

Заміна частин мови, наприклад: *die ehelichen und familiären Bindungen* — шлюб та сімейне життя; *haben die Aufgabe* — мають (повинні); *Rat und Hilfe gewahren* — допоможуть та порадять; *Schweigepflicht* — конфіденційні; *geschlechtlich verkehrt* — статеві стосунки; *mit Einschluss* — включно; *voll geschäftsunfähig* — повної недієздатності.

Серед лексико-граматичних трансформацій вирізняють **описовий переклад та компенсацію**.

**Описовий переклад** — це введення у текст, що перекладається, додаткової інформації з метою донести до читача те, що у оригіналі зрозуміло без будь-яких уточнень, наприклад: *Familien mit alleinerziehenden Müttern und Vätern / неповні сім'ї, сім'ї в яких є лише батько або мати; vollstreckbare Form / форма, що підлягає виконанню*.

**Компенсація** — прийом, за допомогою якого при перекладі компенсують елементи оригіналу, що не мають еквівалента у мові перекладу: йдеться про заміну безеквівалентних елементів оригіналу іншими, зрозумілими носієві мови перекладу (Комиссаров В. Н. Теория перевода: лингвистические аспекты. — М. : Высшая Школа, 1990. — с.185), наприклад: *die vor einer Eheschließung stehen* — ті, хто збираються одружитися; *erneut verheiratet* — перебуває у повторному шлюбі; *Jahresfrist — термін в один рік; die Frist beginnt mit dem Zeitpunkt ... zur Kenntnis gelangt sind* — термін починається з моменту дізнання...; *behinderte Kinder* — діти-інваліди; *gerichtlich* — у судовому порядку.

Досліджуючи зазначену проблему, ми прийшли до висновку, що передача німецьких термінів на українську мову вимагає знання тієї галузі, якої стосується переклад, розуміння змісту термінів німецькою мовою і знання термінології рідною мовою. А використання різних граматичних трансформацій є необхідним засобом досягнення адекватності перекладу і викликано специфічними рисами мови оригіналу та мови перекладу на морфологічному та синтаксичному рівнях.

### **БАРСКАЯ А. А.**

Национальный университет «Одесская юридическая академия»,  
преподаватель кафедры германских и романских языков

### **FOREIGN LANGUAGE AUTONOMY LEARNING IN LAW STUDENTS' PROFESSIONAL EDUCATION**

Over the last decade under the influence of the attempts to change the whole educational paradigm from teacher centered to learner centered, the concept of learner autonomy is often regarded as an essential part that will help to increase foreign language learning. Learner autonomy, as a new field

of study, has gradually come into existence since the 1970s as a consequence of a new shift in interest in studies on foreign language learning: learners have gradually been viewed as producers of language and less as learners of a system imposed on them by society. The **actuality** of this shift had its origin in a changing attitude towards the relationship between the individual and society: individuals have come to be seen more and more as producers rather than products of society. Other terms are frequently used to make reference to the autonomy of the language learners: self-management, self-learning, learning on an autonomous basis, self-access learning, independent language learning or distance learning.

Mainstream North American educational theorists of self-regulation learning described autonomy as a process of adjusting goals, strategies and motivations for general learning (Butler and Winne, 1995; Carver and Scheier, 1990; Winne, 1995). On the other hand, main proponents of foreign language learner autonomy defined it as an «ability» or a «capacity» for self-directed learning. This capacity for organizing one's learning is theorized to include the five steps of: a) setting goals; b) determining learning content; c) choosing methods of learning; d) monitoring learning progress; e) reflecting on what has been learned.

The concept of learner autonomy has been central to the Council of Europe's thinking about language teaching and learning since 1979, when Henri Holec wrote «Autonomy and foreign language learning». Holec began by defining learner **autonomy** as the «ability to take charge of one's own learning», noting that this ability «is not inborn but must be acquired either by natural means or (as most often happens) by formal learning, i.e. in a systematic, deliberate way», and pointing out that «to take charge of one's learning is to have the responsibility for all the decisions concerning all aspects of this learning» (Holec H. *Autonomy and foreign language learning* // First published 1979, Strasbourg: Council of Europe. — Oxford: Pergamon, 1981, p. 3). This idea is also present in Crabbe's ideological argument: «the individual has the right to be free to exercise his or her own choices as in other areas, and not become a victim (even an unwitting one) of choices made by social institutions» (Crabbe D. *Fostering Autonomy from within the Classroom: the Teacher's Responsibility*. System, 21 (4), 1993, p. 443). That argument matches the etymological meaning of the word — the «*right of self-government*» — as registered by the Oxford Dictionary of English Etymology. This is also the way philosophy sees autonomy. «To be autonomous is to be a law to oneself; autonomous agents are self-governing agents» (Buss S. *Autonomous Action: Self-Determination in the Passive Mode* // Ethics. — Chicago: The University of Chicago Press, 2002. — No.4, p. 647).

According to a large body of empirical research in social psychology, autonomy — is a basic human need. It is nourished by, and in turn nourishes, our intrinsic motivation, our proactive interest in the world around us (Deci E. *Why we do what we do: understanding self-motivation* / with R. Flaste. — New York:

Penguin, 1995, p.2). This explains how learner autonomy solves the problem of learner motivation: autonomous learners draw on their intrinsic motivation when they accept responsibility for their own learning and commit themselves to develop the skills of reflective self-management in learning; and success in learning strengthens their intrinsic motivation. Precisely because autonomous learners are motivated and reflective learners, their learning is efficiency and effectiveness of the autonomous learner means that the knowledge and skills acquired in the classroom can be applied to situations that arise outside the classroom.

Following David Little (Little D. Developing learner autonomy in the foreign language classroom: A social-interactive view of learning and three fundamental pedagogical principles // Revista Canaria de Estudios Ingleses, 1999, p. 78), the development of autonomy in language learning is governed by three basic pedagogical principles: learner involvement — engaging learners to share responsibility for the learning process (the effective and the metacognitive dimensions); learner reflection — helping learners to think critically when they plan, monitor and evaluate their learning (the metacognitive dimensions); appropriate target language use — using the target language as the principal medium of language learning (the communicative and the metacognitive dimensions).

To be an autonomous learner is to have the ability to make decisions for one's own learning. To have the ability to set goals, implement strategies to attain goals, identify relevant resources, and access personal progress is advantageous for learning and facilitates successful functioning in society. In order to effectively promote autonomy, a process of learning must first occur.

Thus, students will undoubtedly become better prepared to make conscious decisions about what they can do to improve their learning with the help of this strategy. By monitoring their use of learning strategies, students are better able to keep themselves on track to meet their learning goals. Once they have selected and begun to implement specific strategies, they need to ask themselves periodically whether or not they are still using those strategies as intended. For this reason, developing law students foreign language autonomy learning during their professional education makes student highly motivated, goal oriented, well organized, hard working, initiative, enthusiastic about learning, flexible, active, willing to ask questions, making use of every opportunities to improve their learning.