

УДК 925 : 159-135-124.156'77

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DOI <https://doi.org/10.35619/praprv.v1i21.358>

TRANSLATION ACTIVITY AND LINGUISTIC THINKING AS A SYSTEM OF HARMONIOUS METHODS FOR IDENTIFYING THE STRUCTURE AND THE CONTENT OF PSYCHO-LINGUISTIC ELEMENTS OF THE TEXT

Abstract. *The purpose of our research is to display translation activity and linguistic thinking as a system of harmonious methods for identifying the structure and the content of psycho-linguistic elements of the text.*

It was shown, that understanding of translation activity allows us to consider the issues, which were the most important for our research in a different way. What it is important is not the distinction of objects of the translation, but the formation of technology for the purpose of constructing translation objects (events, realities, and images), their semantic (semiotic) specification, the discovery of a universal translation algorithm, and the expansion of the methodological base for translation operations. The detection of such operations, their psycholinguistic analysis and structuring become quite important for the development of translation competence of the individual, which is one of the leading factors of active translation activity. In addition, it allows us to consider the process of translation at the level of diachrony and synchrony the text, as a process of generation, use and forgetting of translation techniques, bringing the translation activity closer to the interpretive theory of translation. Within the limits of the latter, it becomes possible for us to define the content of concepts, which are important for translation activity, such as a point of view, composition, a plot and a fable, connotative repertoire, strong positions (semantic milestones) and key words, meanings, senses and representations, referential and text situations, modal worlds of the author, reader's and text's expression from the point of view of their interconnection and interpenetration.

We define linguistic thinking as a system of methods for purposefully identifying the structure and the content of linguistic elements, analyzing the peculiarities of their relationships, revealing the specifics of phonetic, lexical, grammatical and other phenomena and the laws of the language that are being learned. The formation of linguistic thinking ensures a high-quality solution to professional tasks and becomes a necessary condition for the person's conscious and systematic mastery of a foreign language. So, from our point of view, linguistic thinking involves a thorough examination and study of the language as a system. As a result, this approach requires a detailed analysis of the structure of the language, its mechanisms and principles of the formation from the side of subjects of learning.

Key words: *translation activity, linguistic thinking, constructing translation objects, semantic (semiotic) specification, the discovery of a universal translation algorithm, the expansion of the methodological base for translation operations.*

Problem's statement. Any activity is characterized by the person's needs, which are the basis of the motive of the activity, that is, what prompts it, for which it is carried out (Arbuthnott & Frank, 2000). We plan the activity by formulating its ultimate goal, which appears in the form of a certain awareness of the nearest result, the achievement of which is determined by the

implementation of the activity, which is capable of satisfying the subject's needs, defined in its motives (Mykhalchuk & Ivashkevych Er., 2019).

The activities are implemented using a *set of actions and methods* of their implementation, which are called *operations*. Each activity ends with a *certain result* (Aleksandrov, Memetova & Stankevich, 2020). In the case of a *positive result the goal of the activity is achieved* (Batel, 2020). In addition, the activity is characterized by *planning* (the means and conditions of its implementation are determined), *purposefulness* (since all actions are motivated by its motives, but there are those ones, which have the aim of achieving the goal) (Bates, Maechler, Bolker & Walker, 2014), *structurality* (the presence of actions and operations) (Максименко, Ткач, Литвинчук & Онуфрієва, 2019).

Analysis of recent researches and publications. *Translation* is as a result of the fact that people have a need to transmit or to receive *any message (verbal or written information)*, provided that the codes having been used by the sender and receiver do not match themselves. In translation activity the need has a certain specificity (Caramazza, Laudanna & Romani, 1988). In the process of translation the participants of any communicative act are the recipient of information and the translator (Brédart, 1991). The first one needs to say something to another person either for the purpose of communication as such a process, or for the purpose of requesting certain information, or for the purpose of exerting a regulatory influence on the partner of communication, since a typical speech expression is one that in one way or another regulates the behavior of another person (Alexandrov, Boricheva, Pulvermüller & Shtyrov, 2011).

This subject cannot satisfy the person's need for the whole process of communication due to the presence of communication barriers. The translator does not experience such a problem. In this case, performing the role of a participant in the act of communication, the translator appears as a "translator" of the intention of the author of the message using another, so-called *language code* (Beauvillain, 1994). His/her task is *to convey a message*. It follows from this context that the translator is to a certain extent regulated by the tactics and strategies of the translation activity, and in the case of two-way translation – by the recipient of the information, who, in turn, sends a message in response. *Professional ethics of the translator* does not allow changing the meaning of the statement, distorting its content, bringing *something new* to the message (Booth, MacWhinney & Harasaki, 2000). Based on this, it can be predicted that a need for translation is determined, first of all, by the recipient of the information, while the translation activity itself will be performed by a translator who does not feel a personal need for it. In such a way in the process of translation a person satisfies a need for communication with other people. Therefore, a need for translation activity has a *specific nature* (Cilibrasi, Stojanovik, Riddell & Saddy, 2019).

Analyzing the translation in a view of the components that characterize any kind of the activity, we will consider the subject of the translation. In such a way we'd like to note that the subject of the activity is its *valid motive* (Гончарук & Онуфрієва, 2018). It is the latter that in a certain way we'll outline *the direction of the activity*. At the same time, in the case of *two-way translation*, the speaker and the listener periodically change their places, performing different functions. The translator carries out *various types of the activities*. In particular, in the case of simultaneous or oral translation, we will be talking about the simultaneous performance of both types of the activities (Mykhalchuk & Bihunova, 2019).

According to our mind, the subject of the speaker's activity is *the expression of the meaning of the listener*, such as disclosure of semantic connections, comprehension of the message that is perceived by ear. In a case of *one-way oral translation*, the example of which can be a speaker's speech at a conference, a symposium, a forum, the translator's activity is to understand the meaning of the message, to formulate the statement by the use of the another language (Chen, 2022). At the same time, these judgments (source and translated ones) mutually penetrate one another and exist in the translator's mind almost simultaneously, which is a peculiarity of the subject of translation (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina & Shtyrov, 2019).

So, **the purpose of our research** is to display translation activity and linguistic thinking as a system of harmonious methods for identifying the structure and the content of psycho-linguistic elements of the text.

The results of the research and their discussion. The result of the translation is the understanding or mutual misunderstanding of each other by the communication of participants, which is expressed in their adequate actions in response and in the achievement of the previously formulated goal by the participants of the process of communication. So, we proved, that translation activity is characterized by *planning*. Since the translation can be carried out in quite a variety of conditions (conditions of perception of the message text, such as auditory/visual, single/multiple; memorization conditions – significant-minor memory load; conditions of distribution in time of the main translation operations – synchronicity/sequence; terms of translation – oral/written, one-time/multiple translations; the conditions of switching the personality from one language to another – limited-unlimited translation time), then the translator, based on this, determines the actions by which, in his/her opinion, the intermediate and final goals of the translation activity will be optimally achieved more quickly.

Translation is characterized by *purposefulness*, since all the actions of the translator and participants in communication have the aim at achieving a certain defined goal, and, finally, it is different by its structure, because the translation activity exists in actions and operations (perception of the source text, memorization, transition from one language to another, design translation, synchronization of translation operations, etc.). Translation activity is characterized by a certain *heuristic nature*, because the translation cannot be memorized, algorithmized, it can be carried out depending on the situation, motives and goals of the statement, etc.

So, we can draw the following *conclusions*: **translation activity** is distinguished by same characteristics as any other type of the activity. Translation activity should be considered as **a complex type of speech activity**, since any type of translation includes several different activities. Consecutive interpreting combines *listening* and *speaking*. Simultaneous interpretation is listening and speaking under the conditions of their simultaneous implementation. Another option is possible, when the translator has to read the speaker's speech from a sheet at the same time as receiving this message by ear. In this case, it is about *listening* and *translation reading*. Translation from paper involves reading about yourself and speaking. Written translation combines *reading* and *writing*, and in the case of *oral translation*, *listening* and *writing*. An example of the latter can be listening to radio broadcasts, translating tape-recorded speeches, movies. It also includes such a type of educational activity as translation under dictation.

So, based on the analysis of scientific literature, we will consider translation as the activity that has **a three-phase structure**, such as, it includes *motivational-target phase*, *orientation-research (or analytical-synthetic)* and *executive phases*.

The motivational-goal phase is mediated by the activity of the speaker. The purpose of listening is to seek to understand and to retell the message. In the process of *the analytical-synthetic phase*, the perception and understanding of the original message takes place. The translator focuses on the main meaning and recodes it, that is, carries out activities aimed at choosing the necessary means of expressing the meaning of the received message in the translated language. During *the executive phase*, the meaning and content of the original message is transferred by means of *the translation language*. It is the analytical-synthetic and executive phases that are largely ensured by the functioning of the translation skills and abilities of the future specialist.

At this stage of the experiment we conducted an experimental study with the aim of determining the significance of the identified prerequisites for improving the oral translation activity of students of philological faculty. In the third section, an assessment of the impact of the prerequisites for improving the oral translation activity of students having been identified by us on the productivity of mastering foreign speaking and translation skills are carried out, the results of the empirical study are discussed and interpreted.

640 students of Rivne State University of the Humanities (RSHU), International University of Economics and Humanities named after Academician Stepan Demianchuk (MEGU) took part in the ascertainment part of the experiment, which was organized during 2022-2023. All these students studied at the I-II courses of philological faculties. All groups were formed by us using the random method of control and experimental groups, such as:

- *experimental groups*:

E1 – 143 students of the first year of studying of the faculty of RSHU;

E2 – 153 students of the second year of studying of the faculty of foreign philology of MEGU;

- *control groups*:

C1 – 151 students of the first year of studying of the faculty of RSHU;

C2 – 193 students of the second year of studying of the faculty of foreign philology of MEGU.

The first stage of the experimental research has the aim at testing a group of students in order to identify: 1) the level of communicative and speaking activity; 2) the level of personal and situational anxiety. The level of communicative and speaking activity we measured by using the “Test for studying students’ attitudes towards learning a foreign language” (Mykhalchuk & Ivashkevych Er., 2023).

Testing was conducted during school hours in the classroom in small groups of 8-10 students. Each of the participants of the experiment was given a form with a task and a form for recording answers. Before the start our activity, the conditions for completing the tasks were announced and instructions were given regarding the rules for performing the test, such as: a) mandatory independent solution of all tasks; b) completion of work in 30 minutes. The instructions for performing the test contained the rules for solving the verbal problems of the methodology. The latter were divided into the following main types: a) selection of the same ending for several words; b) selection of a word that has an equivalent relationship to two nouns of different classes; c) logical exclusion of one of four words with a broken sequence of letters; d) matching up to two words with a common prefix or ending.

These test tasks reveal all the main aspects of the manifestation of the sense of the language in oral speech: the volume of working out verbal memory, the ability to make probabilistic predictions, the ability to establish independently a certain regularity in a given language, the level of differential sense of language.

It should be noted separately about the indicators of factor N. This factor determines the “Straightforwardness – Diplomacy” of the individual in the process of communication with other people. Low indicators for this factor determine immediacy, naturalness in communication. Therefore, low indicators for this factor in our research were considered as positive rather than negative data. In order to assess the level of *personal and situational anxiety*, the “Scale of reactive (situational) and personal anxiety” by Ch. D. Spielberger, adapted by Yu. L. Khanin (2022), was used. Testing was conducted in a group during the day. Students were given the forms containing instructions to respondents and 40 judgment questions, 20 of which were designed to assess the level of Situational Anxiety (ST) and 20 ones are used with the aim to assess the level of Personal Anxiety (PA), respectively. The forms also contained a Table for recording the answers. When interpreting the indicators, we focused our attention on the following anxiety scores: up to 30 points – it is low level of anxiety; from 31 points to 44 ones is average level of anxiety; 45 points or more ones is high level of anxiety.

In order to obtain more valid results based on the criteria we’ve identified (the level of communicative and speech activity of students, the level of personal and situational anxiety, the level of language comprehension), we used “Test for measuring language abilities, verbal skills, attitude to learning a foreign language, motivation, anxiety” (Mykhalchuk & Ivashkevych Er., 2021). The scales, which were included into the questionnaire, were made us possible to determine:

a) students' attitude to learning English; b) the interest of students in the process of learning foreign languages; c) a desire to learn English; d) a confidence in one's own abilities to use the English language; e) the presence of foreign language speech anxiety in the whole class; e) the power of motivation to learn English.

The adapted version included 70 statements (out of one hundred) and nine scales (out of 12 in the original version of the Test). Positive and negative statements for each scale were included into the questionnaire. Such variables, as attitude, interest, desire, motivational intensity, self-confidence, language anxiety were evaluated by the subjects on a seven-point scale, which included seven points from complete disagreement (-3) to complete agreement (+3). The assessment of each statement on a seven-point scale allowed the subjects not only to choose a judgment, but also helped to reveal more subtle differences in the manifestations of these factors. Time to choose answers was limited.

We will provide a description of each scale with the reliability index, which was indicated by the authors of the Test (α Cronbach's coefficient):

1. *Scale of Attitude towards learning English* ($\alpha = 0,86$). The scale includes five positive and the same number of negative statements. A high score on the scale reflects a positive attitude. The seminal scale, which is used for evaluation, also allows determining neutral and negative attitudes.

2. *Scale of Interest in foreign languages* ($\alpha = 0,75$). The scale consists of ten statements. From these ones five statements are positively and five are negatively formulated. A high score by this Scale characterizes a great interest in learning and using foreign languages. This scale does not allow determining the nature of interest.

3. *Scale of Instrumental Orientation* ($\alpha = 0,63$). The scale consists of four positively expressed statements that assess the degree of intention to learn English based on pragmatic reasons.

4. *A desire to learn English scale* ($\alpha = 0,78$). This scale includes five positively formulated statements and five negatively formulated ones. A high score indicates a strong desire to learn English. A low score on the scale indicates the absence of such a desire.

5. *Scale of Motivational Intensity* ($\alpha = 0,76$). This scale contains ten statements (like previous scales). A high score on this scale reflects a person's considerable efforts to learn a foreign language.

6. *Self-Confidence Scale* ($\alpha = 0,91$). It is measured by three subscales. The scale includes four statements. The results of the scale indicate how confident students are in reading, writing, speaking English and understanding foreign language information.

7. *The Scale of Confidence in one's abilities to use the English language* consists of six statements ($\alpha = 0,92$). This scale determines self-confidence regardless of the person's actual knowledge.

8. *Confidence in one's abilities compared to others scale* (it contains six statements) ($\alpha = 0,92$). This scale measures the student's degree of confidence in using the English language. A high score indicates that the student is confident: a) in his/her abilities to use the English language in various social situations; b) by one's ability to speak a foreign language, regardless of the level of mastery of it; c) in their ability to master the language compared to other students.

9. *Speech anxiety scale* ($\alpha = 0,95$). A high score indicates a significant level of anxiety experienced by students in class or in situations where it is necessary to use a foreign language.

We will analyze the results we have obtained at the *first stage* of the ascertainment study according to the selected criteria, such as: a) the level of students' communicative and speaking activity; b) the level of personal and situational anxiety; c) the language hearing level. The most of the students who took part in the ascertainment study had a low and average level of communicative and speech activity during translation activities (see Table 1). In our opinion, this is explained, first of all, by the insufficiently formed translation skills of listening, which implies the ability to perceive, to recognize, to understand and to interpret the message that comes to the ear, with the

aim of conveying the original message in the translation language. Thus, students of both the experimental and control groups have the following skills insufficiently having been formed: sound differentiation within a word; word differentiation in the speech stream; word synthesis into elementary syntactic blocks (phrases); recognizing the grammatical scheme of a sentence, etc.

The results having been obtained using the methods listed by us, characterizing future translators according to the level of communicative and speech activity criterion, were subjected to the factor analysis procedure. The latter allowed us to single out two basic factors, the first of which highlights dynamic characteristics. The data given in Table 1, as well as the results of the students of the experimental and control groups according to the indicators of verbal and logical thinking, indicate an insufficient level of formation of communicative and speech activity of future translators.

Table 1

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

The level of the development of verbal and logical thinking	E1 group	E1 group	C1 group	C2 group
High	18,32	19,18	14,02	13,32
Average	54,10	55,09	42,87	51,08
Low	27,58	25,73	43,11	35,60

It is difficult for students to start a conversation with the partner of communication, they are not expressive and diplomatic enough, they do not know how to broadcast information, to initiate communication, to be flexibly navigate in different conditions of communication, etc. This confirms the low result in terms of the factor weight of the dynamic and substantive characteristics of the communication process of students of both experimental and control groups (see Table 2).

Table 2

The results of factorization according to the criterion “a level of communicative and speech activity” in group E1, E2 (in points, the last stage of forming research)

The name of the criteria	Factor 1 in Group E1	Factor 2 in Group E1	Factor 1 in Group E2	Factor 2 in Group E2
Readiness to communicate	0,8324	-0,0001	0,7981	-0,0003
Ease of communication	0,7456	0,0001	0,6871	-0,0004
Courage in communication	0,6230	-0,0004	0,6430	-0,0001
Immediacy in communication	0,6137	-0,0001	0,6522	0,0003
Extensivity	0,5981	-0,0003	0,6710	-0,0005
Expressiveness	0,5670	0,0034	0,6571	-0,0008
Spontaneity in communication	0,5461	-0,0001	0,6219	-0,0007
Emotional stability in communication	0,5230	-0,0009	0,6120	-0,0001
The ability to broadcast the information	0,4980	-0,0004	0,5760	-0,0016

The ability to initiate the process of communication	0,4780	0,0003	0,5512	0,0025
The activity	0,4632	-0,0006	0,4791	-0,0002
The independence	-0,0045	0,7451	-0,0012	0,6871
The independence in the relationships with the partner of communication	-0,0001	0,7318	0,0001	0,6530
The ability to be a leader	-0,0003	0,7035	-0,0001	0,6250
Attentiveness	0,0002	0,6990	-0,0003	0,5915
The ability to navigate flexibly in different conditions of communication	0,0005	0,5711	-0,0001	0,4310
Diplomacy	-0,0009	0,4514	0,0013	0,3091
Factor weight of the component	-0,0005	0,3518	-0,0019	0,2679

Our practical experience confirms that students quite often underestimate their knowledge and their own abilities in learning and using a foreign language. This is evident in the fact that at the beginning of the course of study, students often suggest to teachers to start teaching them English from the very beginning, and assess their level of knowledge as zero one. The results of testing on the subject indicate that the most part of students have sufficiently good basic knowledge of school curriculum. Perhaps, this is explained by the fact that in the process of teaching a foreign language in higher educational institutions, teachers do not always follow the principles of *communicative learning*. Without developing communication skills at an appropriate level, students believe that they do not master the knowledge of language and speech material. They do not have the experience in communication in the whole, they do not trust their knowledge, therefore students of both the experimental and control groups received rather low results according to the communicative and speech activity indicator.

We will analyze the results having been obtained by us at the ascertainment stage of the research according to the criterion of “level of personal and situational anxiety” of students. We used “Scale of reactive (situational) and personal anxiety” (Spielberger, 2022), as well as “Test for measuring language abilities, verbal skills, attitude to learning a foreign language, motivation, anxiety” (Mykhalechuk & Ivashkevych Er., 2021). The obtained results made us possible to distinguish three groups of respondents: with a high level of anxiety, with an average and low levels (see data in Table 3).

Table 3

***Levels of personal and situational anxiety of students of experimental and control groups
(in %, ascertainment stage of the research)***

Groups	E1*	E2*	C1*	C2*	E1**	E2**	C1**	C2**
High level of anxiety	48,56	45,61	44,02	43,89	47,31	45,26	44,80	45,81
Average level of anxiety	32,19	30,68	35,16	37,02	29,06	27,23	29,39	28,83
Low level of anxiety	19,25	23,71	20,82	19,09	23,63	27,51	25,81	25,36

Conditional marks: * – level of personal anxiety of students; ** – level of situational anxiety of students.

We analyzed the statements of the “Test for measuring language abilities, verbal skills, attitude to learning a foreign language, motivation, anxiety” (Mykhalchuk & Ivashkevych Er., 2021), rated by the respondents on a seven-point scale – from complete agreement (+3) to complete disagreement (-3). Students were divided into three named groups depending on the number of choices that prevailed. As the analysis of the results shows, the group of highly anxious students is the largest one. Our practice of teaching a foreign language at the university also shows that most first-year students often experience anxiety related to the process of communication. They refuse to answer in the presence of other students, do not show great activity in their work, especially in the processes of foreign language communication and translation activities.

Only 23,63% of students of group E1, 27,51% from E2, 25,81% of C1, 25,36% of C2 have almost no diagnosis of anxiety related to learning a foreign language. The low level of anxiety, in our opinion, can be explained by the lack of interest in studying this subject.

Such understanding of translation activity allows us to consider the issues, which are the most important for our research in a different way. What it is important is not the distinction of objects of the translation, but the formation of technology for the purpose of constructing translation objects (events, realities, and images), their semantic (semiotic) specification, the discovery of a universal translation algorithm, and the expansion of the methodological base for translation operations. The detection of such operations, their psycholinguistic analysis and structuring become quite important for the development of translation competence of the individual, which is one of the leading factors of active translation activity. In addition, it allows us to consider the process of translation at the level of diachrony and synchrony the text, as a process of generation, use and forgetting of translation techniques, bringing the translation activity closer to the interpretive theory of translation. Within the limits of the latter, it becomes possible for us to define the content of concepts, which are important for translation activity, such as a point of view, composition, a plot and a fable, connotative repertoire, strong positions (semantic milestones) and key words, meanings, senses and representations, referential and text situations, modal worlds of the author, reader's and text's expression from the point of view of their interconnection and interpenetration.

Therefore, the connection between *Psycholinguistics* and *Translation Activity* is realized in the formation, change and actualization of translation paradigms in accordance with the needs of the society. Psycholinguistics studies the translation activity also in relation to the study of the problem of the influence of a specialist's linguistic thinking on the success of his/her translation activity.

Conclusions and perspectives of further researches. Based on the provisions of the Activity Approach, according to which the thinking process has the aim of developing solving specific tasks. It is always subject-specific. Linguistic thinking should be considered as a system of specific methods and their characteristics of *the translator's professional mental activity*. The development of *linguistic thinking*, in this sense, involves the specialist's conscious and purposeful mastering of techniques, ways of revealing the structural and content patterns of speech, features of language elements, and also contributes to the translator's effective mastery of the means of foreign language communicative activity.

We define *linguistic thinking* as a system of methods for purposefully identifying the structure and the content of linguistic elements, analyzing the peculiarities of their relationships, revealing the specifics of phonetic, lexical, grammatical and other phenomena and the laws of the language that are being learned. The formation of linguistic thinking ensures a high-quality solution to professional tasks and becomes a necessary condition for the person's conscious and systematic mastery of a foreign language. So, from our point of view, linguistic thinking involves a thorough examination and study of the language as a system. As a result, this approach requires a detailed analysis of the structure of the language, its mechanisms and principles of the formation from the side of subjects of learning.

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ПЕРЕКЛАДАЦЬКА ДІЯЛЬНІСТЬ ТА ЛІНГВІСТИЧНЕ МИСЛЕННЯ ЯК СИСТЕМА ГАРМОНІЙНИХ СПОСОБІВ ВИЯВЛЕННЯ СТРУКТУРИ І ЗМІСТУ ПСИХОЛІНГВІСТИЧНИХ ЕЛЕМЕНТІВ ТЕКСТУ

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Метою нашого дослідження є відображення перекладацької діяльності та лінгвістичного мислення як системи гармонійних способів виявлення структури та змісту психолінгвістичних елементів тексту.

Показано, що розуміння перекладацької діяльності дозволяє дещо по іншому, ніж це є загальноприйнятим, є аналізування питання, важливих для нашого дослідження. Зазначено, що важливими постають не розрізнення об'єктів перекладу, а формування технології з метою конструювання перекладацьких об'єктів (подій, реалій та образів), їх семантична (семіотична) специфікація, виявлення універсального перекладацького алгоритму, розширення методологічної бази для здійснення перекладацьких операцій. Виявлення таких операцій, їх психолінгвістичний аналіз та структурування набувають досить важливого значення для розвитку перекладацької компетенції особистості, яка, на нашу думку, є одним із провідних факторів активної перекладацької діяльності. Крім цього, це дозволяє розглядати на рівні діакронії та синхронії процес перекладу як процес породження, використання та забування перекладацьких прийомів, наближуючи перекладацьку діяльність суто до інтерпретативної теорії перекладу. Зазначено, що в межах останньої постає можливим визначення змісту таких важливих для перекладацької діяльності понять, як точка зору, композиція, сюжет і фабула, конотативний репертуар,

сильні позиції (сміслові віхи) та ключові слова, значення, смисли і уявлення, референтна і текстова ситуації, модальні світи автора, читача й текстового висловлювання з точки зору їх взаємозв'язку та взаємопроникнення.

Показано, що ми визначаємо лінгвістичне мислення як систему способів цілеспрямованого виявлення структури та змісту мовних елементів, аналізу особливостей їхніх взаємозв'язків, розкриття специфіки фонетичних, лексичних, граматичних та інших явищ і закономірностей мови, що засвоюються. Формування лінгвістичного мислення, зазначає дослідниця, забезпечує якісне розв'язання професійних завдань та постає необхідною умовою усвідомленого та системного оволодіння людиною іноземною мовою. Отже, лінгвістичне мислення передбачає ґрунтовний розгляд і вивчення мови як системи. Як наслідок, такий підхід вимагає від суб'єктів учіння детального аналізу структури мови, її механізмів і принципів утворення.

Ключові слова: перекладацька діяльність, лінгвістичне мислення, конструювання об'єктів перекладу, семантична (семіотична) специфікація, виявлення універсального перекладацького алгоритму, розширення методологічної бази для здійснення перекладацьких операцій.

Стаття надійшла до редакції 13.11.2023 р