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SOME DOMINANT FEATURES OF TEACHING TRANSLATION

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Abstract. The article deals with some ways of teaching translation to get a professional translator. The actuality of the research work is to determine a translation unit of the text material that would reflect both a thematically complete fragment and a cognitive one. The novelty of the research work is the determination of the basic translation unit within the text, the determination of the dominant structural elements of the text useful for the initial stage of translation teaching, as well as the need to methods and techniques of external linguistics in parallel with linguistic ones.

The aim of the research work is dictated by the need to define a translation unit that includes not only linguistic parameters, but also a cognitive parameter. The main methods of research are the method of analysis and synthesis, the descriptive method, the continuous sampling method. The material of research is authentic scientific text.

The result of the study was the determination of a basic translation unit with the cognitive format within the text, the identification of the dominant structural elements of the text at the initial stage of translation teaching, and the identification of the necessity of using methods and techniques of external linguistics in parallel with linguistic ones. The theoretical significance of the investigation lies in the establishing the qualification and classification parameters of the translation unit in various types, and, expanding the understanding of the use of methods and techniques of external linguistics.

The practical significance lies in the use of the research results at lessons on the theory and practice of translation, practical translation activities, in the theory and practice of intercultural and cross-cultural communication. In this article the conclusion that the formation of a student's linguistic and translating competence reflects a comprehensive and high level of translator's training is made.

Keywords: translation, process of translation, translator's competence, text, methods of investigation, communicative teaching, logical-semantic, components

Introduction

Recent decades have documented a considerable amount of solid researches devoted to the description of the translation and its process, a role of translation, etc.

For example, translation methods and techniques [1], the main aspects of translation process [2] are highlighted.

At the same time, the lingvo-cognitive essence of the translation process itself remains insufficiently highlighted.

The scientific paradigm, which takes into account both the smallest segment and the largest segment of the text as an object of translation allows us to consider the translation process as the creation of a complete speech-conscious whole.

Thus, the text acts as a special object of analysis in the translation process.

A thorough and detailed description of the features of the text was set out in the works of I.R. Galperin, N.S. Valgina, K.A.Filippov [3, 4, 5, 6, 7] and others; also logical-semantic relations between the parts of the fiction text were defined [8], etc.

With this approach, primary attention is paid to the semantic side of the statement. The first one is mainly focused on the analysis of the linguistic form, the second – on the complex analysis of translation reaching one or another level of the functional conditionality. These paradigms have given a rise to a number of different theories of translation. One of the most important, in our opinion, is lingvo-cognitive.

The analysis of the literature on the problem of translation allows us to distinguish two main approaches to translation (the direct switching method and the indirect switching method (according to the classification of Nida and Taber)), various methods and techniques of transformation (for example, omission, addition, compensation, etc.) [9].

On the basis of James S. Holmes' theory of translation (the scientist divides translation studies into pure and applied branches) [10]. we distinguished aids for translating process.

Peter Newmark's translation theory revolves around the idea that translation is both a science and an art. He also highlighted the significance of text typology, suggesting that different text types require different translation strategies [11]. We adhere to this point of view and announce that the right choice of methods for translating provides an adequate result.

Three aspects of translation, stages of translation are also highlighted (depending on the methods of translation (text segmentation method, recording method, etc.), types of translation (full and abridged (also referred to as abstract in some sources)), translation depending on the communicative task, etc.

The basics of translation were not left without attention. As it is known, the two main problems of translation studies are the identification and understanding of the principle according to which translation correspondences are established between the SL (source language) and the TL (translating language), and the creation of a model (models) of translation activity. From the perspective of this issue, there is a need to determine the unit of translation in the process of translation activities

At one time, it was proposed to take a unit of thought as a unit of translation (A. Malblanc, as well as J.-P. Vinet and J. Darbelne), the smallest segment of the text (O. Kade).

The above problem finds its study in modern research. So, the unit of translation is proposed to be called a *translateme*.

Translatema – eto to, chto perevodchik stremitsya i s chem on rabotayet v protsesse svoey perevodcheskoy deyatel'nosti. Vazhno ponimat', chto *translatema* – konstanta s tochki zreniya *perevodovedeniya* (*Translateme* is what a translator seeks to discover and what he works with in the course of his translation activity. It is important to understand that the *translateme* is a constant from the point of view of translation studies) [12].

The question of *translateme*, as noted in one of the studies, is considered in connection with the translation process, and not with the result of this process.

Anyway, we believe that in the process of translation, the object is as the smallest segment so the largest segment of the text.

Materials and methods

The main method of research is method of analysis and synthesis, which requires the analysis to consider extra linguistic information of the source text to be generated in the target text. The usage of this approach allows me to determine the smallest unit of the textual material that includes logical-semantic relations established on the basis of relations between events and processes (represented by the subject, object, predicate and expressed by the author of speech) occurring in real reality and relations characterizing the perception of the addressee).

The method of linguistic description and observation (descriptive method) allowed us to identify lexemes and the features of their functioning within a segment of the whole, point out one of the most flexible ways of teaching the translation of textual material, the substantial ways of teaching translation at first stages for mastering skills of the translation, segments of cognition as units of translation. This, in turn, makes it possible to carry out a more successful translation process with accurate and correct results.

The continuous sampling method gave me an opportunity to get not only a perfect group of examples for analysis and demonstration of theoretical principles, but also provided informational opportunity to define the conditions for obtaining an adequate translation that students should learn.

Authentic scientific text was chosen as the research material, since it (the scientific text) has a high level of organization, integral semantic-syntactic unity, demonstrates monolithism, and is rich in a cognitive program. The purpose of scientific presentation, as it is known, is to make an impact on readers' mind. And this, in our opinion, is carried out through rethinking. Rethinking is very important in a translation process.

Results and discussion

By promoting the text to the position of the object of translation, we found that the unit of translation should be such an element that would incorporate not only linguistic parameters, but also the parameter of cognition. That's why we propose to introduce the term "segment of cognition" as a working term for a unit of textual material (both: written and oral; in this case, the text acts as the highest communicative unit; it is understood as something already reproduced) in translation.

Segment of cognition is a part of the textual material that has semantic and meaningful integrity, linguistically and stylistically correctly processed by the translator for transferring it from one language to another to make an impact on addressee's mind.

In comparison with the existing one, the term "segment of cognition" is associated with the result of translation process, since it is aimed at the perception of the textual material by the addressee. Also the term we introduce reflects the essence of a completed translated part of the communicative act, having semantic and conceptual integrity.

It is difficult to agree with the prevailing opinion that translation studies deals with real, concrete speech in the form of texts and to a lesser extent with the language system in general. The establishment of the qualification and classification parameters of the translation unit projects the translation process as a process composed more on linguistic parameters, taking into account others (social, ethnic, etc.).

The above leads to the study of methods of teaching translation based on the basic principles of linguistic research, as well as on the use of methods and techniques of external linguistics.

It is well known that translation is a specific type of speech activity. In this regard, several various tools are involved in the translation training process to achieve the result of translation training, which is in getting a highly qualified professional in the field of translation.

In the process of teaching translation, one of the main ones is the translation of texts, which is one of the important subjects in the professional training of a translator.

The translation of texts is based on professional contextual training, the implementation of which is carried out by purposeful types of work on the text when translating various sources. This provides for the formation of students' skills to independently determine and solve the range of translation tasks, conduct self-control and self-correction.

A comprehensive training of a professional translator is aimed at the formation of linguistic and translation competence of the student.

Linguistic competence is the knowledge of language systems and the ability to use it for communicative purposes.

We consider it expedient to identify the competence of the translator in line with the knowledge of the language as a means of not just communication, but intercultural communication. In this regard, we introduce a working term with its definition.

So, linguistic and translation competence is the knowledge of the systems of the native language and a foreign language and the ability to apply this knowledge in the translation process in order to create a communication.

The above determines the need to teach future translators to apply the basic principles of linguistic research in the analysis of texts; such as comparison, analysis, synthesis, idealization, generalization, induction, deduction.

So, if comparison, generalization, analysis and synthesis are applied to one degree or another in the process of pre-translation analysis of the translated material, but idealization, induction, deduction have not found their place.

Within the framework of this article, we will attempt to describe induction in more detail. As an illustrative material, we present fragments of text material.

So, at the early stages of translating a text of any sphere, it is necessary to use text material containing as many sentences of being as possible.

As it is noted in Linguistics, the structure of any text is determined by four types of sentences. And they, in our opinion, are used as four necessary components of it.

In turn, we also add that the structure of any text (except scientific; scientific text is represented by four types of composite-speech forms that have different functions than in non-scientific texts) is represented by three types (narrative, description and reasoning).

Accumulating the conclusions above, we determine that the text material (in the early stages of the translation of a text of any sphere) should be represented by a narrative in which there are relatively more sentences of being.

The sentences of being (unlike other types of sentences) are sufficiently easy to translate; and this facilitates the translation procedure. After translating such segments, you can completely start translating the whole. In other words, a piece of text characterized as a segment of cognition should be represented by a narrative, not by reasoning type.

Examples:

1. Then, perhaps a week later, one morning when she was sitting in the shaded room studying a Malay grammar (for she was industriously learning the language) she heard a commotion in the compound. She heard the house boy's voice, he was speaking angrily, the voice of another man perhaps it was the water-carrier's, and then a woman's, shrill and vituperative. She went to the window and opened the shutters. The water-carrier had hold of a woman's arm and was

dragging her along, while the house boy was pushing her from behind with both hands. Doris recognized her at once as the woman she had seen one morning loitering in the compound and later in the day outside the tennis-court. She was holding a baby against her breast All three were shouting angrily.

(The Morning Incident)

2. He now took the stick from my hands and examined it for a few minutes with his naked eyes. Then with an expression of interest he laid down his cigarette, and carrying the cane to the window, he looked over it again with a convex lens.

The Hound of the Baskervilles)

3. We were all feeling seedy, and we were getting quite nervous about it. Harris said he felt such extraordinary fits of giddiness come over him at times, that he hardly knew what he was doing; and then George said that he had fits of giddiness too, and hardly knew what he was doing.

4. I had walked into that reading-room a happy, healthy man. I crawled out a decrepit wreck.

I went to my medical man.

(Jerome K. Jerome - Three Men in a Boat
(To Say Nothing of the Dog))

5. We chatted in a desultory fashion with Major Norman. In the centre of the little group of men on the platform I recognised a little ferret - faced fellow talking to a tall, fair man.

(A.Christie
“The Kidnapped Prime Minister”)

In these segments of cognition, there are 2-6 sentences. We are interested in sentences or a part of sentences with beingness. There are also 2-6 of them (these ones are underlined by us). All of them narrate; their grammatical structure is not complicated. Initially, it is proposed to subject these fragments of the whole to translation, and then the remaining parts in total.

We consider it important to take a detailed look at the description of translation competence in the context of other fields of sciences. And, if we take into account that translation competence is formed on the basis of communicative competence, which requires knowledge and skills not only in the field of language, but other (for example, socio-humanitarian) disciplines, then this problem should be considered more broadly.

In this regard, in the process of teaching translation, it is necessary to pay close attention to the skills of wide use of methods and techniques of external

linguistics. These are, as a rule, the main types of psycholinguistic experiment; active and passive methods of sociolinguistic research.

Studies, as it is known, in these areas have recorded the following: the first include laboratory (directional), natural and associative; the second - testing, questioning and interviewing.

Before revealing the mechanism of using the above-mentioned methods and techniques of external linguistics in the process of teaching translation, we consider it important to focus on the issue of developing skills to use language situationally and adequately.

The translator, as noted in one of the research papers on translation, should be able to use the language situationally and adequately as a means of written and oral communication when translating. To achieve this goal, a practical approach to language teaching is needed.

Thus, communicative language teaching is a priority for the training of specialists in the field of translation.

The problem of communicative approach in translating is also considered by some researchers (for example, Z. Proshina) [13].

Researches in the field of linguistics and methods of language teaching reveal many parameters of language teaching. In particular, communicative language learning deals with the development of all skills and their natural sharing. The ways of developing speaking skills have not been the subject of special attention in recent years; nevertheless, they remain one of the priorities in language teaching.

The above is a problem of developing not only linguistic competence, but also sociolinguistic, discursive, strategic, socio-cultural and social competence. And all of them as a whole constitute the ultimate goal of the development of communicative ability. Therefore, speech tasks are aimed at developing confidence, desire and ability to use language not only accurately, but also according to the situation, effectively, in order to achieve the goal of communication [14].

All this ensures success in mastering the culture of behavior and speech, the ability to communicate in formal and informal situation, using the basics of speech etiquette, knowledge and psychology of speech communication, exploring the basics of professional ethics.

Thus, the successful language skills (as one of the tools) ensure successful translation.

In addition to the formation of linguistic and translation competence of students to ensure an equivalent and adequate translation of any material in the context of interlingua communication, it is necessary to pay attention to the development of skills for analyzing a particular material from the standpoint of the pragmatic-functional-semantic implementation of the material. To get a more successful process, you should use the text as the translated material.

In this regard, it is appropriate to note the main methods and techniques of text analysis. Many studies describe a text research algorithm. These include: the delimitation of the text, the definition of the type, theme and structure of the text, the identification of features of intra-textual connections and stylistic features of the text, the establishment of its pragmatic essence. It should be added that not only intra-textual connections are important in the analysis of the text; intra-textual relations also play a huge role, more precisely, logical-semantic.

Logical-semantic relations are relations established on the basis of a real connection between events (represented by the subject, object, and predicate and expressed by the author of speech) and relations characterizing the perception of the addressee himself.

Seven types of logical-semantic relations are distinguished in the structure of the text: 1) connective type; 2) explanatory type; 3) transitive type; 4) contrastive type; 5) causative type; 6) temporal-taxis type; 7) enumerative type [15].

Let's give examples (all examples are borrowed by us from authentic texts):

1. Why is such language used? Self-importance, of course, but also because it serves as a fence that keeps others outside and respectful, or leads them to ignore what is going on inside because it is too much trouble to find out. So you may hear about “a horizontal analysis spanning the formal vertical departmental structure” intended to “identify multi-purpose citizen contacts requiring timely responses”.

2. Another very basic difference between people of different ethnic backgrounds is their sense of territoriality and how they handle space. This is the silent communication, or miscommunication, that caused friction between Mr. Ybarra and Sir Edmund Joes in our earlier example.

3. What does one do during an associative hour? Get acquainted? Not since computer language has descended on us. One interfaces on a personal basis. By the way, if any well-dressed women are present, it is possible that their dress reflects “Executive Wardrobe Engineering”.

4. As with glittering generalities, the danger here is that we may mistakenly assume we are immune to this appeal. But propagandists wouldn't use it unless it had been proved to work. You can protect yourself by asking, “Aside from his ‘nice guy next door’ image, what does this man stand for? Are his ideas and his past record really supportive of my best interests?”

5. They begged the Romans to return, but a single legion of Roman soldiers—all that could be spared—helped very little. So the Celts sent a call to “parts across the sea” (as the Venerable Bede, the ancient historian, put it), asking various Germanic leaders in northern Europe to come to their aid.

6. The borrowings still go on. A million or so people whom the British call ‘coloured’ have moved into England in recent years; their impact on the language will no doubt gradually become apparent. Then too, if a physicist makes

a discovery or an engineer an invention, he is likely to choose a name from what has jokingly been called ‘Schenectady Greek’: *aerostat* and *thermoscope*, for example.

7. The remainder of the chapter is devoted to an explanation of these terms. First, we discuss this text in general.

The Table below shows seven types of logical-semantic relations in the structure of the text with the lexemes that demonstrate the relations between parts of the whole.

Table: Types of logical-semantic relations in the structure of the text with the lexemes

logical-semantic relations	lexemes
connective	so
explanatory	this is
transitive	by the way
contrastive	but
causative	so
temporal-taxic	then
enumerative	first

As you see in the Table two of the logical-semantic relations are introduced by one and the same lexeme “so”. In the connective type the mentioned lexeme transfers the meaning of addition and connects two parts of the whole. In the causative type this lexeme introduces the part that depicts the reason of the action caused by a situation described in the previous sentence.

So the translator may face problems to translate such segments because of the lack of knowledge about the logical-semantic relations, namely the roles of lexemes in accordance with the use of them in a definite context with a certain purpose.

The skills to find out and interpret as explicit so implicit way of expressing some logical-semantic relations between the segments of the text provide the correctness and accuracy of translation. This supposes its adequate translation.

That’s why this problem must be taken a detailed look to.

Conclusion

Lingvo-cognitive approach in studying phenomenological structure of the text as a product illuminates the cognitive aspect. This aspect should be transmitted in a process of translation. In particular, in a process of translation a text should be divided logically into some segments to find types of logical-semantic relations in the structure of the text with the lexemes. It enables to render information with comprehension. The proposed approach plays a great role in ranging translation units of texts in the source language and target language

and contributes to the correct translation of the material and, accordingly, the perception of the information by the recipient.

The analysis of the authentic linguistic material of texts allowed revealing the scientific text as an intellectual product that requires correctness and accuracy of compiling or reading. The usage a segment of cognition as a unit for translation leads to fully correct result of the translation process, since the translation process becomes a rethinking process. The aim can be achieved by knowledge and skills to use of the above given information.

In the early stages of training future translators for practicing a translation a text of any sphere should be taken a narrative type of composite-speech forms in which there are relatively more sentences of being, since they are sufficiently easy to translate; and this facilitates the translation procedure. The training of a future highly professional translator is a comprehensive and thorough approach to training. If we state this problem briefly, then it may look like this.

So, to teach students to analyze the original text, to identify standard and non-standard translation problems, to choose ways to solve them, using various kinds of translation transformations, to form skills for analyzing and transcoding the source text based on the author's intention, editing the final text and reorienting the text to a foreign-language recipient. All this should be based on practical knowledge of the methods and techniques of internal and external linguistics in parallel with the methods and techniques of translation and their masterful use.

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АУДАРМА ОҚЫТУ БАРЫСЫНДАҒЫ КЕЙБІР ДОМИНАНТТЫҚ ЕРЕШЕЛІКТЕР

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Аннотация. Мақалада кәсіби аудармашы дайындау үшін аударманы үйредудің кейбір жолдары қарастырылады. Осы мақсатқа жету үшін бұл мақалада осы мәселені шешудің кейбір жолдары ұсынылған.

Зерттеудің өзектілігі тақырыптық толық үзіндіні де, когнитивтікті де көрсететін мәтіндік материалдын аударма бірлігін құру қажеттілігінде. Зерттеудің жаналығы – мәтін ішінде негізгі аударма бірлігін орнату, аудармаға оқытудың бастапқы кезеңінде мәтіннің басым құрылымдық элементтерін анықтау, сонымен қатар лингвистикалық және де сыртқы лингвистикалық әдістері мен тәсілдерін қолдану қажеттілігі. Зерттеудің мақсаты тілдік параметрді ғана емес, сонымен қатар когнитивті параметрді қамтитын аударма бірлігін табу қажеттілігін туындады.

Зерттеудің негізгі әдістері әдістерінеталдау және синтез әдісі, сипаттама әдісі, үздіксіз іріктеу әдісі жатады. Түпнұсқалық ғылыми мәтін зерттеу материалы болып табылды. Зерттеудің теориялық маңыздылығы аударманың әртүрлі түрлеріндегі аударма бірлігінің біліктілік және классификациялық параметрлерін белгілеуде, сыртқы лингвистиканың әдіс-тәсілдерін қолдану туралы түсініктерін кеңейтуде. Практикалық маңыздылығы зерттеу нәтижелерін аударма теориясы мен тәжірибесі бойынша сабақтарда, практикалық аудармашылық қызметте, мәдениетаралық қарым-қатынас теориясы мен тәжірибесінде пайдалануда.

Зерттеудің нәтижесі мәтін ішінде когнитивтік форматы бар негізгі аударма бірлігін құру, аудармаға оқытудың бастапқы кезеңінде мәтіннің басым құрылымдық элементтерін анықтау және лингвистикалық әдістер мен тәсілдерімен қатар сыртқы тіл білімінің әдіс-тәсілдерін қолдану қажеттілін анықтау боды

Бұл мақалада білім алушының лингвистикалық және аудармашылық құзыреттілігін қалыптастыру аударма дайындығын жан-жақты және жоғары деңгейін көрсетеді деген тұжырым жасалады.

Тірек сөздер: аударма, аударма процесі, аудармашының күзіреті, мәтін, зерттеу әдістері, коммуникативтік оқыту, логикалық-семантикалық, компоненттер

НЕКОТОРЫЕ ДОМИНАНТНЫЕ ОСОБЕННОСТИ ОБУЧЕНИЯ ПЕРЕВОДУ

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Аннотация. В статье рассматриваются некоторые способы обучения переводу в подготовке профессионального переводчика.

Актуальность исследования заключается в необходимости установления переводческой единицы текстового материала, которая отражала бы как тематически законченный фрагмент, так и когнитивный. Новизна исследования представляет собой установление основной переводческой единицы в рамках текста, определении доминантных структурных элементов текста на начальном этапе обучения переводу, а также необходимость использования методов и приемов внешней лингвистики наряду с лингвистическими.

Цель исследования продиктована необходимостью нахождения такой единицы перевода, которая включала в себя не только лингвистические параметры, но и параметр познания. Основными методами исследования являются метод анализа и синтеза, описательный метод, метод сплошной выборки. Материалом исследования явились аутентичные научные тексты.

Результатом исследования явилась установка основной переводческой единицы с когнитивным форматом в рамках текста, определение доминантных структурных элементов текста на начальном этапе обучения переводу, выявление необходимости использования методов и приемов внешней лингвистики наряду с лингвистическими. Теоретическая значимость исследования состоит в установлении квалификационных и классификационных параметров переводческой единицы в различных типах перевода, расширении представления об использовании методов и приемов внешней лингвистики. Практическая значимость заключается в использовании результатов исследования на занятиях по теории и практике перевода, практической переводческой деятельности, в теории и практике межкультурной коммуникации.

Автор статьи делает вывод о том, что формирование у обучающегося лингвистической и переводческой компетенции отражает всесторонний и высокий уровень подготовки переводчика.

Ключевые слова: перевод, процесс перевода, компетентность переводчика, текст, методы исследования, коммуникативное обучение, логико-смысловой, компоненты

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