

что все языки мира заимствуют слова из разных языков, например, в русском и английском языках есть заимствования из множества языков.

Другие изменения имели место быть, поэтому мы их упомянули. Однако, хотелось бы заметить, что были и перегибы при этом, есть и противоречия, например, слово пианино русско-казахский словарь переводит как пианино, а в казахско-русском словаре даётся два слова: 'күйсандық' как пианино и пианино как пианино, будто это разные слова, слово аэропорт переведено как 'әуежай' (когда мы прилетели, вышли с аэровокзала и увидели огромную вывеску 'әуежай', одна девушка воскликнула: мы не успели прилететь, а уже написано, 'а уезжай'!) А в Семипалатинске в аэропорту казахская буква 'ә' выпала и прибывших гостей встречали словом 'уежай'. Может, лучше было бы сохранить международное слово аэропорт? Поэтому в народе появились смешные фразы, где дают перевод слова банан 'қисық сары', батарейка села 'батарейка отыр'.

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TEACHING TRANSLATION: METHODS AND PERSPECTIVES

Аннотация: Переводом называется процесс преобразования речевого произведения на одном языке в речевое произведение на другом языке при сохранении неизменного плана содержания, то есть значения [Barhudarov, 1975]. Умение выбрать правильную технику перевода является незаменимым навыком переводчика, поэтому крайне важно, чтобы студенты имели представление, почему используется тот или иной метод перевода. Недавние исследования показали, что, хотя многое было написано о процессе перевода, существует очень мало исследований, проведенных по технике преподавания перевода в классе [Gonzales Davis 2004]. Основной темой данной работы является методы преподавания перевода для студентов высших учебных заведений, обучающихся по специальности переводческое дело.

Ключевые слова: усвоение языка, методы перевода, процесс предварительного перевода, методы преподавания перевода.

Overview of translation teaching approaches

In this age of unprecedented growth of information people of different professions who are not expert-translators get involved in the translation. Basic knowledge of the theory and basic translation techniques becomes part of the overall human education. Nowadays, when the requirements for the outlook and erudition of a translator increase many times, this element of general education more than ever are necessary for all foreign language learners.

Translation is an independent kind of speech activity that involves reading, writing, listening and speaking skills. Unless one possesses all the kinds of speech activity it's impossible to acquire translation skills, herewith, the process of acquisition and training improves the quality of other skills. And it is very important to teach the students a creative approach to the work on the text, mindful of the fact that translation is always a creative process. Unfortunately, teaching translation techniques today are quite an underdeveloped area of pedagogy. Therefore it is impossible to talk about any distinct methodical methods, but only a number of instructional techniques and exercises that make up a specific system that can be modified, shortened or complemented depending on the specific conditions [1, p.162].

Every translation activity has one or more specific purposes and whichever they may be, the main aim of translation is to serve as a cross-cultural bilingual communication vehicle among peoples. In the past few decades, this activity has developed because of rising international trade, increased migration, globalization, the recognition of linguistic minorities, and the expansion of the mass media and technology. For this reason, the translator plays an important role as a bilingual or multi-lingual cross-cultural transmitter of culture and truths by attempting to interpret concepts and speech in a variety of texts as faithfully and accurately as possible.

There are many thorns that can mortify us during the translation process, whatever the nature of the text we face, and translators should be aware of them. The first problem is related to reading and comprehension ability in the source language. Once the translator has coped with this obstacle, the most frequent translation difficulties are of a semantic and cultural nature [Tricás]: "Linguistic untranslatability" (cognates, i.e. true and false friends, calque, and other forms of interference; institutional and standardized terms, neologisms, aphorisms, etc.), and "cultural untranslatability," (idioms, sayings, proverbs, jokes, puns, etc.). One should adopt a very cautious attitude toward these words or expressions so as to avoid interference and/or language misuse [2].

Similarly, we quite often run into those painful "not found" terms, for which not even the best dictionary, an expert in the topic or a native speaker of the source language can provide us with a solution to convey an accurate meaning. We should always bear in mind that one of the greatest virtues of a good translator is what I have called "contextualized intuition," i.e. the ability to find the nearest common sense interpretation of the "not found" element within its context.

Whatever the difficulty in the translation process, procedures must aim at the essence of the message and faithfulness to the meaning of the source language text being transferred to the target language text. In the words of Nida and Taber: "*Translating consists of reproducing, in the target language, the nearest equivalent to the message in the source language, in the first place in the semantic aspect and, in the second place, in the stylistic aspect.*"

To a great extent, the quality of translation will depend on the quality of the translator, i.e. on her/his knowledge, skills, training, cultural background, expertise, and even mood! Newmark distinguishes some essential characteristics that any good translator should have:

- Reading comprehension ability in a foreign language
- Knowledge of the subject
- Sensitivity to language (both mother tongue and foreign language)

- Competence to write the target language dexterously, clearly, economically and resourcefully

Apart from the previously mentioned aspects, it is relevant to emphasize the necessity for sound linguistic knowledge of both the SL and the TL, an essential condition, yet not the only one, to begin swimming up the streams of professional translation. However, neither knowing languages nor being efficiently bilingual is enough to become a translator.

In addition to reading comprehension ability, the knowledge of specialized subjects derived from specialized training and a wide cultural background, and the global vision of cross-cultural and interlingual communication, it is a *must* to learn how to handle the strategic and tactical tools for a good translating performance.

According to most translation theorists, the specific approaches to text translation tend to be similar. On the one hand, it is necessary to use one or more translating approaches or models.

Translation techniques used in a classroom

First introductory translation lesson is completely devoted to the translation theories, where I explain the basic principles and concepts. Pupils are offered to formulate the idea of essence of the translation. Then we speak about 3 main stages in translation process: 1 analysis of language means of ST; 2 understanding of what these means express; 3 synthesis. After that we consider each stage separately and we decide that at a stage of the analysis it is necessary to understand all words and grammatical links between them; at an understanding stage, we take the situation and content into consideration, and in the course of synthesis it is necessary to find an adequate translation for the ST sentence. [3, p. 29].

At the initial stage of training one should start with pre-translation exercises, which develop certain abilities necessary for translation. The main part of work consists in search of alternative translations to the English word and choosing the word or phrase that precisely conveys a meaning of the word in this context. For example, in the offer "To make observations and carry out experiments scientists need special devices." at the word "device" the dictionary marks out five values: 1 – device, device, adaptation, mechanism; 2 – means; 3 – project, plan; 4 – invention; 5 – motto. Out of five only the first one suits the context. Based on the choice we made this sentence can be translated as: «Чтобы осуществлять наблюдения и проводить эксперименты, ученым нужны специальные приборы». However it is possible to convey meaning of the offer, having changed its structure: «Для проведения наблюдений и экспериментов ученым необходимы специальные приборы».

At the following stage students practise translation of attributive collocations (an adjective / participle + a noun or a noun + a noun), at the same time it is necessary to draw the attention of the students to a functional difference of the adjective, in the English and Russian languages, for example, "Supersonic spending" is translated as (как «расходы на строительство сверхзвуковых самолетов») "expenses on construction of supersonic planes", European peace – «мир в Европе».

Work on the translation of the word and phrase doesn't come down only to finding an equivalent or alternative translation. It includes also work on lexical and grammatical transformations.

Along with grammatical structure it is necessary to point out semantic structure of a phrase, i.e. that any correctly constructed speech is structured according to a certain scheme representing a chain of so-called theme or topic (initial, known information) and rheme or comment (new information). Both in Russian, and in English typically the theme is placed at the beginning of the sentence, and rheme – at the end. Sometimes the theme and the rheme can be interchanged. Natural, correct expansion of the theme and rheme chain provides full perception of the text. Therefore the ability to structure the theme - the rheme sequence correctly is very

important for a translator [1, p.174]. To develop these abilities students can do an exercise to translate certain sentences with different word order.

Further, speaking about grammatical difficulties of translation, we focus on absence of certain grammatical categories or their incomplete compliance. So, in Russian, there are no following grammatical categories as articles, gerunds, infinitives, involved complexes and absolute construction. Pre-translation exercises help students to obtain an ability to convert a ST into a coherent TT.

Translation market is a vastly growing and highly competitive place, so if one wishes to find his or her niche in it, one must possess all the required skills and abilities. A translator gains the skills and practices them in the classroom under the control of the teacher. It's teacher's duty to make sure that methodology used is tailored to the audience and market's need and is up to date. Translators—like all "professional professionals"—must undergo permanent training. Their productive capacity, however, should not always be measured or weighed in terms of pages, words or hours done, but rather taking into account the quality of the output or finished work.

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О СИНТАГМАТИЧЕСКОМ ПОТЕНЦИАЛЕ ГЛАГОЛА «РАЗРУШАТЬ»

Abstract: The paper is dedicated to study of collocations with the verb *to destroy*; it represents the most important combination and semantic peculiarities of the given verb as well as its syntagmatic potential.

Keywords: collocations, syntagmatics, word combination, the verb *to destroy*

По определению В.Г. Гака, закон семантической сочетаемости слов состоит в следующем: два слова образуют правильное сочетание при условии, если помимо специфических признаков содержат какой-либо общий признак или не имеют несовместимых признаков [1, с. 23]. По нашему мнению, синтагматический потенциал слов является одним из показателей их витальности, их жизни в языке. В то же время, в настоящее время еще не выявлены закономерности, на основе которых формируется синтагматический потенциал. Так, М. В. Влавацкая указывает, что «до сих пор не