

## METHODOLOGY OF LEXICAL NEAR-SYNONYM CHOICE IN L1 TO L2 TRANSLATION AND ITS PEDAGOGICAL IMPLICATIONS

### МЕТОДИКА ВИБОРУ ВІДНОСНИХ ЛЕКСИЧНИХ СИНОНІМІВ У ПЕРЕКЛАДІ З L1 НА L2 ТА ЇЇ ПЕДАГОГІЧНІ АСПЕКТИ

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The article presents a methodological study aimed at addressing the issue of near-synonym selection in translation from a native (Ukrainian) language into a learned foreign (English) language. Given the exceptional richness of English synonymy, the study argues that near-synonym choice constitutes one of the most significant lexical challenges in translating into a foreign language. A structured selection methodology and algorithm is proposed to enhance university translation students' ability to identify and apply the most contextually appropriate near-synonym in their target texts.

An earlier detailed analysis of the most common translation errors made by third-year Ukrainian translation students highlights the prevalence of lexical misselection, particularly due to insufficient exposure to near-synonyms in diverse linguistic contexts. The study substantiates the necessity of targeted training in near-synonym selection methodology, emphasizing that systematic instruction in this area can significantly improve both the accuracy and stylistic fluency of L2 translations.

Discussed are key aspects of near-synonym selection, including semantic nuances, co-text and context dependencies, collocational constraints, stylistic and register appropriateness, and cultural connotations. Special attention is paid to the challenges of achieving precise lexical equivalence in L2 translation. The study provides a step-by-step near-synonym selection procedure, outlining a multi-move algorithm that enables students to systematically analyze potential word choices, validate their appropriateness using corpora and back-translation techniques, and apply self-correction strategies to refine their selections.

The conclusion is drawn that detailed iterative training in synonym selection enhances students' ability to make more precise and contextually appropriate lexical choices. Further research prospects include an investigation into professional translators' mental resources and decision-making mechanisms for selecting near-synonyms, the impact of genre- and style-specific constraints on synonym choice, and the potential application of the proposed methodology in machine translation post-editing and adaptive translation technologies.

**Key words:** near-synonym, selection methodology and algorithm, translation from a native into a foreign language.

Стаття представляє методологічне дослідження, спрямоване на вирішення проблеми підбору відносних синонімів у перекладі з рідної мовою іноземною, зокрема з української на англійську. Враховуючи виняткове багатство англійської синонімії, у дослідженні стверджується, що вибір відносного синоніма є одним із найважливіших лексичних викликів у перекладі іноземною мовою. Для вдосконалення навичок студентів університетів, які навчаються перекладу, пропонується структурована методика та алгоритм підбору, що сприяють усвідомленому вибору найбільш доречного відносного синоніма у цільовому тексті.

Проведений раніше аналіз типових помилок у перекладі, допущених українськими студентами третього курсу університету, виявив, що лексичний підбір, зокрема неправильний вибір відносного синоніма, є однією з найпоширеніших проблем. Це здебільшого пов'язано з недостатнім досвідом студентів у виборі відносних синонімів у різноманітних мовних контекстах. У дослідженні обґрунтовано необхідність цілеспрямованого навчання методиці підбору відносних синонімів, оскільки систематичний підхід до цієї проблеми дозволяє значно покращити як точність, так і стилістичну природність перекладу іноземною мовою.

Представлено головні аспекти підбору відносного синоніма, зокрема семантичні відтінки значення, залежність від контексту та ко-тексту, обмеження у сполучуваності, стилістичну та реєстрову відповідність, а також культурні конотації. Особливу увагу приділено викликам, пов'язаним із досягненням точної лексичної еквівалентності у перекладі з рідної мовою іноземною. У статті запропоновано покрокову методику підбору відносних синонімів, що вклю-

чає багатоетапний алгоритм, який дозволяє студентам систематично аналізувати можливі варіанти перекладу, перевіряти їхню доречність за допомогою корпусних досліджень та методики зворотного перекладу, а також застосовувати стратегії самокорекції для вдосконалення вибору.

Зроблено висновок, що докладне ітеративне навчання підбору відносних синонімів підвищує здатність студентів робити точніший та контекстуально доречний лексичний вибір. Серед перспектив подальших досліджень розглядається вивчення когнітивних ресурсів професійних перекладачів та механізмів прийняття ними рішень у процесі підбору відносного синоніма, вплив стилістичних та жанрових обмежень на вибір лексичних відповідників, а також можливе застосування запропонованої методики та алгоритму підбору у постредагуванні машинного перекладу та адаптивних технологіях перекладу.

**Ключові слова:** відносний синонім, методика та алгоритм підбору, переклад з рідної іноземною мовою.

**Problem statement.** A long debate on translation directionality teaching (see, for example, [1; 2; 3; 4]) seems to have ended with the following trade-off: although serious translation tasks (e.g., in interstate negotiations) require translators into their native language, teaching translation into a foreign language is important for university translation students for several reasons as translation is inherently a two-way communication, so this equips the would-be translator with bidirectionality.

Being able to translate both from and into a foreign language is essential for well-rounded translation skills and also enhances cognitive skills – such as critical thinking and attention to detail.

A particular challenge in translating into L2 arises from the complexity of English vocabulary, notably its extensive synonymy and polysemy. As vocabulary is considered the most important element of training in a foreign (English – L2) language (“without grammar very little can be conveyed, without vocabulary nothing can be conveyed in communication” [5, p. 111], this also implies that it is essential to such bilingual kind communication as translation. However, to master English vocabulary usage for Ukrainian translation students, non-native speakers of English, is not easy, in particular, because its vocabulary contains a wealth of words, and perhaps no other language has as many synonyms as English [6]. According to some estimates [7], “on average, an English word can have from 2 to 20 synonyms”, and approximately 60–70% of English words have synonyms reflecting the richness and diversity of the English language [8], which has borrowed extensively from other languages over the centuries. Many English words have multiple synonyms that differ subtly in denotation, connotation, stylistic level, collocational constraints, and other linguistic or communicative features.

The long-term (eight-year) training of third-year translation students of the Educational and Research Institute of Philology of Taras Shevchenko National University of Kyiv in a practical course of translation from Ukrainian (mother tongue) into a learned foreign (English) language (44 hours with an ensuing exam) allowed us to analyze their typical translation errors [9], among which their largest number is the

wrong choice of words due to insufficient knowledge of L2 vocabulary and, in particular, polysemy and synonymy of words. These findings underscore the need for targeted research and refined instructional strategies to support translation trainees in selecting appropriate English near-synonyms and, by extension, in achieving greater accuracy in L2 translation.

**Analysis of recent research and publications.** Recent scholarship has explored a range of methodologies and theoretical frameworks concerning synonym selection, with a predominant focus on teaching and learning English as a foreign language. Yevchuk [10], for instance, compared lexical preferences and rationalizations for near-synonym choices by advanced C1-level non-native speakers of English and by native speakers. Findings indicate that non-native speakers often lack sufficient depth of vocabulary knowledge to consistently select the most suitable synonym, prompting recommendations to increase learners’ exposure to diverse linguistic contexts and to emphasize vocabulary depth in pedagogical practice.

In a corpus-based investigation, Liu [11] examined the usage of such synonyms as *improve*, *promote*, and *strengthen*, highlighting the role of register and collocation in choosing contextually appropriate synonyms. Studies on cognitive mechanisms [12; 13; 14] have demonstrated that synonym selection can exhibit priming effects similar to those found in translation tasks, suggesting that semantic and contextual factors influence the translator’s decision-making. Melinger [15] further emphasizes that regional variations of meaning complicate synonym selection, as illustrated in legal contexts where ostensibly synonymous terms can convey distinct legal implications [16].

Research on bilingual processing underscores the cognitive complexity of synonym choice. Dylman and Barry [17] show that bilingual speakers may experience unique lexical-selection pathways when dealing with multiple names for a single concept. Smith [18] observes that what appear to be synonyms in one language may not retain equivalent meanings in another, underscoring the importance of context and cultural nuance in translation.

Several studies address synonym selection in translations into a foreign language. Seada and Berim [19] identify challenges in transferring Arabic synonyms into English, particularly when faced with non-equivalence issues in the source text. Almohammadi and Rababah [20] compare professional translators and MA students in rendering near-synonyms from Arabic into English, concluding that adherence to a structured equivalence framework can facilitate more accurate translations. Difficulties related to synonymic richness are also evident in Qur'anic translation, where translators must navigate intricate semantic distinctions that may lack direct English parallels [21].

The cultural dimension of synonym choice is explored by Leleka [22], who underscores the challenges posed by culture-bound terms without direct equivalents in the target language. Further, Az-Edine [23] highlights how cultural context shapes the connotations and appropriateness of synonyms in translation, observing that certain shades of meaning may be lost if not carefully managed. Pavliuk [24] addresses the importance of functional-stylistic and register considerations when transferring Ukrainian synonyms into English, while Baloyi [25] demonstrates that familiarity with both source and target cultures is vital for precision in synonym selection.

In specialized domains, such as academic terminology, accurate synonym selection can be particularly demanding. Vozna and Antonuik [26] advocate for analyzing the semantic structure of terms in both languages to ensure functional equivalence, noting that success in rendering near-synonyms depends on accounting for linguistic and extra-linguistic factors.

The literature analyzed indicates that near-synonym selection remains under-examined, especially with regard to pedagogical tools and systematic approaches in translator training. Although semantic similarity and contextual embeddings have received attention, comprehensive frameworks that integrate cultural, cognitive, and pragmatic aspects are still lacking. The development of algorithms or procedures to guide translators in selecting and self-correcting near-synonyms is thus essential.

**The aim of the study** is to propose, justify, and present a methodology that guides translators in choosing the most contextually appropriate near-synonym when translating from a linguistically and culturally distinct native language into a learned foreign language. By concentrating on the micro-level decision-making involved in near-synonym selection – an aspect often overshadowed by broader concerns of equivalence or grammatical accuracy – this research addresses a significant gap in translation theory and

practice. It seeks to improve both the precision and stylistic quality of translated texts, thereby contributing to more comprehensive models of translation equivalence and offering direct pedagogical benefits for translator training.

The novelty of this work lies in its systematic focus on lexical semantics, contextual and stylistic appropriateness within near-synonym selection. Whereas existing studies frequently emphasize high-level equivalence, this research foregrounds the discrete processes by which translators evaluate and select among competing lexical options. In doing so, it expands traditional frameworks in translation studies and demonstrates practical implications for both teaching methodologies and translation technologies, particularly machine translation systems that struggle with differentiating near-synonyms. By providing a refined approach to near-synonym choice, the study has the potential to significantly enhance the naturalness and accuracy of translations across a range of professional and academic contexts.

**Presenting the main material.** Translation into a non-native language extends well beyond direct lexical substitution, necessitating a profound understanding of linguistic, cultural, and contextual factors. Among these, near-synonym selection emerges as a particularly demanding task, given that even minor variations in meaning or connotation can substantially influence the coherence and reception of the translated text. Contextual awareness plays a pivotal role; terms such as “light” may denote illumination, reduced weight, or a lack of seriousness, thus requiring the translator to evaluate the broader textual environment before finalizing any choice.

Among the key lexical challenges frequently cited in translation studies [27, pp. 134–140] – including false cognates, idioms, cultural references, and domain-specific terminology – the selection of the most appropriate near-synonym stands out as especially demanding. For example, translating “Він дуже худорлявий” (“He is very thin”) as “He is very skinny.” (“skinny” often carries a negative connotation, implying that someone is excessively thin in an unhealthy way), “Компанія збирається випустити новий продукт” (“The company is going to launch a new product”) as “The company is going to release a new product.” (“release” may suggest a more casual or less significant unveiling, while the context of a product launch typically requires the term “launch.”) or “Ти можеш мені допомогти?” (“Can you help me?”) as “Could you assist me?” (In a friendly context, “help” is more appropriate and natural.) Laufer [28, p. 148] stresses that near-synonymy ranks among the most complex aspects of vocabulary learning, a

view supported by evidence of how seemingly minor distinctions (e.g., *thin* vs. *skinny*, *launch* vs. *release*) can alter meaning, tone, and reader perception. Moreover, near-synonyms rarely function as perfect one-to-one equivalents; they often exhibit variations in register, collocation, and semantic scope. Beyond semantic precision, translators must also navigate collocational norms. Near-synonyms may be context-dependent, making their appropriateness shift based on factors such as tone, audience, or cultural setting. For instance, translating a simple word like “light” could mean “luminous,” “not heavy,” or “not serious,” depending on the context. This complexity requires the translator to have a deep understanding of both the source and target languages to assess how each potential near-synonym interacts with the broader text.

In English, for example, *noise* pairs well with *make*, while *rustle* or *murmur* require more context-specific usage patterns; misapplying such terms can result in phrasing perceived as unnatural or stylistically incongruent. For instance, the Ukrainian term *любити* can be rendered as “to love” or “to like,” and an imprecise selection risks altering the emotional undertone of the target text. Cultural connotations further intensify this complexity: words such as “freedom” or “home” may invoke specific socio-historical or affective associations that are not readily captured by literal equivalents. Polysemy poses additional challenges. Words often possess multiple senses that only context can clarify, as illustrated by the Ukrainian *запис*, which may translate as “record” or “note.” An uninformed choice can introduce ambiguity or even contradict the source text’s intent. Moreover, personal biases may unconsciously lead translators toward certain near-synonyms, whether for aesthetic reasons or perceived clarity. Such biases must be tempered by an objective commitment to textual fidelity and audience appropriateness.

**Methodology of Near-synonym Selection in Translation.** The methodology proposed here for teaching near-synonym selection in translation addresses three central components: theoretical grounding, pedagogical application, and iterative evaluation. By integrating these elements, translation trainees gain both conceptual clarity and practical proficiency in distinguishing among near-synonyms and applying them appropriately in target texts.

From a theoretical standpoint, near-synonym choice depends on a clear understanding of semantic, stylistic, and cultural parameters. Subtle shifts in meaning can alter a text’s tone or implicit connotations, underscoring the need for translators to grasp how register, collocation, and pragmatics influence

lexical choices. Psycholinguistic research further indicates that stable mental networks – encompassing semantic fields, collocational patterns, and cultural references – enable more accurate lexical retrieval when working into a foreign language. Systematic vocabulary enrichment, therefore, becomes a key objective: learners who regularly engage with advanced thesauri, corpora (e.g., the British National Corpus or the Corpus of Contemporary American English), and context-specific resources develop more reliable strategies for identifying and evaluating candidate near-synonyms. Online platforms like WordNet, Merriam-Webster’s Thesaurus, and other advanced thesauri can be more useful than basic synonym dictionaries; likewise, language corpora such as the Corpus of Contemporary American English (COCA) or the British National Corpus (BNC) are the tools that allow students to see how words and near-synonyms are used in real-life contexts. As near-synonyms often vary in their compatibility with other words, translation students should analyze collocations and idiomatic expressions in the target language to ensure their near-synonym choice sounds natural. Tools like Google Ngrams or online collocation dictionaries can help identify which near-synonym is most commonly paired with surrounding words. A back-translation (translating the selected near-synonym back into the source language) can reveal whether the chosen near-synonym accurately reflects the original meaning. If the back-translation shifts the meaning, the near-synonym might be inappropriate. This process helps ensure fidelity to the source text while aligning with the target language norms.

Pedagogically, the proposed model adopts an iterative, context-driven approach to strengthen student competence. Rather than isolating near-synonyms in abstract lists, instructors present them within authentic or simulated translation tasks. Learners thus encounter each lexical item in relevant contexts – journalistic writing, academic discourse, technical manuals, or informal dialogue – and must weigh multiple variables, including intended audience, subject matter, and tonal requirements. For instance, lessons might incorporate short translation exercises in which students test various near-synonyms in a single passage and compare how these choices affect the overall resonance of the text. Purposeful engagement with different registers (formal vs. informal) and cultural frames (regional varieties, socio-political contexts) facilitates a deeper awareness of how even closely related words diverge in usage or implication. To ensure consistent improvement, structured feedback and self-reflection are embedded at each stage.

Instructor comments identify strengths and gaps in learners' near-synonym choices, and peer-review workshops expose students to diverse decision-making processes. Reflection prompts guide them to articulate the semantic and pragmatic factors considered when selecting a particular near-synonym, thereby reinforcing metacognitive skills. Over time, this cycle of application and critique fosters a more precise, context-sensitive vocabulary range.

An additional facet of this methodology addresses cultural connotations. Words that appear synonymous in dictionary definitions may carry distinct socio-cultural or historical resonances, complicating direct lexical substitution. By incorporating case studies that examine culturally sensitive terms – especially those referring to deeply rooted concepts such as *home*, *freedom*, or *honor* – the curriculum foregrounds the potential pitfalls of relying on surface-level similarity. As a result, learners build a framework for evaluating how extralinguistic factors shape near-synonym suitability.

The below model (*Figure 1*) advocates a three-phase training process. During the initial exploration phase, students receive explicit instruction on semantic and pragmatic variability within near-synonym sets, often through guided analysis of corpus data. In the application phase, learners practice translating diverse texts, using reference materials to confirm word connotations and register suitability. The reflection phase, supported by both instructor feedback and peer review, culminates in revisions that refine learners' lexical choices. Through repeated cycles, students assimilate a systematic approach to near-synonym selection, consistently enhancing both the accuracy and stylistic fluency of their translations.



Fig. 1. Near-synonym selection training model

Because translation is an iterative process, seeking feedback and revision is desirable. Students should review their choices and remain open to revising them based on feedback from the teacher and peer reviewers. Revisiting the text after a break can also provide fresh insight, making it easier to spot inaccuracies or awkward phrasing. To learn to reflect on the target audience, translation students must always ask whether the near-synonym suits the target audience's expectations. A near-synonym that works for an academic audience might not be appropriate for children or general readers. Tailoring the choice to the audience helps maintain clarity and resonance.

The multi-step algorithm outlined below (*Figure 2*) serves as a practical extension of the methodological framework discussed in the preceding section. While the earlier focus centered on the pedagogical and theoretical underpinnings of near-synonym selection this algorithm translates those principles into a step-by-step procedure, an actionable guide that addresses the typical lexical and contextual challenges faced by L2 translators, particularly from Ukrainian into English.

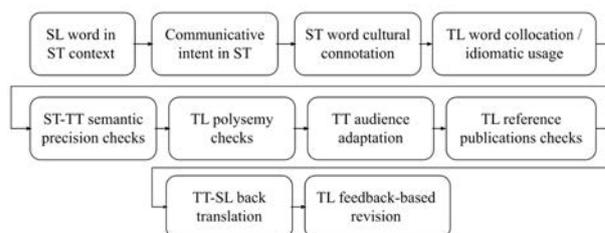


Fig. 2. Multi-step near-synonym selection algorithm

Instructors should **first** emphasize the importance of fully understanding the ST term or phrase. Students must analyze co-text (surrounding words) and broader context (topic, genre) to identify core and peripheral meanings. This foundational step ensures that learners grasp the denotation and any connotations attached to the ST term.

The **second** move involves directing students to assess the ST's communicative intent. Whether the source is formal, informal, technical, or colloquial informs the degree of stylistic and tonal equivalence sought in the TT. For instance, if the source text describes a "child" in a lighthearted anecdote, using "kid" might suit an informal target-language style, whereas "offspring" could be more appropriate for a legal or academic register.

Cultural and historical connotations often underlie specific words or phrases in the ST. By comparing culturally laden terms (e.g., *home* vs. *domicile* vs. *hearth*) as the **third** step, students gain insight into the subtlety of cultural transfer.

Once a potential synonym is identified, as the **fourth** step, educators should instruct students to evaluate its collocational compatibility in the TT. Activities such as corpus consultations (e.g., British National Corpus, Corpus of Contemporary American English) and practice with collocation dictionaries help learners recognize common usage patterns and avoid unnatural or awkward phrasing.

Having verified collocational fit, students make the **fifth** move – analyzing how closely each potential near-synonym matches the meaning intended by the source-language text, for near-synonyms may differ in intensity or subtly shift emotional content (e.g., "angry" vs. "irate"). Such an option must be selected

in the target language that preserves the precise intensity and emotional load of the original term.

Before finalizing the correct synonym selection, in making the **sixth** step, students must confirm that it does not introduce ambiguity in the target language: for example, a word like “current” could mean “present time” or “flow of water,” so ensuring the translation context clearly signals the correct sense prevents misunderstandings that might not have been issues in the source language.

The next, **seventh**, step is considering the profile of the target-language readership. Age, educational level, and subject familiarity all influence whether a simpler or more specialized synonym is appropriate. A children’s text calls for more accessible lexis, while a scholarly article requires specialized terminology.

Reputable dictionaries, thesauri, and computer-assisted translation tools (e.g., the Oxford English Dictionary, Merriam-Webster, bilingual corpora, translation memories, Google Ngram viewer, etc.) offer essential support for verifying frequency, connotation, and usage norms in the TT. Encouraging students to maintain familiarity with multiple references helps them triangulate the most suitable near-synonym for a given context. This cross-checking, **eighth** step helps ensure that the proposed near-synonym aligns with target-language norms and connotations, minimizing the risk of unintended shifts from the source.

Having integrated a near-synonym into the TT, students may be instructed to briefly retranslate it into the ST. Inconsistencies that emerge in this back-translation phase as step **nine**, signal a potential misalignment between the source meaning and the chosen synonym. If the outcome diverges substantially from the original meaning, they may need to revisit previous steps or select an alternative synonym. Trainers can use such instances to illustrate the iterative nature of the translation process.

The final and **tenth** step – input may be sought from native speakers of the target language or experienced editors who can evaluate the translation’s fluency and cultural resonance. This feedback loop serves as an invaluable platform for fine-tuning lexical decisions, as external perspectives often uncover subtle shifts in tone, register, or semantic load that remain undetected by the translator alone. Constructive feedback often exposes minor shifts in register or subtle connotations that may remain hidden to non-native translators.

The following simple example of translating a two-sentence text fragment from Ukrainian to English may sketchily illustrate how the suggested procedure works: “Це був звичайний день. Сонце

світило, і вітер тихо шумів у деревах.” Regarding the context, the fragment describes a peaceful and typical day, with a neutral and descriptive tone, with the imagery conveying a calm, observational mood. The register is neutral and would suit a literary or narrative context, while the tone is calm and reflective, so a near-synonym candidate should not be overly formal or casual. Phrases like “звичайний день” (“a regular/ordinary day”) and “вітер тихо шумів” (“the wind was softly rustling”) might have different connotations: in English, using “ordinary” instead of “regular” may better match the literary, descriptive style, as “regular” feels more functional or routine. Common collocations in English like “the sun was shining” and “the wind rustled in the trees” ensure naturalness. Phrases such as “quietly rustled” may sound less idiomatic compared to “softly rustled.” The Ukrainian “звичайний день” can translate to “ordinary day” or “typical day.” “Ordinary” is slightly more layered, suggesting a lack of special events while maintaining a gentle tone, which suits the descriptive nature of the text better. As for checking for polysemy and ambiguity, the word “світило” means “shone” in this context, but care must be taken to ensure it does not evoke alternative meanings like “celestial body” (a poetic synonym for “sun” in Ukrainian). Since this is likely intended for general readers or a literary audience, simple but evocative language works best for the target audience as compared with the literary “the wind rustled softly” or a poetic alternative like “the zephyr murmured.” On verifying with resources, consulting translation dictionaries confirms that ordinary day and “rustled softly” are accurate and natural. A search in English-language corpora shows these phrases commonly appear in descriptive prose. Back-translating “ordinary day” and “softly rustled in the trees” aligns closely with the original Ukrainian meaning, ensuring no major semantic shifts. Feedback from a native English speaker/editor might confirm that the translation feels fluid and appropriately descriptive for the context. So, the final translation may very likely be “It was an ordinary day. The sun was shining, and the wind softly rustled in the trees.” meeting all the requirements for synonym selection.

**Conclusion.** Synonym selection stands as a pivotal element in the translation process, demanding not only accurate lexical knowledge but also sensitivity to context, cultural connotation, and stylistic conventions. The methodology outlined in this study, culminating in a multi-step algorithm, offers translation educators and students a clear framework for analyzing and selecting near-synonyms effectively. By integrating contextual analysis, semantic mapping, prac-

tical exercises, and iterative feedback, this approach enhances the precision, stylistic fluency, and communicative impact of translated texts. Moreover, it cultivates critical thinking, as students learn to weigh multiple lexical candidates against factors such as connotation, audience expectations, and register. Notably, the systematic nature of the algorithm supports translation from both a foreign language into the native language and vice versa, providing a versatile tool for translator training.

**Further Research.** While the proposed algorithm demonstrates promise, future investigations could refine its application by examining texts from specialized domains – such as legal, medical, technical, and financial – where synonym choice is especially critical for safeguarding accuracy and clarity. Pedagogical research may probe how best to integrate synonym-selection training within broader translator education programs, particularly through

connotation-focused exercises and contextual adaptation tasks. Cognitive studies, potentially employing eye-tracking and think-aloud protocols, could yield deeper insights into how translators process near-synonyms and negotiate meaning under time or information constraints. Beyond human translation, exploring how this methodology interacts with machine translation systems – particularly in post-editing workflows – could inform algorithmic improvements that address nuanced or context-dependent synonymy. Genre-specific constraints and sociolinguistic factors, including cultural mismatches or connotative gaps, likewise warrant further investigation to determine the extent to which genre norms shape translators' synonym choices. Collectively, these avenues of research promise to bolster theoretical models of synonym selection and offer tangible benefits for translator training, professional practice, and the ongoing development of more advanced MT systems.

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