

Отже, підготовка перекладачів вимагає постійної роботи з вдосконалення навчальних планів, раціонального поєднання загальних та спеціальних дисциплін, навчання та практики. Цей процес неперервний, адже одне із основних завдань підготовки перекладачів – це здобуття студентами всієї повноти знань, умінь та навичок, необхідних для адаптування до роботи в постійно змінних умовах, відповідати вимогам сьогодення та стати конкурентоспроможними фахівцями в майбутньому.

Список використаної літератури

1. Бацевич Ф. С. Основи комунікативної лінгвістики: підручник. К. : видавничий центр «Академія», 2004. 232 с.
2. Терещенко Л. Я., Медведєва С. А. Причини появи помилок у перекладах художньої літератури. *Scientific Letters of Academic Society of Michal Baludansky*, 2019 № 7(3). С. 110-112.

Олена Боровська (м. Вінниця)

THE NOTION OF PRO CONTROL IN GERMAN PARTICIPLE CLAUSES

The **sentence** is one of the central concepts of syntax, its basic unit around which other kinds of syntactic categories are grouped.

According to the basic statements of generative syntax, the sentence is classified on a structural basis by the notion of a **clause**. The clause is defined as any phrase, including a non-predicative one, whose head is a verb, and in the absence of a full verb, a copula or other grammatical element in the function of copula [1, с. 255-266].

The **subject of the sentence** is determined as a nominative phrase in the nominative case that controls the agreement of the predicate verb. Focusing scientific researches on the search for universals, scientists are trying to provide a multifactorial definition of the subject that could be applied to different languages of the world. Thus, the subject of an arbitrary core sentence of a particular language is a nominative phrase for which the maximum number of priority features is positive.

Priority features are such features as the nominative case, the control of agreement with the finite verb-predicate, the control of the reduction of canonical subjects, the possibility of transformation into a null subject (PRO) in infinitives and participles, the control of reflexive reference, the PRO control in final infinitives clauses, PRO control in participle clauses, possibility of transformation into a possessive or relative adjective at nominalization; as well as role features, that is, those that are determined not by the syntactic but by the semantic role of the noun phrase.

Some syntactic constructions (mainly non-finite ones) postulate phonetically unexpressed units – null (also implicit, or latent) subjects. A common feature of **null subjects** in non-finite constructions is the inability to substitute them with a "normal", i.e. phonetically pronounced, subject. A null subject occurring in a position that does not allow the appearance of a phonetically pronounced subject is called **PRO** in generative grammar (the first three letters of the English word “pronoun”, indicating that this is a class of pronouns). Zero pronouns are lexemes that fill the positions of entire phrase categories: PRO replaces not a noun but an entire noun group. A null element cannot adjoin any dependent attributes, just like a regular pronoun, which also never attaches dependent elements and its distribution properties are closer to noun groups than to nouns. The decisive feature of pronouns is the presence in their lexical meaning of an indication of the type of relationship with the referent. The referent has a noun group as a whole, not the lexical unit that heads it. Pronouns, including null ones, are such lexical units that, by their referential properties and distribution, get similar to the phrase category – the noun group [1, c. 287].

The relation between the referential unit and the implicit subject of the dependent clause is denoted by the notion of **control**. The rules that determine, which of the noun groups in a sentence should correspond by referent to the PRO, are called **control rules**. The noun group that defines the PRO reference is the **controller** of this PRO.

The presence of a PRO-subject in adjunct clauses such as participle clauses can be proved by the theta criterion. **Theta criterion** is the central principle, which states that each theta role can be assigned to only one argument and each argument can receive only one theta role. The German participle clauses contain a participle, which should be regarded as a verbal nucleus with its own argument structure. The theta criterion excludes for the participle the possibility to give its external role to the

subject of the matrix sentence, since that subject has already obtained its role from the finite verb of the matrix sentence. According to the theta criterion the matrix subject has a substitute element (PRO) in the dependent clause that correlates with the matrix subject and can accept the theta role of the participle.

When choosing an antecedent for PRO, syntax and pragmatics play a significant role. There are several variants of syntactic control mechanisms. There is a distinction between **obligatory** and **nonobligatory controls** [2, с. 232]. Obligatory control implies a syntactic mechanism of agreement, but the choice of antecedent may be influenced by pragmatic factors.

Another important issue in research of control is the co-indexation of antecedent and PRO. The obligatory control of PRO implies a special syntactic mechanism between antecedent and PRO, while the relation between antecedent and PRO in nonobligatory control is conditioned by pragmatics. There are 4 different approaches to the **mechanism** responsible for obligatory control: 1) control is predication; 2) control is binding; 3) control is movement; 4) control is agree.

Список використаної літератури

1. Тестелец Я. Г. Введение в общий синтаксис. Москва : Российский государственный гуманитарный университет, 2001. 798 с.
2. Landau I. Control in Generative Grammar. Cambridge : Cambridge University Press, 2013. 287 p.

Юлія Будас (м. Вінниця)

ЗВОРОТНІЙ ЗВ'ЯЗОК ЗІ СТУДЕНТАМИ В УМОВАХ ДИСТАНЦІЙНОГО НАВЧАННЯ

Світова пандемія вплинула на запровадження дистанційного навчання в усіх освітніх закладах світу. Те, що здавалося майбутнім, раптово стало затребуваним і необхідним до використання. Викладачам та студентам довелося в стислі часові рамки організувати свою співпрацю із залученням технологій дистанційного навчання, програм Zoom, Google Meet, Google Class та інших. У цей час особливо важливим для досягнення навчальної мети