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Research paper

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UNIFYING KAZAKH PROPER NAMES IN ENGLISH-LANGUAGE TEXTS: THE ROLE OF TRANSLATION TECHNOLOGIES AND TRANSLATOR TRAINING

Abstract. The rapid expansion of translation technologies has transformed both professional translation practice and translator education. In languages with developing digital infrastructures, such as Kazakh, the integration of machine translation and computer-assisted translation (CAT) tools has intensified the problem of variability in rendering proper names in English-language texts. Multiple parallel transliteration systems, Russian-mediated forms, and algorithm-driven adaptations frequently result in inconsistent onymic representation, affecting academic publications, official documentation, and international communication. This article examines the relationship between translation technologies and the standardization of Kazakh proper names, emphasizing the role of translator training in ensuring terminological consistency. The study is based on a survey conducted among students of L. N. Gumilyov Eurasian National University and the University of Ljubljana, exploring their attitudes toward digital tools, technological competence, and curricular integration of translation technologies. The findings demonstrate a high level of interest in technological training, alongside the need for structured instruction in managing standardized proper-name databases and critically evaluating machine-generated outputs. The article argues that technological proficiency must be complemented by regulatory and normative awareness to support the unification of Kazakh proper names in English-language communication..

Keywords: computer-assisted translation; machine translation; standardization of proper names; Kazakh onyms; onomastic unification; translator training.

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Introduction

The rapid development of translation technologies has significantly transformed professional translation practice and translator education. However, in the context of languages with developing digital infrastructures, such as Kazakh, the expansion of machine translation and computer-assisted translation tools has also intensified the problem of variability in rendering proper names in English-language texts. Kazakh anthroponyms, toponyms, and other onyms frequently appear in multiple parallel variants due to inconsistent transliteration systems, Russian-mediated forms, and automatic algorithmic adaptation.

The absence of unified onomastic standards within widely used digital translation environments often leads to uncontrolled variation in English-language outputs. Such inconsistency may affect academic publications, official documents, diplomatic communication, and international representation of national cultural identity. Therefore, the issue of unifying Kazakh proper names in English-language texts cannot be separated from the technological context in which modern translation is performed.

In this regard, translator education acquires strategic importance. Future translators must not only master digital tools but also develop the competence to manage standardized proper-name databases, critically assess machine-generated variants, and ensure terminological consistency. The present study explores how translation students perceive the role of digital technologies and how their technological training may contribute to the broader goal of standardizing Kazakh proper names in English-language communication.

Translation technology is a multifaceted field, encompassing a wide range of tools and resources that facilitate the process of cross-cultural communication. A recent study by Akizhanova, Satenova, & Omarova (2025) provides a comprehensive analysis of the interlingual transfer of toponyms in the Akmola region of Kazakhstan within a cultural and linguistic interaction framework. The authors examine the adaptive mechanisms — including phonetic, graphic, semantic, ethnocultural, and grammatical strategies — that operate when geographical names are translated into other languages, highlighting how these mechanisms influence both linguistic identity preservation and variability of forms in target language usage. Their findings emphasize that successful adaptation integrates several mechanisms simultaneously and that the most accurate transfer occurs when semantic and cultural factors are taken into account alongside phonetic and graphic considerations. This work also discusses the importance of developing unified principles for transliteration and transmission, which align conceptually with broader efforts to establish standardized representation of Kazakh proper names in multilingual texts.

In the context of languages with developing digital infrastructures, such as Kazakh, the integration of translation technologies raises additional challenges related to the standardization of proper names. Kazakh onyms (including anthroponyms, toponyms, and ethnonyms) often demonstrate significant variability in English-language texts due to the coexistence of different transliteration systems, inconsistent adaptation strategies, and automatic machine translation outputs. The absence of unified standards in CAT tools and MT engines frequently results in multiple parallel variants of the same proper name, which may affect terminological consistency, legal precision, and the international visibility of national cultural identity.

Therefore, translator training in the digital era must not only focus on the technical mastery of translation software but also develop students' competence in managing standardized onomastic databases and critically evaluating machine-generated variants of proper names. The ability to ensure the consistent rendering of Kazakh proper names in English-language texts

becomes an essential professional skill, particularly in academic, diplomatic and official communication. In this regard, the discussion of translation techniques cannot be separated from the broader issue of unification and regulation of onymic transfer in multilingual digital environments.

Addressing these challenges requires not only theoretical reflection but also the practical implementation of digital instruments capable of supporting terminological consistency and standardized onymic transfer. Modern translation environments offer a variety of technological solutions that can facilitate the creation and maintenance of unified databases of proper names, integrate approved transliteration norms, and reduce uncontrolled variability of English-language outputs. Consequently, the question of standardization becomes inseparable from the broader ecosystem of translation technologies currently embedded in professional and academic practice.

Together, these studies demonstrate that the transfer of proper names is not a marginal issue but a central concern of translation theory, particularly in multilingual environments where identity, cultural representation, and normative consistency intersect.

Among these tools and resources are computer-assisted translation software, terminology databases, and numerous other applications designed to enhance the efficiency and accuracy of translation processes. In the contemporary context of higher education, there is an imperative for educational institutions to align with the prevailing trends in the field of translation. This necessity arises from the need to ensure that the curriculum and pedagogical approaches remain contemporary and relevant, aligning with the evolving practices of professional translators. Consequently, it becomes imperative to continually monitor and incorporate the most recent and impactful advancements within the domain of modern translation.

The incorporation of a range of technological tools within translation curricula serves as a testament to its contemporary significance as a pivotal professional competence. Those students versed in such tools are better equipped to adapt to the industry's digital-centric nature. Nevertheless, it is imperative that the professionals responsible for education in the sphere of translation studies acknowledge that such tools must be regarded by students as beneficial aids to their learning, rather than as a substitute for the development of their own skills. Maintaining this approach is instrumental in ensuring that students develop an appreciation for the subtleties inherent in both language and culture. Consequently, they are empowered to leverage their translation proficiency to enhance the capabilities of translation software, particularly in languages such as Kazakh and Slovene, which are underrepresented in digital translation tools when compared to English.

Literature review

The translation of proper names has long been recognized as a complex and theoretically significant issue within translation studies. Hermans (1988) argues that proper names cannot be treated as purely referential units, as they often carry cultural, historical, and ideological connotations that require strategic decision-making in translation. Rather than being mechanically transferred, proper names participate in the construction of meaning within the target text and may undergo adaptation depending on functional and contextual considerations.

The modern methodology of translation teaching at universities includes the use of various computer-assisted tools and machine translation services. This assertion can be substantiated through a thorough examination of contemporary trends in research within this domain. It is

important to acknowledge that students of translation studies are already proficient in the utilization of various technologies to enhance their educational performance. Consequently, educators must structure the acquisition of these skills and incorporate them into the curriculum design. In order to achieve this, it is imperative to consider the preliminary technological skills of the students, the necessary translation background of the teachers, and the integration of various Computer-Assisted Translation (CAT) tools into different subjects, not only as a separate discipline (Zhang, Vieira, 2021). The latter aspect is of particular significance, as the integration of technologies must be initiated at the commencement of undergraduate training, with a particular emphasis on cultivating comprehensive MT literacy skills (Bindels, Pluymaekers, 2022).

The research carried out at the University of Maribor, Slovenia, demonstrates that, despite the presence of the requisite tools and infrastructure, there is a continued necessity for fundamental training to ensure that students are able to utilize these resources in an effective manner (Leva, Onič, Todorović, Urh, Hazemali, 2025). It is logical to conclude that, despite the apparent awareness of contemporary students regarding contemporary technological trends, there is a clear necessity for guidance on their utilization, provided by practicing translation scholars with extensive professional experience.

In L.N. Gumilyov ENU, the integration of technology into the future translators' training curriculum occurred in a gradual manner, coinciding with the emergence of novel technologies. Thus, Yeskindirova M., Akizhanova D., & Gauriyeva G. (2025) examine audio description as a method for teaching foreign languages, emphasizing its pedagogical and methodological value. The authors describe how incorporating audio description into the learning process can develop students' creativity, improve speaking skills, and enhance their communication skills. They analyze the specifics of this integration: working with the creation of audio materials, descriptions, and commentary, as well as its impact on students' vocabulary and linguistic proficiency. This process ultimately culminated in the establishment of the "Digital Translation Studies" MA program (Zhumay, Akizhanova, 2023). In relation to the utilization of translation technologies, it is noteworthy that this practice is not limited to students but extends to experienced scholars in the field of translation in Kazakhstan. Recent survey findings indicate a considerable degree of machine translation technology implementation, encompassing a range of Computer-Assisted Translation (CAT) tools and artificial intelligence services (Zadorozhnaya, Kutpanova, Badaliyev, 2025). The Concept for Artificial Intelligence Development for the 2024–2029 period, which is currently being implemented in Kazakhstan and exerting influence on all industrial sectors, is also contributing to the rapid popularity of translation technologies, including those for the Kazakh language.

From a functionalist perspective, O'Connel (2003) emphasizes that the treatment of proper names depends on the communicative purpose of the translation and the expectations of the target audience. In her analysis of literary translation, she demonstrates that names may be preserved, adapted, explained, or substituted depending on their role within the narrative and the cultural distance between source and target contexts. This functional variability suggests that standardization does not eliminate strategic choice but rather provides a regulated framework within which such choices are made.

Similarly, Van Coillie (2006) proposes a typology of strategies for translating character names, distinguishing between non-translation, phonological adaptation, semantic translation, substitution, and creative reformulation. His classification highlights the diversity of possible approaches and underscores the necessity of establishing clear translational principles, especially in institutional or official contexts where consistency is required.

Beyond the technical dimension of translation practice, contemporary scholarship increasingly emphasizes the epistemological positioning of translation within the humanities. Dizdar (2009) argues that “translation proper” should be distinguished from broader translation-related phenomena, highlighting the importance of conceptual clarity in translation studies. According to Dizdar, translation is not merely a linguistic transfer but a culturally and institutionally situated act that operates within normative frameworks. This perspective is particularly relevant in discussions of proper-name transfer, where variability is not simply a technical issue but reflects underlying translational norms, disciplinary boundaries, and socio-cultural positioning. From this viewpoint, the standardization of Kazakh proper names in English-language texts should be understood not only as a practical necessity but also as a theoretically grounded process embedded in broader humanities-oriented translation research.

Recent research has increasingly emphasized the problem of variability in rendering proper names within digital translation environments. Proper names, particularly in languages that utilize non-Latin scripts, are especially vulnerable to inconsistency due to competing transliteration standards, intermediary language influence, and automated algorithmic adaptation. In the case of Kazakh-English translation, the coexistence of Cyrillic-based transliteration norms and emerging Latin-based reforms further complicates the issue of standardized representation in international communication.

Scholars in translation studies have pointed out that the integration of CAT tools and machine translation systems, while enhancing productivity, may unintentionally amplify non-standardized usage when approved onomastic databases are absent or inconsistently applied (Akizhanova, 2025). Without centralized terminological control, digital tools tend to reproduce previously existing variants, thereby reinforcing instability in proper-name rendering. This phenomenon highlights the necessity of combining technological competence with regulatory and normative awareness in translator training.

From a translation-theoretical perspective, the unification of proper names should not be regarded solely as a technical problem but as a strategic issue related to linguistic identity, cultural representation, and international visibility. Consequently, the development of standardized onomastic frameworks must be integrated into both translation research and educational practice, particularly in contexts where digital infrastructures are rapidly expanding.

The growing integration of computer-assisted translation (CAT) tools and machine translation (MT) systems into professional practice has significantly reshaped the dynamics of terminological management and consistency control. Bowker (2002) emphasizes that CAT environments are not merely productivity-enhancing instruments but structured systems designed to support terminological coherence through translation memories and integrated termbases. When properly curated, such databases can substantially reduce inconsistency in specialized and institutional texts.

The broader transformation of translation practice under the influence of digital technologies has been examined by O’Hagan (2013), who argues that technological mediation is no longer peripheral but central to contemporary translation workflows. As translation increasingly occurs within digital ecosystems, the translator’s role shifts toward that of a regulator and evaluator of technology-mediated outputs.

In the domain of machine translation, Kenny (2017) highlights that while MT systems improve efficiency, they frequently generate variable lexical and onomastic outputs when standardized reference databases are absent. This variability becomes particularly visible in the

transfer of proper names across languages that employ different scripts or transliteration conventions.

The emergence of post-editing as a core professional competence further reinforces this regulatory dimension. Torrejón & Rico (2013) argue that modern translators must develop critical skills to assess, correct, and standardize machine-generated translations. In contexts such as Kazakh-English translation, where proper names are subject to competing transliteration norms, such competence becomes essential for ensuring consistent and unified representation in English-language texts. In the translation department in Ljubljana, digital translation has historically been a fundamental component of the instructional framework. The program has incorporated the subject entitled Translation Tools (at BA level) since its redesign in 2004, and this subject has been complemented by two further subjects (Termbase Management and Translation Project Management; at MA level). Furthermore, all students are obliged to attend the course on computer literacy in Year 1 (BA) as well as a course in Digital Slovene Studies in Year 3 (BA). Moreover, in 2022 a new interdisciplinary study program, entitled Digital Linguistics, was initiated.

Recent theoretical discussions have further complicated the understanding of proper names in translation by challenging purely referential interpretations. Weiss (2019) introduces the concept of “imaginary onomastics,” arguing that proper names cannot be reduced to neutral labels attached to external entities. Instead, they are embedded within the linguistic, cultural, and symbolic structures of a particular language community. From this perspective, the act of transferring a proper name across languages inevitably involves the negotiation of identity, memory, and cultural positioning. This insight is particularly relevant in the context of Kazakh-English translation, where the rendering of proper names not only reflects transliteration norms but also participates in the representation of national and cultural identity in global discourse. Consequently, efforts aimed at unifying Kazakh proper names in English-language texts must consider both normative consistency and the deeper cultural dimensions inherent in onymic transfer.

Materials and Methods

The objective of this research is to compare the attitudes of professional translators in training towards the growing trend of using digital technologies, especially in their professional field. The purpose of the questionnaire was to ascertain the particularities of technology usage among prospective future translation professionals. The survey was meticulously designed to elicit detailed responses across a range of technology engagement dimensions. The study utilized a series of questions that were both quantitative and qualitative in nature, thereby facilitating a comprehensive analysis of patterns and attitudes. The questions encompassed a variety of formats, including multiple-choice, Likert-scale ratings, and open-ended inquiries, which were meticulously structured to evaluate the following key domains:

1. The present degree of familiarity and frequency of use of particular translation technologies.
2. The extent of comprehension regarding the role and significance of such technologies in the translation process.
3. The degree of confidence expressed regarding the effective leveraging of these technologies.
4. The challenges that are perceived in relation to translation technology training, and the enhancements that are considered to be desirable.

The target demographic for this survey encompassed students enrolled in translation studies at two prestigious institutions: The following institutions are collaborating in this project: L.N. Gumilyov Eurasian National University (ENU) and the University of Ljubljana (UNI LJ). The participants were selected to represent a cross-section of the translation student community, spanning various stages of their educational journey from undergraduate to postgraduate levels.

The data collection phase of the study spanned a period of four weeks, utilizing an online survey platform that was designed to ensure ease of access and maintain the anonymity of respondents. The survey was disseminated through university channels, with instructors encouraging participation to ensure a robust and representative sample size. Subsequent to the closure of the survey window, the responses were compiled, anonymized, and prepared for analysis, ensuring compliance with data protection regulations and ethical research standards. The subsequent chapters will delve into the data analysis, discussing the insights derived from the survey responses and their implications for the future intersection of translation technology and education.

Results and Discussion

Following the administration of the survey, a number of aspects were revealed, thus facilitating a more profound comprehension of the students' attitudes towards translation technologies. A total of 55 respondents were included in the study, with the distribution of students across the two universities as follows: 27 respondents from L. N. Gumilyov ENU and 28 from the University of Ljubljana. The study population comprised respondents at various levels of study, with the majority being BA Year 3 students, as indicated by the 19 respondents. The remaining levels were as follows: BA Year 1 (14 respondents); BA Year 2 (8 respondents); MA Year 1 (7 respondents); MA Year 2 (4 respondents); and Doctoral (3 respondents). The following figure illustrates the utilisation of translation tools in relation to the study year:

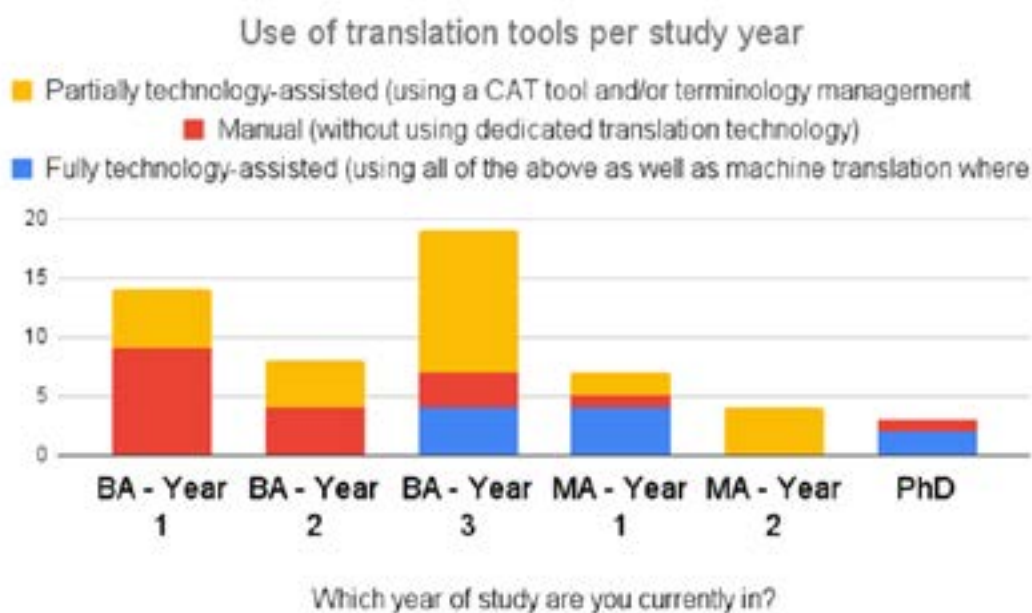


Figure 1. The correlation between the year of the study and the use of translation tools in curricula.

As is apparent, during the initial two years of the study, a significant amount of manual translation was undertaken. This appears to have been appropriate, given the subjects' limited fundamental translation skills at that time. The second figure presents the findings of the correlation study between technology use and the university from which the respondents originate.

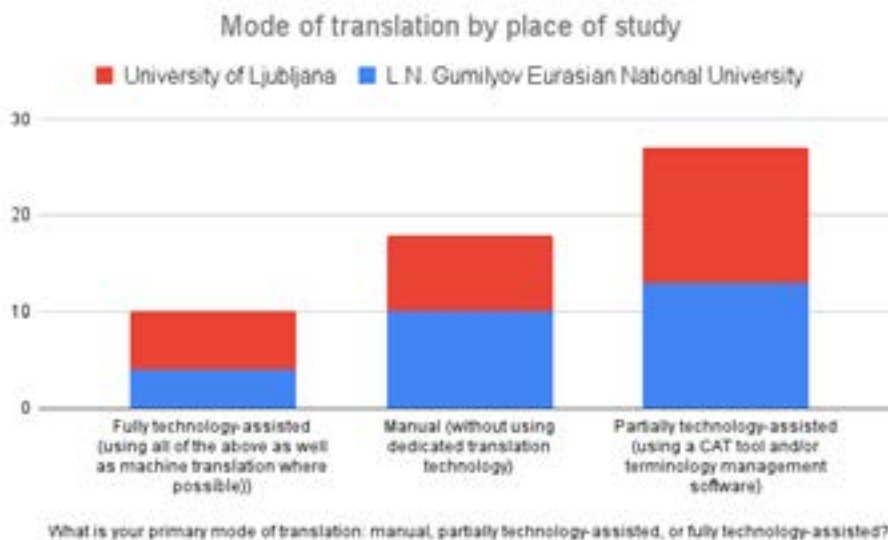


Figure 2. The correlation between universities and the use of translation tools in their curricula.

As the visual data illustrates, the respondents had similar experiences with regard to the use of technology-assisted translation in both universities. A number of respondents answered that they used computer-assisted translation (CAT) tools and/or terminology management software to assist them with their translation work. The preceding visual data demonstrated the results of the respondents' actual experiences in their respective academic backgrounds, although the following figure shows their preferences in this regard.

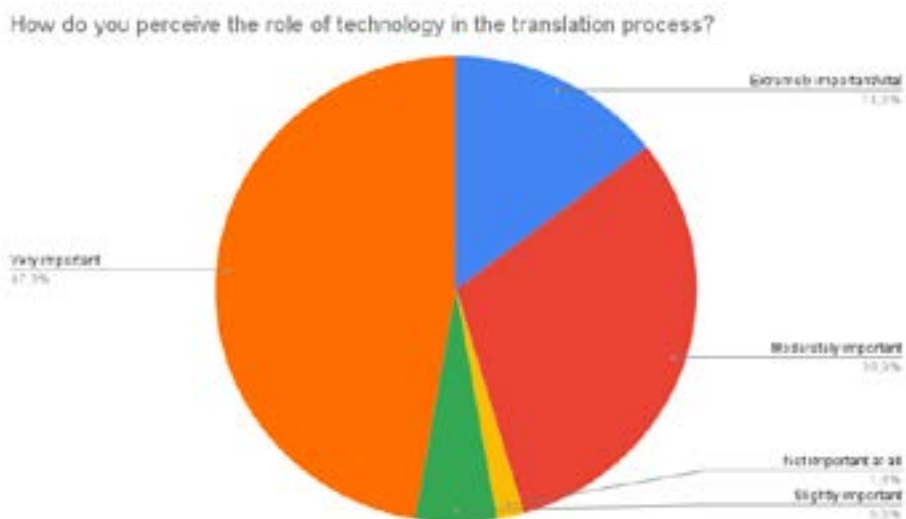


Figure 3. The respondents' attitude towards the role of technology in the translation process.

The majority of respondents assigned a high level of importance to this role, with 14.5% designating it as “extremely important/vital” and 47.3% classifying it as “very important”. Furthermore, a significant proportion of respondents indicated that this role was “moderately important” (30.9%). A negligible proportion of respondents assigned a marginal level of importance to this role, with 5.5% categorizing it as “slightly important” and 1.8% as “not important at all”. In comparison with Figures 1 and 2, which demonstrated the roughly equivalent proportion of manual and technologically assisted translation, as claimed by the curricula, the respondents’ interest and significance attributed to translation technologies is notably elevated. The following table illustrates the relationship between the data presented in Figure 3 and the university attended by the respondents.

Table 1. The relationship between respondents’ attitudes towards the role of technology and the university they attended.

University	Extremely Important/ Vital	Moderately Important	Not Important at All	Slightly Important	Very Important
ENU	3	14	1	2	7
UNI LJ	5	3	0	1	19

It can be concluded from the calculation that the p-value is 0.0059. This p-value is less than the typical alpha level of 0.05, which suggests that there is a statistically significant association between the university and the perceived role of technology in the translation process. This suggests that the observed variations in technology perception are not merely random, but rather, they may be influenced by factors inherent to each institution. The findings suggest that students’ perceptions of technology’s significance in translation exhibit notable variations between the two universities, with UNI LJ demonstrating a higher propensity to regard technology as “Very Important” in comparison to ENU. In conclusion, the following table presents the results of respondents’ responses to the question, “Would you be interested in having more translation technology incorporated into your curriculum?”

Table 2. Respondents’ interest in incorporating more translation technology into the curriculum.

University	No	Yes
ENU	2	25
UNI LJ	0	28

An additional aspect that emerges from the discussion of translation technologies concerns their influence on the rendering of proper names, particularly in the case of underrepresented languages such as Kazakh. While the survey primarily focused on students’ attitude towards digital tools, the broader implications of technology usage inevitably extend to issues of terminological consistency and onymic transfer. Machine translation systems and CAT environments, when lacking standardized databases, frequently generate multiple variants of the same Kazakh proper name in English-language texts. Such variability may arise from competing transliteration norms, hybrid translation strategies, or automatic adaptation based on Russian-mediated forms.

The growing reliance on transliteration technologies among students, as demonstrated by survey results, therefore raises an important pedagogical question: are future translators sufficiently prepared to critically evaluate and regulate the rendering of proper names within digital environments? Although respondents expressed a strong interest in increased technological integration, the data also indicate that confidence in fully mastering these tools is not always proportionally high. This suggests that technological literacy must be complemented by specific training in managing standardized glossaries and approved onomastic databases.

In the context of Kazakh-English translation, the incorporation of curated proper-name glossaries into CAT tools could significantly reduce uncontrolled variability. However, such practice requires systematic instruction in database creation, terminology validation, and the critical assessment of machine-generated outputs. Without this component, the expansion of digital tools may unintentionally amplify inconsistency rather than ensure standardization.

It can be concluded from the p-value (0.4553) being considerably greater than 0.05 that there is no statistically significant association between the place of study and the interest in having more technology in the curriculum. This finding suggests that the demand for increased technology integration is equally high across both universities, with no significant variation attributable to the specific institution. The findings imply that students at both universities are generally in favour of having more technology in their translation curriculum, regardless of their specific institution.

Conclusion

To summarize, the survey findings appear to support the initial hypothesis that there is an increasing interest among students of translation departments in the use of translation technologies. At the same time, the research demonstrated that this interest is not always being met. Sometimes, individuals still feel insecure and prefer to use manual translation methods rather than modern translation technologies. The students of Ljubljana University claimed to utilize more technologies in their academic pursuits, although the representatives of both universities expressed a shared aspiration to incorporate more technologically-oriented translation into the curricula. It is evident that these challenges are indicative of a potential discrepancy between the recognition of technology's significance and the practical competencies that students acquire through their curricula.

It is imperative that educators give due consideration to the prevailing trends in translation technologies, as evidenced by the significant interest demonstrated by students in these technologies. In the contemporary era, the necessity for translation studies curricula to remain contemporary is evident in order to ensure the adequate preparation of students for the competitive nature of the labour market.

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The use of AI tools

Generative AI was used to adapt the text in accordance with the journal's technical requirements, to standardize it and correct in English accurately and in accordance with scientific standards.

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**Қазақ онимдерін ағылшынтілді мәтіндерде біріздендіру:
аударма технологиялары мен аудармашыларды кәсіби даярлаудың рөлі**

Аңдатпа. Аударма технологияларының жедел дамуы кәсіби аударма тәжірибесіне де, аудармашыларды даярлау жүйесіне де елеулі өзгерістер енгізді. Цифрлық инфрақұрылымы қалыптасу үстіндегі тілдерде, соның ішінде қазақ тілі жағдайында, машиналық аударма мен компьютерлік қолдау көрсетілетін аударма (САТ) жүйелерінің кеңінен қолданылуы ағылшынтілді мәтіндердегі жалқы есімдердің берілуіндегі вариативтілікті күшейтті. Транслитерацияның бірнеше қатар қолданылатын жүйелері, орыс тілі арқылы қалыптасқан нұсқалар және алгоритмдік бейімделулер ономастикалық репрезентацияның бірізділігін бұзып, академиялық жарияланымдарға, ресми құжат айналымына және халықаралық коммуникацияға әсер етеді. Мақалада аударма технологиялары мен қазақ жалқы есімдерін стандарттау арасындағы өзара байланыс қарастырылып, терминологиялық бірізділікті қамтамасыз етудегі аудармашыларды даярлаудың рөлі айқындалады. Зерттеу Л.Н. Гумилёв атындағы Еуразия ұлттық университеті мен Любляна университеті студенттері арасында жүргізілген сауалнама нәтижелеріне негізделген. Сауалнама олардың цифрлық құралдарға көзқарасын, технологиялық құзыреттілік деңгейін және оқу бағдарламасына технологияларды енгізу мәселесін талдауға бағытталған. Нәтижелер студенттердің технологиялық дайындыққа жоғары қызығушылық танытатынын, сонымен қатар стандартталған жалқы есімдер базасын басқару және машиналық нұсқаларды сыни бағалау бойынша жүйелі оқытудың қажеттілігін көрсетеді. Мақалада қазақ жалқы есімдерін ағылшынтілді коммуникацияда біріздендіру үшін технологиялық құзыреттілік нормативтік және реттеушілік сауаттылықпен ұштасуы тиіс деген қорытынды жасалады.

Түйін сөздер: компьютерлік аударма, машиналық аударма, жалқы есімдерді стандарттау; қазақ онимдері; ономастиканы біріздендіру; аудармашыларды даярлау.

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**Унификация казахских онимов в англоязычных текстах:
роль переводческих технологий и подготовки переводчиков**

Аннотация. Стремительное развитие переводческих технологий трансформировало как профессиональную переводческую практику, так и систему подготовки переводчиков. В условиях языков с формирующейся цифровой инфраструктурой, таких как казахский, внедрение машинного перевода и систем компьютерной поддержки перевода (САТ) усилило проблему вариативности передачи собственных имён в англоязычных текстах. Сосуществование параллельных систем транслитерации, форм, опосредованных русским языком, а также алгоритмических адаптаций нередко приводит к несогласованности ономастической репрезентации, что отражается на академических публикациях, официальной документации и международной коммуникации. В статье рассматривается взаимосвязь переводческих технологий и стандартизации казахских собственных имён с акцентом на роль подготовки переводчиков в обеспечении терминологической консистентности. Исследование основано на результатах опроса студентов Евразийского национального университета имени Л. Н. Гумилёва и Университета Любляны, направленного на выявление их отношения к цифровым инструментам, уровня технологической компетентности и интеграции технологий в учебные программы.

Полученные данные демонстрируют высокий интерес к технологической подготовке при одновременной необходимости системного обучения управлению стандартизированными базами собственных имён и критической оценке машинно-сгенерированных вариантов. Делается вывод о том, что технологическая компетентность должна дополняться нормативной и регулятивной осведомлённостью для обеспечения унификации казахских собственных имён в англоязычной коммуникации.

Ключевые слова: компьютерный перевод, машинный перевод, стандартизация собственных имён, казахские онимы, унификация ономастики, подготовка переводчиков.

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