LINGUISTIC AND DIDACTIC PROBLEMS OF TRANSLATION IN KAZAKHSTAN

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After the 20-years independence of Kazakhstan it is necessary to make some conclusion of its development in all spheres of social life including the sphere of education. During these years there have been a lot of changes in its development, also in language politics.

Expansion in the sphere of state language (Kazakh) functioning in our country has demanded the inter language connection. In the beginning there were interpreters of Russian speakers, now they are specialists of European and Eastern language speakers, whose native language is Kazakh language.

The scientific approach to the teaching process of interpreters has become very important, which supports the improving of the quality of production, which include the culture and scientific inheritance of Kazakhstan.

At Kazakh Pedagogical Abai University (Almaty) preparation of interpreters in Kazakh departments has been working since 1991 (teachers’ experience at the department of the above mentioned university is given at the end of the article in the reference). They prepare Bachelors of translators on the specialty of Kazakh-Russian, English-Kazakh languages.

In conditions of textbooks and educational aids absence in Kazakh language, the students learn theoretical and methodological literature on general theory in Russian language. The issues on special theory of translation aren’t revealed in the native language although there also exist many works on contrastive analysis. These materials should represent analysis and completion in the fundamental character as in general theoretical and in didactical principles.

In this connection the completion of scientific and theoretical bases on private and special theory of translation should be carried out immediately.

The main tasks of theoretical translation are questions on pre translation analysis of texts, description of different types of equivalents, typology of translation similarities, complex description of lexical, phraseological and grammatical transformation.

The questions on translation pragmatics, carrying out evaluation criteria on translation quality should also be solved.

The corporal formation of different text genres in cultural inheritance of Kazakhstan and their comparative-contrastive analysis with the aim of fixing the rules of translation methods, transposition character of linguistic units and the distinction of contextual equivalents in the sphere of special translation theory need to set some special tasks.
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The tasks of explicit meaning should be solved (with the aim of distinguishing special and universal components) in the process of text transformation from the original text into the translated text.

One of the main questions is the meta linguistic theory of translation. The work on the systematization of Kazakh terminology hasn’t been completed because the problems of unification, standardization and terminological multi variability haven’t been fixed.

The most important problem of all is to raise the qualifications of teachers on translation theory, to intensify ties with foreign and Kazakh higher educational institutions, in the aim of scientific and theoretical works.

The basic subject of this specialty is “Theory of interpretation”. One of the urgent issues is the absence of textbooks on this subject for the students mastering in Kazakh department i.e. national oriented textbooks. Monographs, collections of scientific articles, textbooks concerned with some problems on the theory and practice of interpretation have been published. However, textbooks written mainly, in Kazakh language in accordance with the state standards on required education [1] (which has been changed 3 times in 5 years) on “Interpretation studies”, haven’t been compiled yet. It is necessary to point out, that some textbooks have been written by Kazakhstan’s scientists and methodologists in Russian language, mainly in some aspects of special types of translation (scientific-technical, literary and etc.).

Thus, the teaching process has set up the necessary task to decide the new tasks – completion of textbooks on the theory of translation for Kazakh department students.

The necessity of this responsible work has determined the preliminary work-the completion of interpreter’s terminological dictionary, two textbooks: “Introduction to the course” and “Practice to intercultural communication” – on subjects in accordance with prerequisites and post requisites of the subject “Theory of interpretation”.

In “Short explanatory Russian-Kazakh dictionary of interpreter’s terms” [2] (2005) compiled by us includes 250 terms, which are rarely used in the teaching process; most of them (in Kazakh) have been used in scientific process for the first time.

The work on translation of terms has set an amount of problems connected, firstly, with their systematization and methods of systematization. For the learners practical orientation, systematic, logical statement of definition of terms, complex knowledge about language, translation and professional competence are very important.

It is also necessary to describe the verbal process of intercultural communication in the sphere of literary and theoretical literature in the process of globalization.

It was necessary to add the new subject “Theory and practice of intercultural communication” in the educational curriculum of “Foreign languages”, “Translation studies” specialities.
This subject is taught in senior courses of the study. Students of this course study the subjects as: The basic foreign language, Practicum on culture of speech communication, theoretical professional subjects: Introduction to the speciality, Theory of translation, theoretical linguistic subjects: Introduction to linguistics, The bases on the theory of foreign language and others, special linguistic subjects: General professional foreign language, professional culture study subjects: The bases of translator’s professional activity, Country study, the subjects of “translation technology”: Practical written translation, practical literary translation.

The study of professional culture study subject Theory and practice of intercultural communication is conducted parallel with the subject Literature of main foreign language and the problems of translation (professional culture study subject), Special professional foreign language (special linguistic subject), Practice of informatics translation, Practice of oral translation (the subject of “translation technology”). For that matter the most important is inter subject connection which, unfortunately, hasn’t been worked out in Kazakh science.

A number of professional activity spheres of Bachelor’s degree of “Translation study” is called “The sphere of cultural and inter cultural communication” [1, 2]; among the professional activity functions it has a duty “to carry out inter connection in various types of inter language and inter cultural communication” [1, 3], the requirement of the key competence should have knowledge “basic requirements of theory and practice … intercultural study” [1, 4], and etc.

In the aim of solving these tasks we included in our textbook “Practicum on intercultural communication” [2] mainly, practical tasks to develop the skills of intercultural communication on the bases of targeting various cultural values, stereotypes and behaviors of various ethnical groups and people of the world in comparison with the Kazakh culture and mentality.

The textbook includes three sections (parts): 1) Cultural stereotypes; 2) Cross-cultural adaptation; 3) Cultural values.

During the completion of the textbook we came across some problems. It is that meta linguistic theory of intercultural communication for Russian speaking and Kazakh speaking (in comparison with English speaking students) students hasn’t been described. For that matter in order for the notion of the theory of intercultural communication to be most understandable in the textbook given the Glossary of terms, most of them have been offered for the first time in the teaching process. The list consists of the basic notions as: global communication, parametres of intercultural communication, acculturation, biculturalism, cross cultural, corporate culture, cultural identity, cultural sensitiveness, marginalization, unverbal communicative code, post-ethnics, stereotypes (cultural) and the others.

The introduction of these and other terms in the educational process, their connection with the aims of the lessons on different social subjects is meant to create the inter cultural polliwog in the students’ micro group, as a rule, poly ethnical in its essence.
Thus, teaching the languages (Russian, Kazakh, English, Arabic and others) as a real means of communication, the main tasks are the formation of learner’s communicative competence, including, as it is known, except linguistic, the types as: social cultural, discursive, social linguistic, social and strategic. At present, the problem of inter cultural competence formation is known as a central one, for example for the European Union, recommending to conduct lessons in any language as a tolerance. As a result, as the most professionals consider, the learners must formulate the whole complex abilities:

- to perceive outer cultural phenomena with the sense of impiety, to accept outer culture as on objective value, to understand the outcome of bases of cultural life of representatives;
- to consider the differences of cultural norms, values and conditions;
- to understand foreign cultural phenomena in poly perspective context;
- to create its verbal and non-verbal behavior in the communication process, initial to cultural difference.

Every teacher becomes the kind of “a translator-interpreter” for his student in this connection, more clearly – a specialist on inter cultural communication. As experience has shown, most of the teachers need the training lessons on inter personal communication, business and speech etiquette themselves. It is important to intensify the accent to maintain the regular self development of a teacher and/or a learner, as the mission between presenters of various cultures is very responsible and honorable.

For the language teachers of the philological faculty have been opened many spheres of activities: these problems can be met in various forms of discussion at the lessons on the integration with linguistic subjects: lingual cultural study, political linguistics, theory and practice of translation, social linguistics, ethno linguistics, paralinguistic and others. At non-linguistic specialty of higher educational institutions this kind of approach can be used in teaching subjects as “Kazakh language”, “Russian language”, “Foreign language (European and Oriented languages)”.

Inter cultural communication success (privately, Foreign language – Kazakh language) is distinguished on many aspects of lingual cultural information which is necessary to offer all learned language in the full measure.

The occurrence of communicative failure in the sphere of translation is conditioned with the unawareness of language material, and in most cases some other aspects – social cultural consequences caused by ethical, religious, cosmopolitan and other differences among representatives of the same country and speakers of the same language, same culture, especially, translators. To our minds, text translations themselves can be regarded products of inter cultural communication. That’s why at the lessons with the students of translation faculty, we draw their attention not to make such mistakes from professionals’ side. The structure of education process causes all the necessary conditions to study: at the foreign language lessons, Country study, Theory and practice translation of text of different genres and types, Theory and practice of inter cultural communication and
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The learner objectively is formed professional inter cultural competence, although the individual perception varies in accordance with the individual peculiarities and abilities of the students.

The textbook “Practice to intercultural communication” (2005) includes mainly practical tasks in cultural values, stereotypes and interaction of various ethnic groups and peoples of the world in comparison with Kazakh nation and mentality.

The significance of the textbook “Introduction to the course (interpretation)”, written in Kazakh (2008), has become not only theoretical position (grouping, in accordance with the content of state standards, on themes: “Interpreter’s profession”, “Written and spoken translation”, “Professional ethics of an interpreter”, “Protocol and interpreter”), but also the material for the independent works of an interpreter having the list of modern literature.

The new textbook contributes some required part of Kazakh literature to teaching interpreters. As it is the preliminary work, it doesn’t include all necessary and fundamental material. The information in this textbook illustrates the course logics in the above mentioned normative of the document.

The structure of the material completely coincides with the state standard themes: it begins with historical evolution of interpreter’s activity; introduction to evolution of interpretation as a science; subject, object, methods of interpretation theory investigations, its terminological apparatus; further on principles of typology of interpreter’s activity, classification of translation on different principles; reveals one of the central categories of interpretation – equivalency; concerns with questions on translation pragmatics and connected with interpreter’s evaluation quality; interpretation process mechanism; its levels and methods of translation, describes the translation models; analysis of translation correspondence, examples of some lexical translation have been analyzed (terms, proper names, phraseological units); individual characteristics of interpreter’s language and his role in inter language communication have been given; in the end the main directions of national and foreign interpretation have been analyzed (in Russia, England, Germany, France, the USA, Canada etc.).

One of the significant periods of written translation development history of Kazakhstan is the beginning of 19th century closely connected with the literary translation works of the well-known Kazakh poet Abai Kunanbaev and translation works of an outstanding Kazakh teacher Ibray Altynsarin’s which have didactical character.

The next paragraph is concerned with the history of translation development in Kazakhstan, in most cases takes its beginning from the Soviet translation schools, mainly theory and practice literary translation. There are given periodization of translation study in Kazakhstan, the main characteristics of directions and aspects of scientific development about translation in the new period.

The theoretical materials are followed by examples (results of translation activities) in the textbook, taken from Kazakhstan translation sources, belonging to
different styles and genres: scientific-technical publicity, official-business, literary, colloquial styles.

Each section has questions and tasks for students’ self-control in the end.

For example: “Make up examples on classification of translation types (in the form of schemes, tables or “tree”) of your own”, “Characterize the given translation as a type of intercultural communication”, “State types of lexical transformation, translate your own examples”. The tasks for self-control works presuppose the students’ creative activity. Except the tasks for translation there are tasks such as to write essays on themes in development of future profession, place and role of translation in modern world, the degree of actuality and significance of this and that work of translation activity- translation of books, films, arising interest or value in society (or in the societies with different culture and mentality). Argument utterance of future specialists on all the necessary questions on the theory and practice of translation, in various parts included in this textbook is encouraged.

The content of practical lessons is given. In accordance with credit technology requirements each section has tests. In the conclusion part there is an explanatory interpreters’ terms dictionary.

A special part is given to the analysis of translation lexicography. In recent years the boom of compiling translation dictionaries, as a rule, special ones has been noticed. However, the mistranslation or rush in the selection of this and that equivalent in Kazakh language give basis to translation and more to philological analysis of lexical units. We analyze variants of terminological unit translations presented by different authors and try to distinguish tactics and translation strategies in the constituent situations, modeled in analogy with the real during the lessons.

In the process of the work, we analyzed main scientific and methodological literature. For example, the most significant theoreticians like: V. N. Komissarov, A. V. Fedorov, Yu. I. Petsker, R. K. Myniar-Belorucheova, L. S. Barhudarov, V. G. Gak, G. V. Chernov, A. F. Shyriaev, L. K. Latyshev and others. The latest literature has been analyzed: S. V. Tyulenev, I. S. Alekseeva, L. L. Neluvin, V. S. Vinogradov, A. Chuzhakov and P. Palazhchenko, G. A. Miram, M. Yu. Semenova, V. S. Slepovich and many others, and also internet sources (works of A. Parshin, Z. G. Proshina and others). It would have been incomplete if we hadn’t used the analyses of Kazakh scientific and methodological literature. But one of the problems is the absence of monographs and textbooks on general theory on interpretation, we have used the works on the theory and practice of literary translation of A. Satibaldin, S. Talzhanov, Z. Turarbekoba and others., but the most important have been the latest works of some aspects on the theory of interpretation of A. M. Aldasheva, Zh. A. Zhakypov, A. S. Tarakov and others.

Our textbook has a big list of literature in various languages, mostly – European literature- English, German, French, also in Russian and Kazakh languages, in order that students can work individually with different sources. It is known as one of the requirements of credit system technology. Materials of the
textbook have been worked out by the authors in the interpretation department of Kazakh pedagogical university named after Abai for several years.

Despite carrying out many aspects of interpretation and a large amount of work in this sphere of teaching, we came across with some difficulties.

First of all it is concerned with meta language of theory of interpretation. Definitions of different terms, from different sources, needed to be corrected to offer them to the students as the members of logical consequences and irresistible systems of scientific notions.

Besides, there were problems in their interpretation to Kazakh language. In the works of Kazakh scientific works on translation, mostly in theory and practice of literary translation, there are notions of equivalent translation and adequate translation; proper, word for word translation and letter translation and others.

Some parts of our course are about transeology; levels and types of equivalence, gradation of pragmatic relations (by A. Noybert) and others, - the examples haven’t been proven by contrastive analysis of concrete materials.

The problems on translation didactics need to be solved.

One of our most important tasks we are faced with is to compile a textbook on methods of teaching in Kazakh language. This course in decided to be taught to the students of Masters study, but according to the 2008 state standards [5] this subject isn’t included in the curriculum.

First of all the types of translation methods and ways should be solved – oral and written forms of translation, the problem of carrying out special system of exercises, directed to the formation of skills to distinguish types of translation. We should have to distinguish distinct criteria on the type classification exercises, to differentiate its aims, destination, and methods of doing exercises, forms of organization, levels of knowledge and others. Explanations need the levels of mastering the translation competence and their integration in the general course of educational process.

The main principles of methods of translation study will be considered from the point of foreign language teaching materials, results of investigation mixed with integrative sciences (first of all, psycholinguistics, lingual cultural study, social linguistics, theory and practice of inter cultural communication and etc.), analysis and generalization experience of practicing-translator, as a rule, specialized in one or some concrete types of translation activity.

Thus, changing the status of Kazakh language as the state one has set the question of the preparation of synchronous-interpreters. Here we have problems with the absence of national textbooks, teaching-methodological literature not only on synchronous translation, but also on spoken translation. In the content of the above mentioned standard and “General teaching program” there is no subject “Synchronous translation”.

In order to prepare specialists, in our mind, it’s necessary:

• to fix qualifications: “Synchronous translator”, actually, preparation on a new standard speciality 050207 - Translation study;
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- to single out state grants on the speciality 050207 - Translation study with the qualification “Synchronous translator”;
- to support with specialists, who have taken advanced training on the preparation of synchronous translators in nearest and distant foreign countries;
- to support with all the necessary educational-methodological aids;
- availability of all the necessary materials – technical aids (teaching aids, modeled with situation of synchronous translation).

In lingual didactic the plan should have, from our viewpoint, detailed description of pre interpretation analyses of texts, typology of concise translation, complex description of lexical, phraseological and grammatical transformation, which carry out the criteria of quality value of translation.

The last question is one of the most urgent in modern translation study. Here we should have such an approach as from the gradation of mistakes, based on the levels search for content of originality in the translation. For it is necessary to carry out an amount of various types of translation errors base – functional-contextual, normative, culturological and other types. This work has raised interest on the part of the students.

At the lessons we analyze mistakes and mistranslations in advertisements, literary, publicistic, scientific texts, and fiction and video translations. This is regarded as an effective method of teaching translation and to raise its quality and needs to systematize and enlarge in accordance with educational-methodological literature.

The social sphere of translation requires solving the tasks in the formation of texts in various genres, consisting of cultural inheritance of Kazakhstan and presenting their comparative-contrastive analyses in the aim of fixing the methods of translation, transposition characteristics of linguistic units and finding out the contextual equivalents.

It should be pointed out that, the most enlargements for translation of scientific and literary texts amount is connected with the program “Cultural inheritance”, which is realized in all social-arts spheres today and coincides with world spiritual and cultural process, and creativity of Kazakh nation’s propaganda. The development of these ideas and working them out in the life of the society creates the basis for spiritual perfection of the new generation and for keeping our ethno-cultural values of the Kazakh nation.

Nowadays there is a layer of literary values, which demand a large scale of investigations and introduction in the scientific circle for archive materials, including Kazakhstan’s writers archives.

In this century the Kazakhstani writers started to investigate the communicative – pragmatic aspect of translation in Linguo-Stylistics and methods; in the list of these methods there is a learning of literary and scientific translations not only from Russian to Kazakh, but from the other world foreign languages.

Except all, the whole literary investigation on translation problems, partially, analysis of idea-thematic directions of literary works in the works of Kazakhstani scientists predominantly raises the amount of lingual-cultural works. In this
connection, the complex studying of various genres of translation in lingual-cultural space of Kazakhstan in the globalization epoch, when there is a clash, on the one hand, between international and national, and cultural processes on the other.

Thus, integration processes, rising in contemporary science, have set tasks which are adequately perceived in reality and experiences should be steadily updated in the educational process.

As a conclusion, the creation of national interpreters’ school requires scientific-theoretical investigation and carrying out the special programs.

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ABSTRACT

This paper deals with problems of teaching and translation in Kazakhstan and proposes several means for solving such problems. It describes the experience of the author in the creation of methodological literature in the field of translation and intercultural communication for the Kazakh students, it describes the structure and the contents of the manual on translation theory. This issue is very important in today's Kazakhstan, taking into account the necessity to approach the training of translation teachers.

Key words: teaching, translation, Kazakh