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«Көп тілділік пен тілдік емес университеттерде шетел тілдерін оқытудың ауқымды мәселелері» атты халықаралық ғылыми-әдістемелік конференция материалдары. – Алматы: Қазақ университеті, 2017.– 120 б.

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culture of speech communication in the scope of the topics envisaged by the foreign language program for linguistic and non-linguistic universities appear to be extremely important. They contribute not only to a radical improvement in the language training of students in general, but ultimately lead to the creation of favorable conditions for more intensive introduction and development of academic mobility programs, ensuring its growth and improvement of forms (in particular, participation in summer universities for students, distribution of programs training on the Internet), etc.

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SOME HINTS FOR NON-ENGLISH SCIENTISTS WRITING IN ENGLISH

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Abstract. The most common translation errors in the texts of technical reports and articles are inaccurate use of terminology, violation of logic of presentation and word-for-word translation. The authors consider the examples of incorrectly used terminology, the use of prepositions at the end of the sentence, wrong infinitive structures.

Key words: translation, scientific texts, grammar mistakes, wrong structures

Аннотация. Наиболее часто допускаемыми ошибками при переводе технических текстов и статей является дословный и неточный перевод научной терминологии. В данной статье авторы рассматривают ошибки, допускаемые при переводе терминов, инфинитивных структур и использования предлогов в конце предложения.

Ключевые слова: перевод, научный текст, грамматические ошибки, неправильные структуры

Today, availability of many foreign scientific sources significantly simplifies and accelerates the process of exchange of scientific information, data about the latest achievements of the global science, and it is absolutely clear that scientific translation plays an increasingly important role in social communication of scholars and experts. However, while performing such a translation one should be aware that scientific style is characterized by consistent sentence structures, meaningful intensity, semantic accuracy, clear objectivity of material presentation and, as a rule, lack of emotions.

To implement all the features of the scientific style in practice, terminological vocabulary and complex grammatical structures are required. Thus, for translating scientific and sci-tech texts one should use standardized language patterns. Scientific and sci-tech texts, as well as their translation, do not allow for ambiguity of sense and distortion of used terms and concepts. Therefore, scientific text translation requires, above all, clarity of presentation given maximum compliance of the target and source texts. Only a professional who has both an expertise in the field of scientific text and high stylistic literacy can provide a quality translation.

Science cannot manage without translation. Clarity and concision are the main stylistic goals of scientific translation, which must convey the exact meaning of the original text. Ambiguities and unclear constructions are characteristics of the literary texts and must not be found anywhere in scientific translation. This is the hardest task in scientific translation. Finding the right words can be a struggle sometimes and it can also create repetitiveness in the text, as synonyms of certain words can be rather ambiguous and more suitable for literary work. Avoiding repetitions can sometimes be extremely hard. This is why the translator must have a scientific background that allows her or him to play with the terminology without changing the meaning of the text.

If the syntactic and lexical features of the language differ, it is sometimes necessary to completely recast certain sentences. For instance, highly inflected languages such as Russian and German can string together

long chain of independent and dependent clauses with many referents and antecedents and still keeping the whole meaning clear. On the other hand, this would be impossible in English for example. In this case, the translator will have some work to do in terms of structure and meaning. This is one of those times when keeping the sense of a sentence intact can be a real challenge. One of the best techniques to use in these cases is paraphrasing, namely a restatement of the meaning of a text or passage using other words.

In science you come across a lot of numbers, formulas, diagrams and symbols, which must not be ignored in the process of translation. The sense of a whole page or even chapter can be altered if the translator adds the wrong number or symbol. To avoid this, he must understand very well the topic. Afterwards, he must pay a lot of attention to all the little things. This requires patience and analytical skills, qualities that are indispensable for a scientific translator.

In science, you come across different types of documents that require different degrees of formality. If you are translating academic work, you will need to find a very elevated style with complex phrases and less common words. On the other hand, if we are talking about manuals or drug instructions, the translation must be less formal. This type of documents is going to be read by beginners in the field of science. This is why the language must be more accessible and easy to understand.

Scientific translation is always a challenge. The translator must keep up with the constant changes in this field. The style of a scientific translator must be very clear and concise. The level of formality differs according to the type of documents he has to deal with. Analysis of translation errors involves identifying not only the typology of errors and their causes. There are four key reasons for errors: insufficient language skills, lack of cognitive experience, lack of understanding of what the author says about the subject and the inability to distinguish the features of individual style [1]. An important feature of English scientific and technical style is brevity and compactness of the presentation, which is reflected in the wide use of elliptical constructions, incorrect understanding of which often leads to ridiculous mistakes. Explicitness of the text can be defined as its semantic unambiguity. There are 3 main categories of stylistic defects that destroy unambiguity of the text:

- 1.) Amorphous sentences (such sentence structure when grammar relations between words become clear only with the consideration of meaning); such potential ambiguity must be eliminated in translation;
- 2.) Shift of logical stress in the sentence (a common mistake in translation, the logical predicate should be on the strong place (usually the end of the sentence));
- 3.) Formation of "parasitic" relationships between words (because of incorrect construction of the phrase there seems to be a relation between words, when there is no relation);
- 4.) Extra and bureaucratic words (these unattractive features of the presentation style, which makes it dull and difficult to understand).

English scientific texts sometimes have emotional epithets, rhetorical questions, and similar stylistic devices more typical for conversational style. Such violations of stylistic unity of the text are less characteristic of the scientific and technical materials in the Russian language. and translators regularly carry out a stylistic adaptation of the translated text, omitting the emotional and stylistic elements of the original that seem out of place in "serious" scientific presentation (for example, such adjectives as "dramatic", "remarkable", "excellent" are often omitted in Russian translation).in the translation [2].

A number of errors mentioned in this paper can be ascribed less to a question of meaning than to an aspect of English grammar that seems to have gone relatively unnoticed in the English teaching – the distinction between countable and un-countable (or mass) nouns. Unfortunately, nouns that are uncountable in one language may be countable in another and vice versa (like, for example, 'information' and 'damage', which are uncountable in English but countable in French), or countable in one meaning and uncountable in another.

Let us consider incorrect use of some words in translations:

Allow (to), permit (to), enable (to)

When used to mean 'make it possible to', 'allow to' cannot be used without a grammatical object, so we cannot say: 'At present, the statistics available do not allow to take account of all these situations': 'allow' needs to be followed by a noun or pronoun such as 'us' (the statistics do not allow us to take account of all these situations). There are many cases where this construction is used wrongly. The same applies to 'permit to' and 'enable to'. Here are some examples of Russian-English translation with the wrong use of this construction.

"The least square method allows to find the errors of parameters in the linear dependence, which are determined by formulas (20) and (21):"

"However, the probability theory allows to calculate the shape of the smooth curve, which is the limit for the histogram in case of an unlimited increase in the number of experiments."

These errors can be explained by the fact that the Russian language has a similar construction but without a pronoun.

The most common translation errors in the texts of technical reports and articles are inaccurate use of terminology, violation of logic of presentation and word-for-word translation. Here are some examples of direct transfer and modification. Corrections in the translation from Russian were made by the English editor (incorrectly used words are highlighted).

Split the infinitive:

Incorrect: To *more definitively* demonstrate this mechanism.

Correct: To *demonstrate* this mechanism *more definitively*

Incorrect: In this case it is much more difficult to find the optimal values of D_{opt} and T_{opt} as it is necessary to *correctly take into account* non-Newtonian properties.

Correct: it is necessary to *take into account* non-Newtonian properties *correctly*.

Using a preposition at the end of the sentence

Incorrect: "AT2-R is only one of the receptors *that* AngII binds *to*."

Correct: "AT2-R is only one of the receptors *to which* AngII binds."

Incorrect: Gangliosides were first found in ganglions of the nerve system, *where the name came from*.

Correct: Gangliosides were first found in ganglions of the nerve system, that is why *they are called gangliosides*.

Incorrect use of terminology:

Incorrect: Although palmitoil-CoA molecule is capable to pass through the *external* membrane of mitochondrion, it is incapable to pass through its *internal* membrane to the matrix.

Correct: pass through the *outer* membrane of mitochondrion, it is incapable to pass through its *inner* membrane to the matrix.

Incorrect: In the second case, after the preliminary *excitment*, the plastic properties of the material are retained.

Correct: In the second case, after the preliminary *excitation*, the plastic properties of the material are retained.

Incorrect: The material is preliminarily subjected to intensive mechanical *influence* in pumps, auxiliary equipment, in the elements of local *resistances*, etc

Correct: intensive mechanical *impact* in pumps, auxiliary equipment, in the elements of local *resistors*.

We have considered some examples of incorrectly used terminology, the use of prepositions at the end of the sentence and wrong infinitive structures.

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АҒЫЛШЫН ТІЛ САБАҒЫНДА ӨЗДІК ЖҰМЫСТАР АРҚЫЛЫ ОҚУШЫЛЫРДЫ ШЫҒАРМАШЫЛЫҚҚА БАУЛУ

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Аңдатпа. Сыныптан тыс жұмыстар- шет тілін оқытуда сыныптан тыс жұмыстарды ұйымдастыру маңызды факторлардың бірі болып табылады. Бұл мақалада шет тілін оқытуда сыныптан тыс жұмыстарды ұйымдастыру маңызы мен жолдары қарастырылған.

Түйін сөздер: сыныптан тыс жұмыстар, ағылшын тілі сабағы, оқушыларды шығармашылыққа баулу, жеке тапсырмалар, бақылау түрлері.

Abstract. Extracurricular work is one of the important factors in the organization of independent works in teaching foreign languages. The article touches upon with the role and organization of extracurricular work in teaching foreign languages.

Key words: extracurricular work, English lessons, teaching students to art, individual works, types of assessment.