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ANALYSIS OF METHODS AND METHODOLOGIES FOR TEACHING CHILDREN KAZAKH LANGUAGE AND THE ALPHABET

Abstract. «The future of Kazakhstan - in the Kazakh language». These are the words of the President of the Republic of Kazakhstan Nursultan Nazarbayev Abishevich. In this article presented methods for learning Kazakh language. Also analyzed Web and mobile applications for learning Kazakh languages and alphabets in Kazakhstan.

Key words: Kazakh language, methods for teaching children, methodologies for learning language.

Аңдатпа. «Қазақстанның болашағы - қазақ тілінде». Бұл - Қазақстан Республикасының Президенті Нұрсұлтан Әбішұлының сөздері. Осы мақалада қазақ тілін оқытудың әдістері ұсынылған. Сондай-ақ, Қазақстандағы қазақ тілін және әліпбиін зерттеуге арналған веб және мобильді қосымшалар талданды.

Кілт сөздер: қазақ тілі, балаларды оқыту әдістемесі, тіл үйрену әдістері.

Аннотация. «Будущее Казахстана - в казахском языке». Таковы слова Президента Республики Казахстан Нурсултана Абишевича Назарбаева. В данной статье представлены методы изучения казахского языка. Также проанализированы веб- и мобильные приложения для изучения казахского языка и алфавита в Казахстане.

Ключевые слова: казахский язык, методы обучения детей, методики изучения языка.

Introduction

The free expression of the state language, as stated in the Constitution of the Republic of Kazakhstan, is the ability to communicate easily and without difficulty. To achieve this level, language teaching should begin with pre-school education, knowledge, skills and abilities. In preschool years, the child's language is flexible, so the types of exercises with children are varied. To teach the Kazakh language it is important to use art and folklore. Thanks to this,

children can express their thoughts, expressing their thoughts, singing the sounds of the Kazakh language, singing poems, proverbs, sayings, fairy tales, traditions of the Kazakh people, love of the motherland, language learning, respect for human culture and humanism.

In the past, how many texts were excluded from the Kazakh language in the absence of books? At that time, the development of the children's language influenced folklore. On the cradle, the cradle of his mother was deeply rooted in the heart of a young child with the beauty of her native language.

Methods

Consideration of 3 main goals in the development of the children's language:

Seeking to develop vocabulary resources by teaching them to speak.

a) Enriching the vocabulary with new words by visualizing the world around nature, controlling nature, listening to the child's oral speeches and teaching them to answer the question in a dialogue.

b) the name of the substance (toy, flower, leaf); to learn words.

c) Knowledge of the essence of matter, the quality of the word, the expression of form.

d) learn to expand the words that come into play (walk, run, go, go).

Correctly pronounce the speech sounds. Speaking in the mouth to teach proper breathing and breathing, speak correctly and clearly as sounds, noisy, harsh, sounds, composing sentences 3-4 words.

Learning the category of grammar. Add words that affect the person's name. Representation of individual and diverse names (children, cities). Intravenous Communication skills development. Learn to perform daily in the classroom, learn to play, learn to play, walk, draw and read fairy tales, favorite toys [1].

Each teacher knows how to save information: 20% of the information is tapped; if only by sight, only 30% of the material will be remembered. If the information is provided by a hearing and a vision, then the student can absorb up to 60% of the information. And the use of multimedia allows you to combine text, sound, painting, video, as well as animation. Thus, the use of multimedia can help each student learn the content. Studying articles for teaching the Kazakh language, I showed the children ways in which they can learn the language in the following

list:

Listening - a great way to learn a language

Everyone knows that in the process of learning a language, four skills are involved, namely: listening, speaking, reading and writing. They are related to the way language is used, while foreign language learners usually choose speaking as their priority, as a skill necessary for free communication with the carriers of cultures of the whole world.

Children begin to listen to their parents' speech, this is a natural process of learning their native language. Children are welcomed, they are told stories, they are praised and at the same time children are not expected to respond. No one knows at what point the child begins to understand the meaning of the words that are being spoken to him, however, parents continue to talk with the child. Over time, the child automatically learns the language, and then begins

to independently reproduce the learned phrases. First, reproducible phrases may be incomplete and inaccurate, but in the end the child successfully copes with the task. As a result, the child learns the skill of speaking, which we so need in everyday life [2].

2. Studying any language, both native and foreign, is a very complex and multistage process. There are a large number of techniques designed to facilitate it, but at the same time to make it more effective. The choice of methodology depends on many factors, ranging from personal preferences to psychological and physiological characteristics, for example, on what type of memory is most developed in the learner. But, based on practice, the overwhelming majority of people have a well developed visual memory, so in recent years the method of visualization has become a universal and integral part of any educational course. Curiously, with visualization a person encounters literally from the very first days of his life, it remains only to recall bright children's books with multi-colored illustrations and inscriptions. This method is aimed at stimulating the natural abilities of students through intellectual accessibility, convenient presentation of material and interactivity. The human brain spends much less time decoding the image, processing it 60,000 times faster than the text. Visual images play a huge role in the life of any living being. According to some information, a person perceives at least 5000 visual messages a day. We live in the digital age, in the age of technological progress, when a radically new visual culture arises. The pace of transmission and exchange of information only grows, and we are increasingly focusing on images: correspondence and posts with illustrations in the social networks, emoticons and other digital images for information transfer. Returning to the features of the functioning of the human brain, it can be noted that about 65% of people rely most on visual perception of the surrounding world. The development of visual memory positively affects the increase in the volume of auditory memory, even without special training. Thus, if you properly activate visual thinking, you can influence thinking in general, ensure long-term storage of information in memory and its correct application in speech [3].

3. The game is a natural way to understand the world around you. In this way, it should be part of the program, including the study of foreign languages. I think that learning based on the game can increase the student's motivation. Game-based learning is focused on learning through a game that supports the

structural process. Learning the game's experience depends on the design of the game. To achieve the goal of education, it is necessary to create an educational environment. The development and design of game training should take into account the age of the user to create effective game training.

Mobile App	System	Description	Advertisement
Қазақша Әліппе Lite	Android	The application is developed to study the alphabet. Thanks to its interactive and bright interface, it is suitable for both children and adults.	Yes
Soyle	iOS Android	The application will teach you to read, correctly pronounce words and correctly formulate sentences.	No
Qazaq app	iOS Android	The application is designed specifically for beginners. Built on the principle of foreign duolingo - the user chooses a topic and studies it, answering the questions, passing the tests, as well as the scores here for success.	No
Правила казахского языка	Android	One of the most useful services for learning grammar. The application includes 50 grammar lessons with explanations in Russian and Kazakh. There are several mini-games here, as well as useful additional functions in the form of phonetic analysis and transliteration.	Yes
Oyan	iOS /Android	There books are available in the Kazakh language, and are taught through reading. Unknown words can be translated directly in the process, you just need to select the text.	No
Sozdik.kz	iOS / Android	The most popular translator from Russian to Kazakh, and vice versa. Contains a large database of words.	Yes

4. One way to teach a language is to teach a language, and not just to mix another language. However, the main criterion for learning a language is not the methodology, but the teacher's demand and a personal approach to the teacher.

5. Teaching by making sentences

Methods of teaching the Kazakh language without grammar

There is a method of teaching without grammar. It is produced in 4 levels[4]. Alimkhan Zhunisbekov, a specialist of the Institute of Linguistics named after Ahmet Baitursynov, offered it.

More about each of the levels:

1st level - colloquial speech, developing communication skills in communication with friends, in the family, with colleagues at work, with neighbors. To master this material, it is sufficient to master the lexical volume of 300-500 words, not more.

2nd level - colloquial and professional speech. A person, having mastered conversational speech, moves to a new vocabulary within his official competence. For most professions, 50-100 words are needed. After successfully passing the second level, the student of the Kazakh language is able to operate with a lexical minimum of 400-500 words.

3rd level - colloquial-business speech, more advanced level. The competence of this stage of study includes the preparation of documentation of the following order: orders, instructions on the mode of operation, contracts of various types. However, in this case, a differentiated approach to learning is needed. The first head of the enterprise, his deputy, heads of departments, chief specialists, ie, the management of organizations is the target audience for the training of conversational and business speech. For ordinary employees, this level of language is not the first need for work, as they do not have to deliver reports in the Kazakh language, develop projects, negotiate, etc. In the most optimistic scenario, all employees of organizations should be proficient in conversational and professional speech, however 60-70% is also very high. A colloquial-business speech is necessary only for 5-10% of the personnel of organizations.

4th level - colloquial and artistic speech, the most difficult level of learning. If 3-5% of the total number of students learning Kazakh master the fourth level, then this will be a very high rate. This level is necessary for reading in the Kazakh language, for example, the novel "The Way of Abai" or the newspaper "Egemen Kazakhstan".

Web and mobile apps for learn Kazakh languages and alphabets in Kazakhstan

The Kazakh language is one of the state languages of our country. In the light of the advancement of the three languages as a national ideology for the future generation, the study of the Kazakh language becomes more relevant today.

Below we present 5 web resources where you can check your level of knowledge of the Kazakh language, visually perform the exercise and learn grammar.

1. Kaz-tili.kz

This is a completely free author's project of the teacher Tatiana Vladimirovna Valyaeva, who at one time devoted herself to the study of the Kazakh language. On this site you can find many different exercises and grammar rules in the form of tables. A very useful resource.

2. Uchim.kz - Learning Kazakh through games

The creators of the site decided to go not in the ordinary way in choosing the method of training, they chose the game form of training, considering that the useful is fully compatible with the pleasant. This resource will be an excellent addition to the lessons that you take on the course with the teacher. However, you will not be able to learn the language on this site.

3. Soyle.kz - Kazakh language course

One of the most popular sites in Kazakhstan. It hosts 24 lessons, which can be taken at any suitable time. The purpose of the site - through audio and video visualization, to teach a student to speak fluently in conversational Kazakh. In addition to the desktop version, there is also a mobile version of this site.

4. Video Tutorials by MaksatImangazi

Ambitious project of young specialist MaksatImangazi in the field of video training. The resource will be useful for foreigners who study the Kazakh language and know English.

5. Kazakhtest.kz - Online tests on knowledge of the Kazakh language

This site provides an opportunity to test your knowledge through tests in the Kazakh language and choose the optimal level of training.

In this table presented mobile applications for learning languages in Kazakhstan:

Conclusion

Learning languages is no exception. You can try on your personal experience, each of the techniques. Or come up with your own by adding a few techniques in place. Man can do everything. The main thing is to have a desire.

In the end, there is a need for two efforts to promote the language of the child.

One of these forces is parents in the first place. If you see the characteristics of your child, correctly assess and guide them, and if you have the knowledge, discipline and work to do the right things for the development of your child's language, then the future will be very useful for the child. By the way, our great ancestors, "knowledge in my language," first of all, we need to know the state language.

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SHORT - VIDEO PROJECT WORK IN LANGUAGE TEACHING

Abstract. This article deals with the implementing short videos in the teaching of English as a foreign language. This work is concerned with English Teaching with Short Video Project Work, with its role and function in lessons and its effect on students' knowledge of the language.

Video Project Work is nowadays considered to be a really effective way of teaching English that connects learning and using the language. From the authors' experience it was found out that students like such kinds of tasks and they learn a lot of various things while they are doing this work. It was noticed that students have contact with reality, the work is more co-operative than competitive and this fact improves students' responsibility of the work and also their social skills.

Key words: project work, team work, short video

Аңдатпа. Бұл мақалада ағылшын тілін оқыту барысында қысқаметражды бейне роликтерді қолдану тәсілдері қарастырылған. Мақала авторлары жобалық видео жұмыстарын пайдалану кезінде бірнеше әдістері мен түрлерін, сондай-ақ олардың рөлін, функциясын және тілді меңгеру кезінде әсер ететін нәтижелерін сипаттайды.

Бейнежазба жобасы қазіргі таңда ағылшын тілін үйретуді және оны пайдалануды байланыстыратын оқытудың тиімді әдісінің бірі болып саналады. Мақала авторларының тәжірибесінен оқушылар осындай тапсырмаларды ұнататынын және олар осы жұмыстарды жасау барысында көптеген нәрсені үйренетінін белгілі болды. Студенттердің жобалары сыныптан тыс, шынайы өмірмен байланысты болғаны байқалды, сонымен қатар бұл жұмыс бәсекелестікте емес, бірлестікте жасалынды және бұл факт студенттердің жұмыстарының жауапкершілігін және олардың әлеуметтік дағдыларын жақсартты.

Түйін сөздер: жобалық жұмыс, бейнероликтер, топтық жұмыс.

Аннотация. Данная статья описывает возможности использования короткометражных видеороликов в процессе обучения английскому языку. По мнению авторов, использование проектных видео работ в процессе обучения английскому языку имеет огромное

количество преимуществ. В статье авторы дают примеры нескольких видов и приемов при использовании проектных видео работ, а также их роль, функции и влияние на успешное изучение иностранного языка студентами.

Использование проектных видео работ при обучении иностранному языку в настоящее время считается действительно эффективным методом, который обеспечивает эффективность обучения и развитие навыков говорения на иностранном языке. При проведении эксперимента авторы выяснили, что обучающимся нравятся такие методы, так как в момент работы над проектами они учатся также и многому другому. Было замечено, что студенты имеют контакт с реальностью, работа проходит более сплоченнее, и нет никакой конкуренции, что способствует повышению общей ответственности студентов за результат работы, а также развивает их социальные навыки.

Ключевые слова: проектные работы, видеоролики, работа в группе.

Video Project Work is nowadays considered to be a really effective way of teaching English that connects learning and using the language. The most important thing is that it does not improve only language skills, but also enhance interests in working together, expand their common knowledge, physical and social skills.

Shooting video is usually a team work. That is why it is important to establish a good working atmosphere. No doubt, it develops students' social skills. It is very necessary to make a choice altogether and discuss the problem. Then students have to divide their work, take their own role in the work and the responsibility for their part of the work. They have to cooperate and this is something really important in their real future life. Moreover, this cooperation should be considered as an important motivating factor.

Project work cannot be characterized simply: there are a large number of possibilities how to describe what the project work is. The teacher's imagination and fantasy is crucial. However, it is possible to enumerate some kinds of the most used projects.

According to Diana L Fried-Booth [1], there are two main streams of projectwork: motivating activities and full-scale projects. Full-scale activities are almost always extended out of the classroom whereas motivating activities usually take place in the classroom. They also differ in their length. Motivating activities are a form of easier work, they are in fact a preparation for full-scale projects. These activities are usually shorter than full-scale projects and they are also more suitable for younger learners. The task is usually to evolve some given topic, e.g. animals. Each student, or a pair, or a group of students, can choose their favourite animal and make a poster about it.

There are an inexhaustible number of topics and younger students love this work.

A full-scale project is more difficult than the previous activity and thus it is more suitable for learners on at least intermediate language level. Diana L Fried Booth [1] divides full-scale projects into three stages: classroom planning that contains discussion about the topic, then carrying out the project, in which students left their classroom and work outside it, and the last stage is reviewing and monitoring the work, which means feedback sessions and analysis of the work.

Project work is composed of several parts. It is necessary to follow some rules of the work, otherwise it could be turned into chaos. A teacher should have a clear plan for lessons. The main stages can be called: motivation, preparation, class discussion, grouping, collecting material, discussion in small groups, creating the project, checking, re-creating, display, discussion and evaluation. This structure can differ in minor ways according to individual learning situations.

Project work is becoming increasingly popular feature within the ELT classroom. A project involves students in deciding together what they want to do to complete a project whilst the teacher plays a more supporting role.

There are some advantages of project work:

Increased motivation – students become involved in the project. All four skills reading, writing, listening and speaking are integrated. Self-study is promoted as students become more responsible for their own study. There are study outcome – students have an end product. Authentic tasks and therefore the language input are more authentic. Social relations are developed through co-operating as a group. A break from routine and the good opportunity to do something different.

Some possible drawbacks to project work:

Some students doing nothing. By giving more independence to the students you may also be giving the freedom to do nothing. That is why the project or criteria of evaluation should be planned and rules decided very carefully and at the end proposal stage this is less likely to happen.

Groups working at different level. One group may have more strong students and work may have finished earlier and easier. If it happens teachers should motivate students properly in order to avoid this problem.

Students using their own language. While they are doing the project work they may use L1.

There are some pieces of advice how to plan the project:

Opening – to give students an idea of what project work is and what they should be aiming to produce, it is good to have examples of past projects.

Proposing – after the explaining the idea behind the project you may ask students to propose a plan of work:

- What they want to include in the project;
- Divide them into roles and decide who will be responsible for what.

Time – allocate an agreed amount of time for the project. Explaining the importance to finish the Presentation – project work need to be seen, shown, and admired. You may ask the group to prepare a task for other students related to their project it could be a quiz game, a crossword using vocabulary for the project or comprehension questions for a video students made.

Evaluation – as with any piece of work a project work needs to be acknowledged and evaluated. It is not enough to just say “well done” after all the work students have done. It is better to use a simple project work evaluation criteria, such as content, design, decoration, group work, individual work, creativity and language.

At the beginning of the project it is really very important to motivate students for the work. It should flow from the previous activity and its subject matter. Students should be looking forward to the work, they should want to create it. And after consulting with colleagues we decided to come up with project work, which will vary from daily tasks and exercises. After the end of the academic year the students were given the opportunity to shoot their own videos. The topics were taken from the textbooks, that is for students of pre – intermediate level New Inside Out (A2 level) and intermediate level New Inside Out (B1 level). A competition was arranged between students of different levels. This was a bonus assignment in which students were evaluated on several criteria, such as:

- Team work 20% out of 100%;
- Coherence 20%;
- Creativity 20%;
- Decoration 20%;
- Acting 20%.

Topics were printed and placed in small envelopes. That is, the formation of groups depended on the students themselves and their luck. Students who selected the same topics were considered in the same team, and acted on the principle "one for all and all for one". The subgroup consisted of 3-4 students who had different abilities. Despite the fact that the subgroups were consisted with both strong and weak students, the goal of this project was to motivate all the participants to speak in equal measures, to help them to overcome the language barrier. Students' teamwork was evaluated as well with the projects' rules and regulations which are mentioned above. In any case, none of the participants had to be involved in the work. A period of one month was given to create a video, within this time students should come up with a story, a scenario, to divide all the parts to role-play, rehearse, produce, edit video and present to the audience. All brought videos were watched by the teachers within 10 days, after which they picked the best three for the number

of points that were given to each subgroup's video. The instructors of the University were presented as jury and they were not familiar with students. Thereby we have achieved an equitable distribution of votes, assessing not personal qualities, but the video which were presented to watch, according to the criteria above. By the end of the project, the group with the highest number of points ranked first, which entitles them to get 10% to the final results. Group with the second place receives 7% and the group receiving third place, 5% to the final results. All other participants who are not awarded any places receive encouraging points from 1 to 5 to the final exam.

Students' video shooting is required to write the script, cast and rehearsal, as well as certain skills of work with video equipment. I think this type of work differs from the everyday homework and diversify the lives of students, bringing some pleasure from the done work. Indeed, all students communicate in English during the video. I hope that from learned fifty words in memory will remain at least half, and maybe even more, in addition a lot of impressions and positive emotions.

№	Title		
1	Name		Friends
2	Place		Adrenalin
3	Love		Relationships
4	Shopping		Party
5	Fit		Edible
6	Job		Time
7	Eco		News
8	Education		Journey
9	Smile		Opinions
10	Lifestyle		Childhood
11	Animals		Age
12	Incredible		Style

Video contest for Pre Intermediate and Intermediate level students

Awards:

- I place -10 % is added to final result
- II place- 7 % is added to final result;
- III place-5 % is added to final result; Participation 1-5 points are added to final exam.

Timeline for video contest

- 03.03.20__ – 07.03.20__: Inform students with the video contest topics, the criteria of evaluation and awards for their project work; Students are divided into groups by draw; Topics are given in the envelopes and students are picking them up by chance;

- 10.03.20__ – 11.04.20__ : Students are working on their projects, searching for the information and come up with their ideas;
- 14.04.20__ : Deadline to submit their project works;
- 15.04.20__ – 25.04.20__ : Project works are going to be evaluated by Language School Teachers;
- 28.04.20__ – 30.04.20__ : Announcement of awards;
- Teaching methods have been changing since mankind exists.

Nowadays, students have to face the different world than we had twenty years ago years ago, and this fact should be reflected in the educational approach. There is no time when memorizing was the best learning strategy. Students of the 21st century deal with the world full of technology and information.

One of the modern teaching approaches is project work. It is learning through experience and it seems such a learning method is appropriate for our time.

From our experience we have found out that this way of teaching is really very exciting for both teachers and students. Students like such kinds of tasks and they learn a lot of various things while they are doing this work. We notice that students have contact with reality, the work is more co-operative than competitive and this fact improves students' responsibility of the work and also their social skills.

We also agree with the fact that it is not possible to use only project based teaching approach, it is suitable primarily to revise some subjects, to differ lessons, to motivate students in creating something by themselves.

Grouping is another point to be discussed. As we noticed the best work is done in groups of three or four members. Larger groups are better to work only occasionally, otherwise they have problems with lazier or weaker students. Pair or individual work is good only for some occasions, too. In these small groups, there is a lack of ideas, cooperation and also fun, which is one of the best motivating factors. However, it really depends.

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ISSUES OF IDIOMS TRANSLATION IN MODERN AMERICAN MOVIES

Abstract. Research paper is devoted to the intercultural issues of translation of American idioms into Kazakh. Actuality comprises the need in full investigation of American idioms and its translation peculiarities from English into Kazakh. Nowadays, there are not so many scientific works devoted to this theme. The present work is devoted to the social phenomenon and its translation peculiarities.

The scientific novelty of the study is presented, firstly, by a systematic analysis of American idioms according to their classification, and secondly, the analysis of translation issues of American idioms from English into Kazakh is given. The aim of this investigation is an attempt to study and analyze translation techniques of American idioms from English into Kazakh.

Key words: idioms, translation, phraseology, metaphor, proverb, phrasal verbs, paraphrase, equivalence, word for word translation, interpreter.

Аңдатпа. Зерттеу жұмысы американдық идиомалардың қазақ тіліне аудармасының мәдениетаралық ерекшеліктеріне арналған. Өзектілігі-американдық идиомалар мен оларды ағылшын тілінен қазақ тіліне аударудың ерекшеліктері толық зерттеуді қажет етуінде. Қазіргі таңда, бұл тақырыпқа арналған жұмыстар тапшы. Бұл жұмыс әлеуметтік феноменге және оның аударма ерекшеліктеріне арналған.

Ғылыми жұмыстың жаңалылығы: біріншіден, идиомалардың классификациясы бойынша американдық идиомалардың толық жүйелі талдауы және екіншіден, американдық идиомалардың ағылшын тілінен қазақ тіліне аудармасының ерекшеліктеріне талдау берілген. Осы зерттеудің мақсаты – американдық идиомалардың ағылшын тілінен қазақ тіліне аударма әдістерін талдауға және зерттеуге деген талпыныс.

Түйін сөздер: идиомалар, аударма, фразеология, метафора, мақал, фразалық етістіктер, баламалық, сөзбе-сөз аударма, аудармашы.

Аннотация. Научная работа посвящена межкультурным особенностям перевода американских идиом на казахский язык.

Актуальность тематики заключается в необходимости изучения американских идиом и особенностей их перевода с английского языка на казахский. В настоящее время не так много научных работ, посвященных этой теме. Работа посвящена социальному феномену и его особенностям в переводе.

Научная новизна исследования представлена, во-первых, систематическим анализом американских идиом в соответствии с их классификацией, во-вторых, дается анализ особенностей перевода американских идиом с английского языка на казахский. Целью этого исследования является попытка изучения и анализа методов перевода американских идиом с английского языка на казахский.

Ключевые слова: идиомы, перевод, фразеология, метафора, пословица, фразовые глаголы, перефразирование, эквивалентность, дословный перевод, переводчик.

Translators face many idioms while translating American films texts. It is one of the most difficult tasks in translation process. In order to translate idioms correctly and to give the right meaning, an interpreter should have background knowledge as in other cases. The interpreter should know the meaning of the idiom of a foreign language and his own language and he or she should understand it. The interpreter should also remember that the idioms cannot be translated word-for-word; they should be translated as phrasal verbs or winged words. On this base, interpreter may translate by utilizing the types of transformations, such as lexical, grammatical and lexical-grammatical [1].

Nowadays, translators face many idioms while translation American film texts. It is one of the most tasks in translation process. In order to translate idiom right and to give the right meaning interpreter should have background knowledge and interpreter should know the meaning of an idiom of foreign language and own language and he or she should understand it. Interpreter should remember that idioms cannot be translated word-for-word, they should be translated as a phrasal verbs or winged words [2].

The goal of idiom translation is to ensure that we learn, during training, a transfer mapping for the idiom as a whole, rather than literal word-for-word mappings for portions of the idiom. Once we have learned such a mapping, during translation, it will automatically be preferred over word-for-word alternatives, since we prefer larger mappings over smaller ones. Hence idiom-specific handling is required only in the training or alignment phase.

The idiom handling in alignment uses information gathered by the idiom-matching algorithm about which nodes and relations participate in an idiom. Idioms, like any other utterance, are to be produced and understood strictly within a shared context of situation, in which the personal, social, historical and physical setting has a relevant role to play.

Idiomatic expressions as a part of culture are necessarily to be translated bearing in mind their function in a system and not just their form. Although, once again a distinction has to be made between proverbs and sayings. As we argued above, idioms cannot be defined by saying that the sense of the whole cannot be arrived at from a prior understanding of the meaning of the parts, as we saw that many authors took for granted, for otherwise the great majority of proverbs would not fit into this definition. Indeed, there is nothing specially opaque in expressions like “there is no rose without a thorn” or “A stitch in time saves nine” in spite of their figurative meaning [3]. The problem arises the moment we have to render these expressions into another system. The fact that they are to be taken as semantic wholes means that we have to find a similar if not an identical idiomatic structure that culturally corresponds to the semantic import of the proverb. Sayings and frozen similes are still more problematic, for their figurative meaning is usually attached to the whole expression (“To put one’s foot in it”) so that any literal meaning is bound to be a real “false friend”.

Any translation, as Susan Bass net rightly points out, requires full awareness of the cultures involved, so that “in order to be able to begin to translate, you have to accept that there are different experiences in different languages” [4].

The translation process becomes therefore “a work that takes a text and transposes it into another culture”, trying to re-encode it rather than translate it as such, that is, always having as the ultimate goal not the linguistic message but the function that a text implies. This is all the more true in the case of idioms whose linguistic form is but a weak indicator of their pragmatic force.

And if idioms translation is a crucial problematic area so it is mastering idiomatic expressions within the context of text of second language learning. To the difficulty of acquiring a semantically self-contained and relatively frozen chunk the learner is face with the hard task of grasping the figurative meaning that underlie those structures. Thus besides becoming familiar with their linguistic structures, it is necessary to know their meanings and their context of usage. In other words, mastery of idiomatic structures presupposes a competence which is not merely linguistic but cultural in the broadest sense: the learner must acquire what Dell Hymes calls communicative competence in order to «sound» natural. In the words of Wolfson and Judd: «The competent speaker needs to know not only the meanings of functions of the various forms but also which ones are appropriate to use which speech situations. Indeed, if nonnative speakers are to interpret what is said with any accuracy, it is necessary for them to understand the cultural values which underlie speech» [5].

Problems of equivalence

The translation of idioms takes us a stage further in considering the question of meaning and translation, for idioms, like puns, are culture bound. When two languages have corresponding idiomatic expressions that render the idea of prevarication, and so in the process of interlingua translation one idiom is substituted for another. That substitution is made not on the basis of the linguistic elements in the phrase, nor on the basis of a corresponding or similar image contained in the phrase, but on the function of the idiom. The SL phrase is replaced by a TL phrase that serves the same purpose in the TL culture, and the process involves the substitution of SL sign for TL sign.

Dagut's distinction between 'translation' and 'reproduction', like Catford's distinction between 'literal' and 'free' translation does not take into account the view that sees translation as semiotic transformation. In his definition of translation equivalence, Popovic distinguishes four types.

1) Linguistic equivalence, where there is homogeneity on the linguistic level of both SL and TL texts, i.e. word for word translation.

2) Paradigmatic equivalence, where there is equivalence of 'the elements of a paradigmatic expressive axis', i.e. elements of grammar, which Popovic sees as being a higher category than lexical equivalence.

3) Stylistic (translational) equivalence, where there is 'functional equivalence of elements in both original and translation aiming at an expressive identity with an invariant of identical meaning'.

4) Textual (syntagmatic) equivalence, where there is equivalence of the syntagmatic structuring of a text, i.e. equivalence of form and shape [6].

Translation involves far more than replacement of lexical and grammatical items between languages and, as can be seen in the translation of idioms, the process may involve discarding the basic linguistic elements of the SL text so as to achieve Popovic's goal of 'expressive identity' between the SL and TL texts. But once the translator moves away from close linguistic equivalence, the problems of determining the exact nature of the level of equivalence aimed for begin to emerge. Generally speaking, collocations are fairly flexible patterns of language which allow several variations in form. For example, deliver a letter, delivery of a letter, a letter has been delivered, and having delivered a letter are all acceptable collocations. In addition, although the meaning of a word often depends on what other words it occurs with, we can still say that the word in question has an individual meaning in a given collocation. Thus, dry cow means a cow which does not produce milk. We can still identify a particular meaning associated with the word dry in this collocation, and, of course, cow still retains its familiar meaning of 'a farm animal kept for its milk'. Idioms and fixed expressions are at the extreme end of the scale from collocations in one or both of these areas: flexibility of patterning and transparency of meaning. They are frozen patterns of language which allow little or no variation in form and, in the case of idioms, often carry meanings which cannot be deduced from their individual components. In other