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READING AS A THERAPEUTIC TOOL IN TIMES OF WAR (BASED ON THE NOVEL “MISTER PIP” BY LLOYD JONES)

The perception of the war might vary greatly among individuals. Some consider it as a sickness that needs to be eradicated, others as an error to be avoided, and still the third group believes it to be a crime which needs to be punished, or even an outdated practice that should be abandoned. Despite such varied perspectives, it is an indisputable that everyone is affected by war, regardless of their viewpoints or beliefs. Thus, it is of paramount importance to discover approaches for diverting attention from the severe realities of conflict, relieving mental torment, and preserving mindfulness with productive pursuits.

The significant influence of war makes adjustments to human life, causing both individual lives and societal standards to radically shift. However, not all individuals are prepared for such upheavals and not all can quickly adapt to them. In modern society, the concept of “WAR” has ceased to be something distant and has become a common reality. War is something outside of normal human experience, so many people experience things they have never experienced before. During the war, individuals often lose the most important thing (i.e. the basis of their peace), and become vulnerable and fraught with anxiety. Reading is one of the most important therapeutic methods used to reduce ongoing sensations of distress, to minimize stress, and to provide individuals with a break from intrusive ideas [1, p. 427].

The aim of the article is to examine the theoretical background of reading as a therapeutic tool by analyzing how such a therapeutic approach is incorporated within the narrative structure of the novel “Mister Pip” by Lloyd Jones.

Reading provides an opportunity to become acquainted with someone else, immerse oneself in their words, step into their shoes, and embrace their worldview. As expressed by J. Ihanus with the help of the perspectives and voices provided by literature, reading empowers readers to transition from an “empty existence of monologue” to a realm of dialogue and polylogue [5, p. 27]. Moreover, Hanna Meretoja, a professor of comparative literature, further clarifies in her work “The Ethics of Storytelling” that literature reveals the simultaneous existence of alternative perspectives and interpretations of reality once readers engage in the act of reading [8, p. 56].

As outlined in the 28th edition of Dorland’s Illustrated Medical Dictionary, therapeutic reading is defined as “the reading of books for the treatment of mental disorders or for mental health improvement” [2, p. 195]. A contemporary interpretation of the nursing practice of therapeutic reading frames it as “the therapeutic use of literature with guidance or intervention from a therapist” [3, p. 157]. Research findings stipulated in the handbook that regarding the use of literature with therapeutic aim indicate the multifaceted benefits to readers ranging from an expressed relief from loneliness and isolation to mitigating depressive symptoms [3, p. 158].

When examining the benefits of therapeutic reading for mental health and overall well-being numerous advantages are singled out. The most important among these is the capacity of a close connection with literature to function as a so-called “platform for emotion regulation”, affording individuals the opportunity to explore and process their own emotional states in a safe environment. Through immersion in fictional worlds and the indirect experiences depicted in the text, readers develop a sense of empathy and social awareness, therefore strengthening their interpersonal relationships and fostering a sense of communal connection [7, p. 4].

In the book “Rethinking Therapeutic Reading: Lessons from Seneca, Montaigne, Wordsworth and George Eliot”, Kelda Green highlights that reading can serve as a catalyst for emotional regulation, offering individuals a structured way to explore and process their emotions in a safe manner [4, p. 156]. Immersion in a literary text connected with personal experiences can lead to a reduction in stress levels and an enhanced sense of emotional well-being. Additionally, Kelda Green’s work elucidates that reading stimulates cognitive function, including improvements in memory, concentration, and critical thinking skills [4, p. 156].

The topic of reading as a therapeutic tool in times of war is described in detail in the novel “Mister Pip” by Lloyd Jones. In the text, the act of reading and storytelling serves as a means of psychological survival for the characters amidst the horrors of the Bougainville Civil War. Through the protagonist Matilda’s relationship with Mr. Watts, who introduces the children to the works of Charles Dickens, reading becomes a refuge from the harsh

realities of conflict: “*You cannot pretend to read a book. Your eyes will give you away. So will your breathing. A person entranced by a book simply forgets to breathe*” [6, p. 135].

In the turbulent terrain of war, Mr. Watt’s moving words to Matilda reveals the essence of therapeutic reading. During the times of conflict, when people are dealing with extreme stress, trauma, and uncertainty, literature appears as a ray of hope and fortitude. The image of becoming so engrossed in a book for so long that you forget to breathe is a powerful example of the immersive effect of reading: “*You are never alone with a book, they have spirit and story in them*” [6, p. 50]. This quotation emphasizes the significant influence that literature provides on interpersonal relationships and overall well-being, especially when it comes to therapeutic reading during the war. In environments marked by isolation and solitude, books are invaluable allies, providing consolation to those enduring the difficulties of war.

Moreover, books possess a unique ability to foster empathy and understanding, enabling readers to forge connections with characters and stories that resonate with their own experiences. In times of war, when individuals may feel disconnected from their communities or alienated from their native surroundings, the companionship offered by books becomes especially vital, providing a sense of comfort and belonging amidst the chaos and uncertainty: “*Words have the power to heal wounds, mend broken hearts, and bring hope to the darkest corners of our souls*” [6, p. 18]. The novel portrays Mr. Watts, a man who introduces the timeless classic “*Great Expectations*” by Charles Dickens to cut-off villages as a symbol of the transformational impact of literature. Through literature, those who have suffered from violence can find healing for their wounds, those who have been devastated by loss can find hope in the deepest corners of their souls.

To conclude, the article includes a thorough examination of the definition of therapeutic reading, clarifying how literature functions as a powerful psychological barrier against the chaos of war. This research creates opportunities for more investigation into the topic of therapeutic reading during the war time. Examining the complex ways that literature affects mental health and well-being during conflict can be relevant for psychologists and literary theorists. Furthermore, research in the future might concentrate on creating customized therapeutic reading programs for people dealing with the effects of war trauma, providing useful tips and techniques for boosting resiliency and coping methods.

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Анастасія ПЕРЧИШИН

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СТРАТЕГІЇ ПЕРЕКЛАДУ ВІЙСЬКОВО-ТЕХНІЧНОЇ ТЕРМІНОЛОГІЇ

Переклад сучасної військової лексики — складне і важливе завдання, особливо з огляду на стрімкий розвиток технологій і мінливу геополітику. Для того щоб військовослужбовці та організації могли спілкуватися, долаючи мовні та культурні кордони, необхідний точний переклад військових термінів і понять багатьма мовами, зокрема й українською. Це дослідження є актуальним, оскільки в ньому розглядаються труднощі та тонкощі, що виникають під час перекладу сучасної військово-технічної термінології українською мовою.

Аналіз останніх досліджень та публікацій свідчать, що найгрунтовніші праці в цій галузі були виконані Л. Нелюбіним та В. Шевчуком. Окремі аспекти військово-технічних перекладів у своїх дослідженнях описали В. Балабін, Ю. Камінський, Т. Гнатенко, М. Богачук, В. Попелюк та О. Наумов.

Мета дослідження — проаналізувати стратегії перекладу військово-технічної термінології.

Виклад основного матеріалу. Переклад військової термінології та її термінів загалом є досить складним завданням. І головною проблемою багатьох перекладачів є те, що вони намагаються знайти точний відповідник у цільовій мові, хоча для багатьох термінів їх (відповідників) немає. Саме тому велику