



Interpretation Studies in Kazakhstan: Problems and Perspectives

Saparova Dina

Kazakh Humanities & Law University, Senior Teacher, Master of Linguistics, 8 Korgalzhyn avenue, Astana, Kazakhstan, 87753516442

Mendagazieva Sabina

Kazakh Humanities & Law University, Senior Teacher, Master of Linguistics, 8 Korgalzhyn avenue, Astana, Kazakhstan, 87753723774

ABSTRACT

Interpretation is a complex analytical integral process connected with the revealing the main idea of the original text and this brainstorming process involves all interpreter's capabilities. The whole range of problems in interpretation process includes: lack of terminological and interpretation literature in Kazakhstan (dictionaries, thesaurus, etc.); ill-compiled educational programs; lack of governmental programs supporting interpreters' training; lack interpreter's association or trade union of interpreters; low language level of students on the whole.

KEYWORDS : interpretation, translation, language, qualified training, interpreting skills, simultaneous interpretation.

INTRODUCTION

Interpretation is a complex analytical integral process connected with the revealing the main idea of the original text and this brainstorming process involves all interpreter's capabilities. An interpreter has to do a lot of work: to understand the content of the text, to think critically, to use different means of interpretation and revise the net result checking it with the original. One of the main role is given to dictionaries during the process of information analysis on different levels, moreover it concerns dictionaries of different content: bilingual, multilingual, encyclopedic, phraseological, dictionaries of synonyms and antonyms, of word combinations and clichés, of proverbs and sayings, of quotations, slang, terminological dictionaries (in different spheres of life), ideographical (thesaurus), academic dictionaries for students. There is a great amount of dictionaries as well as their important role in the educational process [1]. Interpretation is one of the most ancient cultural unity of man's knowledge [2], nevertheless it is fair to agree with the Kazakhstan researcher D. Eldesov that there is a policy in training specialists of artistic and scientific translation and interpretation, the state of things in this sphere is not only relevant to the educational level but interferes with the implementation of government aims which is targeted at entering the list of 50 most competitive countries in the world. Indeed it is hard to claim this position when the level of conference interpretation does not always meet the world's standards.

RANGE OF PROBLEMS

Historically the school of interpretation and translation was formed during the Soviet Union period in Kazakhstan. Kazakh interpretation was presented in the translations of different literary works, official documents, folk literature and so on.

Nowadays we haven't moved far in this direction. The sphere of interpretation as well as translation is not developed on the European level and the quality of interpretation is low.

At present the problem is solved by hiring interpreters (especially simultaneous interpreters) out of the country (Russia, Europe, etc.), however it doesn't solve the problem but it costs a lot of money.

The solution is in creation of our national conference interpreters pool in the sphere of interpretation, i.e. qualified interpretation training in the framework of our universities. Unfortunately the process of interpretation training is not devoid of faults, disadvantages and even mistakes linked to the problems in the education system and government policy. The thorough analysis of the whole range of interpretation training problems results in the following division:

- first of all, lack of terminological and interpretation literature in Kazakhstan (dictionaries, thesaurus, etc.), moreover there are only a few scientists who enlighten the problems of interpreta-

tion which are peculiar to Kazakhstan taking into consideration national mentality, history, language idiosyncracies, that is why interpreters who are willing to study interpretation process from foreign language into Kazakh are facing great problem, i.e. almost lack of necessary theoretical literature;

- secondly, educational programs which are compiled by one of the leading language universities in Kazakhstan are incorrect because there appear such gaps in educational process as for instance the course of «Theory of interpretation» starts in the third year of study, correspondently the necessary theoretical knowledge is given only in the third year of academic studies as well as the practical part of studying process. Therefore the theory and practice are mixed, the students get a great amount of information at the same time what makes it very hard to seize and get the inevitable skills for an interpreter. There are even more examples like the course of «Stylistics» which is very important for linguists especially interpreters who have to «feel» the depth of the text stylistically is usually introduced after the courses of «Interpretation analysis of the text» or «Practical course of literary translation» while the course of «Stylistics» should be followed by them;
- thirdly, there is a lack of governmental programs in Kazakhstan which would support interpretation studies because we know that interpretation is very time and money consuming process which requires constant investments (for instance interpretation booths). The governmental support includes offering students job positions for practice as well as the actual job positions after graduating the university (for instance for students with best scores), moreover there should be educational grants for studying particularly in this sphere. The government or any organization could monitor volunteer work of students who interpret at seminars, forums, conferences and the best of them could be chosen for further specialized training (for example, simultaneous interpretation courses);
- the fourth, there is a lack of interpreters' associations that is why nobody tries to monitor the problems appearing in this sphere, especially the quality of interpretation, payment issues, protection of rights and so on;
- the last point is that level of language competence of students applying for «Interpretation studies» program is lower than the required one (as well as for any other sphere of education). Having been teachers at the university we noticed that the average level of language competence among applicants is pre-intermediate or elementary which is a great challenge for professors for in that case besides training interpretation skills they have to train language skills as well. Thus the training process slows down and is less effective.

RESULTS

We conducted a survey on the basis of the given problems. We asked 200 students and 100 teachers` staff the questions on the given problems in order to review them.

Table - 1

	Students		Teachers	
	Yes	No	Yes	No
Do you think there is enough literature on interpretation studies in Kazakhstan?	13%	87%	5%	95%
Does the curriculum cover the whole range of interpretation training skills?	10%	90%	9%	91%
Are there enough grant governmental programs supporting Interpretation studies in Kazakhstan?	3%	97%	10%	90%
Is there any organization fulfilling the duties of Interpreters` Association?	0%	100%	0%	100%
Is the level of language competence among students relevant for studying interpretation?	45%	55%	6%	94%

The results of the survey showed that the identified problems really take place in Kazakhstan making the process of interpreters` training challenging.

CONCLUSION

In present article we considered the tendencies of interpretation sector : development: interpretation quality, mobility potential, innovations, what makes it urgent to review the perspectives of interpreters` professional training in Kazakhstan. Emphasizing the priority of this sector, it is necessary to underline the demand in highly qualified interpreters taking into consideration the fact that the interpreters` professional training is a very time-consuming and unique process as well as an expensive one as it requires implementing different innovative technologies during the interpretation staff training. The main objective of interpretation theory as a branch of science is to form a professional way of thinking that means to teach students how to think like a real interpreter. The main topic of the article is to underline the necessity of providing conditions and facilities to develop interpretation studies in context of modern social and cultural communication.

Having analysed modern problems of interpretation studies in Kazakhstan, we would recommend the following:

To the Ministry of Education and Science of the Republic of Kazakhstan

1. To provide special-purpose grants on training interpreters considering high demand for interpreters and the existing facilities including modern equipment.
2. To establish the Interpreter`s Association with regard to the international experience/practice.

To an individual university

1. Study the foreign practice/experience of the Interpreter`s Association functioning
2. Work out the provisions of the Interpreter`s Association and submit it to the Ministry of Education and Science of the Republic of Kazakhstan for approval.
3. Form the content of interpreter`s professional training based on the competency model for interpreters.
4. To organize visiting sessions to the centers of training and advanced training for interpreters.

REFERENCES

[1]Bahtikireeva U.M. Interpretation studies in Kazakhstan, 2009, p. 20. | [2]Golikova Zh.A. Interpretation from English into Russian, 2004, p. 287. |