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THE USE OF NON-EQUIVALENT VOCABULARY IN THE NOVELS “FOR WHOM THE BELL TOLLS” BY E. HEMINGWAY AND “SPANISH DIARY” BY M. KOLTSOV: A CONTRASTIVE ASPECT

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Abstract

In the period of the development of the world, vanishing of the borders between countries, mass migration of people and unstable global military and political climate there is an urgent need to pay extra attention and research efforts to the intercultural communication between peoples. Intercultural literacy and awareness can help people reduce different conflicts between nations, standardise life and culture, avoid culture shock while travelling, and improve geopolitical situation on the world arena. Literature is a powerful tool for writers to present their ethnical culture by means of endowing characters with some specific cultural attributes and creating bright stylistic effect of their novels. Thus, it leads to the inevitable usage of foreign and non-equivalent vocabulary in various literary works.

This paper studies both the usage of non-equivalent vocabulary in the interpretation and evaluation of the image of Spain during The Spanish Civil War (1936–1939) in the language consciousness of the representatives of the American and Soviet ethnical groups, as well as the way non-equivalent vocabulary creates intercultural atmosphere. The research has shown an excessive use of non-equivalent words, barbarian words and exoticisms in the novels under analysis. Much attention was drawn to the categories

these words can be divided into, to the functions they perform in the conveying of the Spanish image and methods of interpretation of non-equivalent vocabulary in the novels by the authors, American and Soviet social characteristics and traditions. The results demonstrated the ability of the non-equivalent vocabulary not only to present information of their original culture but also to characterise the authors themselves as the elite representatives of their ethno-national groups.

Keywords: *non-equivalent vocabulary, barbarian words, exoticisms, intercultural communication, image of Spain.*

1. Introduction.

Non-equivalent and foreign words play a huge role in intercultural communication nowadays as they are the reflection of the various perception and understanding of the same notions by different nations due to their cultural differences. Humboldt assumed that the different languages do not simply define one and the same object differently but have different perception of this very object. Languages are characters which present a person's vision of the world (Humboldt, 1985, p. 349).

The scientists define the notion of non-equivalent vocabulary as “words, the plan of expression of which cannot be compared with any lexical concepts” (Vereshchagin & Kostomarov, 1990, p. 42). Ivanov defines non-equivalent vocabulary as “lexical units of a foreign language that do not have equivalents in the vocabulary of the recipient language, i.e. units that can be used to convey all components of meaning relevant within the given context at the same level of the expression plan” (2006, p. 36).

Lotman believes that culture as a single unit can be treated as a text. Ideas about the text are added by different “accidental” elements from another texts (1992, pp. 121–122). It can be understood that any culture or language is a subject to the influence of external factors that bring various elements in any culture and language in the form of words, notions, ideas and realities.

The problem of non-equivalent vocabulary has always been widely studied in connection with culture. Ter-Minasova states that there is a special notion between a real object and a language which is determined by the culture and worldview of some definite communicative group (2000, p. 56).

Levitskyi thinks that in the process of intercultural communication the world is broadened for a person and within intercultural dialogue with the representatives of different cultures people get new information, find out patterns of communication and also not typical ways of verbalization of the knowledge about the world (2013, pp. 179–183). Such kinds of verbalization are realized in non-equivalent vocabulary.

Based on the research conducted in the study of foreign language vocabulary, we find that context / text with non-equivalent vocabulary or foreign vocabulary acquires ethnic features, because non-equivalent vocabulary always contains the “national” meaning, which requires the recipient to understand the cultural affiliation of the work. Also, non-equivalent vocabulary is always present in the background of any literary work. In the novels under the analysis, we identified material non-equivalence (absence of an object, a phenomenon in the life of the people of the language of translation) (Ivanov, 2006, p. 82).

The role of an author's national picture of worldview, as an author being a competitive and elite representative of any kind of culture, should be taken into the account while analysing and studying non-equivalent vocabulary. Every speaker of a language is a carrier of culture, and language signs are able to express the basic cultural standpoints. Each language in its own way dissects the world and the picture of the world. In this regard, the linguistic personality always organizes the content of its expression in accordance with the picture of the world and determines the type of relationship of a person to the world, reflecting the peculiarities of the cultural and national mentality of its carrier (Lazarev, 2014,

p. 471). That is why the feature of an author's national picture of worldview should not be underestimated and should be paid much attention to.

Zorivchak confirms the importance of characteristics of non-equivalent vocabulary assuming that "the main lexical meaning of realities contains (in terms of binary comparison) a complex of ethno-cultural information traditionally attached to them, foreign to the objective reality of the language-receiver" (1989, p. 58).

In connection with differences in the worldview and worldviews of different peoples, scientists identify a number of problems that arise in the process of translating realities from one language to another. Thus, Shveitser advocates the ideas that in the process of translation there is not only the comparison of different language systems, but also a clash of different cultures and even civilizations. This aspect of translation stands out in particularly when translating realities (Shveitser, 1970, pp. 30–42).

The main difficulties of translating realities are "the lack of counterpart in a receiving language, full or partial, due to the lack of a referent denoted by the reality in the speakers of this language" (Zorivchak, 1989, p. 39). Hence, transcription (transliteration), hyperonymic renaming, descriptive periphrasis, combined renomination, full and partial tracing, cross-language transcription at the connotative levels, finding a situational counterpart (contextual translation), contextual interpretation (interpretation) of realities are among the methods of transmitting non-equivalent vocabulary.

This paper studies the peculiarities of the use of non-equivalent in the verbalization of the Spanish image during the Spanish Civil War in the novels by E. Hemingway "For Whom the Bell Tolls" and M. Koltsov "Spanish Diary". The functions, ways and methods of interpretation of non-equivalent vocabulary and its role in presenting the ethnical identity of the authors are under the research in this paper.

Generally, war is the period when all military, financial, economic and human resources of any kind of nation are activated and accumulated. It is the process of re-establishment of a nation, setting new priorities and finding alternatives and means of national preservation. Thus, events provoked by war are considered to be very bright and vivid for the analysis of an image of any nation or country. Every nation faces some life-changing events in the course of its history. Spain is not an exception. Historically, the supporters of the Spanish fascism could not come to terms with the prospect of the loss of political power in the country, so with the support of Italy and Germany they attacked the Republic that led to a bloody and ferocious conflict. The novels under analysis convey the most dramatic events of the Spanish Civil War. Taking into account the fact that both authors lived in Spain during the war as military correspondents, witnessed the war themselves, communicated with the Spanish, learned the traditions and customs of the country it is not surprising that their novels contain a lot of non-equivalent vocabulary.

2. Literature Review.

Nowadays there are a lot of national and international researchers who study the notion of non-equivalent vocabulary and its functions in linguistics. The analysis of the literature has shown that the problem of non-equivalent vocabulary is becoming one of the most popular aspects of a contemporary linguistic research. The theoretical fundamentals of the problem were set in the studies of Ivanov (2006), Kolesova, Kostomarov (1990), Shveitser (1970), Vereshchagin (1990), and Zorivchak (1989). The linguists presented different concepts of interpretation and understanding of the notion of non-equivalent and foreign vocabulary, the ways of its translation and the functions it performs.

Ivanova researched the problem of borrowings in the aspect of cognitive linguistics and presented the idea that cognitive processes are realised due to the creation of new

variants of the translation of borrowings the core element of which is a borrowing itself (2011, pp. 99–102). Bryk studied the role of non-equivalent vocabulary in the representation of the image of Turkey and concluded that Turkish non-equivalent vocabulary contributes much to the verbalization of the image of Turkey and successfully conveys the chief aspects of Turkish culture (2020). Tupchiy presented the research of English borrowings and their roles and functionality in modern linguistic studies (2019). Kozak focused attention on general theoretical content of intercultural communication in context of dialogue of cultures and highlighted some aspects of intercultural communication (2013). Mizin & Petrov (2021) carried out the research of cross-cultural concepts representing ethnospecific emotional state of different ethnical groups and the way the concepts under analysis are presented verbally. Robinson & Altarriba asserted that the research of the connection between language and culture can be especially beneficial to applied area of research and practice, such as intercultural communication (2015). Zitouni & Alzahrani investigate the translation of cultural items focusing attention on the qualitative approach for selecting and analysing the translation of culturally bound items (2022).

3. Aim and Objectives.

The *aim* of this paper is to study the use of non-equivalent vocabulary in the novels “For Whom the Bell Tolls” by Ernest Hemingway and “Spanish Diary” by Myhailo Koltsov. We have set the following *objectives* of the research:

- to find out and compare the main methods of interpretation of non-equivalent vocabulary used by the authors in the novels under the analysis;
- to group and count the methods of transmission of cultural information by non-equivalent vocabulary;
- to single out the functions non-equivalent vocabulary performs in the novels;
- to discover the way non-equivalent vocabulary characterizes the linguistic consciousness of the authors;
- to compare and contrast the usage of non-equivalent vocabulary in the novels and the degree of its influence on the authors’ perception of the world through their own national world pictures.

4. Methodology.

The methodology of the research consists of a descriptive method, a method of linguistic interpretation, a linguo-cultural method, a comparative method, and the method of quantitative calculations.

5. Results.

To make it easier to single out, interpret, compare, and count the cases of the usage of non-equivalent vocabulary, its functions and methods of interpretation in the texts of the novels we divided them into thematic groups which have a common semantic meaning. Thus, four (4) major groups were acquired, namely: “greetings”, “military vocabulary”, “authentic features”, “meals”.

1. Non-equivalent vocabulary with the seme of “greetings”.

A lot of non-equivalent vocabulary of this group were found in the texts under analysis. *Виска Сандино! Виска Русиа! Буэнос диас! Муй бьен! О гуана! О морена! О рубиа! А тьєрра! Абахо! Анимо! Віва! Ола!* These examples of barbarian words are used in the text of the novel “Spanish Diary” by Koltsov without grammar or lexical assimilation. To interpret these words, the author uses graphical assimilation – the Spanish words take a

graphical outlook of the Russian language: transcription, violating the phonetical norms of the recipient-language and transliteration, basing on the graphical system of the Russian language.

In the novel “For Whom the Bell Tolls” by Hemingway there are a lot of cases of the usage of the words from the semantic group “greetings”: *Salud, Hola, Olé, Bueno, Vamos!, guapa, Arriba España, buen provecho, Viva la Anarquía! Viva la Libertad!, deja, Que sencillo!, Buenas noches, Redios!, menuda matanza, Estoy listo!, Viva la República!, Viva la República y viva mis padres, la gloria, Buena suerte*. The majority of the mentioned above barbarisms and exoticisms are presented in the text of the novel by means of transcription and transliteration.

2. Non-equivalent vocabulary with the seme of “military vocabulary”.

Considering the reflection of the historic event depicted in the novels, the texts, obviously, contain a lot of non-equivalent vocabulary that can be referred to this semantic group. In the novel “Spanish Diary” the cases of the usage of military vocabulary are presented by neither contextual interpretation nor by the author’s comments: *сегуридад, альмиранте, документос, энемиго, амико, текнико, батальон “Канариас”, колонна “Агилас”, батальон “Лос фижарос”, милисианос, алькальда*. It is worth noting that all the words are barbarisms and exoticisms which are only graphically assimilated and do not have either a grammar or lexical adaptation.

In the novel “For Whom the Bell Tolls” non-equivalent vocabulary is presented with the help of barbarisms and exoticisms. However, adaptation is realized through grammar assimilation. For example, the noun *máquina* (=car in Spanish) in the sentence “I know about **a** *maquina*” (Hemingway, 2005, p. 29) is used with an indefinite article ‘a’ in correspondence with grammatical norms of the English language. The same tendency can be observed in the following cases: **the** *traca* (ibid., 2005, p. 90), **the** *civiles* (ibid., 2005, p. 105), **the** *Ayuntamiento* (ibid., 2005, p. 109), **this** *pueblo* (ibid., 2005, p. 112), **the** *cortijos* (ibid., 2005, p. 144), **the** *guerrilleros* group (ibid., 2005, p. 154), **the** *facciosos* (ibid., 2005, p. 226), **the** *greatest peon de brega* (ibid., 2005, p. 260), **the** *Teniente-Coronel* (ibid., 2005, p. 414), **the** *Estado Mayor* (ibid., 2005, p. 417). A similar example of semantisation of the Spanish barbarisms and exoticisms is found in the following sentence: They **are** *moscas* (ibid., 2005, p. 41), where the verb ‘to be’ is used with the barbarism in plural *moscas*, according to the rules of the English grammar. In the example “... the other girls who had started as *milicianas*” (ibid., 2005, p. 416) the grammatical adaptation is implemented by means of adding ending of plural form to the barbarism. An example of the use of barbarism *guardia civil* seems to be interesting in the following sentence: “We killed a pair of *guardia civil*” (ibid., 2005, p. 16). The preposition ‘of’ demands the use of the noun in a genitive case without the changes in the noun itself, according to the rules of the English language. The author fully assimilates the barbarism *guardia civil*.

The sentence “*Nuestra gloriosa tropa siga avanzando sin perder ni una sola palma de terreno*” (Hemingway, 2005, p. 247) gets literal translation ‘*Our glorious troops continue to advance without losing a foot of ground*’ (ibid., 2005, p. 247). The same example of semantisation of non-equivalent vocabulary can be seen in the following examples: *resistir y fortificat es vencer* (ibid., 2005, p. 319) – *Hold out and fortify, and you will win* (ibid., 2005, p. 319), *Qué cosa más mala es la guerra* (ibid., 2005, p. 333) – *What a bad thing war is* (ibid., 2005, p. 333). There is a grammatical assimilation conducted by means of adding a definite article ‘the’ to the barbarism and a descriptive periphrasis ‘There was **the** *Salvoconducto* **or the safe-conduct pass**’ (ibid., 2005, p. 391).

It is also worth paying attention to the use of barbarisms *guerre, guerra, krieg* (French *guerre*, Spanish *guerra*, German *krieg*) (ibid., 2005, p. 174) by Hemingway. The use of these

foreign lexemes characterizes the author as a highly educated personality who spoke a couple of foreign languages, and it can be suggested that Hemingway aimed to emphasize the fact that the war was not just the problem of a single nation, but had an international character.

3. Non-equivalent vocabulary with the seme of 'authentic features'.

Both novels contain the examples of the use of non-equivalent vocabulary with a semantic meaning of 'authentic features'. Both Hemingway and Koltsov involve the most common notions for the Spanish culture, these are "bullfight" and "bullfighter" (English – *matador de toros*, Russian – *мореадор морепо*). Transcription is used as a means of interpretation of non-equivalent vocabulary in the Russian text. Hemingway presents the interpretation of this lexeme through descriptive periphrasis *Now he would like to retire like a matador de toros. Like a bull fighter* (Hemingway, 2005, p. 28). The attention should be paid to the fact that there is a grammatical assimilation of this notion, as the Spanish noun *matador de toros* enters the sentence in accordance with the rules of English grammar: through the use of an indefinite article -a-.

Continuing the topic of bullfighting in Spain, the example of the use of the Spanish lexeme *capea* is found in the text of the novel "For Whom the Bell Tolls", which means 'a fight of young bulls in a village' (Cossio, 1996, pp. 690–691). This non-equivalent word is interpreted contextually by the author, saving the national flavour and letting a recipient to understand the idea of the statement: *He had always been very brave with the bull in those village capeas* (Hemingway, 2005, p. 381). The author also uses an exoticism *corrales* (Spanish stall) in order to convey a local flavour. The interpretation is carried out by using the English counterpart: *the stables, the corrales* (ibid., 2005, p. 144). In this case a grammatical assimilation can be observed, where the noun *the corrales* gets the ending of the plural form and is used with the article.

In his novel the American author uses a national attribute of the Spanish clothes *alpargatas* – canvas shoes with esparto or hemp soles, which are fixed with a simple adjustment or straps (López, 1975). According to the Spanish dictionary, the word *alpargata* comes from the Basque word *abarca* (Diccionario de la Lengua Espanola, 2002). This kind of shoe was specially designed in the war time as it differed in cheapness and convenience and was worn mostly by peasants. The author uses descriptive periphrasis to interpret this non-equivalent lexeme *rope-soled shoes*, it also demonstrates the fact of the author's erudition.

The attention can be drawn to the borrowing *bota*: I took a long drink, letting the wine run cool down my throat from the leather *bota* (Hemingway, 2005, p. 121). According to the Spanish dictionary, *bota* – a pear-shaped leather wine container with a stopper at the narrowest part through which the liquid escapes in a very fine stream (Diccionario de la Lengua Espanola, 2002). A grammatical assimilation is observed in this case where a definite article *-the-* is used with a Spanish exoticism.

The Spanish proper name *Gitanos / gypsies* (Hemingway, 2005, p. 182) in the novel "For Whom the Bell Tolls" is not interpreted by the author, a grammatical and graphical assimilation is present.

Flamenco is considered to be the brightest example of the non-equivalent vocabulary in the novel "For Whom the Bell Tolls" which performs a function of a national feature of the Spanish culture and means the national musical style of the Spaniards (melodies, songs, dances with an unstable rhythm and heightened emotionality (Leblon, 2003)) (Hemingway, 2005, p. 194). The meaning of this lexeme is fixed in the dictionary.

4. Non-equivalent vocabulary with the seme of "meals".

The semantic group under consideration is presented by the fewest number of examples. It can be explained by the fact that both authors depicted the events of the Spanish

Civil War in their novels, the time of extreme shortage of different kinds of facilities and resources for maintaining a good level of life.

The Soviet author focuses his attention in a very short list of beverages that are presented by the following exoticisms: *перно* (French *Pernod* – alcohol drink), *агуа* (Spanish *agua* – ‘water’), *вино* (Spanish *vino* – ‘wine’). The interpretation of these exoticisms is carried out by transcription.

Hemingway singles out the Spanish national dish *paella* (a Spanish (Valencian) dish of rice coloured with saffron, with the addition of olive oil, seafood, vegetables, chicken, sausage etc. (Jaine, 1989, p. 104). One more dish is *puchero / soup*. This exoticism gets only a grammatical assimilation in the sentence: *I will send the Maria with **the** puchero when they are cooked* (Hemingway, 2005, p. 310).

6. Discussion.

The role of non-equivalent vocabulary in the dialogue of intercultural communication can't be exaggerated, because it is through the recognition and understanding of non-equivalent units in the text that the addressees are introduced to the cultural features to other linguistic and cultural ethnic groups. Taking into account the fact that the analysis of multicultural novels is carried out in the research, both Hemingway and Koltsov involve the Spanish non-equivalent vocabulary for a deeper presentation of national and cultural features of Spain.

Because non-equivalent vocabulary contains the seme of “national”, it is able to reflect the country's life on a lexical level and gives opportunity to observe the differences of perception and nomination of fragments of reality between the addressee language and the recipient language. There are certain difficulties on the way to decoding the ethnocultural information about the country embedded in the non-equivalent vocabulary, which provokes the involvement of various methods and techniques of introducing non-equivalent vocabulary into the novels. The problem of understanding this vocabulary includes the lack of cultural realities in the target language and the need to preserve the connotation and national-cultural flavour of lexical units for adequate perception and understanding of linguistic units.

During the analysis of the actual material, the following ways of transmitting non-equivalent vocabulary were found: descriptive periphrasis, contextual interpretation of realities, dictionary translation, transcription and transliteration. 48 examples of the use of non-equivalent vocabulary in the novel “For Whom the Bell Tolls” and 31 example in the novel “Spanish Diary” were discovered and analysed. All methods of interpretation of non-equivalent vocabulary are present in the novel by the American writer: transcription – 33 examples, dictionary translation – 12 examples, descriptive periphrasis – 2 examples, contextual interpretation of realities – 1 example. In the novel “Spanish Diary” a dominant method of somatization is transcription (transliteration), which was used by the writer in 31 cases of non-equivalent vocabulary.

Using the Spanish vocabulary in their novels, the authors tried to grammatically assimilate non-equivalent vocabulary to the grammatical norms of the English and Russian languages.

The presence of bigger number of non-equivalent vocabulary in Hemingway's novel indicates that the author visited this country more often, considering Spain as his second homeland. It is also known that Hemingway spoke the Spanish language fluently, which allowed him to better understand the Spanish culture and realities.

Despite quantitative differences in the semantics of non-equivalent units both Hemingway and Koltsov dissolved in the atmosphere of the Spanish culture and found something similar and different in it.

Among the functions the non-equivalent vocabulary performs in the novels under analysis it is possible to highlight: a nominative function that denotes objects and phenomena that are absent in the languages of the researched works (*porron, paella, alpargatas, bota, capea*); an emotional function that represents both authors, who use non-equivalent vocabulary in their novels, as highly educated persons; the function of authorial self-expression, which allowed the authors to move away from the use of standard words to express their own thoughts. In addition, a colour-creating function is highlighted, which allows to convey the national colour and better depict the image of Spain; informative that introduces the new realities of other linguistic pictures of the world; an expressive-emotional function which shapes the addressee's attitude to the events depicted in the novels.

7. Conclusions.

The non-equivalent vocabulary in the studied novels serves as a means of expressing Spanish reality, peculiarities of everyday life, interpersonal forms and traditions in communication. Given that the events of both works revolve around the Spanish Revolution, the non-equivalent vocabulary reflects complex historical and political events in the country, including a group of lexemes with the word "war".

Undoubtedly, the main functions played by non-equivalent vocabulary in the novels are nominative, national colouring and the function of authorial expression. Among the methods of interpreting the non-equivalent vocabulary in the novel "Spanish Diary" one method was singled out while in the novel "For Whom the Bell Tolls" – 4. We believe that this distribution of techniques for introducing units of non-equivalent vocabulary is related to the personal characteristics of the writers and the degree of mastery of the Spanish language.

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Анотація

У період світового розвитку, стирання кордонів між державами, масової міграції народів та нестабільного воєнно-політичного клімату у світі існує нагальна потреба звернути особливу увагу та докласти дослідницьких зусиль до вивчення проблеми міжкультурної комунікації різних народів. Міжкультурна грамотність та усвідомлення міжкультурних відмінностей можуть допомогти зменшити кількість конфліктів різного характеру між народами, стандартизувати життя та культуру, уникнути культурного шоку під час подорожей та покращити геополітичну ситуацію на світовій арені. Література – це потужний засіб, яким користуються письменники задля презентації своєї етнічної культури шляхом наділення головних героїв своїх творів особливими культурними атрибутами та створення яскравого стилістичного ефекту в романах. Це призводить до неминучого застосування безеквівалентної лексики в різних літературних творах.

Ця стаття вивчає використання безеквівалентних слів для створення образу Іспанії в період Іспанської громадянської війни (1936–1939) у мовних свідомостях представників американської та радянської етнічних груп та формування міжкультурної атмосфери за допомогою безеквівалентної лексики. Проведене дослідження виявило велику кількість варваризмів та екзотизмів, які використовують автори у своїх романах. Значна увага приділялась критеріям, за якими можна класифікувати такі лексеми, та виконуваним ними функціям. Результат цієї розвідки демонструє здатність безеквівалентної лексики не лише бути виразником культурної інформації, але й характеризувати авторів як елітарних представників своїх етнокультурних спільнот.

Ключові слова: безеквівалентна лексика, варваризми, екзотизми, міжкультурна комунікація, образ Іспанії.