

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**  
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**ЯКІСНА МОВНА ОСВІТА**  
**У СУЧАСНОМУ ГЛОБАЛІЗОВАНОМУ СВІТІ:**  
**ТЕНДЕНЦІЇ, ВИКЛИКИ, ПЕРСПЕКТИВИ**

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cooperative projects and increased communication between students from all over the world, in turn leading to the development of social skills.

The use of new multimedia technologies and the Internet in learning is seen as a means to improve accessibility, efficiency and quality of learning by facilitating access to information resources and services as well as remote exchanges and collaboration.

Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements.

Traditional learning with digital technologies is not a trend but a time requirement. All changes that occur in society are reflected in education. The XXI century is informational; therefore, education should adapt and provide modern inquiries.

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## **TEXTS OF ECOLOGICAL DISCOURSE: TEACHING TRANSLATION METHODS**

The contemporary world is characterized by globalization and technological modernization. The human society develops and makes meaningful strides towards new discoveries and researches. The new disciplines and subjects appear. Philological sciences are burgeoning, that is why one of such disciplines – ecolinguistics – has appeared. A founder of the term “ecology of language” is an American linguist Einar Haugen. In 1970 he proved that there was interaction between psycholinguistics and

sociolinguistics [5, 106]. The ecolinguistics also helps in investigating the role of a language in solving different ecological problems. This discipline is a tool that gives the opportunity for a linguist to investigate texts of ecological discourse.

Nowadays society pays its attention to ecological problems, environmental pollution and nature conservation. Clean and safe environment is a real treasure for humankind; that is why linguists give special attention to environmental problems and the ecological discourse as well. Linguists focus on studying the different aspects of ecological discourse.

**The subject area** of the research is English ecological discourse.

**The specific topic** of the research concerns the ways of translating the ecological terminology in both general and special texts.

**The objective of the research** is to define the peculiarities of ecological texts and methods that are used in rendering the ecological texts.

**The relevance of the topic** is undeniable since a modern human society is interested in ecological problems, because a dynamic progress in science and technology does not only benefit humankind, but it also has a devastating impact on our environment. Issues on nature conservation and global ecological crisis are actively discussed. Such processes resulted in the appearance of new terminological language units. That is why it is necessary to scientifically reflect on ecological terminology. Linguists and translators should know peculiarities of formation of such terms, specificity and use of ecological neologisms. It is also pivotal to study modern ecological terminology on an ongoing basis [3, 190]. The texts of ecological discourse have been investigated a little yet that makes it harder to distinguish ecological vocabulary in source texts and translate it into the target language adequately and precisely.

Most ecological texts contain special terms that sometimes are hard to translate adequately. The ecological texts (for instance, popular scientific articles) are read not only by scholars and scientists, but also by non-professionals. That is why it is necessary for a translator to render such texts in a right and easy manner. Ecological terms get into a common language, and terminological problems influence a language more and more.

Specific features of ecological terms are dynamic development and ambiguity. While teaching the translation of such texts one should pay attention to the fact whether the text is for professional or non-professional readers. The specialized lexis is used in scientific texts that are full of

ecological terms. The target audience of such texts may be scholars, scientists or other people who are involved in ecological researches. To render special texts a translator should be competent in environmental topics.

The stages of teaching the ecological text translation include:

- 1) preliminary acquaintance with the ecological sphere through reading the articles, journals and textbooks in the mother tongue;
- 2) reading and comparison of English source and Ukrainian target texts;
- 3) a preliminary translation analysis of the source text that includes identification of translation difficulties in ecological texts;
- 4) analysis of ecological terminology in the text and translation transformations to be used.

While translating ecological terms and neologisms it is important to follow the principles of unambiguity and semantic-and-structural connections between sentences [2, 123]. Homonymy and polysemy make the process of translation even harder [4, 109]. For example, the term «*bottom*» in agricultural chemistry means «*furrow sole*», in geology – «*the lowest point of mining*», in forestry – «*bunk logs in flood bed*», and a general ecological term is «*river terrace*». So, it is quite relevant that polysemantic words and translator's false should not be neglected.

One of the most urgent translation problems is also plural number forms of terms that are of Latin origin. Some words have two or even more plural number forms. The examples of such words are: *antenna* – *antennae*, *bacterium* – *bacteria*, *fungus* – *fungi* / *funguses*, *hippopotamus* – *hippopotamuses* / *hippopotami*, *platypus* – *platypuses* / *platypi*, *crisis* – *crises* etc. For memorizing such plural number forms, the following methods are appropriate: card method, table method, spelling, grouping and repetition of words aloud.

It is also essential for a student to interpret the information very clearly and correctly. IT technologies are really helpful in translating processes. Different CAT tools, online dictionaries and expert systems cannot be overemphasized. Working with video-materials should be treated separately [1, 143]. Students can regularly watch videos of such English channels as Discovery, National Geographic, Euronews, Planet Green TV, Mental Floss etc.

Having analyzed the methods that are used for teaching the translation of ecological texts, we can make a conclusion that the main emphasis should be put on rendering the ecological terminology,

increasing the student's background knowledge in this sphere and use of information-computer technologies.

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### **“LINGUA CON”: A SYSTEM OF TEACHING ENGLISH ON THE NEUROCOGNITIVE GROUNDS**

This presentation introduces the new system of teaching English as a foreign language. Named “Linguacon” (Lat. LINGUA + CONscientia), it is now being piloted at a privately-owned educational center with the same name. The center, located in Cherkasy, Ukraine, has over 100 students aged 3 to 60, who are taught English with consideration for neurocognitive particulars of different age groups.