

Introduction. Scientific activity in Germany is almost 50% financed from the state budget, the remaining costs are mainly covered by industry. The state is trying to finance research related to the final stage of the introduction of the latest achievements in the industry, while earlier emphasis was placed on carrying out theoretical and laboratory research to the stage of manufacturing prototypes. This is largely determined by the government's policy regarding the development of science in higher education, the main goal of which is to find mechanisms that accelerate the processes of introducing scientific research into production [1].

Main part. The current regulatory framework of higher education in Germany is based on the legislation of the 60s - 70s. It takes into account deep, rather conservative historical roots and traditions of university education, which enjoys high prestige, but still remains largely elitist and highly selective, and the demands of the times that gave rise to the emergence and rapid development of the non-university sector, which is gradually becoming more popular, accessible and popular. At the same time, state influence does not weaken; rather, on the contrary, it is increasing, especially in matters of financing. The government, not counting the sphere of higher education as a profitable industry, proceeds from the need to support it and, as a result, constant monitoring. Higher education has become one of the priorities of state policy regardless of which political forces are in power. In the 2014 academic year, the total financial revenues of universities and colleges amounted to 6,749 million euros, of which 2.440 million or 37% came from the Higher Educational Funding Council for Germany (HEFCG), 1.768 million or 26 % - local education authorities of the Local Educational Authorities (LEA) for student tuition fees (LEA Fees), EUR 334 million (5%) for research councils, 286 million (4%) for foreign citizens paying for their studies in Germany , 418 million (6%) as payment for room and board, 214 million (3%) were charitable welts Government and 1,309,000. (19%) were received from various companies and corporations. [2] In the 2013 academic year, the income of higher educational institutions of the country from the Council for the Financing of Higher Education in Germany amounted to 5,598 million euros, and the share of wages in this amount was 60% [3]. For advisory activities in industrial, commercial, managerial and other firms and organizations. As higher-school ties with science and industry expand in Germany, the search for more sophisticated organizational forms of their interaction is constantly conducted, and the desire for a comprehensive, interdisciplinary approach to solving complex scientific and production problems is clearly defined. Among the various organizational forms, regional complex unions of educational, scientific and industrial organizations are becoming increasingly important. Within these zones, an intensive exchange of scientific, technical and production information is carried out, small innovative enterprises are created, the formation and development of which contributes to the expansion of venture capital investment, significantly accelerating the implementation of new scientific and technical ideas in production. And although the first technopolis appeared in the USA in the 1950s, where the Silicon Valley science and technology zone was created on the basis of Stanford University, technopolises were widely used in world practice, including in Germany. A kind of technopolises in the country are science parks - regional technology centers (associations) around the campuses of a number of companies), engaged in one or more closely related industries. Their goal is the development and introduction of commercially profitable technologies into the industry, rapid industrial development of university research results. The main activities of the centers are biotechnology, computing, microelectronics, information technology and materials. The centers also perform implementation functions (transfer of technological innovations from laboratories to industry).

At present, over 400 industrial firms and scientific organizations in Germany, mostly small and medium-sized, participate in the work and creation of science parks. They represent the electronics industry, including the production of computers, biotechnological laboratories, engineering, environmental organizations, etc. Some of the firms belonging to science parks belong to universities, others are private enterprises, and the rest are by-products and companies owned by university staff. According to German experts, each science park must have at least one side company or firm.

Conclusion. Science parks have proven to be an effective means of accelerating scientific and technological progress: the intensification of links between university science and industry has reduced the duration of the introduction of new technologies by two to three times.

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УДК 06.053.56

MODERN PRINCIPLES OF THE DESCRIPTION OF PHRASEOLOGICAL AND GRAMMATICAL CORRESPONDENCE

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Резюме – в статье рассматриваются современные принципы и проблемы перевода текстов студентами с английского на русский и с русского на английский языки. Анализируются фразеологические и грамматические соответствия перевода.

Introduction. Translation is the conversion of information in the source language into information in the target language. In the process of translation, it is often impossible to use the correspondence of words and expressions in the dictionary. In such cases, the translator (student) resorts to the search for correspondence in the target language in order to adequately convey the content of the statement. Many works of well-known translation theorists are devoted to the problem of finding translation correspondences. Among the most notable works are the works of M. I. Retsker, V. N. Komissarova, L. S. A. Parshina and others [1].

Main part. Often the translator has the opportunity to choose between different types of phraseological correspondences. Depending on the conditions of the context, he may prefer the image existing in the fifth due to the loss of the national-ethnic component or, on the contrary, to abandon the use of Russian phraseology because of the difference in the emotional and stylistic characteristics. For each pair of languages, the particular translation theory describes the system of phraseological units in the source language and their correspondences in the translating language and formulates recommendations to the translator on the possibility and feasibility of using the correspondences of each type in a particular context.

The grammatical correspondences are described in the same way. In addition, forms and structures of translating language are selected, the transfer of values of which is associated with the need to choose between matches of different types. In all cases, the features of the value and use of the initial units affecting the choice of conformity are studied, possible matches are described and the possibilities and conditions of use of each of them are indicated [2].

The study of phraseological correspondences is of great practical interest. Recall that phraseological units or phraseological units are usually called figurative stable phrases, which include idioms, proverbs, sayings and other phrases with a figurative meaning. The most important of them from the point of view of the choice of conformity are the following: 1) figurative or figurative component of the meaning of phraseology; 2) director subject component of the meaning of phraseology, which is the basis of the image, «figurative rod»; 3) emotional component of meaning of the phraseological unit; 4) stylistic component of meaning of the phraseological unit; 5) national-ethnic component of meaning of the idiom.

The direct meaning of phraseology serves as a basis for creating an image and correlates this image with any sphere of human life. Thus, the English idiom «Make hay while the sun shines» is clearly of agricultural origins and it is Russian according to «Куй железо, пока горячо» is associated with forging shop. The direct meaning of a phraseological unit usually recedes into the background and does not play a role in communication, however, as we shall see further, the nature of the direct meaning influences the choice of conformity and should be taken into account by the translator [3].

There are three types of correspondences to figurative phraseological units of the original. The first type of correspondences is usually called phraseological equivalents. When such matches are used, the whole set of values of the translated unit is preserved. In this case, there is a figurative phraseology in the translating language, which coincides in all respects with the phraseological unit of the original. The second type of phraseological correspondences are the so-called phraseological analogues. When the translator fails to find a phraseological equivalent, he looks at whether there is a phraseological unit with the same figurative meaning, although based on a different image: «to turn back the clock» «to turn back the wheel of history». The third type of phraseological correspondences is created by calculating a foreign-language figurative unit: «People who live in glass houses should not throw stones» – «Люди, живущие в стеклянных домах, не должны бросать камни». Compliance tracing have certain advantages and are widely used in translation practice. First, they allow preserving the figurative structure of the original, which is especially important in artistic translation. Second, they provide an opportunity to overcome the difficulties that arise when the original image is played out to create a detailed metaphor. In the cases when the translator fails to use any of the considered types of phraseological correspondences, he has to be satisfied with the transfer of one figurative meaning of phraseology. The English idiom «to dine with Duke Humphrey» arose according to one version because the beggars asked for alms on the porch of one of the London churches, where a Duke of Humphrey was buried. In Russian language, it has no direct equivalents, and tracing «to dine with the Duke, Humphrey» does not represent its figurative meaning. Will have to settle for a modest «go hungry, go without lunch» [4]. Grammatical correspondence. The choice of grammatical form in the translation depends not only and not so much on the grammatical form of the original, but on its lexical content, that is, the nature and meaning of the lexical units that receive a certain grammatical design in the statement. Therefore, for grammatical units of source language there are no single matches, which are constantly or at least in most cases used in translation, when this unit appears in the original.

Three main cases:

1. Zero translation, that is, the refusal to transfer the meaning of the grammatical unit. In such cases, the non-equivalent unit receives in translation «zero correspondence», that is, simply put, omits, for example, (a) «Give me the book that you ought yesterday» - «Дай мне книгу, которую ты купил вчера», (b) «By that time he had already left the country» – «By this time he had already left England».

2. Approximate translation, which consists in the use of the translation of the grammatical unit source language, partially corresponding to the non-equivalent grammatical unit II in this context. Thus, the absolute participle in the modern English language has no regular Russian correspondence. However, in a particular statement one or two types of such relations (temporary, causal, concessive, conditional, etc.) may come to the fore.

3. Transformational translation, which consists in the transfer of the meaning of the non-equivalent unit by means of one of the grammatical transformations (lexical, semantic, grammatical) [5].

Conclusion. Thus, students now have to learn how to translate texts using modern principles of grammatical and phraseological correspondences of languages. This is no less important than a General understanding of the content of the translated (readable) text.

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УДК 811.111-26

PRACTICAL USE OF LEXICAL APPROACH IN TEACHING ENGLISH

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Резюме - в статье рассматриваются основные принципы лексического подхода. Даны некоторые рекомендации по его использованию на занятиях. Проанализирована возможность обучения английскому языку посредством освоения новой лексики.

Introduction. Creating an effective technology of teaching a foreign language was and remains the most relevant task for specialists of the whole world who offer new methods of training on an education market. The lexical approach to teaching English has gain a particular interest as an alternative to grammar-based approaches. The lexical approach focuses on evolving learners' proficiency with lexis. An important part of learning language is the ability to comprehend and produce lexical phrases as unanalyzed ones. These chunks become the basis which allows learners to perceive language patterns traditionally thought of as grammar [1, p.6].

Main part. The principles of the lexical approach were introduced by Michael Lewis 20 years ago. The main idea: «Language is grammaticalised lexis, not lexicalized grammar». We do not substitute the words which are available for us in a stock in grammatical formulas, often generating the artificial speech far from the speech of the native speaker, and at once we address lexical blocks which are the ready lexical and grammatical combinations which are a basis of the fluent speech and not demanding the detailed analysis of its components. [2, p.4]. In other words, lexis has a central part in creation of meaning, grammar plays a subservient managerial role. There is a difference between «vocabulary», usually made up with single items, and «lexis», which includes not only the single words but also the word combinations. Lexical approach supporters argue that language consists of meaningful chunks. If we combine them, we can produce continuous coherent text. Michael Lewis presents this taxonomy of lexical items: words (e.g., *job, career, employ*); polywords (e.g., *by the way, hold on*); collocations, or word partnerships (e.g., *fast learner, long-term goals*); institutionalized utterances (e.g., *We'll see; If I were you...; Would you like...*); sentence frames (e.g., *The fact is...*) and even text frames (e.g., *In this presentation we speak about ...; Firstly ...; Secondly ...; Finally ...*).

Lewis thinks that vocabulary cannot be differentiated from grammar. Every word has its own grammar and it is not suggestible to create a distinction between vocabulary and grammar. Instead of viewing language as simply words and grammar, he proposes language to be viewed as consisting of multi-word chunks. He states that language acquisition is faster when it is learnt in chunks rather than in isolated individual words.

The lexical approach focuses on teaching real English. We must admit that native speakers have a large stock of these lexical collocations. Fluency does not depend on having a set of grammar rules and a separate stock of words. Language is not learnt by memorizing individual words, but by an increasing ability to mix them, make partnerships and whole sentences. Grammar is acquired by observing, and experimenting [3, p.5]. Students should explore grammar instead of being explained particular grammar rules. Working with dictionaries and other reference tools should be stimulated.

The lexical approach allows us to pay attention to a form, content and function of the grammatical phenomenon in the foreign language. Thus, this approach makes students master grammar skills to communicate and by means of communication. The grammatical phenomena are acquired by students as word combinations or patterns, without being engaged in grammatical rules. Lexical and grammatical aspects interpenetrate each other that develops language flair and guess.

Except usual record of words in the dictionary it is possible to memorize word partnerships by means of visual cards where students can find absolutely new meanings of already known words. Thus, it develops ideas of connotations and warns confusion in understanding or translating.

New lexicon is organized on the basis of collocations. They are concentrated on a linguistic component, thereby they represent very successful organization of lexical material. Students learn not only one word and the translation it, but a collocation. They understand how it is possible to use it. Mistakes also decrease. Besides, by means of collocations students begin to perceive a sentence horizontally or in a syntagmatic way. In other words, understanding that, changing one collocation to another, but, without changing sentence structure, it is possible to express a necessary thought in a foreign language.