

transliteration, transcription, loan translation, the principle of sonority, semantic translation, and the combination of different translation transformations. Proper nouns are cross-language and intercultural borrowing objects as they contain a national element in their semantic core. Gaps in the knowledge of translators can lead to mistakes and inaccuracies related to the translation of proper names. After analyzing the translation of 'Harry Potter' carried out by two publishing houses (ROSMAN and Makhaon), it was concluded that one of the main peculiarities of translation of proper names of the book was caused by the fact that the series was being published at intervals and a true meaning of some proper names became obvious only in the last books which led to mistakes and inaccuracies.

Conclusion. Thus, the choice of language means influences the quality of the translation of a literary text and the fate of the translated work, as the translation of ROSMAN is still very popular, unlike the translation of Makhaon. When choosing a translation, readers prefer ROSMAN, as they consider its translation to be more correct and aesthetically successful than the translation of Makhaon.

Reference list:

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SCHOOL: THE HISTORY OF THE WORD AND THE CONCEPTS IN RUSSIAN AND ENGLISH

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The words of the native language that denote the realities of the world, as a rule, were borrowed, remembered and used by speakers as given, without deep understanding of their content. These ordinary words include the word school, known to every person since early childhood. And at the same time, we are faced with a situation when students demonstrate a noticeable difficulty in answering the question: "What does the word school mean?"

The purpose of study work is the attempt to determine the origins of the word school, the ways of development and expansion of its meanings both in the Russian and English languages.

The relevance of the topic is determined by the need to equip the students as future teachers with new knowledge about the sphere of their future activities, which should lead to a more conscious perception of their professional tasks and, as a result, to an improvement in the quality of pedagogical activity.

Material and methods. The material for the study was the data of various reference books and dictionaries, as well as the results of studying the

knowledge of the students of the Faculty of Philology on the subject of the research, that were determined by means of an anonymous survey.

First-year students of the Faculty of Philology were asked to answer two questions: 1. What does the word "school" mean in modern Russian? 2. How many and what meanings does this word have in modern Russian and English? The survey involved 40 students. As it turned out, the answers to the first question did not differ in accuracy and uniformity. Only 5 respondents gave the adequate answers close to the basic meaning of the concept: a school is an educational institution, a place where people are taught to read and write, a place where they learn something new. The answers of other students were based more on the associations arising in connection with this word, and not on the initial values: the school is homework, it is the second home, it is the favorite class teacher, it is the friends. The answers to the second question were even less sure. 24 questionnaires generally were not filled. Such results suggest the need for detailed study with students of basic concepts that operate in the field of professional activity. This problem is even more significant when it comes to training specialists in the field of foreign languages, since the meaning of the same words in different languages is in most cases different.

Findings and their discussion. The modern Russian noun "school" and the English "school" go back to the same source – Latin. In Latin *scholae* (σχόλα) – 'college'. Some linguists (and teachers) suggest that the first meanings of this word in ancient Greek were "free time", "leisure", "idleness", "rest", "delay".

However, in the dictionaries of the modern Greek language, similar meanings for this word are absent. In ancient Russian texts the noun school is fixed from the XIV century. In the dictionary by I.I. Sreznevsky this word is given only with one meaning – "school": «*Маеть присягати передъ школоу у дверей*» – 'Должен давать присягу перед школьной дверью' (From the letter dated 1388). In the "New Dictionary of the Russian Language" by T.F. Efremova (2001) there have been seven meanings of the word. However, the compiler of the "New Dictionary" in one sense unites such notions as a) an educational institution that provides general education and upbringing; b) the building that houses such an institution; c) the team of one such institution. In our opinion, three different values should be considered here. With this and other clarifications, the word "school" has already 15 meanings (or co-meanings) in modern Russian.

For the students who learn a foreign language these conceptual differences in the meanings are significant, since they can potentially be implemented in different lexical units.

Consider the 10 most typical (and undisputed) meanings of the word "school" from those presented in the "New Dictionary of the Russian Language" by T.F. Efremova, comparing them with the appropriate contextual implementation in the English language.

1. Educational institution that provides general education and upbringing:

In Russian: Задача школы – учить и воспитывать.

In English: The task of the school is to teach and educate.

2. The building that houses the school of this kind.

In Russian: Первого сентября школа наполнилась детскими голосами.

In English: On September 1, the school was filled with children's voices.

3. The team of one such institution, its students and teachers.

In Russian: Вся школа пришла поздравить своих выпускников.

In English: The whole school came to congratulate their graduates.

4. The education system, a set of institutions to obtain it.

In Russian: Белорусская школа развивается, сохраняя свои лучшие традиции.

In English: The Belarusian school is developing, keeping its best traditions.

5. Special educational institution where professional knowledge and qualifications are given.

In Russian: Белорусская профессиональная школа дает молодым людям путевку в самостоятельную жизнь.

In English: Belarusian vocational school gives young people a ticket to an independent life.

6. Acquisition of experience, training, that gives such experience, training.

In Russian: Армия – школа мужества для юношей, вступающих в жизнь.

In English: The army is a school of courage for young men entering life.

7. The list of required exercises (in sports).

In Russian: В первый день чемпионата фигуристки соревновались в выполнении школы.

In English: On the first day of the championship skaters competed in the performance of the school.

8. Education, learning in the spirit of any principles.

In Russian: Университет – хорошая школа воспитания высокой нравственности молодых людей.

In English: University is a good school of education of high morality of young people.

9. Scientific, literary or artistic direction.

In Russian: Витебская школа живописи известна во всем мире.

In English: Vitebsk painting school is known world wide.

10. A group of students, like-minded people, followers of someone.

In Russian: Молодые ученые – школа академика В.В. Виноградова – отстаивают принципы традиционной лингвистики.

In English: Young scientists – the school of Academician V. Vinogradov – uphold the principles of traditional linguistics.

Conclusion. Thus, for all the general meanings of the word “school” in Russian that interest us, English also uses one lexical unit – “school”. And this means that the word under study has come to different languages from one

source. It's maintained its lexical stability for a long time. And with the appearance of new meanings in one of the languages, it is likely to develop a traditional lexical unit in the former language to denote a new meaning.

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ART AND THE ARTIST IN S. MAUGHAM'S NOVEL "THE MOON AND SIXPENCE"

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The theme of art and an artist was the object of deep reflection in different historical and literary periods. It belongs to the so-called eternal themes. The beginning of the twentieth century in literature was marked by the development of such a literary school as modernism. It peaked in the twenties of the last century in the west of Europe and in America. Modernism arose under the influence of Nietzsche, Jung and Schopenhauer's philosophical ideas. Their teachings formed the basis of aesthetic concepts of the new century, and the problem of art and the artist in literature understanding has been gained an impetus. Modernists extol individual artistic vision of the world, and the object of special interest for them is the nature of the creative process, the artist's self-identification and patterns in their perception and interpretation of art, its nature and functions. In English literature, the theme of art and the artist is among the dominant ones. Many writers, as the main character in their works, often choose writers, artists or representatives of other art-related professions.

Urgency and aim of the research. The topic of the artist and art requires profound study of the influence of art on creative personalities and their interaction with society. The aim of this study is to study the peculiarities of the interpretation of the theme "artist and creativity" in the novel by S. Maugham "The Moon and Sixpence". The article deals with the problem of art and the artist through the analysis of the image of the main character in the novel.

Material and methods. The basis for the research was the novel "The Moon and Sixpence" by S. Maugham, in particular its plot, the system of characters and the main character's image. Here biographical, comparative-typological and descriptive methods are used. Biographical and comparative-typological methods of scientific research allowed to identify the main elements