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CONTEMPORARY TRENDS IN TRANSLATION AREA

Abstract: Translation traces back to the beginning of recorded history. It has always been part of trading and politics. The twentieth century saw the vast improvement in the theory and practice of translation; however, as the globalization is spreading all across the world translators face greater requirements in the employment market. The discipline continuously seeks to improve teaching methods to suit the market demand. In order to achieve that, an institution has to find a balance between meeting employers' requirements and students' needs and interests. [Schäffner, 2000].

The paper examines the current trends on the local translation markets, makes an attempt at identifying current students' needs and studies the challenges existing in the sphere of translation pedagogy.

Keywords: employment market, educational program, curriculum, translation pedagogy, translation agency, translation trends.

Introduction

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. The globalization process influences all the areas of our lives socially, politically and economically, it constantly expands the world borders, making them disappear. The translators, the oldest profession in the world, have always been mediators, connecting different nations and cultures. Thus, it's crucial for educational institutions to continue prepare translators with high intercultural awareness and professionalism.

The paper examines the current trends on the local translation markets, makes an attempt at identifying current students' needs and studies the challenges existing in the sphere of translation pedagogy.

Translation students' survey

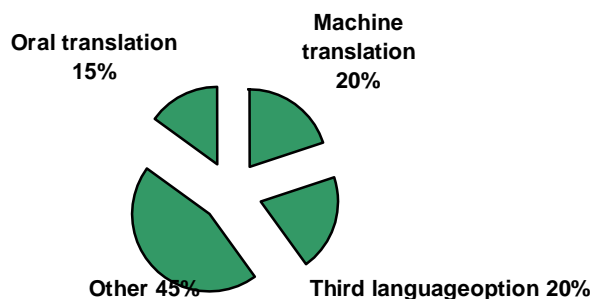
In order to find out needs, interests and possible issues the students are dealing with we conducted the student satisfaction survey. The questionnaire was conducted among all the four translation studies courses. The students

were provided the syllabus of the four year course and had to answer open-end questions related to their studies. The object of the research was to identify areas that, in students' opinion, might be improved.

As the result, 20% of students stated that the course needs to introduce machine translation. The Translation Studies area has developed rapidly over last twenty years. It is now commonly observed [Anderman/Rogers 2003], [Hutchins 2004] that advances in machine translation are allowing computers, using programs like Systran, to give translators a head start by taking a text through the first two translation stages and now even the third. Computer software, like Trados, is helping translators work much more rapidly through the middle stages as well. The machine translation is a rapidly developing area highly demanded by employers and cannot be overlooked.

Another 20% stated that the course lacks language diversity and suggested adding larger variety of foreign languages. The students has had an opportunity to study two foreign language, but felt that having a larger range of languages to choose from would give them a chance to unlock their potential even more.

Lastly, 15% of the students expressed the necessity to add more hours to the oral translation classes. The course has already had the interpreting subject, however, according to the students, limited lesson hours prevented them from mastering this skill to the fullest.



The author examined the local employment market needs by studying vast majority of headhunting websites, and came to the conclusion that most frequent requirements for job seeking translators were machine translation skills, ability to both translate and interpret and knowledge of at least two foreign languages. As you can see, the suggestions made by students closely echo the current translation market requirements. The solution offered by the author is to add the subjects to the curriculum and expand the hours taught.

The table 1 below contains other issues enlisted by the students in the

translation questionnaire:

Problems	Students percentage		Causes	Suggested solutions
Old-fashioned materials	10%		Old soviet time materials/ Most	Development of local courses

		of them miscellaneous	oriented materials
Non-practical courses and class equipment	20%	Lack practicality There are few positions available	Use of computer and mobile devices as a help
Lack of professional experience	10%	The employers require sufficient job experience	Apprenticeship for students

Local employment market analysis

It is impossible to identify flaws and set new goals for an educational program without analyzing the demand first. The local labor market for translators is represented by translation agencies, freelancers and companies, that either cooperate with two mentioned above or set up their own translation departments. The agencies in the domestic market differ not significantly, work in the same area, with similar companies and offer the whole range of services [Galant, 2011]. Most of the freelance translators or interpreters quite often work with the multiple agencies, as the number of the translators, especially of those who provide oral translation, is substantially low. The essential requirements for employees are a degree in the field and experience, very often from two to five years, with the payment one might find pretty uninspiring. The competition among translation agencies, as every one of them aims to get the best deals and offers. That's why they are interested in hiring the best

translating professionals in the market. This leads to even more fierce competition among educational institutions to graduate the most qualified alumni that will be able to exceed in the market. To achieve that an institution has to improve their academic program and adapt to the constantly changing market requirements and trends.

Translation pedagogy

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 [Latyshev, 2005].

The table 2 below contains some of the challenges that might prevent a student in becoming a professional translator:

Problem	Cause	Suggested solution
English knowledge gap	Difference in basic education	Provide additional lessons for weaker students
Technical provision	Lack of technological equipment/ Outdated equipment	Constant improvement/ Purchase of equipment and programs
Students are not interested in the field	Lack of course on technological advancements in the field of translation Translators are not paid adequately	Apprenticeship for students

Conclusion

In this paper, the author identified the issues in the institution's curriculum that need to be improved and provided some suggestions on the topic. The author also analyzed the current local employment trends and singled out some challenges that might prevent a student in becoming a professional translator.

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.

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АУДАРМА САЛАСЫНДАҒЫ ҚАЗІРГІ ЗАМАН АҒЫМДАРЫ

Аңдатпа: Аудармашылар әрқашан сауда және саясат бір бөлігі болды. Аударма ісі ХХ ғасырда іс жүзінде, сөз жүзінде де тамаша нәтежелерге қол жеткізді. Бірақ дүниежүзілік жаһандану еңбек нарығында аудармашыларға деген талапты күшейтті. Оқу жүйелері еңбек

нарығында өздеріне сұранысты арттыру үшін оқу әдестемелерін жоғары талаптарға сай қотеруге тырысуда. Осындай нәтижелерге қол жеткізу үшін оқу орыны еңбек нарығындағы талаптармен студент жастардың талап-тілектерінің тепе-теңдігі сақтай білу керек. [Schaffner, 2000]

Бұл мақалада жергілікті еңбек нарығындағы қазіргі заман өзгерістрі, студент жастардың өмірлік қажеттіліктері және аударма педагогикасы жүйесіндегі мәселелер талқыланады.

Кілт сөздер: еңбек нарығы, оқу жүйесі, оқу жоспары, аударма педагогикасы, аударма бюросы, аударма ағымдары.

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СОВРЕМЕННЫЕ ТЕНДЕНЦИИ В СФЕРЕ ПЕРЕВОДА

Аннотация: Перевод восходит по времени к истокам истории. Переводчики всегда были частью торговли и политики. Двадцатый век ознаменовал значительное улучшение в области теории и практики перевода. Однако, с началом распространения глобализации по всему миру, переводчики сталкиваются с более серьезными требованиями на рынке труда. Образовательные программы постоянно стремятся улучшить методы обучения, чтобы удовлетворить рыночный спрос. Для того, чтобы достичь этого, учреждение должно найти баланс между требованиями рынка и потребностями и интересами студентов. [Schaffner, 2000]

В статье рассматриваются современные тенденции на местных рынках труда, выявляются текущие потребности студентов и изучаются проблемы, существующие в сфере педагогики перевода.

Ключевые слова: рынок труда, образовательная программа, учебный план, педагогика перевода, бюро переводов, тенденции перевода.