

адекватно передавать при переводе реалии той картины мира, которая исторически сложилась у языкового коллектива языка оригинала.

Английская научная литература характеризуется использованием различных стилистических приемов, однако, при переводе зачастую необходимо осуществлять стилистическую адаптацию переводимого текста, опуская эмоционально-стилистические элементы оригинала. Такие, например, оценочные эпитеты *dramatic*, *successful*, *excellent* и т.п., нередко оказываются избыточными в русском переводе.

Необходимо отметить, что научный стиль имеет свою фразеологию, куда можно отнести составные термины. Слова типа *cascade process*, *plasma coating*, *primary coolant loop*, *reactor vessel* – термины. Они являются описаниями системы или ее составляющих, характеризуя принципы ее работы. Многие термины переводятся не дословно: *plasma coating* – ‘плазменное напыление’, *primary coolant loop* – ‘первый контур (реактора)’, *reactor vessel* – ‘корпус реактора’.

Перевод научно-технических текстов должен верно передавать смысл оригинала в форме, по возможности близкой к форме оригинала. Отступления должны быть оправданы особенностями русского языка, требованиями стиля. Перевод не должен быть ни буквальным, ни вольным пересказом оригинала, хотя элементы того и другого обязательно присутствуют. Важно не допускать потери существенной информации оригинала.

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TRANSFORMATIONS IN TRANSLATING AND INTERPRETING SLANG VARIETIES

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The article describes the notion of slang and its varieties, focusing on sociolects and providing the general background information on social dialects in English. Transformations in translation and interpreting of sociolects and a slang variety include the methods and techniques of transcoding slang at three levels of the language: grammar, vocabulary and style. Major translation difficulties and solutions are provided by the authors, including the relevance of learning slang and how to translate it in the course of university studies.

Key words: slang; sociolect; Standard English; General Slang; Special Slang; jargon; argot; translation and interpreting; transformation.

ТРАНСФОРМАЦИИ В УСТНОМ И ПИСЬМЕННОМ ПЕРЕВОДЕ РАЗНЫХ ВИДОВ СЛЕНГА

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В статье рассматриваются понятия сленга и его разновидностей, при этом особое внимание уделяется социалектам, предоставляется общая фоновая информация о социальных диалектах английского языка. Трансформации в устном и письменном переводе социалектов и любой разновидности сленга включают различные способы и методы транскодирования сленга на трех уровнях языка: грамматическом, лексическом и стилистическом. В статье рассматриваются основные трудности перевода и способы их преодоления, а также авторами подчеркивается актуальность изучения сленга и способов его перевода во время учебы в учреждении высшего образования.

Ключевые слова: сленг; социолект; литературный английский язык; общий сленг; профессиональный сленг; жаргон; аргот; устный и письменный перевод; трансформация.

Many scientific articles in the field of translation studies are currently describing the peculiarities of new forms of transcoding various phenomena in languages, paying special attention to terminology and the specific purposes the texts are used for. We think that the focus in this aspect should be on social dialects that are becoming more and more popular in different types of discourse.

The term “sociolect”, which can also be referred to as “class dialect”, “social group dialect”, “social dialect”, appeared in the study of language

after the 1950-ies. The very naming of this phenomenon demonstrates that it has two parts: the word “social”, which means that it refers to a society, community, and the word “dialect”, which refers to a study of different varieties of a language in lexicology. Now the sociolect is defined as an aggregate of language peculiarities in a social group (where the major characteristic of the group includes a profession, age, a social class, etc.) within a subsystem of the national language. Sociolects may include peculiarities of the language of soldiers and officers (military slang), schoolchildren and undergraduates (student slang), criminal slang, hippie slang, IT slang, various types of slang in commerce (e.g. in the field of e-commerce, “shuttle” commerce in the 1990-ies), etc. [1, p. 30]. Each social group invented its own vocabulary describing the reality of its activities, which actually made communication within the group much easier, made it more difficult for non-members of the group to understand others, contributed to making the relations in the group closer.

One of the most significant works related to slang studies in the XX century is the Dictionary of American Slang by Stuart Flexner and Harold Wentworth. The linguists described their concept of slang by identifying 4 levels of the English vocabulary: 1) standard vocabulary, i.e. common words and collocations defined in conventional dictionaries; 2) colloquial words and word combinations, i.e. the vocabulary used in informal communication; 3) dialects, i.e. the vocabulary related to some area, region; 4) jargon, argot, i.e. professional languages used only by their speakers [2, p. 60]. The scientists mentioned 10,000 words, which referred to slang and 35,000 words and word combinations that were related to professional slang (argots, jargons, etc.).

Sociolect is a mix of various language forms, which are united by one characteristic feature: these forms meet the communicative demands of socially restricted population groups [1, p. 30].

The term “slang” was initially used in the West European and American linguistics. Its definition is close to the term “jargon” [1, c. 33]. The contemporary linguistic studies still do not provide the exact origin of the word “slang”. One version says that it originates from the English word “sling” (‘to cast with a sudden and usually sweeping and swirling motion’, ‘to throw with or as if with a sling’, e.g. ‘... *political campaigners were slinging mud...*’). The old expression “*to sling mud*” is connected with the meaning ‘to publicly say false or bad things about someone (such as a political opponent) in order to harm that person’s reputation’. The other version says that the term “slang” originates from the word “slanguage”, where the initial letter ‘s’ replaced the word “thieves”; thus, initially it was ‘thieves’ language’. The term was first mentioned in print in England in the XVIII century. In the 1850-ies the term became widely used in the meaning of ‘illegal’ colloquial

vocabulary. At the same time two synonyms of slang appeared: lingo as a language spoken in non-upper classes of the society and argot spoken mostly by the colored population groups [3, p. 36].

Currently, the linguistics and translation studies identify slang as the vocabulary outside Standard English from the point of view of modern English usage and general language norms. We have to remember that slang is mostly spoken and usually is not used in written texts.

Depending on the scope of its usage, slang can be classified as the General Slang, which is widely used and well-understood in different social groups, and the Special Slang, which is restricted in its use to some social groups.

At the same time, we have to admit that slang is the most expressive and colorful layer of the vocabulary, it is a special style of the language opposing the formalized speech. It is a live language responding to the challenges and changes in the life of the country and society [3, p. 38]. John Ayto, the author of the Oxford School Dictionary of Word Origins” and famous lexicographer, defined slang as “lexis in extremis”, i.e. “vocabulary in its extreme meanings”.

Though we understand that slang is not to be taught to replace Standard English in our education institutions, we see that more and more people use slang words and collocations, because they are more precise, expressive in our speech and sometimes they are funny and make public speaking more attractive and persuasive for target audiences.

We have chosen this theme to describe because of one more reason. Taking into account the statistics provided by the United Nations Population Fund, young people (aged under 35) will have made up half of the world population by 2025. It means that young people will be policy-makers, economists, lawyers, professional in various fields, and they will use their own expressive language to communicate their ideas and views. Thus, we can expect that slang will become part of Standard English, and therefore, we will translate it into Russian or Belarusian, taking into account the peculiarities of its use, meaning, trying to find equivalents in our native tongues. Thus, learning slang, and how to translate it, is vital not only in training interpreters, who will inevitably be lost in translation, when they work at international conferences and congresses dedicated to different themes discussed by professionals of different social status and age, but also in the general course of translation studies to identify the techniques applied by modern translators when working with written materials aiming at different population groups. Sometimes, translators just need to know the origin of slang words and collocations to see the ideas delivered by native speakers, e.g. ‘blog’ (blending of ‘*bloody*’+‘*dog*’, i.e. ‘*a very angry dog*’), and that is why quite

often we see the English-language blogs, which are more aggressive, full of criticism and claims. In the Russian-language cyberspace blogs are usually used as frameworks for expressing one's ideas and attract followers to various interest groups.

The translation techniques include methods of and approaches to translation slang at different language levels: grammar, vocabulary and style.

Colloquial speech has many grammar peculiarities, and currently many textbooks and manuals provide a mark "col." ('colloquial') when describing grammar rules. We have to know Standard English but very often we switch to elliptical sentences in political public speeches, we simplify tense forms in English to sound easier for all population groups, including teenagers and young people. Imagine a policy-maker delivering his/ her speech about youth problems while using Future Perfect or Future Perfect Progressive tense forms. Actually, the speech will be a failure because it will be evident that it aims at other policy-makers but not the target group of youngsters.

Translation problems with vocabulary will become more and more frequent because professionals in many fields deliver their ideas but do not take into account that only those students, who have learnt ESP (English for Specific Purposes) might know and understand their professional words and collocations. Abbreviations, blendings, new words coming from English into Russian/ Belarusian as borrowings or loan words are the reflection of translators' and interpreters' failure to find the corresponding equivalent in their native tongues. Now it is better to call this process "internationalization" but actually it is a language problem that should be tackled by lexicologists, lexicographers, terminologists and translators.

Slang is peculiar of its style, and stylistic problems in translation have to be taken into consideration. Slang is often associated with invective vocabulary, foul language, which cannot be used in mass media (we are not talking here about reality shows and sitcoms) or in a public discourse (though some policy-makers use foul language quite frequently). Translators should know about the technique of neutralization, which will be a mistake in literary or audiovisual (film) translation, but will be their advantage and professional success when working with specific target groups where the use of invectives will be a cross-the-line action.

To sum it up, the theme of slang translation is relevant and includes grammar, lexical and stylistic transformations, which can be used in the professional activities of translators and interpreters in different areas. The transformations are the same as in literary translation but the peculiarities of modern slang make some translation solutions impossible to apply and require special knowledge and skills for doing adequate and equivalent translation or interpreting.

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ИНТЕНСИВНОЕ И ЭКСТЕНСИВНОЕ ЧТЕНИЕ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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В статье рассматривается интенсивное и экстенсивное чтение на иностранном языке как вид речевой деятельности, который участвует в формировании коммуникативной компетентности учащихся. Дается характеристика этих видов чтения и их использование на уроках. Рассматриваются основные проблемы и трудности в их использовании.

Ключевые слова: чтение; текст; интенсивное чтение экстенсивное чтение.

INTENSIVE AND EXTENSIVE READING IN TEACHING ENGLISH

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The article examines intensive and extensive reading in a foreign language as a type of speech activity that is involved in developing communicative competence of students. The characteristics of these types of reading and their use in the classroom are given. The main problems and difficulties in their use are considered.

Key words: reading; text; intensive reading; extensive reading.

Как известно, чтение позволяет студентам развить лексико-грамматические, речевые навыки и навыки письма, что в свою очередь способствует формированию коммуникативной компетентности. Как деятельность, чтение представляет собой сложный процесс, при котором распознавание знаков и символов происходит подсознательно, в то