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DUBBING OF THE ANIME "JOJO'S BIZARRE ADVENTURE": INSIGHTS FROM KAZAKHSTANI STUDENTS

Abstract

The significance of this study is justified by the growing interest of Kazakhstani youth in Japanese anime culture as well as by the need of change for the Kazakhstani higher education system, especially its sphere of Translation studies in terms of enhancing the quality of audiovisual translation and cultural adaptation as paramount elements of future students–translators' professional education.

The aim of the study is to assess whether dubbing Japanese anime would improve audiovisual translation abilities and raise English language proficiency among Kazakhstani students–translators.

Kolb's experiential learning model forms the basis of this empirical study, which envolved four participants: a second–year student–translator as a reflective writer of "JoJo's Bizarre Adventure: Stardust Crusaders" anime dubbing process and three experts who analyzed the student's writing narration.

The results of the study include five benefits: linguistic improvement, cultural literacy, industry awareness, motivation and engagement, and verbal skills; four challenges: translation, voice acting, cohesiveness, and adaptability; and four instructor's techniques: practice, audience awareness, feedback, and guidance, the use and further exploration of which are necessary for successful development of audiovisual translation skills of future specialists in the sphere of Kazakhstani translation studies.

Despite the acknowledged limitations regarding the current study's single–case design, the results contribute to promoting the integration of Kazakhstan into the global educational and cultural landscape by obtaining the valuable insights in terms of preparing competitive audiovisual translators.

Two Kazakhstani universities have incorporated the study's findings into their teaching courses, reinforcing its practical significance in higher education.

Key words: JoJo's Bizarre Adventure, Kolb's experiential learning model, benefits of anime dubbing, challenges in anime dubbing, instructor's techniques, audiovisual translation, students–translators

Introduction. Being a part of audiovisual translation (AVT), dubbing either adds or substitutes dialogue in such audiovisual materials as movies, TV shows, or video games [1], altering their tone or style as well as producing fresh iterations of the material for various target audiences [2]. Dubbing also calls for technical and artistic ability as well as sophisticated adaptability skills and oral mastery [3]. For students–translators, dubbing appears as a whole learning experience since it improves their language skills, cultural awareness, and actual translating ability [4] as well as offers a lot of difficulties like translating and adjusting cultural allusions, lip syncing, voice acting, and keeping the original tone and style across several episodes and segments of a long–running series [4, p.360]. Overcoming these obstacles seems possible by using Kolb's experiential learning model, a pedagogical approach that engages students through the hands–on application of knowledge, which is thereby increasingly popular in higher education, especially in translator training programs [5].

The material for our study appears in the third season of the popular anime «JoJo's Bizarre Adventure»[6], called «Stardust Crusaders», known for its wealth of references to western popular culture, including the work of David Bowie [6, p.14–15]. The English dub of the anime series is available on various streaming platforms and home video releases. This anime was chosen due to its unique linguistic and stylistic complexity, which makes it a challenging yet effective tool for testing students' translation and dubbing skills. Specifically, JoJo's Bizarre Adventure is characterized by: highly stylized and exaggerated speech patterns, requiring students to adapt their intonation and expression in dubbing; cultural references, idiomatic expressions, and wordplay, presenting a test of

both linguistic and cultural adaptation skills; a diverse range of character voices, necessitating flexibility in voice acting and interpretation; fast-paced dialogue and dynamic action sequences, which challenge students in terms of synchronization and timing in audiovisual translation. By working with this anime, students are exposed to a variety of translation difficulties that enhance their linguistic dexterity, cultural literacy, and technical proficiency in dubbing.

The novelty of the study lies in the fact that only a few empirical studies, conducted by the scholars from Kazakhstan, have investigated the instructional integration of dubbing anime such as (JoJo's Bizarre Adventure (and students' experiences there.

According to Tukhtarova and Sarbasova's 2022 study from Kazakhstan's Zhubanov Aktobe Regional University, dubbing popular movies or TV shows like «Sherlock» can improve essential language learning for Kazakhstani learners' intonation and pronunciation and explain linguistic complexity by conveying lexical equivalency and emotional tone [7].

Another study by Zhumay and Balkhimbekova from L.N. Gumilyov Eurasian National University in collaboration with Gunes from University of New York Tirana, investigated how dubbing of cartoons might improve language and translation skills in Kazakhstani schools [8]. The researchers concluded that when dubbing Kazakh cartoons such as «Aldar Kose» and «Er To'stik», and character's stories, learners not only learn the language but also understand Kazakhstan's culture and history [8, p.189].

Unfortunately, no studies have been identified that specifically aim to explore the impact of experiential learning on the translation skills development in the context of Kazakhstani education although the examples above demonstrate how dubbing in Kazakhstani classrooms makes learning interesting and helps students learn new language communication skills. Thus, by examining student dubbing procedures and outcomes with the help of Kolb's experiential learning model, our study can replenish the research fund of studies devoted to dubbing and contribute to the development of audiovisual translation in the context of Kazakhstani translation studies.

The purpose of the study is to investigate how dubbing anime can be incorporated into translation education for the sake of the students–translators' professional development. To achieve the purpose of the study, three research questions were set:

RQ1: What are the key benefits for students in dubbing anime projects?

RQ2: What challenges do students–translators encounter when dubbing anime?

RQ3: How can instructor guidance enhance the experiential dubbing process?

The findings of the study are included in the courses of Buketov Research University and «Bolashaq» Academy Private Institution in Karaganda, Kazakhstan.

Methods and materials. A qualitative case study approach proposed by Yin [9] was at the very core of our study. We chose this method because it provides for a comprehensive examination of educational phenomena in real–world situations and facilitates a thorough comprehension of the student's lived dubbing "JoJo's Bizarre Adventure" experience from his own perspective.

The data present the participant's written first–person comments on the experiential dubbing process, including his goals, how he approached it, what happened, and what he learned.

We chose Kolb's experiential learning model since its main idea states for learning as the process of gaining knowledge through the transformation of personal experience [5, p.6].

Below, we provide an example of how Kolb's experiential learning model is going to be used in our study to show how the student learned dubbing by going through the processes of experiencing, observing, conceiving, and experimenting (figure 1).

In our study, we used iterative coding to find themes related to the benefits, challenges, and necessary instructor's techniques for facilitating the development of students' translation skills when using anime dubbing, as Dincer did in 2020 in his work titled «Dubbing as a speaking practice: EFL classroom reflections» [10].

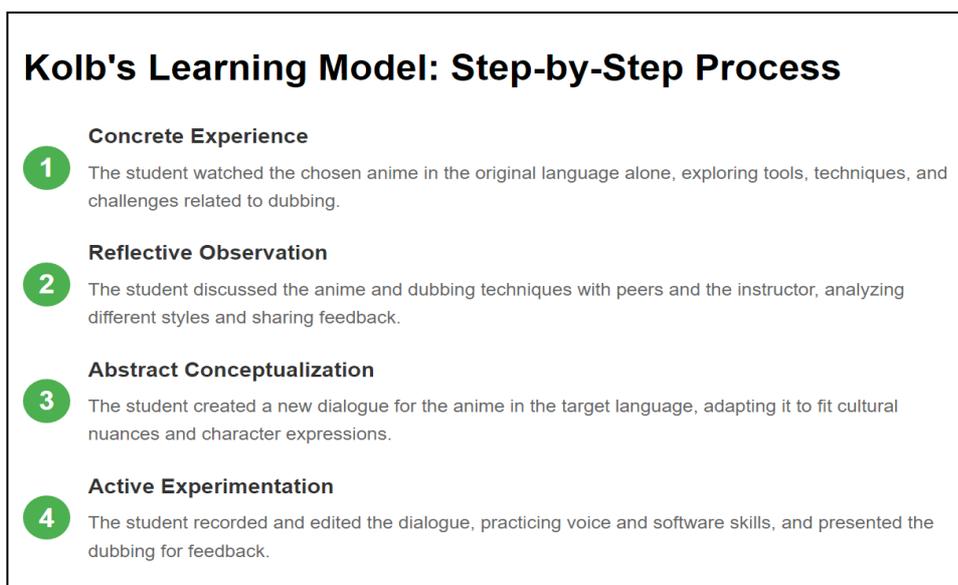


Figure 1. Kolb's learning model: A step-by-step overview

Source: created by the authors

Also, like Richards and Hemphill in 2018 [11], our study uses member checks, analytical memos, and an audit trail to ensure the data analysis is thorough and reliable. Informed permission stresses the need for voluntary participation, confidentiality, and the right to withdraw. We removed all identifying information in the data and are not going to utilize any reflective pieces for evaluation, but solely for research purposes. For ethical concerns, approval from the institutional review board has been acquired.

In terms of the research limitations, we acknowledge the issues with its single-case design, the fact that it relied on self-reported data, and the fact that it could only look at the participant's written reflections. However, this does not detract from the fact that the current study provides valuable insights into the broad overall learning experience of a particular Kazakhstani student-translator.

Two English excerpts with a range of lexical and idiomatic expressions as well as polysemous terms from "JoJo's Bizarre Adventure" which introduce the protagonist, Jotaro Kujo, a rebellious teenager with a supernatural power known as a Stand, were chosen by the student-translator for analysis and cultural adaptation (table 1).

Table 1. The students' intralingual translation of an English excerpts from "JoJo's Bizarre Adventure", Part3

Excerpt	English source text	Intralingual translation by Student
1	Officer 1: Settle down, nobody said anything about him killing people. Officer 2: He got into a fight, that's all. Officer 1: The truth is that thugs he tangled with were full armed with nunchakus and knives. He fought four punks, one being an ex-boxer and he broke fifteen of their bones and he busted their balls))) sorry if I was crude, he put all of them in a hospital. Officer 2: Thing could gonna a lot worse, he is gotta be shown severity of his actions. Holy Kujo: Okayy~	Officer 1: Calm down ma'am, there was nothing about him eliminating people. Officer 2: He is involved in brute force fighting. Officer 1: Actually, the attackers who were equipped with knives and nunchakus couldn't stand against him even if they had an ex-boxer, all of them were sent to hospital with heavy injuries like broken bones and nuts. Officer 2: With gods bless they have survived; he should be punished for what he did! Holy Kujo: Fine~

2	Officer 2: Almost all their mom, your son just up ahead. Holy Kujo: (running) Jotaro! Jotarooo! JOTARO! Jotaro Kujo: SHUUUT UUUP! GET OUT OF MY FACE YOU BITCH! (Cool theme) Holy Kujo: Okay~	Officer 2: Here's your son right in the corner. Holy Kujo: (running) Jotaro! Jotarooo! JOTARO! Jotaro Kujo: SHUUUT UUUP! GET OUT OF MY FACE! MOM! (Cool theme) Holy Kujo: Okay~
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Source: created by the authors

To replace the original voices and to enhance audio easily, the student chose CapCut – a free of charge powerful app for video-editing.

The following analysis will discuss the changes made by a second-year translation student who dubbed the excerpts as part of an anime dubbing project.

Results and discussion.

RQ1: What are the key benefits for students in experiential dubbing projects?

The first research question aimed to explore the key benefits for the student in experiential dubbing projects, using narrative analysis of his written reflections. The findings have been displayed in table 2.

Table 2. Qualitative analysis of student's benefits from anime dubbing

Benefit	Sub-benefit	Student's reflection quote
Linguistic improvement	Pronunciation, intonation, expressiveness and fluency	- "The recording process was full of problems that had to be solved quickly and accurately." - "Imitating Joseph Joestar helped me learn the British dialect and expressions like "bloody hell" and "oh my God."
Cultural literacy	Japanese influences and pop culture references	- "I looked into the many musicals and film influences to make the characters sound real." - "Lisa Lisa, AC/DC, Wham, and Cars refer to popular rock bands and singers."
Industry awareness	Interpreting meanings and balancing adaptation	"I talked with my groupmates about the difficult dialogue, and we came up with ways to adapt it."
Motivation and engagement	Voicing vivid anime roles	"Giving voice to the anime characters gave my performance more energy."
Verbal skills	Conveying diverse personalities and emotions	"The immersive exercises helped me improve the way I speak, how I express myself, and how I can change the way I talk."

Source: created by the authors

In his narratives, the student reflected on five benefits of anime dubbing such as linguistic improvement, cultural literacy, industry awareness, motivation and engagement, and verbal skills that, according to the student's notes, contributed significantly to his language acquisition and translation skills development.

In terms of linguistic improvement, the student made some changes in the text to make the latter clearer, more concise and accurate. For instance, he adjusted «mam» to «ma'am», added a comma after «SHUUUT UUUP», and replaced «YOU BITCH» with «MOM». Also, what exactly helped the student improve his public speaking was changing «nobody said anything» to «there were nothing», «thugs he tangled with» to «attackers who», and «busted their balls» to «heavy injure like broken bones and nuts».

Cultural literacy was reported by the student as the second benefit: the student noted that when he was exploring how to embody the anime character's details to make them in tune with Japanese and Western rock and pop music styles, he changed «just up ahead» to «right in the corner», which is more common in American English. Additionally, the student not only refined the tone of the phrase «Okay~» to «Okay~», which is more subtle in expressing sarcasm or resignation, but also

altered «Settle down» to «Calm down ma'am», «Thing could gonna a lot worse» to «With gods bless they have survived», and «Okay~» to «Fine~», which are more respectful, polite, and familiar to the target audience.

The third benefit, revealed by the student, was industry awareness, centered on understanding and adapting complex discourse with others as well as examining how the anime characters and plot's religious history affected dubbing. To cope with that, the student decided to focus on form as much as possible to make the target text more faithful, natural, and realistic to the original one by preserving the same number of words and phrases as well as the same tone and mood of the characters' speech.

The fourth benefit the student came up with, motivation and engagement, was apparent in how anime characters inspired him to learn British accents and language, thereby proving that dubbing made language learning more exciting and engaging by boosting student motivation. For example, the student added some exclamations, such as «Actually» and «Fine~», or «Jotaroo!» and «SHUUUT UUUP!», and some emoticons, such as «(»)), «~», or «(Cool theme)», to convey his own voice and personality, as well as to create a more lively and dynamic text.

What involved the student in playing out various emotions and personalities was the fifth benefit, namely, verbal skills, when the student had to observe how anime references to famous rock bands and singers, thereby challenging his speaking skills and, as a result, leading to greater confidence and proficiency in speaking English.

RQ2: What challenges do students encounter when completing anime dubbing work?

The second research question aimed to explore the key challenges for the student in experiential dubbing projects, using narrative analysis of his written reflections. The outcome has been presented in Table 3.

Table 3. Qualitative analysis of student's challenges in anime dubbing

Challenge	Sub-challenge	Student's reflection quote
Translation	Japanese cultural references and wordplay	- "To successfully adapt to such reference-heavy material, I had to know a lot about the culture." - "I had to tell them that Dio's stand is called "The World," which is written in katakana as ザ・ワールド but pronounced as "Za Warudo."
Voice acting	Action and emotions	- "It took a lot of practice and careful method to accurately describe the actions and feelings in English." - "I had to be like Jotaro Kujo, the cool and sure of himself young man, and Joseph Joestar, the funny and strange old man."
Cohesiveness	Atmosphere and characterizations	- "Keeping the same mood and characters across multiple plots that are linked require careful translation and a very high level of skill." - "I had to practice a lot to be able to match the character's lip movements and emotions and show how they felt and what they wanted to say."
Adaptability	Japanese and Western narrative styles and dialogue patterns	- "It took a lot of insight and skill to blend the linguistic and cultural factors in a way that worked well." - "It was hard to adapt famous Japanese phrases and exclamations into Russian, such as "ora ora ora," "muda muda muda," and "yare yare daze."

Source: created by the author

The student's reflection allowed us to reveal four key challenges that might possibly accompany the process of anime dubbing, such as translation, voice acting, cohesiveness, and adaptability.

The first challenge, translation, involved the difficulty the learner faced in understanding and adapting the deep Japanese cultural references and wordplay in the anime, which were unfamiliar due to a lack of prior knowledge. The learner had to study extensively to grasp intertexts or puns and

discover suitable Russian translations since the anime «Jojo's Bizarre Adventure» has diverse writing and speaking styles. For instance, Dio's Stand, The World, was written in katakana, and "Za Warudo" was spoken dramatically. The student preserved the name and pronunciation but added a message explaining its importance. Also, the student used a literal translation for specific terms like «nunchakus and knives» and simple phrases such as «Almost there» and «GET OUT OF MY FACE», which did not require any change. However, the student paraphrased such slang expressions as «busted their balls» and rude and sarcastic expressions like «YOU BITCH» and «Okay~» to find more formal and culturally appropriate equivalents. The students also tried to explain such cultural and music references as «With gods bless», and «(Cool theme)» respectively to ensure clarity for the target audience.

The second challenge, voice acting, stemmed from the student's lack of experience, which made it difficult for him to sound convincing, while voice acting distinct accents, tones, and emotions for each character and setting. Jotaro Kujo had to seem confident, whereas Joseph Joestar had to sound odd, thereby making the student mimic the character's facial expressions, lip movements, emotions, and words. For instance, the student had to pronounce the words clearly and correctly, such as «eliminating», «equipped», «ma'am», and «corner», as well as to match the original actors' intonation and stress, such as rising the pitch at the end of «Actually», «Fine~», «Jotaroo», and «SHUUUT UUUP!»

The third challenge, cohesiveness, involved the efforts the student undertook to maintain consistency in mood and characters across multiple interconnected plots, while making sure that the translation and adaptation of Japanese and Western dialogue and storylines made sense and were coherent for Russian viewers' tastes and expectations. The student used connectors such as «Actually» and «With gods bless» to link the sentences and paragraphs, and pronouns «whose» and «they» to refer to the previous or following information. What's more, the student used markers like «The first strategy» and «The second strategy» to indicate the structure and organization of the text, while other connectors like «Here's» and «Okay~» helped him to link the sentences and paragraphs. Additionally, the student used pronouns like «your son» and «MOM» to refer back to the previous or following information. Finally, he used markers like «(running)» and «(Cool theme)» to indicate the structure and organization of the text.

The fourth challenge, adaptability, revolved around the difficulty the student faced in switching between Japanese and Western speaking and storytelling styles. To integrate languages and cultures for the recording project and its listeners, the student had to learn Japanese terms and exclamations, such as «ora ora ora», «muda muda muda», and «yare yare daze», as well as Joseph Joestar's «Your next line is», which were popular in Japanese manga and animation but difficult to translate into Russian. Also, the student used localization to add "ma'am" as a form of respect; domestication to change «Settle down» to «Calm down» and «Jotarooo!» to «Jotaro!» and foreignization to keep «nunchakus» and «nuts» as they are, as well as «SHUUUT UUUP!» and "Okay~» which preserved the foreignness and uniqueness of the original text.

RQ3: How can instructor guidance enhance the experiential dubbing process?

The aim of the third research question was to explore the instructor's techniques to facilitate the experimental anime dubbing process by analyzing the student's narratives as previously. The findings have been demonstrated in Table 4.

Table 4. Qualitative analysis of instructor's techniques for enhancing dubbing

Instructor's technique	Sub-technique	Student's reflection quote
Practice	Rehearsal time	"Aspiring dubbers should regularly work on improving their voice ability."
Audience awareness	Target consumer subtleties	"For real connection, it's important to stay aware of the specifics of your target customer."
Feedback	Peer and instructor feedback	"After workshops, group talks gave us a lot of useful information about performance and translation."

Guidance	Adaptation feedback	"The teacher's feedback on how I could improve my dubbing style pushed me to keep doing so through future recordings."
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Source: created by the author

The findings indicated four techniques such as practice, audience awareness, feedback, and guidance, which the instructor can use to support student learning and performance. Each technique is accompanied by sub-techniques that describe both the instructor's role and the student's experience.

According to the student's narratives, the first technique, practice, was crucial for improving English dubbing skills in anime by boosting voice acting confidence, speaking, intonation, expressiveness, and fluency.

The second technique, audience awareness, involved learning about diverse cultures and being responsive to target audience demands, since it focused on translating and modifying the anime's plot and style as well as creating a fun-to-listen-to dubbed product.

The third technique, feedback, included debriefing sessions and peer and instructor presence, which was especially valuable for the student, who appreciated the opportunity to discuss the performance and translation class material in groups, which also fostered a positive and collaborative learning environment.

The fourth technique, guidance, required regular teacher supervision and direction for improving student dubbing style and encouraged him to continue in subsequent recordings.

The results suggest that supporting experiential learning design will help to overcome these obstacles and maximize professional development, which aligns with the instructor leadership approach, suggested by Haro-Soler and Kiraly in 2019 [12], who stressed the significance of the transformation of practical experience into theoretical knowledge and skill development.

From the student viewpoint, several implementation ramifications were highlighted. Performance skills, cultural literacy, ongoing improvement, challenges, and competences call for targeted rehearsal time, thorough study, group discussion, peer review, and professional help. These implications are supported by the literature on experiential learning principles [12, p. 266], dubbing's acting needs [13], complex references [14], and expert recommendations [15].

Conclusion. The study revealed five significant benefits, four key challenges, and four necessary instructor's techniques—all associated with the student's experience in dubbing anime through the process of experiential learning when one may teach using dubbing to inspire others, help them acquire English language better, and raise their intercultural awareness. Among the challenges encountered were translation and organizational issues, voice acting, and cohesiveness. By documenting and analysing the student's notes about his experience in anime dubbing, this study expanded existing knowledge on audiovisual translation and experiential learning through practice in relation to Kazakhstan geolocation.

One limitation of this case study is its reliance on self-reported data and its inability to be applied in other contexts. Future research is recommended to examine the dubbing experiences of multiple students over time and from diverse perspectives.

The student discussed a youngster called Jotaro Kujo with a supernatural ability known as a Stand (https://youtu.be/_HREzBBp4B0?si=y-oKdKuuYM5nEOpT), referencing various episodes from Part 3, Stardust Crusaders. His plans involve documenting the conversations between the evil person from every episode and the main character. The student wants to show how they feel and what issues they are having as well as voice play numerous characters with varied traits, ambitions, and storylines. He also wants to discover what each component—courage, friendship, justice, and fate—means and what they imply.

Furthermore, the student intends to dub the scenes pertaining to the Tarot cards, which, in Part 3, exhibit the powers and abilities of some Stand users, but every Tarot card represents the user's attitude and qualities as well as it corresponds with a certain Stand and its powers. The student finds these sequences both fascinating and essential to the story, particularly since many fans prefer the original card names over their modified versions. He believes that the Tarot card references enrich

the series by adding depth, cultural significance, and connections to Egyptian mythology and civilization.

The student's intelligent, well-structured, and creative approach reflects his deep passion for dubbing and "JoJo's Bizarre Adventure." This project will not only serve as an educational experience but also provide entertainment value and allow him to showcase his work to a broader audience.

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"JOJO'S BIZARRE ADVENTURE" АНИМЕСІНІҢ ДУБЛЯЖЫ: ҚАЗАҚСТАНДЫҚ СТУДЕНТТЕРДІҢ ТӘЖІРИБЕСІ

Аңдатпа

Бұл зерттеудің маңыздылығы қазақстандық жастардың жапон аниме-мәдениетіне деген қызығушылығының артуына, сондай-ақ болашақ аудармашы студенттерді даярлаудың маңызды элементі ретінде аудиовизуалды аударманың сапасын жақсартуға ықпал ету үшін аудиовизуалды аударма саласындағы қазақстандық жоғары білім берудегі өзгерістер қажеттілігіне байланысты.

Зерттеудің мақсаты жапон аниме дубляжының аудиовизуалды аударма дағдыларын дамытуға, сондай-ақ қазақстандық аудармашы студенттердің арасында ағылшын тілі мен мәдени хабардарлық деңгейін арттыруға қаншалықты ықпал ететінін бағалау болып табылады.

Колбтың оқу процесінің эмпирикалық моделі негізінде жатқан осы зерттеу төрт қатысушыны қамтиды: аниме дубляжы процесінің баяндаушысы болған екінші курстың бір аудармашы студенті, сондай-ақ студенттің жазбаларын талдаған үш сарапшы.

Зерттеу тілдік және сөйлеу дағдыларын жетілдіру, мәдени және кәсіби хабардарлықты дамыту, мотивацияны арттыру сияқты бес артықшылықты; аударма, дубляждың актерлік дағдылары, жүйелілік және бейімділік сияқты төрт қиыншылықты; сонымен қатар тәжірибе, аудиторияны білу, уақтылы кері байланыс және тәлімгерлік сияқты төрт педагог техникаларын анықтай алды. Бұның барлығы қазақстандық аударма саласындағы болашақ мамандардың аудиовизуалды аударма дағдыларын табысты дамыту үшін одан әрі зерделеуді және қолдануды талап етеді.

Осы зерттеуде оны бір үлгіде құруға қатысты шектеулеріне қарамастан, алынған нәтижелер бәсекеге қабілетті аудиовизуалды аудармашыларды даярлауға қатысты құнды кеңестер арқылы Қазақстанның әлемдік аренада ілгерілеуіне елеулі үлес қосады. Зерттеу нәтижелерінің екі қазақстандық ЖОО-ның білім беру бағдарламаларына енгізілгені бұл зерттеудің еліміздің жоғары білім беруін дамыту үшін практикалық маңыздылығын растайды.

Кілт сөздер: JoJo's Bizarre Adventure, Колбтың оқу процесінің эмпирикалық моделі, дубляждың артықшылықтары, дубляждағы қиыншылықтар, педагог техникалары, аудиовизуалды аударма, аудармашы студенттер

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ДУБЛЯЖ АНИМЕ "JOJO'S BIZARRE ADVENTURE": ОПЫТ КАЗАХСТАНСКИХ СТУДЕНТОВ

Аннотация

Важность данного исследования продиктована растущим интересом казахстанской молодежи к японской аниме-культуре, а также необходимостью перемен в казахстанском высшем образовании в сфере аудиовизуального перевода с тем, чтобы способствовать улучшению качества аудиовизуального перевода как важнейшего элемента подготовки будущих студентов-переводчиков.

Цель данного исследования заключается в оценке того насколько дубляж японских аниме способствует как развитию навыков аудиовизуального перевода, так и повышению уровня английского языка и культурной осведомленности среди казахстанских студентов-переводчиков.

Эмпирическая модель процесса обучения Колба лежит в основе данного исследования, вовлекшего четырех участников: одного студента-переводчика второго курса, ставшего нарратором процесса дубляжа аниме, а также трех экспертов, которые анализировали записи студента.

В ходе исследования удалось выявить пять преимуществ, таких как улучшение языковых и разговорных навыков, развитие культурной и профессиональной осведомленности, повышение мотивации; четыре сложности, таких как перевод, актерские навыки дубляжа, последовательность и адаптивность; а также четыре техники педагога, такие как практика, знание аудитории, своевременная обратная связь и наставничество – все что требует дальнейшего изучения и применения для успешного развития навыков аудиовизуального перевода будущих специалистов в сфере казахстанского переводоведения.

Несмотря на существующие ограничения данного исследования касательно его построения на единичном примере, полученные результаты вносят существенный вклад в продвижение Казахстана на мировой арене путем ценных подсказок касательно подготовки конкурентноспособных аудиовизуальных переводчиков.

Результаты исследования внедрены в два казахстанских вуза, что подтверждает его практическую значимость для развития высшего образования страны.

Ключевые слова: JoJo's Bizarre Adventure, Эмпирическая модель процесса обучения Колба, преимущества дубляжа, сложности дубляжа, техники педагога, аудиовизуальный перевод, студенты–переводчики