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CHALLENGES AND PROSPECTS OF AUDIOVISUAL TRANSLATOR TRAINING IN KAZAKHSTAN

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Abstract. The speed of development of media technologies and the rise of cultural exchange has led to a considerable rise in the demand of high-quality audiovisual translation. This research investigates the current state of audiovisual translation training in Kazakhstan, identifies key challenges, and proposes recommendations for the development of specialized educational programs. The specific objectives are: (1) to analyze existing translation curricula in Kazakhstani universities; (2) to compare training opportunities with international practices; (3) to propose concrete solutions for closing the identified gaps.

The contents analysis of the currently existing educational programs and comparative analysis of the best practices of audiovisual and visual translation education across borders will be utilized in the study. University courses, professional training courses and industry reports served as the sources of data collected in order to examine the current state of education concerning audiovisual translation in Kazakhstan.

It is revealed that the results do not reflect any specialized course in the universities of Kazakhstan most of which offer the general translation courses. Courses, in their turn, offer a complete range of programs. This research shows imperative the necessity to develop and establish audiovisual translation courses.

The article is also relevant in giving insight on this discipline in the fact that there is a need to develop oriented education programs that are called to change with regard to the evolving demands in the media and translation industry. Practical importance of the work consists in the provision of recommendations to the stakeholders of the industry in Kazakhstan on how they can eliminate the skill gap and provide a better quality of audiovisual translation.

Keywords: educational programs, translation, audiovisual translation, multimedia content, training translators, international experience, media technologies, professional development, Kazakhstan

Introduction

The current phase of development of media technologies and the dynamics of information exchange is characterized by intensive integration of multimedia content into everyday life of society, hence the need to provide high-quality translations of audiovisual content in different languages.

From a sociolinguistic point of view, audiovisual translation offers many advantages. This is especially true for minority languages and the corresponding communities of speakers, which are increasingly dependent on external resources due to their reduction. The audiovisual industry has recently experienced great upheaval with the emergence of multiple streaming channels that have changed media consumption habits as well as translation practices [1].

The necessity of developing the Kazakh language in different spheres, particularly the media and the cinema, is one of the principal goals which the state had to promote since the day Kazakhstan gained independence. Special importance has been given to those activities that involved the translation and dubbing of the foreign media into Kazakh language, animated films created by the most powerful animation studios, and in some of the capital films of giant Hollywood companies. Such actions will be designed to preserve and enforce the linguistic and cultural integrity of Kazakhstan. By 2030, the national language policy and strategies are tasked with making 95 percent of the Kazakhstan population speak the Kazakh language, thus forming a massive market of audiovisual translation and localization into the Kazakh language [2].

The relevance of research in this area is driven by the growing importance of audiovisual translation in the context of globalization and strengthening of cultural exchange. The end of the 20th century saw the active development of audiovisual translation, the economic consolidation of the television and film industries and the emergence of standard distribution formats (for example, DVDs were introduced, with content that can be distributed in several languages on a single disc) [3]. In modern society, the rapid growth of the Internet and digital technologies, in turn, has significantly increased the need for audiovisual translation, which includes a wide range of activities within the translation of films, television shows, videos and other multimedia content. Audiovisual translation is the actual work to achieving success in ensuring a film or a television series can be seen by people worldwide. As most films in Kazakhstan and other series of different genres are taken by the foreign films and series (Hollywood comedies, soap operas, action films, popular Korean, Turkish and Indian series), there should be a high-quality professional film translation [4]. Currently, the educational system offers numerous training programs for translators; however, most of them specialize only in traditional types of translation - written and oral. While audiovisual translation includes a number of areas, including subtitling, voice-over and dubbing, each aspect requires expert skills due to the particular difficulties in synchronizing the auditory and visual components. The shortage of skilled workers has led to a skills deficit; the sector requires specialists who can effectively localize audiovisual content for global consumption, taking into account the linguistic, cultural and social context of the target market.

The introduction of specialized educational programs for teaching audiovisual translation is one of the most important factors on the way to ensuring

high-quality translations and creating professional competencies that meet the characteristics and requirements of the media sector. The aim of this study is to investigate the current state of audiovisual translation training in Kazakhstan, identify key challenges, and propose recommendations for the development of specialized educational programs in this field.

Materials and methods

The method of the study is a mixed method (including qualitative and quantitative analysis) accompanied by the method of sampling to investigate the modern training opportunities of audiovisual translators in Kazakhstan, neighboring Central Asian countries, and those that are not geographically close, and also discover gaps in the training programs. Analyzing educational programs and elective courses in the direction of studying audiovisual translation and the prospects of training specialists in this field is one of the grounds of the given research as Kazakhstan higher educational institutions offer quite good and high-quality educational programs and courses in higher education. Mixed research method was chosen to make the study more practically significant for universities and the professional community. The quantitative analysis allowed to determine how many universities in Kazakhstan offer courses in audiovisual translation and to determine the proportion of such programs from the total number. As a sample, 36 universities in Kazakhstan that implement training programs in the field of Translation at the bachelor's and master's levels were analyzed. The universities were selected using the purposive sampling method. Within this sample, programs containing specialized courses in audiovisual translation (subtitling, dubbing, voice-over) were identified, which made it possible to determine their prevalence and conduct a comparative analysis. We also surveyed professional courses on training in audiovisual translation that are not university-based. We compared the offline and online courses in Kazakhstan and internationally. The official websites of the courses were referred to collect data that could be compared know the opportunities that are presented to translators in the learning of audiovisual translation and becoming a professional in that area. Moreover, qualitative analysis of curricula and courses made it possible to understand the specifics of the disciplines offered, identify gaps in their structure and content. Being one of the most versatile translation subdomains, audiovisual translation increasingly gains significance nowadays due to the development of modern global society [5]. The reason behind this trend is the massive amount of media content consumption and the globalization of cultural exchange. They provide the non-native speakers of a language and people of diverse cultural backgrounds with ease of access and understanding of a message. The necessity of educational programs to develop qualified specialists in this direction is self-evident. Researchers note that audiovisual translation plays an important role not only in the process of language learning, but also in the development of cultures [6].

The evolution of the media arena and the popularity of video materials have resulted in the demand of specialists with the ability to work with audio visual sources that are rising in number. A significant aspect in this respect is the process of introducing the audiovisual translation into the educational programs which assist in designing the competencies that demand the combination of the theoretical knowledge and the practical skills in the different kind of translations [7].

In the meantime, pedagogical activities must also respond to the present needs and demands of contemporary translation market, as well as to train in the recent technologies, including automatic subtitling and utilization of the specially developed software on subtitling/editing. The studies conducted in this field suggest that towards a holistic approach that embraces technical aptitude alongside the knowledge of how to operate in an intercultural setting. This study argues that there is a need to move far beyond the conventional training in translation activities by embracing technologies, that have become an apparent resource in the professional activity of audiovisual translators [8]. Thus, the formation of highly qualified specialists in the field of audiovisual translation requires the creation of training programs that fully cover both theoretical and practical aspects of this field. The most important aspect of this undertaking is the introduction of courses in audiovisual translation into university curricula, which allows students to master professional standards and problems that modern translators face in the context of developing information technology and the experience of globalization. The most important basis for educational activities is the creation of unique undergraduate and graduate programs for training specialists in the field of audiovisual translation. The program should cover a wide range of issues that are related to audiovisual translation, such as subtitling, dubbing and voice-over, in addition to less traditional but increasingly popular forms such as audio description. In order to achieve successful student learning outcomes, the program should include both theoretical foundations and practical approaches [9].

Theoretical training is a fundamental basis for improving the understanding and analysis of the various elements related to audiovisual translation. Within the framework of theoretical courses, it is advisable to cover such issues as the basics of audiovisual translation, i.e. the theory of dubbing and subtitling; problems of cultural adaptation of content; adaptation of phraseological units and metaphors in various cultural contexts; synchronization of speech and text as a key component of audiovisual translation; as well as technical and ethical aspects, such as copyright compliance, censorship issues and policy issues.

The research paper focuses on the analysis of the current situation in translator training in Kazakhstan, paying special attention to the state of audiovisual translation training.

Results

Translation Studies is taught in 36 universities in Kazakhstan. However, these programs in the most part are aimed at general translation training in

oral and written translation, not considering specialized areas in such matters as audiovisual translation. Consequently, key areas of translation in multimedia settings such as subtitling, dubbing, and voice over- are not being systematically integrated into the curriculum.

It was established that merely 9 of the universities provided courses or fields of study pertaining to audiovisual translation. Summarized in Table 1, the analysis points to more specialized courses in this area offered by universities in Kazakhstan, including Kazakh Ablai Khan University of International Relations and World Languages, KIMEP, SDU, MNU, Turan, Al-Farabi Kazakh National University, Toraighyrov University, Turan-Astana and KRU. Nevertheless, in most universities this domain is still incorporated in the general translation courses that lack the depth required to train thoroughly as a professional.

Table 1. Educational Programs in Universities of Kazakhstan

Name of the University	Educational Programs Related to Translation Studies	Availability of Courses in Audiovisual Translation
KIMEP University, Almaty	6B02301 Translation studies	Course: «Subtitling: Translation for Film and Television»
Suleyman Demirel University, Kaskelen	6B02301 Translation studies	Course “Audiovisual translation”
Maqsut Narikbayev University, Astana	6B02301 Translation studies 7M02321 Translation studies	7M02321: • Introduction to Audiovisual Translation • Subtitling • Audiovisual Translation Practice
Al-Farabi Kazakh National University, Almaty	6B02304 Translation (Western Languages) 6B02302 Translation (Oriental Languages) 6B02311 Translation Studies in the field of International and Legal Relations 7M02303 Translation (Western Languages) 7M02302 Translation (Oriental Languages) 7M02304 Translation Studies in the field of International and Legal Relations 8D02302 Translation (Western Languages) 8D02301 Translation (Oriental Languages)	Course: “Audiovisual Translation”
Kazakh Ablai Khan University of International Relations and World Languages, Almaty	6B023 Translation studies 6B02302 Translation studies (Eastern Languages: Arabic, Chinese, Korean) M056 Translation studies 8D023 Translation studies	Course: “Media translation: content analysis and localization”

Toraighyrov University, Pavlodar	6B020700 Translation studies 7M02304 Translation studies 8D02304 Translation studies	An Audiovisual Course of the Main Foreign Language.
Turan-Astana University, Astana	6B02301 Translation studies	Elective Course: “Audiovisual Translation”
Turan University, Almaty	6B02301 Translation studies	Course: “Audiovisual Translation”
Akhmet Baitursynuly Kostanay Regional University, Kostanay	6B02302 Translation studies 7M02302 Translation studies	Course: «Audiovisual Translation»

Additionally, a comparative analysis of educational programs in both neighboring and distant countries, presented in Table 2, was conducted. The fact that there is a great number of courses to choose in other countries proves that they have a better system of turning out specialists in the given sphere. Currently, there are no unique academic courses in Kazakhstan dedicated to audiovisual translation, which is a significant indicator that there is a necessity to develop AVT instruction and integrate it into their studies. Filling this gap would help not only increase the professional competence of the translators of tomorrow but also acquaint them with the professional expertise necessary to address the needs of the audiovisual sector as the media world as a global village grows ever more demanding.

Table 2. Courses in Audiovisual Translation

Course Name	Training Format	Target Audience	Course Program
Kazakhstan Academy of Translation https://kta.com.kz/	Introduction to Audiovisual Translation Practice (Offline)	Translators with no experience in audiovisual translation Translators wishing to systematize their knowledge	• Fundamentals of Audiovisual Translation Theory • Basics of Subtitling • Subtitling Translation • Basics of Voice-over Translation • Basics of Dubbing Translation
School of Audiovisual Translation https://avt-school.ru/	The curriculum addresses key domains like subtitling, dubbing, voice-over, translation of film	Beginner and experienced translators	A wide range of course programs.

	and drama, translation of humor and memes, content adaptation, and the history of audiovisual practices.		
Audiovisual Translation Courses https://www.instagram.com/kino-perevod/	Film Translation (Online, Individual)	Those with an English level of Intermediate or higher	The curriculum consists of audiovisual translation basics, dubbing production processes, voice-over types, script writing style, synchronization, adaptation, and reliable sources of information.
Fundamentals of Audiovisual Translation https://stepik.org/catalog	Fundamentals of Audiovisual Translation (Online)	• Translation students • Translation and language teachers • Anyone interested in languages and translation	• Basic skills in audiovisual translation • Working with audiovisual materials • Using various translation software
AVT MasterClass https://www.avtmasterclass.com/	Audio visual translation Master class	The course is designed for translators, linguists, students, and fansubbers who want to gain professional proficiency in subtitling and audiovisual localisation.	The course offers a premium learning experience with video tutorials, practice exercises, downloadable resources, social media learning group, multi-device access, free trial of professional subtitling software, and discount.
udemy.com https://www.udemy.com/course/diploma-in-audiovisual-translation-and-subtitling/?srsltid=AfmBOoprX-ztojfo-1CqCim0fve-7kyr3xGANsuA4LTWm-aN6ggO_E	Audiovisual Translation and Subtitling Course	• Students, and professionals interested in the field of audiovisual media translation • Translators who need a review of subtitling and voice replacement techniques	The trainees will be taught best practices on subtitling and dubbing, translating and localizing video content, applying the skills on film and show clips, using open-source tools, and creating fully localized video materials.
https://training.proz.com/avts	Introduction to Audiovisual Translation - Subtitling	All translators and interpreters. No previous experience needed.	Types of Audiovisual Translation Building Blocks of Subtitling Working on a Subtitling Project Subtitling Software Demonstration

https://www.ucl.ac.uk/european-languages-culture/programmes-and-courses/short-courses-continued-professional-development-cpd/centras-professional	Summer Course in Audiovisual Translation	All courses are targeted at native speakers. You must either be a professional translator or have already received some training in translation. Please note that there is no entry test and you'll be accepted on the merits of your CV.	There are four modules in the course: Dubbing, Subtitling, SDH, and Audio Description. Each module is 12 hours. The first two modules have training on particular languages, whereas the remaining two modules are taught in English.
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As a result, in spite of existing educational programs in the subject of translation, there is tremendously low provision of specialized courses that could be mainly dedicated to just teaching audiovisual translation. The necessity to develop and adopt educational programs that would satisfy the actual market demands and be able to prepare the professionals to operate successfully in the dynamic world of audiovisual translation is extremely relevant.

Conversely, foreign courses combine high-tech individual approaches to audiovisual translation, technical equipment, and working practice such that graduates perform in and are in demand by the industry.

The study found that only one non-university audiovisual translation training program exists in Kazakhstan - the Kazakhstan Academy of Translation, which offers an offline course only. An overview of foreign personal audiovisual translation programs shows a higher level of educational structure, the higher focus on practical skills and technological progress.

Discussion

The modern world requires the creation of more highly developed systems of learning and approaches to educational practices that encourage good teaching, and the constant innovative development of educational practices. Universities have to be up to date [10].

To eliminate the drawbacks linked with professional training in this sphere, one should introduce practical training to the frontline. We believe that it is crucial to make students practice on real-life examples extracted out of films, TV series, video games and advertising, hence, receiving an experience in the subtitle production, as well as the dubbing procedure and audio description methodology. The use of audiovisual translation software should also be taught and most importantly mastered by the students, this includes such programs as Aegisub, Subtitle Workshop and other subtitle programs.

The number provided above is a very low one, particularly in light of the current significance of audiovisual translation. The number of scholarly disciplines that cover this topic is quite insufficient. We believe that the development of

special educational programs is necessary to equip qualified specialists in the audiovisual translation field.

Modern educational programs for training audiovisual translators should include training in the use of new technologies. This entails training in the use of specialized subtitling and dubbing programs, as well as an overview of machine translation methods and how automatic translation systems are applied in the audiovisual field, which is presented through subtitles synchronized with speech. It is worth noting that profound technological progress has led to profound shifts in the processes of transferring, acquiring and processing knowledge. Researchers in the cognitive sphere call these developments the fourth cognitive revolution. Today, our existence, the process of learning and consumption of goods and services occur in a completely new information environment [11]. At the same time, it is important to note that in addition to academic courses, it is important to create continuing education courses for professional translators interested in improving their competence in the field of audiovisual translation.

These services can have some training programs and short-term courses on definite tasks and kinds of translation. In addition to that, the development of audiovisual translator online courses is also a suitable and relevant answer in a time of increasing demands in education when flexibility and availability are more and more appreciated. Online courses can particularly be very helpful to students and professionals with inadequate time and resources. In this research paper, an investigation of courses in audiovisual translation offered outside university was taken.

The results indicate the necessity of specialized audiovisual translation training in Kazakhstan. The translation industry seems to face a skills gap, caused by a lack of specialized training that can only give professionals internationally a limited opportunity to compete with those working in the global audiovisual translation market. To overcome this, the study suggests development of bachelor level and masters level course-programs in the audiovisual translation specific to individuals. The programs must include subtitling, dubbing, voice-over translation, and accessibility, and the graduates must be well versed in the theoretical aspects and practical experience with industry grade software like Aegisub and Subtitle Workshop. Additionally, practical training should include collaborations with media companies, internships with international production studios, and exposure to real-world translation projects. Short-term professional development courses and online learning opportunities should also be expanded to accommodate working translators seeking to enhance their individual audiovisual translation expertise.

By developing specialized individual audiovisual translation education in Kazakhstan, academic institutions can contribute to the growth of a highly skilled workforce, able to satisfy the growing needs of the localized media products.

The given research can be used as the basis of further investigations into the field of individual audiovisual training and introduction of new technologies in the course of translational education.

Conclusion

The study identified the following key challenges in audiovisual translation training in Kazakhstan:

1. Lack of specialized AVT courses: Only 9 out of 36 universities offer any AVT-related content, and none has a fully dedicated AVT program.
2. Absence of dedicated bachelor's/master's programs: No university offers a standalone degree in audiovisual translation.
3. Insufficient practical training: Existing courses lack hands-on work with professional software (Aegisub, Subtitle Workshop) and real-world projects.
4. No non-university training in Kazakh: Only one offline course exists (Kazakhstan Academy of Translation); no online courses are available in Kazakh.
5. Limited international exposure: There are no established partnerships with global media companies or streaming platforms for student internships.

Based on these findings, the following recommendations are proposed for stakeholders in higher education and translation policy: develop specialized AVT bachelor's and master's programs; introduce mandatory practical modules; create online AVT courses in Kazakh; establish partnerships with Netflix, YouTube, and local media studios.

The fact that it requires international internship and cooperation with large media companies and translation agencies to achieve a decent practical preparation of students is worth mentioning. These internships will enable students to acquire professional knowledge with actual practice. International internships within film and TV companies will enable students to work with professional translators and learn what is actually required in the industry. Moreover, cooperations with the online platforms will get students acquainted with the most recent technologies and methods of media-related translation.

The training of audiovisual translators must be holistic in terms of adopting a mix of theory and practice as well as incorporating the emerging technologies. Cultural and technical specifics of audiovisual translation should be considered during running programs and apply new tools and methods of training. It should be noted that these programs should make professionals ready to work fruitfully in a very new and dynamic sphere the audiovisual media.

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ҚАЗАҚСТАНДАҒЫ АУДИОВИЗУАЛДЫ АУДАРМА САЛАСЫ МАМАНДАРЫН ДАЯРЛАУДЫҢ ӨЗЕКТІ МӘСЕЛЕЛЕРІ МЕН ДАМУ ПЕРСПЕКТИВАЛАРЫ

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Аннотация. Медиа-технологияның жедел дамуы мен мәдени алмасудың өсу тенденциясының арқасында жоғары сапалы аудиовизуалды аудармаға деген қажеттілік айтарлықтай артты. Бұл зерттеудің мақсаты – Қазақстандағы аудиовизуалды аударманы оқытудың қазіргі жағдайын зерделеу, негізгі проблемаларды анықтау және аудиовизуалды аудармашылардың біліктілігін арттыру бойынша кейбір ұсыныстарды ұсыну. Біздің зерттеуіміз аудиовизуалды мазмұндағы аудармашыларды дайындауға арналған мамандандырылған білім беру бағдарламаларын енгізудің өзектілігіне, заманауи аударма технологияларының салалық стандарттарға сәйкес келетін мамандардың дамуына қалай әсер ететініне бағытталған.

Зерттеуде қолданыстағы білім беру бағдарламаларының мазмұнын талдау және аудиовизуалды аударманы оқыту саласындағы озық халықаралық тәжірибенің салыстырмалы талдауы қолданылады. Қазақстандағы аудиовизуалды аударма бойынша білім берудің қазіргі жағдайын бағалау үшін университет курстарынан, кәсіби дайындық курстарынан және салалық есептерден алынған деректер жиналды.

Нәтижелер қазақстандық жоғары оқу орындарында мамандандырылған курстардың жоқтығын көрсетеді, өйткені олардың көпшілігі негізінен жалпы аударма курстарын ұсынады. Жеке курстар, өз кезегінде, бағдарламалардың толық спектрін қамтамасыз етеді. Зерттеу аудиовизуалды аударма бойынша курстарды құру және енгізудің өзекті қажеттілігін көрсетеді.

Мақала сонымен қатар БАҚ пен аударма секторларының өзгермелі қажеттіліктерін қанағаттандыратын арнайы жасалған білім беру бағдарламаларының қажеттілігін көрсету арқылы осы салаға өз үлесін қосады. Бұл жұмыстың практикалық құндылығы – ол Қазақстанның салалық мүдделі тараптарына біліктіліктегі кемшіліктерді жою және аудиовизуалды аударманың сапасын жақсарту бойынша ұсыныстарды ұсынады.

Тірек сөздер: аудиовизуалды аударма, білім беру бағдарламалары, аударма мамандарын даярлау, мультимедиялық контент, аударма, халықаралық тәжірибе, Қазақстан, медиятехнологиялар, кәсіби даму

ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ ПОДГОТОВКИ СПЕЦИАЛИСТОВ В ОБЛАСТИ АУДИОВИЗУАЛЬНОГО ПЕРЕВОДА В КАЗАХСТАНЕ

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Аннотация. В условиях ускоренного развития медиатехнологий и с растущей тенденцией культурного обмена потребность в аудиовизуальном переводе высокого качества значительно возросла. Целью данного исследования является изучение текущей ситуации с образованием аудиовизуальному переводу в Казахстане, выявление основных проблем и формулировку рекомендаций по повышению квалификации аудиовизуальных переводчиков. Наше исследование сосредоточено на актуальности внедрения специализированных образовательных программ для подготовки переводчиков аудиовизуального контента, как современные технологии перевода влияют на развитие профессионалов, соответствующих отраслевым стандартам.

В исследовании используется контент-анализ существующих образовательных программ и сравнительный анализ передового международного опыта в области обучения аудиовизуальному переводу. Данные из университетских курсов обучения, курсов профессиональной подготовки и отраслевых отчетов были собраны для оценки текущего состояния образования аудиовизуальному переводу в Казахстане.

Результаты показывают отсутствие специализированных курсов в казахстанских университетах, поскольку большинство из них в первую очередь предоставляют обобщенные курсы перевода. Отдельные курсы в свою очередь, предоставляют полный спектр программ. Исследование подчеркивает насущную необходимость создания и внедрения курсов по аудиовизуальному переводу.

Статья также вносит вклад в эту область, подчеркивая необходимость в индивидуальных образовательных программах, соответствующих меняющимся потребностям секторов медиа и перевода. Практическая ценность этой работы заключается в том, что она предлагает рекомендации для заинтересованных сторон в данной отрасли в Казахстане по устранению пробелов в навыках и повышению качества аудиовизуального перевода.

Ключевые слова: аудиовизуальный перевод, образовательные программы, подготовка переводчиков, мультимедийный контент, перевод, международный опыт, Казахстан, медиатехнологии, профессиональное развитие

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