SYLLABUS
Fall semester 2024-2025 academic year
Educational program "7M02304Translation 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)		
Modern translation methodology: theory and practice	4	2	3	-	5	6

ACADEMIC INFORMATION ABOUT THE COURSE					
Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platformfinal control	
Offline	Basic course of university component	-	discussion, problem-solving	Orally (online)	
Lecturer - (s)	Smagulova A.S.				
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Assistant - (s)					
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ACADEMIC COURSE PRESENTATION		
Purpose of the course	Expected Learning Outcomes (LO) *	Indicators of LO achievement (ID)
The purpose of the discipline: the formation of knowledge in the field of theory and practice of translation, the specifics of legal translation, mastering the practice of translation of the legal text. The course forms the concept of the application of theoretical and practical knowledge for the successful implementation of translation activities. The discipline studies the basic rules of translation theory and speech; methodology of translation and the concept of interlanguage and intercultural communication.	1. To define the main stages of the development of translation studies in the history and contemporary world	1.1 describes the main stages and approaches to the development of translation studies;
		1.2 characterizes each period, focusing on its approaches and finds the essential differences;
	2. To explain the main concepts of translation studies, and their implementation in the practice of translation and interpretation.	2.1 identifies the main concepts and notions of translation and interpretation based on analysis of domestic and foreign literature;
		2.2 applies main concepts in practice of translation and interpretation.
	3. To perform pre-translation text analysis based on stylistic features of the textor message	3.1 applies the methods of analysis of translation text;
		3.2 masters comparative and contrastive analysis and evaluation;
	4. to apply different methods and techniques of translation within the frame of contemporary theory of translation	4.1 develops skills to use methods and techniques of translating professional texts;
		4.2 systemizes contemporary theories of pre-translation text analysis;
	5. To develop and producetranslation given the level of equivalence and translation models	5.1 to justify their choice of translation strategy;
		5.2able to translate texts based on the strategy of their choice.

Prerequisites	Introduction to translation profession
Postrequisites	Theory and practice of translation and interpretation (first foreign language)
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. Boikova N.A. Theory of translation. – M.: Yurayt, 2018, 123 p. 3. Musaeva Z.H., Kosenko E.I. Textbook on the discipline "Theory of translation" for "Linguistics" subject area. – DGUNH, 2017. 4. Retsker Ya.I. Theory of translation and translation practice. Auditoria, 2016, 244 p. 5. KomissarovV.N. Translation theory. "Alliance", 2013. 6. Jeremy Munday. Introducing Translation Studies. Routledge.2012. 7. ColinaS. Fundamentals of Translation. Cambridge University Press. 2015 8. Ilyushkina M.Yu. Theory of translation: basic concepts and problems: [textbook. manual] [scientific ed. by M. O. Guzikov]; The Ministry of Education and Science grew. Federation, Ural. feder. un-T. — Yekaterinburg: Ural Publishing House. un-ta, 2015. 84 p. 9. 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. 10. Komissarov V.N. Modern Translation Studies: textbook. manual / V. N. Komissarov. - 2nd ed. - M.: R. Valent, 2011. - 408 p. 11. Shuverova T.D. Reading, Translation and Style: linguistic and pre-translation analysis of the text: Textbook. – M.: Prometheus, 2012. – 146 p. 12. Galperin I.R. Stylistics of English language.M.: Librokom, 2014. - 336 p. 13. Karipbayeva G.A., Makisheva M.K. English for Students of International Relations: educational manual, 100 p., 2020.https://read.kz/book/show/3213.pdf **Research laboratories:** 14. Multimedia language classroom 322 15. Center for cross-cultural communication 302 **Professional scientific databases:** 16. Scientific database https://www.scopus.com 17. Science Direct scientific database https://id.elsevier.com/ 18. Research and teaching platform JSTOR https://www.jstor.org / 19. Scientific electronic library eLibrary https://elibrary.ru 20. Scientific online library WILEY https://onlinelibrary.wiley.com/ 21. Scientific electronic library "CyberLeninka" https://cyberleninka.ru/ **Internet resources:** 22. English-Russian Online Dictionary: www.multitran.com/ 23. English-Russian Online Dictionary: https://www.lingvolive.com/en-us 24. Collocation Online Dictionary: http://www.ozdic.com 25. Oxford Comprehensive Online Dictionary: https://www.oxfordlearnersdictionaries.com/ 26. Cambridge Comprehensive Online Dictionary: https://dictionary.cambridge.org 27. Online course "Working with Translation" by Cardiff University https://www.futurelearn.com/courses/working-with-translation/8/todo/132923 28. Main types of translation transformations https://cyberleninka.ru/article/n/osnovnye-vidy-perevodcheskih-transformatsiy 29. On difficulties of translating English words-realities into Russianhttps://www.alba-translating.ru/ru/tag/2022-02-23-19-14-36.html http://www.trworkshop.net/ 30. http://www.trworkshop.net/ 31. 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 andassignments. **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 . https://us05web.zoom.us/j/89447338228?pwd=9edtIKF9Rs55ZqmGbhDs7b5y4BbkCm.1

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-mailaigerim_0715@mail.ru

IntegrationMOOC (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-ratingletter system of assessment of accounting for educational achievements				Assessment Methods

Score-ratingletter 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	
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 1Introduction to pre-translation text analysis		

1	**Lecture 1** L; P: Introduction to discipline. History of Translation Study Development. Defining the main approaches in Translation Study Development at earliest period: Nominative approach.	2	2
	Seminar 1 What is translation? Classification of translation. Debunking myths about translation.	4	6
2	**Lecture 2** Subject, objectives and methods of research in theory and practice of translation.	2	2
	Seminar 2 Translation profession. Translator vs Interpreter	4	6
	IWST 1 Consultation on the implementation of IWS 1		
3	**Lecture 3**Translation as interlanguage communication. Communicative scheme of translation. Translation as a product and a process. Translatability issue.	2	2
	Seminar 3 Intralingual and intersemiotic translation. Cultural translation. Practice of interlingual and cultural translation	4	6
4	**Lecture 4**Classification of translation typology and its grounds	2	2
	Seminar 4 Peculiarities of translation text types.	4	7
4	**IWS 1.**Essay: 'History of Translation Study Development in the world, Russia and Kazakhstan.		20
5	**Lecture 5** Realia, definitions and classification. Ways of translation of realia.	2	2
	Seminar 5 Difficulties of translating words-realias from source to target langauge.	4	7
5	**IWST 2.**Consultation on problematic issues		
MODULE 2 Functional styles and pre-translation text analysis			
6	**Lecture 6**Concept of equivalency. Low-level and high level of equivalency	2	2
	Seminar 6 Lexical, grammatical and phraseological equivalency	4	7
	IWST3. Consultations on the implementation of IWS 2		
7	**Lecture 7**Translation equivalency theories presented in Russia: Retsker, Komissarov, Barhudarov	2	2
	Seminar 7 Practical application of Komissarov's theory on equivalence. Revision of topics studied. Midterm control.	4	7
	IWS 2. Group presentation: Concept of equivalency and adequacy in translation and interpretation.		20
Midterm control 1			**100**
8	**Lecture 8**L: Translation correspondences. Direct translations (Borrowings, Calque and Descriptive translation. Oblique (indirect) translation.	2	2
	Seminar 8 Techniques of direct and oblique translation	4	6
	IWST 4. Consultations on the implementation of IWS 3		
9	**Lecture 9**L: Ways of description of translation process. Model of Translation. Situational (Denotative), Transformation (Semantic), Psycholinguistic models	2	2
	Seminar 9 Techniques of lexical transformation and practical implications	4	6
	IWS 3 Project. False friends of translator in the sphere of international relations.		20
10	**Lecture 10** Transformations in translation. Lexical and Grammar transformations.	2	2
	Seminar 10 Lexical problems of translation	4	6
MODULE 3 Professional discourse and pre-translation analysis			
11	**Lecture 11**Translation of phraseological units	2	2
	Seminar 11 Handling phraseological units: idioms, sayings, proverbs, multi-part verbs in translation	4	6
	IWST5. Colloquium: week 1-10	2	
12	**Lecture 12** Grammatical issues of translation. Ways of rendering an article in translation.	2	2
	Seminar 12 Difficulties of using grammatical transformations	4	5
13	**Lecture 13**Translation of attributive word combinations.	2	2
	Seminar 13 Complex transformations: compensation, explication and antonymic translation	4	5
	IWST 6. Consultation on the implementation of IWS 4.		
14	**Lecture 14**L: Translation of modal forms	2	2
	Seminar 14 Syntactical and stylistic transformations	4	5
	IWS 4. Report: Grammar transformations in translation.		20
15	**Lecture 15** Conclusion of the course. Theoretical review.	2	2
	Seminar 15 Review practice. Midterm control	4	5
Midterm control 2			**100**
Final control (exam)			**100**
TOTAL for course			**100**

Dean of International Relations Faculty _____ Sairambaeva Zh T.

Head of Diplomatic Translation Department _____ Murzagalieva M.K

Chair of the Academic Committee
on the Quality of Teaching and Learning_____ Yerimpasheva A.T.

Lecturer _____ Smagulova A.S.

THE RUBRICATOR OF SUMMATIVE ASSESSMENT OF IWS IN THE FORM OF A PRESENTATION (25% of 100% MC)

Criteria	«Excellent» 25-30%	«Good» 20-20%	«Satisfactory» 15-20%	«Unsatisfactory» 0 – 15%
Clarity of the purpose and objectives of the presentation	Clear and compelling purpose; objectives are specific and well-defined.	Clear and compelling purpose; objectives are specific and well-defined.	Clear and compelling purpose; objectives are specific and well-defined.	Clear and compelling purpose; objectives are specific and well-defined.
Lexical and grammar competence	Excellent command of language; minimal to no grammatical errors; appropriate terminology used.	Excellent command of language; minimal to no grammatical errors; appropriate terminology used.	Excellent command of language; minimal to no grammatical errors; appropriate terminology used.	Excellent command of language; minimal to no grammatical errors; appropriate terminology used.
Analysis skills and presentation of main ideas	Insightful analysis; main ideas are clearly articulated and well-supported.	Insightful analysis; main ideas are clearly articulated and well-supported.	Insightful analysis; main ideas are clearly articulated and well-supported.	Insightful analysis; main ideas are clearly articulated and well-supported.
Relevance and accuracy of the information provided	All information is relevant, accurate, and enhances understanding of the topic.	All information is relevant, accurate, and enhances understanding of the topic.	All information is relevant, accurate, and enhances understanding of the topic.	All information is relevant, accurate, and enhances understanding of the topic.
Public speaking skills	Confident and engaging delivery; excellent eye contact, voice projection, and body language.	Confident and engaging delivery; excellent eye contact, voice projection, and body language.	Confident and engaging delivery; excellent eye contact, voice projection, and body language.	Confident and engaging delivery; excellent eye contact, voice projection, and body language.
Critical thinking skills and own judgement	Demonstrates strong critical thinking; offers unique insights and perspectives on the topic.	Demonstrates strong critical thinking; offers unique insights and perspectives on the topic.	Demonstrates strong critical thinking; offers unique insights and perspectives on the topic.	Demonstrates strong critical thinking; offers unique insights and perspectives on the topic.