

RESEARCH ARTICLE

Kazakh Translation Of Chinese Proverbs (From A Cognitive Perspective Of Cross-Cultural Translation)

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Abstract

The Importance of Proverb Translation: A Bridge for Cross-Cultural Communication: Proverb translation serves as a bridge connecting the Chinese and Hawaiian cultures, facilitating the enhancement of mutual cultural understanding and recognition between the two countries, promoting cultural exchange, cognition, and inspiration. Through proverb translation, one can uncover the similarities and differences in the ways the Han and Hawaiian peoples perceive the world and express their thoughts, providing valuable insights for cross-cultural cognitive research. Educational Significance: Proverbs play a crucial role in language teaching and cultural education, helping to improve students' language skills, cultural literacy, and cross-cultural communication abilities. Cultural Transmission: Proverb translation is conducive to the inheritance and promotion of the cultural heritage of the Han and Hawaiian peoples, enabling it to regain its vitality in the new era context.

KEY WORDS

Cross-cultural communication, cognitive enlightenment, cultural inheritance, proverb translation, translation strategies.

INTRODUCTION

The differences between Chinese and Kazakhstani cultures: language features. Chinese and Kazakh in pronunciation, vocabulary, grammar and other aspects there are significant differences. Chinese belongs to the Sino-Tibetan language family, with sound tone, four tones and other characteristics and kazakh belongs to the Altaic language system with rich morphological changes and rules of vowel harmony. These differences put forward special requirements for the translation of proverbs.

Communication needs. In the context of globalization, the exchanges between China and Kazakhstan are increasingly the demand for language translation is also growing. Proverbs as an important part of language, the quality of translation influence the effect of cross-cultural communication.

Cultural connotations. Behind the two languages of Chinese and Kazakh lie various unique cultural connotations, including historical traditions, customs, values and so on. When translating proverbs, it is not only necessary to convey the literal meaning, but also to fully consider the cultural background to ensure the accuracy and authenticity of the translation.

Cognitive differences. The Han and Kazakh ethnic groups have differences in thinking patterns and cognitive models, which are also reflected in proverbs. When translating, these cognitive differences should be taken into account to achieve effective cross-cultural cognitive transmission.

The research methods and purposes of this study are as follows. This study adopts the research methods of contrastive

analysis, case study and cognitive linguistics, aiming at comprehensively exploring the characteristics and rules of the translation of Chinese and Kazakh proverbs.

Research Methods and Objectives. The purpose of this study is to reveal the cognitive perspective of the translation of the differences between Chinese and Kazakhstani cultures, and to provide theoretical support and guidance for translation practice and translation education.

The results of this study are of great significance for enriching the cross-cultural cognitive research, improving the translation quality of Chinese and Kazakh proverbs, and promoting cultural exchange. The expected research results include the theoretical framework, translation strategies and teaching methods of the translation of the differences between Chinese and Kazakhstani cultures: which will provide references for the research and practice in related fields.

Comparative Analysis of Chinese and Kazakh Proverbs. Vocabulary Comparison. There are significant differences in vocabulary between Chinese and Kazakh. Chinese belongs to the Sino-Tibetan language family, while Kazakh is part of the Altaic language family. In terms of vocabulary composition, Chinese words are primarily monosyllabic, whereas Kazakh words are mostly polysyllabic. Additionally, the two languages differ in terms of word meaning, parts of speech, and word roots. For example, idioms and common sayings in Chinese may not have direct equivalents in Kazakh, and thus require paraphrasing or explanation to convey the original meaning.

Sentence Structure Comparison. There are also differences in sentence structure between Chinese and Kazakh. Chinese sentence structures are relatively simple, generally following the subject-verb-object word order. In contrast, Kazakh sentence structures are more diverse and can be adjusted according to the context and the intended expression. For instance, sentence structures such as inverted sentences and elliptical sentences, which are common in Kazakh, are less common in Chinese.

Grammar Comparison. In terms of grammatical structure, both Chinese and Kazakh have their own characteristics. The grammatical structure of Chinese is relatively simple, with a fixed subject-verb-object word order, and modifiers are usually placed before the modified words. The grammatical structure of Kazakh, on the other hand, is more complex, with a rich system of suffix changes that are used to express

tenses, voices, moods, and other grammatical relationships. Additionally, the word order in Kazakh is more flexible and can be adjusted according to the context and the emphasis of the message.

Rhetorical Comparison. There are also differences in rhetorical devices between Chinese and Kazakh. Chinese has a rich variety of rhetorical devices, including metaphors, personification, and exaggeration. In contrast, Kazakh rhetoric primarily relies on symbols, contrasts, and parallelisms. The use of these rhetorical devices gives each language its own unique way of expressing emotions and imagery.

The historical contexts of Chinese and Kazakh languages differ : resulting in distinct cultural connotations in their proverbs.

Chinese proverbs often embody a long-standing historical tradition and rich cultural heritage, influenced by philosophies such as Confucianism and Taoism. In contrast, Kazakh proverbs more vividly reflect nomadic culture and ethnic characteristics, mirroring the Kazakh people's way of life, values, and national spirit.

Chinese and Kazakh proverbs reflect distinct value systems. Chinese proverbs emphasize traditional moral concepts, family ethics, and social order, as seen in sayings like "Among all virtues, filial piety comes first" and "Harmony is the highest value." In contrast, Kazakh proverbs highlight individual courage, resilience, and freedom, as expressed in phrases such as "Courage is the virtue of a warrior" and "Freedom is the treasure of life." Chinese and Kazakh proverbs differ in their ethical perspectives. Chinese proverbs typically emphasize moral obligations to society and others, as exemplified by sayings like "Do not do unto others what you do not want done unto you" and "The benevolent love others." In contrast, Kazakh proverbs focus more on personal moral cultivation and self-improvement, as seen in phrases such as "Honesty is the foundation of being human" and "Face your shortcomings bravely." In terms of aesthetic taste, Chinese and Kazakh proverbs exhibit distinct differences. Chinese proverbs often pursue subtle, elegant, and harmonious beauty, as seen in expressions like "profound artistic conception" and "concise yet profound." In contrast, Kazakh proverbs tend to favor direct, brisk, and bold styles, as exemplified by phrases such as "unbridled passion" and "intense fervor."

Cognitive Differences Analysis. Ways of Thinking. There are

differences in the ways of thinking between Chinese and Kazakh languages, and these differences directly affect the composition and expression of proverbs. The Chinese way of thinking tends to be comprehensive, holistic, and dialectical, emphasizing the connections and changes between things. In contrast, the Kazakh way of thinking places more emphasis on analysis, specificity, and empirical evidence, highlighting the inherent characteristics and laws of things themselves.

Cognitive Patterns. The cognitive patterns of Chinese and Kazakh languages also differ from each other. The cognitive pattern of Chinese language is often characterized by pictographs and metaphorical expressions; it uses specific images and symbolic meanings to convey abstract concepts. In contrast, the cognitive pattern of the Kazakh language relies primarily on symbols and metaphors, using abstract signs and symbolic representations to convey deeper meanings.

Emotional Expression. In terms of emotional expression, the proverbs of Chinese and Kazakh languages each have their own unique characteristics. Chinese proverbs tend to convey emotions in a subtle and indirect manner, emphasizing the restraint and moderation of emotions. On the other hand, Kazakh proverbs lean more towards direct and passionate expression of emotions, highlighting the sincerity and unbridled release of feelings.

Contextual Understanding. There are also differences in the contextual understanding of proverbs between Chinese and Kazakh languages. Chinese proverbs often require an understanding of their deeper meanings in conjunction with the specific cultural context and the surrounding circumstances, which can make them somewhat obscure. In contrast, Kazakh proverbs are relatively direct in their meaning, and their meanings can usually be understood directly from the literal text and the context in which they are used.

Translation Strategies for Chinese and Kazakh Proverbs. Literal translation and free translation. The strengths and limitations of literal translation. Its advantage lies in preserving the original text's form and style, ensuring linguistic consistency between the translation and the source. However, its limitation is that it may fail to accurately convey the cultural nuances and deeper meanings of the original text, especially when certain expressions in the source text lack direct equivalents in the target language.

Scenarios where free translation is appropriate. Free translation is suitable when the original text contains cultural elements or idiomatic expressions that are difficult to translate directly. In such cases, free translation can better convey the deeper meaning and emotional tone of the original text, although it may result in some loss of the original text's form.

The combination of literal translation and free translation . In the process of translation, the combined use of literal translation and free translation can preserve the form and meaning of the original text to the greatest extent possible. By flexibly applying these two translation methods, the translation can be both faithful to the original text and understandable and acceptable to the readers of the target language.

The evaluation of translation quality takes into account various factors, including whether the translation is faithful to the original text, whether it can be understood by readers of the target language, and whether it retains the cultural nuances of the original text. Evaluation methods may include expert review, reader feedback, and statistical analysis.

Translation of culturally loaded words. Culturally loaded words refer to those terms that are rich in specific cultural context and connotations. Identifying these words is a crucial step in the translation process, and requires translators to have a deep understanding of the cultures of both the source and target languages.

When translating cultural-loaded terms, various methods can be employed, such as literal translation, free translation, annotation, or substitution with cultural equivalents. The choice of method depends on the cultural connotations of the terms and the receptivity of the target language readers. The quality of translation of culture-loaded words directly affects the overall quality of the translation. A good translation is able to accurately convey the cultural connotations of the original text, while a poor translation may lead to cultural misunderstandings or the loss of information. In the process of translation, cultural terms play a crucial role in facilitating communication and understanding between different cultures. Translators should strive to find appropriate ways to ensure that these terms can take root and flourish in the target language.

Translation from a cognitive perspective cognitive Translation Theory is a theory based on the principles of cognitive

psychology, which examines how translators utilize their cognitive abilities to understand and express the meaning of the source text during the translation process. This theory emphasizes the translator's subjective initiative and the role of cognitive processes in translation.

Cognitive translation strategies include the use of cognitive models, schema theory, metaphor identification, and other techniques to assist translators in better understanding and expressing the source text. These strategies contribute to improving the accuracy and effectiveness of translations.

Cognitive translation evaluation focuses on how translators achieve translation goals through cognitive processes, as well as whether the resulting translation meets the cognitive needs of the readers. The evaluation criteria include the readability, accuracy, and cultural appropriateness of the translation.

The theory of cognitive translation provides new perspectives and methods for translation practice, suggesting that translators should pay more attention to the role of cognitive factors during the translation process, as well as how to use cognitive strategies to improve the quality of their translations.

Translation Talent Cultivation in terms of curriculum design, emphasis should be placed on the comparative teaching of both Chinese and Korean languages. The curriculum should not only cover the basic knowledge of the languages but also include information on cultural backgrounds, historical traditions, and ethnic customs. Through a systematic approach to curriculum development, students will be able to gain a comprehensive understanding of the characteristics of both Chinese and Korean languages, thereby improving the accuracy of their translations and their cultural sensitivity. Teaching Methods. In terms of teaching methods, interactive and situational approaches should be employed to encourage students to participate in discussions and practical exercises. Through teaching methods such as case analysis and role-playing, students can develop their practical application skills in a simulated translation environment, while also cultivating their critical thinking and innovative abilities. Practical teaching is a crucial element in enhancing translation skills. Students can gain experience through participating in translation internships and actual translation projects, which helps to improve their ability to solve problems. In addition, organizing translation competitions and seminars can also stimulate students' interest in learning and their sense of competition. The evaluation system should be

scientific, which should pay attention to the students' translation skills, cultural literacy and cognitive ability. The evaluation methods should be diversified, including written test, oral test, practical report and peer review, etc.

Intercultural Education. In intercultural education, cultural introduction is fundamental. Teachers should help students build a foundation of knowledge about the cultures, histories, religions, and customs of both China and the target country, thereby providing a solid basis for translation work.

Cognitive abilities are among the core competencies of translation professionals. During the educational process, emphasis should be placed on developing students' logical thinking, critical reasoning, and creative skills, so that they can accurately understand and convey the deeper meanings of the original text during translation.

Communication and interaction are important ways to enhance intercultural communication skills. Schools can organize cultural exchange activities, such as language exchanges and cultural festivals, to help students improve their language skills and cultural adaptability through actual interactions.

Educational assessment should take into account both students' intercultural knowledge and their communication abilities. Through regular evaluations and feedback, teachers can adjust their teaching methods in a timely manner to ensure the achievement of educational goals.

Support for Educational Policies. Educational policies should provide ample support for translation education, including the provision of necessary resources, the establishment of standardized curricula and certification systems, as well as the promotion of inter-school cooperation and academic exchanges.

Integration of Educational Resources. Integrate educational resources to optimize the teaching environment, such as by establishing translation laboratories and providing online learning platforms, in order to enhance the quality of teaching and the learning experience of students.

Educational reform and innovation are essential for improving the standards of translation education. Institutions should continuously explore new teaching methods and technologies, such as utilizing artificial intelligence to assist in translation instruction, in order to meet the needs of the evolving

times. The evaluation of educational outcomes is a crucial means of assessing the effectiveness of translation education. By tracking the employment prospects and career development of graduates, it is possible to evaluate the social recognition and practical value of the educational achievements.

Research Conclusions and Prospects. Characteristics of translating Han-Ha proverbs, Through the analysis of the translation practices of Han-Hak proverbs, we have identified several distinct characteristics in the translation of proverbs between the Han and Hak languages. For instance, literal translation is a common approach in translating Han-Hak proverbs; however, due to cultural differences, sometimes free translation is necessary to convey the deeper cultural nuances. Additionally, there are differences in the linguistic structure of Han and Hak proverbs, such as variations in vocabulary, grammar, and sentence patterns. These differences have a direct impact on the choice of translation strategies. **Cross-cultural cognitive perspective.** Translation policy effect In the application of translation strategies, we have found that the combined use of literal translation and free translation can better convey the cultural connotations of Chinese and Hawaiian proverbs. Literal translation preserves the form of the original text, aiding readers in understanding the cultural characteristics of the source language; whereas free translation can compensate for the limitations of literal translation, making it easier for readers of the target language to accept and comprehend the meaning. Through the evaluation of the translation results, we have concluded that this combined approach generally yields excellent translation outcomes in most cases. **Educational insights,** Research on the translation of Han-Han proverbs holds significant implications for translation education. The cultivation of translation professionals should focus on the development of cross-cultural cognitive abilities, and curriculum design should encompass various aspects such as language, culture, and cognition. Additionally, practical teaching should place greater emphasis on the application of translation strategies, in order to enhance students' translation skills and their ability to communicate across cultural barriers.

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