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ИЗВЕСТИЯ

НАЦИОНАЛЬНОЙ АКАДЕМИИ НАУК
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PROBLEMS OF TRANSLATION AND TEACHING OF MILITARY TERMINOLOGY AT THE UNIVERSITIES OF KAZAKHSTAN

Abstract. The article attempts to review the problems of teaching military terminology in the higher educational settings of the Republic of Kazakhstan. English is considered to be a language of international communication, that is why, the universities which prepare the military officers should be aimed at teaching properly not only the military terms, but also ensuring development of communicative skills for future officers. Therefore, the combination of professional competence in the terminological sphere alongside with good speaking abilities may help the future military representatives to fulfill their tasks at reaching peace and performing humanitarian missions. It is alleged that when the language courses do not fully correspond to the stakeholders and students' expectations and demands, the students seem less likely to acquire the target language. This study is going to focus on the main difficulties of teaching and learning bilingual military terminology and the problems that may arise during translation of these terms into English/Russian. In this article, the most common teaching problems, as well as the wide spread trilingual translation challenges have been considered and compared. Methodology of the research includes the following methods: quantitative and qualitative analysis, content analysis, descriptive method, interview, questionnaires. The data has been collected from the cadets and professors of military departments of Kazakhstani universities. The study will consider the issues of using military terms in the process of teaching specific vocabulary to the cadets of Kazakhstani universities. The paper consists of several sections including the introduction and review of the literary sources provided by prominent authors of different countries. The second section discusses the significance of the research by presenting the methodology and data analysis of the collected material. The third section examines selected literature on English language learning particularly English for Specific Purposes (ESP). The fourth section explains the research methodology of this research, research object and relevance of the study. Next, the most critical section analyses the findings of this paper by providing answers arisen during the study. The last section closes the paper with conclusions and suggestions.

Key words: military terminology, military term, teaching methods, teaching of military vocabulary.

Introduction. The development of the modern world is on the path of internationalization. According to this fact, more and more people are coming to the conclusion about the importance of learning English as a language of international communication (Kannan, 2009: 20) [1].

As pointed out in their scientific works, R.I. Burganova, K.O. Shaiheslyamova, A.V. Mogilnaya: *“The internationalization of higher education is manifested in enhancing the mobility of teachers and*

expanding educational opportunities abroad. At the turn of the XX– XXI centuries. more than 1 million people studied outside their countries. The internationalization of higher education in the form of international programs of scientific research, exchanges of teachers and students make comparative and intercultural education a reality” [2].

In accordance with the current foreign language program, the foreign language communicative competence of a graduate of a military higher education institution assumes the possession of a foreign language as a secondary means of written and oral communication in the field of military professional activity.

Based on the study and generalization of the experience of teaching English at a military university, it was concluded that the main goal of training military specialists is to develop the skills of professionally oriented foreign language reading and understanding. It is a specific form of speech communication and the main means of organizing the educational process in a foreign language in a non-linguistic educational institution.

Taking into account the process of globalization, it has become necessary to improve the effectiveness of the system of teaching foreign languages. While preparing future translators at universities in Kazakhstan, attention should be paid to the source language and the language of translation (foreign, state and international languages).

The result of this process is the formation of a special order for learning English, primarily in higher education institutions. Teachers develop English language classes at non-language faculties considering the professional orientation of students. The result was a direction such as English for special purposes.

Tasks that focus on reading texts play an important role in the development of classes for students of non-linguistic higher education institutions. Based on the principle of interrelated learning of speech activities, reading contributes to the development of speaking. In addition, reading provides opportunities for the education and comprehensive development of students by means of a foreign language [3]. The ability to read texts in English is of great importance for future professionals. This is due to the fact, that a huge amount of scientific literature is published in English. This contributes not only to improving the level of language proficiency, but also increases the overall level of knowledge of students within the framework of the studied topic.

Literature Review. There have been many investigations related to the study of the difficulties of learning the English language as a second one [4], which provide solutions and strategies that may help the learners of the English language as a foreign language overcome the problems, enrich and ameliorate their own language, such as:

One of the problems that English learners may face during the learning process is the cultural differences that often make students feel anxious; a group of learners acquire enough vocabulary but, unfortunately, they cannot fully understand different expressions, sentences and situations owing to cultural discrepancies [5].

Each learner has their own abilities and skills that are separate them from each other. These are the specific skills that students use to guide their minds in order to improve the language learning process [6].

Problems of learning foreign languages are usually different depending on the ability of individual students to cope with them [7].

Moreover, when students try to learn English as a second language they encounter many difficulties. English has four fundamental skills, which are very important to learn properly, but it is up to the ESL students to assimilate these skills effectively.

Personal guidelines such as self-confidence and positive thinking contribute to facilitate the learning process, when there is talk about these guidelines as they are closely connected with the results of language learning. This means that if English learners make mistakes with confidence and without fear, they certainly learn and get experience from their mistakes [8].

Many scientists have researched in the learning of a second foreign language; some agree that the environment plays a crucial role in language acquisition. This depends on teachers' intentions and plans to manage the classes, create open discussions to inspire confidence that students speak languages fluently and thus improve their skills [9].

Methodology. The study has employed quantitative and qualitative analysis, content analysis, descriptive method, interview, questionnaires.

Data Analysis. It can be said, on the one hand, learning strategies of translating professionally oriented texts related to different specialties has a number of features and complexities that are associated with the language preparation of students, especially foreign language teaching at the military university; on the other hand, these difficulties may be connected to the specific language of military literature.

Military materials in the broad sense of the word, which the translator-referent has to deal with, usually include military journalistic, military political, military scientific and military technical materials. It is customary to refer to the actual military materials as scientific and technical materials and governance acts related to the life and activities of troops and military institutions of the armed forces [10].

Military materials differ from any other by the richness of a special military vocabulary, the wide use of military terminology, the presence of a certain number of variably stable phrases that are specific only to this sphere of communication, the abundance of military nomenclature, special abbreviations and symbols used only in military materials. From the syntactical point of view, they are peculiar because of the wide use of elliptic and clichéd constructions, poverty of temporary verb forms.

All these are due to a certain functional load that characterizes the military sphere of communication: conciseness, clarity and concreteness of wording, accuracy and clarity of presentation, harmony of construction, clear separation of one thought from another. The basic principles, ways and methods of special translation are also typical for military translation. However, owing to a different communicative and functional orientation, this type of translation has specific features associated with the peculiarities of the style and grammar of English military materials.

In military translation, accuracy of translation is of great importance, since the translated material can serve as a basis for making important decisions and conducting military operations. Therefore, the adequacy of the translation of military materials requires not only accurate transfer of the content of the material, but also a thorough transmission of its structural form: the order of parts, the location of the material, the sequence of presentation and a number of other factors that may seem unnecessary, formal, but are of paramount value for the military specialist [11].

In military materials, a special group of terminological stable combinations can be distinguished. These include:

1) variably stable combinations that become stable in military materials due to the requirement of accuracy and clarity, which excludes the possibility of different interpretations of the transmitted information [12].

For example:

No.	Russian version	English translation
1.	“переносить огонь в глубину”	“to lift fire through successive ranges”
2.	“переносить огонь по фронту”	“to lift fire on the front”
3.	“удерживать позицию”	“to hold position”
4.	“сковывать противника”	“fix the enemy”, “hold the enemy in position”, “immobilize the enemy”

2) military aphorisms, proverbs and sayings, for example:

No.	Russian version	English translation
1.	“мгновенно реагировать”	“to respond instantaneously”
2.	“иметь опыт действий в горах”	“to have mountain experience”
3.	“маршальский жезл в солдатском ранце”	“field-marshal’s baton in a soldier’s satchel”

3) stable coded combinations resulting from covert command and control of troops, for example:

No.	Russian version	English translation
1.	“Цель обнаружена!”	“Target acquired!”
2.	“Равнение налево!”	“Eyes left!”
3.	“Оружие – на ремень!”	“Weapon on the belt!”

The correct translation of military materials depends largely on the correct translation of terms, since most of the military vocabulary are military and technical terms that carry the maximum semantic load. To achieve adequacy and equivalence in the translation of military texts, it is necessary to know military terms, ways of their formation, as well as translation techniques.

To master a scientific discipline is to master its terminology. Mastering terminology involves knowledge of terms, which is based on mastering the scope and content of scientific concepts, as well as providing information about the scientific conceptual system that reflects terminological concepts and relationships.

Kazakhstani scientist S. K. Yeliszhanov defines that "...terminology is a field of knowledge that studies the laws of creation, development, and formation of terms" [12].

The problem of the term is perhaps the most important for military translation, since military affairs and military science are divided into separate sections, and at the same time there is a selection of terminology: tactical, military organizational, terminology for military branches and types of the armed forces.

Different countries implement unification, but scientific terms do not lose their national features. It should be noted that the meanings of terms in different languages do not match. In the field of military affairs, problems of Kazakhstani military terminology began to raise in connection with the acquisition of sovereignty and the creation of the Armed Forces in Kazakhstan. There has been an urgent need to revive the Kazakh military terms, which for a number of historical reasons were on the verge of extinction. Nowadays, one of the areas of public life in which terminology issues are not fully resolved is military affairs [12].

Terminological translation as a special type of activity is not only a means of information exchange, but also a means of linguistic and cultural communication. Therefore, without a deep understanding not only vocabulary, but also culture media of the original language we cannot rely on the efficiency of translation of texts. The saturation of military materials with special terms requires the researcher to have an excellent knowledge of not only foreign, but also adequate Russian and Kazakh military terminology and the ability to use them correctly.

The relevance of the study is determined by the fact that in some cases the translation looks absurd due to the incompetence of the translators. There is still no theoretically justified universal approach to translating military terminology.

The object of this study is the translation of military terminology in English.

The main difficulties in translating terms lie in strict requirements about the need to set the content of the concept. Concepts are a reflection of national culture and mentality, and therefore sometimes differ significantly in different languages.

The complexity of the issue lies in the lack of development of the methodology and methodology of military transfers.

For instance, when translating military technical materials, we can find lexemes like **"tank"** – **"танк"**, **"armored personnel carrier"** – **"бронетранспортер"**, and at the same time in these texts, there are also such words as **"apparatus"** – **"аппарат"**, **"headquarter"** – **"база"**, which are used in a general sense and meaning.

According to Iskakova N.S., military terms are designed to provide a clear and accurate indication of real objects and phenomena, to establish a clear understanding of the transmitted information by specialists (Iskakova, 2005:26) [13]. The specific meaning of a military term must be disclosed by a logical definition that establishes the place of the term-defined concept in the system of concepts of a specific field of military science.

If a part of military equipment is called **"sight" (English) – "прицел" (Russian) – "көздеуіш" (Kazakh)**, then this definition should indicate only this part that performs certain functions and no other. Most military terms are presented in military bilingual dictionaries, which can provide significant assistance to the translator. In view of the fact that military terminology is in constant development, so they cannot fully meet the needs of the translator, as new concepts and terms appear [13].

Thus, the creation of neologisms is a mobile and changeable side of language that reacts immediately to all processes taking place in the world. In this sense, Kazakh and English are not exceptions. Updating military terminology reflects the development of the armed forces and military science. Therefore, it is in military terminology that neologisms are quickly created. It is noteworthy that once there were words **"rocket"** – **"зымыран"** – **"ракета"**, **"nuclear vessel"** – **"ядролық кеме"** – **"атомоход"**, which for a certain time were used as neologisms, until they have become ordinary phenomena and firmly entered the vocabulary [14].

Therefore, in the field of Kazakh military terminology, scientists will have to do a lot of work on its unification, standardization and systematization. The historical military experience acquired by the people of Kazakhstan over the centuries, and reflected in the Kazakh language, carries a huge potential for the development of military terminology of the country's Armed Forces.

The possibilities of the Kazakh language are huge, since the centuries-old history of the formation of statehood, the territory of the Republic, of course, are associated with military potential, military traditions.

The main mistake in translating terms is that translators try to find a literal match for a foreign term in materials in Russian and Kazakh. This method is not entirely reliable. It erases the specifics of the source language's realities, and an error may occur, because these terms may express concepts that are not only used in this area of the source language. In addition, they cannot correspond to the realities accepted in the source language or the language of translation [15].

The first group of errors includes semantic violations. Here we see such categories of errors as adding, omitting, replacing information, that is, distortion in the translation of the text content. Errors in this group indicate insufficient language training of the translator. There may also be an incorrect understanding of the meaning of words, the meaning of statements, and the lack of correct interpretation of the logical and communicative structure of the statement.

The second group contains stylistic errors. The error categories include:

- 1) calque of the original;
- 2) violations related to the transfer of functional style or genre;
- 3) features of the source text;
- 4) violations of stylistic norms of the use of the translation language [16].

Errors related to the transfer of stylistic features of the original arise as a result of:

- there is not enough understanding of the differences in the typology of the English and Russian languages;
- lack of knowledge and the nature of some translation transformations that are performed in accordance with the frequency of language phenomena in the original language and the language of translation [17].

The third group of errors is related to the violation of the common use of language units by native speakers. Error categories which are included in this group:

- violations of spelling and punctuation rules;
- incorrect transfer of proper names in translation;
- violations in the transmission of digital data [18].

Errors related to the third group indicate that the translator's competence in the native language is insufficient.

As can be seen from the examples given, translating military stable combinations presents significant difficulties. If combinations of the first and second groups can sometimes be translated by deducing the total value from the value of the components and context, then combinations of the second and third groups cannot be translated in this way.

Inaccurate content transfer is typical for the translation of some narrow terms that have the only correct translation in the field of military terminology.

Omission of information occurs if the translator, firstly, does not know how to correctly convey the meaning of the term, and secondly, believes that the translation of this term is not very important and it can be omitted.

Information substitution occurs when one phenomenon or object in the source language is replaced by another in the target language, without adding any information. Substitution occurs as a result of trying to find the closest equivalent match in the target language [19].

Sometimes, when translating, there are realities and concepts related to the national characteristics of the armed forces of a state. Such specific realities and concepts can only exist in the original language and do not have terminological correspondences in the translation language. In this case, a specialist in military translation should have a deep background knowledge that will help him find the correct equivalent in the translation language by means of terminological or explanatory translation, transcription or transliteration, or by means of the closest terminological correspondence.

Errors belonging to the category “information substitution” were identified when translating the names of battalions, regiments, divisions (the name of regular units). This is due to the designation of battalions, regiments and divisions in numbers, as in Russian. However, unlike the Russian version, only the digital designation is always present in English, while the words “battalion”, “regiment”, and “division” may be omitted, which leads to errors.

Therefore, to solve this problem, when translating the designations of military units, it is recommended to use reference literature: reference books, historical works, encyclopedias to obtain reliable information about specific units in certain places of combat operations [20].

To perform the correct translation of military foreign language materials, one must acquire:

1. Proficiency in the specialty and knowledge of the features of the professional subculture.
2. Knowledge of various types of professionally oriented texts and comprehensive consideration of their semantic and structural structure.
3. Knowledge of translation features, knowledge of the main methods and techniques.

Taking into account the fact that translation is not only a result, but also one of the means of mastering a foreign language, then the development of skills and abilities to translate texts in the specialty of future translators should take a significant place in the foreign language educational process.

When translating foreign language texts containing military terms and definitions, difficulties often arise due to language inconsistencies caused by:

a) the absence of an analogy between the concept and reality: “**Army**” should be translated as “**Сухопутные войска**” (“**Land force**”) and not “**армия**”;

b) mismatch or incomplete coincidence of terms: “**Military Academy**” is a “**военное училище**”, not “**военная академия**”;

c) differences in the rank systems of the armed forces of different countries and the structure of organizational and staff structures: “**troop**” – “**взвод**” – a platoon in the UK; the US Army uses the term “**troop**” that has the following meaning – a “**reconnaissance company**” (“**разведывательная рота**”);

d) a significant number of abbreviations and abbreviations that are difficult to decipher, an abundance of slang expressions: “**No joy**” – “**цель не найдена**” – the goal is not found.

Conclusion. Thus, an ordinary translator faces the problem of peripheral knowledge about the described phenomenon. Obtaining the necessary background knowledge is one of the main elements in training a military translator. After all, it is the presence of this knowledge, combined with the possession of military terminology that distinguishes a military translator in professional terms from translation specialists in other areas. Here lies one of the biggest difficulties in training a competent specialist in military translation at a non-military/state university.

In addition, translators must have knowledge of the national security structure of the country of the language being studied, the armed forces, their structure, weapons, and basic military tasks. The study of basic foreign military terminology and phraseology is also included in the necessary range of knowledge of the translator. A systematic approach to training translators can be provided by various methods, including the use of various types of information technologies.

Even if the further specialization of graduates of military schools is not related to foreign trips, contacts with foreign specialists, the ability to use modern sources of authentic information is becoming more and more popular, both in the specialty and in personal communication.

The language of a student at a military university today is full of scientific, technical and special military terms, which he gets acquainted with during training in special disciplines and quite clearly understands their meaning. This kind of knowledge should be used in the process of teaching foreign languages, especially since many of these special words are international. These words can act as a support in the process of immersion in the technological language environment on the one hand, and on the other – to contribute to the processes of integration of special disciplines and teaching languages to future specialists.

Summing up the above, we can summarize that the correct understanding and adequate translation of terms largely depends on knowledge of the realities of foreign and Kazakhstani military reality.

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ҚАЗАҚСТАН УНИВЕРСИТЕТТЕРІНДЕ ӘСКЕРИ ТЕРМИНОЛОГИЯНЫ АУДАРУ ЖӘНЕ ОҚЫТУ МӘСЕЛЕЛЕРІ

Аннотация. Бұл мақалада Қазақстан Республикасының жоғары оқу орындарында әскери терминологияны оқыту мәселелерін қарастыруға әрекет жасалады.

Ағылшын тілі ұлтаралық қатынас тілі болып саналады, сондықтан әскери офицерлерді даярлайтын жоғары оқу орындары тек әскери терминдерді дұрыс оқытып қана қоймай, болашақ офицерлердің коммуникативтік дағдыларын дамытуды қамтамасыз етуге бағытталуы тиіс. Осылайша, терминологиялық саладағы кәсіби құзыреттілікті жақсы шешендік қабілеттермен ұштастыру болашақ әскери өкілдерге бейбітшілікке қол жеткізу және гуманитарлық миссияларды орындау бойынша міндеттерді шешуде көмектесе алады.

Тіл курстары қызығушылық танытқан тараптар мен студенттердің күткен нәтижесі мен талаптарына толық сәйкес келмесе, студенттер мақсатты тілді меңгеруі мүмкін. Бұл зерттеу екі тілді әскери терминологияны оқыту мен зерттеудің негізгі қиындықтарына және осы терминдерді ағылшын, орыс тілдеріне аудару кезінде туындауы ықтимал мәселелерге арналады. Мақалада оқыту барысындағы ең кең таралған мәселелер, сонымен қатар үш тілге аударма жасауда жиі кездесетін мәселелер қарастырылған және салыстырмалы түрде талданған.

Зерттеу әдістемесі келесі әдістерді қамтиды: сандық және сапалық талдау, контент-талдау, сипаттау әдісі, сұхбат, сауалнама. Бұл мәліметтер қазақстандық жоғары оқу орындарының әскери кафедраларының курсанттары мен профессорларынан жиналды. Зерттеу барысында қазақстандық жоғары оқу орындарының курсанттарын арнайы лексикаға оқыту барысында әскери терминдерді пайдалану мәселелері қаралады.

Мақала кіріспе және түрлі елдердің көрнекті ғалымдарының еңбектеріне шолуды қамтитын бірнеше бөлімнен тұрады. Мақаланың екінші бөлімінде әдістемені қолдану және жинақталған материал деректеріне талдау жасау жолымен жүргізілген зерттеудің маңыздылығы талқыланады. Үшінші бөлімде ағылшын тілін, атап айтқанда нақты мақсаттарға арналған ағылшын тілін үйренуге таңдап алынған әдебиет қарастырылады. Төртінші бөлімде осы зерттеу жұмысында қолданылған зерттеу әдістері, зерттеу нысаны мен зерттеудің өзектілігі түсіндіріледі. Содан соң, ең соңи көзқарастар бөлімінде зерттеу барысында туындаған жауаптар ұсынылып, мақаладағы тұжырымдарға талдау жасалады. Соңғы тарауда тұжырымдар мен ұсыныстар берілген.

Түйін сөздер: әскери терминология, әскери термин, оқыту әдістемесі, әскери лексиканы оқыту.

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ПРОБЛЕМЫ ПЕРЕВОДА И ПРЕПОДАВАНИЯ ВОЕННОЙ ТЕРМИНОЛОГИИ В УНИВЕРСИТЕТАХ КАЗАХСТАНА

Аннотация. В статье предпринята попытка рассмотрения проблем преподавания военной терминологии в высших учебных заведениях Республики Казахстан.

Английский язык считается языком межнационального общения, поэтому вузы, готовящие военных офицеров, должны быть нацелены на правильное преподавание не только военных терминов, но и обеспечение развития коммуникативных навыков у будущих офицеров. Таким образом, сочетание профессиональной компетентности в терминологической сфере с хорошими ораторскими способностями может помочь будущим военным представителям в решении задач по достижению мира и выполнению гуманитарных миссий. Мы можем предположить, что когда языковые курсы не полностью соответствуют ожиданиям и требованиям заинтересованных сторон и студентов, студенты с меньшей вероятностью овладеют целевым языком. Данное исследование будет посвящено основным трудностям преподавания и изучения двуязычной военной терминологии и проблемам, которые могут возникнуть при переводе этих терминов на английский/русский языки.

В данной статье были рассмотрены и сопоставлены наиболее распространенные проблемы преподавания, а также широко распространенные проблемы трехязычного перевода.

Методология исследования включает следующие методы: количественный и качественный анализ, контент-анализ, описательный метод, интервью, анкетирование. Данные были собраны от курсантов и профессоров военных кафедр казахстанских вузов. В исследовании будут рассмотрены вопросы использования военных терминов в процессе обучения курсантов казахстанских вузов специальной лексике.

Статья состоит из нескольких разделов, включающих введение и обзор литературных источников, представленных выдающимися авторами разных стран. Во втором разделе обсуждается значимость исследования путем представления методологии и анализа данных собранного материала. В третьем разделе рассматривается избранная литература по изучению английского языка, в частности английский язык для конкретных целей. В четвертом разделе объясняется методология исследования данного исследования, объект исследования и актуальность исследования. Далее, в наиболее критическом разделе анализируются выводы этой статьи, предоставляя ответы, возникшие в ходе исследования. Последний раздел завершает документ выводами и предложениями.

Ключевые слова: военная терминология, военный термин, методика преподавания, преподавание военной лексики.

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