

 <https://doi.org/10.31651/2524-2660-2023-1-57-64>

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UDC 378.147.091.33-027.22:81'25(045)

DEVELOPMENT OF TRANSLATION ACTIVITY OF STUDENTS OF THE SPECIALTY "TRANSLATION BUSINESS"

Shows how it is possible to develop the translation activity of students of the specialty "Translation business".

Problem. Translation plays a rather important role in various spheres of human activity. Therefore, the translation course is an essential part of the general linguistic and professional training of a philologist and a linguist translator.

Purpose – theoretical substantiation and practical development of theoretical and methodological foundations for the development of translation activities of students of the specialty "translation studies".

Research methods. The following research methods were used: theoretical: analysis of scientific and pedagogical literature on the problem under study; empirical: questionnaires, pedagogical observation; statistical: methods of processing the received pedagogical data.

The main results of the study. The results of the study are reflected in the following tables: 1 – levels of English language learning in the specialty "Translation studies: English language"; 2 – classification of types of translation; 3 – the results of the survey; the criteria for evaluating the current, intermediate certification of learning outcomes are proposed.

The scientific novelty of the research results lies in the fact that a systematic analysis of the development of translation activities of students of the specialty "translation studies" in the courses has been undertaken, which will expand and clarify the knowledge of the peculiarities of translation studies among students of the specialty "translation studies".

Conclusions and specific suggestions of the author:

1. In order to form a cognitive base in the field under study, it is necessary to familiarize students with educational texts on the specialty in their native language, which should describe the main provisions in an accessible form, explain the basic concepts and terms.

2. A schematic representation of the structure, composition or structure of the object under study is required, indicating the names of the components and details.

3. An analysis of the lexicon of a specialist is required.

4. When translating, it is necessary to select a terminology bank that includes basic terms, definitions and translation into a foreign language for study.

5. To read and discuss tests on the topic under study, educational texts from various sources should be prepared.

6. The selection of a cycle of texts for the translation of one topic should be organized according to the principle "from simple to complex".

Keywords: translation; general linguistic; philologist; translator-linguist; foreign language (FL); terminological and conceptual apparatus.

Problem statement. Translation is an art, not a profession, and many translators have no desire to translate complex works. The art of translation clearly testifies to the urgency of life.

Translation plays a rather important role in various spheres of human activity. Therefore, the translation course is an essential part of the general linguistic and professional training of a philologist and a linguist translator. Good knowledge of a foreign language (FL), the ability to navigate freely in foreign language literature and translate texts of various styles and genres are the requirements imposed today on every qualified specialist. The ability to translate written and oral economic, political, scientific, technical, informational texts, as well as official documents of diplomatic and business content from the native language and from the native language into a foreign language is an obligatory list of translator's competencies in the modern world.

The theory and practice of translation as an independent discipline has its own terminological and conceptual apparatus, the fundamental definition of which is the term "translation" itself. Scientists interpret it differently, depending on which side of the translation process is subjected to scientific study. For example: A.V. Fedorov: "To translate means to express correctly and fully by means of one language what has already been expressed by means of another language"; "... the purpose of translation is to introduce the reader (or listener), who does not know the source language, to this text (or the content of oral speech) as closely as pos-

sible" [1, p. 25]. V.N. Komissarov: "Translation can be defined as a way to ensure interlanguage communication by creating a translation on the language) of the text intended for a full replacement of the original" [2, p. 40]. L.K. Latyshev: "Translation is a type of language mediation, the social purpose of which is to bring mediated bilingual communication as close as possible in terms of completeness, effectiveness and naturalness of communication to ordinary monolingual communication" [3, p. 52].

According to many researchers, the most complete definition of translation was formulated by the famous Russian scientist A. Schweitzer. In his opinion, translation can be defined as: "a unidirectional and two-phase process of interlanguage and intercultural communication, in which, on the basis of a purposeful ("translation") the analysis of the primary utterance creates a secondary utterance (meta-utterance), replacing the primary one in another linguistic and cultural environment; a process characterized by the installation on the transmission of the communicative effect of the primary utterance, partially modified by the differences between two languages, two cultures and two communicative situations" [4, p. 28]. This formulation reflects the multidimensional and multifactorial nature of the translation process, its difference from other types of interlanguage communication, its complex and contradictory nature, as well as its main paradox, which A.D. Schweitzer calls the "double loyalty" of the translator – his attitude to "loyalty" to the original and the attitude to the addressee and the norm of his culture [4, p. 32]. As we can see from the definition, translation is considered, on the one hand, as the art of interlanguage transformation, and on the other hand, as the ability to find language and speech means when making a translation that could in this situation offer the addressee information capable of producing the desired meaning.

The problem of translation has also been considered in the works of both scientists and writers, such as: O. Aitbayev, L. Daurbekov, V. Modestov, N. Timko, V. Sdobnikov, A. Myrzakhmetov and K. Urazbayev, A. Tinaybayeva and K. Urazbayev, J. Golikova, E. Breus, N. Garbovsky, N. Valeeva, K. Kovaleva, G. Yerkibayeva, D. Zhubatkhanova, I. Ndyai and G. Yerkibayeva, G. Yerkibayeva and D. Esirkep, etc. [5–16].

The overwhelming majority of scientists agree that translation is the process of converting a statement/text in one language into

a statement/text in another language while maintaining relatively unchanged content.

The relevance of this article is that:

– a systematic analysis of the development of translation activities of students of the specialty "translation business" in the courses is given;

– the conducted research will expand and clarify the knowledge about the peculiarities of translation among students of the specialty "translation business".

In connection with these issues, we have determined the purpose of this article, which consists in the theoretical justification and practical development of theoretical and methodological foundations for the development of translation activities of students of the specialty "translation business".

Research methods. As part of this work, we used the following research methods:

– *theoretical methods:* analysis of scientific and pedagogical literature on the problem under study;

– *empirical methods:* questionnaires, pedagogical observation;

– *statistical methods:* methods of processing the received pedagogical data.

Based on the above, the thesis about the special role of special translation in philological education is quite justified. This problem is also widely discussed by Polish practitioners and translation theorists. The relevance of these issues was stated by Anthony Dembsky at one of the numerous conferences (n.t. "The language of the third millennium") dedicated to this topic: "At present, when more and more graduates of neophilological fields choose to work in enterprises and institutions, there is a new demand for "experts in a foreign language at a professional level," with special use of specialist and professional languages".

Researchers believe that in order to provide high-quality translation of special texts, the translator must complete a basic course of study in the specialty to form a new professional cognitive base. Special texts are a particular problem for students, therefore, in the process of preparing special translators, it is recommended to obtain the necessary minimum of knowledge in certain areas of science, as well as to study the key terms of the main sections of special disciplines. The implementation of this complex task requires the provision of appropriate didactics and professional practice.

Analysis of training programs implemented at the Faculty of Philology of the H.A. Yasawi International Kazakh-Turkish

University conforms to these principles and testifies to a sufficient number of didactic hours. This is primarily due to the status of "directions" and "specialties" in the higher education system in Kazakhstan. By virtue of the current law, universities conduct studies in philological areas, within which specialties are allocated: English philology, translation, etc. Thus, translation training is completely a program of a separate specialty. And the subjects allocated for the practice and theory of special translation are implemented in the amount of 420 hours.

Therefore, the existing system of education at our university leads to positive results and the training of good specialists. Classroom translation classes should have as their goal both the development of translation skills and the expansion of the vocabulary of students within the studied subject, as well as further improvement of monological and dialogical speech skills in situations of official and informal communication in English. The latest techniques and information technologies should be used in translation classes. Students should be trained in the use of electronic dictionaries, including navigation on the Internet, reference and encyclopedic sources.

In order to optimize the learning process, such forms of work should be used that will allow students to expand their knowledge of the problem, form a cognitive base, master terminology, and analyze the quality of translation. During the didactic work, the application of the following recommendations is proposed:

1. Familiarization of students with educational texts in the specialty in their native language, for the formation of a cognitive base in the studied area. The texts should describe the main provisions in an accessible

form and they should explain the basic concepts and terms.

2. Schematic (visual) representation of the structure, composition or structure of the studied object (phenomenon, mechanism) with the names of the components, details, etc.

3. Analysis of the lexicon of a specialist.

4. Selection of a terminology bank, including basic terms, definitions and translation into a foreign language for study.

4. Preparation of a significant number of educational texts in a foreign language on the topic under study (from various sources) for reading and discussion.

5. Selection of a cycle of texts for translation that are related to the same topic but are organized according to the principle "from simple to complex".

6. The proposal of a "reference translation" verified by a specialist, comparison with the translation of students and error analysis.

Translation is an autonomous discipline, while it requires professional training and the provision of certain conditions:

- high linguistic and intellectual level of students (testing candidates taking into account not only language competence, but also psychological, intercultural, etc.);
- provision of professional, including sworn translators among the teaching staff;
- provision of professional practice, etc.;
- adaptation of the training program to the actual requirements of the profession, etc.

Analysis and results. Students of 1–3 courses of the specialty "Translation: English" of the H.A. Yasawi International Kazakh-Turkish University participated in our study.

Students of this specialty first study English at various levels. We will show these levels in Table 1.

Table 1

Levels of English language 1
earning specialty "Translation: English"

| Courses | 1 st course | 2 nd course | 3 rd course |
|---------|------------------------|------------------------|------------------------|
| Levels | A2, B1 | B2 | C1 |

In the 1st year, in addition to the A2, B1 levels, the discipline "Introduction to Translation" is studied.

In the 2nd year, the following disciplines are studied: "Translation Practice I", "Translation Practice II", "Translation Practice III", "Interpretation Practice".

In the 3rd year, the following disciplines are studied: "Translation methodology",

"Simultaneous translation" and "Written and oral translation".

When studying the discipline "Introduction to Translation", we introduce 1st-year students to the types of translation. The classification of types of translation is presented in Table 2.

Table 2

Classification of types of translation

| № | Types of translation | Functions of translation |
|-----|--|--|
| 1. | Written (visual-written) translation | the most common type of professional translation, in which the perception of the text is carried out visually, and the design of the text in writing. |
| 2. | Interpretation | When interpreting, limited in time, the translator's good reaction and his ability to quickly find the necessary equivalents and combine them into appropriate structures on the basis of superficial syntactic connections due to the actualization of the selected units come first. |
| 3. | Consecutive paragraph-phrase translation | a type of translation in which the text is translated after listening not in its entirety, but by paragraphs or phrases in pauses made by the speaker. |
| 4. | Simultaneous translation services | translation performed simultaneously with auditory perception of the source text |
| 5. | Two-way transfer | consecutive translation of a conversation, performed alternately in two directions, namely: from the source language to the target language and from the target language to the target language. |
| 6. | Translating from a sheet | interpretation of a written text in the process of its visual perception and without first reading the entire text. |
| 7. | machine translation | |
| 8. | translation performed by a person | |
| 9. | synchronous | visual and oral translation from a sheet of paper |
| 10. | consistent | sequential translation with or without technical means |
| 11. | Written translation by ear | written translation of the text perceived by ear |
| 12. | "False friends of the translator" | internationalisms in the foreign language that completely or partially differ in meaning from their sound-letter counterparts. |
| 13. | "Internal form Traps" | traps for the translator from the internal form arise in cases when the lexeme IY and the lexeme PY, having similar internal forms, have different denotative meaning. |

In the 1st year of studying the discipline "Translation Practice I" we conducted a survey among students. All 4 groups of the specialty "Translation business" took part in the survey» (100 students).

Questionnaire questions

1. Do you like this discipline?
 2. What methods of conducting classes do you like?
 3. What types of translation do you like?
- The results of the survey are shown in table 3.

Table 3

Survey results

| Do you like this discipline? | | What methods of conducting classes do you like? | | What types of translation do you like? | |
|------------------------------|-----|---|-----|--|-----|
| Yes | 90% | innovative solutions | 80% | Interpretation services | 25% |
| Not very | 10% | traditional ones | 20% | Simultaneous translation services | 75% |

The results of the answer to the 1st question: "Do you like this discipline?" show that only 10% of students do not really like the discipline "Translation practice I". This can be explained by the fact that students find it difficult to translate (they do not know English well) or have chosen the wrong specialty.

Results of the answer to the 2nd question: "What methods of conducting classes do you like?" they showed that 80% of students wish that would classes were conducted using innovative technologies.

Results of the answer to the 3rd question: "What types of translation do you like?" they showed that 75% of respondents prefer simultaneous interpretation.

Hence, we can conclude that the study of the discipline "Practice of translation I" students do not face any difficulties and study the following disciplines: "Translation practice II", "Translation practice III" they pass quite successfully.

Let's take a closer look at how many credits/hours are allocated for each discipline, and which modules are considered in table 4.

Modules and number of credits / hours in the disciplines
 "Translation Practice I», "Translation Practice II", "Translation practice III».

| "Translation Practice I» | | "Translation Practice II» | | "Translation Practice III» | |
|---|------------------|---|------------------|--|------------------|
| modules | Credit/ hours | modules | Credit/ watch | modules | Credit/ watch |
| 1. Introduction to the theory and practice of translation | 4/120 | Problems with lexical translation | 5/150 | 1. Theory of translation practice III | 5/150 |
| 2. Basic Translation Basics | | 2. General principles of translation practice | | 2. General principles of translation practice III | |
| | | | | Scientific and methodological analysis of translation practice III | |

Thus, the disciplines "Practice of translation I", "Translation practice II", "Translation practice III" 14 credits are allocated, which is 420 hours. We believe that this time is sufficient to master the translation business, as other disciplines are also studied, such as: "Simultaneous translation" and "Translation and Interpretation".

Simultaneous translation. If a paragraph-phrase translation provides a certain time interval for the translator's activity, although it is quite limited, then simultaneous translation, which is carried out simultaneously with the auditory perception of the source text, puts the translator in even more stringent conditions of time pressure. What paragraph-phrase and simultaneous translation have in common is their one-way orientation, i.e. translation only from one (source) language to another (target language). simultaneous interpretation, which is carried out from the booths using a microphone and headphones, is more likely to allow recreate the effect of direct (as in monolingual communication) perception of the translated speech, rather than paragraph-phrase translation, where the speaker and translator speak alternately. To an even greater extent, perceive the concept of bilingual communication with translation approaches monolingual communication in cases where the act of translation is hidden from the consumer and the latter receives the finished product of the translation process, without being a witness to its "preparation". This is exactly what happens in the case of written translation and when translating movies with subsequent dubbing.

The reader of a translated novel, article, or document perceives the translation text in the same way as an ordinary untranslated text, perhaps without even realizing that it is a translation. Similarly, the moviegoer perceives a dubbed movie based on a previously made translation.

Naturally, all these factors are taken into account when evaluating the quality of trans-

lation. Thus, no one can demand that a poetic translation be as accurate as a technical translation. An interpreter who, due to circumstances, has chosen a paragraph-phrase method of translation cannot be expected to be as "invisible" as a written translator. In other words, a translation is evaluated according to its maximality or more precisely, optimality-because the translator used the opportunities to bring bilingual communication with translation closer to monolingual communication within the framework that is determined by the type of translation chosen by him and the specifics of the translated text.

Visual-written translation covers a huge area of practical work with artistic and scientific-technical literature, as well as with information and propaganda texts, while auditory translation is reduced to one or several types of educational work (dictation translation, translation of phono recordings). Interpretation by ear, in turn, includes two well-known independent types of translation: sequential and simultaneous. Visual-oral translation occurs in practice rather as an auxiliary type of translation, when the translation from a sheet of paper precedes visual-written translation of the same text or used in the negotiation process when editing a document. It is not enough to select only the conditions of text perception and translation design as the basis for classification of translation.

In the process of translation, a much larger number of speech-thinking mechanisms function, and their working conditions in different types of translation are by no means identical. That is why it is necessary to identify the speech-thinking mechanisms that function in translation, and take their working conditions as the basis for classification. The most important speech-thinking mechanisms, those that allow you to carry out translation activities are: 1) mechanisms of perception of the source text; 2) mechanisms of memorization; 3) mechanisms of

transition from one language to another; 4) mechanisms of translation design; 5) mechanisms of synchronization of translation operations. These mechanisms can work in a variety of conditions: either in conditions where the main load falls on auditory analyzers, or in conditions of visual perception, or in conditions of memory overload, or in the presence of a written source text, or in conditions of sequential implementation of translation operations, or when they are synchronous, etc. After studying each discipline,

students' knowledge is identified according to the criteria given below.

Criteria for evaluating current and intermediate certification of learning outcomes. Academic achievements (knowledge, skills, abilities and competencies) of students are assessed on a 100-point scale corresponding to the international system, in accordance with the digital equivalent, which falls on a 4-point scale with a letter system (as the rating ratings decrease from "A" to "D", "unsatisfactory" – "FX", "F").

| Level | Criteria | | | | |
|---------------|---|--|---|---|---|
| | 90-100 (A; A-) | 70-89 (B+; B; B-/C+) | 50-69 (C; C-; D+; D-) | FX(25-49) | F (0-24) |
| Test | A total of 25 questions were asked, 4 points for each question, the interval is 90-100 | A total of 25 questions were asked, 4 points for each question, the interval is 70-89 | A total of 25 questions were asked, 4 points for each question, interval 50-69 | A total of 25 questions were asked, 4 points for each question, interval 25-49 | A total of 25 questions were asked, 4 points for each question, interval 0-24 |
| Verbal answer | the student memorized the learned teaching material and presented their thoughts in a short, detailed form | the student memorized the learned educational material and could not express his idea in a short, complete form | the student memorized the learned teaching material and presented their thoughts in a short form, in a limited meaning | the student memorized the learned educational material and presented their thoughts in a short form, in a small amount | the student memorized the learned educational material and could not express himself at all |
| Essay | the student was able to express the problem freely in the essay, formulate a reasoned intellectual search, and present a personal point of view | the student was able to express the problem freely in the essay, a motivated intellectual search was made, but he could not express his personal point of view | the student was only able to present a limited problem, a search was made, but he was not able to present his personal point of view | the student was able to present the problem only in a small volume, no search was made, and he was not able to express his personal point of view | the student was not able to present the problem in the essay at all, the search was not made, and he could not write his personal point of view |
| Business Game | the student received the result of joint problem solving. | the student was not able to fully develop an independent result on the way to the joint solution of the tasks assigned to him | the student was able to develop an independent result on the way to the joint solution of the tasks assigned to him | the student was able to produce a small amount of independent results on the joint solution of the tasks assigned to him | the student could not develop an independent result on the way to the joint solution of the tasks assigned to him |
| Presentation | the student was able to conveniently convey to the audience complete information about the presentation form, written in accordance with the requirements | the student was unable to convey information about the presentation form written in accordance with the requirements in a convenient form to the audience | the student was able to convey comprehensive information about the presentation form to the audience in a convenient form that was not prescribed in accordance with the requirements | the student was able to convey comprehensive information about the presentation form to the audience in a convenient way only in small amounts that were not prescribed in accordance with the requirements | the student was unable to convey complete information about the presentation form in a convenient form that was not written in accordance with the requirements |

That is, after studying each topic, students take tests, answer verbally, write essays, prepare presentations, and play business games with them. And they are evaluated by criteria.

We have focused on the most important subjects that will contribute to the development of translation activities of students of the specialty "Translation Business", namely: "Translation practice I", "Translation practice II", "Translation practice III».

Conclusion. Structural features of the language are one of the most important objects linguistic research. Considering the language as a system, it is necessary to consider the internal relationships of elements. The structure of the language is being formed for centuries, therefore, it is a stable phenomenon.

But without taking into account the stylistic and semantic features of it itself in as a whole and its components, it is impossible to reveal their entire essence. Translation is an art, not a profession, and many translators have no desire to translate complex works. Each nation has its own spelling and stylistic features. A work that cannot be found and conveyed in simple language cannot be conveyed to the reader. The art of translation clearly demonstrates the urgency of life.

The process of defining and assimilating lexical-semantic, stylistic information can be successful if there is an interest in learning that leads to the assimilation of deeper knowledge, linguistic and cultural information, linguistic knowledge that helps to penetrate the secrets of translation art.

Based on the analysis, it is possible to draw some general conclusions.

First of all, the translated text as a whole is characterized by a higher degree of logical anomaly than the original one. *Secondly*, logical anomaly manifests itself on two levels – in terms of expression and in terms of content. Logical anomaly of the plan of expression, represented by various stylistic techniques, wordplay, puns, author's neologisms, a kind of author's style, syntax, etc., is most often interpreted by the translator and reproduced by him in the translation text, while the degree of anomaly of the text in translation most often increases due to increased stylistic discomfort and loss of language naturalness. The logical anomaly of the content plan often requires the translator to perform literary, extralinguistic and linguoculturological research and other types of knowledge for its correct interpretation, while the translator does not always find the means to adequately convey the anomalous meaning.

We have carried out a systematic analysis of the development of translation activities of

students of the specialty "translation business" by course; the conducted research will allow to expand and clarify the knowledge about the peculiarities of translation among students of the specialty "translation business".

Insufficient knowledge of any other type of speech activity will inevitably affect the quality of translation. On the other hand, in the process of mastering translation and training in it, the quality of proficiency in all other types of speech activity immeasurably improves, i.e. the level of language competence of the translator increases.

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**РОЗВИТОК ПЕРЕКЛАДАЦЬКОЇ ДІЯЛЬНОСТІ СТУДЕНТІВ СПЕЦІАЛЬНОСТІ
«ПЕРКЛАДАЦЬКА СПРАВА»**

Анотація. Переклад відіграє доволі важливу роль у різних сферах людської діяльності. Тому курс перекладу є найважливішою складовою загальнолінгвістичної та професійної підготовки філолога та перекладача-лінгвіста.

Метою статті є теоретичне обґрунтування та практична розробка теоретико-методичних засад розвитку перекладацької діяльності студентів спеціальності «Перекладацька справа».

Було використано такі методи дослідження:

– теоретичні: аналіз науково-педагогічної літератури з досліджуваної проблеми;
– емпіричні: анкетування, педагогічний нагляд;
статистичні: методи опрацювання отриманих педагогічних даних.

Основні результати дослідження відображено у таблицях 1–3:

– рівні вивчення англійської мови спеціальності «Перекладацька справа: англійська мова»;
– класифікація видів перекладу;
– результати анкетування;
– критерії оцінки поточної, проміжної атестації результатів навчання

Наукова новизна результатів дослідження полягає в тому, що здійснено системний аналіз розвитку перекладацької діяльності студентів спеціальності «Перекладацька справа» за курсами, що дозволить розширити та уточнити знання про особливості перекладацької справи у студентів цієї спеціальності.

Висновки і пропозиції автора полягають у наступному:

1) для формування когнітивної бази в галузі, що вивчається, потрібно ознайомлення студентів з навчальними текстами за спеціальністю рідною мовою, за допомогою яких у доступній формі можуть описуватися основні положення, пояснюватися основні поняття та терміни;

2) склад або будова опрацьовуваного об'єкта обов'язково має допускати схематичне представлення структури із зазначенням назв складових чи деталей;

3) необхідним є аналіз лексикону фахівця;

4) при перекладі має здійснюватися відбір термінологічного банку, що охоплює базові терміни, визначення та переклад іноземною мовою вивчення;

5) для читання та обговорення тестів з теми, що вивчається, мають готуватися навчальні тексти з різних джерел;

6) відбір циклу текстів для перекладу однієї теми має організовуватися за принципом «від простого до складного».

Ключові слова: переклад; загальномовний; філолог; перекладач-лінгвіст; іноземна мова (ІМ); термінологічний і понятійний апарат.

Одержано редакцією 10.03.2023
Прийнято до публікації 24.03.2023