

## РАЗДЕЛ V. ПЕРЕВОД И ПЕРЕВОДОВЕДЕНИЕ

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### TRANSLATION ISSUES OF EDUCATIONAL TERMS IN RUSSIAN, ENGLISH, SPANISH AND FRENCH USED IN DOCUMENTS OF THE ORGANIZATION OF THE UNITED NATIONS

The Bologna process launched the process of globalization and unification of educational systems thanks to which unique educational space has been created. The Organization of United Nations (UN) played one of the key roles in this process because one of its development goals is ensuring quality education for all people regardless their nationality, gender or age. There are 6 official languages of this organization and this research studies educational terms in 4 of them (English, Spanish, French and Russian). Due to national characteristics of educational systems in different countries there have arisen some important questions about how to find a good equivalent of the term, how to translate and interpret it, how to use it adequately in cultural and social contexts of a state. The aim of this research is to analyze and compare translations of the same terms in different languages and to elicit their main similarities and differences.

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First of all, educational terms were classified at the semasiological level and as the result equivalent (symmetric) and non-equivalent (asymmetric) terms were identified. Then, it was noted that all terms used in the UN and the UNESCO documents are precise, unambiguous and concise. They can be even replicated while being translated in order to preserve their original meanings. But at the same time there are some semantic, structural, morphological, syntactical differences in translation of the same educational terms.

**Key words:** educational terms, linguistic asymmetry, translation, the UN, linguistic analysis

Nowadays the main tendencies of modern education are its globalization and the creation of unique educational space in the framework of which educational systems are unified, the same credit scores and forms of fixation of qualifications are introduced, programs of integrated studies and research are implemented, students' and teachers' mobility increases, international relations and cooperation between universities become stronger. This tendency started with the Bologna process which aim was to harmonize educational systems [1, 13]. It began in 1950 when the European Convention on Human Rights was established in order to guarantee the right to education. The Organization of United Nations (UN) played one of the key roles in the Bologna process. In 1966, the UN guaranteed the right to higher education in The International Covenant on Economic, Social and Cultural rights [10, 15].

Today the UN is one of the largest international organizations created to maintain and strengthen international peace and security, and to develop cooperation between states. Its work is determined by so-called sustainable development goals (17 in total), each of them affects a specific area of society. In addition to the solution of acute economic, political, and environmental problems, the organization is responsible for «ensuring inclusive and equitable quality education and promoting opportunities of studying in the native language» (the 4th Sustainable Development Goal is “Quality education”) [11].

A big variety of educational terms is used in many documents, conventions, agreements of the UN and the UNESCO (United Nations Educational, Scientific and Cultural Organization) which are available in 6 official languages: Russian, English, French, Spanish, Chinese and Arabic [12]. This research is modern and relevant because due to national characteristics of educational systems in different countries there have arisen some important questions about how to find a good equivalent of the term, how to translate and interpret it, how to use it adequately in cultural and social

contexts of a state. The domain of linguistics that is connected with the harmonization of terms is new. It was studied by such researchers as M. V. Gorodisky [2], I. A. Fedorova [3], M. E. Kupriyanova [4], P. D. Mitchell, N. P. Marugina [7], G. B. Kyzy Pashayeva [8]. Nevertheless, there are plenty of unsolved problems. **The aim** of this research is to analyze and compare translations of the same terms in different languages and to elicit their main similarities and differences. In the process of work, there was used a structural and systematic approach as well as a comparative method. The terms were chosen randomly. This research studies educational terms in Russian, English, French and Spanish. They can be divided into the following categories according to their meaning: «educational programs», «educational process and innovations», «members of educational process», «educational institutions», «education planning», «education systems», «teaching methods», «education financing» [14].

### **1. Classification of educational terms**

Over 100 educational terms were analyzed for the research. These are terms from various reports, resolutions, conventions programs of the UN and the UNESCO in above-mentioned languages. They were classified at the semasiological level and as the result, 2 main groups were identified [6]:

1) **equivalent / symmetric** terms that have a semantically exact match in all the four languages. These terms include the basic concepts of the educational sphere, for example, «высшее образование (Rus.) – higher education – enseñanza superior (Sp.) – enseignement supérieur (Fr.)», «учащиеся (Rus.) – students – alumnos (Sp.) – élèves (Fr.)»; «помощь в области образования (Rus.) – educational assistance – asistencia en materia de enseñanza (Sp.) – assistance en matière d'éducation (Fr.)»; «дистанционное обучение (Rus.) – distance education – enseñanza a distancia (Sp.) – enseignement à distance (Fr.)»; «непрерывное образование (Rus.) – continuing education – educación permanente (Sp.) – éducation permanente (Fr.)»; «образовательные учреждения (Rus.) – educational institutions – establecimientos de enseñanza (Sp.) – établissements d'enseignement (Fr.)».

2) **non-equivalent / asymmetric** terms that do not have equivalent variants in languages due to the lack of certain concepts, structures, and meanings in other linguistic cultures. For example, the term «vocational school graduates» is translated into Russian as «выпускники профессионально-технических училищ» which is not exactly the same, because it denotes a type of an educational institution that is typical for Russia, but which doesn't exist in the USA. Moreover, its Spanish and French translations are «graduados de escuelas profesionales» and «diplômés d'école professionnelle» and it is necessary to point out

that there is a slight change in the meaning when «vocational» is substituted into «professional».

## 2. Similarities and differences in translation of educational terms

Turning to the point about the overall analysis of educational terms, it showed a few similarities in their translation into Russian, English, Spanish and French. First of all, it was noted that all terms used in the UN and the UNESCO documents are precise, unambiguous and concise. They can be even replicated while being translated in order to preserve their original meanings. In most cases, educational terms in Spanish and French are symmetrical, i.e. they are equivalent both semantically, morphologically and syntactically (as the preposition may be preserved in the structure of the phrase): «costo de la enseñanza (Sp.) – cout de l' education» (Fr.) (tution fees), «educación permanente (Sp.) – éducation permanente» (Fr.) (continuing education). In some cases, the variety of a word choice for the same notion may be observed «graduados de escuelas profesionales» (Sp.) и «diplômés d'école professionnelle» (Fr.) (vocational school graduates). Besides that, the term can be clarified «enseñanza profesional (nivel universitario)» (Sp.) и «enseignement supérieur professionnel» (Fr.) (higher education). In addition to this, it is indispensable to emphasize the variation of terms «enseñanza/educación» in Spanish and «enseignement/education» in French that can be translated as «education» («calidad de la educación (Sp.) – qualité de l'éducation») (Fr.) or «training» / «teaching» («enseñanza a la distancia (Sp.) – enseignement à distance») (Fr.). In other phrases they are used interchangeably: «reforma de la educación (Sp.) – réforme de l'enseignement» (Fr.).

Speaking about English terms, they are frequently similar to their French and Spanish variants but there is one structural difference: many English terms consist of an adjective and a noun which are connected by the means of adjoinment while the same terms in Russian, Spanish and French contain two nouns that have syntactic relations of government, for instance, «планирование образования (Rus.)– educational planning – planificación de la educación (Sp.) – planification de l'éducation (Fr.)». At the same time in the documents of the UN and the UNESCO there are some educational terms which in Russian sound absolutely different in comparison with their variants in English, Spanish and French. For instance, «заочное обучение (Rus.) – correspondence courses – cursos por correspondencia (Sp.)– cours par correspondence (Fr)». Some of them are non-equivalent, because they have serious semantic differences: «ликвидация неграмотности (Rus.) (which can be literally translated as «the elimination of illiteracy») – literacy programmes – programas de alfabetización (Sp.) – programmes d'alphabétisation (Fr.)»,

«лингфонные кабинеты (Rus.) – languages laboratories – laboratorios de idiomas (Sp.) – laboratoires de langues (Fr.)».

To conclude, all above-mentioned examples show linguistic asymmetry in expressing one concept in different languages. The research proves that both equivalent and non-equivalent terms can be used in the UN and the UNESCO documents. It can be quite challenging to translate them because of some national and cultural characteristics of the country where people speak this or that language [9]. Today, in the era of globalization of education, it is significant to systematize and unify educational terms in order to harmonize the terminology of various languages in the field of education, which can be used not only by linguists and interpreters, but also by all participants of the educational process in different parts of the world.

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**ПРОБЛЕМЫ ПЕРЕВОДА ОБРАЗОВАТЕЛЬНЫХ ТЕРМИНОВ  
НА РУССКОМ, АНГЛИЙСКОМ, ИСПАНСКОМ И ФРАНЦУЗСКОМ  
ЯЗЫКАХ В ДОКУМЕНТАХ ОРГАНИЗАЦИИ  
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На сегодняшний день основными тенденциями современного образования является его глобализация и создание единого образовательного пространства. Они берут свое начало из Болонского процесса, в котором большую роль сыграла деятельность Организации Объединенных Наций (ООН). Ее работу определяют 17 целей устойчивого развития, охватывающие основные сферы жизни. 4 цель – обеспечения качественного образования для всех людей. В различных документах ООН и относящихся к ней организаций (ЮНЕСКО, ЮНОВ, ЮНОГ и т. д.) используются образовательные термины на 6 официальных языках организации. В данном исследовании изучались термины на 4 из них: на русском, английском, французском и испанском языках. Реализация Болонского процесса в области образования связана с необходимостью и обязательностью перевода того или иного термина, с нахождением подходящего эквивалента термина, его адекватным использованием в контексте культуры и реалий общества того или иного государства. Целью данного исследования является сравнение и поиск сходств и различий в вариантах перевода одних и тех же терминов на разные языки. В процессе работы использовался структурно-системный подход, сравнительно-сопоставительный метод. Для отбора материала использовался метод случайной выборки. В результате исследования была проведена классификация образовательных терминов на семасиологическом уровне и выявлены 2 основных группы: эквивалентные (симметричные) и неэквивалентные (асимметричные) термины. Было установлено, что термины, используемые в документах ООН, являются максимально точными, однозначными и краткими, зачастую калькированными с других языков, чтобы сохранить первоначальное значение термина. Но в то же время, были выделены существенные семантические, структурные, морфологические, синтаксические различия в переводах образовательных терминов. В завершении работы был сделан вывод об лингвистической асимметрии в выражении одних и тех же понятий в разных языках.

**Keywords:** образовательные термины, перевод, лингвистический анализ, лингвистическая асимметрия, ООН

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