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COMPARATIVE GRAMMAR AS A CRUCIAL COMPONENT OF TRAINING INTERPRETERS/TRANSLATORS

The research deals with the current trends in comparative grammar and its salient role in training translators/interpreters. Comparative grammar is widely considered to be a crucial component of translators/interpreters' training as its aim is to analyze the grammar of a source and target languages and to use appropriate patterns in the translating process. Consequently, the research is aimed at exploring current trends in the selected study and determining possible options for applying the results of the research in training translators/interpreters. Comparative grammar issues became a subject of many researchers throughout history, including Franz Bopp, Wilhelm von Humboldt, Edward Sapir, Noam Chomsky, Panteleimon Kulish and others. Contemporary researchers (Mona Baker, María A. Gómez-González, J. Lachlan Mackenzie, and Elsa González, William Croft, Yu. Zhluktenko and A. Levytskyi, I. Korunets, O. Havrysh, I. Grachova, S. Bulenok and more) have made noticeable contributions in this linguistic area but there is still a space for further research in particular when it concerns translation field. The article analyzes the reasons of a comparative grammar weight in preparation of the future experts in translation. They include improved understanding of the source language and the target language; better ability to recognize and correct errors; enhanced cross-cultural communication. Overall, the ability to understand and apply comparative grammar is a crucial component of interpreter training. By developing a deep understanding of the grammar of both the source and target languages, interpreters can accurately and effectively convey meaning across language barriers.

A thorough look has been given to comparative grammar of the English and Ukrainian languages syllabus and the researches, which have been analyzed, created the opportunity for the consequent thing to happen. Basic concepts of syntax, morphology, and phonology, language typology, comparative method, grammatical structures, semantic analysis, and discourse analysis have been included in the newly elaborated syllabus.

To achieve the learning outcomes some methods have been offered, among them comparative analysis, contrastive analysis, hands-on activities, multimedia resources, group work, lecture-based teaching, problem-based learning, language immersion etc. The analytical research and pragmatic approach suggest sensible strategies for effective teaching of comparative grammar (teaching the basics, using real-world examples, encouraging critical thinking, using a variety of teaching methods, providing feedback and support). The consequent research will deal with functional grammar and the relationship between grammar, discourse, and context.

Key words: comparative grammar, source language, target language, current trends, translation, training, bilingualism.

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ПОРІВНЯЛЬНА ГРАМАТИКА ЯК ВАЖЛИВИЙ КОМПОНЕНТ ПІДГОТОВКИ ПЕРЕКЛАДАЧІВ

Дослідження стосується сучасних тенденцій у порівняльній граматиці та її важливої ролі в підготовці перекладачів. Актуальність дослідження зумовлена ключовою роллю порівняльної граматики у підготовці письмових/

усних перекладачів, оскільки її метою є аналіз граматики вихідної та цільової мов і використання відповідних шаблонів у процесі перекладу, тому вивчення сучасних тенденцій у розвитку цього предмету вимагає систематичного дослідження.

Отже, метою статті є вивчення сучасних тенденцій у вибраному дослідженні та визначення можливих варіантів застосування його результатів у підготовці перекладачів. Питання порівняльної граматики стали предметом досліджень багатьох науковців упродовж історії, зокрема Франца Боппа, Вільгельма фон Гумбольдта, Едварда Сепіра, Ноама Хомського, Пантелеймона Куліша та інших. Сучасні дослідники (Мона Бейкер, Марія А. Гомес-Гонсалес, Дж. Лаклан Макензі та Ельза Гонсалес, Вільям Крофт, Ю. Жлуктенко та А. Левицький, І. Корунець, О. Гавриш, І. Грачова, С. Буленок та інші) зробили помітний внесок у цю лінгвістичну галузь, але все ще є простір для подальших досліджень, зокрема, коли це стосується сфери перекладу. У статті аналізуються основи підготовки майбутніх перекладачів, які включають краще розуміння мови оригіналу та мови перекладу, зокрема граматичних, семантичних особливостей; здатність розпізнавати та виправляти помилки; більш інтенсивне міжкультурне спілкування. Сучасні тенденції у дослідженні порівняльної граматики дають підстави вважати її вирішальним компонентом підготовки перекладачів, бо глибоке розуміння граматики як вихідної, так і цільової мов, формує здатність точно й ефективно передавати значення, долати мовні бар'єри. Ґрунтовно розглянуті дослідження дозволили скорегувати роботу програму навчальної дисципліни з порівняльної граматики англійської та української мов, яка включає основні поняття синтаксису, морфології та фонології, типології мови, порівняльного методу, граматичних структур, семантичного аналізу та аналізу дискурсу.

Для досягнення результатів навчання були запропоновані деякі методи, серед яких порівняльний аналіз, практичні заняття, мультимедійні ресурси, групова робота, лекційне навчання, проблемне навчання, мовне занурення тощо. Аналітичне дослідження та прагматичний підхід дозволив добрати низку розумних стратегій для ефективного викладання порівняльної граматики (викладання основ, використання реальних прикладів, заохочення критичного мислення, використання різноманітних методів навчання, забезпечення зворотного зв'язку та підтримки). Подальше дослідження стосуватиметься функціональної граматики та зв'язку між граматиною, дискурсом і контекстом.

Ключові слова: порівняльна граматика, вихідна мова, цільова мова, сучасні тенденції, переклад, навчання, білінгвізм.

Topicality of the research. While technological advancements have made machine translation more accessible and efficient, the human touch remains essential in producing high-quality translations. As such, comparative grammar continues to be an important component of interpreters/translators' training, allowing them to bring a deep understanding of language and structure to their work. Comparative grammar examines the structures, rules, and patterns that govern language use across multiple languages, with the goal of understanding the fundamental principles that underlie human language. It typically involves comparing the grammar of related languages, such as the Romance languages or the Germanic languages, in order to identify similarities and differences. By comparing the grammar of these languages, linguists can identify shared features that are likely to be inherited from a common ancestor language, as well as divergent features that have developed independently in each language over time. In addition to studying the grammar of related languages, comparative grammar can also involve comparing the grammar of languages from different language families, in order to identify patterns of linguistic change and borrowing. Thus, the aim of comparative grammar is to better understand

the nature of language and how it is structured, while the tasks of comparative grammar involve analyzing the grammar of different languages, reconstructing language families, explaining language change, and informing language teaching and learning.

English and Ukrainian are two languages that belong to different language families – English belongs to the Germanic branch of the Indo-European family, while Ukrainian belongs to the Slavic branch of the same family. As a result, there are many differences between English and Ukrainian grammars, including word order (Both English and Ukrainian generally follow a subject-verb-object word order in declarative sentences. However, Ukrainian has more flexible word order, allowing for other word orders to be used for emphasis or stylistic purposes), noun cases (Ukrainian has a richer system of cases than English, with seven cases compared to English's two (nominative and genitive), adjective agreement (In Ukrainian, adjectives agree with the noun they modify in gender, number, and case. In English, adjectives do not change based on the gender or case of the noun they modify), article usage (English has definite and indefinite articles (the and a/an), while Ukrainian does not have articles) etc.

Comparative grammar is still an important component of training translators, as it provides a systematic approach to understanding the similarities and differences between different languages.

The **aim** of the research is to investigate the latest trends in the comparative grammar studies through a detailed analysis of theoretical material on the selected topic and to determine possible options for applying the results of this study in training translation to students.

To complete this research the following **methods** have been used: analysis, systematization, comparison, functional, constructive, descriptive and translation methods. The scientific novelty consists in determining the main trends in comparative grammar studies.

Presentation of the main material and research. There have been many scientists who studied comparative grammar features throughout history, including German linguists Franz Bopp (Bopp F., 1967) (studied Sanskrit and other Indo-European languages and identified many similarities in their grammars), Wilhelm von Humboldt (Underhill J., 2009) (argued that language reflects the worldview of its speakers), August Schleicher (Zhao G., 2010) (developed the concept of language families, which grouped languages based on their similarities in grammar and vocabulary). as well as American linguists Edward Sapir (Sapir E., 1924) (argued that language and culture are closely linked and that linguistic structures reflect cultural values and beliefs), Noam Chomsky (Chomsky N., 1965) (claimed that all languages have a common underlying structure that is innate to humans), Ukrainian linguists Panteleimon Kulish (made significant contributions to the study of comparative grammar of Slavic languages, particularly Ukrainian and Old Church Slavonic), Ivan Nechui-Levytskyi, Mykola Lukash, Mykola Zerov (Strikha M., 2006) (studied the comparative grammar of Ukrainian and other languages). Their work helped to deepen our understanding of the structure and function of language, as well as the ways in which different languages are related to one another.

The cohorts of modern scientists have emphasized the importance of comparative grammar in training translators and interpreters. Mona Baker (Baker M., 2006) has written extensively about the role of comparative grammar in translation.

She argues that understanding the differences between source and target languages is essential for accurate translation, and that comparative grammar can help translators identify these differences. One of the key themes of the book is the role of translation in the construction and dissemination of propaganda. Baker argues that translation can be used to manipulate language and distort meaning in order to further political agendas. She explores how propaganda is often disseminated through translation, either by deliberately mistranslating texts or by selectively translating only parts of them. Baker argues that translators have a responsibility to be aware of the political and cultural contexts in which they are working, and to strive to be impartial and objective in their translations. One of the main themes of her other book *In Other Words...* (Baker M., 2006) is the importance of context in translation. Baker emphasizes that translation is not just a matter of transferring words from one language to another, but of understanding the cultural and linguistic context in which the text was produced and the context in which it will be read. She also explores the different types of contexts that must be taken into account in translation, including the social, political, historical, and ideological contexts. Baker discusses the challenges of translating grammatical structures between languages that have different rules for word order, verb tense, and sentence structure. She emphasizes the importance of understanding the grammatical structures of both the source and target languages in order to produce an accurate and natural-sounding translation. In her article *Contextualization in translator- and interpreter-mediated events* (Baker M., 2006), she argues that grammatical structures in a text must be analyzed in relation to the overall context of the text, including its social, cultural, and historical context.

Maria González-Davies *Multiple Voices in the Translation Classroom. Activities, Tasks and Projects* (González-Davies M., 2004) argues that a deep understanding of the grammatical structures of both source and target languages is essential for successful translation. In their book *Languages and Cultures in Contrast and Comparison*, María A. Gómez-González, J. Lachlan Mackenzie, and Elsa González (Gomez-Gonzalez M. et al., 2008) explore the relationship between language and culture, and the ways in which language reflects cultural values and norms. They

point out that different languages may have different grammatical structures, vocabularies, and modes of expression that reflect different cultural perspectives. The authors use contrastive analysis, which involves comparing and contrasting different languages and cultures, to reveal the ways in which language reflects cultural differences. They argue that translation involves more than just transferring meaning from one language to another, and that translators need to be aware of the cultural nuances and connotations of the languages they are working with. They claim that translation involves making decisions about what aspects of a text to emphasize or de-emphasize in order to convey the intended meaning to the target audience. Their book *Current Trends in Contrastive Linguistics: Functional and Cognitive Perspectives* (Gomez-Gonzalez M. et al., 2008) explores the field of contrastive linguistics from a functional and cognitive perspective, and includes contributions from a range of scholars working in the field. They focus on functional perspectives of contrastive linguistics, and explore the ways, in which functional approaches can shed light on the similarities and differences between different languages. They cover topics such as the use of tense and aspect, the expression of modality, and the use of adjectives in different languages. The book also focuses on cognitive perspectives of contrastive linguistics, and explores the ways in which cognitive approaches can help us understand the similarities and differences between different languages. It covers additional topics such as the role of metaphor in language, the relationship between language and thought, and the ways in which bilingualism can impact cognitive processing. Overall, the scholars offer a comprehensive overview of the field of contrastive linguistics, and provide valuable insights into the ways in which functional and cognitive approaches can help us better understand the complexities of language and communication.

In *Syntactic Categories and Grammatical Relations: The Cognitive Organization of Information*, William Croft (Croft W., 1991) presents a cognitive approach to the organization of grammar, focusing on the relationship between syntactic categories and grammatical relations. Croft argues that grammar reflects the cognitive organization of information, and that this organization is based on a number of principles such as salience,

prominence, and accessibility. According to Croft, these principles determine which elements of a sentence are most important and how they are organized. He also emphasizes the importance of grammatical relations in understanding the structure of sentences. Grammatical relations refer to the way in which the different elements of a sentence relate to each other. Croft suggests that the organization of grammatical relations reflects cognitive principles such as the need to establish a clear subject-predicate relationship and the importance of highlighting new or contrastive information. All in all, he proposed three cognitive strategies the domain strategy (refers to the way that speakers organize information into conceptual domains, or categories, based on their cognitive salience); the profile strategy (refers to the way that speakers highlight certain aspects of the information they are conveying based on their communicative intent); the colligation strategy (refers to the way that speakers link syntactic categories and grammatical relations to form coherent discourse).

Franz Pöchhacker claims that interpreters must be able to recognize the differences between source and target languages in order to interpret effectively. In his book *Introducing Interpreting Studies* (Pöchhacker F., 2022), Pöchhacker briefly discusses the challenges of interpreting grammatical structures between languages that have different rules for word order, verb tense, and sentence structure. He emphasizes the importance of understanding the grammatical structures of both the source and target languages in order to produce an accurate and effective interpretation. Pöchhacker has also written about the importance of context in interpreting, including grammatical context. He argues that interpreters must be able to analyze grammatical structures in context in order to produce an effective interpretation.

Ukrainian scholars Yu. Zhluktenko (1960) and A. Levytskyi (2008) each in his work with the same name *Comparative grammar of English and Ukrainian languages* highlight the main characteristics of sentences and phrases in the compared languages, focusing either on the theoretical problems of comparing two languages, or on a detailed study of one language. The other Ukrainian linguist I. Korunets (Korunets I., 2003) analyses the historical outline of the typological investigation and focuses on contrastive typology of the English and Ukrai-

nian languages gives special attention to typology of idioms in compared languages. The group of researchers O. Havrysh, I. Grachova, S. Bulenok (Havrysh O. et al., 2021), admit the crucial role of comparative grammar in training modern translators. They claim that experts in translation must take into account the typology of inconsistencies in different languages; a discrepancy of speech norms, systems in the source and target languages etc. In her textbook *Contrastive Grammar of English and Ukrainian Languages* I. Karamysheva (Karamysheva I., 2017) gives the most essential concepts of contrastive linguistics with emphasis being placed on contrastive grammar. The book focuses on common and distinctive features of morphological and syntactical levels of English and Ukrainian languages. Its each chapter is related to a separate nominal part of speech, one chapter deals with functional parts of speech, four final chapters introduce us to syntax of the compared languages. N. Hladush and N. Pavliuk (Hladush N., Pavliuk N., 2019) show specifics of different word-groups, describe their grammatical categories: comparing nouns and verbs in the English and Ukrainian languages. They also draw particular attention to syntax of compared languages, considering it a principal part of comparative grammar for all translators. O. Tatarovska (Tatarovska O., 2021) studies the comparative characteristic of final language intentions of the English and Ukrainian languages in the aspect of universal and ethnospecific orientation.

Contemporary researchers have made significant contributions to the study of comparative grammar. Although there is still the lack of theoretical works in this field and this gives us an idea to keep on subsequent investigation.

Comparative grammar is widely considered to be a crucial component of training interpreters and there are comprehensive reasons for that. By studying the grammar of the source language, interpreters can *gain a deeper understanding of its structure and function*. This can enhance better understanding of the meaning of the speaker's words and convey that meaning accurately in the target language, as well as a *deep understanding of the grammar of the target language* accurately conveys the meaning. The grammars of both the source and target languages can help interpreters to identify similarities and differences and develop strategies for interpreting effectively. Interpreters who have a strong understanding of compara-

tive grammar are better able to *recognize errors and correct them* in real-time. This is especially important in consecutive and simultaneous interpretation, where errors must be identified and corrected quickly to ensure accurate communication. Understanding the grammar of different languages helps interpreters *develop a deeper appreciation for the cultural differences* that underlie language use. This can enhance cross-cultural communication and improve interpreters' ability to bridge cultural gaps. Languages often have *idiomatic expressions* that do not translate literally between languages. Interpreters need to be able to recognize these expressions and understand their meaning in the context of the language they are interpreting.

Conveying meaning accurately requires a deep understanding of the grammar and syntax of both languages, which can be improved through the study of comparative grammar.

Different languages have different grammatical structures, and interpreters must be able to adapt to these structures as they interpret. Comparative grammar helps interpreters understand these structures and identify how they differ from their own language, allowing them to more effectively interpret from one language to another.

In a comparative grammar class, students should be taught how to compare and contrast the grammatical structures of different languages. That is why the comparative grammar of the English and Ukrainian languages syllabus includes the following topics as (1) basic concepts of syntax, morphology, and phonology, (2) language typology, (3) comparative method, (4) grammatical structures, (5) semantic analysis, and (6) discourse analysis. This far-sighted choice is borne out by teaching practice and learning outcomes. Students are expected to learn

the basic concepts of the three areas of linguistics (syntax, morphology, and phonology), as they form the foundation for comparative grammar and give a good understanding of them.

about the different typological categories of both languages, such as analytical and synthetical languages and different language branches (Germanic and Slavic) of Indo-European family.

how to use the comparative method to analyze the similarities and differences between languages and how to identify cognates (words that have a common origin) and reconstruct the ancestral forms of words.

how to compare and contrast the grammatical structures of both languages including such topics as word order, case systems, tense and aspect, voice and mood etc.

how to analyze the meanings of words and how they are expressed in different languages including such topics as lexical categories, semantic fields, and semantic roles.

how to analyze the ways in which language is used in discourse, such as the structure of narratives and conversations.

To achieve the learning outcomes several effective methods have been practiced. One effective method is to use *comparative analysis* to highlight similarities and differences between languages. This can involve analyzing sentence structures, verb conjugation, noun declension, and other aspects of grammar across both languages. By comparing and contrasting both languages, students can gain a deeper understanding of how grammar works and how it varies across different linguistic systems.

Another method is to use *contrastive analysis* to compare and contrast the grammar of the two languages that students are already familiar with. By highlighting the differences between the two languages, teachers can help students to better understand the grammar of each language and to identify areas where they may encounter challenges in learning a new language.

Engaging students in *hands-on activities* can be an effective way to teach comparative grammar. For example, teachers could use role-playing exercises to demonstrate how sentence structure and word order can differ across languages. Or, they could ask students to analyze texts written in different languages to identify common grammatical structures or to practice translating sentences from one language to another.

Using *multimedia resources*, such as videos or podcasts, can also be an effective way to teach comparative grammar. Teachers could use videos that highlight the differences in pronunciation or sentence structure across different languages or podcasts that feature conversations in multiple languages to help students develop their listening and comprehension skills.

Encouraging students to work together in groups is one more effective way to teach comparative grammar. By *working collaboratively*, students can share their insights and ideas with

one another, ask questions, and receive feedback on their work. This can help to deepen their understanding of grammar concepts and to develop their critical thinking and problem-solving skills.

In addition, lecture-based teaching is used to systemize the material. The teacher can give lectures that provide an overview of the principles and methods of comparative grammar. These lectures can be supplemented with visual aids, such as PowerPoint presentations and diagrams, to help students understand the concepts being taught.

Finally, *language immersion* suggests students' complete involvement in natural foreign language environment through study abroad programs or language exchange programs and film pals programs. This can help them gain a deeper understanding of the structures of different languages, and develop a greater appreciation for linguistic diversity.

The above discussion provides us with the key to effective teaching of comparative grammar in order to ensure that students have a solid understanding of the principles and methods of linguistic analysis, and are able to apply these principles to the analysis of different languages. Some strategies that can be used to achieve this include:

Start with the basics: before delving into the complexities of comparative grammar, it is important to ensure that students have a solid understanding of the fundamentals of grammar, such as phonetics, phonology, morphology, syntax, and semantics. This will provide them with a solid foundation for understanding the structures of different languages.

Use real-world examples: comparative grammar can be an abstract and complex subject, so it is important to use real-world examples to illustrate the concepts being taught. This can involve analyzing the structures of different languages, or comparing the structures of related languages.

Encourage critical thinking: comparative grammar involves analyzing and comparing the structures of different languages, so it is important to encourage critical thinking skills in students. This can involve asking open-ended questions that require students to analyze and synthesize information, and to develop their own hypotheses and conclusions.

Use a variety of teaching methods: different students learn in different ways, so it is important to use a variety of teaching methods to engage all

learners. This can involve lectures, readings, group work, multimedia resources, and language immersion experiences.

Provide feedback and support: comparative grammar can be a challenging subject, so it is important to provide students with feedback and support as they learn. This can involve giving constructive feedback on assignments, providing additional resources for students who need extra help, and offering one-on-one support to students who are struggling.

Conclusions and prospects for further research. Overall, the goal of a comparative grammar class is to provide students with the tools and knowledge necessary to analyze and compare the structures of different languages, and to understand the principles and methods of linguistic typology.

Thus, in a comparative grammar class, students should be taught the principles and methods of comparing different languages and their structures. Specifically, the following topics should be covered: typology (learning about the different language types); phonology (studying the sound systems of different languages, including their phonemes, syllable structure, and prosody,

learning how to compare and contrast the sound systems of different languages); morphology (learning about the ways in which words are formed in different languages, including affixation, compounding, and reduplication as well as inflectional systems of different languages); syntax (studying the sentence structures of different languages, including word order, phrase structure, and grammatical relations and learning how to analyze and compare the syntax of different languages); semantics (studying the meanings of words and sentences in different languages, including the ways in which meanings are expressed through inflection and word order); pragmatics (learning about the ways in which language is used in different contexts, including the role of social and cultural factors in shaping language use).

It is safe to say that the key to effective teaching of comparative grammar is to provide a range of learning experiences that engage students and help them develop their analytical skills. Further research will be connected with functional discourse grammar and in-depth study of the relationship between grammar, discourse, and context.

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