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## **ПОДГОТОВКА ЛИТЕРАТУРНЫХ ПЕРЕВОДЧИКОВ И РАЗРАБОТКА ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ**

### **TRAINING OF LITERARY TRANSLATORS AND DEVELOPMENT OF EDUCATION PROGRAM**

#### **Abstract:**

The article is devoted to the training of literary translators and development of an education program. This approach required a description of the scientific and methodological foundations, formulation of the educational concept of teaching and didactic principles. The subject of consideration are the concepts *translation reading* and *translation understanding*. They characterize the translator's reading literacy and the student's meta-skills – future literary translator. The article substantiates the role of theoretical courses, analyzes the role of translations of *another* culture into

the Russian and native languages, ways of forming academic and educational metaknowledge and metacompetences of a translator as a linguocultural, rhetorical, and linguistic personality.

The use of taxonomic, textological, comparative- typological methods, discursive (neo-rhetorical) approach has shown the importance of theoretical courses for developing basic and professional student competencies, designing the learning situation as an effective communication, the content and methods of forming translation reading and translation understanding of the text. The communicative approach is used to form the student's idio-speech behavior, designing speech actions in receptive and productive terms. The use of a neo-rhetorical approach is justified from the standpoint of the formation of students' skills in interpreting, updating and arguing the text.

The disclosure of the concepts of *translation reading* and *translation understanding* is carried out on the example of the integration of literary criticism, translation studies, communication theory and rhetoric into the educational process. The fruitfulness of the educational process as inculturation is shown here.

The scientific novelty of the article is determined by the development of an education program for training literary translators, development of the concepts of *translation reading* and *translation understanding*. The didactic foundations of the program are aimed at the synthesis of metacognition and metaskills of the student. The practical significance lies in the approbation of the described syllabus in training literary translators.

**Keywords:** *literary translators, educational program, translation reading, translation understanding*

#### **Аннотация:**

Статья посвящена подготовке литературных переводчиков и разработке образовательной программы. Такой подход потребовал описания научно-методологических основ, формулировки учебной концепции обучения и дидактических принципов. Предметом рассмотрения являются понятия *переводческое чтение* и *переводческое понимание*. Они характеризуют читательскую грамотность переводчика и метанавыки студента – будущего литературного переводчика. В статье обоснована роль теоретических курсов, анализируется роль переводов *другой* культуры на русский и родной языки, пути формирования академических и учебных метазнаний и метакомпетенций переводчика как лингвокультурной, риторической, языковой личности.

Применение таксономического, текстологического, сравнительно-типологического методов, дискурсного (неориторического) подхода показало значимость теоретических предметов для выработки базовых и профессиональных компетенций студента, проектирования учебной ситуации как эффективной коммуникации, содержание и способы формирования переводческого чтения и переводческого понимания текста. Коммуникативный подход используется для формирования идиоречевого поведения студента, проектирования речевых действий в рецептивном и продуктивном планах. Использование неориторического подхода обосновано с позиций формирования у студентов навыков интерпретации, актуализации и аргументации текста.

Раскрытие понятий *переводческого чтения* и *переводческого понимания* осуществлено на примере интеграции литературоведения, переводоведения, теории коммуникации и риторики в учебный процесс. Показана плодотворность учебного процесса как инкультурации.

Научная новизна статьи определяется разработкой образовательной программы подготовки литературного переводчика, ролью понятий *переводческое чтение* и *переводческое понимание*. Дидактические основы программы направлены на синтез метапознания и метанавыков студента. Практическая значимость состоит в апробации описанного syllabus при подготовке литературных переводчиков.

**Ключевые слова:** литературные переводчики, образовательная программа, переводческое чтение, переводческое понимание

### **Introduction**

The training of literary translators in terms of multicultural and multilingual education, the anthropological nature of translation didactics requires updating education programs. First of all, this concerns literary training as the main way to update the education program in terms of metaknowledge. Mastering the discourse techniques for analyzing a work of literature is the core of the literary content of the education program. The study of literary translation as part of the literary process draws attention to comparative literary criticism. The formation of metalinguistic competencies is conditioned by the formation of the translator's linguistic personality. Hence the renewal of the content of the education program by courses is related to the history and theory of literature, such as descriptive translation studies. Teaching subjects that are at the intersection of integrated scientific knowledge – communication theory, rhetoric, linguistic conceptology and linguistic pragmatics – expands the educational paradigm of the literary translator model. The field of study includes textual research in order to create new translations and prepare critically verified editions. Accordingly, the support of learning and the analysis of translations of *another* culture into the native language also becomes a paradigm-forming component of the educational process.

Updating the education program of translators with new theoretical courses and the development of translation competencies is also due to the state of book publishing in terms of translations of foreign literature, including Russian, into the Kazakh language. The presence and condition of critically verified works of Russian classics in the Kazakh language is an indicator of the educational and cultural policy of the state, multiculturalism, and the solution of issues of preserving national identity. Issues still unresolved in Kazakh translation studies from the field of Kazakh translations of Russian classics, the inconsistency of the state of Kazakh translations with the level of modern science and reader needs and expectations require training of literary translators, the development of their professional basic and specialized competencies, the formation of which is aimed at updating the curricula of the studied items. The area of debatable issues that contribute to the motivation of students can be attributed to the theory and practice of translation, which are grouped around the problems of sociology, including the sociology of translation, culture studies in the aspect of their connection with the history of modern Kazakhstani society. For example, this is the study of the literary reforms of the XVIII century in the field of translation and introduction of trilingualism into the educational process of Kazakhstan. These are questions of Bakhtinology for understanding and translating the *Other* as a factor of national identity. The role of literary translation in society and the transcultural mission of translators implies the acquisition of knowledge from the history of translation. It is important to realize the place of the Soviet period as the heyday of literary translation, but at the same time its dual nature and dual results.

The relevance of the article is due to the training of literary translators in the Republic of Kazakhstan and the development of its education program. In this regard, the question arises of developing the scientific and methodological foundations of the concept of education and systematizing the didactic principles of the educational program. The study of the meaning – generating activity of translation, namely the generation of new genres by the translator and their perception by the reader (translation recipient) is the basis for the formation of the linguistic and metalinguistic personality of the translator as a reader and the student – as the recipient of the translation and the future translator. This approach raises the problem of the formation of reader literacy in the process of studying foreign literature in translations into the native language, and also sets the task of translation reading and translation understanding of the text. The described approach is aimed at the formation of students' meta-skills, which primarily imply linguo-rhetorical competence.

The purpose of the article is to develop the concept of an education program for training literary translators. The objectives of the article are aimed at describing the ways to achieve it: 1) development of scientific, methodological and didactic foundations of the education program; 2) substantiation of the role of theoretical courses in the formation of knowledge and competencies of literary translators; 3) development of the concepts of *translation reading* of the text and *translation understanding* as units of reading literacy in the materials of Kazakh translations of Russian classics – the works of I. Krylov, A. Pushkin, M. Lermontov; 4) description of the ways of forming students' meta-skills: academic and educational, related to the linguistic and metalinguistic personality, linguocultural, rhetorical, linguistic competencies of a literary translator on the example of the syllabus of the course “Literary Translation and Literary Process” (developer – one of the authors of the article, professor of L.N. Gumilyov ENU K.B. Urazayeva).

The scientific novelty of the article is determined by the development of an education program for training literary translators. The practical significance lies in the application of the educational and methodological concept of the program in the development and introduction of courses in the history and theory of literature, theory of communication and rhetoric into the educational process to form the skills of discourse analysis of the text, understanding the relationship between translation competence and reader culture.

### Literature review

Perm scientists, in accordance with the concept of the *subject of translation* functioning in Western European translation studies, identify it with the linguistic personality of the translator, noting that “translational reflection extends to predicting the field of the recipient and his/her reflective meanings” [1, p. 55]. For the development of scientific and methodological foundations for the training of literary translators, the concept of semantic harmony of the texts of the original and the translation of the named scientific school seems to be fruitful [1, p. 48-56]. The concept of translation space allowed scientists to single out harmony as a full-fledged translation category [2, p. 73]. Pointing to disharmony as a manifestation of a translation error or translation inconsistency, when as a result there is a lacunization of understanding on the part of the translator, and then on the part of the reader, scientists refer to the phenomenon of “asymmetry of intercultural communication”. Sharing the opinion of researchers that “interpersonal, intertextual, interdiscursive communication in the context of translation is characterized by the active position of the translator, influencing the change of the text, discourse, personality” [2, p. 75], we note the role of the student as a reader, addressee of the translation and as a secondary linguistic and metalinguistic personality, which, in turn, is influenced by the linguistic and metalinguistic personality of the translator. The linguo-rhetorical approach to the individual translation picture of the world in the works of Perm scientists is based on the cultural conditionality of translation, the role of the interpretive function of translation understanding for achievement.

The concept of the translator's personality – linguocultural, linguistic and philosophical – implies the formation of students' ideas about the concept of the national rhetorical ideal. In accordance with A.P. Skovorodnikov's model, these are logical-argumentative, ethical-aesthetic, communicative-pragmatic, normative-linguistic (including stylistic norm), and ethnocultural components [3].

From the 70s descriptive theory was recognized in translation studies thanks to H. Holmes works [4]. Its task is to describe how the translation process takes place. The researcher also raised the question of explaining and predicting translation processes. G. Turi, who supplemented the Holmes model in theoretical and methodological terms, argued that the processes of translation can ultimately be explained by their systemic position and role in the target culture [4]. This means the concept of “norms” developed by him: translators are influenced by the norms that determine the translation practice of the target culture at a certain place and at a certain time. Thus, the provisions

embedded in the above models of descriptive translation correlate with the concept of communicative equivalence of the original and the translation. The skill necessary for the competence of a modern translator – search for equivalents in the host culture – draws attention to the shortcomings of transliteration as a way of transferring a proper name, which is a common practice: “Firstly, readers do not always understand how to pronounce this or that name correctly. Secondly, the semantics of the name and its associative links with some quality, object or phenomenon are lost” [5].

The relevance of updating the program is due to the modern idea of rhetoric as neo-rhetoric. It is known that neo-rhetoric functions in science at the intersection of linguistics, literary theory, logic, and philosophy. Neo-rhetoric was developed mainly in the West. In France it is meta-rhetoric; in the USA it is rhetorical criticism and rhetorical methodology; in Italy neo-rhetoric is a part of literary criticism; in Belgium it is argumentative rhetoric and general rhetoric. Methodologically, the following ideas about neo-rhetoric were decisive for us. Firstly, rhetoric as a discipline, the subject of which is the methods of speech activity, including literary discourse. Secondly, the use of the term “rhetoric” in the narrow sense: as the study of oratory and in the broad sense: the study of speech communication by rhetoric, in terms of influencing the addressee of the message, or, in other words, the idea of rhetoric as the science of persuasive communication. Thirdly, the development of Umberto Eco’s ideas about rhetoric as the science of generating statements.

To develop new approaches to the study of foreign literature in Russian, the use of a neo-rhetorical approach becomes significant, which the scientist distances from classical rhetoric. Thus, considering neo-rhetoric in a discursological variant, assigning to neo-rhetoric the position of interpreting the word and communication as a set of techniques oriented towards “interpretation”, “actualization” and “adequate argumentation”, finding political discourse the most vivid illustration of the legitimacy of the new approach, the researcher highlights in the basis of the new principle the ethical norm, the legal interpretation of the word, tolerance, ecology of the information space [6, p. 22-27].

In using the neo-rhetorical approach, the principles of active grammar by I. Miloslavsky [7, p. 9-23] were methodologically decisive. For the development of the didactic concept of the education program, the theory of language learning is valuable not as a value in itself, but as a means of providing speech actions in receptive and productive terms. With this methodological approach, the understanding of the pragmatic function of the text is isolated, which consists in relation to speech acts as a discursive practice of studying the text and the illocutionary influence of the author upon the reader. The implementation of this approach is provided by the concept of the text as a ratio of referential, creative and receptive competencies [8, p. 273-299].

The use of a neo-rhetorical approach in combination with the methods of translation studies actualizes the ideas of scientists about the pragmatic potential of the text: “the speaker wants to say”, or the speaker’s intention to influence the listener in a certain way [9, p. 325-376], which correlates with the question of the communicative content of the statement [10, p. 356-357]. The study of the text as a result of linguistic activity and as a speech act determines the role of “imitation speech acts” and the use of linguistic concepts, such as imitation of reality, the construction of a world of fiction in belles-lettres, subject to an “agreement” between the writer and the reader, or in the process of “exchange” of illocutionary acts [11, p. 361-367]. The term “pragmatic attitude”: the orientation of the text, with a predominant role in communication – from the point of view of the sender determines the significance of the illocutionary act that implements the system of relations between the author and the addressee of the text.

Professor A. Vorozhbitova’s scientific school has developed mechanisms for the implementation of linguistic-rhetorical (LR) competence: inventive-paradigmatic, dispositive-syntagmatic, elocutionary-expressive, actional [12]. Formation of reading literacy of the student – future literary translator implies the skills of text interpretation and analysis, mastering the strategies

of semantic reading, in other words, we are talking about the formation of his/her integral linguo-rhetorical competence. The skills of text interpretation and analysis, mastery of semantic reading strategies are developed against the background of understanding the translation process – generation of new genres by the translator, identification of semantic nests and their representative fields, study of sound writing and rhythmic indicators of verse.

The development of associative connections among students for the study of new concepts and linguistic facts draws attention in the formation of metalinguistic competencies and in the development of the didactic foundations of the education program, the implementation of communicative didactics. In this regard, this article is based on the ideas of works on the role of cognitive and metacognitive scaffolds for the development of critical thinking [13, p. 28-37], [14, p. 182-193], [15, p. 964-977].

Communicative and pragmatic tasks that affect the updating of the education program reveal the relevance of mastering methodological tools, including the concepts of *communicative adjustment* and *contextual guessing*. The concept of *communicative adjustment* from psychology has become in linguistics the basis for differentiating the external and internal factors of rhetorical communication. Highlighting the external factors of communication effectiveness, researchers call the ability of its participants to “adjust” to each other and to the conditions of communication” [16, p. 157]. *Contextual guessing* – as a method of teaching language guessing when reading – allowed foreign language teachers at the postgraduate stage of education to develop a set of exercises based on the preliminary segmentation of the language material of the text, a repeated return to incomprehensible words for their analysis, and the use of a dictionary [17, p. 196]. As a criterion for strong assimilation, researchers call the ability of students to establish a certain formal-semantic “sign type” by the form of a word, its components and verbal environment, as well as the importance of morphological and syntactic analysis skills. The ability to apply knowledge in the field of word formation of the Russian language consists in transferring them to similar cases, based on the context and individual experience of students.

### **Research Methods and Research Material**

The legitimacy of updating the education program of training literary translators is confirmed by the use of such methods as taxonomic, textological, comparative typological, discursive (neo-rhetorical) research methods. The taxonomic method allows proving the place of theoretical subjects from the standpoint of the analysis of Kazakh translations of Russian classics and the identified patterns. The textological method illustrates the operation of the law of translation multiplicity, dispersions and shows, on the basis of different translations of the same works of Russian classics into the Kazakh language, the commonality of trends in translation studies and the significance of applying the methods of rhetorical analysis. The comparative typological method, which also demonstrates the phenomenon of translation plurality, contributes to the development of basic and professional competencies of a literary translator. The discourse (neo-rhetorical) method is aimed at mastering the knowledge of rhetorical rules and mastering the techniques of effective communication. This means the translational reading of the text, namely the reader’s understanding and interpretation of the communicative intention of the author and the process of speech acts. Such a representation contributes to planning the student’s communicative behavior and predicting the results of the communicative situation in the classroom, both in terms of understanding and interpreting the text being studied, and acquiring rhetorical communication skills. The essence of translation understanding and translation reading is reflected in the educational and methodological concept of the considered syllabus of the course and the principles for selecting works for the study and analysis of literary translation as part of the literary process.

The neo-rhetorical method in the educational process is important as a means of monitoring the success / failure of the communicative situation. What are the factors that ensure its success? This is

a technique for analyzing a communicative situation – as the basis for developing communicative exercises. This is the design of an algorithm for students' idio-speech behavior as a result of thought-speech activity, which contributes to the conscious processes of speech generation as an indicator of the formation of their pragmaticon. This ensures a communicative approach, which, together with the neo-rhetorical one, ensures the effectiveness of learning new concepts and linguistic facts. Neo-rhetoric in the discursological variant assigns to neo-rhetoric the position of interpretation of the word and communication as a set of techniques oriented towards "interpretation", "actualization" and "adequate argumentation". The communicative approach includes methods of active grammar aimed at learning the language as a means of providing speech actions in receptive and productive terms. The advantage of using a neo-rhetorical approach is to develop students' skills in interpreting, updating and arguing the text.

## **Results and Discussions**

### **Scientific-theoretical and didactic foundations for training literary translators**

This section includes three parts: 1) systematization of the scientific, methodological and didactic foundations of the education program; 2) analysis of the place of theoretical courses in training literary translators; and 3) substantiation of the concept of *translation reading* of the text and *translation understanding* for the formation of metaknowledge and metaskills of literary translators using the example syllabus "Literary Translation and Literary Process" and analysis of Kazakh translations of Russian classics.

The analysis of Kazakh translations of Russian classics determines the place of the text-centric approach for understanding and interpreting the communicative and pragmatic potentials of the text. Understanding and using the communicative and pragmatic potentials of the text is based on a holistic perception of the text. The use of the communicative potential of the text is expressed in the decoding of the symbolic nature of the literary text by the reader, literary conventions, and the communicative setting of the author. The identification of the pragmatic potential of the text is ensured by designing an algorithm for the student's idio-speech behavior, performing communicative exercises to activate the conscious processes of speech generation as an indicator of the formation of the student's pragmaticon.

During practical classes, the activation of students' cognitive activity involves attention to communicative exercises developed taking into account the student's idio-speech behavior, the inclusion of empathy as a mechanism of receptive perception and the productive-reflexive nature of educational activity, giving the educational situation signs of inculturation – formation of a person's general cultural competence in relation to the society in which he/she lives or studies as an object of his/her future professional activity, etc. The success of communication is determined by both linguistic (pragmaticon, the reader's thesaurus) and extralinguistic factors (context, individual social experience of the student, fame / obscurity of the studied text and its author, etc.). This expands the social (sociocultural / sociolinguistic) experience of the student. The strategy of teaching in a bi- and multilingual environment involves reducing ethnocentrism and fostering respect for the people / peoples – the native speaker (s) of the language being studied.

The formation of academic and educational competencies is based on the skills associated with the methodology of neo-rhetorical (discursive) text analysis, while educational ones involve the skills and abilities of analyzing a work of literature, based on the use of rhetorical analysis tools.

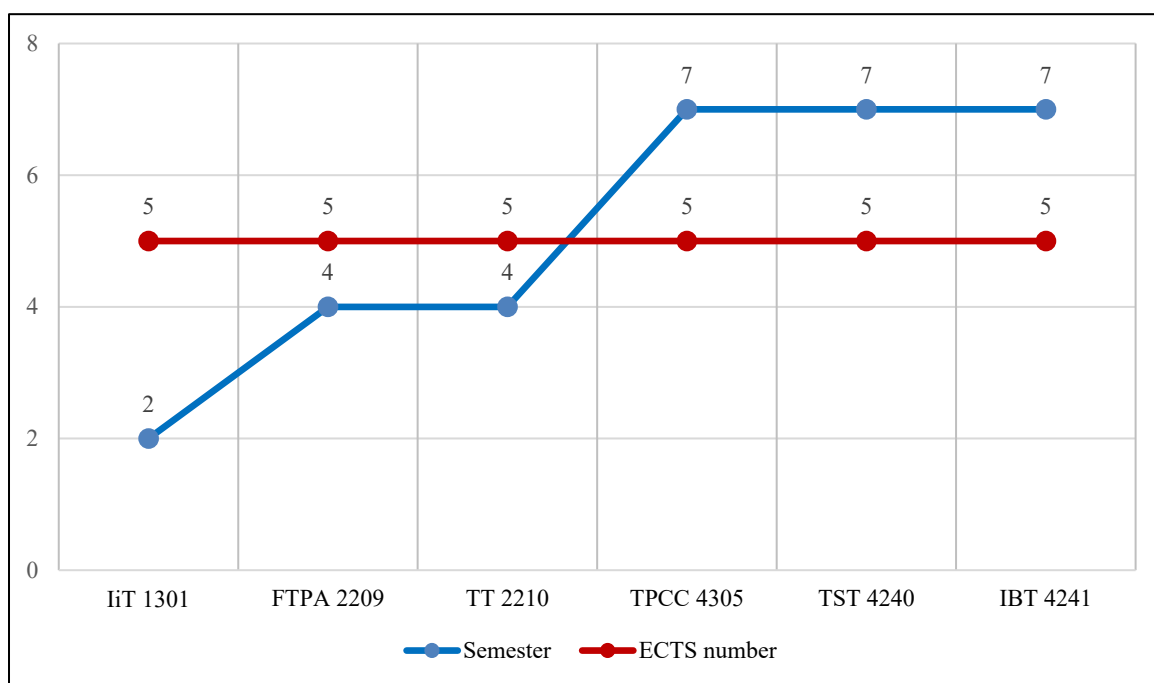
The didactic aspect of training literary translators is associated with the use of innovative technologies that contribute to the development of imagination and memory. The importance of cognitive-speech self-learning in the framework of metacognition is obvious. Such a representation allows students to develop the ability for self-learning and the development of linguo-rhetorical competence. It is known that the criterion for such development is the ability to perform speech acts. Such a representation provides James Asher's concept of "stress-free language learning", so popular

in modern didactics, as an easy language learning, without stress, including the fear of forgetting words.

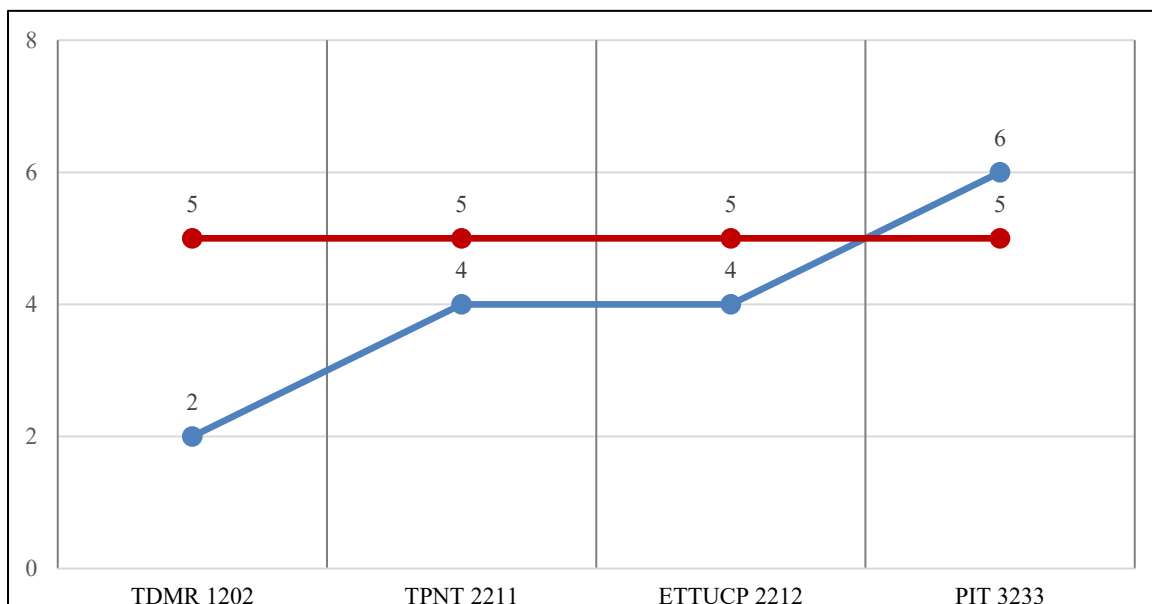
**Training of translators at the L.N. Gumilyov ENU**

Updating the education program with new courses is due to the need to go beyond practice-oriented tasks aimed at training general translators. Table 1 shows the ratio of theoretical and practice-oriented courses in training specialists in translation at the Translation Theory and Practice Department of the L.N. Gumilyov ENU.

**Figure 1.1 Education program (EP) for specialists in translation studies in terms of theoretical subjects at the Translation Theory and Practice Department of the L.N. Gumilyov Eurasian National University.**



**Figure 1. 2. The program of training translation specialists in the context of practice-oriented subjects at the Translation Theory and Practice Department of the L.N. Gumilyov Eurasian National University.**





### **Educational and Methodological Concept of the Course “Literary Translation and Literary Process”**

Training of the Russian language and literature teachers in terms of elective courses includes training them in translation studies from the standpoint of the history and theory of literature, comparative literature and the theory of the literary process. Questions of literary comparative studies, descriptive, communication theory and rhetoric expands the knowledge paradigm. The study of literary translation as part of the literary process contributes to the acquaintance of students with the conceptual provisions of the theory of literary translation, models of literary translation and translation transformations. The program provides for the expansion of students' general scientific conceptual base through the implementation of metasubject connections. This is the mastery of the techniques of discourse analysis.

The concept of translation competence: from M. Lozinsky's equilinear verse to the schools of S. Marshak, B. Pasternak, V. Levik – gives the student the ability to evaluate in terms of achieving the authenticity of the translation, ensuring the communicative equivalence of the original and the translation. For example, acquaintance with the history of the creation of the novel “Eugene Onegin” by A. Pushkin in translation and interlinear commentary by V. Nabokov contributes to the formation of ideas about the connection and significance of scientific commentary for understanding the translator's choice of his strategy. Translations-paraphrases of M. Lermontov turn students to the study of the work of the poet-translator of romantic poetry by G. Heine, J. G. Byron, A. Mickiewicz, which reveals the poet's innovation in the genre of philosophical meditation and allows us to understand the place of the poet's free imitations as a source of his skill.

In accordance with the considered syllabus, the following learning outcomes (LO) are designed for the education program.

*LO1:* to analyze the main worldview and methodological problems, including those of an interdisciplinary nature, studied in science at the present stage of its development and use the results in professional activities.

*LO2:* to master modern pedagogical technologies and have communication skills.

*LO3:* to possess the skills of work with information using logical operations, independently analyze, select, rebuild, store, transform, transfer information, including using modern information and communication technologies.

*LO4:* to analyze the theoretical foundations of scientific directions and concepts of Russian linguistics and literary criticism.

*LO5:* to demonstrate oratorical, scientific, business language skills and norms in various branches of professional communication and their application in solving professional problems and in scientific controversy.

*LO6:* to analyze the stages of development, genre, style and aesthetic features of folklore and the scientific foundations of literary criticism, modern literary trends in Kazakhstan in the context of Kazakh and world culture.

*LO7:* to analyze literary-critical works, to reveal the figurative, meaningful features of works, using modern principles and methods for analyzing the work of writers in works of literature.

*LO8:* to master new technologies for studying language and literature; be able to use them in research work.

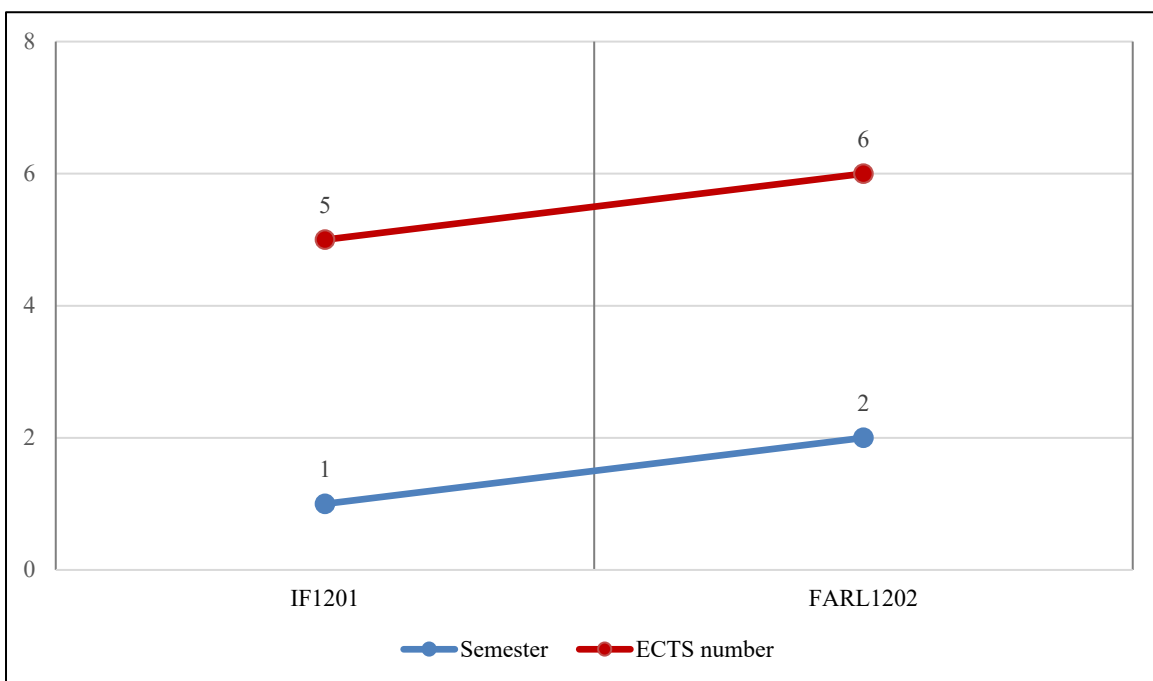
As the expected learning outcomes (LO) for the course, the following are provided:

- conceptual provisions of the theory of literary translation;
- main models of literary translation and types of translation transformations;
- basic concepts and basic categories of the general translation theory for understanding the connections with the literary process;
- general scientific conceptual base of students through the implementation of metasubject connections.

The following types and methods of teaching are used: Extend Interpretations. Conversation: heuristic, reproducing, systematizing, Guided Discovery, analytical, deductive, inductive, synthetic, flipped learning, problem-based learning (PBL), heuristic method, self-directed learning; Action research (solving a practical problem), systematizing and reproducing conversation, case study (case technology, case method, situation analysis method), self-directed learning, self-organized learning, active learning, analytical conversation, project-based learning, conversations, inquiry learning (problem-search learning, research teaching), colloquium.

To implement the ideas of learning and the formation of metaskills, it is important to design the topics and questions of practical tasks based on feedback, reports and messages from students. Taking into account the 15-week academic semester, the topics and questions of the studied works are reflected in Table 2.

**Figure 2.1. The ratio of compulsory subjects according to the EP RPh**



**Figure 2.2. The ratio of elective subjects according to the EP RPh**

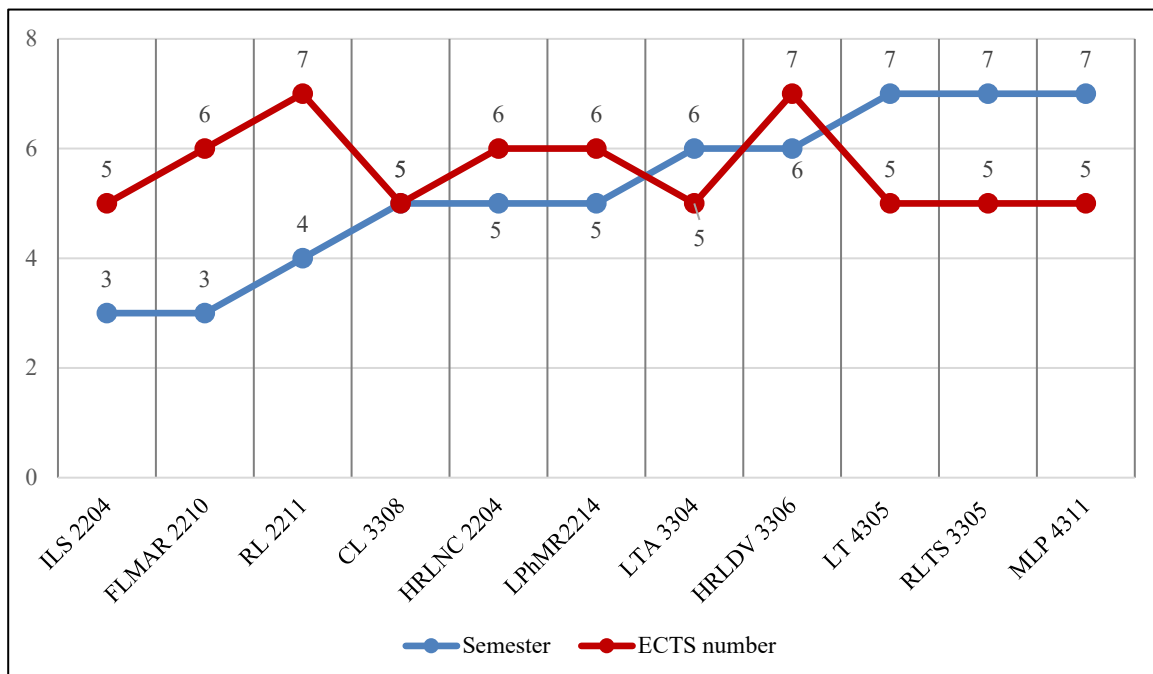


Figure 5. Соотношение обязательных предметов по ОП РЯЛ

Figure 2.3 The ratio of compulsory subjects according to the EP RLL

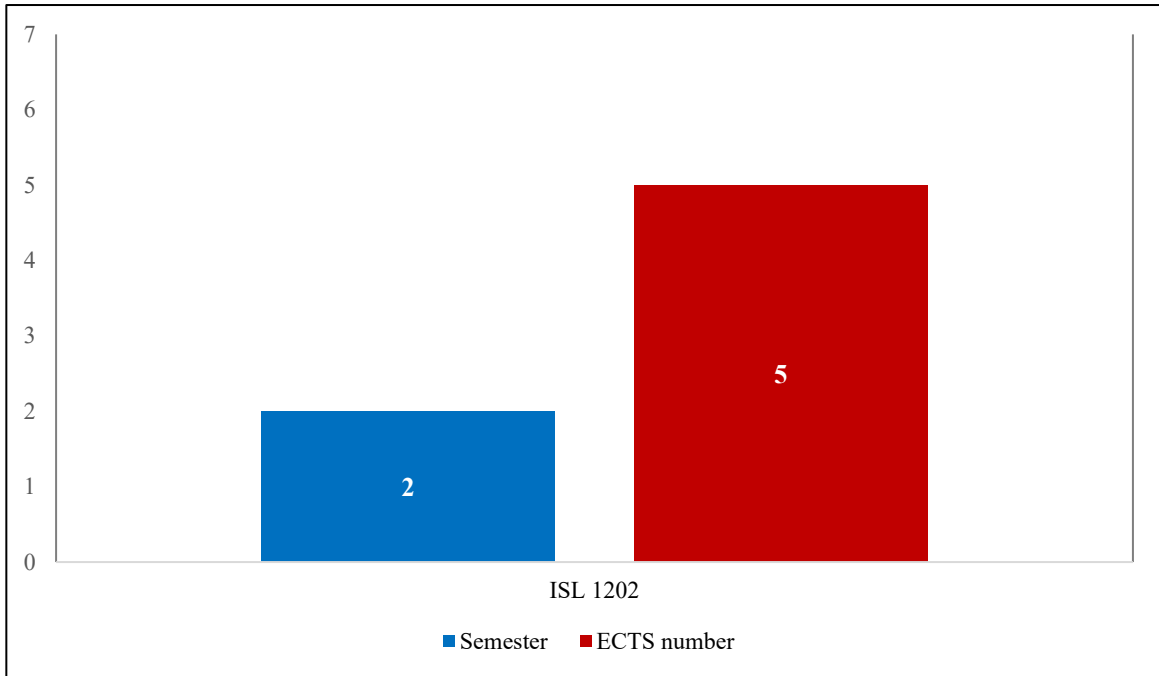
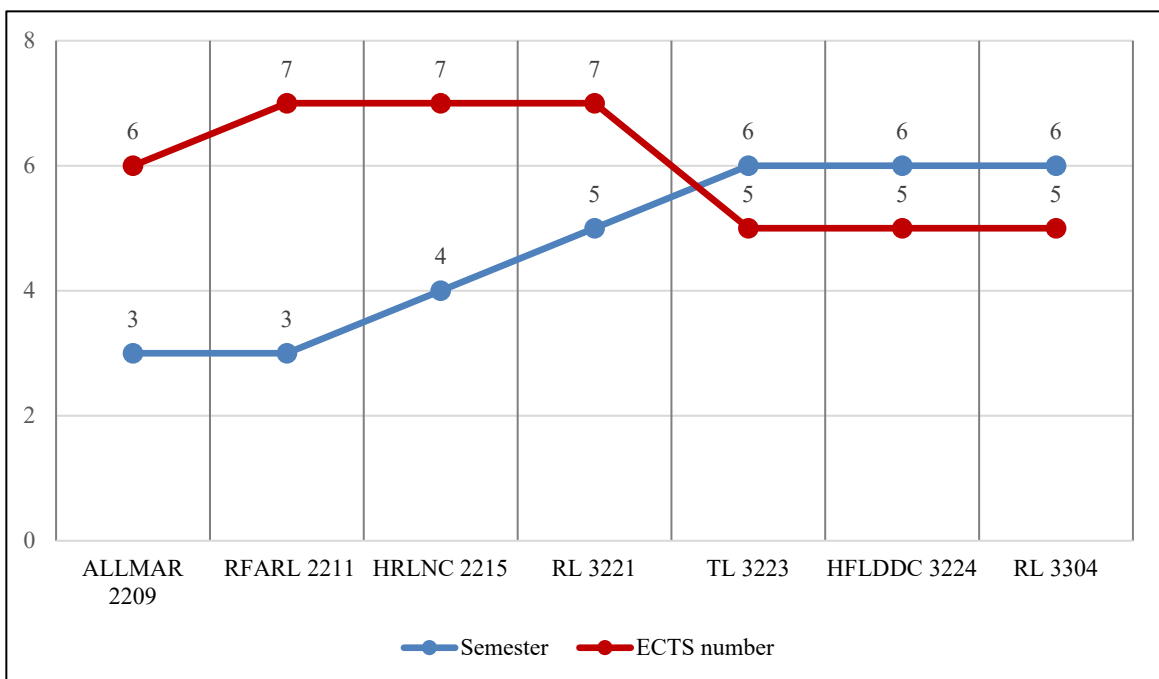


Figure 2.4. The ratio of elective subjects according to the EP RLL



**Table 1. Plan for Conducting Practical Classes in the Course “Literary Translation and Literary Process”**

<b>Practical classes (seminars)</b>				
<b>No. of week</b>	<b>No. of module</b>	<b>Title of practical classes (seminars)</b>	<b>No. of hours</b>	<b>Teaching types and methods</b>
1	1	<p><b>Translatability and the concept of communicative equivalence of the original and the translation. Rhetorical nature of literary translation and discourse analysis.</b></p> <p>1. Communicative approach to translation. 2. Concepts of translation and communicative competence. 3. Four main types of communicative function of the text.</p>	2	<p><i>self-directed learning</i>; Guided Discovery, Action research (solving a practical problem). Work with the book.</p>
2	1	<p><b>Ts. Todorov’s book “The Conquest of America”. Ts. Todorov’s Theory of Symbols and Discursive Strategy of Literary Translation.</b></p> <p>1. Types of associative connection between the statement and the implied. 2. Types of associative connection between the signified and the signifier. 3. Types of associative connection by direct and indirect meanings.</p>	2	<p>Action research, Thinking through the literature. Analytical, deductive, inductive</p>
3	1	<p><b>Fedya, clerk of the Ambassadorial order from the film “Ivan Vasilyevich Changes His Profession” and training of modern translators from foreign languages.</b> Ambassadorial order. The significance of the activities of translators of the Ambassadorial order. Old scholars.</p> <p>1. Two opposing trends in the practice of translation. 2. Features of modern training of translators from foreign languages.</p> <p><b>“Galoshes”, or the relation of translation to the issue of preserving the language.</b></p>	2	<p>Action research, Thinking through the literature. Analytical, deductive, inductive</p>

		<p>1. How did <i>the foreign</i> become native in the course of the literary struggle for the Russian literary language in the first quarter of the XIX century?</p> <p>2. The work of Yu.N. Tynyanov “Archaists and Innovators”.</p>		
4	1	<p><b>V.A. Zhukovsky. “Everything is foreign and everything is native”, or why the translator is not visible in V.A. Zhukovsky’s translations?</b> V.A. Zhukovsky is a translator of Eastern classics.</p> <p>1. V.A. Zhukovsky is a translator of German ballads.</p> <p>2. A.S. Pushkin vs. Zhukovsky the craftsman.</p> <p>3. Reasons for the radical transformation of the program translation by V.A. Zhukovsky.</p> <p><b>Translations-paraphrases of A.S. Pushkin</b></p> <p>1 Motives of foreign literature in A.S. Pushkin’s works: The Stone Guest”, “Feast during the Plague”, “The Wanderer”.</p> <p>2 “Feast during the Plague” by A.S. Pushkin: the problem of the translation and the original.</p>	2	<p><i>self-organized learning; active learning.</i> Conversation, discussion, brainstorming.</p>
5	1	<p><b>Scientific Commentary and Translation Strategy. A.S. Pushkin’s novel “Eugene Onegin” in V. Nabokov’s translation.</b></p> <p>1. Purpose, tasks and subject of V.</p>	2	<p><i>case study</i> (case technologies, case method, situation analysis method); Action research (solution of a practical problem <i>Thinking through the literature</i> method</p>

		<p>Nabokov's translation.</p> <p>2. The function of comments and notes in V. Nabokov's translation.</p> <p><b>Translations-paraphrases by M.Yu. Lermontov</b></p> <p>1. Lermontov is a translator of romantic poetry by Heine, Byron, Mickiewicz.</p> <p>2. Genre of philosophical meditation in Lermontov's translation activity.</p> <p>3. Lermontov's free imitations.</p>		<p>(Commentary 1). <i>Extend Interpretations</i> technique. Methods of problem-based learning, work with the book.</p>
6	1	<p><b>Practice of compiling an interlinear translation.</b></p> <p>1. Interlinear translation and its role in the theory and practice of translation.</p> <p><b>W. Shakespeare's Sonnet. Shakespeare by Samuil Marshak</b></p> <p>1. S. Marshak's translation adjustments.</p> <p>2. Critical assessment of S. Marshak's translations by N. Avtonomova and M. Gasparov in the 90s.</p>	2	<p><i>Thinking through the literature</i> method (Commentary 1). <i>Extend Interpretations</i> technique. Method of cognitive scaffolding and metacognitive scaffolding. Scientific seminar.</p>
7	1	<p><b>Russian Hamlet, or three luminaries of Russian Shakespearians.</b> Russian Hamlet of the XVIII century. A.P. Sumarokov as Hamlet's translator.</p> <p>1. Article by V. Levik on the translations of W. Shakespeare.</p> <p>2. Mikhail Lozinsky's Hamlet.</p> <p>3. Boris Pasternak's Hamlet.</p> <p><b>Robert Burns. Classic translation by Samuil Marshak.</b></p> <p>1. Children's poems by R. Burns, translated by S. Marshak.</p> <p>2. S. Marshak's translation adjustments.</p>	2	<p><i>case study</i> (case technologies, case method, situation analysis method); <i>self-directed learning</i>; <i>self-organized learning</i>; <i>Thinking through the literature</i> method. <i>Extend Interpretations</i>. Scientific seminar.</p>

8	2	<p><b>I.I. Vvedensky – the author of the “Russian Dickens”.</b></p> <p>1. I.I. Vvedensky - translator of Ch. Dickens.</p> <p>2. Controversy surrounding I.I. Vvedensky’s method.</p> <p><b>T. Gnedich – translator of one theme.</b></p> <p>1. Translation of “Don Juan” by T. Gnedich as an example of personal drama and translation feat.</p> <p>2. T. Gnedich’s fate and reasons for her inaccurate translation.</p>	2	<p><i>flipped learning;</i>  <i>active learning.</i>                  Brainstorming.</p>
9	2	<p><b>B. Zakhoder’s Winnie the Pooh and Vadim Rudnev’s Winnie. Success of an intellectual bestseller.</b></p> <p>1. B. Zakhoder’s translation adjustments.</p> <p>2. The concept of V. Rudnev’s analytical translation.</p> <p><b>Russian translations of Abay Kunanbayev’s lyrics and creation of a new kind of philosophical genre.</b></p> <p>1. Heine, Lermontov and Abay: one plot and three genres.</p>	2	<p><i>Thinking through the literature method</i> (Commentary 1).  <i>Extend Interpretations</i> technique.                  Method of cognitive scaffolding and metacognitive scaffolding. Scientific seminar.</p>
10	2	<p><b>Abay Kunanbaev – translator of M. Lermontov.</b></p> <p>1. The history of the study of Abai’s translations of M. Lermontov’s poetry. Controversial issues.</p> <p>2. Abay’s free and accurate translations of Lermontov.</p> <p>3. Abay’s translations-interpretations of Lermontov.</p> <p><b>Free and accurate translations. I. Dzhangugurov and literal translations of M. Lermontov’s poetry.</b></p> <p><b>Optional:</b>                  Lermontov’s “The Death of a Poet” translated by Dzhangugurov.                  Lermontov’s “The Cup of Life”</p>	2	<p><i>case study</i> (case technologies, case method, situation analysis method);  <i>self-directed learning;</i>  <i>self-organized learning;</i>  <i>Thinking through the literature method.</i>  <i>Extend Interpretations</i> technique. Scientific seminar.</p>

		translated by Dzhangugurov. Lermontov's "Dagger" translated by Dzhangugurov.		
11	2	<p><b>M. Zhumabayev and literal translations of poetry</b> <i>Optional:</i> 1. Lermontov's "Prisoner" translated by Zhumabayev. 2. Lermontov's "When the yellowing field is agitated ..." translated by Zhumabayev.</p> <p><b>K. Amanzholov and literal translations of M. Lermontov's poetry.</b> <i>Optional:</i> Lermontov's "Dagger" translated by Amanzholov. Lermontov's "Jewish motives" translated by Amanzholov. Lermontov's "The Death of a Poet" translated by Amanzholov.</p>	2	Action research (solution of a practical problem), <i>Thinking through the literature</i> method. Analytical, deductive, inductive
12	2	<p><b>Practice of compiling an interlinear translation. Fable by A. Baitursynuly (optional). Kazakh translations-paraphrases.</b> 1. To develop basic translation guidelines. 2. To determine the nature of translation competence. 3. To determine the type of communication with predicting the type of reader.</p> <p><b>A.S. Pushkin's story "Snowstorm" translated by Sh. Kudaiberdiyev.</b> 1. History of the creation and publication of the translation. 2. Scientific state of the problem. 3. Features of the translation of prose into poetry.</p>	2	<i>self-organized learning; active learning.</i> Conversation, discussion, brainstorming.
13	2	<p><b>Kazakh translations-paraphrases. L.N. Tolstoy's stories "The Assyrian King Esarhadon" and "Three Questions" translated by Sh. Kudaiberdiyev.</b> 1. History of the creation and publication of the translation. 2. Scientific state of the problem.</p>	2	<i>Thinking through the literature</i> method (Commentary 1). <i>Extend Interpretations</i> technique. Method of cognitive scaffolding and

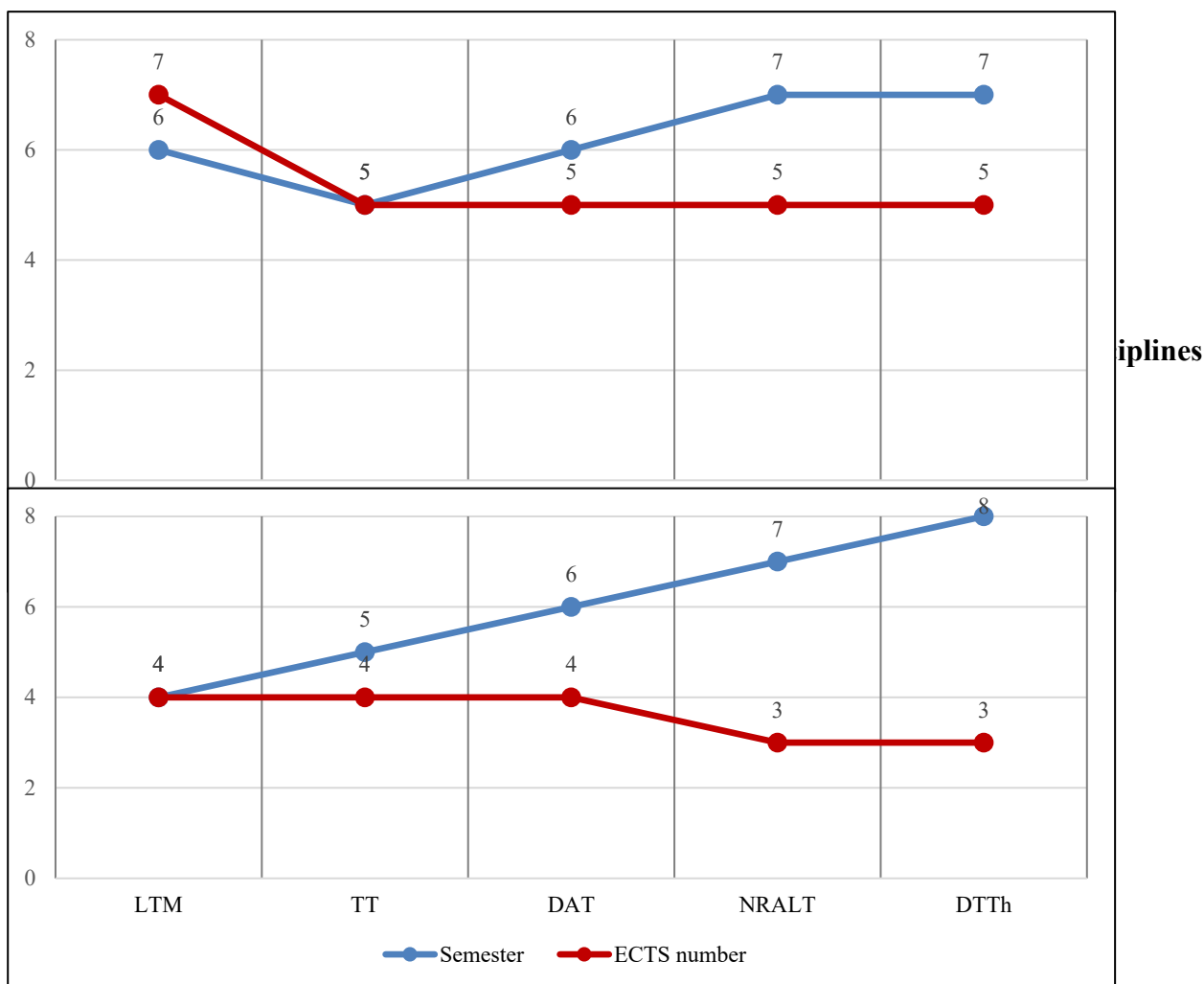


		<p>3. Images, symbols, concepts of the Kazakh culture as a source of literary translation.</p> <p><b>Practice of compiling an interlinear translation. The finale of M. Auezov’s story “Korgansyzydyn Kuni”.</b></p> <p>1. To compare the selected passage from M. Auezov’s story with L. Pantiyev’s translation.</p> <p>2. Analysis of translation accuracy.</p> <p>3. To develop basic translation guidelines.</p> <p>4. To determine the nature of translation competence.</p> <p>5. To determine the type of communication with predicting the type of reader.</p>		<p>metacognitive scaffolding. Scientific seminar.</p>
14	2	<p><b>Literal translation of Abai’s poem into Russian (English).</b></p> <p>1. To develop principles for literal translation.</p> <p>2. To determine functional dominants.</p> <p>3. To determine the content of otherness.</p> <p><b>Free translation of H. Heine’s poem “Forest King” (Erlkonig) into Kazakh (Russian) language.</b></p> <p>1. To develop the principles of free translation.</p> <p>2. To determine functional dominants.</p> <p>3. To determine the content of otherness.</p>	2	<p><i>Thinking through the literature</i> method (Commentary 1).  <i>Extend Interpretations</i> technique.                      Method of cognitive scaffolding and metacognitive scaffolding. Scientific seminar.</p>
15	2	<p><b>Translation-paraphrase of a work of literature (optional).</b></p> <p>1. To develop the principles of translation.</p> <p>2. To determine functional dominants.</p> <p>3. To determine the content of otherness.</p> <p><b>An equispiritual translation of a religious song (dedication), a biblical parable.</b></p> <p>1. To develop the principles of literal</p>	2	<p><i>Thinking through the literature</i> method (Commentary 1).  <i>Extend Interpretations</i> technique.                      Method of cognitive scaffolding and metacognitive scaffolding. Scientific seminar.</p>

	translation. 2. To determine functional dominants. 3. To determine the content of otherness.		
<b>TOTAL</b>		<b>30</b>	

Here we propose a model for the correlation of theoretical and practical learning for the integration of the theory and practice of translation in the bachelor’s education program.

**Figure 3. 1 The ratio of special disciplines in philological specialties**



### Translations of Russian classics into Kazakh

The educational and methodological concept of the education program for training literary translators – from the standpoint of the formation of knowledge and competencies, due to the study of theoretical courses – is built on the assimilation by students of new scientific results. The place of the history of the Russian literature in the education program for training translators is due to the application of the results of the communication theory in the creation of new translations. So, methodologically defining for substantiating the role of the history of the

Russian literature in training literary translators and the creation of authentic translations of I. Krylov's fable into the Kazakh language is L. Vygotsky's book "Psychology of Art" about the phenomenon of counter-feeling as a combination of two mutually exclusive plans (Vygotsky, 1998). The transfer of language and literary game techniques is the main subject for achieving the authenticity of translation. Here, the structure of the dual eventfulness, which characterizes the comic modality, draws attention to itself. In order to convey comic modality in translation into Kazakh, it is necessary to understand the literary term "double eventfulness" [Tyupa, 2008]. Analysis of the comic modality of Krylov's fable in the known from the XIX and early XX centuries translations of Abai and Baitursynuly – in the aspect of the connection between the translation setting, translation strategy and genre of translation – showed, first of all, the importance of the translator to possess discursive techniques for analyzing the original for authentic literary translation. Secondly, the study of the strategies of a fable as a funny story and a fable-apologist shows, in terms of translation skills and abilities, the ability to convey the game with rhetorical figures. Here, a feature of one of the modern areas of literary translation studies associated with the use of a communicative model of rhetoric is manifested. A look at literary translation from the point of view of its rhetorical essence presupposes that the translator has the tools of rhetorical analysis of a literary text, which make it possible to characterize the effectiveness of communication in the chain "author – translator – reader". The description undertaken by Vygotsky – an aesthetic reaction to Krylov's fable as an explanatory effect of a "subtle poison" – reveals in the genre nature of Krylov's fable signs of both a poetic and a dramatic work [Vygotsky, 1998]. An important and difficult task for the translator of Krylov's fable is reconstruction of identity, description of the rhetorical consciousness (*author – translator – reader*), rhetorical competence of all subjects of the communication chain from the standpoint of the types of emerging associative links.

Authentic translation of A. Pushkin's novel "Eugene Onegin" into the Kazakh language is provided by studies of the epistolary genre [Roginskaya, 2002]. The importance of introducing the history of the Russian literature, translation studies, rhetoric and communication theory into the education program for training literary translators is also evidenced by the results of the analysis of the Kazakh translations of Pushkin's novel. The adaptation of the novel to the consciousness of the recipient of the translation, the transformation of the love correspondence of the characters in translations, starting from Abai Kunanbayev, I. Dzhansugurov to K. Shangytbayev and K. Salykov, shows various variations: from contextual, accurate, equispiritual translation to translation-adjustment as a result of genre transformation. Analysis of the effectiveness of literary translation as a rhetorical communication contributes to the development of literary translators' ideas and competencies about the preference for one or another strategy.

The need for textual work, due to the results of literary translation studies, contributes to the publication of new translations of M. Lermontov's works into the Kazakh language. The importance of the theoretical courses under consideration for training translators of the new formation is evidenced by the relationship between the quality of literary translation and the development of cultural policy. The study of the experience of Abay, the translator of Lermontov, containing the polyvariability of interpretations of the original text and translation strategies, as well as the understanding of such a pattern as the dominance of the Russian poet's literal translation strategy in the translation practice of Kazakh translators, contributes to a deeper understanding of the imagery of the Kazakh language.

## Conclusion

The development of an education program for training literary translators differs from the training of general translators. To illustrate the differences and develop educational and methodological foundations, the authors of the article have shown the role of theoretical subjects.

Such a model of a specialist is built on the idea of the linguocultural, linguistic and philosophical personality of a literary translator.

The subject of the article is the concepts of *translation reading* and *translation understanding*. The relevance of these concepts as components of the reader's culture is justified, firstly, on the integration of literary criticism, including comparative, translation studies, communication theory and rhetoric into the educational process. This approach focuses on teaching literary comparative studies, descriptive theory of translation, literary translation models and translation transformations. Secondly, the role of *translation reading* and *translation understanding* is illustrated by a syllabus containing an example of solving the problems identified in the article. It convinces in the connection of the results of the educational situation with linguistic and extralinguistic factors. Achievement of didactic tasks in teaching shows the relationship between learning outcomes (LO), expected learning outcomes, topics and questions of practical tasks that require student feedback. The focus of communicative exercises on the design of the student's idio-verbal behavior, the role of empathy for receptive perception and the productive-reflexive nature of educational activity, and the prediction of the educational process as inculturation are substantiated. Thirdly, the formation of translation reading and translation understanding is due to the analysis of translations of other literature into the native language. Such a representation is based on the connection of understanding and interpretation of the communicative and pragmatic potentials of the text. At the same time, in the process of such training, it becomes possible to develop recommendations for achieving the authenticity of literary translation, creating new translations and publishing critically verified editions of translations.

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