

retarded mentality – the author describes such a peculiarity through principles of phonetic orthography to express idiolect in writing. The main character writes everything as he hears and/or pronounces. D. Keyes records his speech phonetically:

Joe Carp from the bakery brot me a chokilat cake from Mr Donner and the folks at the bakery and they hope I get better soon. At the bakery they think Im sick becoss thats what Prof Nemur said I shoud tell them and nothing about an operashun for getting smart. Thats a secrit until after in case it dont werk or something goes wrong.

In the Ukrainian translation by V. Onyshko the passage looks the following way:

Джо Карп зі пикарні приніс міні шиколадне тістичко від містера Доннера та працівників пикарні й вони сподіваюця шо я скоро одужаю й стану на ноги. У пикарні вони думають шо я хворий бо так їм сказав професорь Нявмур а про аперацію яка зробить мене умним він не сказав нічого. Це поки шо таємниця на той випадок коли аперація зазнає невдачі або шось піде не так.

The translator uses a complex approach to rendering colloquial speech of a mentally handicapped character. Combining different lingual and stylistic means, he creates a true image of an uneducated person, who can neither speak nor pronounce correctly. In particular, violations of punctuation – the translator like the author does not use punctuation marks at all in order to depict deviated speech of a character authentically. Besides, we observe grammatical violations, namely combination of words (“зі пикарні” instead of “з пекарні”).

And yet, the main method of the personage’s characterization is PD, which the author uses in unusual manner to accentuate the speech of a mentally handicapped person. V. Onyshko tries to render phonetic orthography by occasional substitutes specifically created in the Ukrainian language (“сподіваюця”, “тістичко”, “шиколадне”, “аперація”, “шо”). He deforms a phonetic form of a word at most imitating defects of the Ukrainian orthography. Realizing the author’s idea to depict his characters as real as possible, the translator uses PD as a means of the effect of authenticity in order to enhance expressiveness.

So, the problem of rendering PD in the English literature is complex and demands from translators creative ways of its solving. The attempt of V. Onyshko to render deviated idiolect of the character appeared to be quite successful, as it eliminates the outdated concept of “smoothed” translation.

TRANSLATING THE UKRAINIAN TERMS “КОМПЕТЕНТНІСТЬ” AND “КОМПЕТЕНЦІЯ” INTO ENGLISH: HOW TO FACE THE CHALLENGE

Viktoriia Mishchenko (Kharkiv, Ukraine)

“Компетентність” and “компетенція” are the key terms of Ukrainian education science. Their frequent occurrence in scientific literature and governmental documents is accounted for by the fact that nowadays competence approach (“компетентнісний підхід”) is considered to be domineering in the education system of Ukraine as well as in many countries of Europe and the world. A great number of research papers are devoted to investigating what competence approach actually means and, in particular,

what the difference between “компетентність” and “компетенція” is (see, for example, [1, 2]). As long as researchers formulate their ideas by the means of the Ukrainian (or Russian) language they feel no difficulty in finding two distinct lexical units serving as linguistic representations of the two concepts.

However, if an author wishes to publish their paper in an officially recognized journal, they are required to provide a list of key words and an abstract of the article in English. This is where a stumbling block lies. The cases when the author fails to solve the translation problem and uses the same word “competence” as the English equivalent of the terms “компетентність” and “компетенція” are quite numerous. But sometimes authors suggest really surprising solutions. Here are two examples from Ukrainian and English abstracts of two articles by the same author:

Проаналізовано літературні дані щодо трактування термінів «компетенція» і «компетентність» у теорії освіти... Literary data are analysed in relation to definitions «competense» and «competence» in the theory of education [1: 73].

Виконано аналіз термінів «компетентність», «компетенція», «професійні компетенції». Was performed the analysis of the terms «jurisdiction», «competence», «professional competence» [2: 61].

The examples clearly indicate that dictionaries were unable to help the author solve the translation problem and ad hoc terminological research should have been done more thoroughly. Terminology work in several languages makes special demands with regard to language knowledge and also with regard to knowledge of the relevant language realities.

The first prerequisite of reliable multilingual terminology work is to clarify precisely the concepts in one of the working languages, the “source language”. Secondly, the terms in the other languages, the “target languages”, must be found using original texts in the language concerned. Finally, comparing the concepts and systems of concepts in the source and target languages provides information on the degree of equivalence of the terms. The primary basis for this comparison is the additional information on the individual concepts, namely the definitions. It will often be found that concepts do not have equivalents or are not even found in a particular language because they do not exist in the real world of the language area. In this case one can make do with a suggested translation, which must be marked as such in the terminological record [3: 55] or at least in the research paper where it is introduced.

References: 1. Леонтян М. А. Поняття «компетенція» і «компетентність» у теорії освіти / М. А. Леонтян // Наукові праці: Педагогіка. – Миколаїв: Видавництво ЧДУ імені Петра Могили. – Т. 188, Вип. 176. – 2012. – С.73–75. — Режим доступу до журн.: <http://lib.chdu.edu.ua/pdf/naukpraci/pedagogika/2012/188-176-16.pdf>. 2. Леонтян М. А. Формування професійних компетенцій майбутніх екологів у процесі вивчення дисципліни «Теорія біогеохімічних процесів / М. А. Леонтян // Наукові праці: Педагогіка. – Миколаїв : Видавництво ЧДУ імені Петра Могили. – 2012. – Вип. 197, Т. 209. – С. 61–64. – Режим доступу до журн.: <http://lib.chdu.edu.ua/pdf/naukpraci/pedagogika/2012/209-197-11.pdf>. 3. Recommendations on Terminology Work / [ed. CODSOES]. – Berne : Media Center of the Confederation, 2003 – 112 p. – Режим доступу: <http://termcoord.files.wordpress.com/2013/07/here.pdf>.