

Psycholinguistic Paradigm of Transformational Model of English-Ukrainian Translation

Психолінгвістична парадигма Трансформаційної Моделі Перекладу з англійської мови на українську

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ABSTRACT

The purpose of our research is: 1) to show the main psychological characteristics of oral translation activity; 2) to organize the ascertainment study and to analyze the results of it according to the selected criteria, such as: a) the level of students' communicative and speaking activity; b) the level of personal and situational anxiety; c) the language hearing level; 3) to propose Transformational Model of English-Ukrainian Translation, using English phraseological units, and to describe it.

Methods of the research. The following theoretical methods of the research were used to solve the tasks formulated in the article: the categorical method,

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structural and functional methods, the methods of the analysis, systematization, modeling, generalization. The empirical method is ascertaining research.

The results of the research. *We think that the data of psycholinguistic observations are the means of modifying existing models of implementation of translation activities. We propose a universal Transformational Model of English-Ukrainian Translation as the most possible translation model. We believe that this model includes three stages: 1) the analysis, during which the surface structure in language A is reduced to a set of grammatical transformations (the analysis taking into account grammatical relations and meanings of linguistic units); 2) transferring the analyzed material from language A to language B; 3) the reconstruction or final adaptation of the final message taking into account the norms of the language having been used to translate the text.*

Conclusions. *We proved that grammatical transformations were one of the methods of semantic analysis of the original text and one of the ways of constructing the final statement. However, reducing the translation to only grammatical transformations somewhat simplifies the real process of translation, since it uses both lexical-syntactic paraphrasing and semantic modifications due to situational-pragmatic factors, etc. As a result, the translation itself is considered by us as a combination of three components: on the one hand, it is a product, on the other one, it is a certain number of technologies, and on the third hand, it is a process of combining (for the translator) a certain set of signs (the original text) and taking into account the effectiveness of semantic perception by the recipient of a set of signs offered to him/her by the translator.*

Key words: *Transformational Model, English-Ukrainian Translation, grammatical transformations, communicative activity, speaking activity, the level of personal anxiety, the level of situational anxiety, the language hearing level.*

Introduction

By its nature oral translation activity is a type of activity that serves to implement oral subject-subject communication. A person learns to express his/her thoughts in a foreign language from early childhood, but the ability to speak and listen by themselves are not yet concomitant factors in the process of mastering the skills of oral translation. That's why in our researches we have the aim to analyze not the mere fact of the presence or absence of communicative skills among students, but what psychological mechanisms (as well as the degree of their formation)

will mostly contribute to the mastery of translation activities at the professional level by future specialists (Онуфрієва, 2020).

According to the nature of the role performed in the communication process, initial and reactive types of oral translation activity are distinguished in scientific literature (Arbuthnott & Frank, 2000). *Speaking* is the initial process of communication that stimulates listening. *Listening*, in turn, is a *reactive process* and, at the same time, a *condition for speaking*.

According to *the direction of speech expressions*, receptive and productive types of oral translation activity are distinguished in scientific literature (Beauvillain, 1994). Thanks to *receptive types of translation activity* (in oral activity we mean *listening*), a person receives and further develops the processes of a speech message. Thanks to *productive types of translation activity* (in oral activity it is *speaking*), *the presentation of a speech message* is carried out. Both *listening* and *speaking* involves different forms of speech. There are two such forms of oral translation activity. They are *external* and *internal* ones (Brédart, 1991).

The next parameter that characterizes the types of translation activity is the nature of external expressiveness. Speaking as a productive activity appears as a process of construction, creation of a certain task for other people. Listening is an externally unexpressed process of the subject's internal activity, which is caused by the need to form and to formulate certain content given from outside (Chen, 2022).

The types of oral translation activity are also determined by the nature of the feedback that regulates all the processes, which take place. Thus, during speech activity, muscle (kinesthetic, proprioceptive) feedback is carried out from the articulatory apparatus to the part of the brain, which is responsible for the organization of *human speech activity*. It is this section that performs the function of *internal control*. Along with *muscle "internal" feedback*, speech is also regulated by *"external" communication*. In the process of *listening*, *feedback* is provided through

the channels of making meaningful decisions, the mechanisms of which are not clear enough (Cilibrasi, Stojanovik, Riddell & Saddy, 2019).

So, having outlined the specific features of oral translation activity according to the main parameters, we will consider its main characteristics. *Oral translation activity* is determined by a number of characteristics: a) structural organization; b) subject content; c) psychological mechanisms; d) the unity of the internal and external sides and e) the unity of a form and content (Caramazza, Laudanna & Romani, 1988). Let us explain these five main characteristics of oral translation activity in more detail.

Any activity is characterized by the person's needs, which are the basis of the motive of the activity, that is, what prompts it, for which it is carried out. We plan the activity by formulating its ultimate goal, which appears in the form of a certain awareness of the nearest result, the achievement of which is determined by the implementation of the activity, which is capable of satisfying the subject's needs, defined in its motives (Гончарук & Онуфрієва, 2018).

The activities are implemented using *a set of actions and methods* of their implementation, which are called *operations*. Each activity ends with *a certain result*. In the case of *a positive result the goal of the activity is achieved*. In addition, the activity is characterized by *planning* (the means and conditions of its implementation are determined), *purposefulness* (since all actions are motivated by its motives, but there are those ones, which have the aim of achieving the goal), *structurality* (the presence of actions and operations).

Translation is as a result of the fact that people have a need to transmit or to receive *any message (verbal or written information)*, provided that the codes having been used by the sender and receiver do not match themselves. In translation activity the need has certain specificity. In the process of translation the participants of any communicative act are the recipient of information and the translator. The first one needs to say something to

another person either for the purpose of communication as such a process, or for the purpose of requesting certain information, or for the purpose of exerting a regulatory influence on the partner of communication, since a typical speech expression is one that in one way or another regulates the behavior of another person (Ivashkevych & Koval, 2020).

This subject cannot satisfy the person's need for the whole process of communication due to the presence of communication barriers. The translator does not experience such a problem. In this case, performing the role of a participant in the act of communication, the translator appears as a "translator" of the intention of the author of the message using another, so-called *language code* (Booth, MacWhinney & Harasaki, 2000). His/her task is *to convey a message*. It follows from this context that the translator is to a certain extent regulated by the tactics and strategies of the translation activity, and in the case of two-way translation – by the recipient of the information, who, in turn, sends a message in response. *Professional ethics of the translator* does not allow changing the meaning of the statement, distorting its content, bringing *something new* to the message (Batel, 2020). Based on this, it can be predicted that a need for translation is determined, first of all, by the recipient of the information, while the translation activity itself will be performed by a translator who does not feel a personal need for it. In such a way in the process of translation a person satisfies a need for communication with other people (Максименко, Ткач, Литвинчук & Онуфрієва, 2019). Therefore, a need for translation activity has a *specific nature*.

The purpose of our research is:

1. To show the main psychological characteristics of oral translation activity.

2. To organize the ascertainment study and to analyze the results of it according to the selected criteria, such as: a) the level of students' communicative and speaking activity; b) the level of personal and situational anxiety; c) the language hearing level.

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3. To propose Transformational Model of English-Ukrainian Translation, using English phraseological units, and to describe it.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. The empirical method is ascertaining research. Also as the method of presenting empirical research we've used the test SAMOAL (Self-actualization Scale) (2021). We proposed the author's interview for students to get to know the ways, which motivate the person's choice of choosing the profession.

The experimental research with the purpose to identify the dynamics of the professional development of future translators lasted in December, 2022. In this research 303 students of experimental and control groups of foreign philology departments were participated:

- experimental groups (150 students):
 - E1 – 38 students of the 2nd course of Rivne State University of the Humanities;
 - E2 – 40 students of the third course of Lviv State University of Life Safety;
 - E3 – 35 2nd year students of Lesia Ukrainka Eastern European National University;
 - E4 – 37 students of the third course of Kamianets-Podilskyi National University named after Ivan Ohienko;
- control groups (153 students):
 - C1 – 39 students of the 2nd year of studying of Rivne State University of the Humanities;
 - C2 – 35 students of the third course of Lviv State University of Life Safety;
 - C3 – 41 students of the 2nd year of studying of Lesia Ukrainka Eastern European National University;

– C4 – 38 students of the third course of Kamianets-Podil'skyi Ivan Ohiienko National University.

Results and their discussion

We think, that the main *psychological characteristics of oral translation activity* are: a) the character of communicative process; b) the role of partners of communication; c) the direction of speech expressions; d) the connections of internal or external forms of speech; e) the character of expressions; f) the nature of a feedback.

We will analyze the results we have obtained at this stage of the ascertainment study according to the selected criteria, such as: a) the level of students' communicative and speaking activity; b) the level of personal and situational anxiety; c) the language hearing level.

The most of the students who took part in the ascertainment study had a low and average level of communicative and speech activity during translation activities (see Table 1). In our opinion, this is explained, first of all, by the insufficiently formed translation skills of listening, which implies the ability to perceive, to recognize, to understand and to interpret the message that comes to the ear, with the aim of conveying the original message in the translation language. Thus, students of both the experimental and control groups have the following skills insufficiently having been formed: sound differentiation within a word; word differentiation in the speech stream; word synthesis into elementary syntactic blocks (phrases); recognizing the grammatical scheme of a sentence, etc. The results having been obtained using the methods listed by us, characterizing future translators according to the level of communicative and speech activity criterion, were subjected to the factor analysis procedure. The latter allowed us to single out two basic factors, the first of which highlights dynamic characteristics. The data given in Table 1, as well as the results of the students of the experimental and control groups according to the indicators of verbal

and logical thinking, indicate an insufficient level of formation of communicative and speech activity of future translators.

Table 1

Verbal and logical thinking of students of experimental and control groups (in %)

The level of the development of verbal and logical thinking	E1 group	E1 group	C1 group	C2 group
High	18.32	19.18	14.02	13.32
Average	54.10	55.09	42.87	51.08
Low	27.58	25.73	43.11	35.60

It is difficult for students to start a conversation with the partner of communication, they are not expressive and diplomatic enough, they do not know how to broadcast information, to initiate communication, to be flexibly navigated in different conditions of communication, etc. This confirms the low result in terms of the factor weight of the dynamic and substantive characteristics of the communication process of students of both experimental and control groups.

To teach students to translate the text from English into Ukrainian we proposed them proverbs and sayings as authentic material. We tell them, that proverbs and sayings are the part of Phraseology. The term "Phraseology" itself comes from Greek "phrasis" – the expression and "logos" means "The Science of Phrases". So, phraseology is a branch of linguistics that studies phraseological units. The term "phraseology" is used in two ways: 1) the quantity of phraseological units in the language; 2) the branch (the subject) studying these units (Oxford Learners Dictionaries, 2023: 137).

However, in English dictionaries the term "Phraseology" is used in more different meaning. To denote such entities, the word "idiom" is mainly used, because the term "idiom" is even more polysemantic one. Native speakers use it to denote a mode of expression to any language, without differentiating between the grammatical and lexical levels. It may also mean a group of

words the meanings of which are difficult or impossible to understand from the knowledge of the words considered separately. Moreover, "idiom" may be synonymous to the words "a language" or "a dialect", denoting a form of expressions, which are peculiar to people, to some country, a district or to one individual".

The Oxford Dictionary provides a very generalized meaning of Phraseology. It is the particular way in which words and phrases are arranged when saying or writing something (Oxford Learners Dictionaries, 2023: 137). In the Merriam-Webster Dictionary this term is explained as a manner of organizing words and phrases into some longer elements (Merriam-Webster Dictionary, 2023).

So, as we can see, in the English-language Editions phraseology is not always considered as a science, a branch of Linguistics (unlike Lexicology). O. Kulin also points out that a small number of researches deals with Phraseology in the Anglo-American Linguistic Literature. So, in this research we use mostly Ukrainian studies, which deal with Phraseology.

In Ukrainian Dictionaries Phraseology is interpreted as a branch of Linguistics that studies the established reversals of any Language and Phraseology (Тлумачний словник української мови, 2023: 650). Most Ukrainian linguists adhere to the broad definition of the term "Phraseology": phraseology is a collection of phraseologisms of a particular language, a section of Linguistics that studies the phraseological composition of the language (Mykhalchuk & Bihunova, 2019).

The first definition of the notion of a phraseological unit was given by scientists (Mykhalchuk & Ivashkevych, 2019). They tell about it as some combinations that are firmly included in the language. They are called phraseological units. Such a definition, however, does not fully reveal the essence of the notion of a phraseological unit, without pointing to its additional characteristics.

So, the main characteristics of phraseologisms are these ones: 1) the presence of at least two words; 2) untranslatability

in other languages; 3) reproducibility; 4) metaphoricity; 5) semantic integrity (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina & Shtyrov, 2019).

Therefore, analyzing the approaches of different linguists (Alexandrov, Boricheva, Pulvermüller & Shtyrov, 2019) to the concept of "Phraseology", we can see its interpretation in the narrow and broad senses. According to a narrow understanding of Phraseology they usually refer to phraseological units with some instance metaphorical meaning, and supporters of a broad understanding of it deal with the combination of words that are reproduced in a "ready-made form" and denote some concepts. A narrow understanding of phraseology, therefore, implies imagery as a categorical quality of Phraseological units. From our point of view, this position impoverishes the field of Phraseology, so we join the broadest view of phraseological units, which is based on the tradition of foreign scientists (Bates, Maechler, Bolker & Walker, 2014). A broad understanding of Phraseology allows us to enumerate in its paradigm different linguistic units (from Ancient Literature and Mythology, the Bible, fiction, etc.) and constant formations held in memory, from idioms, semantically equivalent words, to adverbs and catch phrases.

Therefore, it seems the most expedient for us to interpret each phraseological unit as the lexical and grammatical unity of two or more distinctly worded components, grammatically organized by a word or sentence model, which is integral and reproduces automatically, by tradition. In our opinion, the basic characteristics of phraseologisms include stability of their composition and structure, integrity of their meaning, reproducibility and, as a rule, impermeability of their structure.

For the first time the systematization and classification of phraseological units was made by scientists (Aleksandrov, Me-metova & Stankevich, 2020). Contrasting the field of Phraseology with free combinations of words, scientists (Mykhalchuk & Onufrieva, 2020) established it in two types of verbal comple-

xes – phraseological groups and phraseological units (with six subgroups within one and another subgroup).

According to scientists (Aleksandrov, Memetova & Stankevich, 2020), Phraseology is divided into three groups:

1) **Phraseological mergers** are semantically indivisible phraseological units, the meaning of which does not follow from the meaning of their components. Phraseological mergers are also called “idioms”, which are understood as phraseologisms with complete loss of inner forms (*to rain cats and dogs; to be all thumbs*). The explanation how the meaning of idioms was formed, it is a complex etymological problem. Also, we have to emphasize that idioms cannot be translated literally into another language.

2) **Phraseological units** are semantically indivisible phraseologisms, the integral meaning of which is motivated by the meaning of their components (*to spill the beans; to burn bridges; to throw dust into smb.'s eyes*). The meaning of phraseological unit is arisen from generalized figurative meaning of free combinations of words. It is the result of a metaphorical rethinking of any phrase. Phraseological unit is characterized by two-sidedness. Isolated from the context, such phrases cannot be uniquely determined by their semantics. Also such phrases can be used as free ones in the literal sense and as phraseological units in the figurative meaning. In this sense they are homonymous.

3) **Phraseological conjunctions** are phraseologisms in which the distinct meaning of each word is clear, but one of the components has a related meaning (*Sisyphean labor*).

As we can see, this classification more accurately reflects the types of phraseologisms from the structure of this classification. However, it also does not have a single constructive principle. These three groups having been highlighted by scientists show that there is a great difference between phraseological merges and units, on the one hand, and phraseological conjunctions, on the other one, due to the different nature of their stability. Phraseological units of the first two groups are characterized by a de-

gree of motivation. The third group characterizes phraseological units by their structural characteristics. This classification for a long time occupied a dominant position in the paradigm of Phraseology, and it was used most often without any changes to the research of stable compounds.

Classifying the word phrases from the standpoint of their semantics we distinguish two groups: idioms and phraseological units. Idioms are peculiar expressions from certain languages, which are holistic in their use and content. They usually cannot be accurately transmitted in other languages and require a matching stylistic color when translating. The second group contains phraseological units, which are ordinary phrases, having been decomposed in their content, but established in the language as material of widely quoted + Nouns (proverbs, expressions that have become catch phrases).

The basis of teaching Phraseology are Linguodidactic Approaches, patterns, principles that determine the appropriate choice of methods, techniques and teaching aids, provide the appropriate level of mastering the content of the school course of Phraseology and the formation of relevant skills and abilities of students.

In such a way we formulated the laws of learning:

- constant attention to the matter of language, its sound system;
- understanding the semantics of language units;
- the ability to learn the norms of literary language;
- the assessment of the expressive possibilities of the native language;
- the development of language sense, gift of speech;
- advanced development of oral speech;
- the dependence of speech skills on Grammar and Vocabulary.

These general patterns should be designed to study Phraseology, focusing on the following aspects:

- understanding the semantics of Language Units;

- the assessment of the expressive capabilities of the native language;
- the development of language sense, gift of speech.

These laws allow us to consider Phraseology as a holistic unit that has its own meaning. It is stylistically colored and cannot be used in all Styles of Speech.

In our opinion it is important to pay attention to the principles of teaching Phraseology, among which we single out:

- *systematic and consistent learning* (introduction of elements of Phraseology, that involves a systematic order of learning, in which each stage of joint activities of teachers and students is based on previous stages and opens the way to further progress);
- *accessibility* (the information is available to students in terms of their age, physical, mental, intellectual and individual abilities during the use of students their experience of intellectual, moral, physical overload);
- *the connection of learning through the whole life* (teaching Phraseology stimulates students to use acquired knowledge in practice, to analyze and to transform the surrounding reality, to develop their own views, plans and wishes);
- *consciousness in learning* (Phraseology develops a positive, serious and responsible attitude of students to learning, the influence of their understanding the vital importance of Phraseology in the foreign language);
- *actualizing students' learning activities* (Phraseology stimulates students' inner activity in a way of understanding them the essence of a particular problem, when they look for different solutions);
- *clarity* (teaching Phraseology involves the possibility of purposeful involvement of different senses in the perception and processing of educational material), etc.

We believe that in this context, in the process of teaching Phraseology the principle of openness is the most important,

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according to which the process of formation of phraseological knowledge, skills and abilities, in particular pedagogical conditions of formation of studied phenomenon, is characterized as an open system. Based principles are the basis of teaching Phraseology, which are implemented into the educational process, they are interconnected and interdependent.

We emphasize that the most important thing is to take into account specific principles, for example:

- the attention to the phraseological richness of the language;
- the selection of high-quality phraseological material;
- the formation of a sense of style, the gift of speech;
- the development of aesthetic feelings, creative abilities;
- the connection of language learning with speech activity;
- the relationships in the study of all sections of the school curriculum;
- the connection of language learning with the development of coherent speech.

We have to note that it is advisable to use principles that are based on comparing the words and the reality denoted by the words, actualizing lexical and grammatical meanings of the word, units of lexical paradigm comparing the words with each other, lexical units and Phraseology in their fields, word history or Phraseology with Lexicology.

It is important to choose the most effective methods and techniques of teaching, among which we mainly use methods of forming phraseological skills in the English language and our speech (grouping them by thematic and semantic features, analyzing of functional characteristics of Phraseology in fiction, providing stylistic experiment, proposing the reproduction of text with Phraseology, the theory of construction the sentences).

One of the most effective is the method of comparison, which is widely used at schools and permeates many types of the activities. It is used for semantic analysis of Phraseology, which

is performed by comparing the meaning of Phraseology with the lexical meaning of words of the same free phrase.

The effectiveness of semantization of phraseological units unknown to students (as well as known). It is also achieved through the method of comparison. For Phraseology a common identifier of the word is chosen, which allows us to compare Phraseology (to contrast some features, characteristics, basic features) and reveal their specifics and features of use into practice.

Since contemporary Humanities Education the ability to see a linguistic fact in a broader context was involved. The most tasks of different researches should be based on textual materials that ensure effective learning of language units and clearly demonstrate their functioning in the language, which are necessary for speech development.

The use of the method of observation and the analysis of language phenomena contributes to the activation of cognitive activity of each student according to the perception and understanding of new theoretical material. In the process of observation, students are also instilled with the ability to find the main characteristics independently, which are as a result of the search formulating concepts, rules, conclusion and justifying practical actions. This method should be used to study systemic relationships between phraseological units in the analysis of their role, functions and paradigm.

Training exercises are an effective method of forming phraseological skills. We distinguish two groups of exercises, which we propose to students to form their abilities:

1) *proper exercises*, actualizing phraseological units (they actualize the meaning of phraseological units, their characteristics, structure; phenomena of polysemy, synonymy, antonymy, etc.);

2) *combined exercises* – phraseological-stylistic, phraseological-grammatical and phraseological-lexical exercises) (phraseological phenomena are recognized on the basis of attitude to the topic of lexical, grammatical or other nature).

Thus, the teacher has to convince students that knowledge of Phraseology is important, because correct and accurate use of phraseological expressions allows us to actualize our mind, abilities to speak with humor and accuracy, to avoid clichés and to choose the most appropriate unit from a series of phraseological units.

Psycholinguistic data on the interaction of primary linguistic consciousness (formed under the influence of the native language) and secondary linguistic consciousness (using the language having been studied) are of great importance for our research. As a result of our scientific psycholinguistic research it was established:

1) a translator who constantly translates from language A to language B often loses the ability to speak competently by use of language A (units of language A create closer associative links with units of language B than with each other in the paradigm of one language);

2) a person who translates from A to B and from B to A has considerable difficulties in formulating a certain statement in both language systems;

3) long-term translation skills lead to the formation of direct associative links between units of language A and units of language B, and this situation negatively affects the stylistic characteristics of the translated version.

We think that the data of psycholinguistic observations are the means of modifying existing models of implementation of translation activities. We propose a universal Transformational Model of English-Ukrainian Translation as the most possible translation model. We believe that this model includes three stages: 1) the analysis, during which the surface structure in language A is reduced to a set of grammatical transformations (the analysis taking into account grammatical relations and meanings of linguistic units); 2) transferring the analyzed material from language A to language B; 3) the reconstruction or final adaptation of the final message taking into account the norms of the language having been used to translate the text.

Conclusions

We proved that grammatical transformations were one of the methods of semantic analysis of the original text and one of the ways of constructing the final statement. However, reducing the translation to only grammatical transformations somewhat simplifies the real process of translation, since it uses both lexical-syntactic paraphrasing and semantic modifications due to situational-pragmatic factors, etc. As a result, the translation itself is considered by us as a combination of three components: on the one hand, it is a product, on the other one, it is a certain number of technologies, and on the third hand, it is a process of combining (for the translator) a certain set of signs (the original text) and taking into account the effectiveness of semantic perception by the recipient of a set of signs offered to him/her by the translator.

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Івашкевич Ернест. Психолінгвістична парадигма Трансформаційної Моделі Перекладу з англійської мови на українську.

Мета дослідження: 1) висвітлити основні психологічні особливості усної перекладацької діяльності; 2) організувати констатувальне дослідження та проаналізувати його результати за обраними критеріями, такими як: а) рівень комунікативно-мовленнєвої активності учнів; б) рівень особистісної та ситуативної тривожності; в) рівень мовленнєвого сприйняття на слух. 3) запропонувати трансформаційну модель англо-українського перекладу з використанням англійських фразеологізмів та описати її.

Методи дослідження. Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Емпіричним методом є метод констатувального дослідження.

Результати дослідження. Вважаємо, що отримані нами дані психолінгвістичних спостережень слугують засобом модифікації існуючих моделей реалізації перекладацької діяльності. Так, ми пропонуємо універсальну Трансформаційну Модель Перекладу. Ми вважаємо, що ця модель вміщує в себе три стадії: 1) аналіз, у ході якого поверхнева структура на мові А зводиться до набору граматичних трансформацій (аналіз з урахуванням граматичних відношень та значень мовних одиниць); 2) перенесення матеріалу, який аналізується, з мови А на мову Б; 3) реконструювання або заключна адаптація кінцевого повідомлення з урахуванням норм мови, якою здійснюється переклад.

Висновки. Доведено, що граматичні трансформації постають одним із прийомів семантичного аналізу вихідного тексту та одним із способів побудови кінцевого висловлювання. Однак показано, що зведення перекладу лише до граматичних трансформацій дещо спрощує реальний процес перекладу, оскільки в ньому використовуються і лексико-синтаксичні перефразування, і семантичні модифікації, обумовлені ситуативно-прагматичними факторами та ін. Як наслідок, сам переклад розглядається як поєднання трьох компонентів: з одного боку, це – продукт, з іншого – деяка сума технологій, а з третього боку – процес комбінування (для перекладача) деякого набору знаків (вихідного тексту) та урахування ефективності смислового сприйняття реципієнтом набору знаків, який пропонується йому з боку перекладача.

Ключові слова: Трансформаційна Модель, переклад з англійської мови на українську, граматичні трансформації, комунікативна діяльність, мовленнєва діяльність, рівень особистісної тривожності, рівень ситуативної тривожності, рівень мовленнєвого сприйняття на слух.

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