

O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LIMVAZIRLIGI

SAMARQAND DAVLAT CHET TILLAR INSTITUTI

TARJIMA NAZARIYASI VA AMALIYOTI KAFEDRASI

**TERMINOLOGIYA TARJIMASI FANIDAN
O'QUV – USLUBIY MAJMUA
(2- kurs)**

Samarqand - 2016

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KIRISH

«Terminologik tarjima» fani bo'yicha ta'lim texnologiyasi ma'ruza va amaliy Mashg'ulotlarni loyihalash texnologiyalari asosida ishlab chiqilgan. Mazkur qo'llanma kirish, ta'lim texnologiyasining kontseptual asoslari hamda ma'ruza va amaliy mashg'ulotlarda o'qitish texnologiyalaridan tarkib topgan. Ta'lim texnologiyasining kontseptual asoslari bo'limida «Terminologik tarjima» fanini o'qitishning dolzarbligi asoslangan, mazkur kursning tuzilmasi keltirilgan hamda kurs bo'yicha o'qitishning mazmuni ochib berilgan. So'ngra o'quv fani bo'yicha o'qitish texnologiyalari loyihalashtirilgan.

Amaliy mashg'ulotlarni olib borishning topshiriqlarni individual tarzda yoki guruhda bajarilishi, muammoli amaliy mashg'ulot hamda bilimlarni chuqurlashtirish va mustahkamlashga yo'naltirilgan amaliy topshiriqlarni bajarilishi. Mazkur o'quv-uslubiy majmua barcha oliy o'quv yurtlarida, malaka oshirish kurslarida qo'llanilishi mumkin.

O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LIM VAZIRLIGI

Samarqand davlat chet tillar instituti

TERMINOLOGIYA TARJIMASI

(ingliz tili)
fanining

NAMUNAVIY O'QUV DASTURI

Bilim sohasi:	100 000 - Gumanitar fanlar va san'at
Ta'lim sohasi:	120 000 - Gumanitar fanlar
Ta'lim yo'nalishi:	5120200 - Tarjima nazariyasi va amaliyoti

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KIRISH

Terminologiya tarjimasini dasturiy bakalavr ta'lim yo'nalishi talabalariga mo'ljallangan. Terminologiya tarjimasini ilmiy hamda texnikaviy matnlarni yozma, og'zaki, ona tiliga va undan chet tiliga tarjima qilishga asoslangan. Mazkur fan lug'at bilan ishlash, har bir sohada uchraydigan o'ziga xos terminlarini tarjima qilish, terminlarni tarjima qilishda yuzaga keladigan grammatik hamda leksik qiyinchiliklarni bartaraf qilish shu bilan birga ilmiy-texnikaviy matnlarda uchraydigan atamalar, qisqartmalar va neologizmlar tarjimasini muammolarini ham qamrab oladi. Dastur ketma-ketlik va oddiydan murakkabga printsipli asosida tarjima qilishni, og'zaki hamda yozma tarjima ko'nikmalari va malakalariga ega bo'lishni talab etadi.

Termin so'zi lotin tilidan olingan bo'lib, (terminus – chegara, had) bilim yoki faoliyatning maxsus sohasiga doir tushunchani ifodalovchi so'z yoki so'z birikmasi tushiniladi. Termin umumxalq tiliga muayyan terminologik tizim orqali o'tadi, binobarin termin va umum iste'moldagi so'zlar bir-birini to'ldiradigan leksik birlikdir.

Sistem xarakterga egalik o'z terminologik maydonida bir ma'nolikka moyillik, his-tuyg'uni ifodalamaslik, uslubiy betaraflik kabilar terminlarga xos xususiyatlardir. So'z bilan terminning umumiy xususiyat tomonlari yetarli darajada ochib berilgan emas. Kundalik turmushda keng iste'molda bo'lgan so'zlar ayni paytda turli sohalarga doir terminlar hamdir.

Demak, atama ijtimoiy-siyosiy, madaniy hayotiga doir turli qatlamlarga mansub bo'lgan tushunchalarni ifodalovchi, muayyan guruh kishilari orasida atamalar sifatida qo'llanadigan, xalq orasida bir ma'nolarda ishlatiladigan lisoniy birliklardir.

Terminalogiyalar tarjimasini fanining asosiy maqsadi va vazifalari

Fanning maqsadi: Terminalogiya haqida tushuncha berish, tilimizda qo'llaniladigan terminlarning hosil bo'lish jarayonlari, turlari va ularni tarjima qilish usullarini o'rgatish asosiy maqsad etib belgilangan. Hayotning eng muhim sohalariga tegishli bo'lgan terminlarni ma'no mohiyatini yoritib berib, ularning xususiyatlari hamda tarjimada aks etishini o'rgatish. Terminlarning tuzilishi xar-hil birikma shakllari va morfologik tuzilishi haqida to'liq ma'lumot berish. Tarjimaning bu turi asosini hayotimiz jabhalarini tashkil etuvchi ilm sohalarini – tibbiyot, iqtisod, siyosat, huquqshunoslik, ijtimoiy hayot, milliy mafkura, vatan tuyg'usi, axborot vositalari, ma'naviyat va ma'rifat, shu bilan birga texnikaviy matnlarni tarjima qilish kabi mavzular tashkil etadi. Bu talabalardan ma'lum izchillikni talab etadi. Talaba bosh mavzuni yaxshi o'rganib, uni keyingi mavzu bilan to'ldirib, shu yo'sinda o'zida tarjima ko'nikmasini hosil qilish va mustahkamlash ko'nikma va malakasiga ega bo'lishi kerak.

Fanning vazifasi: Terminologiyalar tarjimasini fani talabalarga ilmiy-texnikaviy matnlarning yozma, og'zaki, ona tiliga va undan chet tiliga tarjimasini o'rgatish bilan uzviy bog'liq bo'ladi. Til birliklari bilan tanish talaba, endi amalda tarjima birliklari nima ekanligini biladi. Bundan tashqari tarjima turlari va turli matnlar tarjimasining xususiyatlari talabaga turlicha yondoshuv mavjudligini ko'rsatadi. Talabada matnlarni tarjima qilishda ijodiy yondoshuv tarjima sifatining yuqori bo'lishini ta'minlovchi omillardan ekanligini amalda isbotlaydi. Bunda ona tilidan olingan bilimlar chuqurlashtiriladi. Ona tilidan tanlangan sohaga oid matnlar va mavzular tarjimasini ikki tildagi so'z, birikma, atamalar, neologizmlar va qisqartmalar kabi birliklarni o'z ichiga oladi.

Xalqaro va davlatlararo siyosiy, iqtisodiy tashkilotlariga oid so'z, ibora va terminlar tarjimasini o'rgatish. Jahon hamjamiyati tinchligi va xavfsizligi, O'zbekistonning boshqa mamlakatlar bilan madaniy va iqtisodiy aloqalariga oid atamalar tarjimasini bilan shug'ullanish.

Fanni o'qitish jarayonini tashkil etish va o'tkazish bo'yicha tavsiyalar

Terminalogiyalar tarjimasini fani bo'yicha o'ziga xos ma'lumotlarni, shu fanga bag'ishlangan adabiyotlarni topish va shu adabiyotlar asosida ishlash. Mamlakatshunoslik haqidagi ma'lumotlarni ifoda qilib berish mahoratiga bag'ishlangan adabiyotlarni o'qib, o'z fikrini yozish. O'qilgan adabiyotlar bo'yicha tayyorlangan konspektlar, ularning mazmuni haqida rahbar va talabalarning fikrlarini muhokama qilish. Terminalogiyalar tarjimasini haqida bilish kerak bo'lgan ma'lumotlar va talabaga qo'yiladigan talablar bo'yicha kurs ishi yoki bitiruv malakaviy ishlarini yozish.

Terminalogiyalar tarjimasini fani mavzulari bo'yicha referatlar tayyorlash va ularning taqdimotini o'tkazish. Internet materiallari asosida fanga oid yangi ma'lumotlar to'plash va ularni amaliy

mashg'ulotda muhokama qilish.

Fan bo'yicha talabalarning bilimiga, ko'nikma va malakasiga qo'yilgan talablar

Talabalar xorijda chiqqan va chet tilida yozilgan manbalarda uchraydigan terminlarni ona tiliga va aksincha, ona tilidagi terminlarni chet tiliga tarjima qilish, ona tilining xususiyatlarini va uslubiy jihatlarini, so'z tanlashni va tarjimaning turli texnikasidan xabardor bo'lib, undan unumli va to'g'ri foydalanishni bilishi kerak. Tarjima bilimini chuqurlashtirish, matnlar va mavzular tarjimasida ikki tildagi so'z, birikma, atamalar, neologizmlar va qisqartmalar kabi birliklarni to'g'ri aniqlash ko'nikmalariga ega bo'lishlik nazarda tutiladi.

O'zbekistonda chiqqan ijtimoiy hayotning ma'lum sohasiga doir terminlar qatnashgan materiallarni xorijiy tilga tarjima qilaolish. Qilingan tarjimalarni lingvistik nuqtai nazardan tahlil qilish. Terminologiyalar va ularning tarjimasi xususiyatlari bo'yicha taqdimot tayyorlash. Xorijiy materiallarda uchraydigan terminlar xususiyati haqida ma'lumot ma'ruza yozish.

Talaba bu fanda hayotimizning ko'pchilik sohalariga oid, misol uchun, siyosat, iqtisod, ta'lim-tarbiya, ma'naviyat, tibbiyot, vatan tuyg'usi, milliy g'oya va tabiiy fanlar kabi mavzularga bag'ishlangan matnlarni tarjima qilish, mavzuni yaxshi o'rganib, uni keyingi mavzu bilan to'ldirib, shu yo'sinda o'zida tarjima ko'nikmasini hosil qilish va mustahkamlash malakasiga ega bo'lishi zarur.

Fanning o'quv rejadagi boshqa fanlar bilan o'zaro bog'liqligi va uslubi jihatdan uzviy ketma-ketligi

Terminologiyalar tarjimasi fani ijtimoiy hayotning har bir sohasiga oid bo'lgan ixtisoslashgan so'zlar yuzasidan ish olib borar ekan, biz bu fanni hayotimizning barcha sohasi va barcha fanlar bilan bevosita bog'lab o'rganishimiz mumkin. Bu fan ta'lim, iqtisod, siyosat, ma'naviyat va ma'rifat, tibbiyot, harbiy soha, radio, televidenie va gazeta jurnallardagi nutqlar kabilarni ham qamrab oladi. Terminlar qatnashgan matnlarni chet tilidan ona tiliga, ona tilidan chet tiliga tarjima qilish bilan shug'ullanishi tufayli bu fan og'zaki, yozma, sinxron, amaliy tarjima va tarjima nazariyasi va amliyoti kabi fanlar bilan uzviy bog'liq.

Fanning ilm-fan va ishlab chiqarishdagi o'rni

Amaliy tarjimaning asosini tashkil etuvchi eng muhim omillardan biri tarjima mahorati hisoblanadi. Ushbu fandan olingan amaliy bilimlar talabalarda tarjimada mahorat bilan bog'liq barcha muammolarni ijboiy hal etish imkonini beradi. Tarjima muammolarini hal etish tarjima sifatini yuqori bo'lishini ta'minlaydi.

Tarjima nazariyasi va amaliyoti ta'lim yo'nalishi bo'yicha bakalavr tayyorlash bosqichining ajralmas bo'g'ini sifatida terminologiya tarjimasi umumkasbiy fani hisoblanib, talaba-bakalavrlarning turli xorijiy qo'shma korxonalarda, aeroportlarda, bojxonalarda yoki radio, televidenie hamda xorijiy davlatlar bilan bog'liq davlat va nodavlat tashkilotlarda, xalqaro fond va shu kabilarda faoliyat ko'rsatishga yordam beradi.

Fanni o'qitishda zamonaviy axborot va pedagogik texnologiyalar

Terminologiyalar tarjimasi fani yuzasidan foydalaniladigan texnik vositalar – bu kompyuter, proyektor, telefon, radio va televidenie bo'lib ularning imkoniyatlaridan samarali foydalanishni egallab olish. Internet xizmatidan foydalanib yangi paydo bo'layotgan terminlarni o'zlashtirib borishni taqazo etadi.

Asosiy qism

Fanning nazariy mashg'ulotlari mazmuni

Terminologiya tarjimasi fanining boshqa lingvistik fanlar orasida hamda tarjima nazariyasida tutgan o'rni. Terminlarning hosil bo'lishi va morfologik xususiyatlarini ochib berish. Atamalarni qanday usulda tarjima qilish yo'llarini yoritib berish. Misollar bilan atamalarni tarjima qilish yo'llarini ko'rsatib berish. Transkripsiya va transliteratsiya usullarini izohlash.

Terminologiya tarjimasini natija hamda jarayon sifatida. Turli sohaga xos matnlar tarjimasini yechimlarining oldindan ko'ra bilinishi - masalaning ijobiy yoki salbiy hal etilishi. Matnlar tarjimasini jarayonining ilmiy asoslangan tasnifini tuzish va uning natijasini tahlil qilish mumkinligi.

Terminologiya haqida tushunchava terminlarning xususiyatlari

Terminologiya va ularning xususiyatlari va oddiy so'zlardan farqini tushuntirib berish. Terminlarning hosil bo'lishi va morfologik xususiyatlarini ochib berish

Atamalarni tarjima qilish usullari

Atamalarni qanday usulda tarjima qilish yo'llarini yoritib berish. Misollar bilan atamalarni qanday tarjima qilinayotganligini ko'rsatib berish. Transkripsiya va transliteratsiya usullarini izohlash.

Ilmiy-texnikaviy atamalar tarjimasini

Ilmiy atamalar va ularning xususiyatlari haqida. Ilmiy-texnikaviy atamalar tarjimasini tahlili, ularni tarjima qilish yo'llari, tarjima jarayonida duch kelinadigan muammolar muhokamasi amalga oshiriladi. Ilmiy-texnikaviy atamalar ro'yxatini tuzib ular asosida matn tarjima qilish.

Ommaviy Axborot Vositalariga doir atamalar tarjimasini

Gazeta, radio, televideniye, internet, kompyuterga oid atamalar xususiyatlarini o'rganish, ushbu sohaga doir atamalar asosida matnlar tarjima qilish. Internet xizmati yordamida neologizm bo'lgan atamalar ustida ishlash.

Siyosiy atamalar tarjimasini

Siyosatga doir atamalarning xususiyatlarini o'rganish, siyosiy atamalar yordamida siyosiy matnlarni tarjima qilishni mash qilish.

Ta'limga oid atamalar tarjimasini

Ta'limga doir atamalarning xususiyatlarini o'rganish, ta'lim-tarbiyaga oid atamalar yordamida matnlarni tarjima qilishni mash qilish. Ta'limga oid atamalarni o'rganish.

Iqtisodga oid atamalar tarjimasini

Iqtisodga doir atamalarning xususiyatlarini o'rganish, iqtisod sohasiga oid atamalar yordamida matnlarni tarjima qilishni mash qilish. Iqtisodiy atamalarni o'rganish.

Harbiy atamalar tarjimasini

Harbiy atamalarning xususiyatlarini o'rganish, hamda shu atamalar yordamida matnlarni tarjima qilishni mash qilish. Harbiy atamalar yordamida so'z boylikni oshirish.

Tibbiyotga oid atamalar tarjimasini

Tibbiyot sohasiga doir atamalarning xususiyatlarini o'rganish, hamda shu atamalar yordamida matnlarni tarjima qilishni mash qilish. Tibbiy atamalar yordamida so'z boylikni oshirish.

Sport hamda san'atga oid atamalar tarjimasini

Sport sohasiga doir atamalarning xususiyatlarini o'rganish, hamda shu atamalar yordamida matnlarni tarjima qilishni mash qilish. Sport atamalar yordamida so'z boylikni oshirish. Sport turlari va jihozlari nomlarini o'rganish.

Tarixiy obidalarga xos atamalar tarjimasini

Tarixiy obidalarga xos atamalarning xususiyatlarini o'rganish, hamda shu atamalar yordamida matnlarni tarjima qilishni mash qilish. Tarixiy obidalarga xos atamalar yordamida so'z boylikni oshirish. Tarixiy obidalarning turlarini o'rganish.

Lingvistik hamda ma'naviyat va ma'rifat atamalar tarjimasini

Lingvistika va ma'naviyat sohasiga doir atamalarning xususiyatlarini o'rganish, hamda shu atamalar yordamida matnlarni tarjima qilishni mash qilish. Lingvistika va ma'naviyat atamalar yordamida so'z boylikni oshirish. Lingvistik atamalar izohi.

Yuridik sohaga doir hamda Texnika atamalar tarjimasini

Huquqshunoslik sohasiga doir atamalarning xususiyatlarini o'rganish, hamda shu atamalar yordamida matnlarni tarjima qilishni mash qilish. Yuridik va texnik atamalar yordamida so'z boylikni oshirish. Atamalar tahlili.

Tabiiy fanlar atamalar tarjimasini (kimyo, fizika, matematika)

Kimyo, fizika, matematika va boshqa tabiiy fanlarga oid atamalarning xususiyatlarini o'rganish, hamda shu atamalar yordamida matnlarni tarjima qilishni mash qilish. Tabiiy fanlarga oid atamalar yordamida so'z boylikni oshirish. Atamalar tahlilini amalga oshirish.

Terminologiyalarni tarjima qilish muammosi

Terminologiyalarni tarjima qilishsohasining o'rganilganlik darajasi, ya'ni XX asrning 30-yillarida M.M. Morozov, YA.I.Retsker, A.V.Fedorov ilmiy ishlarida ilmiy-texnikaviy matnlar haqidagi ma'lumotlar. 50-60 yillarda bu muammoga nisbatan yangi qarashlarning yuzaga kelishi. 1953 yildagi A.V. Fedorovning Umumiy tarjima nazariyasini va R.V. Yumpeltaning ilmiy-texnikaviy matnlar umumiy savollari nomli kitobi haqida va bularning barchasi terminlar matnlar tarjimasi alohida fan sifatida yuzaga kelishiga sabab bo'lganligi.

Terminologiyalarni tarjima qilishushlubning uziga xos xususiyatlari, ya'ni mazmundorligi, mantiqiyliqi (qat'iy ketma-ketligi, asosiy g'oyasi va detallar o'rtasidagi aniq bog'liqlik), aniqligi, ob'ektivligi.

Neologizm va qisqartmalarning termin shaklida matnlarda ishlatilishi muammolari

Muqobil variantga ega bo'lamagan leksika tarjimasi muammolari. Neologizm tushunchasi tahlili, neologizmning oddiy so'zlardan farqi, ularning o'ziga xos xususiyatlari, ya'ni matnlarda ishlatilishi va tarjimasi muammolari.

Neologiz bo'lgan terminlarning matnlarda tutgan o'rni va ularning ilm-fan taraqqiyoti bilan chambarchas bog'liqligi. Neologizmlarning yasash usullari, ya'ni affiksatsiya, koversiya, qo'shma so'z yasash va qisqartirish.

Qisqartmalar yoki abbreviatsiya haqida hamda akronim, bekronimlar haqida tushuncha ularning tahlili, abbreviatsiyalarning o'ziga xos xususiyatlari, matnlarda ishlatilishi va tarjimada berilishi muammolari.

Ma'lum sohaga doir matnlarda ishlatiladigan qisqartmalarning turlari, ya'ni harfli, bo'g'inli, kesilgan so'zlar, harf va bug'un, harfli-raqamli va h.k. Qisqartmalarning ilmiy-texnikaviy matnlar da tutgan o'rni va ularning ilm-fan taraqqiyoti bilan chambarchas bog'liqligi.

Muqobil variantga ega bo'lamagan leksika tarjimasi muammolari va tarjimon transformatsiyalari

Hayotning aniq bir sohasiga doir matnlarda qo'llaniladigan atamalarni, neologizimlarni va qisqartmalarni tarjima qilishda qo'llaniladigan usullar haqida ma'lumot berish, ya'ni transkripsiya, transliteratsiya, kalkalash va tasviriy yoki ta'rifiy ifoda.

Tarjimonlikda transformatsiya tushunchasi, uning tarjimon faoliyatida qo'llanilishi.

Asosiy til (AT) doirasidagi transformatsiyalar, ularningn sabablari va oldindan taxmin qilinishi mumkinligi.

Tarjima tili (TT) doirasidagi transformatsiyalar, ularning sabablari va oldindan taxmin qilinishi mumkinligi.

Tarjimada transformatsiyalarning turi.

Terminlar qatnashgan matnlar tarjimasida og'zaki tarjimaning o'rni

Terminlar qatnashgan matnlar tarjimosida og'zaki tarjimoni qo'llash talabalar nutqini o'stirish, xorijiy tildan ona tiliga yoki ona tilidan xorijiy tilga tarjima qilish ko'nikmalarini hosil qilishni nazarda tutadi. Bunda og'zaki tarjimaning asosiy bo'lgan tarjima-diktant usuliga va undan unumli foydalanishga ahamiyat beriladi.

O'zgartirishlar bilan o'qish (transformatsion o'qish). Matning ma'nosini ona tilida talqin etish va uni xorijiy tilda xuddi shu usulda tarjima qilish. Nutq texnikasini rivojlantirish.

Abzatsga bo'lib tarjima qilish. Matn abzatslarga bo'lib tarjima qilinadi; keyingi abzatsini o'qishdan oldin abzatsdagi so'zlar yig'indisi haqida ma'lumot berib o'tish kerak.

Terminalogik lug'atlar bilan ishlash qoidalari

Umuman lug'atlar haqida ma'lumot. Terminalogik lug'atlar haqida batafsil ma'lumot berish. Ushbu lug'atlar bilan ishlash tartib-qoidalari. Terminalogik lug'atlarning tuzilishi, ularning turlari.

Terminalogik matnlar tarjimoniga qo'yiladigan talablar

Tarjimon mahorati. Terminologik matnlar tarjimoni ega bo'lishi kerak bo'lgan xususiyatlar.

Bilim madaniyati, terminalogik matnlar tarjimoni haqida olimlarning fikrlari, tarjimonning asosiy vazifalari, tarjimonlar ma'rifat tarqatuvchilardir.

Tarjimon uslubi, terminologik matnlar tarjimasida qo'llaniladigan tarjimon uslublarinng xususiyatlari, tarjimon madaniyati va uning asosiy tamoyillari, so'zlashuv madaniyati.

Mustaqil ishni tashkil etishning shakli va mazmuni

Talaba mustaqil ishni tayyorlashda muayyan fanning xususiyatlarini hisobga olgan holda quyidagi shakllardan foydalanish tavsiya etiladi:

- darslik va o'quv qo'llanmalar bo'yicha mavzularni o'rganish;
- tarqatma materiallar yordamida ma'ruza qismini o'zlashtirish;
- maxsus adabiyotlar bo'yicha mavzular ustida ishlash;
- talabani o'quv-ilmiiy-tadqiqot ishlarini bajarish bilan bog'liq bo'lgan fanlar bo'limlari va mavzularni chuqur o'rganish;
- faol va muammoli o'qitish uslubidan foydalaniladigan o'quv mashg'ulotlari;
- masofaviy (distantion) ta'lim.

Ma'ruza va seminar mashg'ulotlariga ajratilgan soatlarning chegaralanganligini hisobga olib, ba'zi mavzular talarbalarning mustaqil mutolaasiga havola etiladi.

Mavzularni talabalar mustaqil mushohada qiladilar va ularning konspektlarini tayyorlaydilar. Bu mavzular albatta amaliy mashg'ulotlarda ko'riladigan masalalar orasidan o'rin olishi shart. Chunki mustaqil ishning sifat adarajasi doimiy nazorat ostida bo'lishi maqsadga muvofiqdir. Hozirda mamalakatimiz hayotida juda muhim ahamiyot kasb etayotgan quyidagi sohalar bo'yicha mustaqil ishlashni tavsiya qilish maqsadga muvofiqdir: Ta'lim-tarbiya, siyosay soha, tibbiyot, iqtisod, ma'naviyat va ma'rufatga, arxitektura, san'a, qurilish, kompyuter va axborot texnologiyalari, texnika, sport, fizika fani, kimyo fani, ingliz tili grammatikasi va dehqonchilik va bog'dorchilik atamalarini o'rganish

Dasturning informatsion-uslubiy ta'minoti

Mazkur fanni o'qitishda ta'limning quyidagi zamonaviy metodlari, pedagogik va axborot kommunikatsiya texnologiyalari qo'llanilishi nazarda tutilgan.

1. Transliteratsiya va transkripsiya usullari.
2. Kompensatsiya usuli (o'rnini to'ldirish).
3. Ma'nolarni differentsiatsiya va generalizatsiya qilish uslubi.
4. Leksik transformatsiya uslubi.
5. Texnikchizmalar
6. Kompyuterchizmalari

Shu bilan birga bu fanni o'qitish jarayoni kompyuterda slaydlar yaratib proyektor yordamida namoyish etib berish, radio, televideniye va telefon imkoniyatlaridan foydalanish, internet orqali to'g'ridan-to'g'ri terminlarni topib izohini talabalarga tushuntirib berish imkoniyatlarini qilish, hamda terminlar qo'llanilgan turli o'rgazmali qurollar yaratishni ko'zda tutadi.

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**O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS
TA'LIM VAZIRLIGI**

SAMARQAND DAVLAT CHET TILLAR INSTITUTI

Ro'yxatga olindi:	“Tasdiqlayman” O'quv ishlari bo'yicha prorektor
№ _____	_____ A.R. Ismailov
2015 yil “__” _____	2015 yil “__” _____

**TERMINOLOGIYA TARJIMASI
FANINING
ISHCHI O'QUV DASTURI
(2-kurs)**

Bilim sohasi:	100000 – Gumanitar soha
Ta'lim sohasi:	120 000 – Gumanitar fanlar
Ta'lim yo'nalishi:	5120200 - Tarjima nazariyasi va amaliyoti (tillar bo'yicha)

Ushbu ishchi o'quv dastur O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 107-sonli buyrug'i bilan № БД-51202-3.04. 2012 yil 14-martdagi tasdiqlangan namunaviy dasturga muvofiq ishlab chiqildi.

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Fanning ishchi o'quv dasturi Samarqand davlat chet tillar instituti "Tarjima nazariyasi va amaliyoti" kafedrasining 2015 yil «___» avgust 1 -son majlisida muhokama etildi va fakultet kengashida muhokama uchun tavsiya etildi.

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Fanning ishchi o'quv dasturi Tarjima nazariyasi va amaliyoti fakul'teti kengashida muhokama qilindi va foydalanishga tavsiya etildi (2015 yil «___» avgustdagi 1 - sonli bayonnoma).

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KIRISH

Terminologiya tarjimasi 2-3 kurs talabalariga mo'ljallangan. Terminologiya fani ona tili va o'rganilayotgan tildagi turli sohalarga tegishli bo'lgan atamalarni yozma va og'zaki ravishda ona tiliga va chet tiliga tarjima qilishga va ularni chuqur o'rganishga asoslangan. Mazkur fan turli sohalarga tegishli lug'atlar bilan ishlash. Og'zaki va yozma tarjimada turlisohalarga tegishli atamalarning ekvivalentini har ikki tilda to'g'ri topish hamda to'g'ri tarjima qilish yo'llarini qamrab oladi.

Termin so'zi lotin tilidan olingan bo'lib, (terminus – chegara, had) bilim yoki faoliyatning maxsus sohasiga doir tushunchani ifodalovchi so'z yoki so'z birikmasi tushiniladi. Termin umumxalq tiliga muayyan terminologik tizim orqali o'tadi, binobarin termin va umumiste'moldagi so'zlar bir-birini to'ldiradigan leksik birlikdir.

Sistem xarakterga egalik o'z terminologik maydonida bir ma'nolikka moyillik, his-tuyg'uni ifodalamaslik, uslubiy betaraflik kabilar terminlargaxos xususiyatlardir. So'z bilan terminning umumiy vaxususiy tomonlari yetarli darajadaochib berilgan emas. Kundalik turmushda keng iste'molda bo'lgan so'zlar ayni paytda turli sohalarga doir terminlar hamdir.

Demak, atama ijtimoy-siyosiy, madaniy hayotiga doir turli qatlamlarga mansub bo'lgan tushunchalarni ifodalovchi, muayyan guruh kishilari orasidaatamalar sifatida qo'llanadigan, xalqorasida bir ma'nolarda ishlatiladigan lisoniy birliklardir.

Terminalogiya tarjimasi fanining asosiy maqsadi va vazifalari

O'quv fanining maqsadi - tarjimaning bir turi asosini kundalik axborot, siyosiy, ma'naviy, fan va sanat, iqtisod va shu kabi mavzular tashkil etadi. Bu talabalardan ma'lum izchillikni talab etadi. Talaba bosh mavzuni yaxshi o'rganib, uni keyingi mavzu bilan bidirib, shu yo'sinda o'zida tarjima ko'nikmasini hosil qilish va mustahkamlash ko'nikma va malakasiga ega bo'lishi kerak.

O'quv fanining vazifasi - amaliy tarjima fani yozma, og'zaki, ona tiliga va undan chet tiliga hamda ommaviy axborot vositalarini tarjimasini o'rgatish bilan uzviy bog'liq bo'ladi. Til birliklari bilan tanish talaba, endi amalda tarjima birliklari nima ekanligini biladi. Bundan tashqari tarjima turlari va turli matnlar tarjimasining xususiyatlari talabaga turlicha yondoshuv mavjudligini ko'rsatadi. Talabada matnlarni tarjima qilishda ijodiy yondoshuv tarjima sifatini yuqori bo'lishini ta'minlovchi omillardan ekanligini amalda isbotlaydi. Bunda ona tilidan olingan bilimlar chuqurlashtiriladi. Ona tilidan tanlangan sohaga oid matnlar va mavzular tarjimasi ikki tildagi so'z, birikma, frazeologik birikmalar, maqol va matallar kabi birliklarni o'z ichiga oladi.

Fanni o'qitish jarayonini tashkil etish va o'tkazish bo'yicha tavsiyalar

Terminalogiya tarjimasi fani bo'yicha o'ziga xos ma'lumotlarni, shu fanga bag'ishlangan adabiyotlarni topish va shu adabiyotlar asosida ishlash. Mamlakatshunoslik haqidagi ma'lumotlarni ifoda qilib berish mahoratiga bag'ishlangan adabiyotlarni o'qib, o'z fikrini yozish. O'qilgan

adabiyotlar bo'yicha tayyorlangan konspektlar, ularning mazmuni haqida rahbar va talabalarining fikrlarini muhokama qilish. Terminologiyalar tarjimasida bilish kerak bo'lgan ma'lumotlar va talabaga qo'yiladigan talablar bo'yicha kurs ishi yoki bitiruv malakaviy ishlarini yozish.

Terminologiya tarjimasi fani mavzulari bo'yicha referatlar tayyorlash va ularning taqdimotini o'tkazish. Internet materiallari asosida fanga oid yangi ma'lumotlar to'plash va ularni amaliy mashg'ulotda muhokama qilish.

Fan bo'yicha talabalarining bilimiga, ko'nikma va malakasiga qo'yilgan talablar

Terminlar qatnashgan matnlarni amaliy tarjima sifatida ona tiliga va undan chet tiliga hamda ommaviy axborot, yozma va og'zaki tarjima qilish usullarini, ona tilining xususiyatlarini va uslubiy jihatlarini, so'z tanlashni va tarjimaning turli texnikasidan xabardor bo'lib, undan unumli va to'g'ri foydalanishni bilishi kerak.

Terminlar qatnashgan matnlarni chet tiliga va undan ona tiliga tarjima qilish, ona tilidan olingan bilimlarni chuqurlashtirish, matnlar va mavzular tarjimasida ikki tildagi so'z, so'z-atamalarni to'g'ri aniqlash ko'nikmalariga ega bo'lishi kerak. Terminologiyaga oid matnlarni tarjima qilish murakkab bo'lib, tarjimaning turli texnikasidan xabardor bo'lgan holda undan unumli va to'g'ri foydalanishni bilishi kerak.

Atamalarni chet tiliga yoki ona tiliga to'g'ri tarjima qilish, olingan bilimlarni chuqurlashtirish, matnlar va mavzular tarjimasida ikki tildagi atamalarni to'g'ri aniqlash ko'nikmalariga ega bo'lishi kerak.

Bu fanda siyosat, moliya, san'at, iqtisod, sport, texnologiya, tibbiyot, bo'xona va shu kabi mavzularga bag'ishlangan matnlarni tarjima qilish. ulardagi atamalarni chuqur o'rganish va to'g'ri tarjima qilish, ona tili va chet tilidagi atamalarni bir biri bilan taqqoslab o'rganish va shu yo'sindao'zida tarjima ko'nikmasini hosil qilish va mustahkamlash malakasiga ega bilishi zarur.

Fanning o'quv rejadagi boshqa fanlar bilan o'zaro bog'liqligi va uslubi jihatdan uzviy ketma-ketligi

Terminologiya tarjimasi fani tanlov fan hisoblanib, V-III semestrlarda o'qitiladi. Asosiy o'rganilayotgan chet (ingliz, nemis, fransuz, ispan) tillari fani ayniqsa, amaliy fonetika va amaliy grammatika, chet el adabiyoti fanlari bilan bevosita bog'liq bo'lib, ushbu darslarda talabalar olgan bilimlarini umumiy tilshunoslik, til tarixi, nazariy fonetika, grammatika, leksikologiya, stilistika, tarjima qiyosiy tipologiya, shuningdek, psixologiya, pedagogika, metodika fanlari bo'yicha nazariy kurslarni o'rganish jarayonida foydalana bilishlari shart. Mazkur fan ushbu fanlar bilan aloqadorligini va mazmunini uzviyligini ta'minlaydi.

Terminologiya tarjimasi fani ijtimoiy hayotning har bir sohasiga oid bo'lgan ixtisoslashgan so'zlar yuzasidan ish olib borar ekan, biz bu fanni hayotimizning barcha sohasi va barcha fanlar bilan bevosita bog'lab o'rganishimiz mumkin. Bu fan ta'lim, iqtisod, siyosat, ma'naviyat va ma'rifat, tibbiyot, harbiy soha, radio, televidenie va gazeta jurnallardagi nutqlar kabilarni ham qamrab oladi. Terminlar qatnashgan matnlarni chet tilidan ona tiliga, ona tilidan chet tiliga tarjima qilish bilan shug'ullanishi tufayli bu fan og'zaki, yozma, sinxron, amaliy tarjima va tarjima nazariyasi va amaliyotikabi fanlar bilan uzviy bog'liq.

Fanning ilm-fan va ishlab chiqarishdagi o'rni

Tarjima nazariyasi va amaliyoti ta'lim yo'nalishi bo'yicha bakalavr tayyorlash bosqichining ajralmas bo'g'ini sifatida terminologiya tarjimasi fani (ingliz, nemis, fransuz, ispan tillari) tanlov fan hisoblanib, talaba-bakavrlarning turli xorijiy qo'shma korxonalarda, aeroportlarda, bo'xonalarda yoki radio, televideniye hamda xorijiy davlatlar bilan bog'lik davlat va nodavlat tashkilotlarda, xalqaro fond va shu kabilarda faoliyat ko'rsatishga yordam beradi.

Bu esa talabalarining kasbiy faoliyatida chet tillarini amaliy qo'llash malakasini hosil qiladi.

Terminlogiya tarjimasini fani o'quv rejasining ma'lum bir qismini tashkil etadi. Shuning uchun unga alohida maxsus talablar qo'yiladi. O'rganilayotgan chet tilining asosiy qismlaridan birini tashkil etadi. Shu sababli ushbu fan tanlov fan sifatida kiritilgan.

Terminlogiya tarjimasini fani talabaning o'z kasbi bo'yicha mahoratini belgilovchi fandır. Dasturni amalga oshirish, o'quv rejasida rejalashtirilgan gumanitar va ijtimoiy-iqtisodiy, matematik va tabiiy-ilmiy, umumkasbiy va ixtisoslik kabi fanlar bilan birgalikda olib boriladi.

Terminlogiya tarjimasini fanining asosini tashkil etuvchi eng muhim omillardan biri tarjima mahorati hisoblanadi. Ushbu fandan olingan amaliy bilimlar talabalarda tarjimada mahorat bilan bog'liq barcha muammolarni ijboiy hal etish imkonini beradi. Tarjima muammolarini hal etish tarjima sifatini yuqori bo'lishini ta'minlaydi.

Fanni o'qitishda zamonaviy axborot va pedagogik texnologiyalar

Talabalarining terminlogiya tarjimasini fanini o'zlashtirishlari uchun o'qitishning ilg'or va zamonaviy usullaridan foydalanish, yangi informatsion pedagogik texnologiyalarni tadbiq qilish muhim ahamiyatga egadir. Fanni o'zlashtirishda darslik, o'quv va uslubiy qo'llanmalar, tarqatma materiallar, elektron materiallar, virtual stendlar hamda kompyuterlardan foydalaniladi.

Talabalarining terminlogiya tarjimasini fanini o'zlashtirishlari uchun o'qitishning ilg'or va zamonaviy usullaridan foydalanish, yangi informatsion pedagogik texnologiyalarni tadbiq qilish muhim ahamiyatga egadir. Fanni o'zlashtirishda simpozium, xalqaro uchrashuvlar, festivallar, muzokaralarda tarjimon sifatida ishtirok etish talab etiladi.

Zamonaviy axborot va pedagogika texnologiyalari bilan jihozlangan laboratoriyalar, kabinetlar bo'lishi, o'qituvchilar zamonaviy pedagogik texnologiya bilan qurollanishi zarur.

Fan bo'yicha soatlar taqsimoti

№	Jami o'quv soati	Ma'ruza mashg'ulotlari	Amaliy mashg'ulotlar	Mustaqil ta'lim
1	140	-	38 + 38	32 + 32

Amaliy mashg'ulotlarni tashkil etish bo'yicha ko'rsatmalar va tavsiyalar

Amaliy mashg'ulotlar seminar ko'rinishida tashkil etilib, unda talabalar ma'ruza mashg'ulotlarida olingan bilimlarni qo'shimcha adabiyot va amaliy ma'lumotlar asosida kengaytiradilar va mustahkamlaydilar. Seminar mashg'ulotlarida talabalar turli sohaga doir atamalar ustida ish olib borib, turli sohalarga oid matnlar tarjimasini xususiyatlarini o'rganadilar.

Themes and distributed hours on the subject "Translation of terminology"

№	Themes	Hours	Conducted time	Pedagogical aids
		Amaliy		
	III semester			
1	The notion of terminology.	2	September	Brainstorming
2	The peculiarities of terminology.	2	September	Cluster
3	The methods of translating the terms.	2	September	Discussion
4	Translation of Scientific terms	2	October	Cluster
5	Translation of Technical terms	2	October	Group work
6	Translation of Engineering terms	2	October	Discussion
7	Translation of Computer terms	2	October	BBB method
8	Translation of Mass Media Terms	2	November	Translation analysis
9	Translation of Cinema Terms	2	November	Simulation
10	Translation of Theatrical Terms	2	November	Translation

				analysis
11	Translation of Educational terms	2	November	BBB method
12	Translation of Economical terms	2	December	Discussion
13	Translation of Business terms	2	December	Translation analysis
14	Translation of Military terms	2	December	Brainstorming
15	Translation of Medical terms	2	December	Group work
16	Translation of Pharmaceutical terms	2	January	Presentation
17	Translation of Surgical terms	2	January	Bumerang
18	Translation of Stomatological terms	2	January	Presentation
19	Revision	2	January	Questions and answers
	Hours	38		
IV semester				
1	Translation of Political terms	2	February	Bumerang
2	Translation of Political terms (continuous)	2	February	Presentation
3	Translation of Sport terms	2	February	Fish skeleton
4	Translation of Football terms	2	March	BBB method
5	Translation of Chess terms	2	March	Discussion
6	Translation of Art terms.	2	March	Translation analysis
7	Translation of Historical Monuments	2	March	Presentation
8	Translation of Linguistic and Educational terms	2	April	Presentation
9	Translation of Juridical terms	2	April	Brainstorming
10	Translation of Juridical terms (continuous)	2	April	Group work
11	Translation of Humanitarian terms	2	April	Bumerang
12	Translation of Physics terms	2	May	Presentation
13	Translation of Chemistry terms	2	May	Presentation
14	Translation of Mathematics terms	2	May	BBB method
15	Translation of Biological terms	2	May	Cluster
16	Translation of Agricultural terms	2	May	Brainstorming
17	Translation of Horticultural terms	2	June	Group work
18	Translation of Oil and Gaz terms	2	June	BBB method
19	Revision	2	June	Questions and answers
	Hours	38		
	Total:	76		

Main part

Theme 1. "The notion of terminology.

Practical lesson 2 hours

The lesson deals with the explaining of the terminology and their peculiarities and explaining the morphological peculiarities of terms.

Pedagogical aids: Brainstorming, group work

Literature: 1,6,4,13-A, 1,2,4-Q, E1

Theme 2. "The peculiarities of terminology"

Practical lesson 2 hours

The seminar lesson deals with the explaining of the terminology and their peculiarities and explaining the morphological peculiarities of terms.

Pedagogical aids: Brainstorming, group work

Literature: 1,6,4,11-A, 1,2,4-Q, E1

Theme 3. "The methods of translation of terms"

Practical lesson 2 hours

Lesson deals with studying terms of translation and its methods. The methods of transcription and transliteration are learned.

Pedagogical aids: Analyze of notion, comment

Literatures: 1,4,3,6-A, 1,4,2-Q, E2

Theme - 4 "Translation of scientific term"

Practical lesson 2 hours, Seminar 2 hours

Lesson is conducted with explaining scientific terminologies and its characters. Analyze of scientific-technical terminology translation, its ways of translating, making arguments problems in the translation process. Making list of scientific –technical terminologies and translating text concerning them.

Pedagogical aids: analyze of notion, comment.

Literature: 1,7,5,3,12-A, 2,5,2-Q, E2

Theme - 5 "Translation of technical term"

Practical lesson 2 hours, Seminar 2 hours

Lesson is conducted with explaining scientific terminologies and its characters. Analyze of scientific-technical terminology translation, its ways of translating, making arguments problems in the translation process. Making list of scientific –technical terminologies and translating text concerning them.

Pedagogical aids: analyze of notion, comment.

Literature: 1,7,5,3,12-A, 2,5,2-Q, E2

Theme - 6 "Translation of Engineering terms"

Practical lesson 2 hours

Lesson deals with studying the terms of engineering and management. Translate texts on terms of engineering, working at terminology of neologism by Internet service.

Pedagogical aids: Discussion

Literature: 1,4,3,9-A, 1, 2,5-Q, E1

Theme – 7 " Translation of Computer terms"

Practical lesson 2 hours

Lesson deals with studying the terms of internet and computer. Translate texts on terms of Computer, working at terminology of neologism by Internet service.

Pedagogical aids: BBB method,

Literature: 1,4,3,9-A, 1, 2,5-Q, E1

Theme - 8 "Translation of Mass Media terms"

Practical lesson 2 hours

Lesson deals with studying the terms of newspaper, radio, TV, Internet and computer. Translate texts on terms of Mass Media, working at terminology of neologism by Internet service.

Pedagogical aids: cluster educational technology, skarabey,

Literature: 1,4,3,9-A, 1, 2,5-Q, E1

Theme - 9 " Translation of Cinema Terms"

Practical lesson 2 hours

Lesson deals with studying the terms of cinema terms. Translate texts on terms of cinema, working at terminology of neologism by Internet service.

Pedagogical aids: Simulation

Literature: 1,4,3,9-A, 1, 2,5-Q, E1

Theme - 10. " Translation of Theatrical Terms"

Practical lesson 2 hours

Studying theatrical terminology, Translate theatrical terminologies.

Pedagogical aids: Translation analysis

Literature: 1,3,5,8-A, 2,4,5-Q, E3

Theme - 11 "Translation of educational terms"

Practical lesson 2 hours

Studying peculiarity of educational terminology, ta'lim-tarbiyaga oid atamalar yordamida matnlarni tarjima qilishni mash qilish. Translate texts of educational-up-bringing terminology Studying educational terms.

Pedagogical aids: blits questioning-answering,

Literature: 1,5,2,4,7-A, 1,5-Q, E1

Theme - 12 "Translation of economic terms"

Practical lesson 2 hours

Lesson deals with studying the peculiarities of economic terms. Translate texts by economic terms. Revise economic terms.

Pedagogical aids: cluster, questioning-answering

Literature: A (1) 1 (D), 1, 2 (E), 1 (G)

Theme - 13. "Translation of business terms"

Practical lesson 2 hours

Studying peculiarity of business terminology, Translate business text by business terminologies.

Pedagogical aids: Translation analysis

Literature: 1,3,5,8-A, 2,4,5-Q, E3

Theme - 14 "Translation of military terms"

Practical lesson 2 hours

Studying the peculiarities of military terms and translating text concerning on military terms.. Enriching military terms

Pedagogical aids: Brainstorming,

Literature: 1,4,2,8-A, 1, 2-Q, E2

Theme - 15. "Translation of medical terms"

Practical lesson 2 hours

Studying the character of medical terms. Translate some texts according to medical terms. Improving vocabulary aspect of medical terms

Pedagogical aids: Group work.

Literature: 3,4,5,11-A, 5,4.3-Q, E2

Theme - 16. " Translation of Pharmaceutical terms"

Practical lesson 2 hours

Studying the character of medical terms. Translate some texts according to pharmaceutical terms. Improving vocabulary aspect of pharmaceutical terms

Pedagogical aids: Presentation

Literature: 3,4,5,11-A, 5,4.3-Q, E2

Theme - 17 "Translation of surgical terms"

Practical lesson 2 hours

Lesson deals with studying the peculiarities of surgical terms. Translate texts by surgical terms. Revise surgical terms.

Pedagogical aids: Bumerang

Literature: A (1) 1 (D), 1, 2 (E), 1 (G)

Theme - 18. "Translation of Stomatological terms"

Practical lesson 2 hours

Studying peculiarity of stomatological terminology, Translate political text by stomatological terminologies.

Pedagogical aids: Presentation

Literature: 1,3,5,8-A, 2,4,5-Q, E3

Theme - 19 Revision

Practical lesson 2 hours

Revise all previous themes according to the subject. Translate analyze of different terms. Determine knowledge of students according to the subject. To check students vocabulary and to mark them.

Pedagogical aids: the method of quick questioning- answering, analyze of notion.

Literature: 1,5,3,12 -A, 2,3,4-Q, E1

Theme - 1. "Translation of political terms"

Practical lesson 2 hours

Studying peculiarity of political terminology, Translate political text by political terminologies.

Pedagogical aids: brainstorm, cluster

Literature: 1,3,5,8-A, 2,4,5-Q, E3

Theme - 2. "Translation of political terms"

Practical lesson 2 hours

Studying peculiarity of political terminology, Translate political text by political terminologies.

Pedagogical aids: presentation

Literature: 1,3,5,8-A, 2,4,5-Q, E3

Theme - 3 "Translation of Sport terms."

Practical lesson 2 hours

Lessons focus on studying the peculiarities of Sport and translate texts about sport terms. To enriches the vocabulary of sport terms. Learning types of sport and their tools.

Pedagogical aids: Fish skeleton.

Literature: 5,4,10-A, 5,7,6-Q, E1

Theme - 4 "Translation of Football terms."

Practical lesson 2 hours

Lessons focus on studying the peculiarities of football and translate texts about football terms. To enriches the vocabulary of football terms. Learning types of football and their tools.

Pedagogical aids: BBB method.

Literature: 5,4,10-A, 5,7,6-Q, E1

Theme - 5 "Translation of Chess terms"

Practical lesson 2 hours

Studying peculiarity of chess terminology. Translate texts of chess-up-bringing terminology
Studying chess terms.

Pedagogical aids: Discussion,

Literature: 1,5,2,4,7-A, 1,5-Q, E1

Theme - 6 " Translation of Art terms."

Practical lesson 2 hours

Lessons focus on studying the peculiarities of Art terms and translate texts about art terms.To enriches the vocabulary of arts terms. Learning types of art and their tools.

Pedagogical aids: Translation.

Literature: 5,4,10-A, 5,7,6-Q, E1

Theme - 7 "Translation of Historical monument's terms."

Practical lesson 2 hours

Lessons focus on studying the peculiarities of historical monuments and translate texts about historical monuments terms.To enriches the vocabulary of historical monuments terms. Learning types of historical monuments and their tools.

Pedagogical aids: Presentation.

Literature: 5,4,10-A, 5,7,6-Q, E1

Theme - 8 " Translation of Linguistic and Educational terms "

Practical lesson 2 hours

Studying peculiarity of educational terminology, ta'lim-tarbiyaga oid atamalar yordamida matnlarni tarjima qilishni mash qilish. Translate texts of educational-up-bringing terminology
Studying educational terms.

Pedagogical aids: blits questioning-answering, Presentation

Literature: 1,5,2,4,7-A, 1,5-Q, E1

Theme - 9 Theme - "Translation of Juridical terms"

Practical lesson 2 hours

Conducting the lesson character of juridical and technical terms and translates texts of juridical and technical terms. Students improve their vocabulary aspects of juridical and technical terms.
Analyze of terms.

Pedagogical aids: the method of quick questioning- answering, analyze of notion.

Literature: 1,5,3,12 -A, 2,3,4-Q, E1

Theme - 10 "Translation of Juridical terms (continuous)"

Practical lesson 2 hours

Conducting the lesson character of juridical and technical terms and translates texts of juridical and technical terms. Students improve their vocabulary aspects of juridical and technical terms.
Analyze of terms.

Pedagogical aids: the method of quick questioning- answering, analyze of notion.

Literature: 1,5,3,12 -A, 2,3,4-Q, E1

Theme - 11 " Translation of Humanitarian terms"

Practical lesson 2 hours

Learning the peculiarities of Humanitarian terms terms and translates texts by natural science terms. Students improve their Humanitarian terms terms.Analyze of terms

Pedagogical aids: Bumerang

Literature: 4,3-A, 7,6,5-Q, E2

Theme - 12 " Translation of Physics terms"

Practical lesson 2 hours

Learning the peculiarities of Physics terms and translates texts by natural science terms. Students improve their Physics terms. Analyze of terms

Pedagogical aids: Bumerang

Literature: 4,3-A, 7,6,5-Q, E2

Theme - 13 " Translation of Chemistry terms"

Practical lesson 2 hours

Learning the peculiarities of Chemistry terms and translates texts by natural science terms. Students improve their Chemistry terms. Analyze of terms

Pedagogical aids: Bumerang, Presentation

Literature: 4,3-A, 7,6,5-Q, E2

Theme - 14 " Translation of Mathematics terms"

Practical lesson 2 hours

Learning the peculiarities of Mathematics terms and translates texts by natural science terms. Students improve their Mathematics terms. Analyze of terms

Pedagogical aids: BBB method

Literature: 4,3-A, 7,6,5-Q, E2

Theme - 15 " Translation of Biology terms"

Practical lesson 2 hours

Learning the peculiarities of Biology terms and translates texts by natural science terms. Students improve their Biology terms. Analyze of terms

Pedagogical aids: Presentation

Literature: 4,3-A, 7,6,5-Q, E2

Theme - 16 " Translation of Agricultural terms"

Practical lesson 2 hours

Learning the peculiarities of Agricultural terms and translates texts by Agricultural science terms. Students improve their Agricultural terms. Analyze of terms

Pedagogical aids: Brainstorming

Literature: 4,3-A, 7,6,5-Q, E2

Theme - 17 " Translation of Horticultural terms"

Practical lesson 2 hours

Lesson deals with studying the peculiarities of Horticultural terms. Translate texts by Horticultural terms. Revise economic terms.

Pedagogical aids: Group work

Literature: A (1) 1 (D), 1, 2 (E), 1 (G)

Theme - 18 " Translation of Oil and Gaz terms"

Practical lesson 2 hours

Studying the peculiarities of Oil and Gaz terms and translating text concerning on Oil and Gaz terms.. Enriching military terms

Pedagogical aids: BBB method

Literature: 1,4,2,8-A, 1, 2-Q, E2

Theme - 19 Revision

Practical lesson 2 hours

Revise all previous themes according to the subject. Translate analyze of different terms. Determine knowledge of students according to the subject. To check students vocabulary and to mark them.

Pedagogical aids: the method of quick questioning- answering, analyze of notion.

Literature: 1,5,3,12 -A, 2,3,4-Q, E1

Mustaqil ishni tashkil etishning shakli va mazmuni

Terminlar va ularni tarjima qilish usullari haqida qo'shimcha ma'lumotlar to'plash. Terminlarni tarjima qilishning usullarini matnlar tarjimasini yordamida izohlab berish. O'rganilgan sohalarga oid atamalarni to'liq o'zlashtirib, sohalarga doir matnlar tarjimasini amalga oshirish.

Themes of indepentend work.

№	Themes	Hour	Conducted time	The ways of Conducting
III semester				
1	Translation of educational terms.	8	October	Presentation in the moodle system
2	Translation of political terms.	8	November	Control work the moodle system
3	Translation of medical terms.	8	December	Control work the moodle system
4	Translation of Sport terms	8	January	Control work the moodle system
Hour:		32		
IV semester				
1	Translation of Military terms	8	February	Presentation in the moodle system
2	Translation of economical terms.	8	March	Presentation in the moodle system
3	Translation of Mass Media Terms	8	April	Control work the moodle system
4	Translation of Historical Monuments	8	May	Control work the moodle system
Hour:		32		
Total:		64		

Dasturning informasion-uslubiy ta'minoti

Mazkur fanni o'qitish jarayonida ta'limning zamonaviy usullari, pedagogik va axborot-kommunikatsiya texnologiyalari qo'llanilishi nazarda tutilgan. Jumladan: kompyuter yordamida slaydlar yaratib proyektor yordamida namoyish etib berish, radio va televideniye imkoniyatlarida foydalanish, telefon imkoniyatlaridan foydalanish, internet orqali to'g'ridan-to'g'ri terminlarni topib izohini talabalarga tushuntirib berish imkoniyatlarini qilish. Terminlar qo'llanilgan turli o'rgazmali qurollar.

TALABALAR BILIMINI REYTING TIZIMI ASOSIDA BAHOLASHMEZONI

Fan bo'yicha reyting jadvallari, nazorat turi, shakli, soni hamda har bir nazoratga ajratilgan maksimal ball, shuningdek joriy va yakuniy nazoratlarining saralash ballari haqidagi ma'lumotlar fan bo'yicha birinchi mashg'ulotda talabalarga e'lon qilinadi.

Fan bo'yicha talabalarning bilim saviyasi va o'zlashtirish darajasining Davlat ta'lim standartlariga muvofiqligini ta'minlash uchun quyidagi nazorat turlari o'tkaziladi:

- **joriy nazorat (JN)** - talabani fan mavzulari bo'yicha bilim va amaliy ko'nikma darajasini

aniqlash va baholash usuli. Joriy nazorat fanning xususiyatidan kelib chiqqan holda amaliy mashg'ulotlarda og'zaki so'rov, test o'tkazish, suhbat, nazorat ishi, kollektivum, uy vazifalarini tekshirish va shu kabi boshqa shakllarda o'tkazilishi mumkin;

- **Oraliq nazorat** – semestr davomida o'quv dasturining tegishli (fanning bir necha mavzularini o'z ichiga olgan) bo'limi tugallangandan keyin talabaning bilim va amaliy ko'nikma darajasini aniqlash va baholash usuli. Oraliq nazoratning soni (bir semestrda ikki martadan ko'p o'tkazilmasligi lozim) va shakli (yozma, og'zaki, test va hokazo) o'quv faniga ajratilgan umumiy soatlar hajmidan kelib chiqqan holda belgilanadi;

- **yakuniy nazorat (YaN)** - semestr yakunida muayyan fan bo'yicha nazariy bilim va amaliy ko'nikmalarni talabalar tomonidan o'zlashtirish darajasini baholash usuli. Yakuniy nazorat asosan tayanch tushuncha va iboralarga asoslangan "og'zaki" shaklida o'tkaziladi.

Oliy ta'lim muassasasi rahbarining buyrug'i bilan ichki nazorat va monitoring bo'limi rahbarligida tuzilgan komissiya ishtirokida **YaN** ni o'tkazish jarayoni muntazam ravishda o'rganib boriladi va uni o'tkazish tartiblari buzilgan hollarda, **YaN** natijalari bekor qilinishi mumkin. Bunday hollarda **YaN** qayta o'tkaziladi. Talabaning bilim saviyasi, ko'nikma va malakalarini nazorat qilishning reyting tizimi asosida talabaning fan bo'yicha o'zlashtirish darajasi ballar orqali ifodalanadi.

Talabalarning semestr davomidagi o'zlashtirish ko'rsatkichi 100 ballik tizimda baholanadi.

Ushbu 100 ball baholash turlari bo'yicha quyidagicha taqsimlanadi:

Ya.N.-30 ball, qolgan 70 ball esa - JNga 40 ball, ONGa 30 ball qilib taqsimlanadi

Ball	Baho	Talabalarning bilim darajasi
86-100	A'lo	<i>Fan yuzasidan, terminlar, ularning ahamiyati hamda tarjima qilish usullari haqida mustaqil xulosa va qaror qabul qilish. Ijodiy fikrlay olish mustaqil mushohada yurita olish, olgan bilimlarini amalda qo'llay olish, mohiyatini tushuntirish, bilish, aytib berish, tasavvurga ega bo'lish. Talab darajasida tarjima qilishlik.</i>
71-85	Yaxshi	<i>Terminlar haqida qisman mustaqil mushohada yurita olish, olgan bilimlarini amalda qisman qo'llay olish, mohiyatini to'liq tushuntirmaslik, mavzularni qisman bilish va aytib berish, qisman tasavvurga ega bo'lish. Tarjimada matnni faqat ma'nosini berish.</i>
55-70	Qoniqarli	<i>Terminlar haqidagi mavzularning mohiyatini uzuq-yuluq tushuntirish, mavzularni faqat yodlab aytib berish, tarjimalarni faqat lug'at yordamida bajarish, lug'atsiz o'z fikrini bera olmaslik.</i>
0-54	Qonqarsiz	<i>Terminlar va terminlarning tarjimasi haqida aniq tasavvurga ega bo'lmaslik, bilmaslik, matnni lug'at yordamida ham ma'nosini chiqara olmaslik.</i>

(Izoh: Talabaning o'quv fani bo'yicha mustaqil ishiga umumiy ballning 20 balini ajratish tavsiya etiladi. Bu 20 ball JNga kiritiladi.)

Terminologiya tarjimasi (2-kurs) fani bo'yicha
KUNLIK BAHOLASH MEZONI

V - s e m e s t r : 1 - J O R I Y								
Ajratilgan amaliy va M/T	Darslar soni:	Ajratilgan ball :	Kunlik belgilangan ball :	Darsga kelmagan talaba uchun:	0-55 % uchun: 0-5 b	56-70% uchun: 5,5-7	71-85 % uchun: 7,5-8,5	86-100 % uchun 9- 10b
38 soat	19 ta dars	20 ball	0.29-0.52 ball	0 ball	0.1-0.28 ball	0.29-0.39 ball	0.40-0.49 ball	0.47-0.52 ball
M/T 32 soat	4 ta mavzu	20 ball ball	1.4-2.5 ball	0ball	1,0-1.3 ball	1.4-1.9 ball	2-2.2 Ball	2.3-2.5 ball
Jami		11-20		0	0-10	11-14	15-17	18-20

2 - J O R I Y								
38 soat	19 ta dars	20 ball	0.29-0.52 ball	0 ball	0,1-0.28 ball	0.29-0.39 ball	0.40-0.49 ball	0.47-0.52 ball
M/T 32 soat	4 ta mavzu	20 ball	1.4-2.5 ball	0 ball	1,0-1.3 ball	1.4-1.9 ball	2-2.2 Ball	2.3-2.5 ball
Jami		11-20		0	0-10	11-14	15-17	18-20

Bir semestrda bitta fandan ikkita joriy nazorat olinadi. Har bir joriy minimal 11 ball, maksimal 20 ball miqdorida baholanadi. Belgilangan ballar teng ikkiga bo'linadi. Joriyning 10 bali seminarlar davomida, qolgan 10 bali mustaqil ta'lim topshirish orqali to'planadi. Talaba ikkita joriy umumlashgan holda minimal 22 maksimal 40 ballni tashkil etadi

Terminologiya tarjimasini fanidan talabalar joriy baholari talaba har bir darsda qatnashganiga va har darsdagi faolligiga ko'ra joriyning 5,5 dan 10 gacha bo'lgan ballarni to'playdi. Darslar davomida talabalar terminlarni yodlab olganlik, o'z o'rnida to'g'ri tarjima qila olish va seminarlarda javob berishiga ko'ra baholanadi. Darsga kelmagan talaba shu kungi darsni qayta o'zlashtirish orqali ball oladi.

Talabalar mustaqil ta'lim mavzulari soniga ko'ra har bir mavzuga yuqorida belgilangan birlik asosida joriyning 5,5-10 ballarni to'plashadi.

**TALABALAR ORALIQ / YAKUNIY NAZORATDAN
TO'PLAYDIGAN BALLARNING
BAHOLASH MEZONLARI**

№	N a z o r a t k o' r s a t k i c h l a r i	ON/YaN ballari	
		Maks.ball	ON-1
1.	Terminologiya tarjimasini fani, termin, atamashunoslik haqida, termin va oddiy so'zning farqini aniq farqlab u haqida to'liq ma'lumot bera oladi. Berilgan matndan terminlarni topib tahlil qila oladi.	8 ball	8 ball
2.	Terminlar haqida berilgan nazariy bilimlarni mohiyatni tushunadi, ulardan amalda qisman foydalana oladi, terminlar haqida qisman ma'lumotga ega va qisman gapirib bera oladi.	7 ball	7 ball
3.	Terminologiya tarjimasini bo'yicha egallagan bilimlarini amalda qo'llay oladi, aniq va lo'nda iboralar bilan terminlar haqida yoza oladi va bayon qilib bera oladi, terminlar qatnashgan informative xarakterdagi matn tarjimasini talab darajasida amalga oshiradi.	15 ball	15 ball
	Jami ON /YaN ballari :	30 ball	30 ball

Oraliq / yakuniy nazoratni baholash texnologiyasi:

№	Baholash shakli	Maksimal ball	100-86%	85-71%	70-55%	54-0%
1.	Talabaning ma'lumotni idrok qila olish saviyasi	10 ball	10-9 ball	8-7 ball	6 ball	5-0 ball
2.	Talabaning ma'lumotni tahlil qila olish saviyasi	10 ball	10-9 ball	8-7 ball	6 ball	5-0 ball
3.	Talabaning ma'lumotni tarjima qila olish saviyasi	10 ball	10-9 ball	8-7 ball	6 ball	5-0 ball
	Jami:	30ball	30-26ball	25-22 ball	21-17 ball	16-1 ball

<i>Nazorat turlari</i>	<i>Ajratilgan maksimal ball</i>	<i>“a’lo ” baho</i>	<i>“yaxshi” baho</i>	<i>“qoniqarli” baho</i>	<i>“qoniqarsiz” baho</i>
Joriy nazorat -1	20 ball	20-18 ball	17-15 ball	14-11 ball	10-1 ball
Joriy nazorat - 2	20 ball	20-18 ball	17-15 ball	14-11 ball	10-1 ball
Oraliq nazorat	30 ball	30-26 ball	25-22 ball	21-17 ball	16-1 ball
Yakuniy nazorat	30 ball	30-26 ball	25-22 ball	21-17 ball	16-1 ball

TERMINOLOGIYA TARJIMASI FANIDAN TALABALAR BILIMINI BAHOLASHNING
TEXNOLOGIK XARITASI

O’quv shakli : **kunduzgi**
Kurs : **II (bakalavr)**
Ma’ruza :
Amaliy mashg’ulot : **76 soat**
Seminar: -
Mustaqil ta’lim: 64 soat

V semestr														
№	mashg’ulotlar-ning tartib raqami	O’quv yuklamalari				Baholash turi	Baholash shakli	Ball						Reyting nazorat-larining muddati
		Ma’ruza	Nazoratlarga ajratilgan amaliy soat	Mustaqil ta’lim	JAMI			Yuqori ball	Amaliy	Mustaqil	Saralash	Amaliy	Mustaqil	
1	1-10		20	16	28	JB1+MB	Og’zaki	20	10	10	11	6	5	Noyabr (4 hafta)
2	11-19		18	16	26	JB2+MB	Og’zaki	20	10	10	11	5	6	Yanvar (1 hafta)
3	1-10		20	-	28	OB	Yozma	30			17			Dekabr (1 hafta)
4	11-19		18	32	50	YaB	Yozma+ Og’zaki	30			17			Fevral (1 hafta)

Tuzuvchi:

Abduraximova F.M.

Ergasheva Z.A.

Ushbu texnologik xarita SamDChTI “Tarjima nazariyasi va amaliyoti” kafedrasida 2015 yil 26 avgust (Bayonnoma № 1) muhokama qilingan va tasdiqlangan.

Kafedra mudiri:

f.f.n. N. Y. Turdiyeva

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Elektron ta'lim resurslari:

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Terminologik tarjima

2 kurs

2014-2015 o'quv yili uchun taqvimiy – tematik reja

Hafta	Darslarning o'quv mavzulari	Darsning shakli	Soat	Mustaqil ishlar	Bajarilgan muddati	ball
1	The notion of terminology.	amaliy	2	Group discussion	Sentyabr	
2	The peculiarities of terminology.	amaliy	2	Orally	Sentyabr	
3	The methods of translating the terms.	amaliy	2	Written information	Sentyabr	
4	Translation of Scientific terms	amaliy	2	Orally	Oktyabr	
5	Translation of Technical terms	amaliy	2	Written information	Oktyabr	
6	Translation of Engineering terms	amaliy	2	Orally	Noyabr	
7	Translation of Computer terms	amaliy	2	Written information	Noyabr	
8	Translation of Mass Media Terms	amaliy	2	Orally	Noyabr	
9	Translation of Cinema Terms	amaliy	2	Group discussion	Noyabr	
10	Translation of Theatrical Terms	amaliy	2	Orally	Dekabr	
11	Translation of Educational terms	amaliy	2	Written information	Dekabr	
12	Translation of Economical terms	amaliy	2	Orally	Dekabr	
13	Translation of Business terms	amaliy	2	Group discussion	Dekabr	
14	Translation of Military terms	amaliy	2	Orally	Yanvar	
15	Translation of Medical terms	amaliy	2	Written information	Yanvar	
16	Translation of Pharmaceutical terms	amaliy	2	Orally	Yanvar	
17	Translation of Surgical terms	amaliy	2	Essay	Yanvar	
18	Translation of Stomatological terms	amaliy	2	Group discussion	Fevral	
19	Revision	amaliy	2	Orally	Favral	
	Final test				Fevral	
Hafta	Darslarning o'quv mavzulari	Darsning shakli	Soat	Mustaqil ishlar	Nazorat shakli	ball

1	Translation of Political terms	amaliy	2	Group discussion	Mart	
2	Translation of Political terms (continuous)	amaliy	2	Orally	Mart	
3	Translation of Sport terms	amaliy	2	Written information	Mart	
4	Translation of Football terms	amaliy	2	Orally	Mart	
5	Translation of Chess terms	amaliy	2	Written information	Mart	
6	Translation of Art terms.	amaliy	2	Orally	Aprel	
7	Translation of Historical Monuments	amaliy	2	Written information	Aprel	
8	Translation of Linguistic and Educational terms	amaliy	2	Orally	Aprel	
9	Translation of Juridical terms	amaliy	2	Group discussion	Aprel	
10	Translation of Juridical terms (continuous)	amaliy	2	Orally	Aprel	
11	Translation of Humanitarian terms	amaliy	2	Written information	May	
12	Translation of Physics terms	amaliy	2	Orally	May	
13	Translation of Chemistry terms	amaliy	2	Group discussion	May	
14	Translation of Mathematics terms	amaliy	2	Orally	May	
15	Translation of Biological terms	amaliy	2	Written information	Iyun	
16	Translation of Agricultural terms	amaliy	2	Orally	Iyun	
17	Translation of Horticultural terms	amaliy	2	Essay	Iyun	
18	Translation of Oil and Gaz terms	amaliy	2	Group discussion	Iyun	
19	Revision	amaliy	2	Orally	Iyul	
	Final test				Iyul	

«Teaching technology of translation of terms»

Theme №1

The notion of terminology.

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students:10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic:

	- Telling the time (vocabulary notes) - translation of the texts “The notion of terminology” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> - To introduce the main concepts and words, word-combinations according to the topic; - To increase the ability of the students to read and interpret the text under the given topic; - To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> - Be able to understand the concepts and words, word-combinations; - Be able to translate and interpret the texts under the given topic; - Be able to retell the main idea of the topic;
<i>Educational methods</i>	Brainstorming
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation of terminology”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.1. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students (see attachment#1); -to inform about the method that	-listens, takes a note; -listens, asks questions any arise.

	is expected to be used in class (see <i>attachment#2</i>).	
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: - Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3- stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Ilova 2

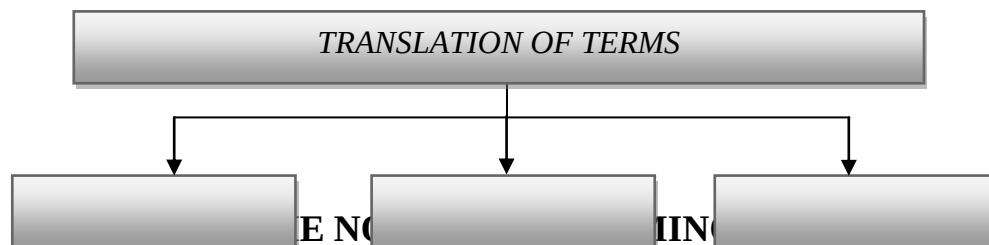
- What are the main trends in translation study?
- What forms and types of translation do you know?
- What are the functional, semantic and structural identifications in translation?
- What is the cultural problem in translation.

Standard Terminology

= Consistent Vocabulary

= Shared Vernacular

= Common Lexicon



What is terminology? Terminology is the study of terms and their use. The word term comes from the Latin word (terminus) means “limit” (chegara). Terms can be simple words or compound words. Terms in specific contexts give us specific meanings. Terms can be limited to one or more languages, as bilingual, multilingual and so on.

The peculiarities of terms are as followings:

1. Terms have a systematic character.
2. In their terminological sphere they are usually monosemantic.
3. Terms do not usually express any emotion.
4. Terms are stylistically neutral.

In order to know the notion of term and its translation we should know its morphological structure and lexical peculiarity that differs from common word.

According to their structure all terms are divided as following:

1. Simple terms: Feeder
2. Complex terms: Clock-work Soat mexanizmi. Fly-wheel salmoqli g’ildirak
3. Word terms: Earth fault-yerdagi qisqa tutashuv.

We frequently come across the multicomponent terms in the scientific technical texts. Multicomponent terms are the followings:

1. Terms expressed by nouns: *Break landing* - , *land governor-tartibga solish yoki kuchlarni boshqarish tizimi*.

2. Terms expressed by prepositions: *Rate of exchange: valyuta kursi*,

There are three types of word terms.

1. Terms that have separate dictionary meanings of both component: Brake gear-tishli g’ildirak,

But the terms formed from these two components express a new meaning: *Brake gear-Tormozli uskuna. Electric motor-elektrik dvigatel, Ionic rectifier-ionli to'g'rilagich, tripping arm-ajratish dastagi,*

The peculiarities of these kinds of terms are the separate meaning of both component.

2. In this type of term one of its component is really technical but the other is commonly used word. Both components are expressed in the form of N+N or Adj+N. Ex: ear accumulator-siqiq havo idishi. Variable capacity-o'zgaruvchan kompensator, Square signal, back coupling- ,

3. In the third type of term both components are common word and through these words a new term appears in the new meaning: Live wire-quvvatlu sim, live load-dinamik yuk, live steam-toza bug', Some word terms are used in their true meanings in the public use but in technology they bear different meaning: elephant trunk-fil xartumi, But in technology elephant trunk means – puflovchi shlang,

Sometimes in each terminological groups there is a common element: for example the words TELE and Scope are intentional words for the words as: telegraph, TV, horoscope, telescope, ...

A common problem of terminology work is that the importance and indeed the very nature of terminology is poorly understood. Thus many people simply have no idea at all of what it is, while others, searching for an explanation of some sort, end up associating it with "thermal science" and hence radiators. Related professions in the communications field, such as translation and technical writing, will often be aware of the word without having precise knowledge of what it entails

In fact, terminology is a many-faceted subject being, depending on the perspective from which it is approached and the affiliations of the person discussing it:

- a resource,
- a set of methodologies and procedures to be used in creating this resource,
- a factor in communication,
- a community of actors, and
- an academic discipline.

To avoid confusion during its work, in particular when talking to non-specialists. In the context of this document and the Terms of Reference, therefore, "terminology" (or, in the plural, "terminological resources") has been defined as:

- a structured set of concepts and their designations (graphical symbols, terms, phraseological units, etc.) in a specific subject field »

Three major points need to be made here:

- Firstly, proper terminology is concerned with the relationship between concepts, and between them and their designations, rather than with designations alone or with the objects they represent. This point is essential if quality is to be achieved, especially with synonyms and in multilingual environments.

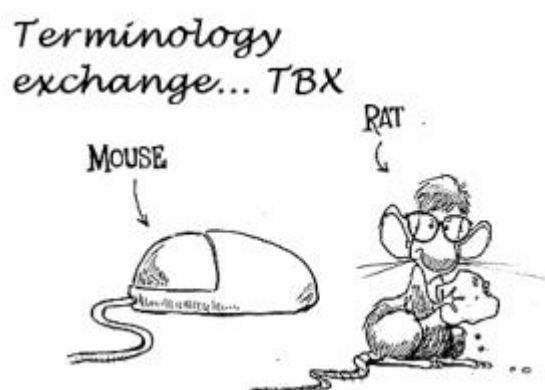
- Secondly, a designation does not necessarily have to be a word or phrase, although it often is. Thus terminological resources may comprise symbols, drawings, formulae, codes, etc. as well as, or even instead of, words. This point is especially important given the move to multimedia systems.

- Thirdly, terminology is inextricably linked with specialist knowledge and hence with special languages or languages for special purposes (LSPs).

In addition, the word "structured" needs some explanation: it should be noted that, in practice, terminological collections may well contain not only well structured standardised terms and concepts, but also innovative, vague and unstructured conceptual and linguistic information.

This basic definition of terminology is supplemented in this Final Report by two other terms:

- terminology work - i.e. the work performed in the creation or documentation of terminological resources » and
- terminological activities - a broader term which includes not only terminology work but also such areas as training, tool development, and organisational and administrative measures. »



“Teaching technology of translation of terms”

Theme №2

The peculiarities of terminology.

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students:10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “The peculiarities of terminology.” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.

<i>Pedagogical aims:</i> - To introduce the main concepts and words, word-combinations according to the topic; - To increase the ability of the students to read and interpret the text under the given topic; - To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> - Be able to understand the concepts and words, word-combinations; - Be able to translate and interpret the texts under the given topic; - Be able to retell the main idea of the topic;
<i>Educational methods</i>	Cluster
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: "Translation of terminology"; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.2. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students (see <i>attachment#1</i>); -to inform about the method that is expected to be used in class (see <i>attachment#2</i>).	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: - Give information about generally accepted disposition of the parts of translation	-listens, asks questions should any arise; -translate and compare;

	-teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3- stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

THE PECULIARITIES OF TERMINOLOGY. TERMINOLOGY AND LEXICOLOGY, TERMINOGRAPHY AND LEXICOGRAPHY

While lexicology is the study of words in general, terminology is the study of special-language words or terms associated with particular areas of specialist knowledge. Neither lexicology nor terminology is directly concerned with any particular application. Lexicography, however, is the process of making dictionaries, most commonly of general-language words, but occasionally of special-language words (i.e. terms). Most general-purpose dictionaries also contain a number of specialist terms, often embedded within entries together with general-language words. Terminography (or often misleadingly "terminology"), on the other hand, is concerned exclusively with compiling collections of the vocabulary of special languages. The outputs of this work may be known by a number of different names - often used inconsistently - including "terminology", "specialised vocabulary", "glossary", and so on.

The work and objectives of lexicographers and terminographers are in many ways complementary, but there are a number of important differences which need to be noted.

The peculiarities of terms are as followings:

5. Terms have a systematic character.
6. In their terminological sphere they are usually monosemantic.

7. Terms do not usually express any emotion.
8. Terms are stylistically neutral.

Terminology

- **Loyal Consumers/Brand loyalty:**

Consumer commitment to re-purchase the same brand/the same magazine; NME consumers are extremely loyal and trust the brand to be truthful and to meet their needs

- **Proliferation**

Definition: A rapid increase in the number of a certain type of product.

- **Multi-platform**

A **multi-platform series** is a form of entertainment where the story is told over a range of media platforms; such as magazines, radio station, videos, podcasts

- **Vertical Integration**

Absorption of several firms into a single firm involved in all aspects of a product's manufacture from raw materials to distribution. For example; Rockstar Games have become a vertically integrated company by buying developers they have previously worked with, such as DMA Design who became Rockstar North and Angel Studios who became Rockstar San Diego. By doing this Rockstar have control over development, funding and marketing of their products.

Lexical meaning

In dictionaries, related but different senses (or "polysemes") of the same word form are usually presented within one entry, e.g. bridge (of a violin, crossing a river, over a gap in teeth); unrelated different senses ("homonyms") of the same word form are normally presented as separate head words or entries, e.g. pupil (of the eye) and pupil (in a school). Synonym relations are not always made explicit in dictionaries, and the division of word forms into different senses tends to vary considerably between dictionaries. This lack of clear division into senses reflects the "slippery" nature of general-language words, compared to the more precise nature of terminological meaning.

In terminologies, homonyms and polysemes within the same subject field are treated as separate entries in a terminology (because the definition of the concept is different), e.g. in Automotive Engineering emission (the process of emitting exhaust gases) and emission (the exhaust gases themselves). Homonyms and polysemes of other subject fields are excluded. Synonyms, on the other hand, are always included as a part of the same entry in a terminology (being alternative representations of the same concept), e.g. automotive catalyst, catalytic converter.

Usage versus regulation

Dictionaries of the general language are descriptive in their orientation, arising from the lexicographer's observation of usage. Terminologies may also be descriptive in certain cases (depending on subject field and/or application), but prescription (also: "normalisation" or "standardisation") plays an essential role, particularly in scientific, technical and medical work where safety is a primary consideration. Standardisation is normally understood as the elimination of synonymy and the reduction of

polysemy/homonymy, or the coinage of neologisms to reflect the meaning of the term and its relations to other terms. Terminologies - the outcome of this work, often in electronic form as termbases - are then the principal means of dissemination. In other words, in certain circumstances, terminologists may attempt to regulate language (in this case, the vocabularies of special languages), whereas lexicographers describe the words of general language.

Levels of communication

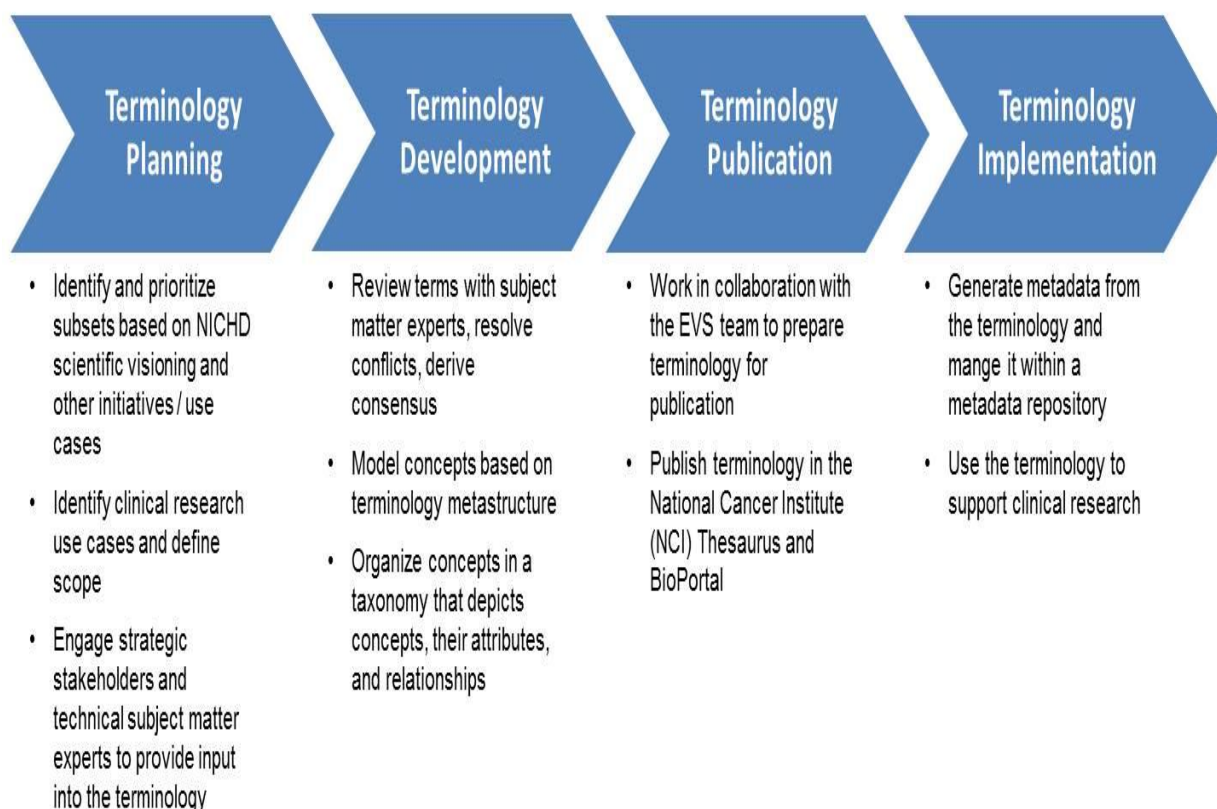
Lexicographers have at their disposal a number of "style labels" which aim to distinguish between, for instance, informal, slang, or vulgar expressions, archaisms, and so on. Terminologists also need to distinguish between different communicative situations, although in a rather different way. While traditional terminology work is concerned mainly with the terms which characterise communication between subject experts, a broader view also incorporates less abstract levels of communication, e.g. between technicians, or between expert and layperson (such as doctor-patient; lawyer-client). In high-quality terminography, such variants must also be labelled or assigned to a particular source in order to identify the appropriate communicative context for their use.

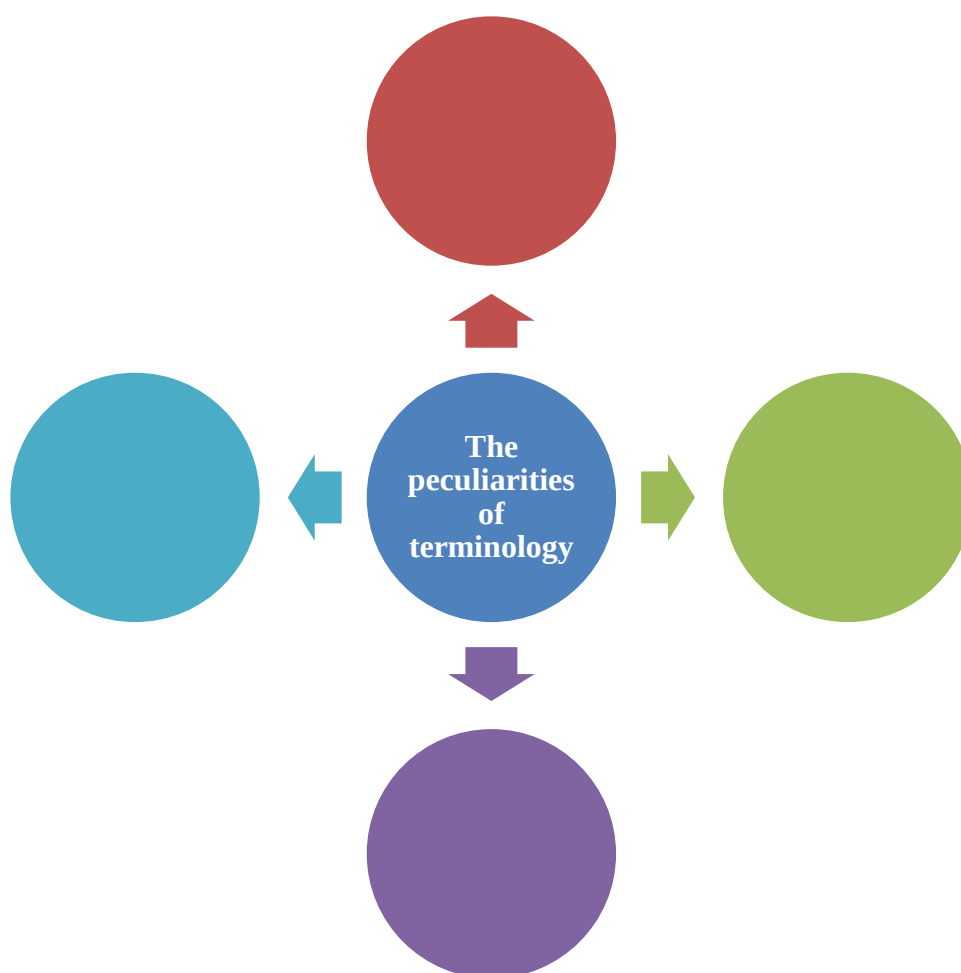
A large majority of documents today are designed for specialist communication (including business and commercial texts). They are thus written in specialist language, 30-80% of which (depending on the particular domain and type of text in question) is composed of terminology⁽²⁾. In other words, terminology (which as we have seen may also include non-linguistic items such as formulae, codes, symbols and graphics) is the main vehicle by which facts, opinions and other "higher" units of knowledge are represented and conveyed. Sound terminology work reduces ambiguity and increases clarity - in other words, the quality of specialist communication depends to a large extent on the quality of the terminology employed, and terminology can thus be a safety factor, a quality factor and a productivity factor in its own right.

The communication of specialist knowledge and information, whether monolingual or multilingual, is thus irretrievably bound up with the creation and dissemination of terminological resources and with terminology management in the widest sense of the word. This process is not restricted to science and engineering, but is also vital to law, public administration, and health care, to quote just three examples. In addition, terminology plays a key role in the production and dissemination of documents, and in workflow. Terminology as an academic discipline offers concepts and methodologies for high-quality, effective knowledge representation and transfer. These methodologies can be used both by language specialists and by domain specialists after appropriate training. In addition, they form the basis for an increasing number of tools for the identification, extraction, ordering, transfer, storage and maintenance of terminological resources and other types of knowledge.

Terminological resources are also valuable in many other ways: as collections of names or other representations, as the object of standardisation and harmonisation activities, and as the input (or output) of a wide range of applications and disciplines, whether human or machine-based (see the Figure below). The range of applications to which terminology is of direct relevance was a primary motivating factor at the

inception of the Project with its brief to analyse the situation of terminology in Europe, and to make concrete suggestions for a future infrastructure and activities.





«Teaching technology of translation of terms»

Theme №3

The methods of translating the terms.

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students:10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and

	word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “The methods of translating the terms.” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> • To introduce the main concepts and words, word-combinations according to the topic; • To increase the ability of the students to read and interpret the text under the given topic; • To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> • Be able to understand the concepts and words, word-combinations; • Be able to translate and interpret the texts under the given topic; • Be able to retell the main idea of the topic;
<i>Educational methods</i>	Discussion
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation of terminology”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.3. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading	-listens, takes a note;

	system of the students (see attachment#1); -to inform about the method that is expected to be used in class (see attachment#2).	-listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: - Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3- stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Brainstorming.

1. What is a method?
2. Do you know methods of translation? Give some examples.
3. Which methods are more useful for translator?

THE METHODS OF TRANSLATING THE TERMS

Terminology in translation: The classic example of someone in need of a terminology is a translator. For a long period of time technical translators have developed word lists for translation purposes. Most lists contain two columns, the first consisting of terms in the source language and right next to it in the second column the corresponding term in the target language appears. These lists are widely used in translation departments of companies to enable translators to find matching terms in the target language.

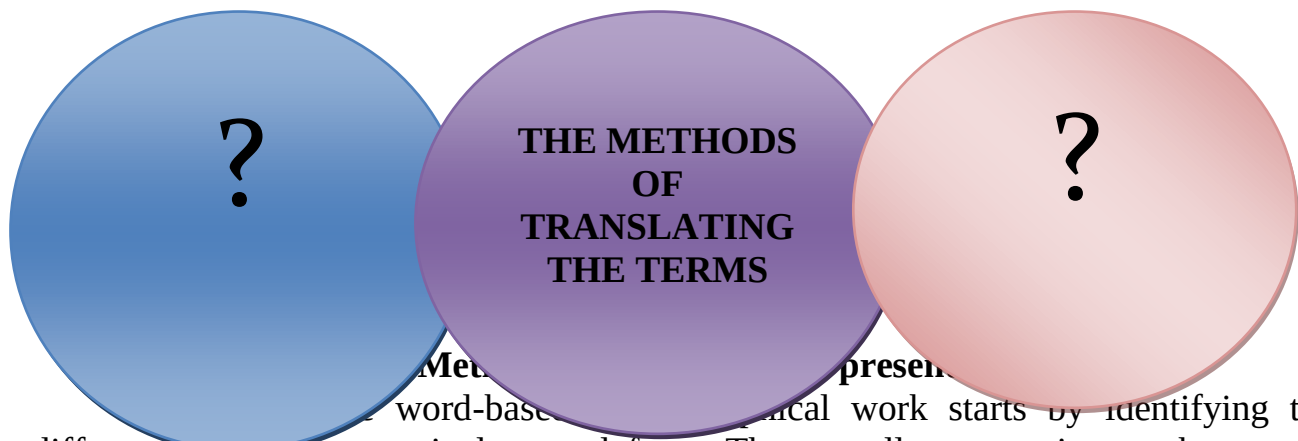
- **Comprehension of concepts, basic to translation**

Why do translators need to understand the concept lying behind a term? Actually, they do not have to understand the concept but they have to make sure they have the right term that is established in the target language so that potential readers will be able to understand the text. To achieve that they have to understand the domain they are working on as well as possible.

For example let us assume a technical manual has to be translated from English to German. In the manual there is the term yoke. A dictionary gives the following information:

``yoke

1. (for oxen) Joch nt; (for carrying pails) (Trag)joch nt, Schultertrag f.
2. pl -(pair of oxen) Joch, Gespann nt.
3. (fig: oppression) Joch nt. **to throw off the** ~ das Joch abschütteln.
4. (on dress, blouse) Passe; (on pullover also) Joch nt.



The word-based working method starts by identifying the different senses of a particular word form. The overall presentation to the user is generally alphabetical, reflecting the word-based working method. Synonyms - different form same meaning - are therefore usually scattered throughout the dictionary, whereas polysemes (related but different senses) and homonyms (same form, different meaning) are grouped together.

While a few notable attempts have been made to produce conceptually-based general-language dictionaries - or "thesauri", the results of such attempts are bound to vary considerably according to the cultural and chronological context of the author.

By contrast, high-quality terminologies are always in some sense concept-based, reflecting the fact that the terms which they contain map out an area of specialist

knowledge in which encyclopaedic information plays a central role. Such areas of knowledge tend to be highly constrained (e.g. "viticulture"; "viniculture"; "gastronomy"; and so on, rather than "food and drink"), and therefore more amenable to a conceptual organisation than is the case with the totality of knowledge covered by general language. The relations between the concepts which the terms represent are the main organising principle of terminographical work, and are usually reflected in the chosen manner of presentation to the user of the terminology. Conceptually-based work is usually presented in the paper medium in a thesaurus-type structure, often mapped out by a system of classification (e.g. UDC) accompanied by an alphabetical index to allow access through the word form as well as the concept. In terminologies, synonyms therefore appear together as representations of the same meaning (i.e. concept), whereas polysemes and homonyms are presented separately in different entries.

In the electronic medium, similar considerations apply in principle to the organisation of entries with reference to synonyms and polysemes/homonyms. However, the retrieval of data still operates at present largely through the term (or a component ! of the term) rather than through the concept. Conceptually-based solutions for the representation and retrieval of data are being sought in the techniques of artificial intelligence.

Work organised conceptually may also be presented alphabetically, whereas the converse, i.e. the presentation of work originally organised according to the form of the word in a thesaurus-type structure, is highly problematic.

«Teaching technology of translation of terms»

Theme №4

Translation of Scientific terms
Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students:10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Scientific terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.

<i>Pedagogical aims:</i> - To introduce the main concepts and words, word-combinations according to the topic; - To increase the ability of the students to read and interpret the text under the given topic; - To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> - Be able to understand the concepts and words, word-combinations; - Be able to translate and interpret the texts under the given topic; - Be able to retell the main idea of the topic;
<i>Educational methods</i>	Cluster
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: "Translation"; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.4. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students (see <i>attachment#1</i>); -to inform about the method that is expected to be used in class (see <i>attachment#2</i>).	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: - Give information about generally accepted disposition of the parts of translation	-listens, asks questions should any arise; -translate and compare;

	-teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3- stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Brain storming

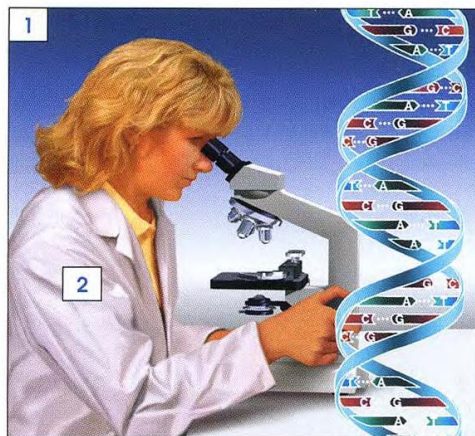
1. What is science?
2. Why is it used?
3. Do you know scientific terms?



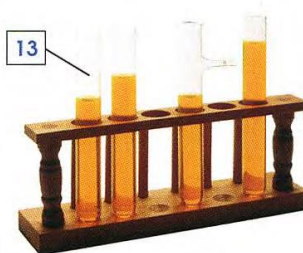
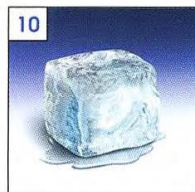
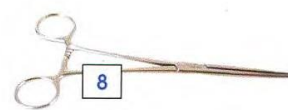
Science

Words in Context

The famous **physicist** Albert Einstein won the Nobel Prize in **Physics** for his ideas about space and time. He is also famous for his **formula** $E = mc^2$. There is even an **element** in the **periodic table** named after Einstein. It's called *einsteinium*.



- | | |
|-------------------------|-----------------------|
| 1 biology | 21 a dropper |
| 2 a biologist | 22 a stopper |
| 3 chemistry | 23 a beaker |
| 4 a chemist | 24 a flask |
| 5 physics | 25 a microscope |
| 6 a physicist | 26 a magnifying glass |
| 7 a prism | 27 a funnel |
| 8 forceps | 28 a slide |
| 9 a balance | 29 a petri dish |
| 10 a solid | 30 a magnet |
| 11 a liquid | |
| 12 a gas | |
| 13 a test tube | |
| 14 a Bunsen burner | |
| 15 the periodic table | |
| 16 an element | |
| 17 an atom | |
| 18 a molecule | |
| 19 a formula | |
| 20 a graduated cylinder | |



Word Partnerships

a biology	class
a chemistry	lab / laboratory

Word Families

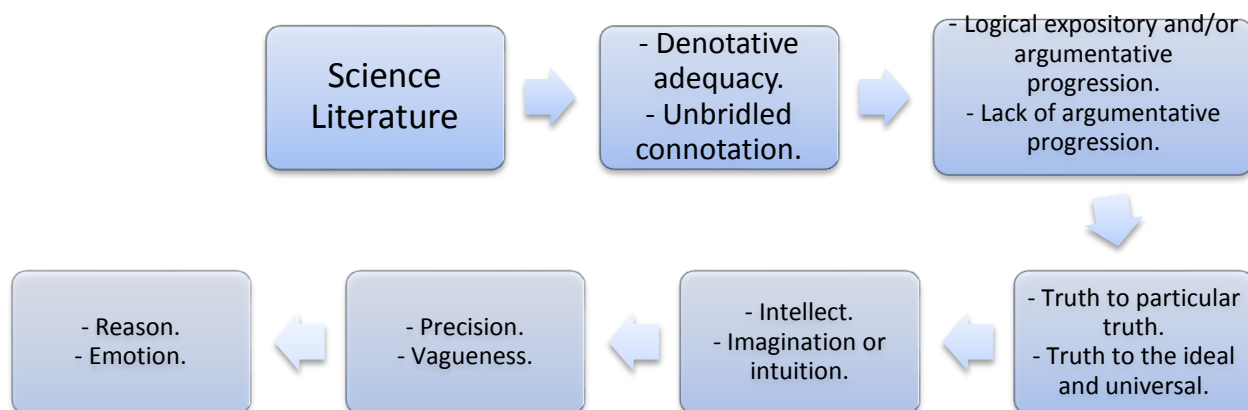
Noun	Adjective
atom	atomic
magnet	magnetic
microscope	microscopic
liquid	liquid
solid	solid

TRANSLATION OF SCIENTIFIC-TECHNICAL TERMS

The communication of specialist knowledge and information, whether monolingual or multilingual, is thus irretrievably bound up with the creation and dissemination of terminological resources and with terminology management in the widest sense of the word. This process is not restricted to science and engineering, but is also vital to law, public administration, and health care, to quote just three examples. In addition, terminology plays a key role in the production and dissemination of documents, and in workflow. Terminology as an academic discipline offers concepts and methodologies for high-quality, effective knowledge representation and transfer. These methodologies can be used both by language specialists and by domain specialists after appropriate training. In addition, they form the basis for an increasing number of tools for the identification, extraction, ordering, transfer, storage and maintenance of terminological resources and other types of knowledge.

Terminological resources are also valuable in many other ways: as collections of names or other representations, as the object of standardisation and harmonisation activities, and as the input (or output) of a wide range of applications and disciplines, whether human or machine-based (see the Figure below). The range of applications to which terminology is of direct relevance was a primary motivating factor at the inception with its brief to analyse the situation of terminology in Europe, and to make concrete suggestions for a future infrastructure and activities.

According to Adams (ibid.) “it took more than a century to reorganize these two terms” properly as illustrated in the following columns:



A Choose the correct answer.

Modern science

It seems entirely (1) to us that there are teams of scientists in universities and other institutions around the world, attempting to (2) the way the world works. However, it hasn't always been that (3) Although the scientific method is now four or five hundred years old, the ancient Greeks, for example, believed that they could work out the (4) of natural events just by the power of thought.

During the 17th century, more and more people began to realise that they could (5) their scientific ideas by designing a relevant (6) and seeing what happened. A lot of (7) was made in this way by individual scientists. These men and women often worked alone, carrying out (8) into many different areas of science, and they often received very little (9) for their hard work. At the start of the 20th century, though, it became (10) that science was becoming more complicated and more expensive. The individual scientist disappeared, to be replaced by highly qualified teams of experts. Modern science was born.

- | | | | | |
|----|---------------|--------------|-------------|-------------|
| 1 | A physical | B natural | C typical | D real |
| 2 | A create | B invent | C construct | D discover |
| 3 | A route | B method | C way | D technique |
| 4 | A aims | B reasons | C causes | D impulses |
| 5 | A calculate | B estimate | C measure | D test |
| 6 | A experiment | B research | C attempt | D analysis |
| 7 | A development | B movement | C progress | D evolution |
| 8 | A research | B experiment | C discovery | D education |
| 9 | A award | B prize | C gift | D reward |
| 10 | A clear | B true | C accurate | D actual |

Word patterns

F Find the extra word in each line.

The future

- | | | |
|---|-------|---|
| 1 | | We were discussing about the future in class today. Some people were |
| 2 | | wondering it whether we would have to live in space when we destroy |
| 3 | | our own planet. I explained them that the answer lies in technology because |
| 4 | | scientists are intend to develop forms of energy that will not damage the |
| 5 | | environment. The problems caused as being a result of technology will be |
| 6 | | solved by technology. I am look forward to our next discussion. |

«Teaching technology of translation of terms»

Theme №5

Translation of Technical terms.
Model of educational technology

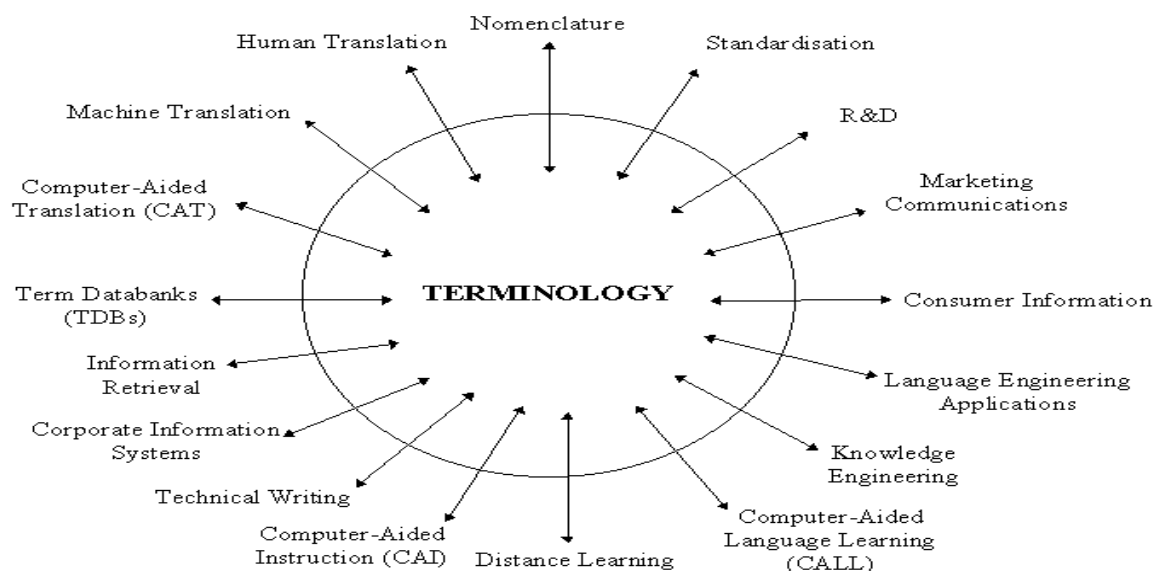
<i>Time: 2 hours</i>	<i>Number of students:10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Technical terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> • To introduce the main concepts and words, word-combinations according to the topic; • To increase the ability of the students to read and interpret the text under the given topic; • To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> • Be able to understand the concepts and words, word-combinations; • Be able to translate and interpret the texts under the given topic; • Be able to retell the main idea of the topic;
<i>Educational methods</i>	Group work
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.5. Technical map on the practical lesson

Time	Steps of activity
------	-------------------

and stages of the lesson	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students (see <i>attachment#1</i>); -to inform about the method that is expected to be used in class (see <i>attachment#2</i>).	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: - Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3- stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Cluster



Electrical Appliances

Put each of the following words in its correct place in the passage below.

electrician adjust switch lead controls dealer plug knob
socket unplug

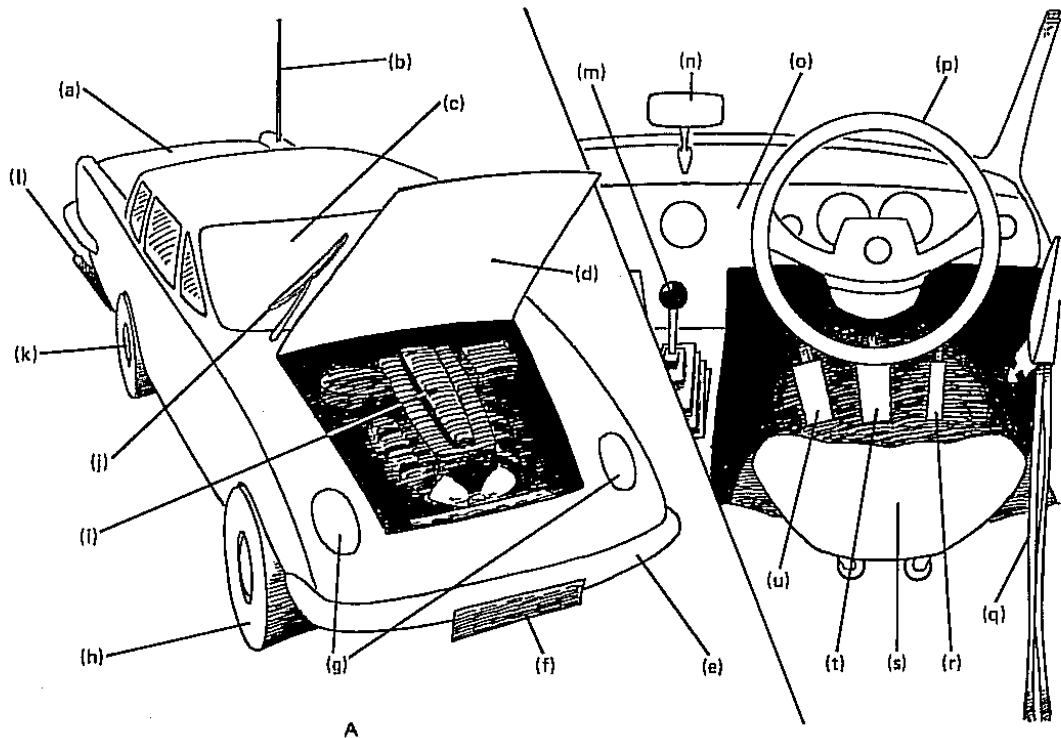
When you buy a television, radio or cassette recorder make sure it has a long enough (a) _____. (b) _____ it in at the most convenient (c) _____ in your room, and then (d) _____ on. You normally (e) _____ the volume by turning a (f) _____, and there are other (g) _____ as well. It is probably best to (h) _____ the appliance when it is not in use. If you have any trouble with it, ask an (i) _____ to look at it or take it back to the (j) _____ you bought it from.

Cars

Parts of a car

1 Next to each letter in the pictures below, write the name of the car-part it illustrates from the following list.

number plate bonnet seat belt headlights boot steering wheel
headrest windscreen wheel accelerator (pedal) windscreen wipers
clutch (pedal) dashboard exhaust pipe tyre brake (pedal)
bumper aerial gear lever rear-view mirror engine



Cars and driving

2 Put each of the following words or phrases in its correct place in the sentences below.

overtake mpg (miles per gallon) rear reverse petrol tank vehicle
fuel consumption body performance instruments indicate

- The amount of petrol a car uses is called the _____ and it is measured in _____. The petrol goes in the _____.
- The way a car behaves (speed, brakes, acceleration etc.) is called the car's _____.
- We can talk about the back of a _____ (car, bus, lorry etc.) but more often we use the word _____.
- The speedometer, fuel gauge, and so on are called _____.
- To _____ means to pass another vehicle going in the same direction.
- If you have to go backwards, you _____.
- The outside surface of the car, made of metal or fibreglass, is called the _____.
- Make sure you _____ before turning left or right.

Alphanumeric - буквенно-цифровые обозначения
 Alter - изменять; переделывать
 Alternate - колебаться; изменяться
 между двумя точками; чередоваться;
 переменный
 alternating current (AC) -
 переменный ток (AC)
 alternating current neutral (ACN) -
 нейтраль переменного тока
 ambient - окружающий, внешний
 amplifier - усилитель
 array - матрица
 arrive - прибывать; наступать
 arrow - стрелка
 assembly - узел, устройство; сборка,
 монтаж
 assign - присваивать, назначать
 at random - произвольно
 background - фон
 background area - фоновая область
 (копии)
 background suppression -
 подавление фона
 backlash - зазор по окружности
 (между шестернями); мертвый ход;
 люфт, холостой ход
 backward - обратный (о движении);
 назад; в обратном направлении;
 наоборот
 baffle - козырек, направляющая,
 щиток
 bag - мешок
 black (BLK) - черный
 black border - черные поля (на копии)
 black copy - черная копия
 black spots - черные пятна (на копии)
 blank - чистый лист, пустой лист;
 пробел, пропуск

blank copy - пустая копия
 blank sheet - пустой лист
 cable - кабель; трос, тросик
 cable routing - проводка,
 прокладка тросика; прохождение
 тросика
 calibrate - калибровать,
 градуировать
 calibration - калибровка
 calibration value - калибровочное
 значение; эталонное значение
 cam - кулачок
 cancel - отменять; сбрасывать (на
 "нуль")
 cap - колпачок
 checkout - проверка, выверка
 choke - дроссель
 chroma (C) - цветность (colour
 copiers)
 chute - желоб, лоток
 circuit - схема, цепь, контур, сеть
 circuit breaker - прерыватель,
 автоматический выключатель
 circuit diagram (CD) - диаграмма
 (график, чертеж) схемы
 circuitry - электрическая схема
 cord - провод, трос, кабель
 cork pad - пробковая прокладка
 corona glow - коронное свечение
 coronode - коронод
 corotron - коротрон

Read the text and find out terms.

World Exhibitions

The first world industrial exhibition was held in London in 1851. It was a great success. It displayed exhibits of 40 participating nations and the number of visitors reached over six million.

Since then world industrial expositions¹ have had a colourful history. Many such events have been held, some of them on a large scale. They have changed not only in size and scope, but also in character and overall purpose. Such events provided opportunities for exchanging scientific, technological and cultural achievements of the people of Europe, America, Australia, Asia and Africa.

Beginning with the early 60s, international expositions began to take new forms, trying to emphasize not only technological progress, but also other aspects of life. They became festivals of industry and culture.

Fairs and exhibitions provide an opportunity to establish profitable contacts and promote mutual understanding among different nations.

The Soviet Union has been host to a growing number of international exhibitions. They were sponsored by the USSR Chamber of Commerce and Industry.

The first international exhibition in our country was held in Moscow in 1964. Since then exhibitions have been held in other cities as well and their number has increased to a great extent. However, traditionally, Moscow is still the centre of such events.

Even in ancient Russia this city, which is conveniently located on a river, always attracted thousands of traders. The Fair in those days was a highly festive occasion with colourful crowds filling the streets and much merry-making. On such days the streets were packed with traders, many of whom arrived from far-away places. Moscow has always been famous for its hospitality. Today Moscow is a regular meeting place of traders from different countries. The trade partners participating for many years in the international exhibitions which are held in Moscow and other cities of the Soviet Union appreciate the amicable atmosphere and business-like spirit of the commercial negotiations at these events.

Some of the old Russian cities along the Volga river and in Siberia such as Nizhni Novgorod, Chelabinsk, Tobolsk and others are restoring their old fame of trading centres.

International trade is quickly growing and there is always a demand to **expand** the exhibition **areas** to provide all the participants with suitable display **facilities**.

Notes:

1. exposition (expo) — (амер.) — exhib
2. Ms. [miz] — used before the name of her marital status (the same as Mr. before Miss, Ms. Baker)
3. dignitary ['dignit(ə)rɪ] — высокопос
4. VIP — very important person
5. handicrafts — изделия кустарного пр

Ex. 2 . Think and answer

1. Why can most of the international expositions be called festivals of industry and culture now?
2. Why do you think fairs and exhibitions improve international relations? In what way?
3. Why do businessmen from all over the world like to participate in the fairs and exhibitions which are held in our country?
4. Why is it necessary to improve exhibition facilities from time to time?

Ex. 3

Act out the scenes at the exposition.

Use the word given in capitals at the end of each line to form a word that fits in the gap in the same line.

Qualcomp Powertop

Qualcomp have just brought out their (1) new handheld computer, the Powertop. It's (2) not to love it, with its smooth, shiny (3) and its bright screen. It might not be the best (4) to handheld computing because it is quite advanced, but you'll find an (5) of all the features in the detailed manual. The Powertop has been (6) designed to fit a lot of computing power in your palm. The (7) of a unique wireless Internet connection means there's a world of (8) just waiting for you. We give the Powertop nine out of ten.

REVOLUTION
POSSIBLE
APPEAR
INTRODUCE
EXPLAIN
SCIENCE
INVENT
DISCOVER

Complete the sentences by changing the form of the word in capitals when this is necessary.

- 1 Did you know that George Washington had (**WOOD**) teeth?
- 2 The old astronomer patiently made his (**OBSERVE**) and wrote down what he saw.
- 3 (**RESEARCH**) have announced that a major breakthrough has been made.
- 4 I'm planning to train as a (**PSYCHOLOGY**) when I grow up.
- 5 That red (**BUILD**) over there is the Science Department.
- 6 The scientist said she had an announcement of international (**IMPORTANT**).
- 7 *Science Weekly* has a special (**INTRODUCE**) offer – the first issue is free!
- 8 If there are aliens out there, do you think they are much more (**TECHNOLOGY**) advanced than we are?

«Teaching technology of translation of terms»

Theme №6

Translation of Engineering terms.
Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical</i>	1. Introduction to the topic:

<i>lesson</i>	-to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Engineering terms” 3. Introduction of the results and grading of the students.	
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.	
<i>Pedagogical aims:</i> • To introduce the main concepts and words, word-combinations according to the topic; • To increase the ability of the students to read and interpret the text under the given topic; • To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> • Be able to understand the concepts and words, word-combinations; • Be able to translate and interpret the texts under the given topic; • Be able to retell the main idea of the topic;	
<i>Educational methods</i>	Discussion	
<i>Form of education</i>	-practical, group-discussion	
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тарқатма материаллар.	
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.	

1.6. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and	-listens, takes a

	expecting results in class; -to inform about the grading system of the students (<i>see attachment#1</i>); -to inform about the method that is expected to be used in class (<i>see attachment#2</i>).	note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: - Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3- stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

TRANSLATION OF ENGINEERING TERMS

Brainstorming

1. What is an engineering?
2. How many types of engineering?
3. Which one is most important in our life?

Cluster:



Read and translate the text.

EMPLOYEE & INDUSTRIAL RELATIONS

In the first edition of Industrial Engineering Terminology, the terms and definitions comprising the field of industrial relations, were included in the section called Applied Psychology. In the second edition (1982), as section covering Wage and Salary Administration was added.

In the third edition (1989), the Z94 Committee voted to combine the two sections under the title Employee and Industrial Relations. This change reflected the more commonly understood and generally used terms in referring to this organizational function as the industrial relations department, the employee relations department or the personnel department. Today, in some enterprises, such

departments are often known as the Human Resources Department. Nevertheless the functions are the same and are included in the definitions within this section.

Although the administration of the wage and salary functions are the responsibility of industrial relations departments, the Z94 Committee voted to include the Wage and Salary Administration terminology in the Employee and Labor Relations section because of the involvement of industrial engineering in the design and control of incentive plans, training, human factors (ergonomics), work place environment, job analysis, job evaluation, and participation in handling grievances concerning work standards, productivity and safety.

The previous, and third edition (1989) of Industrial Engineering Terminology formed the basis for the work of this subcommittee in reviewing the contents to determine what terms are now archaic and no longer needed to be included and, more important, what terms have come into the language since the last addition.

In addition, the subcommittee reviewed and used definitions set forth by the American Arbitration Association in its book Labor Arbitration, the American Compensation Association in its pamphlet Glossary of Compensation Terms, and in the glossary set forth by R.S. Schuler, N.J. Buetell and S.A. Youngblood in the Publication, Effective Personnel Management (West Publishing Co. third edition, 1989) The Z94 subcommittee wishes to express its appreciation to these organizations for their help and assistance and permission to include some of their definitions in this section.

Other publications referred to include Glossary of Personnel Management and Industrial Relations Terms published by the Society for Advancement of Management in 1959, and the Glossary of Current Industrial Relations and Wage Terms, Bulletin Number 1438 published by the United States Department of Labor.

Factory Work

Put each of the following words or phrases in its correct place in the passage below.

labour relations tea break apprentice factory canteen foreman
white collar management shop floor manual

I like to work with my hands; in other words, I like (a) _____ work. I have never wanted to be a (b) _____ worker, as I would be bored with office work. So I have been taken on as an (c) _____ in a (d) _____ for two years to learn to be a machine-operator. I work with a group of men under a (e) _____, who tells us what to do, when we can go to the (f) _____ for lunch or take a (g) _____ and so on. (h) _____ are quite good and the (i) _____ spend a lot of time on the (j) _____ mixing with the workers. I've got no complaints.

Office Work

Instructions as above.

typewriter callers stationery dictate shorthand correspondence
filing cabinets file

I do general work in a small office. I deal with all (a) _____ coming into and sent from the office and (b) _____ these letters alphabetically in big metal (c) _____ near my desk. I answer the telephone and give (d) _____ the information they want. If the manager wants to (e) _____ a letter, I take it down in (f) _____ on my pad and type it on my electric (g) _____. Of course it's important that we always have enough paper and envelopes and so on, and it's one of my jobs to buy this (h) _____ when we need it. I don't know what they'd do without me!

A Strike

Instructions as above.

dispute unemployment go on strike dismiss deadlock
shop steward on the dole redundant picket line

1,600 workers at the Ace Cycle Factory decided to (a) _____ last week following a (b) _____ with the management, who last month decided to (c) _____ two men for unsatisfactory work. The men complained to their (d) _____, who told the union. The management and the union have had talks but these soon ended in (e) _____. The area in which the factory is situated is already an area of high (f) _____, with one adult in five (g) _____ (out of work and receiving state aid). The striking workers have formed a (h) _____ outside the factory gates to prevent other workers from going in to work. The management say that 20% of the workers will have to be made (i) _____ next year anyway because of the decreased demand for cycles.

«Teaching technology of translation of terms»

Theme №7

Translation of Computer terms.
Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Computer terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> • To introduce the main concepts and words, word-combinations according to the topic; • To increase the ability of the students to read and interpret the text under the given topic; • To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> • Be able to understand the concepts and words, word-combinations; • Be able to translate and interpret the texts under the given topic; • Be able to retell the main idea of the topic;
<i>Educational methods</i>	BBB method
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.7. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students (see <i>attachment#1</i>); -to inform about the method that is expected to be used in class (see <i>attachment#2</i>).	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: - Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3- stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Brainstorming

Verbs

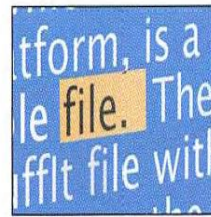
- 1 a CD-ROM
- 2 a disk
- 3 a window
- 4 a toolbar
- 5 a folder
- 6 a cursor
- 7 a file
- 8 a (drop down) menu
- 9 icons
- 10 a scroll bar
- 11 a cable
- 12 a power strip
- 13 a projector
- 14 a scanner
- 15 a printer
- 16 a PDA / a handheld (computer)
- 17 a desktop (computer)
- 18 a key
- 19 a monitor
- 20 a screen
- 21 a keyboard
- 22 an e-mail (message)
- 23 a laptop (computer) / a notebook (computer)
- 24 a trackpad / a touchpad
- 25 software / a (computer) program
- 26 a mouse pad
- 27 a mouse
- 28 a CD-ROM drive
- 29 the (Inter)net / the (World Wide) Web



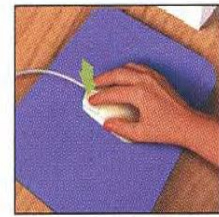
30 be online



31 enter your password



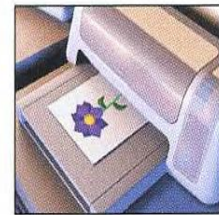
32 select text



33 click



34 scan



35 print (out)

Read and translate the text. Find out terms

TRANSLATION OF COMPUTER TERMS.

The goal of the subcommittee was to include computer and information systems terms commonly used by industrial engineers. The subcommittee reviewed a number of established sources in determining the terms and definitions to be included in this section. The primary sources utilized were the American National Standard for Information (X3.172 – 1990) published by the American National Standards Institute in 1990. The secretariat was the Computer and Business Equipment Manufacturers Association. The subcommittee used definitions from the Dictionary for Information Systems for terms included in this section to the extent possible. Exceptions were made to be consistent with current accepted usage in the field of computer and information systems and by industrial engineers. While additional words could have been included, the members of the subcommittee believe those included reflect current usage by industrial engineers. Overly simple terms and unnecessary variations of basic terms were excluded. The subcommittee is keenly aware of the continuous creation of new terms and rapid change in usage of terms associated with the field of

computer and information systems. However, considerable effort was made to provide a comprehensive and current reference of industrial engineering usage of these terms

A large number of English-Russian and Russian-English specialized dictionaries available to a translator usually contain only terms whose knowledge represents only a part, although essential, of what is necessary to know to translate a coherent text. In addition to the terms the translator must know with what words the term can be combined in a sentence, what prepositions are needed to govern definite verbs, at what place the needed adverb more often stands in a sentence, where to put punctuation marks that the thought expressed by a complex sentence could be understood by the reader; i.e., everything that perhaps at some time in the past was learned from textbooks, but was then forgotten with the passage of time. This book will aid in recalling the forgotten or learning the unknown. Nearly every term/word in this dictionary is accompanied by examples taken from the literature. Undoubtedly the expressions cited do not exhaust the possible versions of translation, but they may aid in expressing the thought in the English language more exactly and sometimes may even prompt a version of translation - the very context of examples can help the translator to select the variant needed. As the dictionary is intended for those who know the English language, explanatory marks are not used. The words and sentences are arranged so that the user could easily distinguish visually the word or word combination needed.

1. Why do we use computer?
2. When computer terms are used in our society?
3. Is the neologism deals with computer terms? Why?

Find out the translation of terms in the box

**BACKBONE. BASIC. BACKUP. BOOTSTRAP. BLOCK. BYTE.
CACHE MEMORY. CODE CLIENT-SERVER CONCURRENT
OPERATION CUT AND PASTE CURSOR CYBERNETICS
DATA BASE DIGITIZE DOCUMENT DIGITAL COMPUTER
DOS OPERATING SYSTEM GLOBAL
GRAPHIC EDIT EDITOR PROGRAM ENCODE EXIT**

Computers

Instructions as above.

software computers screen word processor hardware calculator
keyboard printer

So you only have a pocket (a) _____ to do additions, multiplications and so on, and you want to know about real (b) _____? Right. Well, the machines themselves are called the (c) _____ and the programs that you feed into them are called the (d) _____. If you want to see the results of what you are doing, you'll need a (e) _____ or you'll have to plug in to a television set. You'll operate your machine like a typewriter by pressing keys on the (f) _____. If you want a record on paper of what you're doing, you'll need a (g) _____, and if you want a machine which will enable you to see, arrange, re-arrange and then print a page of material, then the machine you want is a (h) _____. You want colour? Well, you can . . .

COMPUTER TERMS

software	feedback	malfunction
hardware	mode	crash
	user	system crash
installation	user-friendly	font
hard disk	hard copy	character
floppy disk	password	remote control, access
disk drive	mouse	memory, storage
keyboard	cursor bar	RAM
keystroke	click	real time
upgrade	highlight	aligned
startip	insertion point	interactive application
shutdown	save	compatibility
download	backup	input, entry
circuitbreaker	backup device	output
computer chip	cancel	network
circuit, design, drawing	deletion	to surf the Internet
flow chart		digital
semiconductor		cell phone
data processing		VCR
data retrieval		
interface		
computer maintenance, servicing		

**Task: make up dialogue
from this terms**

«Teaching technology of translation of terms»

Theme №8

Translation of Mass Media Terms

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Mass Media Terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> • To introduce the main concepts and words, word-combinations according to the topic; • To increase the ability of the students to read and interpret the text under the given topic; • To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> • Be able to understand the concepts and words, word-combinations; • Be able to translate and interpret the texts under the given topic; • Be able to retell the main idea of the topic;
<i>Educational methods</i>	Translation analysis
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.8. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students (see attachment#1); -to inform about the method that is expected to be used in class (see attachment#2).	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: - Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3- stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Translating of mass media terms.

● The media

Topic vocabulary in contrast

see page 188 for definitions

deny / refuse	talk show / quiz show / game show	press / media
agree / accept	announcer / commentator	programme / program
headline / heading	tabloid / broadsheet	channel / broadcast
feature / article	journalist / columnist	bulletin / newflash

Phrasal verbs

bring up start discussing a subject	look up try to find information in a book or list, etc
come on start to be broadcast	make out pretend that something is true; see, hear or understand sb or sth with difficulty
come out be published	make up invent an explanation, excuse, etc; create a story, poem, etc
fill in add information in the spaces on a document	put forward suggest
flick through turn and look at the pages of a magazine, etc quickly	see through recognise that sth is not true and not be tricked by it
go into deal with sth in detail	stand out be easy to see because of being different
hand out give things to people in a group	turn over turn a page so that the other side is towards you

Phrases and collocations

control	in control (of sth); take control (of sth); under control; under the control of sb; out of control
description	give a description of sth/sb
difference	make a difference (to sth/sb); tell the difference (between); there's no/some/little/etc difference between
granted	take sth/sb for granted
influence	influence sth/sb; have/be an influence on sth/sb
Internet	on the Internet; over the Internet; surf the Internet
news	in the news; on the news; hear the news; newflash; newspaper
place	take place; in place of; at a place
question	ask/answer a question; question sth/sb; in question; question mark
view	have/hold/take a view; be sb's view that; in my view; in view of; look at/see the view; view of sth; view from sth/sw
watch	watch sth/sb; watch (out) for sth/sb; keep watch

Word patterns

according to sb	inform sb that; inform sb about/of sth
announce sth (to sb); announce that	likely to do; likely that
believe sth; believe in sth; believe that; believe to be	persuade sb to do; persuade sb that; persuade sb of sth
comment on sth; make a comment (to sb) about sth	point (in) doing
confuse sth/sb with sth/sb; confused about/by sth	send sb sth; send sth (to sb)
correspond with sth/sb	surprise by surprise; surprised at/by sth
describe sth/sb as; describe sth/sb to sb	tell sb sth; tell sb that; tell sb about sth/doing; tell sb (not) to do
hear sth/sb; hear about sth/sb; hear from sb	

Word formation

announce announcement, (un)announced	edit editor, editorial, edited	power powerful(ly), powerless(ly), empower
belief disbelief, believe, (un)believable, (un)believably	humour humorous, humourless	ridicule ridiculous(ly), ridiculousness
communicate communication, (un)communicative, communicator	inform information, (un)informed, (un)informative	second secondly, secondary
convince convinced, (un)convincing	journal journalist, journalism, journalistic	write writer, writing, wrote, (un)written
discuss discussion	politics political(ly), politician	

Read and translate.

Mass media terms

The **mass media** are diversified media technologies that are intended to reach a large audience by mass communication. The technologies through which this communication takes place varies. Broadcast media such as radio, recorded music, film and television transmit their information electronically. Print media use a physical object such as a newspaper, book, pamphlet or comics, to distribute their information. Outdoor media is a form of mass media that comprises billboards, signs or placards placed inside and outside of commercial buildings, sports stadiums, shops and buses. Other outdoor media include flying billboards (signs in tow of airplanes), blimps, and skywriting. Public speaking and event organising can also be considered as forms of mass media. The digital media comprises both Internet and mobile mass communication. Internet media provides many mass media services, such as email, websites, blogs, and internet based radio and television. Many other mass media outlets have a presence on the web, by such things as having TV ads that link to a website, or distributing a QR Code in print or outdoor media to direct a mobile user to a website. In this way, they can utilise the easy accessibility that the Internet has, and the outreach that Internet affords, as information can easily be broadcast to many different regions of the world simultaneously and cost-efficiently

Strategic communication

intends to persuade (advertising, etc) negative effects, money, what is the significance of what we are shown and monetary influences. Be discriminatory. Propaganda/advertisement

Journalism - communication that seeks to inform (newspapers, etc.): our generation needs to learn to keep informing, different mediums available (Who is a journalist?)

Mass - in terms of audience, market, aggregate (community)

Mass Audience - receivers, disconnected from others in group—think of mobility mentality

Mass Market - implies competition, resources, ideas, time

Mass Aggregate - implies community. Limit in interaction/feedback

Mass communication - Potential for large group, homogenized message, mediated signal transmission. Not a lot of room for feedback. Thomsons definition: set of institutions and products which are commonly subsumed under the label "mass communication." The products are available to a plurality of recipients. The institutionalized production and generalized diffusion of symbolic goods via the fixation and transmission of information or symbolic content. many to many/ modern times there is opportunity for feedback but it's limited. Gets a message out to people that is significant in informing/molding people. Shapes our culture.

Mass Media - all media that are intended to reach mass audiences via mass communication
functions of mass media - shapes our culture through many different forms
interpersonal communication - few to few/ one to one/ plenty of opportunity for feedback. Significant because it allows for more feedback, creates better understanding between people and of information

- G** Water has damaged part of this text about an announcement. Read it and decide what you think each of the original words was. Write the words in the blank spaces.

The announcement

The editor sent an e-mail-~~scribble~~ every journalist on the news desk 1
 announcing-~~scribble~~ there would be an emergency editorial meeting 2
 at one o'clock. I had heard-~~scribble~~ the problems the paper was facing 3
 and I heard-~~scribble~~ one of my colleagues that the paper might be 4
 going to close. Whatever it was, it was likely-~~scribble~~ be bad news. 5
 At the meeting, the editor told us-~~scribble~~ to tell anyone else yet, but 6
 the paper had been taken over by Ronald Morduck. He said he had
 only been informed-~~scribble~~ the decision that morning. We were all 7
 so surprised-~~scribble~~ the news that nobody knew what to say. I made 8
 a comment-~~scribble~~ a colleague that it was time to start looking for a 9
 new job. The editor heard this, and finally managed to persuade us not
~~scribble~~ quit until we had seen what changes would be made. 10

Word formation

- H** Complete the sentences by changing the form of the word in capitals when this is necessary.

- 1 Why do press photographers think they can turn up at a celebrity's house completely (ANNOUNCE)?
- 2 How many means of (COMMUNICATE) do you use on a regular basis?
- 3 Could you write an (EDIT) for the next issue of the school magazine?
- 4 You have to have a sense of (HUMOUR) to work on children's TV!
- 5 There's an (WRITE) rule on tabloid newspapers that the truth always takes second place to a good story.
- 6 When Jill was at (SECOND) school she used to dream of being a DJ on local radio.
- 7 Are you thinking of a career in (JOURNAL)?
- 8 You don't actually get a lot of (INFORM) from a news report on radio or TV.

- I** Complete the text by changing the form of the word in capitals.

Politics on TV

I love watching (1) (DISCUSS) programmes, and I love politics, so you'd think I'd enjoy watching (2) (POLITICS) being interviewed on TV. But I don't. All too often, (3) (JOURNAL) ask them the most (4) (RIDICULE) questions, and, when they do get an interesting question, I sit there watching in (5) (BELIEVE) as some of the most (6) (POWER) people in the country give totally (7) (CONVINCE) responses. It's as if they don't care whether their reply is (8) (BELIEVE) or not. Often, they're very poor (9) (COMMUNICATE), and they're frequently even more (10) (INFORM) about key issues than I am. I don't expect them to be particularly (11) (HUMOUR) – they are serious people, after all – but at least they could say something interesting occasionally. It makes me want to stand for election myself!

«Teaching technology of translation of terms»

Theme №9

Translation of Cinema Terms.
Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Cinema Terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> • To introduce the main concepts and words, word-combinations according to the topic; • To increase the ability of the students to read and interpret the text under the given topic; • To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> • Be able to understand the concepts and words, word-combinations; • Be able to translate and interpret the texts under the given topic; • Be able to retell the main idea of the topic;
<i>Educational methods</i>	Simulation
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.9. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students (see <i>attachment#1</i>); -to inform about the method that is expected to be used in class (see <i>attachment#2</i>).	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: - Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3- stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Cinema terms

Film Terms Glossary: Oftentimes, film-making terms are not clearly defined for the average person. In order to be knowledgeable about the movie-making art form and the techniques of cinema, one must understand the fundamental vocabulary and language of film studies. Therefore, some of the most basic and common terms are defined in this compendium for reference. Simple definitions are provided for often complex terms as a baseline for media literacy. Illustrations and examples from films are provided with many of the terms, to help describe them more fully. Tips for Critically Viewing Films is also provided by this site.

This is not a complete collection of all film-making terms, because so many of them are too obscure or technical to be included. However, this listing should provide enough background for a majority of the important terms, and prompt the reader to research them further. When discussing film and the creative craft of film-making, many of these terms are used to describe the complicated and expensive process or task of making movies - from conception to finished product.

Vocabulary.

The multiple areas of film-making included within this fairly comprehensive glossary are:

- the key film theories, movements, and genres
- aspects of film history and film criticism
- various slang, lingo or buzzwords
- kinds of film-making equipment
- the basics of cinematography and stylistic information (types of camera shots)
- numerous industry-specific, business terms or technical terms
- the various movie crafts (screenwriting, directing, special effects, sound, editing, etc.)
- the personnel involved (including actors, writers, directors, producers, designers, and behind-the-scenes technicians)

Term	Translation
"В бой идут одни старики"	Only "Old Men" Are Going to Battle
...как характеристика современной тенденции	reflecting the modern trend
«выращен»	brought up on
“ролевые актеры”	character actors
скорость закадрового рассказа	narration speed
кино-око	cinema-eye, Кино-глаз
сценическая история	production/performance history
снят при участии XXX по заказу УУУ	produced with the participation of XXX and ordered/financed/sponsored by YYY

социально-значимая тематика	socially responsible topics
спектакль-обозрение	Circus Revue
серия фильма	episode
сериал	series or TV-series
эфир vs трансляция (показ)	"air time" (broadcast time) vs. "broadcast" (the act of "broadcasting")
экземпляры	copies
учебно-публицистический фильм	instructional documentary film
уверенный прием	consistent reception / reliable reception
только матом	using profane language
текстовыми комментариями эскизов визуального планирования сценария	textual commentaries for sketches of visual planning/visual (planning) sketches (of)...
фильм состоялся	the film came out well (удался / вышел хорошим / получился)
раз-два	heave ho
ретрансляция	relay (if simultaneous); rebroadcast
редактор по хронике	documentary content editor/manager; newsreel editor
режиссерское решение	director's decision
Кто тебя родил	Who raised you?

Кадр (о человеке)	dude
Кинодраматургия	screenwriting
Поставить (кого-либо) на место	put (someone) in their place
Пойдем отойдем	Let's go settle this / Let's take this outside
Оскар симпатий	People's choice Oscar
Ответить за свои слова	You're gonna eat your

	words
Ассистент оператора на пленке, Оператор фильма о фильме	Assistant cameraman (for film production)
На съезде с моста	ontheoff-ramp
На бойком месте	AttheJollySpot
Наряд здесь точно нужен	A police squad is definitely needed here.

Circle the correct word.

FILM REVIEW

Crime Does Pay, the (1) **later** / **latest** comedy from director Sam Martin, has to be one of the (2) **little** / **least** interesting films I have ever seen. The acting is terrible and the story is much (3) **worse** / **worst** than Martin's other flop, *Escape*. *Crime Does Pay* was apparently (4) **more** / **most** expensive than any other film this year, but it's hard to see where the money went. The plot concerns a gang of burglars who decide to steal the (5) **more** / **most** valuable painting in the world. Fine, except these criminals are far (6) **less** / **least** amusing than they should be. There isn't a single real laugh in the whole movie. When I saw it, even (7) **younger** / **youngest** members of the audience thought it was stupidly childish. Dean Richards, playing Scarnose, does a slightly (8) **better** / **best** job than the others, but there isn't much in it. When will Hollywood realise that as ticket prices get (9) **higher** / **highest**, more people are finding that the (10) **well** / **best** form of entertainment is to spend an evening at home with a DVD?

Words in Context

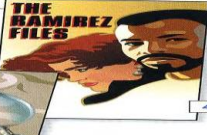
My husband and I never agree on films. For example, my husband always wants to see **action** films or **horror** movies. I usually prefer **dramas** or **comedies**. But we have children, so we usually end up at **animated** films!



2



3



4



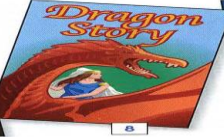
5



1



6



8



9



7



10

Films / Movies

- 1 action / adventure
- 2 comedy
- 3 mystery / suspense
- 4 drama
- 5 romance

Cinema and Films

- 1 Put each of the following words in its correct place in the passage below.

cinema foyer aisle trailer cartoon critic usherette poster
row screen horror performance review

Fiona and I went to the (a) _____ the other day to see 'Devil' at the Odeon. The (b) _____ by the *Daily Express* (c) _____ was good, and we decided to go to the 8 o'clock (d) _____. When I arrived, Fiona was waiting for me in the (e) _____, looking at a (f) _____ for 'Devil' on the wall. The (g) _____ took our tickets and showed us to our seats. I don't like to be too close to the (h) _____ and I usually sit in the back (i) _____ if possible, and I prefer a seat on the (j) _____ so I can stretch my legs. Before the main film there was a Mickey Mouse (k) _____, then a (l) _____ for the following week's film. 'Devil' was a (m) _____ film and I was quite terrified, but Fiona thought it was funny.

- 2 Instructions as above.

documentary location role director cast box office studio
critical performance plot

Marlon Brando is a superb actor and in 'On the Waterfront' he gave his finest (a) _____. It is his best-known (b) _____. The (c) _____ also included Eva Marie Saint and Karl Malden and the film's (d) _____, Elia Kazan, never made a better film. Parts of the film were shot in the (e) _____ in Hollywood, but a lot was made on (f) _____ in the streets of New York, which makes it at times like a (g) _____. The critics loved the film but it was not only a (h) _____ success. It was a great (i) _____ success as well, and made an enormous profit. The (j) _____ is about a young man's attempt to be a boxing champion.

Discussion task.

Watch movie and find out terminology according to film.

«Teaching technology of translation of terms»

Theme №10

Translation of Theatrical Terms.

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students:10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Theatrical Terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> • To introduce the main concepts and words, word-combinations according to the topic; • To increase the ability of the students to read and interpret the text under the given topic; • To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> • Be able to understand the concepts and words, word-combinations; • Be able to translate and interpret the texts under the given topic; • Be able to retell the main idea of the topic;
<i>Educational methods</i>	Translation analysis
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.10. Technical map on the practical lesson

Time	Steps of activity
------	-------------------

and stages of the lesson	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students (see <i>attachment#1</i>); -to inform about the method that is expected to be used in class (see <i>attachment#2</i>).	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: - Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3- stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Theatre or theater¹¹ is a collaborative form of [fine art](#) that uses live performers to present the experience of a real or imagined event before a live audience in a specific place, often a stage. The

performers may communicate this experience to the audience through combinations of gesture, speech, song, music, and dance. Elements of art and [stagecraft](#) are used to enhance the physicality, presence and immediacy of the experience.^[2] The specific place of the performance is also named by the word "theatre" as derived from the [Ancient Greek](#) θέατρον (théatron, "a place for viewing"), itself from θεάομαι (theáomai, "to see", "to watch", "to observe").

Modern Western theatre comes, in large measure, from ancient Greek drama, from which it borrows technical terminology, classification into genres, and many of its themes, [stock characters](#), and plot elements. Theatre artist [Patrice Pavis](#) defines theatricality, [theatrical language](#), stage writing, and the [specificity](#) of theatre as synonymous expressions that differentiate theatre from the other [performing arts](#), [literature](#), and [the arts](#) in general.^[3]

Theatre today, broadly defined, includes performances of plays and [musicals](#). There are connections between theatre and the art forms of [ballet](#), [opera](#) (which uses staged, costumed performances with singing and orchestral accompaniment) and various other forms

Content

- [1History](#)
 - [1.1Classical and Hellenistic Greece](#)
 - [1.2Roman theatre](#)
 - [1.3Sanskrit theatre](#)
 - [1.4Chinese theatre](#)
 - [1.5Post-classical theatre in the West](#)
 - [1.6Eastern theatrical traditions](#)
- [2Types](#)
 - [2.1Drama](#)
 - [2.2Musical theatre](#)
 - [2.3Comedy](#)
 - [2.4Tragedy](#)
 - [2.5Improvisation](#)



Theatre

1 Match each part of a theatre on the right with a definition on the left.

- | | |
|---|---------------|
| (a) where actors put on their costumes and make-up | stalls |
| (b) area on which the performance takes place | aisle |
| (c) a line of seats | circle |
| (d) a way down from back to front between the seats | dressing room |
| (e) the area of downstairs seats | stage |
| (f) the area of upstairs seats | box office |
| (g) the theatre entrance hall where people meet before going in | row |
| (h) the place where you go or phone to buy tickets | backstage |
| (i) the whole area out of sight of the audience | box |
| (j) a little private balcony with 3-5 seats only | foyer |

2 Put each of the following words or phrases in its correct place in the passage below.

reviews performances audience rehearsals first night director
run theatre-goers parts hit cast flop critics playwright
matinées applause auditions

The person who directs the preparation of a play is the (a) _____. Sometimes the (b) _____, who wrote the play, works with him. One of the first things to be done is to choose the (c) _____, the actors and actresses. For this purpose, (d) _____ are held at which actors perform short pieces and the most suitable are chosen for the (e) _____ in the play. Before the play is performed in front of an (f) _____ of hundreds of (g) _____, of course there are a lot of (h) _____. At last, the (i) _____! When the curtain goes down at the end, will there be enthusiastic (j) _____ or silence? Will the newspaper (k) _____ be good or bad? What will the (l) _____ think? Everyone hopes for a (m) _____ that will (n) _____ for months or even years, but the play might be a (o) _____ and only last a few days. It's hard work in the theatre. There are evening (p) _____ six nights a week and afternoon shows, called (q) _____, once or twice as well.

3 Put one of the following words in each of the spaces below.

to in behind during at on

- We sat _____ the stalls.
- The usherette showed us _____ our seats.
- There were two actors _____ the stage.
- You'd better ask _____ the box office.
- My favourite actress was _____ the play.
- During the performance, work is going on _____ the scenes.
- People usually have a drink or a cigarette _____ the interval.
- Our seats were _____ the third row.
- He prefers to sit _____ the front; she likes to be _____ the back.
- I like to sit _____ the middle.

Theatrical Terminology

(A)

above -- that area of the stage farthest away from the audience. A written stage direction might call for an actor to "cross above table." Also called upstage. Term originated from original raked stage which was angled to give audience member a better view of entire stage.

abstract stage -- one in which the bare minimum of setting is used such as free-standing doors, free-hung windows, limited furnishings; stylistic rather than realistic.

acetone -- strong solvent used to remove spirit gum or other adhesives used in makeup.

acoustics -- the total effect of sound in a theatre, affected by size and shape of a space as well as its furnishings and floor coverings.

act -- 1. the major division of a play; 2. to perform by representing a character in a play.

act change -- a change of setting, props, lights, and/or costumes between acts

act curtain -- the front of main curtain on a proscenium stage directly behind the grand drapery.

act drop -- the painted curtain closing the proscenium between the acts of a play, so-called ruling the latter part of the eighteenth century.

acting -- creating an illusion with behavior attributed to a particular character, project by voice and movement to an audience.

acting area -- a small area of the stage that has its own set of lights. Lighting designers often divide the stage into acting areas in order to create balanced lighting.

acting edition -- softbound copy of the script which often contains the stage directions, sound and light, cues, prop lists and costume descriptions from the prompt script of the world premier production. It is important to note that this added information was not provided by the playwright.

acting play -- one having a wide variety of dramatics as opposed to a literary play which depends on the effective delivery of lines for success.

action -- the incidents of a play as expressed through the dialogue and movement of the characters.

actor proof -- a term meaning the script is so good that any actor, regardless of his ability, could succeed in using it.

actors -- individuals who, within the performance contract, enact characters or situations other than their own, using as the materials of the art, their own body and voice. The term "actor" applies to both women and men.

Actor's Equity Association -- 165 West 46 Street, New York, New York 10036. Founded in 1912, this organization serves as a labor union for professional actors.

Actor's Studio -- a well-known American training school devoted to teaching the Stanislavski system of acting.

actor trap -- a slang term assigned to any technical situation that will trip up an inattentive actor, e.g., an uneven step on a staircase.

actress -- a female actor.

ad lib -- to improvise words and actions

adaptation -- a play taken from a novel, a movie or other literary material; updates of earlier plays; musical adaptations of straight plays

advance -- refers to tickets sold before the production begins

advance man -- someone who travels ahead of any traveling production arranging for the theatre, publicity, housing, etc.

aesthetic distance -- a detachment that allows a viewer's attention to be held, and his emotions appealed to while the viewer is aware that he is a spectator in the theatre

agent -- a professional representative who takes care of bookings and negotiates performance contracts.

al fresco -- open air theatre.

allegory -- a drama in which a character becomes a symbol for a concept or idea.

amateur -- an actor who is not a member of one of the acting unions.

amber -- the yellow-red light filter varying from light straw to dark flame.

American Educational Theatre Association (AETA) -- organization in support of educational theatre found in universities, high schools, and community theatres.

amphitheatre -- an oval or round structure having levels of seats rising outward from an open space or arena.

angel -- someone who provides financial support to a company or production.

antagonist -- the character of force opposing the main character in a play.

anti-climax -- a high point in the action of a play which occurs after the main climax and is of lesser importance.

anti-type casting -- places the actor in parts at the extreme limits of his range.

apron -- (forestage) stage area in front of the main curtain.

arbor -- in a flying system, the cage where the operators put the counterweight to balance the weight of the scenery.

architectural set -- a permanent structure that can be altered to suggest different locations by adding scenic pieces, draperies, and properties

arena stage/theatre-in-the-round -- theater space where the audience sits on all four sides of the auditorium and watches the action in an area set in the middle of the room

aria -- operatic solo.

aside -- unspoken thoughts of a character delivered directly to the audience with the other characters on stage but unable to hear what is being said

assistant stage manager -- the all-purpose technical assistant; the backstage entry-lever position

atmosphere -- the mood of the play conveyed through stage business, lights, props, costumes, makeup, sound

at rise -- often the beginning of a play script describing who is onstage, what they are doing, and where they are placed.

auditions -- competitive tryout for a performer seeking a role in a theatre production. The process may include interviews, cold readings from the script, the presentation of a prepared piece, improvisations, or any combination of these.

avant garde -- a dramatic work expressing innovations in style or content.

(B)

baby spot -- small spotlight used to illuminate a small stage area or an actor's face from a short distance away

backdrop -- large sheet of of painted canvas or muslin that hangs at the back of a set

backing -- 1. Flats placed behind doors, windows, hallways, etc., to hide the space beyond 2. The financing of a show

back light -- light coming from upstage of an actor

backstage -- stage area beyond the acting area, including the dressing rooms

baffle -- any sheet of material used to prevent light from spilling over to an area where it's not necessary

balance -- aesthetically pleasing integration of performers, set, properties, and lighting

balcony -- second tier of seating

balcony rail -- a lighting position on the front edge of the balcony;originally installed in most Broadway theatres

ballad -- romantic, smooth-flowing song

balloon -- to forget one's lines

barn door -- a color frame with two or four flaps that cut off excess light

batten -- long iron pipe that stretches across the stage and upon which scenery or drops are hung

batten clamp -- used to attach lights or scenery to a batten, also for gripping the batten at the top of a drop when it is to be flown

beadboard -- a flexible, lightweight, synthetic material, commercially marketed as Styrofoam, among other brands; sold in sheets

beam -- a horizontal lighting position over the audience

beat -- specific moment in an actor's speech

below -- stage direction meaning downstage

belt -- to sing in a forceful manner using the chest voice

bit part -- small role

black-box theater -- flexible room for theater performances where the audience seating and playing areas can be rearranged in any way that suits the needs of the individual production

black out -- a fast darkening of the stage

blacout drop -- a black drop that lives behind a scrim drop, making it fully opaque

blackout switch -- a switch on a lighting control board that turns off all the lights...a very bad idea

blocking -- the movement of the actors onstage

blocking rehearsals -- rehearsal emphasis placed on stage movement, which is either overseen or dictated by the director

blueboard -- a synthetic material, similar to beadboard but more dense; sold in sheets and may also be pink

book -- 1. Contract for a production; 2. Refers to the story and dialogue in a musical or opera

boom -- a vertical lighting position, either backstage or in the auditorium

booth -- area in which the light and sound operators sit, usually in rear of the theatre

border -- drapery or short rope hanging across the stage above the acting area to mask the fly loft and overhead lights

border light -- series of lights hung parallel to the proscenium arch and masked by the borders projected from above onto the stage

bounce -- stray light beams that bounce off shiny surfaces and go where they don't belong

box booms -- a lighting position in the auditorium, commonly on either side of the proscenium arc

box office -- place where tickets are sold for admission to performances

box seats -- expensive seats located in front of and to the right of the balcony and separated from other seating areas

box set -- realistic, interior setting made of flats to simulate the three interior walls, and sometimes a ceiling. The audience views the play through the imaginary fourth wall.

brace cleat -- flat metal piece screwed to the back of a flat used to attach a stage brace for triangulation which assists in holding the flat in an upright position

brace jack -- triangular piece of wood hinged to the bottom of scenery which can be screwed or weighted to the stage floor

break a leg -- an expression used instead of "good luck" when one wishes an actor success before opening night

breakaway -- costume or prop that is specially constructed to come apart easily onstage and to be assembled quickly for the next performance

break-up -- 1. When an actor's dialogue is interrupted by laughter; 2. The name of a gobo used in lighting to produce a particular pattern

bridge -- 1. Adjustable platform above the stage to stand on to adjust lights; 2. Music or short scene between major scenes of a production

bridle -- a method of distributing weight by means of attaching two or more ropes to a batten with clips and attached to a grid line

bring up -- 1. Increase brightness of lights; 2. Raise the curtain

Broadway -- that area of New York City on and adjacent to the street named Broadway where the commercial theater of the United States is concentrated

build -- to increase the loudness, rate, and energy of a line, speech, scene or song in order to reach a climax

bump buttons -- buttons on a lighting control board that "bump" the lights up to full when pressed

bump cue -- a lighting cue (usually at the end of musical number) that quickly pushes the level of light to a brighter level

bump up -- stage lights come up immediately

business -- activity performed by an actor during or in place of a speech

by-play -- secondary stage business upstage while main action of the scene is being played out downstage

(C)

call -- 1) announcement to performers or crews that they are needed for a rehearsal or performance; 2) warning to performers to get ready for an entrance

callboard -- place backstage in a theatre where company rules, announcements, notes, and messages are posted

calling a show -- the process of calling out the lighting, sound, and scene-change cues during a performance; usually done by the stage manager over a headset

cameo -- important, but small, character role

caster -- wheels attached to the bottom scenery to shift it; these casters can be either straight or swivel type

casting -- difficult task of matching the actors who auditioned for the production with the roles in the play or musical

castors -- the wheels on a platform

catwalk -- narrow platform suspended above the stage to permit ready access to the ropes, the lights, and the scenery hung from the grid

C-clamp -- the metal clamp that holds a lighting instrument to the bar it's hanging on; so named because of its C-like shape

center line -- an imaginary line down the center of the stage, from upstage to downstage

chain pocket -- (a fabric pouch running the length of a drape along the bottom. It is designed to hold a chain that weighs down the bottom of the drape

changing booth -- a small temporary booth in the wings where an actor can make a costume change without going to the dressing room

channel -- (in computer lighting control boards, a way of controlling a group of dimmers

characterization -- representation of a character's qualities or peculiarities through dialogue, gesture, movement, costume and makeup

charge artist -- scenic painter

chase effects -- special effects, produced by a lighting control board, that cause a series of lights to turn on and off in sequence. Used for marquee lights and fire effects, among other things.

cheat -- move that does not attract attention to itself while managing to keep the actor in view of the audience. Director may say, "Cheat right" or "cheat open."

circuit plot -- a list of all available circuits in a particular theatre

claque -- persons who are hired by performers (or their representatives) for the express purpose of starting and sustaining applause for them. Clagues may be instructed to start applause on the entrance or exit of a performer, or to cheer, whistle, or otherwise seem to show enthusiasm for the performance, in the hope that other audience members will believe the performance to be better than it is. Thoroughly discredited as a practice in live theatre (except on opening nights), clagues are still employed in grand opera.

cleat -- attached to flats at intervals so that lines can be lashed from one flat to another to put them together to firmly anchor them

clew -- metal plate used to tie off several lines then controlling them all by a single line

climax -- highest point of dramatic tension in a script. Usually the crux of the play, when the major conflict can proceed no further without beginning the process of resolution.

clinch plate -- steel plate placed against a flat which bends clout nails as they come through the wood for a strong hold

clipping -- when an actor begins to speak his lines before another actor finishes his cue phrase

closed turn -- turn made away and with the actor's back to the audience, usually considered a poor movement. The opposite, an open turn, is most often preferred.

closing -- the last night of a show

clout nail -- special, soft nail used in flat construction

clown white -- white foundation makeup often used by clowns

code -- refers to a municipal code that governs the wiring of a building

coffin locks -- metal brackets embedded in platforms that help lock separate platforms together; so named because they were developed to hold down coffin lids

collodian -- liquid used by makeup artists to build up the face and for making scars

color balance -- the overall color of the light onstage

color filter -- a piece of colored plastic used to change the color of light

color frame -- the metal frame that holds a color filter

color scroller -- color frames that hold a roll of color. Used to change color filters in the middle of a performance

comedy -- a play with a mixture of humor and pathos, that celebrates the eternal ironies and struggles of human existence, and ends happily

comic relief -- inclusion of a comic line or scene in an otherwise serious play to provide relief from tension

commercial theatre -- theatre produced with the primary goal of making money for investors

community theatre -- amateur, non-profit theatre that provides an opportunity for the non-professional to take an active part in all phases of theatre from acting to design

company -- group of actors and technicians working on a show

company manager -- the person who arranges food, lodging, and other details for the cast and crew

composition -- arrangement of people in a stage group through the use of balance and emphasis to achieve an aesthetic picture to promote mood

concept meeting -- one of the first meetings of the production period, where general concepts are hammered out

concept musical -- musical in which the emphasis is on expressing an idea with episodes serving to illustrate the concept

contact sheet -- the list of addresses and phone numbers used to keep track of everybody's whereabouts during the production period

continental seating -- an arrangement of audience seating without a center aisle

control board -- also called the dimmer board; the panel that controls the lighting instruments

control booth -- (light booth/projection booth) small, glass-enclosed room at the back of the auditorium; used to house light and sound equipment. The stage manager often runs the show from the control booth

copyright -- way by which an author can register the ownership of literary or musical property

corner block -- triangular piece of wood used to join the stiles and rails of a flat

costume designer -- the person who researches the costumes, decides which styles and fabrics to use, and then draws or paints the costumes in renderings

costume fitting -- the meeting where costume personnel measure actors and test-fit their costumes

costume parade -- an event held in the theatre

«Teaching technology of translation of terms»

Theme №11

Translation of Educational terms.

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Educational terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> • To introduce the main concepts and words, word-combinations according to the topic; • To increase the ability of the students to read and interpret the text under the given topic; • To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> • Be able to understand the concepts and words, word-combinations; • Be able to translate and interpret the texts under the given topic; • Be able to retell the main idea of the topic;
<i>Educational methods</i>	BBB method
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.11. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students (see <i>attachment#1</i>); -to inform about the method that is expected to be used in class (see <i>attachment#2</i>).	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: - Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3- stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

● Education and learning

Topic vocabulary in contrast

see page 193 for definitions

take / pass	prefect / pupil / student	lesson / subject
read / study	qualifications / qualities	achieve / reach
test / exam	count / measure	task / effort
primary / secondary / high	degree / certificate / results	know / recognise
colleague / classmate	speak / talk	teach / learn

Phrasal verbs

catch on understand	get on with continue doing
come (a)round (to) be persuaded to change your mind (about)	give in stop making an effort to achieve sth difficult
cross out draw a line through sth written	keep up with stay at the same level as
dawn on if something dawns on you, you realise it for the first time	sail through do something or deal with something very easily
deal with handle, cope with	set out explain, describe or arrange sth in a clear and detailed way
drop out (of) leave school, etc before you have finished a course	think over consider
get at try to express	

Phrases and collocations

attention	pay attention (to sth/sb); attract (sb's) attention; draw (sb's) attention to sth
break	have/take a break (from sth/doing); lunch break; tea break; commercial break; give sb a break
discussion	have a discussion (with sb) about/on sth/doing
exam	take/do/have/pass/fail an exam; sit (for) an exam
homework	do your homework; have homework (to do)
idea	question an idea; have an idea; bright idea; have no idea (about)
learn	have a lot to learn about sth/doing; learn (how) to do
lesson	go to/have a lesson; double lesson; learn a/your lesson; teach sb a lesson
mind	make up your mind (about sth/doing); bear (sth) in mind; in two minds about sth/doing; change your mind (about sth/doing); cross your mind; to my mind; (not) mind if
opinion	in my opinion; give/express your/an opinion (of/about sth/doing); hold/have an opinion (of/about sth/doing)
pass	pass sth (over) to sb; pass an exam/test/etc; pass a building/etc
point	see/take sb's point (about sth/doing); (see) the point in/of sth/doing; there's no point in sth/doing; make a point (of doing)
sense	make sense of sth; it makes sense (to do); sense of humour/taste/sight/etc
suggestion	make/accept a suggestion

Word patterns

able to do	fail to do	similar to sth/sb/doing
admire sb (for sth/doing)	hope to do; hope that	study sth; for sth
boast of/about sth/doing (to sb)	learn about sth/doing; learn to do; learn by doing	succeed in sth/doing
capable of doing	settle for/on sth	suitable for sth/doing; suitable to do
congratulate sb on sth/doing		

Word formation

academy academic, academically	improve improvement, improved	solve solution, (un)solvable
attend attention, (in)attentive(ly), attendance, attendant	intense intensity, intensify, intensely	study student, studies, studious
behave behaviour	literate illiterate, (il)literacy, literature	teach teacher, taught
certify certificate, certified	reason (un)reasonable, (un)reasonably, reasoning	think thought, (un)thinkable, thoughtful, thoughtless
educate education, educator, educational(ly)	revise revision, revised	understand (mis)understanding, (mis)understood, understandable, understandably
fail failure, failing	scholar scholarship, scholarly, scholastic	

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves.^[1] Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy.

Education is commonly and formally divided into stages such as preschool or kindergarten, primary school, secondary school and then college, university or apprenticeship.

Topic vocabulary in contrast

A Complete using the correct form of the words in the box.

- 1 In our school, most classes have about 35 in them.
- 2 Every year, two new are chosen from the best students in each class.
- 3 The university accepts around 2000 new every year.
- 4 When he finally graduated, Victor felt he had everything he set out to do.
- 5 The work we're doing now will make more sense when you the sixth
- 6 Who you how to play the drums like that?
- 7 I would love to a new language I don't know anything about, like Swedish.
- 8 Children in England go to school from the ages of five to eleven.
- 9 In Britain, grammar schools, public schools and comprehensives are often referred to as schools.
- 10 Americans usually refer to their secondary school as a school, and there are often separate junior and senior schools.
- 11 The exam come out today and I'm really nervous. I hope I've passed.
- 12 I was so proud when my exam finally arrived in the post.
- 13 I would prefer to go to university and do a in astronomy, rather than start work.

prefect
pupil
student

achieve
reach

teach
learn

high
primary
secondary

degree
certificate
results

Complete the text by changing the form of the word in capitals.

Being unable to read

It seems (1) (**THINK**) today not to provide children with a decent (2) (**EDUCATE**). There is such an emphasis on (3) (**ACADEMY**) achievement these days that it's easy to forget what a problem (4) (**LITERATE**) used to be. Being unable to read can be (5) (**INTENSE**) embarrassing and can make someone feel like a complete (6) (**FAIL**). Someone who can't read is often (7) (**UNDERSTAND**) afraid of certain situations. The problem can seem (8) (**SOLVE**). However, given the right teacher, a lot of hard work and a (9) (**REASON**) amount of time, anyone can learn. Being able to read can lead to an (10) (**IMPROVE**) quality of life.

Water has damaged part of this text from a diary. Read it and decide what you think each of the original words was. Write the words in the blank spaces.

Dear Diary

Well, my first day at the new school is over. I was able to make	1
a few friends, although I hope to meet more people tomorrow.	2
I met one girl I didn't like, who just boasted her exam results	3
and succeeded in annoying everyone. The teacher asked me	4
what I'd been learning at my other school and when I told	5
her she said she failed to see how I would be able to catch up	6
with the others. I'll show her! I'm just as capable of doing the	7
work as the others. I'm really going to study hard for the test.	8

Find out terms



«Teaching technology of translation of terms»

Theme №12

Translation of Economical terms
Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students:10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Economical terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> • To introduce the main concepts and words, word-combinations according to the topic; • To increase the ability of the students to read and interpret the text under the given topic; • To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> • Be able to understand the concepts and words, word-combinations; • Be able to translate and interpret the texts under the given topic; • Be able to retell the main idea of the topic;
<i>Educational methods</i>	Discussion
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.12. Technical map on the practical lesson

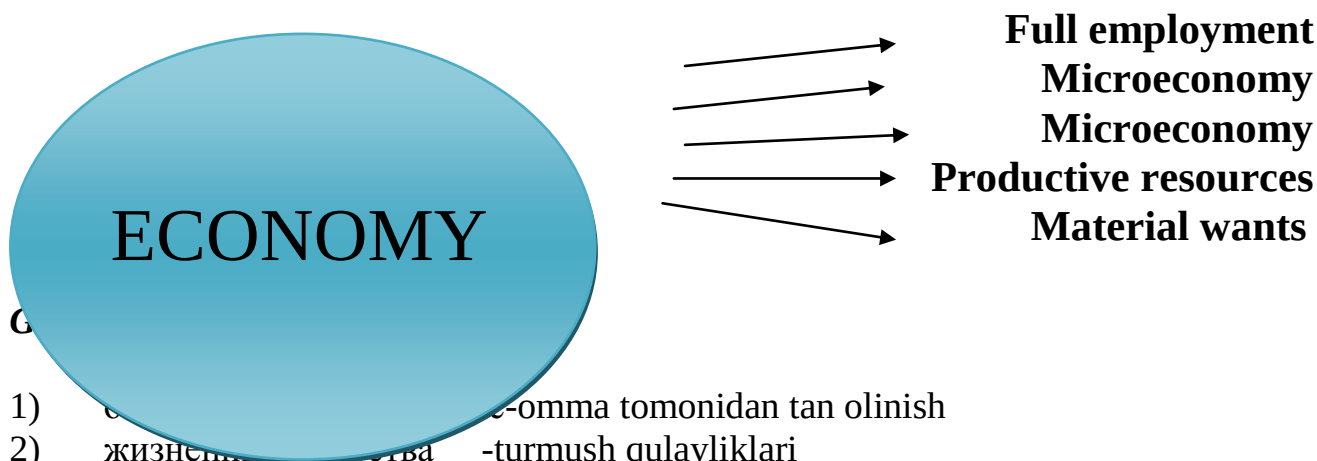
Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students (see <i>attachment#1</i>); -to inform about the method that is expected to be used in class (see <i>attachment#2</i>).	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: - Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3- stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Match the words to their definitions

to initiate	1) to make something such as an idea, plan, system, or law
-------------	--

	start to work and be used (carry out)
to volunteer	2) something that you plan to achieve, especially in business or work
to communicate	3) to make something start
to socialize	4) to do something or give information without being asked
to interact	5) to have control over someone or something and to be responsible for them
to be in charge of	6) the thing that you hope to achieve by doing something
to be responsible for	7) to express thoughts, feelings, or information to someone else, for example by speaking or writing
Objective	8) to be in charge of smth and make sure that what you do or what happens is right or satisfactory
Aim	9) to spend time with other people socially, for example at a party
to implement	10) to communicate while performing an activity together

CLUSTER METHOD



- 1) ...-omma tomonidan tan olinish
- 2) ...-turmush qulayliklari
- 3) ...- farovonlik
- 4) талант управленца / ...руководителя- rahbar / boshliq qobiliyati
- 5) руководящий сотрудник- boshqaruvchi xodim
- 6) ежедневная деятельность- kundalik faoliyat
- 7) покупательная способность- xarid qilish layoqati
- 8) социальные программы- ijtimoiy dasturlar
- 9) налоговая система - soliq tizimi
- 10) производительная способность- ishlab chiqarish layoqati
- 11) улучшать/совершенствовать- yaxshilamoq/mukammallashtirmoq
- 12) ухудшать /снижать- yomonlashtirmoq/kamaytirmoq
- 13) справляться-uddasidan chiqmoq
- 14) субсидировать- mablag' ajratmoq
- 15) инвестировать- sarmoya tikmoq
- 16) превышать-oshmoq

- 17) зарабатывать на жизнь-yashash uchun pul ishlab topmoq
 18) влечь за собой- o'z ortidan tortmoq
 19) голосовать- ovoz bermoq

Match the words on the left with those on the right.

- | | |
|---------------|-----------------|
| a. to obtain | 1. costs |
| b. to attain | 2. sacrifices |
| c. to consume | 3. satisfaction |
| d. to provide | 4. goods |
| e. to entail | 5. health care |
| f. to exceed | 6. Living |

Questions for Brain storming.

1. What is market?
2. What is marketing?
3. What is market research?
4. What notions is marketing sometimes confused with?
5. What is the marketing mix?
6. What are the four Ps?
7. What does the term branding policy mean?
8. What methods of marketing do you know

«Teaching technology of translation of terms»

Theme №13

Translation of Business terms
 Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students:10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Business terms”

	3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> - To introduce the main concepts and words, word-combinations according to the topic; - To increase the ability of the students to read and interpret the text under the given topic; - To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> - Be able to understand the concepts and words, word-combinations; - Be able to translate and interpret the texts under the given topic; - Be able to retell the main idea of the topic;
<i>Educational methods</i>	Translation analysis
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: "Translation"; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.13. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students (see attachment#1); -to inform about the method that is expected to be used in class (see attachment#2).	-listens, takes a note; -listens, asks questions any arise.

2- stage. 60 min.	Main part: -to organize the class according to the selected method-: - Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3- stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work



Translate: 1) Iqtisodiy islohatlar, 2) huquqiy negizlar, 3) davlat mulkini xususiylashtirish, 4) jahon iqtisodiy hamjamiyatiga qo'shilish, 5) ishonchli ijtimoiy kafolatlar, 6) xalqning ma'naviy ruhiy tiklanishi, 7) iqtisodiy islohatlarning ijtimoiy negizi, 8) iqtisodiy va ijtimoiy-siyosiy barqarorlikni ta'minlash, 9) makro-iqtisodiyotni

barqarorlashtirishga erishish, 10) kompyuterlashtirish va kompyuterlar tarmoqlari negizida ta'lim jarayonini axborot bilan ta'minlash rivojlantirilib boriladi. 11) Ta'lim jarayonida ommaviy axborot vositalarining mavqei oshib boradi, 12) televidenia va radio ta'lim dasturlarining intellektuallashuvi ta'minlanadi, 13) fan va ta'limning nashriyot bazasi rivojlantiriladi; 14) o'quv, o'quv-uslubiy, ilmiy, qomusiy adabiyotlar va ma'lumotlar bilan ta'minlashning barqaror tizim.



- 1 Put each word or phrase in the group below in its correct place in the following passage.

overdraft formalities fill in account open branch bank charges

It's very simple to (a) _____ a bank (b) _____ in Britain. There are very few (c) _____. Just go to your local (d) _____, (e) _____ a few forms, and that's it. You will probably only have to pay (f) _____ if there is no money in your account or if you borrow money from the bank, in other words if you have an (g) _____.

- 2 Instructions as above.

notice current cheque withdraw deposit interest

For regular everyday use most people prefer a (a) _____ account. This normally earns no (b) _____ but you are given a (c) _____ book, which makes shopping and paying bills very easy. A (d) _____ account earns interest but it's not so easy to (e) _____ your money. You sometimes have to give a week's (f) _____.

- 3 Instructions as above.

balance deposit withdrawal standing order statement

At regular intervals, perhaps monthly, you will receive a (a) _____ from the bank, giving details of each (b) _____ (money you put in) and (c) _____ (money you take out). If you're not sure how much money you have in your account, you can just go to your bank and ask what your (d) _____ is. If you have to make a regular payment, like rent, you can ask the bank to pay this amount for you automatically. This arrangement is called a (e) _____.

- 4 Instructions as above.

cash counterfoi income expenditure keep a record crossed overdrawn

Some people spend more money than they receive. In other words, their (a) _____ is greater than their (b) _____. If you take more money out of the bank than you have in your account, you are (c) _____. To (d) _____ of your spending, it's a good idea when you write a cheque to fill in the (e) _____, which stays in the book. Most cheques are (f) _____ cheques, which means that no one else can (g) _____ them. They must be paid into someone's account.

- 5 Put one of the following words or phrases in each space in the sentences below.

out of from for at in to

(a) He borrowed £10 _____ his father.

(b) She filled _____ the cheque.

(c) I asked _____ my balance.

(d) I prefer a current account _____ a deposit account.

(e) You'll get a statement _____ regular intervals.

(f) He took £100 _____ his bank.

(g) He withdrew £100 _____ his bank.

Active Market

This is a term used by stock exchange which specifies the particular stock or share which deals in frequent and regular transactions. It helps the buyers to obtain reasonably large amounts at any time.

Auction

When a commodity is sold by auction, the bids are made by the buyers. Whose ever makes the highest bid, gets the commodity which is being sold. The buyers make the bid taking into consideration the quality and quantity of the commodity.

Balance Sheet

Balance sheet is a statement showing the assets and liabilities of a business at a certain date. Balance sheet helps in estimating the real financial situation of a firm.

Bank

Bank is a financial institution. It accepts funds on current and deposit accounts. It also lends money. The bank pays the cheques drawn by customers against current and deposits accounts. The bank is a trader that deals in money and credit.

Budget

It is a document containing a preliminary approved plan of public revenue and public expenditure. It is a statement of the estimated receipt and expenses during a fixed period, it is a comparative table giving the accounts of the receipts to be realized and of the expenses to be incurred.

Central Bank

Central Bank may be defined as the apex banking and monetary institution whose main function is to control, regulate and stabilize the banking and the monetary system of the country in the national interest.

Cheque

Cheque is an order in writing issued by the drawer to a bank. If the customer has sufficient amount in his account, the cheque is paid by the bank. Cheques are used in place of cash money.

Commercial Bank

Commercial Bank is an institution of finance. It deals with the banking services through its branches in whole of the country. Operation of current accounts, deposits, granting of loans to individuals and companies etc. are various functions of the commercial bank.

Economic Integration

Economic integration appears when two or more nations coordinate themselves and their economies are linked up. It may exhibit itself in the form of free trade area or a full economic union. EEC is an example of economic integration

HDI

HDI (Human Development Index) is a composite index measuring average achievement in three basic dimensions of human life—a long and healthy life, knowledge and a decent standard of living.

Import Duty

Import duty is a tax on imports imposed on an ad-valorem basis i.e., fixed in the form of a percentage on the value of the commodity imported.

Indirect Tax

Indirect tax is that tax which is levied on goods or services produced or purchased. Indirect taxes are those which are demanded from one person in the expectation and intention that he shall indemnify himself at the expense to another.

Inflation

A situation of a steady and sustained rise in general prices is usually known as inflation. Inflation is a state in which the value of money is falling i.e., prices are rising.

Mixed Economy It refers to that economic system in which both private and public sector co-exists. Indian economy is an example of a mixed economy.

Monopoly

Monopoly refers to that market structure where there is only one seller in the market who controls the entire market supply and no substitute of the product is available in the market.

Open Economy

Open economy is that economy which is left free and the government imposes no restrictions on trade with areas outside that economy.

Price Mechanism

Price mechanism signifies the working of those market forces which establishes equilibrium in the economy. Laissez faire policy is the basis for the working of price mechanism.

Public Goods

Public goods are those goods which belong to the entire community. None of the individual of the society can be made deprived of using these public goods. National defence, Police, Street lighting etc. are examples of public goods.

Repressed Inflation

It is a state in which aggregate demand is greater than the total supply of goods and services in an economy, but prices are prevented from rising to eliminate excess demand. The holding down of price is sometimes done by government as a means of suppressing inflation.

Seasonal Unemployment It is that unemployment which is caused by seasonal variation in demand for labour by various industries, such as agriculture, construction and tourism. Seasonal unemployment normally declines in spring as more outdoor work can be undertaken.

Special Tax (Unit Tax)

It is a tax imposed per unit of a commodity rather than on the value of the commodity compare ad-valorem.

Trade Union

It is an organisation of employees who join together to further their interests. Trade Unions negotiate on behalf of their members in collective bargaining with employers, and in the event of a dispute may put pressure on employers by withdrawing labour (i.e. strike) or by some less drastic form of action (i.e. go-slow, working to rule).

Translate: 1) Iqtisodiy islohatlar, 2) huquqiy negizlar, 3) davlat mulkini xususiylashtirish, 4) jahon iqtisodiy hamjamiyatiga qo'shilish, 5) ishonchli ijtimoiy kafolatlar, 6) xalqning ma'naviy ruhiy tiklanishi, 7) iqtisodiy islohatlarning ijtimoiy negizi, 8) iqtisodiy va ijtimoiy-siyosiy barqarorlikni ta'minlash, 9) makro-iqtisodiyotni barqarorlashtirishga erishish, 10) kompyuterlashtirish va kompyuterlar tarmoqlari negizida ta'lim jarayonini axborot bilan ta'minlash rivojlantirilib boriladi. 11) Ta'lim jarayonida ommaviy axborot vositalarining mavqei oshib boradi, 12) televidenia va radio ta'lim dasturlarining intellektuallashuvi ta'minlanadi, 13) fan va ta'limning nashriyot bazasi rivojlantiriladi; 14) o'quv, o'quv-uslubiy, ilmiy, qomusiy adabiyotlar va ma'lumotlar bilan ta'minlashning barqaror tizim.

Let one student explain the geographical position of these countries on the map and another one translate his/her speech into English: Luxembourg, Venezuela, Cuba, Nigeria, Netherlands, Mexico, Canada, Brazil, Italy, France, Sweden, Norway, Poland ...

Complete using the words in the box. Add any other words you need.

advertisement • borrowed • choose • compare • wrong

- 1 I need to get a new bag for school but I can't these two. What do you think?
- 2 This CD player seems expensive, but if you it the one in the other shop, it's actually not bad.
- 3 Madeleine a really nice top me and she still hasn't given it back!
- 4 The the website said you could sell your old things to people all over the country.
- 5 The shop assistant was the price so I had to show her the label.

«Teaching technology of translation of terms»

Theme №14

Translation of Military terms
Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students:10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and

	word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Military terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> • To introduce the main concepts and words, word-combinations according to the topic; • To increase the ability of the students to read and interpret the text under the given topic; • To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> • Be able to understand the concepts and words, word-combinations; • Be able to translate and interpret the texts under the given topic; • Be able to retell the main idea of the topic;
<i>Educational methods</i>	Brainstorming
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), таркатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.14. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading	-listens, takes a note;

	system of the students (see attachment#1); -to inform about the method that is expected to be used in class (see attachment#2).	-listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: - Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3- stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Military terminology refers to the [terms](#) and language of [military](#) organizations and [personnel](#) as belonging to a discrete category, as distinguishable by their usage in [military doctrine](#), as they serve to depoliticise, dehumanise, or otherwise abstract discussion about its operations from an actual description thereof.

The operational pressure for uniform understanding has developed since the early 20th century with the importance of [joint operations](#) between different services (army, navy, air force) of the same country. International alliances and operations, including [peacekeeping](#),^[1] have added additional complexity. For example, the [NATO](#) alliance now maintains a large [dictionary](#)^[2] of common terms for use by member countries. Development work is also taking place^[3] between NATO and Russia on common terminology for extended air defence, in English, French and Russian.

<u>Word</u>	<u>NAVY</u>	<u>MARINES</u>	<u>ARMY</u>	<u>AIR FORCE</u>
Bathroom	Head	Head	Latrine	Powder Room
Bed	Rack	Rack	Cot	A Single with Ruffie and Duvet
Cafeteria	Chow Hall	Chow Hall	Mess Hall	Café
Uniforms	Dungarees	Utilities	BDUs	Casual Wear
Troops	Seaman	Marine	Private	Bobby or Jimmy
Sr. NCO	Chief	Gunny	Sergeant	Bob or Jim
Sr. Officer	Captain	Colonel	Colonel	Robert or James
Punishment	Captain's Mast	Office Hours	Article 15	Time Out
Housing	Billets	Barracks	Barracks	Dormitory
Underwear	Skiwies	Skiwies	Underwear	Lingerie
Jail	Brig	Brig	Confinement Facility	Grounded
Saying	HU-AH	HU-AH	HU-AH	Cool

B	H	N	G	O
AMMO	ATTACK	BASE	BOMB	BRIGADE
BULLET	CAPTURE	CONVOY	DRAFT	ENLIST
GUNNER	INFANTRY	FREE SPACE!	MAJOR	MEDAL
OFFICER	RADAR	RANK	SHOT	SIEGE
SNIPER	SOLDIER	TANK	UNIFORM	WARRIOR

Military Service

Put each of the following words or phrases in its correct place in the passage below.

army compulsory forces volunteers navy promotion officer
air force

In some countries military service is (a) _____. All young men and sometimes young women must spend a year or two in the (b) _____. (In Britain they don't have to. All members of the armed services are (c) _____.) To be a soldier you join the (d) _____, to be a sailor you join the (e) _____ and to be an airman you join the (f) _____. If you are good at your job and can take responsibility, you might get (g) _____ and become an (h) _____.

Police

Instructions as above.

walkie-talkie join plain clothes detective police force rank
policeman uniform

Alan is now old enough and tall enough to (a) _____ the (b) _____. At first, of course, he'll be an ordinary (c) _____ of the lowest (d) _____. He'll wear a (e) _____ and go out in the streets keeping in touch with the police station with his (f) _____. Then he'd like to be a (g) _____ in (h) _____ investigating serious crime.

Security Work

Instructions as above.

guards tap armoured vehicles bullet-proof kidnappers couriers
bug security firm private detectives

I run a (a) _____ which offers a complete range of security services. We have (b) _____ with special (c) _____ windows to transport money and other valuable items. We can supply trained (d) _____ to protect exhibits at art shows and jewellery displays. We can advise you if you think someone is trying to (e) _____ your phone or (f) _____ your private conversations at home or in the office with hidden microphones. We have ex-policemen whom you can hire as (g) _____ and special (h) _____ to deliver your valuable parcels anywhere in the world. We can protect you or your children against possible (i) _____.

MILITARY WORDS

B	W	R	K	F	K	R	J	O	H	T	A	D	Z	Y	H	M	F	B	I	Y	J	A	Z
X	M	I	Q	V	H	T	E	A	E	Z	D	B	N	B	M	F	L	X	P	S	D	A	V
Y	C	P	W	L	R	E	T	C	I	F	R	A	C	R	A	P	G	N	A	M	R	I	A
H	D	R	E	A	V	U	I	T	R	F	Y	O	B	I	R	U	U	N	I	F	O	R	M
W	C	R	X	P	E	Z	J	C	R	U	M	B	M	G	S	I	H	R	S	H	Z	W	J
T	V	O	O	K	E	C	O	G	C	M	I	L	M	A	H	C	A	L	E	S	R	I	U
N	B	J	U	Q	Y	R	F	G	A	Y	W	T	B	D	A	L	Z	N	W	E	Q	K	I
A	N	A	P	L	P	C	N	N	P	B	U	Y	D	I	L	R	N	D	J	A	E	N	D
N	Z	M	W	O	L	I	D	K	K	T	Z	E	Q	E	Y	V	R	B	N	M	B	A	Z
E	N	E	R	R	N	E	F	O	H	E	G	Z	G	R	H	O	H	Y	V	A	N	R	R
T	N	A	R	I	R	Y	I	M	E	K	K	L	B	K	L	W	O	Q	U	N	H	X	P
U	L	H	A	O	D	U	F	D	K	D	E	L	A	I	K	N	I	A	T	P	A	C	B
E	W	R	L	O	D	Y	M	R	A	T	Z	U	A	E	D	M	G	C	M	R	K	L	E
I	T	D	W	A	E	O	M	B	Q	X	S	S	L	M	I	L	I	T	A	R	Y	D	T
L	C	O	X	P	J	U	M	D	O	P	E	I	P	P	I	U	O	H	E	A	H	J	A
R	O	S	Z	W	R	I	K	M	C	O	I	E	L	E	C	N	G	F	I	V	Z	G	V
G	L	E	T	C	X	E	M	U	O	V	T	Y	N	A	D	H	O	E	H	Z	A	Q	I
D	O	N	W	V	Z	U	I	J	P	C	R	C	S	S	I	F	O	H	N	H	Q	V	R
A	N	I	N	F	G	M	E	D	A	L	S	E	A	H	I	C	J	L	L	E	W	F	P
S	E	R	O	H	T	V	L	Z	L	Y	Y	C	Z	M	R	G	E	H	N	X	R	P	M
S	L	A	G	S	F	L	E	M	O	O	G	T	H	Y	P	O	N	P	C	L	U	A	C
R	R	M	W	Y	M	F	A	Z	M	X	S	L	I	Y	S	G	Y	W	S	Q	G	U	L
A	V	W	D	V	P	W	X	J	I	F	I	O	T	E	D	A	C	H	U	B	R	M	H
M	B	Z	O	S	L	H	Q	J	S	W	E	C	R	O	F	R	I	A	D	P	W	R	S

ADMIRAL	AIR FORCE	AIRMAN	ARMY
BOOT CAMP	BRIGADIER	CADET	CAPTAIN
COLONEL	COMMANDER	COMMODORE	CORPORAL
ENSIGN	GENERAL	LIEUTENANT	MAJOR
MARINES	MARSHAL	MEDALS	MILITARY
NAVY	PRIVATE	RANK	RECRUIT
SAILOR	SEAMAN	SOLDIER	SPECIALIST
TRAINING	UNIFORM		

«Teaching technology of translation of terms»

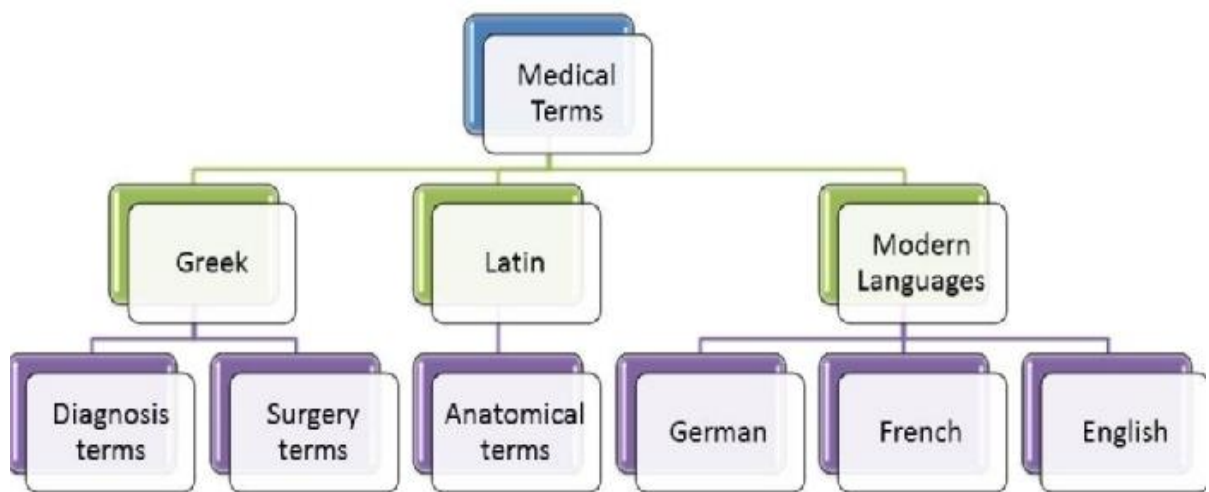
Theme №15

Translation of Medical terms
Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students:10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Medical terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> • To introduce the main concepts and words, word-combinations according to the topic; • To increase the ability of the students to read and interpret the text under the given topic; • To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> • Be able to understand the concepts and words, word-combinations; • Be able to translate and interpret the texts under the given topic; • Be able to retell the main idea of the topic;
<i>Educational methods</i>	Group work
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.15. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students (see <i>attachment#1</i>); -to inform about the method that is expected to be used in class (see <i>attachment#2</i>).	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: - Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3- stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work



Medical Terminology

Medical Terminology Knowledge

In most medical interpretations, health professionals generally use simple language to ask questions and provide information. For instance, gastroenteritis might be referred to as "tummy problems". However, there are many medical terms that have no simple substitutes or aphorisms. Should a physician or other health care professionals use terminology that has no quick English substitute it is up to the interpreter to translate it into the commonplace mirror term most often used in the client's first language or dialect. As such, it is very important that the medical interpreter have a thorough understanding of a wide variety of medical terms. As you work your way through the course, create a list of L1 mirror terms* that you can quickly recall during a medical interpretation.

*L1 mirror terms – refers to how you would interpret an English term into the target language. For example, the word for dialysis in English does not translate easily into Arabic. Predetermining the word you would use in Arabic for the term dialysis will make it easier and more efficient when interpreting in a medical setting.

Medical Knowledge and Terminology

Businesses

For businesses or individuals who provide a medically-related service (i.e. medical insurance) or who act as a liaison between medical professionals and the general public (i.e. pharmaceuticals), the Medical Knowledge and Terminology training tool can be critical in providing the necessary background on medical terms, the anatomy and physiology of body systems, and the diagnosis and treatment of various pathologies. This certification training can be undertaken by an individual who wishes to increase their knowledge or for a company or business that wishes to use the training for staff development or as a preliminary screening for potential employees. This tool can be used in a number of different ways to satisfy your needs.

Medical Knowledge and Terminology

Hospitals or Community Health Centres

For all non-medical staff who work in a medical environment, such as a hospital or community health centre, the Medical Knowledge and Terminology Certification Training provides a solid understanding of medical terms, the anatomy and physiology of body systems, and the diagnosis and treatment of various pathologies. The Medical Knowledge and Terminology Certification Training can be undertaken by an individual in these settings who would like to build their knowledge and skills. Or, this can be utilized by any hospital or hospital department that would like to put a number of employees through the training or use this tool as a preliminary screening for employment purposes. This tool can be used in a number of different ways to satisfy your needs.

Glossary

health care	to extract a tooth
sick, ill (may be short term)	denture
sick (chronically); patient	ophthalmologist/eye doctor
I need an internist/general practitioner	nearsighted
to have a doctor's appointment	farsighted
I have a doctor's appointment	cross-eyed
office hours	preventive measures
The doctor is seeing patients	shot
he is a patient of/goes to Dr.X	vaccination
he is being treated for	disposable syringe
to be cured	take an X-ray
to recover	thermometer (36.6 Celsius = 98.6 Fahrenheit, normal temperature)
to get better (also to gain weight)	blood pressure
What hurts you/what's your complaint?	fever
to diagnose	high fever, delirium
to write out a prescription	get hoarse, lose one's voice
to prescribe a medicine	to be nauseous
the doctor made house calls	head cold
first aid/emergency service	cold
the ambulance	angina sore/strep throat/ tonsillitis (not pectoris)
emergency treatment center	flu
accident/trauma care center	intestinal flu
hospital	inflammation
clinic, health center	pneumonia
sanatorium	measles
voucher for a sanatorium	German measles
maternity hospital	chicken pox
he was admitted to the hospital	whooping cough
he was discharged from the hospital	mumps
local/district doctor	typhoid
surgeon	typhus
nurse	sciatica
put in a filling	shortness of breath
	cardio-vascular disease
	heart attack
	blood vessel

hemorrhage
blood transfusion
valve
stroke
cancer
benign/malignant tumor

tissue
AIDS
HIV
medicines
on duty drugstore
to take pills, drops
sleeping pill
tranquilizer
painkiller
types of aspirin
cardiac medicine
bandaid
gauze
distilled alcohol
hydrogen peroxide
fracture
cast
transplant

1. Fill in the blanks.

1. The Austrian diagnostic system installed in the consulting room carries out a computer audiography.
2. Most of employees of different professions have after a long period of work.
3. The of Uzbekistan Airways stand guard over the professional health of the crew.
4. In the functional department, a treadmill which allows detailed investigating of system.
5. A cures the diseases connected with skin defects
6. The medical do their best to identify changes in health state.

2. Match the words with definitions.

- | | |
|--------------------|--|
| 1. Gynecologist | a. Man who provides massage |
| 2. Orthopedist | b. Doctor who deals with endocrine glands |
| 3. ENT | c. Specialist in ophthalmology |
| 4. Cardiologist | d. Doctor who deals with the skeletal system |
| 5. Pediatricist | e. Doctor who deals with urinary tract |
| 6. Endocrinologist | f. Physician who observes women |
| 7. Masseur | g. Ear, nose and throat |
| 8. Urologist | h. Doctor who deals with functions of heart |
| 9. Oculist | i. Specialist in psychology |
| 10. Psychologist | j. Physician who treats infants |

Words in Context

Are you **coughing** and **sneezing**? You probably have a cold. **Drink** plenty of fluids and **rest** as much as possible. Do you feel hot? **Take** your temperature. You might have the flu. **Make** an appointment with your doctor. He will **examine** you. You may need to **take** pills or get a shot. Follow your doctor's instructions. You will soon **feel** better.



1 be in pain

7 choke

2 be unconscious

8 cut yourself

3 bleed

9 drown

4 be in shock

10 swallow poison

5 break a leg

11 overdose (on drugs)

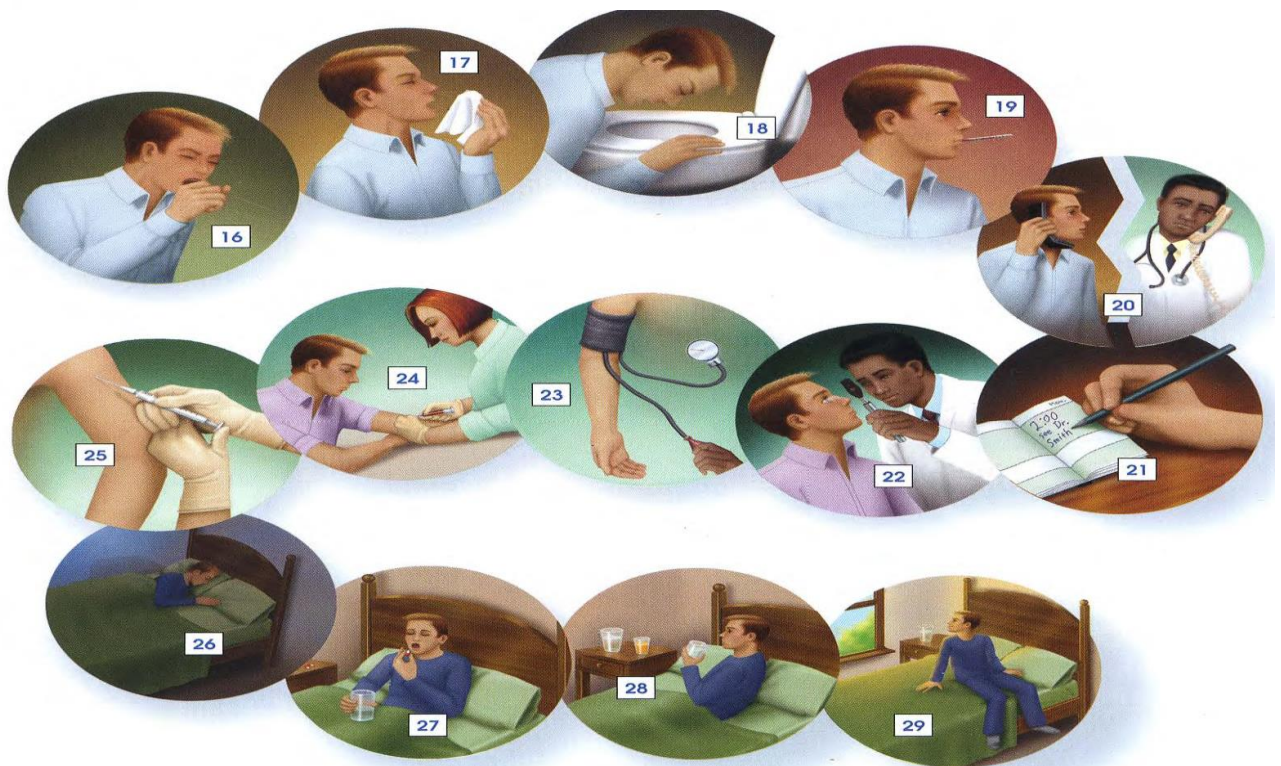
6 burn yourself

12 have an allergic reaction

13 have a heart attack

14 get a(n electric) shock

15 fall



- | | |
|--------------------------|-----------------------------|
| 16 cough | 23 check his blood pressure |
| 17 sneeze | 24 draw his blood |
| 18 vomit / throw up | 25 give him a shot |
| 19 take your temperature | 26 rest |
| 20 call the doctor | 27 take a pill |
| 21 make an appointment | 28 drink fluids |
| 22 examine the patient | 29 feel better |

Words in Action

1. Look at page 136. Which things on the list are more likely to happen to adults? Which are more likely to happen to children?
2. Work with a partner. One person pretends to have one of the medical problems on the list. The other guesses the problem. Take turns.

«Teaching technology of translation of terms»

Theme №16

Translation of Pharmaceutical terms

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Pharmaceutical terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> • To introduce the main concepts and words, word-combinations	<i>The result of practical activity:</i> • Be able to understand the concepts and words, word-combinations;

according to the topic; - To increase the ability of the students to read and interpret the text under the given topic; - To teach how to grasp the main idea of the topic;	- Be able to translate and interpret the texts under the given topic; - Be able to retell the main idea of the topic;
<i>Educational methods</i>	Presentation
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: "Translation"; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.16. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students (see attachment#1); -to inform about the method that is expected to be used in class (see attachment#2).	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: - Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on	-listens, asks questions should any arise; -translate and compare; -answers the questions;

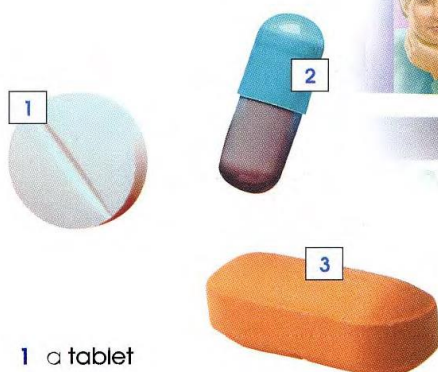
	-teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3- stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Words in Context

Follow these steps to treat a cut.

- Press **gauze** on the cut. This will help stop the bleeding.
- Lift the cut above the heart.
- Clean the cut with soap and water. Then put **antibacterial ointment** on it.
- Cover the cut with a **sterile pad** and **sterile tape**.

Remember—accidents happen. Always keep a **first-aid kit** in your home.



1 a tablet

2 a capsule

3 a pill

4 prescription medicine

5 a pharmacist

6 over-the-counter medication

7 cough syrup

8 an antacid

9 (throat) lozenges

10 cough drops

11 an inhaler

12 a nasal (decongestant) spray

13 eyedrops

14 antihistamine

15 a prescription

16 a warning label

17 a cane

18 a knee brace

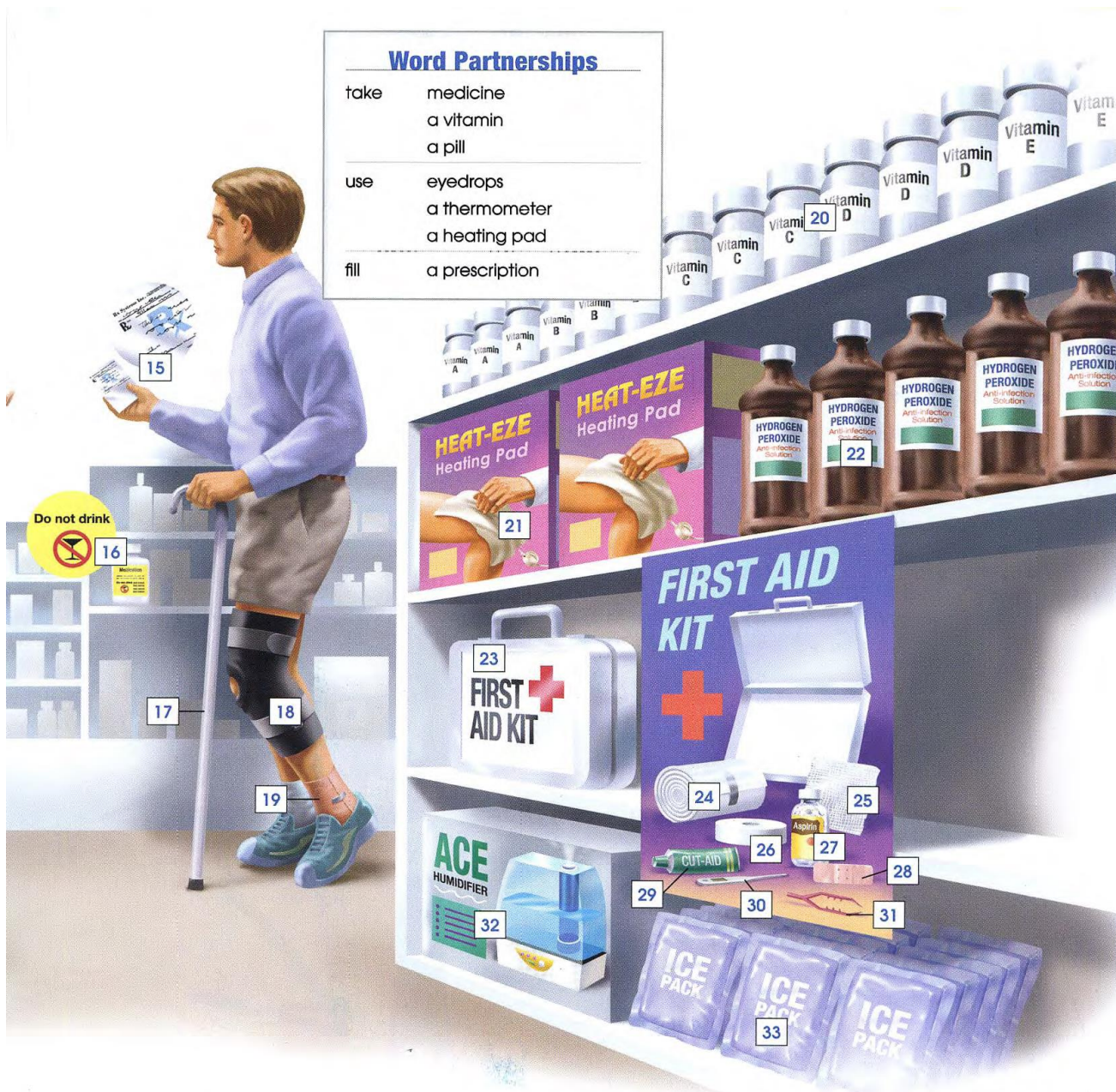
19 an elastic bandage

20 vitamins

21 a heating pad

22 hydrogen peroxide





Word Partnerships

take	medicine
	a vitamin
	a pill
use	eyedrops
	a thermometer
	a heating pad
fill	a prescription

- 23 a first-aid kit
- 24 gauze
- 25 a sterile pad
- 26 sterile tape
- 27 aspirin
- 28 an adhesive bandage

- 29 antibacterial ointment / antibacterial cream
- 30 a thermometer
- 31 tweezers
- 32 a humidifier
- 33 an ice pack

Words in Action

- Which pharmacy items on the word list do you have in your home?
- Which pharmacy items are good for a cold? Which are good for a cut? Which are good for a sprain? Discuss with a partner.

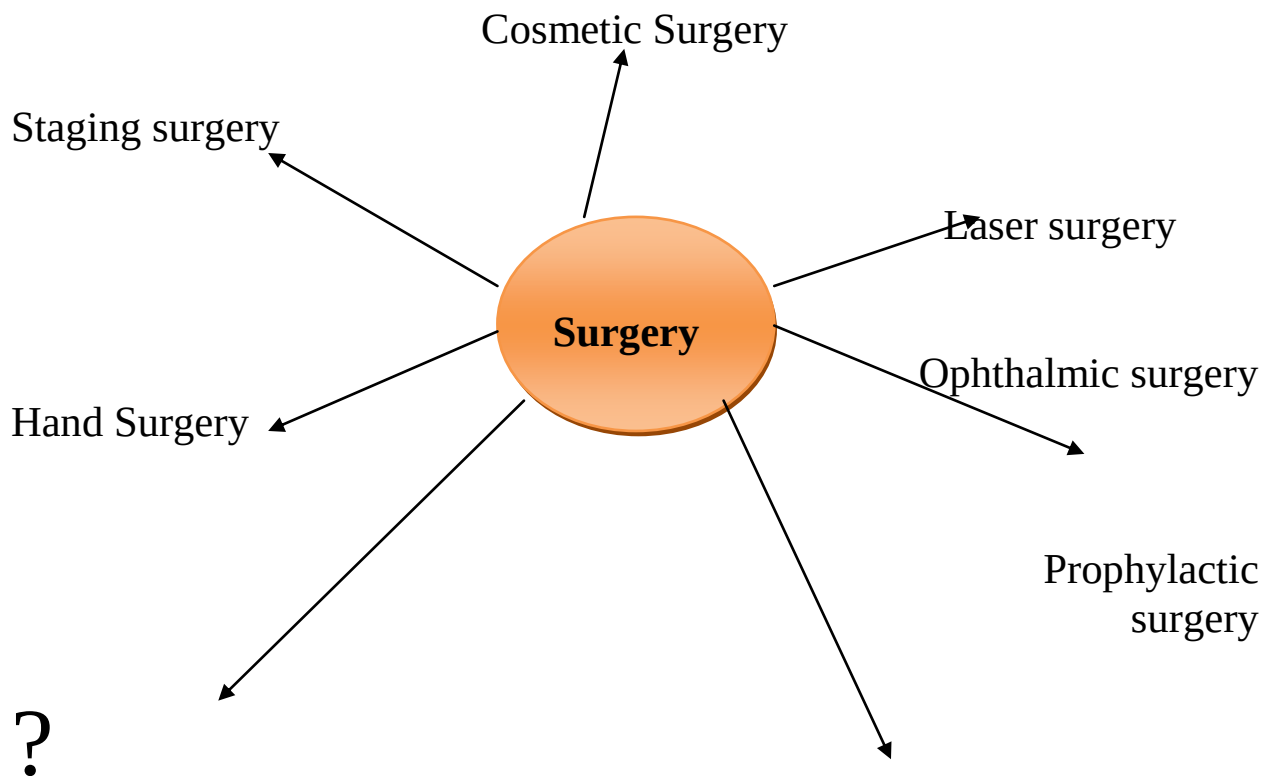
Translation of Surgical terms.
Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students:10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Surgical terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> • To introduce the main concepts and words, word-combinations according to the topic; • To increase the ability of the students to read and interpret the text under the given topic; • To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> • Be able to understand the concepts and words, word-combinations; • Be able to translate and interpret the texts under the given topic; • Be able to retell the main idea of the topic;
<i>Educational methods</i>	Bumerang
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.17. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students (see <i>attachment#1</i>); -to inform about the method that is expected to be used in class (see <i>attachment#2</i>).	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: - Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3- stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Cluster.



Fill the gaps with the following words. (Recovery, medications, immobilized, surgeries, specialist, therapy, physician, surgery, rehabilitation, intricate)

Recovery after hand depends greatly on the type of surgery that was performed and the underlying cause of the hand condition. Sometimes, repeat are needed. The hand is an part of our lives and is very sensitive. Mild to severe pain may be expected after many types of hand surgeries. Pain may be given to help alleviate the discomfort. The following are some of the other possible outcomes that you may be told to expect following hand surgery: Your hand may be in a bandage or splint after surgery. Your physician will decide the length of time of the immobilization. After some surgeries, the hand may be immobilized for months at nighttime to enhance There may be some restrictions placed on activities and work after the surgery. This also will be determined by your based on an individual basis. may be recommended to increase the strength and function of the hand. Rehabilitation may include physical therapy and/or occupational therapy. A trained will be involved in your care to optimize recovery of the hand.

..... of the hand may include the following:

- exercises for the hand
- heat therapy
- massage therapy
- splinting
- traction
- bandages to help control swelling
- nerve stimulation

In many cases, surgery is just the start of recovery. Intensive rehabilitation may be necessary to regain optimal functioning of the hand. It is important to follow all of the instructions given to you after surgery by your physician and any other specialists that are involved in your care.

Translate into your mother tongue.

Anesthesia

Anesthesia is the use of drugs to make the body unable to feel pain for a period of time. Depending on the type and extent of the operation, you may get drugs to make you sleep, too. In some cases, you may have an option as to which type of anesthesia you prefer.

- Local anesthesia is often used for minor surgeries, such as biopsies near the body surface. A needle is used to put medicine into the site beforehand. This numbs the nerves that cause pain. You stay awake and usually feel only pressure during the procedure.
- Topical anesthesia is a type of local anesthesia that is rubbed or sprayed onto a body surface instead of being put in with a needle (injected). It is sometimes used to numb the throat before a scope is passed down to the stomach or lungs (endoscopy).

1 Match each person on the right with a definition on the left.

- | | |
|---|----------------------|
| (a) an ordinary doctor | patient |
| (b) someone who looks after sick people in hospital | surgeon |
| (c) person who helps people with mental problems | out-patient |
| (d) sick person receiving treatment | in-patient |
| (e) sick person who has to stay in hospital | medical student |
| (f) sick person who has to visit hospital regularly for treatment | casualty |
| (g) someone who operates on sick people | psychiatrist |
| (h) person badly injured in an accident, fire, war | nurse |
| (i) person who helps at the birth of a baby | general practitioner |
| (j) person who studies to be a doctor | specialist |
| (k) person who specializes in one area of medical treatment | midwife |

2 Put each of the following words in its correct place in the passage below.

thermometer ward prescription operation stethoscope pulse
receptionist appointment chemist symptoms examine
treatment waiting room temperature

When I go to the doctor, I tell the (a) _____ my name and take a seat in the (b) _____. My doctor is very busy so I have to make an (c) _____ before I go to see him. He asks me what's wrong with me, I tell him the (d) _____ of my illness, for example high temperature, difficulty in breathing, or pains, and then he will usually (e) _____ me. He'll listen to my heart with his (f) _____, he'll hold my wrist to feel my (g) _____, he'll take my (h) _____ with his (i) _____. The problem is usually something simple and he might give me a (j) _____ for some medicine, which I take to the (k) _____. Of course, if I needed more serious (l) _____, I'd have to go to hospital. There I'd be put in a bed in a (m) _____ with 10 or 20 other people. If there were something seriously wrong with me, I might need an (n) _____.

«Teaching technology of translation of terms»

Theme №18

Translation of Stomatological terms

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students:10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Stomatological terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> • To introduce the main concepts and words, word-combinations according to the topic; • To increase the ability of the students to read and interpret the text under the given topic; • To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> • Be able to understand the concepts and words, word-combinations; • Be able to translate and interpret the texts under the given topic; • Be able to retell the main idea of the topic;
<i>Educational methods</i>	Presentation
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

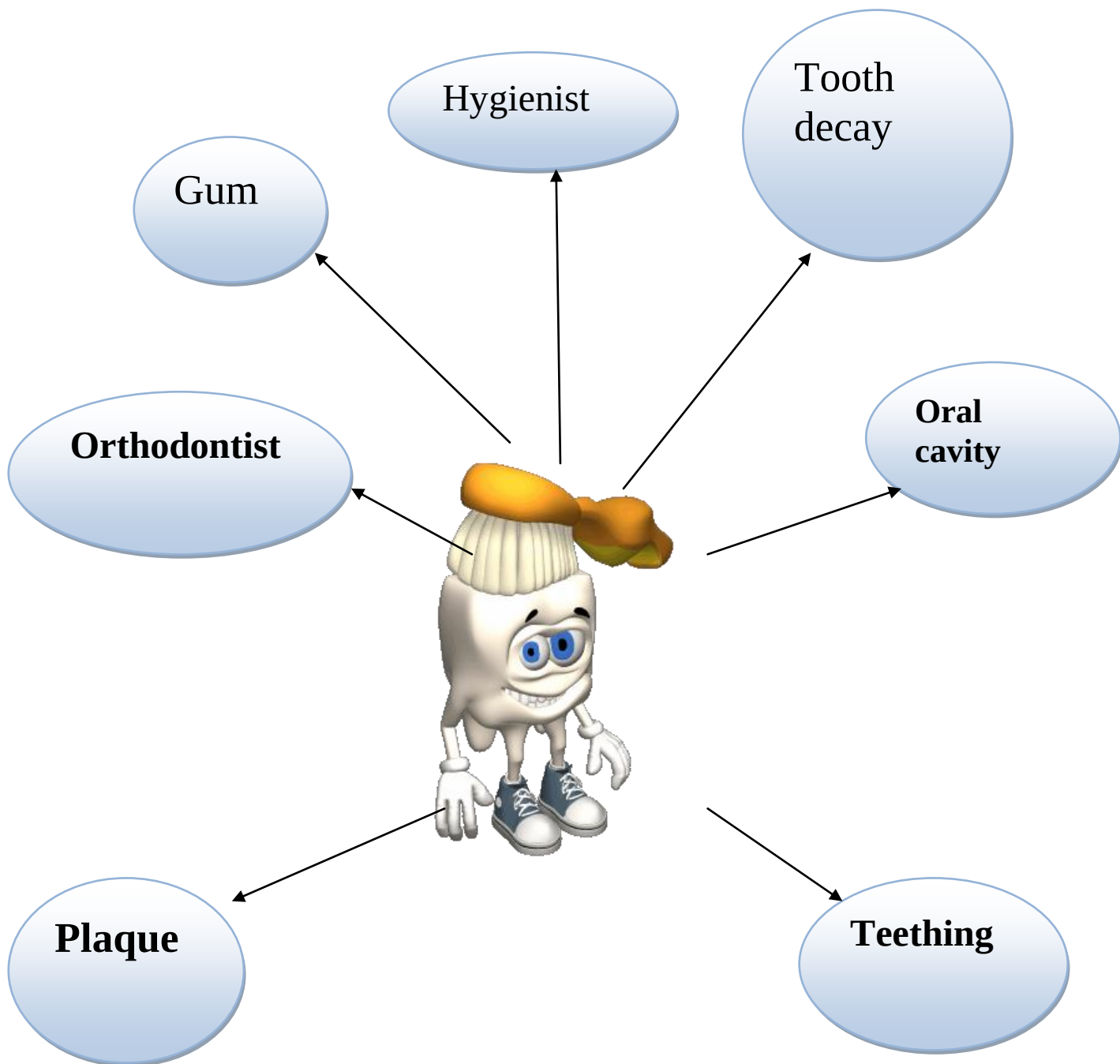
1.18. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students (see <i>attachment#1</i>); -to inform about the method that is expected to be used in class (see <i>attachment#2</i>).	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: - Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3- stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Role play (At the dentist)

Key words: cavity, wisdom teeth, bacteria, dental X-rays, plaque, toothache, healthy teeth, treatment card, wisdom teeth, gum disease.

Cluster.



Discuss the following quotations.

1. Some tortures are physical
And some are mental,
But the one that is both

Is dental.

Ogden Nash

2. If a patient cannot clean his teeth, no dentist can clean them for him.

Martin H. Fischer

3. The man with a toothache thinks everyone happy whose teeth are sound.

George Bernard Shaw

.Read the following advertisement and make your own one.

What you need for superior oral health

Colgate Total® fights germs for 12 hours. Ordinary toothpastes don't. If you're using regular, non-antibacterial toothpaste, germs start to grow back right away. Colgate Total® is different.

Our most advanced toothpaste formulas and innovation brushes - what you need for excellent oral care is right here.

All Colgate Total® toothpastes provide you with 12 hours of germ-fighting protection and help prevent:

- Plaque
- Cavities
- Gingivitis
- Bad Breath
- Tartar Build-up
- Surface Stains

for whiter teeth

Colgate Total® Advanced



Advanced Whitening

Removes 80% of surface stains*.



Advanced Deep Clean

Helps maintain a dentist-clean feeling.



Advanced Fresh + Whitening

Helps reduce over 80% more bad breath germs plus whitens teeth.



«Teaching technology of translation of terms»

Theme №19

Revision

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - revise all themes 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> • To introduce the main concepts and words, word-combinations according to the topic; • To increase the ability of the students to read and interpret the text under the given topic; • To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> • Be able to understand the concepts and words, word-combinations; • Be able to translate and interpret the texts under the given topic; • Be able to retell the main idea of the topic;
<i>Educational methods</i>	Questions and answers
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: "Translation"; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.19. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students (see <i>attachment#1</i>); -to inform about the method that is expected to be used in class (see <i>attachment#2</i>).	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: - Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3- stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

II – semester
«ТЕРМИНОЛОГИЯ ТАРЖИМАСИ» ФАНИНИ ЎҚИТИШ
ТЕХНОЛОГИЯСИ

Theme №1

Translation of Political terms.

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Political terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Educational methods</i>	Bumerang
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.20. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: -Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3-stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Political terms

Republic (autonomous)

oblast' (region)
 region (also city district)
 national territory/territorial district
 territory, region, district
 federal city
 President
 President's Office
 General Secretary (formerly of Soviet Communist Party, now used for leading official of the United Nations and of other international organizations)
 President, chairman
 deputy chairman, vice-chairman, vice-premier
 minister, deputy minister Prime Minister, Premier
 Congress of People's Deputies Federal Assembly
 Federation Council (upper house of Parliament)
 State Duma (lower house of Parliament)
 to convene the Duma to disband the Duma immunity of the deputies faction
 checks and balances to conduct negotiations
 accession to a treaty impose sanctions
 lift sanctions
 Suspend sanctions
 MOU (Memorandum of Understanding)
 OSCE (Organization for Security and Cooperation in Europe)
 EU (European Union)

Translation of Political literature and terms

Political literature like any other scientific kind of literature have languages items characteristic to them, that requires the translator to be precise and sharp. Most books on general politics are characterized by the passion of expression, polemic style and the specific feature is in blending the elements of scientific speech from one side with different emotionally colored means of expression from another side. The translation of political literature can be considered in two ways: as a field of linguistic activity and as a separate field in science.

As a field of linguistic activity translation of political literature represents one of the types of special translations possessing as objects of its activity different materials of political character.

The political translation comes out into a special field of study due to its specific features of written and verbal speech on political topics, which is specified by its

essential character and the knowledge of this science. Sometimes these features are so diverse that in order to understand them (Russian and English politics as well) one should have a special knowledge without which it would be very hard to clearly perceive the inner sense on politics or a translated piece.

3. the presence of some stylistic deflection from general literary norms is sometimes very great.

a) wide usage of elliptic constructions, especially in periodically publishing materials, propaganda and other kinds of politically important printing media.

b) preciseness and beauty of self-expression which is achieved by the usage of elliptic constructions along with wide usage of passive constructions and an often substitution of придаточных предложений by absolute constructions and деепричастными оборотами.

c) the presence of official writing style, mostly in documents of official provisions that cover administrative and political questions.

d) strictly regulated use of verbal forms and word phrases in special chapters of political literature and political documents.

As was told before, while translating a political character, like doing any other special translation a great importance is given to translation of special terms.

Read and translate

1 Put each of the following words or phrases in its correct place in the passage below.

election campaign support polling day ballot box vote predict
opinion poll polling station candidate

People sometimes try to (a) _____ the result of an election weeks before it takes place. Several hundred people are asked which party they prefer, and their answers are used to guess the result of the coming election. This is called an (b) _____. Meanwhile each party conducts its (c) _____ with meetings, speeches, television commercials, and party members going from door to door encouraging people to (d) _____ their party. In Britain everyone over 18 is eligible to (e) _____. The place where people go to vote in an election is called a (f) _____ and the day of the election is often known as (g) _____. The voters put their votes in a (h) _____ and later they are counted. The (i) _____ with the most votes is then declared the winner.

2 Instructions as above.

cabinet alliance right-wing prime minister split coalition
majority left-wing opposition one-party states

In most countries, except (a) _____, there are several different political parties. The one with the (b) _____ of seats normally forms the government, and the parties which are against the government are called the (c) _____. Sometimes no single party wins enough seats, and several parties must combine together in a (d) _____ to form a government. The principal ministers in the government form a group called the (e) _____. The leader of this group, and of the government, is the (f) _____. Of course, there are many different kinds of parties and governments. A socialist or communist party is often described as (g) _____. A conservative party on the other hand, is usually said to be (h) _____. Political situations are always changing. Sometimes in a party or between two parties there is a big argument or deep difference of opinion. This is called a (i) _____. When, on the other hand, two parties work together, this is sometimes called an (j) _____.

3 Explain the difference between . . .

- (a) pro- and anti-
- (b) an election and a referendum

**«ТЕРМИНОЛОГИЯ ТАРЖИМАСИ» ФАНИНИ ЎҚИТИШ
ТЕХНОЛОГИЯСИ**

Theme №2

Translation of Political terms (continuous)

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Political terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Educational methods</i>	Presentation
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.21. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: -Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3-stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

The electoral college in **Pakistan** re-elected General Pervez Musharraf to another five-year term as president. However, opposition parties quit the federal and provincial assemblies that form the electoral college, and the Pakistan People's Party, the country's largest, abstained. Casting further doubt on the legitimacy of the election, the Supreme Court ruled that General Musharraf could not be declared the winner until it issued its judgment on whether he was eligible to be a candidate while still holding the post of army chief. See article

The election coincided with an outbreak of fierce fighting in the tribal area of **Waziristan**, bordering Afghanistan, between the Pakistani army and pro-Taliban militants. See article

In a serious setback to the peace process in **Nepal**, an election next month to choose a constituent assembly to write a new constitution was indefinitely postponed. Former Maoist rebels, now part of the interim government, want a change in the voting system and the abolition of the monarchy before the vote takes place.

The junta ruling **Myanmar** appointed a general viewed as a moderate to act as go-between with Aung

San Suu Kyi, the leader of the opposition, who is under house arrest. Her party, the National League for

Democracy, has rejected the junta's conditions for starting a dialogue, which include her dropping her

support for international sanctions against the regime. Yangon, the main city, remained under curfew,

but daily life resumed after the recent protests and their violent suppression. See article

In **India**, the Congress party, which heads the governing coalition, failed to resolve its dispute with its

Communist allies over its deal on civilian-nuclear co-operation with America. The coalition relies on the

Communist parties for a parliamentary majority, and there is speculation about an early general election.

Political terms

CIS (Commonwealth of Independent States)

Russian Federation

Republic (autonomous)

oblast' (region)

region (also city district)

Regional Council

City Council

City Executive Committee

People's court People's assessors Supreme

Court Constitutional Court Court of Final

Arbitration Public Prosecutor's office

Prosecutor General's Office Public	Congress (US)
Prosecutor Attorney General	Senate
State Planning Committee	Speaker of the House
Ministry of Higher and Secondary Education	whip
Ministry of Heavy Industry	legislative bodies
Ministry of Defense	the executive branch, executive authorities
Ministry of Foreign Affairs	the judiciary, judicial branch, authorities
Ministry of Communications	Central electoral commission
Ministry of the Interior, of Internal Affairs	universal suffrage
Ministry for Environmental Protection and Natural Resources	to run for office
Secretary (e.g. Secretary of State of the USA)	to run for office again
Secretary of Defense	to be in the lead, to play a leading role
State Security Service	to finish, end up
Administration of National Security Services	voters
statesmen/government officials	electoral district
mayor	runoff election
mayor's office	repeat elections
Secretary of State (US)	Early elections
	nomination of candidates
	electoral campaign
	ballot box
	ballot

Group work. Listen an article and discuss.

A bad week for Brown

After weeks of speculation, **Britain's** prime minister, Gordon Brown, decided not to call an early general election because, he said, he wanted more time to set out his vision for the country. That vision included pinching ideas for inheritance-tax cuts and a new tax on non-domiciled people in Britain that had been proposed just a week earlier by the Conservatives. See article

The Basque separatist group, **ETA**, was blamed for a car bomb in Bilbao that badly injured a local councillor's bodyguard. ETA called off its latest ceasefire in June. The car-bombing came a few days after a judge ordered the arrest of most of the top leaders of Bastasuna, a banned political party linked to ETA. The **Turkish government** reacted angrily to a resolution adopted by an American congressional committee calling the killings of Armenians by Ottoman Turks in 1915 a "genocide". Turkey threatened to limit military co-operation with the Americans. See article

Turkey also made noises about invading northern Iraq. The government is to seek parliamentary approval for a cross-border operation after 15 Turkish soldiers were killed by Kurdish PKK rebels, some of whom may have come from bases in northern Iraq.



CAFTAesque

In a referendum Costa Ricans narrowly voted to approve the **Central American Free-Trade Agreement** with the United States. The other four Central American countries, the Dominican Republic and the United States have already ratified the agreement.

A court in **Argentina** convicted a Roman Catholic priest for complicity in murder, torture and kidnappings during the “dirty war” waged by the country's military dictatorship of 1976-83 against leftist opponents.

It was the first time a priest had been convicted of human-rights abuses in Latin America. See article

In both Cuba where he fought and Bolivia where he died, officials honoured **Ernesto “Che” Guevara** on the 40th anniversary of his capture and death. See article

Roberto Madrazo, the 55-year-old candidate of the Institutional Revolutionary Party (PRI) in last year's presidential election in **Mexico**, was disqualified from the Berlin marathon for cheating after recording an improbably fast time. The PRI has a notorious history of electoral fraud.

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Theme №3

Translation of Sport terms

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Sport terms”

	3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Educational methods</i>	Fish skeleton
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: "Translation"; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.22. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method:-	-listens, asks questions should any arise;

	-Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3-stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Sport terms

Vocabulary & Speaking

1 Work with a partner. List the sports in the box in different groups according to the criteria a-f. A sport might belong to more than one group.

athletics badminton baseball basketball boxing bungee jumping
cycling fishing football golf horse-riding ice hockey judo karate
kite surfing rock climbing rugby running sailing scuba diving
skating skiing skydiving snowboarding surfing swimming
table tennis tennis volleyball windsurfing

a) Water sports fishing, ...

b) Team sports

c) Indoor sports

d) Sports that combine with play

e) Sports that are hardly ever shown on TV

f) Sports that need special footwear

2 Work with your partner. Tell each other about the following.

a) Sports you have tried c) Sports you watch

b) Sports you do d) Sports you don't like

Speaking

1 How well do you know the town/city where you are studying English? Discuss these questions with your partner.

Where is

the nearest ski resort

the most difficult street to park in?

the nicest swimming pool?

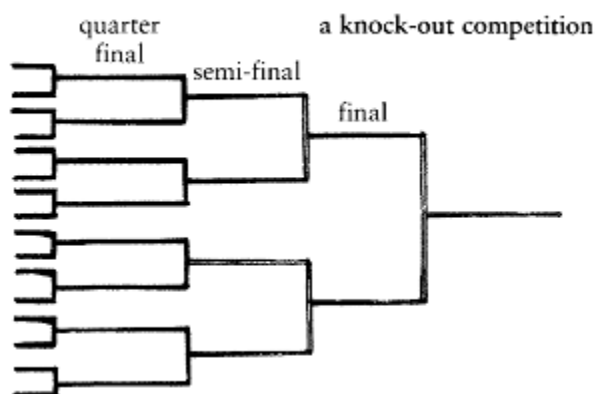
the most fashionable clothes store?

- the biggest football stadium?
- the tallest/oldest/most famous building?
- the best-equipped sports shop?
- the best shop to find English books?

2 Note your answers down. Now discuss in groups and decide how well you know the place where you are studying English

Competitions

In many sports, players and teams play every week in a league (the player/team that wins the most games in a season is the winner of the league championship). In most sports, there is also a cup competition, which is usually a knock-out competition.



Correct the sentences.

e.g.: I (play) with FarruhDustov today.

Unfortunately I (lose) the game.

I have played with FarruhDustov today. Unfortunately I have lost the game.

This year our group (is) strong enough, and we (beat) Australian players.

Recently I (start) my tennis trainings again.

I already (go) to the Wimbledon championship as a player.

My team (achieve) all goals this year.

My friends (get) high scores in double match.

Work in pairs. Read the words and find the correct synonyms.

- 1) amicable a) team
- 2) group b) help
- 3) support c) gift
- 4) result d) union
- 5) award e) members
- 6) federation f) effect
- 7) participants g) friendly

Sport

- 1 Put each of the following words or phrases in its correct place in the passage below.

officials pools courts stadium rink field events athletes
rings pitches scoreboard spectators track events

There's a big new sports centre near my home. There are football (a) _____, tennis and basketball (b) _____, swimming (c) _____, a sports hall with two boxing (d) _____ and even a skating (e) _____. There is also a separate athletics (f) _____, where 20,000 (g) _____ can watch the (h) _____ on the track and the (i) _____, such as jumping and throwing, in the grass centre. The (j) _____ get ready in modern changing rooms and the (k) _____ time and measure the events with modern equipment. A huge electronic (l) _____ shows the results.

- 2 Instructions as above.

draw track suits captains match referee amateurs team
toss a coin players crowd gymnasium train

I play football for my local (a) _____ against other sides in the area. Of course the (b) _____ aren't paid, we're just (c) _____. But anyway we (d) _____ very hard in the evenings and we're lucky because we can use the (e) _____ of a local school. On the day of the (f) _____ we arrive early, change, and put on (g) _____ to keep warm. Then the (h) _____, dressed in black, calls the two (i) _____ to the centre to (j) _____ to decide who will play in which direction. Not many people come to watch the game. We usually have a (k) _____ of only one or two hundred. But we enjoy it, whether we win, lose or (l) _____.

- 3 Explain the difference between . . .

- | | |
|--------------------------------|------------------------------------|
| (a) amateurs and professionals | (c) to win and to beat |
| (b) a winner and a runner-up | (d) a hurdle race and a relay race |

- 4 Put one of the following words in each space in the sentences below.

on for of at in between

- (a) Which team does he play _____?
- (b) She put _____ her tracksuit.
- (c) There's an exciting race taking place _____ the track.
- (d) I'm not very good _____ running.
- (e) She's the best player _____ the team.
- (f) There was a crowd _____ 50,000 _____ the stadium.
- (g) The result _____ the football match was a 2:2 draw.
- (h) The match was _____ England and Scotland.
- (i) A runner-up comes second _____ a race or competition.

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Theme №4

Translation of Football terms

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Football terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Educational methods</i>	BBB method
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.23. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: -Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3-stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work



FOOTBALL TERMS.

The goalkeeper is simply known as the guy with gloves who keeps the opponents from scoring. He has a special position because only him can play the ball with his hands (provided that he is inside his own penalty area and the ball was not deliberately passed to him by a team mate).

Goalkeeper (GK)

The goalkeeper is simply known as the guy with gloves who keeps the opponents from scoring. He has a special position because only him can play the ball with his hands (provided that he is inside his own penalty area and the ball was not deliberately passed to him by a team mate).

Defenders

A defender's task is to keep the ball away from the keeper, prevent opposing attackers from passing or receiving, and block shots. Defending requires a player to be well-fit, hard-working, and quick at anticipating the movement of the opponents

Center-back/center-half/central defender (CB)

In a four-player defense, the center-backs are the two defenders in the middle. They are erroneously called center-halves, because in an obsolete football formation called the 2-3-5, the "3" players are designated with that name. As tactics evolved, the "3" dropped to "center-back" but still retained the name "center-half."

Full-back (LB, FB)

A full-back is a defender positioned on the side. They are either classified as left back (LB) or right back (RB). The defenders positioned between them are called center backs.

(LWB, RWB)

A wing-back is a full-back that advances up to the opponent's goal end. He runs the whole length of the football pitch: he defends the flanks like a dedicated full-back and attacks like a winger.

Sweeper

A sweeper's task is to clear the ball in case it breaks through the defenders. He does not man-mark an opponent so he can collect loose balls or go to bring the ball forward in attack. The German football legend Franz Beck



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Theme №5

Translation of Chess terms.

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Chess terms” 3. Introduction of the results and grading of the students.

<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Educational methods</i>	Discussion
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: "Translation"; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

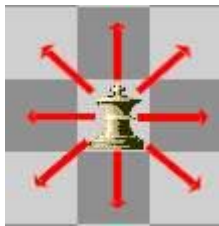
1.24. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method:- -Give information about generally accepted disposition of the parts of translation	-listens, asks questions should any arise; -translate and compare; -answers the questions;

	-teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3-stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work



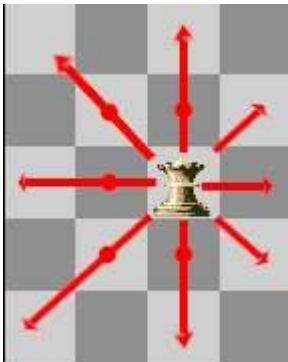
The King



The king can move to any of the squares pointed to by an arrow in the diagram on the left. The king is the main chess piece. The side whose king is captured loses. This capture is called 'checkmate'. Checkmate happens once the king is under attack, cannot move and cannot be helped by its own army of chessmen.

To underscore the highest value of the King relative to other pieces in a chess game, in early computer chess programs, the king was assigned a value of 200 points.

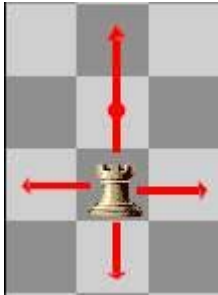
TheQueen



The Queen can move any number of squares diagonally and also in horizontal and vertical directions. The Queen, however, cannot jump over any pieces. The diagram on the left illustrates that the Queen can move to any of the squares pointed to by an arrow and also to any of the squares marked with red dots.

To underscore the high value of the Queen relative to other chess pieces in a chess game, in early computer chess programs, the Queen was assigned a value of 9 points.

TheRook



The Rook can move any number of squares in horizontal and vertical directions. The Rook, however, cannot jump over any pieces. The diagram on the left illustrates that the Rook can move to any of the squares pointed to by an arrow and also to a square marked with a red dot.

To underscore the value of the Rook in a chess game, in early computer chess programs, the Rook was assigned a value of 5 points.

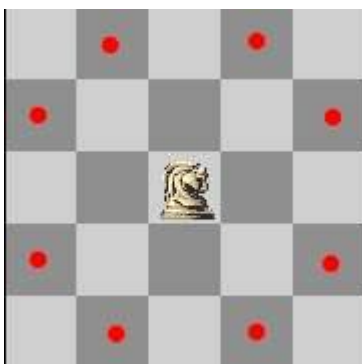
The Bishop



The Bishop can move any number of squares diagonally only. The Bishop, however, cannot jump over any pieces. The diagram on the left illustrates that the Bishop can move to any of the squares pointed to by an arrow.

To underscore the value of the Bishop relative to other chess pieces in a chess game, in early computer chess programs, the Bishop was assigned a value of 3 points.

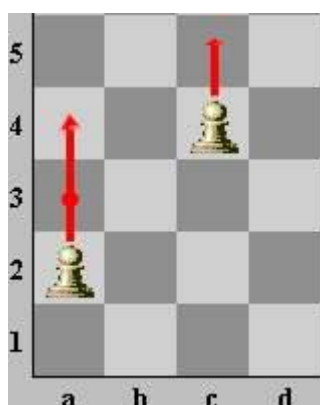
The Knight



The Knight can move from one corner to the other of any 2x3 rectangle of squares. The Knight is also the only piece that can jump over any other chess pieces. The diagram on the left illustrates that the Knight can move to any of the squares pointed to by a red dot.

To underscore the value of the Knight relative to other chess pieces in a chess game, in early computer chess programs, the Knight was assigned a value of 3 points.

The Pawn



The Pawn can move from straight ahead only. From its starting square, the pawn can move or 2 squares straight ahead. If the pawn is not on its starting square, it can only move 1 square straight ahead. The diagram on the left illustrates that the pawn can move to any of the squares pointed to by an arrow and a red dot. Although pawns move only forward, they capture only sideways 1 square diagonally forward -- see diagram in [Chess Rules](#))

To underscore the value of the Pawn relative to other chess pieces in a chess game, in early computer chess programs, the Pawn was assigned a value of 1 point.

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Theme №6

Translation of Art terms.

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes)

	- translation of the texts “Translation of Art terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Educational methods</i>	Translation analysis
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.25. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method:-	-listens, asks questions should any arise;

	-Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3-stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

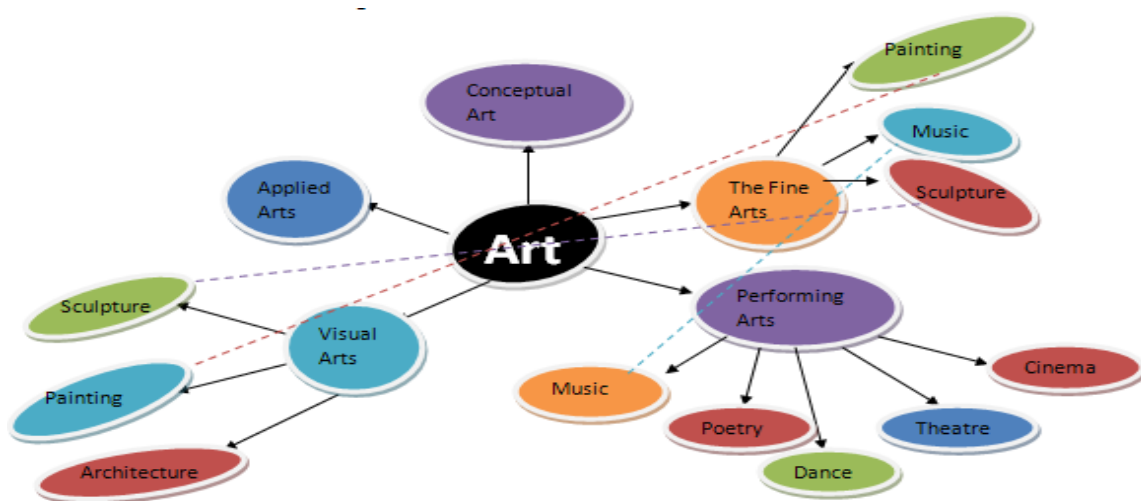
Questions for brainstorming:

1. What forms of Art do you know?
2. What forms of Art do you like?
3. Can you give example for each form of Art?

1. Match the lines to make quotations about Art

“Art, like morality,	There is no possibility of cheating. It is either good or bad”
“Drawing is the honesty of the art.	and time is fleeting”
“Without tradition, art is a flock of sheep without a shepherd.	consists in drawing the line somewhere”
“Art is long,	— and to have been right”
“Art means to dare	Without innovation, it is a corpse”
“Art is	which can be inhabited.”
“The role of art is to make a world	to construct and to refrain from destruction”
“Art happens all the time, everywhere.	what is irresistible”
“Art is the symbol of the two noblest human efforts:	All we have to do is to keep our minds open”

Cluster



Questions for discussion:

- What kind of Arts and Crafts of Uzbekistan do you know?
- What is the leading type of Uzbek embroidery?
- What is the repertoire of ornamental patterns of Rishtan ceramics?
- Where is the centre of silk production of Uzbekistan?

1 Group work:

2. Work in groups and make up situations using active words and word combinations from exercise 4:

Group 1: architecture, space, volume, texture, light, shadow, abstract elements, to please aesthetics

Group 2: painting, paper, canvas, wood panel, expressive and conceptual intention, spiritual motifs and ideas

Group 3: acrobatics, comedy, dance, magic, music, opera, operetta, film, juggling, martial arts, opera, ballet, mime, kabuki, classical Indian dance

3. Answer the following questions:

- What forms of art do you know?
- What kinds of tools are used in drawing?
- What is the essence of painting?
- What forms do the performing arts include?
- What forms does the theatre include?
- Translate the following paragraph into English:

- Write about open - air museums of Uzbekistan: Samarkand, Bukhara or Khiva, using terms and expressions of the section 2

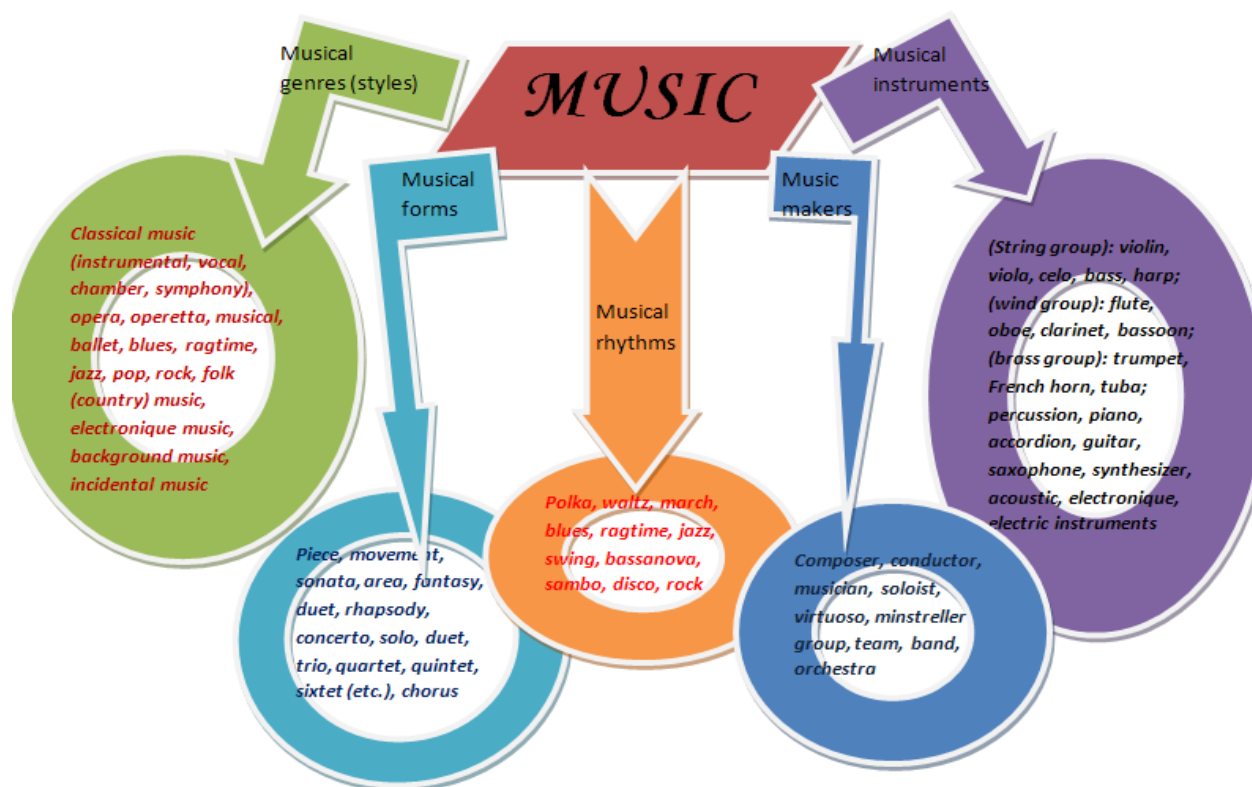
Create(in mini groups)Word Associations Cluster or Word Net Work using the following words and expressions

Aesthetic, embroidery, jewelry, cultural heritage, engraving on copper, wood, plaster-based material; jeweler's arts;

Carpet making; ceramics; ornamental embroidery, gold embroidery; decorative currying of tanned leather; silk spinning; making of decorative braids; inlaid works on musical instruments; painting on papier-mâché; creation of decorative boxes for local tobacco; baskets, cradles, chests;

Suzanne, patterns and colours, ornamentations, ceramics, clay, wood-carving, architectural monuments, architectural compositions, technique of deep carving, monumental carving, bring innovations,

Silk production, silk fiber, weaving factory, loom, cross-threads, spiritual legacy, creative potential, avant-garde art, art connoisseurs.



**«ТЕРМИНОЛОГИЯ ТАРЖИМАСИ» ФАНИНИ ЎҚИТИШ
ТЕХНОЛОГИЯСИ**

Theme №7

Translation of Historical Monuments
Model of educational technology

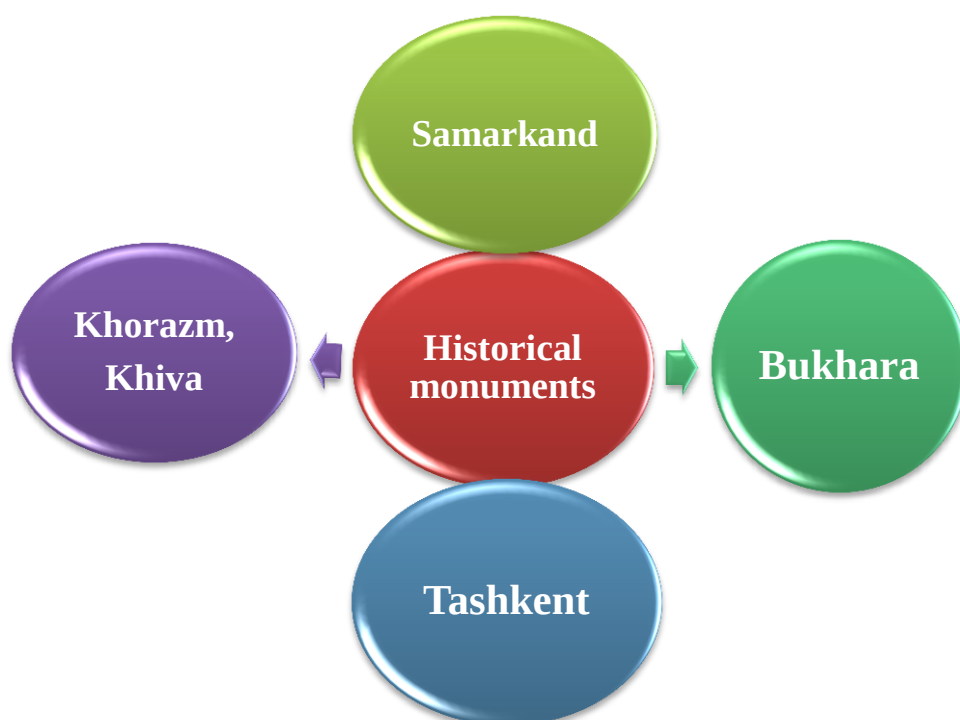
<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Historical Monuments” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Educational methods</i>	Presentation
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of</i>	-book: “Translation”;

<i>education</i>	-handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.26. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: -Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3-stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Translation of Historical Monuments



Vocabulary. Find out the definitions.

Ruins
carved panels
palace
hectare
mosque
bath
caravan
water supply

citadel
mausoleum
tomb
cultic
corridor
tower
encircle
massive
pylon
cathedral
portal
minaret

marble
lectern
sank
square
guidance
terrace
lattice
perimeter
pray.
cel



THE HISTORY OF UZBEKISTAN

The history of Uzbekistan, its culture and statehood, foreign economic and social ties of the territory is more than 2.5 millennia. Uzbekistan's freedom loving population fought for its independence against all foreign invaders during centuries. Situated on the crossroads of the Great Silk Road, the region played an important role in the dialogue of different civilizations. its flourishing in the ancient times, then during the reign of the Samanids and Timurids is connected with the involvement of the region in the international economic interrelations.

SAMARKAND

Since the 9th-10th centuries, Samarkand became a cultural center of the Islamic East and the first capital of the Samanids. Ruins of the Samanid palace with carved panels were found in the western sector of Afrasiab. In the 9th-10th centuries the inner city occupied 220 hectares. The suburb with markets, mosques, baths and caravansaries adjoined it in the south. The city had lead water supply. Manufacturing of Chinese paper was developing. Numerous workshops using water mills aroused

on the banks of the Siab.

At the 11th-13th centuries Samarkand became a capital of the western Qarakhanid state. It was newly walled. A palace of the Qarakhanids was built in the citadel. The tomb of Kusamibn Abbas became a cultic place where mausoleum was built. At the beginning of the 13th century Khorezmshah ad took Samarkand and built a new palace instead of the Qarakhanids'. However, the state of Khorezmshahs was soon conquered by the Mongols. Chinggis-khan took Samarkand after short siege. The city suffered much due to Chinggisid internal wars in the second half of the 13th century. Afrasiab has been finally deserted

Find out terms and retell the text

Task. Choose one of the task and write an essay.

1. Historical monuments in our city.
2. Historical monuments of Shakhrisabz.
3. Seven wonders of Uzbekistan.

4. Pear of the world.

**«ТЕРМИНОЛОГИЯ ТАРЖИМАСИ» ФАНИНИ ЎҚИТИШ
ТЕХНОЛОГИЯСИ**

Theme №8

Translation of Linguistic and Educational terms

Model of educational technology

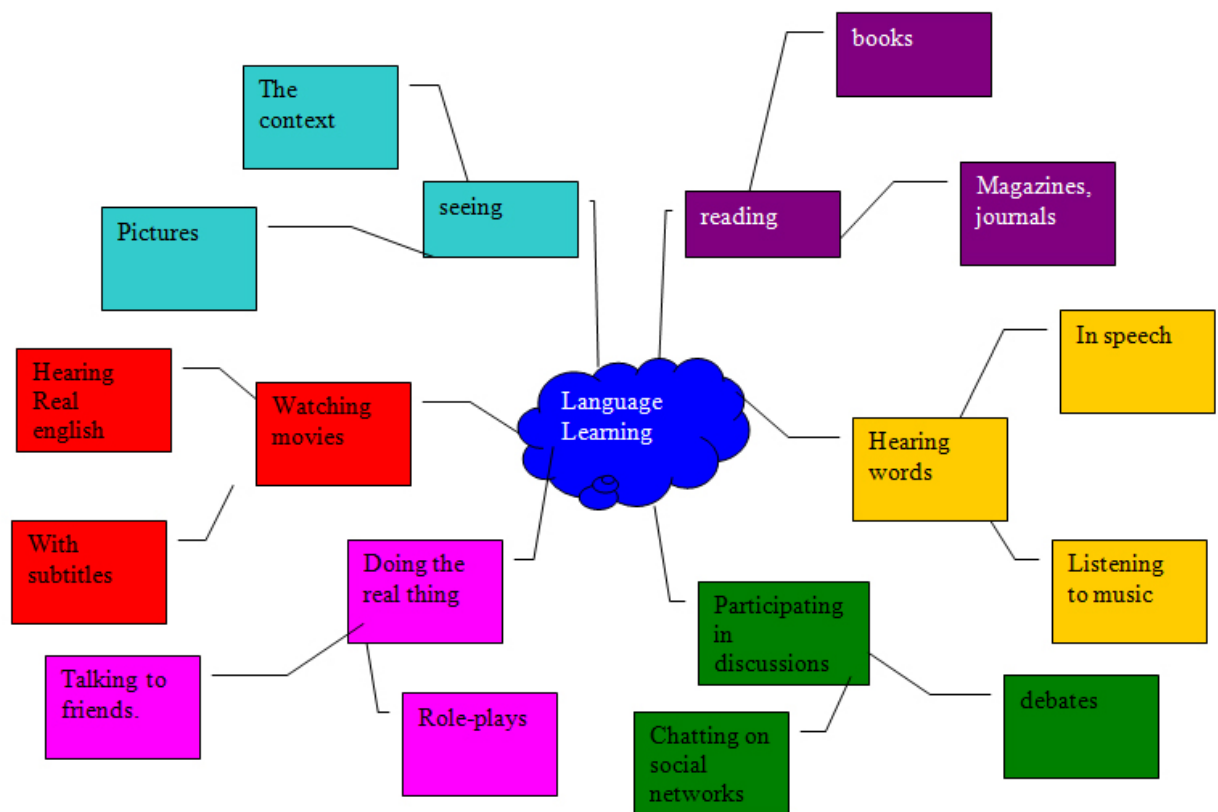
<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Linguistic and Educational terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given	<i>The result of practical activity:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic;

topic; To teach how to grasp the main idea of the topic;	Be able to retell the main idea of the topic;
<i>Educational methods</i>	Presentation
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: "Translation"; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.27. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: -Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.

3-stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work
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After 2 weeks,
we tend to remember ...



Education

- 1 Put each of the following words or phrases in its correct space in the passage below.

state terms seminar degree co-educational private primary
tutorial graduate nursery school grant secondary lecture
break up compulsory fees academic

When children are two or three years old, they sometimes go to a (a) _____, where they learn simple games and songs. Their first real school is called a (b) _____ school. In Britain children start this school at the age of five. The (c) _____ year in Britain begins in September and is divided into three (d) _____. Schools (e) _____ for the summer holiday in July. (f) _____ education begins at the age of about eleven, and most schools at this level are (g) _____, which means boys and girls study together in the same classes. In Britain education is (h) _____ from five to 16 years of age, but many children choose to remain at school for another two or three years after 16 to take higher exams. Most children go to (i) _____ schools, which are maintained by the government or local education authorities, but some children go to (j) _____ schools, which can be very expensive. University courses normally last three years and then students (k) _____, which means they receive their (l) _____. At university, teaching is by (m) _____ (an individual lesson between a teacher and one or two students), (n) _____ (a class of students discussing a subject with a teacher), (o) _____ (when a teacher gives a prepared talk to a number of students) and of course private study. Most people who receive a university place are given a (p) _____ by the government to help pay their (q) _____ and living expenses.

- 2 Explain the difference between . . .

- (a) to sit an exam and to set an exam
- (b) to take an exam and to pass an exam
- (c) compulsory and voluntary
- (d) to educate and to bring up
- (e) a pupil and a student

- 3 Put one of the following words in each space in the sentences below.

up to of at by from in into

- | | |
|---|---|
| (a) Which school do you go _____? | (g) School breaks _____ next Friday. |
| (b) He left school _____ the age _____ 18. | (h) He is now _____ university. |
| (c) The summer term ends _____ July. | (i) She is _____ the same class as her brother. |
| (d) She's not at home, she's _____ school. | (j) Students usually receive a grant _____ the state. |
| (e) She goes _____ Sussex University. | (k) They're given a grant _____ the state. |
| (f) His lecture was divided _____ four parts. | |

**«ТЕРМИНОЛОГИЯ ТАРЖИМАСИ» ФАНИНИ ЎҚИТИШ
ТЕХНОЛОГИЯСИ**

Theme №9

Translation of Juridical terms.

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Juridical terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Educational methods</i>	Brainstorming
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.28. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: -Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3-stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Group work:**1. Work in groups and make up situations using active words and word combinations**

Group 1: To resolve disputes; rights and obligations of parties, fundamental principles to impose responsibility; Public law, concept of law; to have a legal claim;

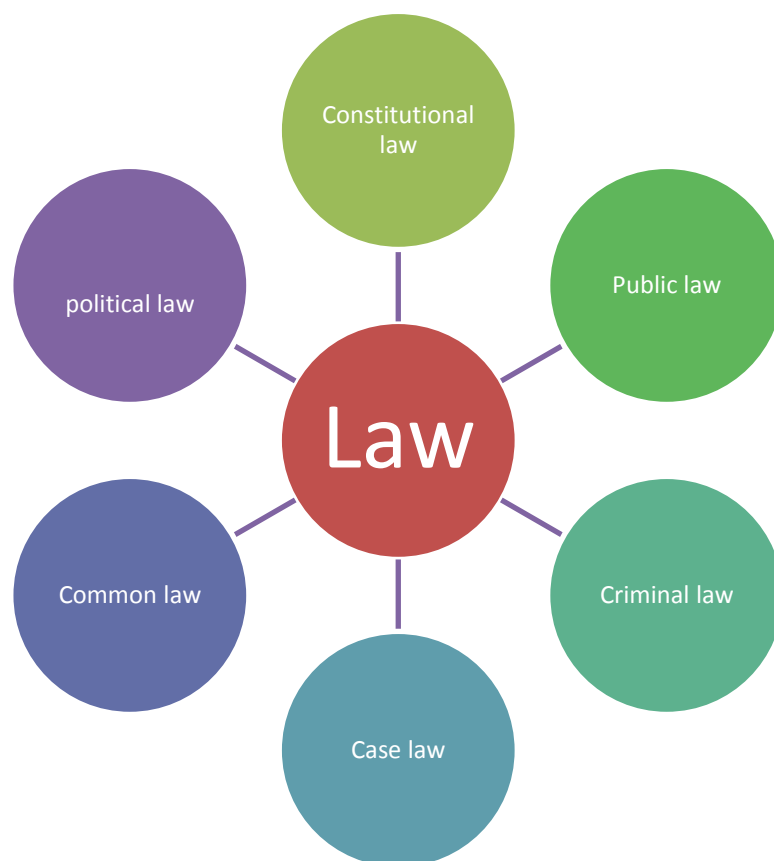
Group 2 improper deduction; income tax law; legal system, approval and recognition; to decide lawsuits, to resolve controversies, Legal norms, judicial system,

Group 3: economic structure, public relations, Articles of the Constitution, personal (civil) rights and freedoms, Constitutional law, Criminal law, Civil law, fundamental law, to be obligatory for

2. Answer the questions:

1. How do people use the word "law" in everyday life?
2. What must be recognized in considering numerous definitions and philosophy of law?
3. What do the income tax laws require?
4. Thus, what can be said about law in connection with all issues and disputes in our society?
5. What is your attitude to the opinion that law is both an instrument of change and a result of changes that take place in the society?
6. What is moving ahead the law or the society?
7. In what way is the law brought into line with the changing needs of society?
8. What are the three categories of rules and principles applied by the courts?
9. What is provided by the elements of these categories?

1. Complete the cluster:



1. Sentences for consecutive translation(work in pairs):

1. Huquqiy munosabatlar huquqiy normalar orqali paydo bo'ladi, o'zgaradi va bekor bo'ladi.
2. Continental systems are sometimes known as codified legal systems.
3. Huquqiy munosabatlar jamiyatdagi diniy, falsafiy, urf-odat, ahloqiy va boshqa ijtimoiy munosabatlarning rivojlanishiga yordam beradi.
4. The Lawmakers of new nations sometimes wanted to show that the legal rights of their citizens originated in the state, not in local customs, and thus it was the state that was to make law, not the courts.
5. Huquqiy munosabat 4 ta qismdan iborat. Bular huquqiy munosabatlarning sub'yekti, ob'yekti, huquq va burchdan iborat.
6. In order to separate the roles of the legislature and judiciary, it was necessary to make laws that were clear and comprehensive.
7. French public law has never been codified, and the French courts have produced a great deal of case law in interpreting the codes that became out of date because of social change.
8. The doctrine of judicial review is the heart of the concept of separation of powers.
9. Sub'yekt huquqiy munosabatda ishtirok etuvchi shahslardir. Bu shahslar 2 ga bo'linadi. Jismoniy shahslar, fuqarolar va yuridik shahslar.

2. Answer the questions:

1. Where is a very substantial part of American law to be found?
2. Where does the concept of decided cases as a source of law come to the USA from?
3. What have the continental countries done with their laws?
4. What are the relations between the statutes and the constitutions in the USA?
5. What is meant under the heading "written law"?
6. Is case law written or unwritten?
7. What is the basic characteristic of the common law?
8. What makes the third source of American Law?
9. In summary, what are the main sources of American law?
10. What are the important principals of constitutional law?

Law and Order

- 1 Put each of the following words in its correct place in the passage below.

theft pleaded fingerprints found cell evidence arrest oath
investigate sentence charge detained fine court magistrate
handcuff witnesses

A policeman was sent to (a) _____ the disappearance of some property from a hotel. When he arrived, he found that the hotel staff had caught a boy in one of the rooms with a camera and some cash. When the policeman tried to (b) _____ the boy, he became violent and the policeman had to (c) _____ him. At the police station the boy could not give a satisfactory explanation for his actions and the police decided to (d) _____ him with the (e) _____ of the camera and cash. They took his (f) _____, locked him in a (g) _____, and (h) _____ him overnight. The next morning he appeared in (i) _____ before the (j) _____. He took an (k) _____ and (l) _____ not guilty. Two (m) _____, the owner of the property and a member of the hotel staff, gave (n) _____. After both sides of the case had been heard the boy was (o) _____ guilty. He had to pay a (p) _____ of £50 and he was given a (q) _____ of three months in prison suspended for two years.

- 2 Instructions as above.

detective plain clothes jury warders coroner verdict solicitor
trial inquest death penalty

- (a) If you want legal advice in Britain, you go to a _____.
(b) At the end of the _____, the judge ordered the twelve men and women of the _____ to retire and consider their _____, guilty or not guilty.
(c) Men or women who look after prisoners in prison are called prison officers or _____.
(d) If a person dies in unusual circumstances, an _____ is held at a special court, and the 'judge' is called a _____.
(e) A policeman who investigates serious crime is called a _____. He wears _____, not uniform.
(f) In some countries murderers are executed but other countries have abolished the _____.

ТЕХНОЛОГИЯСИ

Theme №10

Translation of Juridical terms (continuous)

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Juridical terms (continuous)” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Educational methods</i>	Group work
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тапқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.29. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: -Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3-stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Law Breakers

1 Match each person on the left with the correct definition on the right.

- | | |
|-------------------|---|
| (a) an arsonist | attacks and robs people, often in the street |
| (b) a shoplifter | sets fire to property illegally |
| (c) a mugger | is anyone who breaks the law |
| (d) an offender | breaks into houses or other buildings to steal |
| (e) a vandal | steals from shops while acting as an ordinary customer |
| (f) a burglar | kills someone |
| (g) a murderer | deliberately causes damage to property |
| (h) a kidnapper | steals things from people's pockets in crowded places |
| (i) a pickpocket | gets secret information from another country |
| (j) an accomplice | buys and sells drugs illegally |
| (k) a drug dealer | takes away people by force and demands money for their return |
| (l) a spy | helps a criminal in a criminal act |
| (m) a terrorist | uses violence for political reasons |

2 Instructions as above.

- | | |
|-----------------|---|
| (a) an assassin | causes damage or disturbance in public places |
| (b) a hooligan | hides on a ship or plane to get a free journey |
| (c) a stowaway | takes control of a plane by force and makes the pilot change course |
| (d) a thief | murders for political reasons or a reward |
| (e) a hijacker | is someone who steals |
| (f) a forger | makes counterfeit (false) money or signatures |
| (g) a robber | is a member of a criminal group |
| (h) a smuggler | steals money etc. by force from people or places |
| (i) a traitor | marries illegally, being married already |
| (j) a gangster | is a soldier who runs away from the army |
| (k) a deserter | brings goods into a country illegally without paying tax |
| (l) a bigamist | betrays his or her country to another state |

Role play.Group work. Make up dialogue between lawyers and judge, lawyer and witness, defendant and lawyer and show it court process.

**«ТЕРМИНОЛОГИЯ ТАРЖИМАСИ» ФАНИНИ ЎҚИТИШ
ТЕХНОЛОГИЯСИ**

Theme №11

Translation of Humanitarian terms.

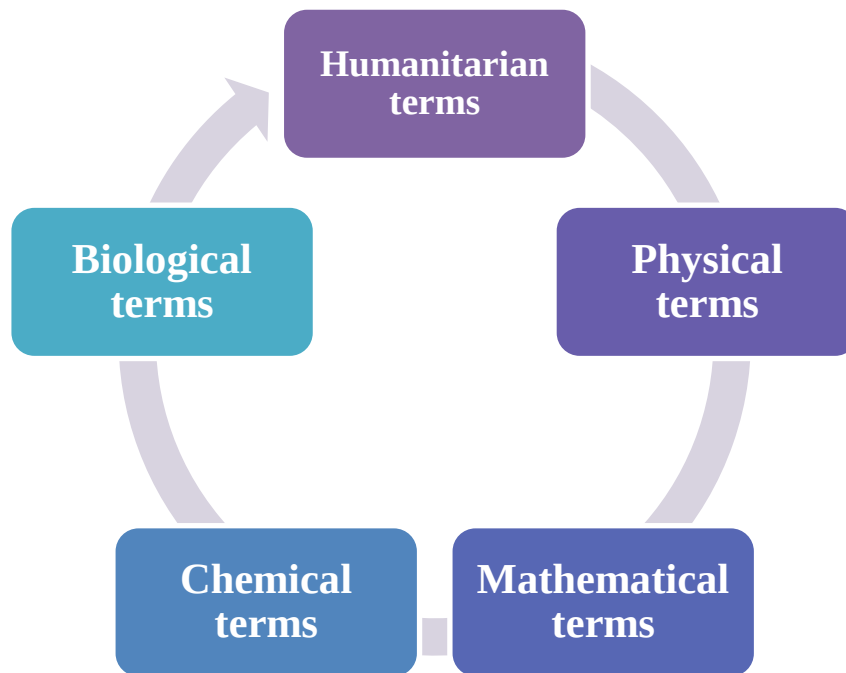
Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Humanitarian terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Educational methods</i>	Bumerang
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.30. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: -Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3-stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Humanitarian terms



Text.Humanitarian terms.

Advocacy: Advocacy refers in a broad sense to efforts to promote, in the domain of humanitarian aid, respect for humanitarian principles and law with a view to influencing the relevant political authorities, whether recognised governments, insurgent groups or other non-state actors. One could add ‘international, national and local assistance agencies’. (ALNAP) **Aftershock:** A smaller earthquake that follows the main shock and originates close to its focus. Aftershocks generally decrease in number and magnitude over time. (UN DHA) **Agenda for Protection:** A programme of action comprising six specific goals to improve the protection of refugees and asylum-seekers around the world, agreed by UNHCR and States as part of the Global Consultations process, endorsed by the Executive Committee in October 2002, and welcomed by the General Assembly. (UNHCR) **Alert:** Advisory that hazard is approaching but is less imminent than implied by warning message. See also "warning". (UN DHA) **Amnesty:** A legal guarantee that exempts a person or group of persons from liability for criminal or political offences. It is contrary to international law for perpetrators of genocide, war crimes and crimes against humanity to be granted amnesty from criminal prosecution. [See ‘Crimes against Humanity’, ‘Genocide’ and ‘War Crimes’] (OCHA)

Humanitarian access is a specific legal term, referred to the ability by neutral humanitarian actors (such as the [United Nations](#), the [ICRC](#), and foreign or local [NGOs](#)), to enter an area during a conflict, to provide humanitarian aid as well as monitor and promote human rights.

As of 2007, a region where humanitarian access is a problem is [Darfur](#). Whether due to restrictions posed by the Government or by other parties to the conflict, or whether due to general insecurity, humanitarian access is bad in many areas and continues to worsen, as the areas of limited or no access for humanitarians rise.^[1]

humanitarian

adjective

1. having the interests of mankind at heart
2. of or relating to ethical or theological humanitarianism

noun

3. a philanthropist
4. an adherent of humanitarianism

1794 (n.) in the theological sense "one who affirms the humanity of Christ but denies his preexistence and divinity," from *humanity* + suffix from *unitarian*, etc.; see [humanism](#). Meaning "philanthropist, one who advocates or practices human action to solve social problems" is from 1842, originally disparaging, with a suggestion of excess. As an adjective, by 1834.

Humanitarian principles

Humanity

The principle of humanity means that humankind shall be treated humanely in all circumstances by saving lives and alleviating suffering, while ensuring respect for the individual. It is the fundamental principle of humanitarian response.^[1]

Humanitarian Imperative

The Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief (RC/NGO Code) introduces the concept of the humanitarian imperative which expands the principle of humanity to include the right to receive and to give humanitarian assistance. It states the obligation of the international community "to provide humanitarian assistance wherever it is needed."^[2]

Impartiality

Provision of [humanitarian assistance](#) must be [impartial](#) and not based on nationality, race, religion, or political point of view. It must be based on need alone.

For most non-governmental humanitarian agencies (NGHAs), the principle of impartiality is unambiguous even if it is sometimes difficult to apply, especially in rapidly changing situations. However, it is no longer clear which organizations can claim to be humanitarian. For example, companies like PADCO, a USAID subcontractor, is sometimes seen as a humanitarian.

Independence

Humanitarian agencies must formulate and implement their own policies independently of government policies or actions.

Problems may arise because most NGHAs rely in varying degrees on government donors. Thus for some organizations it is difficult to maintain independence from their donors and not be confused in the field with governments who may be involved in the hostilities. The ICRC has set the example for maintaining its independence (and neutrality) by raising its funds from governments through the use of separate annual appeals for headquarters costs and field operations.

Defining principles

The core principles are defining characteristics, the necessary conditions for humanitarian response. Organizations such as military forces and for-profit companies may deliver assistance to communities affected by disaster in order to save lives and alleviate suffering, but they are not considered by the humanitarian sector as humanitarian agencies as their response is not based on the core principles.

Additional humanitarian principles

Neutrality

The principle of neutrality was specifically addressed to the Red Cross Movement to prevent it from not only taking sides in a conflict, but not to “engage at any time in controversies of a political, racial, religious or ideological nature.” The principle of neutrality was left out of the Red Cross/NGO code because some of the NGHAs, while committed to giving impartial assistance, were not ready to forgo their lobbying on justice issues related to political and ideological questions.

United Nations General Assembly Resolution 46/182 [\[5\]](#) lists the principle of neutrality, alongside the principles of humanity and impartiality in its annex as a guide to the provision of humanitarian assistance. The resolution is designed to strengthen human response of the UN system, and it clearly applies to the UN agencies.

Neutrality can also apply to humanitarian actions of a state. “Neutrality remains closely linked with the definition which introduced the concept into international law to designate the status of a State which decided to stand apart from an armed conflict. Consequently, its applications under positive law still depend on the

criteria of abstention and impartiality which have characterized neutrality from the outset.” ^[6]

The application of the word neutrality to humanitarian aid delivered by UN agencies or even governments can be confusing. GA Resolution 46/182 proclaims the principle of neutrality, yet as an inter-governmental political organization, the UN is often engaged in controversies of a political nature. According to this interpretation, the UN agency or a government can provide neutral humanitarian aid as long as it does it impartially, based upon need alone. ^[7]

Today, the word neutrality is widely used within the humanitarian community, usually to mean the provision of humanitarian aid in an impartial and independent manner, based on need alone. Few international NGOs have curtailed work on justice or human rights issues because of their commitment to neutrality.

Proselytism

The provision of aid must not exploit the vulnerability of victims and be used to further political or religious creeds. All of the major non-governmental humanitarian agencies (NGHAs) by signing up to the RC/NGO Code of Conduct have committed themselves not to use humanitarian response to further political or religious creeds.

Reviewing Key Terms

Define: Match the terms on the right with their definitions on the left.

<u>G</u> 1. providing money to support humanitarian or social goals	A. steerage
<u>B</u> 2. hostility toward immigrants	B. nativism
<u>J</u> 3. causing someone to acquire American traits and characteristics	C. tenement
<u>E</u> 4. an organization linked to a political party that often controlled local government	D. graft
<u>C</u> 5. multi-family apartments, usually dark, crowded, and barely meeting living standards	E. political machine
	F. party boss
	G. philanthropy
	H. vaudeville
	I. ragtime
	J. Americanization

Human Sounds

Put each of the following verbs in its correct place in the sentences below.

sniff cough puff yawn hiccup stammer snore sigh pant
whisper sneeze groan

- (a) He was so nervous he could only _____, 'I . . . I . . . I . . . I'm pleased to meet you.'
- (b) Don't _____ all the time. Use a handkerchief and blow your nose.
- (c) If we are out of breath after running we _____ and _____.
- (d) It is said that people _____ if they sleep with their mouths open and on their backs.
- (e) He drank a lot of beer quickly and began to _____.
- (f) If you have a cold and you _____, English people often say, 'Bless you'.
- (g) Don't speak so loud! Just _____. The children are asleep.
- (h) I always used to _____ in history lessons. They were so boring.
- (i) He can't stop talking. We always _____ with relief when he goes away.
- (j) Smoking always makes me _____.
- (k) My children _____ when I tell them they must go to bed.

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Theme №12

Translation of Physics terms.

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts "Translation of Physics terms" 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.

<i>Pedagogical aims:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Educational methods</i>	Presentation
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: "Translation"; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.31. Technical map on the practical lesson

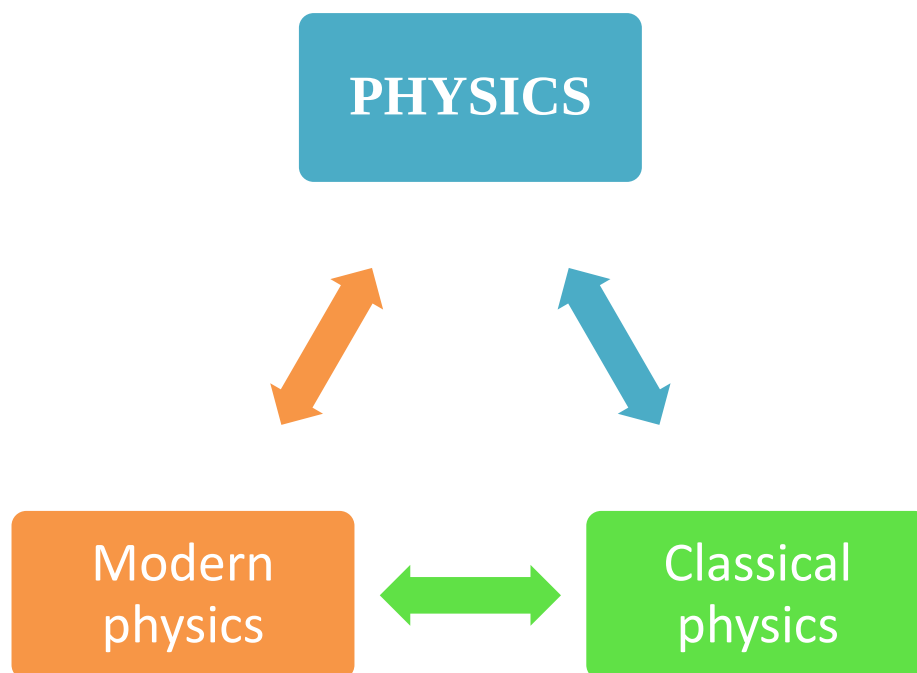
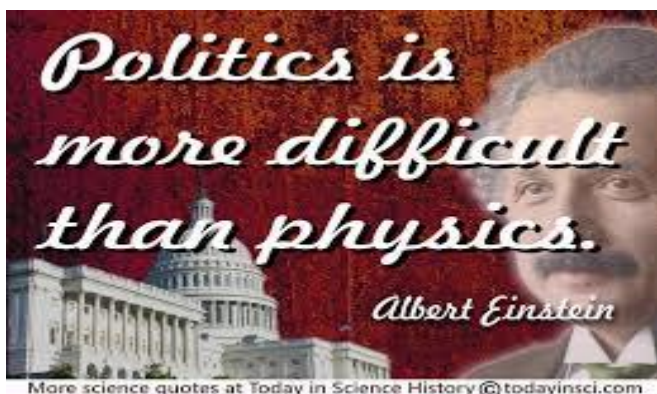
Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: -Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation

	given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-one or two members make a presentation of the Translation; -listens, asks questions.
3-stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Translation of Physics terms



**If it's green or wriggles, it's biology.
If it stinks, it's chemistry.
If it doesn't work, it's physics!**



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Theme №13

Translation of Chemistry terms.

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Chemistry terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Educational methods</i>	Presentation
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.32. Technical map on the practical lesson

Time and	Steps of activity
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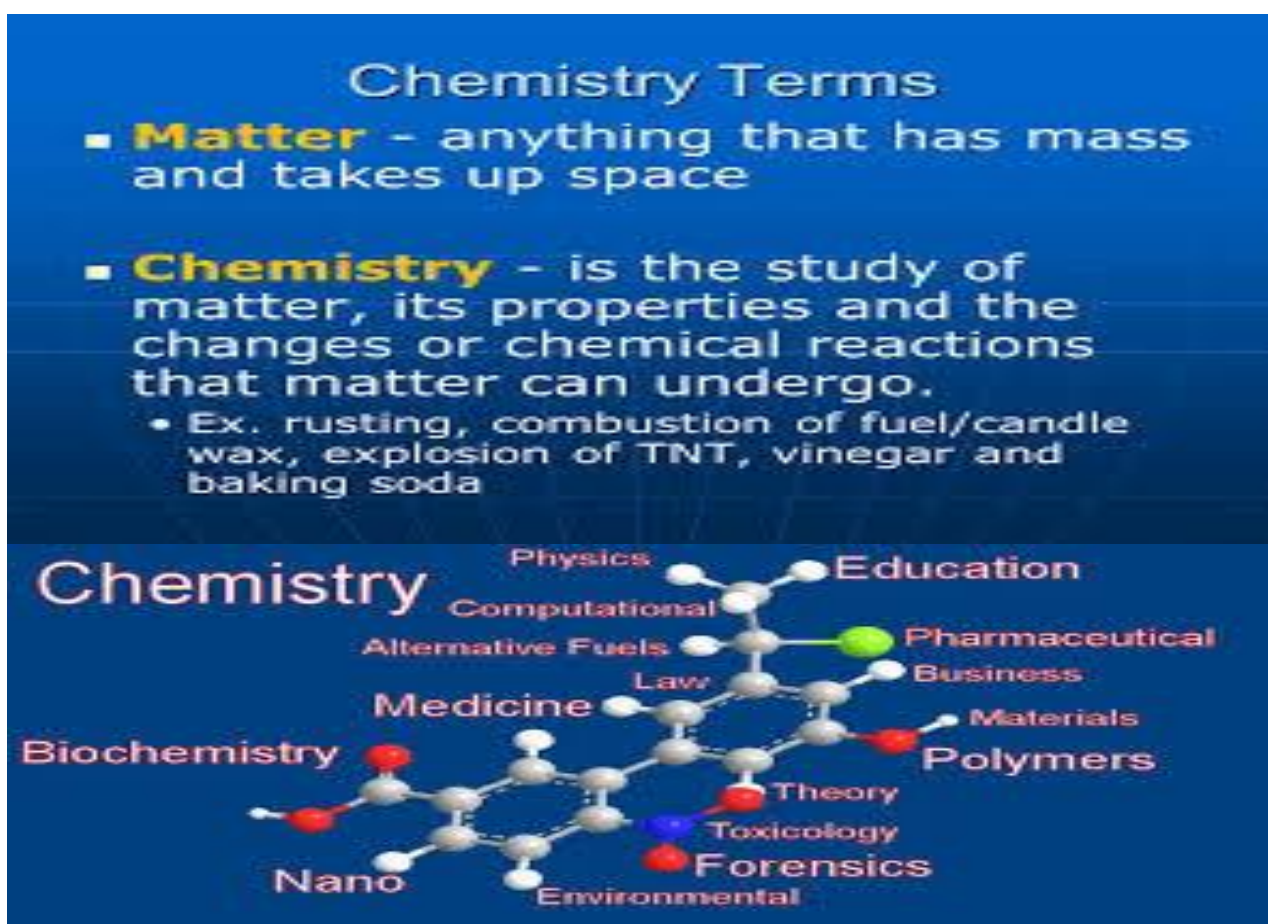
stages of the lesson	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: -Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3-stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work



Chemistry is a branch of [physical science](#) that studies the composition, structure, properties and change of [matter](#).^{[1][2]} Chemistry includes topics such as the properties of individual [atoms](#), how atoms form [chemical bonds](#) to create [chemical compounds](#), the interactions of substances through [intermolecular forces](#) that give matter its general properties, and the interactions between substances through [chemical reactions](#) to form different substances.

Chemistry is sometimes called [the central science](#) because it bridges other [natural sciences](#), including [physics](#), [geology](#) and [biology](#).^{[3][4]} For the differences between chemistry and physics see [Comparison of chemistry and physics](#).^[5]

Scholars disagree about the [etymology of the word chemistry](#). The [history of chemistry](#) can be traced to [alchemy](#), which had been practiced for several [millennia](#) in various parts of the world



- **[absolute zero](#)** - a [theoretical](#) condition concerning a system at zero [Kelvin](#) where a [system](#) does not emit or absorb energy (all atoms are at rest)
- **[accuracy](#)** - how close a value is to the actual or true value; also see [precision](#)
- **[acid](#)** - a compound that, when dissolved in water, gives a pH of less than 7.0 or a compound that donates a hydrogen ion

- **acid anhydride** - a compound with two acyl groups bound to a single oxygen atom
- **acid dissociation constant** - an equilibrium constant for the dissociation of a weak acid
- **actinides** - the fifteen chemical elements that are between actinium (89) and lawrencium (103)
- **activated complex** - a structure that forms because of a collision between molecules while new bonds are formed
- **activation energy** - the minimum energy that must be input to a chemical system
- **activity series**
 - **barometer** - a device used to measure the pressure in the atmosphere
 - **base** - a substance that accepts a proton and has a high pH; a common example is sodium hydroxide (

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Theme №14

Translation of Mathematics terms.

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Mathematics terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> To introduce the main concepts and words, word-combinations according to the topic;	<i>The result of practical activity:</i> Be able to understand the concepts and words, word-combinations;

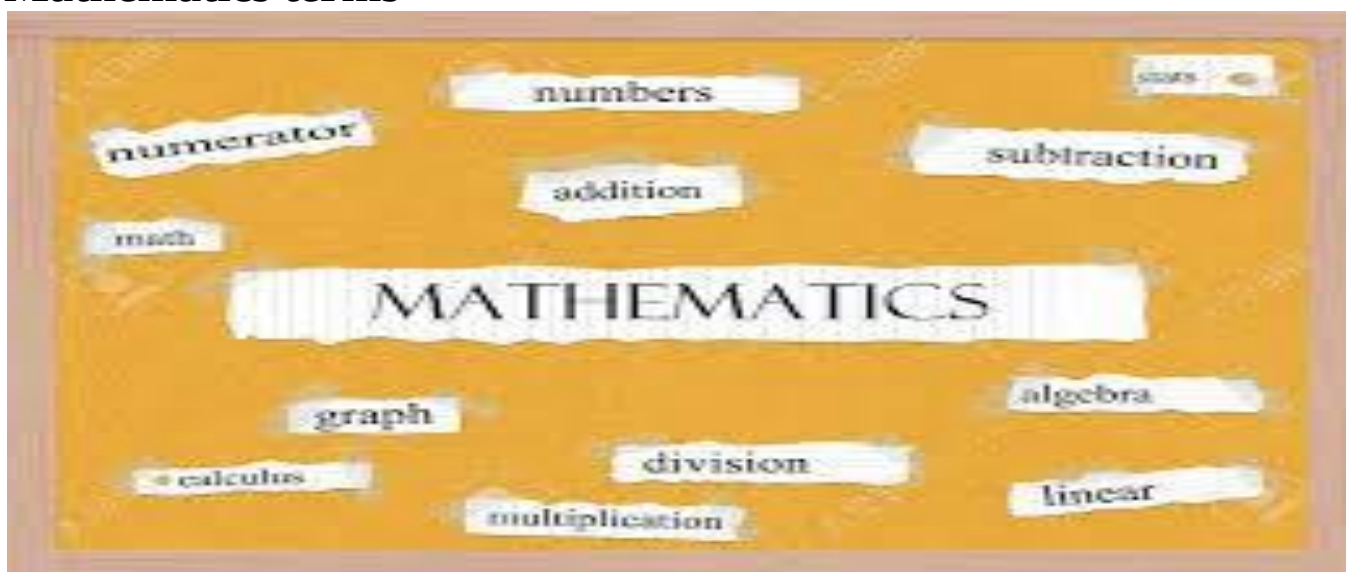
To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Educational methods</i>	BBB method
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: "Translation"; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.33. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method:- -Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation;

	-teacher gives comments on the presentation.	-listens, asks questions.
3-stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Mathematics terms



abstract algebra: the area of modern mathematics that considers algebraic structures to be sets with operations defined on them, and extends algebraic concepts usually associated with the real number system to other more general systems, such as groups, rings, fields, modules and vector spaces

algebra: a branch of mathematics that uses symbols or letters to represent variables, values or numbers, which can then be used to express operations and relationships and to solve equations

algebraic expression: a combination of numbers and letters equivalent to a phrase in language, e.g. $x^2 + 3x - 4$

algebraic equation: a combination of numbers and letters equivalent to a sentence in language, e.g. $y = x^2 + 3x - 4$

algorithm: a step by step procedure by which an operation can be carried out

amicable numbers: pairs of numbers for which the sum of the divisors of one number equals the other number, e.g. 220 and 284, 1184 and 1210

analytic (Cartesian) geometry: the study of geometry using a coordinate system and the principles of algebra and analysis, thus defining geometrical shapes in a numerical way and extracting numerical information from that representation

analysis (mathematical analysis): grounded in the rigorous formulation of calculus, analysis is the branch of pure mathematics concerned with the notion of a limit (whether of a sequence or of a function)

arithmetic: the part of mathematics that studies quantity, especially as the result of combining numbers (as opposed to variables) using the traditional operations of addition, subtraction, multiplication and division (the more advanced manipulation of numbers is usually known as number theory)

associative property: property (which applies both to multiplication and addition) by which numbers can be added or multiplied in any order and still yield the same value, e.g. $(a + b) + c = a + (b + c)$ or $(ab)c = a(bc)$



Quantities

In the columns (a)-(h) and (i)-(p) below are units in which we buy things and in the opposite columns are the things we buy in those quantities. Match each lettered item with the most suitable item on its right.

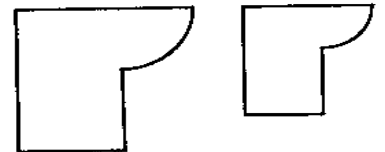
(a) a bar	of matches	(i) an acre	of flowers
(b) a pair	of soap	(j) a bottle	of toothpaste
(c) a box	of potatoes	(k) a gallon	of land
(d) a pound	of cloth	(l) a bunch	of wine
(e) a roll	of shoes	(m) a tin	of sardines
(f) an ounce	of milk	(n) a tube	of petrol
(g) a yard	of tobacco	(o) a packet	of jam
(h) a pint	of film	(p) a jar	of cigarettes

Shapes

Put each of the following words in its correct place in the sentences below.

circle lower vertical size square upper horizontal shape
rectangle angle diagonal centre triangle right angle
parallel corner

These two diagrams are of the same
(a) _____ but of a different (b) _____.



This is a (c) _____ with the (d) _____
lines twice as long as the (e) _____ ones.



This is a (f) _____ with a (g) _____ line
going from the (h) _____ to the top left-
hand (i) _____.



This is a (j) _____. Each bottom
(k) _____ is 45° . The top one is a
(l) _____ (90°).



These two lines are (m) _____ to each
other. The (n) _____ line is longer than
the (o) _____ one. There is a (p) _____
between them.



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Theme №15

Translation of Biological terms.

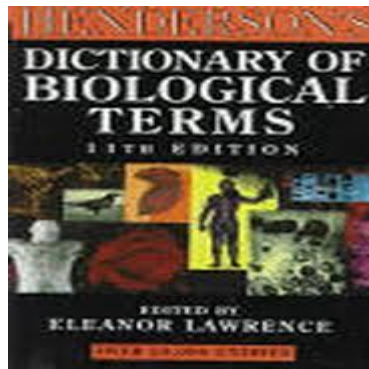
Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Biological terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Educational methods</i>	Cluster
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.34. Technical map on the practical lesson

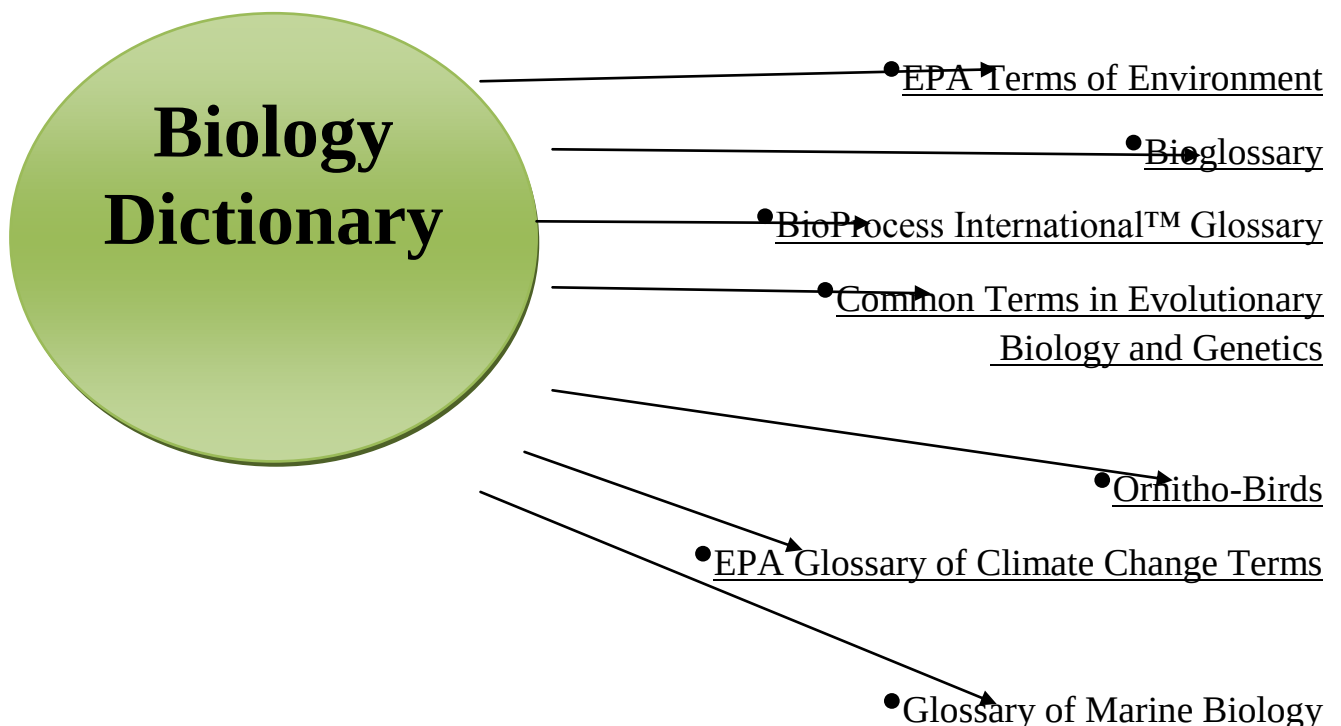
Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: -Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3-stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

BiologyTerms



Comprehensive **Biology** related dictionaries and glossaries dealing with a vast range of topics: **Ecology**, **Paleontology**, **Genetics**, **Climate Change**, etc.

You are also welcome to visit our Online [Biology Dictionary](#), part of our newly launched [Science Dictionary](#) collection, to find additional terms and definitions related to Biology.



[Microbiology](#)

Microbiology, the branch of biology concerned with microorganisms including viruses, bacteria, protozoans, and certain algae and fungi.

[Microorganism](#)

Microorganism, or Microbe, an organism so small that it cannot be seen without the aid of a microscope.

[Spore](#)

Spore, a tiny reproductive body that is typically unicellular. Spores are usually produced asexually.

[Academy of Natural Sciences of Philadelphia](#)

Academy of Natural Sciences of Philadelphia, a private institution for research and education in natural history.

Adaptation

Adaptation, in biology, the process by which a living thing becomes better suited to its environment.

Age

Age, a term for (1) periods of time, as in human history or the history of the earth, and (2) the length of time an organism has lived or normally lives, or the length of time an object or material has existed.

Albumin

Albumin, a simple protein found in most animals and in some plants. Albumins dissolve in water and dilute salt solutions and coagulate (curdle or clot) in the presence of heat.

Amino Acids, chemical compounds produced by living organisms. Many amino acids are the structural units of proteins.

Arctic Institute of North America

Arctic Institute of North America, an organization that promotes scientific exploration and research in the polar areas.



Terms

- **Somatic effects** - those which occur in the person exposed
- **Genetic effects** - those which occur in the offspring of exposed persons
- **Stochastic effects** - likelihood of effect is random, but increases with increasing dose
- **Non-stochastic effects** - likelihood of effect is based solely on dose exceeding some threshold

Learning Outcomes for Students:

- Generally explain how science differs from other ways of knowing – experimental basis for conclusions
- Define major terms used in Molecular Biology
- Explain major organizing concepts in Molecular biology.
- Recognize social and ethical relevance of content covered in Molecular biology
- Analyze and present primary scientific data, research by Nobel Laureates in Medicine or Chemistry.

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Theme №16

Translation of Agricultural terms.

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Agricultural terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Educational methods</i>	Brainstorming
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.35. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: -Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3-stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Industry and Agriculture

- 1 Put each of the following words in its correct place in the passage below.

produce shipyards products export natural resources slump
economy boom plants import markets

The health of a big, developed country's (a) _____ depends largely on its industry. Factories have to keep busy. They must (b) _____ and sell their (c) _____ in large quantities. (d) _____ must make and sell ships, car (e) _____ must make and sell cars. A period of industrial success, when everything goes well and large profits are made, is called a (f) _____. On the other hand a period when there is not much industrial activity is called a (g) _____. To maintain a high level of production is not simple. For example Japan, a very successful industrialized country, has very few (h) _____ such as oil or coal, and has to (i) _____ them from other countries in order to keep its industries going, and thus to supply needs at home and also to (j) _____ its goods to its overseas (k) _____.

- 2 Instructions as above.

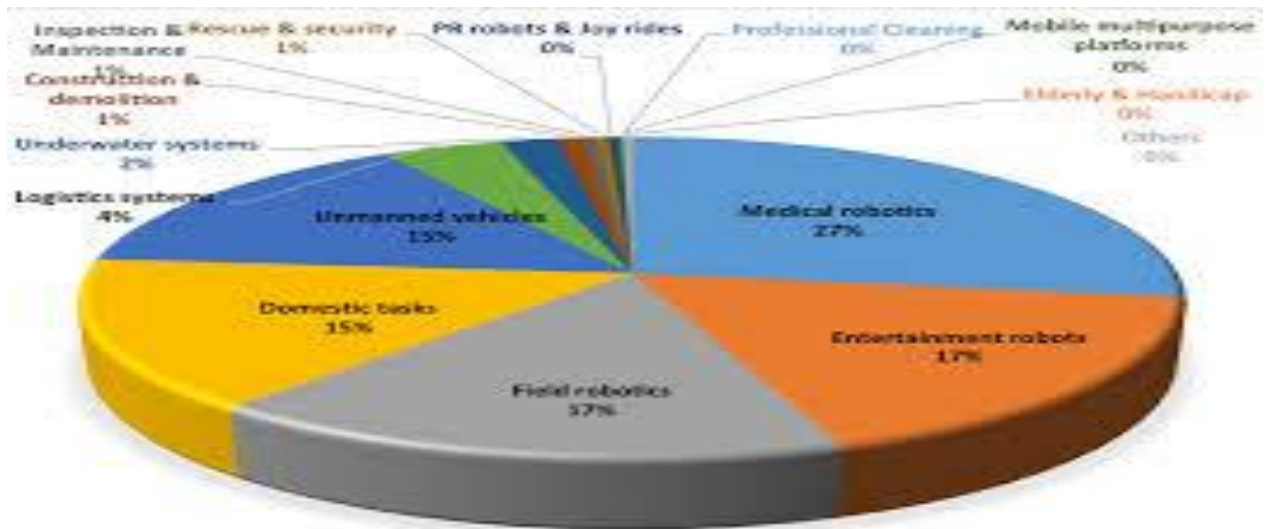
livestock crops agricultural dams fertilizers harvest irrigate
self-sufficient fertile farmers

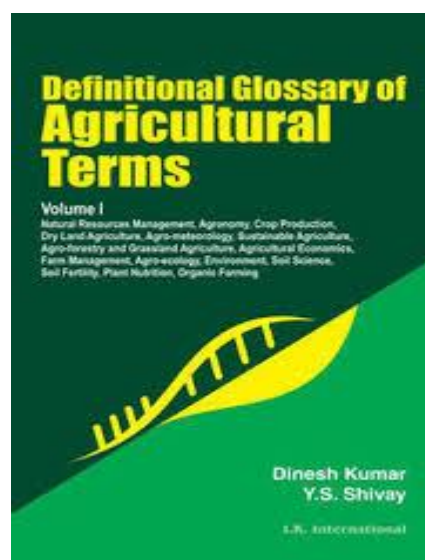
A country which wishes to be (a) _____ in food will encourage its (b) _____ to produce as much as possible so that it will not be dependent on food imports. If there is not much rain, (c) _____ must be built on rivers to provide water to (d) _____ the land. If the land is not naturally rich, chemical (e) _____ must be used to make it (f) _____. Then (g) _____ (of wheat, rice etc.) will grow, the (h) _____ will be good, and in addition the (i) _____ (cattle, sheep etc.) will have grass to eat. If this does not happen, the (j) _____ sector of the country's economy will suffer and the country will have to import food from abroad.

- 3 Explain the difference between . . .

- (a) an oilfield and an oil refinery
- (b) a mine and a quarry
- (c) the producer and the consumer
- (d) to plough and to sow

This volume consists of two glossaries of agricultural terms, one English-French, the other French-English. The terms provided deal with animals, plants, crop cultivation, animal husbandry and agricultural technology





«ТЕРМИНОЛОГИЯ ТАРЖИМАСИ» ФАНИНИ ЎҚИТИШ

ТЕХНОЛОГИЯСИ

Theme №17

Translation of Horticultural terms.

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)

<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Horticultural terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Educational methods</i>	Group work
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.36. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class;	-listens, takes a note;

	-to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: -Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3-stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

“A garden is one of the few expressions of man's nature that is altogether benign.”

– Nan Fairbrother

Horticultural terms.

Horticulture is one of the important sectors of agriculture which consists of fruits, flowers, vegetables, spices & condiments, plantation crops, medicinal and aromatic plants. The importance of horticultural crops is widely acknowledged in many aspects of innovation, production, quality maintenance, for uplifting economic condition of farmers, entrepreneurs and in providing nutritional security to the people.

With the increasing fast growth of population, improving economic condition and awareness of importance of fruits, vegetables and flowers, demand for horticultural products is gradually increasing. To meet the demand of horticulture product genomic technologies can be used effectively in horticultural crop improvement programmes. Improvement in horticulture crop is also required to sustain in the climate change condition and make the Climate Smart Horticulture crop.

- **Horticulture** – The science and art of cultivating flowers, fruits, vegetables, turf and ornamental plants in an orchard, garden, nursery, or greenhouse, on a large or small scale.
 - **Horticultural** – An adjective used to describe something relating to horticulture, or produced under cultivation.
 - **Horticulturist** – A noun referring to a specialist in horticulture.
 - The terms “**ornamentals**,” “**landscape horticulture**,” and “**environmental horticulture**” are common terms used to identify the sub-groupings of horticulture dealing with the landscape setting.
 - **Botany** – A branch of biology dealing with plant life, (i.e., anatomy, taxonomy, genetics, physiology, ecology, etc). The science of applied botany deals with plants grown in uncultivated settings.
 - **Agronomy** – A branch of agriculture dealing with field crop production and soil management.
 - **Forestry** – The science of developing, caring for, or cultivating forests; the management of growing timber.
 - **Community forestry / urban forestry** – A branch of forestry dealing specifically with the unique growth limitations and needs of trees in the landscape setting.

- **Tropical** plants originate in tropical climates with a year-round summer-like growing season without freezing temperatures. Examples include cacao, cashew and macadamia nuts, banana, mango, papaya, and pineapple.
- **Sub-tropical** plants cannot tolerate severe winter temperatures but need some winter chilling. Examples include citrus, dates, figs, and olives.
- **Temperate-zone** plants require a cold winter season as well as a summer growing season, and are adapted to survive temperatures considerably below freezing. Examples include apples, cherries, peaches, maples, cottonwoods, and aspen. In temperate-zones, tropical and sub-tropical plants are grown as annuals and houseplants.
- **Cool season** plants thrive in cool temperatures (40°F to 70°F daytime temperatures) and are somewhat tolerant of light frosts. Examples include Kentucky bluegrass, peas, lettuce, and pansies.
- **Warm season** plants thrive in warm temperatures (65°F to 90°F daytime temperatures) and are intolerant of cool temperatures. Examples include corn, tomatoes, and squash. Some warm season plants are sub-tropical and tropical plants grown as annuals in Colorado.
- **Tender** plants are intolerant of cool temperatures, frost, and cold winds. (e.g., most summer annuals, including impatiens, squash, and tomatoes).
- **Hardy** plants are tolerant of cool temperatures, light frost, and cold winds (e.g. spring-flowering bulbs, spring-flowering perennials, peas, lettuce, cole crops).
- **Hardiness** refers to a plant's tolerance to winter climatic conditions. Factors that influence hardiness include minimum temperature, recent temperature patterns, water supply, wind and sun exposure, genetic makeup, and carbohydrate reserves.
- **Cold hardiness zone** refers to the average annual minimum temperature for a geographic area. Temperature is only one factor that influences a plant's winter hardiness. As of printing time, a new U.S. Department of Agriculture (USDA) Hardiness Zone Map is ready for release. With an extensive database, it will clear up some of the confusion created in previous versions and documents some zone creeping (zone moving north as temperatures warm).
- **Heat zone** refers to the accumulation of heat, a primary factor in how fast crops grow and what crops are suitable for any given area. This is only one factor that influences a plant's heat tolerance. On a Heat-Zone map, the Colorado Front Range falls into zones 5 to 7.



Terms

- Botany
- Floriculture
- Horticulture
- Horticulture industry
- Horticulture science
- Horticulture technology
- Landscape horticulture
- Nursery
- Olericulture
- Ornamental horticulture
- Pomology

Terms

- | | |
|----------------|--------------------------|
| ■ Agronomy | ■ Food crop horticulture |
| ■ Cereal grain | ■ Forest crops |
| ■ Crown | ■ Forestry |
| ■ Fiber crops | ■ Grain crops |
| ■ Field crops | ■ Horticultural crops |
| ■ Floriculture | ■ Interiorscaping |

Terms

- | | |
|-------------------|---------------------|
| • Complete flower | • Flower |
| • Cotyledons | • Fruit |
| • Dry fruit | • Hilum |
| • Endosperm | • Hull fruit |
| • Epicotyl | • Hypocotyl |
| • Fertilization | • Imperfect flower |
| • Fleshy fruit | • Incomplete flower |

**«ТЕРМИНОЛОГИЯ ТАРЖИМАСИ» ФАНИНИ ЎҚИТИШ
ТЕХНОЛОГИЯСИ**

Theme №18

Translation of Oil and Gaz terms.

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts “Translation of Oil and Gaz terms” 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Educational methods</i>	BBB method
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: “Translation”; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.37. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: -Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3-stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Abandon	(1) The proper plugging and abandoning of a well in compliance with all applicable regulations, and the cleaning up of the wellsite to the satisfaction of any governmental body having jurisdiction with respect thereto and to the reasonable satisfaction of the operator.(2) To cease efforts to find or produce from a well or field.(3) To plug a well completion and salvage material and equipment.
Abatement	(1) The act or process of reducing the intensity of pollution.(2) The use of some method of abating pollution.
AmericanPetroleumInstitute (API)	The American Petroleum Institute is the primary trade association representing the oil and natural gas industry in the United States.
Annulus	The space between: (1) The casing and the wall of the borehole.(2) Two strings of casing.(3) Tubing and casing.
API	AmericanPetroleumInstitute
ApiCountyCode	An indicator developed by the American Petroleum Institute (API) to identify areas such as counties and other subdivision areas identified within state boundaries. Defined by API Bulletin D12A, as amended. This code becomes a part of the API Well Number.
ApiStateCode	The indicator assigned to a state, as defined in API Bulletin D12A, as amended. This code is a part of the API Well Number (The Api State Code for Colorado is 05).
ApiWellNumber	A well identifier assigned as defined in API (American Petroleum Institute) Bulletin D12A, as amended. The API Well Numbers are assigned by the appropriate state or federal regulatory agency.
AppraisalWell	A well drilled as part of an appraisal drilling program which is carried out to determine the physical extent, reserves and likely production rate of a field.
AssociatedGas	A well drilled as part of an appraisal drilling program which is carried out to determine the physical extent, reserves and likely production rate of a field.
Barrel	A unit of volume measurement used for petroleum and its products (7.3 barrels = 1 ton: 6.29 barrels = 1 cubic meter).
bbl	One barrel of oil; 1 barrel = 35 Imperial gallons (approx.), or 159 liters (approx.); 7.5 barrels = 1 ton (approx.); 6.29 barrels = 1 cubic meter.
bcf	Billion cubic feet; 1 bcf = 0.83 million tons of oil equivalent.
bcm	Billion cubic meters (1 cubic meter = 35.31 cubic feet).
Block	An acreage sub-division measuring approximately 10 x 20

kms, forming part of a quadrant. e.g. Block 9/13 is the 13th block in Quadrant 9.

blow-down

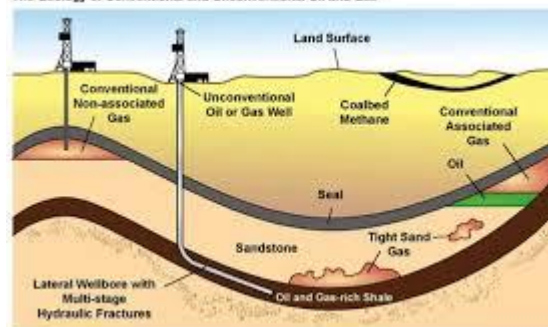
Condensate and gas is produced simultaneously from the outset of production.

Blow-out

When well pressure exceeds the ability of the wellhead valves to control it. Oil and gas "blow wild" at the surface.

Blow-out preventers (BOPs) Are high pressure well

The Geology of Conventional and Unconventional Oil and Gas



**«ТЕРМИНОЛОГИЯ ТАРЖИМАСИ» ФАНИНИ ЎҚИТИШ
ТЕХНОЛОГИЯСИ**

Theme №19

Revision.

Model of educational technology

<i>Time: 2 hours</i>	<i>Number of students: 10-15</i>
<i>Type of lesson</i>	Practical class (Practical translation)
<i>Plan of the practical lesson</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - to revise the themes 3. Introduction of the results and grading of the students.
<i>Objectives of the lesson:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Pedagogical aims:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>The result of practical activity:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Educational methods</i>	Questions and answers
<i>Form of education</i>	-practical, group-discussion
<i>Means and ways of education</i>	-book: "Translation"; -handouts (copies of cluster method and), тарқатма материаллар.
<i>Conditions for educational process</i>	-classroom, ёки компьютер зали.

1.38. Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	Students
1-stage. 15 min.	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2- stage. 60 min.	Main part: -to organize the class according to the selected method-: -Give information about generally accepted disposition of the parts of translation -teacher divides students into groups and asks each group to translate the text given on -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3-stage. 5 min	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work



NETS for Students

Skills and knowledge students need to learn effectively and live productively in a digital world. Within NETS for Students there are six Performance Indicators. Each Performance Indicator indicates and outlines what the student should be able to achieve within technological literacy by the completion of a school year. The Performance Indicators are guidelines where the students are aware of the programs goals and what they are attempting to achieve to meet NETS standards.

The Performance Indicators are as follows:

- **Creativity and Innovation:** Using creative thinking and innovative technology the students demonstrate and develop models and simulations to explore and identify complex systems and forecast possibilities as well as they use existing knowledge to generate new ideas and creative thoughts.
- **Communication and Collaboration:** Students use digital media and environments to collaborate, communicate and interact with other students, teachers and professionals. They also engage in a cultural and global awareness and contribute to project teams to produce original works or solve problems.
- **Research and Information Fluency:** Students apply digital tools to plan, organize and gather information, in order to be able to inquire, analyse, organize and evaluate information.
- **Critical Thinking, Problem Solving and Decision Making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- **Digital Citizenship:** Students demonstrate personal development to be lifelong learners because they are aware of the human, cultural and social issues related to technology and they practise ethical and legal digital behaviour.
- **Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems, and operations so they are able to select, transfer, understand and troubleshoot various systems and applications productively and effectively.

Here is an example of technologies influence in the classroom post 20th century. [How to Bring Our Schools Out of the 20th Century](#)^[7]

Educational technology standards are the roadmaps to teching effectively and growing professionally in an increasingly digital world.

WHAT IS INSTRUCTIONAL TECHNOLOGY?

- Instructional Technology is a field of practice. It is a concept.
- There is not one universally accepted definition of the term "instructional technology."



Tarjimanazariyasi va amaliyoti kafedrası
“Terminologiya tarjiması” fanidan JN, ON savolları

1. The notion of terminology.
2. The peculiarities of terminology.
3. The methods of translating the terms.
4. Translation of Scientific terms
5. Translation of Technical terms
6. Translation of Cinema Terms
7. Translation of Computer terms
8. Translation of Mass Media Terms
9. Translation of Engineering terms
10. Difficulties of translation technical terms
11. Type of terminology
12. Translation of Theatre Terms
13. Translation of Political terms

Tarjimanazariyasi va amaliyoti kafedrası
“Terminologiya tarjiması” fanidan JN, ON savollariga qo’shimcha matnlar

Types of Government

Aristotle, a Greek political philosopher of the 4th century B.C., distinguished three principal kinds of government: monarchy, aristocracy, and polity (a kind of enlightened democracy). The differences among them chiefly concerned whether power were held by one, by a few, or by many. Aristotle thought that the selfish abuse of power caused each type to become perverted, respectively, into tyranny, oligarchy, and a lower form of democracy characterized by mob rule. Monarchy tended to become tyrannical because it vested authority in a single ruler. Aristocracy, a government based on birth and privilege, in which the rulers governed for the good of the whole society, tended to become oligarchy as a consequence of restricting political power to a social and economic class; only a few members of the class would have enough drive and ability to acquire the power to govern. The polity, likewise, would deteriorate into ochlocracy, or mob rule, if the citizens pursued only their selfish interests.

Democracy

Representative government in the modern world is based not only on a constitution that provides for it but on the actual rule of law—the assurance that provisions of the constitution will be enforced. It requires that citizens be free to organize competing political parties, engage in political campaigns, and hold elections according to agreed-upon rules. Democratic governments vary in structure. Two common forms are the parliamentary and the presidential. In the parliamentary form of government, as in Australia, Britain, Canada, or India, all political power is concentrated in the parliament or legislature. The prime minister or premier and the officers of the cabinet are members of the parliament. They continue in office only as long as parliament supports—or has "confidence" in—their policies. In the presidential form of government, as in France and the United States, the voters elect a powerful chief executive who is independent of the legislature but whose actions are delimited by constitutional and other legal restraints.

Divisions of Government

Various political thinkers have distinguished types of government activity. Montesquieu was the first, however, to urge the creation of three separate institutions or divisions of government—the executive, legislative, and judicial—a distinction that became common in almost all modern constitutions. Some governmental structures, notably that of the United States, are based on the principle of separation of powers at nearly every level. Executive, legislative, and judicial powers are divided into three branches of government, creating a system of checks and balances among them and helping to protect citizens from arbitrary and capricious actions on the part of any of the three branches. Such protection is crucial in the area of civil rights—those constitutionally guaranteed rights that shield the citizen from tyrannical actions by government. Often, in times of grave national emergency, when the central government needs more power, the public is willing to grant it. The executive branch usually predominates at such time (see president of the United States).

Dictatorship

As a form of government, dictatorship is principally a 20th-century phenomenon. The dictator, often a military leader, concentrates political power in himself and his clique. There is no effective rule of law. The regime may or may not have a distinctive political ideology and may or may not allow token opposition. The main function of a dictatorship is to maintain control of all governmental operations. There have been some cases—Indira Gandhi in India and several military dictatorships in Latin America—in which authoritarian rulers have relaxed their control and have even allowed open elections. In certain Soviet-bloc countries of Eastern Europe dictators were forced from power in bloodless coups or voluntarily relinquished their authority to popularly elected officials as Soviet power declined. The totalitarian dictatorship, as in Nazi Germany, Communist China, and the former USSR, is much more thoroughgoing. It seeks to control all aspects of national life, including the beliefs and attitudes of its people. It has a set of ideas that everyone is expected to embrace, such as revolutionary Marxism or counterrevolutionary fascism.

Education

If all good people were clever and all clever people were good, the world would be nicer than ever. I think that education is a key to a good future. And schools are the first step on the education-way. Schools help young people to choose their career, to prepare for their future life, they make pupils clever and well-educated. They give pupils the opportunity to fulfil their talent. Education in Britain developed by steps. The first step was the introducing of two kinds of school: grammar schools and secondary modern schools. Grammar schools offered a predominantly academic education and in secondary modern schools education was more practical. The second step was the introducing of a new type of school, the comprehensive, a combination of grammar and secondary modern, so that all children could be continually assessed and given appropriate teaching. These school were co-educational and offered both academic and practical subjects. However, they lost the excellence of the old grammar schools. Then after 1979 were introduced the greatest reforms in schooling. They included the introduction of a National Curriculum making certain subjects, most notably science and one modern language, compulsory up to the age of 16.

Federal Systems

The United States and India with their state governments and Canada and China with their provincial governments are examples of workable federal systems in large nations with very diverse populations. Other federal states include Argentina, Australia, Brazil, Mexico, Nigeria, and Germany. The national governments of these countries are clearly more powerful than those of their subdivisions, even though the constitutions delegate many powers and responsibilities to the subnational units. In certain prescribed policy areas a state government may have a high degree of autonomy. In the United States, for example, state legislatures pass laws having to do with state affairs; state administrators carry them out; and state judiciaries interpret them. Federal systems also include autonomous local governments such as county governments and municipal governments—in cities, boroughs, townships, and villages local governments may stand in a relationship to their state governments that corresponds to that of state governments with the national government. The citizens in each jurisdiction elect many of the public officials. In addition, certain special districts exist with a single function, such as education or sanitation, and have their own elected officials.

Voting system

The maximum life of the House of Commons has been restricted to five years since the Parliament Act 1911. The franchise (right to vote) became universal for men in the nineteenth century. Women's suffrage came in two stages (1918 and 1928). For parliamentary elections the United Kingdom is divided into 650 constituencies of roughly equal population. The average constituency contains about 60,000 registered votes. Any British citizen from the age of 18 registered as

an elector for the constituency elects a single member to the House of Commons. Voting is on the same day (usually on Thursday) in all constituencies, and the voting stations are open from 7 in the morning till 9 at night. Each voter has only one vote, if he knows that he will be unable to vote, because he is ill or has moved away or must be away on business, he may apply in advance to be allowed to send his vote by post. Voting is not compulsory. But in the autumn of each year every householder is obliged by law to enter on the register of electors the name of every resident who is entitled to vote. Much work is done to ensure that the register is complete and accurate. It's only possible to vote at the polling station appropriate to one's address.

Administration

All governments recognize the principle that the public must be protected and served. The citizen, in effect, surrenders a degree of individual sovereignty to the government in return for protection of life and property and the delivery of essential services. Governments supervise the resolution of conflicting interests, the workings of the political process, the enforcement of laws and rights, and the monitoring of national income and international trade; they regulate economic and social relationships among individuals and private organizations; and they carry out enterprises such as production of military goods, provision of postal services, and ownership of power utilities and public works. Among the most basic services provided by government are the printing and coining of money, the provision of roads, sewers, water, education, and social and welfare services. With the growth of the welfare state, governments began to provide services such as social security and health insurance.

Education in Russia

The public educational system in Russia includes pre-schools, general schools, specialised secondary and higher education. So-called pre-schools are kindergartens in fact. Children there learn reading, writing and maths. But pre-school education isn't compulsory - children can get it at home. Compulsory education is for children from 6(7) to 17 years of age. The main branch in the system of education is the general schools which prepare the younger generation for life and work. There are various types of schools: general secondary schools, schools specialising in a certain subject, high schools, gymnasiums and so on. The term of study in a general secondary school is 11 years and consists of primary, middle and upper stages. At the middle stage of a secondary school children learn the basic laws of nature and society at the lessons of history, algebra, literature, physics and many others. After 9th form pupils have to sit for examinations. Also they have a choice between entering the 10th grade of a general secondary school or going to professional school.

Education in America

The American system of education differs from the systems of other countries. There are free public schools which the majority of American children attend.

There are also a number of private schools where a fee is charged. Education is compulsory for every child from the age of 6 up to the age of 16 except in some states, where children must go to school until the age of 17 or 18. Elementary or primary and secondary or high schools are organized on one of two basis: 8 years of primary school and 4 years, or 6 years of primary, 3 years of junior high school and 3 years of senior high school. The junior high school is a sort of halfway between primary school and high school. The high school prepares young people either to work immediately after graduation or for more advanced study in a college or university. An important part of high school life is extra-curricular activities, they include band or school orchestra, sports and other social activities. There is no national system of higher education in the United States.

Higher education

After finishing secondary school or college you can apply to a university, polytechnic, college of education or you can continue to study in a college of further education. The academic year in Britain's universities, Polytechnics, Colleges of education is divided into 3 terms, which usually run from the beginning of October to the middle of December, the middle of January to the end of March, from the middle of April to the end of June or the beginning of July. There are 46 universities in Britain. The oldest and best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol and Birmingham. Good A-level results in at least 2 subjects are necessary to get a place at a university. However, good exam passes alone are not enough. Universities choose their students after interviews. For all British citizens a place at a university brings with it a grant from their local education authority. English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction and way of student life.

Nuclear History

Nuclear energy is newer than most other forms of energy that we use. Not until the early 1930's did scientists discover that the atom is made up of proton and neutron particles. Years later in 1938, two German scientists, Otto Hahn and Fritz Strassman and physicist Lise Meitner of Austria, discovered that they could split the nucleus of a uranium atom by bombarding it with neutrons, this is called fission. As the uranium nucleus split, some of its mass was converted to heat energy. In 1942, Enrico Fermi of Italy, and a group of other physicists then noticed the fission of one uranium atom gave off more neutrons which could in turn split other uranium atoms, starting a chain reaction. They soon realized that enormous amounts of energy could be produced by this process of nuclear fission. Otto Hahn won the Nobel Prize for his discovery of nuclear fission and Enrico Fermi also receive a Nobel Prize for creating the world's first nuclear chain reaction. In 1966, Lise Meitner was awarded the United States Enrico Fermi Prize. In the 1940's nuclear fission was first used during World War II which prompted more research into atomic energy.

Wind power

The wind has played a long and important role in the history of human civilization. The first known use of wind dates back 5,000 years to Egypt, where boats used sails to travel from shore to shore. The first true windmill, a machine with vanes attached to an axis to produce circular motion, may have been built as early as 2000 B.C. in ancient Babylon. By the 10th century A.D., windmills with wind-catching surfaces as long as 16 feet and as high as 30 feet were grinding grain in the area now known as eastern Iran and Afghanistan. The western world discovered the windmill much later. The earliest written references to working wind machines date from the 12th century. These too were used for milling grain. It was not until a few hundred years later that windmills were modified to pump water and reclaim much of Holland from the sea.

Air pollution

Smog hanging over cities is the most familiar and obvious form of air pollution. But there are different kinds of pollution—some visible, some invisible—that contribute to global warming. Generally any substance that people introduce into the atmosphere that has damaging effects on living things and the environment is considered air pollution. Carbon dioxide, a greenhouse gas, is the main pollutant that is warming Earth. Though living things emit carbon dioxide when they breathe, carbon dioxide is widely considered to be a pollutant when associated with cars, planes, power plants, and other human activities that involve the burning of fossil fuels such as gasoline and natural gas. In the past 150 years, such activities have pumped enough carbon dioxide into the atmosphere to raise its levels higher than they have been for hundreds of thousands of years. Other greenhouse gases include methane—which comes from such sources as swamps and gas emitted by livestock—and chlorofluorocarbons (CFCs), which were used in refrigerants and aerosol propellants until they were banned because of their deteriorating effect on Earth's ozone layer.

Computers

Computer is an electronic device that can receive a set of instructions called program and then carry them out. The modern world of high technology could not be possible without computers. Different types and sizes of computers find uses throughout our society. They are used for storage and handling data, secret governmental files, information about banking transactions and so on. Computers have opened a new era in manufacturing and they have enhanced modern communication systems. They are essential tools in almost every field of research, from constructing models of the universe to producing tomorrow's weather reports. Using different databases and computer networks makes available a great variety of information sources. Some scientists say that without computers it would be difficult to live in the 21st century. Today they are running our factories, planning our cities, teaching our children and forecasting our future. The computer solves in seconds the problems that a generation of mathematicians would need months or years to solve without its help. The degree to which computers take over human

functions may frighten some people and astonish others. If we are to believe some forecasts, computers, like the telephone or electricity, may become a common everyday thing used by almost everybody.

Electronic device

In general, a device is a machine designed for a purpose. In a general context, a computer can be considered a device. In the context of computer technology, a device is a unit of hardware, outside or inside the case or housing for the essential computer (processor, memory, and data paths) that is capable of providing input to the essential computer or of receiving output or of both. When the term is used generally, it can include keyboards, mouses, display monitors, hard disk drives, CD-ROM players, printers, audio speakers and microphones, and other hardware units. Some devices such as a hard disk drive or a CD-ROM drive, while physically inside the computer housing, are considered devices because they are separately installable and replaceable. With notebook and smaller computers, devices tend to be more physically integrated with the "non-device" part of the computer. The units of a computer to which the term device is not applied include the motherboard, the main processor and additional processors such as numeric coprocessors, and random access memory (RAM).

Air pollution 2

Another pollutant associated with climate change is sulfur dioxide, a component of smog. Sulfur dioxide and closely related chemicals are known primarily as a cause of acid rain. But they also reflect light when released in the atmosphere, which keeps sunlight out and causes Earth to cool. Volcanic eruptions can spew massive amounts of sulfur dioxide into the atmosphere, sometimes causing cooling that lasts for years. In fact, volcanoes used to be the main source of atmospheric sulfur dioxide; today people are. Industrialized countries have worked to reduce levels of sulfur dioxide, smog, and smoke in order to improve people's health. But a result, not predicted until recently, is that the lower sulfur dioxide levels may actually make global warming worse. Just as sulfur dioxide from volcanoes can cool the planet by blocking sunlight, cutting the amount of the compound in the atmosphere lets more sunlight through, warming the Earth. This effect is exaggerated when elevated levels of other greenhouse gases in the atmosphere trap the additional heat.

What Is Mass Media?

Think about this for a second: whenever you want to hear your favorite song, watch your favorite show, or see the latest current events, where do you go? You more than likely turn on your television, radio, or computer. The source that the majority of the general public uses to get their news and information from is considered mass media. Mass media means technology that is intended to reach a mass audience. It is the primary means of communication used to reach the vast majority of the general public. The most common platforms for mass media are

newspapers, magazines, radio, television, and the Internet. The general public typically relies on the mass media to provide information regarding political issues, social issues, entertainment, and news in pop culture. The mass media has evolved significantly over time.

Types of Mass Media

Have you ever wondered how the latest news and information was communicated in the past? Well, before there was the Internet, television, or the radio, there was the newspaper. The newspaper was the original platform for mass media. For a long period of time, the public relied on writers and journalists for the local newspapers to provide them with the latest news in current events. Centuries later, in the 1890s, came the invention of the radio. The radio would soon supersede the newspaper as the most pertinent source for mass media. Families would gather around the radio and listen to their favorite radio station programs to hear the latest news regarding politics, social issues, and entertainment. Later on down the line came the invention of the television. The television would soon replace the radio for the most effective platform to reach the general public. Today, the Internet is the most relevant form of mass media and has become a major tool for news outlets. Since the evolution of the Internet, the general public is now able to access those same news outlets in an instant with just a click of a mouse, instead of having to wait for scheduled programs.

Mass Media

Mass media are one of the most characteristic features of modern civilization. People are united into one global community with the help of mass media. People can learn about what is happening in the world very fast using mass media. The mass media include newspapers, magazines, radio and television. The earliest kind of mass media was newspaper. The first newspaper was Roman handwritten newssheet called «Acta Diurna» started in 59 B.C. Magazines appeared in 1700's. They developed from newspapers and booksellers' catalogs. Radio and TV appeared only in 20th century. The most exciting and entertaining kind of mass media is television. It brings moving pictures and sounds directly to people's homes. So one can see events in faraway places just sitting in his or her chair. Radio is widespread for its portability. It means that radios can easily be carried around. People like listening to the radio on the beach or picnic, while driving a car or just walking down the street. The main kind of radio entertainment is music. Newspapers can present and comment on the news in much detail in comparison to radio and TV newscasts.

Mass Media in our life

Everywhere, every day, exciting things are happening. Each day is filled with news. People learn news and views during reading newspapers and magazines, talking over the telephone or they are kept informed by watching TV or listening to the radio. The press, the radio and television play a big role in the life of the society. They inform, educate and entertain people. They also influence the way people look at the world and make them change their views. Mass media plays a

very important role in organizing public opinion. Millions of people watch TV and read newspapers in their free time. Most of people can't do without a newspaper in the underground or during the lunch break. TV also dominates the life of the family most of the time. It is also a habit which impossible to resist. The radio is turned on most of the time, creating a permanent background noise. So Mass Media become a very important part of our life. Mass media denotes a section of the media specifically designed to reach a large audience.

Television in Our life

Television now plays an important role in our life. It is difficult to say if it is good or bad for us. It is clear, that television has advantages and disadvantages. But are there more advantages than disadvantages? In the first place, television is an entertainment. But it is not only a convenient entertainment. For a family of three, four or five, for example, it is more convenient and less expensive to sit comfortably at home than to go out to find entertainment in other places. They don't have to pay for expensive seats at the theatre or cinema. They turn on the TV-set and can watch interesting films, concerts, football matches. But some people think that it's bad to watch TV. Those who watch TV need do nothing. We are passive when we watch TV. Television shows us many interesting programmes. But again there is a disadvantage here: we watch TV every evening, and it begins to dominate our lives. My friend told me that when his TV-set broke down, he and his family found that they had more time to do things and to talk to each other. There are other arguments for and against television. Very often the programmes are bad. Sometimes they show too much violence in films and news programmes. There is also too much pop music and ads. Ads on the whole are convenient for grown-ups.

Internet

Modern life is easy and fun. We have all the amenities. We do not need to go to the movies, because we have big TVs at home. The children have cell phones with large displays. Modern technology is useful and convenient. In my opinion, Internet is the most comfortable thing. Computers are also an important invention, but Internet is better than any other type of information. Originally, Internet was a military experiment in the USA of 60-s. But soon it became clear that everyone in the world can use it. Everybody knows that the Internet is a global computer network, which embraces hundreds of millions of users all over the world. The Internet has already entered our ordinary life. It's hard to imagine our lives without Internet nowadays. It has become an important part of every person's life. It is clear that the accurate number of users can be counted fairly approximately, nobody knows exactly how many people use the Internet today, because there are hundreds of millions of users and their number is growing.

Internet communication

Nowadays the most popular Internet service is e-mail. Most of the people use the network only for sending and receiving e-mail messages. They can do it either they

are at home or in the internet clubs or at work. Other popular services are available on the Internet too. It is reading news, available on some dedicated news servers, telnet, FTP servers, etc. In many countries, the Internet could provide businessmen with a reliable, alternative to the expensive and unreliable telecommunications systems its own system of communications. Commercial users can communicate cheaply over the Internet with the rest of the world. When they send e-mail messages, they only have to pay for phone calls to their local service providers, not for international calls around the world, when you pay a good deal of money. But saving money is only the first step and not the last one. There is a commercial use of this network and it is drastically increasing. Now you can work through the internet, gambling and playing through the net.

Economics news

China has turned Shanghai into a free trade zone, as it hopes to open up even more to the west. The new economic zone will make it easier for foreigners to invest money. In addition, the Chinese currency, Yuan, can be traded freely within the zone. Banks will profit most from the new trading zone because interest rates will not be controlled by the Chinese government. Other free sectors include shipping, travel, insurance and medicine. China's government will lift the restriction on the production of certain items, like video games. Foreign companies are now allowed to manufacture game consoles freely, after a 13-year ban. The government has also promised to allow companies to access web sites that have not been accessible in China. The new free-trade zone is the most important step towards free-market economy since Deng Xiaoping created special economic zones in China in the 1980s. Chinese leaders want to show that the country is willing to move its economy forward, especially in times when growth has slowed down a bit.

Free trade zone in China

Economic experts in China hope that the zone will increase investment and provide a new boost for China's economy. Government leaders have set up a time frame of three years to see if the new zone succeeds. If so, other free trade areas may follow in other parts of China. Shanghai, with a population of 20 million, is China's most important financial centre. The new economic zone is to cover about 30 square kilometres of land around the harbour and the international airport. In the past few months real estate prices have already gone up in the free trade zone. 25 firms have already been allowed to set up operations with more to come. Although Chinese leaders hope to divert business away from Hong Kong, the economy in the former British colony will have nothing to fear. It will remain one of Asia's biggest financial centres.

Economics

Economics (from the Greek "household management") is a social science that studies the production, distribution, trade and consumption of goods and services. Economics, which focuses on measurable variables, is broadly divided into two main branches: microeconomics, which deals with individual agents, such as

households and businesses, and macroeconomics, which considers the economy as a whole, in which case it considers aggregate supply and demand for money, capital and commodities. Aspects receiving particular attention in economics are resource allocation, production, distribution, trade, and competition. Economic logic is increasingly applied to any problem that involves choice under scarcity or determining economic value. Mainstream economics focuses on how prices reflect supply and demand, and uses equations to predict consequences of decisions. The fundamental assumption underlying traditional economic theory is the utility-maximizing rule.

TEST.

Tick the statements which are true.

1. Economics deals with the activities by which humans can earn a living and improve their standard of living.
2. Economics is academic and of little value because it does not teach the student how to earn a living.
3. Economics enables us to predict the economic consequences of many human actions.
4. One of the widely (though not universally) accepted economic goals is an equal distribution of income.
5. The first step in the formulation of an economic policy, the statement of the goal or desired result, may be an occasion for disagreement because different people may have different and conflicting goals.

B. Circle the letter that corresponds to the best answer.

1. Which of the following terms is not found in a sophisticated definition of economics?
 - (a) efficient utilization
 - (b) unlimited productive resources
 - (c) maximum satisfaction

(d) human and material wants

2. One economic principle states that the lower the price of a commodity, the greater will be the quantity of the commodity which consumers will wish to purchase. On the basis of this principle alone, it can be concluded that:

(a) if the price of mink coats falls, more mink coats will be purchased by consumers

(b) if the price of mink coats falls, Mrs. James will purchase two instead of one

(c) if the price of mink coats falls and there are no important changes in the other factors affecting their demand, the public will probably purchase a greater quantity of mink coats than it did at the higher price

(d) if more mink coats are purchased this month than last month, it is because the price of mink coats has fallen

3. An economic model is not:

(a) An ideal type of economy or an economic policy for which we ought to work

(b) A tool which the economist employs in order to predict

(c) One or a collection of economic principles

(d) An explanation of how the economy or a part of the economy functions in its essential details

4. Which of the following would be studied in microeconomics?

(a) The output of the entire economy

(b) The total number of workers employed in the country

(c) The general level of prices in one country economy

(d) The output and price of wheat in some country

5. Which economic goal is associated with the idea that we want to get the maximum benefits at the minimum cost from the limited productive resources which are available?

(a) Full employment

(b) Economic growth

(c) Economic security

(d) Economic efficiency

TESTS ON MEDICINE

1. Find the correct translation of “Ko’richak, аппендицит”
 - a. chicken-pox
 - b. paralysis
 - c. appendicitis**
 - d. whooping
2. Find the correct translation of “Hotira sustligi, склероз”
 - a. measles
 - b. head cold
 - c. sclerosis**
 - d. allergy
3. Find the correct translation of “Suvchechak, ветрянка”
 - a. mumps
 - b. chicken-pox**
 - c. toothache
 - b. sore throat
4. Find the correct translation of “Tish og’rig’I, зубная боль”
 - a. whooping
 - b. head cold
 - c. toothache**
 - d. stomachache
5. Find the correct translation of “Ko’k yo’tal, коклюш”
 - a. whooping**
 - b. sclerosis
 - c. allergy
 - d. sore throat
6. Find the correct translation of “Shol, паралич”
 - a. chicken-pox
 - b. paralysis**
 - c. earache
 - d. eye sore
7. Find the correct translation of “Terki, свинка”
 - a. mumps**
 - b. sclerosis
 - c. allergy
 - d. toothache
8. Find the correct translation of “Qorin og’rigi, боль в животе”
 - a. appendicitis
 - b. whooping
 - c. sore throat
 - d. stomachache**
9. Find the correct translation of “Saraton, рак”
 - a. measles
 - b. chicken-pox
 - c. paralysis
 - d. cancer**
10. Find the correct translation of “Oziq-ovqat bo’yicha mutahasislar, Специалисты по питанию”
 - a. Antibacterial qualities
 - b. qualitative medical aid

- c. **Nutritional experts**
 - d. Source of protein
11. Find the correct translation of “Holesterol miqdorini kamaytirish, Сократить уровень холестерина”
- a. To be vulnerable to diseases
 - b. To boost defenses
 - c. To lower blood pressure
 - d. **To reduce cholesterol**
13. Find the correct translation of “Oqsil manbai, Источник белка”
- a. Nutritional experts
 - b. To reduce cholesterol
 - c. **Source of protein**
 - d. occupational diseases
14. Find the correct translation of “Qon bosimini tushirmoq, Снизить давление”
- a. To reduce cholesterol
 - b. To be vulnerable to diseases
 - c. To boost defenses
 - d. **To lower blood pressure**
15. Find the correct translation of “bakteriaga qarshi hususiyatlar, Антибактериальные свойства”
- a. X-ray diagnostics
 - b. Nutritional experts
 - c. Source of protein
 - d. **Antibacterial qualities**
16. Find the correct translation of “Kasalliklarga moyil bo’lmoq, Быть уязвимым к болезням”
- a. **To be vulnerable to diseases**
 - b. To boost defenses
 - c. To lower blood pressure
 - d. to investigate organs
17. Find the correct definition of “Psychologist”
- a. Doctor who deals with functions of heart
 - b. **Specialist in psychology**
 - c. Physician who observes women
 - d. Doctor who deals with endocrine glands
18. Find the correct definition of “Immune system “
- a. not protected against
 - b. **the system in the body that protects it against diseases**
 - c. something that protects against bacteria
 - d. substance in food that the body needs
19. Find the correct definition of “Oculist “
- a. Man who provides massage
 - b. Physician who observes women
 - c. **Specialist in ophthalmology**
 - d. Doctor who deals with urinary tract
20. Find the correct definition of “Immune system “
- a. not protected against
 - b. **the system in the body that protects it against diseases**
 - c. something that protects against bacteria
 - d. substance in food that the body needs
21. Find the correct definition of “Antibacterial “
- a. the system in the body that protects it against diseases
 - b. **something that protects against bacteria**

- c. substance in food that the body needs
 - d. something that protects against viruses.
22. Find the correct definition of “Cardiologist“
- a. Doctor who deals with the skeletal system
 - b. Doctor who deals with urinary tract
 - c. Physician who observes women
 - d. **Doctor who deals with functions of heart**
23. Find the correct definition of “Nutrient “
- a. poisonous substance.
 - b. not protected against
 - c. **substance in food that the body needs**
 - d. be good for
24. Find the correct definition of “Endocrinologist “
- a. Man who provides massage
 - b. **Doctor who deals with endocrine glands**
 - c. Specialist in ophthalmology
 - d. Doctor who deals with the skeletal system
25. Find the correct definition of “Gynecologist“
- a. Physician who treats infants
 - b. **Physician who observes women**
 - c. Doctor who deals with functions of heart
 - d. Specialist in psychology
26. Find the correct definition of “Orthopedist “
- a. Doctor who deals with endocrine glands
 - b. Specialist in ophthalmology
 - c. **Doctor who deals with the skeletal system**
 - d. Doctor who deals with functions of heart
27. Find the correct definition of “Antiviral“
- a. the place where something comes from
 - b. **something that protects against viruses**
 - c. the system in the body that protects it against diseases
 - d. something that protects against bacteria
28. Find the correct definition of “Pediatrist“
- a. Doctor who deals with endocrine glands
 - b. **Physician who treats infants**
 - c. Doctor who deals with endocrine glands
 - d. Specialist in ophthalmology
29. Find the correct definition of “Urologist“
- a. Physician who treats infants
 - b. Man who provides massage
 - c. Doctor who deals with endocrine glands
 - d. **Doctor who deals with urinary tract**
30. ----- is extremely rich in vitamin C and antioxidants, which boost our defenses and helps to protect us against cancer and heart disease. This fruit also contains fiber.
- a. Wholegrain
 - b. **Blueberry**
 - c. Tomato
 - a. Nuts
31. ----- helps to reduce bad cholesterol levels and raise the level of good cholesterol. It contains fiber, potassium and antioxidants in your body
- a. **Avocado**

- b. Wholegrain
 - a. Bananas
32. ----- is a powerful antioxidant that helps the body to fight cancer. It also contains vitamins E and C. These vitamins boost the immune system and protect against heart disease.
- a. Garlic
 - b. Tomato**
 - a. Nuts
 - b. Bananas
33. -----are great source of protein. They lower cholesterol levels. They contain antioxidants as well. A handful five times a week is all you need.
- a. Spinach
 - b. Salmon
 - c. Wholegrain
 - d. Nuts**
34. -----are perfect healthy snack. They contain vitamin B6 for your immune system and potassium for a healthy heart, moreover they provide energy.
- a. Bananas**
 - b. Garlic
 - c. Tomato
 - a. Nuts
35. ----- are highly valued as a cheap source of protein that also provides vitamins A, B, D and E.
- a. Garlic
 - b. Eggs**
 - c. Salmon
 - d. Nuts**
36. -----gives lots of carbohydrates for energy, as well as fiber, antioxidants, iron, zinc and vitamin B.
- a. Bananas
 - b. Wholegrain**
 - c. Salmon
 - d. Nuts
37. ----- is full of antioxidants. It helps to eliminate toxins and lower blood pressure. It has antiviral and antibacterial qualities. Nutritional experts recommend eating it raw.
- a. Nuts
 - b. Garlic**
 - c. Tomato
 - d. Wholegrain
38. ----- helps brain to function well and reduce the risk of heart disease. it is also a great source of protein that is low in calories.
- a. Garlic
 - b. Spinach
 - c. Salmon**
 - d. Nuts
39. ----- is a great source of iron. It is packed with a variety of antioxidant and anticancer chemicals, and is a good source of vitamins c and a.
- a. Garlic
 - b. Spinach**
 - c. Salmon
 - d. Olive oil

- e. 40. -----is high in calories. It helps to reduce cholesterol and has antiinflammatory features. The greener it is the better.
- a. **Olive oil** b Tomato c Bananas d Avocado

GLOSSARY

DEFINITIONS

ABANDONMENT. The dollar loss recognized as a tax deduction when a taxpayer irrevocably discards a depreciable asset with the intention of neither reusing it nor reselling it.

ABILITY. Demonstrable knowledge or skill. Ability includes aptitude and achievement.

ABILITY TO PAY. A concept sometimes expressed in collective bargaining related to the economic base upon which the cost of wages and/or benefits is to be borne. Uses the effects of wage levels on costs to an organization (rather than as income to employees) and, therefore, helps determine whether or not an organization can afford a specific wage and benefit level.

ABSENTEE RATE. A ratio indicating the number of man- days or man-hours lost to the total number of available man-days of employment during some base period; usually one month.

ACCIDENT. Any unintentional event which causes injury, death or property damage.

ACCIDENT AND SICKNESS BENEFITS. Regular payments to workers who lose time from work due to off-the- job disabilities through accident or sickness. Usually insured and part of a private group health and insurance plan financed in whole or in part by the employer. (See health and insurance plan, temporary disability insurance, worker's compensation, sick leave.)

ACCIDENTAL DEATH AND DISMEMBERMENT BENEFITS. An extra lump-sum payment made under many life insurance plans for loss of life, limb, or sight as a direct result of an accident. Coverage may be for occupational and non- occupational accidents. (See WORKER'S COMPENSATION.)

ACCIDENT PRONENESS. The tendency of some workers, because of peculiarities in intelligence, coordination, temperament, or other physical and mental characteristics, to become victims of accidents or possibly the cause of accidents to others.

ACCRUAL OF BENEFITS. The process, method or formula normally based on various factors such as length of service, hours worked, or level of responsibility which is used to determine either when benefits become legally enforceable claims or increase in number, value, or percentage.

ACHIEVEMENT. An accomplishment of value or importance in relation to a standard.

ACTUAL-HOURS-WORKED. The number of hours worked in a pay period.

ADMINISTRATIVE SERVICES ONLY (ASO). Claims services arrangement provided by insurance carriers to employers with self-insured health and disability benefit plans.

ADMINISTRATOR. (1) A person responsible for the performance of specific administrative duties. (2) The person or organization (frequently the sponsor) specifically designated by the terms of the instrument under which a pension or welfare plan operates to direct the plan.

ADVANCE ON WAGES. Refers to any practice by which employees are entitled to draw wages or salaries in advance of actual work performance or prior to the normal pay date for work already completed.

ALCOHOLISM PROGRAM. A program provided by an employer, a union, or both to assist employees in rehabilitation from alcoholism. The service may be supplied directly by the employer or by an outside service agency.

ALLOWANCE. A pay or work time adjustment to compensate an employee for job fatigue, unavoidable delays, personal needs, and rest.

ALLOWED TIME. The basic time established for the performance of a task increased by appropriate allowances.

BACK-TO-WORK MOVEMENT. Return of some or all striking workers to their jobs before the strike is ended.

BAND WIDTH. The maximum length of work day from which an employee can choose the hours he or she will work.

BANK. The storage of parts. Bank withdrawals are reported at a later date in order to control incentive earnings at a particular time or to control efficiency performance at that time for non-incentive operations. Considered a falsification of production records in many companies, therefore, a practice subject to disciplinary action.

BEGINNER RATE. Compensation rate during initial probationary period or while learning a new job.

BENCHMARK EVALUATION METHOD. A job evaluation technique in which the pay rate for a job under study is established by comparison with pay rates for jobs selected as standards or benchmarks.

BENCHMARK JOB. A job or task accepted as a gauge for comparison of other jobs or tasks.

BENCHWORK JOB. A task performed at a table, bench or fixture of similar configuration.

BENEFIT. Compensation other than direct wages or salary. Usually includes holiday and vacation pay; health, disability and life insurance; social security and unemployment compensation; and pension contributions paid by the employer.

BENEFIT LIMITATIONS. The minimum and maximum restrictions placed on a benefit.

BLUE-COLLAR WORKERS. Term for manual workers, usually those employed in production, maintenance, and related occupations, and paid by the hour or on an incentive basis. (See WHITE-COLLAR WORKER.)

BOGEY.A target level of performance usually based on minimum acceptable productivity.

COMMISSION. Compensation for services rendered in arranging a transaction, or be a percentage of the transaction amount.

DELAY.An interruption of a specified sequence of work activity.

DELAY ALLOWANCE. A time adjustment for unavoidable interruption of work activity.

Theatrical Terminology

(A)

above -- that area of the stage farthest away from the audience. A written stage direction might call for an actor to "cross above table." Also called upstage. Term originated from original raked stage which was angled to give audience member a better view of entire stage.

abstract stage -- one in which the bare minimum of setting is used such as free-standing doors, free-hung windows, limited furnishings; stylistic rather than realistic.

acetone -- strong solvent used to remove spirit gum or other adhesives used in makeup.

acoustics -- the total effect of sound in a theatre, affected by size and shape of a space as well as its furnishings and floor coverings.

act -- 1. the major division of a play; 2. to perform by representing a character in a play.

act change -- a change of setting, props, lights, and/or costumes between acts

act curtain -- the front of main curtain on a prescenum stage directly behind the grand drapery.

act drop -- the painted curtain closing the proscenium between the acts of a play, so-called ruing the latter part of the eighteenth century.

acting -- creating an illusion with behavior attributed to a particular character, project by voice and movement to an audience.

acting area -- a small area of the stage that has its own set of lights. Lighting designers often divide the stage into acting areas in order to create balanced lighting.

acting edition -- softbound copy of the script which often contains the stage directions, sound and light, cues, prop lists and costume descriptions from the prompt script of the world premier production. It is important to note that this added information was not provided by the playwright.

acting play -- one having a wide variety of dramatics as opposed to a literary play which depends on the effective delivery of lines for success.

action -- the incidents of a play as expressed through the dialogue and movement of the characters.

actor proof -- a term meaning the script is so good that any actor, regardless of his ability, could succeed in using it.

actors -- individuals who, within the performance contract, enact characters or situations other than their own, using as the materials of the art, their own body and voice. The term "actor" applies to both women and men.

Actor's Equity Association -- 165 West 46 Street, New York, New York 10036. Founded in 1912, this organization serves as a labor union for professional actors.

Actor's Studio -- a well-known American training school devoted to teaching the Stanislavski system of acting.

actor trap -- a slang term assigned to any technical situation that will trip up an inattentive actor, e.g., an uneven step on a staircase.

actress -- a female actor.

ad lib -- to improvise words and actions

adaptation -- a play taken from a novel, a movie or other literary material; updates of earlier plays; musical adaptations of straight plays

advance -- refers to tickets sold before the production begins

advance man -- someone who travels ahead of any traveling production arranging for the theatre, publicity, housing, etc.

aesthetic distance -- a detachment that allows a viewer's attention to be held, and his emotions appealed to while the viewer is aware that he is a spectator in the theatre

agent -- a professional representative who takes care of bookings and negotiates performance contracts.

al fresco -- open air theatre.

allegory -- a drama in which a character becomes a symbol for a concept or idea.

amateur -- an actor who is not a member of one of the acting unions.

amber -- the yellow-red light filter varying from light straw to dark flame.

American Educational Theatre Association (AETA) -- organization in support of educational theatre found in universities, high schools, and community theatres.

amphitheatre -- an oval or round structure having levels of seats rising outward from an open space or arena.

angel -- someone who provides financial support to a company or production.

antagonist -- the character of force opposing the main character in a play.

anti-climax -- a high point in the action of a play which occurs after the main climax and is of lesser importance.

anti-type casting -- places the actor in parts at the extreme limits of his range.

apron -- (forestage) stage area in front of the main curtain.

arbor -- in a flying system, the cage where the operators put the counterweight to balance the weight of the scenery.

architectural set -- a permanent structure that can be altered to suggest different locations by adding scenic pieces, draperies, and properties

arena stage/theatre-in-the-round -- theater space where the audience sits on all four sides of the auditorium and watches the action in an area set in the middle of the room

aria -- operatic solo.

aside -- unspoken thoughts of a character delivered directly to the audience with the other characters on stage but unable to hear what is being said

assistant stage manager -- the all-purpose technical assistant; the backstage entry-lever position

atmosphere -- the mood of the play conveyed through stage business, lights, props, costumes, makeup, sound

at rise -- often the beginning of a play script describing who is onstage, what they are doing, and where they are placed.

auditions -- competitive tryout for a performer seeking a role in a theatre production. The process may included interviews, cold readings from the script, the presentation of a prepared piece, improvisations, or any combination of these.

avant garde -- a dramatic work expressing innovations in style or content.

(B)

baby spot -- small spotlight used to illuminate a small stage area or an actor's face from a short distance away

backdrop -- large sheet of of painted canvas or muslin that hangs at the back of a set

backing -- 1. Flats placed behind doors, windows, hallways, etc., to hide the space beyond 2. The financing of a show

back light -- light coming from upstage of an actor

backstage -- stage area beyond the acting area, including the dressing rooms

baffle -- any sheet of material used to prevent light from spilling over to an area where it's not necessary

balance -- aesthetically pleasing integration of performers, set, properties, and lighting

balcony -- second tier of seating

balcony rail -- a lighting position on the front edge of the balcony;originally installed in most Broadway theatres

ballad -- romantic, smooth-flowing song

balloon -- to forget one's lines

barn door -- a color frame with two or four flaps that cur off excess light

batten -- long iron pipe that stretches across the stage and upon which scenery or drops are hung

batten clamp -- used to attach lights or scenery to a batten, also for gripping the batten at the top of a drop when it is to be flown

beadboard -- a flexible, lightweight, synthetic material, commercially marketed as Styrofoam, among other brands; sold in sheets

beam -- a hotizontal lighting position over the audience

beat -- specific moment in an actor's speech

below -- stage direction meaning downstage

belt -- to sing in a forceful manner using the chest voice

bit part -- small role

black-box theater -- flexible room for theater performances where the audience seating and playing areas can be rearranged in any way that suits the needs of the individual production

black out -- a fast darkening of the stage

blacout drop -- a black drop that lives behind a scrim drop, making it fully opaque

blackout switch -- a switch on a lighting control board that turns off all the lights...a very bad idea

blocking -- the movement of the actors onstage

blocking rehearsals -- rehearsal emphasis placed on stage movement, which is either overseen or dictated by the director

blueboard -- a synthetic material, similar to beadboard but more dense; sold in sheets and may also be pink

book -- 1. Contract for a production; 2. Refers to the story and dialogue in a musical or opera

boom -- a vertical lighting position, either backstage or in the auditorium

booth -- area in which the light and sound operators sit, usually in rear of the theatre

border -- drapery or short rope hanging across the stage above the acting area to mask the fly loft and overhead lights

border light -- series of lights hung parallel to the proscenium arch and masked by the borders projected from above onto the stage

bounce -- stray light beams that bounce off shiny surfaces and go where they don't belong

box booms -- a lighting position in the auditorium, commonly on either side of the proscenium arc

box office -- place where tickets are sold for admission to performances

box seats -- expensive seats located in front of and to the right of the balcony and separated from other seating areas

box set -- realistic, interior setting made of flats to simulate the three interior walls, and sometimes a ceiling. The audience views the play through the imaginary fourth wall.

brace cleat -- flat metal piece screwed to the back of a flat used to attach a stage brace for triangulation which assists in holding the flat in an upright position

brace jack -- triangular piece of wood hinged to the bottom of scenery which can be screwed or weighted to the stage floor

break a leg -- an expression used instead of "good luck" when one wishes an actor success before opening night

breakaway -- costume or prop that is specially constructed to come apart easily onstage and to be assembled quickly for the next performance

break-up -- 1. When an actor's dialogue is interrupted by laughter; 2. The name of a gobo used in lighting to produce a particular pattern

bridge -- 1. Adjustable platform above the stage to stand on to adjust lights; 2. Music or short scene between major scenes of a production

bridle -- a method of distributing weight by means of attaching two or more ropes to a batten with clips and attached to a grid line

bring up -- 1. Increase brightness of lights; 2. Raise the curtain

Broadway -- that area of New York City on and adjacent to the street named Broadway where the commercial theater of the United States is concentrated

build -- to increase the loudness, rate, and energy of a line, speech, scene or song in order to reach a climax

bump buttons -- buttons on a lighting control board that "bump" the lights up to full when pressed

bump cue -- a lighting cue (usually at the end of musical number) that quickly pushes the level of light to a brighter level

bump up -- stage lights come up immediately

business -- activity performed by an actor during or in place of a speech

by-play -- secondary stage business upstage while main action of the scene is being played out downstage

(C)

call -- 1) announcement to performers or crews that they are needed for a rehearsal or performance; 2) warning to performers to get ready for an entrance

callboard -- place backstage in a theatre where company rules, announcements, notes, and messages are posted

calling a show -- the process of calling out the lighting, sound, and scene-change cues during a performance; usually done by the stage manager over a headset

cameo -- important, but small, character role

caster -- wheels attached to the bottom scenery to shift it; these casters can be either straight or swivel type

casting -- difficult task of matching the actors who auditioned for the production with the roles in the play or musical

castors -- the wheels on a platform

catwalk -- narrow platform suspended above the stage to permit ready access to the ropes, the lights, and the scenery hung from the grid

C-clamp -- the metal clamp that holds a lighting instrument to the bar it's hanging on; so named because of its C-like shape

center line -- an imaginary line down the center of the stage, from upstage to downstage

chain pocket -- (a fabric pouch running the length of a drape along the bottom. It is designed to hold a chain that weighs down the bottom of the drape

changing booth -- a small temporary booth in the wings where an actor can make a costume change without going to the dressing room

channel -- (in computer lighting control boards, a way of controlling a group of dimmers

characterization -- representation of a character's qualities or peculiarities through dialogue, gesture, movement, costume and makeup

charge artist -- scenic painter

chase effects -- special effects, produced by a lighting control board, that cause a series of lights to turn on and off in sequence. Used for marquee lights and fire effects, among other things.

cheat -- move that does not attract attention to itself while managing to keep the actor in view of the audience. Director may say, "Cheat right" or "cheat open."

circuit plot -- a list of all available circuits in a particular theatre

claque -- persons who are hired by performers (or their representatives) for the express purpose of starting and sustaining applause for them. Clagues may be instructed to start applause on the entrance or exit of a performer, or to cheer, whistle, or otherwise seem to show enthusiasm for the performance, in the hope that other audience members will believe the performance to be better than it is. Thoroughly discredited as a practice in live theatre (except on opening nights), clagues are still employed in grand opera.

cleat -- attached to flats at intervals so that lines can be lashed from one flat to another to put them together to firmly anchor them

clew -- metal plate used to tie off several lines then controlling them all by a single line

climax -- highest point of dramatic tension in a script. Usually the crux of the play, when the major conflict can proceed no further without beginning the process of resolution.

clinch plate -- steel plate placed against a flat which bends clout nails as they come through the wood for a strong hold

clipping -- when an actor begins to speak his lines before another actor finishes his cue phrase

closed turn -- turn made away and with the actor's back to the audience, usually considered a poor movement. The opposite, an open turn, is most often preferred.

closing -- the last night of a show

clout nail -- special, soft nail used in flat construction

clown white -- white foundation makeup often used by clowns

code -- refers to a municipal code that governs the wiring of a building

coffin locks -- metal brackets embedded in platforms that help lock separate platforms together; so named because they were developed to hold down coffin lids

collodian -- liquid used by makeup artists to build up the face and for making scars

color balance -- the overall color of the light onstage

color filter -- a piece of colored plastic used to change the color of light

color frame -- the metal frame that holds a color filter

color scroller -- color frames that hold a roll of color. Used to change color filters in the middle of a performance

comedy -- a play with a mixture of humor and pathos, that celebrates the eternal ironies and struggles of human existence, and ends happily

comic relief -- inclusion of a comic line or scene in an otherwise serious play to provide relief from tension

commercial theatre -- theatre produced with the primary goal of making money for investors

community theatre -- amateur ,non-profit theatre that provides an opportunity for the non-professional to take an active part in all phases of theatre from acting to design

company -- group of actors and technicians working on a show

company manager -- the person who arranges food, lodging, and other details for the cast and crew

composition -- arrangement of people in a stage group through the use of balance and emphasis to achieve an aesthetic picture to promote mood

concept meeting -- one of the first meetings of the production period, where general concepts are hammered out

concept musical -- musical in which the emphasis is on expressing an idea with episodes serving to illustrate the concept

contact sheet -- the list of addresses and phone numbers used to keep track of everybody's whereabouts during the production period

continental seating -- an arrangement of audience seating without a center aisle

control board -- also called the dimmer board; the panel that controls the lighting instruments

control booth -- (light booth/projection booth) small, glass-enclosed room at the back of the auditorium; used to house light and sound equipment. The stage manager often runs the show from the control booth

copyright -- way by which an author can register the ownership of literary or musical property

corner block -- triangular piece of wood used to join the stiles and rails of a flat

costume designer -- the person who researches the costumes, decides which styles and fabrics to use, and then draws or paints the costumes in renderings

costume fitting -- the meeting where costume personnel measure actors and test-fit their costumes

costume parade -- an event held in the theatre

Glossary of education terms (A–C)

- **Academia**: A collective term for the scientific and cultural community engaged in higher education and research, taken as a whole. The word comes from the akademeia just outside ancient Athens, where the *gymnasium* was made famous by Plato as a center of learning.
- **Academic degree**: A **degree** is any of a wide range of status levels conferred by institutions of higher education, such as universities, normally as the result of successfully completing a program of study.
- **Academic dress**: (or **academical dress**, also known in the United States as **academic regalia**) Traditional clothing worn specifically in academic settings. It is more commonly seen nowadays only at graduation ceremonies, but in former times academic dress was, and to a lesser extent in many ancient universities still is, worn on a daily basis.

- **Academic institution**: An educational institution dedicated to higher education and research, which grants academic degrees.
 - **Academic publishing**: Describes a system of publishing that is necessary in order for academic scholars to review work and make it available for a wider audience. The "system," which is probably disorganized enough not to merit the title, varies widely by field, and is also always changing, if often slowly. Most academic work is published in journal article or book form.
 - **Active learning**: A process whereby learners are actively engaged in the learning process, rather than "passively" absorbing lectures. Active learning involves reading, writing, discussion, and engagement in solving problems, analysis, synthesis, and evaluation. Active learning often involves cooperative learning.
 - **Activity theory**: (AT) A Soviet psychological meta-theory, paradigm, or framework, with its roots in socio-cultural approach. Its founders were Alexei Nikolaevich Leontyev, and S. L. Rubinshtein (1889–1960). It became one of the major psychological approaches in the former USSR, being widely used in both theoretical and applied psychology, in areas such as the education, training, ergonomics, and work psychology.
 - **Additional Support Needs**: In Scotland, children who require some additional support to remove barriers to learning in any respect are deemed to have Additional Support Needs. This definition abolished the previously used term Special Educational Needs and was set out in the 2004 Additional Support for Learning Act.
 - **Adult education**: The practice of teaching and educating adults. This is often done in the workplace, or through 'extension' or 'continuing education' courses at secondary schools, or at a College or University. The practice is also often referred to as 'Training and Development'. It has also been referred to as andragogy (to distinguish it from pedagogy).
- Educating adults differs from educating children in several ways. One of the most important differences is that adults have accumulated knowledge and experience which can either add value to a learning experience or hinder it.
- **Adulthood**: A predisposition towards adults, which some see as biased against children, youth, and all young people who aren't addressed or viewed as adults. Adulthood is popularly used to describe any discrimination against young people, and is distinguished from ageism, which is simply prejudice on the grounds of age; not specifically against youth.
 - **Advanced Placement Program**: (commonly known as **Advanced Placement**, or **AP**) A United States and Canada-based program that offers high school students the opportunity to receive university credit for their work during high school.
 - **Agricultural education**: Instruction about crop production, livestock management, soil and water conservation, and various other aspects of agriculture. Agricultural education includes instruction in food education, such as nutrition. Agricultural and food education improves the quality of life for all people by

helping farmers increase production, conserve resources, and provide nutritious foods.

- **Aims and objectives**: An aim expresses the purpose of the educational unit or course whereas an objective is a statement of a goal which successful participants are expected demonstrably to achieve before the course or unit completes.

- **Alternative education**: (also known as **non-traditional education** or **educational alternative**) Describes a number of approaches to teaching and learning other than traditional publicly- or privately-run schools. These approaches can be applied to all students of all ages, from infancy to adulthood, and all levels of education.

- **Analysis**: The action of taking something apart in order to study it.

- **Andragogy**: A theory of adult education proposed by the American educator Malcolm Knowles (April 24, 1913—November 27, 1997).

Knowles held that andragogy (from the Greek words meaning "man-leading") should be distinguished from the more commonly taught pedagogy (Greek: "child-leading").

- **Anti-bias curriculum**: An active/activist approach in education that challenges interlocking systems of oppression such as racism, sexism, ableism/disablism, ageism, homophobia, and all the other -isms.

The objective of this approach to teaching is to eliminate bias found in various institutions. This approach attempts to provide children with a solid understanding of social problems and issues while equipping them with strategies to combat bias and improve social conditions for all.

The anti-bias curriculum serves as a catalyst in the critical analysis of various social conditions. It is implemented as a proactive means to eradicate various forms of social oppression with the ultimate goal of social justice in mind.

- **Applied academics**: An approach to learning and teaching that focuses on how academic subjects (communications, mathematics, science, and basic literacy) can apply to the real world.^[1] Further, applied academics can be viewed as theoretical knowledge supporting practical applications.^{[2][3]}

- **Apprenticeship**: A traditional method, still popular in some countries, of training a new generation of skilled crafts practitioners. **Apprentices** (or in early modern usage "**prentices**") built their careers from apprenticeships.

- **Art education**: The area of learning that is based upon the visual arts—drawing, painting, sculpture, and design in such fine crafts of jewelry, pottery, weaving, fabrics, etc., and design applied to more practical fields such as commercial graphics and home furnishings.

The term "arts education" implies many things, but it is defined as: Instruction and programming in all arts disciplines—including but not limited to dance, music, visual art, theater, creative writing, media arts, history, criticism, and aesthetics. "Arts education" encompasses all the visual and performing arts delivered in a standards-based, sequential approach by a qualified instructor as part of the core curriculum. The most common courses provided in schools include Art (visual art), Band, Drama, and Choir.

- **Assessment**: The process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs.
- **Asynchronous learning**: A teaching method using the asynchronous delivery of training materials or content using computer network technology. It is an approach to providing technology-based training that incorporates learner-centric models of instruction. The asynchronous format has been in existence for quite some time; however, new research and strategies suggest that this approach can enable learners to increase knowledge and skills through self-paced and self-directed modules completed when the learner is prepared and motivated to learn.
- **Autodidacticism**: (also **autodidacticism**) Self-education or self-directed learning. An **autodidact**, also known as an **automath**, is a mostly self-taught person - typically someone who has an enthusiasm for self-education and a high degree of self-motivation.

B[edit]

- **Behaviorism**: (or **behaviourism**, not to be confused with behavioralism in political science) An approach to psychology based on the proposition that behavior can be researched scientifically without recourse to inner mental states. It is a form of materialism, denying any independent significance for the mind.

One of the assumptions of many behaviorists is that free will is illusory, and that all behaviour is determined by a combination of forces both genetic factors and the environment, either through association or reinforcement.

- **Belief**: A conviction to the truth of a proposition. Beliefs can be acquired through perception, contemplation or communication. In the psychological sense, belief is a representational mental state that takes the form of a propositional attitude.

Knowledge is often defined as justified true belief, in that the belief must be considered to correspond to reality and must be derived from valid evidence and arguments. However, this definition has been challenged by the Gettier problem which suggests that justified true belief does not provide a complete picture of knowledge.

- **Bias in education**: A real or perceived bias in the educational system.
- **Bilingual education**: Has multiple definitions:
 - education where two distinct languages are used for general teaching;
 - education designed to help children become bilingual (sometimes called "two-way bilingual education"; e.g., Spanish speakers and English speakers in a classroom are all taught to speak both languages;
 - education in a child's native language for (a) the first year or (b) however long it takes; followed by mainstreaming in English-only classes (in the US);
 - education in a child's native language for as long as his parents wish (with minimal instruction in another language).

In the latter cases "native-language instruction" may be a clearer definition.

- **Biliteracy**: The state of being literate in two or more languages. To be biliterate has a stronger and more specified connotation than the claim of being simply bilingual. This is because with the change of the term from 'lingual' to 'literate' and the concept of reading and writing, which are in addition to simply speaking. In bilingualism the extent of fluency in each language is in question. One can be anywhere on the spectrum from comfortable oral communication in certain social contexts to fluency in speaking, reading and writing. With the term biliteracy, however, it is understood that fluency in both reading and writing are present.

- **Blended learning**: Learning in a combination of modes. Often used more specifically to refer to courses which use a combination of traditional face-to-face teaching and distance learning techniques on-line.

- **Blogish**: Interactive and personal communication as opposed to traditional narrative text.

- **Boarding school**: A school where some or all students not only study but also live, amongst their peers but away from their home and family. The word 'boarding' is used in the sense of a 'boarding house', lodgings which provide both bed and board, that is meals as well as a room. Most famous UK public schools are boarding schools for ages 13 to 18, either single-sex or coeducational.

There are any number of different types of boarding schools, for pupils of all school ages from boarding nursery or Kindergarten schools, to senior schools. Boarding prep schools for the age group 9 to 12 are becoming less usual in the UK, but many adolescents like to get away from home.

- **Brainstorming**: An organized approach for producing ideas by letting the mind think without interruption. The term was coined by Alex Osborn. Brainstorming can be done either individually or in a group; in group brainstorming sessions, the participants are encouraged, and often expected, to share their ideas with one another as soon as they are generated. The key to brainstorming is not to interrupt the thought process. As ideas come to the mind, they are captured and stimulate the development of better ideas. Brainstorming is used for enhancing creativity in order to generate a broad selection of ideas in leading to a unique and improved concept.

- **Brainwashing**: (or **thought reform**) The application of coercive techniques to change the beliefs or behavior of one or more people for political purposes. Whether any techniques at all exist that will actually work to change thought and behavior to the degree that the term "brainwashing" connotes is a controversial and at times hotly debated question.

- **Bridge program**: This is a higher education program specifically designed to assist a student with an attained initial educational level (or an initial level of professional licensure) to attend college courses and achieve a terminal degree (or a higher level of professional licensure) in the same field of study and in less time than an entry-level student would require. Bridge programs are most notable among healthcare professions.

- **Brown v. Board of Education of Topeka**: 347 U.S. 483 (1954) A landmark case of the United States Supreme Court which explicitly outlawed de

jure racial segregation of public education facilities (legal establishment of separate government-run schools for blacks and whites), ruling so on the grounds that the doctrine of "separate but equal" public education could never truly provide black Americans with facilities of the same standards available to white Americans. A companion case dealt with the constitutionality of segregation in the District of Columbia, (not a state and therefore not subject to the Fourteenth Amendment), *Bolling v. Sharpe*, 347 U.S. 497 (1954).

- **Bully**: An individual, thought to be emotionally dysfunctional, who torments others through verbal harassment, physical assault, or other more subtle methods of coercion.

C[edit]

- **Campus novel**: A novel whose main action is set in and around the campus of a university. The genre, dating back to the late 1940s, is popular because it allows the author to show the quirks of human nature, and reactions to pressure (for exams etc.) within a controlled environment or to describe the reaction of a fixed socio-cultural perspective (the academic staff) to new social attitudes (the new student intake).

- **Chemistry education**: An active area of research within both the disciplines of chemistry and education. The main focus of research is on learning and teaching of chemistry in schools, colleges and universities. The practice of chemical education is teaching chemistry to students and the training of teachers to teach chemistry. The research aspect deals with how to teach and how to improve learning outcomes.

- **Child**: (plural: **children**) A young human. Depending on context it may mean someone who is not yet an adult, or someone who has not yet reached puberty (someone who is **prepubescent**). **Child** is also a counterpart of parent: adults are the children of their parents despite their maturation beyond infancy; for example "*Benjamin, aged 46, is the child of Tobias, aged 73*".

- **Classical conditioning**: (also **Pavlovian conditioning** or **respondent conditioning**) A type of associative learning. These associations are formed by pairing two stimuli—what Ivan Pavlov described as the learning of conditioned behavior—to condition an animal to give a certain response. The simplest form of classical conditioning is reminiscent of what Aristotle would have called the law of contiguity which states that: "When two things commonly occur together, the appearance of one will bring the other to mind."

- **Classical education**: May refer to the education of antiquity and the Middle Ages, or the education of later periods based on Classics and Western culture, or the completely different Chinese tradition of education, based in large part on Confucian and Taoist traditions.

- **Classroom management**: A term used by many teachers to describe the process of ensuring lessons run smoothly without disruptive behaviour by students. It is possibly the most difficult aspect of teaching for many teachers and indeed experiencing problems in this area causes many people to leave teaching altogether. It is closely linked to issues of motivation, discipline and respect.

- **Coaching:** A **coach** is a [person](#) who [teaches](#) and directs another person via encouragement and [advice](#). This use of the term "coaching" appears to have origins in [English](#) traditional [university](#) "cramming" in the mid-19th century. (The name allegedly recalls the [multitasking](#) skills associated with controlling the [team](#) of a [horse](#)-drawn [stagecoach](#).) By the 1880s [American](#) college [sports teams](#) had—in addition to [managers](#) -- [coaches](#). Some time in the 20th century, non-sporting coaches emerged: non-[experts](#) in the specific technical skills of their clients, but who nevertheless ventured to offer generalised [motivational](#) or inspirational advice.

- **Coeducation:** The integrated [education](#) of [men](#) and [women](#) at the same [school](#) facilities; **co-ed** is a shortened [adjectival](#) form of **co-educational**. Before the 1960s, many [private](#) institutions of higher education restricted their enrollment to a single sex. Indeed, most institutions of higher education—regardless of being [public](#) or private—restricted their enrollment to a single sex at some point in their history. "Coed" is an informal (and increasingly archaic) term for a [female](#) student attending such a college or university.

- **Cognitive maps:** (mental maps, [mind maps](#), cognitive models, or [mental models](#)) A type of mental processing, or cognition, composed of a series of psychological transformations by which an individual can acquire, code, store, recall, and decode information about the relative locations and attributes of phenomena in their everyday or metaphorical spatial environment. Here, 'cognition' can be used to refer to the mental models, or belief systems, that people use to perceive, contextualize, simplify, and make sense of otherwise complex problems. As they have been studied in various fields of science, these mental models are often referred to, variously, as cognitive maps, scripts, schemata, and frames of reference.

- **Cognitive relativism:** (also called **epistemic** or **epistemological relativism**) A philosophy that claims the [truth](#) or [falsity](#) of a statement is relative to a social group.

- **Collaborative learning:** An umbrella term for a variety of approaches in [education](#) that involve joint intellectual effort by students or students and teachers. Groups of students work together in searching for understanding, meaning or solutions or in creating a product. The approach is closely related to [cooperative learning](#), but is considered to be more radical because of its reliance on [youth voice](#). Collaborative learning activities can include collaborative writing, group projects, and other activities.

- **College athletics:** Refers to a set of physical activities comprising [sports](#) and [games](#) put into place by institutions of tertiary education ([colleges](#) in [American English](#)). In the [United States](#), college athletics is overseen by the [National Collegiate Athletic Association](#) and by the [National Association of Intercollegiate Athletics](#). College athletics has a high profile in the United States, and to a lesser extent in Canada, where it is known as [interuniversity sport](#). In the most of the rest of the world the equivalent level of competition is only followed by the competitors and their close friends and families.

- **Common sense**: (or as an adjective, *commonsense*) What people in common would agree; that which they "sense" in common as their common natural understanding. Some use the phrase to refer to beliefs or propositions that in their opinion they consider would in most people's experience be prudent and of sound judgment, without dependence upon esoteric knowledge or study or research, but based upon what is believed to be knowledge held by people "in common". The knowledge and experience most people have, or are believed to have by the person using the term.

- **Community of practice**: (often abbreviated as **CoP**) Refers to the process of social learning that occurs when people who have a common interest in some subject or problem collaborate over an extended period to share ideas, find solutions, and build innovations.

- **Comparative education**: Seeks to throw light on education in one country (or group of countries) by using data and insights drawn from the practises and situation in another country, or countries.

- **Computer Based Learning**: (sometimes abbreviated **CBL**) Refers to the use of computers as a key component of the educational environment. While this can refer to the use of computers in a classroom, the term more broadly refers to a structured environment in which computers are used for teaching purposes. The concept is generally seen as being distinct from the use of computers in ways where learning is at least a peripheral element of the experience (e.g. computer games and web browsing).

- **Concept mapping**: A technique for visualizing the relationships between different concepts. A **concept map** is a diagram showing the relationships between concepts. Concepts are connected with labelled arrows, in a downward-branching hierarchical structure. The relationship between concepts is articulated in linking phrases, e.g., "gives rise to", "results in", "is required by," or "contributes to". Concept mapping serves several purposes. One, which takes place via knowledge elicitation, is to represent the mental models, i.e., the cognitive map of individuals, teams and organizations. Another, which takes place by knowledge capture, is to represent the structure of knowledge gleaned from written documents. The addition of knowledge resources, e.g., diagrams, reports, other concept maps, spreadsheets, etc., to the concept nodes (attached during or after construction) has been found to significantly improve the level of meaningful learning of the concept mapper. Educators are increasingly realising the utility of such maps and have started using them in classroom.

- **Constructivism**: A set of assumptions about the nature of human learning that guide constructivist learning theories and teaching methods. Constructivism values developmentally appropriate, teacher-supported learning that is initiated and directed by the student.

- **Constructivist epistemology**: (**constructivism**) A recent development in philosophy which criticizes essentialism, whether it is in the form of medieval realism, classical rationalism, or empiricism. It originated in sociology under the term social constructionism and has been given the name constructivism

when referring to philosophical [epistemology](#), though *constructionism* and *constructivism* are often used interchangeably.

Constructivism views all of our knowledge as "constructed," because it does not reflect any external "transcendent" realities; it is contingent on convention, human perception, and social experience. It is believed by constructivists that representations of physical and biological reality, including [race](#), [sexuality](#), and [gender](#) are socially constructed ([Hegel](#), [Garns](#), and [Marx](#) were among the first to suggest such an ambitious expansion of [social determinism](#)). The common thread between all forms of constructivism is that they do not focus on an [ontological](#) reality, but instead on the constructed reality.

- **[Cooperative education](#)**: A structured method of combining academic education with practical work experience. Research indicates that one of the attributes employers value most in newly hired employees is work experience. A cooperative education experience, commonly known as a "co-op", provides academic credit for career work. Cooperative education is taking on new importance in [school-to-work transition](#), [service learning](#), and [experiential learning](#) initiatives.

- **[Cooperative learning](#)**: Proposed in response to traditional [curriculum](#)-driven [education](#). In cooperative learning environments, students interact in purposely structured [heterogeneous](#) group to support the learning of one self and others in the same group.

- **[Course](#)**: in the United States, a unit of instruction in one subject, lasting one academic term

- **[Course of study](#)**: in the British Commonwealth, a programme of education leading to a degree or diploma

- **[Creativity](#)**: A human mental phenomenon based around the deployment of [mental skills](#) and/or conceptual [tools](#), which, in turn, originate and develop [innovation](#), [inspiration](#), or insight.

- **[Creativity techniques](#)**: [Heuristic](#) methods to facilitate [creativity](#) in a person or a group of people. Generally, most creativity techniques use associations between the goal (or the problem), the current state (which may be an imperfect solution to the problem), and some stimulus (possibly selected randomly). There is an [analogy](#) between many creativity techniques and methods of [evolutionary computation](#).

- **[Critical pedagogy](#)**: A teaching approach which attempts to help students question and challenge domination, and the beliefs and practices that dominate. In other words, it is a theory and practice of helping students achieve critical consciousness. In this tradition the teacher works to lead students to question ideologies and practices considered oppressive (including those at school), and encourage liberatory collective and individual responses to the actual conditions of their own lives.

- **[Critical thinking](#)**: Consists of a [mental](#) process of [analyzing](#) or [evaluating information](#), particularly statements or [propositions](#) that people have offered as true. It forms a process of reflecting upon the meaning of statements, examining the offered evidence and reasoning, and forming judgments

about the facts. Critical thinkers can gather such information from [observation](#), [experience](#), [reasoning](#), and/or communication. Critical thinking has its basis in [intellectual](#) values that go beyond subject-matter divisions and which include: clarity, accuracy, precision, evidence, thoroughness and fairness.

- **Cultural learning:** The way a group of people within a [society](#) or [culture](#) tend to learn and pass on new information. Learning styles are greatly influenced by how a culture socializes with its children and young people.

- **Curriculum:** (plural **curricula**) The set of courses and their contents offered by an institution such as a [school](#) or [university](#). In some cases, a curriculum may be partially or entirely determined by an external body (such as the [National Curriculum for England](#) in [English](#) schools). In the [U.S.](#), the basic curriculum is established by each [state](#) with the individual [school districts](#) adjusting it to their desires; in [Australia](#) each state's Education Department sets the various curricula.

D[edit]

- **Deemed university:** 'Deemed-to-be-University', Status of autonomy granted to high performing institutes and departments of various universities in India by [Government of India](#).

- **Distance education:** (or **distance learning**) A field of education that focuses on the pedagogy/andragogy, technology, and instructional systems design that is effectively incorporated in delivering education to students who are not physically "on site" to receive their education. Instead, teachers and students may communicate asynchronously (at times of their own choosing) by exchanging printed or electronic media, or through technology that allows them to communicate in real time (synchronously). Distance education courses that require a physical on-site presence for any reason including the taking of examinations is considered to be a hybrid or blended course or program.

- **Dunce:** A person incapable of [learning](#). The word is derived from the name of the great schoolman, [John Duns Scotus](#), whose works on [logic](#), [theology](#) and [philosophy](#) were accepted textbooks in the [universities](#) from the 14th century.

- **Dyslexia:** Said to be a [neurological disorder](#) with [biochemical](#) and [genetic](#) markers. Dyslexia was originally defined as a difficulty with reading and writing that could not be explained by general intelligence. One diagnostic approach is to compare their ability in areas such as reading and writing to that which would be predicted by his or her general level of [intelligence](#), but some would say that it is not certain that intelligence should be a predictor of reading or writing ability; and also that the causes, effects and treatments of reading disabilities may be similar for all levels of intelligence.

E[edit]

- **Early childhood education:** Covers the [education](#) of a [child](#) from the period from birth to eight years of age.

- **Education:** A [social science](#) that [encompasses teaching](#) and [learning specific knowledge](#), [beliefs](#),

and **skills**. Licensed and practicing teachers in the field use a variety of methods and materials in order to impart a **curriculum**.

- **Education policy:** is the collection of rules, both stated and implicit, or the regularities in practice that govern the behavior of persons in schools.

Education policy analysis is the scholarly study of education policy.

- **Education reform:** A plan, program, or movement which attempts to bring about a systematic change in **educational** theory or practice across a **community** or **society**.

- **Education voucher:** (commonly called a **school voucher**) A certificate by which parents are given the ability to pay for the **education** of their children at a school of their choice, rather than the **public school** to which they were assigned. These vouchers would be paid for using **tax revenues**.

- **Educational animation:** **Animation** produced for the specific purpose of fostering **learning**.

- **Educational counseling:** Conducted by **counselors** in **schools** and **universities**. It is intended to help children suffering from education-related **traumas** such as **beatings** and other forms of **corporal punishment** used in many countries. A more common application is with children who have been abused or **bullied**. The counselor works with the child to help him or her get over the trauma he or she has suffered.

- **Educational evaluation:** The **evaluation** process of characterizing and appraising some aspect of the **education** enterprise.

- **Educational film:** A **film** or movie whose primary purpose is to educate. Educational films have been used in classrooms as an alternative to other teaching methods.

- **Educational games:** **Games**, including **video games** of this **genre**, designed to teach people, typically **children**, about a certain subject or help them learn a skill as they play. Some people call these types of games **edutainment** because they combine **education** and **entertainment**.

- **Educational leadership:** **Leadership** in formal educational settings. It draws upon interdisciplinary literature, generally, but ideally distinguishes itself through its focus on pedagogy, epistemology and human development. In contemporary practice it borrows from political science and business. Debate within the field relates to this tension.

- **Educational organization:** **Organization** within the scope of **education**. It is a common misconception that this means it is organizing educational system; rather, it deals with the theory of organization as it applies to education of the human **mind**.

- **Educational perennialism:** **Perennialists** believe that one should teach the things that they believe are of everlasting importance to all people everywhere. They believe that the most important topics develop a person. Since details of fact change constantly, these cannot be the most important. Therefore, one should teach principles, not facts. Since people are human, one should teach

first about humans, not machines or techniques. Since people are people first, and workers second if at all, one should teach liberal topics first, not vocational topics.

- **Educational programming language:** A programming language that is designed primarily as a learning instrument and not so much as a tool for writing real-world application programs.

- **Educational psychology:** The study of how humans learn in educational settings, the effectiveness of educational treatments, the psychology of teaching, and the social psychology of schools as organizations. Although the terms "educational psychology" and "school psychology" are often used interchangeably, researchers and theorists are likely to be identified as educational psychologists, whereas practitioners in schools or school-related settings are identified as school psychologists. Educational psychology is concerned with the processes of educational attainment among the general population and sub-populations such as gifted children and those subject to specific disabilities.

- **Educational research:** Research conducted to investigate behavioral patterns in pupils, students, teachers and other participants in schools and other educational institutions. Such research is often conducted by examining work products such as documents and standardized test results. The methods of educational research are derived chiefly from the social sciences, and in particular from psychology.

- **Educational software:** Computer software whose primary purpose is teaching or self-learning.

- **Educational technology:** The use of technology to improve education. It is a systematic, iterative process for designing instruction or training used to improve performance. Educational technology is sometimes also known as instructional technology or learning technology.

- **E-learning:** An approach to facilitate and enhance learning through, and based on, both computer and communications technology. Such devices can include personal computers, CD-ROMs, Digital Television, P.D.A.s and Mobile Phones. Communications technology enables the use of the Internet, email, discussion forums, collaborative software and team learning systems (see also online deliberation).

- **Electronic portfolio:** In the context of education and learning, an electronic portfolio, normally known as an ePortfolio or a digital portfolio, is a portfolio based on electronic media and services. It consists of a personal digital record containing information such as a collection of artifacts or evidence demonstrating what one knows and can do.

- **Empirical knowledge:** (or *a posteriori* knowledge) Propositional knowledge obtained by experience or sensorial information. It is contrasted with *a priori knowledge*, or knowledge that is gained through the apprehension of innate ideas, "intuition," "pure reason," or other non-experiential sources.

The natural and social sciences are usually considered *a posteriori*, literally "after

the fact," disciplines. **Mathematics** and **logic** are usually considered *a priori*, "before the fact," disciplines.

- **Engagement:** The sentiment a student feels or does not feel towards learning or the learning environment.

- **Epistemic theories of truth:** Attempts to analyse the notion of truth in terms of *epistemic* notions such as "belief", "acceptance", "verification", "justification", "perspective" and so on. There is a variety of such conceptions, and they may be classified into **verificationist** theories and **perspectivalist** and **relativist** theories.

Verificationism is based on a certain kind of mental activity: "verifying" a **proposition**. The distinctive claim of verificationism is that the result of such verifications is, by definition, **truth**. That is, truth is reducible to this process of **verification**.

According to **perspectivalism** and **relativism**, a **proposition** is only true relative to a particular perspective. Roughly, a proposition is true relative to a perspective **if and only if** it is "accepted" or "**endorsed**" or "**legitimated**" somehow by that perspective.

- **Epistemology:** (from the **Greek** words *episteme* (knowledge) and *logos* (word/speech)) The branch of **philosophy** that deals with the nature, origin and scope of **knowledge**. Historically, it has been one of the most investigated and most debated of all philosophical subjects. Much of this debate has focused on analysing the nature and variety of knowledge and how it relates to similar notions such as **truth** and **belief**. Much of this discussion concerns the justification of knowledge claims, that is the grounds on which one can claim to know a particular fact.

- **Exchange student:** A **student** (usually from **high school** or **university**) who temporarily goes abroad and lives with a host family in a foreign country, and attends **school** there. That host family often also sends a child of theirs abroad, usually to the same country as the student they are hosting. In this way, the two students are said to have been "exchanged," essentially temporarily trading countries with each other, although the period of exchange may not necessarily be simultaneous. The main purpose of exchange programs is to increase **cultural** understanding, both for the student and the people in the host country he/she comes into contact with. Exchanges are often arranged by organizations created for this purpose, called **student exchange programs**. **Youth For Understanding** and **American Field Service** are two examples of these organizations.

- **Experience:** Comprises **knowledge** of or skill in or **observation** of some thing or some event gained through involvement in or exposure to that thing or event. The history of the word *experience* aligns it closely with the concept of *experiment*.

The concept of experience generally refers to **know-how** or **procedural knowledge**, rather than **propositional knowledge**. Philosophers dub knowledge

based on experience "**empirical knowledge**" or "*a posteriori* knowledge". A person with considerable experience in a certain field can gain a reputation as an **expert**.

- **Experiential education:** (or "learning by doing") The process of actively engaging students in an authentic **experience** that will have benefits and consequences. Students make discoveries and experiment with knowledge themselves instead of hearing or reading about the experiences of others. Students also reflect on their experiences, thus developing new **skills**, new **attitudes**, and new **theories** or ways of **thinking**.

Experiential education is related to the **constructivist** learning theory.

- **Experimental analysis of behavior:** The name given to the approach to **psychology** founded by **B. F. Skinner**. As its name suggests, its foundational principle was the rejection of theoretical analysis, in particular the kinds of **learning theory** that had grown up in the **comparative psychology** of the 1920-1950 period, in favor of a more direct approach. It owed its early success to the effectiveness of Skinner's procedure of **operant conditioning**, both in the laboratory and in **behavior therapy**.

- **Expulsion (education):** Removing a student from a **school** or **university** for violating rules or **academic honor codes**.

- **Extra credit** is an academic concept, particularly used in schools. Students are offered the opportunity to undertake optional work, additional to their compulsory school work, in order to gain additional credit that would boost their grades.^[1]

- **Extracurricular activities:** Activities performed by **students** that fall outside the realm of the normal **curriculum** of school or university education. Extracurricular activities exist at all levels of education, from **high school** and **college** to **university** education. Such activities are generally **voluntary** as opposed to mandatory, non-paying, tend to be **social** or **philanthropic** as opposed to scholastic, and involve others of the same age. Students often organize and direct these activities under **faculty** sponsorship.

F[edit]

- **Forbidden knowledge:** (in contrast to **secret knowledge**) Used to describe **forbidden books** or other information to which access is restricted or deprecated for political or religious reasons. Forbidden knowledge is commonly not secret, rather a society or various institutions will use repressive mechanisms to either completely prevent the publication of information they find objectionable or dangerous (**censorship**), or failing that, to try to reduce the public's trust in such information (**propaganda**). Public repression can create paradoxical situation where the proscribed information is generally common knowledge but publicly citing it is disallowed.

- **Functional illiteracy:** Refers to the inability of an individual to use **reading**, **speaking**, **writing**, and **computational** skills efficiently in everyday life situations. Unlike an **illiterate**, a functionally illiterate adult could be able to read and write text in his native language (with a variable degree of grammatical

correctness, speed, and style), but is unable like the first, even in his own cultural and linguistic environment, to perform such fundamental tasks as filling out an [application for employment](#), following written instructions, reading a newspaper, reading traffic signs, consulting a dictionary, or understanding a bus schedule.

- **Future Problem Solving Program:** (FPSP) An international academic competition. Over 250,000 students internationally participate in the Future Problem Solving program every year. Participating countries include the [United States](#), [Canada](#), [Australia](#), [New Zealand](#), [Korea](#), [Malaysia](#), [Russia](#), [Hong Kong](#) and [Singapore](#).

G[edit]

- **Gifted:** (intellectual **giftedness**) An intellectual ability significantly higher than average. Gifted children develop asynchronously; their minds are often ahead of their physical growth, and specific cognitive and emotional functions often are at different stages of development within a single person. Gifted individuals form a heterogeneous group. Because gifted children are intellectually ahead of most of their age peers in at least one major subject area, they frequently require [gifted education](#) programs to reach their potential and avoid boredom. Gifted individuals experience the world differently and more intensely, resulting in unique social and emotional issues. The concept of giftedness has historically been rife with controversy, some even denying that this group exists.

- **Gifted education:** is a broad term for special practices, procedures and theories used in the [education](#) of [children](#) who have been identified as [gifted](#) or talented. [Youths](#) are usually identified as gifted by placing highly on certain [standardized tests](#).

Advocates of gifted education argue that gifted and/or talented youth are so perceptually and intellectually above the mean, it is appropriate to pace their lessons more aggressively, track them into honors, [Advanced Placement](#), or [International Baccalaureate](#) courses, or otherwise provide educational enrichment.

- **Gymnasia and Realgymnasia:** (singular: **Gymnasium**) and **Realgymnasia** were the classical higher or secondary schools of [Germany](#) from the sixteenth century to the twentieth century. Students were admitted at 9 or 10 years of age and were required to have a knowledge of reading, writing, and arithmetic.

H[edit]

- **Habituation:** An example of non-associative [learning](#) in which there is a progressive diminution of [behavioral](#) response probability with repetition of a [stimulus](#). It is another form of integration.

- **heutagogy:** The study of self-determined learning.
- **Hidden curriculum:** Draws attention to the idea that schools do more than simply transmit knowledge, as laid down in the official [curricula](#). It is often used to criticize the social implications, political underpinnings, and cultural

outcomes of modern educative activities. While early examinations were concerned with identifying the anti-democratic nature of schooling, later studies have taken various tones, including those concerned with **socialism**, **capitalism**, and **anarchism** in education.

- **Higher education:** Education provided by **universities** and other institutions that award **academic degrees**, such as **community colleges**, and **liberal arts colleges**.

Higher education includes both the teaching and the research activities of universities, and within the realm of teaching, it includes both the **undergraduate** level (sometimes referred to as **tertiary education**) and the **graduate** (or **postgraduate**) level (sometimes referred to as **quaternary education** or **graduate school**). Higher education differs from other forms of post-secondary education such as **vocational education**. However, most **professional** education is included within higher education, and many **postgraduate** qualifications are strongly vocationally or professionally oriented, for example in **disciplines** such as **law** and **medicine**.

- **History of ideas:** A field of **research** in **history** and in related fields dealing with the expression, preservation, and change of human **ideas** over time. Scholars often consider the history of ideas a sister discipline to, or a particular approach within, **intellectual history**. Work in the history of ideas usually involves close research in the **history of philosophy** and the **history of literature**.

- **Homeschooling:** (also **home education** or **home school**) An **educational alternative** in which children are **educated** at home and in the community, in contrast to a **compulsory education** which takes place in an **institution** such as a **publicly run** or **privately run school**. Home education methods are similar to those widely used before the popularization of compulsory education in the 19th century. Before this time, the majority of education worldwide was provided at home by family and community members, with only the privileged attending privately run schools or employing **tutors**, the only available alternatives at the time.

- **Individualized instruction:** A method of **instruction** in which content, instructional materials, instructional media, and pace of **learning** are based upon the abilities and interests of each individual learner.

- **Inquiry education:** (sometimes known as the **inquiry method**) A student-centered method of **education** focused on asking questions. Students are encouraged to ask questions which are meaningful to them, and which do not necessarily have easy answers; teachers are encouraged to avoid speaking at all when this is possible, and in any case to avoid giving answers in favor of asking more questions.

- **Instructional capital:** A term used in educational administration after the 1960s, to reflect **capital** resulting from investment in producing learning materials.

- **Instructional design:** (also known as **instructional systems design**)

The analysis of learning needs and systematic development of instruction.

Instructional designers often use **instructional technology** as a method for developing instruction. Instructional design **models** typically specify a **method**, that if followed will facilitate the transfer of **knowledge**, **skills** and **attitude** to the recipient or acquirer of the instruction.

- **Instructional Leadership:** Actions or behaviors exhibited by an individual or group in the field of education that are characterized by knowledge and skill in the area of **curriculum** and instructional methodology, the provision of resources so that the school's mission can be met, skilled communication in one-on-one, small-group and large-group settings, and the establishment of a clear and articulated vision for the educational institution.^[1] This vision, and decision making based on this vision are ideally characterized by a collaborative process and are inclusive of multiple stakeholders.^[2] Instructional leaders also promote collegiality and leadership behavior amongst other members of the institution.^[3]

- **Instructional scaffolding:** The provision of sufficient supports to promote learning when concepts and skills are being first introduced to students.

- **Instructional technology:** Born as a military response to the problems of a labor shortage during **WWII** in the **United States**. There was a definitive need to fill the factories with skilled labor. Instructional technology provided a methodology for training in a systematic and efficient manner.

- **Instructional theory:** A discipline that focuses on how to structure material for promoting the education of humans, particularly youth. Originating in the United States in the late 1970s, *instructional theory* is typically divided into two categories: the cognitive and behaviorist schools of thought. Instructional theory was spawned off the 1956 work of **Benjamin Bloom**, a University of Chicago professor, and the results of his **Taxonomy of Education Objectives** — one of the first modern codifications of the learning process.

One of the first instructional theorists was **Robert M. Gagne**, who in 1965 published *Conditions of Learning* for the Florida State University's Department of Educational Research. Renowned psychologist **B. F. Skinner**'s theories of behavior were highly influential on instructional theorists because their hypotheses can be tested fairly easily with the **scientific process**.

- **Integrative learning:** A **learning theory** describing a movement toward integrated lessons helping students make connections across curricula. This higher education concept is distinct from the elementary and high school "integrated curriculum" movement.

- **Intelligence (trait):** The **mental** capacity to **reason**, **plan**, **solve problems**, think **abstractly**, comprehend ideas and **language**, and **learn**. Although nonscientists generally regard the concept of intelligence as having much broader scope, in **psychology**, the study of intelligence generally regards this trait as distinct from **creativity**, personality, **character**, or **wisdom**.

- **International education:** The practice and/or study of international cooperation and aid among countries, including the exchange of students, teachers, and researchers between countries.

International education is connected to comparative education.

- **Intrinsic motivation:** Evident when people engage in an activity for its own sake, without some obvious external incentive present. A hobby is a typical example.

- **Invigilator:** Someone who ensures the smooth running of exams. An invigilator is responsible for ensuring that the Awarding Body's regulations are complied with; that exams start and finish at the correct time; that exam papers are secure whilst in their care; that attendance and seating plans are recorded; and that no cheating takes place. The invigilator will also deal with any problems that arise during an exam, including emergency evacuations, and ensure that no unauthorised materials are present, including mobile phones.

- **Joint Committee on Standards for Educational Evaluation:** A coalition of major professional associations formed in 1975 to help improve the quality of evaluation. The Joint Committee published three sets of standards for evaluations. *The Personnel Evaluation Standards* was published in 1988, *The Program Evaluation Standards* (2nd edition) was published in 1994, and *The Student Evaluations Standards* was published in 2003.

- **Kindergarten:** (German for *garden for children*) A name used in many parts of the world for the first stages of a child's classroom education. In some parts kindergarten is part of the formal school system; in others it may refer to pre-school or daycare.

- **Kinesthetic learning:** A teaching and learning style in which learning takes place by the student actually carrying out a physical activity, rather than listening to a lecture or merely watching a demonstration.

Building dioramas, physical models or participating in role-playing or historical reenactment are some examples. Other examples include the kindergarten practice of having children perform various motions from left to right in preparation for reading education.

- **Knowledge:** Information of which someone is aware. Knowledge is also used to mean the confident understanding of a subject, potentially with the ability to use it for a specific purpose.

The unreliability of memory limits the certainty of knowledge about the past, while unpredictability of events yet to occur limits the certainty of knowledge about the future. Epistemology is the philosophical study of the nature, origin, and scope of knowledge.

- **Knowledge Management:** (or KM) A term applied to techniques used for the systematic collection, transfer, security and management of information within organisations, along with systems designed to help make best

use of that knowledge. In particular it refers to tools and techniques designed to preserve the availability of information held by key individuals and facilitate decision making and reducing risk.

- **Knowledge representation: (KR)** Most commonly used to refer to representations intended for processing by modern computers, and particularly for representations consisting of explicit objects.

- **Knowledge transfer:** In the fields of Organizational development and organizational learning, is the practical problem of getting a packet of knowledge from one part of the organization to another (or all other) parts of the organization. It is considered to be more than just a communications problem.

- **Knowledge visualization:** A sub discipline of Information Design and Instructional Message Design (pedagogy; didactics, pedagogical Psychology). Knowledge Visualization aims to improve the transfer of knowledge by using computer and non-computerbased visuals complementary. Examples of such visual formats are photographs, information graphics, sketches, diagrams, images, mind maps, objects, interactive visualizations, dynamic visuals (animations), information visualization applications, imaginary visualizations, stories.

- **Language education:** The teaching and learning of a language or languages, usually as foreign languages.

- **Law (principle):** Refers to universal principles that describe the fundamental nature of something, to universal properties and relationships between things, or to descriptions that purport to explain these principles and relationships.

- **Learning:** The process of acquiring knowledge, skills, attitudes, or values, through study, experience, or teaching, that causes a change of behavior that is persistent, measurable, and specified or allows an individual to formulate a new mental construct or revise a prior mental construct (conceptual knowledge such as attitudes or values). It is a process that depends on experience and leads to long-term changes in behavior potential.

- **Learning by teaching (LdL):** In professional education (in German "LernendurchLehren", therefore LdL) designates a method which allows pupils and students to prepare and teach lessons or parts of lessons. Learning by teaching should not be confused with presentations or lectures by students, as students do not only convey a certain content, but choose their own methodological and didactical approach in teaching their classmates a certain area of the respective subject.

- **Learning disability:** In the United States, the term learning disability is used to refer to socio-biological conditions that affect a persons communicative capacities and potential to learn. The term includes conditions such as perceptual disability, brain injury, minimal brain dysfunction, autism, dyslexia, and developmental aphasia. In the United Kingdom, the term learning disability is used more generally to refer to developmental disability and intellectual disability.

- **Learning outcome:** The term may refer to course aims (intended learning outcomes) or may be roughly synonymous with educational objectives (observed learning outcomes). Usage varies between organisations.
- **Lecture:** An oral presentation intended to teach people about a particular subject, for example by a university or college teacher. Lectures are used to convey critical information, history, background, theories and equations. A politician's speech, a minister's sermon, or even a businessman's sales presentation may be similar in form to a lecture. Usually the lecturer will stand at the front of the room and recite information relevant to the lecture's content.
- **Legal education:** The education of individuals who intend to become legal professionals (attorneys and judges) or those who simply intend to use their law degree to some end, either related to law (such as politics or academic) or unrelated (such as business entrepreneurship).

This entry primarily discusses some of the general attributes of legal education in the United States for those who intend to use their degree in order to become legal professionals.

- **Lesson plan:** A teacher's detailed description of the course of instruction for an individual lesson. While there is no one way to construct a correct lesson plan, most lesson plans contain similar elements.
- **Liberal arts:** Studies that are intended to provide general knowledge and intellectual skills, rather than more specialized occupational or professional skills.

The scope of the liberal arts has changed with society. It once emphasised the education of elites in the classics; but, with the rise of science and humanities during the Age of Enlightenment, the scope and meaning of "liberal arts" expanded to include them. Still excluded from the liberal arts are topics that are specific to particular occupations, such as agriculture, business, dentistry, engineering, medicine, pedagogy (school-teaching), and pharmacy.

- **Literacy:** The ability to read and write. In modern context, the word means reading and writing in a level adequate for written communication and generally a level that enables one to successfully function at certain levels of a society.
- **Mastery learning:** An instructional method that presumes all children can learn if they are provided with the appropriate learning conditions. Specifically, mastery learning is a method whereby students are not advanced to a subsequent learning objective until they demonstrate proficiency with the current one.
- **MEB:** A Master's in European Business providing knowledge and skills both in Economics and Management.
- **Mathematics education:** The study of practices and methods of both the teaching and learning of mathematics. Furthermore, mathematics educators are concerned with the development of tools that facilitate practice and/or the study of

practice. Mathematics education has been a hotly debated subject in modern society. There is an ambiguity in the term for it refers both to these practices in classrooms around the world, but also to an emergent discipline with its own journals, conferences, etc. The main international body involved is the International Commission on Mathematical Instruction.

- **Medical education:** Education related to the practice of being a [medical practitioner](#), either the initial training to become a doctor or further training thereafter.

Medical education and training varies considerably across the world. Various teaching methodologies have been utilised in medical education, which is an active area of educational research.

- **Memory:** The ability of the brain to store, retain, and subsequently recall information. Although traditional studies of memory began in the realms of [philosophy](#), the late nineteenth and early twentieth century put memory within the paradigms of [cognitive psychology](#). In the recent decades, it has become one of the principal pillars of a new branch of science that represents a marriage between cognitive psychology and [neuroscience](#), called [cognitive neuroscience](#).

- **Mentoring:** A developmental relationship between a more experienced **mentor** and a less experienced partner referred to as a mentee or protégé. Usually - but not necessarily - the mentor/protégé pair will be of the same sex.

The roots of the practice are lost in antiquity. The word itself was inspired by the character of [Mentor](#) in [Homer's Odyssey](#). Though the actual Mentor in the story is a somewhat ineffective old man, the goddess [Athena](#) takes on his appearance in order to guide young [Telemachus](#) in his time of difficulty.

Historically significant systems of mentorship include [apprenticing](#) under the medieval [guild](#) system, and the [discipleship](#) system practiced by both [Rabbinical Judaism](#) and the [Christian church](#).

- **Medieval university:** The first [European](#) medieval institutions generally considered to be [universities](#) were established in [Italy](#), [France](#) and [England](#) in the late 11th and the 12th Century for the study of [arts](#), [law](#), [medicine](#), and [theology](#). These universities evolved from much older schools and monasteries, and it is difficult to define the first date at which they became true [universities](#) for teaching higher education, although the lists of [studiagenerali](#) for higher education in Europe held by the [Vatican](#) are a useful guide. Some other institutions such as the imperial university of [Constantinople](#) claim that they changed from schools to universities as early as the 11th Century.

- **Medieval university (Asia):** Medieval universities did not exist in Asia in the strict sense of the phrase. However, there were important centres of learning that can be compared to the universities of Europe. Unlike the European universities, non-western institutions of higher learning were never known to issue

degrees to their graduates and therefore do not meet what many hold to be the technical definition of [university](#). This does not, however, bar their importance to the history of non-western cultures.

- **Meta-:** In [epistemology](#), the prefix **meta-** is used to mean *about (its own category)*. For example, [metadata](#) is data about data (who has produced it, when, what format the data is in and so on). Similarly, meta-memory in psychology means an individual's intuition about whether or not they would remember something if they concentrated on recalling it. Any subject can be said to have a *meta-theory*, which is the theoretical consideration of its foundations and methods.

- **Metacognition:** Refers to [thinking](#) about [cognition](#) ([memory](#), [perception](#), [calculation](#), [association](#), etc.) itself. Metacognition can be divided into two types of [knowledge](#): explicit, [conscious](#), factual knowledge; and implicit, [unconscious](#), procedural knowledge. The ability to think about thinking is unique to sapient species and indeed is one of the definitions of sapience. Metacognition is practiced to attempt to regulate one's own cognition, and maximize one's potential to think, [learn](#) and process stimuli from the surroundings.

- **Methodology:** Strictly speaking is the study and knowledge of methods; but the term is frequently used pretentiously to indicate a method or a set of methods. In other words, it is the **study** of techniques for problem-solving and seeking answers, as opposed to the techniques themselves.

- **Military education and training:** Process that intends to educate in combat and in situations of war.

- **Mind map:** (or **mind-map**) A [diagram](#) used for linking [words](#) and [ideas](#) to a central key word or idea. It is used to [visualize](#), [classify](#), [structure](#), and [generate](#) ideas, as well as an aid in study, [problem solving](#), and [decision making](#).

- **Mind uploading** The [futurist](#) high technology to rapidly increase the speed of information exchange to neurology. A form of education that focuses on extreme time efficiency.

- **Motivation:** The driving force behind all [actions](#) of [human beings](#) and other [animals](#). It is an internal state that activates behavior and gives it direction. [Emotion](#) is closely related to motivation, and may be regarded as the subjectively experienced component of motivational states.

- **Music education:** Comprises the application of [education](#) methods in teaching [music](#).

- **NAACP Legal Defense and Educational Fund, Inc.:** (NAACP LDF or simply LDF) A leading [United States civil rights](#) organization. It was founded in 1940 under the leadership of [Thurgood Marshall](#) as part of the [National Association for the Advancement of Colored People](#) (NAACP) and spun out as a separate organization in 1957.

- **National Educational Television:** (NET) was an educational television network in the USA from 1952 until 1970 and was the predecessor of the Public Broadcasting Service.
- **National postgraduate representative body:** Exists in many countries representing postgraduate students/researchers undertaking their doctorate (PhD) or postdoctoral research. Some have a broader remit to represent all postgraduates, including those taking Master's degrees. A few countries have no specific body but are represented by a national body representing all students, including undergraduates. In Europe many of the national organisations have come together under the federation Eurodoc.
- **Network of practice:** Builds on the work on communities of practice by Jean Lave and Etienne Wenger in the early 1990s, John Seely Brown and Paul Duguid (2000) developed the concept of networks of practice (often abbreviated as NoPs). This concept refers to the overall set of various types of informal, emergent social networks that facilitate learning and knowledge sharing between individuals conducting practice-related tasks. In other words, networks of practice range from communities of practice to electronic networks of practice (often referred to as virtual or electronic communities).
- **Nines System:** The informal name for a grading scale often used at educational institutions in English-speaking countries, particularly the United States.

The system owes its name to the fact that each of the top four letter grades in it cover a range of nine points. The minimum passing mark under it is almost always 65%, or five points higher than in the more widely used Tens System.

- **Normal school:** An educational institution for training teachers. Its purpose is to establish teaching standards or norms, hence its name. The term *normal school* is now archaic in all but a few countries. In New Zealand, for example, normal schools are affiliated with Teachers colleges. According to the *Oxford English Dictionary*, normal schools in the United States and Canada trained primary school teachers, while in Europe, normal schools educated primary, secondary and tertiary-level teachers.

- **Notetaking:** The practice of writing pieces of information, often in an informal or unstructured manner. One major specific type of notetaking is the practice of writing in shorthand, which can allow large amounts of information to be put on paper very quickly. Notes are frequently written in notebooks, though any available piece of paper can suffice in many circumstances—some people are especially fond of Post-It notes, for instance. Notetaking is an important skill for students, especially at the college level. Many different forms are used to structure information and make it easier to find later. Computers, particularly tablet PCs and personal digital assistants (PDAs) are beginning to see wide use as notetaking devices.

- **Numeracy:** A term that emerged in the [United Kingdom](#) as a contraction of "numerical literacy". In the [United States](#), it is somewhat better known as "[Quantitative Literacy](#)," and is familiar to [math educators](#) and [intellectuals](#) but not in the common usage. Innumeracy is the absence of numeracy.

- **Nursery school:** (or **preschool**) A [school](#) for the [education](#) of very young [children](#) (generally five years of age and younger). These schools range from schools which seek to teach young children to schools which only provide childcare with little educational benefits. Schools which focus on education generally teach early social skills including interpersonal interaction, being a part of a [group of peers](#), and [classroom](#) skills such as following the instructions of a [teacher](#). Some formal education also takes place, such as early reading or language skills. Some nursery schools have adopted specialized methods of teaching, such as [Montessori](#), High Scope, [Reggio Emilia approach](#) and various other pedagogy.

- **Objective:** An educational objective is a statement of a goal which successful participants are expected demonstrably to achieve before the course or unit completes.

- **Objectivity (philosophy):** Has various meanings in [philosophy](#), and is surely one of the most important philosophical problems, since it concerns the [epistemological](#) status of [knowledge](#), the problem of an [objective reality](#) and the question of our [subjective](#) relationship to others [objects](#) in the [world](#).

- **Outdoor education:** (also known as **adventure education**) Usually refers to organized learning that takes place in the [outdoors](#). Programs often involve residential or [journey](#)-based experiences in which students participate in a variety of adventurous challenges such as [hiking](#), [climbing](#), [canoeing](#), [ropes courses](#), and [group games](#). Outdoor education programs draw upon the philosophy and theory of [experiential education](#) and may also focus on [environmental education](#).

- **Overlearning:** A [pedagogical](#) concept according to which newly acquired skills should be practiced well beyond the point of initial mastery, leading to [automaticity](#).

- **Paradigm shift:** The term first used by [Thomas Kuhn](#) in his famous 1962 book *[The Structure of Scientific Revolutions](#)* to describe the process and result of a change in basic assumptions within the ruling [theory](#) of [science](#). [Don Tapscott](#) was the first to use the term to describe information technology and business in his book of the same title. It has since become widely applied to many other realms of human experience as well.

- **Peace education:** The process of acquiring the knowledge and developing the attitudes, skills, and behaviour to live in harmony with oneself and with others.

Peace education is based on a philosophy that teaches nonviolence, love, compassion, trust, fairness, cooperation, respect, and a reverence for the human family and all life on our planet. It is a social practice with shared values to which anyone can make a significant contribution.

- **Pedagogy:** The art or science of teaching. The word comes from the ancient Greek *paidagogos*, the slave who took little boys to and from school as part of *paideia*. The word "paidia" (παιδιά) refers to children, which is why some like to make the distinction between pedagogy (teaching children) and andragogy (teaching adults). The Latin word for pedagogy, education, is much more widely used, and often the two are used interchangeably.

- **Personal development:** (also known as self-development or personal growth) Comprises the development of the self. The term may also refer to: traditional concepts of education or training; counselling and coaching for personal transformation; New Age movement and spiritual beliefs & concepts - including "inner pathways" to solve social and psychological issues; or professional development business trainers (some treat the whole person instead of business only).

- **Philosophy of education:** The study of the purpose, nature and ideal content of education. Other questions include the nature of the knowing mind and the human subject, problems of authority, the relationship between education and society, etc. At least since Rousseau's time, the philosophy of education has been linked to theories of developmental psychology and human development.

- **Phonetic:** Of or relating to the enhancement of meaning through the use of phonemes. The added layers of meaning due to the intentional use of sounds within an existing phonetic structure. Educational/technical jargon.

- **Physical education:** (PE, also called physical training - PT or gym) A course in the curriculum which utilizes the learning medium of large-muscle activities in a play or movement exploration setting. It is almost always mandatory for students in elementary schools, and often for students in middle schools and high schools.

- **Physics education:** A relatively new, yet active, area of research within the science of physics. The main focus of research is on learning and teaching of physics in both the high school and college level.

- **Polymath:** (also known as a polyhistor) A person who excels in multiple fields, particularly in both arts and sciences. The most common other term for this phenomenon is Renaissance man, but also in use are Homo universalis and Uomo Universale, which in Latin and Italian, respectively, translate as "Universal Person" or "Universal Man". Note that in Latin *homo* may be male or female; the Latin word for a male human being *vir*. Informally used in contemporary discussion, a polymath is someone known to be skillful or excel in a broad range of intellectual fields.

- **Postgraduate education:** (or **Quaternary education**) The fourth-stage educational level, and follows the completion of an undergraduate degree at a college or university. Graduate school is an example of quaternary education; some consider *masters-level* degrees as part of tertiary education; some consider postdoctoral positions to be quaternary education while others consider them to be jobs.
- **Post-secondary education:** Any form of education that is taken after first attending a secondary school, such as a high school. The purpose of a post-secondary education can be to receive vocational education and training or to prepare for professions or scientific/academic careers through higher education.
- **Predictive power:** (of a scientific theory) Refers to its ability to generate testable predictions. Theories with strong predictive power are highly valued, because the predictions can often encourage the falsification of the theory. The concept of predictive power differs from explanatory or descriptive power (where phenomena that are already known are retrospectively explained by a given theory) in that it allows a prospective test of theoretical understanding.
- **Preschool education:** See Nursery school.
- **Primary education:** (or **elementary education**) Consists of the first years of formal, structured education that occurs during childhood. In most countries, it is compulsory for children to receive primary education (though in many jurisdictions it is permissible for parents to provide it). Primary education generally begins when children are four to seven years of age. The division between primary and secondary education is somewhat arbitrary, but it generally occurs at about twelve years of age (adolescence); some educational systems have separate middle schools for that period.
- **Problem finding:** Problem discovery. It is part of the larger problem process that includes problem shaping and problem solving. Problem finding requires intellectual vision and insight into what is missing. This involves the application of creativity.
- **Problem shaping:** Revising a question so that the solution process can begin or continue. It is part of the larger problem process that includes problem finding and problem solving. Problem shaping (or problem framing) often involves the application of critical thinking.
- **Problem solving:** Forms part of thinking. It occurs if an organism or an artificial intelligence system does not know how to proceed from a given state to a desired goal state. It is part of the larger problem process that includes problem finding and problem shaping.
- **Problem-based learning:** (PBL) A didactic concept of "active learning" in tertiary education, but is currently being adapted for use in K–12 education. The defining characteristics of PBL are: learning is driven by messy, open-ended problems; students work in small collaborative groups; and "teachers" are not required, the process uses "facilitators" of learning.

Accordingly, students are encouraged to take responsibility for their group and organise and direct the learning process with support from a tutor or instructor. Advocates of PBL claim it can be used to enhance content knowledge and foster the development of communication, problem-solving, and self-directed learning skill.

- **Procedural knowledge:** (or **know-how**) The knowledge of **how** to perform some **task**. Know-how is different from other kinds of **knowledge** such as **propositional knowledge** in that it can be directly applied to a task. Procedural knowledge about solving problems differs from propositional knowledge about **problem solving**. For example, in some legal systems, this knowledge or *know-how* has been considered the **intellectual property** of a company, and can be transferred when that company is purchased.

- **Professional certification:** (**trade certification**, or **professional designation** often called simply **certification** or **qualification**) A designation earned by a person to certify that he is qualified to perform a job. Certification indicates that the individual has a specific knowledge, skills, or abilities in the view of the certifying body. Professional certifications are awarded by **professional bodies** and **corporations**. The difference between **licensure** and certification is licensure is required by law, whereas certification is generally voluntary. Sometimes the word *certification* is used for *licensure*.

- **Programmed instruction:** A field first studied extensively by the behaviorist **B. F. Skinner**. It consists of teaching through small lessons, where each lesson must be mastered in order to go on to the next. Students work through the programmed material by themselves at their own speed. After each step, they are presented with a question to test their comprehension, then are immediately shown the correct answer or given additional information.

- **Propositional knowledge:** (or **declarative knowledge**) **Knowledge** that some **proposition** is either true or false. This distinguishes propositional knowledge from know-how or **procedural knowledge**, which is the knowledge of how to perform some task. This article discusses propositional knowledge from a variety of perspectives, including **philosophy**, **science**, and **history**.

What is the difference between knowledge and beliefs? A **belief** is an internal **thought** or **memory** which exists in one's **mind**. Most people accept that for a belief to be knowledge it must be, at least, **true** and **justified**. The **Gettier problem** in philosophy is the question of whether there are any other requirements before a belief can be accepted as knowledge.

- **Public education:** **Schooling** provided for the general public by the **government**, whether national or local, and paid for by **taxes**, which leads to it often being called **state education**. Schools provided under such a system are called **public schools** in many countries, but in **England** the term "public school" refers to an elite of privately funded **independent schools** which had their origins in medieval schools funded by charity to provide education for the poor.

Public education often involves the following: public funding; compulsory student attendance; state certification of teachers and curricula; and testing and national standards.

- **Public school:** The term has different (and in some cases contradictory) meanings due to regional differences.
- **Pygmalion effect:** (or **Rosenthal effect**) refers to situations in which students perform better than other students simply because they are expected to do so.
- **Quiz:** A form of **game** or **puzzle** in which the players (as individuals or in teams), attempt to answer questions correctly. A quiz usually is a form of student **assessment**, but often has fewer questions of lesser difficulty and requires less time for completion than a **test**.
- **Reading (process):** The process of retrieving and comprehending some form of stored **information** or ideas. These ideas are usually some sort of representation of **language**, as symbols to be examined by sight, or by touch (for example **Braille**). Other types of reading may not be language-based, such as music notation or pictograms. By analogy, in **computer science**, reading is acquiring of **data** from some sort of computer storage.
- **Reading disability:** A condition in which a sufferer displays difficulty reading resulting primarily from neurological factors.
- **Reading education in the USA:** There are basically two different common methods of teaching reading. One usually refers to whole language approach ("look say"), the other usually refers to phonetics approach. The tension between these two approaches is often referred to as "the great debate".
- **Reason:** A term used in **philosophy** and other human sciences to refer to the higher **cognitive** faculties of the **human mind**. It describes a type of **thought** or aspect of **thought**, especially **abstract** thought, and the ability to think abstractly, which is felt to be especially human. The concept of reason is connected to **language**, as reflected in the meanings of the Greek word "**logos**", later to be translated by Latin "ratio" and then French "raison", from which the English word. Reason is thus a very important word in **western intellectual history** and shares much of its heritage with the now separate words **logic** and **rationality**.
- **Reasoning:** Defined very differently depending on the context of the understanding of **reason** as a form of knowledge. The Logical definition is the act of using **reason**, to derive a **conclusion** from certain **premises**, using a given **methodology**; and the two most commonly used explicit methods to reach a conclusion are **deductive reasoning** and **inductive reasoning**. However, within idealist philosophical contexts, reasoning is the mental process which informs our imagination, perceptions, thoughts, and feelings with whatever intelligibility these appear to contain; and thus links our experience with universal meaning. The specifics of the methods of reasoning are of interest to such disciplines as **philosophy**, **logic**, **psychology**, and **artificial intelligence**.

- **Recitation:** A discussion carried by a Teaching assistant to supplement a lecture given by a senior faculty at an academic institution. During the recitation, TAs will review the lecture, expand on the concepts, and carry a discussion with the students.
- **Reference:** Something that refers or points to something else, or acts as a connection or a link between two things. The objects it links may be concrete, such as books or locations, or abstract, such as data, thoughts, or memories. The object which is named by a reference, or to which the reference points, is the referent.
- **Reinforcement:** In operant conditioning, reinforcement is any change in an organism's surroundings that: occurs regularly when the organism behaves in a given way (that is, is contingent on a specific response); and is associated with an increase in the probability that the response will be made or in another measure of its strength.
- **Religious education:** Teaches the doctrines of a religion. Its usual purpose is to teach children the basics of a religion. A less common purpose is to teach new adherents of a religion.

Since people within a given country often hold varying religious and non-religious beliefs, government-sponsored religious education can be a source of conflict. Countries vary widely in whether religious education is allowed in government-run schools (often called "public schools"). Those that allow it also vary in the type of education provided.

- **Research:** Often described as an active, diligent, and systematic process of inquiry aimed at discovering, interpreting and revising facts. This intellectual investigation produces a greater understanding of events, behaviors, or theories, and makes practical applications through laws and theories. The term *research* is also used to describe a collection of information about a particular subject, and is usually associated with science and the scientific method.

- **Rhodes Scholarships:** Created by Cecil Rhodes and have been awarded to applicants annually since 1902 by the Oxford-based Rhodes Trust on the basis of academic qualities, as well as those of character. They provide the successful candidate with two years of study at the University of Oxford in England, possibly extended for a third year.

When Rhodes died in 1902, his will stipulated that the greater part of his fortune was to go toward the establishment of a scholarship fund to reward applicants who exhibited worthy qualities of intellect, character, and physical ability.

- **Rote learning:** A learning technique which avoids grasping the inner complexities and inferences of the subject that is being learned and instead focuses on memorizing the material so that it can be recalled by the learner exactly the way it was read or heard.

- **Rubric (academic):** In education, a **rubric** is a set of **criteria** and **standards** linked to learning objectives that is used to assess a student's performance, such as on a paper, project, or **essay**
- **Teacher:** In **education**, one who teaches **students** or pupils, often a course of study, **lesson plan**, or a practical skill, including learning and thinking skills. There are many different ways to teach and help students **learn**. This is often referred to as the teacher's **pedagogy**. When deciding what teaching method to use, a teacher will need to consider students' background knowledge, environment, and their learning goals as well as standardized curriculum as determined by their school district.
- **Technology education:** The study of the human ability to create and use tools to shape the natural environment to meet their needs. The goal of technology education is to spread **technological literacy** which is accomplished by bringing laboratory activities to students. The term "technology education" is frequently shortened to "tech ed".
- **Technology Integration:** A term used by **educators** to describe effective uses of **technology** by **teachers** and **students** in **K-12** and **university classrooms**. Teachers use technology to support instruction in **language arts**, **social studies**, **science**, **math**, or other content areas. When teachers integrate technology into their classroom practice, learners are empowered to be actively engaged in their learning.
- **Tertiary education:** (also referred to as **third-stage** or **third level education**) The educational level following the completion of a school providing a **secondary education** such as a **high school**, **secondary school**, or **gymnasium**. Tertiary education is commonly **higher education** which prepares students for a **quaternary education**.

Colleges and **universities** are examples of institutions that provide tertiary education. The term Tertiary education can also be used to refer to **vocational education and training**.

- **Textbook:** A **manual** of **instruction** or a standard **book** in any branch of study. They are classified by both the target audience and the subject. Textbooks are usually published by specialty printers to serve every request for an understanding of every subject that can be taught. It is a big business that requires mass volume sales to make the publications profitable. Although most textbooks are only published in printed format with hard covers, some can now be viewed online.
- **Theory of cognitive development:** A **developmental psychology** theory developed by **Jean Piaget** to explain cognitive development. The theory is central to **child psychology** and is based on **schemata**—schemes of how one perceives the world—in "**critical periods**," times when children are particularly susceptible to certain information.
- **Theory of multiple intelligences:** A **psychological** and **educational theory** formulated by **Howard**

Gardner espousing that eight kinds of "intelligence" exist in humans, each relating to a different sphere of human life and activity.

- **The Times Higher Education Supplement:**, (also known as *The Times Higher* or *The THES*) A newspaper based in London that reports specifically on issues related to higher education. It is owned by TSL Education, which was, until October 2005, a division of News International. The paper is edited by John O'Leary, author of *The Times Good University Guide*. The THES is probably best known for publishing *The Times Higher World University Rankings* (see college and university rankings), which first appeared in November 2004, with new rankings published annually.

- **Training:** Refers to the acquisition of knowledge, skills, attitudes as a result of the teaching of vocational or practical skills and knowledge and relates to specific useful skills. It forms the core of apprenticeships and provides the backbone of content at technical colleges or polytechnics.

Today it is often referred to as professional development.

- **Truth:** When someone sincerely agrees with an assertion, he or she is claiming that it is the truth. Philosophy seeks answers for certain questions about truth and the word *truth*.

- **Tuition:** Instruction, teaching or a fee charged for educational instruction especially at a formal institution of learning. Tuition is charged by educational institutions to assist with funding of staff and faculty, course offerings, lab equipment, computer systems, libraries, facility upkeep, and to provide a comfortable learning experience for its students.

- **Understanding:** A psychological process related to an abstract or physical object, such as, person, situation and message whereby one is able to think about it and use concepts to deal adequately with that object.

- **UNESCO:** The United Nations Educational, Scientific and Cultural Organization, commonly known as UNESCO, is a specialized agency of the United Nations established in 1945. Its purpose is to contribute to peace and security by promoting international collaboration through education, science, and culture in order to further universal respect for justice, the rule of law, and the human rights and fundamental freedoms proclaimed in the UN Charter.

- **Universal preschool:** The notion that access to preschool should be available to families similar to Kindergarten. Child advocates have different definitions of the definition of who is included and how it is to be funded. There has been a move to change the name to Preschool for All. Like Kindergarten, the concept is to have a voluntary program, unlike education, that is mandated by law in the United States with exceptions to allow for homeschooling and alternative education.

- **Unobservables:** Entities whose existence, nature, properties, qualities or relations are not observable. In the philosophy of science typical examples of "unobservables" are atomic particles, the force of gravity, causation and beliefs or

desires. However, philosophers also characterize *all* objects—trees, tables, other minds, microbiological things and so on to which humans ascribe as the thing causing their perception—as unobservable.

- **Virtual learning environment: (VLE)** A **software** system designed to facilitate teachers in the management of educational courses for their students, especially by helping **teachers** and learners with course administration. The system can often track the learners' progress, which can be monitored by both teachers and learners. While often thought of as primarily tools for distance education, they are most often used to supplement the face-to-face classroom.

- **Visual learning:** A proven teaching method in which **graphic organizers**, such as webs, **concept maps** idea maps, and slide shows are used to help students of all ages think and learn more effectively.

- **Vocational education:** (or **Vocational Education and Training (VET)**) Prepares learners for careers or **professions** that are traditionally non-**academic** and directly related to a specific trade, occupation or **vocation**, hence the term, in which the learner participates. It is sometimes referred to as *technical education*, as the learner directly specialises in a particular narrow technique of using **technology**.

- **Waldorf education** Waldorf education (also known as Steiner education) is a humanistic approach to pedagogy based on the educational philosophy of the Austrian philosopher Rudolf Steiner, the founder of anthroposophy. Learning is interdisciplinary, integrating practical, artistic, and conceptual elements. The approach emphasizes the role of the imagination in learning, developing thinking that includes a creative as well as an analytic component.

- **Whole language:** A term used by **reading teachers** to describe an instructional philosophy which focuses on reading as an activity best taught in a broader context of meaning. Rather than focusing on reading as a mechanical skill, it is taught as an ongoing part of every student's existing language and life experience. Building on language skills each student already possesses, reading and writing are seen as a part of a broader "whole language" spectrum.

- **Wisdom:** The ability to make correct judgments and decisions. It is an intangible quality gained through **experience** some think. Yet others think it is a quality that even a child, otherwise immature, may possess independent of experience or complete knowledge. Whether or not something is **wise** is determined in a pragmatic sense by its popularity, how long it has been around, and its ability to predict against future events. Wisdom is also accepted from **cultural**, **philosophical** and **religious** sources. Some think of wisdom as foreseeing consequences and acting to maximize beneficial results.

- **Writing:** May refer to two activities: the inscribing of characters on a medium, with the intention of forming **words** and other constructs that represent **language** or record **information**, and the creation of material to be conveyed through written language. (There are some exceptions; for example, the

use of a **typewriter** to record language is generally called typing, rather than writing.) Writing refers to both activities equally, and both activities may often occur simultaneously.

- **Workshop:** A brief intensive course, a seminar or a series of meetings emphasizing interaction and exchange of information among a usually small number of participants..
- **Zero tolerance policy.** A policy that states that prohibited behaviors and actions will not be tolerated—no exceptions.

Active Market

This is a term used by stock exchange which specifies the particular stock or share which deals in frequent and regular transactions. It helps the buyers to obtain reasonably large amounts at any time.

Administered Price

The administrative body e.g., the government a marketing board or a trading group determines this price. The competitive market force are not entitled to determine this price. The government fixes a price in accordance with demand supply portion in the market.

Ad-valorem Tax Ad-valorem tax is a kind of indirect tax in which goods are taxed by their values. In the case of ad-valorem tax, the tax amount is calculated as the proportion of the price of the goods. Value added Tax (VAT) is an ad-valorem Tax.

Advanced Countries

Advanced countries are countries which are industrially advanced, having high national and per capita income and ensure high rate of capital formation. These countries possess highly developed infrastructure and apply most updated and advanced technical know-how in their productive activities. A strong and well organised financial structure is found in these advanced countries.

Amalgamation

It means ‘merger’. As and when necessity arises two or more companies are merged into a large organisation. This merger takes place in order to effect economies, reduce competition and capture market. The old firms completely lose their identity when the merger takes place.

Appreciation

Appreciation means an increase in the value of something e.g., stock of raw materials or manufactured goods. It also includes an increase in the traded value of a currency. It is the antonym of Depreciation. When the prices rise due to inflation, appreciation may occur. It causes scarcity or increase in earning power.

Arbitrage

When a person performs functions of middle man and buys and sells goods at a

particular time to cash the price differences of two markets, this action is termed as arbitrage. Purchases are made in the market where price is low and at the same time, goods are sold in other market where the price are high. Thus the middleman earns profit due to price difference in two markets.

Arbitration

Where there is an industrial dispute, the Arbitration comes to the force. The judgement is given by the Arbitrator. Both the parties have to accept and honour the Arbitration. Arbitration is the settlement of labour disputes that takes place between employer and the employees.

Auction

When a commodity is sold by auction, the bids are made by the buyers. Whose ever makes the highest bid, gets the commodity which is being sold. The buyers make the bid taking into consideration the quality and quantity of the commodity.

Autarchy

If a country is self-sufficient, it does not require the imports for the country. Autarchy is an indicator of self-sufficiency. It means that the country itself can satisfy the needs of its population without making imports from other countries.

Automation

Automation means the use of machinery & technology to replace the labour's work. Automation increases the demand of skilled workers. Unskilled and semiskilled workers are reduced as a result of automation.

Balanced Budget

When the total revenue of the government exactly equals the total expenditure incurred by the government, the budget becomes a balanced budget. But it is a conservative view point. In present days, the welfare government has to regulate a number of economic and social activities which increase the expenditure burden on the government and results in deficit budget.

Balance of Payment

Balance of payment of a country is a systematic record of all economic transactions completed between its residents and the residents of remaining world during a year. In other words, the balance of payment shows the relationship between the one country's total payment to all other countries and its total receipts from them. Balance of payment is a comprehensive term which includes both visible and invisible items. Balance of payment not only include visible export and imports but also invisible trade like shipping, banking, insurance, tourism, royalty, payments of interest on foreign debts.

Balance of Trade

Balance of trade refers to the total value of a country's export commodities and

total value of imports commodities. Thus balance of trade includes only visible trade i.e., movement of goods (exports and imports of goods). Balance of trade is a part of Balance of payment statement.

Balance Sheet

Balance sheet is a statement showing the assets and liabilities of a business at a certain date. Balancesheet helps in estimating the real financial situation of a firm.

Bank

Bank is a financial institution. It accepts funds on current and deposit accounts. It also lends money. The bank pays the cheques drawn by customers against current and deposits accounts. The bank is a trader that deals in money and credit.

Bank Draft

Banker's draft is a negotiable claim drawn upon a bank. Drafts are as good as cash. The drafts cannot be returned and unpaid. Draft is issued when a customer shows his unwillingness to accept cheque in payment for his services or mercantile goods. Bank Draft is safer than a cheque.

Bank Rate

Bank Rate is the rate of discount at which the central bank of the country discounts first class bills. It is the rate of interest at which the central bank lends money to the lower banking institutions. Bank rate is a direct quantitative method of credit control in the economy.

Bilateralism

It implies an agreement between two countries to extend to each other specific privileges in their international trade which are not extended to others.

Birth Rate

Birth Rate (or Crude Birth Rate) is number of the births per thousand of the population during a period, usually a year. Only live births are included in the calculation of birth rate.

Black Money

It is unaccounted money which is concealed from tax authorities. All illegal economic activities are dealt with this black Money. Hawala market has deep roots with this black money. Black money creates parallel economy. It puts an adverse pressure on equitable distribution of wealth and income in the economy.

Blue Chip

It is concerned with such equity shares whose purchase is extremely safe. It is a safe investment. It does not involve any risk.

Blue Collar Jobs

These Jobs are concerned with factory. Persons who are unskilled and depend upon manual jobs that require physical strain on human muscle are said to be engaged in Blue Collar Jobs. In the age of machinery, such Jobs are on the decline these days.

Brain-Drain

It means the drift of intellectuals of a country to another country. Scientists, doctors and technology experts generally go to other prominent countries of the world to better their lot and earn huge sums of money. This Brain-Drain deprives a country of its genius and capabilities.

Bridge Loan

A loan made by a bank for a short period to make up for a temporary shortage of cash. On the part of borrower, mostly the companies for example, a business organization wants to install a new company with new equipments etc. while his present installed company / equipments etc. are not yet disposed off. Bridge loan covers this period between the buying the new and disposing of the old one.

Budget

It is a document containing a preliminary approved plan of public revenue and public expenditure. It is a statement of the estimated receipt and expenses during a fixed period, it is a comparative table giving the accounts of the receipts to be realized and of the expenses to be incurred.

Bull

Bull is that type of speculator who gains with the rise in prices of shares and stocks. He buys share or commodities in anticipation of rising prices and sells them later at a profit.

Bull Market

It is a market where the speculators buy shares or commodities in anticipation of rising prices. This market enables the speculators to resale such shares and make a profit.

Call Money

Call money is in the form of loans and advances which are payable on demand or within the number of days specified for the purpose.

Capital Budgeting

Capital budgeting represents the process of preparing budget for a period of a year or even for several years allocating capital outlays for the various investment projects. In other words, it is the process of budgeting capital expenditure by means of an annual or longer period capital budget.

Capital-labour Ratio

Latest models of machinery and equipment raise the labour efficiency and the output is maximized. Capital labour ratio is the amount of capital against the given labours that a firm employs. Capital-labour ratio is the ratio of capital to labour.

Capital Market

Capital market is the market which gives medium term and long term loans. It is different from money market which deals only in short term loans.

Capitalism

Capitalism is an economic system in which all means of production are owned by private individuals. Selfprofit motive is the guiding feature for all the economic activities under capitalism. Under pure capitalism system economic conditions are regulated solely by free market forces. This system is based on 'Laissez-faire system' i.e., no state intervention. Sovereignty of consumer prevails in this system. Consumer behaves like a king under capitalism.

Central Bank

Central Bank may be defined as the apex banking and monetary institution whose main function is to control, regulate and stabilize the banking and the monetary system of the country in the national interest.

Cheque

Cheque is an order in writing issued by the drawer to a bank. If the customer has sufficient amount in his account, the cheque is paid by the bank. Cheques are used in place of cash money.

Clearing Bank

Clearing bank is one which settles the debits and credits of the commercial banks. Even if the cash balances are lesser, clearing bank facilitates banking operation of the commercial bank.

Clearing House

Clearing house is an institution which helps to settle the mutual indebtedness that occurs among the members of its organisation.

Closed Economy

Closed economy refers to the economy having no foreign trade (i.e., export and import). Such economies depend exclusively on their own internal domestic resources and have no dependence on outside world.

Collusion

Producers of an industry reduce competition among themselves to raise their profits. They fix the price themselves with a clear understanding in this regard. This understanding among different firms is called collusion.

Commercial Bank

Commercial Bank is an institution of finance. It deals with the banking services through its branches in whole of the country. Operation of current accounts, deposits, granting of loans to individuals and companies etc. are various functions of the commercial bank.

Communism Communism is a political and economic system in which the state in production cost. Such type of inflation is caused by three factors : (i) an increase in wages, (ii) an increase in the profit margin and (iii) imposition of heavy taxation.

Credit Rationing Credit rationing takes place when the banks discriminate between the borrowers. Credit rationing empowers the bank to lend to some and to refuse to lend to others. In this way credit rationing restricts lending on the part of bank.

Credit Squeeze Monetary authorities restrict credit as and when required. This credit restriction is called credit squeeze. Monetary authorities adopt the policy of credit squeeze to control inflationary pressure in the economy.

Custom Duty Custom duty is a duty that is imposed on the products received from

exporting nations of the world. It is also called protective duty as it protects the [home industries](#).

Cyclical Unemployment It is that phase of unemployment which appears due to the occurrence of the downward phase of the [trade cycle](#). Such an employment is reduced or eliminated when the business cycle turns up again.

Dear Money

Dear money is that money which can only be borrowed at a high rate of interest. In dear money policy, bank rate and other rates of interest are high and as a result borrowing becomes expensive. Dear money policy is deliberate policy which is adopted by the monetary authorities to check inflation in the economy.

Death Duty

It is a direct tax which is imposed on the estate of deceased person. Death duty or Death Tax is a form of personal tax on property which is levied when property passes from one person to other at the time of death of the former.

Death Rate

Death rate signifies the number of deaths in a year per thousand of the population. It is mostly known as crude death rate. Life expectancy is important determinant of death rate. A country having high life expectancy will have a high crude death rate.

Decentralisation Decentralisation means the establishment of various unit of the same industry at different places. Large scale organisation or industry can not be run at one particular place or territory. In order to increase the efficiency of the industry, various units at different places are located.

Debt Service (Total)

The sum of principal repayments and interest actually paid in foreign currency, goods and services on longterm debt (having maturity of more than one year), interest paid on shortterm debt and repayments to IMF.

Deficit Financing

It is a practice resorted to by modern government of spending more money than it receives in revenue. It is a policy of bridging a deficit between governments expenditure and revenue. Deliberately budgeting for a deficit is called deficit financing. This practice was popularised by Prof. J. M. Keynes to deal with the depression and unemployment situations and to stimulate economic activity. Deficit financing, though having inflationary effects, has now become a common practice in all countries.

Deflation

Deflation is the reverse case of inflation. Deflation is that state of falling prices which occurs at that time when the output of goods and services increases more rapidly than the volume of money in the economy. In the deflation the general price level falls and the value of money rises.

Devaluation

The loss of value of currency of a country relative to other foreign currency is known as devaluation. Devaluation is a process in which the government deliberately cheapens the exchange value of its own currency in terms of other

currency by giving it a lower exchange value. Devaluation is used for improving, the balance of payment situation in the country.

Direct Tax

A tax is said to be a direct tax when it is not intended to be shifted to anybody else. The person who pays it in the first instance is also expected to bear it. Thus the impact and incidence of direct tax fall on the same person shifting of direct tax is not possible. Income Tax is an example of direct tax.

Disinflation

It refers to a process of bringing down prices moderately from their high level without any adverse impact on production and employment. Thus, disinflation is an anti-inflationary measure.

Dissaving Dissaving occurs when expenditure exceeds income. Raising of loans or utilization of past accumulated savings takes place in such eventuality.

Dividend

Dividend is the amount which the company distributes to shareholders when the profits of the company are calculated by the board of directors.

Economic Integration

Economic integration appears when two or more nations coordinate themselves and their economies are linked up. It may exhibit itself in the form of free trade area or a full economic union. EEC is an example of economic integration.

Engel's Law

This law was formulated by Ernst Engel. This law states that, with given taste and preference, the portion of income spent on food diminishes as income increases. According to this law, smaller a person's income, the greater the proportion of it that he will spend on food and vice versa.

Estate Duty It is a tax which is levied on the estate of a deceased person. It is also known as death duty. The ownership of state changes hands only after the payments of the estate duty. It is a progressive tax in nature.

Excise Duty

It is a tax which is imposed on certain indigenous production (e.g., petroleum products, cigarettes etc.) of the country. Excise duty may be imposed either to raise revenue or to check the consumption of the commodities on which they are imposed. Excise duty is progressive in nature.

Face Value It refers to that normal value of coin at which the coin circulates and is accepted in the discharge of debit or obligation. Broadly speaking, the face value refers to denomination stamped on a coin / or documents when it is issued. In securities, it refers to par value.

Fascism

It is a form of political system. In it every economic consideration rests on one criterion—the increase in the people's standard of living. It also lays emphasis on military strength and prestige of the country. It is extreme nationalism and the ultimate goal is self-sufficiency.

Federal Economy It refers to a federation which is an association of two and more states. A federal state is a union of states in which authority is divided between the federal (or central) government and the state governments. In a federal economy

both the centre and the states are independent in the exercise of this authority.

Fiduciary Issue Generally bank-note are backed by gold. But when they are not backed by gold and government securities replace gold, it is called fiduciary issue. Such fiduciary issue results in inflation.

Fertility Rate

The term fertility refers to the actual bearing of children or 'occurrence of births'. Fertility rate measures the average number of the live births per 1000 women. This rate is one of the most important and useful aids to population projection. It helps in assessing population trends in the economy.

Fiscal Policy Fiscal policy is that part of government economic policy which deals with taxation, expenditure, borrowing, and the management of public debt in the economy. Fiscal policy primarily concerns itself with the flow of funds in the economy. Fiscal policy primarily concerns itself with the flow of funds in the economy. It exerts a very powerful influence on the working of economy as a whole.

GEM

GEM (Gender Empowerment Measure) is a composite index measuring gender inequality in three basic dimensions of empowerment—economic participation and decision making, political participation and decision making, and power over economic resources.

GDI

GDI (Gender Related Development Index) is a composite index measuring average achievement in the three basic dimensions captured in the human development index—a long and healthy life, knowledge and a decent standard of living—adjusted to account for inequalities between men and women.

Gini-coefficient It represents the measurement of inequality derived from the 'Lorenz Curve,' with every increase in the degree of inequality, the curvature of the Lorenz Curve also increases and the area between the curve and 45° line becomes larger.

The Gini-coefficient is measured as—

$$G = \frac{\text{Area between Lorenz Curve \& 45}^\circ \text{ Line}}{\text{Area above the 45}^\circ \text{ Line}}$$

Giffin Goods

Giffin goods have the positive relationship between price and quantity demanded and as a result demand curve of Giffin goods slopes upward from left to right. This phenomenon was first observed by Sir Robert Giffin in relation to the demand for bread by poor labours.

Gresham's Law

“Bad money (if not limited in quantity) drives good money out of circulation”— This statement was given by [Sir Thomas Gresham](#), the economic Adviser of Queen Elizabeth. This law states that people always want to hoard good money and spend bad money when two forms of money are in circulation at the same time.

Gross Domestic Product (GDP) It is the money value of all final goods and services produced within the geographical boundaries of the country during a given period of time (usually a year). GDP can be calculated both at current prices and at constant prices. If we add net factor income from abroad to the GDP, we get ‘Gross National Product’ (GNP).

Gross National Product (GNP)

It refers to the money value of total output or production of final goods and services produced by the [nationals](#) of a country during a given period of time, generally a year.

Gross National Product Deflator

It is a Price Index Number used to correct the money value of Gross National Product (GNP) for price changes so as to isolate the changes which have taken place in the physical output of goods and services.

Guild Socialism

This form of socialism accepts the leadership of artisans. The operation of the whole economy specially the management and control of industries lies in the hands of artisans Socialism established by artisans is termed a Guild Socialism.

HDI

HDI (Human Development Index) is a composite index measuring average achievement in three basic dimensions of human life—a long and healthy life, knowledge and a decent [standard of living](#).

Import Duty

Import duty is a tax on imports imposed on an ad-valorem basis i.e., fixed in the form of a percentage on the value of the commodity imported.

Indirect Tax

Indirect tax is that tax which is levied on goods or services produced or purchased.

Indirect taxes are those which are demanded from one person in the expectation and intention that he shall indemnify himself at the expense to another.

Inflation

A situation of a steady and sustained rise in general prices is usually known as inflation. Inflation is a state in which the value of money is falling i.e., prices are rising.

Joint Demand

Joint demand appears in case of complementary goods. When two commodities are complementary to one another and cannot be used separately, they have joint demand. Bread and butter, sugar and tea, pen and ink are a few examples of joint demand. In joint demand a change in demand of one commodity bring about the proportionate change in demand for the other.

Joint Sector

When a sector is jointly owned, managed and run by both public and private sector, it is called joint sector. This sector indicates the partnership between the two i.e., public and private sector.

Labour Union

Labour union represents that organisation of workers which works for improving working condition of labours and also for raising their wage by adopting 'collective bargaining' measures with the management of the industry in particular.

Laffer Curve

This curve is given by American economist Prof. [Arthur Laffer](#). It represents relationship between total tax revenue and corresponding tax rates.

Laissez Faire

It is a French word meaning 'non-interference'. This doctrine was popularised by classical economists who gave the view that government should interfere as little as possible in the economic activities of the individuals.

Life Expectancy at Birth

The number of years a newborn infant would live if prevailing pattern of age specific mortality rates at the time of birth were to stay the same throughout the child's life.

Liquidation

It refers to the termination (or winding up) of a registered company. Liquidation takes place because of company's insolvency. In liquidation, assets are turned into cash for settling outstanding debts and for apportioning the balance, if any, amongst the owners.

Liquidity

Assets which can easily be converted into cash money are said to have liquidity. Land does not possess liquidity as it takes longer time to get converted into cash.

Liquidity Ratio

The commercial banks under banking regulations have to maintain a certain specified proportion of their total deposits of various categories in liquid assets. This maintainable proportion is called liquidity ratio.

Lock-out

Lock-out refers to such a situation when the management does not permit the workers to work unless they agree to accept the employer's term. Lock-out is the closing of work by the management for an uncertain period of time to put pressure on the labour union. It is an action by the employer equivalent to a strike by employees.

Lorentz Curve

This curve shows the degree of inequalities of a frequency distribution in a graphical manner. It is a curve on a graph which shows the cumulative proportion of a statistical population against this cumulative share of some characteristic. This curve is commonly used to depict income distribution showing the cumulative percentage of people from the poorest up and their cumulative share of national income.

Lump Sum Tax

Lump sum tax is a fixed amount which has imperative nature irrespective of the income level. This tax is not equitable in nature.

Merit Goods

Merit goods refer those goods that are very essential to the society as a whole and hence the government ensures their availability to all consumers, regardless of

their ability to pay to reasonable price.

Mixed Economy It refers to that economic system in which both private and public sector co-exists. Indian economy is an example of a mixed economy.

Monetary Policy

Monetary policy comprises all measures applied by the monetary authorities with a view to produce a deliberate impact on the nature and volume of money so as to achieve the objectives of general economic policy. It aims at regulating the flow of currency, credit and other money substitutes in an economy with a view to affect the total stock of such assets as well as to influence the demand of the community for such assets.

Monetary Reforms

When a new currency is introduced in a country due to hyperinflation or due to a deliberate policy measure (such as decimalization) it is termed as monetary reform.

Monopoly

Monopoly refers to that market structure where there is only one seller in the market who controls the entire market supply and no substitute of the product is available in the market.

Monopsony

Monopsony is that market situation in which there is only one single buyer of the product in the market. In other word, 'buyer's monopoly' is termed as monopsony.

Multinational Company

It is a large scale company which has its production base in several countries and the bulk of the production is produced in outside nations. This company produces more overseas than they do in its parent country. Increased trade and economies of scale have encouraged such type of companies in the recent years.

National Income

In the simplest way it can be defined as 'factor income accruing to the national residents of a country.' It is the sum of domestic factor income and net factor income earned from abroad. Net national product at factor cost is called national income.

Net National Product (NNP)

When depreciation is deducted from GNP i.e., Gross National Product, we get Net National Product (NNP).

Oligopoly

Oligopoly is that form of imperfect competition in which there are only a few firms in the industry (or group) producing either homogeneous products or may be having product differentiation in a given line of production.

Open Economy

Open economy is that economy which is left free and the government imposes no restrictions on trade with areas outside that economy.

Okun's Law

Arthur Okun presented an empirical relationship between cyclical movements in GNP and unemployment. Okun found that an annual 2.5% increase in the rate of real growth above the trend growth results in a 1% decrease in the rate of unemployment. This relationship is known as Okun's Law.

Perfect Competition

Perfect competition is the market in which there are many firms selling identical products with no firm large enough relative to the entire market to be able to influence market price.

Poverty Line

Poverty line is a virtual line demarcating persons living below and above it. In India all those persons are treated living below poverty line who are not able to earn that much of income which is not sufficient to acquire food equivalent to 2100 calories per person per day in urban areas and 2400 calories per person per day in rural areas. As per UNDP, one US dollar (1993 PPP US \$) per person per day is treated as poverty line.

PQLI

PQLI is known as Physical Quality of Life Index which is used to assess the level of social development. This index was developed by Jim Grant for The Overseas Development Council PQLI is calculated by using indices of (i) Adult literacy rate, (ii) IMR, (iii) Life Expectancy.

Price Mechanism

Price mechanism signifies the working of those market forces which establishes equilibrium in the economy. Laissez faire policy is the basis for the working of price mechanism.

Price Ring

It is an unofficial syndicate by which the prices are controlled with the prior understanding among the traders. These dealers under a price ring decide not to over-bid one another at the public auction to keep the prices low. This price ring may discourage outsiders from coming to the auctions.

Private Sector

Private Sector is that part of the economy which is not owned by the government and is under the hands of private enterprise. In other words, private sector is not under direct government control. Private sector includes the personal as well as the corporate sector.

Privatisation

Privatisation is the antithesis of nationalisation. When the government owned public industries are denationalised and the disinvestment process is initiated, it is called privatisation.

Public Debt

Public debt represents borrowing by the state and public authorities. All loans taken by the public authorities constitute public debt.

Public Goods

Public goods are those goods which belong to the entire community. None of the individual of the society can be made deprived of using these public goods. National defence, Police, Street lighting etc. are examples of public goods.

Public Sector Public sector signifies those undertakings which are owned, managed and run by public authorities. Public sector includes direct government enterprise, the nationalized industries and public corporations. In this sector of the economy the government acts itself as an entrepreneur.

Peril Point

It indicates that point beyond which tariff reductions would threaten the existence

of domestic industry.

Quick Asset

Those assets are quick assets which are liquid or nearly liquid in nature and easily be turned into cash.

Quoted Company

That company is called quoted company whose share prices are quoted on a stock exchange.

Reflation

It signifies general increase in the level of business activity in the economy. Reflation generally involves greater government expenditure and the easing of credit to encourage increased production.

Regressive Tax

It is a tax in which rate of taxation falls with an increase in income. In regressive taxation incidence falls more on people having lower incomes than that of those having higher incomes.

Repressed Inflation

It is a state in which aggregate demand is greater than the total supply of goods and services in an economy, but prices are prevented from rising to eliminate excess demand. The holding down of price is sometimes done by government as a means of suppressing inflation.

Reserve Asset Ratio

It is the ratio of a bank's reserve assets to its eligible liabilities.

Revolving Credit

It is a bank credit that is renewed automatically until notice of cancellation is received. Revolving credits may be sanctioned for an unlimited amount in total but with a limit on the amount that may be drawn at any one time or within a specified period, e.g., one month.

Seasonal Unemployment It is that unemployment which is caused by seasonal variation in demand for labour by various industries, such as agriculture,

construction and tourism. Seasonal unemployment normally declines in spring as more outdoor work can be undertaken.

Security

Security refers to a share, bond or government stock that can be bought and sold, usually on the stock exchange or on a secondary market, and carries a right to some form of income, either in the form of a fixed rate of interest or dividends.

Shadow Price It is an imputed value for a good based on the opportunity costs of the resources used to produce it such values are of particular significance in resolving problems of resource allocating with respect to the effect on welfare.

Share Capital

It is the amount of money raised by a company by issuing shares. The authorized share capital is the amount that a company is allowed to issue as laid down in its Articles of Association. The issued share capital is the amount actually issued i.e., the number of issued shares multiplied by their par value. Fully paid share capital is the amount raised by payment of the full par value of the issued shares.

Single Tax System

It is a system in which all tax revenues are raised from one form of taxation.

Socialism

The political doctrine that the means of production (machines, materials and output) should be owned by society and specifically either by the state, as in the case of nationalized industries or by the workers directly, as in the case of producer co-operatives.

Social Security Provision by the state out of taxation of welfare assistance to those in need as a result of illness, unemployment, or old age compare national insurance refers to social security.

Soft Currency A currency with limited convertibility into gold and other currencies, either because it is depreciating due to balance of payments difficulties or because controls have been placed on it to prevent the exchange rate falling.

Special Drawing Rights (SDRs)

It is a reserve asset (known as 'Paper Gold') created within the framework of the [International Monetary Fund](#) in an attempt to increase international liquidity, and now forming a part of countries official reserves along with gold, reserve positions

in the IMF and convertible foreign currencies.

Special Tax (Unit Tax)

It is a tax imposed per unit of a commodity rather than on the value of the commodity compare ad-valorem.

Stabilization Policy

It is Government economic policy announced at reducing the cyclical and other fluctuations that take place in a market economy.

Stagflation

It is a state of the economy in which economic activity is slowing down, but wages and prices continue to rise. The term is a blend of the words stagnation and inflation.

Surplus Value

It is the difference between the amount paid to a factor and the revenue earned by selling the output it produced.

Tariff

It is a tax or a duty on imports, which can be levied either on physical units, e.g., per tonne (specific), or on value (ad-valorem). Tariffs may be imposed for a variety of reasons including; to raise government revenue, to protect domestic industry from subsidized or low-wage imports, to boost domestic employment, or to ease a deficit on the balance of payments.

Trade Gap

It signifies the size of the deficit (or surplus) in the balance of trade i.e., the difference in value between visible imports and exports.

Trade Union

It is an organisation of employees who join together to further their interests. Trade Unions negotiate on behalf of their members in collective bargaining with employers, and in the event of a dispute may put pressure on employers by withdrawing labour (i.e. strike) or by some less drastic form of action (i.e. go-slow, working to rule).

Transfer Payment It is a payment made by public authority other than one made in

exchange for goods or services produced. Transfer payments are not the part of National Income. Examples includes unemployment benefit and child benefits.

Vital Statistics

Vital statistics refers to those data which are associated with vital events of masses like birth, death, marriage divorce etc.

VAT (Value Added Tax)

VAT seeks to tax the value added at every stage of manufacturing and sale, with a provision of refunding the amount of VAT already paid at the earlier stages to avoid double taxation. In other words, the tax already paid can be claimed at the next stage of value addition.

Wealth Tax

Wealth tax is that tax which is imposed on the value of total assets but the wealth upto a certain limit is exempted from such tax.

Welfare State

It refers to a nation that provides to all at least the minimum standards in respect of education, health, housing, pensions and other social benefits.

Wholesale Price Index

Wholesale Price Index is that index which is calculated on the basis of wholesale prices. It is calculated in a similar way to the Retail Price Index.

								
be	laid	up	with	...	—	слечь	с	...
be	on	sick	leave	—	—	на	с	больничном
be	short	of	breath	—	—	страдать	одышкой	
be	taken	ill	with	—	—	заболеть	чем-либо	
bleed		—	кровооточить,			истекать	кровью	
catch		a	cold	—	—	—	простудиться	
consult	a	doctor	посетить	врача Syn.	See	a	doctor	
cup		—	—	—	—	—	банки	
cure			—	—	—	—	лечить	
diagnose		—	—	—	—	—	диагноз	
dress			—	—	—	—	перевязывать	
faint		—	упасть	—	—	в	обморок Syn. swoon	
feel	the		pulse	—	—	щупать	пульс	
gargle		—	—	—	—	полоскать	(горло)	
heal			—	—	—	—	излечивать	
hoarse			—	—	—	—	охрипнуть	
keep	to	a	diet	—	—	сидеть	на	диете

lose		consciousness	—		терять	сознание
moan			—			стонать
nurse			—			выхаживать
operate		on	smb	—	оперировать	кого-либо
recover				—		выздоровливать
see	a	doctor	—	посетить	врача Syn.	a doctor
see		a		patient	осмотреть	пациента
sound		smb's		heart	—	выслушать
take		medicine	—		принимать	лекарство
tell	on	one's	health	—	сказаться	на здоровье
vaccinate			—		делать	прививку
accident			—		несчастный	случай
ache			—		боль	(тупая) Syn. pain
addict			—			наркоман
aftercare		—		уход	за	выздоровливающим
ambulance			—		скорая	помощь
case		history	—		история	болезни
clinic						-клиника
complication			—			осложнение
contagion			—			инфекция
diagnosis			—			диагноз
diet			—			диета
epidemic			—			эпидемия
faint			—			обморок Syn. swoon
fatality		—			летальный	исход
first	aid		—		неотложная	помощь
first	aid	kid	—	—	санитарная	сумка
hygiene			—			гигиена
immunity			—			иммунитет
infection			—			инфекция
injection		—			укол,	инъекция
intoxication			—			опьянение
medicine			—			медицина
domestic		medicine			—	самолечение
folk		medicine			—	народная
oral		medicine			—	стоматология
outbreak		—			вспышка	(болезни)
pain			—			боль Syn. ache
prescription			—	—		рецепт
quack			—			шарлатан
remedy		—			лечебное	средство
stretcher-						носилки
swoon			—			обморок Syn. faint
syringe			—			шприц
tissue			—			ткань
-		fatty			—	жировая
-		invaded			—	пораженная
-						muscular-мышечная
-		nerve			—	нервная
transfusion	—	переливание	крови			
DRESSING -		перевязочный		материал		
adhesive		tape	—		лейкопластырь	
bandage	—	бинт				
compress		—	—		компресс	
cotton		—		вата		
plaster	—	гипс				
DRUGS -		лекарственные		средства		
anti-fever		—	—		жаропонижающее	
cordial		—		сердечное		
pain-killer		—		болеутоляющее		
purgative		—	—		слабительное Syn. Laxative	
sedative		—		успокоительное,		транквилизатор
soporifics	—	снотворное				

ILLNESSES -							заболевания
AIDS		(Acquired		Immunity			Deficiency
Syndrome)		—		СПИД			
allergy-			аллергия				
appendicitis		—		аппендицит			
ARD	(Acute	Respiratory		Disease)	—	ОРЗ	
bronchitis							бронхит
cancer							рак
chicken		pox			—		ветрянка
cholera							холера
claustrophobia		—	боязнь		замкнутых		пространств
cold	in	the		head	—		насморк
common		cold					простуда
constipation							запор
consumption							чахотка
cough							кашель
diphtheria							дифтерит
fever-лихорадка							
flu		—		грипп Syn.			<i>influenza</i>
food		poisoning-		пищевое			отравление
gastritis							гастрит
ulcer							язва
indigestion'-			несварение				желудка
influenza		—		грипп Syn.			<i>flu</i>
insomnia							бессонница
jaundice							желтуха
measles							корь
mumps							свинка
nervous		break-down			нервный		срыв
pestilence		—		чума Syn.			<i>plague</i>
plague		—		чума Syn.			<i>pestilence</i>
pneumonia							пневмония
quinsy							ангина
rheumatism							ревматизм
scarlet		fever			—		скарлатина
schizophrenia-		шизофрения Syn.			<i>split</i>		<i>personality</i>
smallpox							оспа
split	personality	—	шизофрения Syn.	<i>Schizophrenia</i>			
stroke							удар
tuberculosis — туберкулез							
INJURIES -							повреждения
bleeding			телесные				кровотечение
burn		—		ожог			(огнем)
concussion	of	the	brain	—	сотрясение		мозга
cut							порез
dislocation							вывих
fracture							перелом
scald	—	ожог		(кипятком	или		паром)
sprain							растяжение
wound — рана							
INTERNAL ORGANS -							органы
appendix			внутренние				аппендикс
artery							артерия
brain		—		головной			мозг
column		—			позвоночник Syn.	<i>backbone</i>	
heart							сердце
kidney							почка
liver-							печень
lung							легкое
muscle							мышца
nervous	system			нервная			система
stomach							желудок
vein — вена							

MEDICAL BRANCHES -		области		медицины
cardiology		—		кардиология
dentistry		—		стоматология
arsenic		—		мышьяк
cement		—		цемент
crown		—		коронка
drill		—		бормашина
filling	—		пломба Syn.	stopping
novocaine	block	—	новокаиновая	блокада
stopping		— Syn.		filling
gynecology		—		гинекология
midwifery		—		акушерство
childbirth	—		роды Syn.	labour
full-term	newborn	—	доношенный	младенец
labour	—		роды Syn.	childbirth
maternity	leave	—	декретный	отпуск
pregnancy		—		беременность
premature	(n)	—	недоношенный	младенец
psychiatry		—		психиатрия
surgery		—		хирургия
anesthesia		—		анестезия
dissection		—		вскрытие
operation		—		операция
scalpel — скальпель				
MEDICAL		PROFESSIONS -		профессии
aidman-санитар				
cardiologist		—		кардиолог
dentist		—		дантист
district	doctor		—	участковый
gynecologist		—		гинеколог
nurse				-сиделка
obstetrician		—		акушер
ophthalmologist		—		окулист
pediatrician	—	педиатр,	детский	врач
physician		—		терапевт
psychiatrist		—		психиатр
surgeon		—		хирург
throat-specialist — ЛОР				
MEDICINES -		лекарственные		препараты
for	external	use	—	внешнее
alcohol		—		спирт
balm		—		бальзам
iodine		—		йод
ointment		—		мазь
for	internal	use	—	внутреннее
drops-капли				
mixture		—		микстура
pill	—		пилюля,	таблетка
powder — порошок				
PHYSICAL		DISORDER -		недомогания
ailment	—		легкое	нездоровье
disease	—		заболевание	(определенное)
illness		—		болезнь
indisposition		—		недомогание
infection	—	инфекция	(болезнь, занесенная	микробом)
malady — болезнь				
SYMPTOMS -				симптомы
attack		—		приступ
bruise	—		гематома,	синяк
chill -				озноб Syn. shivering

cough			—			кашель
delirium				—		бред
dizziness		—			головокружение	Syn. <i>giddiness</i>
fever-			высокая			температура
giddiness		—			головокружение	Syn. <i>dizziness</i>
headache	—				головная	боль
heartburn				—		изжога
hiccup				—		икота
inflammation				—		воспаление
itch				—		зуд
nausea			—			тошнота Syn. <i>sickness</i>
perspiration				—		испарина
rash				—		сыпь
running		nose		—		насморк
shortness	of		breath		—	одышка
sickness	—				тошнота Syn.	<i>nausea</i>
sneezing				—		чихание
spasm				—		спазм
swelling	—				опухоль	(наружная)
vomiting	—				рвота Syn.	<i>emesis</i>
weakness —	слабост					

Adabiyotlar ro'yxati

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