

## PECULIARITIES OF THE LEXICAL, STYLISTIC AND GRAMMATICAL TRANSLATION OF THE LITERATURE FOR CHILDREN

*The article is devoted to the problem of lexical, grammar and stylistic peculiarities of the literature for children translation. In the article, we analyze these peculiarities regarding to different scientific schools. The research is carried out in the field of Language Science. The main difficulties of the literature for children translation are to transfer the structure of the text, words meaning and style. The subject of the study is lexical, grammar and stylistic peculiarities of Porter's work «Pollyanna» translation. The novelty of the article lies in the fact that new and significant information about the lexical, grammar and stylistic level of these texts requires thorough study of the vocabulary, grammar and style of the text about Pollyanna.*

*We point out different ways of the lexical, grammar and stylistic translating. There are transposition and substitution in grammar aspect, equivalent and analogue in lexical aspect and different stylistic peculiarities. Many recent studies have focused on the specific differences in translations. They lie in the denotative and contextual meaning of the words, which were used in the source text and difficulties of their transferring into the target text. There are also many difficulties in the preserving the meaning of the text by the transferring different stylistic devices.*

**Keywords:** *literature for children; translation strategies; stylistic devices; lexical devices; grammar structure.*

**Introduction.** The first and the last decades of the 20th century were distinguished by many changes of Culture and History Paradigm, transformation of social awareness and rising of identity problems. There were great changes in technical development, priorities' redistribution, understanding new age problems. They were mentioned in the «adult literature» and in the literature for children.

Literature for children is a significant part of the Literature Science. It is also special lacuna of the further researching. In the history of the literature for children, Hunt (2005) identifies creativity, faithfulness and security as key characteristics. Oittinen (2000, p. 168) emphasizes the impact that the translator's view of childhood has on his or her translation. She believes that the translators of children's literature should reach out to the children of their own culture. They should understand the children reality.

We should define that the term «literature for children» or «children's literature» has a component meaning, it can consist of the literature for children and teens, literature about children and teens and literature written by children and teens in accordance.

It is noticeable that in Ukrainian literature these terms are different. This question is clarified by such modern researchers as U. S. Gnidets, V. V. Kizilova, O. Papusha. It should be noticed that there is also the literature for teens, but the article is devoted only to the literature for children not elder than twelve years old, so we consider the term «literature for children» which is understood as literature created by adults for children.

**Methods.** The goal of our research is to analyze the stylistic, lexical and grammar peculiarities in translation

of the literature for children based on Porter's work «Pollyanna».

Objectives of the research are studying linguistic criticism on the given problem, making an overview of lexical and stylistic devices, superficial describing grammatical, lexical and stylistic peculiarities of the translation.

We can achieve a goal with the help of sketchy description method.

Not more than two decades ago, it was hardly imagined that scientific and linguistic investigations with children linguistic subjects were seriously considered. Theoretical and methodological concerns about how researchers could translate, differentiate and analyze children's words, phrases and expressions that are contextual and often idiomatic, led researchers and writers of literature for children to analyze and use children utterances in their works. In the last 20 years, we have noticed considerable progress in the utilization of complementary empirical means for the investigation of their children linguistic period that precedes their conscious adult syntax. These advances in researches have interesting results that have led to the construction of lexical and stylistic models that help us better understand the different factors that determine the course of their lexical expression.

During the early and further lexical stage, children's language is constrained to simple word-expressions and idiomatic sentences. Authors want to describe the variety and peculiarity of simple word-combinations; children gestures, facial expressions, intonation patterns, sometimes systematic and non-systematic vocalization in order to express child's lexical level in their literature. The research of the lexical level of these writers' works were

marked by the emergence of syntactic, grammar, lexical and stylistic level of their expressions' forms analyzing. The researchers in necessary contexts analyze lexical level of these works in the translations and it becomes familiar to the adult reader level.

Language of the literature for children is a form of communication between author and his/her audience. It is the way of acquainting the reader with the national peculiarities. With the help of different stylistic devices author depicts the national environment, cultural-esthetic, ideological-political formation of a future citizen, and the existence and unity of the nation at the same time. Researching of the lexical, stylistic and grammatical forms of this language in translation is the important theoretical and practical question. Authors, who write for children, use in their works lexical changes, grammar diversities and stylistic peculiarities. They should be translated to the target language in a proper way.

A distinction should be made between adult and children words, which have different lexical forms. On the lexical level of these texts, personages gradually modify the overt phonetic forms of their words as well as their underlined meaning. Almost all words from the texts express their traditional meaning.

The lexical level of the text also depends on the age of the target audience, which accepts words, phrases and sentences of the text. The level of accepting new words by the children as target audience is unsteady, so words and word-combinations of these texts have to satisfy their needs.

Lexicological research of these texts is based on the describing words, word-combinations phenomena. Stylistic analysis includes a non-systematic description of style level and the stylistic value of words. Stylistics research has by preference worked with texts. Our investigation of style have used not only fictional texts for children as material, but also words and phrases as a point of consideration. There is a big consideration of how words can influence on the young reader acceptance. We are constrained in understanding of how separate words and word-combinations influence the content of the whole text. We think it must be considered as the lexical stylistic value of each word, word-combination and phrase. In the works of this above mentioned author is used stylistic colored words, word-combinations and phrases, regarding their childish meaning and value from and through their context.

The research of the lexical level of the translation should be distinguished in the way of child language expressive meaning. This way presupposes to take the information from the source text and transfer it into the target text with the same meaning.

Stylistic and semantic meaning of the words is interchangeable, so we try to define concept of personages' words, word-combinations and phrase style. Their contextual environment and subject determine their style level. There is also a significant difference between content words and function words.

Lexical level is important component of any child language comprehension and production. The word-level aspect of these texts language is opposed to their meaning.

Authors use in their works words, word-combinations and phrases to talk about different thing, which surrounds children in their everyday life.

C. C. Anderson stressed on the standard assumption of language by analyzing parallel passages from the works of the writers for adult and children audiences. The researchers discovered that the passages from the children's book had much shorter paragraphs, and slightly shorter sentences, T-units, clauses, and words. T-units were the most consistently and notably reduced elements. The lexical level of the books for children has more lexical repetition, fewer abstracts and Latinate words and it tends towards a verbal style. The researchers concluded that the differences in the children's passages reflect a stronger tendency towards everyday speech, that children's authors borrow more conventions from conversation and from oral traditions when writing for a child audience.

The study of the language is the most contradictive subject of the scientific world. It is various and unstable. Linguistics' researchers compare languages; explore their histories to find and to distinguish its development and origins to give the answers to any language point. According to the semantic features of language, words have different meaning, combination with other words, usage.

There are such types of lexical correspondences as complete correspondence, partial correspondence, the absence of correspondence.

Translations are significant in the cultural and scientific development.

It is also a method of intercultural communication. Translator transfers information from one language to another. He tries to make target text identical with the source text. Translator must take into consideration denotation and connotation meaning of the text. Denotation meaning includes just word for word translation as a simple mechanical process. Connotation meaning includes context, the grammar rules, writing conventions and idioms. It is also important to reveal an individual art manner of the author in translator's work.

Translations help children to know more about the books and stories of other nations. Culture sharing of experience and information take place. During centuries a lot of books, which have been translated from English became the most favorite for many children. These stories will enrich children experience, feeling and understanding of other people and culture.

According to the Puurtinen (2006) saying, literature for children accumulate knowledge about the world, values, customs and accepted behaviors and can be used to shape identities, values, cultural expectations.

Literature for children is peculiar and has many features, which characterize its language. The function of the translator is to transfer information into the target text.

In this article, we are going to research the translation techniques of stylistic devices in «Pollyanna». Types of the stylistic devices and ways of their translation have been considered at superficial level. Different translation peculiarities and difficulties of this text translation have been studied.

In the translation, different stylistic devices of the text have been shown. For example: antonomasia, hyperbole, irony, pun, zeugma etc. They have their own translation peculiarities.

There is also a problem in translation when the source and target text belong to different cultural groups. The translator faces with the problem to find out the

appropriate devices in target language to transfer the proper meaning of the words.

To such lexical and stylistic devices, we refer the name of the main personage of this book «Pollyanna». According to Webster, Oxford dictionary this name can be noun and adjective and means a person who believes that good things are more likely to happen than bad things, even when this is very unlikely.

The style of this book is almost comprehensive. Porter uses simple sentences to make the text readable for children. The author also uses capitalizing of the words to stress or underline the meaning of the phrase, sentence. Author uses each word in a certain form and arranges these words in a certain syntactic order. Grammatical forms of this text reveal the semantic relationship between the words, clauses and sentences. Grammatical peculiarity in translation is expressed with the parallel forms and structures. In this case, equivalence in translation is best achieved with the same grammatical forms. Author uses active voice, which is mostly proper for informal style; translator uses in his work the same constructions.

According to L. Barhudatov grammatical equivalence has two types of grammatical transformations: transposition and substitution. T. Levitskaya and A. Fitterman, on the contrary, do not admit that there are grammatical and lexical transformations in their pure form. They suggest their definition – lexico-grammatical problems of translation. Grammar of the text plays an important role in rendering the style of the original text.

According to Y. Retzcker there are methods, which can help to overcome difficulties in lexical aspect of

translation. His classification includes equivalent, analogue and adequate substitution, which at the same time has three types: interpreting, antonymous translation and compensation. Barhudarov adds his own points to Retzcher's classification, developing his own ideas of the lexical aspect of translation. He suggests such types of adequate substitution as lexical substitutions, antonymous translation, compensation, addition and omission.

Style of the literature is defined by the writer's choice, cultural meaning and reading purpose. Each writer expresses his individuality in the language of his/her work with the help of certain stylistic devices. It creates his/her own individual style. The goal of the translator is to transfer the spirit of the text. It can be achieved with the help of the next classification: stylistic correspondence, stylistic substitution, stylistic individualization, stylistic amplification and stylistic weakening, but Ukrainian translator had not used all of them because of the simple text language.

**Conclusions.** We have made superficial analysis of Porter's work. According to above – stated, we concluded that translator has to use grammar, lexical and stylistic principles. In the translation, he/she has to use adequate formulas. Words and word-combinations should be translated in the complex meaning. According to the objectives of the research we have studied linguistic criticism on the given problem, made an overview of lexical and stylistic devices, superficial describing grammatical, lexical and stylistic peculiarities of the translation. We have reached the scientific goal. This research can help further Language researches.

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## ЛЕКСИЧНІ, ГРАМАТИЧНІ ТА СТИЛІСТИЧНІ ОСОБЛИВОСТІ ПЕРЕКЛАДУ ЛІТЕРАТУРИ ДЛЯ ДІТЕЙ

*Стаття присвячена проблемі лексичних, граматичних та стилістичних особливостей перекладу літератури для дітей. Дослідження відбувається в галузі лінгвістики. Головними труднощами перекладу літератури для дітей є передача структури тексту, значення слів та стилю. Предметом дослідження є лексичні, граматичні та стилістичні особливості перекладу роботи Портер «Поліанна». Новизна статті полягає в тому, що для дослідження лексичного, граматичного та стилістичного рівня цих текстів потрібно глибоко розглянути словниковий склад, граматику та стилістику тексту про Поліанну.*

*Ми визначили декілька методів передачі лексичного, граматичного та стилістичного рівня тексту. До них відносять транспозицію та заміну в граматичному аспекті, еквівалентність та аналогію в лексичному аспекті та різні стилістичні особливості. Багато останніх досліджень фокусуються на специфічних відмінностях у перекладах. Вони полягають у денотативному та контекстуальному значенні слів, які використовуються в оригінальному тексті та труднощах їх передачі на вихідну мову. Існує також багато труднощів у збереженні значення тексту при перекладі різних стилістичних засобів.*

**Ключові слова:** література для дітей; перекладацькі стратегії; стилістичні засоби; лексичні засоби; граматична структура.

**ЛЕКСИЧЕСКИЕ, ГРАММАТИЧЕСКИЕ И СТИЛИСТИЧЕСКИЕ  
ОСОБЕННОСТИ ПЕРЕВОДА ЛИТЕРАТУРЫ ДЛЯ ДЕТЕЙ**

*Статья посвящена проблеме лексических, грамматических и стилистических особенностей перевода литературы для детей. Исследование происходит в области лингвистики. Главными трудностями перевода литературы для детей есть передача структуры текста, значение слов и стиля. Предметом исследования есть лексические, грамматические и стилистические особенности перевода работы Портер «Полианна». Новизна статьи состоит в том, что для исследования лексического, грамматического и стилистического уровней этого текста нужно глубоко рассмотреть словарный состав, грамматику и стилистику текста «Полианна».*

*Мы определили следующие методы передачи лексического, грамматического и стилистического уровней текста. К ним относятся транспозиция и замена в грамматическом аспекте, эквивалентность и аналогия в лексическом аспекте и разные стилистические особенности. Много последних исследований фокусируются на специфических отличиях в переводе. Они состоят в оригинальном тексте и трудностях их передачи на выходной язык. Существует также много трудностей в сохранении значения текста при переводе разных стилистических средств.*

**Ключевые слова:** литература для детей; переводческие стратегии; стилистические способы; лексические способы; грамматические структуры.