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**CHARACTERISTICS OF ENGLISH TERM TRANSLATION IN THE FIELD OF TEACHING FOREIGN LANGUAGES (BASED ON THE MATERIALS OF MODERN METHODOLOGICAL LITERATURE)**

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**Introduction**

Modern education is undergoing reform processes at a rapid pace, there is a gradual integration of concepts and terms through the exchange and enrichment of new information in the field of education. A powerful source of enrichment of the methodological discourse is the translation of terminological vocabulary, which belongs to the most difficult problems in the field of linguistics and translation studies, since the vocabulary develops very quickly in accordance with the development of scientific and technical progress, social and political events which occur in the country, in particular, innovative technologies in various spheres of society life, and needs special attention. But in the process of translating foreign methodological and pedagogical terms into domestic literature, certain difficulties often arise, because an adequate translation is impossible without additional knowledge related to the origin, classification, functioning and peculiarities of the translation of the terms themselves. Therefore, at the current stage of the development of translation studies, increased attention is paid to the optimization of the translation of terminological units of specialized languages.

**The relevance** of choosinga master's research topic is determined by many factors, first of all, the need to introduce advanced foreign experience in the field of education, in particular, new pedagogical technologies and teaching methods; modernization of the Ukrainian educational system in the context of integration into the world educational, scientific and cultural space; innovativeness of modern methodological discourse in the context of educational reforms; insufficient research of the peculiarities of the translation of methodological discourse in scientific works on translation studies.

**The** **object** of the research is methodological terms in the modern specialised literature and the translated version of the original sources.

**The** **subject** of the research is the ways of forming the given terms in English and the ways of translating them into Ukrainian, since the number of English-language neologisms, in particular methodological terms, in the content of the researched topic is significant.

 **The** **purpose** of the study is to analyze the formation of English-language methodological terms and to establish the peculiarities of the reproduction of these terms in the Ukrainian language.

Achieving the goal involves the following **tasks**:

1) To characterize the genre features of methodological discourse.

2) To clarify the definition of the notion “term” in the linguistic research.

3) To analyze the ways of forming terms in the original language.

4) To identify methods of reproduction of the given terms in the Ukrainian translation.

5) To highlight the translation peculiarities of modern English terms in the domestic methodological discourse.

The study draws on the following **methods** to investigate the problem under consideration: *definition approach* to define terms relevant to the topic; *component analysis* to identify semantic features in the meaning of lexical units appealing to basic needs; *contextual analysis* to analyse ways of forming terminological units in the researched material; *translational and comparative method*, which to identify the main techniques and ways of translating the relevant terms; *the method of content analysis*, which included formal fixation, numerical processing, evaluation and analysis of the content of the information source in the context of a specific research problem.

**The discussion** of the work was conducted at the II Internet conference of young scholars “Modern foreign language education: philological, linguistic and didactic studies” (Nizhyn M.Gogol State University, October 21, 2021); the III Internet conference of young scholars “Modern foreign language education: philological, linguistic and didactic studies” (Nizhyn M.Gogol State University, October 21, 2022); “Science Festival – 2022” (Nizhyn, May 16, 2022); the round table “Higher education in conditions of war: features, problems, development prospects” (Kyiv, October 12, 2022); at the meetings of the Applied Linguistics Department in 2021-2022.

**The results** of the research are revealed in the following publications:

1. Терещенко В.Я. Особливості перекладу наукової термінології у викладанні іноземних мов // Матеріали ІІ Інтернет-конференції молодих учених «Сучасна іншомовна освіта: філологічні та лінгво-дидактичні дослідження» 21 жовтня 2021р. Ніжин: Видавництво НДУ ім.М.Гоголя, 2021. С. 37-39.
2. Терещенко В.Я. Способи перекладу англомовних педагогічних і методологічних термінів // Матеріали ІІІ Інтернет-конференції молодих учених «Сучасна іншомовна освіта: філологічні та лінгво-дидактичні дослідження» 21 жовтня 2022р. Ніжин: Видавництво НДУ ім.М.Гоголя, 2022. С.10-11.
3. Tereshchenko V. Actual problems of text translation in the process of education reforms // The electronic journal «Formation of competencies of gifted individuals in the system of extracurricular and higher education» indexed by ISSN and DOI. Kyiv: National Aviation University, 2022. (The issue of the journal will be published in March 2023).

**The theoretical value** of the research lies in the fact that it provides a basis for further study of term reproduction ways of methodological discourses and may contribute to the development of a consolidated dictionary of methodological terms.

**The practical value** of the obtained results lies in the possibility of their use in lecture courses on English language teaching methods, translation theory, and in student scientific researches.

**CHAPTER ONE. PECULIARITIES OF TERM FORMATION IN THE FIELD OF FOREIGN LANGUAGE TEACHING**

* 1. **Genre features of methodological discourse**

The concept of discourse is one of the key concepts of modern pragmatic linguistics and text linguistics. Modern ideas about discourse reflect the entire course of linguistic science. In the first half of the 20th century linguistics, for a long period of time, was focused on the study of one of the two dialectically connected aspects of a language to the language system, but starting from the second half of the 1960s, the center of attention of linguists shifted to the other aspect of this dialectical unity, speech activity and its product - discourse, whose formal characteristics were obtained by Harris Z. in 1952. This complex sociolinguistic phenomenon of the modern communicative environment has a long and rich history of its development, however, as a term in linguistics, it appeared only in the 1950s. The term discourse was introduced by Habermas Y. to denote a type of speech communication that offers a rational critical consideration of values, norms and rules found in the social life.

The concept of discourse is quite new in the modern linguistic paradigm, but a large number of scientists are engaged in the study of this phenomenon, accordingly, at the current stage of research, the problem of the generation and functioning of discourse is one of the leading directions of world linguistics. Discursive analysis of texts is increasingly used by scientists to study various linguistic aspects, where scientific texts are also of a great interest.

Education challenges all around the world today are priority ones as they determine the future of each individual country. The concept of acquiring the knowledge and the quality of the required knowledge has changed, and therefore the ways of transmitting this knowledge are changing. Innovative reforms that take place in higher educational institutions, the needs of modern education and social orders of the society require appropriate methods and strategies for their implementation.

The methodological discourse is directly related to the educational models of the effectiveness of the expected outcomes. The concept of methodological discourse is not so deeply investigated in the domestic methodology of teaching foreign languages. The concept of discourse itself has gone beyond linguistics and is considered today through the paradigm of other humanitarian sciences as a text, a language or stylistic effect.

Methodological vocabulary requires the attention of researchers, first of all, in the synchronous time line, because the domestic methodical discourse is replenished with English-language terms extremely quickly and in most cases this process is uncontrolled, accordingly, the methodical terminology system absorbs a large number of borrowings, particularly calques, which does not always convey the essence of the notion or the concept itself on one hand, and moreover there exist a decline of the Ukrainian-language terminological system in the field of teaching foreign languages, on the other hand.

Terminology is an autonomous segment of any language that is closely related to the scientific and technical processes, the general development of society, social, political, cultural and other changes that are taking place, and methodological terminology, which forms the basis of methodological discourse, is no exception. Unfortunately, in domestic researches, the analysis of Ukrainian-language methodological terminology, which is actively borrowed from the English language, is quite limited, though this problem is urgent today.

The study of English-language discourse in general, the definition of its basic concepts, the creation of classification and varieties of discourse was part of the work done by many researchers such as Arutiunova N.D., Batsevych F.S., Kubriakova E.S., Makarova M.L., Stepanova Iu.S. and others. There are several approaches to the interpretation of discourse, for example, the cognitive approach interprets discourse as a cognitive phenomenon, that is, as a phenomenon that contributes to the transfer of knowledge, while the situational approach interprets discourse only in the context of educational, psychological, social circumstances and conditions. Therefore, the discourse is studied in various aspects, which allows to develop and refine the theory of discourse, while the question of the terminological definition of discourse remains open, since the content can only be determined by the combination of the concepts of a text and speech.

Considering the large number of definitions of the term “discourse”, it should be mentioned that there are different approaches to the classification of discourse definitions. Within a number of scientific disciplines, there are currently several main definitions of its understanding where discourse is defined as a complete structured speech work characterised by linguistic and extralinguistic features, certain type of language communication and communication that is implemented in any public institution.

Also, the ambiguity of modern definitions of discourse, as T. Melnyk claims, depends on the following aspects:

* text-orientated interpretation of discourse, where the text is considered to be a communication system, i.e the form of the communicative situation (Dridze T., I. Kolegaeva); as a semiosphere (S. Danilov, V. Krasnykh, Y. Lotman, M. Foucault, Y. Habermas); as a supertext (H. Bitenska, N. Kupina, A. Loshakov);
* discourse as speech, integrated into the communicative situation, as a process of speaker's intentions and interpretation by listeners (I. Agamalieva, V. Bogdanov, M. Makarov, Yu. Nosar);
* discourse as an institutionally determined type of communication based on the sociocultural context (F. Batsevich, V. Karasik, G. Pocheptsov, J. Fishman);
* discourse as a closed integrated communicative situation, i.e a phenomena in which the text and communicators are immersed on the basis of social, cultural

and ethical factors (O. Selivanova) [32].

A text as linguistic issue is not always a discourse, it is a more general concept, but any discourse is always a text. Discourse is an important element of linguistic behavior where verbal and non-verbal exchange, within a linguistic situation, occurs. The linguistic situation can be formal and informal, but in any case discourse is a language communication. Being one of the models of communication connected with innovative processes, which are taking place in education now, methodological discourse is the generation of language texts by the teachers on the basis of their language experience and a conscious understanding of the functioning of linguistic means in the communication process.

The analysis of the discourse takes into account a significant number of factors of text information, that is, the context, author, addressee, intertextuality, etc., since the object of discourse is not only its content , but also its socio-communicative components, origin, motivation.

In the conditions of modern reality, when every country becomes an equal partner within the world of educational space and internationalization of higher education, the problems of terminological language communication are very topicable. Development and implementation of innovative educational technologies in the process of professional training of future teachers introduce the phenomenon of borrowing into the methodological discourse. English terms, integration of methodological concepts, new teaching strategies promote a quick translation which leads to the emergence of equivalences of lexical units and an active grabbing the vocabulary of native speakers, especially by teachers of foreign languages. Very often they become the mediators between the source language and the target language because the translation of methodological terms requires additional knowledge concerning the etymology of certain concepts, their functioning and special translation into another language.

The discourse of methodology of teaching of foreign languages is an ambiguous, open-ended phenomenon, which can be probably interpreted as a communicative act on one hand and as a product of this act, on the other hand. As any scientific discourse, it can be characterised by its informativeness, integrity, consistency, intertextuality, unity, clarity, intention, situationality. This type of discourse serves as a means of spreading innovative educational technologies, advanced ideas not only in the field of methodology, but also in didactics, general, age, correctional, social pedagogy, theories and methods of professional training preparation of future specialists in the spheres of education and translation, etc.

* 1. **The concept of a term in the linguistic research**

The problem of translation of terms is considered quite fully in the works of Kovalenko A., Bilozerska L. and others. Such researchers as Tsitkina O., Popov S., Blinov O. deeply investaigated the issue of definition of concepts and classification of terms.

Recently, the term formation process of pedagogical and methodological discourse is growing at a rapid pace, which is caused by the increase in the flow of scientific and technical information. Due to the fact that the educational systems of different countries of the world differ significantly, and taking into account the linguistic features of the languages ​​of different peoples, the problem of adequate translation of terms offered when acquiring new knowledge and improving methodical strategies arises. The relevance of our research is determined by the rapid rate of growth of pedagogical and methodological terms and the need for adequate and professional translation in the educational field, which requires special attention. In pedagogical and methodological discourses today, there are a large number of terms, many of which have appeared in recent years. In addition, education is a field that is replenished with new concepts and teaching strategies every day. Such notions as *iterative learning, learning through dialogue, learning through open-ended tasks, teaching for social justice, joyful learning* have appeared recently. Considering this, the main task of the translator is the need to convey correct information in full to the teacher who does not speak English.

It is a well-known fact that terms are words or phrases that accurately and unambiguously name a concept and its relationship with other concepts within a special sphere. Life does not stand still and in the conditions of continuous progress when it is necessary to give new names for freshly appeared phenomena and concepts, many commonly used words acquire a certain specificity. Such words become stylistically marked and may change the meaning once becoming a unit of a specialised branch. So, a term is an emotionally neutral word or compound word, which is used to precisely define concepts or subject names [23, 255].

T. Kyiak defines the term as “a separate word or a word complex joining the systemetic relationship with other words of general use and verbal complexes, thus forms an other verbal system together with them in each individual case, i.e a closed system that differs from others in possession of high awareness, unambiguity, accuracy and expressive neutrality” [ 21, 7]. Therefore, the term is inextricably linked with other words in the language system, has its own characteristics, different from other words.

There is a relationship between terms and words in common use. A term is an important component of colloquial language and is realized precisely in it, as well as in literature. The term has a tight relationship between the notion and the meaning it names. This is what distinguishes it from a colloquial word and is the main difference

characteristic. So, a term is a unit of language expressed in the form of words, phrases, which either existed before, or were newly created for the purpose of deep expression (much more precise than that of a colloquial word) of a coresponding concept that has a special meaning, which is usually expressed in the form of a word. It belongs to a certain systems of any branch of activity, while the colloquial word has none of such systematicity.

The definition of a word in a terminological dictionary is usually accompanied by a scientific description that clarifies the term as much as possible and places it in a system of terms of a certain field of science. Every term has a special definition, where its feature and necessities described are important, so it becomes fixed in the dictionary.

A term is a word which is an essential component of scientific texts style because it is characterised by having a precise meaning. Although inherent in the term

ambiguity, very often terms can occur ambiguous.

In the modern world, the terms of methodological discourse and the methods they denote are in a state of dynamic development in the conditions of continuous progress and reforms that education undergoes. The systematization of such a huge corpus of lexemes is particularly difficult. Unfortunately, there is no single consolidated dictionary of pedagogical terms that would be approved by the state standard, as far as it is probably extremely tedious work, requiring constant corrections and changes. In addition, it was noted that replenishment of the dictionary of pedagogical terms takes place all the time, actually it is a non-stop process, since today much attention is focused on the formation of a comprehensively developed personality, capable of learning throughout life, while educational programs, in particular, and education systems of different countries as a whole have many differences.

In our opinion, the scope of using pedagogical terms or methodological terms is not limited to their use only in the field of education. Such notions as *teambuilding, giving feedback, peerwork* are used in everyday life, at work, in mass media, etc.

Methodological discourse terms are a significant group of words that can be found in the language, the main purpose of this vocabulary is to designate objects, phenomena and concepts related to providing feedback, customer service, giving checklists, providing interviews.

Translation of terms requires knowledge in the field to which it refers and to the text being translated, as well as an understanding of the terms of the original language and knowledge of the terminology of the language being translated into. When translating, the interaction of the term with the context is of great importance, thanks to which the meaning of the word is determined.

The terms should retain such features as non-abstract unambiguousness character and systematicity. However, a large number of terms and terminological systems, as linguistic signs, have such disadvantages as ambiguity (one term has two and more meanings), synonymy (for one concept there are two and more terms), contradictions of terms with concepts, burden terminology in foreign terms, etc.

Two stages can be distinguished in the process of translating a term:

1) definition of the meaning of the term in the context;

2) translation of the meaning into Ukrainian [23, 258].

One of the widest sources of expansion of terminology vocabulary is translation. Translation helps to integrate equivalents of lexical units, which as Bіlodіd I. suggests, either are taken from the original language at a time, or go through a streak of intermediate stages through other languages. Thus, translation plays a role far from remaining the last in the development of languages, because it is not only an attempt to convey certain information by means of another language, but also a test of the capabilities of the translation language, its ability to convey the thought expressed in another language. And if the translation language lacks the necessary lexical units, the translators are the first to try to create appropriate lexical equivalents in it [6, 44].

The term can be created on the basis of one language or borrowed from a neutral language bank (e.g international Greek or Latin terminological elements) or from another language. In any case, it should reflect the features of this concept, and the meaning of the term for a specialist corresponds to the meaning of the concept.

According to the structure, the terms can be divided into:

* simple terms consisting of one word only: *assessment – оцінювання, collaboration – співпраця, здатність до співпраці, creativity – креативність, curriculum – освітня програма, evidence – доказ, підтвердження;*
* compound terms which consist of two words and are written together or through a hyphen: *assessment design – розробка системи оцінювання, caregivers – вихователі, child agency – агентність дитини, child-directed – керований учнем, cognitive skills – когнітивні вміння, communication skills – комунікативні навички, cross-cultural - міжкультурний;*
* phrases – terms which consist of several components (words): *audit of skills for development assessment tools and rubrics – визначення вмінь необхідних для розвитку, children’s holistic skills development – всебічний розвиток дитини, extend themselves beyond set goals and expectations – виходити за межі визначених цілей та очікувавнь.*

The English vocabulary tends to create compound terms that convey a complex internal correlation of various concepts, their multifaceted nature and permanent structuring. Thus, multicomponent terms reflect the broad universal language process of the formation of the most motivated, precise and unambiguous notions and contribute to further detailing of the terms.

English-language pedagogical and methodological terminology includes numerous term phrases that, due to their complex, multi-component structure, provide the optimal nomination of a professional concept. Phrasal terms can also be divided into several kinds:

* phrases, the components of which are independent words that can be used separately, keeping their meaning, for example: *cognitive achievements – когнітивні досягнення, communication skills – комунікативні навички, computer skills – навички компютерної грамотності;*
* phrases, one of the components of which is a pedagogical or methodological term, and another is a word of common vocabulary, for example: divergent thinking - *дивергентне мислення, inductive and deductive reasoning – індуктивне та дедуктивне мислення, integrated pedagogics – інтегровані педагогіки;*
* phrases, both components of which are words of common vocabulary, and only the combination of these words becomes a term, for example: *holistic child development - всебічний розвиток дитини, inquiry-based learning – навчання на основі запитів дітей, leave children to learn unassisted - навчання дітей без допомоги дорослого.*

In order to fulfill its functions, the terms must have certain properties and meet certain requirements. One of the most important properties is determined as systemacity. Terminology of a certain science is not just a collection of words or word combinations that express definite concepts of the given science, but they make up a system.

The next property of the term is context independence, though very often this requirement is considered to be quite controversial, as belonging to any terminology system is already a thematic context. It is precisely with this property that accuracy is connected. When it goes about scientific and technical language, the main requirement is complete accuracy of expression, an opinion that will not admit the possibility of another translation. The term must be precise, have a clearly delineated meaning that can be revealed by means of a logical definition that establishes the place of what is determined by the term.

Just in case, if there is a specific meaning, the implementation of out-of-contextuality is possible. In fact, not all terms have the above properties, especially when it goes about the terminology of methodological discource. The presence of ambiguous and synonymous terms is a potential source of misunderstandings within foreign and domestic methodology. Such characteristic as an unambiguity leads to the fact that many methodological terms become independent of the context: for example, as it has been mentioned above such terms as *teambuilding, peer work, feedback, reflection* and others have been used in different branches of social and professional life. However, only the context makes it possible to determine, in which sense the word is used - in ordinary or terminological sense. Also only thanks to the context, it is possible to determine the meaning of the lexical unit in the relation if they are ambiguous terms and homonymous terms.

Finally, the last of the main properties of the term is its emotionlessness. The term should not have any other meanings that distract the attention of a specialist, they introduce an element of subjectivity.

So, the properties of the terms are as follows: systematicity, accuracy, context independence and stylistic neutrality.

The main method of translating terms is translation using a lexical equivalent. An equivalent is a permanent lexical correspondence that completely coincides with the meaning of a foreign word-term. Terms that have equivalents in the native language play an important role in translation. They serve as reference points in the text, the disclosure of the meanings of other words depends on them, they provide an opportunity to clarify the character and specialization of the text. For example: *experiental learning – експерементальне навчання, fine motor – дрібна моторика, guidance – рекомендації, insights - висновки, interactive - інтерактивний, learning goals – навчальні цілі, listening skills – навички слухання, physical skills - фізичні вміння, planning skills – навички планування, references – перелік джерел.*

However, the search for equivalents in the native language for the translation of terms from a foreign language is complicated by the fact that the terms are ambiguous and, depending on the field of knowledge in which they are used, have different meanings and definitions. Therefore, the term is not always translated by the term - a complete and absolute equivalent.

As an example, we may suggest the words *a play* and *a game* which are both translated into Ukrainian as *гра*, but they have a significant difference in teaching practice because a play is a key term which means how children learn, in other words the way they form and explore various issues, the way they shape and test hypotheses and the way they make sense of their world. Playful learning involves more than games and fun activities, it entails activating a mindset where experiences are framed as occasions to be curious and creative, and where teachers and learners can experience joy and agency.

An example for thranslation from Ukrainian into English may be the translation of words *вміння* and *навички*. For both the English equivalent is *skills*, but the native scholars differenciate these two terms while in the domestic methodology we have вміння аудіювання, читання, говоріння та письма, but лексичні навички, граматичні навички.

Although some terms are truly unambiguous and do not have any other meaning in any other field and are always translated by the absolute equivalent. However, the share of such terms in the general terminology is very small, so the translation of most special branch terms is not a simple replacement of the word-term in the original language with the appropriate term in the translated language. It would be really easy and simple to translate terms if scientific literature had a monopoly on their usage, or if each term really had a terminological equivalent in any pair of languages. But this does not happen. Therefore, the most optimal way of translating terms is to find the corresponding concept in the language translated into, if the corresponding concept does not exist, then to create a neologism using the rules of the language translated into. That is, the search for a corresponding term in the translation language should begin, first of all, with the analysis of the properties of the new foreign language concept. And if the name of a foreign language concept-term is based on its most important property or a successful comparison, then in other languages ​​(into which this term is translated) these features will be taken as determining. In such cases, the translation of the term really turns into a translation of an ordinary linguistic unit, which is the easiest way of choosing a native name for a certain foreign-language scientific concept.

For a more accurate reproduction of English-language educational terms into Ukrainian, a great attention should be paid to the context, what the text is about, and what the meaning of the word in this case will be a more accurate equivalent for this or that term. A significant number of works by both domestic and foreign researchers have been devoted to the issue of translation of professional vocabulary, and they all agree that there should be clarity of expression of the material and clarity of its presentation. The double meaning of the terms and the illogical presentation of the material are unacceptable. Referring to the concepts of adequacy and equivalence in the aspect of translation of English-language terms of pedagogical and methodological discourse, the recipient adequately perceives the translation if his/her knowledge system coincides with the knowledge system of the person who translated the text. The translation that has pragmatic and semantic equivalence is adequate. As an example, may serve the title of the book under invetigation *“White Paper. Learning through play: the review of the evidence”* which is translated into Ukrainian as *“Біла книга. Дослідження інтегрованих педагогік, що ґрунтуються на ігровому діяльнісному підході та сприяють всебічному розвитку дітей початкової школи”.* As it becomes vivid from the given example, more attention is paid to the content of the book, its main concept and the ideas expressed in it, rather than word by word translation, that makes this translation adequate for an average recepient who is not an English speaking being.

* 1. **The ways of formation of terminal neologisms in the English language**

The true nature of the word and the term itself has always been one of the most ambiguous questions in almost every branch of linguistics. The internal structure of a word, or its meaning, is today called the semantic structure of a word. This is the main aspect of the word. Words can serve the purposes of human communication solely because of their meanings. A word consists of a morpheme. A morpheme can be defined as the smallest meaningful unit that has a sound form and meaning that occurs in a language only as part of a word. In other words, a morpheme is an association of a certain meaning with a given sound pattern. But unlike the word, it is not autonomous. Morphemes occur in a language only as constituent parts of a word, not on their own, although a word may consist of a single morpheme. So, there are 3 lower levels of language - phoneme, morpheme, word. Vocabulary is the creation of new words from elements that already exist in a certain language. Each language has its own peculiarities of word formation. Together with borrowings, the word building provides expansion and enrichment of the vocabulary of the language in different discources.

As it was noted by N. Kostenko, the modern English language possess the following ways of forming neologisms in pedagogical and methodological discourses:

* affixation (interactive learning);
* word compostition (inquiry-based learning);
* telescoping (webinar (web+seminar);
* analogy (for example: m-learning (mobile learning), d-learning (distance learning), g-learning (game-based learning);
* abbreviation (PIRLS (Progress in International Reading Literacy Study) [27, 12].

The original stock of the English language has been greatly expanded by a type of world structure called composition. Words of this structural type are formed in the *collaborative professional learning, cooperative learning strategies, decision making, discovery based techniques, etc*.). In English grammar, compounding is the process of combining two words (free morphemes) to create a new word (usually a noun, a verb, or an adjective). It is also called composition, it comes from the Latin “to connect”. They can be written either as one word (*caregivers*), as two words separated by a hyphen (*cross-cultural*), as two separate words (*delivery process*).

As far as English compounds are composed of free forms, they are difficult to distinguish from phrases. Separating compounds from phrases, as well as from derivatives, is a difficult task, and scholars have not agreed on the appropriate criteria.

In this case, it seems appropriate to quote E. Nida, who writes that “the criteria for determining verbal units in a language are of three types: phonological, morphological, and syntactic. Neither type of criteria is usually sufficient to establish a verbal unit. Rather, the combination of two or three types is essential.” E. Nida does not mention the graphic criterion of solid or hyphenated writing. Such an underestimation of the written language seems to be a mistake. For the modern literary language, the written form is as important as the oral. If we accept the definition of the written word as parts of the text from blank to blank, we will have to accept the graphic criterion as a logical consequence.

Traditionally compounds in the English language are divided into neutral, morphological and syntactic:

**Neutral compounds** are two stems joined together without any connecting elements: *caregivers, frameworks, global citizenship*. Furthermore, neutral compounds can be subdivided into:

* simple neutral compounds which consist of simple affixless stems: *education research, fine motor, high order thinking;*
* derivational, or derived compounds those which have affixes in their structure: *child-directed learning, guided play, problem-based learning;*
* contracted compounds - have a shortened stem in their structure: *d-learning (distance learning).*

**Morphological compounds** - components are joined by a linking element (‘o’, ‘i’, ‘s’): *videoclass, socio-constructivist*.

**Syntactic compounds** are formed by the whole fragments of speech: *try and fail, theory of mind, minds-on learning, hands-on learning.*

Compound terms can be classified according to their meaning:

**Non-idiomatic** - compounds whose meanings can be described as the sum of the meanings of their components: *active engagement, assessment design, caregivers, child agency, decision making.*

**Idiomatic** - the meaning of the compounds cannot be described as a mere sum of its components: *hands-on learning, minds-on learning, inquiry-based learning, informed judgements, outcomes.*

Analyzing the investigated book we may supply examples of all three types of English compounds frequently used in different context covering various pedagogical or methodological topics: neutral, morphological and syntactic.

As have been mentioned above neutral compounds are two or more words combined together without any linking elements: *caregivers, frameworks, global citizenship, education research, fine motor,high order thinking, etc.*

*“Agency is about the balance of initiative in the child-adult relationship: are children’s interests listened to? Are they consulted on decisions that concern them? Do they initiate an activity and invite adults to join them in play and decision-making? In other words, what opportunities do children have for exerting their thinking and actions in a social context where others hold the same rights?”* [5, 15]

The given example shows that neutral compounds are quite frequent in the pedagogical and methodological discourses and may consist both of one word and two or more words: *child-adult relationship, decision-making.*

Simple neutral are also easily found in such kind of literature, e.g guided play, engaged, minds-on thinking, iterative thinking

“*Regardless of whether a play activity falls closer to free play, guided play or games on the continuum, we say that optimal learning through play happens when the activity (1) is experienced as joyful, (2) helps children find meaning in what they are doing or learning,*

*(3) involves active, engaged, minds-on thinking (4) involves iterative thinking (e.g., experimentation, hypothesis testing), and (5) involves social interaction (the most powerful resource available to humans - other people).”* [5, 16]

Derived compounds, which have affixes in their structure, are also observed practically with the same frequency as simple neutral compounds in pedagogical or methodological terminology as it is seen from the example above: *free plays, games on the continuum, learning through play, hypothesis testing, social interaction.*

As for syntactic compounds in the investigated material, we may come to the conclusion that they are not so frequent in comparison with neutral compounds, but still some examples can be supplied.

It should be mentioned that contracted compounds with a shortened stem in their structure are also quite often met in the corresponding literature in general, but they have not been found in the book under investigation.

According to the meaning, both idiometic and non-idiometic compounds can be traced:

 *“Another method used to help children find meaning that seems powerful for learning is known as dialogic reading. When parents or caregivers engage in dialogic reading, they do not simply read the words on the page. ... This type of meaning-making in reading is linked to greater vocabulary gains.”* [5, 21]

Such terms as *dialogical reading, caregivers, meaning-making in reading* are non-idiometic compounds which can be easily understood by different recepients, not obligotary by teachers or pedagogists which makes them accessable in grabbing and reproduction while idiometic compounds are also used in the above mentioned literature and accepted by the readers with the same ease:

*“Learning through play also involves being actively engaged. When children are immersed in the act of self-directed effort, are minds-on, and persist through distraction, we see benefits to learning.”* [5, 23]

When it goes about compound terms, they can be also subdivided according to the parts of speech, but investigating the research material we have come to the conclusion that most of them are compound nouns: *mindset, peer play, neuroscience*. The compound nouns can be easily traced in terminology of pedagogical or methodological literature:

*“The term “playful learning” is an umbrella term that is used to include free play as well as these more structured, guided play contexts.”* [5, 13]

Having a closer look on *an umbrella term*, one can come to the conclusion that most of the terms: *playful learning, free play, child-led, guided-play, adult-designed/controlled, child-adult involvement* are compound words with different constituent formulas.

**Playful learning**

Free play Guided Games Direct

 play instruction

child-led child-led, adult designed, adult controlled,

 adult scaffolded set constraints set constraints

 for play for activity

 **Picture 1. An umbrella term**

Thus, the classification of compound words can be introduced by nine formulas. In classifying the compounds according to the parts of speech of its constituent, they are:

* Noun + Noun
* Verb + Noun
* Noun + Verb
* Verb + Verb
* Adjective + Noun
* Particle + Noun
* Adverb + Noun
* Verb + Particle
* Phrase Compounds

Since verb compounds are comparable with noun and adjective compounds in respect of the relations between their elements, they may be given the same kind of classification as nouns and adjectives regarding the notions of object heading, and instrumental patterns. Verb compounds are likely to be written solid or hyphenated, and they appear as two separate words much less often than noun compounds.

Nouns, verbs and adjectives can be freely combined in composition in the English language, but not all of these patterns are equally productive. Judging from the data collected, in terms of part of speech nominal compounds, i.e. compounds with nouns as heads are most frequently used. Noun-noun compounds are the most common type in composition in English, e.g. *education research, frameworks for the study, implementation quality factors, knowledge transfer, learner agency, learner factors, mathematics concepts and skills, peer and teacher interaction, mindset, neuroscience, etc.*

The compound nouns can be easily traced in any piece of pedagogical or methodological discource:

*“Deeper learning allows us to connect factual knowledge with real-world experiences and really grasp their implications”* [5, 9]

In the above given examples: *deeper learning, factual knowledge, real-world experiences* the following constituent formula of composition, adjective+noun, can be observed.

The number of compound adjectives is significantly less in comparison with compound nouns. But still some compound adjectives of different constituent nature can be also found in pedagogical and methodological texts, e.g: *cross-cultural, inquiry-based, interactive, problem-based, project-based, recall skills, self-directed.*

As it is obvious from the factual material, composition in the methodological discourses is a very often method of creating new words, but it is worth to mention that compound adjectives, most of which correspondently have noun+adjective constituent formulas are less frequent than compound nouns.

So far, compound verbs come with the least percentage of frequency usage in pedagogical or methodological terminology. In the material under investigation only a few compond verbs were found, one can observe the pattern adjective+verb *to highlight* and particle+verb *to interact*.

**Conclusions on chapter 1**

In short, the research findings described in Table 1 show that the total percentage of compound words i.e. neutral compounds, compounds syntactic and morphological compounds which were picked up from the investigated material is quite big. From 235 data found, 195 are compound words. 173 neutral compounds are the most kind of compounds found in this source of the investigated material, with the percentage of occurrence for about 88%. Then, syntactic compounds is 20 data out from 195, with the percentage for about 10 %. And the last is morphological compounds. They occur 3 times from 195 data; it is for about 2%.

The results of our investigation briefly described in Table 1 also demonstrate that the total number of compound words are compound nouns (180 out of 195) with the following constituents: namely noun+noun 150 data from 180 are the most kind of compound words found in this source of investigated material, with the percentage of occurrence for about 84 %. Then, adjective+noun is 21 data from 180, with the percentage for about 11 %. And the last is adverb+noun which occur 9 times from 180 data; it is for about 5 %.

**CHAPTER TWO. APPEAL TO BASIC TRANSLATION TECHNIQUES OF ENGLISH METHODOLOGICAL TERMS**

**2.1 Methods of term translatiion from the original language into the target language**

Before considering the translation of the terms, it is necessary to investigate the ways of term formation in the source language, in our case the English language because awereness of these ways of termination facilitates the process of translation. The process of term formation may happen in different ways. Many terms are formed on the basis of already known terms or by combining them. Formation of terms can occur in morphological ways: affixation (*teacher-guided, learner-directed, caregivers, precursor, recall skills*), word formation (*project-based collaborative learning, study design, teacher-directed learning, study skills*), abbreviation (*SDG (Sustainable Development Goals), SES (Socioeconomic Status), TIMSS (Trends in International Mathematics and Science Study), VEYLDF (Victorian Early Years Learning and Development Framework)*).

In general, translators can choose between one or two translation methods, for example direct, it means word by word translation, or oblique translation. While translating some texts, it may be possible to transmit the original language message into the target language unit by unit, because it is based either on parallel categories where one can state structural parallelism, or on parallel concepts being the result of metalanguage parallelism. But translators can also find gaps or the so-called "lacunas" in the target language that need to be filled with appropriate equivalent so that the general impression is the same for the two messages.

However, it may happen that due to structural or metalinguistic differences that certain stylistic effects cannot be transferred to the target language without breaking the syntactic order or even the vocabulary. In this case, it is implied that it is necessary to use more complex methods, which at first may seem unusual, but which, nevertheless, can allow translators to strictly control the reliability of their work: such benchmarks are called oblique translation methods.

According to L. Dines “the terminology of any field of knowledge is in a state of constant quantitative and qualitative change. Some terms go out of use, others are created, denoting new ones, concepts or more accurately convey the meaning of the old ones.” [15, 5].

Despite different approaches to defining the concept “term” (functional, communicative, cognitive, etc.), most researchers take the position that the “term is a word or phrase that means a special concept and contains scientific information.” Thus, a term can be defined as a lexical unit of a certain language for special purposes, denoting a general, concrete or abstract concept, special field of knowledge or activity.

Unlike the general vocabulary, which reflects the experience of perception and interaction with the subject, which is indicated in everyday life, the terms arise as a result of attempts at theoretical understanding and identifying essential features of the subject within the framework of a certain scientific paradigm. That is why, any term has its own definition, interpretation or explanation. The variety of signs, which are included in the meaning of the term, is strictly defined, limited and must have the same value for all people operating this term in any language system, regardless of their individual experience and beliefs.

Terms in the language arise as a result of the scientific goal to be as concise and precise as possible in transmission of information that excludes the possibilityща arbitrary and subjective interpretation. “The meaning of terms is more complicated than the meaning of common words because any term is an element of the terminological system as a unity of lexical components reflecting the result of comprehension of knowledge in a certain field of human scientific activity. One of the main characteristics of the term is its deep interconnection with other terms.” [30, 19].

The question of the specificity of terms and methods of their translation were considered by many linguists, for eample I. Arnold, O. Akhmanova, I. Bagmut, V. Vinogradov, H. Vinokur, V. Danylenko, T. Kyyak, V. Komisarov, C. Radetska, O. Reformatskyi, S. Khomenko and others.

When translating terms from English into Ukrainian, translators, first of all, try to find a lexical equivalent, that is, a lexical correspondence that exactly matches the meaning of the word. This task is difficult, since many terms have appeared relatively not long ago, especially in relation to the teaching methodology, so it is not always possible to find the corresponding term equivalent in the domestic methodology. V. Karaban emphasizes the need to be able to find the appropriate equivalent in one's native language and expand knowledge of equivalent terms [6]. But today's educational processes are so flexible and so quickly adapt to changes in the society, the development of technologies, new forms of education, which complicates the search for appropriate terms in the Ukrainian language and often leads to transliteration, in particular, calques.

When translating non-equivalent terms, it is possible to apply the combination of several translation techniques at the same time, for example transliterations or transcriptions; transcription and descriptive translation, etc. When translating multi component terms, it is necessary to establish a keyword and internal semantic connections.

As V. Koptilov noticed “the translation of complex terms involves two stages: analytical and synthetic. It is the analytical stage where the translation of its separate components is important during the translation of word combinations. And for this, it is necessary to correctly define the components of a complex term, since they can be not only words, but also phrases that are part of a complex term” [26, 85].

By applying the system of word-formation rules, it is possible to avoid language constructions that are not characteristic of the Ukrainian language, to achieve accuracy and unambiguity of terms and expressions in the texts. Because it is clear that it is not desirable to use the same suffix to create terms that mean different issues, and especially opposite concepts in terms of one content, for example, such properties as the ability to perform an action and the ability to be the object of an action. It should not be forgotten that for every rule in any language there are a certain number of exceptions.

To translate the terms, it is worth using the dictionaries of the last years of publication. When there are several dictionaries of approximately the same publication time, it is worth choosing according to the following priorities: standard, branch encyclopedia, specialized dictionary, glossary.

When redefining terms, it must be noted that the new meaning will be used either as “local”, that is, only within the limits of this notice, or as the main one proposed for the entire branch.

Regarding the new terms, the norms are different. The new term proposed by the author must meet the following mandatory requirements: have a meaning; reproduce essential features of the concept; be unambiguous (its use with a different meaning is permissible only in other fields); have no synonyms; have semantic connections with other terms (the definition of the term should include other terms of the same field); be linguistically normative, i.e. comply with the rules of spelling; have the highest frequency of use (compared to other words that can be offered as variants for the formation of the term).

The translation of scientific texts must follow the laws of logic. When translating the scientific text, it is necessary to remember that the main terms are based on evidence or arguments and convey confirmed information. That is why, before starting the translation of a professional text, a translator should read it in its entirety, distinguish the terminology related to the subject of the text and actually work on the translation of the text itself, preserving the scientific style and literacy of the language.

Terminology in the methodology of teaching foreign languages is not just a simple set of the methodologucal terms, but a certain system of its concepts and ideas. Terms in the in the field of teaching methods are lexemes united in one terminology sustem nominating methodology concepts and phenomena of this branch which are used for professional, scientific and theoretical communication of specialists in this field. Both languages the source one and the target language have terms and lexemes denoting phenomena, concepts and subjects that exist in the methodological system of one countries and can be absent in the methodology system of an other country.

The connection between methodology and linguistics is quite obvious, since a language, no matter native or foreign, is an object of research for linguistics. But some scientists interpret this connection in different ways. Some consider linguistics to be a basic science for methodology because, in their opinion, teaching methods and strategies should be based on the data of linguistics, since it is about learning the language, and detailed study and description is the competence of linguistics. Others believe that in linguistic studies there is a lack of communicative and psychological interpretation. In this connection, the role of psycholinguistics is very important for the methodology, which studies the patterns of speech activity, and namely models of study processes, operations, actions, which occur during listening and speaking.

Terms in the field of foreign language teaching methods are a set of lexemes that are combined associative and logical connections within the field of methodology and provide communication at different levels in this area. So, as it has been mentioned above, for the correct translation of terms in the field of teaching methods of foreign languages, it is necessary to have background knowledge in this particular field, to know the concepts and definitions of certain categories and to be able to explain them, and also to know structural and semantic features of terms, correctly apply different methods and translation techniques.

The biggest challenge for a translator to deal with phrasal terms which usually are long compound words in the English language. Translation of complex terms consists of two main steps - analytical and synthetic. A very important role during the translation of terminological word combinations is played by the analytical stage while the translation of individual components are taken into consideration. And for this, it is necessary to correctly define the components of a complex term, since they can be not only words, but also phrases that are parts of a complex term.

Phrasal terms can be devided into:

* free phrases terms where each of the individual components is a term that can be engaged in two or more combinations forming a term: e.g *assessment, assessment design, assessment tools and rubrics;*
* connected phrases terms, where isolated components used separately may not be terms, but in one combination, they form a term-phrase: e.g *peer tutoring – наставництво серед однолітків, positive classroom behaviour - позитивна поведінка в класі problem solving skills – навички розв’язання проблем, referencial communication – змістовне спілкування.*

Different words express constancy in different ways and very often its meaning depends on a certain micro context, that is, on the immediate environment. The translation of some words may be almost independent of the context and to be the same in different combinations of with other words. So, when translating such phrasal terms, a translator should keep in mind that, in addition to words with several variants of meaning i.e polysemantic words, there are also homonymous words that are translated completely in a different way.

It should be remembered that all aspects of the original text are interconnected, and the actions of the translator must resemble a multi-level process in which he/she simultaneously performs a process of grammatical, lexical, stylistic analyses of the text and the communicative information. A lot of term constituents, along with common, everyday meanings, have more specialized general scientific, technical and specialised meanings in term systems of various fields of science and technology. Such words constitute the immediate environment of special terms system. According to many scientists, the term should be characterized by systematicity, availability, clear definition, lack of expression, plasticity or flexibility. The term is characterized by the main functions of the word: nominative, significant, communicative and pragmatic. The term, like a commonly used word, has a powerful structural-semantic potential.

An important condition for correct translation of terms is knowledge of the methods of their creation in the original language, the meaning of suffixes and prefixes, understanding of word formation models. Another necessary condition for professional translation, when translating terms, is compliance with rules and regulations of the target language, an ability to analyze grammar correctly, defining the structure of the source language terms according to the norms of the language and

genre of translation in the target language.

**2.2 Direct methods of translation**

To translate a term, it is necessary to reproduce accurately the original term using the means of another language in such a way that the content, the original meaning and the style will stay preserved. The following transformation is reproduced on a different linguistic basis and followed by this procedure, it becomes a new term in the target language inhereted from the original one. The interaction of the term with the context, through which the meaning determined, is of a great importance during translation. It is vital to stick to the following key points: a definite character, non-ambiguity and systematicity. So, direct methods of translation are used when the terms in both the source language and the target language are similar.

However, a large number of words, which are the constituents of the terminology system, possess such features as ambiguity (one term can have two or more meanings), synonymy (one concept can own two or more terms), contradiction of terms (terminology borrowed from a foreign language), etc.

There are a number of terms and phrases that do not allow word by word translation, although they have the corresponding equivalent in the Ukrainian language, but when translated, the individual elements of the phrases have a different meaning from the constituent words in the original language. When translating foreign texts containing terms of methodological discourse, some discrepancies between the original language and the target language appear. Very often they are caused by the lack of analogy between concepts and the reality, inconsistency or incomplete coincidence of the values ​​of the terminology system, a certain number of abbreviations and acronyms that are difficult to cover within the language translated into, a great number of expressions and professional idioms in the original text.

**Literal translation** or word by word translation is a direct transfer of the source text into a grammatically and idiomatically appropriate text of the target language, in which the translator's task is to observe the linguistic correspondence of the target text.

The terms that have the corresponding equivalent in the target language play a very significant role during translation. They serve as key elements in the text, the disclosure of the meaning of the rest of the text greatly depends on them and makes it possible to discover the nature of the original text, as for example:

*“The master’s program in Humanistic Education at the State University of New York at New Paltz is* a 36-credit-hour program *for those seeking K-12 teacher certification. In New York State a candidate obtains an initial teacher certificate that becomes permanent with a master’s degree. Therefore, most graduate students in this teacher education program are employed, beginning teachers working toward their permanent certification.”* [3, 48]

*“Освітня програма для магістрів з гуманітарних наук в Університеті штату Нью-Йорк у Нью-Палці – це 36-годинна програма ( 1 кредит) для тих, хто бажає отримати свідоцтво зі спеціальності «Середня освіта». У штаті Нью-Йорк студент отримує спеціалізацію вчителя, яка набирає чинності разом з присвоєнням ступеня магістра. Тому більшість випускників цієї освітньої програми можуть бути легко працевлаштовані, а вчителі-початківці працюють над здобуттям відповідної освіти.”*

The existence of the corresponding terminology of such notions as *Master’s program, teacher certification, Master’s degree* makes the process of translation easier for an interpreter on one hand, and quite understandable for a recepient on the other hand.

When translating terms from English into Ukrainian, the translators, first of all, try to find a lexical equivalent, in other words, a very close lexical unit that exactly matches the meaning of terms in both the original and the target languages. Sometimes this task becomes difficult because many terms of methodological discourse have appeared relatively not long ago, so it is not always possible to impose them on realities in the domestic methodology. V. Karaban emphasizes “the need to be able to find the appropriate equivalent in the native language and to expand knowledge of equivalent terms in the Ukrainian language.” [19, 16] For example: *playful pedagogics – ігрові педагогіки, social connections – соціальні зв’язки, study design and method – дослідницькі методи, teacher education and training - професійна підготовка вчителя, toddlerhood – дошкільний вік.*

One of the easiest ways to translate terms is a method of **transcoding**, in other words that is a transferring of the original vocabulary units by means of the alphabet of the target language: *agency - агентність, cognitive - когнітивний, coach – коуч, cooperative learning – кооперативне навчання, collaborative learning – колаборативне навчання, holistic – холістичний, test – тест, monitoring - моніторинг, etc*.

 Some scholars claim that it is also worth noting that this technique provides

the effect of novelty, prestige and importance into the Ukrainian language. Moreover, terminal units that have been translated by transcoding and that have become firmly established in the target language, do not require additional descriptive translation. On one hand, the reception of transcoding leads to internal obtaining term systems, and on the other hand, as a consequence such a process can bring a series of unjustified borrowings, which can affect the terminological system of the Ukrainian language.

During transcoding, letters can transmit the whole terminological unit, if not than a larger part of it. From time to time, a mixed type of transcoding is used, when most of the transcoded word reflects its sound, but at the same time other parts of the word are transmitted elements of its graphic form [4]. As L. Bilozerska notes, “transcoding of terms occurs in those cases when in the language there is no corresponding concept or corresponding translation equivalent, and the translator cannot pick out the word or words in the target language, which would adequately convey the meaning of the concept and meet the requirements of term formation. Since in the process of transcoding, a word has one meaning, then the following method of translation is advisable to use when in the target language it is necessary to create a clearly unambiguous term” [6, 22].

As an example, two key terminological notions can be supplied: *cooperative learning and collaborative learning*, which are correspondenly translated into the Ukrainian language as *кооперативне навчання* and *колаборативне навчання* in some sources. That is an sample of transcoding method used for translation of methodological terminology. On one hand transcoding helps to preserve the initial meaning of these notions because they are different in its nature. Cooperative learning is a method of teaching students that involves the cooperation of students in groups. With this approach, students achieve academic success only by interacting with each other while collaborative learning is a situation in which two or more people learn or try to learn something together. Unlike individual learning, students participating in collaborative learning benefit from each other's resources and skills when working on reaching the shared outcomes. On the other hand, the word has a bit different meaning in the modern Ukrainian language: *колаборація – це співпраця з ворогом на шкоду власним інтересам і на користь опозиційної сторони, тобто іншими словами – це синонім до поняття зрада*. Then, in this case transcoding of the word *collaborative* as *колаборативне* does not make sense in the field of methodological discourse. Sometimes both *cooperative and collaborative learning* can be translated as *спільне навчання* or *навчання у співпраці*, but in this case the differenciation between these notions is lost in the target language.

Thus, terms that do not have stable translation correspondences while translating can be replaced by lexical units, which have a similar internal form, but denote different concepts. In similar situations for a more complete understanding of the meaning of the English term, it is necessary to conduct a comparison between concepts with a similar interpretation included in the terminology of the target language.

Moreover, adaptive transcoding can be become a helpful mean of translation in this case. So, adaptive transcoding can be defined as a type of language mediation, in which not only transcoding occurs (the transfer of information from one language into another, which is a typical issue during translation), but also its transformation (adaptation) in order to present it in a different form, which is determined by the special task of interlanguage communications. The specificity of adaptive transcoding is determined by the orientation of language mediation to a specific group of translation receptors or to a given form of transformation of information contained in the original.

Very often, to overcome a language gap, usually a metalinguistic one (e.g, a new technological item, an unknown notion, a new concept), borrowing is used as the simplest way among all translation methods. Term-translation occasionally needs to use it for a stylistic effect. For example, to give a touch of new methodological ideas of the source language in the target language correspondenly, the usage of foreign terms can create a special prestigue and awereness of the topic under discussion.

So, borrowed translation or **a calque,** words and expressions formed from the material already existing in the English language but according to patterns taken from another language by means of literal word by word or morpheme by morpheme translation, therefore it is a special type of borrowing, with the help of which a language borrows a form of expression from another language, but translates literally every element of it. The result is either a lexical borrowing, that is, a transferring that takes into consideration the syntactic structure of the target text while introducing a new way of expression or a structural borrowing, which introduces a new construction into the target language.

While being borrowed, a calque changes its endings and suffixes when the word leaves its root unchanged, it is transmitted by letters, and its ending changes according to the grammatical rules of the target language. For example, the ending **-ic** as in the word *holistic* is not typical for the Ukrainian language, and it is not a secret that the language does not take other grammatical forms. So, the adjective *холістичний* is considered to be adapted to grammatical norms of the target language.

Thanks to loan borrowings, the form of the word can be transferred, exactly the root, adapt the word, but leave the foreign style unchanged: effect, essence, meaning. Having borrowed the word, the recepient still feels foreign origin, despite the fact that it has changed its endings and suffixes and was adapted into the target language. Other scholars advocate for purity of the target language that is why they appreciate the replacement of a word of foreign origin with a corresponding native one, as for example, some translators stick to the word *всебічний* instead of the calque *холістичний.*

The following types of borrowings can be distinguished:

* **semantic loans** – the development of a new meaning of a word due to the influence of a related word in another language: e.g *playful - діяльнісний*;
* **loan words proper** – words borrowed from another language and assimilated to this or that extent: e.g *feedback - фідбек*;
* **loan translation** – the process of borrowing by means of literal word translation usually one segment after another or word combinations by means of modelling lexical units after foreign patterns: e.g *interdisciplinary learning – міждисциплінарне навчання.*

Borrowings are those lexical units that go from one language to an other language and the main purpose of their use is to give a name to an object or phenomenon which has just appeared and moved into another educationalsystem. Not all people can perceive borrowing, so the issues and methods of assimilation and adaptation of these words in other languages should be considered. When translating borrowings in the form of the calques, it is given a different form of grammar or the pronunciation changes according to the norms of the recipient language, which helps the calques to enter another language. New comcepts can be created in different educational systems at the same time, for example, which will have a distinctive name, precisely because a loan that enters another language may have equivalents and synonyms, which determines the use of equivalent translation method.

The largest group of methodological terms in the Ukrainian language consists of terms directly or indirectly borrowed from the English language. Very often, a number of English-language terms borrowed into other languages, denote the same concepts in several languages, and respectively, become internationalisms: e.g *english - brainstorming, polish - burza mózgów, bolgarian - мозъчна атака, German -Gehirnstürmen.* International vocabulary arises mainly due to borrowing processes, although, as noted above, not only by borrowing. As the results of the investigation showed, borrowings appear in the language most often at the expense of non-marginal languages contacts, i.e through specialised literature and translation sources.

There are many discussions about the harm and benefit of borrowing which they have on the target language. Many researchers advocate for a reasonable limitation of foreign language terminology. Supporters of the contrary opinion prove the advantage of borrowed terms, they say that their isolation from the common system distorts the meaning, and as a result the absence of possible rethinking and associations with the native language occur. However, the emergence of internationalisms is justified, if there is no a required equivalent. However, not all transcripts and transliterates have quite good reasons for the appearance. At the same time, the translator is more interested in creation of internationalism, without trying to find an exclusively Ukrainian equivalent because it requires time, good knowledge of word formation in the target language.

**Transcription** and **transliteration** are not so frequent translation methods of terminology, i.e these are methods used for translation when it is not possible to find an equivalent or such a term is absent in the target language.

Transcription is the reproduction of the sound of a foreign term, and transliteration is the reproduction of the letter composition of a foreign term in the language of translation. The most common in translation is the symbiosis of transcription and transliteration. Given the fact that the phonetic and graphic structures of different languages ​​are very different from each other, the process of transliteration and transcription of language units is quite conditional.

If individual language pairs are taken under investigation, it becomes clear that there should be a separate list of transcription and transliteration rules for each of them. In particular, the English-Ukrainian translation is characterized by the transliteration of some unpronounceable consonants; transliteration of shortened vowels; transfer of double consonants between vowels, as well as at the end of the word; preserving the peculiarities of the spelling of a separate language unit.

The translation of the terminological **abbreviations** that are also found in the researched worksis very interesting in the context of the topic.

In general four types of transcoding can be defined:

1) transcription - when the sound form of the word of the source language is transferred into the target language by letters, for example: feedback – фідбек, test - тест;

2) transliteration – when the word of the source language is transfered by letters, for example: monitoring - мониторинг, tutoring – тьюторинг,

3) mixed transcoding - predominant use of transcription with elements of transliteration, for example: facilitator - фасилітатор;

4) adaptive transcoding - when the word form in the source language is somewhat adapted to phonetic and/or grammatical structure of the target language, for example inclusive – інклюзивний, motivation – мотивація.

According to Kostenko N.D. “the occurrence of abreviations in the language system in the status of terminology contribute characteristics such as nominative ability, possibility of semantic development, participation in syntagmatic and paradigmatic relations (with the formation of homonymous and synonymous series), participation in further derivational processes.” [27, 5]

The vocabulary stock of the language is continuously replenished by new abbreviations, so when translating them, the translator can face certain problems. Among them, the absence of equivalent abbreviations, the presence of abbreviations that may have different original forms, and, as a consequence, different meaning. So the process of translating abbreviations represents a certain difficulty for the translator. For error-free transmission of a certain abbreviation from the original text, first of all, the nature of the abbreviation should be determined, and then a translation method should be chosen.

So, the translation of abbreviation can happen with the help of a direct method that is the translation with appropriate abbreviations. In other words, usage of corresponding abbreviation existing in the target language. In the field of methodological discourse such pair of abbreviations are very rare. Then the translator can create an abbreviation according to the same model, as in the original language or use a descriptive method or a combination of methods to create a corresponding abbreviation in the target language. In investigated material there were found no creation of new abbreviatopns while most of them were left untouchable and the meaning was translated by means of a descriptive method: e.g *SDG (Sustainable Development Goals) - Цілі «SDG» (Цілі сталого розвитку), PIRLS (Progress in International Reading Literacy Study) - Проєкт «PIRLS» (Міжнародне дослідження «Дослідження якості читання і розуміння тексту»).*

Very often, there is a need to combine the ways of translating the terms to get an adequate and accurate translation. For example, while translating with the help of the lexical equivalent, first of all, the translator looks for a direct correspondent in the target language. But it may happen so that the Ukrainian term is taken as an equivalent, the form of which is not related to the form of the English term: e.g *behavioural activity – фізична діяльність, breadth of skills – наскрізні вміння, curriculum – освітня програма, discovery based techniques – техніка еврестичного навчання, draw meaning from learning – усвідомлення значущості навчання.*

Or, for instance, an equivalent created by a combination of transcription and calques: *child agency – агентність дитини, essay writing – написання ессе, global citizenship – глобальне громадянство, inductive and deductive reasoning – індуктивне й дидуктивне мислення.*

Sometimes the translation may occur due to the choice of one possible lexical options, for example:

* choice between the calque and the corresponding Ukrainian term: holistic – 1) холістичний; 2) всебічний;
* the choice between transcoding and the Ukrainian term: feedback – 1) фідбек; 2) зворотній зв’язок;
* choice between transcription and descriptive translation: theory of mind - 1) теорія розуму; 2) розуміння свідомості іншої людини.

**2.3 Oblique ways of translation**

If, after the applying of direct methods of translation, translators find literal translation unacceptable, they must turn to oblique translation methods. Unacceptable means that a message in the literal translation conveys a different meaning, has no meaning, or is structurally impossible, or has no corresponding expression in the metalanguage experience of the target language, or has a corresponding expression but not from the same register.

**Transposition** is also applied for translation of terms, mostly compound and phrasal ones. This method involves replacing one word combination with another without changing the meaning of the message. Transposition also involves changing the order of words in the target text as compared to the original text: e.g *implementation quality factors – чинники якісного впровадження, inquiry-based learning - навчання на основі запитів дітей, interpersonal skills - навички міжособистісної взаємодії.*

A correspondent Ukrainian term would generally have a reverse word order within the translated form. The most common case of transposition is the change of word order in the terminal structure. It is known that the word order in English and Ukrainian sentences is different. It means that the theme and reme pattern is not the same for English and Ukrainian sentences.

Transposition is one of possible methods of indirect translation. Indirect translation is a term for free translation, where the translator selects ways of working with a word to achieve equivalence. Transposition works at the grammatical level and consists in replacing one part of the speech with another without changing the meaning. From the point of view of stylistics, the expression translated in this way has a different quality, but the same meaning; expressions usually sound more literary. The most important thing is to choose the form that best fits the context.

Transposition can be:

* incomplete or syntactic transposition, in which the syntactic function is changed without changing its belonging to the part of speech;
* complete, or morphological, transposition, in which the word of a new part of speech is formed.

Besides, transposition is the process of changing the order of parts of speech in a translation segment, what is usually applied in the translation of terms. It is a well known fact that grammatical structures differ in different languages, therefore transposition is often used between English and Ukrainian because of the free order of the words in the Ukrainian sentencein comparison with the English sentence structure.

**Modulation** is a differenciation of the message obtained by changing the point of view. This may be justified when a literal or a transposed translation results in a grammatically correct statement but it turns out to be unsuitable, non-idiomatic or clumsy in the target language. In other words, that is a method of translation which introduces a new term that could be logically defined from the meaning of the corresponding term in the original source: e.g *minds-on learning – розумове навчання, hands-on learning – практичне начання, meaningful learning – значуще навчання, learning outcomes – очікувані результати навчання.*

So, modulation is a method of reception of semantic development which is based on replacing the dictionary correspondence with contextual, logically related notions to it in the translated variant. This includes various metaphorical and metonymic substitutions created on the basis of the language inter-crossing.

Considering that all significant parts of speech are divided into three categories: objects, processes and signs, then in the course of translation there is an amazing variety of substitutions both within each category and between different categories. To convey the same content by means of another language, it often does not matter what form of the word this content will be expressed.

**Adaptation** is used when the type of situation referred to as the source message is unknown in the target language methodology. In such cases, translators have to modulate a new situation that can be considered equivalent. Therefore, adaptation can be described as a special type of equivalence, namely situational equivalence. For example, if translated word by word *learning through play* means *навчання через гру*, but on the Ukrainian adaptation done by Lego Foundation it sounds as *діяльнісний підхід у початковій школі* where the translators created a more close equivalent according to the notion of a play in the original text.

**Descriptive translation** or explication is the technique which is also often used in the translation of terms, especially phrasal ones because most of them are complex compounds in the English language. Descriptive translation is the way of translation of new lexical elementes of the source language, when a term is replaced in the target language by a word combination or a phrase, which adequately describes the meaning of that term: *positive inclination for lifelong learning – позитивне ставлення до навчання протягом усього життя, peer and teacher interactions - досвід взаємодії з однолітками та вчителями, positive peer play - навички позитивної взаємодії з однолітками, навички позитивної взаємодії з однолітками, pedagogies attend to three dimensions - методики викладання охоплюють три вказані сфери.*

The following requirements can be put forward to a descriptive translation:

1) the translation must accurately reflect the main meaning of the concept marked by the neologism;

2) the description must not be overloaded and too detailed,

3) the syntactic structure of the phrase must not be complex.

When applying a descriptive translation, it is important to ensure that the word combination in the target language completely and accurately conveys all the main features of the concept indicated by the word of the original language. For example, the term *playful* has the direct transation *ігровий*, but this dictionary meaning does not reflect its terminological essence, so when translating descriptively, all these main features should be preserved: ***playful*** *integrated pedagogy - педагогіка, що ґрунтується на* ***ігровому діяльнісному*** *підході.*

Before using this method of translating neologisms, it is necessary to fulfill the precondition for the correctness of the translation of neologisms - to make sure that there is no translated counterpart in the target language (it is clear that the translation dictionaries could not yet record it, but it can be recorded in recently translated literature), in order not to create terminological doublets in the target language.

In order to correctly apply this method of translation, it is necessary to know the subject area of ​​the translated text well in order to correctly reveal the meaning of the concept marked by the English term.

In comparison with transcoding, descriptive translation provides greater transparency of the content of the methodological concept marked by the corresponding English term. At the same time, descriptive translation can possess some disadvantages. One of them is that a descriptive word combination violates such a requirement for terms as brevity and therefore such multi-word terms do not have derivational potential, i.e it is difficult, if at all possible, to form derivative terms from them.

**Conclusions on chapter 2**

According to the opinion of many scientists, the term does not refer to a notion that complicates the work of a translator due to its non-ambiguity and the lack of synonyms and connotative meanings. But, the term is non-ambiguous and does not possess a layer of synonyms and connotations only in the pricese technical fields of sciences style, but it goes different when it comes to the queation of translation the texts of methodological discourse.

It is a well-known fact that the term typically plays a nominative role; thus, it is a sign that, in general, indicates a precisely defined concept, but without losing itsvery often within the field of methodology of foreign languages it gets its own objective meaning, and also has a stylistic function. Further difficulties come with the fact that the methodological term can be used in non-terminological terms meanings, and an ordinary word - in the role of a term.

So, when it comes about the translation of the terms in the methodological discourse, it should be noted that, first of all, it is subordinated to the main principles of translation of this category of words: term is translated by term. The equivalent term in the target language must fully correspond to the term in the source language. A translator cannot recreate a term in the language of translation, because the original language term must be replaced only by a suitable one in the target language in its generally accepted, official, approved in the corresponding terminology form. However, in the methodological discource sometimes it is more important to imitate a scientific style in order to create a corresponding atmosphere in the target language. Translation should be professional from the point of view of the relevant scientific area. So in this case descriptive translatio or mixture of translation methods may be applied.

In short, the research findings described in the diagram (See Appendix II) show that most of phrasal terms of methodological discourse are translated by the help of a descriptive method while simple terms are usually translated by a lexical equivalent. At the same time, complex ones are translated by means of mixed methods of translation mostly by various types of transcoding and calques. From 235 data found the investigated material, about 57 % of terminal units are translated by explication, 31% - by mixed usage of translation methods, and 12 % - by equivalent. The results prove that methodological discourse is very flexible for changes and enrichment of its specialised vocabulary.

**GENERAL CONCLUSIONS**

One of the biggest challenges of modern translation in the field of methodology of teaching foreign languages is the question of terminological vocabulary. This problem is important both for theory and for practice of translation. Methodological discourse captured our attention as far as it is the least studied in the domestic linguistics. We have come to the conclusion that methodological discourse being a text on one hand, and a speech between its communicants on the other hand, represents a communication act within a certain language community on the basis of specialised terminology.

The terminological system is a complicated lexical issue. The terminology of any scientific field and methodology of teaching foreign languages in particular, is in a state of constant quantitative and qualitative changes. Some terms come out of usage with the time, new terms are created, denoting new concepts in a more accurate way conveying the meaning of the old ones. Despite various approaches to the definition of the word “term” (such as communicative, functional, cognitive, etc.), we share the opinion of most researchers that a term is a word or word combination that denotes a special concept and contains scientifically important information.

Some researchers affirm that terms represented only by nouns can depict a scientific understanding of the subject, the quality, the deed. Another group of scholars can speak about the adaptation of different parts of the language to the function of terms. According to the material under investigation, we have come to the conclusion that most of the methodological terms are compound words with a high degree of nominativeness (195 out of 235). Therefore, it is important to understand the process of word-building in the source language for a better choice of translation methods in the target language.

Translation of terms in the methodological discourse is a global issue which requires a further investigation both in liguistics and in translation science. While translating methodological terms, it is important to take into consideration the peculiarities of the translated content to achieve maximum equivalence. Certain techniques must be used when translating methodological terms: transcoding, transliteration, descriptive translation, adaptation, modulation, etc. It is possible to use several methods of translation at the same time. In the process of translating methodological terms, it is necessary to rely on the context and take into account the peculiarities of specialization.

Thus, the translation of methodological terminology is one of the key elements in the development of the educational field in general, and the professional training of future translators and teachers in higher educational establishments of Ukraine in particular. However, the issues of analyzing the peculiarities of translation of English-language methodological terms remain problematic, because there is a rapid growth of the corresponding terms being observed in the source language, and there are still some aspects of translating them into the Ukrainian language left unstudied. Moreover, there is a great need in compiling a consolidated dictionary in the field of methodology of teaching foreign languages, and adaptation of the terminological system in this field to world standards.

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**APPENDIX I**

**Frequency index of compound words in the studied material**

|  |  |  |  |
| --- | --- | --- | --- |
| **Classification criterion** | **Group of terms** | **Number**  | **Percentage**  |
| Сreation method | neutral | 173 | 88% |
| syntactic | 20 | 10% |
| morphological  | 2 | 2% |
| **Total** | **195** | **100%** |
| Meaning | non-idiomatic | 179 | 91% |
| idiomatic | 16 | 9% |
| **Total** | **195** | **100%** |
| Сonstituent model | noun + noun | 150 | 84% |
| adjective + noun | 21 | 11% |
| adverb + noun | 9 | 5% |
| **Total** | **180** | **100%** |

**APPENDIX II**

**GLOSSARY**

|  |  |
| --- | --- |
| active engagement  | активна залученість |
| active learning | активне навчання |
| actively engaging | активний |
| administer, plan and manage classroom projects | організовувати, планувати та управляти проєктами у класі |
| agency | агентність |
| anecdotal evidence | не підтверджені науково дані, неперевірені дані  |
| anecdotally | практично, з чийогось досвіду  |
| AP (Advanced Placement) | ПН (Поглиблене навчання) |
| appropriateness of experiences | релевантність досвіду |
| assessment | оцінювання; система оцінювання |
| assessment design | система оцінювання, розробка системи оцінювання |
| assessment tools and rubrics | інструменти оцінювання та оцінювальні рубрики |
| audit of skills for development | визначення вмінь, необхідних для розвитку |
| background and rationale | загальні відомості та обґрунтування |
| behavioural activity | фізична діяльність |
| breadth of skills | наскрізні вміння |
| caregivers | вихователі |
| child agency | агентність дитини |
| child-directed learning | навчання спрямоване дитиною, самостійне навчання |
| children’s holistic skills development | всебічний розвиток дитини  |
| CLAD (Collaborative Learning Assessment through Dialogue) | Оцінка «CLAD» (Оцінка колаборативного навчання на основі діалогу) |
| cognitive achievement | когнітивні досягнення |
| cognitive skills | когнітивні вміння |
| collaboration | співпраця; здатність до співпраці |
| collaborative professional learning | кооперативне професійне навчання |
| communication skills | комунікативні навички |
| communities | громади, спільноти |
| computer skills | навички комп’ютерної грамотності |
| conceptual understanding | здатність розуміти концепції та ідеї, концептуальне розуміння |
| conflict resolution | вирішення конфліктів |
| constructivist learning theories | конструктивістські теорії навчання |
| cooperative and collaborative learning | кооперативне та колаборативне навчання |
| cooperative learning strategies | стратегії кооперативного навчання |
| CRC (Convention on the Rights of the Child) | Конвенція «CRC» (Конвенція про права дитини) |
| creative skills | творчі вміння, креативні навички, навички креативності |
| creativity | креативність |
| critical thinking | критичне мислення |
| сross-cultural evidence | міжкультурний досвід |
| current context | сучасний контекст |
| curriculum | освітня програма |
| decision making | прийняття рішень |
| deeper learning  | поглиблене навчання, поглиблене вивчення |
| deliver approaches | впроваджувати підходи |
| delivery process | використання на практиці |
| demonstrate motivation and commitment towards learning | демонструвати мотивацію та бажання навчатися |
| design of the approach | розробка підходу |
| develop skills through prompting / questioning / explicit instruction | розвинути вміння на основі підказок / запитань / інструкцій |
| directions for future research | напрями для подальших досліджень |
| discovery based techniques | техніка евристичного навчання,навчання шляхом відкриттів |
| divergent thinking | дивергентне мислення |
| draw meaning from learning | усвідомлення значущості навчання |
| early learning contexts | отримання знань у ранньому дитинстві |
| education research | освітні дослідження |
| emotional skills | емоційні навички |
| encourage iteration | заохочувати повторення |
| engagement | зацікавленість; вмотивованість |
| engineering concepts and skills | технічні навички |
| enjoyment of learning | задоволення від навчання |
| essay writing | написання творів |
| evidence | досвід, докази, підтвердження, свідчення |
| exclusions and limitations | винятки та обмеження |
| executive function | навички самоорганізації |
| executive summary | анотація |
| expand social networks | розширювати мережу соціальних контактів |
| experience learning in a range of settings | одержувати навчальний досвід у різних ситуаціях |
| experiential learning | емпіричне навчання, експериментальне навчання |
| explaining representations | пояснення тверджень |
| explicit teaching | чітке пояснення, детальне пояснення |
| extend themselves beyond set goals and expectations | виходити за межі визначених цілей та очікувань |
| extrinsic rewards or punishments | зовнішня мотивація (заохочення чи покарання) |
| factors that underpin effectiveness | чинники, від яких залежить ефективність |
| factors that underpin pedagogy | чинники, які лежать в основі обраної методики викладання |
| final draft | остання версія |
| findings | отримані результати |
| fine motor | дрібна моторика |
| flexible thinking | гнучке мислення |
| formal primary school learning contexts | формальна освітня система початкової школи |
| foster cognitive, social, and emotional development among learners | сприяти когнітивному, соціальному та емоційному розвитку учнів |
| foster student engagement | сприяти учнівській залученості до навчального процесу |
| frameworks for the study | основа дослідження |
| free play | некерована гра |
| game  | гра |
| generate new investigative threads | створення нових перспектив у подальшому вивченні теми |
| generate positive learning outcomes for children | забезпечення позитивних показників успішності дітей |
| global citizenship | глобальне громадянство |
| glossary | глосарій |
| goal setting thinking | цільове мислення |
| gross motor | загальна моторика |
| guidance | рекомендації, керівництво, супровід |
| guide and support learners | спрямовувати та підтримувати учнів |
| guide learners with | спрямовувати діяльність учнів за допомогою |
| guided discovery learning | навчання через відкриття |
| guided play | керована гра |
| hands-on experiential learning | практичне експериментальне навчання |
| hands-on learning | практичне навчання |
| having and making choices | робити власний вибір та можливість втілювати його у життя |
| high learner interaction | високий рівень взаємодії |
| higher order thinking skills | розумові навички вищого порядку |
| holistic child development | всебічний розвиток дитини |
| IB (International Baccalaureate) | Програма «IB» (Програма «Міжнародний бакалаврат») |
| implementation quality factors | чинники якісного впровадження |
| increase emphasis on | посилити увагу до |
| inductive and deductive reasoning | індуктивне й дедуктивне мислення |
| informed judgements | обґрунтовані рішення |
| inquiry-based learning | навчання на основі запитів дітей |
| insights | узагальнення, висновки |
| instruction based pedagogy | навчання, що грунтується на поясненні |
| integrated approaches to teaching and learning | інтегроване навчання |
| integrated pedagogies | інтегроване навчання; інтегровані методики викладання |
| Integrated pedagogies can be playful | інтегровані педагогіки можуть бути ігровими |
| interactive | інтерактивний |
| interconnected skills | взаємопов'язані навички |
| interdisciplinary learning | міждисциплінарне навчання |
| interpersonal skills | навички міжособистісної взаємодії |
| interpreting skills | вміння пояснювати |
| intrinsically motivated | від природи мотивовані |
| inventiveness | винахідливість |
| IT (Information Technology) | IT (Інформаційні технології) |
| iteration | повторення |
| iterative | ітеративний |
| joyful | радісний |
| key terms | основні терміни |
| knowledge transfer | трансфер знань |
| lack of competition | відсутність конкуренції |
| learner agency | агентність дитини |
| learner factors | чинники, пов’язані з учнями |
| learner wellbeing | учнівське самопочуття |
| learning goals | навчальні цілі |
| learning outcomes | очікувані результати навчання |
| learning through play | ігровий діяльнісний підхід, навчання через гру/ ігрова педагогіка |
| learning to learn skills | вміння вчитися |
| learning via integrated pedagogies | навчання на основі інтегрованих методик викладання |
| leave children to learn unassisted | навчання дітей без допомоги дорослого |
| LEGO Foundation’s established frameworks for learning through play and holistic skills | визначений «LEGO Foundation» підхід до навчання через гру та наскрізних вмінь |
| lifelong learning | навчання протягом усього життя |
| listening skills | навички слухання, вміння аудіювання, вміння слухання |
| literacy | мовна грамотність |
| manage and consolidate the literature searches | упорядковувати та консолідувати джерела наукової літератури |
| mathematics concepts and skills | математична грамотність |
| mathematics reasoning strategies | навички логічного мислення |
| meaningful | значущий |
| meaningful learning | значуще навчання |
| metacognition | усвідомлення власних психічних функцій (метапізнання) |
| mindset | мислення |
| minds-on learning | розумове навчання |
| model for learning through play | модель ігрового діяльнісного підходу |
| Montessori education | педагогіка Монтессорі |
| motivation | мотивація |
| negotiating skills | вміння домовлятись |
| neuroscience | нейробіологія |
| Neuroscientific insights | нейронауковий підхід |
| outcomes | очікувані результати |
| parents | батьки |
| pedagogies attend to [three] dimensions | методики викладання охоплюють [три] вказані сфери особистості |
| peer and teacher interactions | досвід взаємодії з однолітками та вчителями |
| peer tutoring | наставництво серед однолітків |
| physical skills | фізичні вміння |
| PIRLS (Progress in International Reading Literacy Study) | Проєкт «PIRLS» (Міжнародне дослідження «Дослідження якості читання і розуміння тексту») |
| PISA (Programme for International Student Assessment) | Програма «PISA» (Програма міжнародного оцінювання учнів) |
| planning skills | навички планування |
| play is educational | гра створює освітній досвід |
| playful integrated pedagogy | педагогіка, що ґрунтується на ігровому діяльнісному підході |
| playful learning | ігрове навчання, діяльнісний підхід |
| positive classroom behavior | позитивна поведінка в класі |
| positive inclination for lifelong learning. | позитивне ставлення до навчання протягом усього життя. |
| positive learning experiences | позитивний досвід навчання |
| positive peer interactions | позитивна взаємодія однолітків |
| positive peer play | навички позитивної взаємодії з однолітками |
| precursor | попередник |
| primary school | початкова школа |
| problem solving skills | навички розв’язання проблем, вміння розв’язувати проблеми |
| problem solving task | завдання на вирішення проблеми |
| problem-based active learning | активне навчання, спрямоване на розв'язання проблеми |
| problem-based learning | навчання, спрямоване на розв'язання проблеми |
| project as the vehicle for delivering the curricula | проєктна робота як спосіб впровадження освітніх програм |
| project-based collaborative learning | проєктне колаборативне навчання |
| project-based learning | проєктне навчання |
| provide comments | надати коментарі |
| quality experiences | позитивний досвід |
| rationalise the value | обґрунтовувати цінність |
| reading comprehension | розуміння прочитаного |
| reasoning strategies | здатність аргументувати точку зору |
| recall skills | навички відтворення інформації з пам'яті |
| redefinitions | переосмислення |
| references | перелік джерел |
| referential communication | змістовне спілкування |
| rely on and support other learners | покладатися на інших учнів та підтримувати їх |
| revise and recalibrate thinking | переглядати і змінювати мислення |
| rigorous tasks | чіткі завдання |
| school resources | шкільні ресурси |
| science concepts and skills | природничо-наукова грамотність |
| science self-efficacy | впевненість у власних знаннях у галузі природничо-наукових дисциплін |
| scientific reasoning | наукове міркування |
| scoping study | оглядове дослідження |
| SDG (Sustainable Development Goals) | Цілі «SDG» (Цілі сталого розвитку) |
| seek resources and advice from | шукати ресурси та поради від |
| self-directedness | самоспрямованість |
| self-efficacy | самоефективність |
| self-regulation | здатність до самоконтролю |
| SES (Socioeconomic Status) | СЕС (Соціально-економічний стан) |
| share ideas | ділитися ідеями |
| skills | вміння |
| skills | вміння; навички |
| social connections | соціальні зв’язки |
| social regulation | вміння регулювати соціальну поведінку |
| social skills | соціальні вміння |
| socially interactive | соціальна взаємодія |
| socially interactive | соціальний |
| socio-constructivist | соціально конструктивістський |
| spur | спонукати, стимулювати |
| structure an integrative learning unit around a problem | організація інтегрованого навчання навколо певної проблеми |
| study design and method | використані методи дослідження |
| study skills | дослідницькі вміння, вміння вчитися |
| success factors | чинники успішності |
| summary of implementation quality factors and enablers | узагальнені чинники та засоби якісного впровадження |
| support and scaffolding of a teacher | підтримка і сприяння вчителя |
| supportive implementation context | сприятливі умови впровадження |
| surface learning | поверхневе навчання |
| teacher education and training | професійна підготовка вчителів |
| teacher-directed learning | навчання спрямоване вчителем |
| teacher-guided learning | навчання кероване вчителем |
| the study was commissioned by | дослідження було проведено під керівництвом  |
| theory of mind | розуміння свідомості іншої людини |
| thinking skills | навички мислення, вміння мислити |
| thoughtfully structured group or peer work | ретельно підібрана групова робота або спільна робота з однолітками |
| TIMSS (Trends in International Mathematics and Science Study) | «TIMSS» з природничих наук (Дослідження Міжнародне порівняльне дослідження якості математичної освіти й освіти природничих наук) |
| toddlerhood | дошкільний вік |
| try and fail | робити спроби і переживати невдачі |
| underpin learning | підсилювати навчання |
| verbal skills | вербальні навички, мовленнєві навички |
| VEYLDF (Victorian Early Years Learning and Development Framework) | Програма «VEYLDF» (Програма у сфері навчання та розвитку дітей дошкільного віку) |
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**РЕЗЮМЕ**

магістерської роботи Терещенко Валентини Яківни на тему

«**Особливості перекладу англомовних термінів в галузі методики викладання іноземних мов (на матеріалах сучасної методичної літератури)»**

Робота складається зі вступу, двох розділів, висновків до кожного розділу, загальних висновків, додатків. Обсяг роботи складає 75 сторінок. Список використаної літератури нараховує 70 позицій та 5 джерел ілюстративного матеріалу.

Перший розділ роботи пропонує визначення ключових понять: термін та методичний дискурс, їх теоретичних основ і складових елементів, а також погляди дослідників на це питання. Перший розділ також включає визначення способів формування методичних термінів у мові оригіналу (англійська) та можливі класифікації термінів за різними ознаками. Доведено, що більшість англомовних термінів в галузі методики викладання іноземних мов, є нейтральними, неідіоматичними складеними словами зі складовою моделлю іменник + іменник.

Другий розділ включає результати аналізу можливих засобів відтворення англомовних методичних термінів українською мовою. Дослідження демонструє, що переважна кількість простих термінів перекладається еквівалентним способом, натомість фразові терміни потребують описового методу. Складні терміни включають такі методи перекладу як транскодування + калькування.

**Ключові слова**: термін, методичний дискурс, еквівалент, експлікація, транскодування.

**ABSTRACT**

on Master’s paper prepared by Valentyna Tereshchenko

«**Characteristics of English term translation in the field of teaching foreign languages (based on the materials of modern methodological literature)»**

The paper consists of an introduction, two parts, conclusions to each part, general conclusions, appendixes. The volume of work is 75 pages. The list of references includes 70 items and 5 illustrative sources.

The first chapter of the work suggests a definition of key concepts: the term and methodical discourse, their theoretical background and constituent elements, as well as researchers' views on this issue. The first chapter also includes the determination of methods of term formation in the original language (English) and possible classification of terms according to various features. It has been proven that the majority of English terms in the field of foreign language teaching methods are neutral, non-idiomatic compound words with the constituent model noun + noun.

The second chapter includes the results of the analysis of possible means of reproducing English methodological terms in the Ukrainian language. The study shows that the majority of simple terms are translated in an equivalent way, while phrasal terms require a descriptive method. Complex terms include such translation methods as transcoding + calque.

**Key words:** term, methodological discourse, equivalent, explication, transcoding.