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Research article

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Effectiveness of using translated cartoons in teaching

Abstract. *Cartoons have reached a peak of popularity and have a significant impression on young people over the world.*

Children's cartoon translations take into account factors as cultural adaptability, the possibility of learning a foreign language, and the psychological impact on children. During the analysis of the translation of the Kazakh fairy tale, it is possible to consider at what level the above factors are taken into account. Our goal is to broaden students' worldviews about the environment and their vocabulary, which includes both foreign and native words.

To identify the level of impact on children in teaching and learning foreign languages, we have conducted a survey and analyzed Kazakh cartoons translated into English. Thus, we could mention the differences in cultural identity between the original and translated texts and adaptation to English-speaking children. Furthermore, research has shown that the majority of children nowadays learn foreign languages through cartoons. Thus, translating cartoons is an important part of children's education.

Keywords: *translation, cartoons, influence of audiovisual information, learning a language, cultural translation, transformations, vocabulary acquisition.*

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Introduction.

Children's literature is an important means of developing and educating the younger generation: it contributes to the formation of the child's speech, helping to master the native language. Literary works for children introduce the child to the world around him/her and at the same time teach him/her to express his/her thoughts correctly. Considering the peculiarities of children's development and perception, the language of children's literature as the basis of the cartoon genre should be simple, understandable, and at the same time should have a special expressiveness, imagery and aesthetics.

The specificity of animation lies in the nature of its artistic conventions, in the unique originality of impressions that gives rise to the animated drawing on the screen. Animated films are, as a rule, the art of allegory. The area of the fabulous, fantastic, wonderful is its main sphere.

The plots of animated films are different; the predominant ones are animated fairy tales, film adaptations, fantasy films, satirical films, etc. Nowadays these genres are broadcast everywhere. This is how they influence the development and worldview of children.

An animated film is an audiovisual text, so in translation it needs to take into account a number of features of such texts. Any film – like fiction, cartoon or documentary as an object of linguistics, research always causes certain difficulties, since it is a complex system of knowledge representation containing, in addition to the text, also extralinguistic factors important for its understanding.

The translator must recreate the unity of visual and acoustic components convey cultural, genre and other peculiarities of the original. This leads to the main problems faced by the translator of an animated film. However, audiovisual translation cannot be put in such a narrow framework. In audiovisual translation, the translator does more than simply decode the meaning represented by linguistic means. Moreover, the translator requires knowledge, skills and abilities from many fields of knowledge and professions.

According to K.E. Kostrov, audiovisual translation is the translation of multimodal and multimedia texts into another language and their transfer to another culture [1,142].

According to the theory of cultural translation, the core goal of translation is to advance intercultural communication. Consequently, culture is given top priority during the translation process, with the translation of the original text taking on a secondary role [2, 13].

The properties of the source texts should be intimately tied to the choice and use of translation techniques, and the techniques should be customized to the special attributes of each source text. If the source material is descriptive or if the intention of the text is to portray a particular cultural belief or custom, we should translate literally from the viewpoint of the culture of the target language. The translator can choose and handle literal translation and free translation flexibly depending on the circumstances if the original material is literary in nature and does not incorporate cultural views or other contents [3, 131].

Many researchers have also discussed the subject we are researching. For instance, Thomson-Wohlgemuth examines the impact of children's literature in general, its adaptability to other languages, and the issue of maintaining culture in translation in his research paper "Children's Literature and its Translation" [4, 151].

According to Thomson-Wohlgemuth, compared two civilizations that are very different from one another, it is simpler to translate literature across them. This is because languages from related cultures will share vocabulary, grammar, and linguistic patterns due to their shared historical origins [5, 113].

The opposite viewpoint, however, is held by researcher N. Singer in regards to the cultural relatability of animated cartoons. In his "Cartoons as the Incidental Vocabulary Acquisition Tool for English Language Learners" work, he believes that children's ages should be considered while translating cultural aspects. He recommends adapting the cartoon's translation. He explained this by saying that when English Language Learners begin studying the second language, they run into a number of issues, such as culture shock, a lack of comprehension of the foreign culture, and varied contexts [6, 330].

According to the researcher F. Slamia, cultural aspects should adapt, which is the same position as Singer's. She added, however, that it needs to include them if the translation language has an equivalent match [7, 78].

In our research, we based on F. Slamia's viewpoint into consideration. Due to the age category, adaptability is required, and at the same time, cultural identity must be preserved.

Cartoons essentially qualify vocabulary learning by firstly activating and then accelerating retention, recall, retrieval and recognition skills, respectively [8, 188].

English teachers note that the use of short cartoons and cartoon fragments in lessons allows both adults and children to absorb a considerable amount of learning material in a shorter amount of time. It should be emphasized that cartoons have an amazing ability both to teach English from scratch and to raise the level of existing English. We believe that the professional

use of animation for learning English is recognized by teachers as a very effective and efficient pedagogical technology for the following reasons:

1. Accessibility for beginners. Animation films can be not only entertaining but also educational, they are available even to those who start learning English "from scratch".

2. Simplicity. Cartoons use simple enough words that beginners can understand. These tapes are created for children and are aimed primarily at familiarizing children with the world around them.

3. Differentiation. The teacher is able to select short cartoons with more complex constructions for the intermediate level and above.

4. Repetition. Characters of animated cartoons usually have not only distinctive features but also equally distinctive phrases that are repeated by the characters from frame to frame, which contributes to the fast deposition of words and phrases in the memory of students.

5. Different duration. For well-known reasons, the time at the lesson/study/ is very limited, the teacher cannot use full-meter animated films in training, but has access to plots of 5 to 10 minutes long or even two-minute works of animated work. As a rule, the animations are short, hence there is no risk of overloading the trainees.

6. Quality audio. Vocalization animation fragment is always very clear: the words are pronounced without an accent, with a good English pronunciation.

7. Individualization. The endless choice of materials allows the teacher to select the necessary visualization for all age groups of students.

Materials and methods.

To solve the tasks set in the work, a set of methods was used, including such general theoretical approaches as the study and analysis of existing literature on the research problem, generalization and systematization of methodological approaches. We also used such linguistic methods and techniques as an analytical description of linguistic facts in various sources (official and unofficial), structural analysis, random sampling method, quantitative analysis, and a comparative method.

As a methodological and didactic base of the research served the works of famous scholars and researchers of domestic and foreign countries like Kostrov K.E., Monireh A., Liuling L, Yu Li., Thomson-Wohlgemuth, G., Perween, S., Hasan, S.H, Singer, N., Fatma B.S., Ayar, Z., Kiziltan, N., Ribot, Th., and etc.

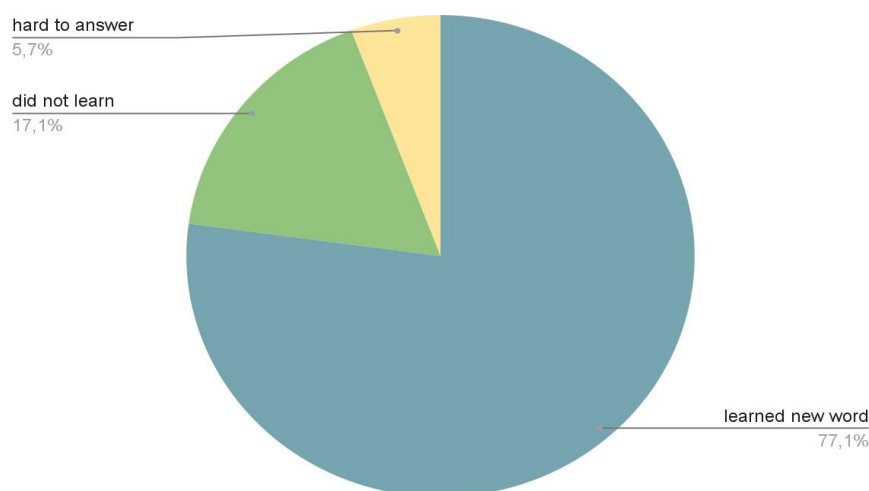
Discussion and Observation.

Cartoon is the most effective educator because it combines words and pictures, i.e. it involves the two senses: visual and listening at the same time. Children get positive or negative emotions through cartoons, they rejoice, they empathize, they cry. According to the French psychologist Théodule-Armand Ribot, emotional memory-remembering, storage and reproduction of emotionally colored phenomena, memory for feelings [9, 225].

In the present, these memories, stored in emotional memory, can serve to guide a person's actions and interpretation of events. This is what explains the memorization of foreign words through cartoons.

Our research showed that out of 70 people taken part in our survey 77% responded that their children learned foreign words through cartoons.

№1 Diagram. Question: Could your child/children learn a foreign language (words, word combinations, sentences, set expressions) with the help of cartoons?



There are positive effects of animations on the language developments of toddlers, as they are able to enrich their vocabulary in a very short time [5, 114].

We have chosen the words that children most often learn through animated films in English;

- Colors: red, blue, green, etc.
- Animals: cat, elephant, dog, etc.
- Numbers: fifteen, nine, etc.
- Family members: mom, dad, sister, etc.
- Toys: car, doll, ball, etc.
- Actions: go, eat, sleep, etc.

If you take Kazakh cartoons, specifically short films on a social networking site like YouTube, there is a channel called Muezza. In this channel the basic words listed above are presented. They are demonstrated in the Latin alphabet in such a way that makes it easier for foreigners to learn Kazakh.

Among the main linguistic features of the cartoon scenario, the following can be distinguished. At the lexical level, cartoons are characterized by the use of clear and simple vocabulary, the absence of incomprehensible terms, professionalisms, outdated words, and the reasonable use of neologisms. The features at the grammatical and syntactic level include: the use of simple grammatical forms, diminutive suffixes, simple syntactic constructions and sentences. When translating children's literature, the following lexical and semantic adaptations are traditionally used:

- a) simplification: simplifying the structure of the text so that it becomes understandable to the recipient child while preserving the semantic content;
- b) omission and addition - some elements of the text are either omitted or explicated through explanations;
- c) localization - adaptation of the original text taking into account language and culture the consumer of translation;
- d) modernization - the desire to bring time closer to the present, changing the context to match its reality;
- e) reduction (when adapting adult literature for a children's audience),
- f) distortion in translation - changes in the details of the presentation that do not affect the content of the text;
- g) metalinguistic methods - explanations within the text, brief comments or additional information about foreign terms or words, notes, explanations of cultural traditions and customs.

When working on the translation of cartoons, compared with movies, there are a lot of questions about how to correctly interpret this text and fully convey its content.

The fact is that the main viewer is a child or teenager under 16 years old, whose perception differs from the perception of viewers of other adults. At this age, it is very difficult to attract attention, which leads to the fact that the colorfulness of the picture and the brightness of the sound come to the fore. As for understanding the verbal side, it is also necessary to pay special attention to the selection of lexical units, since complex or unknown words can confuse, lead to misunderstanding of the context, change perception and even alienate the viewer. Speech in animated films can be presented in various forms. These can be character dialogues, monologues, prose text, if the film, for example, has a narrator, poetic texts and songs. We focus our attention on the musical part of the film text – the song, since in many films musical texts have become predominant.

We have taken the translation of the Kazakh animated film used in this work to show the myth called the first well. This cartoon was filmed and published on the YouTube channel Bookbox [10]. This channel is known for translating cartoons and myths from different countries into English.

The cartoon “The first well” tells about a small village in which was a drought and it hasn’t rained for a year. The population begins to complain to the Khan. Khan decides to send his 4 generals in different directions to search for water.

“The first well” is the Kazakh fairy tale subbed into English and Kazakh Latin alphabet. The duration of English and Kazakh subtitles and dubbing in Kazakh are equal, thus, easy to follow by both languages. It will be easier to understand how the nation’s culture and linguistic information have been preserved and adapted for English-speaking children if we analyze the translation of the Kazakh fairy tale into English.

Let us just talk about a strategic analysis of the story’s text;

Starting with the title in the original version “Алғашқы құдық” (Alg’as’qu qudyq) is translated into English word by word in its most direct meaning without any difficulties - “The first well”.

The original text:

Баяғыда бір көл жағасында хандық болыпты.

Latin text:

Bai’ag’yda bir ko’l jag’asynda handyq bolypty.

Translation:

There once was a small kingdom around a lake.

We would like to draw your attention to the English translation of the word “хандық (handyq)” which is “kingdom”. Here, every aspect we mentioned previously is taken into consideration. It would be more accurate to leave the “хандық (handyq)” as a “khanate” and simply write down the following description if the translator translated in writing for public use rather than for the child. However, because “kingdom” effectively expresses the idea for small kids, it should be used as the translation method of domestication.

The original text:

“Бұл - судың дәні болуға тиіс!” деді билердің біреуі білгішсініп.

Latin text:

“Bul - sy’dyn’ da’ni boly’g’a ti’is!” dedi bi’lerdin’ birey’i bilgis’sinip.

Translation:

“This must be a water-seed!” one of the ministers exclaimed suddenly.

In this case, the word “би (bi)” grabs our attention. This term translates to “minister” in English. In the old Kazakh social and political system, the word “би (bi)” implies “owner of democratic authority”. However, according to Cambridge Dictionary, a “minister” is a government official who manages a certain department in Britain and many other nations. Consequently, the translator applied localization and modernization. Moreover, in our opinion, this is the appropriate application of transformation techniques.

The original text:

Уәзір көкжиекті нұсқап айтады: “Мен бір жыл бойы жаңбыр жаумаған хандықтан келдім. Маған су табуға көмектесесіз бе?”

Latin text:

Y'a'zir ko'kji'ekti nusqap ai'tady: “Men bir jyl boi'y jan'byr jay'mag'an handyqtan keldim. Mag'an sy' taby'g'a ko'mektesesiz be?”

Translation:

The general pointed at the horizon and said, “I belong to a beautiful kingdom, where it has not rained for a whole year. Can you help me find water?”

There is grammatical transformation - transposition. The original text “хандықтан келдім” (bir jyl boi'y jan'byr jay'mag'an) displaced at the beginning of the sentence in translation, which is “I belong to a beautiful kingdom.” Whereas “бір жыл бойы жаңбыр жаумаған” (bir jyl boi'y jan'byr jay'mag'an) dislocated at the end of the sentence, which is “where it has not rained for a whole year”. We consider that this transformation is used accurately and there is no loss of information.

The original text:

Ал соңғы уәзір өз Ханын ұялтпас үшін суық тау баурайындағы бір ауылға жетеді.

Latin text:

Al son'g'y y'a'zir o'z Hanyn ui'altpas u's'in sy'yq tay' bay'rai' yndag'y bir ay'ylg'a jetedi.

Translation:

But the general who had gone north was determined not to fail his King at last, he reached a cold mountain village.

There is a phrase “соңғы уәзір (son'g'y y'a'zir)” which means “last general” translated as “general who had gone north”. In this instance by leaving out the word “last”, the translator made clear that “he is the general who headed to the north”. The translator for this case used the concretization translation method. This method of transformation is used to the point, or children may forget that the last general went to the north and clarifying such information when translating is an excellent solution.

“Ханын ұялтпас үшін (Hanyn ui'altpas u's'in)” is translated as “determined not to fail his King”. “Ұялтпас үшін (ui'altpas u's'in)” actually means “not to disgrace” but this word is simply omitted and an explanation is simply written. At the times when this story took place in Kazakh culture, the main thing was not to upset the king and not to disgrace himself in front of him, but as we know nowadays everything has changed, accordingly the translation technique modernization was used too.

For learners who have a long exposure to cartoon animation movies can check the grammatical features of the language. In the same manner, their vocabulary is quite advanced compared to children of their age. They utilized words that only the native speakers of the English language used [11,30].

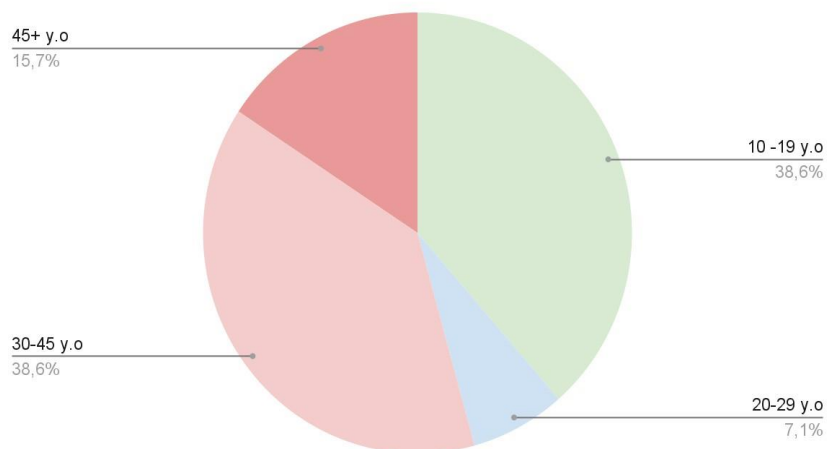
Results of the research.

Our survey consisted of collecting information about a group of parents who are bringing up 2 and more children by asking them questions about the effectiveness of cartoons on teaching foreign languages to children and analyzing the results. To conduct an effective survey, we followed these six steps as define who will participate in the survey, type of survey (online or face-to-face), structure the questions, the survey layout, send out the survey, analyze the answers and sum up a result according to the answers.

Prepare the results In order to conclude our research, we decided to conduct our own survey among the residents of Kazakhstan. To do this, we have created a survey in Google form. 70 people from 10 years to 45+ participated in the survey.

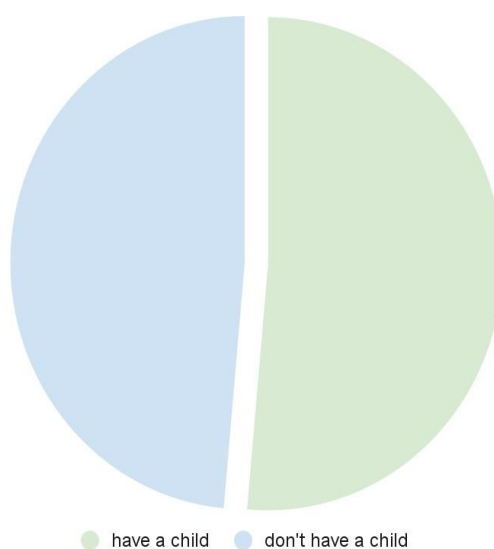
№2 Diagram. Ages of participants

Age of participants



We determined from which part of Kazakhstan they are:

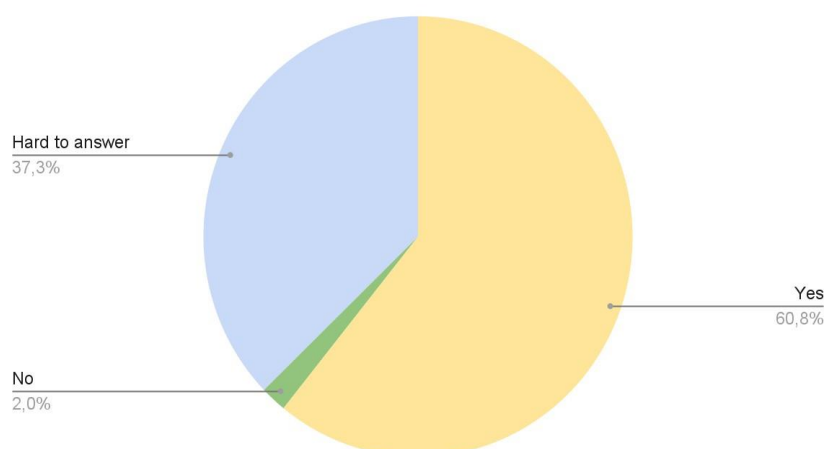
№3 Diagram. Regions of participants in Kazakhstan



We have asked their opinions on the benefits of cartoons. Major part (62 people) surveyed answered as “yes”. Only two people see no advantages of cartoons, in particular in learning language.

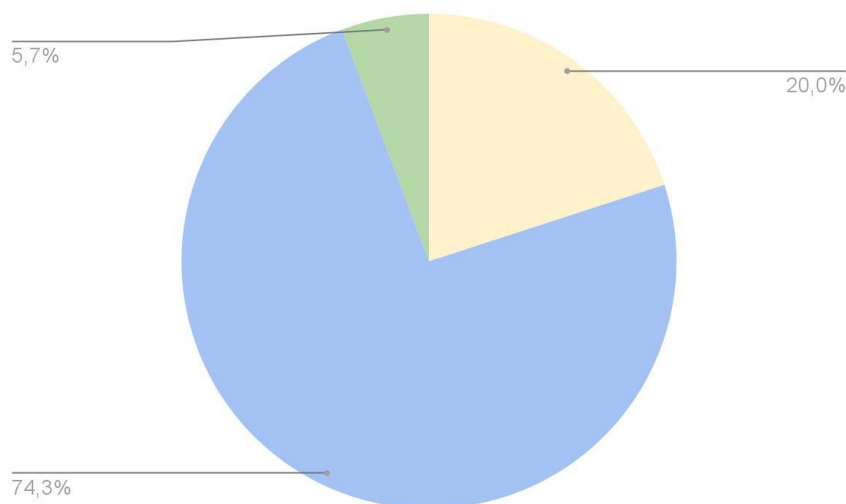
№4 Diagram. Benefits of cartoons

Benefits of cartoons



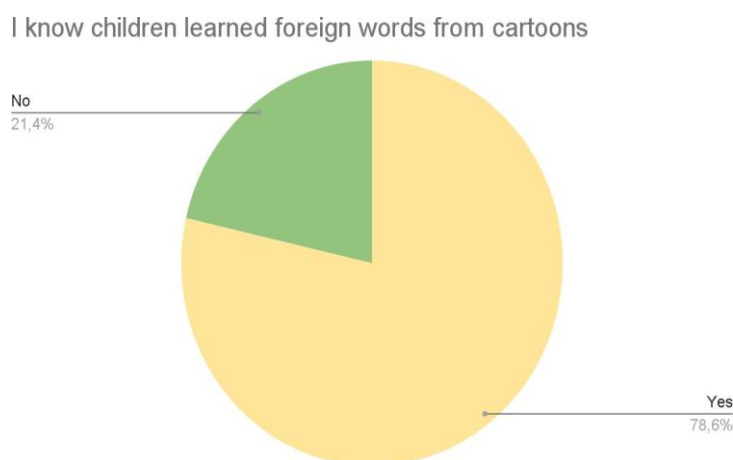
In addition to that, we added a question about whether watching cartoons in another language would help when learning a foreign language. The majority replied that they are sure that they help, a smaller number were of the opinion that yes they help, but still the benefit is small and requires more effort and ways to teach a child a foreign language. Only four people answered that there was no benefit to them.

№5 Diagram. Question: Were the cartoons in foreign languages useful for you/your child/children?



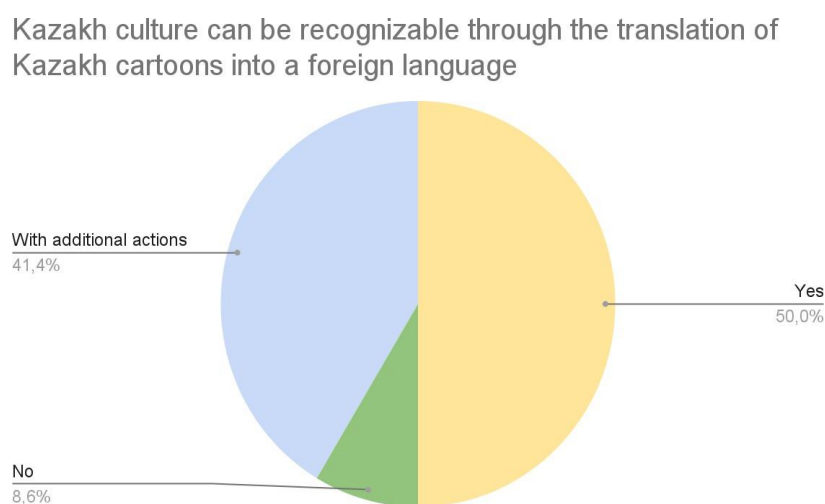
One of the questions was whether they know children learned foreign words from cartoons or not.

№6 Diagram. Question: Are you sure that you/your child/children learned foreign words/word combinations/set expressions/sentences from cartoons in English?



“Can we make Kazakh culture recognizable through the translation of Kazakh cartoons into a foreign language?” was the last question. 50 % of the answers were positive, and 29 people considered that additional actions should be noted.

№7 Diagram. Question: Kazakh culture or Kazakh culture elements can be recognizable through the translation of Kazakh cartoons into foreign languages.



As a final question our participants wrote titles of cartoons that should be translated in order to learn the culture and history of Kazakhstan. The answers were: Aldar Kose, Er To'stik, Qajymuqan, and fairy tales about Kazakh Batyr such as Alpamys, Qabanbai', Bo'genbai'. We will consider them in our next research papers.

Here we would like to note that according to the questionnaire ethics, parents did not want to disclose their personal data (name, age, children's age), so the authors could not provide complete information about the participants of the questionnaire, except for indicating only the regions and the number of children.

Conclusion. Learning a foreign language at an early age is very effective. Children quickly memorize new things and easily learn useful skills. Cartoons in a foreign language can be an effective way to increase interest in learning a language. In the process of viewing, the correct pronunciation is learned, which helps to form speech skills in this language.

Educational cartoons are good to use for learning new words. The text in the cartoon is accompanied by a video sequence, so the child has associations with individual phrases and expressions, which also contributes to memorization. We were convinced of this in our survey. To study, you need to use the usual unadopted cartoons. As in our case, the short animated film "The First Well". As a rule, they have a very simple vocabulary, and the meaning of the replicas is clear from the context. The translation is also significant. In our translation example, we made sure that the translation of the cartoon should be extremely simple and should not include complex realities. The main task of the translator is the context and to describe the story in simple words.

Cartoons reflect the cultural and moral values of the country in many respects. Thus, children soak up the languages and behavior of the represented country. For instance, the Kazakh cartoon series "Aldar Kose" (a well-known character in Kazakh folklore) is full of spiritual and philosophical connotations. It demonstrates how to deal with greedy, lazy, and ignorant people through intelligence and ingenuity. All of the animated episodes are easy to comprehend and amusing. Hence, our objectives are to translate those cartoons and try not to lose cultural identity.

The results showed that there is no strict plan for working with cultural peculiarities, but there is a need to convey the semantic content and preserve the effect that they should produce on the viewer. We have identified the main ways of working with units that have cultural specifics: transfer of the meaning of the unit using substitution, localization; omission of the unit; modernization; simplification. However, the main cultural aspects should be taken into account to spread culture and widen cultural knowledge. For example, Kazakh history, traditions, and in our case names of leaders and authorities such as "Khan, bi', y'a'zir".

On the whole, animations are a relatively young field of creativity, but it is quite well-known to everyone today. We should admit, that cartoons are a part of the life of not only a child but also an adult. They are one of the ways to entertain, teach and even educate. We wanted to show in our work that cartoons affect the lives of children and help in learning a foreign language.

Having mastered effective ways of teaching and learning a foreign language with the help of common cartoons, we believe that in the future this method should be applied to foreign students and kandas students coming to study in the Republic of Kazakhstan. Because Kazakh students living in other countries are unfortunately are losing their mother tongue. For example, among the students who came to the preparatory department from China and Mongolia in recent years, many students have poor possess of their native language. We believe that working with Kazakh cartoons and their translation will help them to gain cultural education as well as beneficial in language learning.

We believe that our research is of current interest, and in the long term we could evolve our topic and do extensive work.

Authors' contributions. *Nurmira Zhumay* – created the concept of research, conducted experimental research, organized surveys among respondents. *Balkhimbekova Perizat Zhanatkyzy* carried out the work with literature, analysis and generalization of research results. *Ali Gunes* – worked with literature in English, analysis and synthesis of research results and worked with the text of the manuscript.

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Әдебиеттер тізімі

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Оқыту процесінде аударма мультфильмдерін пайдаланудың тиімділігі

Аңдатпа. Мультфильмдер қазіргі таңда танымал және танымалдық аясында бүкіл әлем балаларына зор ықпал етіп отыр.

Балаларға арналған мультфильмдер аударма барысында мәдени бейімдеу, шет тілін үйрену мүмкіндігі және балаларға психологиялық әсер ету сияқты факторларды ескеру керек. Қазақ ертегілері негізінде түсірілген мультфильмдер аудармасын талдау кезінде жоғарыда аталған факторлардың қандай деңгейде орындалғанын бақылауға болады. Мақсатымыз – балалардың қоршаған орта туралы дүниетанымын кеңейту және олардың ана тілі мен шет тіліндегі сөздік қорын молайту арқылы тіл үйренуге ықпал ету.

Сауалнама жүргізіп, ағылшын тіліне аударылған қазақ ертегісіне талдау арқылы, мақсатымызға жету мүмкіндігін талқыладық. Осылайша, түпнұсқа мен аударылған мәтіндер арасындағы мәдени сәйкестік пен ағылшын тілінде сөйлейтін балаларға бейімделу тәсілдерін атап өттік. Сонымен қатар, зерттеулер мен жүргізген сауалнамалардың нәтижесі қазіргі уақытта балалардың көпшілігі мультфильмдер арқылы шет тілдерін үйренетінін көрсетті. Мультфильмдердің дұрыс аударылуы балаларға шет тілін үйретуде маңызды орын алатындығы айқындалды.

Түйін сөздер: аударма, мультфильмдер, аудио-визуалды ақпараттың ықпалы, тіл үйрену, мәдени аударма, сөздік қор.

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Эффективность использования переводных мультфильмов в преподавании

Аннотация. Мультфильмы достигли пика популярности и имеют сильное влияние на детей всего мира.

В переводах детских мультфильмов учитываются такие факторы, как культурная адаптивность, возможность изучения иностранного языка, психологическое воздействие на детей. При анализе перевода казахской сказки можно рассмотреть, на каком уровне учитываются вышперечисленные факторы. Наша цель – расширить кругозор детей об окружающем мире и их словарный запас, включающий иностранные слова и слова родного языка.

Для выявления уровня реализации нашей цели мы провели опрос и проанализировали перевод казахской сказки на английский язык. Таким образом, можно было бы отметить различия в культурной идентичности между оригинальными и переведенными текстами и адаптацией к англоговорящим детям. Кроме того, исследования показали, что большинство современных детей изучают иностранные языки с помощью мультфильмов. Поэтому перевод мультфильмов является важной частью образования детей.

Ключевые слова: перевод, мультфильмы, влияние аудиовизуальной информации, изучение языка, культурный перевод, словарный запас.

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