



## LINGUISTIC AND CULTUROLOGICAL ASPECTS OF ENGLISH-LANGUAGE COMMUNICATION IN THE FIELD OF EDUCATION

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The intercultural communication in the field of education is assuming special importance in view of Ukraine's integration into the Bologna process. Consequently, the issue of advanced study of educational systems of the countries we contact with and permanently growing practical needs in intercultural communication required investigation of interrelations between the language and the culture.

The terminology in the field of education practically has not been investigated in the national science of terminology in the contrastive aspect. One of the prospective tasks of the national lexicography is to compile electronic English-Ukrainian and Ukrainian-English dictionaries of terminology in the field of education that would contain explanations of realia new to our language and culture. This is precisely why the works exploring the academic communication retain high priority.

There are different methods of creation of the English terms in the field of education. They are frequently created according to the metaphorization model. The vocabulary of the field of education can also be created through affixation (**pretest**). The process of abbreviation is intensive in the modern English. The following abbreviations can be distinguished in the English pedagogical term-system: syllabic abbreviation (**bach**<bachelor), initial abbreviations (**CBE** – Computer-based education), acronyms (**MACOS** – Man: A Course of Study), telescopic words (**Oxbridge** < Oxford + Cambridge).

However, by no means all English terms in the field of education widely used in the English scientific texts and academic communication are presented in English-Ukrainian and English-Russian dictionaries. This results from differences in language realia in cultures of the countries.

A language reflects the culture serviced by it in its vocabulary. The meaning of a word can be different depending on the culture it is servicing. In linguistics and psycholinguistics, the "lacunae", as is customary, are understood as basic elements of the national specificity of a linguocultural community that impair understanding of some text fragments by recipients from other cultures.

Though the term "lacuna" is used only in the cases referring to the absence of some concept in the target language, which cannot be explained, all lacunae should not be treated as non-equivalent lexis. Realia can be recognized as the closest to lacunae, since they denote a notion absent in the target language. Realia as objects of the material and spiritual culture reflect the way of life and thinking of a particular society and have no analogues in the other culture, the language of which also has no lexical units denoting unknown cultural concepts.



The educational activity is just the type of activity for which very illustrative are diversities in connotations and realia of different countries. That is why we can observe here a great number of lacunae and non-equivalent words, not fixed in Ukrainian dictionaries.

In our work, we have analysed 260 lexical units in several aspects. For more convenient analysis, the units were divided by the following topical groups: equipment and documents, scores and evaluation, courses, programs, classes, personalities; public organizations, entrance and registration, academic degrees and types of diplomas, an educational institution's structure and constituent parts, educational institutions, education financing, tasks and methods of study, process of study.

Thus, the following diagram reflects the situation concerning lacunar and non-equivalent lexis: lacunae — 28%, non-equivalent lexis — 25%, common language realia — 57%.

Regarding such vocabulary availability in Ukrainian dictionaries, one can say that quite a great number of terms are not fixed in modern translation dictionaries. All lexical units can be divided into units with translation available in English-Ukrainian and English-Russian dictionaries (68%), and those with no lexicographically fixed translation (32%).

The simplest ways to translate non-equivalent lexis are transliteration and transcription. However, traditionally such method is not productive in translation of the vocabulary of the field of education. The method of loan translation is widely used in translation of educational terminology. An English word can also be replaced with an already existing (synonymic) equivalent, which is at this stage used less frequently than a "trendy" English word.

Thus, the following results show the methods the most frequently applied for translation of the lexis under consideration: loan translation — 16%, descriptive translation — 22%, synonymic equivalent — 62%.

The results of the conducted analysis of the terminology of the field of education revealed a tendency towards development of a relevant term-system in the modern Ukrainian language. However, unlike others, the educational terminology is not adequately investigated by Ukrainian scientists. From the point of view of lexicography, translation of many frequently used English terms is missing in Ukrainian translation dictionaries. Lacuna and non-equivalent lexis demands particularly thorough examination and adequate reproduction in lexicographic sources, including electronic dictionaries.