що виникають завдяки спільній дії кількох (багатьох) факторів, кожний з яких окремо до цього явища не приводить. Синергетику часто визначають як науку про самоорганізацію.

Самоорганізація – мимовільне, спонтанне самоускладнення форми (у загальнішому випадку — структури системи та законів її функціонування) унаслідок повільної та плавної зміни її параметрів. Іншими словами, самоорганізація — це утворення впорядкованих структур із хаосу.

Синергетика вивчає складні системи, які містять багато підсистем різної природи, маючи на меті виявити, в який спосіб взаємодія таких підсистем приводить до виникнення нових стійких просторових, часових чи просторово-часових структур або режимів функціонування, а також досліджує характерні масштаби й швидкості перехідних процесів.

(https://studopedia.com.ua/1_50373_sutnist-ta-priznachennya-sinergetiki.html)

Task 3. Prepare a brief report on R. Buckminster Fuller or Herman Haken. Define their roles in the development of synergetics as a contemporary integrating science.

Task 4. Read the excerpt from the book by H. Haken “Synergetics” (p. 353), translate it, and express your own viewpoint on the issue.

It can be hoped that synergetics will contribute to the mutual understanding and further development of seemingly completely different sciences. How synergetics might proceed shall be illustrated by the following example taken from philology. Using the terminology of synergetics, languages are the order parameters slaving the subsystems which are the human beings. A language changes only little over the duration of the life of an individual. After his birth an individual learns a language, i. e., he is slaved by it, and for his lifetime contributes to the survival of the language. A number of facts about languages such as competition, fluctuations (change of meaning of words, etc.) can now be investigated in the frame established by synergetics. Synergetics is a very young discipline and many surprising results are still ahead of

us. I do hope that my introduction to this field will stimulate and enable the reader to make his own discoveries of the features of self-organizing systems.

Task 5. Read the article written by Домброван Т. И. Лингвосинергетика в кругу междисциплинарных направлений исследования языка. Наукові записки Національного університету “Острозька академія”. Серія “Філологічна”: збірник наукових праць. Острог: Видавництво Національного університету “Острозька академія”, 2013. Вип. 35. С. 96-101 and highlight at least four key ideas. Explain their importance.

Task 6. Study the table. Comment on the key differences between synergetics and translation theory. Give the examples to illustrate the postulates of the former in accordance with the fundamentals of the latter.

Синергетика	Теорія перекладу
1. Акцентується увага на процесах еволюції, розвитку та руйнування систем	1. Акцент робиться на статичній відповідності тексту оригіналу та перекладу, на морфологічному та функціональному аспектах
2. Вважається, що нерівноважні стани, хаос відіграють важливу роль у процесах розвитку та руху систем	2. Велике значення надається впорядкованості, збалансованості, адекватності
3. Досліджуються процеси самоорганізації, самоускладнення систем, виникнення «порядку із хаосу»	3. Вивчаються процеси організації текстів, збереження структури лексичних одиниць різних рівнів
4. Підкреслюється принципова нелінійність складних систем та неадекватність їх опису лінійними моделями	

ТЕСТОВІ ЗАВДАННЯ ДЛЯ САМОПЕРЕВІРКИ

1. How can synergetics be defined?
2. Who is considered to be the first scientist to define synergetics?
3. What do we know about Herman Haken and his famous book?
4. What is the purpose linguosynergetics?
5. What is the object linguosynergetics?
6. What are the tasks of linguosynergetics?
7. What is the place of linguosynergetics among other disciplines of the humanitarian cycle?
8. What scientific schools in linguosynergetics do you know?

9. Why is it problematic to render the concept of “translation” in linguosynergetics?
10. What are the basic differences in these two disciplines?

UNIT 2. SYNERGETICS OF ARTISTIC TEXT AND DISCOURSE

Plan

1. Basic concepts of “text” and “discourse” in the framework of synergetics.
2. The main stages of formation of linguosynergetics (its diachrony).
3. Methods of study of speech and speech constructions in the perspective of synergetic theory.

References: основна: 1, 2, 3, 4, 5, 7;
додаткова: 9, 11, 12, 15;
Інтернет-ресурси: 39, 41, 44, 45.

Task 1. Read and translate the text. Complete the table.

Synergetics involves the search for universal principles of self-organization and evolution of complex systems of various nature, explains the feasibility of the existence of asystemic phenomena, and makes it possible to predict the prospects for further development of systems. The main concepts and ideas of synergetics are the openness of the system, nonlinearity, localization, nonequilibrium, constructive chaos, buffering points, and attractor structure. Synergetics proceeds from the fact that the object of study is systemic. First of all, a system object is speech, consisting of invariant units (phonemes, morphemes, lexemes, sentences) with their specific connections (syntagmatic, paradigmatic, epigrammatic) and functions (nominative, communicative, constructive, cognitive, emotionally expressive, fatal, ideological, denotative, connotative, aesthetic, axiological, reference). Synergetics focuses on complex open dynamic systems, the subject of research is the patterns of occurrence, self-organization and functioning of these systems in “with exacerbation”. Scientists focus on the basic principles, basic concepts of synergetics and its tools.

A system that organizes itself (discourse, genre, text) consists of at least two hierarchical subsystems that can model each other’s state, as well as the state of its system environment. As an example of such subsystems in the process of creating a discourse, there can be named a system of attractors (the goals of the discourse that “attract” and direct the organization and selection processes in the system are “communicator intentions, text writer, extralinguistic and linguistic conditions, etc. and repellers (elements that repel everything that does not fit into the standards and

selection such as traditions, language conventions, etc. However, the author himself/herself is a creative designer of discourse, and “a tool” for attractors and repellers that arose before him/ her and independently of him/her.

Task 2. Complete the table using the information from task 1.

Synergetics

tasks	
concepts	
the object	
the subject	
connections	
functions	
focus	
subsystems	

Task 3. Study the table that demonstrates how English proverbs can be researched in terms of synergetics. Fill in the gaps with your own research.

Attractor	Repeller	Modification Mechanism
<i>Don't make a mountain out of a molehill</i>	<i>You don't make mountains out of molehills, you make lemonade out of lemons</i>	Extension of the situational block; use comparisons in and repellers
<i>Absence makes the heart grow fonder</i>	<i>Absence – and distance – very definitely make the heart grow fonder</i>	The use of emotionally coloured component “distance”
<i>Where there's a will, there's a way to a sequel</i>	<i>Where there's a Will Smith there's a way to a sequel</i>	Extension of the situational block
<i>Ashes to ashes dust to dust</i>	<i>Ashes to Ashes – but not dust to dust</i>	Concretization of the situation with the help of an antonymic component
<i>I am on a SeeFood-Diet</i>	<i>I see Food and I eat it</i>	
<i>-I lost my keys again -It's in your jeans -Don't drag my family into this</i>		

(from Кобякова I.К. Синергетический аспект исследования модифицированных англоязычных пословиц. *Issues of Preservation of Originality and Interference of National Languages in Conditions of Globalized International Life: CXXV International Research and Practice Conference and II stage of the Championship in philological sciences*. London: IASHE, 2016. P. 14-16).

Task 4. Read kids' jokes. Explain what exactly makes them funny. Translate them into Ukrainian. Write your real life jokes and translate them into English trying to render as much original sense as possible.

- How old is your father?
- Six.
- How is it possible?
- He became father when I was born.

- Mary, go to the map and find North America.
- Here it is.
- Correct. Now, class, students, who discovered North America?
- Maria!

- Glenn, how do you spell 'crocodile'?
- 'K-R-O-K-O-D-I-A-L'
- No, that's wrong.
- Maybe. But you asked how I spell it.

- Donald, what is the chemical formula for water?
- H I J K L M N O
- What are you talking about?
- Yesterday you said it was H to O.

- Clyde, your composition on 'My Dog' is the same as your brother's. Did you copy his?
- No, sir, it's the same dog!

- Harold, how do you call a person who keeps on talking when people are no longer interested?
- A teacher ☺

Task 5. Study the table. Name it, fill in the grids where possible, and get ready to speak on the items mentioned in it.

Translation Theory	Fundamental theories	Synergetics
To translate means to render the ideas expressed by the units of source language with the help of the units of target language (A.D.Fedorov)	Denotative theory	In terms of synergetics it means ...
To translate means to	Structural theory	

preserve the contents while changing the structure (L.O. Chernjachivska)		
Translation is transformation of units and structures of SL into units and structures of TL (V.M.Komissarov)	Transformation theory	
Translation is about the essence of adequate correlation between SL and TL gists (V.M.Komissarov)	Semantics theory	
Translation is ...		

Task 6. Read and translate the text. Choose the sentences to illustrate the ideas given in the table above.

Thinking about booking a cruise? Don't mess it up.

Joking aside, booking a cruise is one of the more complicated holiday purchase transactions you can make. Picking a hotel or choosing a rental car is a much simpler process, simply because there are fewer criteria to consider. With a cruise, you have a whole host of factors to think about -- ship, cabin category, package options -- and the list goes on. Since no one wants to get their holiday wrong, we want to remind you to pay attention to a few key things.

Here are five Don'ts

1. Wait Too Long to Book

Wave season deals (the January through March deal period) can hang around for months, but cruise lines are constantly promoting one-day to one-week sales with shorter booking windows. More importantly, as ships start to sell out, the best prices and the best cabins disappear. If you see a good price on the cabin you want, it's often better to book now. (Remember, most deposits are refundable before final payment.) If you delay, the low price you saw might go up, and that coveted suite might sell to someone else. Shop for Cruise Deals

2. Pick the Wrong Cabin

It's easy to think "any cabin will do" when you're booking a cruise, but you will be thinking the opposite when your claustrophobia kicks in the first night in an inside cabin or you're woken in the middle of the night by the anchor dropping outside your room. Pay careful attention to which type of cabin you're choosing and where it's located on the ship. This is one holiday component where paying a little bit more for

a higher category or better location can make a huge difference in your cruise enjoyment.

3. Choose the Wrong Year

Cruise lines plan itineraries a few years out -- you can book 2018 sailings now. It doesn't happen often, but every once in a while, someone accidentally books a cruise for the wrong year (see our previous post about a family who showed up a year early for their cruise). While their story miraculously turned out well, you will most likely be turned away if you mean to book a cruise for 2017 and inadvertently book one for 2018. Check, and re-check, your dates of travel before you hit submit on that payment.

4. Ignore the Fine Print

Who doesn't skim (or completely ignore) the fine print when presented with pages of small-type legalese? Yet, it's important to know the booking rules about the cruise deal you're about to get. Does the lower fare require you to pay in full at time of booking? Can you combine the offer with your past-passenger perks or other discounts/value-adds? Will the cruise line be choosing your cabin location? Will additional fees be added on later? You'll want to know all of that up front.

5. Forget to Shop Around

The cruise line sends you an email with enticing starting rates and pretty pictures of tropical beaches, and the next thing you know you're dialling the phone number and saying yes to a cruise line sales rep. If you don't shop around, you'll never know that the travel agent down the street can offer you the same rate plus onboard credit, prepaid gratuities and an upgrade. Before you book, take a few minutes to compare prices and find the best deal available. Otherwise, you're leaving money – and maybe some wine, a spa treatment and a shore excursion – on the table.

(<https://www.cruisecritic.co.uk/articles.cfm?>)

Task 7. Make a synopsis of the text. Translate it. Illustrate the key ideas with the examples of your own.

A translation model is a description of the stages and operations of a translation that the translator performs when translating. The model is conditional by nature and reveals only certain aspects of the functioning of the linguistic translation mechanism.

The translation model includes four levels. The first level of translation implementation is the recognition and primary comprehension of words in the general structure of the text. At the second level of the translation, a deeper understanding of the meaning of both units (words, phrases, phraseological units) and larger segments of the text (sentences, over-phrase units, the text as a whole) takes place. The third level in the general translation scheme includes the actions of the translator to recreate the semantic and stylistic information of the original using the language of the translation. The fourth level is the final evaluative actions of the translator, or “self-editing controlling” of the translator.

Task 8. Complete the table (<https://studfiles.net/>) and get ready to explain how the traditional translation models operate within the paradigm of synergetics.

Theory	Author(s)	Key concepts	Focus research
Theory of regular correspondences			
Denotative Translation Theory			
Situational model			
Transformational Theory of Translation			
Semantic model			
Communicative model			
Theory of Equivalence Levels			
Hermeneutic translation model			
Psycholinguistic translation theory			

ТЕСТОВІ ЗАВДАННЯ ДЛЯ САМОПЕРЕВІРКИ

1. Define the term “text”. Modify the definition using the metalanguage of synergetics,
2. What is “discourse”? How does it differ from “text”?
3. What are the main stages of formation of linguosynergetics?
4. What sciences donated to the development of synergetics?
5. What fundamental theories can be used as the integrating point between translation theory and synergetics?
6. What is a translation model?
7. What function does the theoretical model of an object perform in research?
8. What levels does translation model comprise?
9. What are the distinguishing features of each of the translation theories?
10. Which theory of translation, in your opinion, most fully reflects the nature of the translation process in terms of synergetics?

UNIT 3. A SYNERGISTIC APPROACH TO TRANSLATING COMMUNICATION

Plan

1. The correspondence and divergence of the source and target languages and the translation issues: hardships and ways to solve.
2. The typology of information in translation and synergetics.
3. Denotative, connotative, and pragmatic information.
4. The problem of translatability / non-translatability. Lacunarity as a translation and synergetic category.

References: основна: 1, 2, 5, 6;
 додаткова: 13, 17, 29;
 Інтернет-ресурси: 39, 42, 43.

Task 1. Read the article about English and Ukrainian grammar (<https://naub.oa.edu.ua>) and complete the table.

	English	Ukrainian
Category of		
Noun	Number, e.g.	Number, e.g.
	Article, e.g.	Case, e.g.
		Gender, e.g.
Verb	Tense, e.g.	Tense, e.g.
	Voice, e.g.	Voice, e.g.
	Perfectness/ imperfectness, e.g.	
	Mood, e.g.	Mood, e.g.
	Number, e.g.	Number, e.g.
	Gender, e.g.	Gender, e.g.
Conclusions		

Task 2. Read and translate the excerpt on English language. Prepare the similar information on Ukrainian language.

Modern English grammar is the result of a gradual change from a typical Indo-European dependent marking pattern, with a rich inflectional morphology and relatively free word order, to a mostly analytic pattern with little inflection, a fairly fixed SVO word order and a complex syntax. Modern English relies more on auxiliary verbs and word order for the expression of complex tenses, aspect and mood, as well as passive constructions, interrogatives and

some negation. The variation among the accents and dialects of English used in different countries and regions—in terms of phonetics and phonology, and sometimes also vocabulary, grammar, and spelling—can often be understood by speakers of different dialects, but in extreme cases can lead to confusion or even mutual unintelligibility between English speakers.

(https://en.wikipedia.org/wiki/English_language)

Task 3. Read and translate the text about the types of information. Prepare a scheme of what you have read. Analytically apply the knowledge you have got to the postulates of translations theory and synergetics. Write a short (80-100 words) essay on the topic.

The types of textual information can be distinguished by 2 parameters (I.R. Galperin) 1) in terms of content (the nature of the displayed) and 2) in terms of expression (ways of reflection). As a result, there are 2 types of opposition: 1) substantive factual and substantive conceptual information; 2) explicit and implicit information.

The factual information is the “clothing” of the author's idea, the description of events, heroes, place and time of action, etc. It allows the addressee to obtain basic factual knowledge about a particular subject or object, their actions, real relationships with other objects, etc. This type of information does not require decryption. The units of language are usually used in the subject-logical, vocabulary meanings assigned to these units by social-conditioned experience. It is transmitted by a text translation.

Content-conceptual information is a general concept, the basic idea of the text, the author's creative rethinking of relations between phenomena, understanding of their cause and effect relationships; the system of views, thoughts and feelings of the author, which he reflects in the text, counting on its exhaustion by the reader. Of course, the text is a whole, and the types of textual information are conditionally distinguished: in science it lies in research, and in practice it serves for educational purposes. The conceptual analysis of literary /artistic text assumes: 1) identification of a set of keywords of the text (words-leitmotifs, lexical dominants); 2) definition of the basic concept (concepts) of the text; 3) a description of this conceptual space of text. Thus, the textual concept is the author's intention, on the one hand, and the meaningful interpretation of the concept, is on the other. Different readers may have different ideas about the conceptual information of the same text.

Factual information that informs about real processes, events, facts is always explicit. The lexical meaning of the words is usually direct, nominative. Conceptual information can be both explicit and implicit.

Implicit information can be of several types:

1. Background information. It is expressed by a full meaning sign: a word, a word combination, an utterance. Each character, in addition to the direct, nominal value, contains a number of additional information due to the facts of personal biography, life experience, lifestyle of the bearer of the given culture or familiar with it. This

sign leads the speaker and the reader to think about the facts of history, art, government, etc. E.M. Vereshchagin and V.G. Kostomarov in the book “Language and Culture” subdivide background knowledge into several types:

- Universal human knowledge: cyclical time (winter, autumn, summer, day, night, sun, stars), geographical knowledge, information about man, about space, biblical images, mythological, fairy-tale, scientific information, etc;
- Regional knowledge: not all people on Earth know what snow, desert, typhoon, white nights, northern lights, etc. are;
- Regional background knowledge: knowledge of representatives of one or another ethnic community;
- Social, professional: doctors, teachers, residents of one city, etc.

2. “Vertical Context” (O.S.Akhmanova). This is the historical and philological context of the literary work and its parts (intertextuality in terms of Yu. Kristeva). These are different types of relationships between texts: “text in text” or “text about text”.

3. Presupposition can be explicit and implicit.

Explicit supposition is also called linguistic. It is related to word signs and relies on the text contained in the preceding sentence, the stanza, the title containing the antecedent, ie. the object being described.

The linguistic presupposition is emphasized by the author by referring to the antecedent (a keyword reflecting the theme or idea of the text), e.g. the “fallen tree” - a pronoun “it”, in its shadow, however, it is also a form of the past tense of the verb. Linguistic presuppositions are usually made using pronouns (This happened in early spring; In that year there was a drought - pronouns only point to objects without naming them, so the situation, its participants, events, etc.), unions (but, however, because, if and so on), pronoun-sentence groups (as a result, despite this), which require the author's thought to return to the previous, verbally expressed information.

Another type of presupposition - semantic (semantic) - is usually represented implicitly (implicitly, hidden). In this case, the speaker and the listener (reader) take into account such knowledge about the work as authorship, time and place of its writing, time and place of descriptions of events, social position of the society and the author, his mood at the time of creation of the work, the reasons that prompted the author to write this text, etc.

(<https://helpiks.org/9-7525.html>)

Task 4. Complete the table. Explain its ideas with your own example.

Information type	Definition	The object it refers to
Denotative		
Connotative		
expressive		
evaluative		
emotive		
functional / stylistic		
Pragmatic		

Task 5. Read the article (<http://ua.textreferat.com/referat-20840-1.html>), render it into English, highlight the key points in the form of a table, scheme, diagram or notes.

Task 6. Read the text, underline the text fragments, which actualize various types of information. Translate the text, analyze if the types of the information interwoven in the SL text were successfully rendered into the TL text. Justify your point of view.

Chapter One

Five Weeks Earlier

It begins on our tenth anniversary. Who would have thought?

Actually, there are two things going on here: 1. Who would have thought it would all kick off on such an auspicious day? And 2. Who would have thought we'd make ten years in the first place?

By ten years, I don't mean ten years since our wedding. I mean ten years since we first met. It was at my mate Alison's birthday party. That was the day our lives changed forever. Dan was manning the barbecue and I asked him for a burger and . . . bam.

Well, not bam as in instant love. Bam as in I thought, Mmm. Look at those eyes. Look at those arms. He's nice. He was wearing a blue T-shirt, which brought out his eyes. He had a chef's apron round his waist, and he was flipping burgers really efficiently. Like he knew what he was doing. Like he was king of the burgers.

The funny thing is, I'd never have thought "ability to flip burgers" would be on the list of attributes I was looking for in a man. But there you go.

Watching him work that barbecue, cheerfully smiling all the while . . . I was impressed.

So I went to ask Alison who he was ("old college friend, works in property, really nice guy") and made flirty conversation with him. And when that didn't yield any results, I got Alison to invite us both to supper. And when that didn't work, I bumped into him in the City "by accident" twice, including once in a very low-cut top (almost hooker-like, but I was getting a bit desperate). And then finally, finally, he noticed me and asked me out and it was love at, you know, about fifth sight.

In his defense (he says now), he was getting over another relationship and wasn't really "out there."

Also: We have slightly edited this story when we tell other people. Like, the low-cut hooker top. No one needs to know about that.

Anyway. Rewind to the point: Our eyes met over the barbecue and that was the beginning. One of those kismet moments that influence your life forever. A moment to cherish. A moment to mark, a decade later, with lunch at the Bar.

We like the Bar. It has great food and we love the vibe. Dan and I like a lot of the same things, actually—films, stand-up comedy, walks—although we have healthy differences too. You’ll never see me getting on a bike for exercise, for example. And you’ll never see Dan doing Christmas shopping. He has no interest in presents, and his birthday becomes an actual tussle. (Me: “You must want something. Think.” Dan [hunted]: “Get me . . . er . . . I think we’re out of pesto. Get me a jar of that.” Me: “A jar of pesto? For your birthday?”)

A woman in a black dress shows us to our table and presents us with two large gray folders.

(Sophie Kinsella. Surprise me at <https://www.penguinrandomhouse.ca/>)

Task 7. Read and translate the text. Underline the units, which are challenging to translate, explain what language levels they belong to, and offer your own ways of translating.

Лисичка-сестричка і вовк-панібрат

Були собі дід та баба. От раз у неділю баба спекла пиріжків з маком, повибирала їх, поскладала в миску та й поставила на віконці, щоб прохололи. А лисичка бігла повз хатку та так нюхає носом; коли чує — пиріжки пахнуть. Підкралась до вікна тихенько, вхопила пиріжок моторненько та й подалась. Вибігла на поле, сіла, виїла мачок із пиріжка, а туди напхала сміттячка, стулила його та й біжить.

От біжить, аж хлопці товар женуть до води.

— Здорові були, хлопці!

— Здорова, лисичко-сестричко!

— Проміняйте мені бичка-третячка за маковий пиріжок!

— Де ж таки бичка за пиріжок!

— Та він такий солодкий, що аж-аж-аж!..

Таки найшла одного, проміняла.

— Глядіть же,— каже,— хлопці, не їжте пиріжка, аж поки я зайду в ліс!

Та й побігла і бичка гоном погнала. Ті подождали, поки вона сховалась у лісі, тоді до пиріжка, — аж там сміттячко...

А лисичка тим часом пригнала бичка у ліс, прив'язала його до дуба, а сама пішла рубати дерево на саночки. Рубає та й приказує:

— Рубайся, деревце, криве й праве! Рубайся, деревце, криве й праве!

Нарубала дерева, зробила саночки, запрягла бичка, сіла та й їде. Аж біжить вовк-панібрат.

— Здорова була, лисичко-сестричко!

— Здоров, вовчику-братику!

— А де це ти взяла бичка-третячка та саночки?

— От, де ж там? Бичка заробила, саночки зробила та й їду!

— Ну, то підвези ж і мене!

— Куди я тебе візьму? Ти мені й саночки поламаєш!

— Ні, не поламаю, я тільки одну лапку покладу.

— Та клади вже, ніде тебе діти.

(<https://kazky.org.ua/zbirky/ukrajinsjki-narodni-kazky/lysyczka-sestryczka-i-vovk-panibrat>)

ТЕСТОВІ ЗАВДАННЯ ДЛЯ САМОПЕРЕВІРКИ

1. What are the phonemic differences in the Ukrainian and English languages?
2. What are the lexical differences in the Ukrainian and English languages?
3. What are the morphological differences in the Ukrainian and English languages?
4. What are the syntactic differences in the Ukrainian and English languages?
5. What are the pragmatic differences in the Ukrainian and English languages?
6. What are the cultural differences in the Ukrainian and English languages?
7. What types of information do you know?
8. How is the concept “information” interpreted in translation theory?
9. How does synergetics use information? Compare and contrast it with translation theory.
10. Define the essence of denotative, connotative, and pragmatic information.
11. Explain the problem of translatability / non-translatability.
12. How can you explain the concept “lacunarity” as a translation and synergetic category?

UNIT 4. METHODS AND TECHNIQUES OF ARTISTIC TRANSLATION IN THE PARADIGM OF MODERN LINGUOSYNERGETICS

Plan

1. Openness and integrity of the translation process: the concept of translation equivalence and adequacy of artistic translation.
2. The typology of equivalence in translation studies and synergetics.
3. Types of translated texts and perspective of their functioning.
4. Transformations vs variability.

References: основна: 2, 5, 6, 7;
додаткова: 14, 16, 17, 18;
Інтернет-ресурси: 40, 41, 43, 48.

Task 1. Compare the text and its translation. Discuss the units that need to be changed in the process of translation. Offer your own variant of translation where possible.

US says it did not approve Turkey's Syria offensive

Turkey has launched an offensive against territory held by Kurdish-led forces in northern Syria

US Secretary of State Mike Pompeo has denied the US gave Turkey a "green light" for its offensive in Syria.

Mr Pompeo defended President Donald Trump's widely criticised decision to withdraw US troops from the northern border area.

Turkey on Wednesday launched an assault on territory held by Kurdish-led forces - key allies of the US in the region.

President Recep Tayyip Erdogan said the aim was to "prevent the creation of a terror corridor" on the border.

Turkey said its plan was to create a "safe zone" cleared of Kurdish militias which will also house Syrian refugees.

But critics say the operation could lead to ethnic cleansing of the local Kurdish population in northern Syria and a revival of the Islamic State (IS) militant group.

Kurdish-led forces vowed to resist the offensive and have already clashed with Turkish troops.

The Kurds - who helped defeat IS in Syria and were key US allies in that fight - guard thousands of IS fighters and their relatives in prisons and camps in areas under their control. It is unclear whether they will continue to do so if battles break out.

The US military says it has taken custody of two British detainees notorious for their roles in an IS cell that tortured and killed nearly 30 Western hostages.

The two men, El Shafee Elsheikh and Alexandra Kotey, were part of a British cell nicknamed The Beatles.

They have now been removed from a prison run by the Kurdish-led militia in northern Syria.

What did Mr Pompeo say?

In an interview with US broadcaster PBS, Mr Pompeo defended Mr Trump's surprise decision to pull back US forces, adding that Turkey had a "legitimate security concern" and "a terrorist threat to their south".

He said reports the US had allowed Turkey to launch the offensive were "just false".

"The United States didn't give Turkey a green light," he said.

(<https://www.bbc.com/news/world-middle-east-49995494>)

Туреччина почала наземну військову кампанію проти курдів на півночі Сирії, у відповідь держсекретар США Майк Помпео заявив, що Вашингтон не давав на це згоду.

Хочуть переселити біженців

9 жовтня про початок військової операції "Джерело миру" оголосив президент Туреччини Реджеп Ердоган. За його словами, мета наступу - запобігти створенню "коридору терору" уздовж турецького кордону.

Турецькі сили мають намір створити так звану "зону безпеки", в яку ймовірно будуть переселені до двох мільйонів сирійських біженців, що опинилися в Туреччині.

Курдське ополчення заявляє, що має намір чинити опір турецьким військам, між ними вже відбулося кілька зіткнень.

Відповідь США

Тим часом, держсекретар США Майк Помпео заявив, що Вашингтон не давав Туреччині згоди на початок військової операції на півночі Сирії.

При цьому, Помпео підтримав рішення Дональда Трампа вивести американські сили з цього району.

Цей крок американського президента розкритиковали як у США, так і за межами країни.

Сам Дональд Трамп після початку авіанальотів назвав операцію Туреччини проти сирійських курдів "поганою ідеєю".

Також він пригрозив Анкарі економічним спустошенням, якщо вона буде чинити "свавілля" у Сирії.

(<https://www.bbc.com/ukrainian/news-49996960>)

Task 2. Read the article. Prepare to speak on the material in English with your own examples and ready-made explanations.

Лексичні відповідності можуть бути одинарними та множинними. Одинарна відповідність має місце, якщо ця одиниця мови оригіналу в більшості випадків перекладається однією одиницею мови перекладу (терміни, власні назви): House of Commons – Палата обшин; oxugen – кисень; Senator – сенатор. Можуть бути випадки, коли одинарні відповідності наявні тільки у декількох значень багатозначного слова, наприклад англійське barrel – “діжка, барабан“ має такі відповідності в значенні “частина вогнепальної зброї (ствол)” та “одиниця об’єму нафти (баррель)”. Утримання одинарних відповідностей в пам’яті перекладача має велике практичне значення (дає можливість не витратити час на пошуки еквівалента, що особливо важливо в усному перекладі; заздалегідь відомий переклад таких одиниць дозволяє швидко визначити тематику тексту). Багато одиниць мови оригіналу мають множинні відповідності – декілька одиниць мови перекладу, що регулярно використовуються для відтворення їх значень: Trade-union – профспілка або трейд-юніон; importance – важливість, значення, значущість. Перекладач робить вибір між такими відповідностями на основі контекста – лінгвістичного або ситуативного.

(<https://studfiles.net/preview/5114870/page:11/>)

Task 3. Study the table. Compare the examples with the ones from English where possible. Make conclusions and get ready to share them with your group mates.

Способи створення оказіональних відповідностей

<i>phenomena</i>	<i>definition</i>	<i>examples</i>
<i>відповідності – запозичення</i>	відтворюють в мові перекладу форму іношомовного слова	know-how – ноу-хау; chip – чип
<i>відповідності – кальки</i>	відтворюють морфемний склад слова або складові словосполучення	brain drain – відтік мізків; work-to-rule – робота чітко за правилами
<i>відповідності – аналоги</i>	створюються шляхом використання одиниць мови перекладу, що не зовсім відповідають за значенням вихідним одиницям, але здатні замінити їх у конкретному випадку	Для перекладу англ. “drugstore” можна використовувати українське “аптека”, хоча це не одне й те ж, оскільки в “drugstore” продаються не тільки ліки, а й харчі, газети, господарчі товари. “Afternoon” - це не вечір, але якщо учасники конференції проводять 2 засідання в день - “morning session” та “afternoon session”, то друге в перекладі можна назвати “вечірнім”.
<i>відповідності – лексичні заміни</i>	створюються за допомогою однієї з перекладацьких трансформацій	При перекладі англійського “ <i>exposure</i> ”, яке не має прямого відповідника в реченні “ <i>He died of exposure</i> ”, залежно від широкого контексту можна використати трансформації конкретизації або модуляції: “Він помер від застуди”; “Він замерз у снігу”; “Він загинув від сонячного удару”.
<i>описовий спосіб</i>	для передачі значення безеквівалентного слова	<i>landslide</i> – перемога на виборах переважною

	використовується описання, що розкриває його зміст за допомогою розгорнутого словосполучення	кількістю голосів; <i>brinkmanship</i> – мистецтво ведення політики на межі війни; <i>coroner</i> – слідчий, що проводить розслідування у випадку наглої чи насильницької смерті
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(<https://studfiles.net/preview/5114870/page:11/>)

Task 4. Analyze the following Ukrainian translation collocations for English language units, determining their type:

A politician – політик, політикан;

Handwriting on the wall – напис на стіні, погане передвістя;

Rome was not built in a day – Москва не одразу будувалась;

Every tree is known by its fruit – пізнається дерево по плодах його; яблуко від яблуні недалеко котиться;

Hell's Angels – Ангели Ада;

Zero option – нульовий варіант.

Bank – берег, банк;

Flat – квартира, плоский;

Bark – гавкати, кора;

Bat – летюча миша, моргнути;

Stalk – вистежувати, стебло;

Well – колодязь, добре.

Offer four-five examples of your own.

Task 5. Translate the following sentences into Ukrainian using different grammar transformations (null, approximate, descriptive translation):

1. *It's not just great teachers that shape your life. Sometimes its the absence of great teachers... **Being ignored** can be just as good for a person as **being lauded**. (Julia Roberts).*
2. *He is not a friend, he is my close friend. **The** Johnny Depp we all know is not the one we saw in the latest film. **A** Mr. Smith is here to see you.*
3. *Things are not what they seem, Things are not what they used to be; Give me that thing; What's that thing doing here? It's a work thing.*
4. *We need to do stuff, I have to take care of stuff...*
5. *You got a pen? Give me **one!** Are you going to order a sandwich? Can you get me **one?***
6. *This book was read by me from cover to cover. The pupils are usually sat by the teacher. She was first seen by him at a dance.*

Task 6. Find Ukrainian equivalents for the following English names and geographical names:

James I Stewart, Michigan, the Hague, the English Channel, Cheyenne, Cherokee, Genghis Khan, Beijing, Leigh, the Crocodile River, the Yellow River, Hudson Bay, Kerch Strait, Ulster, Lake Superior, the Isthmus of Suez, Transcarpathia, Cape Verde Islands, Grand Banks, Great Slave Lake, the Seychelles, Warsaw, Venice, Genoa, Cologne, Leghorn, Lorraine, Munich, Naples, King William, King Richard the Lionheart, Tsar Basil the Blind, Chingachgook the Big Serpent, the Deerslayer, Leicester, Worcester.

Task 7. Analyze the phrases in italics and point how context helps to identify their meaning. Translate the sentences into Ukrainian:

1. He decided *to pass up lunch for a Milky Way* from his *foot locker* and a few swallows of *luke-warm water* from his canteen.
2. I'd like to make *the subject of immorality* the basis of my sermon this Sunday.
3. Barkley tried to imagine *a real human being* in his leisure – not *a newspaper reader*, not *an avid jazzer*, not a TV fan.
4. The *low-brow* of our modern industrialized society has all the defects of the intellectual and none of the *redeeming qualities*.
5. Gladis did not answer, only looked at him with *those hard green eyes of hers* and *that close-lipped "I'm- really- annoyed- with- you" smile*.
6. The music which Beethoven had never heard except in his imagination, *the audible symbols of Beethoven's convictions and emotions* quivered out into the air.

ТЕСТОВІ ЗАВДАННЯ ДЛЯ САМОПЕРЕВІРКИ

1. How do you understand the openness and integrity of the translation process?
2. Give the examples to show that the translation product is always open.
3. Illustrate the concept of integrity in translation in the perspective of synergetics with your own examples.
4. Explain the concept of translation equivalence
5. Define and illustrate the adequacy of artistic translation in terms of the idea of synergetics.
6. What does equivalence mean in translation studies?
7. What does equivalence mean in synergetics?
8. How does equivalence differ in these two disciplines?
9. What types of translated texts do you know?
10. Do the SL text and TL text function in the same way? Explain your viewpoint.
11. What are the basic rules for using transformations in translation?
12. How does transformation correlate with variability?

UNIT 5. LINGUOSYNERGETIC MECHANISMS OF TRANSLATION AS A TEXT-MAKING PROCESS

Plan

1. The concept of text and meaning.
2. The problem of translation transformation as a synergetic action.
3. Typologies of translation transformations.
4. Expansionism, functionalism, explanation and anthropocentrism in creating translation transformations.

References: основна: 1, 3, 5, 6, 7;
доаткова: 12, 14, 19;
Интернет-ресурси: 38, 42, 46.

Task 1. Study the text, get ready to speak on the difference between meaning and sense.

Meanings refer to the structure of the language. Meanings, in other words, derive from purely linguistic signs and are to be searched for only in the framework of the code they are part of. Since a culture's world view is expressed by its natural language also in the form of the quantity of words existing in that language and allocation of expressed sememes among the words that can express them, it doesn't make sense to look for a word meaning in a word in another language or another culture. Every word has, in this view, only a relatively exact meaning exclusively within the linguistic code of its own language.

A.D. Shvejcer implicitly holds that, however hard it might be to find meanings of words by using words of other codes, it is possible in most cases to understand what a word means in the specific context.

As we know, by altering the cultural context, we alter the semiotic network of reference as well, and therefore we alter - or at least we may be altering - the sense of what we say. We can therefore define the distinction between sense and designation in this way: sense is the value acquired by a designation within a specific culture. The more the two cultures are distant from one another, the farther apart the chronotopes are that form them are, the more frequent instances of incongruity between designation and sense are, and the wider the gap between designation of linguistic meaning and cultural meaning (sense). Designation is a category of language, while sense is a category of speech, of enunciation, of text. L. Vygotsky said that "The meaning of a word is a power that realizes itself in live speech in the form of sense"³

In interlingual translation, we nearly always need to translate not the meaning but the sense, it is therefore extremely important to bear in mind this distinction. But is it always possible to distinguish sense and meaning and, above all, remain mindful

that sense is such a high entity as to remain expressible independent of its linguistic and cultural context?

(http://courses.logos.it/EN/2_25.html)

Task 2. Study the table, make up sentences to illustrate the role of the context in realizing the meaning and creating the sense. Complete the table with the examples of your own.

Example	Meaning	Sense
<i>Pablo always showed <u>animosity</u> toward his teachers by throwing spitballs and mouthing off, but his sister Mary was kind and sweet.</i>	hatred; extreme dislike	
<i>The little girl was showing signs of <u>ocular</u> problems - she squinted to read the blackboard and complained of headaches after working on the computer for too long.</i>	related to the eye	
<i>The crowd rewarded the singer with <u>plaudits</u>, or extreme praise, by clapping and cheering during a standing ovation.</i>	extreme praise (the definition was right in the sentence)	
<i>Elena's <u>repudiation</u> of Jerry's bad table manners was obvious to everyone at dinner as she dropped her napkin and left the table.</i>	denial; refutation; negation	
<i>From the far past to the present day, the moon has been thought to cause <u>lunacy</u>. Some studies have shown that this momentary insanity does have some association to the moon's phases.</i>	insanity; madness; psychosis	
<i>The old man's hair was <u>sparse</u> rather than thick and full like it was when he was young.</i>	thin; spare; light; meager	

<i>Janie was as <u>devout</u> as the Pope himself.</i>	pious; religious; sincere	
<i>My sister Kimmy shows a great <u>abhorrence</u> for crowds, whereas my little brother Michael loves to be the center of attention.</i>	hatred; loathing; disgust	
<i>When you <u>admonish</u> someone, you point out his or her errors; an example would be scolding a child for misbehaving.</i>	reprove; caution; reprimand	
<i>The sorcerer's <u>minions</u>, or devoted followers, were willing to perform any sorcery he could conjure.</i>	crony; underling; follower	
<i>Ninety-seven pairs is a <u>superfluous</u> number of shoes.</i>	extra; surplus; redundant	
<i>The spy was hung at the gallows of his homeland for his <u>perfidious</u> deeds.</i>	disloyal; treacherous; deceitful	
<i>"Busy as a bee" and "quiet as a mouse" are <u>hackneyed</u> phrases – they're used all the time.</i>	trite; clichéd; worn out	
<i>Amelia was as <u>pretentious</u> as a princess when she arrived at the party. She tossed her coat to the hostess and grabbed a drink out of a nearby guest's hand.</i>	showy; pompous; exaggerated	
<i>We always listen to my great-aunt because she is <u>venerable</u>, but we ignore my niece's advice because she's only six.</i>	respected; esteemed; revered	

Task 3. Analyze the transformations, give your variants of translation, and speak on the synergetic processes happening while searching sense in the TL sentences.

1. A dog growled in one of the yards as the men went by (Steinbeck)

– Коли чоловіки проходили повз один з будинків, у його дворі загарчав собака.

2. A big wave of actions by all sections of workers – skilled and unskilled, men and women, manual and non-manual – for higher wages and equal pay, for shorter hours and a greater say in shaping the environment at work is rising.
– Зараз наростає величезна хвиля страйків трудящихся всіх категорій – кваліфікованих і некваліфікованих, чоловіків і жінок, робітників фізичної та розумової праці – за підвищення зарплатні, за рівну оплату праці, за скорочення робочого дня, за покращення умов праці.
3. There were sounds coming from the Castle Rock (W.Golding)
– З замку долинали звуки.
4. Why they came East I don't know (Fitzgerald)
– Я не знаю, що спонукало їх переселитися на Схід.
5. I'm quite a heavy smoker, for one thing... (J.Salinger)
– По-перше, я палю, як паровоз.
6. Lord Nesby stretched a careless hand.
– Лорд Несбі байдуже (недбало) простягнув руку.
7. But I fear the Indians of Cleveland (Hemingway).
– Боюсь, щоб їх не побили клівлендські індіанці.
8. The boy was sad too... (Hemingway)
– Та й хлопець тоді засмутився ...
9. For a moment I suspected that he was pulling my leg, but a glance at him convinced me otherwise (Fitzgerald).
– Я навіть подумав був, чи не дурить він мене, але глянувши на нього, перконався, що це не так.
10. Madame Heron left today Monsieur suddenly, about three o'clock. There was illness in her family (Galsworthy)
– Мадам Ерон виїхала сьогодні, мосьє – раптово, біля третьої години. Захворів хтось із її родичів.

Task 4. Read the text and speak on the essence of contextual analysis.

Contextual analysis deals with the language in use. J Ferse, the founder of London linguistic school, introduced the theory of context according to which the utterance acquires the meaning in a social and situational context and thus serves as a function of this context. That is why the word semantics is analysed within the impact of the communicative situation, speech acts, social factors and background knowledge, functional peculiarities of the language. Thus the context is considered as an extra-linguistic sphere, where linguistic units of different ranks function. N.N. Amosova was the first to differentiate lexical, syntactical, morphological-and-syntactical, constructive and combined contexts [Amosova 1963]. According to V.A. Kukharenko there can be phono-graphical, morphemic, lexical, syntactical and stylistic foregrounding in the literary text [Kukharenko 1988, 2004]. The theory of sound associations qualified the sounds [u, d, r] as frightening, [i] as happy, [m, n, l] as tender. e.g. *The day is cold and dark and dreary.*

It rains and the wind is never weary. (Longfellow, "The rainy day").

As we see the alliteration – a deliberate use of similar sounds in close succession to achieve a euphonic effect, produces a strong melodic and emotional effect.

The morphemic foregrounding in the text takes place in a specific speech/textual situation: e.g. “*Militant feminists grumble that history is exactly what it says, – His-story, and not Her-story at all*” (J. Robinson).

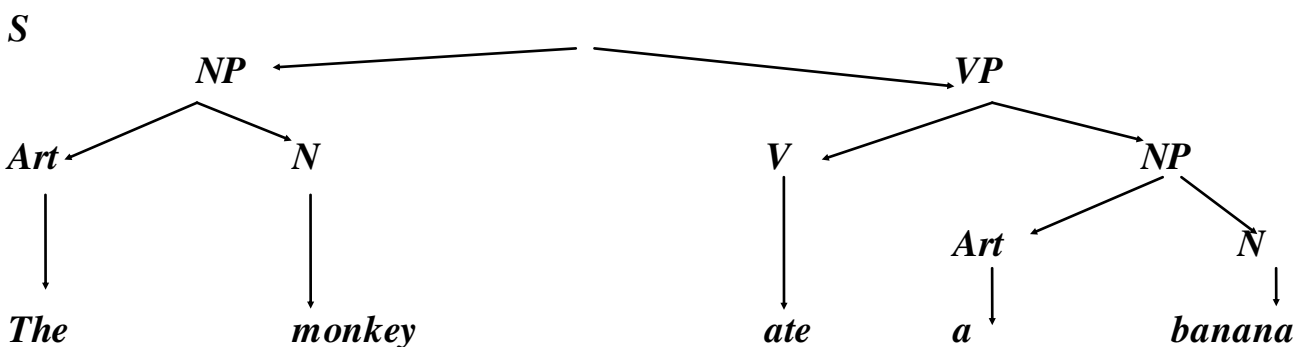
When words bear additional information in the literary text, we deal with lexical foregrounding.

eg. *They go to the police for everything, Margaret thought, these people, these New York people, it's as though they had selected a section of population to act as problem-solvers, and so no matter what they want they look for a policeman.* ”These” in the example implies a negative attitude towards NY residents.

In the 20s to prove the importance of syntactical meanings academician L. Shcherba made up a sentence: *Глокая куздра штеко будланула бокра и кудрячит бокренка*. When analyzing the morphemic and syntactical aspects of the sentence like this we understand its structure as well as a certain amount of information due to the background knowledge of definite rules and norms of the Russian language. Still, the semantic interpretation will be different which is not important at all, as the most important thing is that there is a certain interpretation of the sentence which is syntactically correct while semantically ridiculous. e.g. “*A boy... devoid of parents, devoid of relations, devoid of flocks and herds, devoid of gold and silver and precious stones*” (Ch. Dickens). The anaphoric usage (anaphora is the repetition of the first word of several succeeding sentences or clauses) of the word “devoid” emphasizes the statement and possesses emotive force.

Task 5. Study a tree diagram below to understand the structural approach to learning language structure. How can we possibly draw a scheme reflecting the synergetic processes while performing multilanguage translating?

NP - the monkey; a banana;



Task 6. Complete the table. Get ready to speak on their importance in creating new texts while translating (do not forget to mention context clues).

<i>Term</i>	<i>Definition</i>	<i>Example</i>
Expansionism		
Functionalism		
Explanation		
Anthropocentrism		

ТЕСТОВІ ЗАВДАННЯ ДЛЯ САМОПЕРЕВІРКИ

1. Speak on the concept of text.
2. How can meaning be defined?
3. How is sense created?
4. What are the factors that help to render the key ideas into the target language?
5. How can the problem of translation transformation be formulated in terms of synergetics?
6. What are the most typical translation transformations?
7. How do transformations aim at preserving the meaning and creating the sense of the text?
8. What is the role of expansionism in using translation transformations?
9. What is the role of functionalism in performing translation transformations?
10. What is the role of explanation in making translation transformations?
11. What is the role of anthropocentrism in creating translation transformations?

UNIT 6.

LINGUOSYNERGETIC MODELS OF TRANSLATION

Plan

1. Synergistic modeling of the translation process.
2. The concept of a translation model based on the principles of synergy.
3. Situational, semantic and transformational models of translation.
4. Communicative, informative and discursive model.

References: основна: 1, 2, 3, 4;
 додаткова: 13, 14, 16, 17;
 Інтернет-ресурси: 39, 41, 46, 47.

Task 1. Complete the table.

<i>Translation model</i>	<i>Concept</i>	<i>Author(s)</i>	<i>Example</i>
psycholinguistic model			
denotative /			

situational model			
semantic model			
informative model			
interpretive model			
functional model			
didactic model			
discursive model			
..... model			

Task 2. Read the excerpt from the article on the models of translation. Compare them with the typology offered by Ukrainian linguists. Prepare to comment on the similarities and differences between the two approaches.

The Interpretive Theory of Translation known as the “Theory of Sense” was developed by Danica Seleskovitch and Marianne Lederer <...>. The epistemological status of the interpretive theory is outlined by Lederer and Seleskovitch (2001: 6), which incorporate this theory into a general theoretical language discipline: “The interpretive theory [...] is a Theory of meaning because it explains the phenomenon of translation and reveals, through him, the essential aspects of the functioning of language.” <...>.

The concepts of the Functional School are based on various theories, such as communication (Gutt, 1991), Social Action (Holz-Mänttari, 1984) or on the theory of the function of texts (Nord, 1991).

Translation strategies are determined by the function and the purpose assigned by the initiator or by the beneficiary of the translation text. (cf. Stefanink, 2000: 24, Dimitriu, 2002: 55-59) <...>.

The experimental model <...> according Dancette (1997) can be proved by the theory of language, as the translation, as a language activity, was recognized as “a privileged field of exploration” for psychologists and cognitive scientists (see Danks and Shreve 1997) <...>.

Jeanne Dancette and Nathan Menard (1996: 140) summarize the role of empirical studies and divide the experimental research into qualitative and quantitative. The two are essential to the development of translation. The qualitative research is based on correlation studies, a basic but necessary stage of data collection, followed by the description of the observed phenomena, while quantitative research represent a more advanced stage which is based on observation of the process, a phenomenon taking place in its usual framework or in an experimental setting.

(https://www.researchgate.net/publication/315527926_THREE_TRANSLATION_MODEL_APPROACHES)

Task 3. Translate the extract using one of the three models mentioned in exercise 2. Justify your choice.

“ON A SNOW-SWEPT January evening of 1991, Jonathan Pine, the English night manager of the Hotel Meister Palace in Zurich, forsook his office behind the reception desk and, in the grip of feelings he had not known before, took up his position in the lobby as a prelude to extending his hotel's welcome to a distinguished late arrival.”

(The Night Manager by John le Carré)

Task 4. Analyze the information prepared by Laura-Rebeca Stiegelbauer, Narcisa Schwarz, Diana-Bianca Husar in the article “Three translation model approaches” Comment on the steps in translating in terms of synergetics. Reduce or extend the steps where possible or necessary.

According to Guidère (2008: 72), the skopos theory is in the same epistemological framework that the action-theory of translation, because it is particularly interested in pragmatic texts and their functions in the target culture. According to Christiane Nord (1997: 140), the general theory skopos should be supplemented by a new concept, "the loyalty" in translation.

In contrast with faithfulness, loyalty is exercised with respect towards the people, also with respect for the author and represents the result of negotiation among the author, the receiver, the person who asked for the translation, and the translator.

The first analysis that the translator has to perform is to analyse the function of the target text that consists in presenting the factors to ensure the receipt of the translated text by a target audience, in a given situation, called SITT ("target situation").

The second analysis is that of the source text, performed in two stages (see North 1991: 33): in the first stage, the translator must be aware of the hardware compatibility of the source text with the requirements contained in the instructions translation; in the second stage, the translator will engage into a detailed analysis with the aim of understanding the source text while paying special attention to restore the function of the target text.

Dancette and Menard (1996: 139-156) emphasize the "non-linearity of the translation process in the timeline," a point of view shared by Christiane Nord for whom the two steps of the translation process, understanding and deverbilization organize themselves in a loop process ("looping model").

In the opinion of Christiane Nord (1991: 30), the translation is not a linear process that evolves from a starting point S (S = the source text) to a target point T (T = the target text) but a circular process through which the translator carries out back and forth in her reflection and production.

According to Christiane Nord (cited by Superceanu 2004: 25) the translation requires the execution of four consecutive tasks:

1. Analysis of skopos target text (new goals, new players);
2. Analysis of source text;
3. Transfer (properly-called translation);
4. The synthesis of the target text.

The execution of the translation delivery represents the result of a good management of the translator's task. We consider that Christiane North skopos theory, inspired by the theory of Katharina Reiß, nowadays applies best to the practice of translation for pragmatic texts <...>.

(https://www.researchgate.net/publication/315527926_THREE_TRANSLATION_MODEL_APPROACHES)

Task 5. Read a short story. Translate it using various models. Comment on the differences in the target texts.

It Can't Happen Here?

We need 4 hugs a day for survival. We need 8 hugs a day for maintenance. We need 12 hugs a day for growth. Virginia Satir

We always teach people to hug each other in our workshops and seminars. Most people respond by saying, "You could never hug people where I work." Are you sure? Here is a letter from a graduate of one of our seminars.

Dear Jack, I started out this day in rather a bleak mood. My friend Rosalind stopped over and asked me if I was giving hugs today. I just grumbled something but then I began to think about hugs and everything during the week. I would look at the sheet you gave us on How to Keep the Seminar Alive and I would cringe when I got to the part about giving and getting hugs because I couldn't imagine giving hugs to the people at work. Well I decided to make it "hugs day" and I started giving hugs to the customers who came to my counter. It was great to see how people just brightened up. An MBA student jumped up on top of the counter and did a dance. Some people actually came back and asked for more. These two Xerox repair guys, who were kind of just walking along not really talking to each other, were so surprised, they just woke up and suddenly were talking and laughing down the hall. It feels like I hugged everybody in the Wharton Business School, plus whatever was wrong with me this morning, which included some physical pain, is all gone. I'm sorry that this letter is so long but I'm just really excited. The neatest thing was, at one point there were about 10 people all hugging each other out in front of my counter. I couldn't believe this was happening. Love, Pamela Rogers P.S.: On the way home I hugged a policeman on 37th Street. He said, "Wow! Policemen never get hugs. Are you sure you don't want to throw something at me?"

Another seminar graduate sent us the following piece on hugging:

Hugging Is Hugging is healthy. It helps the immune system, cures depression, reduces stress and induces sleep. It's invigorating, rejuvenating and has no unpleasant side effects. Hugging is nothing less than a miracle drug. Hugging is all natural. It is organic, naturally sweet, no artificial ingredients, nonpolluting, environmentally friendly and 100 percent wholesome. Hugging is the ideal gift. Great for any

occasion, fun to give and receive, shows you care, comes with its own wrapping and, of course, fully returnable. Hugging is practically perfect. No batteries to wear out, inflation-proof, nonfattening, no monthly payments, theft-proof and nontaxable. Hugging is an underutilized resource with magical powers. When we open our hearts and arms, we encourage others to do the same. Think of the people in your life. Are there any words you'd like to say? Are there any hugs you want to share? Are you waiting and hoping someone else will ask first? Please don't wait! Initiate! Charles Faraone

Jack Canfield (from the book "Chicken Soup for the Soul")

Task 6. Speak on the advantages and disadvantages of translation models under consideration. Justify your answer.

ТЕСТОВІ ЗАВДАННЯ ДЛЯ САМОПЕРЕВІРКИ

1. Explain the key concepts of synergistic modeling of the translation process.
2. What is the concept of a translation model based on the principles of synergy? How does it differ from the conventional model?
3. Speak on the specifics of the situational model of translation.
4. Discuss the key ideas of the semantic model of translation.
5. Why does the transformational model of translation seem to be most common in translating? Name the cases when a translator should avoid its usage.
6. Comment on the advantages of the communicative model of translation.
7. What are the main pluses of the informative model of translation?
8. How do you understand the essence of the discursive model of translation?
9. What models of translation are most commonly used and why?
10. What model(s) of translation would you rate as the most and the least productive and why?

UNIT 7. DYNAMISM OF LINGUISTIC SPACE OF THE TRANSLATED TEXT IN PERSPECTIVE OF ITS PHONETIC DESIGN

Plan

1. Transliteration as a technique for reproducing the graphic form of a foreign language.
2. Transcription as a technique for reproducing the sound form of a foreign language.
3. Traditional phonographic replacement.
4. Change of rhythmic-melody pattern of poems.

References: основна: 1, 2, 3, 5, 7;
додаткова: 11, 22, 34, 45;
Інтернет-ресурси: 40, 41, 42, 43.

Task 1. Read the text, and do a further research on the topic.

Існує щонайменш 13 варіантів сучасної української письмової передачі англійської назви Cornwall [ˈko:ɪnwʌʃ] – назва півострова і графства у Великій Британії та прізвище: Корнуолл, Корнуол, Корнуелл, Корнуел, Корнуель, Корнволл, Корнвол, Корнвелль, Корнвел, Корнваль, Корнуваль, Карнваль, Корн-Уельс.

(Гудманян А. Г. Відтворення власних назв у перекладі: дис. ... доктора філол. наук. Ужгород, 2000)

Task 2. Transliteration rules are set by special standards : International Standard ISO 9: 1995 – Transliteration of Cyrillic characters into Latin characters – Slavic and non-Slavic languages, set by International Organization for Standardization – ISO, namely the regulations of translating Cyrillic characters into Latin characters using Latin font. Use the table (<http://kodeks.uni-bamberg.de/AKSL/Schrift/Transliteration.htm>) and complete the table.

	Ukrainian	English
Your name and family name		
Your mom's name		
Your dad's name		
Your granny's name		
Your grandpa's name		
Your pet's name		
The name of your hometown		
The name of the street you live in		
Your nickname if any		
Your own example		

Task 3. Study the material on transcoding given in the textbook by Карабан В. І. Теорія і практика перекладу з української мови на англійську мову : навч. посібник-довідник для студентів вищих закладів освіти. Вінниця : Нова кн., 2003. Prepare to characterize the four key ways of phonemic translation. Illustrate the theory with the examples of your own.

транскрибування або транскрипція;
транслітерування;
змішане транскодування;
адаптивне транскодування.

Task 4. Translate the following names. Define the type of translation technique.

Newton, George, Charles, Andrew, Isaac, Moses
Катерина, Микола, Іван, Оксана, Петро, Степан, Хома
Львів, Київ, Вінниця, Харків, Калінівка, Деражня, Біла Церква
Chicago, Edinburgh, London, Washington, DC, Dublin, Paris, Cairo

Task 5. Translate the English poem. Comment on the transformations you have to make. Justify your choice.

Looking for a Sunset Bird in Winter by Robert Frost

The west was getting out of gold,
The breath of air had died of cold,
When shoeing home across the white,
I thought I saw a bird alight.

In summer when I passed the place
I had to stop and lift my face;
A bird with an angelic gift
Was singing in it sweet and swift.

No bird was singing in it now.
A single leaf was on a bough,
And that was all there was to see
In going twice around the tree.

From my advantage on a hill
I judged that such a crystal chill
Was only adding frost to snow
As gilt to gold that wouldn't show.

A brush had left a crooked stroke
Of what was either cloud or smoke
From north to south across the blue;
A piercing little star was through.

(<https://classicalpoets.org>)

Task 6. Translate the Ukrainian poem. Comment on the transformations you have to make. Justify your choice.

Рідна мова

Микола Пироженко

Чи в радості, а чи в журбі,
Ти поклонишся знову й знову
Тому, хто виплекав в тобі
Оцю співучу рідну мову.
Народ цю мову прикрашав,
Беріг від роду і до роду.

І в ній відбилася душа
Мого великого народу.

(Пироженко М. Рідна мова // Січовик І. П. Мій дитячий садочок. Тернопіль, 2014. С. 14)

ТЕСТОВІ ЗАВДАННЯ ДЛЯ САМОПЕРЕВІРКИ

1. How can transliteration be defined?
2. What examples of reproducing the graphic form of a foreign language using transliteration do you know?
3. What is transcription?
4. How is transcription different from transliteration?
5. What are the cases when transcription is more preferable than transliteration?
6. What are the cases when transliteration is more preferable than transcription?
7. What document regulates the norms and standards of transliteration?
8. What examples of traditional phonographic replacement do you know?
9. How does the rhythmic-melody pattern of poems change in their translation?

UNIT 8. SYNERGISM OF LEXICAL-SEMANTIC CORRESPONDENCES IN TRANSLATION

Plan

1. Interlingual lexical correspondences in the paradigm of synergetics.
2. Powerful and parametric types of translation, their influence on the adequacy of the latter.
3. Translation correspondences as a reflection of language system switching.
4. Denotative and connotative aspect of lexical transformations within parametric patterns.

References: основна: 2, 4, 5, 6, 7;
додаткова: 23, 34, 35, 36;
Інтернет-ресурси: 39, 42, 43, 45.

Task 1. Read the following information and get ready to illustrate the basic ideas with your own examples.

There are at least four reasons for using lexical transformations.

1. The differences in semantic structures of the correlated words. The words may signify the same object by reflecting their different aspects and so the meanings of the former do not completely coincide, e.g. *instant coffee* – *розчинна кава*; *drawing room* – *вітальня*; *herring-bone* – *в ялинку*.

2. The polysemy of the words in two languages do not correlate, e.g. *treat* – *пригощати, лікувати, ставитися до когось*.

3. Different combinability of the words, e.g. *it rains* – *іде дощ*.

4. Contextual meanings of the words, e.g. *Never drink unboiled water*.

Не пийте сирої води.

(Т.Р. Левицкая, А.М.Фитерман, с. 28-47)

Task 2. The English suffix *-less* is commonly translated into Ukrainian with prefixes *не-* or *без-*. Study the examples below, and get ready with more examples of your own.

A helpless person – безпорадна людина;

A shiftless farmers – невидатні фермери;

careless behavior – безтурботна поведінка;

endless love – нескінченне кохання;

Fruitless work – невдала робота.

Task 3. Translate the words with the suffixes *-free* and *-friendly*. Comment on the transformations you have to use. Think of the examples of your own.

Eco-friendly;

User-friendly;

Fat-free;

Tax-free;

Duty-free;

Sugar-free.

Task 4. Study the examples of false translations. Think of your own examples.

- aspirant - честолюбець, претендент; честолюбний; ніколи: аспірант (post-graduate (student); candidate)
- ass - зоол. осел (donkey); вульг. дупа; ніколи: ас
- fan - віяло, опахало; вентилятор; лопать гвинта повітряного або гребного; крило вітряка; віялка; крім: фан, фанат; ніколи: фен (drier, hair-drier)
- manager - управляючий, завідувач, керівник; ніколи: менеджер, ніким не керуючий (м. з продажу = salesman, salesperson)

Task 5. Explain the reasons the film titles were translated in certain ways. Comment on the necessity to change the name or keep it as close to the original as possible.

How to Train Your Dragon – Як приборкати дракона.

In a Lonely Place – У затишному місці.

The Italian Job – Пограбування по-італійськи

Nightmare Boulevard – Бульвар смерті.

Lost Place – Прокляте місце.
Under the Skin – Опинись у моїй шкірі,
Wanted – Особливо небезпечний.

Task 6. Read the article by Krivosova M. (p.93-96) http://forlan.org.ua/doc/nauk/sborn_movozn.pdf and compare your ideas with the ones represented in the article.

Task 7. Compare the script the cartoon “Frozen” with its translation. Find the transformations that were used to render the SL idea. Comment on the differences. Compare your conclusions with the ones made by Krivosova T. (p. 96-100) http://forlan.org.ua/doc/nauk/sborn_movozn.pdf.

Task 8. Explain the denotative and connotative meanings of the translated words. Comment on the appropriateness of the translation.

1. We drove up from Valencia with Thomas, and, as we sighted Madrid rising like a great white fortress across the plain from Alcala de Henares, Thomas said ... (E. Hemingway)

Якось я й Томас їхали з Валенсії, і коли помітили Мадрид, що зводився над рівниною за Алькала де Генарес величною білою фортецею, Томас процідив крізь зуби ...

2. She had quite a reputation for saying the wrong thing ... (J.Galsworthy)

Вона славилася тим, що завжди могла бовкнути щось недоречне.

3. They looked at my dress and mamma’s as if they had never seen a silk gown before (Ch. Bronte).

А як вони витріщились на моє і мамине вбрання! Так, наче зроду не бачили шовкової сукні (pragmatic toning)

4. The play went well from the beginning; the audience, notwithstanding the season, a fashionable one, were pleased after the holidays to find themselves once more in a playhouse, and were ready to be amused (W.S.Maugham).

5. He boasted that his weight had not changed since he was twenty, and for years, wet or fine, he had got up early morning at eight to put on shorts and a sweater and have a run round Regent’s Park (W.S. Maugham).

Майкл пишався тим, що його вага залишається незмінною відтоді, як йому стукнуло двадцять, і вже багато років, в будь-яку погоду, він підводився о 8, вдягав шорти і виконував свій моціон, оббігав Ріджерс парк

ТЕСТОВІ ЗАВДАННЯ ДЛЯ САМОПЕРЕВІРКИ

1. What interlingual lexical correspondences in the paradigm of synergetics do you know?
2. What types of translation make it relevant, truthful and adequate?
3. What factors justify the usage of lexical transformation?

4. What are the reasons for choosing a proper word in TL?
5. How do you understand the idea of denotative aspect of lexical transformations within parametric patterns?
6. What is the essence of connotative aspect of lexical transformations?
7. Why do translators make mistakes?
8. When is literary translation not relevant?

UNIT 9.
SYNERGISM OF MORPHOLOGICAL AND GRAMMATICAL
CORRESPONDENCES IN TRANSLATION

Plan

1. Fractality of transformations at the word-forming level.
2. The variability of transformations at the morphological level.
3. Diffusion of transformations at syntactic level.

References: основна: 1, 2, 4, 6;
 додаткова: 24, 27, 33;
 Інтернет-ресурси: 43, 45, 47.

Task 1. Study the information in the book by Корунець І.В. Вступ до перекладознавства Вінниця : Нова книга, 2008. Complete the table. Comment on its content.

<i>Types of transformations (I. Korunets)</i>	<i>Examples in Translation</i>	<i>Fractality in Synergetics</i>
differentiation of meaning;		
specification of meaning;		
generalization of meaning;		
semantic development;		
antonymic translation;		
holistic transformation;		
compensation for losses in the translation process.		

Task 2. J. Retsker (Я. Рецкер) distinguishes three categories of correspondences in translation: 1) equivalents, 2) variants and contextual correspondents, 3) translation transformations. Translate the sentences and comment on the correspondents. Justify your choice of correspondents.

To live in Los Angeles you have to cultivate the art of staying awake. You must learn to resist the unceasing hypnotic suggestions of the radio, the billboards,

the movies and the newspapers; those demon voices which are forever whispering in your ear what you should desire, what you should fear, what you should wear and eat and drink and enjoy, what you should think and do and be. They have planned a life for you – from the cradle to the grave and beyond – which it would be easy, fatally easy, to accept. The least wandering of the attention, the least relaxation of your awareness, and already the eyelids begin to droop, the eyes grow vacant, the body starts to move with obedience to the hypnotist's command. Wake up, wake up – before you sign that seven-year contract, buy that house you don't really want, marry the girl you secretly despise. Don't reach for the whisky, that won't help you. You've got to think, to discriminate, to exercise your own free will and judgment.
(<https://studfiles.net/preview/5080853/page:9/>)

Task 3. Study the following examples of translation. Define the type of transformations. Agree or disagree with the translator's variant. Justify your viewpoint.

1. *But that doesn't stop L.A. from growing and growing.*

Але це не зупинило Лос-Анджелес. Місто продовжувало рости й розширюватись.

2. *It doesn't have to be a Rolls of course.*

Це не обов'язково має бути Ролс-Ройс.

3. *It's a fab mag! I've never seen anything like that!*

Шикарний журнал! Ніколи не бачила нічого подібного!

4. *He was yuppie and this was apparent from his behavior.*

Він був молодим чоловіком, для якого кар'єра була важливіша за все, і це було видно з його поведінки.

5. *As he was a temp he had no chance of permanent position.*

Так як він був тимчасовим співробітником, в нього не було жодного шансу потрапити до штату компанії.

6. *Being mob, Los Angeles is characterized as a city of unlimited possibilities.* Постійна мобільність дає Лос-Анджелесу право бути містом необмежених можливостей.

7. *This age is characterized as the time of lib movements.*

Визвольний рух є характерною рисою цього сторіччя.

8. *Los Angeles aka mobilecity.*

Лос-Анджелес ще відомий як місто мобільності.

9. *For many N.Y. seems to be the place where they can realize their dreams.* Багатьом здається, що Н'ю-Йорк - це місто, де збуваються мрії.

10. *Cons were also included.*

Консерватори теж входили туди.

11. *L.A. is a Mecca for extreme individualist and bon-vivant who do whatever their hearts desire behind the enormous billboards lining Sunset. Even in simple bars the night might turn into a happening.*

Ель-ей – центр паломництва екстремальних індивідуумів та життєлюбів. Тут, на Сансет, за стіною немислимих плакатів, вони насолоджуються на повну катушку. Навіть у скромних барах ніч перетворюється на щось особливе.

Task 4. Translate the sentences, paying attention to the underlined collocations. Comment on their role in the sentences. Discuss possible options of translation.

1. The Caesar's wife is **beyond suspicion**.
2. Ambulance **rushed** the injured to hospital.
3. I am afraid she **rushed into marriage**.
4. Editors **rushed out** a piece on the crash for the late news.
5. Don't **grab!** There is enough for everybody.
6. He just **grabbed** the flag from my hand.
7. Didn't it ever **occur** to you that I would be worried?
8. She didn't want to mention about the **vanities** of the world of fashion.
9. Her remarks have injured his **vanity**.
10. I guess he is too **vain**.
11. They have little **regard** to basic human values.
12. He **regarded** the visitor coldly.
13. **As regards** content, the program will cover important current issues.
14. The Party ruled the country **without regard** for the people's views.
15. It **will be regarded** to him as a merit.

Task 5. Translate the sentences, using the most appropriate type of transformations. Justify your choice.

1. They are always suspicious of strangers.
2. She gave a suspicious look.
3. Vandalism used to be a rare occurrence.
4. Robbery is now an everyday occurrence.
5. There was no room for us to sit down.
6. In certain districts I am afraid of the cars used by Chicano kids.
8. It is a downright necessity.
9. There are more cars bearing "Emily" on the tips of their hoods here than in any other city in the world.
10. It's no good you being so indifferent.

Task 6. Translate the sentences, using the most appropriate type of transformations. Justify your choice.

1. Не було представлено ніяких вагомих **доказів**.

2. Нью-Йорк – це місто, де проходять випробовування те тільки музиканти та актори, але й політики.
3. Він подорожував світом, змінюючи міста та країни, коли йому заманеться.
4. Я дав йому шанс і він одразу ж ухопився за нього.
5. Жителі Лос-Анжелесу оплакують свої невдачі.
6. Він просто невдаха.
7. Ця жахлива аварія трапилася опівночі.
8. Ця ідея мені ніколи не спадала на думку.
9. У сучасному суспільстві розлучення – звичайна річ.
10. Не підганяй мене! Мені потрібен час, щоб все обміркувати.
11. Не хвилюйся, це не спішно. В нас є досить часу.
12. Немає нічого гіршого, ніж повертатися додому у годину пік.
13. Невже це так сильно зачепило тебе?
14. Хоч вони й близнюки, я не бачу ніякої схожості між ними.
15. Ми пропонуємо десятипроцентну знижку тим, хто платить готівкою.
16. Їм доведеться продавати все за зниженими цінами.
17. Він просто політичний авантюрист.
18. Ми не любимо пихи та марнославства в інших, але не помічаємо їх в собі.
19. Чому ви уникаєте зближення із своїми однокурсниками?
20. Якщо ти не рухаєшся – тобі кінець!

Task 7. Study the following examples of translation. Choose the most appropriate variant for translation. Justify your viewpoint.

1. *Pedestrians are treated with great suspicion.*

До пішоходів ставляться з підозрою.

Поліція з підозрою ставиться до перехожих.

2. *You can be stopped by the police*

Вас може зупинити поліцейський.

Поліція може зупинити вас.

Ви можете бути зупинені поліцією.

3. *Such vehicles are preferred by Arnold Schwarzenegger.*

Арнольд Шварценегер любить саме такі засоби пересування.

Таким засобам пересування надає перевагу Шварценегер.

Саме такі колеса до вподоби Шварценегеру.

4. *Second hand cars mostly used by Chicano kids.*

Уживані автомобілі люблять підлітки мексиканського походження.

Секонд-хендні автівки, на яких в основному їздять підлітки-чіканоси.

5. *You are perfectly safe here – provided you stay in your car.*

Тут ви цілком в безпеці – за умови, якщо залишаєтеся в своєму авто.

Вам тут ніщо не загрожує, якщо ви не виходите з автомобіля.

Якщо не виходитиме із машини – вам нічого не загрожує.

6. *The streets here are not paved with gold.*

Вулиці тут золотом не бруковані.
Тут вулиці не брукують золотом.
Тут гроші під ногами не валяються.
(<https://studfiles.net/preview/5080853/page:9/>)

ТЕСТОВІ ЗАВДАННЯ ДЛЯ САМОПЕРЕВІРКИ

1. What lexical transformations do you know? How do they function in the paradigm of synergetics?
2. How can you explain fractality of at the word-forming level?
3. What morphological changes can you name as obligatory while translating from Ukrainian into English? How can you explain the nature of such difference?
4. Why do transformations at the morphological level vary?
5. What factors determine the choice of the transformation?
6. How does it influence the meaning of the TL product?
7. What syntactic transformations do you know?
8. How can their diffusion be explained?
9. What are most commonly used transformations in translating from Ukrainian into English?
10. What are most commonly used transformations in translating from English into Ukrainian?

UNIT 10. SYNERGISM OF STRUCTURAL-SYNTACTIC CORRESPONDENCES IN TRANSLATION

Plan

1. The concept of system and structure.
2. Syntactic models and strategies for their translation.
3. Theme-rhematic organization of sentence, word order and inversion cases.
4. Examples of language interference and the consequences of ignoring them.

References: основна: 1, 2, 3, 7;
додаткова: 19, 22, 31, 37, 38;
Інтернет-ресурси: 38, 42, 43, 44, 47.

Task 1. Read and translate the text below. Speak on the concepts of system and structure.

The system and its elements. A system is an internally organised whole where elements are so intimately connected that they operate as one in relation to external conditions and other systems. An element may be defined as the minimal unit performing a definite function in the whole. Systems may be either simple or complex.

A complex system is one whose elements may also be regarded as systems or subsystems. <...> Every system is something whole. So anything that corresponds to the demands of unity and stability – an atom, a molecule, a crystal, the solar system, the organism, society, a work of art, a theory – may be regarded as a system. Every system forms a whole, but not every whole is a system.

We usually call the parts of a system its *elements*. If in investigating a system we wish to identify its elements we should regard them as elementary objects in themselves. Once we have established them as something relatively indivisible in one system, elements may be regarded in their turn as systems (or subsystems), consisting of elements of a different order, and so on.

The concept of structure. The aim of scientific cognition is to discover law-governed relations between the elements forming a given system. In the process of this research we identify the structures peculiar to that system. When studying the content of an object, we enumerate its elements such as, for example, the parts of a certain organism. But we do not stop at that, we try to understand how these parts are coordinated and what is made up as a result, thus arriving at the structure of the object. Structure is the type of connection between the elements of a whole. It has its own internal dialectic. Wholeness must be composed in a certain way, its parts are always related to the whole. It is not simply a whole but a whole with internal divisions. Structure is a composite whole, or an internally organised content.

But structure is not enough to make a system. A system consists of something more than structure: it is a structure with certain properties. When a structure is understood from the standpoint of its properties, it is understood as a system. We speak of the "solar system" and not the solar structure. Structure is an extremely abstract and formal concept.

Structure implies not only the position of its elements in space but also their movement in time, their sequence and rhythm, the law of mutation of a process. So structure is actually the law or set of laws that determine a system's composition and functioning, its properties and stability.

(<https://www.marxists.org/reference/archive/spirkin/works/dialectical-materialism/ch02-s07.html>)

Task 2. Complete the table. Compare and contrast syntactic models in Ukrainian and English. Draw conclusions.

English type of sentence	Example	Ukrainian type of sentence	Example
The simple sentence is a sentence with only one independent clause (also known as a main clause)	<i>Early to rise and early to bed makes a male healthy and wealthy and dead.</i>		
The (composite) compound sentences is a	<i>A man may die, nations may rise and fall, but an</i>		

sentence that contains at least two independent clauses.	<i>idea lives on.</i>		
The (composite) complex sentences is a sentence that contains an independent clause and at least one dependent clause.	<i>He was like a cock who thought the sun had risen to hear him crow.</i>		
The compound-complex sentence is a sentence with two or more independent clauses and at least one dependent clause.	<i>Be who you are and say what you feel, because those who mind don't matter and those who matter don't mind.</i>		

Task 3. Read and translate the sentences. Name their type. Monitor their translated variants as to their structure and draw conclusions about the correspondence.

1. Children are all foreigners.
2. Of course, no man is entirely in his right mind at any time.
3. I'd rather be a lightning rod than a seismograph.
4. Any jackass can kick down a barn, but it takes a good carpenter to build one.
5. Tell the truth, work hard, and come to dinner on time.
6. Government does not solve problems; it subsidizes them.
7. I have opinions of my own, strong opinions, but I don't always agree with them.
8. Money is not the only answer, but it makes a difference.
9. Always go to other people's funerals; otherwise, they won't go to yours.
10. If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured, or far away.
11. Although volume upon volume is written to prove slavery a very good thing, we never hear of the man who wishes to take the good of it by being a slave himself.
12. Courage is rightly esteemed the first of human qualities because it is the quality which guarantees all others.
13. Those are my principles, and if you don't like them . . . well, I have others.

14. In America everybody is of the opinion that he has no social superiors, since all men are equal, but he does not admit that he has no social inferiors, for, from the time of Jefferson onward, the doctrine that all men are equal applies only upwards, not downwards.

15. We operate under a jury system in this country, and as much as we complain about it, we have to admit that we know of no better system, except possibly flipping a coin.

(<https://studfiles.net/preview/5081037/page:13/>)

Task 4. Read and translate the text below. Speak on the concepts of theme and rheme. Get ready to discuss their importance in terms of translation and linguosynergetics.

Theme (in some sources, also “topic,” “background,” or “presupposition”) is the semantic point of departure of a clause (or more broadly, discourse) about which some information is provided:

1) Tom likes travelling.

2) Our friends have invited us.

In these examples, theme (Tom/our friends) is in the initial position. This is the most common position for theme in English. Due to SVO (subject-verb-object) structure of a typical English sentence, theme is often the subject of the sentence; however, passive voice violates this rule. It is worth mentioning that in some other languages (e.g. Japanese), the common place for theme is the end of a sentence. In languages with free word order (e.g. Ukrainian), theme can be found in the middle of a sentence.

Rheme (in some sources, also “comment,” “focus,” or “pre dictation”) is the destination where the presentation moves after the departure point:

3) Tom likes travelling.

4) Smoking is harmful for our health.

In examples 3 and 4, rheme is represented by “like travelling” and “is harmful for our health”. Structurally, rheme usually follows theme in English. Theme – rheme relationship produce cohesion (Bussmann, 1998) making parts of a sentence a communicative whole.

An interesting application of the theory was realized by Djonov (2005; 2007; 2008) who used theme – rheme relationships to analyze website navigation. Successful Web navigation, according to her, should be cohesive, similar to theme and rheme in verbal texts. Links on one page, in this case, represent the theme of the website while the destination page represents its rheme.

(<https://blogonlinguistics.wordpress.com/2013/11/27/theme-and-rheme/>)

Task 5. Read and translate the text below. Explain the difference between theme and rheme in an academic text. Provide your examples. Why are the notions of theme and rheme important for the translator/interpreter?

However the Thematic development of an academic text is different. Thematic progression of an academic text needs to have a high incidence of cross-referential links from the Rheme of one clause to the Theme of the next clause, as the academic texts present complex arguments in which each successive ideas is an expansion of an idea in the previous sentence.

Let us have a look at an example of Thematic progression in an academic text:
e.g. 'To stop the outbreak of the unknown disease, two medical teams were sent immediately to the affected area in Sichuan to diagnose the disease. Each medical team was formed by ten doctors selected from the first-rate hospitals across the country. The expertise of all the doctors was well-known in China, and some was world-famous.'

In this example, the infinitive 'to stop the outbreak of the unknown disease' is Theme, 'two medical teams' first appearing as Rheme in the first clause becomes Theme of the second clause. The element 'doctors' which is Rheme of the second clause becomes Theme of the third clause. This text demonstrates high cross-referential linking between Rheme of one clause and Theme of the next. This Thematic progression gives a reader orientation as to where the information has come from and where it is going, and hence creates cohesion in a written text.

For translation-oriented analysis, we can confine ourselves to the context-bound aspects of theme-rheme structure. From this point of view, the theme refers to that part of the information presented in a sentence or clause which can be inferred from the (verbal or non-verbal) context (= given information) whereas the rheme is the non-inferable part of the information (= new information) irrespective of its grammatical function as subject or predicate or its position at the beginning or the end of the clause, the theme refers to the information stored in "presupposition pool" of the participants. This pool contains the information gained from general knowledge, from the situative context of the discourse, and from the completed part of the discourse itself. Each participant has a presupposition pool and this pool is added to as the discourse proceeds.

According to the distribution of given and new information in a text, we have to distinguish different forms of thematic progression, which characterize the argumentative structure of the text. There can be no doubt that the "communicative dynamics" of a text with a linear thematic progression, where the rheme of one sentence constitutes the theme of the next sentence, is totally different from that of a text which has one continuous theme with several rhemes. Theme-rheme structure has to be regarded as a semantic universal which is realized in different ways by different languages.

(<https://studfiles.net/preview/5081037/page:8/>)

Task 6. Read and translate the text below about language interference. Comment on the key ideas. Provide your examples while transferring from English to Ukrainian and vice versa.

Phonological interference is a common type of interference, its most prominent manifestation being a "foreign accent".

Transfer from Dutch to English (Received Pronunciation): (cf. Swan, Michael and Smith, Bernard. 1988. *Learner English – A Teacher’s Guide to Interference and Other Problems*. Cambridge: Cambridge University Press, p. 4).

Dutch: Vinger (/ˈvɪŋəR/)

Incorrect learner English: Finger (*/ˈfɪŋə/)

Correct R.P.: Finger (/ˈfɪŋə/)

Words including the combination “ng” may be pronounced incorrectly in English, since they are realized as [ŋ] in Dutch. In that case, the [ŋ] pronounced by a native speaker of Dutch would be transferred to the learner language English, where [ŋg] would be the correct pronunciation. Therefore, the realization of “ng” as [ŋ] in the native language would interfere with the pronunciation of the learner language, e.g. the “ng”-combination in *Finger*: Dutch: [ŋ] vs. Received Pronunciation: [ŋg].

Syntactic interference

Transfer from German to English (Received Pronunciation) (cf. König, Ekkehard and Gast, Volker. 2009. *Understanding English-German Contrasts*. 2., neu bearbeitete Auflage. Berlin: Erich Schmidt Verlag, pp. 86f, p. 91 or Template:Cite web): German: *Gestern habe ich Ball gespielt*.

Incorrect Learner English: **I have played ball yesterday*.

Correct Received Pronunciation: *I played ball yesterday*.

Since the German Perfekt (*habe gespielt*) is not used in the same way as the English Present Perfect, it may come to interference at the syntactic level (cf. the learner English-example). Speakers of German apply the Perfekt in similar contexts (here: a narrative use) as the German Imperfekt (~the German equivalent of the Past Tense), whereas this is different with the English Present Perfect and the English Past Tense. Here, reference to definite moments in the past requires the Past Tense.

Lexical interference

Transfer from English to German: cf. Template:Cite web

English: *He wrote the letter on the blackboard*.

Incorrect Learner German: *Er schrieb den *Brief an die Tafel*.

Correct German: *Er schrieb den Buchstaben an die Tafel*.

In English, *letter* carries various meanings. This example illustrates especially the following ones: i) the *letter* that one can mail by post and ii) the *letter* as an element of the alphabet. Since each of the two meanings has its particular counterpart in German, interference at a lexical level could arise. Therefore, a strict word-by-word translation (i.e. with the help of a dictionary) could result in the incorrect choice of *Brief* although the context of the English *letter* implied the German *Buchstabe*.

Polysemy

Interference can refer to the influence on one language on another in speech (as in second language acquisition research), or to the influence of one language on another in language change (as in historical linguistic research) (see interference (i.e. contact-induced change)). In some contexts, the term may be used in a vague sense that is neutral between the two readings.

(<http://www.glottopedia.org/index.php/Interference>)

ТЕСТОВІ ЗАВДАННЯ ДЛЯ САМОПЕРЕВІРКИ

1. What is system? Give an example.
2. What are the elements of system?
3. What is the concept of structure?
4. Does structure organize system? How are structure and system related?
5. What syntactic models do you know?
6. What strategies for the translation of syntactic models help create a balanced TL text?
7. What is the theme-rheumatic organization?
8. Name the rules of building a sentence in Ukrainian and English, pointing out at the differences and their importance for translation.
9. Provide examples of inversion cases.
10. What examples of language interference do you know? What are the consequences of ignoring them?

UNIT 11. SYNERGISM OF PRAGMATIC-STYLISTIC CORRESPONDENCES IN TRANSLATION

Plan

1. Concept of tone, style and register in the context of primary and secondary texts.
2. Speech genres as a consequence of reflection on the conceptual picture of the world.
3. Language stylistic techniques and means in the context of translation.
4. Cases of violation of genre-stylistic norms: necessity or incompetence.

References: основна: 1-7;

додаткова: 14, 27, 29, 30, 34;

Інтернет-ресурси: 38, 39, 41, 43, 48.

Task 1. *The language register determines the vocabulary, structure, and some grammar in your writing. The three most common language registers in writing are: formal, informal, neutral. Classify the examples below as belonging to a certain style.*

“Two-thirds of my eighth grade students can’t read at grade level,” the professor stated.

You can purchase a car for under \$10,000.

One can purchase a car for under \$10,000.

A car can be purchased for under \$10,000.

You will probably see an elephant on an African safari.

One may see elephants on an African safari.
 Elephants are a common sight on African safaris.
 We decided to invest in the company.
 The group decided to invest in the company.
 The bone was eaten by the dog.
 The research was completed by the students in 2009.
 The dog ate the bone.
 The students completed the research in 2009.
 In 2009, the students completed the research.
 Apostrophes are also added to nouns to show ownership.
 Additionally, add an apostrophe to a noun to show ownership.
 The story was awesome.
 He is such a cool guy.
 Are you ok?
 Let's check it out
 Well, in a nutshell, I'm doing good.
 It's too much of a good thing
 Her comes the moment of truth
 Time is money.
 Don't push your luck.
 Beauty is only skin deep.
 National Aeronautics and Space Administration (NASA)
 Kansas Department of Transportation (KDOT)
 influenza => flu
 United States of America => U.S.A or USA
 tablespoon => tbsp.
 Kansas => KS
 LOL (laugh out loud)
 ttyl (talk to you later)
 BRB (be right back)
 b/c (because)
 w/o (without)
 w/ (with)
 (<https://www.really-learn-english.com/language-register.html>)

Task 2. Provide the examples belonging to a certain style in Ukrainian.

Task 3. The language tone and style determine the vocabulary, structure, and some grammar in your writing. Complete the table below.

	Ukrainian examples	English examples
Tone		
Style		
Register		
Overall comments		

Task 4. Analyze the use of metaphors in the following sentences. Translate into Ukrainian.

1. They tried to dig up something from his past to spoil his chances of being elected.
2. My teacher said that my writing was in a whipped-cream style. Is it good or bad? – Don't worry too much about your literary style; with your peaches and cream complexion you'll go far.
3. The British Lion under the Tory government has now become a slinking jackal following the kill of the Wall Street Tiger.

Give your own examples.

Task 5. Analyze the cases of play upon words and explain why some of them cannot be adequately translated into Ukrainian.

1. A group of American tourists were visiting Runnymede and the tour guide was explaining its significance. "This is where the Magna Carta was signed," he told them.

"When was that?" came a voice from the crowd.

The guide replied, "1215."

"Goddammit," said the voice. "We missed it by twenty minutes."

2. Willie: I have an awful toothache.

Tommie: I'd have it taken out if it were mine.

Willie: If it were yours, I would, too.

3. "Who are you?"

"Aunt Sheila," came the reply.

"Well," she said, fixing the unfortunate relative with her nice blue eyes, "if you aren't Sheila, who are you?"

Give your own examples.

Task 6. Analyze the use of metonymy in the following sentences. Translate into Ukrainian.

1. After that, his rating in the corridors of power grew.

2. Throughout these years, Tashkent has been trying to influence events in neighboring Afghanistan with varying degrees of success.

3. "Do you all sell anything to eat here?" one questions the grizzled old carpet slippers who opens the door.

4. Downing Street reported a drop in the number of the unemployed.

Give your own examples.

ТЕСТОВІ ЗАВДАННЯ ДЛЯ САМОПЕРЕВІРКИ

1. Define the concept of tone.
2. What does style mean?
3. How does register influence the context of primary and secondary texts?
4. What speech genres do you know?
5. How can a speech genre be analysed in of reflection on the conceptual picture of the world?
6. What language stylistic techniques should a translator be aware of?
7. What stylistic means are important for translating?
8. What are the cases when stylistic means can be ignored?
9. Give the examples of violation of genre-stylistic norms.
10. When can the violation of stylistic norms can be called incompetence?

КРИТЕРІЇ ОЦІНЮВАННЯ ЗНАНЬ

На практичному занятті оцінюються:

- Рівень розвитку у студентів мовленнєвих навичок (усне діалогічне й монологічне мовлення; читання; письмо); мовленнєва поведінка під час роботи над темами;
- володіння структурою мови (грамматична компетенція в межах окреслених тем з граматики);
- навички функціонального читання, розуміння автентичних професійно-спрямованих текстів з підручників, газет, журналів та Інтернет-джерел;
- реферативні навички, здатність розуміти ідею, сутність, деталі відповідних фахових текстів та розпізнавати інформацію в ході обговорень, дебатів, бесід із загальних питань професійного напрямку; рівень володіння відповідним фактичним матеріалом;
- виступи з підготовленими індивідуальними презентаціями щодо широкого кола професійних тем.

Розподіл кількості балів (100) поточного контролю між аудиторною та самостійною роботою залежить від кількості практичних занять, передбачених навчальним планом. За кожне практичне заняття студент може отримати 4 бали, що сумарно складає 88 балів за аудиторну роботу (22 заняття x 4 бали). Максимальна сума за самостійну роботу становить 12 балів. Отже, разом за семестр здобувач може отримати 100 балів.

Формою підсумкового контролю є екзамен. Результат виконання екзаменаційних завдань оцінюється з урахуванням результатів поточного контролю у співвідношенні 80:20, де 80 – максимальна оцінка за виконання екзаменаційного завдання, 20 – результат поточної успішності відповідно до шкали переведення поточної роботи для врахування її при підсумковій оцінці.

Шкала переводу поточної роботи для врахування її при підсумковій оцінці

Результат поточної успішності (бали)	Оцінка за шкалою КНТЕУ (бали)
0-5	0-25
6-10	26-50
11-15	51-75
16-20	76-100

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