Al Farabi Kazakh National University
International Relations Faculty
Diplomatic Translation Department

APPROVED
Dean of the Faculty
_____ Sayrambayeva Zh.T.
" 10 " _____ 2025

METHODOLOGICAL COMPLEX OF THE DISCIPLINE
PNTD 3216- Translation of Scientific and   Technical Documents

Specialty "6B02311 Translation in the sphere of international and legal relation"

Course – 3
Semester – Spring
Credits – 6

Almaty 2025

The Methodological complex was compiled by associate professor of the Diplomatic Translation Department Smagulova A.S.

Based on the curriculum for the educational program **"6B02311 Translation in the sphere of international and legal relation"**

Reviewed and recommended at the meeting of the Department of Diplomatic Translation

from « _17_ » _____ _06_ _____ 2025 г., protocol № _13а_

Head of the Department _____ Murzagaliyeva M.K.
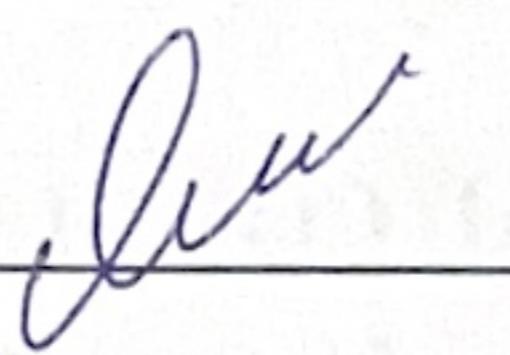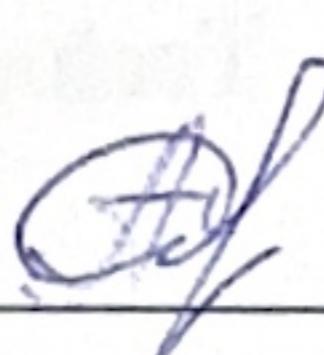
Lector _____ Smagulova A.S.

SYLLABUS
Fall semester 2025-2026 academic year
Educational program "6B02311 Translation in the sphere of international and legal relation"

ID and name of course	Independent work of the student (IWS)	Number of credits			General number of credits	Independent work of the student under the guidance of a teacher (IWST)
		Lectures (L)	Practical classes (PC)	Lab. classes (LC)		
Translation of Scientific and Technical Documents [97851]	4	3	3	-	6	6

ACADEMIC INFORMATION ABOUT THE COURSE

Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platform final control
Offline	Elective component	overview lectures	practical research and experiments	Oral examination (online) Univer System

Lecturer - (s)	Smagulova A.S.
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ACADEMIC COURSE PRESENTATION

Purpose of the course	Expected Learning Outcomes (LO) *	Indicators of LO achievement (ID)
to form and develop set of skills and abilities to make linguistic and extra linguistic analyses of texts in scientific and technical domains, correct, edit, proofread translation of scientific and technical documents, popular science press releases and news reports.	1. To understand some of the specific situations in which scientific and technical specialists communicate, history of development of scientific and technical translation in Kazakhstan and abroad;	1.1 understands historical rationale and development of scientific and technical translation;
		1.2 explains main translation aspects of the texts in the field;
	2. To explain main linguistic and extra linguistic features of scientific and technical texts, analyze concepts in SL and TL in preparation for translation;	2.1 explains specific linguistic features of the text;
		2.2 able to interpret scientific and technical terms and choose their equivalent in TL;
	3. To recognize discursive and rhetorical purposes of scientific and technical texts;	3.1 able to recognize purpose, author's intention and function of the text;
		3.2 able to deliver pragmatic effect of the SL in TL;
	4. To apply different methods and techniques of translation and range of CAT tools and AI within the frame of contemporary theories of scientific and technical documents;	4.1 develops skills to use methods and techniques of translating technical texts;
		4.2 able to use CAT tools and AI in pre-linguistic analysis, translation, editing, post-editing processes;
	5. To justify their own translation decisions, using the metalanguage of the field and evaluate their own translation and translation of others.	5.1 explains effective translation methods and translation transformations;
		5.2 able to do translation analysis and identify errors, assess translation using assessment criteria.

Prerequisites	Fundamentals of Translation Theory and Practice
Postrequisites	Theory and practice of consecutive interpreting
Learning Resources	**Main literature:** 1. Glushko E.V. Translation studies. Textbook for university students/ E.V. Glushko. – M.: Publishing house "Aspect Press", 2022. – 150 p. 2. Barkhudarov L.S. Language and translation. Questions of general and particular theory of translation: monograph / L. S. Barkhudarov. - 2nd ed. - Moscow: LKI, 2008. - 235 p.

3. Komissarov V.N. Modern Translation Studies: textbook. manual / V. N. Komissarov. - 2nd ed. - M.: R. Valent, 2011. - 408 p.
4. Stefanovskaya Y.I. Nauchno-technicheski perevod: electronic course book – Perm: Minsk, 2024. – 40 p.
5. Esperança B., Bassnett S. Translation in Global News, 1st ed.: Monograph, Routledge, 2008–p. 168
6. Galperin I.R. Stylistics of English language. M.: Либроком, 2010, 2014. - 336 c.
7. Newman P. A Textbook of Translation, Pearson Education: Longman, 2020 - 113 p.
8. Baker M. In other words: a coursebook on translation, Routledge:Taylor and Francis, 2018 -391 p.

Additional literature:
9. Munday J., Zhang M. Discourse Analysis in Translation Studies. Publisher: John Benjamins Publishing Company, 2017, 159 p.
10. Garaeva M.R., Giniyatullina A.Yu. Translation analysis of the text: a textbook. Kazan, 2016, 94 p.
11. Teleshova E.A. Pre-translation text analysis: theory and practice: teaching manual/ E.A. Teleshova, E.A. Shefer. – Chelyabimsk: Publishing center SUrSU, 2019. – 42 p.
12. Givental I.A. How to say it in English? Moscow, Flinta, Nauka, 2021.
13. English. TED Tasks: textbook. M: MGIMO University, 2019, p. 142.
14. Lanchikov V.K. Handbook for sight translation: practical textbook for 3-4-year students / V.K. Lanchikov, A.P. Chuzhakin. second edition. - M.: R.Valent, 2004. – 60 p.

Professional scientific databases:
15. Scientific database https://www.scopus.com
16. Science Direct scientific database https://id.elsevier.com/
17. Scientific database IEEE Xplore https://ieeexplore.ieee.org/Xplore/home.jsp
18. Scientific platform https://link.springer.com
19. Scientific electronic library eLibrary https://elibrary.ru
20. Scientific electronic library "CyberLeninka" https://cyberleninka.ru/

Internet resources:
21. The UN official website: https://www.un.org/en/
22. TED Talks: https://www.ted.com
23. CNN News: https://edition.cnn.com
24. BBC News: https://www.bbc.co.uk
25. European Commission: Translator's training resource: ttps://commission.europa.eu/
26. European Parliament: Multimedia Center: https://multimedia.europarl.europa.eu/en
27. English-Russian Online Dictionary: www.multitran.com/
28. Russian-Kazakh Online Dictionary: https://sozdik.kz
29. Deepl translator: https://www.deepl.com/en/translator
30. English-Russian Online Dictionary: https://www.lingvolive.com/en-us
31. The Science Dictionary: https://www.thesciencedictionary.com
32. Collocation Online Dictionary: http://www.ozdic.com
33. Oxford Comprehensive Online Dictionary: https://www.oxfordlearnersdictionaries.com/
34. Cambridge Comprehensive Online Dictionary: https://dictionary.cambridge.org
35. Online resource McGaw Hill Access Engineering: https://www.accessengineeringlibrary.com/
36. Online course "Working with Translation" by Cardiff University https://www.futurelearn.com/courses/working-with-translation/8/todo/132923
37. Main types of translation transformations https://cyberleninka.ru/article/n/osnovnye-vidy-perevodcheskih-transformatsiy
38. http://www.trworkshop.net/
39. http://elibrary.kaznu.kz/ru

Academic course policy	The academic policy of the course is determined by the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University . Documents are available on the main page of IS Univer . **Integration of science and education.** The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments. **Attendance.** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points. **Academic honesty.** Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.

Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by the "Rules for the final control" , "Instructions for the final control of the autumn / spring semester of the current academic year" , "Regulations on checking students' text documents for borrowings".

Documents are available on the main page of IS Univer .

Basic principles of inclusive education. The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.

All students, especially those with disabilities, can receive counseling assistance by e-mail smagulova.aigerm@gmail.com
https://us04web.zoom.us/j/7102206935?pwd=SlJWUHlJaFMrZmZvZWZCT0NmYU0zZz09

Integration MOOC (massive open online course). In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.

ATTENTION! The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points.

INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT

Score-rating letter system of assessment of accounting for educational achievements

Grade	Digital equivalent points	points, % content	Assessment according to the traditional system
A	4.0	95-100	Great
A-	3.67	90-94	
B+	3.33	85-89	Fine
B	3.0	80-84	
B-	2.67	75-79	
C+	2.33	70-74	
C	2.0	65-69	Satisfactorily
C-	1.67	60-64	
C	2.0	65-69	
C-	1.67	60-64	
D+	1.33	55-59	
D	1.0	50-54	
FX	0,5	25-49	Unsatisfactory
F	0	0-24	

Assessment Methods

Criteria-based assessment is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.

Formative assessment is a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.

Summative assessment - type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course. Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated.

Formative and summative assessment	Points % content
Activity at lectures	5
Work in practical classes	25
Independent work	20
Design and creative activity	10
Final control (exam)	40
TOTAL	100

Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.

A week	Topic name	Number of hours	Max. ball
	MODULE 1 Introduction to scientific and technical translation		
1	**Lecture** Foundation of development of scientific and technical translation	2	4
	Seminar Theoretical Basis of Translation (in general) Memorizing some specific term News Round-up. Commenting on the current events in the world. Analyzing of a Newspaper Article.	2	4
2	**Lecture** Material, language and structure of scientific and technical texts	2	4
	Seminar What is scientific translation Memorizing specific terms applied. Revision of Grammar. Complex Grammatical structures News Round-up. Commenting on the global affairs. Analyzing of a Newspaper Article Text translation of passages from a Scientific Text	2	4
	IWST 1 Consultation on the implementation of IWS 1	1	
3	**Lecture** Features of functional style of scientific and technical texts	2	4
	Seminar How to carry out Scientific Translation? Memorizing Specific terms applied.	2	4

	Revision of Grammar. Conditionals. News Round-up. Analyzing of a newspaper article		
4	**Lecture** Grammatical features of scientific and technical texts	2	4
	Seminar The main reasons why scientists and researchers need their works to be translated into the language of science. Revision of Grammar. Conditionals News Round-up. Commenting on the global affairs. Translation of one passage from a Scientific Text.	2	4
4	**IWS 1.** Presentation "Translator's set of skills in scientific domain"	24	18
5	**Lecture** Lexical features of scientific and technical texts	2	4
	Seminar Why is it important to find a skilled and experienced expert or a proofreader to review the work of a translator? Grammar. Mixed forms of Conditionals. Making up their own examples/sentences News Round-up. Commenting on the current events in the world. Test translation of one passage (~500 words) from an academic article.	2	4
5	**IWST 2. Project work "Analyzing terms"**	1	
MODULE 2 Resources for scientific and technical translation			
6	**Lecture** Creating a corpus from the ST and identifying terms	2	4
	Seminar Additional challenges that non-native speaking translators face in TST. Grammar. Imperative sentences in negation. Dwell upon the latest Presidential Adress.	2	4
	IWST 3. Consultations on the implementation of IWS 2	1	
7	**Lecture** Researching TL terms	2	4
	Seminar No Vagueness in a translation. Memorizing some specific terms and terminology. Revision of Grammar. **if I were you; I wish…** Dwell upon the Presidential Elections 2024 in the USA.	2	4
8	**Lecture** Translation peculiarities of media materials about science	2	4
	Seminar. The Scientific Translation Techniques. Work on the specific terms. Revision of Grammar. Consolidation of all Forms (0,1,2,3). Dwell upon the global affairs. Test translation of one academic article	2	4
	IWS 2. Midterm control assignments	25	18
Midterm control 1			100
9	**Lecture** Translation features of technical instructions and brochures	2	4
	Seminar What is Technical Translation? Memorizing of specific terminology. Revision of Grammar – Modal functions of the verbs – to have, to be Newspaper. The Russian-Ukrainian current Relations.	2	4
10	**Lecture Community translation in healthcare institutions**	2	4
	Seminar What is the difference between Technical and Scientific Translation? Revision of Grammar. Word order in Indirect Questions Commenting on the global affairs: Confrontation of Russia and the West. Translation of the text **IWST 4.** Test translation of one Scientific Text.	2	4
MODULE 3 Scientific researches and abstracts			
11	**Lecture Introducing professional scientific discourse**	2	4
	Seminar Scientific Translation is a subbranch of Technical Translation. Revision of Grammar. Sequence of Tenses and Word Order in Indirect Speech. Dwell upon the current situation in Kazakhstan. Test translation of an academic article.	2	4
	IWST 5. Colloquium: week 1-10	1	
	IWS 3 Presentation "Translation of headlines and introduction of news"	24	22
12	**Lecture** Translation of scientific papers	2	4
	Seminar The Role of Quality Assurance process in Translation. Revision of Grammar. The equivalents of Modal Verbs (should; ought to; have to; be to; need). Analyzing of a Newspaper Article.	2	4
13	**Lecture** Cultural specificity in scientific articles	2	4
	Seminar Scientific Translation and Globalization. Memorizing of specific terms of Scientific Texts. Grammar. Grammatical changes of Tenses in the process of transformation of Direct Speech into Indirect. Analyzing of a Newspaper Article.	2	4
	IWST 6. Consultation on the implementation of IWS 4.	1	

14	**Lecture** Developments affecting translation activities	2	4
	Seminar The most common strategies in translating ST from the source language into the target language.	2	4
	Revision of main grammatical categories which cause certain difficulties in translation.		
	Express your own point of view on the issue: AI in Translation		
	Test translation of one passage from an academic article.		
15	**Lecture** AI and translation	2	4
	Seminar Why is data sharing through translation gives great opportunities for future promotion of science.	2	4
	Get ready to have Vocabulary and Grammar test.		
	Test Translation		
	IWS 4. Conducting final term assessment	25	22
Midterm control 2			100
Final control (exam)			100
TOTAL for course			100

Dean of International Relations Faculty　　　　　　　Sairambayeva Zh.T.

**Chairperson of the Academic Committee on Quality
of Learning and Teaching**　　　　　　　Yerimpasheva A.T.

Head of Diplomatic Translation Department　　　　　　　Murzagaliyeva M.K.

Lecturer　　　　　　　Smagulova　　A.S.

Criteria	«Excellent» 25-30%	«Good» 20-20%	«Satisfactory» 15-20%	«Unsatisfactory» 0 – 15%
Clarity of the purpose and objectives of the presentation	The purpose and objectives are clearly articulated, easily understood by all audience members, and leave no room for doubt.	The purpose and objectives are stated but may be somewhat vague or not entirely clear.	The purpose and objectives are unclear, making it difficult to grasp the main intention.	There is no clear statement of the purpose and objectives of the presentation.
Lexical and grammar competence	Relevant lexical and grammatical structures are actively and accurately used throughout the presentation.	Relevant lexical and grammatical structures are used, but there are some errors that affect clarity.	A few relevant lexical and grammatical structures are used, with multiple errors that hinder understanding.	No relevant lexical or grammatical structures are used, resulting in numerous errors that obscure meaning.
Analysis skills and presentation of main ideas	In-depth analysis of key ideas, detailed presentation with additional insights, and effective use of visual aids (e.g., charts, graphs, images).	Good analysis with key aspects presented, though lacking in detail or specific examples. Some visual aids are used.	Limited analysis of key ideas with fragmentary information presented. Few visual aids are included.	Lack of analysis; the presentation is superficial and difficult to follow. Primarily consists of text without visual aids.
Relevance and accuracy of the information provided	All information presented is complete, accurate, relevant, and fully aligned with the topic.	Information is generally accurate but contains minor gaps or inaccuracies. Partially relevant to the topic.	Significant omissions or inaccuracies are present in the information, with most content being irrelevant.	Information is fragmented and does not meet assignment requirements. Lacks relevance to the topic.
Public speaking skills	Confident and professional delivery, excellent use of voice, gestures, and engagement with the audience. Clear diction and pronunciation.	Effective speaking, though some improvement is needed in communication skills. Good diction with occasional phonetic errors.	Major improvements are needed in public speaking skills. Poor diction and pronunciation with numerous errors.	Delivery is ineffective, making it difficult for the audience to understand and engage.
Critical thinking skills and own judgement	The presentation includes deep and original conclusions, demonstrating strong critical thinking.	Main conclusions and critical thinking are evident but could be further developed.	Conclusions are present but limited; critical thinking skills are underdeveloped.	There are no original conclusions or recommendations provided.