

Ostrovsky Oleksandr, Kurt A. Stahura

Basics of English-Ukrainian translation in an intercultural educational environment

1. Theoretical Background

Today, translation has many definitions. Researchers seeking to develop their own theory usually offer their own interpretation of the subject under consideration. For example, the French translator and translation theorist Edmond Cary describes the various definitions of translation as follows: "The concept of translation is actually very complex. This is due to the fact that the concept of translation has not only undergone a sharp increase in the number of interpretations in our time, but has also undergone constant changes throughout the centuries. Perhaps this complicates the reasoning of many authors. Agreeing with or criticizing their predecessors, they do not realize that they are not always talking about the same thing." (Bilous O.M., 2013, 200 s).

In fact, TRANSLATION is a very complex and multifaceted phenomenon. It is very difficult, if not impossible, to describe all its essential elements in a single way. First of all, it should be borne in mind that the term TRANSLATION itself is ambiguous. Even within this scientific discipline, TRANSLATION is associated with at least two different concepts: TRANSLATION as a certain intellectual activity, which is, a "process". In other words, TRANSLATION as a certain intellectual activity, and TRANSLATION as a result of this process, i.e. a product of the activity. In other words, it is a verbal work created by the translator.

2. Historical Background

Since the 1950s, there has been a growing interest in translation in academic circles, mainly from a linguistic point of view. The most prominent scientists of that time were from a number of different countries and each had their own contribution to the evolving field. Georges Munin (real name Louis Lebusche, 1910) was a French linguist and semiotician. Eugene Nida (1914-1911), was American linguist and Bible translator who introduced Chomsky's ideas into the "scientific" analysis of translation and equivalence (transformational model translation). Two

French Canadians Jean-Paul Vinet (1910-1999) and Jean-Davernet (1904-1990) wrote in a comparative style between French and English. Their book was published under the French title *méthode de traduction* (Methods of Translation) in 1958 (English translation 1995) (Vinet & Darbelnet 1958, 1995). The names translation science (fr. *translatologie*) and science of translation (eng. science of translation) were proposed in 1972 as an alternative to the terms translation science (fr. *translatologie*) or in German, "translation science" - *Übersetzungswissenschaft* (Sandor Hervey, Ian Higgins, Michael Loughridge, 1997). The proposal came from Jace Stratton Holmes (1924-1986), an American-born professor at the University of Amsterdam and a translator of poetry from the Dutch language. It is aptly titled "The Name and Nature of Translation Studies". This work was presented at the Third International Conference on Applied Linguistics in Copenhagen in August 1972. The abstract began with the following words: "Although translation studies have a long history and have begun to separate into a separate field of knowledge over the past two decades, there is still no general agreement on what exactly this new discipline is about. There is little general agreement as to what this new discipline should be called" (Holmes, 1988, 117).

Over the years, various terms have been used in translation. In English, both "art" and "craft" have been used interchangeably in translation, but so has the term "principles". The different terms change the context of the information being conveyed. Terms such as "fundamental" and "philosophy" are also used interchangeably, and these terms change the context and tenor of the information being shared. In fact fundamental can be both an adjective and a noun whereas philosophy is strictly a noun. Similar terms are also found in French and German. There have been several attempts to create "academic" terms. "Most of them are productive as scientific suffixes in the English language, such as "logy" - Ukrainian, "logic"" (O. A. Kalnychenko, 2017, 64 s.)

Translation activity and its theoretical underpinnings are gaining new momentum in the field of information theory and practice. Scholars have been rethinking the concept of equivalence and the transition from the sphere of language to the sphere of speech and communication. It is suggested that communicative-functional equivalence should be distinguished from structural and semantic equivalence. By itself, it does not guarantee the "success" of the translation and does not determine the quality of the translation. It is necessary to introduce an evaluation term - translation adequacy. The adequacy of the translation is the compliance of the translation with the requirements and conditions of a specific interlingual communicative act. Interestingly, the tradition of opposing translation adequacy and equivalence is a Soviet and post-Soviet

prerogative. The American and European traditions of translation studies are characterized by the opposition of different types of equivalence.

The American translator and translation theorist Eugene Naida proposed to distinguish between two types of translation equivalence: formal and dynamic. Formal equivalence emphasizes the source text (form and content) and concerns the preservation of formal features of the source text in the translated text (reproduction of the source text). The focus is on the preservation of formal features of the original text in the translated text (reproduction of grammatical form, punctuation and punctuation marks). However, any deviations from the original text should be explained in notes or comments. This type of translation is called a glossary. It immerses the recipient in the culture of the people for whom the source text is written in their own language (URL10).

Dynamic equivalence is aimed at the reader of the translation and requires the translator to adapt vocabulary and grammar. Y. Naida considered formal equivalence and dynamic equivalence as poles, between which there are many intermediate types. According to Yu. Naida, an exact translation is impossible. The translator chooses the type of equivalence. The dominant type of translation is dynamic (URL10).

3. Implications for Teaching

It is worth mentioning that Ukraine's entry into the European Union has resulted in changes to the education system as well. Since Transcarpathia is a multicultural region and its population is accordingly multinational, in our opinion, education in preschools, schools and institutions of higher education should be bilingual or multilingual.

Bilingualism (bilingualism, Latin *bi* "two" + *lingua* "language") is the alternate use of two languages. It is fluency in two languages and the ability to communicate successfully. It is the ability to speak both languages equally well and to use both languages equally well in different communication situations. A person who knows two languages is called a bilingual, and a person who knows three languages is called a polyglot. People who speak more than two languages are called polyglots. Since language is a function of social group, being bilingual means belonging to two different social groups at the same time (URL9).

The development and implementation of a plurilingual education is one of the most important priorities of the Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education. Europe is a multilingual region that seeks to provide education adapted to the needs of its multilingual citizens in order to achieve its

social and cultural objectives. If our students are to function effectively within the European Union knowledge of additional languages will be necessary.

The plurilingual (multilingual) approach emphasizes that as an individual's language experience expands within a cultural context from the language of the family to the language of the society as a whole and to the languages of other ethnic groups rather than keeping these languages and cultures in strictly dichotomous mental compartments. All knowledge and experiences with languages build communicative competence in such a way that they are related and interact with each other (URL₁₁).

Interculturality involves a number of cognitive, emotional, and behavioral competencies. These include knowledge (e.g., knowledge of other cultural groups and their products and practices, knowledge of the ways in which people of different cultures interact), attitudes (e.g., curiosity, openness, respect for others, empathy), interpretation and association skills (e.g., interpreting the practices of other cultures and relating them to those of one's own culture) discovery skills (e.g., the ability to seek out and acquire new knowledge about a culture, its practices and products), and critical cultural awareness (i.e., the ability to critically evaluate the practices and products of one's own and other cultures).

There are three specific approaches to plurilingual education:

1. ***Integrated teaching methods*** - those that make the teaching of different foreign languages complementary to each other and explicitly use connections and similarities between foreign languages to aid learning.

2. ***Language Awakening*** – this approach aims to raise awareness among learners, especially young learners, of the diversity of languages present at home, school, and society. This approach introduces several languages to encourage thinking about language and to give value to the variety of languages present in the school.

3. ***Mutual understanding*** between related languages is based on the development of comprehension within a language family. For example, courses have been devised in which students study several parallel languages such as Romance, Slavic, Germanic and Hungarian. Such courses tend to concentrate on learning receptive skills.

In most classrooms, there are students whose national or regional language is their native language but not their mother tongue. The multilingual and intercultural approach to language can enrich the appreciation of national and regional languages and literature and contribute to the integration of all learners in the class. One example is a comparative study of folktales from different cultures.

Such approach means to increase consistency and transparency in policy and standards considerations and decision-making at national and European levels. It takes into account the needs of all students in higher education and addresses the objectives, outcomes, content, methods, and assessment approaches of language in education.

4. The Importance of Context

One of the most striking differences between English and Ukrainian is that there are dozens of variations of the same Ukrainian word, making it difficult to manage translation.

In English, words and sentences are connected by prepositions in a rather strict structure. In Ukrainian, the rules are less rigid, and technically words can be arranged in almost any order. For example, in English you can say “*I like running in the gym*”, but you cannot say “*I running in the gym like*” or “*Like running I in the gym*”. However, each of these variations is valid in Ukrainian because every word has a specific ending that retains its meaning. See the table below:

English	I	Like	running	in	the	gym
Ukrainian dictionary word forms	Я	подобатися	бігати	у	-	спортзалі
Correct word forms in the sentence	Мені	подобається	бігати	у	-	спортзалі

As you can see, Ukrainian words use specific endings to connect words, so you can put most parts of a sentence in any order and still have a grammatically correct sentence. As a result, each Ukrainian sentence has potentially hundreds of variations. English nouns have only singular and plural forms (thing, things), but Ukrainian nouns have 14 variations depending on how they are used in a sentence. English verbs have only five variations (e.g. do, does, doing, did, done), but Ukrainian verbs have different endings depending on the tense, gender, mood, and number of the verb, and

these factors combine to create very context-specific word forms, making it difficult to even count verb variations.

As previously suggested, the word order in Ukrainian can be quite different from that of English. However, even though the order of words can be changed without breaking any grammatical rules, each variation changes the style of the sentence and emphasizes something different and alters the context. By swapping two words, one can change the mood and tone of the sentence. By changing the order of words, one can change not only the mood and tone of the sentence but the context. These variations provide richness and texture to a sentence particularly when speaking or interacting.

Thus, when translating into Ukrainian, translators sometimes have to turn a sentence upside down or inside out in order to make it natural and fluent. What was at the end of the original English sentence may become the beginning of the translated Ukrainian sentence, and vice versa (URL₁₂). Therefore, it is very dangerous to divide a sentence into parts and translate those parts separately. Even if each part is translated correctly, the meaning and context can be altered.

The Ukrainian language uses commas, colons, periods, question marks, and quotation marks very differently than English. Therefore, if the punctuation at the end of a translated Ukrainian sentence is different, it does not necessarily mean that it is a mistake. For example, titles in English may end with a colon, but Ukrainian does not use a colon in titles. Dashes and colons in running text are used in completely different ways. While English uses single or double quotation marks ("", """), Ukrainian uses the so-called chevron («»). The inchsign (") is not used at all because Ukrainian speakers are not familiar with imperial units and this sign is mistakenly interpreted as a straight double quotation mark. The dollar sign (\$) must be placed after the number and separated by a space. Examples are endless.

The average Ukrainian word contains 7.9 symbols, while the average English word contains 5.2 symbols. Ukrainian sentences generally contain fewer words because there are no articles and fewer prepositions, but they are still longer when translated from English to Ukrainian. On average, the number of words increases by 20%, but some sentences are twice as long (URL₁₂).

As a result of all of the unique qualities of the Ukrainian language, foreign language dictionaries do not contain a single exact translation of a word. Simply replacing an English word with a Ukrainian word will always result in some meaning being lost. To clarify this point, consider the following example. In

English, we say "mother-in-law" to indicate the mother of a spouse. However, in Ukrainian there are two different words: "husband's mother" and "wife's mother". So how do we translate "mother-in-law"? Dictionaries are not much help. This is because we need to know the gender of the person to whom we are referring to mother-in-law. If we don't know that, we have to guess.

Global translation quality standards dictate that translators must be native speakers of the target language. No matter how hard you try to master a foreign language, you will always fall behind someone who has spoken the language since childhood and uses it every day. Therefore, a Ukrainian translator must be an expert in the Ukrainian language, but only if he/she has enough English to understand the original text. The reverse is also true: the Ukrainian to English translator must be a native speaker of the US or UK (depending on the target audience).

Machine translation is one of the current trends and is becoming more and more widely used. We are told that "machine translation is getting better and better," but this statement does not seem to apply to translations from English to Ukrainian given the complexities of the sentence structure.

Post-editing a machine translation from English to Ukrainian almost always requires a total rework to produce a high-quality translation and requires as much effort as translating from scratch. This is because English and Ukrainian are so different that engines like Google Translate cannot produce natural, readable text. We have had to spend as much time translating from scratch as we would have had to spend translating from scratch, because the machine-translated text would have to be completely rephrased.

5. Conclusions

We hope this article will help you understand the peculiarities of the Ukrainian and English languages in intercultural environment and help you manage the quality of translations more effectively. Below are a few keypoints to review:

- While English nouns have only singular and plural forms (thing, things), Ukrainian nouns have 14 variations depending on how they are used in a sentence;
- Ukrainian endings change constantly, so do not consider such changes as mistakes.
- A good English to Ukrainian translator must be very good in Ukrainian, even if not perfectly fluent in English.
- If quality is really important, don't rely on machine translation.

It is planned to continue the research to study the specifics of the language components of English-Ukrainian and Ukrainian-English translations in the preparation of future specialists in a multicultural environment as it is a necessary process in the current conditions of integration into the educational and scientific European and world spaces. The practical significance of the expected scientific results will be the ability to apply the scientific provisions and conclusions of the study in the practical activity of the modern teacher in a multicultural environment; in the course of teaching discipline in higher education institutions; while writing textbooks on theory and practice; during the implementation of applied research and analysis of the development of modern education, the processes of reforming the educational system in accordance with European standards.

Future studies should consider word order and context. It is clear that the Ukrainian language has layers and complexities not found in English. Future studies should also consider slang and colloquialisms. Languages are evolving given the forces acting upon it. Popular culture, the media (recently social media), and celebrities throughout generations have contributed to language. Today the speed at which language and context evolves is faster. Internet cables are faster than trade routes. Repetition found in songs is more powerful than the written word.

The study of language, like the body of knowledge in any academic field, never reaches a conclusion. It grows and evolves as we grow and evolve.

Література

1. Білоус О.М. Теорія і технологія перекладу. Курс лекцій: доопрацьований та доповнений. Навчальний посібник для студентів перекладацьких відділень. – Кіровоград, РВВ КДПУ ім. В. Винниченка, 2013. – 200 с.
2. Гуз О. П. Основи перекладознавства : конспект лекцій. Луцьк : Вежа-Друк, 2021. 72 с.
3. Литвин І. М. Перекладознавство. Науковий посібник. – Черкаси : Видавництво Ю. А. Чабаненко, 2013. – 288 с.
4. Теорія перекладу: для студентів 3-4 курсів ф-ту «Референт-перекладач», які навчаються за спеціальністю 035 Філологія (Переклад) / Нар. укр. акад., [каф. теорії та практики перекладу ; авт.-упор. О. А. Кальниченко]. – Харків : Вид-во НУА, 2017. – Ч. 1. – 64 с.
5. Holmes J. S. Translated! Papers on Literary Translation and Translation Studies / J. S. Holmes. – Amsterdam : Rodopi, 1988. – 117 p.

6. Holmes J. S. The Name and Nature of Translation Studies / J. S. Holmes// Translated! Papers on Literary Translation and Translation Studies. – Amsterdam, 1988. – P. 66–80.
7. Sandor Hervey, Ian Higgins, Michael Loughridge. Thinking German Translation. A Course in Translation Method: German to English. Routledge, London and New York, 1995.
8. Vinay, J. P., & Darbelnet, J. (1995). Comparative Stylistics of French and English: A Methodology for Translation (p. 342). Amsterdam/Philadelphia, PA: John Benjamins Publishing Company. <https://doi.org/10.1075/btl.11>
9. URL₁ <https://uk.wikipedia.org/wiki/>
10. URL₂ <http://pliegosdeyuste.eu/n4pliegos/eugeneanida.pdf>
11. URL₃ <https://www.ecml.at/Thematicareas/PlurilingualEducation/tabid/1631/language/en-GB/Default.aspx>
12. URL₄ <https://www.linkedin.com/pulse/ukrainian-translation-facts-tips-clients-qa-teams-igor-marach>

References

1. Bilous O.M. Teoriia i tekhnolohiia perekladu. Kurs leksii: doopratsovanyi ta dopovnenyi. Navchalnyi posibnyk dlia studentiv perekladatskykh viddilen. – Kirovohrad, RVV KDPU im. V. Vynnychenka, 2013. – 200 s.
2. Huz O. P. Osnovy perekladoznavstva : konspekt leksii. Lutsk : Vezha-Druk, 2021. 72 s.
3. Lytvyn I. M. Perekladoznavstvo. Naukovyi posibnyk. – Cherkasy : Vydavnytstvo Yu. A. Chabanenko, 2013. – 288 s.
4. Teoriia perekladu: dlia studentiv 3-4 kursiv f-tu «Referent-perekladach», yaki navchaiutsia za spetsialnistiu o35 Filolohiia (Pereklad) / Nar. ukr. akad., [kaf. teorii ta praktyky perekladu ; avt.-upor. O. A. Kalnychenko]. – Kharkiv : Vyd-vo NUA, 2017. – Ch. 1. – 64 s.
5. Holmes J. S. Translated! Papers on Literary Translation and Translation Studies / J. S. Holmes. – Amsterdam : Rodopi, 1988. – 117 p.
6. Holmes J. S. The Name and Nature of Translation Studies / J. S. Holmes// Translated! Papers on Literary Translation and Translation Studies. – Amsterdam, 1988. – P. 66–80.
7. Sandor Hervey, Ian Higgins, Michael Loughridge. Thinking German Translation. A Course in Translation Method: German to English. Routledge, London and New York, 1995.
8. Vinay, J. P., & Darbelnet, J. (1995). Comparative Stylistics of French and English: A Methodology for Translation (p. 342). Amsterdam/Philadelphia, PA: John Benjamins Publishing Company. <https://doi.org/10.1075/btl.11>
9. URL₁ <https://uk.wikipedia.org/wiki/>
10. URL₂ <http://pliegosdeyuste.eu/n4pliegos/eugeneanida.pdf>
11. URL₃ <https://www.ecml.at/Thematicareas/PlurilingualEducation/tabid/1631/language/en-GB/Default.aspx>
12. URL₄ <https://www.linkedin.com/pulse/ukrainian-translation-facts-tips-clients-qa-teams-igor-marach>

Basics of English-Ukrainian translation in an intercultural educational environment

Oleksandr Ostrovsky, Doctor of Philosophy. Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education, Department of Philology, associate professor. ostrovskishasha1985@gmail.com, ORCID: 000-0003-0441-6866.

Kurt A. Stahura, PhD. Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education, Department of History and Social Sciences, visiting professor. kstahura.phd@gmail.com

The article covers the study of the basics of English-Ukrainian translation in the intercultural educational environment of Transcarpathia. The concepts of bilingual and trilingual education in institutions of higher education are defined as well as the process surrounding the formation of theoretical and practical translation skills.

In the second half of the 20th century, the long-term analysis of translation activity reached such a level that it led to the creation of independent disciplines known as translation theory, translation studies, foundations of translation studies, etc. Translation studies not only developed rapidly and in a short period of time but it became an independent subject of study. The discipline also developed its own terminology which has been used for more than 50 years.

The purpose of the scientific article is three-fold:

- 1) to study the specifics of English-Ukrainian translation;
- 2) to clarify the concepts of «bilingual» and «plurilingual» education;
- 3) to form theoretical and practical skills of English-Ukrainian translation in students while taking into account the specifics of the intercultural educational environment.

The scientific novelty lies in the fact that we investigated the concept of «bilingual» and «plurilingual» education. The content and specificity of the intercultural educational environment gained further development during the English-Ukrainian translation.

In the future, it is planned to study the specifics of the language components of English-Ukrainian and Ukrainian-English translations.

Keywords: language, bilingual, plurilingual education, translation, intercultural educational environment.

Основи англо-українського перекладу в міжкультурному освітньому середовищі

Островський Олександр, доктор філософії, доцент кафедри філології Закарпатського угорського інституту ім. Ф. Ракоці II, ostrovskisasha1985@gmail.com, ORCID: 0000-0003-0441-6866

Курт Ендрю Стегура, професор, запрошений лектор кафедри історії та суспільних дисциплін Закарпатського угорського інституту ім. Ф. Ракоці ІІ, kstahura.phd@gmail.com

В статті висвітлено дослідження основ англо-українського перекладу в міжкультурному освітньому середовищі Закарпаття. Визначено поняття білінгвальне та трілінгвальне навчання у закладах вищої освіти (ЗВО), процес формування теоретичних та практичних навичок перекладу.

У другій половині ХХ століття багаторічний аналіз перекладацької діяльності досяг такого рівня, що призвів до створення самостійних дисциплін, відомих як теорія перекладу, перекладознавство, основи перекладознавства та ін. Перекладознавство не лише стрімко розвивалося і за короткий проміжок часу стало самостійним предметом вивчення, але й виробило власну термінологію, яка використовується вже понад 50 років.

Мета наукової статті триєдина:

- 1) вивчити специфіку англо-українського перекладу;
- 2) уточнити поняття «білінгвальне» та «плюрлінгвальне» навчання;
- 3) сформувати в студентів теоретичні та практичні навички англо-українського перекладу з урахуванням специфіки міжкультурного освітнього середовища.

Наукова новизна полягає в тому, що нами досліджено поняття «білінгвальне» та «плюрлінгвальне» навчання. Подальшого розвитку набули зміст та специфіка міжкультурного освітнього середовища під час англо-українського перекладу.

У перспективі передбачено дослідження специфіки мовних компонентів англо-українського та україно-англійського перекладів.

Ключові слова: мова, білінгвізм, плюрлінгвальне навчання, переклад, міжкультурне освітнє середовище.

Az angol-ukrán fordítás alapjai interkulturális oktatási környezetben

Osztrovszkij Sándor, PhD, docens. II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola, Filológia Tanszék, docens. ostrovskisasha1985@gmail.com, ORCID: 0000-0003-0441-6866.

Kurt A. Stahura, PhD, II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola, vendégprofesszor Történelem- és Társadalomtudományi Tanszék, kstahura.phd@gmail.com

A cikk az angol-ukrán fordítás alapjait tanulmányozza Kárpátalja interkulturális oktatási környezetében. Meghatározza a felsőoktatási intézményekben folyó két- és többnyelvű oktatás fogalmát, az elméleti és gyakorlati fordítói készségek kialakításának folyamatát.

A 20. század második felében a fordítási tevékenység hosszú távú elemzése olyan szintet ért el, hogy az önálló tantárgyak létrejöttéhez vezetett: fordításelmélet, fordítástudomány, fordítástudományi alapok stb. A fordítástudomány nemcsak gyorsan fejlődött, és vált rövid időn belül önálló tantárggyá, hanem saját terminológiát is kialakított, amelyet több mint 50 éve használnak.

Az írásnak három célja van:

- 1) tanulmányozza az angol-ukrán fordítás sajátosságait;
- 2) definiálja a két- és a többnyelvű oktatás fogalmát;
- 3) az angol-ukrán fordítás elméleti és gyakorlati készségeinek kialakítása a hallgatókban figyelembe véve az interkulturális oktatási környezet sajátosságait.

Újdonsága abban rejlik, hogy a két- és a többnyelvű oktatás fogalmát vizsgáltuk az interkulturális oktatási környezet továbbfejlődésében, az angol-ukrán fordítás tartalma és sajátossága kapcsán.

A jövőben az angol-ukrán és az ukrán-angol fordítások nyelvi összetevők sajátosságainak tanulmányozását tervezzük.

Kulcsszavak: *nyelv, kétnyelvűség, többnyelvű oktatás, fordítás, interkulturális oktatási környezet.*