

**MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION OF  
THE REPUBLIC OF UZBEKISTAN**

**GULISTAN STATE UNIVERSITY**

**A.S. Rashidov**

**TRANSLATION THEORY AND PRACTICE**

**(Educational and Methodical Complex for the fourth year students of 5220100  
Philology and teaching languages Baccalaureate specialty)**

**GULISTAN – 2013**

## Contents

1. Annotation .....	3
2. Authors. ....	4
3. Reccomendations and suggestions .....	5
4. Regulatory Documents .....	6
5. Syllabus. ....	21
6. Working syllabus .....	28
7. Technology of education .....	41
8. Collection of exercises for practical sessions.....	90
9. Variants of tasks prepared for assessment. ....	131
10 Test questions .....	161
11. General control questions on the subject.....	171
12. Handouts and presentation materials .....	174
13. Glossary .....	180
14. Assessment criteria.....	191
15. Themes for independent study .....	193
16. List of used literature .....	195
17. Basic abstract .....	176
18. Teaching materials (lectures, methodological manual .....	209
19. Foreign resources .....	251

## ANNOTATION

**ЎМКнинг 01.02.2013 йил  
ўтказилган 1-йиғилиши  
баённомаси билан тасдиқланиб,  
чоп этишга тавсия қилинган.**

### **Аннотация**

Ушбу ўқув-услубий мажмуа замонавий педагогик технологиялар асосида тайёрланган. Ундаги танланган матнлар асосида нутқ малакалари турлари, тинглаб тушуниш, гапириш, ўқиш ва ёзув орқали талабаларни инглиз тилида нутқини ўстириш кўзда тутилган. Ўқув-услубий мажмуа олий ўқув юртларида 5220100 инглиз тили йўналишида тахсил олувчи 4-босқич талабалари учун мўлжалланган.

**Ma'sul muharrir:** Filologiya fanlari nomzodi, dotsent X.Tojiev

**Taqrizchi:**” Ingliz tili va adabiyoti “ kafedrası katta o'qituvchisi E. Hamdamov

### **Аннотация**

Учебно-методическое пособие обеспечивает практическое овладение английским языком как средством общения. В результате работу по данному пособию учащиеся овладевают главными видами коммуникативной деятельности: говорения, чтения и понимания, аудирования письма и перевода в объеме материала пособия.

**Редактор:** Кандидат филологических наук доцент Х. Таджиев

**Оппонент:** Старший преподаватель Кафедры английского языка и литературы Э. Хамдамов

### **Annotation**

This educational-and-methodical collection on the basis of modern pedagogical technology teaches four basic skills of language: speaking, listening, reading and writing. Each unit contains linguistic material, conversational phrases and texts.

**Managing editor:** Kh.Tojiev candidate of philological sciences, assistant professor

**Reviewer:** Head teacher E. Hamdamov.

## AUTHORS

### **Рашидов Ашир Али Суёнович**

2002 йил Гулистон давлат университети “Инглиз тили ва адабиёти кафедрасида инглиз тили ўқитувчиси лавозимида ишлаб келмоқда.

Республика миқёсида 10 га яқин тезислар, халқаро миқёсда илмий мақола муаллифи. Талаба мустақил иши учун топшириқлар ва машқлар тўплами, IV босқич талабалари учун тестлар тўплами ва амалий инглиз тили фанидан услубий кўрсатма муаллифи. Академик лицей ўқувчилари учун лицей ўқитувчилари билан ҳамкорликда тестлар тўплами муаллифи. Шу билан бирга талабаларни тил ўрганишда нутқни ривожлантириш борасида ташкил этилган тўғарак раҳбари.

## RECOMMENDATIONS AND SUGGESTIONS

The course of Practical English is considered to be the main course for the third-year students of the English language departments of Philology faculties.

The main aim of the course is to develop the spoken language on the basis of oral and writing skills, reading techniques, pronunciation rules and lexical enrichment of the students' vocabulary.

The textbook consists of 4 parts:

- Basic course;
- Exercises on text interpretation;
- Grammar exercises;
- Methodical advice.

Every lesson of the basic course consists of two texts – descriptive story and dialogue. New words are placed just after the texts. Before the texts there are some exercises on grammatical rules students have to know to understand the text more deeply. Explanatory notes given to the proper names used in the texts of the lesson make it easy for students to follow the specific idea of the text.

One of the most effective and useful sides of the textbook is the existence of the tasks which make students to use their critical thinking while discussing and analysing the new texts. These exercises develop students' creativity in using English in different situations.

There are also some exercises aimed to develop and to fix in the mind all new words and word combinations. To enlarge vocabulary of the students is one of the most important targets of the basic course. That's why there are some additional phrases and idioms taken from the "Functions of English" by L. Jones.

Exercises on text interpretation have a possibility to be done with the use of dictionaries. Many lessons of this part of the textbook are to be learnt by students themselves. Commentaries given at the end of such lessons give complete instructions for the students in what way the lesson and new information have to be acquired.

The third part of the textbook deals with the grammar exercises. It consists of the material specially gathered to reinforce students' knowledge of the grammar rules given in each lesson of the textbook. Grammar rules are given in the form of tables. Every exercise has a model – an explanatory example how the given task should be done.

The course of methodical advice where rules of conducting lessons are combined with the tasks on the development of the spoken language skills. The basic rules of the English writings are also given in this course.

## REGULATORY DOCUMENTS

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги

Гулистон Давлат университети



**Талабаларнинг фанлардан мустақил  
ишларини ташкил этиш, назорат қилиш  
ва баҳолаш тартиби тўғрисида  
Низом**

Гулистон-2013 йил

## **Гулистон давлат университетиди талабалар мустақил ишларини ташкил этиш, назорат қилиш ва баҳолаш тартиби тўғрисида Низом**

### **I. Умумий қоидалар**

1.1. Мазкур Низом Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2001-йил 16-августдаги "Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида"ги 343-сон қарори, Олий ва ўрта махсус таълим вазирлигининг 2005-йил 21-февралдаги "Талабалар мустақил ишини ташкил этиш, назорат қилиш ва баҳолаш тартиби тўғрисидаги намунавий низом тўғрисида"ги 34-сонли буйруғи, 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган "Талабалар мустақил ишини ташкил этиш ва назорат қилиш бўйича йўриқнома" асосида талабалар томонидан фанларни ўзлаштириш сифатини яхшилаш ҳамда талабаларда мустақил фикрлаш, ахборот манбаларидан олинган маълумотларни таҳлил этиш, хулосалаш, татбиқ этишга йўналтирилган кўникма ва малакаларни ривожлантириш мақсадида ишлаб чиқилган бўлиб, талабаларнинг мустақил ишларини ташкил этиш, назорат қилиш ва баҳолаш тартибини белгилайди.

1.2. Фанлардан мустақил ишлар намунавий ва ишчи ўқув режалари асосида муайян фанни тўла ўзлаштириш учун белгиланган ўқув ишлари ҳажмининг бир қисми сифатида, ўқитувчи назорати остида талабанинг фан учун тутган умумий дафтарига (маъруза, амалий, семинар, лаборатория) фанлар кесимида келтирилган мустақил таълим мавзулари мустақил тарзда бажарилади. Мустақил иш мавзуларини бажаришда асосан фаннинг ишчи дастурида келтирилган асосий, кўшимча адабиётлардан, университет АРМи манбаларидан ҳамда Интернет тармоғида мавжуд материаллардан, кафедра профессор-ўқитувчилари томонидан яратилган ЎУМ, ўқув-услубий қўлланма ва кўрсатма, маъруза матнлари, шунингдек бошқа манбалардан фойдаланилади.

**1.3. Талабаларнинг мустақил ишларни бажариш бўйича тўплаган рейтинг баллари ўқув семестри давомида ҳар бир фан бўйича аудитория ўқув ишларига берилган рейтинг баллари билан биргаликда академик гуруҳларнинг рейтинг қайдномасида қайд этилади.**

### **II. Талабалар мустақил ишининг мақсад ва вазифалари**

2.1. Талаба мустақил ишининг асосий мақсади - талабаларда, фан ўқитувчисининг раҳбарлиги ва назорати остида, муайян фан бўйича маъруза, амалий (семинар) ва лаборатория машғулотларидан берилган ўқув топшириқларини мустақил равишда бажариш жараёнида зарур билим, кўникма ва малакаларни шакллантириш ҳамда ривожлантиришдан иборат.

2.2. Талаба мустақил ишининг вазифалари:

- фанлардан маъруза (амалий лаборатория) машғулотларида берилган билимларни мустақил тарзда пухта, мукамал ўзлаштириш кўникмаларига эга бўлиш;

- тавсия этилган адабиётларни университет АРМида ва интернет сайтларидан топиш, мавзуларни ўрганиш жараёнида керакли маълумотларни излаб йиғиш, қулай усуллари ва воситаларини аниқлаш;

- ўқув ва илмий адабиётлар, илмий, илмий-методик журналлар ҳамда

меъерий ҳужжатлар билан ишлаш, электрон ўқув адабиётлар ва маълумотлар банкидан фойдалана олиш ва зарур маълумотларни тўплаш ҳамда таҳлил қилиш;

- интернет тармоғининг тавсия этилган сайтларидан мақсадли фойдаланишга ўргатиш;

- ўқув машғулотларида берилган топшириқларнинг рационал ечимини топиш ва таҳлил этиш;

- фанлардан мустақил иш топшириқларни, ҳисоб чизма ишларини, курс иши ва курс лойиҳаларини бажаришда тизимли ва ижодий ёндошишга ўргатиш;

- мустақил иш топшириқларини бажариш жараёнида ишлаб чиқилган ечим, лойиҳа ёки ғояларни асослаш ва мутахассислар жамоасида ҳимоя қилиш;

- фан бўйича талабанинг мустақил фикрлаш, билим, кўникма ва тасаввур оламини ҳамда муаммоларни мустақил ҳал қила олиш қобилиятини шакллантиришдан иборат.

### **III. Талаба мустақил ишининг ташкилий шакллари**

3.1. Талаба мустақил ишини ташкил этишда муайян фан(курс)нинг хусусиятларини, шунингдек, ҳар бир талабанинг академик ўзлаштириш даражаси ва қобилиятини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланилади:

- Ўқув-услугий мажмуалар асосида маъруза мавзулари материалларини мустақил ўзлаштириш;

- семинар ва амалий машғулотлар бўйича уйга берилган топшириқларни бажариш;

- лаборатория ишларини бажаришга тайёргарлик кўриш ҳамда ҳисоботлар тайёрлаш;

- Техникавий, табиий фанлар бўйича ҳисоб-график ишларни бажариш;

- курс иши (лойиҳаси)ни мустақил бажариш;

- илмий мақола, Республика ва халқаро миқёсидаги анжуманларга маъруза тезисларини тайёрлаш.

Фаннинг хусусиятларидан келиб чиққан ҳолда, кафедра йиғилиши қарорига кўра фанлардан талаба мустақил ишларини ташкил этишда бошқа шакллардан ҳам фойдаланилиши мумкин.

3.2. Ўқув фанлари бўйича намунавий ва ишчи дастурларда талаба мустақил ишининг шакли, мазмуни ва ҳажми ҳамда баҳолаш мезони кўрсатилади;

3.3. Кафедралар томонидан талаба мустақил иши учун ажратилган вақт бюджетига мос равишда ҳар бир фан бўйича мустақил ишнинг ташкилий шакллари, топшириқлар ишлаб чиқилади ва кафедра йиғилишида муҳокама этилиб, факультет ўқув-услугий кенгашида тасдиқланади. Кафедранинг рейтинг ойнасида ҳар бир фан бўйича мустақил таълим мавзулари таништириш учун эълон қилинади.

3.4. Кафедра томонидан мустақил ишларни бажариш бўйича фанлардан талабаларга зарурий методик қўлланма, кўрсатма ва тавсиялар ишлаб чиқилади.

### **IV. Фанлардан ўқув машғулотлари бўйича топшириқлари**



4.1. Фанлар бўйича маъруза (амалий, семинар, лаборатория) машғулотларидан мустақил иш топшириқлари кафедраларнинг етакчи профессор–ўқитувчилари (профессор, доцентлар), фан ўқитувчиси билан биргаликда ишлаб чиқилади, кафедра йиғилишида муҳокамадан ўтказилади ва тегиши қарор билан тасдиқланади.

4.2. Фанлардан мустақил иш топшириқлари фан бўйича ишчи дастурга мос ҳолда мавзулар келтирилади ва мустақил иш топшириқларини бажариш муддатлари кўрсатилади.

4.3. Фаннинг ишчи ўқув дастурига киритилган ва маъруза шаклида ўрганиши белгиланган мавзуларни тўлалигича мустақил иш сифатида бажарилишига рухсат этилмайди.

4.4. Амалий, (семинар) машғулотлар бўйича аудиторияда бажарилган топшириқларга мазмунан ўхшаш, мураккаблиги мос келувчи топшириқлар мустақил тарзда уйда ишлашга тавсия этилади.

4.5. Лаборатория ишида назарий тайёрғалик кўриш, натижалар олиш, таҳлил этиш ҳамда ўлчаш хатоликларини аниқлаш мустақил иш топшириғи ҳисобланади, лекин лаборатория иши бажарилиб, тўла топширгандан сўнг ҳисобга олинади.

4.6. Кафедралар томонидан фанлардан мустақил иш топшириқларини бажариш учун зарур бўлган ўқув адабиётлари, методик адабиётлар, методик тавсиялар, кўрсатмалар, интернет сайтлари ва ҳ.к.лар аниқ кўрсатилади. Мустақил ишларни бажариш жараёнида фан ўқитувчиси томонидан талабаларнинг талаблари асосида консултациялар уюштирилади.

4.7. Талабалар томонидан курс иши (лойиха) ларини тайёрлаш жараёнида зарур ҳолларда марказий АКМ, АРМлардан коллежлар, лицейларнинг АРМларидан, интернет тармоқларидан фойдаланишга амалий имкониятлар яратиб берилади.

## **V. Талабалар томонидан мустақил ишларни расмийлаштириш топшириш тартиби**

5.1. Фанлардан мустақил ишлар бўйича тайёрланган материаллар талабанинг фан бўйича тутган маъруза ва амалий (семинар) машғулотлари дафтарига ёзилади, ўқитувчи томонидан кўриб чиқилади ва қисқа оғзаки сўров орқали баҳоланади.

Лаборатория машғулотларида мустақил иш топшириқларини бажариш натижалари ҳам лаборатория дафтарига ёзилади. Талаба ҳар бир лаборатория иши бўйича коллоквиум топширганидан сўнг лаборатория ишини бажаришга рухсат этилади ва ишни тўла топширгандан сўнг баҳоланади.

5.2. Ҳисоб-чизма ишларини ҳамда курс иши ёки курс лойихаси ишларини мустақил бажариш натижалари белгиланган тартибда ёзилади ва ҳимоя қилинади, баҳоланади.

5.3. Кафедралар томонидан фанлардан маъруза, амалий (семинар) ва лаборатория машғулотлари бўйича мустақил иш топшириш графиги семестр бошланишида кафедранинг рейтинглар ойнасига осиб қўйилади.

5.4. Фанлардан ўқув машғулотлари кесимида мустақил иш топшириқларини график асосида машғулот дафтарига қайт этиб бажариш ва

муддатида топшириш масъулияти талабага, назорати фан ўқитувчиси зиммасига юклатилади. Белгиланган муддатда топширилмаган мустақил иш топшириқлари факультет деканатининг рухсатномаси асосида ЖНдан кейинги ЖНга қадар, ОНдан кейинги ОНга қадар муддатларда топширишга рухсат этилади.

## **VI. Талабалар мустақил ишларини бажарилишини назорат қилиш ва баҳолаш**

6.1. Фанлардан талабалар мустақил ишларининг бажарилиши фан ўқитувчиси томонидан назорат қилинади. Фан ўқитувчиси мустақил иш топшириқларини муддатида бажармаган ва топширмаган талабалар тўғрисида кафедра йиғилишида ахборот беради. Кафедранинг йиғилиш қарорига асосан деканатларга ўзлаштирмаган талабалар тўғрисида маълумот берилади.

6.2. Фанлардан талабалар мустақил ишларининг бажарилиши кафедра йиғилишларида ҳар ойда бир марта, факультет кенгашида семестр давомида камида уч марта муҳокама этилади.

6.3. Фанлардан талабаларнинг мустақил ишлари ўқув режада фан бўйича ажратилган соатлар ҳисобидан ишлаб чиқилган рейтинг ишланмага кўра рейтинг жадвалида қайд этилган бўлиб, ЖН ва ОН учун ажратилган балларга қўшиб баҳоланади.

6.4. Фанлардан ЖН ва ОН ҳамда мустақил иш топшириқларини бажариш бўйича тўпланган баллари кафедранинг рейтинг ойнасида ёритиб борилади.

6.5. Фанлардан талабалар мустақил ишларини назорат қилиш тартиби ва баҳолаш мезонлари кафедралар томонидан ишлаб чиқилади ва тегишли тартибда тасдиқланади.

Мустақил ишларни баҳолаш мезонлари талабаларга ўқув семестри бошланишида эълон қилинади.

Ҳар бир мустақил ишнинг мавзусига баллар ажратиш, фаннинг рейтинг ишланмасига асосланган ҳолда фан ўқитувчиси томонидан ишлаб чиқилади ҳамда кафедра йиғилишида муҳокама этилиб, кафедра мудирини томонидан тасдиқлашга тавсия этилади.

*Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2005 йил 21 февралдаги “Талабалар мустақил ишини ташкил этиш, назорат қилиш ва баҳолаш тартиби ҳақидаги намунавий низом тўғрисида”ги 34-сонли буйруғи, 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган “Талабалар мустақил ишини ташкил этиш ва назорат қилиш бўйича йўриқнома”си асосида тузатишлар киритилган “Гулистон давлат университети талабаларининг мустақил ишларини ташкил этиш, назорат қилиш ва баҳолаш тартиби тўғрисида Низом” Гулистон давлат университетининг 2013 йил 25 январдаги Илмий Кенгашнинг 5-сонли мажлисида муҳокама этилиб, университетнинг 2013 йил \_\_ январдаги \_\_\_\_\_ -сонли буйруғи билан қайта тасдиқланган.*

## **Олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизими тўғрисида Н И З О М**

(Ушбу Низом Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2009 йил 11 июндаги 204-сон буйруғи билан тасдиқланган ва Ўзбекистон Республикаси Адлия вазирлигида 2009 йил 10 июлда 1981-сон билан давлат рўйхатидан ўтказилган.

- Топшириққа мувофиқ Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2010 йил 25 августдаги буйруғи билан Низомга ўзгартириш ва қўшимчалар киритилган ҳамда Ўзбекистон Республикаси Адлия вазирлигида 2010 йил 26 августда 1981-1-сон билан давлат рўйхатидан қайта ўтказилган.)
- Мазкур Низом Ўзбекистон Республикасининг [“Таълим тўғрисида”](#)ги ва [“Кадрлар тайёрлаш миллий дастури тўғрисида”](#)ги қонунларига ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2001 йил 16 августдаги 343-сон “Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида” қарорига мувофиқ олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизимини тартибга солади.

**Ушбу низом қуйидаги 6 та бўлимдан иборат:**

- **I. Умумий қоидалар**
- **II. Назорат турлари ва уни амалга ошириш тартиби**
- **Баҳолаш тартиби ва мезонлари**
- **IV. Назорат турларини ўтказиш муддати**
- **V. Рейтинг натижаларини қайд қилиш ва таҳлил этиш тартиби**
- **VI. Якуний қоидалар**

**I. Умумий қоидаларга киритилган ўзгартиришлар**

- 2-банд:
- д) талабалар билимини холис ва адолатли баҳолаш ҳамда унинг натижаларини вақтида маълум қилиш;
- ж) ўқув жараёнининг ташкилий ишларини компьютерлаштиришга шароит яратиш.
- 3. Фанлар бўйича талабалар билимини семестрда баҳолаб бориш рейтинг назорати жадваллари ва баҳолаш мезонлари асосида амалга оширилади.
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**II. Назорат турлари ва уни амалга ошириш тартиби**

- 4. Назорат турлари, *уни ўтказиш тартиби ва мезонлари* кафедра мудири тавсияси билан олий таълим муассасасининг (факультет) ўқув-услубий кенгашида муҳокама қилинади ва тасдиқланади ҳамда *ҳар бир фаннинг ишчи ўқув дастурида* машғулот турлари билан биргаликда кўрсатилади.

- 5. *Рейтинг назорати жадваллари, назорат тури, шакли, сони ҳамда ҳар бир назоратга ажратилган максимал балл, шунингдек жорий ва оралик назоратларнинг саралаш баллари ҳақидаги маълумотлар фан бўйича биринчи машғулотда талабаларга эълон қилинади.*
- 6. Талабаларнинг билим савияси ва ўзлаштириш даражасининг Давлат таълим [стандартларига](#) мувофиқлигини таъминлаш учун куйидаги назорат турларини ўтказиш назарда тутилади:
  - талабанинг фан мавзулари бўйича билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. ЖН фаннинг хусусиятидан келиб чиққан ҳолда, семинар, лаборатория ва амалий машғулотларда *оғзаки сўров, тест ўтказиш, суҳбат, назорат иши, коллоквиум*, текшириш ва шу каби бошқа шаклларда ўтказилиши мумкин;

### **Оралик назорат**

- – семестр давомида ўқув дастурининг тегишли (фаннинг бир неча мавзуларини ўз ичига олган) бўлими тугаллангандан кейин талабанинг билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. Оралик назоратнинг сони *(бир семестрда мартадан кўп ўтказилмаслиги лозим) ва шакли (ёзма, оғзаки, тест ва ҳоказо)* ўқув фанига ажратилган умумий соатлар ҳажмидан келиб чиққан ҳолда белгиланади;

### **Яқуний назорат**

– семестр якунида муайян фан бўйича назарий билим ва амалий кўникмаларни талабалар томонидан ўзлаштириш даражасини баҳолаш усули. *Яқуний назорат асосан таянч тушунча ва ибораларга асосланган “Ёзма иш” шаклида ўтказилади.*

- Таълим йўналиши ва мутахассисликлари айрим фанларининг хусусиятларидан келиб чиққан ҳолда *факультет Илмий кенгаши қарори асосида кўпи билан фанлардан яқуний назоратлар бошқа шаклларда (оғзаки, тест ва ҳоказо)* ўтказилиши мумкин.
- 7. Оралик назоратни ўтказиш жараёни кафедра мудирини томонидан тузилган комиссия иштирокида даврий равишда ўрганиб борилади ва уни *ўтказиш тартиблари бузилган ҳолларда, оралик назорат натижалари бекор қилинади* ҳамда оралик назорат *қайта* ўтказилади.
- 8. Олий таълим муассасаси раҳбарининг буйруғи билан *ички назорат ва мониторинг бўлими раҳбарлигида* тузилган комиссия иштирокида яқуний назоратни ўтказиш жараёни даврий равишда ўрганиб борилади ва уни ўтказиш тартиблари бузилган ҳолларда, яқуний назорат натижалари *бекор қилинади* ҳамда яқуний назорат *қайта* ўтказилади.

### **III. Баҳолаш тартиби ва мезонлари**

10. Талабаларнинг билим савияси, кўникма ва малакаларини назорат қилишнинг *рейтинг тизими асосида* талабанинг ҳар бир фан бўйича *ўзлаштириш даражаси баллар* орқали ифодаланади.

- 11. Ҳар бир фан бўйича талабанинг семестр давомидаги *ўзлаштириш кўрсаткичи 100 баллик* тизимда *бутун сонлар* билан баҳоланади.

- Ушбу 100 балл назорат турлари бўйича қуйидагича тақсимланади:
- **яқуний назоратга – балл;**
- **жорий ва оралиқ назоратларга –балл** (фаннинг хусусиятидан келиб чиққан ҳолда 70 балл кафедра томонидан жорий ва оралиқ назоратларга тақсимланади).
- 13. Талабанинг рейтинг дафтарчасига алоҳида қайд қилинадиган **курс иши** (лойиҳаси, ҳисоб-график ишлари), **малакавий амалиёт**, фан (фанлараро) бўйича **яқуний давлат аттестацияси, битирув малакавий иши** ва магистратура талабаларининг илмий-тадқиқот ва илмий-педагогик ишлари, магистрлик диссертацияси бўйича ўзлаштириш даражаси – 100 баллик тизимда баҳоланади
- 14. Талабанинг фан бўйича ўзлаштириш кўрсаткичини назорат қилишда қуйидаги намунавий мезонлар тавсия этилади:
  - а) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
    - **хулоса ва қарор қабул қилиш;**
    - **ижодий фикрлай олиш;**
    - **мустaqил мушоҳада юрита олиш;**
    - **олган билимларини амалда қўллай олиш;**
    - **моҳиятини тушуниш;**
    - **билиш, айтиб бериш;**
    - **тасаввурга эга бўлиш.**
  - б) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
    - **мустaqил мушоҳада юрита олиш;**
    - **олган билимларини амалда қўллай олиш;**
    - **моҳиятини тушуниш;**
    - **билиш, айтиб бериш;**
    - **тасаввурга эга бўлиш.**
  - в) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
    - **моҳиятини тушуниш;**
    - **билиш, айтиб бериш;**
    - **тасаввурга эга бўлиш.**
  - г) қуйидаги ҳолларда талабанинг билим даражаси билан баҳоланиши мумкин:
    - **аниқ тасаввурга эга бўлмаслик;**
    - **билмаслик.**
- 15. Намунавий мезонлар асосида муайян фандан жорий ва оралиқ назоратлар бўйича **аниқ мезонлар** ишлаб чиқилиб, кафедра мудири томонидан **тасдиқланади** ва талабаларга эълон қилинади.
- 16. **Намунавий мезонларга мувофиқ** мутахассислик фанлар бўйича таянч олий таълим муассасалари томонидан **яқуний назорат учун баҳолаш мезонлари** ишлаб чиқилиб, олий таълим муассасаси **Илмий-услубий кенгаши томонидан тасдиқланади** ва турдош олий таълим муассасаларига етказилади.

- 17. Талабаларнинг ўқув фани бўйича **мустақил иши** жорий, оралиқ ва якуний назоратлар жараёнида тегишли топшириқларни бажариши ва унга ажратилган баллардан келиб чиққан ҳолда баҳоланади.
- 18. Талабанинг фан бўйича бир семестрдаги рейтинги қуйидагича аниқланади:

$$R_f =$$

- бу ерда:
- V – семестрда фанга ажратилган умумий ўқув юкламаси (соатларда);
- –фан бўйича ўзлаштириш даражаси (балларда).
- 19. Фан бўйича жорий ва оралиқ назоратларга ажратилган умумий балнинг **саралаш балл** ҳисобланиб, ушбу фоиздан кам балл тўплаган талабалар якуний назоратга **киритилмайди**.
- **Жорий ва оралиқ** назорат турлари бўйича **55 ва ундан юқори бални** тўплаган талаба фанни ўзлаштирган деб ҳисобланади ва **ушбу фан бўйича** якуний назоратга **кирмаслигига** йўл қўйилади.

20. Талабанинг семестр давомида фан бўйича тўплаган **умумий бали** ҳар бир назорат туридан белгиланган қоидаларга мувофиқ **тўплаган баллари йиғиндисига** тенг.

#### IV. Назорат турларини ўтказиш муддати

- 21. Оралиқ ва якуний назорат турлари календарь тематик режага мувофиқ **деканат** томонидан тузилган **рейтинг назорат жадваллари** асосида ўтказилади. Якуний назорат семестрнинг охириги мобайнида ўтказилади.
- 22. Талаба фан бўйича **курс лойиҳаси (иши)ни** ушбу фан бўйича тўплаган баллари **умумлаштирилишига қадар** топшириши шарт.
- 23. Жорий ва оралиқ назоратларда саралаш баллидан **кам балл тўплаган** ва **узрли** сабабларга кўра назоратларда қатнаша олмаган талабага **қайта топшириш** учун, **навбатдаги шу назорат туригача**, сўнгги жорий ва оралиқ назоратлар учун **якуний назоратгача** бўлган муддат берилади.
- **Касаллиги** сабабли дарсларга қатнашмаган ҳамда белгиланган муддатларда **жорий, оралиқ ва якуний** назоратларни топшира олмаган талабаларга **факультет декани фармойиши** асосида, ўқишни бошлаганидан сўнг муддатда топширишга рухсат берилади.
- 24. Талабанинг семестрда жорий ва оралиқ назорат турлари бўйича тўпланган баллари ушбу назорат турлари **умумий балининг 55 фоизидан** кам бўлса ёки семестр якунида **жорий, оралиқ ва якуний** назорат турлари бўйича тўпланган баллари йиғиндисига **55 балдан** кам бўлса, у ҳисобланади.
- Академик қарздор талабаларга **семестр тугаганидан кейин** қайта ўзлаштириш учун муддат берилади. Шу муддат давомида **фанни ўзлаштира олмаган** талаба, факультет **декани** тавсиясига кўра белгиланган тартибда **ректорнинг буйруғи** билан талабалар сафидан **четлаштирилади**.

- 25. Талаба назорат натижаларидан **норози** бўлса, фан бўйича назорат тури натижалари эълон қилинган вақтдан бошлаб мобайнида факультет **деканига** ариза билан мурожаат этиши мумкин. Бундай ҳолда факультет деканининг **тақдимномасига** кўра **ректор буйруғи** билан 3 (уч) аъзодан кам бўлмаган таркибда **апелляция** комиссияси ташкил этилади.
- Апелляция комиссияси талабаларнинг аризаларини кўриб чиқиб, **шу куннинг** ўзида хулосасини билдиради.
- 26. Баҳолашнинг ўрнатилган талаблар асосида **белгиланган муддатларда** ўтказилиши ҳамда расмийлаштирилиши **факультет декани, кафедра мудири, ўқув бўлими** ҳамда **ички назорат ва мониторинг бўлими** томонидан назорат қилинади.

## V. Рейтинг натижаларини қайд қилиш ва таҳлил этиш тартиби

- 27. Талабанинг фан бўйича назорат турларида тўплаган баллари **семестр якунида** рейтинг қайдномасига **бутун** сонлар билан қайд қилинади. Рейтинг дафтарчасининг “Ўқув режасида ажратилган соат” устунига семестр учун фанга ажратилган **умумий ўқув юклама соатлари**, “Фандан олинган баҳо” устунига эса **100 баллик** тизимдаги **ўзлаштириши** кўйилади.
- Талабанинг саралаш балидан **наст** бўлган ўзлаштириши рейтинг дафтарчасига қайд **этилмайди**.
- 28. Ҳар бир фан бўйича ўтказиладиган назорат турларининг натижалари **гуруҳ журнали** ҳамда **қайдномада** қайд этилади ва **шу куннинг** ўзида (назорат тури **ёзма иш** шаклида ўтказилган бўлса, муддат ичида) талабалар эътиборига етказилади.
- 29. Якуний назорат натижаларига кўра **фан ўқитувчиси** талабаларнинг фан бўйича рейтингини аниқлайди ҳамда рейтинг дафтарча ва қайдноманинг тегишли қисмини тўлдиради.
- 30. Талабанинг рейтингини унинг билими, кўникмаси ва малакалари даражасини белгилайди. Талабанинг семестр (курс) бўйича **умумий рейтингини** барча фанлардан тўпланган рейтинг баллари **йигиндисини** орқали аниқланади.
- 31. Талабалар умумий рейтингини ҳар бир семестр ва ўқув йили якунлангандан сўнг эълон қилинади.
- 32. Диплом иловаси ёки академик маълумотномани **деканат** томонидан расмийлаштиришда фан **бир неча семестр** давом этган бўлса, **рейтинглар йигиндисини** олинади.
- **Талабага имтиёзли диплом белгилашда унинг ҳар бир семестр якунидаги фанлар бўйича ўзлаштириши кўрсаткичи ҳисобга олинади.**
- 33. Талабаларнинг назорат турлари бўйича эришган **натижалари кафедралар, деканатлар ва ўқув-методик бўлинмаларида компьютер хотирасига киритилиб**, мунтазам равишда таҳлил қилиб борилади.
- 34. Жорий, оралик ва якуний назорат натижалари **кафедра йигилишлари, факультет ва олий таълим муассасаси Илмий кенгашларида**

мунтазам равишда муҳокама этиб борилади ва тегишли **қарорлар** қабул қилинади.

## **VI. Яқуний қоидалар**

- 35. Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Давлат тест маркази тест баҳолари ва рейтинг балларининг холислигини текширишни ташкил этади ва назорат қилади.
- 36. Ушбу Низомда белгиланган масалалар бўйича келиб чиққан низолар қонун ҳужжатлари асосида ҳал қилинади.

37. Ушбу Низом Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Давлат тест маркази, Халқ таълими вазирлиги, Соғлиқни сақлаш вазирлиги, Қишлоқ

ва сув хўжалиги вазирлиги, Маданият ва спорт ишлари вазирлиги, Ўзбекистон Бадий академияси, Ташқи ишлар вазирлиги, Ўзбекистон алоқа ва ахборотлаштириш агентлиги, “Ўзбекистон темир йўллари” давлат-акциядорлик компанияси, Давлат солиқ қўмитаси ва Навоий кон-металлургия комбинати билан келишилган.



**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ  
ВАЗИРЛИГИ**

**ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ**



**Талабаларнинг фанлардан қолдирган  
дарсларини қайта ўзлаштириши тўғрисида  
НИЗОМ**

Гулистон

**Талабаларнинг фанлардан қолдирган дарсларини  
қайта ўзлаштириши тўғрисида  
НИЗОМ**

**1. Умумий ҳолатлар**

1. Ушбу Низом Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2010 йил 18 июндаги “ОТМга қабул қилиш, талабалар ўқишини кўчириш, қайта тиклаш ва ўқишдан четлаштириш тартиби тўғрисидаги Низомларни тасдиқлаш ҳақида”ги 118-сонли Қарорининг 30-банди, Ўзбекистон Республикаси Олий ва ўрта махсус таълим Вазирлигининг 1999 йил 29 мартдаги 99-сонли “Олий ўқув юртларида ўқув ва меҳнат интизомини мустаҳкамлаш тўғрисида”ги буйруғи, “Олий ўқув юртининг факултети тўғрисида Низом”, 2010 йил 25 августдаги 333-сонли буйруқ билан тасдиқланган (Ўзбекистон Республикаси Адлия вазирлигида 2010 йил 26 августда 1981-1 сон билан давлат рўйхатидан ўтказилган) “Олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизими тўғрисида Низом”нинг 2, 23, 24, 25, 26, 33, 34-бандлари, “Талаба мустақил ишини ташкил қилиш, назорат қилиш ва баҳолаш тартиби тўғрисидаги намунавий Низом” ҳамда 2010 йил 29 августдаги “ОТМнинг кафедра ва деканатлари иш юритишда бўлган асосий ҳужжатларни соддалаштириш тўғрисида”ги 340-сонли буйруғи талаблари асосида талабаларнинг сабабсиз дарс қолдиришлари олдини олиш ва фанлардан қолдирган дарсларини қайта ўзлаштириши тартибини белгилайди.

2. Ушбу Низомнинг мақсади талабаларда касбий малакаларни мустаҳкамлаш жараёнида фанлардан билим олиш самарадорлигини янада ошириш ҳамда ўқув ва меҳнат интизомини яхшилашга қаратилган.

**3. Мазкур Низом:**

- фан ўқитувчиси, гуруҳ мураббийси, кафедра мудири ва факултет деканининг талабалар томонидан ўқув фанларидан сабабсиз дарс қолдирилишини камайтириш ва қайта ўзлаштиришни ташкил қилиш бўйича ҳуқуқ ва масъулиятларини белгилаш;

- қайта ўзлаштиришнинг ўз вақтида бўлишини таъминлаш;

- фанлардан қолдирилган дарсларни қайта ўзлаштиришда ҳозирги кунгача шаклланиб қолган эски (семестр якунида қайта ўзлаштириш каби) салбий услублардан воз кечиш, талаба ва фан ўқитувчисининг мазкур жараёнга масъулият билан ёндашиши ҳамда қайта ўзлаштириш жараёнида илғор инновацион услуб ва тажрибаларидан фойдаланиш каби асосий вазифаларнинг бажарилишини кўзда тутати.

**II. Фанлардан қолдирилган дарсларнинг қайта  
ўзлаштирилишини қайд қилиш тартиби**

4. Ўқув фанларидан қолдирилган дарслар Олий ва ўрта махсус таълим вазирлигининг 2010 йил 29 августдаги 340-сонли буйруғи асосида юритиладиган академик гуруҳ журналига “й” ёки “нб” белгиларини кўйиш орқали қайд қилинади. Узрли сабаб билан қолдирилган дарс доирага олинади (одатда қора ёки кўк сиёҳда). Сабабнинг узрлилиги деканат маълумотномаси асосида белгиланади.

5. "Ўқитувчи журнали" ва "Гуруҳ журнали"даги "й" ёки "нб" белгилари қайта топширилган дарс мавзуси мос санада қизил сиёҳ билан (иккинчи) доирага олинади.

6. Ўқув фанларидан қолдирилган дарслар ва уларни қайта ўзлаштириш "Ўқитувчи журнали" ва "Гуруҳ журнали"да бир хил кўринишда қайд қилинади. Бу борадаги маълумотларнинг аниқлигига ўқитувчи масъулдир.

7. Дарсдан сўнг фан ўқитувчиси кафедрада юритиладиган махсус журналга дарс қолдирган талабалар ва фан мавзуси бўйича тегишли маълумотларни ўрнатилган тартибда қайд этади ва бу тўғрисида талабани огоҳлантиради.

Қайта ўзлаштиришдан сўнг ўқитувчи томонидан талабанинг дафтарига ва кафедрада жорий қилинган махсус журналга дарснинг қайта ўзлаштирилганлиги қайд қилинади.

8. Қолдирилган дарсларни тўлиқ ўзлаштирамаган талабалар фанни ўзлаштириш бўйича юқори баллга даъвогарлик қила олмайди.

### **III. Қолдирилган дарсларни қайта топшириш ва қабул қилиш тартиби**

9. Қолдирилган дарсларни (маъруза, амалий, семинар, лаборатория) қайта топшириш учун талаба мавзу бўйича ўқув материални тегишли турдаги машғулот дафтарига тайёрлаб келади ва ўқитувчининг қисқа суҳбатидан ўтади.

10. Қолдирилган лаборатория машғулотларини қайта топшириш учун талаба ўқитувчига коллоквиумни топшириб, лаборант назорати остида ишни бажаради ва ҳисоботни расмийлаштириб ўқитувчига топширади.

11. Қайта топширишлар Вазирликнинг 340-сонли буйруғи иловасининг 11-шакли ("Рейтинг қайдномаси") бўйича белгиланган **3 та муддат** ичида қабул қилинади. Муддат ўтганидан сўнг деканат руҳсати билан қабул қилинади.

**12. Қолдирилган дарсларни қабул қилиш, рейтинг кўрсаткичларини баҳолаш юкломаси ҳисобидан амалга оширилади.**

13. Қайта топширишни ўз вақтида бажармаган ва фанни ўзлаштирамаган талабага семестр якунида қолдирган дарсларини қайта топширишига руҳсат берилмайди.

14. Қолдирилган дарсларни узрли сабаб билан (касаллик маълумотномаси **ТМК** тасдиғи билан ёки касаллик тарихидан кўчирма) ўзлаштира олмаган талабаларга ўрнатилган тартибда деканат томонидан қайта топшириш ташкил этилади.

### **IV. Дарсларнинг қолдирилишини камайтириш ва қайта ўзлаштирилишини**

**ташкил қилиш бўйича белгиланган ҳуқуқ ва мажбуриятлар**

16. Талаба фанлардан қолдирилган дарсларга ва уларни белгиланган муддатларда ўзлаштиришга шахсан жавобгар ҳисобланади.

17. Дарсдаги давомат ҳамда қолдирилган дарсларнинг ўзлаштирилиши учун фан ўқитувчиси ҳамда гуруҳ мураббийси масъул ҳисобланади.

18. Гуруҳ мураббийси гуруҳ талабаларининг фанлардан қолдирган дарслари сабаблари ва уларни қайта ўзлаштирилиши ҳақида тўлиқ маълумотга

эга бўлиши, гуруҳнинг ҳар бир мажлисида ва ахборот таълим-тарбия соатида талабаларнинг давомати ҳамда фанлардан қайта ўзлаштиришларни муҳокама қилиб, тегишли чоралар кўриши ва сабабсиз дарс қолдирилмаслигини ҳамда фанлардан қолдирилган дарсларни ўз вақтида ўзлаштирилишини таъминлаши зарур.

19. Кафедра мудири **қайта топширишларни қабул қилиш жадвалига мувофиқ профессор-ўқитувчилар фаолиятининг ташкил этилишини** назорат қилади ва фанлар бўйича қайта ўзлаштириш натижаларини ҳар ойда бир марта кафедра мажлисларида муҳокамадан ўтказиб, дарс қолдирган талабалар ва уларнинг қайта топширишлари натижалари юзасидан деканатга маълумотнома тақдим этади.

20. Талабаларнинг давомати учун масъулият Вазирлик томонидан тасдиқланган "Олий ўқув юртининг факултети тўғрисида Низом"нинг 6-бандига асосан факултет декани зиммасига юклатилади. Декан сабабсиз кўп дарс қолдирган талабалар ҳақида батафсил маълумотга эга бўлиши, фан ўқитувчилари ва гуруҳ мураббийларининг фаолиятини узлуксиз назорат қилиб бориши ва талабаларнинг сабабсиз дарс қолдирмаслиги учун кескин чоралар кўриши лозим.

Фан ўқитувчиси тақдим этган билдиришномага мувофиқ 3 маротабадан кўп дарс қолдирган ёки кўпол тарзда университет ички тартиб-қоидаларини бузиб, дарсга халақит берган талабанинг дарс қолдириш сабаблари ўрганилиб, чора кўрилганидан кейин факультет деканининг рухсати билан талаба дарсга киритилади.

21. Талабаларнинг ўқув фанларидан дарс қолдириш ҳолати бўйича факультет деканлари томонидан тақдим этилган маълумотлар маъмурият йиғилишларида муҳокама қилиб борилади ва тегишли қарорлар қабул қилинади.

23. Ушбу Низомга ўзгартириш киритиш университет Илмий Кенгаши қарори асосида амалга оширилади.

*Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган “Талабаларнинг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида НИЗОМ”и асосида тайёрланган “Гулистон давлат университети талабаларининг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида Низом” Гулистон давлат университетининг 2013 йил 25 январдаги Илмий Кенгашнинг 5-сонли мажлисида муҳокама этилиб, университетнинг 2013 йил \_\_ январдаги \_\_ -сонли буйруғи билан қайта тасдиқланган.*

# SYLLABUS

## ЎЗБЕКИСТОН RESPUBLIKACI ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди  
№ BD-51201-4.04  
2012 йил "14" Март

Ўзбекистон Республикаси Олий ва ўрта  
махсус таълим вазирлигининг 2012 йил  
"14" Март даги "107"-сонли  
Қўрағин билан тасдиқланган.



*Содиқов*

### ТАРЖИМА НАЗАРИЯСИ ВА АМАЛИЁТИ

фақонинг

### ЎҚУВ ДАСТУРИ

Билим соҳаси: 100000 - Гуманитар соҳа  
Таълим соҳаси: 120000 - Гуманитар фанлар  
Таълим йўналиши: 5120100 - Филология ва тилларни ўргатиш  
(инглиз тили)

Тошкент - 2012

Фаннинг ўқув дастури Олий ва ўрта махсус, касб-хунар таълими ўқув-услубий бирлашмалари фаолиятини Мувофиқлаштирувчи Кенгашнинг 2012 йил "6" Март даги "1" – сон мажлис баёни билан маъқулланган.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университетига ишлаб чиқилди.

**Тузувчилар:**

- Матякубов Ж.И.** - ЎзДЖТУ «Инглиз тили стилистикаси» кафедраси  
доценти, ф.ф.н.
- Глазырина С.А.** - ЎзДЖТУ «Инглиз тили стилистикаси» кафедраси  
мудири, ф.ф.н., доцент

**Такризчилар:**

- Имяминова Ш.** - ЎзМУ хорижий филология факультети декани  
ф.ф.н., доцент
- Қамбаров Н.М.** - ЎзДЖТУ, «Инглиз тили таржима назарияси ва  
амалиёти» кафедраси доценти, ф.ф.н.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университетининг Илмий-услубий кенгашида тавсия қилинган (2011 йил "28" ок даги "5" – сонли баённома).

## Кириш

Таржима назарияси ва амалиёти фани замонавий таржимашуносликнинг асосий йуналишлари, таржимон махорати ҳамда таржима бўйича назарий ва амалий кўникмаларни шакллантиришга хизмат қилади. Таржима назарияси ва амалиёти курси ўрганилаётган чет тилининг ўзига хос хусусиятларини чуқур тушуниб етишга, ўрганилаётган чет тилини ўзбек ва рус тиллари билан қиёслаб ўрганишга, таржима фаолиятининг ижтимоий ахамиятини англашга, таржиманинг халқаро маданий алоқалардаги ўрнини кўрсатиб беришга йул очиб беради.

### Ўқув фанининг мақсади ва вазифалари

Фанни ўқитишдан мақсад талабаларни таржима ва таржима жараёнининг асосий масалалари билан таништиришдир.

Фаннинг вазифаси замонавий лингвистик тадқиқотлар контекстида таржима назариясининг ўрни, сўзлашувнинг алоҳида тури сифатида таржима билан боғлиқ бўлган муаммоларни текшириш, таржима назариясининг асосий категорияларини, таржимашунослик муаммоларини тадқиқ этиш услубларини талабаларга ўргатишдан иборат.

### Фан бўйича талабаларнинг билим, малака ва кўникмасига қўйиладиган

#### талаблар

Талабалар таржима назарияси ва амалиёти фани бўйича қуйидагиларни билишлари лозим:

- она тилига таржима қилишнинг лексик, семантик ва фразеологик муаммолари; инглиз ва она тили луғат бирликлари маъносининг тенг бўлмаган хажми ва мазмуни, таркибий қисмларининг фикр хосил қилувчи маъно қоидлари;
- она тилига таржима қилишнинг грамматик муаммолари, инглиз ва она тилида бир хил гап тизимларининг хусусиятли ва шаклан мос келиши ёки келмаслиги;
- она тилига таржима қилишнинг стилистик муаммолари, таржима қилинган матн жанрига тил воситаларини танлашнинг муҳимлиги;
- таржима турлари - ёзма ва Оғзаки таржима, уларнинг ўзига хосликлари.

Таржиманинг лингвистик ва полилингвистик аспектлари, сўзма-сўз, адекват ва эркин таржима:

- таржима трансформациялари, таржимада контекстнинг роли, тор ва кенг контекстлар ва тилдан ташқари ҳолатлари;
- синхрон таржимада лексик бирикмаларни ишлатиш усуллари;
- категорияли семантик компонентлар;
- таржиманинг стилистик муаммолари.

Фанининг ўқув режадаги бошқа фанлар билан ўзаро боғликлиги ва услубий жиҳатдан узвий кетма - кетлиги

Таржима назарияси фани асосий мутахассислик фани ҳисобланиб 7-семестрда ўқитилади. Фан ўқув режадаги бошқа ихтисослик фанлари, хусусан, тил тарихи, грамматика, стилистика, қиёсий-типология билан ўзаро боғлиқ ва узвий кетма-кетликда ўқитилади.

**Фаннинг ишлаб чиқаришдаги ўрни**

Фан таржима соҳасида билим ва кўникмаларни шакллантиришнинг назарий асоси ҳисобланади, шунингдек, талабанинг таржимашунослик соҳаси бўйича ихтисослашувини таъминлайди ва бошқа назарий фанлар, хусусан, умумий таржима назарияси, Оғзаки ва ёзма таржима амалиёти бўйича махсус билимларни ўзлаштириб, олган билимларини таржимонлик фаолиятида қўллашига ёрдам беради.

**Фанни ўқитишда замонавий ахборот ва педагогик технологиялар** Талаба фанни ўзлаштириши учун замонавий ахборот ва педагогик технологияларни татбиқ қилиши муҳим аҳамиятга эга. Фанни ўқитишда баҳс мунозара, интернетдан изланиш ва такдимот намойиши, қиёсий таҳлил каби усуллар билан талабаларнинг фан бўйича малакалари оширилади. Фанни ўзлаштиришда дарслик, ўқув ва услубий қўлланмалар, маъруза матнлар, электрон материал ва луғатлар, тарқатма материалларидан фойдаланилади.

Амалий машғулотларда интерактив усуллар, ақлий ҳужум, мулоқот, фикр алмашиш каби методлардан фойдаланиш тавсия этилади.

Асосий қисм Фаннинг назарий машғулотлари мазмуни Таржима назарияси фанининг предмети ва объекти.

Таржимашуносликнинг асосий тушунчалари. Таржимашуносликнинг жамиятдаги ўрни. Таржима тиллараро коммуникацияси бирлиги сифатида. Қўшимча тил воситаси турлари: қискартирилган таржима, мослаштирилган таржима, аннотация, реферат, резюме.

Умумий ва махсус таржима назарияси. Қиёсий таҳлил таржимашуносликнинг асосий методи сифатида. Умумий ва махсус таржима назариясининг бошқа фанлар билан боғликлиги: таржима назарияси ва қиёсий лингвистика, социолингвистика, психолингвистика, матн лингвистикаси.

Таржима турлари: диахроник таржима, синхрон таржима, матн шакли бўйича таржима, тиллараро таржималар. Таржиманинг турларга бўлиниш мезонлари. Сифат бўйича таржима турлари: эркин, аниқ, аутентик, тасдиқланган таржима. Стилистик жиҳатдан таржима турлари: илмий-техник, ижтимоий- сиёсий, бадиий, харбий, юридик, одатий. Прагматик жиҳатдан таржима турлари: амалий таржима; ўқув жараёнида амалга ошириладиган таржима; нашр этилган таржима; экспериментал таржима; намунавий таржима. Таржима бирлиги тушунчаси.



**Таржиманинг прагматик муаммолари.** Таржимада эквивалентлик, адекватлик тушунчалари.

**Таржиманинг лексик муаммолари.** Лексик мувофиқлик турлари: тўлик мослик, қисман мос келиш, мос келмаслик. Қўп маъноли сўзлар ва уларнинг таржима муаммолари. Таржимада контекст ўрни. Таржимада синонимик қатордан сўз танлаш. Сўзнинг семантик маъноси, таржимаси, халқаро сўзларнинг таржимаси. Сўзларнинг таржимада бирикиши. Эквивалентсиз ва миллий - маданий хусусиятга эга бўлган лексика таржимаси муаммолари. Лексик трансформация тушунчаси ва уларнинг турлари: маъноларни аниқлаштириш, антонимик таржима, умумлаштириш, алмаштириш, компенсация ва тушириб колдириш.

**Таржиманинг грамматик муаммолари.** Грамматик мувофиқлик турлари: тўлик мослик, қисман мос келиш, мос келмаслик. Грамматик трансформация тушунчаси ва унинг турлари. Сўз туркумлари таржимаси хусусиятлари. Эквивалентсиз сўз туркумлари таржимаси. Гап тузилиши хусусиятлари ва уларнинг таржимаси. Гап тузилишини ўзгартириш, алмаштириш, тушириб колдириш.

**Таржиманинг фразеологик муаммолари.** Фразеологик бирлик тушунчаси ва унинг таржима қилиш муаммолари. Фразеологик бирликнинг туғри келиш турлари: тўлик, қисман, умуман туғри келмаслик. Фразеологик бирликни таржима қилиш усуллари: сўзма сўз таржима қилиш; Аналогия бўйича таржима; Фразеологик бирликларни оддий сўз бирикмаларини ишлатган ҳолда таржима қилиш. Таржимада фразеологик бирикмаларнинг хиссий-услубий ва миллий- маданий хусусиятларини етказиш.

**Таржиманинг стилистик муаммолари.** Стилистик маъно ва уни таржимада акс этиши. Стилистик коннотациялар таржимаси. Лексик стилистик воситаларни таржима қилиш муаммолари. Синтактик стилистик воситалар ва эмфатик конструкцияларни таржимаси муаммолари. Хар-хил функционал услублардаги матнлар таржимаси муаммолари. Бадиий таржиманинг стилистик ва прагматик муаммолари, илмий - технологик, сиёсий матнлар таржимаси муаммолари.

Амалий машғулотларни ташкил этиш бўйича кўрсатма ва тавсиялар

Амалий машғулотларда талабалар турли вазифалар орқали кўшма сўзларнинг ясаилишини, ибораларни ўрганадилар.

Амалий машғулотларнинг тахминий тавсия этиладиган мавзулари:

- таржима назариясининг фундаментал ҳамда амалий фанлар сифатдаги вазифалари, таржима назариясининг лингвистик фанлар доирасида тутган ўрни, таржима назарияси бошқа фанлар доирасида тутган ўрни; таржима турлари
- таржиманинг лексик муаммолари
- таржиманинг грамматик муаммолари -таржиманинг фразеологик муаммолари

- таржиманинг стилистик муаммолари
- таржиманинг сўздан кичик бирликлари;
- таржиманинг бирлиги сифатида, таржиманинг сўздан катта бирликлари;
- лексик мос келишнинг турлари, таржимон трансформацияси тушунчаси;
- лексикада таржима трансформациялари;
- грамматик мос келишининг турлари, грамматик таржима трансформациялари ва унинг олдиндан таҳлил қилувчанлиги;

#### **Мустақил ишни ташкил этишнинг шакли ва мазмуни**

Маъруза ва амалий машғулотларга ажратилган соатларнинг чегараланганлигини ҳисобга олиб, баъзи мавзулар талабаларнинг мустақил мутолаасига хавола этилади.

Мавзуларни талабалар мустақил мушоҳада қиладилар ва уларнинг конспектларини тайёрлайдилар. Бу мавзулар албатта амалий машғулотларда кўриладиган масалалар орасидан ўрин олиши шарт. Чунки мустақил ишнинг сифат даражаси доимий назорат остида бўлиши мақсадга мувофиқдир.

#### **Мустақил ишни ташкил этишнинг мазмуни:**

- таржима қилиш муаммоси, унинг моҳияти ва замонавий ҳолати;
- таржима тарихи фан сифатида
- миллий-маданий сузларни таржимаси муаммолари.
- атоқли отлар таржимаси муаммолари
- сўздан кичик тил бирликлари таржимаси муаммолари
- аниқ ва мажхул нисбат матн таржимаси муаммолари
- иборалар таржимаси муаммолари
- сиёсий матн таржимаси муаммолари
- илмий-технологик матн таржимаси муаммолари
- бадий матн таржимаси муаммолари
- таржимоннинг касбий савияси. Фон билимларининг роли. Фон билимларини эгаллаш манбаалари.

Дастурнинг инфорацион - услубий таъминоти

Мазкур фанни ўқитиш жараёнида таълимнинг замонавий методлари, педагогик ва ахборот-коммуникация технологияларни, хусусан,

-таржима назарияси асослари бўлимига тегишли маъруза дарсларида замонавий компьютер технологиялар ёрдамида тақдимот ва электрон дидактик технологияларидан;

-таржима назариясидан амалий машғулотларда ақлий ҳужум, ҳамкорли педагогик технологияларидан;

-матн таржимасининг турли усуллари, амалий машғулотларда кичик гуруҳлар мусобақалари, ҳамкорли педагогик технологияларни қўллаш назарда тутилади.

Фойдаланиладиган асосий дарсликлар ва ўқув қўлланмалари рўйхати

### **Асосий дарсликлар ва ўқув қўлланмалар**

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қушимча адабиётлар:

1. Бархударов Л.С. Язык и перевод. М., 1975.
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## WORKING SYLLABUS

# ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

## ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ ИНГЛИЗ ТИЛИ ВА АДАБИЁТИ КАФЕДРАСИ

“ТАСДИҚЛАЙМАН”  
Ректор \_\_\_\_\_ А. Эминов  
«\_\_» \_\_\_\_\_ 2012 й.

### ТАРЖИМА НАЗАРИЯСИ ВА АМАЛИЁТИ фани бўйича

Билим соҳаси	100000	Гуманитар соҳа
Таълим соҳаси	120000	Гуманитар фанлар
Таълим йўналиши	5220100	Филология (Инглиз тили)

### ишчи ўқув дастури

Умумий ўқув соати	– 144
Шу жумладан:	
Маъруза	– 16
Амалиёт машғулоти	– 24
Семинар машғулоти	– 32
Мустақил таълим соати	– 72

Ишчи ўқув дастур 5220100 Филология инглиз тили таълим йўналиши учун Олий ва ўрта таълим вазирлиги томонидан ишлаб чиқилган ва рўйхатга олинган (БД52201-301№263) намунавий ўқув дастури ва ўқув режасига мувофиқ тайёрланди.

**Тузувчи: А. Рашидов** – ГулДУ “Инглиз тили ва адабиёти” кафедраси ўқитувчиси  
\_\_\_\_\_ (имзо)

**Тақризчи: Тожиев Х.** – ГДУ “Инглиз тили ва адабиёти” кафедраси доц.  
\_\_\_\_\_ (имзо)

Фаннинг ишчи ўқув дастури “Инглиз тили ва адабиёти” кафедрасининг 2012 йил “\_\_\_” \_\_\_\_\_ даги \_\_\_ - сонли мажлисида кўриб чиқилиб, факультет Илмий-услубий Кенгашида кўриб чиқиш учун тавсия қилинди.

**Кафедра мудири:** **Д. Бўтаева**

Таржима назарияси ва амалиёти фаннинг ишчи ўқув дастури “Филология” факультети Илмий-услубий Кенгашининг 2012 йил “27” августдаги “1” - сонли мажлисида тасдиқланди.

**Факультет Илмий-услубий  
Кенгаши раиси:**

М.М. Байэшонов

**Келишилди:  
Ўқув ишлари бўйича ректор муовини:**

## **Кириш**

Таржима назарияси ва амалиёти фани замонавий таржимашуносликнинг асосий йуналишлари, таржимон махорати ҳамда таржима бўйича назарий ва амалий кўникмаларни шакллантиришга хизмат қилади. Таржима назарияси ва амалиёти курси ўрганилаётган чет тилининг ўзига хос хусусиятларини чуқур тушуниб етишга, ўрганилаётган чет тилини ўзбек ва рус тиллари билан қиёслаб ўрганишга, таржима фаолиятининг ижтимоий аҳамиятини англашга, таржиманинг халқаро маданий алоқалардаги ўрнини кўрсатиб беришга йўл очиб беради.

### **1.1. Фанининг мақсади ва вазифалари**

Фанни ўқитишдан мақсад талабаларни таржима ва таржима жараёнининг асосий масалалари билан таништиришдир.

Фаннинг вазифаси замонавий лингвистик тадқиқотлар контекстида таржима назариясининг ўрни, сўзлашувнинг алоҳида тури сифатида таржима билан боғлиқ бўлган муаммоларни текшириш, таржима назариясининг асосий категорияларини, таржимашунослик муаммоларини тадқиқ этиш услубларини талабаларга ўргатишдан иборат.

### **1.2. Фан бўйича талабаларнинг билим, малака ва кўникмасига қўйиладиган талаблар**

Талабалар таржима назарияси ва амалиёти фани бўйича қуйидагиларни билишлари лозим:

- она тилига таржима қилишнинг лексик, семантик ва фразеологик муаммолари; инглиз ва она тили луғат birlikлари маъносининг тенг бўлмаган хажми ва мазмуни, таркибий қисмларининг фикр ҳосил қилувчи маъно қоидалари;

- она тилига таржима қилишнинг грамматик муаммолари, инглиз ва она тилида бир хил гап тизимларининг хусусиятли ва шаклан мос келиши ёки келмаслиги;

- она тилига таржима қилишнинг стилистик муаммолари, таржима қилинган матн жанрига тил воситаларини танлашнинг муҳимлиги;

- таржима турлари - ёзма ва оғзаки таржима, уларнинг ўзига хосликлари.

Таржиманинг лингвистик ва полилингвистик аспектлари, сўзма-сўз, адекват ва эркин таржима:

- таржима трансформациялари, таржимада контекстнинг роли, тор ва кенг контекстлар ва тилдан ташқари ҳолатлари;

- синхрон таржимада лексик бирикмаларни ишлатиш усуллари;

- категорияли семантик компонентлар;

- таржиманинг стилистик муаммолари.

### **1.3. Фанининг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги**

Таржима назарияси фани асосий мутахассислик фани ҳисобланиб 7- семестрда ўқитилади. Фан ўқув режадаги бошқа ихтисослик фанлари, хусусан, тил тарихи, грамматика, стилистика, қиёсий-типология билан ўзаро боғлиқ ва узвий кетма-кетликда ўқитилади.

Фаннинг ишлаб чиқаришдаги ўрни

Фан таржима соҳасида билим ва кўникмаларни шакллантиришнинг назарий асоси ҳисобланади, шунингдек, талабанинг таржимашунослик соҳаси бўйича ихтисослашувини таъминлайди ва бошқа назарий фанлар, хусусан, умумий таржима назарияси, Оғзаки ва ёзма таржима амалиёти бўйича махсус билимларни ўзлаштириб, олган билимларини таржимонлик фаолиятида қўллашига ёрдам беради.

### **1.4. Фанни ўқитишда педагогик ва ахборот технологияларидан фойдаланиш**

Талаба фанни ўзлаштириши учун замонавий ахборот ва педагогик технологияларни татбиқ қилиши муҳим аҳамиятга эга. Фанни ўқитишда баҳс мунозара, интернетдан изланиш ва тақдимот намойиши, қиёсий таҳлил каби усуллар билан талабаларнинг фан бўйича

малакалари оширилади. Фанни ўзлаштиришда дарслик, ўқув ва услубий қўлланмалар, маъруза матнлар, электрон материал ва луғатлар, таркатма материалларидан фойдаланилади.

Амалий машғулотларда интерактив усуллар, ақлий хужум, мулоқот, фикр алмашиш каби методлардан фойдаланиш тавсия этилади.

**Фандан ўтиладиган мавзулар ва улар бўйича машғулот турларига ажратилган соатларнинг тақсимооти**

Т/р	Фаннинг бўлими ва мавзуси, маъруза мазмуни	Соатлар			
		Жами	Маъруза	Амалий машғулот	Семинар машғулотлар
1	Introduction.	2	2		
2	The subject matter of the theory of translation Independent and connected meaning of word	6	2	2	2
3	The meaning of the word and its use	2		2	
4	Translation and culture Cultural categories. Material culture.	4	2		2
5	Social culture – work and leisure	2		2	
6	Organization, customs, activities, concepts	2			2
7	Phraseological problems of translation	4	2		2
	<b>ОН</b>				
8	Verbatim translation	2		2	
9	Translating by analogy	2		2	
10	Descriptive translation	2			2
11	Grammatical problems of translation Complete morphological correspondence	4	2		2
12	Partial morphological correspondence	2		2	
13	Partial syntactic correspondence	2			2
14	Absence syntactic correspondence	2			2
15	Lexical equivalents.	2			2
16	Levels of equivalence and concept of adequate translation	2			2
	<b>ОН</b>				
17	Types of lexical transformation	2		2	
18	Sight translation Rules for sight translation	4	2		2
19	Public speaking	2			2
20	Controlling emotions. Reading aloud	2			2
21	Oral translation	2		2	
22	Consecutive translation	2	2		
23	Simultaneous interpretation Interpretation without tears the Danish way	4	2		2
24	The main problems in translating neologisms	2			2
25	Stock and standard metaphors.	2			2
26	Translating metaphors.	2		2	

27	Text “Sister Carrie by Theodore Dreiser ”	2		2	
28	The Lumber-Room (Part 1) by Hector Munro	2		2	
29	Exercises on Grammatical problems of Translation	2		2	
	<b>ОН</b>				
	<b>ЯН</b>				
	<b>Жами</b>	<b>72</b>	<b>16</b>	<b>24</b>	<b>32</b>

## 2. The meaning of the material

### 2.1. Content of the lecture

#### 2.1.1. Introduction. (2 coar).

The theory of translation has benefited from new semantic and semantic models in linguistics and from development of such hyphenated disciplines as psycho – and – socio – linguistics. Equally insightful was the contribution to the theory of translation by semiotics, a general theory of sign systems.

[B1.3-6; B2.3-10;] [E1.3-7]

#### 2.1.2. The subject matter of the theory of translation (2 coar).

Translation, methods of translation, context, linear measures, liquid measures, day measures, substitution transposition, faith fullness of translation, international words, pseudo-international words, dictionary meaning contextual meaning.

[B1.7-8; B2.6-10;B1.21-24] [E1.4-10; E1.48-51]

#### 2.1.3. Translation and culture

Gestures and habits, tagliatte, plateau, the gap mentally, tachisme, cock snook, cputting.

[B1.24-25; B1.25-27] [E3.250-255; B3.256-260]

#### 2.1.4. Phraseological problems of translation

Adequacy, verbatim, coincidence, identical identify Parasitological conformity, Phraseological unit.

[B1.11-13] [E1.71-72]

#### 2.1.5. Grammatical problems of translation

Subject – predicate, attributes formed by the collocation of words, translation, omission, addition, complete syntactic correspondence, the theme, mark, demand, frequency, quantity, to maintain, divergence, experience

[B1.14-16; E1.16-17] [E1.97-98; E1.97-102]

#### 2.1.6. Sight translation

Sight translation, consecutive interpretation, simultaneously interpretation curriculum, fright, reading aloud, chunking, utilized.

[B1.43-45; B1.47-51] [E1.21-23; E1.23-26]

#### 2.1.7. Consecutive translation

Consecutive translation, semantic as, connectors, limit, generalization, the symbols of common usage, derived symbols, associative symbols, symbols in letters.

[B1.48-50] [E1.27-29]

#### 2.1.8. Simultaneous interpretation

Danish way, shadowing, selescovitch, memory tests, cloze, Ancient Egypt

[B1.51-53; B1.53-55] [E3.202-208; E3.238-250;]

### 2.2. The content of practical sessions

#### 2.2.1. Independent and connected meaning of word

text book, exercise book, lecture, dictionary, tables, cards, chalk, duster, tables, blackboard.

[B1.7-8; B2.6-10;B1.21-24] [E1.4-10; E1.48-51]

#### 2.2.2. The meaning of the word and its use



The meaning of the word shouldn't be mixed with its use. Sometimes even a monosemantic word can be combined with a lot of words and is rendered in Russian by different words: A young man - молодой человек, A young child - маленький ребёнок, Young in a crime - неопытный преступник, The night is young

[B1.10-14] [E1.54-60;]

### **2.2.3. Social culture – work and leisure**

Social culture - work and leisure. Ajah, amah, condottiere, biwa, sithar, raga, 'reggae', 'rock'.

[B1.26-27;] [E3.260-272;]

### **2.2.4. Verbatim translation**

A verbatim translation is possible when the way of thinking does not bear a specific nations feature. For e.g.: the arms race, it is a phrase me, the translation is куролланиш пойгаси.

[B1.13-14] [E1.51-54;]

### **2.2.5. Translating by analogy**

Translating by analogy this way of-translating is resorted to when the phraseological unit has a specific national realize.

[B1.13-15;] [E1.54-57;]

### **2.2.6. Partial morphological correspondence**

Partial morphological correspondence is observed when in the languages examined there are grammatical categories ways identical categorical meaning but with some differences in the particular meaning.

[B1.16-17;] [E2.102-104;]

### **2.2.7. Types of lexical transformation**

In order to equivalence, despite the differences in formal and semantic system of two languages, the translator is obliged" to do various linguistic transformation. Their aims are to ensure that the text imparts all the knowledge inferred in the original text, the rules of the language it is translated into the following 3 elementary types are seemed most suitable for describing all kinds of lexical transformations: 1 .Lexical substitution; 2. Supplementation; 3. omissions/dropping/.

[B1.9-11;] [E1.70-75;]

### **2.2.8. Oral translation**

To analyze the components of human information processing. text-book, dictionary, blackboard, chalk, duster, tables, cards, video tape, tape-recorder, exercise – book.

[B1.53-75;] [E1.30-45;]

### **2.2.9. Translating metaphors**

Translation methods, polysemous words, a stock metaphor, figurative, isolated, particular, personification, trundingly

[B1.59-60] [E2.113-118;]

### **2.2.10. Text “Sister Carrie by Theodore Dreiser”**

Keep a watchful eye, power of concentration, obvious stealth, put into execution a plan of self-imposed , Important- looking key, Nicholas had not had much experience, which opened a way Nicholas was in an unknown land,

[B2.162-164] [E2.121-122;]

### **2.2.11. The Lumber-Room (Part 1) by Hector Munro**

Breakfast-table, improvise something of a festival, but for their, A few decent tears were, the elation of high spirits, grim chuckle; «his boots, changing the subject, {lawlessness of the reasoning, being in disgrace and in a gooseberry garden at the same moment. His face took on an expression of considerable obstinacy.

[B1.87-108;] [E2.122-123;]

### **2.2.12. Exercises on Grammatical problems of Translation**

Grammatical problems of translation and lexical transformations (L.S.Barkhudarov), Lexical problems of translation and lexical transformations (A.M.Fiterman), Stylistics aspects of translation and its socio-regional problems (A.D.Shveitsler).

[B1.43-52;] [E2.123-125;]

### **2.3. The content of seminars**

#### **2.3.1. Independent and connected meaning of word.**

Translation, methods of translation, context, linear measures, liquid measures, day measures, substitution transposition, faith fullness of translation, international words, pseudo-international words, dictionary meaning contextual meaning.

[B1.7-8; B2.6-10; B1.21-24] [E1.4-10; E1.48-51]

#### **2.3.2. Cultural categories. Material culture.**

To give information about Material culture, Social culture. Culture is defined as the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression. More specifically, there is distinction of 'cultural' from 'universal\*' and 'personal' language

[B1.24-25; B1.25-27] [E3.250-255; B3.256-260]

#### **2.3.3. Organization, customs, activities, concepts**

Organizations, customs, activities, procedures, concepts, Political and administrative, Religious: dharma, karma, 'temple' Artistic. Gestures and habits 'Cock a snook', 'spitting'.

[B1.26-27;] [E3.285-290;]

#### **2.3.4. Phraseological problems of translation.**

Adequacy, verbatim, coincidence, identical identifies Parasitological conformity, Phraseological unit.

[B1.11-13] [E1.71-72]

#### **2.3.5. Descriptive translation**

Only that morning he had refused to eat his wholesome bread- and- milk, bread-and-milk Older and better people, he continued, nevertheless, to talk what seemed the veriest nonsense sin of taking a frog from the garden and putting it in to a bowl of wholesome bread and milk -

[B1.14-15;] [E2.187-194;]

#### **2.3.6. Complete morphological correspondence.**

Subject – predicate, attributes formed by the collocation of words, translation, omission, addition, complete syntactic correspondence, the theme, mark, demand, frequency, quantity, to maintain, divergence, experience

[B1.14-16; E1.16-17] [E1.97-98; E1.97-102]

#### **2.3.7. Partial syntactic correspondence**

By partial syntactic correspondence in word - combinations is understood the conformity in meaning but discrepancy in the structure of phrase. Partial syntactic correspondence in word — combinations are found in these following patterns.

[B1.17-19;] [E2.104-107;]

#### **2.3.8. Absence syntactic correspondence**

By absence of syntactic correspondence we mean lack of certain syntactic construction in the target languages, which were used in the Source language. In English this concerns syntactic construction with non-finite forms of the verb, which compose the extended part of a sentence with incomplete or secondary predications.

[B1.19-20] [E1.20-21;]

#### **2.3.9. Lexical equivalents.**

Adequate translation, lexical equivalents, semantic content, lexical and integral transformation, antonymous translation.

[B1.9-10;] [E1.20-30;]

#### **2.3.10. Levels of equivalence and concept of adequate translation**

Levels of equivalence: This problem was briefly discussed in the previous lecture in connection with the distinction between semantic and programmatic equivalence.

[B1.41-42] [E1.10-20;]

#### **2.3.11. Rules for sight translation**

The skills required to translate at speed. Skills included in sight translation are: 1) Rapid text analysis 2) Avoiding a word for word interpretation 3) Rapid conversion of information from one cultural language to another 4) Public speaking techniques.

[B1.43-45; B1.47-51] [E1.21-23; E1.23-26]

### **2.3.12. Public speaking**

Public Speaking: Practice speaking before a group of people at every opportunity. People you know will constitute a less threatening audience and will allow you to ease your way into public speaking and hold your confidence. Court interpreting is an ongoing exercise in public speaking.

[B1.47-49;] [E1.51-55;]

### **2.3.1. Controlling emotions. Reading aloud**

Controlling Emotions: Practice controlling your emotions while reading aloud texts with high emotional content, such as fear, anger, human, etc . . . . Make sure you convey (the author's intended emotions and not your personal reaction to the subject matter

[B1.45-47;] [E1.60-71;]

### **2.3.14. Interpretation without tears the Danish way**

The aim of this book is to present some exercises for training simultaneous interpreters. We hope the presented exercises will help to improve the skills and training of future interpreters.

[B1.51-53; B1.53-55] [E3.202-208; E3.238-250;]

### **2.3.15. The main problems in translating neologisms**

Mostly frequent verbs and their semantic core inability and lexical valence. For ex: to win smth.1 (a war, a prize, a contest, a race, an election, etc.), fundamental (principle, problem, etc.)

[B1.55-58;] [E2.183-208;]

### **2.3.16. Stock and standard metaphors.**

Sorry, excuse me, introduce, prefer, as for me, pen-friends, come on, and others.. working in groups and separately, book, desk, distributing materials etc. working with a book, method of explanation, practical exercises, method of analysis & synthesis

[B1.58-59;] [E2.111-113;]

## **Мустакил ишни ташкил этишнинг шакли ва мазмуни**

Маъруза ва амалий машҒулотларга ажратилган соатларнинг чегараланганлигини хисобга олиб, баъзи мавзулар талабаларнинг мустакил мутолаасига хавола этилади.

Мавзуларни талабалар мустакил мушоҳада қилдилар ва уларнинг конспектларини тайёрлайдилар. Бу мавзулар албатта амалий машҒулотларда қуриладиган масалалар орасидан урин олиши шарт. Чунки мустакил ишнинг сифат даражаси доимий назорат остида булиши мақсадга мувофиқдир.

Мустакил ишни ташкил этишнинг **мазмуни**:

- таржима қилиш муаммоси, унинг моҳияти ва замонавий ҳолати;
- таржима тарихи фан сифатида
- миллий-маданий сузларни таржимаси муаммолари.
- атоқли отлар таржимаси муаммолари
- суздан кичик тил бирликлари таржимаси муаммолари
- аниқ ва мажхул нисбат матн таржимаси муаммолари
- иборалар таржимаси муаммолари
- сиёсий матн таржимаси муаммолари
- илмий-технологик матн таржимаси муаммолари
- бадий матн таржимаси муаммолари

-таржимоннинг касбий савияси. Фон билимларининг роли. Фон билимларини эгаллаш манбаалари.

### Meaning and measure of self - independent work

Themes of self independent work	Tasks for self- independent work	Time of solve	hour
An introductory lecture: lexical and lexico — stylistic difficulties encountered when translating, types of lexical transformations (4 periods)	Analyse? and translations of texts with emphasis on lexical and lexico — stylistic difficulties encountered when translating (10 periods)	1-3- хафталаар	8
Grammatical (morphological and syntactical), syntactic-and -stylistic difficulties encountered when translating (2 periods).	Analyses and translations of texts with emphasis on grammatical, syntactic- and -stylistic difficulties encountered when translating [10 periods)	4-5- хафталаар	8
Peculiarities of translating a fictional text (2 periods).	A composite whole linguistic and stylistic analysis of a text and its translation (16 periods)	6-хафта	6
Peculiarities of translating journals and texts from scientific works (2 periods).	Translating journals and texts from scientific works (6 periods)	7 - 8 хафталаар	8
Translation in the I- IX centuries Translation in the X century. Translation in the XI-XII-XIII centuries. Translation in the XIV-XV centuries. Translation in the XVI-XVII centuries.	Exercise 4. Analyse the following idioms and identify the possible ways of their rendering. <b>Page 40. Translation theory and practice. T., 1989</b>	9-хафта	6
Translation in the XVIII-XIX centuries. The main directions in the history of linguistic theory of translation Phraseological problems of translation. The main problems in translating neologisms. Basic problem of translation. Articles and their translation. Newspapers and informational materials and their translations	Exercise 5. Give Uzbek or Russian equivalents to the following phraseological units. State the type of phraseological units and explain under what circumstances would you say: <b>Page 40. Translation theory and practice. T., 1989</b>	10, 11- хафталаар	8
Translation of the antique period in the West Translation in the I-VIII centuries Translation in the IX century Translation in the X century Translation in the XI-XII centuries	Exercise 6. Choose phraseological units and state the type of it. Comment on the translation, paying attention to the rendering of phraseological units. (J. London, Martin Iden). <b>Page 41. Translation theory and practice. T., 1989</b>	12 – 13 – хафталаар	8
Translation in the XIII century Translation in the XIV century Translation in the XV century Translation in the XVI century Translation in the XIX century	Exercise 1. Translate The following extract from the novel “Sisters” by Askad Mukhtar into English. Compare your translation with the published one and answer the	14-15 - хафталаар	8

Translation in the XX-XXI century	questions. <b>Page 52. Translation theory and practice. T., 1989</b>		
Translation in the XVIII century (in Europe ) Translation in the XVII-XVIII centuries Translation of the antique period in the East Translation XVIII-XIX centuries (in Asia) Translation in the XX-XXI centuries	Exercise 3. Translate the following extract into Russian from the story “Will you walk into my parlour?” by Th. Dreiser. Compare your translation with the published one and answer the questions. <b>Page 60. Translation theory and practice. T., 1989</b>	16 ҳафта	6
The role of semantic syntactic and pragmatic relations. The peculiarities of translating publicistic texts. Translation in the antique period in the West. International and Pseudo - international words. The difference in the aim of educational and professional translation.	Exercise 4. Translate the following extract from the Sketchbook by Washington Irving into the Uzbek language and compare your translation with the published one. <b>Page 62. Translation theory and practice. T., 1989</b>	17-18 ҳафта	6
<b>Жами</b>			<b>72</b>

### РЕЙТИНГ ЖАДВАЛ (КУЗГИ СЕМЕСТР)

			сент	окт	ноябрь				декабрь				январь		феврал				
			ябрь	ябрь															
			3 - 8	2 9 - 3	5 - 10	12 - 17	19 - 24	26 - 1	3 - 8	10 - 15	17 - 22	24 - 29	7 - 12	14 - 19	21 - 26	28 - 2		4 - 9	11 - 16
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	ЖН 40%	Амалий	2,5		2,5		2,5		2,5		2,5		2,5		2,5		2,5		20
		Мустақил таълим					4			4						4	4		20
2	ОН 30%	Аудитория да									15								15
		Мустақил таълим															15		15
3	<b>ЯН – 30%</b>																	30	30
	<b>Жами</b>		<b>11.5</b>						<b>30.5</b>						<b>28</b>		<b>30</b>	<b>100</b>	
	<b>Жами ГП бўйича</b>		<b>11.5</b>						<b>42</b>						<b>70</b>		<b>30</b>	<b>100</b>	

**Эслатма:** Кузги семестрда ўқитиладиган “Таржима назарияси ва амалиёти” фанининг ўқув ҳажми 144 соатни ташкил этганлиги сабабли фан коэффиценти 1.44 бўлади. Фан бўйича ўзлаштиришни аниқлашда талаба тўплаган бали 1.44 га кўпайтирилади ва бутунгача яхлитлаб олинади.

### TARJIMA NAZARIYASI VA AMALIYOTI FANIDAN REYTING ISHLANMA VA BAHOLASH MEZONI

№	Nazorat turlari	Soni	Ball	Jami ball
	<b>JORIY NAZORAT</b>			<b>40</b>
1	Amaliy mashg'ulotlarga tayyorgarlik	8	2,5	20
2	Mustaqil ish	5	4	20
	<b>ORALIQ NAZORAT</b>			<b>30</b>
1	Savollarga yozma tarzda javob	1	7.5	7.5
2	Savollarga og'zaki tarzda javob	1	7.5	7.5
2	Mustaqil ish	5	3	15
	<b>YAKUNIY NAZORAT</b>			<b>30</b>
1	Test	30	1	30
	<b>JAMI</b>			<b>100</b>

## TARJIMA NAZARIYASI VA AMALIYOTI FANI BO'YICHA TALABALARNI REYTING ASOSIDA BAHOLASH MEZONI

### JORIY NAZORAT - 40 ball

*Auditoriya soati 20 ball*

Talaba bosqich davomida 8 ta mavzu bo'yicha, har bir mavzuga 2.5 balldan, jami 20 ball to'plashi mumkin. Har bir mavzuda berilgan topshiriqlarga: mukammal javob uchun 2.1 balldan 2.5 ballgacha ; berilgan topshiriqlarning yarmiga berilgan javob uchun 1,6 balldan 2.1 gacha; bo'sh javob uchun 1.2 balldan 1,6 ballgacha beriladi.

*Mustaqil ta'lim 20 ball*

Bosqich davomida talaba joriy mustaqil ishlari uchun 20 ball yig'ish imkoniyatiga ega. Jami 5 ta mustaqil ish har biriga maksimal 4 ball beriladi.

86% - 100%	3.4 - 4
71% - 85%	2.8 - 3.4
56% - 70%	2.2 - 2.8

### ORALIQ NAZORAT - 30 ball

*Auditoriya soati 15 ball*

Oraliq nazorat yozma 1 marta 7.5 ball (3 ta savol) va og'zaki 1 marta 7.5 ball (3 ta savol) tarzida o'tkaziladi. Oraliq nazorat maksimal 15 ball.

*Mustaqil ta'lim 15 ball*

Bosqich davomida talaba oraliq mustaqil ishlari uchun 15 ball yig'ish imkoniyatiga ega. Jami 5 ta mustaqil ish. Har biriga maksimal 3 balldan beriladi.

86% - 100%	12.9 - 15
71% - 85%	10.7 - 12.8
56% - 70%	8.4 - 10.5

### YAKUNIY NAZORAT - 30 ball

Yakuniy nazoratda talabalar 30 ta test savollariga javob berishi lozim. Har bir to'g'ri javob uchun 1 ball beriladi.

86% - 100%	25.8 - 30
71% - 85%	21.3 - 25.5
56% - 70%	16.8 - 21

## Talabalar bilimini baholashning namunaviy mezoni

Ball	Baho	Talabaning bilim darajasi
86-100	A'lo	Xulosa va qaror qabul qilish. Ijodiy fikrlay olish. Mustaqil mushohada yuritish. Amalda qo'llay olish. Mohiyatini tushunish. Bilish, aytib berish. Tasavvurga ega bo'lish.
71-85	Yaxshi	Mustaqil mushohada yuritish. Amalda qo'llay olish. Mohiyatini tushunish. Bilish, aytib berish. Tasavvurga ega bo'lish.
55-70	Qoniqarli	Mohiyatini tushunish. Bilish, aytib berish. Tasavvurga ega bo'lish.
0-54	Qoniqarsiz	Aniq tasavvurga ega emaslik. Bilmaslik.

## 5. ИНФОРМАЦИОН-УСЛУБИЙ ТАЪМИНОТ

### 5.1. АСОСИЙ АДАБИЁТЛАР

№	Муаллиф, адабиёт номи, тури, нашриёт, йили, ҳажми	Кутубхонада мавжуд нусхаси
	Азнаурова Э.С., Абдурахманова Х.И. Теории практика перевода. Т.: Ўқитувчи, 1989.	10
	Komissarov V.N. Korolova A.L. A Manual of translation from English into Russian M., Higher school, 1990.	10

### 5.2. ҚЎШИМЧА АДАБИЁТЛАР

№	Муаллиф, адабиёт номи, тури, нашриёт, йили, ҳажми	Кутубхонада мавжуд нусхаси
	Комиссаров В.Н. Современное переводоведение. -М.:ЭТС, 2002	5
	Мусаев К. Таржима назарияси. - Т., 2003	4
	Мўминов О. Translation History – Т., 2004	4

### 5. 3. ТАВСИЯ ҚИЛИНАДИГАН ҚЎШИМЧА АДАБИЁТЛАР ВА АХБОРОТ МАНБАЛАРИ

№	Муаллиф, номи, тури, йили, ҳажми, сақланиш жойи, электрон адреси	
1.	Бархударов Л.С. Язык и перевод. М., 1975.	
2.	Комиссаров В.Н. Современное переводоведение. -М.:ЭТС, 2002	
3.	Саломов Г. Таржима назариясига кириттг. - Т., 1990.	
4.	Саломов Г. Таржима назарияси асослари. - Т., 1990.	
5.	Мусаев К. Лексико-фразеологические вопросы художественного перевода. - Т.: Ўқитувчи, 1980.	





**1-МАЪРУЗА МАШҒУЛОТИ ТЕХНОЛОГИК ХАРИТАСИ**

Босқичлар вақти	Фаолият	
	таълим берувчи	таълим олувчилар
1-босқич. 10 мин	Introductory part: -to introduce the theme, goal and expecting results in class; -to inform about the grading system of the students ( <i>see attachment#1</i> );	-listens, takes a note;  -listens, asks questions should any arise.
2-босқич. 60 мин	Main part: -Delivering lectures on the following themes: - 1. Linguistic and extra linguistic aspects of translation 2. The subject matter of the theory of translation.	-listens, asks questions should any arise; -listens, learns by heart; -listens, takes a note; -listens, takes a note;  -listens, ask questions should any arise.
3-босқич. 10 мин	<ol style="list-style-type: none"> <li>1. What is translation?</li> <li>2. What are the main features of the nature of translation?</li> <li>3. What are the main directions in the history of translation?</li> </ol> <p>Summarizing Questions:</p> <ol style="list-style-type: none"> <li>1. What is substitution?</li> <li>2. What does the term “Faithfulness of translation mean?”</li> <li>3. What can you say about the role of anonymous translation?</li> </ol> <p>Closing part: -to summarize the results; -to answer the questions posed by students; -to grade students, who contribute to the class;</p>	-listens; -asks questions -make notes of the important points of the class -report, discussion

	-to give a home task to students: to find and analyze information about <ol style="list-style-type: none"> <li>1. What is connected meaning?</li> <li>2. What is the meaning of the word and its use?</li> <li>3. Say 4 process of educational translation.</li> </ol>	
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### Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	<ol style="list-style-type: none"> <li>1. The aim, theme, plan and the result of the lesson.</li> <li>2. List of used literature.</li> <li>3. The size and the types of assessment of the subject</li> </ol>	<ol style="list-style-type: none"> <li>1. Translating, listening,</li> <li>2. Translating, listening</li> <li>3. Translating, listening</li> </ol>
2-stage. Main part (60 min.)	<ol style="list-style-type: none"> <li>1. Reading and translating the Vocabulary notes Conversational phrases.  - Giving the information about tasks, aim, meaning of the practical lesson.</li> <li>2. Doing the speech exercises. Make up sentences.</li> <li>3..Answering the questions</li> </ol>	<ol style="list-style-type: none"> <li>1. Translating, reading, listening, speaking.</li> <li>2. Translating, reading, listening, speaking.</li> <li>3. Listening, speaking.</li> </ol>
3-stage. Conclusion (10 min.)	<ol style="list-style-type: none"> <li>1. Getting to the end of the lesson, developing students ideas. Marking them.</li> <li>2. Revision</li> <li>3. Home task. (Ex-s 10, 11, 12, 13 P: 62)</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening, speaking</li> <li>2. Making conclusion</li> <li>3. Write down the tasks.</li> </ol>

### 2-МАЪРУЗА МАШҒУЛОТИ ТЕХНОЛОГИК ХАРИТАСИ

Босқичлар вақти	Фаолият	
	таълим берувчи	таълим олувчилар
1-босқич. <b>10 мин</b>	<b>Introductory part:</b> -to introduce the theme, goal and expecting results in class; -to inform about the grading system of the	-listens, takes a note;  -listens, asks questions

	students ( <i>see attachment#1</i> );	should any arise.
2-босқич. <b>60 мин</b>	<b>Main part:</b> -Delivering lectures on the following themes: 1. Cultural categories 2. Material culture 3. Flora and Fauna	-listens, asks questions should any arise; -listens, learns by heart; -listens, takes a note; -listens, takes a note;  -listens, ask questions should any arise.
3-босқич. <b>10 мин</b>	<b>Closing part:</b> -to summarize the results; 1. What is translation culture? 2. What is componential analysis? -to answer the questions posed by students; -to grade students, who contribute to the class; -to give a home task to students: to find and analyze information about 1. The difficulties in translation of cultural words. 2. Give examples to cultural words? 3. What is culture?	-listens; -asks questions -make notes of the important points of the class -report, discussion

### Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1. The aim, theme, plan and the result of the lesson. 2. List of used literature. 3. The size and the types of assessment of the subject	1. Translating, listening, 2. Translating, listening 3. Translating, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases.  - Giving the information about tasks, aim, meaning of the practical lesson.	1. Translating, reading, listening, speaking. 2. Translating, reading, listening, speaking. 3. Listening, speaking.

	2. Doing the speech exercises. Make up sentences. 3..Answering the questions	
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	4. Listening, speaking 5. Making conclusion 6. Write down the tasks.

### 3-МАЪРУЗА МАШҒУЛОТИ ТЕХНОЛОГИК ХАРИТАСИ

Босқичлар вақти	Фаолият	
	таълим берувчи	таълим олувчилар
1-босқич. <b>10 мин</b>	<b>Introductory part:</b> -to introduce the theme, goal and expecting results in class; -to inform about the grading system of the students ( <i>see attachment#1</i> );	-listens, takes a note;  -listens, asks questions should any arise.
2-босқич. <b>60 мин</b>	<b>Main part:</b> -Delivering lectures on the following themes: 1. Specific national features. 2. Partial lexic conformities by lexic parameters. 3. Types of Phraseological units 4. A phraseme 5. An idiom.	-listens, asks questions should any arise; -listens, learns by heart; -listens, takes a note; -listens, takes a note;  -listens, ask questions should any arise.
3-босқич. <b>10 мин</b>	<b>Closing part:</b> -to summarize the results; -to answer the questions posed by students; -to grade students, who contribute to the class; 1. Which types of Phraseological problems correspondences is more problematic than the others? 2. What are Phraseological problems of translation? 3. What are complete conformities? 4. What are the Phraseological problems of translation? 5. What are the complete	-listens; -asks questions -make notes of the important points of the class -report, discussion

	conformities? 6. What are the partial conformities? 7. What are the absence conformities? 8. Give your own examples to the descriptive translation? -to give a home task to students: to find and analyze information about	
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### Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1. The aim, theme, plan and the result of the lesson. 2. List of used literature. 3. The size and the types of assessment of the subject	1. Translating, listening, 2. Translating, listening 3. Translating, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases.  - Giving the information about tasks, aim, meaning of the practical lesson.  2. Doing the speech exercises. Make up sentences.  3..Answering the questions	1. Translating, reading, listening, speaking. 2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2. Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	7. Listening, speaking 8. Making conclusion 9. Write down the tasks.

### 4-МАЪРУЗА МАШҒУЛОТИ ТЕХНОЛОГИК ХАРИТАСИ

Босқичлар вақти	Фаолият	
	таълим берувчи	таълим олувчилар
1-босқич. <b>10 мин</b>	<b>Introductory part:</b> -to introduce the theme, goal and expecting results in class;	-listens, takes a note;

	-to inform about the grading system of the students ( <i>see attachment#1</i> );	-listens, asks questions should any arise.
2-босқич. <b>60 мин</b>	<b>Main part:</b> -Delivering lectures on the following themes: 1. Complete correspondence. 2. Partial correspondence. 3. The absence of correspondence. 4. Complete morphological correspondence. 5. Partial morphological correspondence. 6. Absence morphological correspondence	-listens, asks questions should any arise; -listens, learns by heart; -listens, takes a note; -listens, takes a note;  -listens, ask questions should any arise.
3-босқич. <b>10 мин</b>	<b>Closing part:</b> -to summarize the results; -to answer the questions posed by students; 1. What are the main types of grammatical transformation? 2. What are the two main parts of the decision of the messages in translation? 3. What is the difference between omission and addition? -to grade students, who contribute to the class; -to give a home task to students: to find and analyze information about 1. How do you understand the grammatical problem of translation. 2. With the help of what principal ways can the words denoting specific realize be rendered in translation.	-listens; -asks questions -make notes of the important points of the class -report, discussion

### Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1. The aim, theme, plan and the result of the lesson. 2. List of used literature. 3. The size and the types of assessment of the subject	1. Translating, listening, 2. Translating, listening 3. Translating, listening
2-stage. Main	1. Reading and translating the Vocabulary notes Conversational	1. Translating, reading, listening, speaking.

part (60 min.)	<p>phrases.</p> <p>- Giving the information about tasks, aim, meaning of the practical lesson.</p> <p>2. Doing the speech exercises. Make up sentences.</p> <p>3..Answering the questions</p>	<p>2. Translating, reading, listening, speaking.</p> <p>3. Listening, speaking.</p>
3-stage. Conclusion (10 min.)	<p>1. Getting to the end of the lesson, developing students ideas. Marking them.</p> <p>2.Revision</p> <p>3. Home task. (Ex-s 10, 11, 12, 13 P: 62)</p>	<p>10. Listening, speaking</p> <p>11. Making conclusion</p> <p>12. Write down the tasks.</p>

### 5-МАЪРУЗА МАШҒУЛОТИ ТЕХНОЛОГИК ХАРИТАСИ

Босқичлар вақти	Фаолият	
	таълим берувчи	таълим олувчилар
1-босқич. 10 мин	<p>Introductory part:</p> <p>-to introduce the theme, goal and expecting results in class;</p> <p>-to inform about the grading system of the students (<i>see attachment#1</i>);</p>	<p>-listens, takes a note;</p> <p>-listens, asks questions should any arise.</p>
2-босқич. 60 мин	<p>Main part:</p> <p>-Delivering lectures on the following themes:</p> <ol style="list-style-type: none"> <li>1. Lexical substitution.</li> <li>2. Supplementation.</li> <li>3. Adequate translation.</li> </ol> <p>Control Questions</p> <ol style="list-style-type: none"> <li>1. What are lexical equivalents?</li> <li>2. What is lexical transformation?</li> <li>3. What is autonomic translation?</li> </ol>	<p>-listens, asks questions should any arise;</p> <p>-listens, learns by heart;</p> <p>-listens, takes a note;</p> <p>-listens, takes a note;</p> <p>-listens, ask questions should any arise.</p>
3-босқич.	Closing part:	

10 мин	<p>-to summarize the results; Teacher asks the students following questions:</p> <ol style="list-style-type: none"> <li>1. What principles, types of lexical correspondences can you say?</li> <li>2. Which type of lexical correspondence is more problematic then the others?</li> <li>3. Into what lexical groups do complete correspondence belong.</li> <li>4. Give the information about substitutions.</li> </ol> <p>-to answer the questions posed by students; -to grade students, who contribute to the class; -to give a home task to students: to find and analyze information about</p> <ol style="list-style-type: none"> <li>1. Give your own examples to the types of lexical transformations.</li> <li>2. What is omission (dropping)?</li> <li>3. How do you understand the lexical problems of translation?</li> </ol>	<p>-listens; -asks questions -make notes of the important points of the class -report, discussion</p>
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### Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	<ol style="list-style-type: none"> <li>1. The aim, theme, plan and the result of the lesson.</li> <li>2. List of used literature.</li> <li>3. The size and the types of assessment of the subject</li> </ol>	<ol style="list-style-type: none"> <li>1. Translating, listening,</li> <li>2. Translating, listening</li> <li>3. Translating, listening</li> </ol>
2-stage. Main part (60 min.)	<ol style="list-style-type: none"> <li>1. Reading and translating the Vocabulary notes Conversational phrases.  - Giving the information about tasks, aim, meaning of the practical lesson.</li> <li>2. Doing the speech exercises. Make up sentences.</li> <li>3..Answering the questions</li> </ol>	<ol style="list-style-type: none"> <li>1. Translating, reading, listening, speaking.</li> <li>2. Translating, reading, listening, speaking.</li> <li>3. Listening, speaking.</li> </ol>
3-stage. Conclusion (10	<ol style="list-style-type: none"> <li>1. Getting to the end of the lesson, developing students ideas. Marking</li> </ol>	<ol style="list-style-type: none"> <li>13. Listening, speaking</li> </ol>



min.)	them. 2.Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	14. Making conclusion 15. Write down the tasks.
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## 6-МАЪРУЗА МАШҒУЛОТИ ТЕХНОЛОГИК ХАРИТАСИ

Босқичлар вақти	Фаолият	
	таълим берувчи	таълим олувчилар
1-босқич. 10 мин	Introductory part: -to introduce the theme, goal and expecting results in class; -to inform about the grading system of the students ( <i>see attachment#1</i> );	-listens, takes a note;  -listens, asks questions should any arise.
2-босқич. 60 мин	Main part: 1) Rapid text analysis 2) Avoiding a word for word interpretations 3) Public speaking techniques 4) Rapid conversion of information from one cultural language to another.	-listens, asks questions should any arise; -listens, learns by heart; -listens, takes a note; -listens, takes a note;  -listens, ask questions should any arise.
3-босқич. 10 мин	Closing part: -to summarize the results; Teacher asks the following questions: 1. What is the goal of translation? 2. What does sight translation investigate? -to answer the questions posed by students; -to grade students, who contribute to the class; -to give a home task to students: to find and analyze information about 1. What is sight translation? 2. How do you understand the word “avoiding a word for word interpretation?” 3. What does sight translation provides? 4. What are the main rules for sight translation?	-listens; -asks questions -make notes of the important points of the class -report, discussion

### Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1. The aim, theme, plan and the result of the lesson. 2. List of used literature. 3. The size and the types of assessment of the subject	1. Translating, listening, 2. Translating, listening 3. Translating, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases.  - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3.. Answering the questions	1. Translating, reading, listening, speaking. 2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2. Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	16. Listening, speaking 17. Making conclusion 18. Write down the tasks.

### 7-МАЪРУЗА МАШҒУЛОТИ ТЕХНОЛОГИК ХАРИТАСИ

Босқичларвақт и	Фаолият	
	таълим берувчи	таълим олувчилар
1-босқич. 10 мин	Introductory part: -to introduce the theme, goal and expecting results in class; -to inform about the grading system of the students ( <i>see attachment#1</i> );	-listens, takes a note;  -listens, asks questions should any arise.
2-босқич. 60 мин	Main part: Teacher delivers the lecture on the following theme: 1) The meaning of the word consecutive	-listens, asks questions should any arise; -listens, learns by

	<p>2) Semantic bases.  3) 3 basic principles of consecutive interpreting.  4) Predicative symbols</p> <p>Teacher asks the following control questions:</p> <ol style="list-style-type: none"> <li>1. Where we must use the consecutive translation?</li> <li>2. Is it necessary to the interpreter to find logical chain of idea in the text?</li> </ol>	<p>heart;  -listens, takes a note;  -listens, takes a note;</p> <p>-listens, ask questions should any arise.</p>
<p>3-босқич.  10 мин</p>	<p>Closing part:</p> <ul style="list-style-type: none"> <li>-to summarize the results;</li> <li>-to answer the questions posed by students;</li> <li>-to grade students, who contribute to the class;</li> <li>-to give a home task to students: to find and analyze information about</li> </ul> <ol style="list-style-type: none"> <li>1. The ways of consecutive translation?</li> <li>2. How do you understand the consecutive translation?</li> <li>3. Say about 3 basic principles of consecutive interpretation.</li> </ol> <p>Tasks for self directed work.</p> <ol style="list-style-type: none"> <li>1. What is consecutive translation?</li> <li>2. How many semantic bases could keep in mind person?</li> </ol>	<p>-listens;  -asks questions  -make notes of the important points of the class  -report, discussion</p>

## 8-МАЪРУЗА МАШҒУЛОТИ ТЕХНОЛОГИК ХАРИТАСИ

Босқичлар вақти	Фаолият	
	таълим берувчи	таълим олувчилар
<p>1-босқич.  10 мин</p>	<p>Introductory part:</p> <ul style="list-style-type: none"> <li>-to introduce the theme, goal and expecting results in class;</li> <li>-to inform about the grading system of the students (<i>see attachment#1</i>);</li> </ul>	<p>-listens, takes a note;  -listens, asks questions should any arise.</p>
<p>2-босқич.  60 мин</p>	<p>Main part:  Delivering lectures on the following themes:</p>	<p>-listens, asks questions should any arise;</p>

	<ol style="list-style-type: none"> <li>1. The meaning of the word Simultaneous</li> <li>2. Listening and recall</li> <li>3. Dual task training or parallel processing</li> <li>4. Sight translation</li> <li>5. Sight interpretation</li> </ol> <p>Control questions:</p> <ol style="list-style-type: none"> <li>1. What is note taking?</li> <li>2. What is clozer?</li> <li>3. How do you understand the word “Interpretation without tears and Danish way”</li> </ol>	<p>-listens, learns by heart; -listens, takes a note; -listens, takes a note;</p> <p>-listens, ask questions should any arise.</p>
3-босқич. 10 мин	<p>Closing part:</p> <ul style="list-style-type: none"> <li>-to summarize the results;</li> <li>-to answer the questions posed by students;</li> <li>-to grade students, who contribute to the class;</li> <li>-to give a home task to students: to find and analyze information about</li> </ul> <ol style="list-style-type: none"> <li>1. What is shadowing?</li> <li>2. What is revealing the strong semantic points in the utterance in simultaneous translation?</li> <li>3. What must know a simultaneous translation?</li> </ol> <p>Tasks for self directed work:</p> <ol style="list-style-type: none"> <li>1. What can you say about the rules interpretation without tears the Danish way?</li> <li>2. What are the meaning of the phrase “correct listening to speeches correcting presented”</li> </ol>	<ul style="list-style-type: none"> <li>-listens;</li> <li>-asks questions</li> <li>-make notes of the important points of the class</li> <li>-report, discussion</li> </ul>

### Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage.	1. The aim, theme, plan and the result of the lesson.	1. Translating, listening,

Introduction (10 min.)	2. List of used literature. 3. The size and the types of assessment of the subject	2. Translating, listening 3. Translating, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3.. Answering the questions	1. Translating, reading, listening, speaking. 2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2. Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	19. Listening, speaking 20. Making conclusion 21. Write down the tasks.

### 1-АМАЛИЙ МАШҒУЛОТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
1	<p><b>Identified aims of the lesson:</b></p> <ol style="list-style-type: none"> <li>1. to acquaint the students with new theme</li> <li>2. to teach the students use these rules in their speech</li> <li>3. to teach them new translation rules</li> <li>4. to coordinate translation and interpretation</li> <li>5. to develop students' fluent speech</li> </ol> <p><b>The main notions:</b> a college graduate, just a beginner, former, a fellow student, companion, jolly and others.</p> <p><b>The form of the lesson:</b> working in groups and separately</p> <p><b>Equipment:</b> book, desk, distributing materials etc.</p> <p><b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis &amp; synthesis</p>	10%
2	<p><b>Phonetic and Translation rules. Vocabulary.</b></p> <ul style="list-style-type: none"> <li>- General characteristics of the English consonants;</li> <li>- Impersonal sentences;</li> <li>- School and studying.</li> </ul>	20%
3	<b>Additional (out-of-plan) activities.</b>	50%
5	<b>Revision. - <u>Test</u>.</b>	10%
6	<b>Evaluation.</b>	5%
7	<b>Home work.</b>	5%

### Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1. The aim, theme, plan and the result of the lesson. 2. List of used literature. 3. The size and the types of assessment of the subject	1. Translating, listening, 2. Translating, listening 3. Translating, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases.  - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3.. Answering the questions	1. Translating, reading, listening, speaking. 2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2. Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	22. Listening, speaking 23. Making conclusion 24. Write down the tasks.

### 2-АМАЛИЙ МАШҒУЛОТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
1	<p><b>Identified aims of the lesson:</b></p> <ol style="list-style-type: none"> <li>1. to acquaint the students with new phonetic rules</li> <li>2. to teach the students use these rules in their speech</li> <li>3. to teach them new translation rules</li> <li>4. to coordinate translation and interpretation</li> <li>5. to develop students' fluent speech</li> </ol> <p><b>The main notions:</b> expect, believe, think, to be away from, to be absent from, to be present, to check, and others.</p> <p><b>The form of the lesson:</b> working in groups and separately</p> <p><b>Equipment:</b> book, desk, distributing materials etc.</p> <p><b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis &amp; synthesis</p>	10%

<b>2</b>	<b>Teacher asks the following questions:</b> 1. What is material culture? 2. Say about cultural categories and give examples.	<b>20%</b>
<b>3</b>	<b>Additional (out-of-plan) activities.</b>	<b>20%</b>
<b>4</b>	<b>Translation practice</b>	<b>30%</b>
<b>5</b>	<b>Revision.</b> <a href="#">- Test.</a>	<b>10%</b>
<b>6</b>	<b>Evaluation.</b>	<b>5%</b>
<b>7</b>	<b>Home work.</b> <b>SELF INDEPENDENT WORK</b> TRANSLATION OF THE MATERIALS	<b>5%</b>

### Scheme of the lecture Technological scheme of the practical lesson

<b>Time limit</b>	<b>Type of activity</b>	
	<b>Teacher</b>	<b>Student</b>
1-stage. Introduction (10 min.)	1. The aim, theme, plan and the result of the lesson. 2. List of used literature. 3. The size and the types of assessment of the subject	1. Translating, listening, 2. Translating, listening 3. Translating, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3..Answering the questions	1. Translating, reading, listening, speaking. 2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2. Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	25. Listening, speaking 26. Making conclusion 27. Write down the tasks.

### 3-АМАЛИЙ МАШҒУЛОТ ТЕХНОЛОГИК ХАРИТАСИ

<b>№</b>	<b>ACTIVITY</b>	<b>TIME</b>
<b>1</b>	<p><b>Identified aims of the lesson:</b></p> <ol style="list-style-type: none"> <li>1. to acquaint the students with new phonetic rules</li> <li>2. to teach the students use these rules in their speech</li> <li>3. to teach them new translation rules</li> <li>4. to coordinate translation and interpretation</li> <li>5. to develop students' fluent speech</li> </ol> <p><b>The main notions:</b> comfortable, well-planned, two-storeyed, in front of, lawn, orchard, the ground floor, and others.</p> <p><b>The form of the lesson:</b> working in groups and separately</p> <p><b>Equipment:</b> book, desk, distributing materials etc.</p> <p><b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis &amp; synthesis</p>	<b>10%</b>
<b>2</b>	<p><b>Interpretation and Translation rules. Vocabulary.</b></p> <p><b>I. Answer the question.</b></p> <ol style="list-style-type: none"> <li>1. What are the Phraseological problems of translation?</li> <li>2. What are the complete conformities?</li> <li>3. What are the partial conformities?</li> <li>4. What are the absence conformities?</li> </ol> <p><b>II. Retell the lecture and compare types of Phraseological conformities with your own examples.</b></p>	<b>20%</b>
<b>3</b>	<b>Translation activities</b>	<b>50%</b>
<b>4</b>	<b>Revision. - <a href="#">Test</a>.</b>	<b>10%</b>
<b>5</b>	<b>Evaluation.</b>	<b>5%</b>
<b>6</b>	<b>Home work. Original work Text Translation</b>	<b>5%</b>

### Scheme of the lecture Technological scheme of the practical lesson

<b>Time limit</b>	<b>Type of activity</b>	
	<b>Teacher</b>	<b>Student</b>
1-stage. Introduction (10 min.)	<ol style="list-style-type: none"> <li>1. The aim, theme, plan and the result of the lesson.</li> <li>2. List of used literature.</li> <li>3. The size and the types of assessment of the subject</li> </ol>	<ol style="list-style-type: none"> <li>1. Translating, listening,</li> <li>2. Translating, listening</li> <li>3. Translating, listening</li> </ol>
2-stage. Main part (60 min.)	<ol style="list-style-type: none"> <li>1. Reading and translating the Vocabulary notes Conversational phrases.</li> <li>- Giving the information about tasks,</li> </ol>	<ol style="list-style-type: none"> <li>1. Translating, reading, listening, speaking.</li> <li>2. Translating, reading, listening,</li> </ol>



	aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3..Answering the questions	speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	28. Listening, speaking 29. Making conclusion 30. Write down the tasks.

#### 4-АМАЛИЙ МАШҒУЛОТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
1	<p><b>Identified aims of the lesson:</b></p> <ol style="list-style-type: none"> <li>1. to acquaint the students with new phonetic rules</li> <li>2. to teach the students use these rules in their speech</li> <li>3. to teach them new translation rules</li> <li>4. to coordinate translation and interpretation</li> <li>5. to develop students' fluent speech</li> </ol> <p><b>The main notions:</b> comfortable, well-planned, two-storeyed, in front of, lawn, orchard, the ground floor, and others.</p> <p><b>The form of the lesson:</b> working in groups and separately</p> <p><b>Equipment:</b> book, desk, distributing materials etc.</p> <p><b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis &amp; synthesis</p>	10%
2	<p><b>Interpretation and Translation rules. Vocabulary.</b></p> <p><b>I.Answer the question.</b></p> <ol style="list-style-type: none"> <li>1. What are the Phraseological problems of translation?</li> <li>2. What are the complete conformities?</li> <li>3. What are the partial conformities?</li> <li>4. What are the absence conformities?</li> </ol> <ol style="list-style-type: none"> <li>1. These walks had a favorable effect on her health.</li> <li>2. Ira Hinkley ignored the fact.</li> <li>3. I am completely unaware of the cause of their quarrel.</li> <li>4. I can see you all the time.</li> <li>5. The University had become his world.</li> <li>6. Our life in the house followed a quiet pattern.</li> <li>7. Mamma is smiling with all her might.</li> <li>8. I've never suspected you to be so dress conscious.</li> </ol>	20%

	<p>9. A mightier hope abolishes despair.</p> <p>10. Quite the other way round.</p> <p>11. The best way to abolish darkness is to give light, and the best way to abolish fully is to spread wisdom.</p> <p>12. Nothing happened in the morning but when the good news came, the next hour was a succession of handshakes and laughing comments.</p> <p>13. She made a mental note to check up the information presented by the secretary.</p> <p>14. He found he had little petrol left and stopped to fill in .</p>	
<b>3</b>	<b>Translation activities.</b>	<b>20%</b>
		<b>30%</b>
<b>4</b>	<b>Revision.</b> <u>- Test.</u>	<b>10%</b>
<b>5</b>	<b>Evaluation.</b>	<b>5%</b>
<b>6</b>	<b>Home work.</b> Original work Text Translation	<b>5%</b>

### Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	<p>1. The aim, theme, plan and the result of the lesson.</p> <p>2. List of used literature.</p> <p>3. The size and the types of assessment of the subject</p>	<p>1. Translating, listening,</p> <p>2. Translating, listening</p> <p>3. Translating, listening</p>
2-stage. Main part (60 min.)	<p>1. Reading and translating the Vocabulary notes Conversational phrases.</p> <p>- Giving the information about tasks, aim, meaning of the practical lesson.</p> <p>2. Doing the speech exercises. Make up sentences.</p> <p>3..Answering the questions</p>	<p>1. Translating, reading, listening, speaking.</p> <p>2. Translating, reading, listening, speaking.</p> <p>3. Listening, speaking.</p>
3-stage.	<p>1. Getting to the end of the lesson, developing students ideas. Marking</p>	<p>31. Listening, speaking</p>

Conclusion (10 min.)	them. 2.Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	32. Making conclusion 33. Write down the tasks.
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## 5-АМАЛИЙ МАШҒУЛОТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
1	<p><b>Identified aims of the lesson:</b></p> <ol style="list-style-type: none"> <li>6. to acquaint the students with new phonetic rules</li> <li>7. to teach the students use these rules in their speech</li> <li>8. to teach them new translation rules</li> <li>9. to coordinate translation and interpretation</li> <li>10.to develop students' fluent speech</li> </ol> <p><b>The main notions:</b> comfortable, well-planned, two-storeyed, in front of, lawn, orchard, the ground floor, and others.  <b>The form of the lesson:</b> working in groups and separately  <b>Equipment:</b> book, desk, distributing materials etc.  <b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis &amp; synthesis</p>	10%
2	<p><b>Interpretation and Translation rules. Vocabulary.</b></p> <p><b>III. Analyze the antonymous translation.</b></p> <ol style="list-style-type: none"> <li>1. The girl felt no little disappointment.</li> <li>2. The picture looks better when placed not too near.</li> <li>3. This case was of little consequence.</li> <li>4. How'd you like to take up art?</li> <li>5. How'd you like to come out for a walk with me?</li> <li>6. The Peter proved to be of little consequence.</li> <li>7. Don't keep on asking silly questions.</li> <li>8. Nothing but truth is important.</li> <li>9. I found him gone.</li> <li>10. She never told until afterward how painful that duty was.</li> <li>11.He didn't belong among us and this independence of his mind irritated us immensely.</li> </ol>	20%
3	<b>Translation activities.</b>	20% 30%
4	<b>Revision.</b> <u>- Test.</u>	10%
5	<b>Evaluation.</b>	5%
6	<b>Home work.</b>	5%

Original work Text Translation	
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### Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1. The aim, theme, plan and the result of the lesson. 2. List of used literature. 3. The size and the types of assessment of the subject	1. Translating, listening, 2. Translating, listening 3. Translating, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3..Answering the questions	1. Translating, reading, listening, speaking. 2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2. Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	34. Listening, speaking 35. Making conclusion 36. Write down the tasks.

### 6-АМАЛИЙ МАШҒУЛОТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
1	<p><b>Identified aims of the lesson:</b></p> <ol style="list-style-type: none"> <li>1. to acquaint the students with new translation methods</li> <li>2. to teach the students use these rules in their speech</li> <li>3. to teach them new translation rules</li> <li>4. to coordinate translation</li> <li>5. to develop students' fluent speech</li> </ol> <p><b>The main notions:</b> sorry, excuse me, introduce, prefer, as for me, pen-friends, come on, and others..</p> <p><b>The form of the lesson:</b> working in groups and separately</p>	10%

	<b>Equipment:</b> book, desk, distributing materials etc. <b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis & synthesis	
2	<ol style="list-style-type: none"> <li>1. What is sight translation?</li> <li>2. What does sight translation provides?</li> <li>3. What are the requirements to the sight translation?</li> <li>4. What are the main rules for sight translation?</li> <li>5. What are the main exercises for sight translation?</li> </ol>	20%
3	<b>Additional (out-of-plan) activities.</b>	20%
4	Translation activity.	30%
5	<b>Revision.</b> <u>- Test.</u>	10%
6	<b>Evaluation.</b>	5%
7	<b>Home work.</b> Original work №6 Text Translation	5%

### 7-АМАЛИЙ МАШҒУЛОТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
1	<p><b>Identified aims of the lesson:</b></p> <ol style="list-style-type: none"> <li>1. to acquaint the students with new translation methods</li> <li>2. to teach the students use these rules in their speech</li> <li>3. to teach them new translation rules</li> <li>4. to coordinate translation</li> <li>5. to develop students' fluent speech</li> </ol> <p><b>The main notions:</b> sorry, excuse me, introduce, prefer, as for me, pen-friends, come on, and others..</p> <p><b>The form of the lesson:</b> working in groups and separately</p> <p><b>Equipment:</b> book, desk, distributing materials etc.</p> <p><b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis &amp; synthesis</p>	10%
2	<ol style="list-style-type: none"> <li>1. What is sight translation?</li> <li>2. What does sight translation provides?</li> <li>3. What are the requirements to the sight translation?</li> <li>4. What are the main rules for sight translation?</li> <li>5. What are the main exercises for sight translation?</li> </ol>	20%
3	<b>Additional (out-of-plan) activities.</b>	20%
4	Translation activity.	30%
5	<b>Revision.</b> <u>- Test.</u>	10%
6	<b>Evaluation.</b>	5%
7	<b>Home work.</b> Original work №6 Text Translation	5%

### Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1. The aim, theme, plan and the result of the lesson. 2. List of used literature. 3. The size and the types of assessment of the subject	1. Translating, listening, 2. Translating, listening 3. Translating, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases.  - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3.. Answering the questions	1. Translating, reading, listening, speaking. 2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2. Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	37. Listening, speaking 38. Making conclusion 39. Write down the tasks.

### 8-АМАЛИЙ МАШҒУЛОТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
1	<p><b>Identified aims of the lesson:</b></p> <ol style="list-style-type: none"> <li>1. to acquaint the students with new translation methods</li> <li>2. to teach the students use these rules in their speech</li> <li>3. to teach them new translation rules</li> <li>4. to coordinate translation</li> <li>5. to develop students' fluent speech</li> </ol> <p><b>The main notions:</b> sorry, excuse me, introduce, prefer, as for me, pen-friends, come on, and others..</p> <p><b>The form of the lesson:</b> working in groups and separately</p> <p><b>Equipment:</b> book, desk, distributing materials etc.</p>	10%

	<b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis & synthesis	
2	<ol style="list-style-type: none"> <li>1. What is sight translation?</li> <li>2. What does sight translation provides?</li> <li>3. What are the requirements to the sight translation?</li> <li>4. What are the main rules for sight translation?</li> <li>5. What are the main exercises for sight translation?</li> </ol>	20%
3	<b>Additional (out-of-plan) activities.</b>	20%
4	Translation activity.	30%
5	<b>Revision.</b> <a href="#">- Test.</a>	10%
6	<b>Evaluation.</b>	5%
7	<b>Home work.</b> Original work №6 Text Translation	5%

**Scheme of the lecture Technological scheme of the practical lesson**

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	<ol style="list-style-type: none"> <li>1. The aim, theme, plan and the result of the lesson.</li> <li>2. List of used literature.</li> <li>3. The size and the types of assessment of the subject</li> </ol>	<ol style="list-style-type: none"> <li>1. Translating, listening,</li> <li>2. Translating, listening</li> <li>3. Translating, listening</li> </ol>
2-stage. Main part (60 min.)	<ol style="list-style-type: none"> <li>1. Reading and translating the Vocabulary notes Conversational phrases.  - Giving the information about tasks, aim, meaning of the practical lesson.</li> <li>2. Doing the speech exercises. Make up sentences.</li> <li>3..Answering the questions</li> </ol>	<ol style="list-style-type: none"> <li>1. Translating, reading, listening, speaking.</li> <li>2. Translating, reading, listening, speaking.</li> <li>3. Listening, speaking.</li> </ol>
3-stage. Conclusion (10 min.)	<ol style="list-style-type: none"> <li>1. Getting to the end of the lesson, developing students ideas. Marking them.</li> <li>2.Revision</li> <li>3. Home task. (Ex-s 10, 11, 12, 13 P: 62)</li> </ol>	<ol style="list-style-type: none"> <li>40. Listening, speaking</li> <li>41. Making conclusion</li> <li>42. Write down the tasks.</li> </ol>

## 9-АМАЛИЙ МАШҒУЛОТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
<b>1</b>	<p><b>Identified aims of the lesson:</b></p> <ol style="list-style-type: none"> <li>1. to acquaint the students with new translation methods</li> <li>2. to teach the students use these rules in their speech</li> <li>3. to teach them new translation rules</li> <li>4. to coordinate translation</li> <li>5. to develop students' fluent speech</li> </ol> <p><b>The main notions:</b> sorry, excuse me, introduce, prefer, as for me, pen-friends, come on, and others..</p> <p><b>The form of the lesson:</b> working in groups and separately</p> <p><b>Equipment:</b> book, desk, distributing materials etc.</p> <p><b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis &amp; synthesis</p>	<b>10%</b>
<b>2</b>	<ol style="list-style-type: none"> <li>1. What is sight translation?</li> <li>2. What does sight translation provides?</li> <li>3. What are the requirements to the sight translation?</li> <li>4. What are the main rules for sight translation?</li> <li>5. What are the main exercises for sight translation?</li> </ol>	<b>20%</b>
<b>3</b>	<b>Additional (out-of-plan) activities.</b>	<b>20%</b>
<b>4</b>	Translation activity.	<b>30%</b>
<b>5</b>	<b>Revision. - <u>Test.</u></b>	<b>10%</b>
<b>6</b>	<b>Evaluation.</b>	<b>5%</b>
<b>7</b>	<b>Home work.</b> Original work №6 Text Translation	<b>5%</b>

### Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	<ol style="list-style-type: none"> <li>1. The aim, theme, plan and the result of the lesson.</li> <li>2. List of used literature.</li> <li>3. The size and the types of assessment of the subject</li> </ol>	<ol style="list-style-type: none"> <li>1. Translating, listening,</li> <li>2. Translating, listening</li> <li>3. Translating, listening</li> </ol>
2-stage. Main part (60 min.)	<ol style="list-style-type: none"> <li>1. Reading and translating the Vocabulary notes Conversational phrases.</li> <li>- Giving the information about tasks,</li> </ol>	<ol style="list-style-type: none"> <li>1. Translating, reading, listening, speaking.</li> <li>2. Translating, reading, listening,</li> </ol>



	aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3..Answering the questions	speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	43. Listening, speaking 44. Making conclusion 45. Write down the tasks.

### 10-АМАЛИЙ МАШҲУЛОТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
1	<p><b>Identified aims of the lesson:</b></p> <ol style="list-style-type: none"> <li>1. to acquaint the students with new translation methods</li> <li>2. to teach the students use these rules in their speech</li> <li>3. to teach them new translation rules</li> <li>4. to coordinate translation</li> <li>5. to develop students' fluent speech</li> </ol> <p><b>The main notions:</b> sorry, excuse me, introduce, prefer, as for me, pen-friends, come on, and others..</p> <p><b>The form of the lesson:</b> working in groups and separately</p> <p><b>Equipment:</b> book, desk, distributing materials etc.</p> <p><b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis &amp; synthesis</p>	10%
2	<ol style="list-style-type: none"> <li>1. What is sight translation?</li> <li>2. What does sight translation provides?</li> <li>3. What are the requirements to the sight translation?</li> <li>4. What are the main rules for sight translation?</li> <li>5. What are the main exercises for sight translation?</li> </ol>	20%
3	<b>Additional (out-of-plan) activities.</b>	20%
4	Translation activity.	30%
5	<b>Revision.</b> <u>- Test.</u>	10%
6	<b>Evaluation.</b>	5%
7	<b>Home work.</b> Original work №6 Text Translation	5%

### Scheme of the lecture Technological scheme of the practical lesson

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Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1. The aim, theme, plan and the result of the lesson. 2. List of used literature. 3. The size and the types of assessment of the subject	1. Translating, listening, 2. Translating, listening 3. Translating, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3..Answering the questions	1. Translating, reading, listening, speaking. 2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	46. Listening, speaking 47. Making conclusion 48. Write down the tasks.

## 11-АМАЛИЙ МАШҲУЛОТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
1	<p><b>Identified aims of the lesson:</b></p> <ul style="list-style-type: none"> <li>6. to acquaint the students with new translation methods</li> <li>7. to teach the students use these rules in their speech</li> <li>8. to teach them new translation rules</li> <li>9. to coordinate translation</li> <li>10. to develop students' fluent speech</li> </ul> <p><b>The main notions:</b> sorry, excuse me, introduce, prefer, as for me, pen-friends, come on, and others..</p> <p><b>The form of the lesson:</b> working in groups and separately</p> <p><b>Equipment:</b> book, desk, distributing materials etc.</p> <p><b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis &amp; synthesis</p>	10%
2	1. What is sight translation?	20%

	2. What does sight translation provides? 3. What are the requirements to the sight translation? 4. What are the main rules for sight translation? 5. What are the main exercises for sight translation?	
<b>3</b>	<b>Additional (out-of-plan) activities.</b>	<b>20%</b>
<b>4</b>	Translation activity.	<b>30%</b>
<b>5</b>	<b>Revision.</b> <a href="#">- Test.</a>	<b>10%</b>
<b>6</b>	<b>Evaluation.</b>	<b>5%</b>
<b>7</b>	<b>Home work.</b> Original work №6 Text Translation	<b>5%</b>

### Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1. The aim, theme, plan and the result of the lesson. 2. List of used literature. 3. The size and the types of assessment of the subject	1. Translating, listening, 2. Translating, listening 3. Translating, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3.. Answering the questions	1. Translating, reading, listening, speaking. 2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2. Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	49. Listening, speaking 50. Making conclusion 51. Write down the tasks.

### 12-АМАЛИЙ МАШҒУЛОТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
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<b>1</b>	<p><b>Identified aims of the lesson:</b></p> <ol style="list-style-type: none"> <li>11. to acquaint the students with new translation methods</li> <li>12. to teach the students use these rules in their speech</li> <li>13. to teach them new translation rules</li> <li>14. to coordinate translation</li> <li>15. to develop students' fluent speech</li> </ol> <p><b>The main notions:</b> sorry, excuse me, introduce, prefer, as for me, pen-friends, come on, and others..</p> <p><b>The form of the lesson:</b> working in groups and separately</p> <p><b>Equipment:</b> book, desk, distributing materials etc.</p> <p><b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis &amp; synthesis</p>	<b>10%</b>
<b>2</b>	<ol style="list-style-type: none"> <li>1. What is sight translation?</li> <li>2. What does sight translation provides?</li> <li>3. What are the requirements to the sight translation?</li> <li>4. What are the main rules for sight translation?</li> <li>5. What are the main exercises for sight translation?</li> </ol>	<b>20%</b>
<b>3</b>	<b>Additional (out-of-plan) activities.</b>	<b>20%</b>
<b>4</b>	Translation activity.	<b>30%</b>
<b>5</b>	<b>Revision.</b> <a href="#">- Test.</a>	<b>10%</b>
<b>6</b>	<b>Evaluation.</b>	<b>5%</b>
<b>7</b>	<b>Home work.</b> Original work №6 Text Translation	<b>5%</b>

### Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	<ol style="list-style-type: none"> <li>1. The aim, theme, plan and the result of the lesson.</li> <li>2. List of used literature.</li> <li>3. The size and the types of assessment of the subject</li> </ol>	<ol style="list-style-type: none"> <li>1. Translating, listening,</li> <li>2. Translating, listening</li> <li>3. Translating, listening</li> </ol>
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational	1. Translating, reading, listening, speaking.

	phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3..Answering the questions	2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	52. Listening, speaking 53. Making conclusion 54. Write down the tasks.

### 1-СЕМИНАР МАШҒУЛЮТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TI ME
1	<b>Identified aims of the lesson:</b> 16.to acquaint the students with new translation methods 17. to teach the students use these rules in their speech 18. to teach them new translation rules 19. to coordinate translation 20. to develop students' fluent speech <b>The main notions:</b> sorry, excuse me, introduce, prefer, as for me, pen-friends, come on, and others.. <b>The form of the lesson:</b> working in groups and separately <b>Equipment:</b> book, desk, distributing materials etc. <b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis & synthesis	10 %
2	1. What is sight translation? 2. What does sight translation provides? 3. What are the requirements to the sight translation? 4. What are the main rules for sight translation? 5. What are the main exercises for sight translation?	20 %
3	<b>Additional (out-of-plan) activities.</b>	20 %
4	Translation activity.	30 %
5	<b>Revision. - <a href="#">Test.</a></b>	10 %
6	<b>Evaluation.</b>	5%
7	<b>Home work.</b> Original work №6 Text Translation	5%

### Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1. The aim, theme, plan and the result of the lesson. 2. List of used literature. 3. The size and the types of assessment of the subject	1. Translating, listening, 2. Translating, listening 3. Translating, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases.  - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3.. Answering the questions	1. Translating, reading, listening, speaking. 2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2. Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	55. Listening, speaking 56. Making conclusion 57. Write down the tasks.

### 2- СЕМИНАР МАШҒУЛОТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
1	<p><b>Identified aims of the lesson:</b></p> <ol style="list-style-type: none"> <li>1. to acquaint the students with new translation methods</li> <li>2. to teach the students use these rules in their speech</li> <li>3. to teach them new translation rules</li> <li>4. to coordinate translation</li> <li>5. to develop students' fluent speech</li> </ol> <p><b>The main notions:</b> sorry, excuse me, introduce, prefer, as for me, pen-friends, come on, and others..</p> <p><b>The form of the lesson:</b> working in groups and separately</p> <p><b>Equipment:</b> book, desk, distributing materials etc.</p> <p><b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis &amp; synthesis</p>	10%

<b>2</b>	<ol style="list-style-type: none"> <li>1. What is sight translation?</li> <li>2. What does sight translation provides?</li> <li>3. What are the requirements to the sight translation?</li> <li>4. What are the main rules for sight translation?</li> <li>5. What are the main exercises for sight translation?</li> </ol>	<b>20%</b>
<b>3</b>	<b>Additional (out-of-plan) activities.</b>	<b>20%</b>
<b>4</b>	Translation activity.	<b>30%</b>
<b>5</b>	<b>Revision.</b> <u>- Test.</u>	<b>10%</b>
<b>6</b>	<b>Evaluation.</b>	<b>5%</b>
<b>7</b>	<b>Home work.</b> Original work №6 Text Translation	<b>5%</b>

### Scheme of the lecture Technological scheme of the practical lesson

<b>Time limit</b>	<b>Type of activity</b>	
	<b>Teacher</b>	<b>Student</b>
1-stage. Introduction (10 min.)	<ol style="list-style-type: none"> <li>1. The aim, theme, plan and the result of the lesson.</li> <li>2. List of used literature.</li> <li>3. The size and the types of assessment of the subject</li> </ol>	<ol style="list-style-type: none"> <li>1. Translating, listening,</li> <li>2. Translating, listening</li> <li>3. Translating, listening</li> </ol>
2-stage. Main part (60 min.)	<ol style="list-style-type: none"> <li>1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson.</li> <li>2. Doing the speech exercises. Make up sentences.</li> <li>3..Answering the questions</li> </ol>	<ol style="list-style-type: none"> <li>1. Translating, reading, listening, speaking.</li> <li>2. Translating, reading, listening, speaking.</li> <li>3. Listening, speaking.</li> </ol>
3-stage. Conclusion (10 min.)	<ol style="list-style-type: none"> <li>1. Getting to the end of the lesson, developing students ideas. Marking them.</li> <li>2. Revision</li> <li>3. Home task. (Ex-s 10, 11, 12, 13 P: 62)</li> </ol>	<ol style="list-style-type: none"> <li>58. Listening, speaking</li> <li>59. Making conclusion</li> <li>60. Write down the tasks.</li> </ol>

### 3- СЕМИНАР МАШҒУЛОТ ТЕХНОЛОГИК ХАРИТАСИ

<b>№</b>	<b>ACTIVITY</b>	<b>TIME</b>
<b>1</b>	<p><b>Identified aims of the lesson:</b></p> <ol style="list-style-type: none"> <li>1. to acquaint the students with new translation methods</li> <li>2. to teach the students use these rules in their speech</li> <li>3. to teach them new translation rules</li> <li>4. to coordinate translation</li> <li>5. to develop students' fluent speech</li> </ol> <p><b>The main notions:</b> sorry, excuse me, introduce, prefer, as for me, pen-friends, come on, and others..</p> <p><b>The form of the lesson:</b> working in groups and separately</p> <p><b>Equipment:</b> book, desk, distributing materials etc.</p> <p><b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis &amp; synthesis</p>	<b>10%</b>
<b>2</b>	<ol style="list-style-type: none"> <li>1. What is sight translation?</li> <li>2. What does sight translation provides?</li> <li>3. What are the requirements to the sight translation?</li> <li>4. What are the main rules for sight translation?</li> <li>5. What are the main exercises for sight translation?</li> </ol>	<b>20%</b>
<b>3</b>	<b>Additional (out-of-plan) activities.</b>	<b>20%</b>
<b>4</b>	Translation activity.	<b>30%</b>
<b>5</b>	<b>Revision. - <u>Test.</u></b>	<b>10%</b>
<b>6</b>	<b>Evaluation.</b>	<b>5%</b>
<b>7</b>	<b>Home work.</b> Original work №6 Text Translation	<b>5%</b>

### Scheme of the lecture Technological scheme of the practical lesson

<b>Time limit</b>	<b>Type of activity</b>	
	<b>Teacher</b>	<b>Student</b>
1-stage. Introduction (10 min.)	<ol style="list-style-type: none"> <li>1. The aim, theme, plan and the result of the lesson.</li> <li>2. List of used literature.</li> <li>3. The size and the types of assessment of the subject</li> </ol>	<ol style="list-style-type: none"> <li>1. Translating, listening,</li> <li>2. Translating, listening</li> <li>3. Translating, listening</li> </ol>
2-stage. Main part (60 min.)	<ol style="list-style-type: none"> <li>1. Reading and translating the Vocabulary notes Conversational phrases.</li> <li>- Giving the information about tasks,</li> </ol>	<ol style="list-style-type: none"> <li>1. Translating, reading, listening, speaking.</li> <li>2. Translating, reading, listening, speaking.</li> </ol>



	aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3..Answering the questions	3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	61. Listening, speaking 62. Making conclusion 63. Write down the tasks.

#### 4- СЕМИНАР МАШҒУЛОТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
1	<p><b>Identified aims of the lesson:</b></p> <ul style="list-style-type: none"> <li>6. to acquaint the students with new translation methods</li> <li>7. to teach the students use these rules in their speech</li> <li>8. to teach them new translation rules</li> <li>9. to coordinate translation</li> <li>10.to develop students' fluent speech</li> </ul> <p><b>The main notions:</b> sorry, excuse me, introduce, prefer, as for me, pen-friends, come on, and others..</p> <p><b>The form of the lesson:</b> working in groups and separately</p> <p><b>Equipment:</b> book, desk, distributing materials etc.</p> <p><b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis &amp; synthesis</p>	10%
2	<ul style="list-style-type: none"> <li>1. What is sight translation?</li> <li>2. What does sight translation provides?</li> <li>3. What are the requirements to the sight translation?</li> <li>4. What are the main rules for sight translation?</li> <li>5. What are the main exercises for sight translation?</li> </ul>	20%
3	<b>Additional (out-of-plan) activities.</b>	20%
4	Translation activity.	30%
5	<b>Revision. - <a href="#">Test.</a></b>	10%
6	<b>Evaluation.</b>	5%
7	<b>Home work.</b> Original work №6 Text Translation	5%

#### Scheme of the lecture Technological scheme of the practical lesson

<b>Time limit</b>	<b>Type of activity</b>	
	<b>Teacher</b>	<b>Student</b>

1-stage. Introduction (10 min.)	1. The aim, theme, plan and the result of the lesson. 2. List of used literature. 3. The size and the types of assessment of the subject	1. Translating, listening, 2. Translating, listening 3. Translating, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3.. Answering the questions	1. Translating, reading, listening, speaking. 2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2. Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	64. Listening, speaking 65. Making conclusion 66. Write down the tasks.

### 5- СЕМИНАР МАШҒУЛОТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
1	<p><b>Identified aims of the lesson:</b></p> <ol style="list-style-type: none"> <li>1. to acquaint the students with new translation methods</li> <li>2. to teach the students use these rules in their speech</li> <li>3. to teach them new translation rules</li> <li>4. to coordinate translation</li> <li>5. to develop students' fluent speech</li> </ol> <p><b>The main notions:</b> sorry, excuse me, introduce, prefer, as for me, pen-friends, come on, and others..</p> <p><b>The form of the lesson:</b> working in groups and separately</p> <p><b>Equipment:</b> book, desk, distributing materials etc.</p> <p><b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis &amp; synthesis</p>	10%
2	<ol style="list-style-type: none"> <li>1. What is sight translation?</li> <li>2. What does sight translation provides?</li> <li>3. What are the requirements to the sight translation?</li> <li>4. What are the main rules for sight translation?</li> <li>5. What are the main exercises for sight translation?</li> </ol>	20%
3	<b>Additional (out-of-plan) activities.</b>	20%
4	Translation activity.	30%

5	<b>Revision. - Test.</b>	<b>10%</b>
6	<b>Evaluation.</b>	<b>5%</b>
7	<b>Home work.</b> Original work №6 Text Translation	<b>5%</b>

**Scheme of the lecture Technological scheme of the practical lesson**

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1. The aim, theme, plan and the result of the lesson. 2. List of used literature. 3. The size and the types of assessment of the subject	1. Translating, listening, 2. Translating, listening 3. Translating, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3.. Answering the questions	1. Translating, reading, listening, speaking. 2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2. Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	67. Listening, speaking 68. Making conclusion 69. Write down the tasks.

**6- СЕМИНАР МАШҒУЛОТ ТЕХНОЛОГИК ХАРИТАСИ**

№	ACTIVITY	TIME
1	<p><b>Identified aims of the lesson:</b></p> <ol style="list-style-type: none"> <li>1. to acquaint the students with new translation methods</li> <li>2. to teach the students use these rules in their speech</li> <li>3. to teach them new translation rules</li> <li>4. to coordinate translation</li> <li>5. to develop students' fluent speech</li> </ol> <p><b>The main notions:</b> sorry, excuse me, introduce, prefer, as for me, pen-friends, come on, and others..</p> <p><b>The form of the lesson:</b> working in groups and separately</p>	<b>10%</b>

	<b>Equipment:</b> book, desk, distributing materials etc. <b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis & synthesis	
2	1. What is sight translation? 2. What does sight translation provides? 3. What are the requirements to the sight translation? 4. What are the main rules for sight translation? 5. What are the main exercises for sight translation?	20%
3	<b>Additional (out-of-plan) activities.</b>	20%
4	Translation activity.	30%
5	<b>Revision. - <a href="#">Test.</a></b>	10%
6	<b>Evaluation.</b>	5%
7	<b>Home work.</b> Original work №6 Text Translation	5%

### 7- СЕМИНАР МАШҒУЛОТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
1	<b>Identified aims of the lesson:</b> 1. to acquaint the students with new translation methods 2. to teach the students use these rules in their speech 3. to teach them new translation rules 4. to coordinate translation 5. to develop students' fluent speech <b>The main notions:</b> sorry, excuse me, introduce, prefer, as for me, pen-friends, come on, and others.. <b>The form of the lesson:</b> working in groups and separately <b>Equipment:</b> book, desk, distributing materials etc. <b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis & synthesis	10%
2	1. What is sight translation? 2. What does sight translation provides? 3. What are the requirements to the sight translation? 4. What are the main rules for sight translation? 5. What are the main exercises for sight translation?	20%
3	<b>Additional (out-of-plan) activities.</b>	20%
4	Translation activity.	30%
5	<b>Revision. - <a href="#">Test.</a></b>	10%
6	<b>Evaluation.</b>	5%
7	<b>Home work.</b> Original work №6Text Translation	5%

### Scheme of the lecture Technological scheme of the practical lesson

<b>Time limit</b>	<b>Type of activity</b>	
	<b>Teacher</b>	<b>Student</b>

1-stage. Introduction (10 min.)	1. The aim, theme, plan and the result of the lesson. 2. List of used literature. 3. The size and the types of assessment of the subject	1. Translating, listening, 2. Translating, listening 3. Translating, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3.. Answering the questions	1. Translating, reading, listening, speaking. 2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2. Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	70. Listening, speaking 71. Making conclusion 72. Write down the tasks.

## 8- СЕМИНАР МАШҒУЛОТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
1	<p><b>Identified aims of the lesson:</b></p> <ol style="list-style-type: none"> <li>6. to acquaint the students with new translation methods</li> <li>7. to teach the students use these rules in their speech</li> <li>8. to teach them new translation rules</li> <li>9. to coordinate translation</li> <li>10. to develop students' fluent speech</li> </ol> <p><b>The main notions:</b> sorry, excuse me, introduce, prefer, as for me, pen-friends, come on, and others..</p> <p><b>The form of the lesson:</b> working in groups and separately</p> <p><b>Equipment:</b> book, desk, distributing materials etc.</p> <p><b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis &amp; synthesis</p>	10%
2	<ol style="list-style-type: none"> <li>1. What is sight translation?</li> <li>2. What does sight translation provides?</li> <li>3. What are the requirements to the sight translation?</li> <li>4. What are the main rules for sight translation?</li> <li>5. What are the main exercises for sight translation?</li> </ol>	20%

<b>3</b>	<b>Additional (out-of-plan) activities.</b>	<b>20%</b>
<b>4</b>	Translation activity.	<b>30%</b>
<b>5</b>	<b>Revision.</b> <u>- Test.</u>	<b>10%</b>
<b>6</b>	<b>Evaluation.</b>	<b>5%</b>
<b>7</b>	<b>Home work.</b> Original work №6 Text Translation	<b>5%</b>

### Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1. The aim, theme, plan and the result of the lesson. 2. List of used literature. 3. The size and the types of assessment of the subject	1. Translating, listening, 2. Translating, listening 3. Translating, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases.  - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3.. Answering the questions	1. Translating, reading, listening, speaking. 2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2. Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	73. Listening, speaking 74. Making conclusion 75. Write down the tasks.

### 9- СЕМИНАР МАШҒУЛОТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
<b>1</b>	<b>Identified aims of the lesson:</b>	<b>10%</b>

	6. to acquaint the students with new theme 7. to teach the students use these rules in their speech 8. to teach them new translation rules 9. to coordinate translation and interpretation 10. to develop students' fluent speech <b>The main notions:</b> a college graduate, just a beginner, former, a fellow student, companion, jolly and others. <b>The form of the lesson:</b> working in groups and separately <b>Equipment:</b> book, desk, distributing materials etc. <b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis & synthesis	
<b>2</b>	<b>Phonetic and Translation rules. Vocabulary.</b> - General characteristics of the English consonants; - Impersonal sentences; - School and studying.	<b>20%</b>
<b>3</b>	<b>Additional (out-of-plan) activities.</b>	<b>50%</b>
<b>5</b>	<b>Revision. - <u>Test</u>.</b>	<b>10%</b>
<b>6</b>	<b>Evaluation.</b>	<b>5%</b>
<b>7</b>	<b>Home work.</b>	<b>5%</b>

### Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1. The aim, theme, plan and the result of the lesson. 2. List of used literature. 3. The size and the types of assessment of the subject	1. Translating, listening, 2. Translating, listening 3. Translating, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3..Answering the questions	1. Translating, reading, listening, speaking. 2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage.	1. Getting to the end of the lesson, developing students ideas. Marking	76. Listening, speaking

Conclusion (10 min.)	them. 2.Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	77. Making conclusion 78. Write down the tasks.
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### 10- СЕМИНАР МАШҒУЛОТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
1	<p><b>Identified aims of the lesson:</b></p> <ul style="list-style-type: none"> <li>6. to acquaint the students with new phonetic rules</li> <li>7. to teach the students use these rules in their speech</li> <li>8. to teach them new translation rules</li> <li>9. to coordinate translation and interpretation</li> <li>10. to develop students' fluent speech</li> </ul> <p><b>The main notions:</b> expect, believe, think, to be away from, to be absent from, to be present, to check, and others.</p> <p><b>The form of the lesson:</b> working in groups and separately</p> <p><b>Equipment:</b> book, desk, distributing materials etc.</p> <p><b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis &amp; synthesis</p>	10%
2	<p><b>Teacher asks the following questions:</b></p> <ul style="list-style-type: none"> <li>1. What is material culture?</li> <li>2. Say about cultural categories and give examples.</li> </ul>	20%
3	<b>Additional (out-of-plan) activities.</b>	20%
4	<b>Translation practice</b>	30%
5	<b>Revision.</b> <u>- Test.</u>	10%
6	<b>Evaluation.</b>	5%
7	<b>Home work.</b> <b>SELF INDEPENDENT WORK</b> TRANSLATION OF THE MATERIALS	5%

#### Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	<ul style="list-style-type: none"> <li>1. The aim, theme, plan and the result of the lesson.</li> <li>2. List of used literature.</li> <li>3. The size and the types of assessment of the subject</li> </ul>	<ul style="list-style-type: none"> <li>1. Translating, listening,</li> <li>2. Translating, listening</li> <li>3. Translating, listening</li> </ul>
2-stage. Main	1. Reading and translating the	1. Translating,



part (60 min.)	Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3..Answering the questions	reading, listening, speaking. 2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	79. Listening, speaking 80. Making conclusion 81. Write down the tasks.

### 11- СЕМИНАР МАШҲУЛОТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
1	<p><b>Identified aims of the lesson:</b></p> <ol style="list-style-type: none"> <li>6. to acquaint the students with new phonetic rules</li> <li>7. to teach the students use these rules in their speech</li> <li>8. to teach them new translation rules</li> <li>9. to coordinate translation and interpretation</li> <li>10. to develop students' fluent speech</li> </ol> <p><b>The main notions:</b> comfortable, well-planned, two-storeyed, in front of, lawn, orchard, the ground floor, and others.</p> <p><b>The form of the lesson:</b> working in groups and separately</p> <p><b>Equipment:</b> book, desk, distributing materials etc.</p> <p><b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis &amp; synthesis</p>	10%
2	<p><b>Interpretation and Translation rules. Vocabulary.</b></p> <p><b>I. Answer the question.</b></p> <ol style="list-style-type: none"> <li>1. What are the Phraseological problems of translation?</li> <li>2. What are the complete conformities?</li> <li>3. What are the partial conformities?</li> <li>4. What are the absence conformities?</li> </ol> <p><b>II. Retell the lecture and compare types of Phraseological conformities with your own examples.</b></p>	20%
3	<b>Translation activities</b>	50%
4	<b>Revision. - <u>Test.</u></b>	10%
5	<b>Evaluation.</b>	5%
6	<b>Home work. Original work Text Translation</b>	5%

### Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1. The aim, theme, plan and the result of the lesson. 2. List of used literature. 3. The size and the types of assessment of the subject	1. Translating, listening, 2. Translating, listening 3. Translating, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases.  - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3..Answering the questions	1. Translating, reading, listening, speaking. 2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2. Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	82. Listening, speaking 83. Making conclusion 84. Write down the tasks.

## 12- СЕМИНАР МАШҒУЛОТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
1	<p><b>Identified aims of the lesson:</b></p> <p>11. to acquaint the students with new phonetic rules 12. to teach the students use these rules in their speech 13. to teach them new translation rules 14. to coordinate translation and interpretation 15. to develop students' fluent speech</p> <p><b>The main notions:</b> comfortable, well-planned, two-storeyed, in front of, lawn, orchard, the ground floor, and others. <b>The form of the lesson:</b> working in groups and separately <b>Equipment:</b> book, desk, distributing materials etc. <b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis &amp; synthesis</p>	10%
2	<b>Interpretation and Translation rules. Vocabulary.</b>	20%

	<p><b>I. Answer the question.</b></p> <ol style="list-style-type: none"> <li>1. What are the Phraseological problems of translation?</li> <li>2. What are the complete conformities?</li> <li>3. What are the partial conformities?</li> <li>4. What are the absence conformities?</li> </ol> <ol style="list-style-type: none"> <li>1. These walks had a favorable effect on her health.</li> <li>2. Ira Hinkley ignored the fact.</li> <li>3. I am completely unaware of the cause of their quarrel.</li> <li>4. I can see you all the time.</li> <li>5. The University had become his world.</li> <li>6. Our life in the house followed a quiet pattern.</li> <li>7. Mamma is smiling with all her might.</li> <li>8. I've never suspected you to be so dress conscious.</li> <li>9. A mightier hope abolishes despair.</li> <li>10. Quite the other way round.</li> <li>11. The best way to abolish darkness is to give light, and the best way to abolish fully is to spread wisdom.</li> <li>12. Nothing happened in the morning but when the good news came, the next hour was a succession of handshakes and laughing comments.</li> <li>13. She made a mental note to check up the information presented by the secretary.</li> <li>14. He found he had little petrol left and stopped to fill in .</li> </ol>	
<b>3</b>	<b>Translation activities.</b>	<b>20%</b>
		<b>30%</b>
<b>4</b>	<b>Revision.</b> <a href="#">- Test.</a>	<b>10%</b>
<b>5</b>	<b>Evaluation.</b>	<b>5%</b>
<b>6</b>	<b>Home work.</b> Original work Text Translation	<b>5%</b>

### Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction	<ol style="list-style-type: none"> <li>1. The aim, theme, plan and the result of the lesson.</li> <li>2. List of used literature.</li> </ol>	<ol style="list-style-type: none"> <li>1. Translating, listening,</li> <li>2. Translating,</li> </ol>

(10 min.)	3. The size and the types of assessment of the subject	listening 3. Translating, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3..Answering the questions	1. Translating, reading, listening, speaking. 2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	85. Listening, speaking 86. Making conclusion 87. Write down the tasks.

### 13- СЕМИНАР МАШҒУЛЮТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
1	<p><b>Identified aims of the lesson:</b></p> <p>16.to acquaint the students with new phonetic rules 17.to teach the students use these rules in their speech 18.to teach them new translation rules 19.to coordinate translation and interpretation 20.to develop students' fluent speech</p> <p><b>The main notions:</b> comfortable, well-planned, two-storeyed, in front of, lawn, orchard, the ground floor, and others. <b>The form of the lesson:</b> working in groups and separately <b>Equipment:</b> book, desk, distributing materials etc. <b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis &amp; synthesis</p>	10%
2	<p><b>Interpretation and Translation rules. Vocabulary.</b></p> <p><b>III. Analyze the antonymous translation.</b></p> <p>1. The girl felt no little disappointment. 2. The picture looks better when placed not too near. 3. This case was of little consequence. 4. How'd you like to take up art? 5. How'd you like to come out for a walk with me?</p>	20%

	6. The Peter proved to be of little consequence. 7. Don't keep on asking silly questions. 8. Nothing but truth is important. 9. I found him gone. 10. She never told until afterward how painful that duty was. 11. He didn't belong among us and this independence of his mind irritated us immensely.	
<b>3</b>	<b>Translation activities.</b>	<b>20%</b>
		<b>30%</b>
<b>4</b>	<b>Revision.</b> <u>- Test.</u>	<b>10%</b>
<b>5</b>	<b>Evaluation.</b>	<b>5%</b>
<b>6</b>	<b>Home work.</b> Original work Text Translation	<b>5%</b>

**Scheme of the lecture Technological scheme of the practical lesson**

<b>Time limit</b>	<b>Type of activity</b>	
	<b>Teacher</b>	<b>Student</b>
1-stage. Introduction (10 min.)	1. The aim, theme, plan and the result of the lesson. 2. List of used literature. 3. The size and the types of assessment of the subject	1. Translating, listening, 2. Translating, listening 3. Translating, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3.. Answering the questions	1. Translating, reading, listening, speaking. 2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2. Revision 3. Home task. (Ex-s 10, 11, 12, 13 P:	88. Listening, speaking 89. Making conclusion 90. Write down the

	62)	tasks.
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#### 14- СЕМИНАР МАШҒУЛҮТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
1	<p><b>Identified aims of the lesson:</b></p> <ul style="list-style-type: none"> <li>21. to acquaint the students with new translation methods</li> <li>22. to teach the students use these rules in their speech</li> <li>23. to teach them new translation rules</li> <li>24. to coordinate translation</li> <li>25. to develop students' fluent speech</li> </ul> <p><b>The main notions:</b> sorry, excuse me, introduce, prefer, as for me, pen-friends, come on, and others..</p> <p><b>The form of the lesson:</b> working in groups and separately</p> <p><b>Equipment:</b> book, desk, distributing materials etc.</p> <p><b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis &amp; synthesis</p>	10%
2	<ul style="list-style-type: none"> <li>1. What is sight translation?</li> <li>2. What does sight translation provides?</li> <li>3. What are the requirements to the sight translation?</li> <li>4. What are the main rules for sight translation?</li> <li>5. What are the main exercises for sight translation?</li> </ul>	20%
3	<b>Additional (out-of-plan) activities.</b>	20%
4	Translation activity.	30%
5	<b>Revision.</b> <a href="#">- Test.</a>	10%
6	<b>Evaluation.</b>	5%
7	<b>Home work.</b> Original work №6 Text Translation	5%

#### Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	<ul style="list-style-type: none"> <li>1. The aim, theme, plan and the result of the lesson.</li> <li>2. List of used literature.</li> <li>3. The size and the types of assessment of the subject</li> </ul>	<ul style="list-style-type: none"> <li>1. Translating, listening,</li> <li>2. Translating, listening</li> <li>3. Translating, listening</li> </ul>
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational	1. Translating, reading, listening, speaking.

	phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3..Answering the questions	2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	91. Listening, speaking 92. Making conclusion 93. Write down the tasks.

### 15- СЕМИНАР МАШҒУЛЮТ ТЕХНОЛОГИК ХАРИТАСИ

№	ACTIVITY	TIME
1	<b>Identified aims of the lesson:</b> 6. to acquaint the students with new translation methods 7. to teach the students use these rules in their speech 8. to teach them new translation rules 9. to coordinate translation 10.to develop students' fluent speech <b>The main notions:</b> sorry, excuse me, introduce, prefer, as for me, pen-friends, come on, and others.. <b>The form of the lesson:</b> working in groups and separately <b>Equipment:</b> book, desk, distributing materials etc. <b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis & synthesis	10%
2	1. What is sight translation? 2. What does sight translation provides? 3. What are the requirements to the sight translation? 4. What are the main rules for sight translation? 5. What are the main exercises for sight translation?	20%
3	<b>Additional (out-of-plan) activities.</b>	20%
4	Translation activity.	30%
5	<b>Revision.</b> <u>- Test.</u>	10%
6	<b>Evaluation.</b>	5%
7	<b>Home work.</b> Original work №6 Text Translation	5%

### Scheme of the lecture Technological scheme of the practical lesson

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Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1. The aim, theme, plan and the result of the lesson. 2. List of used literature. 3. The size and the types of assessment of the subject	1. Translating, listening, 2. Translating, listening 3. Translating, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3..Answering the questions	1. Translating, reading, listening, speaking. 2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	94. Listening, speaking 95. Making conclusion 96. Write down the tasks.

### 16- СЕМИНАР МАШҒУЛЮТ ТЕХНОЛОГИК ҲАРИТАСИ

№	ACTIVITY	TIME
1	<p><b>Identified aims of the lesson:</b></p> <ol style="list-style-type: none"> <li>6. to acquaint the students with new translation methods</li> <li>7. to teach the students use these rules in their speech</li> <li>8. to teach them new translation rules</li> <li>9. to coordinate translation</li> <li>10.to develop students' fluent speech</li> </ol> <p><b>The main notions:</b> sorry, excuse me, introduce, prefer, as for me, pen-friends, come on, and others..</p> <p><b>The form of the lesson:</b> working in groups and separately</p> <p><b>Equipment:</b> book, desk, distributing materials etc.</p> <p><b>Methods &amp; methodology:</b> working with a book, method of explanation, practical exercises, method of analysis &amp; synthesis</p>	10%
2	<ol style="list-style-type: none"> <li>1. What is sight translation?</li> <li>2. What does sight translation provides?</li> </ol>	20%



	3. What are the requirements to the sight translation? 4. What are the main rules for sight translation? 5. What are the main exercises for sight translation?	
<b>3</b>	<b>Additional (out-of-plan) activities.</b>	<b>20%</b>
<b>4</b>	Translation activity.	<b>30%</b>
<b>5</b>	<b>Revision.</b> <a href="#">- Test.</a>	<b>10%</b>
<b>6</b>	<b>Evaluation.</b>	<b>5%</b>
<b>7</b>	<b>Home work.</b> Original work №6 Text Translation	<b>5%</b>

### Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1. The aim, theme, plan and the result of the lesson. 2. List of used literature. 3. The size and the types of assessment of the subject	1. Translating, listening, 2. Translating, listening 3. Translating, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3..Answering the questions	1. Translating, reading, listening, speaking. 2. Translating, reading, listening, speaking. 3. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2. Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	97. Listening, speaking 98. Making conclusion 99. Write down the tasks.

## COLLECTION OF EXERCISES FOR PRACTICAL SESSIONS

### EXERCISES ON LEXICAL PROBLEMS OF TRANSLATION

**Exercise 1. Translate into Uzbek or Russian, 'paying attention to the word combinations.**

**Model; 1. To overlook a mistake**

Хатони сезмаслик

Не заметить ошибки

**2. To overlook one's misconduct**

бирор кимсанинг хулқига аҳамият бермаслик

смотреть сквозь пальцы на чьё-либо поведение

The difficulty of translating is in the usage of the given word in different combinability. The way of translation depends on the choice of the L. S, V. (Lexical-semantic version, which depends on the context.)

1. To overlook . . . mistakes

2. To preserve vegetables

To overlook..... the most important thing

to preserve fruit

To overlook a misprint to overlook circumstances

to preserve peace

To overlook the fact a room overlooking the sea

to preserve strength

To overlook one's misconduct

to preserve old customs

3. Urgent seekers after wisdom t

o preserve one's eyesight

Urgent call

Urgent repairs

4. To seize a city

Urgent business

To seize by the hand

Urgent emergency

To seize one's imagination

Urgent request

to seize opportunity

Urgent creditor

to seize a chance

5. Shabby house-

Shabby clothes-

Shabby street-

Shabby man-

Shabby treatment-

6. sweet stuff — green stuff — stuffed fish — to stuff the child food —  
to stuff things into suitcase — to stuff smth into ones pocket

7. ferocious dog

ferocious heat

ferocious beast

ferocious quarrel

ferocious fight

ferocious storm

8. to hurt one's leg (foot) to hurt one's feeling to hurt one's pride to hurt one's  
reputation

9. cheerful thought a cheerful face a cheerful da;' a cheerful mood a cheerful m

10. to evade an answer to evade the law to evade pursuers

## **Exercise 2. Translate into Uzbek or Russian, paying attention (o the international and pseudo-international words.**

### ***Model.***

1. Thousands of people participated in the meeting of protest against N-bombs

Минглаб кишилар нейтрон бомбасига қарши уюштирилган митингда қатнашдилар.-Тысячи людей участвовали в митинге протеста против нейтронных бомб.

2. Their last meeting was a painful one.

Уларнинг охирги учрашуви жуда оғир бўлганди. Их последняя встреча была тягостной.

The difficulty in translating the noun «meeting» is en-counted owing to its different meanings:

1. — as an international word (in the first sentence)

2. — as a pseudo-international word. The meanings of the word meeting according to the dictionary are as follows;

in Uzbek — МИТИНГ, МАЖЛИС, УЧРАШУВ, ЙИФИЛИШ.

in Russian — МИТИНГ, СОБРАНИЕ, ВСТРЕЧА, ЗАСЕДАНИЕ.

The way of translation depends on its contextual meaning.

A. 1. According to the same authority this manuscript belonged to the Mercian dialect.

2. The atomic ice-breaker «Lenin» put a Soviet scientific expedition on an ice island near the North Pole early in its career. («The Workers)

3. A meeting was appointed at 5 p. m.

4. She was a slim, growing girl, pale in complexion and with hay- coloured hair. (/ . Joyce.)

5. The whole complexion of his thoughts was altered. (A. Grown.)

6. You should not put a wrong construction on his action.

7. He consulted the old woman's convenience.

8. They marked with ret) pencil the problems most often set in the course of years, (S, Lewis-)

9. At examination time Digamma P. fraternity showed its value to urgent seekers after wisdom. (*S. Lewis.*)
10. Geniuses for detail had laboured through the volume.
11. A fellow that can't get through an examination shouldn't be allowed to practise medicine. (*S. Lewis.*)
12. They poured more coffee into him and fed him a potassium bromide tablet. (*S. Lewis.*)
13. His voice rose, and in it was all the tragedy of night watches and black draughts. (*S. Lewis.*)
14. The teacher gave the class a new problem as a task.
15. The Digam's had for Fatty the annoyed affection they might have had for a second-hand motor or a muddy dog. (*S. Lewis.*)
16. The boy was lost in the press.
17. Sinclair Lewis is a well-known American novelist and playwright.
18. Martin's idol was Professor Edward Edwards, head of the department of chemistry. (*S. Lewis.*)
19. Their last meeting was a painful one.
20. Thousands of people participated in the meeting of protest against N-bombs.
21. We want to have copies of all those documents.
22. The new building is a modern construction.
23. The president of the United States of America is the administrative head of the executive branch of the Government. (*D.D. Tomakin.*)
24. Representatives of the press and the foreign guests were present at the reception.
25. In a fraternity all tennis rackets, trousers and opinions are held in common. (*S. Lewis.*)
26. Fatty was of all the new Freshmen candidates the most useful to Digamma Pi. (*S. Lewis.*)
27. Every night when Fatty retired he had to remove from his bed a collection of objects. (*S. Lewis.*)
28. His early books were of critical nature.
29. And you're a fool, Caplan. You look solid, but you're not. (*J. Priestly.*)
30. Youth and age often combine well.
31. Somerset Maugham received his medical degree, but he never practiced medicine; the ambition to write dominated his entire life.
32. He was sitting with her in an embrasure, his senses tingling with (he contact of the waltz. (*J. Galsworthy.*)
33. Ruth, all white innocence and frankness, her mother sympathetic, receptive, yet calmly explaining arid guiding. (*J. London.*)
34. As for business, I shall never succeed at it. I am not in sympathy with it.
35. My clothes felt wet and clammy, and I slapped my arms to keep the circulation going, (*E. Hemingway.*)
36. The bridge looked long and solid. (*E. Hemingway.*)

37. Guns were firing from the field behind the village and the shells going away had a comfortable sound. (*E. Hemingway.*)

38. Did you ever get the decoration? (*E. Hemingway.*)

39. It's a crime to send you back. They, the legs, ought -to get complete articulation. (*E. Hemingway.*)

B. 1. Conflict almost tore her apart.

2. I shall commit my thoughts to paper, it is true but that is a poor medium for the communication of feeling;

3. There are the hymns too, one can let oneself go so safely in the hymns.

4. He embraced his little daughter and his eyes became brilliant with joy.

5. My Austrian sniper's rifle with its octagon barrel and The lovely dark walnut, check-fitted schutzen stock, hung over the two beds. The telescope that fitted it the rifle was, I remembered, locked in the trunk. (*E. Hemingway.*)

6. Every week someone gets wounded by rock fragments. (*E. Hemingway.*)

7. In the meantime we were all at the mess, the meal was finished, and the argument went on.

8. The coffee was a pale grey and sweet with condensed milk.

9. Miss Barkley was in the garden. Another nurse was with tier. We saw their white uniforms through the trees and walked toward them (*E. Hemingway.*)

10. Rinaldi saluted, (*E. Hemingway.*)

11. It's not really the army. It's only the ambulance.

12. There was what was left of a railway station and a smashed permanent bridge that could not be repaired and used because it was in plain sight. (*E. Hemingway.*)

13. Her hand hit my nose and eyes, and tears came in my eyes from the reflex. (*E. Hemingway.*)

14. The Saint Anthony was in a little white metal capsule.

15. They're full of trench-mortar fragments old screws and bedsprings and things. (*J. Hemingway.*)

16. The elevator passed three floors with a click each time, then clicked and stopped. (*E. Hemingway.*)

**Exercise 3. Translate into Uzbek or Russian, paying attention to the words of national coloring.**

**Model,** The buildings of the University are measured by the mile.

Университетнинг бинолари милялаб ўлчанади.

Здания университета имеют в длину несколько миль.

The difficulty in the translation is the noun mile which refers to the group of words national coloring having no equivalents in the other languages. (It is a length measure). The way of translation transliteration — миля. The pragmatic aim is to preserve the national coloring of the English language.

1. He extracted every ounce of emotion from Rachmaninov's third concert. In 1904 Martin Arrowsmith was an Arts and Science Junoir and he was preparing for medical school.

2. She took off her stockings and walked around on the grass. (*S, Lewis.*)

3. Mrs. Howels, a delicate woman, already run off her feet attending to one invalid in addition to her work of cleaning Bethesda, Chapel. (A. Cronin.)

4. I have never failed to read the Literary Supplement of «The Times».

5. The NATO representatives are unlikely to come to any agreement. («Moscow News».)

6. I got a cab outside the hotel, but I didn't have the faintest damn idea where I was going. (*J. Salinger.*)

7. Knife-gashed tables, broken Morris chairs, and torn rugs were flung about the room, and covered with backless books, hockey shoes, caps and cigarettestubs. (*S. Lewis.*)

8. Fatty had failed in the mid-year anatomical, and he had to pass a special quiz before he could take the finals, (*S. Lewis.*)

9. I wondered if the poor devil had been hammered on the Stock Exchange or run over by an omnibus.

10. The distance the man traveled covered many miles.

11. The Austrian trenches were above on the hill-side only a few yards from the Italian lines. (*J. Hemingway.*)

12. John Reed was born in 1887 in Portland, USA.

13. On leaving high school, he went to Harvard.

14. Even Mr. Gaggers started when I said those words.

15. He heard Mrs. Baines's voice like a voice in a nightmare.

16. There was old Jollyng in Stanhop Place; the James in Park Lane, Swithin in the lonely glory of orange and blue chambers in Hyde Park Mansions ,..(*J. Galsworthy.*)

17. Towards the end of his life he moved to London, where, building on until he died he was buried at Highgate.

18. Old Jolyon had been unable to refrain from marking his appreciation of the action by exclosing his sun a cheque for L 500. ,..(*J. Galsworthy.*)

19. Lovely, indeed! Many miles from nowhere with not even a cinema! (*E. Hemingway.*)

20. Sit down, Signer Capitano.

21. There were three thousand and some lire.

22. I sat in the high seat, it of the Fiat and thought about nothing. (*C. Hemingway.*)

Exercise 4. Translate into Uzbek or Russian, paying attention to the lexical transformation {**substitution**}.

*Model:* Nicholas' girl- cousin scraped her knee rather, painfully.

Николаснинг холаваччаси тиззасини қаттиқ уриб олди.

Кузина Николаса доволно сильно ободрала колена.

The difficulty in the translation is in the disparity of the combinability of the words scraped painfully in English, Uzbek and Russian. The way of translation — lexical transformation—contextual substitution— қаттиқ уриб олди; СИЛЬНО ОБОДРАЛА

1. These walks had a favorable effect on her health.

2. «Do try to remember one thing, anyway! » — said Digams to Fatty in anger. (*S. Lewis*)
3. Ira Hinkley ignored the fact. (*S. Lewis.*)
4. Elderly people have some peculiar affection for children.
5. I am completely unaware of the cause of their quarrel.
6. All the Digams tried to do their best to help Fatty. (*S, Lewis*)
- 7 Such parts of the house as Nicholas knew best were rather bare and cheerless. (*H. Munro,*)
8. The aunt-by-assertion was one of those people who think that things spoil by use. (*H. Munro.*)
9. Neat but extreme poverty was- the story that he read.
10. His cousins' aunt hastily invented the Jagborough expedition.
11. Four galloping wolves were coming in his direction through the wood, (*H. Munro.*)
12. Nicholas sat for many golden minutes revolving the possibilities of the scene. (*H. Munro.*)
13. Nicholas was inclined to think that the man and his dogs were in a tight comer. (*H, Munro.*)
14. Less promising in appearance was a large square book with plain black covers. (*H. Munro.*)
15. I can see you all the time. (*H. Munro.*)
16. The huntsman could hit a large stag at a ridiculously short range. (*/' Munro'*)
17. They writhed, scratched their chins, bit their fingers and beat their temples in the endeavour to give the right answer. (*S. Lewis.*)
18. At examination-time Digamma Pi fraternity showed its value to urgent seekers after wisdom. (*S. Lewis*).
19. Nicholas had pictured to himself that region that was so carefully sealed from youthful eyes. (*H, Munro.*)
20. The University had become his world. (*S. Lewis.*)
21. The traditional suspect of a detective story is a person who benefits from the death of the murdered man.
22. Nothing happened in the morning but when the good news came, the next hour was a succession of handshakes and laughing comments.
23. During my youthful days discontent never visited my mind.
24. Our life in the house followed a quiet pattern.
25. She made a mental note to check up the information presented by the secretary.
26. When the white figure emerged at the window there was a spooky silence, but in a moment we recognized George and burst into laughter. (*S. Lewis.*)
27. Mamma is smiling with all her might.
28. I literally ran out of answer and very soon the continual smiling and handshaking became a bore.
29. I've never suspected you to be so dressconscious.
30. A mightier hope abolishes despair.

31. Quite the other way round.

32. Byth Hope and the Professor were rather subdued not quite their customary selves.

33. The malicious words made her wince; the ill-bred hint sent an indignant flush to her cheeks.

34. The best way to abolish darkness is to give light, and the best way to abolish fully is to spread wisdom.

35. He found he had little petrol left and stopped to fill in.

36. She is the gentlest creature living not at all the type to bear malice or nurse grievance.

37. In the late summer of that year we lived in a house in a village that looked across the river and the plain to the mountains.

38. Now the fighting was in the next mountains beyond and was not a mile away.

**Exercise 5. Translate into Uzbek or Russian, paying attention to antonymous translation.**

*Model:* «Take it easy. Just listen to this\*, — said his friends to Fatty.

«Ташвишланаверма. Сен фақат мана бунга қулоқ сол»,- дейишди бақалокқа унинг дўстлари.

« Не волнуйся. Только послушай это»,- сказали друзья Толстяку.

The difficulty in the translation is due to the fact that the English sentence — Take it easy — is affirmative in form. While translating the negative form of the verb is used — ташвишланаверма, не волнуйся.

The way of translation is antonymic.

A. 1... The girl felt no little disappointment.

2. The picture looks better when placed not too near.

3. This case was of little consequence.

4. I don't care if I fail. I don't think a fellow who failed at the exam ought to be allowed to practise medicine,

5. The night before his special examination they kept him at it till two. (S. Lewis.)

6. Even the Reverend Ira Hinkley, since he had witnessed the horrors of the midnight before, went his ways ignoring the crime (S. Lewis.)

7. «I don't want to cheat\* said Fatty. «Is it possible he's going to be honest? thought Cliff Clawson. (S. Lewis.)

8. Never drink unboiled water.

9. Cheer up, everything happens in life. The main thing for you now is not to lose your head and pull yourself together.

10. How'd you like to take up art? (R. Goldberg.)

11. How'd you like to come out for a walk with me?

12. The letter proved to be of little consequence.

13. Don't keep on asking silly questions.

B. 1. Nothing but truth is important.

2. He didn't belong among us and this independence of his mind irritated us immensely.



3. She never told until afterward how painful that duty was.
4. I found him gone.

**Exercise 6. Translate Into Uzbek or Russian paying attention to the lexical transformation (addition).**

Model: At the corner of the block in which he lived Rudolf stopped for a glass of beer and a cigar. (*O. Henry*)

Ўзи яшайдиган квартал муюлишида Рудольф бир стакан пиво ичиш ва сигара чекиш учун тўхтади. На углу квартала, в котором он жил, Рудольф остановился, чтобы выпить стакан пива и выкурить сигару.

The difficulty in the translation is due to the polysemantic preposition for which indicates the object of desire, intention, search and etc. While translating into Uzbek and Russian the meaning of the preposition is rendered by adding the lexical words «ичиш, чекиш учун», «чтобы выпить».

The way of translation is lexical transformation — addition.

- A.1. the two rooms have an opening into the garden.
- 2 To his great surprise he discovered that his wife's trinkets he thought valueless proved to be worth of a fortune.
3. The student was at a loss for a word.
4. He heard a cry for somebody to come quickly. (*H. Munro.*)
5. As for Nicholas, he too, was silent, in the absorption of one who has much to think about. (*H. Munro.*)
6. Nicholas sat down on a roll and took in all the details of the tapestry picture. (*H, Munro,*)
7. The lumber-room had one high window opening on to the forbidden garden. (*H, Munro.*)
8. In 1904 Winnemac had but 5 thousand students. (*S. Lewis.*)
9. Rough and amiable noises came from Digamma Pi at night.
10. The University has a baseball field under glass. (*S. Lewis*)
11. Nicholas sat for many golden minutes revolving the possibility of the scene. (*H. Munro.*)
12. The sin of taking a frog from the garden and putting it into a bowl of wholesome bread-and-milk was enlarged on at great length. (*H. Munro.*)
13. You are not to go into the gooseberry garden, said the aunt, changing the subject. (*H. Munro.*)
14. Fatty had to pass a special quiz before he could take the finals. (*S. Lewis.*)
15. Digamma Pi was housed in a residence built in the expansive days of 1885. (*S. Lewis.*)
16. How dull and shapeless the nursery teapot seemed in comparison! (*H. Munro.*)
17. A few decent tears were looked for on the part of Nicholas. (*H. Munro,*)
18. Fatty had failed in the mid-year anatomical. (*S. Lewis.*)
19. They danced hand in hand about the living-room of the fraternity. (*S. Lewis.*)
20. Who is calling? (*H, Munro*)

21. And robbers and robbed drank together amiably agreeing that the battle was to the strong.

22. He reached out for his hat and holding it in one hand **absent-mindedly** stroked it with the other. (S. Maugham.)

23. They have come to a long one-storeyed building, painted grey.

B. 1. Subduing a wilful child is not an easy task.

2. He was a man with little wit in conversation.

3. He was arrested by her face immediately so gentle it looked in the crowd.

4. She was - a woman of wisdom and rich imagination.

5. The adoption of the new method resulted in a considerable increase of the output.

6. Bending forward, Ernest turned round and flashed his spectacles at Bob who was studying the programme.

**Exercise 7. Translate into Uzbek or Russian, paying attention to the lexical transformation (omission).**

*Model:* Look at these old paintings! They are in an excellent state of preservation!

Мана бу кўхна расмларга қара! Улар жуда яхши сақланган.

Посмотри на эти старые картины! Они прекрасно сохранились

The difficulty in the translation is due to the semantic redundancy of the word state in Uzbek and Russian in the given combinability of words.

The way of translation is the omission of the word state coupled with the change of parts of speech — noun — verb — яхши сақланган — прекрасно сохранились.

A. 1 In all sorts of political situations he had learned to keep his temper.

2. He was always reluctant to intrude on the conversation of other man.

3. In the second place it was a storehouse of unimagined treasure. (H. Munro)

4. She is a sweet little thing.

5. Nicholas had been justly forfeited from Jagboroiigh expedition by his disgraceful conduct at breakfast table. (H. Munro.)

6. He drew his brows together to show his displeasure with me.

7. To Nicholas it was a living, breathing story. (H. Munro.)

8. Having thoroughly confirmed and fortified her suspicions, Nicholas slipped back into the house and rapidly put into execution a plan of action that had long germinated in his brain. (H. Munro.)

9. The man had only two arrows left in his quiver and he might miss with one or both of them. (H. Munro.)

10. It was clear to his aunt that he was determined to get into the gooseberry garden. (H. Munro.)

11. Nicholas could see a feeding stag in the thickly growing vegetation. (H. Munro.)

12. Fatty was of all the new freshmen candidates the most useful to Digamma Pi. (S. Lewis.)

13. Look at these old paintings! They are in an excellent state of preservation!

14. He and his room-mates had trustingly bought it from a salesman who came out from a Zenith Surgical supply house. (*S. Lewis.*)

15. «We have always trusted each other, my mother and I» —said the girl, her glance soft and warm.

16. He is made of sterner stuff than his father.

17. He is an equal tailing to trust everybody and to trust nobody.

18. The purposes of the Western Powers in pouring arms into Israel have been open and unconcealed. (*Moscow News.*)

19. «How did she howl, said Nicholas cheerfully, as the party drove off without any of the elation of high spirits that should have characterized it. (*H. Munro.*)

20. He is an evasive sort of fellow.

B. 1. He was always been distinguished by intellectual ability of high order.

2 At first I thought his mind was lacking in imagination, but very soon I was ashamed of my snap judgement,

3. Dusk had gathered thick.

4. The last thing he saw in the room before the green door closed was her smile. (*O. Henry.*)

**Exercise 8. Translate into Uzbek or Russian, paying attention to the lexical transformation (compensation).**

*Model'*, as fierce as a lion —йўлбарсдек йирткич, свирепый как тигр.

The difficulty in the translation is that it is a stylistic device — simile.

It is based on the realization of cruelty as a quality which is typical of a lion in English, but in Uzbek and Russian it is typical of tiger. The way of translation is compensation.

The difficulty in the translation rests on it; it is a S. D. — simile.

1. Nicholas peeped into it, and behold, it was full of coloured pictures of birds. (*H. Munro.*)

2. It was probably the first time for twenty years that any one had smiled in that lumber-room. (*H. Munro.*)

3. And these ole frat'li never have another goat like Fatty. (*S. Lewis.*)

4. Digamma Pi had for him the annoyed affection they might have had for a second hand motor or a muddy dog. (*S. Lewis.*)

5. It'll cover enough of the questions, so he'll get through.

6. Won't he never remember nothing about nothing? (*i'. Lewis.*)

7. As fierce as a lion.

8. Cold as stone.

**Exercise 9. Translate into Uzbek or Russian, paying attention to rendering of synonymous pairs.**

*Model:* The town had become still and quiet.

Шаҳар сукунатга чўмганди.

Город вымер.

The difficulty in the translation rests in the usage of the synonymous pairs «still and quiet» which is typical of the norms of the English language. It is possible to translate these words by one word as it renders one and the same idea.

The way of translation is omission,

1 The town had become still and quiet.

2. The meek and *humble* Jew.

3. And still there are two things wanting to convict and condemn them. (*P. Abrahams.*)

4. The purposes of Western nation in pouring arras into the Middle East have been opened and unconcealed. (*Moscow News.*)

5 Youth only recognizes age by fits and starts.

6- Everything was spick and span that I lingered to take in details.

7. Together we walked through the mud and slush.

8. A few moments *Inter*, it was a gay and much more vital Cowperwood who stepped forth, thinking how he would arrange (first his lawyer (or a conference with the major and certain city officials to determine on ways and means of divesting himself of his various and immense holdings. (*Ch. Dickens.*)

9. Notwithstanding these protections, she could get none but broken sleep by fits and starts.

**Exercise 10. Translate into Uzbek or Russian, paying attention to different lexical difficulties.**

1. She couldn't assemble her thoughts, so struck she was by his greatness of heart.

2. Quite the other way round.

3. Finances were a touchy subject at the Committee and without preamble it was unanimously approved to apply to the Board for "rants.

4. He laughed with faint malicious notes in the laugh.

5. You've been living in a fool's paradise, and now, having got yourself wit of it by to-night's efforts — all your doing—you're busy building yourself a fool's hell to live in .... (*J. Priestly.*)

6. They did not appear rich but they were contented and happy, their feelings were serene and peaceful.

7. Not pick and choose.

8. I had gotten somewhat drunk and had nearly forgotten to come home when I could not see her there I was feeling lonely and hollow.

9. I must tell you these things before you throw yourself into this venture.

10. They're full of trench- mortar fragments, old screw and bedsprings and things.

11. The train was to leave at midnight. It was made up at Turin and reached Milan about half past ten at night and lay in the station until time to leave. (*B. Hemingway.*)

## EXERCISES ON PHRASEOLOGICAL PROBLEMS OF Translation

**Exercise I. Find the Uzbek and Russian equivalent following Idioms. Use the translation with the help of antonyms.**

*Model:* Take it easy (Idiom)

— ҳаяжонланманг

-не волнуйся

1. a green hand  
 2. Take your time  
 3. Between the devil and the deep sea  
 4. to be at a loss  
 5. to lose one's head  
 6. be left in the basket  
 7. to hang in the balance  
 8. pull the devil by the tail ff. to walk on air  
 10. to be in the dark

**Exercise 2. Translate the following phraseological units. State the type of it. Identify (the way of Their translation.**

*Model.* 1. to agree like cats and dogs (Phraseme)

- ит-мушукдек яшамок
- жить как кошка с собакой

The way of translation: Absolute adequance. Translation with the help of equivalents.

2. a bone of contention (Idiom)

- Баҳсга(жанжалга) сабачи бўлган нарса
- яблоко раздора

The way of translating; translation with the help of equivalent (Russ); Lack of adequance; Descriptive translation (Uzb).

1. I wash my. Hands of all further responsibility.

2. To be one foot in the grave

3. A bone of contention

4. The architect of one's own fortunes

5. Brown may say what he likes but it is his wife who wears the breeches.

6. To agree like cats and dogs

7. I don't like Rogers, but I must pocket the pride and ask him for a loan.

8. I want to see the shoes before I agree to the price. I don't intend to buy a pig in a poke.

9. Now, don't get on the high horse. You and me could be very good friends.

10. to sleep like a log

**Exercise 3. Comment on the translation of The following sentences. State the type of phraseological units. Give your reasons for the way the phraseological units are Translated.**

*Model;*

1, «Aw» he said, «What are you looking so blue about? Come on out to breakfast. You want to get your other clothes today\*. (Phraseme) (Th. Dreiser. Sister Carrie).

— Нега қовоқ- тумшуғингизз осилиб кетди?- деб сўради у. Энг аввал бориб нонушта қиламиз. Сиз ҳали яна кийим-пийим олишингиз керак.

— Что это вы нос повесили?- спросил он.- Прежде всего пойдем завтракать. Вам нужно ещё купить сегодня кое-что из платья.

The way of translation; Absolute equivalents.

2. Do you think I forget when I hold my tongue?

It's worse then. But don't imagine it's the thing itself that haunts me so. It is the fact of having lost the power over myself. (Idiom) (E. Voynich)

— Гапирмаган такдиримда-чи, унда қийналмайди деб ўйлайсизми? Унда яна бешбаттар қийнайди. Биласизми, кечирган нарсаларимни ўйласам, албатта, қийналаман лекин ўша вақт иродамни йўқотиб қўйганимни ўйласам – тарс ёрилиб кетгудай бўламан,-буниси унисидан ортиқ қийнайди.

—А вы думаете, я забываю об этом, когда молчу? Тогда ещё хуже. Но меня мучают не сами воспоминания. Нет, страшно то, что я потерял тогда всякую власть над собой.

The way of translating: Translation by word (Russ); Descriptive translation (Uzb).

1. Dr. Warren had once compared Julia to a salad into which the cook had upset the vinegar cruet. The sound of her thin, hard voice set Arthur's teeth on—edge, and the simile suddenly popped up In his memory. (E. Voynich.)

2. «Go, Sarie», Lanny said softly keeping his eyes on Gert. «Go up to the house and wait, my dear. Don't worry. (P. Abrahams.)

3. «Well, Bert, how about you? All right? You're not going to get cold feet now, are you? Yes, I hope not because this is going to be a good chance to get this thing done and over with. And it isn't like you were going to some one who hadn't done anything like this before, you know, because this fellow has. (Th. Dreiser.)

4. But you don't you can't! He said fiercely. He pulled himself together and shocks his head. Never mind . . . Look, gets a horse saddled and ride over to old Tante if you wish, but please don't talk to me about it. Understand? (P. Abrahams.)

5. At the same time as he understood it, they collected money from various interested or charitable inclined business men here and there who appeared to believe in such philanthropic work. Yet the family was always «hard up». never well clothed, and derived of many comforts and-pleasures which seemed common enough to others. (Th. Dreiser.)

6. His present hunger awoke and grawed at him, reminding him that he had eaten nothing since the day before, and little enough then. For the moment he saw red. These creatures were not even robbers. They were sneak thieves, (./ London.)

7. Isn't that grand. Now it will be over in an hour. I'm almost done, darling. I'm going all to pieces. Please, give me that. It doesn't work. Oh, it doesn't work! — breathe deeply. (E. Hemingway.)

8. «You wouldn't care, if you had\*, she returned. \*I would too», said Lola, «But people never gave me anything when I was hard up». (Th. Dreiser.)

9. The wounded were coming into the post, some were carried on stretchers, some walking and some were brought on the backs of men that came across the field. They were wet to the skin and all were seared. We filled two cars with stretcher cases as they came up from the cellar of the post and as I shut the door of the second car and fastened it I felt the rain on my face turn to snow. The flakes were coming heavy and fast in the rain. (E. Hemingway.)

10. «Um», she thought to herself: «she goes riding with another man when her husband is out of the city. He had better keep an eye on her. (Th. Dreiser.)

11. Perhaps his heart had given when they questioned him. I said «I'm not going to walk. You'll have to pay for a trishaw. (*Gr. Greene.*)

12. She wavered, totally unable to make a move. Minute after minute slipped by and still she hesitated, he pleading. «Will you let me come back if I want to? » She asked, as if she now had the upper hand and her companion was utterly subdued. (*Th. Dreiser*)

13. A handkerchief. He felt irritated with himself. He had lost his temper and he shouldn't have. But, God—the boy was incredible. (*A. Maltz*)

Exercise 4. Analyse the following **idioms and identify the possible ways of their rendering.**

*Model:* to kill two birds with one stone

— бир кесак билан икки қуённи(қушни) урмоқ

— убить двух зайцев одним выстрелом

The way of translation: Absolute equivalents.

1. To rob Peter, to pay Paul

2. To let bygones be bygones

3. to throw a stone in one's own garden

4. to hide one's teeth

5. like a weather cock in the wind

6. kill the goose that lays the golden eggs

7. come to grief

8. to rain cats and dogs

9. to kick a bucket

**Exercise 5. Give Uzbek or Russian equivalents to the following phraseological units. State the type of phraseological units and explain under what circumstances would you say:**

*Model* On the seventh heaven (Idiom)

— Арши аълода

— На седьмом небе

The way of translation; Absolute equivalents.

2. It was all Greek to me (Idiom)

— жумбоқ-лексик эквивалент

— китайская грамота-ФЕ

The way of translating: translation by analogy (Russ); translation by word (Uzb)

1. She was taken aback.

2. On the seventh heaven

3. I was all attention, yet it was all Greek to me.

4. I've been out of sorts all day.

5. to make both ends meet

6. to pull oneself together

7. to give oneself airs

8. to lose one's head

9. to flush to the roots of one's hair
10. to be reduced to a skeleton
11. That woman grins like a Cheshire cat.
12. She was not sure whether she should have heart to talk with them or keep her plans secret.

**Exercise 6. Choose phraseological units and state the type of it. Comment on the translation, paying attention to the rendering of phraseological units. (J. London, Martin Iden ).**

It was at this time, at the lowest ebb, that the smooth-running editorial machine broke down. A cog must have slipped or an oil-cup run dry, for the postman brought him one morning a short, thin envelope. Martin glanced at the upper left-hand corner and read the name and address of the Transcontinental Monthly. His heart gave a great leap, and he suddenly felt faint, the sinking feeling accompanied by a strange trembling of the knees. He staggered into his room and sat down on the bed, the envelope still unopened and in that moment came understanding to him how people suddenly fall dead upon receipt of extra ordinarily good news. Of course this was good news. By this time he had drawn the single sheet of type written letter out and spread it open. There was no check. He peered into the envelope, held to the light, but could not trust his eyes, and in trembling haste tore the envelope apart.

Five dollars for «The King of Bells» Five dollars for five thousand words! Instead of two cents a word, ten words a cent! And the editor had praised it too. And he would receive the check when the story was published. Then it was all poppy-cock, two cents a word for minimum rate mid payment upon acceptance. It was a lie, and It had led him astray.

Well, he had taken the bait, the newspaper lies about writers and their pay, and he had wasted two years over it. But he would disgorge the bait now.

Мана ниҳоят, Мартин томомила мушкул аҳволга тушиб қолган пайтда тўсатдан нашриёт машинасининг юриши ўзгарди. Ё унинг биронта мурвати ўрнидан чиқиб кетган, ё унчалик яхши мойланмаган бўлса керак, ҳар ҳолда, кунларнинг бирида эрталаб почтаълон муҳрланган кичкина бир конверт олиб келиб берди. Мартиннинг кўзи конвертнинг бир чеккасидаги “Трансконтинентал” ойлик штампига кўзи тушди. Унинг юраги ўйнаб, кейин бўшашиб кетди, тиззалари қалт-қалт титрай бошлади.

У ўз хонасига кириб қўлидаги очилмаган конверт билан каравотга ўтирди, шу пайт, одамларнинг қувончли хабардан қандай бўлишларини жуда аниқ тасаввур қилди. Албатта, бу қувончли хабар бўлиши керак эди. “Қунғироқ садоси” учун беш доллар. Беш сўзга беш доллар! Бир сўз учун икки цент ўрнига, ўн сўзга бир цент! Яна босилган заҳоти чек юборилади деб хабар вилган ноширнинг хиклясини осмонга кўтариб мақтаганини айтмайсизми? Бундан чикди, Мартиннинг ҳамма билганлари- энг ками бир сўзга икки цент тўлайдилар, деганлари, қўл ёзма қабул қилиниши билан гонорар тўланади деганлари ҳам ёлғон экан-да. Ҳаммаси пучак гаплар экан, Мартин эса лаққца тушиб шошиб юрибди.



Ҳа, уни лаққиллатишган. Газеталар ёзувчиларнинг гонорарлари ҳақида роса вайсашган экан, у эса шу туфайли икки йил вақтини бекор ўтқазиб юборди. Энди етар. Энди у бир сатр ҳам ёзмайди.

**Exercise 7. Choose phraseological units and state the type of it. Comment on the translation, paying attention to the rendering of the phraseological units.**

А глаза Рыбина блестели тёмным блеском, он смотрел на Павла самодовольно и, возбужденно расчесывая пальцами бороду, говорил:

- Любезничать мне время нет. Жизнь смотрит строго; на псарне-не в овчарне, всякая стая по- своему лает...

- Есть господа,- заговорила мать, вспомнив знакомые лица,- которые убивают себя за народ, всю жизнь в тюрьмах мучаются...

- Им и счет особый и почет другой!- сказал Рыбин.

-Мужик богатеет- в баре прет, барин беднеет- к мужику идёт. Поневоле душа чиста, коли мошна пуста. Помнишь, Павел, ты мне объяснял, что кто как живет ,так и думает, и ежели рабочий говорит- нет, так хозяин, по природе своей, обязательно кричит-да! Так вот и у мужика с бариним разный природы. Коли мужик сыт-барин ночь и спит.Конечно, во всяком звании- свой сукин сын, всех мужиков защищать я не согласен...

Rybin's eyes shone with a dark light as he watched Pavel complacently and combed his beard with his fingers. «No time to think about good manners\*, he continued, \*Life» is hard. A pack of dogs is not a flock of sheep — every balks in its own way\*.

«There are gentlefolk who go to their death for the sake of the common people\*, said the mother, thinking of familiar faces. «Who spend all their lives in jail?

«They are in special class», answered Rybin.

Muzhiks get rich and climb up to the gentlefolk; Gentle folk get poor and climb down to the muzhiks. Remember how you explained it to me, Pavel? It's the way a person lives that decides what he thinks. That's the thing! If a worker say «yes», his boss says «No, if a worker says «No», his boss says “Yes”. That's their nature. Well, there's the same difference between the muzhik and the landlord. He'd turn -A lord's stomach to see his muzhik get enough to eat. O[ course every class has its own sons of bitches, and I'm not defending all muzhiks ...»

## EXERCISES ON GRAMMATICAL PROBLEMS OF TRANSLATION

**Exercise 1. Render the following sentences and analyse the translation of the article,**

*Model:* Do you think it will make a difference to us? — A difference?

It will make the difference.

— Буни бизга қандайдир аҳамияти ббор деб ўйлайсизми?

— Қандайдир аҳамияти дейсизми? Буни жуда катта аҳамияти бор..

— Вы думаете, это имеет какое-то значение для нас?

— Какое-то? Это имеет очень большой значение.

A difference — Article; lack of correspondence of the Grammar forma. The way of translation— translation of the Grammar form by lexical means. In the sentence the Indefinite article has the function of the Indefinite pronoun, the difference — In this case the definite article it used to emphasize the noun «difference» thus acquiring the moaning of the superlative degree.

- A. 1. We roamed about swest Sonning for an hour or so. (Jerome K. Jerome)
2. The latch clicked, a hand seized him by the shoulder and he was rudely shaken. (O. Henry).
3. The old man took a step back with the air of on« very much surprised and a trifle mixed.
4. The father threatened to cut the boy oil with a ling if he disobeyed him.
5. Why did you keep back the fact?
6. My father postponed the departure for a week.
7. Andrew had a sharp impulse to tell her that she must obey his instructions and not those of meddling schoolmistress. (*A. Cronin.*)
- 8How many miles does the car travel in an hour?
10. The manuscript was sold in June for 90,000 dollars to a bookshop of New York.
11. The better off the community, the better schools.
12. Read the passage a second time.
13. You can pass over the distance in an hour.
14. The dramatic part of the incident was that there really was a frog in Nicholas' basin of bread and milk. (*H. Munro.*)
15. I advise you to have the picture reproduced in a larger form.
16. Now that the law has been passed, the friendly recommendation of a foreign government can only be regarded as interference in the international affairs of Persia.
17. But this is a truth that applies to the human race end to no particular race of men, (*Harper Lee.*)
18. Suddenly a hand is laid upon your arm. (O. Henry.)
19. Cards evidently were not necessary in that office, for the boy carried word to an inner room that there was a man who wanted to see Air. Ford. (*J. London.*)
- B. 1. It took him a long time to pluck up enough courage for the ordeal. (G. Gordon.)
2. Pyle had once criticized the elaborate hairdressing which she thought became the daughter of a mandarin. (*Or. Greene*)
- ,3. Why should the little man be annoyed?
4. As for me, I've rented a charming little cottage in a place from which you can get up to town in a very short time.
5. Nobody forced him to do the job; he himself expressed the desire to do it.
6. Swithin took but one look at the place and left the room; the sight, he said afterwards, made him queer. (./, *Galsworthy.*)
7. Better see rightly on a pound a week than squint on a million. The question was how to get the pound a week. (./;
8. I found the place with difficulty and almost by accident. (*Gr, Greene.*)

9. For a moment they held each other's gaze. (*G. Gordon.*)

10. He needed the five dollars.

11. Livingston had just the young man.

**Exercise 2. Render the following sentences paying attention to the grammar forms of the nouns.**

*Model:* Don't believe all the gossip you hear.

Эшитаётган барча миш-мишларизга ишонманг.

Не верьте всем тем сплетням, который вы слышите

The gossip —partial correspondence of the grammar forms (Singularity and Plurality); the way of translation — grammar transformation «substitution» (Singular— Plural). The English noun «gossip» is used only in the Singular while denoting the Russian word «сплетни».

A. 1. The deep shadows, the bright contrasting lights gave the hills a new solidity.

2. He was about to go out into the garden when his eye fell on a familiar but mysterious object.

3. The news that he was in trouble determined me to act at once.

4. You know his brother has measles. (*A. Cronin*)

5. When the boy came back with the purchases his mother wanted him to tell her exactly how he had spent the money.

6. Der Witt fished through his pockets, found his eye-glasses, carefully slipped them out of their case..

7. His hair was grey and he was short and fat.

8. This watch was a special favorite with Mr. Rick-wick. (*Ch. Dickens.*)

9. We got the doctor to forbid him to read the paper.

10. Your lip is trembling and what's there upon your-cheek.

11. George suggested meat and fruit, pies, cold meat.

12. His cousin's aunt had hastily invented the Jagborough expedition in order to impress on Nicholas the delights that he had justly felt by his disgraceful conduct at breakfast table. (*H. Munro.*)

13. «In the Middle East the imperialists are recklessly creating now tensions in an already explosive area». B. 1. There are limits to human endurance.

2. Nothing rises from its ashes.

3. Lies make him nearly burst.

4. She became conscious of the gentleman's eye, sea-green like the walls sliding up and down her. (*J. Galsworthy*),

5. He saw no change in her movements and loyally refrained from inquiring into the movements he could not see. (*J. Galsworthy*).

6. But he wanted to hear no lies from a war comrade. (*J. Galsworthy.*)

7. Feeling is tosh? Pity is tripe. (*J. Galsworthy*).

8. He had reached Piccadilly and suddenly he remembered that he had not called on her aunt for ages. (*G. Galsworthy*).

9. It was a remarkable tribute to her powers of skating on the ice that the word «good» should still have significance. . (*G. Galsworthy*).

**Exercise 3. Render the sentences and comment on the translation of the non- Unite forms of the verbs.**

*Model:* Excuse my interrupting you.

Гапингизни бўлганим учун узр.

Извините, что перебил вас.

**my Interrupting you**— Gerundial phrase: lack of correspondence of the Grammar forms; the way of translation — Grammar transformation ^substitution\* of the Gerundial phrase by a subordinate Clause.

A. 1. They claim to be working for peace.

2. I wanted to be answered at once.

3. To know English well you have to work hard.

4. He insists on his being sent on a mission.

5. We came here For mastering the English language.

6. I knew nothing about his sending that letter.

7. We postponed our visit because of John's being ill.

8. My mother's favorite cup is broken.

9. I saw the police struggling with the crowd.

10. The house which is being built in our street Is very beautiful.

11. If given the opportunity this industry will rapidly develop.

12. The cosmonauts are expected to be given a state welcome at a Red Square parade next week. (Moscow News)

13. She didn't see anyone enter the room.

14. I am having my books bound.

15. Weather permitting the performance will be held out of door.

16. The weather is too fine for you to stay at home.

17. He was believed to be an experienced doctor.

**B.1. The pilot is reported to have started on his flight in the morning.**

2. These islands are said to have been discovered as early as 1762.

3. She was believed to be the luckiest woman in the world.

4. There appeared to be great excitement about the news.

5. There was no response— the empty rooms seemed to have sunk into their old stillness.

6 The fold around his mouth seems to express eternal disgust.

7. An old lady, who has for some obscure reason begged me not to divulge her name, happened to show me the diary she had kept in the past.

8. I've always known him to be a genuine fault-finder.

9. I suppose being in love with my girl is a kind of trouble. (Gr, Greene.)

10. By concealing the truth you are running a serious risk of being suspected.

11. Look, there is someone waving to you.

12. In the joy of being alone Anthony filled his lungs with the pure morning air. (G. Gordon.)

13. I don't like being ignored. (G. Gordon.)

**Exercise 4. Translate the following sentences. Mind the changes of the parts of speech.**

*Model:* She looked in perfect health.

У жуда соғлом кўринарди.

Она выглядела совершенно здоровой.

**Looked in perfect health** — disparity of the combinability of words, (the way of translation — grammar substitution of parts of speech (Adj. — Adv.;; Noun — Adj.)

A. 1. The classroom lacks fresh air, it wants a good airing.

2. She had some difficulty in finding the house.

3. You are in the medical. I believe? (S. Maugham.)

4. He walked slowly up and down in front of the jury, and the jury seemed to be attentive; their heads were up, and they followed Atticus' route with what seemed to be

appreciation. I guess it was because Atticus wasn't thunderer, (*Harper Lee.*)

5. I peeped at Jem: his hands were white from gripping the balcony rail. (*Harper Lee.*)

6. He walked down the street in a queer jerky way.

7. Standing aside from the rush, the young man made a rapid estimate of the building in which he conceived that his adventure must lie. (*O. Henry*)

8. Why did you stop answering my Idlers?

9. Hurried reading results in the learner's forgetting's half of what he reads.

10. We haven't had a single moment to spare since Monday morning.

11." I could hear the boy patting the smooth neck of the horse and addressing him with all kinds of endearments.

12. On the two previous morning Newman had come to breakfast late; and I didn't fancy that any time he was an early riser.

13. She was a woman of few ideas with immense power of concentration. (*H. Munro.*)

B. 1. He's an Englishman born and bred.

2. He's a man of fine breeding.

3. A woman of no importance.

4. She is the gentlest creature living.

5. I am a very busy man and it's quite a long journey here.

6. This attempt is sure to fail.

7. Exploration is experiencing what you have not experienced before.

8. Secretly they felt 'it unreasonable of Ann to have left them without a word, without even a struggle (*J. Gats-worthy.*)

5. Translate the sentences paying attention to the means (if expressing emphasis.

**Model:** «Do repeat these rules! » — I said to a friend of mine.

Бу қоидаларни албатта такрорла дедим дўстимга.

«Обязательно повтори эти правила»- сказал я другу.

«**Do repeat!** »— The usage of the auxiliary verb do for the sake of emphasis; lack of correspondence of the Grammar forms the way of translation — lexical addition.

A. 1. Ulanova did more that embellish the art of dance.

2. It is the strength of the peoples that can ensure a world without war, without arms, a world of our dreams.

3 It was Fatty himself who didn't want to use a crib, (S. Lewis )

4. It is the demonstration of a new step towards mutual confidence which is essential if international tension is to relax.

5. It is ten years since I have seen him and received any letters from him.

6. that is the very engineer whose project deserves attention.

7. Himself, Professor Edwards never did researches. (S. Lewis.)

8. «Do repeat these rules I said to a friend of mine.

9. The young scientist did make the experiment successfully.

10- He is a good boy, George is.

11. He's interested, is George, in all beasts.

12. «You go, Madeline», he said, «While Dick and I stay here and make tea».

13. «No», cried he, «an answer I must have».

14. He sat on and sat on.

B. 1. Perhaps its that that frightens them.

2. I never was really pretty, not in the ordinary way, but I did have lovely skin and lovely hair — and I walked well.

3 I think it was his voice that attracted me to him and his hands.

4. They do make me so wild. (*Jerome K. Jerome*)

5. It was a few days before she was disillusioned. (*G. Gordon.*)

6. Do come and see us. (*J. Galsworthy.*)

7. This was what perpetually amazed him. (*J. Galsworthy*)

8. What distinguished him from Reynolds was his greater • independence of the old masters.

9. It was at seventeen that Frank Cowperwood quit school.

**Exercise 0. Translate the following sentences paying attention to the syntactical changes.**

*Model:* My opinion is that he is mistaken.

Менимча, у хато қияпти.

По-моему, он ошибается.

My opinion is that he is mistaken. — The difficulty in the translation of this sentence is in disparity of the syntactical structure of the sentence— in English and Russian (Uzbek).

The way of translation— grammar transformation «substitution» (Complex sentence with a Subordinate Predicative Clause—Simple sentence),

A. 1. I like to chat with John, who is a clever boy.

2. It was a very fine evening and my mother and he had another stroll by the sweet-briar, while I was sent in to get my tea.

3. Whenever she came which was often she came quite noisily.

4. Sally gave him a smile. It was as sweet and innocent as it had ever been.

5. Yet could I, as things were, rely on Georgie to be cheerful and lucid?

6. This is what we agreed on.

B. 1. She wasn't a cultivated reader, an amusing plot being all she asked from a book.

2. She stared at him, her eyes filled with a deep unspoken sorrow.
3. What was that she said? (*Gr. Greene.*)
4. Frank Swain was patient. He needed the five dollars. (*R. Goldberg.*)
5. She was doing her hair differently allowing it to fall back and straight over her shoulders. (*Gr. Greene.*)
6. I turned indoors when I saw a girl wailing in the next doorway. (*Gr. Greene.*)

**Exercise 7. Render the sentences, paying attention to (the translation of the Absolute Constructions.**

**Model:** We saw some children bathing in the river.

Бир неча болаларнинг дарёда чўмилаётганини кўрдик.

Мы видели, как несколько детей купались в речке.

**some children bathing** — Nominative Absolute Participial Construction, lack of correspondence of the Grammar forms: the way of translation — grammar substitution of the Nominative Absolute Participial Construction by a subordinate clause.

A. 1. In the first place the lumber room was large and dimly lit, one high window opening on to the forbidden garden being its only source of illumination. (*H. Munro.*)

2. Beecher, lying on his stomach with his head pillowed on his arms, felt Tuchahues fist. (*A. Mollz.*)

3. He sat straight up in the car, his outward eye fixed on the road, his inward eye seeing nothing. (*A. Maltz.*)

4. I couldn't walk down the street without somebody turning to look at her.

5. They sat leaning forward, their elbows on the counter.

6. Beecher fell back, his body quivering frantically. (*A. Maltz.*)

7. With the prices going higher and higher and the wages frozen, it is becoming increasingly difficult for the British housewife to make both ends meet. (*Morning Star.*)

8. With its foreign policy based on the Leninist principles of peaceful coexistence, the Soviet Union is actively pursuing a policy of improving and developing relations with all the countries. (*Moscow News.*)

9. Fieta sat with her hands cupping her chin, staring at a corner of the little kitchen. (*P. Abrahams.*)

10. Montatielli came slowly down the steps, the people crowding about him to kiss his hands. (*I. Voynich.*)

11. The work finished we went home.

12. I wonder why the aunt didn't hear Bobby complaining about his boots being tight. (*H. Munro.*)

13. Mabel hurried out of the car and walked away, tears streaming down her face. (*P. Abrahams.*)

14. They struggle along the road, the rain beating in their faces.

15. They started with their hand waving farewell.

B. 1. Ever so carefully he placed his hands on the table, fingers interlaced, and an artificial diamond flashing on his little finger.

2. She looks at the stage with a furrow" between her brows, seeing nothing, her hands squeezed together in her lap.

**Exercise 8. Render the following sentences. Mind the Passive Voice.**

*Model:* But as a matter of fact all the crying was done by his girl- cousin.

Аслида эса унинг аммаваччаси роса йиғлади.

Анна самом деле плакала его кузина.

**was done** — Passive Voice; partial disparity of the Grammar forms, the way of translation — grammar transformation (substitution\* (Passive Voice — Active Voice)).

A. 1. Next morning the event was reported in all the newspapers.

2. Such slanderous propaganda must be done away immediately.

3. He was waited for in vain.

4. The house has never yet been lived in.

5. The lumber room was the region concerning which no questions were answered. (*H. Munro.*)

6. Tea that evening was partaken of in a fearsome silence. (*H. Munro.*)

7. I was asked earnestly to consent.

8. I am haunted with a horrible fear. (*L. Voynich*)

9. The next we heard was that he was married there.

10. Montanelli was not given to stereotyped politeness and his tone jarred uncomfortably upon Authur.

11. He was physically exhausted with hunger and foul air.

12. The meeting was attended by delegates representing Trade Unions from many regions of our Republic.

13. One day Rogen Kanible was told that his daughter had secretly married one of the actors of his company.

14. The drawing room door was opened from within and some couples came out.

15. «So, dear father, your orders have been obeyed!»— said the sly young woman.

16. The sin of taking a frog and putting it into wholesome bread and milk was enlarged on at a great length. (*H. Munro.*)

17. When she came into the room it was empty and the bed hadn't been slept in.

B. 1. The parents were relieved.

2. Please, don't be annoyed.

3. I should be failing in my duty as his headmaster if I did not say that, in my opinion, your boy ought to be seen by a psychiatrist as soon as possible.

4. James alone was left by the bedside.

5. I summaged the things up into much the same state that they must have been before the world was created, (*Jerome K- Jerome.*)

6. Montmoreucy's ambition in life is to get in the way and to sworn at. (*Jerome K. Jerome.*)

7. Fleur had spent Christmas with the Monts; she was promised to him, however before long. (*J. Galsworthy.*)



7. Keet's life was cut short by a dreadful disease that ran in the family.

## REVISION EXERCISES OF MIXED TYPE

**Exercise I. Translate the following extract from the novel «Sisters» by Askad Mukhtar into English. Compare your translation with the published one and answer the questions.**

Иккинчи боб

-Собир мастеровойнинг беваси...

Онахонни шундай деб аташарди. Хотин кишини оти билан чақириш унга керагидан ортиқ хурмат билдиришдай бўлиб туюладиган замонларда қўйилган буном беш-олти йилдан буён айниқса, Найманчада энг эътиборли ном бўлиб кетди.

Муюлишдаги мана бу кўримсизгина лойсувоқ уй махалла хоотин-қизларининг кўз тиккан жойибўлиб қолди. Бировлар унга қувонч умид билан бировлар бўлса хавотир билан қараб ўтади. Очиқ хотинлар баъзан эса сочини калта қирктириб бошига қиўил дурра ўраган келиб кетадиган бу уйга Қудратиллахўжа ҳам бепаво қарай олмайдиган бўлди. Шахар хотин-қизлари орасида Жўрахон вакила деб ном чиқарган очиқ хотиннинг келиши бўлса, айниқса, шариат пешволарининг ваҳимасини оширди.

Аслида бу уйда аваҳима қиладиган ҳеч гап йўқ. Унда Собир мастеровойнинг беаси ўзининг икки қизчаси билан етти йилдан буён эл қатори бир нав тирикчилик қилиб келяпти.

Онахоннинг устахонасида бўз тўқиб топганини икки қизчаси рўзғорида учма-уч қилиб, бинойидек уй тутишади. Уйлари фақиргина бўлса ҳам, ховли-жойлари хамиша ойнадек. Турсуной билан Башорат ҳар куни уй ичию йулакларни супуриб-сидириб, ҳамма ёқни саранжом-саришта қилиб, қозон осиб оналарини ишдан кутишади...

-Ойижон дастурхон ёзайми?- деди Башорат ўчоқ бошидан туриб.

Онахон эндигина ишдан келиб обдастадаги муздек сув билан юз-қўлини юваётган эди. Қизчасининг овози билан бирга кўк солибЮ қатикланган маставанинг лаззатли ҳиди келди. Муздек сув, ғажур қизчасининг меҳрибон товуши ва бу лаззатли таом ҳиди онанинг кўнглини очди, ҳорғин ва негадир ўйчан кўринган юзида табассум балқиди.

Она ишдан қандай ўй, қандай ташвиш билан қайтмасин, шу қизчаларини кўрибоқ кўнгли ёзилар янги чиройли кунлар туғилаётганини қандайдир абадий ўлмас ёшлик чечак отаётганини ҳис қиларди, бу ҳиснинг ўз қизчаларигагина эмаслигини, атрофидаги турмушга, кейинги вақтда ўзида туғилган ўй ва орзуларига, одамларда, дугоналарида, клублардаги гурунгларида сезилаётган янгиликларга боғлиқ эканини ҳали ўзи англаб етмасди.

Онахон уй ишига какамдан-кам қарайди. Жастёр бўлиб қолган қизлари, айниқса катта қизи Башорат уни кўпдан бери рўзғор ташвишидан қутқазган. Бугун ҳам кундагидай қизчаларини севиб-қучиб тайёр жойг асандал ўрнидаги бўз дастурхон ёзилган хонтахта меҳмондай оёқ буклаб ўтирди. Иссиқ овқат

тўла косани тагидан қозон сочиқ билан кўтариб келаётган Турсуной ховлининг ўртасига келганда “вой!” деб чинқириб юборди. Косани ташлаб юборай деганида қаёқдандир пайдо бўлган Башорат югуриб келиб яланғоч қўли билан овқатни шартта олди-да, хонтахтага элтиб қўйди. Турсуной латтани ерга ташлаб, кўзини юмиб бармоқларини учини тишлаганича жойида анча туриб қолди. Кейин қизлар қах-қахлаб кула-кула оналари ёнига келиб ўтиришди.

## Chapter two

The widow of the workingman Sabir how Anakhon was called in the days when to call a woman by her name was a mark of undue respect. But in the past few years this name became one of the most honoured in Naimancha.

Plain with a clay roof, Anakhon's house at the corner of two streets attracted the attention of all the women in the block. Some looked at it with pride and hope, others with caution. The women who visited this house went about without paranjah, while some had bobbed hair and wore red kerchiefs on their heads. Jurakhon, the woman judge, who was known throughout the city was also seen here.

Anakhon lived with her two daughters. Life for her was an uphill struggle and she was barely able to make ends meet, but the order and cleanliness about the house was always exemplary. She would return from work tired and preoccupied and yet the moment she would see her girls and hear their usual, “Mother, dear, shall we set the table?” a warmth would fill her heart. Anakhon would wash with very cold water from a Jug, while the wind would carry about the courtyard the appetizing smell of rice soup with vegetables and sour milk. The mother would listen to the hurried patten of the girls' feet and think: “My little housewives, they're doing their best . . .»

She did little about the house. Her daughters, who were growing up, especially the elder Bashorat, saved her from household cares. Today as usual the mother sat down to dinner cross-legged at a low table covered with a white rnatu table-cloth. The table stood over a hole dug in the earthen floor. This was the stove and coals smouldered in it in winter. In those years «stoves» like these were to be seen in many houses.

1. “Мастеровой” сўзи ўзбек тили учун қандай сўз хисобланади? Бу сўз инглиз тилига қандай таржима қилинган? Таржимон бу сўзни working man деб тўғри таржима қилганми? Бу таржима қийинчиликларининг қайси турига киради?

2. Ним аучун таржимон текстдаги “кўримсизгина лойсувоқ уй”- бирикмасини “plain with a clay roof” деб таржима қилган? Ўзбек тилидаги бу реалия қандай сул воситасида берилган?

3. Текстлаги маҳалла сўзи реалия – чунки бў сўз факт ўзбек халқида оиб бўлиб у одамларнинг территория ва социал жихатдан яқинлигини билдиради. Таржимон бу сўзни блок деб таржима қилган. Сиз бунга қўшилмасми? Таржимада реалиянинг ҳамма маънолари сақлаб қолинганми? Сиз билган “community” сўзи нимани билдиради?

4. Текстдаги очи қхотинлар сўзи «the women without paranjah» деб таржима қилинган. Бу ерда сўзнинг маъно жихатдан кенгайтиши рўй берган. Бу ўринда таржима усулидан қайси бири ишлатилган? Асослаб беринг.

5. Текстдаги “беш-олти йилдан буён” сўзлари инглиз тилига “in the past few years” деб таржима қилинган. Ўзбек тилидаги бу бирикма таржима усулларидан қайси бири асосида ифодаланган? Таржимада таржима қийинчилигининг қайси турига тўқнаш келинган?

6. Текстдаги “ойижон” сўзидаги “жон” суффикси қандай суффикс ҳисобланади ва бу суффикс инглиз тилига қандай таржима қилинган? Таржимон “dear” сўзини танлаб тўғри қилганми? Таржимон таржиманинг қайси усулидан (лексик ёки грамматик) фойдаланган?

7. “Ойижон дастурхон ёзайми?” –гапида дастурхон сўзи орқали нимани тушунасиз, бу сўзнинг қандай маънолари бор? Таржимоннинг бу гапни “Mother, dear, shall we set table?” деб таржима қилганига қўшиласизми? Асослаб беринг.

8. “Текстдаги обдаста” сўзи Ўрта Осиё халқларига оид сўз, яъни реалия. Таржимон бу сўзни “a jug” деб таржима қилган. Таржимоннинг бу таржимаси адекватми?

9. “... Кўк солиб, қатикланган мастава...”, ...Rice soup with vegetables and sour milk...” Шу гапда “кўк” сўзи “vegetables” деб таржима қилинган. Бу таржима тўғрими? “Кўк деганда сиз нимани тушунасиз”, “vegetables” дегандачи? Бу ўрин “fennel, parsley” сўзларини қўллаш маъқул эмасми?

10. Текстдаги Жўрахон вакил адеб ном чиқарган очик хотин- Jurakhon, the woman judge, who was known throughout the city деб таржима қилинган. Таржимон вакила сўзини the woman judge деб таржима қилган. Таржимоннинг бу таржимаси адекватми?

11. Текстдаги сандал, хонтахта сўзлари ўзбек халқига оид сўзлар бўлиб таржимон бу сўзларни a low table The table stood over a hole dug in the earthen floor. This was the stove and coals smouldered in it in winter. In those years «stoves» like these were to be seen in many houses. деб таржима қилади. Бу усулдаги таржимага қўшиласизми? Ўзбек тилидаги реалиялар сақланиб қолинганми?

**Exercise 2. Translate the following extract Into Russian and compare your translation with the published one. Answer the questions. For the sake of convenience sentences in both versions have parallel numbers.**

**The proposed extract 1\$ taken from a book by a prominent cunknt-porury prosaic John Fowles (born in 1926) “The Ebony Tower”. The story was published in England in 1974, the translation of the story Into Russian appeared in (97y. II was done by a well-known Soviet translator K. A. Chugunoi.**

Then suddenly, as if to solve the enigma, the living painter, himself appeared from the garden door and came down toward David (1)...

«Williams, my dear fellow\* (2).

He advanced; hand outstretched, in pale blue trousers and a dark blue shirt, an unexpected flash of Oxford and Cambridge, a red silk square. (3) He was while-haired, though the eyebrows were still faintly grey; the bulbous nose, the

misleadingly fastidious mouth, the pouched grey-blue eyes in a hale race. (4) He moved almost briskly, *us* if aware that he had been remiss in some way; smaller and trimmer than David had visualized from photographs. (5)

"It's a great honour to be here, sir" (6)

«Nonsense, nonsense" And David's elbow was chucked, the smile and the quiz under the eyebrows and white relic of a forelock both searching and dismissive (7).

"You've been looked after? » (8) «Yes, Splendid" (9).

«Don't be put off by the Mouse. She's slightly gaga». (10)

The old man stood with his hands on his hips, an impression of someone trying to seem young, taller, David's age. (11)

«Thinks she's Lizzie Siddal. Which makes me that ghastly little Italian fudger . . . damn' insulting, what?\*" (12)

David laughed. «I did notice a certain, . . . » (13)

Breasilly raised his eyes to the ceiling. (14)

«My dear man. You've no idea. Still. Gels that age. (15)

Well, how about some tea? Yes? We're out in the gardens. (16)

David gestured back at the Moon-hunt as they moved toward the west end of the room. (17)

"it's marvellous to see that again. I just pray the printers can rise to it». (18)

Breasilly shrugged, as if he didn't care; or was proof to the too direct compliment. (19)

Then he darted another quizzing look at David. (20)

And you? You're quite the cat's pajamahs, I hear. (21)

«Hardly that. (22)

«Read your piece. All those fellows I've never heard of\*. Good stuff. (23) «But wrong?\*" (24)

Breasilly put a hand on his arm. (25)

«I am not a scholar, dear boy. (26)

Ignorance of things you probably know as well as your mother's tit would astound you. (2?)

I have ever mind. Put up with me, what?\*" (28)

(John Fowles. The Ebony Tower. Eliduc. The Enigma. Moscow, 1980)

И вдруг как бы в ответ на немой вопрос Дэвида, на пороге двери со стороны сада появился сам художник в плоте.(1)

- Уильямс, мой дорогой!(2)

Он шагнул вперед и протянул руку; на нем были голубые брюки, синяя рубашка- неожиданная вспышка Оксфорда и Кембриджа- и красный шелковый шейный платок(3)

Голова совершенно седая, но в бровях ещё сохранились тёмные волоски; нос луковицей, губы сложены в обманчиво капризную гримасу, на загорелом лице-серо-голубые, с мешками глаза.(4)

Движения преувеличенно энергичные, точно он сознавал, что силы у него уже на исходе; меньше ростом и стройнее; чем Дэвид представлял его себе по фотографиям.(5)

-Великая честь быть в вашем доме, сэра.(6)

-Чепуха, чепуха.- старик потрепал Дэвида по локтю, его веселые насмешливые глаза пытливо и вместе высокомерно глядели на гостя из-под бровей и белой пряди волос на лбу.(7)

-О вас позаботились? (8)

Да. Все в порядке.(9)

-Надеюсь, Мышь не заморочила вам голову. У неё не все дома.(10)

Старик стоя

Старик стоял подбоченясь, явно стараясь казаться моложе и живее — ровней Дэвиду. (11)

— Воображает себя Лиззи Сиддал. А я, значит, тот самый отвратительный маленький италяшка, . Оскорбительно, черт побери, а? (12)

Дэвид засмеялся:

-Я действительно заметил некоторую. . .(13) Бресли закатил глаза. (14)

— Дорогой мой, вы и понятия не имеете. До сих пор. Девчонки этого возраста. (15)

- Ну, а как насчет чая? Да? Мы в саду. (16) Когда они двинулись к выходу, Дэвид указал на «Охоту при луне». (17)

— Рад, что снова вижу это полотно. Дай бог, чтобы полиграфисты сумели достойно воспроизвести его. (18)

Бресли пожал плечами, как бы показывая, что этот вопрос несколько его не трогает или что он безразличен к столь откровенной лести. (19)

Он снова бросил на Дэвида испытующий взгляд: (20)

— А вы? Говорят, вы первый сорт. (21)

— Да что вы, куда мне. (22)

— Читал вашу работу. Все эти ребята — о них я и не знал ничего. Хорошо написали. (23)

— Но неверно? (24)

— Я же не ученый, друг мой. (26) Вам это может показаться удивительным, но я не знаю многого из того, что вы, вероятно, выпитали чуть ли не с молоком матери. (27)

— Придется вам с этим смириться, а? (28)

(Журнал «Иностранная литература», 1979 г. № 3)

1 . Какими лексическими средствами можно передать значение определенного артикля, можно ли обойтись слозар-ними эквивалентами слова «living» в «the living painter»? (1)

2. Соблюдены ли требования прагматики в переводе «flash of Oxford and Cambridge» — голубой цвет — цвет спортивной формы студентов Кембриджского университета, темно-синий с фиолетовым оттенком — Оксфордского?

3. В результате, какой переводческой трансформации появилось в переводе «красный шелковый шейный платок»? (3)

4. Согласны ли вы о контекстуальной заменой слова "fastidious"(4)

5. Оправдана ли контекстуальная замена «hale»? (5)
6. Согласны ли вы с истолкованием слова «REMISS» переводчиком? (5)
7. Согласны ли вы с конкретизацией слова «HERE»? (6)
8. Что является определением к слову «quiz»? Где антецедент атрибутивной фразы «both searching and dismissive»? Согласны ли вы с интерпретацией слова «dismissive» переводчиком? Какая потеря информации происходит из-за опущения слова «relic» в переводе? (7)
9. Адекватен ли перевод «splendid»? (9)
10. В каком значении сложный глагол “to put off” употреблен в этом предложении? Удачный ли вариант предложен переводчиком? Выдержан ли регистр предложения? (10)
11. Lizzie Siddal —имеется в виду Элизабет Сиддал, женщина редкой красоты и трагического темперамента, английская поэтесса и художница (1834—1862). Её муж Данте Габриель Россети (1828—1882), английский поэт и художник, итальянец по происхождению, был основателем Прерафаэлитского братства. Как вы думаете, нужно ли сделать сноску на эти фоновые знания в русском переводе или положиться на тезаурус читателя? (12)
12. Какие значения глагола «to fudge» даст словарь? Удачно ли автор компенсировал его в переводе?
13. В предложении (13) имеется авторское умолчание «I did notice a certain...», Как бы вы докончили предложение? Это даст ключ к переводу предложений 14. Согласны ли вы с переводом предложения (14)?
14. Как вы объясните замену слов «the west end of the room» с точки зрения теории перевода? (17)
15. В предложении (18) имеется в виду подготовка к печати книги о Бресли; известно из предыдущих страниц, что художника волновало качество репродукций. При переводе слова «rise» нужно исходить из его значения в словосочетании «to rise to an emergency - справиться с трудностью». Удалось ли переводчику сохранить тональность предложения? Обратите внимание на перевод «I just pray ».
16. В предложении (17) ФЕ «the cat`s pajamahs(whiskers)» американский жаргон — «что надо, первый сорт», получил распространение и в Британии. Как известно, ФЕ переводятся с помощью эквивалентов, аналогов, калькирования, описательного перевода и идиоматических замен. Какой способ использован в данном случае?
17. Можно ли рассматривать перевод Чугунова «Hardly that» (22) как удачную находку, сохраняющую экспрессию и разговорный колорит подлинника?
18. Правильно ли переводчик конкретизировал слово широкой семантики “stuff” (23)
19. Найдите главное и придаточное предложения в №27. Какой прием использован при переводе образного сравнения «as your mother`s tit»? tit — a variant of teat. Teat — the small protuberance through which the mammalian young suck the milk; a nipple (Chambers's twentieth century Dictionary).

**Exercise 3. Translate the following extract! into Russian from the story” Will you walk into my parlour?” by Th. Dreiser. Compare your translation with the published one and answer the questions.**

It was a sweltering noon in July, Gregory, after several months of meditation on the warning given him by his political friend, during which time nothing to substantiate it had occurred was making ready to return to the seaside hotel to which his prosperity entitled him. It was a great affair, the Triton, about sixty minutes from his office, facing the sea and amid the pines and sands of the island. His wife, «girl» as he conventionally referred to her, had been compelled in spite of the plot which had been revealed or suggested, owing to the ailing state of their child, to go up the mountains to her mother for advice and comfort. Owing to the imminence of the fall campaign, however, he could not possibly leave. Week-days and Sundays, and occasionally nights he was busy ferreting out and substantiating one fact and another in regard to the mismanagement of the city, which was to be used as ammunition a little later on. The Mayor and his «ring», as it was called, were to be ousted, at all costs. He, Gregory was certain to be rewarded if that came to pass. In spite of that he was eminently sincere as to the value and even the necessity of what he was doing. The city was being grossly mismanaged. What greater labor than to worm out the details and expose them to the gaze of an abused and irritated citizenship?

Был душный июльский полдень. Поразмыслив несколько месяцев над предостережением, которое сделал ему приятель и политический единомышленник и которое за это время никак не подтвердилось, Грегори собирался поехать в приморский отель; право на пребывание там давало, достигнутое им благополучие. Это был роскошный отель «Тритон», всего в часе езды от его конторы, расположенный у моря, среди сосен и песков Айленда. Несмотря на то, что против Грегори, видимо, готовился заговор, жена его, «девочка», как обычно он называл ее, была вынуждена из-за болезненного состояния их ребенка поехать в горы к своей матери, чтобы посоветоваться с ней и отдохнуть.

В связи с близостью осенней предвыборной кампании ему, однако, нельзя было совсем оставить город. И в будние дни и в воскресенье до поздней ночи он был занят поисками и обоснованием фактов, вскрывавших преступность городского управления, их надлежало использовать в качестве боевого снаряжения некоторое время спустя. Любой ценой надо было свалить мэра и его клику. Грегори был убежден, что, если это произойдет, он не останется в накладе. В то же время он искренне верил в необходимость того, что делал. Городом управляли преступники. Разыскать упрятанные в воду концы и выставить их для обозрения оскорбленных и возмущенных граждан — что может быть важнее!

**Первый абзац:**

1. Как меняется структура 2-го предложения? Что является антецедентом придаточного предложения в английском тексте и в русском переводе?

2. Как отличаются нормы сочетаемости слов: to give warning, political friend, present prosperity в английском и русском языках?

3. Как передается десемантизированное слово “affair” в третьем предложении? Какая контекстуальная замена использована для “which had been revealed or suggested” и почему?

**Второй абзац:**

1. Как передается реалия американской политической жизни “the fall campaign”? Какое смысловое развитие делает переводчик в «he could`n possibly leave»?

2. Согласны ли вы с опущением «occasionally» в переводе? с контекстуальной заменой и добавлением в «in regard to the mismanagement» — вскрывавших преступность городского управления?

3. Уместна ли контекстуальная замена “to oust” — вытеснить— свалить? Обратите внимание на замену типичного для английского языка пассива па актив в русском языке:

Which was to be used — надлежало использовать

Was to be ousted — надо было свалить

to be rewarded — не останется в накладе

4. Можно ли считать антонимический перевод «to be rewarded» удачной переводческой находкой?

5. Укажите на замену частей речи при переводе предложения: In spite of that he was eminently sincere as to the value and even the necessity of what he was doing.

6. Согласны ли вы со смысловым развитием при переводе предложения «The city was grossly mismanaged» — «Городом управляли преступники' или «В управлении городом были грубые злоупотребления». Какой вариант ближе к оригиналу?

7. Смещается ли смысловой акцент при переносе «что может быть важнее!» в конец предложения? Удачно ли компенсирована образность стертой метафоры «to worm out the details» (БДРС: разузнавать, выпытать, выведать) с помощью русского ФЕ «Разыскать упрятанные в воду концы»?

**Exercise 4. Translate the following extract from The Sketchbook by Washington Irving into the Uzbek language and compare your translation with the published one.**

The baron had but one child, a daughter; but nature, when she grants but one child, always compensates by making it a prodigy; and so it was with the daughter of the baron. All the nurses, gossips, and country cousins, assured her father that she had not her equal for beauty in all Germany; and who should know better than they? She had, moreover, been brought up with great care under the superintendence of two maiden aunts, who had spent some years of their early life at one of the little German courts, and were skilled in all the branches of knowledge necessary to the education of a fine lady. Under their instructions she became a miracle of accomplishments.

By the time she was eighteen, she could embroider to admiration, and had worked whole histories of the saints in tapestry, with such strength of expression in their countenances, that they looked like so many souls in purgatory. She could read without great difficulty, and had spelled her way through several church legends, and



almost all the chivalric wonders of the Heldenbuch. She had even made considerable proficiency in writing; could sign her own name without missing a letter, and so legibly, that her aunts could read it without spectacles.

She excelled in making little elegant good-for-nothing lady- like knickknacks of all kinds; was versed in the most abstruse dancing of the day, played a number of airs on the harp and guitar; and knew all the tender ballads of the Minnelieder by heart.

Барон ёлгиз к.изнинг отаси эди, к.ачонки табиат ота билан опага биттагипа фарзанд ато қиларкан, камомади учун гуё узр сўрагандай, уни муъжиза қ.илнб яратади. Баршявйг ^иэи ?^ам шундай булиб дунёга келди. Энагалар, к.уда-ан-далар ва чор теваракдаги к.ариндошлар бир овоздан бутун Германияни кезнб чнк.к.анда ^ам бундай со^ибжамолни излаб тониш КИ1ШН, бу парса уларга жуда яхши маълум эканлиги-га баронни чиппа- чин ишонтирдилар. Бунинг устига ^иэча бир ва^тлар немис саройида бир неча йил туриб зодагон хо-ним тарбнясига оид мукамал система билан батафсил танн-шишга муяссар булган цари 1\из холасининг сергак назарн-Дан ба^раманд булиб усди. Уларнинг ^амма курсатмаларинн бажонудил бажариб борган киз, ёшвдан узиб тезда камолот чуққисига кутарилди. Ун саккиз ёшида ^ойилма^ом кашта-лпр тикишга Урганиб авлиёларнинг бутун бошли ^аётини ги-ламларга тушнрар эди. Айни^са, уларнинг кн курипиши шу кадяр сову^ ва к.атьий эдики, гуё уларнинг жони дузах оло-снда мусаффо була&тгандай эди. Шунингдек, у деярли равоп у^ий оларди. Бир нанча черков ривоятлари ва битмас-туганмас муъжиза >\амда ба\одирлнклар ха(^идагн «^а^рамонлар китоби» нинг царийб цаммасини бирма-бир му^окама қилиб чн^^анди. У х,атто, ёзув маш^ида х^м бир талай м^ваффа^иятларга ьришди: уз исмини тулш^ ёза билар ва бунда биронта >;ам •чарф тушнб ^олмас, шундай ани^ езардики, ^атто холалари унннг ёзувини кузойнаксиз аннк, у^ий а!ишарди. У к.ул >;у-парида хам илгарилаб кетган ва уй мутла^о кераксиз ^ар хил курна!уро1\лар билач тулиб - тошганди: эяг мураккаб зимонавий танцаларга мо^ир, арфа ва гитарада к.анчалаб романс ва ]^уш\*Цларни чалар, мишезингерларнинг кишини тул-^инлатпб юборадиган барча балладаларини ёддан билар эди.

### Exercise 5. Translate the following aphorisms by A.Navoi into English:

1. Бошни фидо қилғил ато бошиға,  
Жисмни қил садқа ано қошиға.  
Тун-кунлигга айлагали нур фош,  
Бирисин ой англа, бирисин куёш.
2. Ушоқ канд оқ тузга монанд эрур,  
Ва лекин бири туз, бири қанд эрур.
3. Оз иш учу тунду итоб айлама,  
Катлу сиёсатда шитоб айлама.
4. Қачон сочса тупроққа бурдой биров,  
Йуқ имконки ул арпа қилгой гаров.

Compare your translation with the published one and say if it is adequate

1. For why father`s life, pay with thine own  
For wrong to the mother, the head shall atone

Sun and moon of the life are they,  
Lightning the path may night and day/

2. Sugar is to salt as brother is to brother.

But woe to him who takes one for the other

3. On upbraiding a petty felon do not waste thy breath  
Nor hasten in anger to condemn a man to death

4. If it is oats you sow  
It is oats that will grow

Переведите следующие афоризмы А. Навои на английский язык;

1. За жизнь отца — своей пожертвовать будь рад И голову сложить за материнский взгляд.

Ты солнцем и луной родителей зови — И будешь озарен сияньем их любви.

2. Толченый сахар с солью — очень схожи, Но соль и сахар — не одно и то же.

3. За малый грех не попрекай жестоко И смертный суд не выноси до срока.

4. Когда в земле посеяна пшеница, Ячмень па ней никак не всколосится.

**Exercise 6. Translate the following extract into English and compare your translation with the published one. Answer the questions.**

The proposed extract is taken from the story by A. S. Pushkin «The Captain's Daughter». Pay attention to the rendering of folk-speech peculiarities, phraseological units, synonymous variations and non-standard vocabulary, making the vernacular language so rich and colourful.

«А, Петр Андренч! — сказал он, увидя меня, — добро пожаловать! Как это вас бог принес? по каком делу, смею спросить?» Я в коротких словах объяснил ему, что поссорился с Алексеем Ивановичем, а его, Ивана Игнатъича, прошу быть моим секундантом. Иван Игнатъич выслушал меня со вниманием, вытараща на меня свой единственный глаз. «Вы изволите говорить, — сказал он мне, — что хотите Алексея Ивановича заколоть и желаете, чтоб я при том был свидетелем? Так ли? смею спросить».

— Точно так.

— Помилуйте, Петр Андреич! Что это вы затеяли! Вы с Алексеем Ивановичем побрались? Велика беда! Брань на ворота не виснет. Он вас побранил, а вы его выругайте; он вас в рыло, а вы его в ухо, в другое, в третье — и разойдитесь; а мы вас уж помирим. А то: доброе ли дело заколоть своего ближнего, смею спросить? И добро б уж закололи вы его: бог с ним, с Алексеем Ивановичем; я и сам до него не охотник. Ну, а если он вас просверлит? На что это будет похоже? Кто будет в дураках, смею спросить?

«Ah, Pyotr Andreich!» he said, on catching sight of me. «Come in! What good wind brings you here? What is your business, if I may ask?» I explained to him briefly that I had quarrelled with Alexei Ivanovich, and that I wanted him to be my

second. Ivan Ignatich heard me attentively, blinking at me from his solitary eye. «You are good enough to inform me», he said, «that you intend to run Alexei Ivanovich through the body and that you desire me to be a witness of this. Is that your meaning, may I ask?

— “Yes, Sir”

Bless my soul, Pyotr Andreich! What are you thinking about? You have quarrelled with Alexei Ivanich. What then? Words never broke any bones. He swears at you — you swear back at him: he strikes, you in the face, you strike him on the ear. and so it goes, and you separate; and we will see to it that you make it up. For surely no good can come of your running your sword through your neighbour. All very well if you kill him! I don't care about Alexei Ivanovich— I never liked him. But supposing he is the one to run his sword through you what then? Who'll be the fool then, I venture to enquire?

1. Как известно, в английском языке оппозиция совершенный— несовершенный вид глагола передается не морфологическими, а лексическими средствами. Удачно ли передал переводчик это значение (видеть — увидеть)? Есть ли причины отказаться от английского эквивалента «добро пожаловать»? Сохранена ли образность в переводе ФЕ «Как это вас бог принес»?

2. Вносит ли какую-то неясность опущение приложения «Ivan Ignatich" (В (в предложении «I wanted him to be my second»?)

3. Какие значения «to blink» дает словарь? Как можно лучше передать на английский язык «вытараща»? См. БАРС . to bulge out one's eyes; to pop out one's eyes.

4. В данном отрывке А. С. Пушкин использует два синонима в значении «убить шпагой» заколоть и просверлить. В переводе взято: : to run smb through the body; to run one's sword through smb. to kill . Как вы считаете, не вносит ли некоторую неясность отсутствие орудия действия в 1-м случае «you intend to run Alexei Ivanich through the body?»

Кроме того, глагол «to kill» имеет общее значение, а здесь имеется в виду острое оружие и не лучше ли взять глагол «to slay»?

5. Хороший ли подобран эквивалент для десемантизированной «Помилуйте»? Согласны ли вы с переводом «Велика беда!»— «what then?» в данном ситуативном значении? Какой способ перевода ФЕ «брань на ворота не виснет» использован в печатном переводе?

6. А. С. Пушкин использовал синонимы «побранить» и «выругать». Переводчик использует только одно слово «to swear». Что можно еще предложить в данном случае (to curse, to abuse to, hurl oaths and curses, to use profane language)? В подлиннике использовано слово сниженного регистра «рыло», а переводчик использует нейтральное «face». Какое слово лучше использовать, чтобы сохранить стилистическую дифференциацию (muzzle, snout— box, snout, mug)?

7. Прав ли переводчик, используя эмфатическую конструкцию для предложения: Ну, а если он вас просверлит? But supposing he is the one to run sword through you?

## A. Text I. “Martin Arrowsmith” by Sinclair Lewis (part 1).

**Translate the text into Uzbek (Russian) with the use of the commentary and compare your translation with the working version presented.**

The state of Winnemac is bounded by Michigan, Ohio, Illinois and Indiana, and like them it is half Eastern, half Midwestern. Zenith, the largest city in the state, was founded in 1792. But Winnemac is Midwestern in its fields of corn and wheat, its red barns and silos, and, despite the immense antiquity of Zenith, many counties were not settled till 1860.

The University of Winnemac is at Mohalis, fifteen miles from Zenith. There are twelve thousand students; beside this prodigy Oxford is a tiny theological school and Harvard is a select college for young gentlemen. The University has a baseball field under glass; its buildings are measured by the mile; it hires hundreds of young Doctors of Philosophy to give rapid instruction in Sanskrit, navigation, accountancy, spectacle — fitting, sanitary engineering, Provencal poetry, tariff schedules, rutabaga growing, motor-car designing, the history of Voronezh, the style of Matthew Arnold, the diagnosis of myohypertopia kymoparalytica, and department store advertising. Its president is the best money-raiser and the best after-dinner speaker in the United States; and Winnemac was the first school in the world to conduct its extension courses by radio.

In 1904, when Martin Arrowsmith was an Arts and Science Junior preparing for medical school, Winnemac had but five thousand students.

Martin was twenty-one. He seemed pale. *In* contrast to his black smooth hair, but he was a respectable runner, a fair basket-ball center, and a savage hockey-player. The coeds murmured that he looked so romantic, but they merely talked about him at a distance, and he did not know that he could have been a hero of amours. For all his stubbornness he was shy.

The University had become his world. His idol was Professor Edward Edwards, head of the department of chemistry, who was universally known as «Encore». Edwards' knowledge of the history of chemistry was immense. He could read Arabic, and he infuriated his fellow chemists by asserting that the Aryans had anticipated all their researches, himself, Professor Edwards never did researches. He sat before fires and stroked his collie and chuckled in his beard.

In college Martin had not belonged to a Greek Letter secret society. He had been «rushed», but had resented the condescension of the aristocracy of men from the larger cities. Now that most of his classmates had departed to insurance offices, law schools and banks, he was lonely, and tempted by an invitation from Digamma Pi, the chief medical fraternity.

Digamma Pi was a lively boarding-house with a billiard table and low prices. Rough and amiable noises came from it at night, and a good deal of singing about *When I Die Don't Bury Me at All*; yet for three years Digamma had won the valedictory and the Hugh Loizeau Medal in Experimental Surgery.

Martin had prized the independence of his solitary room. In a fraternity all tennis rackets, trousers, and opinions are held in common ... It was not till Angus Duer accepted election to Digamma Pi that Martin himself came in.

Martin, Ira Hinkley, Angus Duer, Cliff Clawson, the class jester, and one «Fatty» Pfaff were initiated into Digamma Pi together. It was a noisy and rather painful performance, which included smelling asafetida. Martin was bored, but Fatty Pfaff was in squeaking, gasping terror.

Fatty was of all the new Freshmen candidates the most useful to Pigamma Pi. He was planned by nature to be a butt. He looked like a distended hot-water bottle; he was magnificently imbecile; he believed everything, and anxiously he forgave the men who got through the vacant hours by playing jokes upon him.

Every night when Fatty retired he had to remove from his bed a collection of objects which thoughtful housemates had stuffed between the sheets — soap, alarm clocks, fish. He was the person to whom to sell useless things. But Fa-ty's greatest beneficence to Dlgamtna was his belief in spiritualism. He went about in terror of spooks. He was always seeing them emerging at night from the dissecting-room windows. His classmates took care that he should behold a great many of them flitting about the halls of the fraternity.

Digamma Pi was housed in a residence built in the expansive days of 1885. The living-room suggested a recent cyclone. Knife-gashed tables, broken Morris chairs, and torn rugs were flung about the room, and covered with backless books, hockey shoes, caps and cigarette stubs. Above, there were four men to a bedroom, and the beds were iron double-deckers, like a steerage.

For ash-trays the Digams used sawed skulls, and on the bedroom walls were anatomical charts, to be studied while dressing. In Martin's room was a complete skeleton. He and his room-mates had trustingly bought it from a salesman who came out from a Zenith surgical supply house. He was such a genial and sympathetic salesman; he gave them cigars and told stories and explained what prosperous doctors they were all going to be. They bought the skeleton gratefully, on the instalment plan . . . Later the salesman was less genial.

### **Commentary**

1. Arrowsmith, Sinclair Lewis — атоқли от, таржимани қийинчилиги (т. к.) — реалия, эквивалентсиз лексика; таржима усули (т. у.) — транслитерация: Эрроусмит, Синклер Льюис. Текстдаги Martin, Ira Hinkley, Cliff Clawson, Angus D.ier, Mathew Arnold, Edward Edwards шулар жумласидан

2. The state of Winnemac is bounded by Michigan, Ohio, Illinois and Indiana . . . «Winnemac» — уйлаб топилган географик ном. т. н. — реалия, эквивалентсиз лексика, т. у. — транслитерация — Уиннемак. Шунингдек қаранг: ...Michigan, Ohio, Illinois, Indiana — географик иом-лар. т. ц. — реалия, эквивалентсиз лексика, т. у.— транслитерация—Мичиган, Огайо, Иллинойс, Индиана.

3.... and like them it is half Eastern, half Midwestern (Eastern, Midwestern) — т. 1\$. лексик ^ийинчилик, метони-миялар. Бирикма контекст ва мамлакатниаг и^тисодий ри-южланганлик асосида таржиыа қилинган (АКШнинг Шар-Кий районлари Парбии районларига қисбатан иқтисодий жиҳатдан яхши ривожланган). Таржимада штатнинг географик урни эмас, балки унинг

ин, тисодий мавцен кузда тутилади. т. у. тасвирий таржима—ва худли улар каби ва ярим циш-, 'ю;\ хужалик, ярим саноаг районндир

4. But Winnemac is Midwestern in its fields of corn and wheat, its red barns and silos . . .

corn — англиз шоппинг турли иариантларида ^ар хил маъноларни ифоялайди. согп Англияда — *бугдсйни*, Шот-ландияда ва Ирландияда — *сулчни* щ АВД1 х, амда Австра-лияда *маис* /маккаж^ хори; пн билдиради

5... and despite the immense antiquity of Zenith . . . immense- куп маъиолн суз; 1/ улкан, взамат, жуда катта, буюк; 2/ чексиз; 3/ эмоционал маъноси: дабдабали, хаша-матли ажойиб. т. у. —суз маъиосннинр рнвожланиши асосида кштекетуал алмаштириш — ута — Зенитнинг ута кў'хналигига к.арамай . . .

6... many counties were not settled till 1860. т. vj. — till, intil предлог, т. у.—йнтоинмик таржима. . . . унинг купгима округлари фан, ат 1860 йилдан кейин узяш-тирилган »ди. Шунингдек кданг: И \*а5 по1 ЦП АпяизОиег-ассерЫ елесИоп 1о Шртта Р1 . . . — Ва фа^ат Ангус Дьюер Дигамма Иининг таклифинн к^бул ^илгандагина . . .

7. The University of Winnemac is at Mohalis, fifteen miles from Zenith. University — интернационал суэ. т. у. — ЛСВни контекст асосида танлаш. 51идеп1, 1й01, ргез1(1еп1, с1ос1ог, сапй!<1але, соИесНоп, зутраШеНо, 1пз1гцс11оп, еп^пееНпд сузларн х^м Булар жумласидан . . .mile — англиз узунлик бирлиги (к, уру^ликда—1609м, сувда—1852 м). т. ц.—реалия, эквивалентен^ лексика, т. у.—транслитерация — миля. Уиниимак университета Зенит-дан 15 миля наряда булган Мохалисда жойлашган

8. There twelve thousand students . . . - to Be кепг маъноли феъл. т. у, — лексик алмаштириш, конкретлаштириш — шугулланмок,— Университетда 12 минг студент шу-гулланарди.

9...beside this prodigy , Oxford is a tin theological school and Harvard is a select college for young gentlemen Oxford and Harvard — контекстда университетлардир. Ox1огс1 — метонимия, Напуага— униЕрситетнинг номи. т. у.—суз к,ушиш ва транслитерация. (Оксфорднинг таржимаси прагматикага асосланиб, шу ша>;арда жойлашгак университет на-зарда тутилади).

. . . — a select college for young gentlemen — хар хил бирикма. т. у. — гап булакларининг урнини алмаштириш — кжрри табаъ.али ёш жентельменлар коллежи.

.... college .. gentlemen— т. к., реалия, эквивалента^ лексика, т. у. — транслитерация — коллеж, жентельменлар.

-Бу ажойиб университет олдида Оксфорд университет» кичик бир лийнй мактаб, Гарвард эса юкори табака жеи-тельменларининг коллежи эди.

10.The university has a baseball field under glass — baseball- интернационал суз, тули^ эквивалент суз. —бейсбол. Exprimental, medical, anatomical, philosophy, Sanskrit, navigation, diagnosis, radio, asafetida, cyclone, billiard, tennis, hockey, basket-ball хам шулар жумласидан.

. . . under glass - метонимия (материал ва уша материалдан ^илинган нарса назарда тутилади). т. у.—суз к.ушиш. — ойнаванд, ойна бидан ёпилган.

Университетнинг ойнаванд бейсбол майдони бор.

11. ... its buildings are measured by the mile

. . . are measured — грамматик формаларнинг 1<sup>^</sup>ис-ман мое келиши, пассив конструкция (пассив->актив); т. у. пассив конструкция актив конструкция алмашади (бу конструкция инглиз тилига хос).

the mile — грамматик формаларнинг цисман мое келиши. т.у. — суз формасини алмаштириш. (бирлик ->-куплик). — милялар- Унинг бинолари бир неча миляларга чузилган.

12. ... it hires hundreds of young doctors of Philosophy to give rapid instruction in Sanskrit, navigation, accountancy, spectacle-fitting, sanitary engineering, Provencal poetry, tariff schedules, rutabaga growing, motor-car designing, the history of Voronezh, the style of Mathew Arnold, the diagnosis of myohypertrophia kymoparalytica and department store advertising

. . . hires — нсте<sup>^</sup>золл <sup>^^</sup>ллаш. Бу суэ текстнинг билан ёзилганлигининг ёркин мисолидир. — ёлламо<sup>^</sup>.

. . . to give — куп маъноли феъл. т.у. лексик алмашти-риш — у«*нт* учун. Sanskrit, navigation..... and department store advertising -истехзо вазифасидаги enumeration нинг стилистик услуби; таржимада сакланади. —т.у. грамматик форма алмаштириш (актив->- пассив).

Университет санскрит, денгизчилик, бухгалтерия, санитария техникаси, оптика, провансал шеърийтн, тариф таълими сабзавотчилик, машииасоз<sup>^</sup>тик, Воро!еж тарихи, Матью Арнольд услуби, кимогаралитика миогипертрог)ия диагности-каси, универсал магазин молларипи реклама килиш буйич.-!', жадаллаштирилган курс лекцияларини уцвйдиган юзлаб ёш олимларни ёлларди.

13. It's president is the best money-raiser and the best after-dinner speaker in the USA.

money-raiser, after-dinner — т.к.. грамматик форманинг мое келмаслиги (чушма от билан ифода-лаиған шйЧ<sup>^</sup>ловча), т.у. —суэ кушиш ва алмаштириш (с!!П-пег — йирнлишларда). —Унинг президенти 1<sup>^</sup>ушма Штатлар-даги университет учун энг уддабурон пул гопарман ва йи-гилишларда энг яхши суз устасн эди.

14. In 1904, when Martin Arrowsmith was an Arts and Science Junior.

Arts and Science Junior — тушунтириш. — т. ц. реалия; т.у. (мидлат >; аёти <sup>^</sup>а<sup>^</sup>ндаги маълумотга асосланган) — 1904 нлда Мартин Эрроусмит 3- курс студента була туриб, . . .

in 1904 — йил назарда тутилганда инглиз тилида узбек тилидан фарцли уларок йил сузи <sup>^</sup>уллаимайдн — 1904 йлда.

15. *The coeds murmured that he looked so romantic* — т. ц. функционал чегаралангаи лексика (слэнг). т.у.— *The coeds* «курсдош кизлар» — стилистик уоул «слэнг» — нейтрал с?э бирикмасиёрдамида берилади — курсдош к.изларунииг «романтик (<sup>^</sup>иёфасн) туррнеида ор<sup>^</sup>асидан узаро пичирлашншарди.

16. The university had become his world

world — Стилистик усул — метонимия, т.у. — лексик алмаштириш (кшкретлаштириш) — университет уннг <sup>^</sup>аётига айланди.

17. He could read Arabic and he infuriated his fellow chemists by asserting that...

fellow chemists — *т.к.* грамматик форманинг мое келмаслиги (чушма от ани^ловчи вазифасида). т.у. — лексик алмаштириш (умумлаштириш) — Ҳамкасблар.

У арабча ўций олар ва ўз **хамкасбларини** ••• деб ғазаб-лантирарди.

18. He sat before fires and stroked his **collie** and chuckled in his beard.

sat — Past Indefinite Tense иш- харакатнинг такрор-ланишини билдирди. т. у. лексик трансформация (қўшиш). Грамматик форма лексик восита орқали берилган. — У одатда каминь олдида мийиғида кулиб, коллини силаб ўтирарди.

collie — реалия, шотланд **овчаркаси**.

19. In college Martin had not belonged to a Greek Letter secret society.

In college — артиклинг йўқлиги ўқиш жойи эмас, жа-раёнини кўзда тутилаётганини билдиради. т. у. контекстуал алмаштириш — ўқиш жараёнида, . . . had not belonged — Past Perfect. грамматик категориянинг мос келмаслиги, т. у. лексик трансформация (цўшиш) — . . . **энас эди**.

a Greek Letter secret society (у т. қ. рсалия. т. у. тасвирий **таржима** — **лотин харфларн билан аталадиган махфий жамият**,

**Ўқиш жараёнида Лартии лотин харфлари билан атала-диган махфий жамиятга** аъзо эмас эди.

20. He had been rushed, but he had resented the condescension of men from the larger cities.

rushed — т. қ. сўз маъно ҳажмининг тғри келмаслиги. т. у. контекстуал алмаштириш — Уни бу жамиятга аъзо бў-лишга **қисташарди**, лекин у каттарок шаҳарлардан келган аристократларнинг такаббурлигидан ғазабланар эди.

21. Rough and amiable noises came from it at night. . .

— rough and amiable noises — т. қ. оксюморон. т. у. — сўз қўшиш па алмаштириш — **гоҳо қизғин баҳслар ва дўстона су^батлар** эшитишб турар эдв (**по^яз** — **сухбатлар** билан алмаштирилган).

... **at night**. . . — т. ц. пайт ҳоли. Агар пайт ҳоли маъно жи^атдан ажратилган бўлса, у гап бошвда ишлатилади • . . **кечалари**. т. у. — ўрин алмаштириш. — **Кечаларн** Дигамма Пидайи гоҳо **қизғин баҳслар ва дўстона сухбатлар** эшити/шб турар эди.

22. ... yet for three years Digamma had won the valedictory and the Hugh Loizeau Medal in Experimental surgery

Digamma — т. к., — метонимия. т. у. сўз қўшиш — **Дигам-малнклар**.

**Experimental surgery** — сўз бирнкмасвда сўз ўрнн алма-шади — **хирургия тажрибалари**,

— Шунга қарамай **дигаммалнклар** 3 йил дзвонида яхши ўзлаштирганликлари учун хайрлашув кечасида нутқ сўзлаш ҳуқуқига сазовор бўлга», **хирургия тажрибаларн** учун **Хью** Лвазо медали билан тақдирланган эдилар.

23. . In a fraternity all tennis rackets, trousers and opinions are held in common.



common. т. қ. — стилистик услуб «зевгма»; англиз ти-лига хос. Бу стилистик усулнинг функцияси ^исмам «хатто\* юкламаси билап берилди. т.у. — кўшиш — Дигамма Пи жа-миятнда теннис ракеткалари, шимлар ва **хатто** фикрлар ҳаи **умумий эди**,

24. Martin, Ira Hinkley, Angus Duer, Cliff Clawaon, th« class jester, and one «Fatty» Plaff were initiated into Digamma Pi together.

Fatty» Plaff — т. қ., атоқли от. т. у, биринчи компонент таржима қилииади, иккинчи комнонент — транслигерация. — **Бакало^ Пфафф**.

Мартин, Айра Хинкли, Ангус Дьюер, группа хазнлкаши Клифф Клаусои ва **Бакалок Пфафф** Дигамма Пига бнр пактдй аъзо бўлдилар.

25. Martin was bored, but Fatty Pfaff was in **squeaking, gasping terror**.

**was in squeaking, gasping terror-** сўзларининг ўзаро бирикишининг мос келмаслиги. т. у. Сўз туркумлари ва гап бўлакларини грамматик алмаштириш.

Маросим Мартин!!И зериктирган бўлса, Бакалок Пфа-:|>ф аксинча, ундан **чийиллаб, пишиллаб дахшатга** тушганди.

26. Fatty was of all the new Freshmen candidates the most useful! to Digamma Pi.

new Freshmen — т. қ. контекстуал алмаштириш. т. у. сўз туп!ириб қолдирпш. **Янги** номзодлар орасида Дигамма Пи учуи энг **фойдаляси** Бакалок эди.

27. He was planned by nature to be a butt. was planned

was planned — т.^ . грамматик формаларнинг қисман мос келиши (пассив — актив). т. у. — сўз кўшиш ва пассив конс-трукиияни актив конструкцияга алмаштириш — Табиатпвдг ўзн гўё у(ти одамларга кулги бўлиш учун **атаЙлаЗ** яратганди.

butt — конструктив алмаштириш (нишон сўзн **кулги** билан алмаштирилди.)

28. He looked like a distended hot-water bottle, ha was magnificently imbecile.

. . . imbecile — т. ц. оксюморон. т. у. комкенсация (зпитет билан) — У худди шиширилган пуфакка ўхшар ва ўтакетган **тентак** эди.

29. Every night when Fatty retired he had to remove from his bed a collection of objects which thoughtful housemates hat stuffed **between the** sheets — soap, alarm clocks, fish.

**Thoughtful** — кўп маъноли сўз. т.у. контекстуал алмаштириш гамхўр.

**Between the sheets** — т.қ, контекстуал алмаштириш (умумлаштириш) — урин..

Ҳар кеч ётишдвн олдин Бакалоққа «гамхўр» Ҳамхоналари уннг" ўрнига атайлаб яшнриб қўйган нарсалар — совун, соат, балиқ кабиларни олиб ташлашига тўғри келарди.

30. He was the person to whom **to sell** useless things.

to sell — т.қ, грамматик форманинг қисман мос келиши (инфинитиз аницловчи вазифасида). т. у. — содда гап аниқ-ловчи эргаш гап билан алмаштирилади. — У ҳамма кераксиз нарсалашш пуллаш мумкии бўлган одам эди.

31. But Fatty's greatest beneficence to **Digamma** was his belief in spiritualism.

**Digamma** — т. қ. метонимия. т.у. лешж алмаштириш. Дигаммаликлар нуқтаи назарида Бақалокнинг энг катта фазилати унинг илохий кучларга ишониши эди.

32. He went about in terror of spooks.

**went about in** — Т.К. Past Indefinite Tense да in пред-логи — доимий, такрорий ҳаракатни билдиради. т. у.— кўшиш (грамматик формни лексик восита билан таржима қилиш) — У доимо арвоҳлардан кўрқиб юрар эди

33. His classmates took care . . .

Classmates — т. қ. — сўз маъно ҳажмининг мос келмас-лиги. т.у. контекстуал алмаштириш — унинг курсдошлари . . . ғамхўрлик қилишарди {ғамхўрлик қилмоқ).

34. Digamma Pi was housed in a residence built in **the expansive days of 1885**

**.. the expansive days of 1885** — 1885 йил — АҚШ да гавҳарлар саноати гуркираб ривожланган, т. у. —кўшиш (миллат ҳаёти ҳақидаги маълумотларга асосланган) — Сти-листик усул «эпитет» сақлаб қолинган. Дигамма Пи 1885 йилнинг мамлакат гуллаб- яшнаган кунларида қурилган бинода жойлашган эди.

35. ... and on the **bedroom walls** were **anatomical charts, to be studied** while dressing.

**bedroom walls** — от билан ифодаланган аниқловчи, т, у. — N'1 қаратқич келишигида — ётоқхона деворлари.

**anatomical charts to be studied** — — грамматик формасининг қисман мос келиши (инфинитив аниқловчи вазифасида). т. у. контекстуал алмаштириш; to be — осмоқ. — сўз тартиби ўз-г. ргл!1. Ўзбек тилида аниқловчи аниқланмиш олдидан келади.. — Ётоқхона деворларида кийиниш вақтида ўрганиш учун анатомик диаграммалар осилган эди.

36. In Martin's room was a complete skeleton. **to be** — т. қ. кенг маъноли феъл. т. у. лексик алмаштириш (конкретлаштириш) ЛСВ контекст асосида танлаб олинди. — Мартиннинг хонасида бутун бошли скелет турар эди.

37. He and his room-mates had trustingly bought it ... He— т. қ. 3-шахс бирликдаги кишнлик олмоши. т. у. лексик алмаштириш. Конкретлаштириш мақсадида кишилик олмоши от билан алмаштирилди. —Мартин ва унинг ҳамхона ўртоқларн унинг гапига учиб скелетни сотиб олган эдилар

38. ... **gave** them cigars and told them stories.

— . . . to give — т, қ. кенг маъноли феъл. т. у. лексик алмаштириш. ЛСВ ни контекст асосида танлаб олиш. — У уларни сигаралар бнлан меҳмон қилиб, латифалар айтиб берганди.

## VARIANTS OF TASKS PREPARED FOR TYPES OF ASSESSMENT

### Card I

1. What are the main features of the nature of translation?
- 2. What are the main directions in the history of translation?**
3. Таржима назариясининг мавзуси ва вазифалари нималадан иборат?
4. Тест
  1. ... is the process determined by quite a number of factors.
    - a) Substitution
    - b) Translation
    - c) Omission
    - d) Complete conformities
  2. Grammatical transformations are as follows:
    - a) Omission, supplementation
    - b) Translation, Omission
    - c) Substitution, transposition
    - d) Semantic substitution
  3. The main types of phraseological conformities are as follows:
    - a) Absence of conformities, ecology, gestures and habits
    - b) Complete conformities, partial conformities and absence of conformities
    - c) Descriptive and verbatim translation
    - d) Translation and culture
  4. Phraseological units are divided into 3 groups: they are ...
    - a) Cultural sunstitute and a loan word
    - b) Partial Absence units
    - c) Phraseological fusions, Phraseological units and Phraseological collocations
    - d) Cultural sunstitute and a loan word
  5. ... is possible when the way of thinking doesn't bear a specific national feature.
    - a) Translating by analogy
    - b) Absence of conformities
    - c) Verbatim translation
    - d) Descriptive translation
  6. Grammatical translation are divided into 4 groups: they are ...
    - a) Transpositions replacements, additions and omissions
    - b) Culture, ecology, translation and addition
    - c) Substitution, omission, translation and phrase
    - d) Grammar, syntax, phrase and culture
  6. ... is necessitated by grammatical redundancy of certain forms in two languages.
    - a) transposition
    - b) translation
    - c) addition
    - d) omission
  7. ... is the way of finds equivalent and is transformation of the affirmative construction into negative or vice verse.
    - a) A loan word
    - b) Antonomic translation
    - c) International words
    - d) A genetic word
  8. ... exists when the same meaning are expressed in two languages in a way.
    - a) semantic equivalence
    - b) situational
    - c) formal equivalence
    - d) pseudointernational words
  9. Types of lexical transformations are

- a) Sight translation, addition and omission
  - b) Omission and addition
  - c) Lexical substitutions Supplementation and Omissions dropping
  - d) Lexical substitution and addition
10. .... replacing a word with a broad sense by one of a narrower meaning
- a) An integral transformation
  - b) A concrete definition
  - c) Sight translation
  - d) Generalization

#### Card II

1. What are the main directions in the history of translation?
- 2. What is substitution?**
3. Кандай таржима турларини биласиз?
4. Тест
  1. .... : Read a text aloud and expand it (i.e. say the same thing in more words) as you are going along, again taking care not to change the meaning
    - a) Condensing
    - b) Paraphrasing
    - c) Expanding
    - d) Chunking
  2. .... is the translation of oral information from one language into another after listening it
    - a) Consecutive translation
    - b) Condensed
    - c) Phraseological translation
    - d) Manipulating the register
  3. The symbols may be divided into ....
    - a) Derived and simultaneous symbols
    - b) Symbols in letters associative and derived symbols
    - c) Culture and Omission
    - d) Associative and translation
  4. What is the non obligatory substitution?
    - a) ... is necessitated by grammatical redundancy of certain forms in two languages
    - b) ... are connected with functional sentence perspectives
    - c) ... is a substitution undertaken by the needs or demands of the context
    - d) ... is the replacement of the word forms struggles
  5. How many theories of translation do you know?
    - a) 2
    - b) 4
    - c) 1
    - d) 6
  6. Find the absence of morphological correspondence.
    - a) friend
    - b) with your
    - c) by plan
    - d) my book
  7. What means complete conformities?
    - a) of form and content is phraseological units
    - b) translation and culture
    - c) cultural categories
    - d) grammatical categories
  8. How many grammatical translations do you know?
    - a) 2
    - b) 5
    - c) 6
    - d) 4



- a) studying
- b) memory tests
- c) sight interpretation
- d) shadowing

#### Card IV

1. What can you say about the role of anonymous translation?
- 2. What is translation?**
3. Изчил (consequent/consistant translation) нима?
4. Тест
  1. What's the method of Cloze?
    - a) sentence
    - b) repetition
    - c) testing
    - d) verb
  2. What kind of translation of a text written in one language into another visually?
    - a) sight translation
    - b) metaphor
    - c) intervene
    - d) stock
  3. "Golden fall" what's it?
    - a) root morpheme
    - b) metaphor
    - c) slang
    - d) metonymy
  4. .... the translation usually is used during the negotiations meeting of the of the statesmen
    - a) the memorial
    - b) similes
    - c) notes
    - d) the consecutive
  5. Which symbol formed by different ways?
    - a) associative symbol
    - b) clarinet symbol
    - c) symbol letter
    - d) micro symbol
  6. "Usually the initial letter of word is chosen what is rules definition?
    - a) derived symbol
    - b) associative
    - c) semantic symbol
    - d) symbols in letter
  7. How many skills required translating at speed?
    - a) 4
    - b) 5
    - c) 7
    - d) 8
  8. Read a text aloud and rephrase it as you go aloud talking care not to change he meaning. What is it?
    - a) paraphrasing
    - b) rephrase
    - c) explanting
    - d) phrase
  9. How many analytical skills do you know?
    - a) 10
    - b) 9
    - c) 8
    - d) 11
  10. How many reading Ahead in text
    - a) 4
    - b) 6
    - c) 5
    - d) 7

#### Card V

1. Say about subject matter of theory of translation, its aim object with other subjects.
- 2. What subjects is the translation of theory and practice based on?**
3. Таржиманинг стилистик масалалари деганда нималарни тушунасиз?
4. Тест
  1. How many lexical substitutions do you know?
    - a) 4
    - b) 2
    - c) 5
    - d) 6
  2. How many lexical substitutions do you know?
    - a) 5
    - b) 2
    - c) 3
    - d) 4
  3. How many lexical transformations do you know?
    - a) 3
    - b) 8
    - c) 9
    - d) 2
  4. The word in the sentences may acquire so called ....
    - a) translation from dictionary
    - b) contextual meaning
    - c) terms
    - d) word translation
  5. Neologisms may be divided into.....
    - a) root, derived, compound words
    - b) Semantic word formation root
    - c) semantic extension borrowings
    - d) Word formation, root words
  6. Find the example that given to phraseological fusion.
    - a) to show one's teeth
    - b) to get one's goat
    - c) black-frost
    - d) to enter the house
  7. What is the phraseological units?
    - a) Structurally inseparable and stable units
    - b) semantically inseparable units
    - c) completely non-motivation
    - d) phraseological units are partially motivation
  8. What is phraseological units?
    - a) form and content units
    - b) a verbatim translation
    - c) functionally and semantically inseparable units
    - d) translation of words by analogy
  9. How many types of transposition?
    - a) 2
    - b) 4
    - c) 3
    - d) 6
  10. Translate the sentences into Uzbek paying attention to the lexic transformation . On the way back to home Rudolf stopped for a glass of beer .
    - a) Yo'lda Rudolf piva ichish uchun to'xtadi.
    - b) no correct answer
    - c) Uyga qaytishga Rudolf bir stakan piva ichun to'xtadi
    - d) Uyga qaytishga Rudolf bir stakan piva ichish uchun to'xtadi.

#### Card VI

1. What subjects is the translation of theory and practice based on?
- 2. What is context?**
3. Ёзма таржима нима?

4. Тест

1. Shadowing?

- a) it is a word repetition in the same language      b) it is based on the assumption  
c) the meaning of the speech      d) it put rates is from go to 140 words for minutes

2. Find the words that belong to the simile

- a) such like      b) "like" and "as"  
c) is have      d) such as, as well

3. There are 3 basic principles of consecutive interpreting

- a) understanding, analyzing, re- expressing      b) Reading analyzing retelling  
c) reading, analyzing, writing      d) reading understanding, retelling

4. What is phraseological collocation?

- a) partially motivated      b) descriptive translation  
c) structurally inseparable and stable units      d) phraseological functions

5. How many types of substitution?

- a) 2      b) 5  
c) 3      d) 4

6. Find the example that given to simile

- a) she is a fox      b) she is like a fox  
c) she is funny      d) she is cunny as fox

7. Find the example that given to metaphor.

- a) horrible beautiful      b) busy as a bell  
c) he is an ox      d) Million colored rainbow

8. Find the example that given to metonymy.

- a) Shakespeare of our days      b) he is moustache  
c) horribly beautiful      d) sweet smile

9. In which sentence the metaphor is used?

- a) The moon is like blood      b) He is an ox.  
c) John is as tall as a bean pole. d) He is a little sweet thing

10. Which stylistic device is used with "as", "like".

- a) Metonymy      b) Metaphor  
c) Simile      d) Oxymoron

Card VII

1. What are the main directions in the history of translation?

**2. What is translation culture?**

3. Маъно турлари ва улар таржимада кандай берилади?

4. Тест

1. Find the metonymy.

- a) Orbre      b) All is right  
c) Army      d) Pile

2. How many kinds of metaphors are there?

- a) 3      b) 5





3. КОНТЕКСТ НИМА?

4. ТЕСТ

1. How many stages does the process of educational translation present?

- a) 5
- b) 3
- c) 4
- d) 2

2. What are the neologisms?

- a) The words spoken in a certain place and which are understandable only for the people there
- b) The words newly coined
- c) The terms used in a certain field of the life.
- d) The words used by only one person by his nature

3. By what way are neologism formed ?

- a) all of them are right
- b) word formation
- c) borrowing
- d) semantic extension

4. What is very useful for keeping in the memory the main content of the text for the interpreter?

- a) Addition
- b) Omission
- c) Replacement
- d) transformation

5. Name of the most difficult problem of translation?

- a) The choice of additional meanings of the words
- b) The choice of literature
- c) The choice of the words
- d) Phonetic phenomena which used to express

6. What is so-called contextual meaning?

- a) It hasn't anything in common with main meaning
- b) It is not constant, but it has something in common with the main meaning
- c) It is a constant meaning of the words
- d) We can find it in the dictionary

7. What additional meaning has English "table"?

- a) Питание
- b) Таблица
- c) Стол
- d) пансион

8. What is the very characteristic of the English language?

- a) synonyms
- b) homonyms
- c) Polysemantic words
- d) omission

9. When the disruptive translation is desirable?

- a) When the translator has knowledge of the life of the nation of the translating language
- b) When translated word is dear to the reader
- c) When translated word is not dear to the reader
- d) When the foreign coloring is preserved

10. On which depend the translation of geographical terms?

- a) On the importance of their country o origin as well their degree of specify
- b) They are value-free politically and commercially
- c) Only on with of translator
- d) On the history of world

## Card IX

1. The difficulties in translation of cultural words.
2. **Food terms and their translation.**
3. Неологизмлар таржимада қандай берилади?
4. Тест
  1. In what terms prevail French word?
    - a) Geographical terms
    - b) Food terms
    - c) Music terms
    - d) Scientific terms
  2. When the particular word of cultural term may be replaced by generic word?
    - a) When the generic terms is not approximate
    - b) When the particular word is approximate
    - c) It cannot be replaced
    - d) When the particular word is of not interest
  3. Find the correct translation of “palazo”
    - a) Small house
    - b) Large house
    - c) Small town
    - d) Country -side
  4. On what depends the translation on of cultural words and institutional terms?
    - a) On the linguistic contest
    - b) On the collection
    - c) On the readership and on the setting
    - d) On the setting
  5. A unit constant context consisting of a dependent and a constant indicates may be called ...
    - a) A phrase
    - b) An idiom
    - c) A phraseological unit
    - d) A combination
  6. Name the main types of phraseological conformities
    - a) Complete conformities, absence conformities
    - b) Complete conformities, partial conformities
    - c) Complete partial conformities and absence of conformities
    - d) Complete lexical conformities partial lexical conformities
  7. Find the example of phraseological collation
    - a) To wash up
    - b) To show one’s teeth
    - c) To take care of
    - d) To get one’s goat
  8. What conformity is in this idiom: “To lose one’s head”
    - a) Partial conformity by grammatical parameters
    - b) Complete conformity
    - c) Phraseological collation
    - d) Partial lexical conformity
  9. Name the translation on which is resorted to when the phraseological unit has a specific national realae:
    - a) Verbatim translation
    - b) Descriptive translation
    - c) Translation by analogy
    - d) Word translation
  10. Find the correct translation “to pull somebody’s leg”
    - a) Одурачить кого-либо
    - b) Ударить кого-то ногой
    - c) Вставить не стой ноги
    - d) Ударить кого-то ноге

## Card X

1. Say about cultural categories and give examples.

### 2. What is culture?

3. Top va kenG kontekst deganda nimalarни тушунасиз?

4. Тест

1. Find the example of descriptive translation

- a) To cross the flour of the house      b) The apple of my eye bye  
c) The arms race                              d) To pull somebody's leg

2. What are the most important grammatical means of expression in English

- a) Grammatical inflections, word order      b) the order of words, use of function on words

- c) Word order, intonation pattern                      d) Function words, grammatical inflection

3. What complete correspondence can be see in English, Russian and Uzbek languages

- a) Category of number                      b) Category of possessiveness  
c) Can system                                      d) Category of mood

4. When may be observe partial morphological correspondence.

- a) When in the language examined there are grammatical categories ways indented categorical meaning but with some differences in the particular meaning

- b) When in the language considered there are identical grammatical categories

- c) When the conformity is in meaning but discrepancy in the structure of phrase

- d) When there are corresponding grammatical categories in the language examined

5. Find the example of partial syntactic correspondence in sentence

- a) The climb had been easier then he expected

- b) It is forbidden to smoke here

- c) He raised his hand

- d) This is to be or not to be a struggle

6. What type of grammatical translation is this a change in the order of linguistic elements?

- a) Transposition                                      b) Replacement

- c) Addition    d) Omission

7. What type of grammatical transformation is in this sentence. He raised his hand.

- a) Replacement                                      b) Omission

- c) Addition    d) Transposition

8. Omission is ...

- a) Necessitated by grammatical redundancy of certain forms in two language

- b) A type of grammatical transformation which can be met with in cases of formal inexpressiveness of grammatical or semantical components in the language of the original text

- c) A substitution undertaken by the needs or demands of the context

- d) A change in the order of linguistic elements such as words clause "and"

9. Find the correct translation for "go-to-hell voice"

- a) Хриплый голос                                      b) Тихий голос

- c) Грубый голос                                      d) Высокий голос

10. How do we call words which have similar form and meaning in different languages

- a) international words
- b) neologisms
- c) Loan words
- d) Synonyms

#### Card XI

1. Which types of Phraseological problems correspondences is more problematic than the others?

**2. What are complete conformities?**

3. Номукобил лексика ва унинг таржимада берилиши.

4. Тест

1. ... is necessitated by grammatical redundancy of certain forms in two languages.

- a) transposition
- b) translation
- c) addition
- d) omission

2. ... is the way of finds equivalent and is transformation of the affirmative construction into negative or vice versa.

- a) A loan word
- b) Antonomic translation
- c) International words
- d) A genetic word

3. ... exists when the same meaning are expressed in two languages in a way.

- a) semantic equivalence
- b) situational
- c) formal equivalence
- d) pseudointernational words

4. Types of lexical transformations are

- a) Sight translation, addition and omission
- b) Omission and addition
- c) Lexical substitutions Supplementation and Omissions dropping
- d) Lexical substitution and addition

5. .... replacing a word with a broad sense by one of a narrower meaning

- a) An integral transformation
- b) A concrete definition
- c) Sight translation
- d) Generalization

6. .... : Read a text aloud and expand it (i.e. say the same thing in more words) as you are going along, again taking care not to change the meaning

- a) Condensing
- b) Paraphrasing
- c) Expanding
- d) Chunking

7. .... is the translation of oral information from one language into another after listening it

- a) Consecutive translation
- b) Condensed
- c) Phraseological translation
- d) Manipulating the register

8. The symbols may be divided into ....

- a) Derived and simultaneous symbols
- b) Symbols in letters associative and derived symbols
- c) Culture and Omission
- d) Associative and translation

9. What is the non obligatory substitution?

- a) ... is necessitated by grammatical redundancy of certain forms in two languages
- b) ... are connected with functional sentence perspectives





3. Generalisation is...
- replacing a word with a broad sense by one of a narrower meaning
  - used when certain elements in the original text
  - replacing a word's narrow meaning by one with a broad sense
  - a complex lexico-grammatical substitution of a positive construction for the negative one
4. Put the right one to complete the sentence. ... is the translation of a text written in one language into another visually
- sight translation
  - oral translation
  - restructured translation
  - written translation
5. Find the right example given for anatomic translation
- Also there was an awkward hesitancy at times, as he essayed the new words he had learned – Ba'zida u yaqindagina o'rgangan so'zlarini talaffuz qilish uchun hozirlanib, to'xtab olardi
  - He raised his hand – U qo'lini ko'tardi
  - Ann didn't say anything – Anna sukut saqladi.
  - Nicholas's girl cousin scraped her knee rather painfully – Nikolasning xolavachchasi tizzasini qattiq urib oldi
6. How many stages does the process of educational translation present?
- 5
  - 3
  - 4
  - 2
7. What are the neologisms?
- The words spoken in a certain place and which are understandable only for the people there
  - The words newly coined
  - The terms used in a certain field of the life.
  - The words used by only one person by his nature
8. By what way are neologism formed ?
- all of them are right
  - word formation
  - borrowing
  - semantic extension
9. What is very useful for keeping in the memory the main content of the text for the interpreter?
- Addition
  - Omission
  - Replacement
  - transformation
10. Name of the most difficult problem of translation?
- The choice of additional meanings of the words
  - The choice of literature
  - The choice of the words
  - Phonetic phenomena which used to express

#### Card XV

- What are the main types of grammatical transformation?
- How do you understand the Phraseological problems of translation?**
- Тасвирий таржима ва қўшимча қилиш қачон қўлланилади?
- Тест



1. What is so-called contextual meaning?
  - a) It hasn't anything in common with main meaning
  - b) It is not constant, but it has something in common with the main meaning
  - c) It is a constant meaning of the words
  - d) We can find it in the dictionary
2. What additional meaning has English "table"?
  - a) Питание
  - b) Таблица
  - c) Стол
  - d) пансион
3. What is the very characteristic of the English language?
  - a) synonyms
  - b) homonyms
  - c) Polysemantic words
  - d) omission
4. When the disruptive translation is desirable?
  - a) When the translator has knowledge of the life of the nation of the translating language
  - b) When translated word is dear to the reader
  - c) When translated word is not dear to the reader
  - d) When the foreign coloring is preserved
5. On which depend the translation of geographical terms?
  - a) On the importance of their country or origin as well their degree of specify
  - b) They are value-free politically and commercially
  - c) Only on with of translator
  - d) On the history of world
6. In what terms prevail French word?
  - a) Geographical terms
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8. Find the correct translation of "palazo"
  - a) Small house
  - b) Large house
  - c) Small town
  - d) Country -side
9. On what depends the translation on of cultural words and institutional terms?
  - a) On the linguistic contest
  - b) On the collection
  - c) On the readership and on the setting
  - d) On the setting
10. A unit constant context consisting of a dependent and a constant indicates may be called ...
  - a) A phrase
  - b) An idiom
  - c) A phraseological unit
  - d) A combination

#### Card XVI

1. What are the two main parts of the decision of the messages in translation?
2. **What principle types of Phraseological problems can you say?**

3. Таржима ва лексикография. Луғатларнинг турлари.

4. Тест

1. Name the main types of phraseological conformities

- a) Complete conformities, absence conformities
- b) Complete conformities, partial conformities
- c) Complete partial conformities and absence of conformities
- d) Complete lexical conformities partial lexical conformities

2. Find the example of phraseological collation

- a) To wash up
- b) To show one's teeth
- c) To take care of
- d) To get one's goat

3. What conformity is in this idiom: "To lose one's head"

- a) Partial conformity by grammatical parameters
- b) Complete conformity
- c) Phraseological collation
- d) Partial lexical conformity

4. Name the translation on which is resorted to when the phraseological unit has a specific national realae:

- a) Verbatim translation
- b) Descriptive translation
- c) Translation by analogy
- d) Word translation

5. Find the correct translation "to pull somebody's leg"

- a) Одурачить кого-либо
- b) Ударить кого-то ногой
- c) Вставить не стой ноги
- d) Ударить кого-то ноге

6. Find the example of descriptive translation

- a) To cross the flour of the house
- b) The apple of my eye bye
- c) The arms race
- d) To pull somebody's leg

7. What are the most important grammatical means of expression in English

- a) Grammatical inflections, word order
- b) the order of words, use of function on words
- c) Word order, intonation pattern
- d) Function words, grammatical inflection

8. What complete correspondence can be see in English, Russian and Uzbek languages

- a) Category of number
- b) Category of possessiveness
- c) Can system
- d) Category of mood

9. When may be observe partial morphological correspondence.

- a) When in the language examined there are grammatical categories ways indented categorical meaning but with some differences in the particular meaning
- b) When in the language considered there are identical grammatical categories
- c) When the conformity is in meaning but discrepancy in the structure of phrase
- d) When there are corresponding grammatical categories in the language examined

10. Find the example of partial syntactic correspondence in sentence

- a) The climb had been easier then he expected
- b) It is forbidden to smoke here
- c) He raised his hand
- d) This is to be or not to be a struggle

## Card XVII

1. What is the difference between omission and addition?
2. **What are the phraseological problems of translation?**
3. Калька қилиш нима?
4. Тест
  1. Find the absence of morphological correspondence.
    - a) friend
    - b) with your
    - c) by plan
    - d) my book
  2. What means complete conformities?
    - a) of form and content is phraseological units
    - b) translation and culture
    - c) cultural categories
    - d) grammatical categories
  3. How many grammatical translations do you know?
    - a) 2
    - b) 5
    - c) 6
    - d) 4
  4. ... express and are associated with number of notions.
    - a) unique symbols
    - b) associative symbols
    - c) derived symbols
    - d) symbols in letters
  5. Consequent translation is....
    - a) re-translation of oral information
    - b) lexical equivalents
    - c) formed by different ways
    - d) assertion part
  6. ... is the process determined by quite a number of factors.
    - a) Substitution
    - b) Translation
    - c) Omission
    - d) Complete conformities
  7. Grammatical transformations are as follows:
    - a) Omission, supplementation
    - b) Translation, Omission
    - c) Substitution, transposition
    - d) Semantic substitution
  8. The main types of phraseological conformities are as follows:
    - a) Absence of conformities, ecology, gestures and habits
    - b) Complete conformities, partial conformities and absence of conformities
    - c) Descriptive and verbatim translation
    - d) Translation and culture
  9. Phraseological units are divided into 3 groups: they are ...
    - a) Cultural substitute and a loan word
    - b) Partial Absence units
    - c) Phraseological fusions, Phraseological units and Phraseological collocations
    - d) Cultural substitute and a loan word
  10. ... is possible when the way of thinking doesn't bear a specific national feature.
    - a) Translating by analogy
    - b) Absence of conformities
    - c) Verbatim translation
    - d) Descriptive translation

### Card XVIII

1. What principle types of grammatical problems can you say?
- 2. What are the absence conformities?**
3. Муқобил таржима нима?
4. Тест
  1. Find the example for negative conjunctions.
    - a) Lose one's temper
    - b) China is a large country
    - c) US didn't enter the war until April 1917
    - d) To fish in trouble waters
  2. ... is presented over ally to students as well as visually.
    - a) the interview
    - b) memory tests
    - c) clozer
    - d) sight interpretation
  3. Translation is ...
    - a) determined by quiet a member of practice
    - b) grammatical fact
    - c) commutations of translator
    - d) different languages
  4. Give example for material culture.
    - a) reggae- rock
    - b) amoh, condattiere
    - c) hiwa, sithar
    - d) Houses and towns, compound hourgade chalef, lawrise, toxer
  5. What means sight translation?
    - a) partial syntactic correspondence
    - b) attributive and comparative
    - c) curriculum designed to teach translation
    - d) lexical character
  6. " Usually the initial letter of word is chosen what is rules definition?
    - a) derived symbol
    - b) associative
    - c) semantic symbol
    - d) symbols in letter
  7. How many skills required translating at speed?
    - a) 4
    - b) 5
    - c) 7
    - d) 8
  8. Read a text aloud and rephrase it as you go aloud talking care not to change he meaning. What is it?
    - a) paraphrasing
    - b) rephrase
    - c) explanting
    - d) phrase
  9. How many analytical skills do you know?
    - a) 10
    - b) 9
    - c) 8
    - d) 11
  10. How many reading Ahead in text
    - a) 4
    - b) 6
    - c) 5
    - d) 7

### Card XIX

1. Which types of grammatical problems correspondences is more problematic than the others.
- 2. What principle types of grammatical problems can you say?**

3. Таржимашуносликнинг тахлил методлари.

4. Тест

1. Find the example that given to phraseological fusion.

- a) to show one's teeth
- b) to get one's goat
- c) black-frost
- d) to enter the house

2. What is the phraseological units?

- a) Structurally inseparable and stable units
- b) semantically inseparable units
- c) completely non-motivation
- d) phraseological units are partially motivation

3. What is phraseological units?

- a) form and content units
- b) a verbatim translation
- c) functionally and semantically inseparable units
- d) translation of words by analogy

4. How many types of transposition?

- a) 2
- b) 4
- c) 3
- d) 6

5. Translate the sentences into Uzbek paying attention to the lexicical transformation .

On the way back to home Rudolf stopped for a glass of beer .

- a) Yo'lda Rudolf piva ichish uchun to'xtadi.
- b) no correct answer
- c) Uyga qaytishga Rudolf bir stakan piva ichun to'xtadi
- d) Uyga qaytishga Rudolf bir stakan piva ichish uchun to'xtadi.

6. Shadowing?

- a) it is a word repetition in the same language
- b) it is based on the assumption
- c) the meaning of the speech
- d) it put rates is from go to 140 words for minutes

7. Find the words that belong to the simile

- a) such like
- b) "like" and "as"
- c) is have
- d) such as, as well

8. There are 3 basic principles of consecutive interpreting

- a) understanding, analyzing, re-expressing
- b) Reading analyzing retelling
- c) reading, analyzing, writing
- d) reading understanding, retelling

9. What is phraseological collocation?

- a) partially motivated
- b) descriptive translation
- c) structurally inseparable and stable units
- d) phraseological functions

10. How many types of substitution?

- a) 2
- b) 5
- c) 3
- d) 4

#### Card XX

1. What are the two main parts of the division of the messages in translation?

2. **Which types of grammatical problems correspondences is more problematic than the others.**

3. "Таржима" сўзи нималарни англатади?

4. Тест

1. Find the metonymy.

- a) Orbre
- b) All is right
- c) Army
- d) Pile

2. How many kinds of metaphors are there?

- a) 3
- b) 5
- c) 4
- d) 2

3. What is the sight translation?

- a) ... is the translation of a text written in one language into another visually
- b) ... is translation of metaphors with the help of "as" or "like"
- c) ... is the translation of the text synchronically
- d) ... is translation word for word

4. What is shadowing?

- a) it is a method of testing which consists of deleting words from the sentences or text
- b) it is a word for word repetition in the same language parrot-style of a message presented through headphones
- c) it is the translation of a text written in one language into another visually
- d) it is to find words or word combinations which can reflect and give the main content of the sentence or utterance

5. What does sight translation involve?

- a) Transposition
- b) Omission
- c) Supplementation
- d) Substitution

6. How many stages does the process of educational translation present?

- a) 5
- b) 3
- c) 4
- d) 2

7. What are the neologisms?

- a) The words spoken in a certain place and which are understandable only for the people there
- b) The words newly coined
- c) The terms used in a certain field of the life.
- d) The words used by only one person by his nature

8. By what way are neologism formed ?

- a) all of them are right
- b) word formation
- c) borrowing
- d) semantic extension

9. What is very useful for keeping in the memory the main content of the text for the interpreter?

- a) Addition
- b) Omission
- c) Replacement
- d) transformation

10. Name of the most difficult problem of translation?

- a) The choice of additional meanings of the words
- b) The choice of literature
- c) The choice of the words
- d) Phonetic phenomena which used to express

Card XXI

1. What is the difference between omission and addition?
2. **What is grammatical transformation?**
3. Таржиманинг грамматик масалалари деганда нималарни тушунасиз?
4. Тест
  1. What is so-called contextual meaning?
    - a) It hasn't anything in common with main meaning
    - b) It is not constant, but it has something in common with the main meaning
    - c) It is a constant meaning of the words
    - d) We can find it in the dictionary
  2. What additional meaning has English "table"?
    - a) Питание
    - b) Таблица
    - c) Стол
    - d) пансион
  3. What is the very characteristic of the English language?
    - a) synonyms
    - b) homonyms
    - c) Polysemantic words
    - d) omission
  4. When the disruptive translation is desirable?
    - a) When the translator has knowledge of the life of the nation of the translating language
    - b) When translated word is dear to the reader
    - c) When translated word is not dear to the reader
    - d) When the foreign coloring is preserved
  5. On which depend the translation of geographical terms?
    - a) On the importance of their country or origin as well their degree of specify
    - b) They are value-free politically and commercially
    - c) Only on wish of translator
    - d) On the history of world
  6. In what terms prevail French word?
    - a) Geographical terms
    - b) Food terms
    - c) Music terms
    - d) Scientific terms
  7. When the particular word of cultural term may be replaced by generic word?
    - a) When the generic terms is not approximate
    - b) When the particular word is approximate
    - c) It cannot be replaced
    - d) When the particular word is of not interest
  8. Find the correct translation of "palazo"
    - a) Small house
    - b) Large house
    - c) Small town
    - d) Country -side
  9. On what depends the translation on of cultural words and institutional terms?
    - a) On the linguistic contest
    - b) On the collection
    - c) On the readership and on the setting
    - d) On the setting
  10. A unit constant context consisting of a dependent and a constant indicates may be called ...
    - a) A phrase
    - b) An idiom
    - c) A phraseological unit
    - d) A combination

## Card XXII

1. How do you understand the grammatical problem of translation.
- 2. What are the grammatical problems?**
3. Таржима назарияси фанининг бошқа қандай фанлар билан алоқаси бор?
4. Тест
  1. What type of grammatical translation is this a change in the order of linguistic elements?
    - a) Transposition
    - b) Replacement
    - c) Addition
    - d) Omission
  2. What type of grammatical transformation is in this sentence. He raised his hand.
    - a) Replacement
    - b) Omission
    - c) Addition
    - d) Transposition
  3. Omission is ...
    - a) Necessitated by grammatical redundancy of certain forms in two language
    - b) A type of grammatical transformation which can be met with in cases of formal inexpressiveness of grammatical or semantical components in the language of the original text
    - c) A substitution undertaken by the needs or demands of the context
    - d) A change in the order of linguistic elements such as words clause “and”
  4. Find the correct translation for “go-to-hell voice”
    - a) Хриплый голос
    - b) Тихий голос
    - c) Грубый голос
    - d) Высокий голос
  5. How do we call words which have similar form and meaning in different languages
    - a) international words
    - b) neologisms
    - c) Loan words
    - d) Synonyms
  6. ... is the process determined by quite a number of factors.
    - a) Substitution
    - b) Translation
    - c) Omission
    - d) Complete conformities
  7. Grammatical transformations are as follows:
    - a) Omission, supplementation
    - b) Translation, Omission
    - c) Substitution, transposition
    - d) Semantic substitution
  8. The main types of phraseological conformities are as follows:
    - a) Absence of conformities, ecology, gestures and habits
    - b) Complete conformities, partial conformities and absence of conformities
    - c) Descriptive and verbatim translation
    - d) Translation and culture
  9. Phraseological units are divided into 3 groups: they are ...
    - a) Cultural substitute and a loan word
    - b) Partial Absence units
    - c) Phraseological fusions, Phraseological units and Phraseological collocations
    - d) Cultural substitute and a loan word
  10. ... is possible when the way of thinking doesn't bear a specific national feature.
    - a) Translating by analogy
    - b) Absence of conformities
    - c) Verbatim translation
    - d) Descriptive translation



### Card XXIII

1. With the help of what principal ways can the words denoting specific realize be rendered in translation.

**2. What is subject – predicate?**

3. Сўзма-сўз "хижжалаб" таржима нима?

4. Тест

1. ... is the process determined by quite a number of factors.

- a) Substitution
- b) Translation
- c) Omission
- d) Complete conformities

2. Grammatical transformations are as follows:

- a) Omission, supplementation
- b) Translation, Omission
- c) Substitution, transposition
- d) Semantic substitution

3. The main types of phraseological conformities are as follows:

- a) Absence of conformities, ecology, gestures and habits
- b) Complete conformities, partial conformities and absence of conformities
- c) Descriptive and verbatim translation
- d) Translation and culture

4. Phraseological units are divided into 3 groups: they are ...

- a) Cultural sunstitute and a loan word
- b) Partial Absence units
- c) Phraseological fusions, Phraseological units and Phraseological collocations
- d) Cultural sunstitute and a loan word

5. ... is possible when the way of thinking doesn't bear a specific national feature.

- a) Translating by analogy
- b) Absence of conformities
- c) Verbatim translation
- d) Descriptive translation

6. How many skills included in sight translation?

- a) 4
- b) 6
- c) 2
- d) 5

7. ... are formed by different ways.

- a) associative symbols
- b) derived symbols
- c) symbols in letters
- d) micro review

8. How many types of grammatical transformations do you know?

- a) 6
- b) 3
- c) 4
- d) 5

9. What's "Closer"

- a) deleting words
- b) semantic words
- c) pronouns
- d) recording

10. .... is presented aurally to student as well as visually Complete the sentence

- a) studying
- b) memory tests
- c) sight interpretation
- d) shadowing

### Card XXIV

1. What are the main types of grammatical transformations?



3. Тўлақонли (адекват) таржима нима?
4. Тест
  1. Translation is ...
    - a) determined by quiet a member of practice
    - b) grammatical fact
    - c) commutations of translator
    - d) different languages
  2. Give example for material culture.
    - a) reggae- rock
    - b) amoh, condattiere
    - c) hiwa, sithar
    - d) Houses and towns, compound hourgade chalef, lawrise, toxer
  3. What means sight translation?
    - a) partial syntactic correspondence
    - b) attributive and comparative
    - c) curriculum designed to teach translation
    - d) lexical character
  4. How many skills included in sight translation?
    - a) 4
    - b) 6
    - c) 2
    - d) 5
  5. ... are formed by different ways.
    - a) associative symbols
    - b) derived symbols
    - c) symbols in letters
    - d) micro review
  6. .... the translation usually is used during the negotiations meeting of the of the statesmen
    - a) the memorial
    - b) similes
    - c) notes
    - d) the consecutive
  7. Which symbol formed by different ways?
    - a) associative symbol
    - b) clarinet symbol
    - c) symbol letter
    - d) micro symbol
  8. “ Usually the initial letter of word is chosen what is rules definition?
    - a) derived symbol
    - b) associative
    - c) semantic symbol
    - d) symbols in letter
  9. How many skills required translating at speed?
    - a) 4
    - b) 5
    - c) 7
    - d) 8
  10. Read a text aloud and rephrase it as you go aloud talking care not to change he meaning. What is it?
    - a) paraphrasing
    - b) rephrase
    - c) explanting
    - d) phrase

#### Card XXVI

1. How do you understand the word “avoiding a word for word interpretation?”
- 2. What is transposition understood?**
3. Таржимани амалга оширишнинг кандай усулларини биласиз?
4. Тест
  1. How many lexical substitutions do you know?



- a) sight translation                      b) oral translation  
 c) restricted translation                d) written translation
3. Find the right example given for anatomic translation
- a) Also there was an awkward hesitancy at times, as he essayed the new words he had learned – Ba’zida u yaqindagina o’rgangan so’zlarini talaffuz qilish uchun hozirlanib, to’xtab olardi  
 b) He raised his hand – U qo’lini ko’tardi  
 c) Ann didn’t say anything – Anna sukut saqladi.  
 d) Nicholas’s girl cousin scraped her knee rather painfully – Nikolasning xolavachchasi tizzasini qattiq urib oldi
4. By what way are neologism formed ?
- a) all of them are right                      b) word formation  
 c) borrowing                                      d) semantic extension
5. What is very useful for keeping in the memory the main content of the text for the interpreter?
- a) Addition                                      b) Omission  
 c) Replacement                                d) transformation
6. Name of the most difficult problem of translation?
- a) The choice of additional meanings of the words  
 b) The choice of literature  
 c) The choice of the words  
 d) Phonetic phenomena which used to express
7. What is so-called contextual meaning?
- a) It hasn’t anything in common with main meaning  
 b) It is not constant, but it has something in common with the main meaning  
 c) It is a constant meaning of the words  
 d) We can find it in the dictionary
8. What additional meaning has English “table”?
- a) Питание                                      b) Таблица  
 c) Стол    d) пансион
9. What is the very characteristic of the English language?
- a) synonyms                                      b) homonyms  
 c) Polysemantic words                      d) omission
10. When the disruptive translation is desirable?
- a) When the translator has knowledge of the life of the nation of the translating language  
 b) When translated word is dear to the reader  
 c) When translated word is not dear to the reader  
 d) When the foreign coloring is preserved

#### Card XXVIII

1. Is it necessary to the interpreter to find logical chain of idea in the text?
- 2. What is translation task?**
3. Синхрон таржима нима?
4. Тест

1. When the particular word of cultural term may be replaced by generic word?
  - a) When the generic terms is not approximate
  - b) When the particular word is approximate
  - c) It cannot be replaced
  - d) When the particular word is of not interest
2. Find the correct translation of “palazo”
  - a) Small house
  - b) Large house
  - c) Small town
  - d) Country -side
3. On what depends the translation on of cultural words and institutional terms?
  - a) On the linguistic contest
  - b) On the collection
  - c) On the readership and on the setting
  - d) On the setting
4. A unit constant context consisting of a dependent and a constant indicates may be called ...
  - a) A phrase
  - b) An idiom
  - c) A phraseological unit
  - d) A combination
5. Name the main types of phraseological conformities
  - a) Complete conformities, absence conformities
  - b) Complete conformities, partial conformities
  - c) Complete partial conformities and absence of conformities
  - d) Complete lexical conformities partial lexical conformities
6. Find the example of phraseological collation
  - a) To wash up
  - b) To show one’s teeth
  - c) To take care of
  - d) To get one’s goat
7. What kind of translation of a text written in one language into another visually?
  - a) sight translation
  - b) metaphor
  - c) intervene
  - d) stock
8. “ Golden fall” what’s it?
  - a) root morpheme
  - b) metaphor
  - c) slang
  - d) metonymy
9. How many types of transposition?
  - a) 2
  - b) 4
  - c) 3
  - d) 6
10. Translate the sentences into Uzbek paying attention to the lexic transformation . On the way back to home Rudolf stopped for a glass of beer .
  - a) Yo’lda Rudolf piva ichish uchun to’xtadi.
  - b) no correct answer
  - c) Uyga qaytishga Rudolf bir stakan piva ichun to’xtadi
  - d) Uyga qaytishga Rudolf bir stakan piva ichish uchun to’xtadi.

#### Card XXIX

1. How do you understand the consecutive translation?
- 2. How do you understand the grammatical problem of translation.**
3. Информатив таржима нима?
4. Тест



### Card XXX

1. What are general principles which are relevant to all translation?
- 2. What are the main types of grammatical transformations?**
3. Бадиий таржима нима?
4. Тест
  1. ... exists when the same meaning are expressed in two languages in a way.
    - a) semantic equivalence
    - b) situational
    - c) formal equivalence
    - d) pseudointernational words
  2. Types of lexical transformations are
    - a) Sight translation, addition and omission
    - b) Omission and addition
    - c) Lexical substitutions Supplementation and Omissions dropping
    - d) Lexical substitution and addition
  3. The symbols may be divided into ....
    - a) Derived and simultaneous symbols
    - b) Symbols in letters associative and derived symbols
    - c) Culture and Omission
    - d) Associative and translation
  4. What is the non obligatory substitution?
    - a) ... is necessitated by grammatical redundancy of certain forms in two languages
    - b) ... are connected with functional sentence perspectives
    - c) ... is a substitution undertaken by the needs or demands of the context
    - d) ... is the replacement of the word forms struggles
  5. How many theories of translation do you know?
    - a) 2
    - b) 4
    - c) 1
    - d) 6
  6. Neologisms may be divided into.....
    - a) root, derived, compound words
    - b) Semantic word formation root
    - c) semantic extension borrowings
    - d) Word formation, root words
  7. Find the example that given to phraseological fusion.
    - a) to show one's teeth
    - b) to get one's goat
    - c) black-frost
    - d) to enter the house
  8. What is the phraseological units?
    - a) Structurally inseparable and stable units
    - b) semantically inseparable units
    - c) completely non-motivation
    - d) phraseological units are partially motivation
  9. What is phraseological units?
    - a) form and content units
    - b) a verbatim translation
    - c) functionally and semantically inseparable units
    - d) translation of words by analogy
  10. What is the non obligatory substitution?
    - a) ... is necessitated by grammatical redundancy of certain forms in two languages
    - b) ... are connected with functional sentence perspectives
    - c) ... is a substitution undertaken by the needs or demands of the context
    - d) ... is the replacement of the word forms struggles



## TEST QUESTIONS

- 1) ... is the process determined by quite a number of factors.
  - a) Omission
  - b) Substitution
  - c) Translation
  - d) Complete conformities
2. Grammatical transformations are as follows:
  - a) Semantic substitution
  - b) Translation, Omission
  - c) Substitution, transposition,
  - d) omission, supplementation
3. The main types of phraseological conformities are as follows:
  - a) Complete conformities, partial conformities and absence of conformities
  - b) Absence of conformities, ecology, gestures and habits
  - c) Translation and culture
  - d) Descriptive and verbatim translation
4. Phraseological units are divided into 3 groups: they are ...
  - a) Phraseological fusions, Phraseological units and Phraseological collocations
  - b) Partial Absence units
  - c) Cultural sunstitute and a loan word
  - d) Cultural sunstitute and a loan word
5. ... is possible when the wayof thinking doesn't bear a specific national feature.
  - a) Descriptive translation
  - b) Verbatim translation
  - c) Translating by analogy
  - d) Absence of conformities
6. Grammatical translation are divided into 4 groups: they are ...
  - a) Culture, ecology, translation and addition
  - b) Substitution, omission, translation and phrase
  - c) Transpositions replacements, additions and omissions
  - d) Grammar, syntax, phrase and culture
7. ... is necessitated by grammatical redundancy of certain forms in two languages.
  - a) transposition
  - b) translation
  - c) addition
  - d) omission

8. ... is the way of finds equivalent and is transformation of the affirmative construction into negative or vice verse.

- a) A loan word
- b) Antonomic translation
- c) A genetic word
- d) International words

9. ... exists when the same meaning are expressed in two languages in a way.

- a) semantic equivalence
- b) formal equivalence
- c) situational
- d) pseudointernational words

10. Types of lexical transformations are

- a) Lexical substitution and addition
- b) Omission and addition
- c) Lexical substitutions Supplementation and Omissions dropping
- d) Sight translation, addition and omission

11. .... replacing a word with a broad sense by one of a narrower meaning

- a) Sight translation
- b) An integral transformation
- c) Generalization
- d) A concrete definition

12. .... : Read a text aloud and expand it (i.e. say the same thing in more words) as you are going along, again taking care not to change the meaning

- a) Paraphrasing
- b) Condensing
- c) Expanding
- d) Chunking

13. .... is the translation of oral information from one language into another after listening it

- a) Condensed      Manipulating the register
- b) Phraseological translation
- c) Consecutive translation
- d) Antonomic translation

14. The symbols may be duivided into ....

- a) Culture and Omission
- b) Associative and translation
- c) Symbols in letters associative and derived symbols
- d) Derived and simultaneous symbols

15. What is the non obligatory substitution?

- a) ... is a substitution undertaken by the needs or demands of the context
- b) ... are connected with functional sentence prespectives

- c) ... is the replacement of the word forms struggles
- d) ... is necessitated by grammatical redundancy of certain forms in two languages

16. How many theories of translation do you know?

- a) 1
- b) 6
- c) 4
- d) 2

17. Find the absence of morphological correspondence.

- a) with your
- b) by plan
- c) friend
- d) \*my book

18. What means complete conformities?

- a) of form and content is phraseological units
- b) cultural categories
- c) translation and culture
- d) \*grammatical categories

19. How many grammatical translations do you know?

- a) 2
- b) \*4
- c) 5
- d) 3

20. ... express and are associated with number of notions.

- a) symbols in letters
- b) derived symbols
- c) \*associative symbols
- d) unique symbols

21. Consequent translation is....

- a) re-translation of oral information
- b) formed by different ways
- c) lexical equivalents
- d) assertion part

22. Find the example for negative conjunctions.

- a) China is a large country
- b) US didn't enter the war until April 1917
- c) To fish in trouble waters
- d) Lose one's temper

23. What simultaneous interpretation do you know?

- a) 6
- b) 8
- c) 10
- d) 7

24. ... is presented over ally to students as well as visually.

- a) memory tests

- b) sight interpretation
- c) the interview
- d) clozer

25. Translation is ...

- a) different languages
- b) grammatical fact
- c) determined by quiet a member of practice
- d) commutations of translator

26. Give example for material culture.

- a) Houses and towns, compound hourgade chalef, lawrise, toxer
- b) amoh, condattiere
- c) hiwa, sithar
- d) reggae- rock

27. What means sight translation?

- a) lexical character
- b) partial syntactic correspondence
- c) attributive and comparative
- d) curriculum designed to teach translation

28. How many skills included in sight translation?

- a) 5
- b) 6
- c) 4
- d) 2

29. ... are formed by different ways.

- a) derived symbols
- b) associative symbols
- c) symbols in letters
- d) micro review

30. How many types of grammatical transformations do you know?

- a) 5
- b) 3
- c) 4
- d) 6

31) What's "Closer"

A deleting words

- b) recording
- c) semantic words
- d) pronouns

32) ..... is presented aurally to student as well as visually.

Complete the sentence

- a) memory tests
- b) sight interpretation
- c) shadowing
- d) studying

33) What's the method of Cloze?

- a) sentence
  - b) verb
  - c) testing
  - d) repetition
- 34) What kind of translation of a text written in one language into another visually?
- a) intervene
  - b) metaphor
  - c) stock
  - d) sight translation
- 35) “ Golden fall” what’s it?
- a)metonymy
  - b) metaphor
  - c) slang
  - d) root morpheme
- 36) ..... the translation usually is used during the negotiations meeting of the of the statesmen
- a) the consecutive
  - b) similes
  - c) notes
  - d) the memorial
- 37) Which symbol formed by different ways?
- a) associative symbol
  - b) symbol letter
  - c) clarinet symbol
  - d) micro symbol
- 38) “ Usually the initial letter of word is chosen what is rules definition?
- a) associative
  - b) symbols in letter
  - c) semantic symbol
  - d) derived symbol
- 39) How many skills required translating at speed?
- a) 5
  - b) 8
  - c) 4
  - d) 7
- 40) Read a text aloud and rephrase it as you go aloud talking care not to change he meaning. What is it?
- a) paraphrasing
  - b) phrase
  - c) rephrase
  - d) explanting
- 41) How many analytical skills do you know?
- A) 8
  - b) 9
  - c) 10

- d) 11
- 42) How many reading Ahead in text
- a) 6
- b) 5
- c) 4
- d) 7
- 43) How many lexical substitutions do you know?
- a) 2
- b) 4
- c) 5
- d) 3
- 44) How many lexical transformations do you know?
- a) 8
- b) 9
- c) 3
- d) 2
45. The word in the sentences may acquire so called ....
- a word translation
- b translation from dictionary
- c contextual meaning
- d terms
46. Neologisms may be divided into.....
- A root, derived, compound words
- B semantic extension borrowings
- C Word formation, root words
- D A and C
47. Find the example that given to phraseological fusion.
- A black-frost
- B to get one's goat
- C to show one's teeth
- D to enter the house
48. What is the phraseological units?
- A Structurally inseparable and stable units
- B completely non-motivation
- C semantically inseparable units
- D phraseological units are partially motivation
49. What is phraseological units?
- A functionally and semantically inseparable units
- B form and content units
- C translation of words by analogy
- D a verbatim translation
50. How many types of transposition?
- A 3
- B 2
- C 4

D 6

51. Translate the sentences into Uzbek paying attention to the lexical transformation

On the way back to home Rudolf stopped for a glass of beer .

A Uyga qaytishga Rudolf bir stakan piva ichish uchun to'xtadi.

B Uyga qaytishga Rudolf bir stakan piva ichun to'xtadi

C Yo'lda Rudolf piva ichish uchun to'xtadi.

D no correct answer

52. Shadowing?

A it is a word repetition in the same language

B it is based on the assumption

C it put rates is from go to 140 words for minutes

D the meaning of the speech

53. Find the words that belong to the simile

A such like

B is have

C "like" and "as"

D such as, as well

54. There are 3 basic principles of consecutive interpreting

A reading understanding , retelling

B reading , analyzing , writing

C understanding , analyzing , re- expressing

D B C

55. What is phraseological collocation?

A partially motivated

B descriptive translation

C phraseological functions

D structurally inseparable and stable units

56. How many types of substitution?

A 2

B 5

C 3

D 4

57. Find the example that given to simile

A she is a fox

B she is like a fox

C she is funny

D she is cunny as fox

58. Find the example that given to metaphor.

A horrible beautiful

B busy as a bell

C Million coloured rainbow

D he is an ox

59. Find the example that given to metonymy.

A who is moustache?

B Shakespeare of our days C horribly beautiful

D sweet smile

60. In which sentence the metaphor is used?

- a) The moon is like blood
- b) He is an ox.
- c) John is as tall as a bean pole.
- d) He is a little sweet thing.

61. Which stylistic device is used with “as”, ”like”.

- a) Metaphor
- b) Metonymy
- c) Oxymoron
- d) Simile

62. Find the metonymy.

- a) Army
- b) Pile
- c) Orbre
- d) All is right

63. How many kinds of metaphors are there?

- a) 3
- b) 4
- c) 5
- d) 2

64. What is the sight translation?

- a) ... is translation word for word
- b) ... is translation of metaphors with the help of “as” or “like”
- c) ... is the translation of a text written in one language into another visually.
- d) ... is the translation of the text synchronically

65. What is shadowing?

- a) it is a method of testing which consists of deleting words from the sentences or text
- b) it is the translation of a text written in one language into another visually
- c) it is a word for word repetition in the same language parrot-style of a message presented through headphones
- d) it is to find words or word combinations which can reflect and give the main content of the sentence or utterance

66. What does sight translation involve?

- a) Substitution
- b) Transposition
- c) Omission
- d) Supplementation

67. Find the pseudo-international word.

- a) Football
- b) Diplomacy
- c) Pathetic
- d) Compositor

68. How many types does grammatical translation?



- a) 3
- b) 4
- c) 2
- d) 6

69. Generalisation is...

- a) used when certain elements in the original text
- b) a complex lexico-grammatical substitution of a positive construction for the negative one
- c) replacing a word with a broad sense by one of a narrower meaning
- d) replacing a word's narrow meaning by one with a broad sense

70. Put the right one to complete the sentence.

... is the translation of a text written in one language into another visually.

- a) restricted translation
- b) sight translation
- c) oral translation
- d) speech translation

71. Find the right example given for anatomic translation.

- a) He raised his hand – U qo'lini ko'tardi
- b) Ann didn't say anything – Anna sukut saqladi.
- c) Also there was an awkward hesitancy at times, as he essayed the new words he had learned – Ba'zida u yaqindagina o'rgangan so'zlarini talaffuz qilish uchun hozirlanib, to'xtab olardi.
- d) Nicholas's girl cousin scraped her knee rather painfully – Nikolasning xolavachchasi tizzasini qattiq urib oldi.

72. How many stages does the process of educational translation present?

- a) 3
- b) 4
- c) 5
- d) 2

73. What are the neologisms?

- a) The terms used in a certain field of the life.
- b) The words spoken in a certain place and which are understandable only for the people there.
- c) The words newly coined
- d) The words used by only one person by his nature.

74. By what way are neologism formed ?

- a) word formation
- b) semantic extension
- c) borrowing
- d) all of them are right

75. Find the right example for lexical transformation?

- a) Look at these old paintings! They are in an excellent stages of preservation – mana bu rasmlarga qara Ular juda yaxshi saqlangan
- b) Hr scraped his knee rather painfully-U tizzasini qattiq urib oldi c

- c) Active defenders of the national interests of their people, the Communists, are at the same time internationalists-Kommunistlar o'z xalqlarining manfaatlarini dadil himoya qiladilar va ayni bir paytda xaqiqiy internasionalistlardir
- d) A and B are right

**Keys.**

1. A	26. A	52. A
2. C	27. D	53. C
3. B	28. C	54. C
4. A	29. A	55. D
5. B	30. C	56. A
6. A	31. A	57. B
7. D	32. B	58. D
8. A	33. C	59. A
9. B	34. D	60. B
10. C	35. B	61. D
11. D	36. A	62. D
12. A	37. C	63. A
13. D	38. B	64. C
14. A	39. C	65. C
15. A	40. A	66. B
16. A	41. A	67. C
17. D	42. C	68. B
18. A	43. D	69. D
19. B	44. C	70. B
20. C	45. C	71. B
21. A	46. A	72. B
22. B	47. B	73. C
23. C	48. D	74. D
24. B	49. A	75. D
25. C	50. B	
	51. B	

## GENERAL CONTROL QUESTIONS ON THE SUBJECT

### ОН ва ЯН САВОЈЛАРИ

1. What is translation?
2. What are the main features of the nature of translation?
3. What are the main directions in the history of translation?
3. What is substitution?
4. What does the term “Faithfulness of translation mean?”
5. What can you say about the role of anonymous translation?
6. What is connected meaning?
7. What is the meaning of the word and its use?
8. Say 4 process of educational translation.
9. What is translation culture?
10. What is componential analysis?
11. What is material culture?
12. Food terms and their translation.
13. The difficulties in translation of cultural words.
14. Give examples to cultural words?
15. What is culture?
16. Which types of Phraseological problems correspondences is more problematic than the others?
17. What are Phraseological problems of translation?
18. What are complete conformities?
19. What are the Phraseological problems of translation?
20. What are the complete conformities?
21. What are the partial conformities?
22. What are the absence conformities?
23. Give your own examples to the descriptive translation?
24. How do you understand the Phraseological problems of translation?
25. What principle types of Phraseological problems can you say?
26. What are the main types of grammatical transformation?
27. What are the two main parts of the decision of the messages in translation?
28. What is the difference between omission and addition?
29. Give the 4 definitions of grammatical translation.
30. Translation task and the correct meaning of that form.
31. Omission and addition as a type of grammatical transformation.
32. What is substitution?
33. What does the term “Faithfulness of translation mean?”
34. What can you say about the role of anonymous translation?
35. What is connected meaning?
36. What is the meaning of the word and its use?
37. Say 4 process of educational translation.

38. What is translation culture?
39. What is componential analysis?
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55. With the help of what principal ways can the words denoting specific realize be rendered in translation?
56. What are the main types of grammatical transformation?
57. What are the two main parts of the decision of the messages in translation?
58. What is the difference between omission and addition?
59. What principle types of grammatical problems can you say?
60. Which types of grammatical problems correspondences is more problematic than the others.
61. What is grammatical transformation?
62. What are the grammatical problems?
63. What is subject – predicate?
64. What is the syntactic correspondence?
65. What are the two main parts of the division of the messages in translation?
66. What is transposition understood?
67. What is the difference between omission and addition?
68. What is translation task?
69. How do you understand the grammatical problem of translation.
70. With the help of what principal ways can the words denoting specific realize be rendered in translation.
71. What are lexical equivalents?
72. What is lexical transformation?
73. What is autonomic translation?
74. What principles, types of lexical correspondences can you say?
75. Which type of lexical correspondence is more problematic then the others?
76. Into what lexical groups do complete correspondence belong.
77. Give the information about substitutions.
78. Give your own examples to the types of lexical transformations.

79. What is omission (dropping)?
80. How do you understand the lexical problems of translation?
81. What is sight translation?
82. How do you understand the word “avoiding a word for word interpretation?”
83. What does sight translation provides?
84. What are the main rules for sight translation?
85. What is rapid conversion?
86. What are the requirement to the sight translation?
87. What are the main exercises for sight translation?
88. Where we must use the consecutive translation?
89. Is it necessary to the interpreter to find logical chain of idea in the text?
90. What is note taking?
91. What is clozer?
92. How do you understand the word “Interpretation without tears and Danish way”
93. What is shadowing?
94. What is revealing the strong semantic points in the utterance in simultaneous translation?
95. What must know a simultaneous translation?
96. What can you say about the rules interpretation without tears the Danish way?
97. What are the meaning of the phrase “correct listening to speeches correcting presented”
98. What is stock metaphors?
99. How we must translate stock metaphors?
100. What is “dead” metaphors?
101. What is “live” metaphors?
102. What is the difference between the metaphor and similes?
103. What is the metaphor?
104. Say about cultural metaphors?
105. Give your own examples
106. Separate metaphors and similes

## HANDOUTS AND PRESENTATION MATERIALS

### *Introduction to the theory of translation*

*The idea of an uninterrupted and organic development of TS must be rejected for 3 main reasons:*

#### **(1) Translation as a profession**

- Earlier: translation was mostly done for pleasure by writers, poets, statesmen, priests, and scholars to satisfy their individual literary, political, and scientific ambitions.
- Second half of the 20th century: translating became a **mass** activity (source of earning a living)  
⇒ has become a **profession in its own right**

#### **(2) Translation as a subject in training**

Second half of the 20th century: many translator and interpreter training institutions established ⇒

- **theoretical training** became necessary (practice was not enough) ⇒ required certain generalizations on the basis of experience gathered by translators ⇒ the formulation of some objective rules
- **terminology** and conceptual apparatus was needed ⇒ need for theoretical research aimed at providing a principled basis for the teaching of translation.

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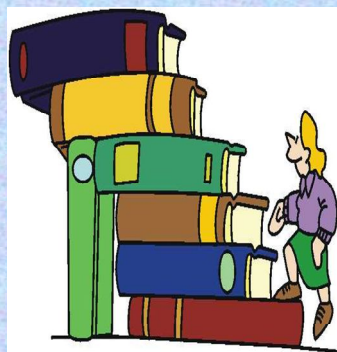
## THE SUBJECT MATTER OF THE THEORY OF TRANSLATION



The theory of translation is subdivided into general theory, dealing with the general characteristics of translation, regardless of its type, and special branches, concerned with a theoretical description and analyses of the various types of translation, such as the translation of fiction, poetry, technical and scientific literature, official documents, etc. The general theory of translation has a clearly defined subject matter; the process of translating in its entirety, including its results with due regard for all the factors affecting it. Each special branch depends and specifies the general theory for it is the job of the general theory to reflect what is common to all types and varieties of translation while the special branches are mainly concerned with the specifics of each genre. The general theory of translation is an interdisciplinary area, predominantly linguistic, but also closely allied to philology, sociology, ethnography and etc. It is based on the application of linguistics theory to a specific type of speech behavior, i.e. translating. It differs from contrastive linguistics in that the former seem to compare different language systems with a view to determining their similarities and distinctive features while the theory of translation has a subject matter of its own (the process of translation) and uses the data of contrastive linguistics merely as a point of departure.

## THE MAIN DIRECTIONS IN THE HISTORY LINGUISTIC THEORY OF TRANSLATION.

The earliest linguistics theory of translation was developed by Russian scholars Y.L.Retsker and A.V.Fedorov who pioneered in linguistic analysis of translation problems. Their theory came to be known as the theory of regular correspondences. Translation, they argued, is inconceivable without a sound linguistic basis, and this study of linguistic phenomena and the establishment of certain correspondences between the language of the original and that of the translation. The authors of this theory were mainly concerned with the typology of relationship between linguistic units equivalents – permanent correspondences not sensitive to context such as The League of Nations – Лига Наций, and context – Sensitive variant correspondences, such as Slander – клевета / новое поколение/ but also investigated some of the translation techniques, such as antonymic translation (see below, thus mapping out some ways of dealing with translation as a recess. In the 60 th some linguistics /N.U.Rozentsveig in Russia and L.E.Nida in the USA / proposed a theoretical model of translation based on generative or transformational grammar. E.Nida subdivided the process of translation into 3 stages; analysis where an ambiguous surface structure is transformed into non-ambiguous kernel sentences to facilitated semantic interpretation / the foundation of school/ somebody founded a school or a school has a foundation / transfer where equivalent in the target language are found at a kernel or near – kernel level and restructuring where target – language kernel sentences are transformed into surface structures.



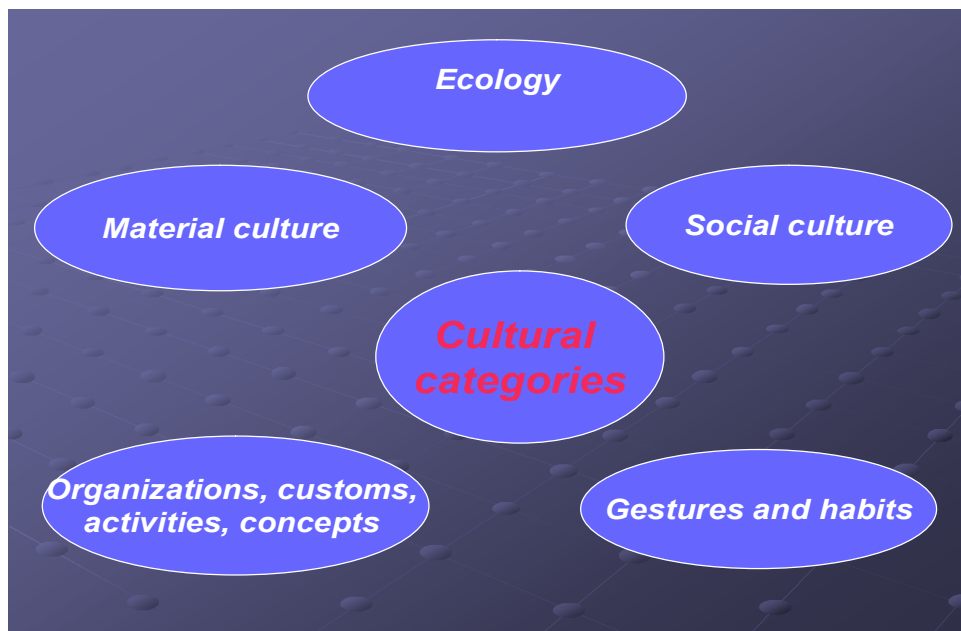
## LINGUISTIC AND EXTRALINGUISTIC ASPECTS OF TRANSLATION.

However the information conveyed by linguistic signs alone, i.e. the messages overtly expressed in the text, would not be sufficient for adequate translation. Some linguists distinguish between what they call translation, based solely on the meaning expressed by linguistic signs, and involving recourse to extralinguistic information. In fact, the two are very closely intertwined and in most cases effective translation is impossible without an adequate knowledge of the speech – act situation and the situation described in the text. The phrase "Two on the aisle" / Два места ближе к проходу/ would hardly make much sense unless it is known that the conversation takes place at a box office / speech act situation /. The phrase "Поворотом рычага установить момент поступления воздуха в цилиндр" was translated "turn the handle until the air comes into the cylinder" because the translator was familiar with the situation described in the text knowledge of the subject is one of the prerequisites of an adequate translation. The translation of technical and amount of technical and scientific knowledge.



## **Translation and culture**

**Culture is defined as the way of life and its manifestations that are peculiar to a particular language as its means of expression. More specifically there is distinction of “cultural” from “universal” and “personal” language. “Live, star, swim” – there is no translation problem there. “Monsoon, steppe, dacha” are cultural words – there will be a translation problem unless there is cultural overlap between the sources and the target language.**





*Phraseological problems of translation*

*Translating a phraseological unit is not an easy matter as it depends on several factors : different combinability of words, homonymy, synonymy, polisemy of phraseological unit.*

*The main types of phraseological conformities are as follows :*

*Complete conformities*

*Partial conformities*

*Absence of conformities*

*Many English phraseological units have no phraseological conformities in Uzbek and Russian. In this case we use the following types of translation :*

*Verbatim translation :  
the arms race –  
гонка вооружений.*

*Descriptive translation :  
to enter the House –  
стать членом парламента*

*Translation by analogy :  
to pull somebody's leg –  
одурачить кого либо*

## **Grammatical problems of translation**

*Every language has a specific system which differs from that of any others. This is all the more so with respect to English, Uzbek and Russian, whose grammatical systems are typologically and genetically heterogeneous. Concerning the morphological type both English and Russian are inflected, Uzbek is an agglutinative language.*

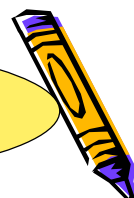


The types of grammatical correspondence between two languages are as follows

**Complete correspondence**

**Partial correspondence**


**The absence of correspondence**



By **complete syntactic correspondence** is understood the conformity in structure and sequence of words in word-combinations and sentences.


*Ex : red flags – красные знамёна  
кизил байроқлар*






## BASIC PROBLEM OF TRANSLATION

The difference between educational and professional translation is as follows: The aim of professional translation is to acquaint the reader with the original work of fiction; educational translation as a linguistic subject at the special institute and at school is one of the methods of more conscious and profound study of the foreign language by the way of showing up in the English text lexical, grammar and stylistic peculiarities of the English language. Before speaking of the basic principles of translating process the concept of the term "faithfulness of translation" should be determined. The translation is considered to be faithful when the content of the book, its stylistic peculiarities are rendered by the linguistic means of the native language. It means that very often we have to use such linguistic categories of the native language, which formally don't coincide with those of the English language but have the same emotional and psychological effect on the Russian reader




## BASIC PROBLEM OF TRANSLATION




The process of educational translation presents 4 stages:

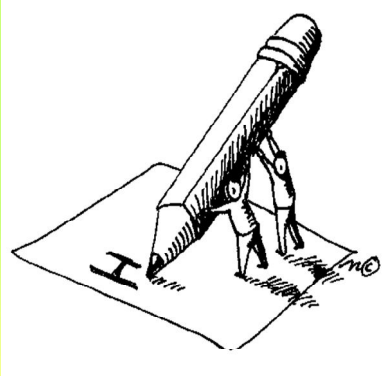
1. First of all the text should be thoroughly understood. It means that the student should be acquainted with the whole book, should have some knowledge of the history of literature and mode of life of the people from whose language the translation is being done.
2. The student should realize the stylistic functions of lexical and grammar and phonetic phenomena which are used to express the content of the text.
3. Then the work on the choice of corresponding means of expression in the native language should be done.
4. The last stage is a work on the Russian or Uzbek text.



## THE LOGICAL MEANING OF THE WORD.



Any grammatical phenomena or stylistic peculiarities do not always coincide with those of the foreign language as well as the meaning of the separate words, which are lexical equivalents. The main meaning of the English word "table" coincides with that of the Russian language. But the Russian "стол" has one additional meaning: "питание" "пансион" means while in English we have the special words to express the idea: "board", "room and board". At same time English "table" has the additional meaning to "таблица". table стол board таблица питание room and board пансион



## GLOSSARY

### A

#### **Accredited translator**

Translator who has received accreditation from a professional institute such as the *ITI* or the *ATA*. Accreditation – a requirement for association membership – is usually issued on the basis of examination and experience.

#### **Ad hoc interpreting**

Spoken translation between two languages in informal conversations between two or more people. Used, for example in business meetings, for phone calls, during site visits and social events. The term is sometimes used loosely to include

#### **Adaptation**

Modifying a text to make it suitable for a different purpose, target readership, region or country. Regional adaptation is a part of *localisation*. In translation, the adaptation can be carried out, for example by the translator, an editor or a copywriter. Whether it is best to adapt the *source* text before translation or the translated *target* text depends on the situation.

#### **A language**

The *mother-tongue* or *language* of habitual use of a translator or interpreter. (cf. *B language* and *C language*)

#### **Atril**

Publisher of the *Déjà Vu* *translation memory* program.

**Audience** -> Target audience

### B

#### **Background text**

Text in the source or target language providing *background* information about the subject matter of the text to be translated.

#### **Background information**

Information relating to the subject matter of the *source* text or the topic of discussion. Facilitates the translator's or interpreter's task by providing context, terminology, definitions, etc.

#### **Back translation**

A *literal* translation of a translation. Helps a translation consultant determine whether the original meaning has been preserved in the target language.

#### **Bilingual** ( *adj* or *n* )

Someone with communicative skills in two languages. The term is often reserved for someone with native or near-native proficiency in two languages. Bilingualism is one of several required abilities of a translator or interpreter.

### **B language**

A language that a translator or interpreter can speak, read and write almost as well as their native language (or ♡A language), and well enough to translate into as well as out of. (See also ♡C language)

### **C**

**Calibrated page** -> Standard page

### **Certified translation**

A translation that has been reviewed by a translator or ♡translation company and considered an accurate and correct reflection of the ♡source text. To have legal status, certification must be performed before a notary public.

### **C language**

A language that a translator or interpreter can read and understand well enough to translate **out of**, but cannot write or speak well enough to translate or interpret **into**. (See also ♡A language and ♡B language.)

**Computer-aided translation (CAT)** , *computer-assisted* ~, *machine-aided* or *-assisted* ~

Translation with the aid of computer programs, such as ♡translation memory, terminology management and ♡localisation tools, designed to reduce the translator's workload and increase consistency of style and terminology. **Not to be confused with ♡machine translation!**

### **Conference interpreter**

Interpreter with highly specialised skills who provides ♡simultaneous interpretation of a speaker's words in one direction only from one language into another.

### **Conference translator**

### **Consecutive interpreting**

Oral translation of a speaker's words into another language when the speaker has finished speaking or pauses for interpreting. More formal than ♡ad hoc interpreting and used, for example in formal business meetings, for negotiations, training sessions or lectures. (cf. ♡simultaneous interpreting)

### **Controlled language**

Language with a restricted vocabulary and restricted rules of formulation. Used, for example, in technical documentation to make the text easier to

understand for users or for non-native speakers and to facilitate machine translation.

### **Copywriting**

Writing of advertising or publicity copy. It cannot be stressed too strongly that advertising copy **will not translate satisfactorily** due to the different cultural contexts and advertising cultures of other countries and regions. Adverts for foreign countries should therefore always be produced in those countries. There are some advertising agencies who provide this service.

### **Court interpreter**

Interpreter with special subject knowledge, providing interpretation during legal proceedings. Requirements regarding accreditation and certification for court interpreting vary from country to country.

### **D**

#### **Déjà Vu**

Translation memory program, published by Atril.

### **Desktop publishing (DTP)**

DTP is sometimes offered by translators and translation companies/agencies as a value-added service to provide a one-stop solution for customers' publishing needs. They will usually have the special equipment required to handle languages that use different typescripts.

### **DIN 2345**

German standard specifying requirements for translation contracts, published April 1998. Has been replaced by European Standard EN 15038:2006 Translation Services – Service requirements.

**Dominant language** -> Language of habitual use

### **E**

**Editing** -> Revising

### **EN 15038**

European standard "Translation Services – Service requirements", published in 2006. Overview and purchase.

### **F**

#### **Freelance translator**

Self-employed translator, who may undertake work for translation agencies, localisation companies and/or directly for end clients. Often specialises in one or more particular fields, such as legal, financial, commercial or technical.

### **Free translation**

**1.** Translation in which more emphasis is given to the overall meaning of the text than to the exact wording (cf. literal translation); **2.** Translation

completed free of charge. Offered by some **☞**translation companies – often online, and usually using **☞**machine translation programs. Can be used for **☞**gisting, but never of a sufficient quality for publication without comprehensive revision by a human translator.

## **G**

### **Gisting**

Producing a rough or outline translation of a text to provide an insight into the subject and overall content of the **☞**source text. Being less expensive and less time-consuming than a “proper” (or “custom”) translation, gisting can be used, for example, to determine whether a text contains useful information before a custom translation is commissioned. The term gisting is sometimes used in connection with **☞**machine translation, which is used by some translation providers for that purpose.

### **Globalisation** , *globalization*

The process of developing and manufacturing products intended for worldwide distribution. Most commonly applied to software, but also used for websites and other publications and products, it covers two aspects: **☞**internationalisation and **☞**localisation.

### **Glossary**

An invaluable tool for the translator. Beside making use of the wealth of specialised mono- and multilingual online-glossaries on the Internet, most translators compile and maintain their own subject-, customer- and project-specific glossaries. Companies publishing documentation in several languages can also benefit from maintaining multi-language glossaries of their own. This not only makes translators’ work easier, but – by reducing the amount of terminology research required – speeds up subsequent translation projects. In addition, it ensures consistent and correct terminology usage in all languages. Some translators and most translation companies offer glossary compilation and maintenance, either as a separate service or as part of a translation agreement. (See the **»**Resources for Translators page for lists of online glossaries and dictionaries.)

## **I**

### **Inbound text**

Text intended for internal use, generally not seen by people outside the originating organisation. Includes internal correspondence, memos, work instructions, etc.

### **Internationalisation** , *internationalization*

The process of designing or redesigning a product (e.g. software) to allow its **☞**localisation for other countries with a minimum of changes to its text content or program code. Internationalised software applications, for example, store their text in external resource files and use character encoding



methods (such as ♡Unicode) that support character sets for many different languages.

### **Interpreter**

Provides oral (spoken) translation of a speaker's words from one language into another. (cf. ♡translator)

### **Interpreting**, *interpretation*

The act of rendering spoken words from one language into another. (cf. ♡translating; see also ♡simultaneous interpreting, ♡consecutive interpreting)

## **K**

### **Keystroke**

Often used as a measure of line or page length in defining the size of a translation job. Includes all visible characters as well as spaces and line breaks/paragraph marks. (See also ♡standard line and ♡standard page.)

## **L**

**Language combination** -> Language pairing

### **Language Engineering**

The Euromap Report, published in 1998 on behalf of the EUROMAP Consortium, defines language engineering as “the application of knowledge of written and spoken language to the development of systems able to recognise, understand, interpret, and generate human language”. These language technologies include ♡computer-aided translation, speech recognition and synthesis, as well as semantic searches and information retrieval.

**Language of habitual use**; similar: *dominant language*

The language that a person is most familiar with, usually the language spoken in the country in which the person lives. More appropriate than ♡mother-tongue as a measure of a translator or interpreter's ability to work into the given language. In German, the term native speaker is used in this context.

**Language pairing**, *language combination*

The languages between which a translator or interpreter works.

### **Language service provider (LSP)**

Provider of translation and other language-related services that may include typesetting, publishing, project management, internationalization and language teaching (cf. ♡translation company).

### **Liaison interpreter**

Interpreter who provides – usually ♡consecutive – interpretation between two languages in both directions. May be affiliated to the host company and act as facilitator in negotiations or undertake some PR activities.



**Linguistic adaptation** -> Adaptation

**Literal translation**, *transcription*

Translation that closely adheres to the wording and construction of the source text. A literal translation of continuous text usually appears “stilted” and unnatural and is therefore to be avoided unless there is a specific reason for translating literally. (cf. free translation)

**Literary translator**

Translator specialising in the translation of literature, such as fiction, biographies and poetry.

**Localisation**, *localization*

The process of adapting a product (usually software, but also, for example, websites) to a specific locale, i.e. to the language, cultural norms, standards, laws and requirements of the target country.

**M**

**Machine-aided translation** -> Computer-aided translation

**Machine translation (MT)**

1. Translation produced by a computer program; 2. Use of a translation program to translate text without human input in the actual translation process. The quality of machine-translated text, in terms of terminology, meaning and grammar, varies depending on the nature and complexity of the source text, but is never good enough for publication without extensive editing. Machine translation (usually using highly customised MT programs) is occasionally used by some translators and translation companies to assist them in their work, but rarely to translate entire documents. Some search engines interface with a translation program to provide translations of websites. To get an idea of what MT can and cannot do, visit Babelfish, which provides a free online MT service (see »Resources for Business page). Not to be confused with computer-aided translation!

**Mother-tongue**

One’s native language. Often used as an indicator of a translator or interpreter’s ability to translate into a particular language. Because a person who has lived in another country for many years (perhaps from childhood) may be more fluent in their “new” language than they are in their original mother-tongue, the terms language of habitual use, *dominant language* and *native language* are often used instead.

**MultiTerm**

Terminology program. Developed by Trados, now published by SDL International. A component of the Trados translation memory program, but also available as a separate product.

**N**

**Native language** -> Mother-tongue

**Native speaker**

A person with ♥native-speaker competence in a particular language.

**Native-speaker competence**

Oral and written command of a language equivalent to that of a person who not only learned the language as a child and has continued to use it as his/her ♥language of habitual use, but who also has had some language training.

**O**

**ÖNORM 1200, ÖNORM 1201**

Austrian standards specifying requirements for translation services and translation contracts respectively. Published in 2000. Can be ordered online at [www.on-norm.at](http://www.on-norm.at).

**ÖNORM 1202, ÖNORM 1203**

Austrian standards specifying requirements for interpreting services and interpreting contracts respectively. Published in 2002. Can be ordered online at [www.on-norm.at](http://www.on-norm.at).

**Outbound text**

Text intended for publication, i.e. for a readership outside the originating organisation. Essentially designed to sell products and services. Includes PR articles, brochures, catalogues, advertising copy, etc.

**P**

**Parallel text**

Text in the source or target language that is comparable to the text to be translated in terms of subject matter or ♥text type. Includes previous translations of the same type of text.

**Plain English**

A form of English that is clear, concise, direct, and natural. Advocated by an increasing number of people as a style of language that should be used by authors of technical texts – such as user manuals, legal documents, articles and speeches –, plain English is easier and more enjoyable to read than legalese or texts laden with technical jargon and complex sentences for both experts and laypersons. (Ffi. see the »Style Guides page.)

**Proof-reading** , *proofreading*

Strictly, checking a proof before printing to ensure that no mistakes have been made in typesetting. The term is often used by translators in the sense of ♥revising. When typesetting a translated text, it is advisable to let the translator who performed the translation proofread the typeset document, especially when the text is written in a language foreign to the typesetter.

**R**

**Readership** -> Target readership

## **Revising**

Reading a text to identify errors, inconsistencies, incorrect grammar and punctuation, poor or inappropriate style, and, in the case of a translation, conformance with the source text, and making appropriate changes and corrections to the text. In general, the number of revision stages is proportional to the demands on the text quality: a translation intended for publication may, for example, be revised by the translator and by one or two third parties (e.g. the author, a subject expert, a second translator, an editor), whereas an internal memo may not require any revision after translation. (What exactly revising and editing entail and how they differ is the subject of much debate. What is important is that the person commissioning the work communicates clearly what is expected of the editor.)

## **S**

### **SDL**

Publishers of the SDL Trados CAT suite, which consists of the former products Trados and SDLX.

### **Simplified English (SE)**

A set of writing rules and a dictionary of controlled vocabulary aimed at improving the readability of technical documentation. Developed by the Association of European Airlines (AEA), it is also used to write texts for translation using machine translation tools.

### **Simultaneous interpreting**

Oral translation of a speaker's words into another language while the speaker is speaking. The interpreter usually sits in a booth and uses audio equipment. (cf. consecutive interpreting)

### **Software localisation** -> Localisation

### **Source language**

Language in which the text to be translated is written.

### **Source text**

The text to be translated.

### **Specialised language competence**

Familiarity with the relevant subject matter and command of its special language conventions.

### **Standard line**

A standard measure of the size of a text. The standard line length varies from country to country. In Germany, for example, it is usually 55 keystrokes, in Belgium 60. Translation projects are often priced on a per line basis.

### **Standard page** , *calibrated page*

A standard measure of the size of a text, used esp. in the publishing industry and in literary translation. The standard page length may vary from country to country and depending on the sector, but is generally in the region of 1500 to 1800 keystrokes. Translation projects are sometimes priced on a per page basis, although – except in the case of literary translation – this practice is becoming less common, being replaced by the standard line.

### **Sworn translator**

A translator who has taken an oath and can therefore produce certified translations.

## **T**

### **Target audience**

The group of people that an interpreter addresses. Used mostly in connection with simultaneous interpreting. Sometimes used (incorrectly) in the sense of target readership

### **Target language**

Language into which a text is to be translated.

### **Target readership**

The group of people for which a text is translated, for example subject experts, novices, prospective customers. It is important to specify the target readership when commissioning a translation so that the translator can choose an appropriate style and vocabulary.

### **Target text**

The translation, i.e. the result of the translation process.

### **Terminology extraction (TE)**

The creation of a corpus of monolingual or multilingual subject-specific terminology by extracting individual terms and phrases from a body of text.

### **Terminology extraction tool (TET)**

A computer program that provides functions to assist with or automate the extraction of terminology from a body of text.

### **TermStar**

Terminology program published by Star. A component of the Transit translation memory program, but also available as a separate product.

### **Text function**

The function served by a text, e.g. to sell a product, to provide instruction on the use of a product, to convey information about an event. It is important to specify the text function when commissioning a translation so that the translator can choose an appropriate style and vocabulary.

### **Text type**

Class of text (e.g. abstract, news report, light fiction, commentary) with specific characteristics of style, sentence formation, terminology, etc.

**Text style** -> Text type

## **TMX**

Standardised translation memory exchange format, designed to allow easier exchange of translation memory data between tools and/or translation vendors with little or no loss of critical data during the process. Supported by the latest versions of most leading translation memory programs. (For a full specification, go to [www.lisa.org/tmx/tmx.htm](http://www.lisa.org/tmx/tmx.htm))

## **Trados**

Former publishers of translation memory program of the same name. Now part of the SDL Trados CAT suite.

**Transcription** -> Literal translation

## **Transit**

Translation memory program published by Star.

## **Translating** , *translation*

The act of rendering written text from one language into another. (cf. interpreting)

## **Translating competence**

Ability to render text into the target language correctly in terms of language, subject matter and idiomatic style, having regard to the text function of both the source text and the target text.

## **Translation agency**

Provides translation and interpreting services, acting as middleman between customers and freelance translators. May offer value-added services such as typesetting, publishing, project management.

## **Translation environment tool (TET)** , *translation environment (TE)*

A computer program, or a suite of programs, that provides functions to aid human translators in their translation tasks. Includes Translation memory, CAT, localisation and terminology management tools.

## **Translation Manager**

1. Translation memory program published by IBM; 2. ( *Syn.: project manager* ) person in charge of managing a translation project. In large translation projects, the translation manager is responsible for liaising between customer and translators, coordinating the translation work (which may be carried out by several translators for each language), maintaining the terminology database, ensuring consistency of style and terminology, etc.

## **Translation memory (TM)**

Computer-aided translation program that stores translated sentences ( *translation units* or *segments* ) with their respective source segments in a database (usually called the “memory”). For each new segment to be translated, the program scans the database for a previous source segment that matches the new segment exactly or approximately (fuzzy match) and, if found, suggest the corresponding target segment as a possible translation. The translator can then accept, modify or reject the suggested translation.

## **Translator**

Renders written text from one or more languages into an other language, usually into her ♡ language of habitual use. May offer additional services, such as ♡ desktop publishing or ♡ proofreading. (cf. ♡ interpreter)

## **Translator’s Workbench (TWB)**

♡ Translation memory program published by Trados.

## **Transliteration**

Transforming text from one script to another, usually based on phonetic equivalences. For example, Russian text might be transliterated into the Latin script so that it can be pronounced by English speakers.

## **U**

### **Unicode**

Character encoding standard which, unlike ASCII, uses not 8 but 16 bit character encoding, making possible the representation of virtually all existing character sets (e.g. Latin, Cyrillic, Japanese, Chinese). The use of Unicode simplifies multiple language document and program creation. (See also ♡ internationalisation.)

## **V**

### **Voice-over , *voiceover***

Commentary in, e.g., a film, television programme, video, or commercial spoken by an unseen narrator. Foreign-language voice-over consists of two parts: translating the narrative, whereby, e.g., timing (coordinating the voice with the film sequence) is an important consideration; recording the voice-over, which may be performed by a linguist with special training and/or expertise or by an actor. Voice-over services are provided by some translators and translation agencies/companies.

## **W**

### **Whispering, *whispered interpreting***

Similar to ♡ simultaneous interpreting, whereby the interpreter sits close to the listener and whispers the translation without technical aids.

## **Word count**

A standard measure of the size of a text. Translation projects, for example, are often priced on a per-word (US) or per-1000-word (GB) basis.

## ASSESSMENT CRITERIA

### TARJIMA NAZARIYASI VA AMALIYOTI FANIDAN REYTING ISHLANMA VA BAHOLASH MEZONI

№	Nazorat turlari	Soni	Ball	Jami ball
<b>JORIY NAZORAT</b>				<b>40</b>
1	Amaliy mashg'ulotlarga tayyorgarlik	8	2,5	20
2	Mustaqil ish	5	4	20
<b>ORALIQ NAZORAT</b>				<b>30</b>
1	Savollarga yozma tarzda javob	1	7.5	7.5
2	Savollarga og'zaki tarzda javob	1	7.5	7.5
2	Mustaqil ish	5	3	15
<b>YAKUNIY NAZORAT</b>				<b>30</b>
1	Test	30	1	30
<b>JAMI</b>				<b>100</b>

### TARJIMA NAZARIYASI VA AMALIYOTI FANI BO'YICHA TALABALARNI REYTING ASOSIDA BAHOLASH MEZONI

#### JORIY NAZORAT - 40 ball

*Auditoriya soati 20 ball*

Talaba bosqich davomida 8 ta mavzu bo'yicha, har bir mavzuga 2.5 balldan, jami 20 ball to'plashi mumkin. Har bir mavzuda berilgan topshiriqlarga: mukammal javob uchun 2.1 balldan 2.5 ballgacha; berilgan topshiriqlarning yarmiga berilgan javob uchun 1,6 balldan 2.1 gacha; bo'sh javob uchun 1.2 balldan 1,6 ballgacha beriladi.

*Mustaqil ta'lim 20 ball*

Bosqich davomida talaba joriy mustaqil ishlari uchun 20 ball yig'ish imkoniyatiga ega. Jami 5 ta mustaqil ish har biriga maksimal 4 ball beriladi.

86% - 100%	3.4 - 4
71% - 85%	2.8 - 3.4
56% - 70%	2.2 - 2.8

#### ORALIQ NAZORAT - 30 ball

*Auditoriya soati 15 ball*

Oraliq nazorat yozma 1 marta 7.5 ball (3 ta savol) va og'zaki 1 marta 7.5 ball (3 ta savol) tarzida o'tkaziladi. Oraliq nazorat maksimal 15 ball.

*Mustaqil ta'lim 15 ball*

Bosqich davomida talaba oraliq mustaqil ishlari uchun 15 ball yig'ish imkoniyatiga ega. Jami 5 ta mustaqil ish. Har biriga maksimal 3 balldan beriladi.

86% - 100%	12.9 - 15
71% - 85%	10.7 - 12.8

56% - 70%

8.4 – 10.5

**YAKUNIY NAZORAT - 30 ball**

Yakuniy nazoratda talabalar 30 ta test savollariga javob berishi lozim. Har bir to'g'ri javob uchun 1 ball beriladi.

86% - 100%

25.8 - 30

71% - 85%

21.3 – 25.5

56% - 70%

16.8 – 21

**Talabalar bilimini baholashning namunaviy mezon**

<b>Ball</b>	<b>Baho</b>	<b>Talabaning bilim darajasi</b>
86-100	A'lo	Xulosa va qaror qabul qilish. Ijodiy fikrlay olish. Mustaqil mushohada yuritish. Amalda qo'llay olish. Mohiyatini tushunish. Bilish, aytib berish. Tasavvurga ega bo'lish.
71-85	Yaxshi	Mustaqil mushohada yuritish. Amalda qo'llay olish. Mohiyatini tushunish. Bilish, aytib berish. Tasavvurga ega bo'lish.
55-70	Qoniqarli	Mohiyatini tushunish. Bilish, aytib berish. Tasavvurga ega bo'lish.
0-54	Qoniqarsiz	Aniq tasavvurga ega emaslik. Bilmaslik.



## THEMES FOR INDEPENDENT STUDY

### **History of translation in Asia (Uzbekistan)**

Translation in the 1- IX centuries

Translation in the X century.

Translation in the XI-XII-XIII centuries.

Translation in the XIV-XV centuries.

Translation in the XVI-XVII centuries.

Translation in the XVIII-XIX centuries.

The main directions in the history linguistic theory of translation

Phraseological problems of translation.

The main problems in translating neologisms.

Basic problem of translation.

Articles and their translation.

Newspapers and informational materials and their translations

### **Texts for retelling**

#### **History of translation in Europe**

Translation of the antique period in the West

Translation in the I-VIII centuries

Translation in the IX century

Translation in the X century

Translation in the XI-XII centuries

Translation in the XIII century

Translation in the XIV century

Translation in the XV century

Translation in the XVI century

Translation in the XIX century

Translation in the XX-XXI century

### **The themes for writing essay**

Translation in the XVIII century (in Europe )

Translation in the XVII-XVIII centuries

Translation of the antique period in the East

Translation XVIII-XIX centuries (in Asia)

Translation in the XX-XXI centuries.

### **Internet materials**

The role of semantic syntactic and pragmatic relations.

The peculiarities of translating publicistic texts.

Translation in the antique period in the West.

International and Pseudo - international words.

The difference in the aim of educational and professional translation.

### **Grammar tasks**

Exercise 4. Analyse the following idioms and identify the possible ways of their rendering. **Page 40. Translation theory and practice. T., 1989**

Exercise 5. Give Uzbek or Russian equivalents to the following phraseological units. State the type of phraseological units and explain under what circumstances would you say: **Page 40. Translation theory and practice. T., 1989**

Exercise 6. Choose phraseological units and state the type of it. Comment on the translation, paying attention to the rendering of phraseological units. (J. London, Martin Iden). **Page 41. Translation theory and practice. T., 1989**

Exercise 1. Translate The following extract from the novel “Sisters” by Askad Mukhtar into English. Compare your translation with the published one and answer the questions. **Page 52. Translation theory and practice. T., 1989**

Exercise 3. Translate the following extract into Russian from the story “Will you walk into my parlour?” by Th. Dreiser. Compare your translation with the published one and answer the questions. **Page 60. Translation theory and practice. T., 1989**

Exercise 4. Translate the following extract from the Sketchbook by Washington Irving into the Uzbek language and compare your translation with the published one. **Page 62. Translation theory and practice. T., 1989**

Exercise 5. Translate the following aphorisms by Alisher Navoi into English.

**Page 63. Translation theory and practice. T., 1989**

## LIST OF USED LITERATURE

### Asosiy adabiyotlar:

1. Musayev A. "Tarjima nazariyasi".T.2003
2. Salomov G."Tarjima nazariyasi ".T.1990
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### Qoshimcha adabiyotlar

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4. Prosi .M. 1978
5. Shvayster A.D. "translation and linguistic".M. 1973
6. Levitskaya T.R. Fiterman A.M. "The problem of translation on the material of the contemporary English language" M. 1974
7. Nida E. "Towards A science of translation"Leiden 1964
8. Roger .N. Bell. "Translation and translating "(Theory and practice)
9. Omonjon Muminov .Ortiq Sunnatov " Translation history" O`zDJTU.T.2004
8. Language Transfer Gross " Linguistic influence in language learning." Cambridge University Press 1993
9. S.Chernov "Sinronniy perevod" M. 1977
10. Kuzmin ."Translation Russian idioms" M.1977
11. Word Book Encyclopedia Z1993
- 12 A.V. Fedorov . "Vvedeniye v teoriyu pervoda "M.1953
13. Internet [http//www. Courtinfo.Ca gov ./programs courtintevpreters foag 4htm.](http://www.Courtinfo.Ca.gov/programs/courtintevpretersfoag4htm)
14. [www.kitoblar.uz](http://www.kitoblar.uz)
15. [www. Philology.ru](http://www.Philology.ru)
16. [www. bestreferat.ru](http://www.bestreferat.ru)
17. [www.studentex.com](http://www.studentex.com)

## BASIC ABSTRACT

### **Practical session 1 (2 hours)**

#### **Theme: The subject matter of the theory of translation**

##### **Goal of the lesson:**

To study the subject matter of theory of translation.

##### **Identifying educational goals**

1. Knows linguistic and extra linguistic aspects of translation.
2. Studies the meaning of the word and its use.

**Necessary materials:** text book, exercise book, lecture, dictionary, tables, cards, chalk, duster, tables, blackboard.

##### **The order of the lesson:**

I. Answer the questions

1. Say about subject matter of theory of translation, its aim object with other subjects.
2. What is translation?
3. What subjects is the translation of theory and practice based on?
4. What are the main directions in the history of translation?
5. What linguistic and extra linguistic aspects of translation do you know?
6. What is context?

##### **II. Retell the lecture using your own words and examples.**

### **Practical session 2 (2hours)**

#### **Theme: Cultural categories.**

##### **Goal of the lesson:**

To study the differences between material culture and social culture.

##### **Identifying educational aims:**

1. Acquaints with vocabulary of the English language
2. Differs material culture from social culture.

**Necessary materials:** text-book, dictionary, blackboard, chalk, duster, tables, cards, video tape, tape-recorder, exercise – book.

##### **The order of the lesson:**

I. Answer the questions

1. What is material culture?
2. Say about cultural categories and give examples.

## **II. Retell the lecture and give your own examples.**

### **Practical session 3. (2 hours)**

#### **Theme: Phraseological problems of translation.**

##### **Goal of the lesson:**

To study types of Phraseological conformities.

##### **Identifying educational goals:**

1. Knows the functions of complete conformities, partial conformities and absence of conformities.
2. Classifies types of translations of verbatim word for word translation, translation by analogy, descriptive translation.

**Necessary materials:** text-book, dictionary, blackboard, chalk, duster, tables, cards, video tape, tape-recorder, exercise – book.

##### **The order of the lesson**

###### **I. Answer the question.**

1. What are the Phraseological problems of translation?
2. What are the complete conformities?
3. What are the partial conformities?
4. What are the absence conformities?

**II. Retell the lecture and compare types of Phraseological conformities with your own examples.**

### **Practical session 4 (2 hours)**

#### **Theme: Grammatical problems of translation.**

##### **Goal of the lesson:**

To give correct meaning of the text.

##### **Identifying educational goals:**

1. Knows the definitions of grammatical translation.
2. Studies grammatical transformations.

**Necessary materials:** text-book, dictionary, blackboard, chalk, duster, tables, cards, video tape, tape-recorder, exercise – book.

##### **The order of the lesson:**

###### **I. Answer the question:**

1. What are the grammatical problems?

2. What is the subject predicate?
3. What is the syntactic correspondence?
4. What are the main types of grammatical transformations?
5. What are the two main parts of the division of the messages in translation?
6. What is transposition understood?
7. What is translation task?
8. What is the difference between omission and addition?

## **II. Translate into Uzbek paying attention to the lexical transformation (substitution)**

1. These walks had a favorable effect on her health.
2. Ira Hinkley ignored the fact.
3. I am completely unaware of the cause of their quarrel.
4. I can see you all the time.
5. The University had become his world.
6. Our life in the house followed a quiet pattern.
7. Mamma is smiling with all her might.
8. I've never suspected you to be so dress conscious.
9. A mightier hope abolishes despair.
10. Quite the other way round.
11. The best way to abolish darkness is to give light, and the best way to abolish fully is to spread wisdom.
12. Nothing happened in the morning but when the good news came, the next hour was a succession of handshakes and laughing comments.
13. She made a mental note to check up the information presented by the secretary.
14. He found he had little petrol left and stopped to fill in .

## **III. Retell the lecture.**

### **Practical session 5 (4 hours)**

#### **Theme: Lexical equivalents**

#### **Goal of the lesson:**

To study lexical equivalents of translation.

#### **Identifying educational goals:**

1. Separate the main translations.
2. Studies international and pseudo international words.

**Necessary materials:** text-book, dictionary, blackboard, chalk, duster, tables, cards, video tape, tape-recorder, exercise – book.

**The order of the lesson:****I. Answer the question.**

1. Is there any difference in the aim of educational and professional translation/
2. What does the term faithfulness of translation mean?
3. What meaning is important in translation, dictionary or contextual? Why?
4. Say a few words about the international and pseudo international words?
5. What is the main problem in translation neologisms?
6. What can you say about the role of antonymous translation?

**II. Retell the lecture. Give your own examples.****III. Analyze the antonymous translation.**

1. The girl felt no little disappointment.
2. The picture looks better when placed not too near.
3. This case was of little consequence.
4. How'd you like to take up art?
5. How'd you like to come out for a walk with me?
6. The Peter proved to be of little consequence.
7. Don't keep on asking silly questions.
8. Nothing but truth is important.
9. I found him gone.
10. She never told until afterward how painful that duty was.
11. He didn't belong among us and this independence of his mind irritated us immensely.

**Practical session 6 (2 hours)****Theme: Sight translation****Goal of the lesson:**

To analyze analytical skills.

**Identifying educational goals:**

1. Separate the skills which included in sight translation.
2. Knows the main rules for sight translation.

**Necessary materials:** text-book, dictionary, blackboard, chalk, duster, tables, cards, video tape, tape-recorder, exercise – book.

**The order of the lesson:****I. Answer the question.**

1. What is sight translation?
2. What does sight translation provides?

3. What are the requirements to the sight translation?
4. What are the main rules for sight translation?
5. What are the main exercises for sight translation?

**II. Retell the lecture using your own words and examples.**

**Practical session 7 ( 2 hours)**

**Theme: Simultaneous interpretation.**

**Goal of the lesson:**

To analyze the components of human information processing.

**Identifying educational goals:**

1. Studies the oral translations.

**Necessary materials:** text-book, dictionary, blackboard, chalk, duster, tables, cards, video tape, tape-recorder, exercise – book.

**The order of the lesson:**

**I. Answer the questions.**

1. What is simultaneous interpretation?
2. What is shadowing.
3. What are the reasons for using translation in the room?
4. What are general principles which are relevant to all translation?

**II. Retell the lecture. Give examples.**

**Practical session 8 ( 2 hours)**

**Theme: Complete morphological correspondence**

**Goal of the lesson:**

To analyze the components of human information processing.

**Identifying educational goals:**

1. Studies the oral translations.

**Necessary materials:** text-book, dictionary, blackboard, chalk, duster, tables, cards, video tape, tape-recorder, exercise – book.

**The order of the lesson:**

**I. Answer the questions.**

1. What is morphological correspondence?
2. What is shadowing.
3. What are the reasons for using translation in the room?



4. What are general principles which are relevant to all translation?

**II. Retell the lecture. Give examples.**

**Practical session 9 ( 2 hours)**

**Theme: Partial morphological correspondence. Partial syntactic correspondence**

**Goal of the lesson:**

To analyze the components of human information processing.

**Identifying educational goals:**

1. Studies the oral translations.

**Necessary materials:** text-book, dictionary, blackboard, chalk, duster, tables, cards, video tape, tape-recorder, exercise – book.

**The order of the lesson:**

**I. Answer the questions.**

1. What is morphological correspondence?
2. What is partial morphological correspondence?
3. What are the syntactic correspondence?
4. What are general principles which are relevant to all translation?

**II. Retell the lecture. Give examples.**

**Practical session 10 ( 2 hours)**

**Theme: Absence syntactic correspondence**

**Goal of the lesson:**

To analyze the components of human information processing.

**Identifying educational goals:**

1. Studies the oral translations.

**Necessary materials:** text-book, dictionary, blackboard, chalk, duster, tables, cards, video tape, tape-recorder, exercise – book.

**The order of the lesson:**

**I. Answer the questions.**

1. What is morphological correspondence?
2. What is partial morphological correspondence?

3. What are the syntactic correspondence?
4. What is the absence of syntactic correspondence?
5. What are general principles which are relevant to all translation?

## **II. Retell the lecture. Give examples.**

### **Practical session 11 ( 2 hours) Theme: Lexical equivalents.**

#### **Goal of the lesson:**

To analyze the components of human information processing.

#### **Identifying educational goals:**

1. Studies the oral translations.

**Necessary materials:** text-book, dictionary, blackboard, chalk, duster, tables, cards, video tape, tape-recorder, exercise – book.

#### **The order of the lesson:**

##### **I. Answer the questions.**

1. What types of lexical equivalents do you know?
2. What is partial morphological correspondence?
3. What are the syntactic correspondence?
4. What is the absence of syntactic correspondence?
5. What are general principles which are relevant to all translation?

## **II. Retell the lecture. Give examples.**

### **Practical session 12 ( 2 hours)**

#### **Theme: Levels of equivalence and concept of adequate translation.**

#### **Goal of the lesson:**

To analyze the components of human information processing.

#### **Identifying educational goals:**

1. Studies the oral translations.

**Necessary materials:** text-book, dictionary, blackboard, chalk, duster, tables, cards, video tape, tape-recorder, exercise – book.

#### **The order of the lesson:**

##### **I. Answer the questions.**

1. What types of lexical equivalents do you know?

2. What are the levels of equivalence and concept of adequate translation.
3. What are the syntactic correspondence?
4. What is the absence of syntactic correspondence?
5. What are general principles which are relevant to all translation?

## **II. Find the equivalences in the following translation.**

Alokabank on 4-5 November held an exhibition in Tashkent in the form of cooperation exchange titled "Alokabank - for those who want to grow" dedicated to 15th anniversary of the bank.

The event was aimed to demonstrate the results of Alokabank's activity and bank's clients. At that, over 100 bank clients took part in the exhibition.

Alokabank follows the principle "Not the client for the bank but the bank for the client" in its activity. To be noted, the exhibition also formed a "Client club" that became another step towards effective cooperation and support of innovative projects, goods and services of the bank's clients.

Interesting to note, many visitors of the exhibition used the bank's services in the real-time mode. Moreover, they also had a chance to make agreements for the purchase of goods during the exhibition.

4-5 ноябр кунлари Тошкент шаҳрида Алоқабанк томонидан ҳамкорлик алмашинуви шаклидаги “Алоқабанк – ўсишни истаганлар учун” номли кўргазма ташкиллаштирилди.

Кўргазманинг бош мақсади Алоқабанк ва ушбу банк мижозлари фаолияти натижалари ва эришган ютуқларининг намойиши бўлди. Шу мақсадда кўргазмада банкнинг 100 дан ортиқ мижозлари иштирок этди.

Алоқабанк “Мижоз банк учун эмас, банк мижоз учун” тамойилига асосланган ҳолда фаолият юритади. Шунини таъкидлаш керакки, кўргазмада банк мижозлари ўртасида самарали ҳамкорлик ва инновацион лойиҳалар, махсулот ва хизматларни ишлаб чиқаришни қўллаб қувватлаш сари “Мижозлар клуби” ташкил этилди.

## **II. Retell the lecture. Give examples.**

### **Practical session 13 ( 2 hours)**

#### **Theme: Types of lexical transformation**

#### **Goal of the lesson:**

To analyze the components of human information processing.

#### **Identifying educational goals:**

1. Studies the oral translations.

**Necessary materials:** text-book, dictionary, blackboard, chalk, duster, tables, cards, video tape, tape-recorder, exercise – book.

**The order of the lesson:****I. Answer the questions.**

1. What types of lexical equivalents do you know?
2. Tell about the types of lexical transformations.
3. What is a transformation?
4. What is partial morphological correspondence?
5. What are the syntactic correspondence?
6. What is the absence of syntactic correspondence?
7. What are general principles which are relevant to all translation?

**II. Retell the lecture. Give examples.**

**Practical session 14 (2 hours)**  
**Theme: Rules for sight translation**

**Goal of the lesson:**

To analyze the components of human information processing.

**Identifying educational goals:**

1. Studies the oral translations.

**Necessary materials:** text-book, dictionary, blackboard, chalk, duster, tables, cards, video tape, tape-recorder, exercise – book.

**The order of the lesson:****I. Answer the questions.**

1. 1. What is note taking?
2. What is clozer?
3. How do you understand the word “Interpretation without tears and Danish way”
4. What should students concentrate upon when listening to a speech?
5. What are the memory tests?
6. Explain the phrase “sight interpretation”

**II. Retell the lecture. Give examples.****III. Give a sight translation of the given extract.**

Tashkent hosted political talks between Russia's and Uzbekistan's Ministries of Foreign Affairs on 2 November. Russian delegation was headed by G.Karasin, Deputy Prime Minister for Foreign Affairs.

The sides discussed present level of bilateral relations between Russia and Uzbekistan, perspectives for their development in the context of Agreements on

strategic partnership and allied relations, exchanged opinions on regional and international issues of both interest.

Both sides emphasized the positive dynamics of the bilateral turnover that made up \$4.5 billion for nine months of 2010.

### **Practical session 15 (2 hours)**

#### **Theme: Public speaking.**

#### **Goal of the lesson:**

To analyze the components of human information processing.

#### **Identifying educational goals:**

1. Studies the oral translations.

**Necessary materials:** text-book, dictionary, blackboard, chalk, duster, tables, cards, video tape, tape-recorder, exercise – book.

#### **The order of the lesson:**

##### **I. Answer the questions.**

1. What is note taking?
2. What is clozer?
3. How do you understand the word “Interpretation without tears and Danish way”
4. What should students concentrate upon when listening to a speech?
5. What are the memory tests?
6. Explain the phrase “sight interpretation”

##### **II. Retell the lecture. Give examples.**

### **Practical session 16 (2 hours)**

#### **Theme: Controlling emotions. Reading aloud**

#### **Goal of the lesson:**

To analyze the components of human information processing.

#### **Identifying educational goals:**

1. Studies the oral translations.

**Necessary materials:** text-book, dictionary, blackboard, chalk, duster, tables, cards, video tape, tape-recorder, exercise – book.

#### **The order of the lesson:**

##### **I. Answer the questions.**

1. What is reading?
2. What techniques of reading do you know?
3. How do you understand the word “Interpretation without tears and Danish way”
4. What should students concentrate upon when listening to a speech?
5. What are the memory tests?
6. Explain the phrase “sight interpretation”

**II. Retell the lecture. Give examples.**

**Practical session 17 (2 hours)**

**Theme: Oral translation**

**Goal of the lesson:**

To analyze the components of human information processing.

**Identifying educational goals:**

1. Studies the oral translations.

**Necessary materials:** text-book, dictionary, blackboard, chalk, duster, tables, cards, video tape, tape-recorder, exercise – book.

**The order of the lesson:**

**I. Answer the questions.**

1. What is oral translation?
2. What techniques of translation do you know?
3. How do you understand the word “Interpretation without tears and Danish way”
4. What should students concentrate upon when listening to a speech?
5. What are the memory tests?
6. Explain the phrase “sight interpretation”

**II. Retell the lecture. Give examples.**

**Practical session 18 (2 hours)**

**Theme: Interpretation without tears the Danish way**

**Goal of the lesson:**

To analyze the components of human information processing.

**Identifying educational goals:**

1. Studies the oral translations.

**Necessary materials:** text-book, dictionary, blackboard, chalk, duster, tables, cards, video tape, tape-recorder, exercise – book.

**The order of the lesson:**

**I. Answer the questions.**

1. What is oral translation?
2. What techniques of translation do you know?
3. How do you understand the word “Interpretation without tears and Danish way”
4. What should students concentrate upon when listening to a speech?
5. What are the memory tests?
6. Explain the phrase “sight interpretation”

**II. Retell the lecture. Give examples.**

**Practical session 19 (2 hours)**

**Theme: The main problems in translating neologisms**

**Goal of the lesson:**

To analyze the components of human information processing.

**Identifying educational goals:**

1. Studies the oral translations.

**Necessary materials:** text-book, dictionary, blackboard, chalk, duster, tables, cards, video tape, tape-recorder, exercise – book.

**The order of the lesson:**

**I. Answer the questions.**

1. What is a neologism?
2. What techniques of translating neologisms do you know?
3. How do you understand the word interpretation?
4. What should students concentrate upon when listening to a speech?
5. What are the memory tests?
6. Explain the phrase “sight interpretation”

**II. Retell the lecture. Give examples.**

**Practical session 20 (2 hours)**

**Theme: Stock and standard metaphors.  
Translating metaphors.**

**Goal of the lesson:**

To analyze the components of human information processing.

**Identifying educational goals:**

1. Studies the oral translations.

**Necessary materials:** text-book, dictionary, blackboard, chalk, duster, tables, cards, video tape, tape-recorder, exercise – book.

**The order of the lesson:**

**I. Answer the questions.**

1. What is stock metaphors?
2. How we must translate stock metaphors?
3. What is “dead” metaphors?
4. What is “live” metaphors?
5. Gives the definition of metaphor.
6. Can separate “dead metaphors” and “live metaphors”
7. What is a neologism?
8. What techniques of translating neologisms do you know?
9. How do you understand the word interpretation?
10. What should students concentrate upon when listening to a speech?
11. What are the memory tests?
12. Explain the phrase “sight interpretation”

**II. Retell the lecture. Give examples.**



## TEACHING MATERIALS (LECTURES, METHODOLOGICAL PACKAGES)

### Lecture 1 (2 hours)

#### The subject matter of the theory of translation

##### The key questions

1. Linguistic and extra linguistic aspects of translation
2. The subject matter of the theory of translation.

##### The principal conception and phrases of the theme

Translation, methods of translation, context, linear measures, liquid measures, day measures, substitution transposition, faith fullness of translation, international words, pseudo-international words, dictionary meaning contextual meaning.

##### The theme essential problem

1. What is translation?
2. What are the main features of the nature of translation?
3. What are the main directions in the history of translation?

Goal of the lecture

To give information about....

##### Identifying educational goals

1. Explain linguistic and extra linguistic aspects of translation.
2. To know about neologisms.
3. The difference between educational and professional translation.

The last decade was considerable headway in the development of the linguistic theory of the translation.

A number of fundamental contributions to this theory have been recently made both in our country and abroad.

Theoretical studies in translation have kept abreast with the recent advances in linguistics which provided some new insights into the mechanism of translation and the factors determining it.

The theory of translation has benefited from new semantic and semantic models in linguistics and from development of such hyphenated disciplines as psycho – and – socio – linguistics. Equally insightful was the contribution to the theory of translation by semiotics, a general theory of sign systems.

A condensation of the major problems of translation introduces the reader to basic concepts and defines the terminology.

The subjects discussed include the subject – matter of the theory of translation and the nature of translating, semantic and pragmatic aspects of translation/ these lectures were written by I.D.Shvaytser. Grammatical problems of translation and lexical transformations(L.S.Barkhudarov), Lexical problems of translation and lexical transformations (A.M.Fiterman), Stylistics aspects of translation and its socio-regional problems (A.D.Shveitser).

The summary of the lecture is based on the syllable of foreign scholars: prof. A.Neubet, prof. E.Nida, prof. Roger. T.Bell's view points on theory and practical of translation.

The theory of translation is subdivided into general theory, dealing with the general characteristics of translation, regardless of its type, and special branches, concerned with a theoretical description and analyses of the various types of translation, such as the translation of fiction poetry, technical and scientific Literatures, official documents, etc.

The general theory of translation has a clearly defined subject matter; the process of translating in it's entirely, including its results with due regard for all the factors affecting it. Each special branch depends and specifies the general theory for it is the job of the general theory to reflect what is common to all types and varieties.

The process of educational translation presents 4 stages:

1. First of all the text should be thoroughly understood. It means that the student should be acquainted with the whole book, should have some knowledge of the history of Literatures and mode of life of the people from whose language the translation is being done.

2. The student should realize the stylistic functions of lexical and translation and phonetic phenomena which are used to express the content of the text.

3. Then the work on the choice of corresponding means of expression in the native language should be done.

4. The last stage is a work on the Russian and Uzbek text.

The choice of the word is one of the most difficult problems of translation, which is closely connected with the following problems.

Any grammatical phenomena or stylistic peculiarities do not-always coincide with those of the foreign language as well as the meaning of the separate words, which are lexical equivalentents.

The main meaning of the English word "table" coincides with that of the Russian language. But the Russian, "стол" has one additional meaning: "питание", "пансион" means while in English we have the special words to express the idea: "board", "room and board". At same time English "table" has the additional meaning to "таблица".

table	стол	board
таблица	питание	room and board
пансион		

### **INDEPENDENT AND CONNECTED MEANING OF WORD**

The logical meaning of the word may be both independent and connected with other words. The latter can be understood in the given combination of words.

A color bar - цветной (ярко окрашенный) барьер was seen in the distance. There exist a color bar (рассовая дискриминация) in the South Africa.

#### **THE MEANING OF THE WORD AND ITS USE.**

The meaning of the word shouldn't be mixed with its use. Sometimes even a monosemantic word can be combined with a lot of words and is rendered in Russian by different words:

A young man	молодой человек
A young child	маленький ребёнок
Young in a crime	неопытный преступник
The night is young	началась ночь
Department 'of justice	министерство юстиции
Ministry of defense	министерство обороны
Board of trade	министерство торговли
Admiralty	морское министерство
The First Lord of Admiralty	военно-морской министр
Chancellor	министр финансов
War office	военное министерство
A bad headache	сильная головная боль
A bad mistake	грубая ошибка
A bad weather	плохая погода
A bad debt	невозвращенный долг
A bad accident	тяжелый (несчастный) случай
A bad wound	тяжелая рана
CONTEXT	

The word in the sentence may acquire so-called contextual meaning. It may be not constant, as a rule we can't find the contextual meaning of the word in the-dictionary. But it always has something in common with the main meaning of the word.

"In the atomic war common and children will be first hostage. The dictionary gives only one meaning of the given word - "заложник", but in the given sentence the acquires a new meaning: "жертва". It is a great difficulty to find out the contextual meaning of the word as the dictionary only gives hints how to search for the necessary word in our native town language.

The majority of the words are known to be polysemantic and the context becomes especially important while translating polysemantic words, as translating in different languages is quite different.

Besides finding the exact meaning of the word the student should be able to choose the necessary word from corresponding number of synonyms in the native language.

- "She was brave about it".

"Brave" means "храбрый", "смелый", "благородный", "прекрасный" sentence and other words can be used in translating the given sentence and other words should be given preference too: "отважный", "мужественный".

The English language is very rich in synonyms. Synonyms pairs are very characteristic of the English language. They are more emphatic.

- The week and humble Jewo. ("The Path of Thunder" page 80)

A lot of words may acquire emotive meaning and the same word in different sentences may be rendered by different words.

- China is a large country (страна)

- We are ready to die for our country (родина).

While translating one should take into consideration on that in different languages the word, which are lexical equivalents may arouse quite different associations.

For Russians "зима" means snow and frost, for Englishmen - fog and cold wind.

"Она ходит павой перед ним" – Дело Артамоновых.

For Russians "пава" arouses the idea of something beautiful, stately, majestic, and proud (а сама - то величава, выступает будто павы - Пушкин).

For Englishmen "peahen" has nothing in common with these associations. That's why it's quite correct to translate the sentence as follows:

"She poses proudly before him (to pose – позировать)

The translation with the help of antonyms can't be escaped in case of different structure peculiarities of the English, Uzbek and Russian languages.

1. The combination of negative prefixes with negative particles - litotes (widely used in English but not typical of the Russian language.

He was not unfriendly to a particular type of prisoner.

"Soames, with his set lips and his square chin, was not unlike a bulldog" (Calm. The Man of Property)...

2. Negative conjunctions "until" and "unless" used with negation:

The United States didn't enter the war until April 1917 — Соединенные Штаты вступили в войну только в апреле 1917 года

Another pragmatic factor relevant to translation is the socio-psychological and ideological orientation of the translator himself.

Translation is the process, determined by quite a number of factors. In addition to conveying the semantic information, contained in the text, the denotational meanings and emotive-stylistic connotations, the translator has to take into account the author's communicative intent the type of an audience for which the message is intended socio-psychological characteristics and background of knowledge.

A process governed by so many variables cannot have a single outcome. What is more, the synonymic and paraphrasing potential of language is so high that these may be several ways of describing the same extra linguistic situation, and even though they are not quite identical, the differences may be neutralized by the context. It should also be remembered that the translator's decision may be very depend on the receptor/ of the translation of realia for the specialists and for the laymen/ and the purpose of translation.

If the old and the modernized version of the Bible: a woman, who had an evil spirit in her that had kept her such for 18 years. A woman who for 15 years had been ill from some psychological cause. Also the poetic translation of Shakespeare by Pasternak and the scholarly translation by prof. Morozov.

National or local coloring one of the main features of national peculiarities in Literatures. Here belong the following elements:

1. The word denoting peculiar to the social and material life of the Nation//реалий/-star chamber –въездная палата, камин, дилетант, клуб.

2. Proper names, geographical denominations, names of streets, big shops, theatres.

3. The way of greetings, formulas of politeness (hello, sir),

4. Linear measures, liquid measures, day measures .

The translation of reality usually presents some difficulties". It's necessary to have a thorough knowledge of the life of the nation to avoid ridiculous mistakes. Here are some ways of translating the words of local coloring: by translator (cab - кеб, ser - сер). It helps to preserve foreign coloring in the translation, but the word translated should be clear to the reader. Otherwise, the disruptive translation is desirable.

- "A tall man entered the room. He wore a tweed coat and pair of hob-nails" .

- "Tweed" - a kind of Scottish woolen stuff dyed into two colors.

- "В комнату вошел высокий человек. На нем была куртка, сшитая из твида и подбитые гвоздями сапоги".

But, the Russian and Uzbek readers it is not clear what the" word "tweed" means. В комнату вошел высокий человек, одетый в шерстяную куртку.

But if we have no idea of the context we can't say if the translation is correct. First of all we should find out for what reason the author mentioned the fact that the coat was made of tweed.

After the reading the story we learn the person who entered the room was a detective distinguished as a pleasant. So the translation should be as follows:

- В комнату вошел высокий человек, одетый в простую крестьянскую куртку.

If the author wanted to accentual that it was cold outside we should translated it as follows:

- В комнату вошел высокий человек, одетый в шерстяную куртку.

Proper names, geographical denominations are rendered as a rule by means of transliteration but we should take into account concerning historical" proper names, geographical denominations, etc.

William the conquer – Вильгельм завоеватель

King Charles 1 - Карл 1

(but Charles Darwin – Чарльз Дарвин)

Hamlet -Гамлет

Paris -Париж

England - Англия

Complete, morphological correspondence is observed when in the languages considered there are identical, grammatical categories with identical particular meanings.

- In all the three languages there is a grammatical category of number. Both the genera categorial and particular meanings are alike:

NUMBER

SINGULAR          PLURAL

Such correspondence may be called complete.

In order to attain the fullest information from one language into another one is obliged to resort numerous inter-linguistic lexical and grammatical transformations.

Grammatical transformations are as follows:

1. Substitution;
2. Transposition
3. Omission
4. Supplementation.

The cited types of elementary transformations as such 'are rarely used in the process of translating. Usually they combine with each other, assuming the nature of "complex" inter-linguistic transformations,

An example of the substitution of a word-form may be the interpretation of the meaning or the grammatical category of posteriority of the English verb, which is presented in two particular meanings: absolute posteriority (he says he will come) and relative posteriority (he said he -would come). Uzbek and Russian verbs do not possess word forms of this kind and communicate their meaning with use of other grammatical means: У келишни айтаяпти. Он говорит, что придет.

У келишни айтди. Он сказал что придет.

In Uzbek the meaning of this category is expressed by a substantives participle ending in - (i)sh; in Russian the future tense form of a verb is used.

The main problems under consideration in translation theory and practice

1. Proper names
2. Geographical denominations
3. Grammatical categories with identical particular meanings
4. Inter linguistic lexical and grammatical transformations
5. Names of streets, big shops and theatres.

### **Control question.**

1. What is substitution?
2. What does the term "Faithfulness of translation mean?"
3. What can you say about the role of anonymous translation?

### **Tasks for self directed work**

1. What is connected meaning?
2. What is the meaning of the word and its use?
3. Say 4 process of educational translation.

## **Lecture 2 (2 hours) Translation and culture**

### **The key questions**

1. Cultural categories
2. Material culture

### 3. Flora and Fauna

#### **The Principal conception and phrases of the theme.**

Gestures and habits, tagliatelle, plateau, the gap mentally, tachisme, cock snook, cipping.

#### **The theme essential problem**

1. What is translation culture?
2. What is componential analysis?

#### **Goal of the lecture**

To give information about Material culture, Social culture.

#### **Identifying educational goals**

1. Give the definitions of the word culture.
2. Can separate the categories of culture.

## **TRANSLATION AND CULTURE DEFINITIONS**

Culture is defined as the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression. More specifically, there is distinction of 'cultural' from 'universal\*' and 'personal' language. 'Die', - 'live', "star", 'swim' and even almost virtually ubiquitous artifacts like 'mirror' and 'table' are universals ~ usually there is no translation problem there. 'Monsoon', 'steppe', 'dacha', 'tagliatelle' are cultural words - there will be a translation problem unless there is cultural overlap between the source and the target language (and its readership). Universal words such as 'breakfast', "embrace", 'pile' often cover the universal function, but not the cultural description of the referent. In expression of oneself in a personal way - 'you're weaving creating conversation) as usual', "his "under life" (personal qualities and private life) is evident in that poem', 'he's a monolayer (never finishes the sentence) - personal, not immediately social, language is used. That is often called idiolect, and there is normally a translation problem.

And, when a speech community focuses its attention on a particular topic (this is usually called 'cultural focus'), it spawns a plethora of words to designate its special language or terminology - the English on sport, notably the crazy cricket words ('a maiden over', 'silly mid-on', 'howzat'), the French on wines and cheeses, the Germans on sausages, Spaniards on bullfighting, Arabs on camels, Eskimos, notoriously, on snow, English and French on sex in mutual recrimination; many cultures have their words for cheap liquor for the poor and desperate: 'vodka', 'grappa', 'slivovitz', 'sake', "Schnaps' and, in the past (because too clear now), gin.

Note that operationally language is not regarded as a component of feature of culture. If it were so, translation would be impossible. Language does however contain all kinds of cultural deposits, in the translation (genders of inanimate nouns), forma of address (like Sie, usted) as well as the lexis ('the sun sets'), which are not taken account of in universals either in consciousness or translation. Further, the

more specific a language becomes for natural phenomena (e.g., flora and fauna) the more it becomes embedded in cultural features^ and therefore creates translation problems. Which is worrying, since it is notorious that the translation of the most general words (particularly of morals and feelings, as Tyler noted in 1790) - love, temperance, temper, right, wrong - is usually harder than that of specific words.

Most 'cultural' words are easy to detect, since they are associated with a particular language and cannot be literally translated, but many cultural customs are described in ordinary language ('topping out a building', 'time, gentlemen, please', 'mud in your eye'), where literal translation would, distort the meaning and a translation may include an appropriate descriptive-functional equivalent. Cultural objects may be referred to by a relatively culture-free generic term or classifier (e.g., 'tea') plus the various additions is- different cultures, and you have to account for these additions ('rum', 'lemon', 'milk', 'biscuits', 'cake", other courses, various times of day), which may appear in the course of the SL text.

## CULTURAL CATEGORIES

### 1. Ecology

Flora, fauna, winds, plains, hills: 'honeysuckle', 'downs', 'sirocco', "tundra", 'pampas', tabulciros (low plateau), 'plateau', selva (tropical rain forest), 'savanna', 'paddy field'.

### 2. Material culture (artefacts)

- a) Food: 'zabaglione', 'sake', Kaiserschmarren
- b) Clothes: 'anorak', ranga (Africa), sarong (South Seas), dhoti (India)
- c) Houses and towns: kampong, bourg, bourgade, 'chalet', 'low-rise', 'tower'
- d) Transport: 'bike', 'rickshaw', 'Moulton', cabriolet, 'tilbury', caleche.

### 3. Social culture - work and leisure

Ajah, amah, condottiere, biwa, sithar, raga, 'reggae', 'rock'.

### 4. Organizations, customs, activities, procedures, concepts

- a) Political and administrative
- b) Religious: dharma, karma, 'temple'
- c) Artistic.

### 5. Gestures and habits

'Cock a snook', 'spitting'.

A few general considerations govern the translation of all cultural words. First, your ultimate "consideration should be recognition of the cultural achievements referred to in the SL text, and respect for all foreign countries and their cultures. Two translation procedures, which are at opposite ends of the scale, are normally available; transference, which, usually in literary texts, offers local color and atmosphere, and in specialist texts enables the readership (some of whom may be more or less familiar with the SL) to identify the referent - particularly a name or a concept -in other, texts (or conversations) without difficulty. However, transference, though it is brief and concise, blocks comprehension, it emphasizes the culture and excludes the message, does not communicate; some would say it is not a translation procedure at all. At the other end,-there is componential analysis, the most accurate translation procedure, which excludes the culture and highlights the message.



Componential analysis is based on a component common to the SL and the TL, say in the case of *dacha*, 'house', *dom*, to which you add the extra contextual distinguishing components ('for the wealthy', 'summer residence'; cf. *maison secondaire*) Inevitably, a componential analysis is not as economical and has not the pragmatic impact of the original. Lastly, the translator of a cultural word, which is always less context-bound than ordinary language, has to bear in mind both the motivation and the cultural specialist (in relation to the text's topic) and linguistic level of the readership.

Geographical features can be normally distinguished from other cultural terms in that they are usually value-free, politically and commercially. Nevertheless, their diffusion depends on the importance of their country of origin as well as their degree of specificity. Thus 'plateau' is not perceived as a cultural word, and has long been adopted in Russian, German and English, but translated in Spanish and usually Italian (*mesa*, *altipiano*). Many countries have 'local' words for plains - 'prairies', 'steppes', 'tundras', 'pampas', 'savannahs',- 'illanos', *compos*, *paramos*, bush', 'veld' - all with strong elements of local color. Their familiarity is a function of the importance and geographical or political proximity of their countries. All these words would normally be transferred, with the addition of a brief culture-free third term where necessary in the text. This applies too to the 'technical' *tabuleiros* (Brazilian low plateau) if one assumes that the SL writer would not mention them if he does not attach importance to them.

### **MATERIAL CULTURE**

Food is for many the most sensitive and important expression of national culture; food terms, are subject to the widest variety of translation procedures. Various settings: menus -straight, multilingual, glossed; cookbooks, food guides; tourist brochures; journalism increasingly contain foreign food terms. Whilst commercial and prestige interests remain strong. the "unnecessary use of French words (even though they originated as such, after the Norman invasion, 900 years ago) is still prevalent for prestige reasons (or simply to demonstrate that the chef is French, or that the recipe is French, or because a combination such as "Foyot veal chops with Perigueux sauce' is clumsy). Certainly it is strange that the generic words *hors d'oeuvre*. *entree*, *entremets* hold out, particularly as all three are ambiguous; 'salad mixture' or "starter"; 'first' or 'main course'; 'light course' between two heavy courses' or 'desert' (respectively). In principle - one can recommend translation for words with recognized one-to-one equivalents and transference, plus a neutral term, for the rest (e.g., the pasta dish - *cannelloni*) - for the general readership.

In fact, all French dishes can remain in French if they are explained in the recipes. Consistency for a text and the requirements of the client here precede other circumstances.

For English, other food terms are in a different category. *Macaroni* came over in 1600. *spaghetti* in 1880, *ravioli* and *pizza* are current; many other Italian and Greek terms may have to be explained. Food terms have normally been transferred, only the French making continuous efforts to naturalize them (*rosbif*, *choucroute*).

Traditionally, upper-class men's clothes are English and women's French (note *slip*, *bra*) but national costumes when distinctive are not translated, e.g., *sari*,

kimono, yukata, dirndl. "jeans" (which is an internationalism, and an American symbol like 'coke'), kaftan, jubbah.

Clothes as cultural terms may be sufficiently explained for TL general readers if the generic noun or classifier is added: e.g., 'shindig trousers' or 'Basque skirt', or again, if the particular is of no interest, the generic word can simply replace it. However, it has to be borne in mind that the function of the generic clothes terms is approximately, but the description varies depending on climate and material used.

Again, many language communities have a typical house, which for general purposes remains untranslated: palazzo (large house); hotel (large house); 'chalet', 'bungalow', hacienda, pandal, posada, pension. French shows cultural focus on towns (being until 50 years ago a country of small towns) by having ville, bourg and bourgade (cf. borgo, borgata, paese) which have no corresponding translation into English. French has 'exported' salon to German and has imported living or living room.

Transport is dominated by American and the car, a female pet in English, a "bus", a 'motor', a 'crate', a sacred symbol in many countries of sacred private property. American English has 26 words for the car. The system has spawned new features with their neologisms: 'lay-by', 'roundabout' (traffic circle), 'fly-over', 'interchange' (échangeur). There are many French terms become Jugendstil in German and stile liberty in Italian. The Bauhaus and Neue Sachlichkeit (sometimes; New Objectivity), being opaque, are transferred but the various-isms are naturalized, (but usually tachismic) even though "Fauvism" is opaque. Such terms tend to transference when they are regarded as fails de civilization, i.e., cultural features, and to naturalization if their universality is accepted.

Summarizing the translation of cultural words and institutional terms, here is suggested. That more than in any other translation problems, the most appropriate solution depends not so much on the collocations or the linguistic or situational context (though these have their place) as on the readership (of whom the three types - expert, educated generalize and uninformed - will usually require three different translations) and on the setting.

### **Control question.**

1. What is material culture?
2. Food terms and their translation.

### **Tasks for self directed work.**

1. The difficulties in translation of cultural words.
2. Give examples to cultural words?
3. What is culture?

## **Lecture 3 (2 hours)**

## **Phraseological problems of translation**

### **The key questions.**

1. Specific national features.
2. Partial lexic conformities by lexic parameters.
3. Types of Phraseological units
4. A phraseme
5. An idiom.

### **The principal conception and phrase of the theme.**

Adequacy, verbatim, coincidence, identical identify Phraseological conformity, Phraseological unit,

### **The theme essential problem**

1. Which types of Phraseological problems correspondences is more problematic than the others?
2. What are Phraseological problems of translation?
3. What are complete conformities?

### **Goal of the lecture**

To find information's for all types of Phraseological conformities and analyze.

### **Identifying educational goals.**

1. Separate types of Phraseological conformities.
2. Explain types of translation.
3. Give the definition of the word "phraseme" and "idiom".

Translating a phrase logical unit is not an easy matter as it depends on several factors: different combinability of words, homonymy, synonymy, polisemy of phraseologic units. It is necessary to take into account the context. Besides a large number of phraselological units have a stylistic expressive component in meaning which has a specific national feature. It should be pointed-out that it is necessary to get acquainted with the main principles of the general theory of phraseology.

The following types of phrase logical units may be observed phrasemes and idioms, a unit of constant context consisting of a dependent and a constant indicates may be called a phraseme. An idiom as a unit of constant context, which is characterized by an integral meaning of the whole and by weekend meanings of the components and in "which the dependent and the indicating elements are identical and equal to the whole lexical structure of the phrase.

Any type of phraselological unit can be presented as a definite micro system. In the process of translating phraselological units functional adequate linguistic units are selected by comparing two specific linguistic principles. These principles reveal elements of likeness and distinction.

Certain parts of these systems may correspond in form and 'content. The main types of phraseological conformities are as follows:

1. Complete conformities.
2. Partial conformities.
3. Absence of conformities.

Complete conformities of form and content in phraseological units is seldom met. For e.g.: black frost is a phraseme, it is translated into Uzbek - *Кора совык*, to

bring oil to fire - it is an idiom, it may be translated into Uzbek – алангага ёр куймок.

So we see complete coincidence of form and content in phraseological units is very rare. Phraseological units are functionally and semantically inseparable units. They may be non-motivated stable units. According to the motivation academician Vinogradov V.V. classified phraseological units into 3 groups:

1. Phraseological fusions. Such phraseological - units are completely non-"motivated. For e.g.: to get one's goat – бирор кишини хафа килмок
2. Phraseological unities. These phraseological units are partially motivated. For e.g.: to show one's teeth - кулмок
3. Phraseological collocations. These phraseological units are structurally inseparable and stable units. For e.g.: to take care of- гамхурлик килмок.

Partial conformities of phraseological units in two languages assume lexical, grammatical and lexico-grammatical differences with identity of meaning and style, i.e. they are figuratively close, but differ in lexical composition, morphologic number and syntactic arrangement of the order of words. One may found:

- 1) Partial lexic conformities by lexic parameters: to get out of bed on the wrong fool, it is an idiom, may be translated as чап ёни билан турмок.
- 2) Partial conformities by the grammatical parameters: to fish in troubled waters, it is an idiom, may be translated as лойка сувда балик тутмок.

Absence of conformities. Many English phraseological units have no phraseological conformities in Uzbek and Russian. In the first instance this concerns phraseological units based on realize. When translating units of this kind it is advisable to use the following types of translation:

- a) Verbatim word for word translation.
- b) Translation by analogy:
- c) Descriptive translation.

A verbatim translation is possible when the way of thinking does not bear a specific nations feature. For e.g.: the arms race, it is a phrase me, the translation is курулланиш пойгаси.

Translating by analogy, this way of translating is resorted to when the phraseological unit has a specific national realize. For e.g.: to pull somebody's leg, it is an idiom the translation is мазах килмок.

Descriptive translation i.e. translating phrase logical units by a free combination of words is possible when the phrase logical unit has a particular national feature and has no analogue in the language it is to be translated into. For e.g.: to enter the House, it is a phraseme the translation is парламент аъзоси булмок.

Translating a phrase logical unit is not an easy matter-as it depends on several factors: different combinability of words, homonymy polysemy, and synonymy of phrase logical unit's arid presence of falsely identical units, which makes it necessary to take into account of the context. Besides, a large number of phraseological units have a specific national feature. The fore cited determines the necessary to get acquainted with the main principles of the general theory of phraseology. The following types of phraseological units may be observed: phrasemes and idioms. A unit of constant context consists of a dependent; and constant indicators may be

called a phraseme. An idiom is a unit of constant context -which is characterized by an integral meaning of the whole and by weakened meanings of the components, and in which the dependent and the indicating elements are identical and equal to the whole lexical structure of the phrase. Any type of phrase, any type of phraseological unit can be presented as a definite micro- system. In the process of translating of phraseological units functional adequate linguistic units are selected / by comparing two specific linguistic principles. These principles reveal elements of likeness and distinction. Certain parts of these systems may correspond in form and content (completely or partially) or have no adequacy. -

The types of phraseological conformities are as follows:

1. Complete conformities
2. Partial conformities
3. Absence of conformities.

1. Complete conformities. Complete coincidence of form and content in phraseological units is rarely met with.

a). Black frost/phraseme/

- Кора совук

- Сильный мороз.

b). To bring oil to fire / idiom /

- алангага ёг куймок

- подлить масло в огонь

c). To lose one's head /idiom /

- гангиб колмок

- потерять голову

II. Partial conformities. Partial conformities of phraseological units in two language assume lexical, grammatical and lexico-grammatical differences with identity of meaning and style, i.e. they are figuratively close but differ in lexical composition, morphologic number and syntactic arrangement of the order of words. One may 'find:

1) Partial lexical conformities by lexic parameters / lexical composition /.

a) To get out of bed on (he wrong foot / idiom /

- чап ёни билан турмок

Встать с левой ноги .

b) - To have one 's heat in one's boots / idiom/'

- Юраги оркасига кетмок

- Душа в пятку ушла.

c) - To lose one's temper / phraseme /

- Сабри чидамок

- Выйти из себя, потерять терпение.

d) - To dance to somebody's pipe / idiom/

- Бировнинг ногорасига уйнамок

- Играть под чью либо дудочку

2) Partial conformities by grammatical parameters

3) Differing as to morphological arrangement / number /

a). To fish in troubled waters ./idiom, /

- Лойка совда балик тутмок
- Ловить рыбу в мутной воде
- b). From head to foot / idiom /
- бошдан оёгигага
- ловить рыбу в мутной воде
- c. To agree like oats and dogs / phraseme/
- ит мушикдек яшамок
- жить как кошка с собакой
- d. To keep one's head / idiom /
- узини йукатмослик
- не потерять голову
- 4) Differing as to syntactical arrangement,
- a). Strike while the iron is hot.
- темир кизигида бос
- куй железо пока горячо
- b). Egyptian darkness .
- коп-коронги зимистон /гордек коронги/
- тьма египетская
- c). Armed to teeth
- Тиш-тирногигага куролланган
- вооружённый до зубов
- d). All is not gold that glitters
- барча ялтираган олтин эмас
- не все золото что блестит.

### **Absence of conformities**

Many English phraseological units have no phraseological conformities in Uzbek and Russian. In the first instance this concerns phraseological units based on realize. When translating units of this kind it is advisable to use the following types of translation:

A. A verbatim word for word translation

B. Translation by analogy

C. Descriptive translation.

A. Verbatim translation is possible when the way of thinking / in the phraseological unit / docs not bear a specific national feature.

1 . To call things by their true names / idioms/

- хар нарсани уз номи билан атамок

- называть все вещи своими именами

2. The arms race / phraseme/

- куролланиш пойгаси

- гонка вооружений

3. Cold war /idioms/

- совук уруш

- холодная война

B. Translating by analogy this way of-translating is resorted to when the phraseological unit has a specific national realize.

1. "Dick" side the dwarf, thrashing his head in at the door - "my pet my pupil the apple of my eye hey ".Ch. Dickens "The Old Curiosity Shop" ch 1/idiom/

«Дик – воскликнул карлик, просовывая голову в дверь, - мой любимый ученик, свет моих ночей»

2. To pull somebody's leg / idiom /

- мазах килмок

- одурачить кого-либо

C. Descriptive translation i.e. translating phraseological units by a free combination of words is possible when the phraseological units has a particular national feature and has no analogy in the language it is to be translated into.

1. To enter the house / phraseme

- парламент азоси булмок

- стать членом парламента

2. To cross the flour of the house / idiom /

- бир партиядан бошка партияга утиб кетмок

- перейти с одной партии в другую

### **Control questions**

1. What are the Phraseological problems of translation?

2. What are the complete conformities?

3. What are the partial conformities?

4. What are the absence conformities?

5. Give your own examples to the descriptive translation?

### **Tasks for self independent work**

1. How do you understand the Phraseological problems of translation?

2. What principle types of Phraseological problems can you say?

3. With the help of what principal ways can the words denoting specific realize be rendered in translation?

## **Lecture 4**

**(2hours)**

### **Grammatical problems of translation**

#### **The key questions**

1. Complete correspondence.

2. Partial correspondence.

3. The absence of correspondence.

4. Complete morphological correspondence.

5. Partial morphological correspondence.

6. Absence morphological correspondence.

## **The principal conception and phrases of the theme.**

Subject – predicate, attributes formed by the collocation of words, translation, omission, addition, complete syntactic correspondence, the theme, mark, demand, frequency, quantity, to maintain, divergence, experience.

## **The theme essential problem.**

1. What are the main types of grammatical transformation?
2. What are the two main parts of the decision of the messages in translation?
3. What is the difference between omission and addition?

## **Goal of the lecture.**

Find and show from the text grammatical problems of translation.

## **Identifying educational goals**

1. Give the 4 definitions of grammatical translation.
2. Translation task and the correct meaning of that form.
3. Omission and addition as a type of grammatical transformation.

Every language has a specific system which differs from that of any others. This is all the more so with respect to English, Uzbek and Russian whose grammatical systems are typologically and genetically heterogeneous. English and Russian belong to the Germanic and Slavonic groups respectively in the Indo-European family-of language. The Uzbek language patronize to the Turkish group of the Altaic family. Concerning the morphological type both English and Russian are inflected, through the former is notable for its synthetic character in the main, Uzbek is an agglutinative language.

As to translation the principle means of expression in languages possessing in analytical character / English / Is the order of words and use of function words / though all the four basic grammatical means-'grammatical inflections function words, word order and intonation pattern are found in any languages./ The other two means are of secondary importance.

The grammatical inflections are the principal means used in such languages as Russian and Uzbek, though the rest of grammatical inflection.

The comparison of the following examples will help to illustrate the difference between the languages considered;

The hunter killed the wolf

Овчи бурини улдирди

ОХОТНИК УБИЛ ВОЛКА.

This means that the subject /S/ is placed in the first position / V / - in the second position. If the predicate is expressed by a transitive verb when in the third position we find the object! 0 /that are:



S-Vtr-0

Any violation of the order of the word brings about a change or distortion of the meaning.

The corresponding Russian silence-' adheres to the patters S — V tr - 0. But it permits the transposition of the word i.e.

ОХОТНИК УБИЛ ВОЛКА

ВОЛКА УБИЛ ОХОТНИК

These patterns are not equivalent. The first allows transposition of words, which leads to stylistic marking / characteristic of poetry /. Besides, the ending "NI» expresses an additional meaning of definiteness. The second pattern doesn't tolerate transposition of words.

The principal types of grammatical correspondences between: two languages are as follows:

- a. complete correspondence
- b. partial correspondence
- c. the absence of correspondence,

Partial morphological correspondence.

Partial morphological correspondence is observed when in the languages examined there are grammatical categories ways identical categorical meaning but with some differences in the particular meaning.

In the languages considered there is a grammatical category of case in nouns. Though the categorical meaning is identical in all three languages the particular meanings are different both from the point of view of their number and the meanings they express. English has 2-parlicular meanings while Uzbek and Russian have 6. Though latter two languages have the same quantity of particular cases, their meanings do not coincide.

The differences in the case system or in any other grammatical categories are usually expressed by other means in languages.

#### **Absence of morphological correspondence.**

Absence of morphological correspondence is observed when there are corresponding grammatical categories in the language examined. As for instance in Uzbek there is a grammatical categories of possessiveness, which shows" the affixation of things to one of the three grammatical persons , e. g.

Uzbek

Китоб - им

Китоб - инг

Китоб - и

This grammatical category is neither found in English in Russian. These languages use pronouns for this purpose.

English

Russian

My book

МОЯ КНИГА

Your book

ТВОЯ КНИГА

His / her book

его/её книга

In English we use certain grammatical means to ".express a definite and indefinite meanings, that is articles. But there are no equivalent grammatical means in

Uzbek and Russian. They use lexical or syntactic means to express those meanings. / see substitution /

### Complete syntactic correspondence.

By complete syntactic correspondence is understood the conformity in structure and sequence of words in word - combinations and sentences.

Complete syntactic correspondence is rarely to be found in the languages examined here. However, the pattern adj+ noun is used in word - combination: red flags – кизил байроқлар. Красные знамёна. The same may be said of sentences in cases when the predicate of the simple sentences is expressed by an intransitive verb: he laughed – у кулди, он смеялся.

### Partial syntactic correspondence

By partial syntactic correspondence in word - combinations is understood the conformity in meaning but discrepancy in the structure of phrase.

Partial syntactic correspondence in word — combinations are found in these following patterns.

#### I. Attributes formed by the collocation of words.

Owing to the fact that English is poor in grammatical-inflexions. attributes are widely formed by means of more collocation of words in accordance with the pattern N (1) - (2 ) " which expressed the following type of relations.

Attributive

English	Uzbek	Russian
glass- tube	шиша - найча	стеклянная трубочка
N (1) + N (2 )	N (1)+ N (2)	ADJ + N

In the example English and Uzbek translation is unmarked while Russian is marked.

Possessive

English	Uzbek	Russian
Mouse - plan	а) уй плани	план дома
N (1) + N (2)	б) уйнинг плани	К (1) + N (2) (u)
	N(ининг) + N(2)(n)	

The Uzbek and Russian versions are marked, while English is unmarked. Besides in Russian the transposition is observed.

As it is seen in the examples cited , languages differ as to the way they express these relations, though they maintain identical relations between the components of word - combinations .

#### 1. word - combination whose first component is expressed by a numeral .

One book	битта китоб	одна книга.
Two books	иккита китоб	две книги
Three books	учта китоб	три книги
Four books	туртта китоб	четыре книги
Five books	бешта китоб	пять книг

The order of words in these combinations is -the same in all the three languages, though the manner of expressing plurality differs in the second components.

Compare:

<u>English</u>	<u>Uzbek</u>	<u>Russian</u>
Num + N (pi)	Num + N sing	from two to rive Num +-N (sin) rod. P
	From five on Num + N(pl)rod. P	

2. As is seen in English and Russian the second components are grammatically marked though the markers do not coincide. In Uzbek it is unmarked.

3. Partial syntactic correspondence is also observed in complete polycomponent prepositive attributes with inner predication as in the following examples:

This is to be or not to be a struggle – Хаёт мамот кураши, борьба не на жизнь а на смерть. Go ~ to - hell voice – догал овоз, грубый голос.

By partial syntactic correspondence in sentences is understood the divergence in the order of the words, omission or partial substitute of parts of sentences:

It is forbidden to smoke here - бу ерда чекиш манн килинган, курить здесь запрещено. With that blue out his candle - у шамни учирди, он задул свечи (P. Stevenson)

### **Absence syntactic correspondence.**

By absence of syntactic correspondence we mean lack of certain syntactic construction in the target languages, which were used in the Source language. In English this concerns syntactic construction with non-finite forms of the verb, which compose the extended part of a sentence with incomplete or secondary predications.

The semantic function of predicative construction can be formulated as intercommunication and inter conditionally of actions or states with different subjects. These constructions have no formal grammatical connection with the main parts of sentences though there is always conformity between them. The degree of attendance of action or condition in predicative construction determines the choice of complex, compound or simple in translation. Compare: I heard the door open.- "Эшик очилганини эшитдим, я услышал как открылась дверь.

In the English sentences the predicative construction which functions as an object is composed of a noun in the common case and an infinitive. In Uzbek this construction corresponds to the word — combination "эшик очилганини" which carries. Out the same function, though there is neither structural in morphological conformity: it is word combination expressed by a noun and participle.

The translation experience shows that you can't give a word- for word translation. There is 4-5 grammatical translation:

1. Transpositions
2. Replacements
3. Additions
4. Omissions.

Translations are connected with functional sentence perspectives. Transposition is a change in the order of linguistic elements such as words clauses & is connected with "functional sentence perspectives" which is the division of the messages into main parts;

1. The theme

## 2. The topic

In English where the theme is marked different by it is placed at the beginning & the theme at the end. Within a complex sentence a similar tendency is observed.

Replacement are the most common type of grammatical transposition & they affect all types of linguistic units.

The subdivision of replacement:

1) the replacement of the word forms struggles

2) replacement of parts of speech is" specially typical as to replacement of English nouns derived from the verbs-& demoting actions.

Subject of the English sentence is often replaced in Russian by corresponding secondary part such as object, adverbial modifier of time.

### **Types of grammatical transformations.**

In order to attain the fullest information from one language into another one is obliged to resort numerous inter linguistic lexical and grammatical transformations. Grammatical transformation is as follows;

1. Substitution;
2. Transposition;
3. Omission;
4. Supplementation.

The cited types of elementary transformations as such are rarely used in the process of translating. Usually they combine with each other, assuming the nature of "complex" inter-linguistic transformations.

### **1. SUBSTITUTION**

By substitution we understand the substitution of one part of speech by another or one form of a word by another. Consequently, there are two kinds of substitutions constituting a grammatical type of transformations; substitution of parts of speech and the grammatical form of a word. Transformation by substitution may be necessitated by several reasons: the absence of one or another grammatical form or construction in the target language: lack of coincidence in the use of corresponding form and construction as well as lexical reasons- different combinability and use of words, lack of a part of speech with "the same meaning.

An example of the substitution of a word- form may be the interpretation of the meaning of the grammatical category of posteriority of the English verb, which is presented in two particular meanings: absolute posteriority / he says he will come / and relative posteriority / he said he would come /.Uzbek and Russian, verbs do not possess word form of this kind and communicate their meaning with use of other grammatical means: у келишини айтаяпти. Он говорит что придет.

У келишини айтди. Он сказал, что придет.

In Uzbek the meaning of this category is expressed by a substantives participle ending in- jak or by the infinitive ending in - (i) sh; in Russian the future tense form of a verb is used.

There are two types of substitution of parts of speech; obligatory and nonobligatory the obligatory substitution is observed when in the target language there are no parts of speech corresponding to that used in the source language e.g. the English articles and may be used for emphasis. In cases of the kind it is necessary to

substitute them with functionally – adequate means of expressions in Uzbek and Russian.

E.g. When we were in Majorca, there was a Mr. Leech there and she was telling us most wonderful things about you. (A. Christie).

Биз Малоркада булганимиздан, у ерда кандайдир миссис Лич бор эдир. У бизга сиз тугрингизда жуда куп кизикарли нарсаларни айтиб берди.

Когда мы были в Малорке, там была некая миссис Лич, которая рассказывала очень много интересного о вас.

In Uzbek and Russian an indefinite pronoun is used for translating the; indefinite article.

Non obligatory substitution is a substitution undertaken by the needs or demands or the context:

The climb had been easier than he expected.

Кутарилиш у кутгандан осонрок булди.

Подняться оказалось легче, чем он ожидал.

A noun in the English sentence is substitute by infinitives in the Uzbek and Russian languages.

## 2. OMISSION

As a type of grammatical transformation — omission is necessitated by grammatical redundancy of certain forms in two languages.

He raised his hand.

У кулини кутарди.

Он поднял руку.

## 3. ADDITION

As a type of grammatical transformation can be met with in cases of formal inexpressiveness of grammatical or semantic components in the language of the original text.

Also, there was an awkward hesitancy at times, as he essayed the new words he had learnt.

Базида у якиндагина урганган Янги сузларни талаффуз килишди хозирланиб тухтаб коларди.

Иногда он запинаясь, готовясь произнести слова, которые он только недавно выучил.

The meaning of the verbal form is expressed in Russian by the words "только недавно» and in Uzbek by the adverb "якиндагина".

It must be emphasized that the division into lexical and grammatical transformations is to a great extent", approximate and conditional. In some cases a transformation can be interpreted as one another type of elementary transformation. In practice the cited types of lexical and grammatical transformation are seldom met with in "pure form". Frequently they combine to form complex transformations.

Function varies to still greater extent. Take for instance such category as gender Russian distinguished 3 genders:

Masculine, feminine & neutral which are formally expressed in the following ways:

- by the inflexional forms of the noun itself

- by means of pronominal substitution.

In English the same 3 genders are also distinguished. However, -the only formal way to express ten distinction through pronominal substitution, there being no such things as agreement in gender or difference in inflexion endings. In Uzbek pronominal substitution doesn't exist.

The translation task is:

1. To find the correct meaning for this or that from.

2. To find an appropriate form in the Target language for this expression of the same meaning. On the whole this choice of grammatical equivalent in the Target language determined by the following factors:

1. The meaning invariant in the grammatical form itself.

Ex: lives -Lived

2. The lexical character often word or word group used in this or that form.

Ex: thus the use of the plural form in Russian is impossible with certain nouns while possible with others:

Ex: workers of all industries

Other philosophies

3. Factors of style.

Ex: both English & Russian have the passive form of the verb.

At the station John was net by his brother.

4. Frequency of use.

Replacement of parts of speech;

This transformation is especially typical as to replacement of English nouns derived from the denoting actions.

Ex: It's our hope that.

Ex: The abandonment by Irene of glittering he had given her.

### **Control questions**

1. What principle types of grammatical problems can you say?
2. Which types of grammatical problems correspondences is more problematic than the others.
3. What is grammatical transformation?
4. What are the grammatical problems?
5. What is subject – predicate?
6. What is the syntactic correspondence?
7. What are the two main parts of the division of the messages in translation?
8. What is transposition understood?
9. What is the difference between omission and addition?
10. What is translation task?

### **Tasks for self independent work**

1. How do you understand the grammatical problem of translation.

2. With the help of what principal ways can the words denoting specific realize be rendered in translation.

## **Lecture 5 (2 hours)**

### **Lexical equivalents of translation**

#### **The key questions**

1. Lexical substitution.
2. Supplementation.
3. Adequate translation.

#### **The principal conception and phrase of the theme**

Adequate translation, lexical equivalents, semantic content, lexical and integral transformation, antonymous translation.

#### **The theme essential problem**

1. What are lexical equivalents?
2. What is lexical transformation?
3. What is autonomic translation?

#### **Goal of the lecture**

To study lexical equivalents of translation.

#### **Identifying educational goals**

1. Proper names and geographical denominations.
2. Scientific and technical terms (with the exception of terminological polisemy)
3. Give information about Realia

One of the most difficult problems is how to find lexical equivalents for objects and events which are 'not known in receptor culture. A translator has to consider not only the two languages but also the two cultures. Because of the difference in culture there will be some concepts in the source language which do not have lexical equivalents in the receptor language; this may be because of difference of geography of customs, of beliefs, of worldview and others. There are 3 basic ways in which a translator can find an equivalent expression in the receptor language: 1) a generic word with a descriptive phrase, 2) a loan word, 3) cultural substitute.

The distinction of the thing or event or form and its function is very important in looking for lexical equivalents.

-Ex: "pencil" has the form of being long, pointed at one end, made of wood with graphite in the middle and usually having an eraser at one end. But the function of the "pencils" is to write

In describing the form of the "dog" we would talk about its size, shape, color, location of eyes, ears etc.

The functions of a dog in some cultures would be hunting and guarding. In other cultures, the function might be simply a pet to keep one company.

The meaning components of a word may be since in a description phrase. Ex: "island might be translated" land surrounded by water". In Philippines, the natural expression for "island" is "small place is the sea".

The phrase they weighed anchor might be translated into one of the languages as "they lifted the heavy iron weights they used to keep the boat still "so the translator should study the context to see whether the form or the function of the lexical item is the forms in the passage. The form may be the same but the function may be different. Ex: "bread" in one culture may be translated as "the main food "but in other culture as a food for parties or dessert?

Equivalents may be modified by a generic word (Ex; animal in dog, wolf, cat etc.).

Equivalence may be modified by a comparison. Ex: "rubber" - thing like an oar; wolf-animal like a fierce dog.

Equivalence may be modified by a loan word.

A loan word refers to a word which is from another language and is unknown to most- of the speakers of the receptor language. Loan words are commonly used for the names of people, places, and geographical areas.

John may be translated as "a man named John".

Equivalents may be modified by a classifier

Ex: dove-a bird called dove.

- lion - animal called lion

- Amazon - river called Amazon

Equivalence may be modified with a description of form, function or birth.

Priest- the person who deals with that given to Sven

anchors-irons called anchors tied ropes so the boat could not go any further,

Equivalence may be by cultural substitute. If the story is about someone who was eating banana.

It would be much better to say that he was eating a fruit called banana. It would be inappropriate to say that he was eating-an orange. Some cultural substitutes which have been used in translation:

Lamp - 'bamboo torch

Corner stone- main pole (of house)

Recline at table - sit down to eat

Foxes - bush rats

Fox - hyena.

Almost any text which one might wish to translate will have some key words. Key words are words which are used over in the text and are crucial to the theme or topic under discussion. Key words are most often words which represent an essential or basic concept of the text. The translator should note the key words and give special attention to finding adequate lexical equivalents before beginning. There will be a number of terms used repeatedly in the source text for which lexical equivalences



should be determined before: beginning the translation the whole. If the words are not translated in such a way as to communicate the meaning clearly, the point of the whole text may be lost. Ex: church - used by Christians; mosque-used by Muslims synagogue-used by Jews.

We must distinguish generic and specific – words. The same meaning components may occur in several lexical items of a language. Ex: the meaning "sheep" is also found in the words lamb, ram, and ewe. These are true because the word sheep is a generic word which includes the specific words ram, ewe and lamb.

	sleep	house	chicken	dog	deer	
male	Ram	stallion	waster	dog	buck	
adult	female	Ewe	mare	hen	bitch	dole
young,	lamb	colt	chick	puppy	fawn	

Animal

Sheep            horse                            chicken            dog  
 ram ewe lamb    stallion mare cold    waster hen chick    dog bitch puppy

Equivalence modified with features of form:

Treasure- lots of valuable things "

Sea - flat water

Wine - fermented grape juice

Flour - ground dry grain.

Equivalence modified a statement of function

Centurion - man that commands

Ship – that with which we can walk on water

It should be remembered that languages differ:

1) as to the number and selection of meaning components combined in word .

2) as to the semantic interrelations that may exist between words. The translator should not expect concepts to be as they are in the source language -text being translated since the lexical structures of the two languages are different they may the concepts are expressed will be different.

Many words in any text are semantically complex. It will be expected that many times a single word will be translated by several words that is a descriptive phrase in the target language. Ex: " glutton " in English might need to be translated "one who eats too much".

Finding equivalent translations for many terms is often difficult. For example "nicker" is "a can worth five cents. »

Sometimes it is possible to give the equivalent in an amount in the other system. Ex: "five dollars" could be translated as one hundred pesos if those amounts were equivalent.

Antonymic translation is the way of finds equivalent and is transformation of the affirmative construction in to negative or vice verse.

Ann didn't say anything.

Аня промолчала.

I am not kidding.

Я вам серьёзно говорю.

They gave me the wrong book and I didn't notice it till I got bag to my room.

Я ровно дома заметил, что мне дали не ту книгу.

I didn't thing of it till we went half way through the park.

Вспомнил я об этом, когда мы уже проехали почти весь парк.

Keep the child out of the sun.

Не держите ребенка на солнце.

Keep off the grass.

Не ходи по траве

While translating one should remember he may use the words not included in the dictionary because if impossible to include in the dictionary all the correct meanings of the word, which it may acquire in the context.

"He was developing grammatical nerves" - У него развивалось грамматическое чутьё

We can find a lot of meanings of the word "nerves", "нервы, сила, мужество, хладнокровье, дерзость, нахальство" but in our text it is rendered as «чутьё»

The student are to make out that thoughts, reflection should be translated not by separate words. So it's quite possible and natural either to introduce some words and even:

- I lit my candle at the watchman's/ Dickens/ - Я зажег свою свечу от фонаря ночного сторожа.

Sentences or omit them if one can manage without them.

The words which have similar form and meaning in different languages are called international words.

Some of them completely coincide in their meaning/ such as football, diplomacy, artillery/ some of them partially.

They may be, different in their stylistic coloring e.g. "businessman", "cosmopolitan" are neutral in Russian they have negative meaning. Some of them have entirely different meaning:

Compositor - наборщик

Conductor - дрезжер, кондуктор

These words are called pseudo international words:

решительный- dramatic

pathetic - 1) трогательный

2) политический

Наука и техника - science and technology

The English language is very rich in neologisms- the word has been created recently and perhaps will not live in the language for a long time. It is very seldom that we find equivalent for the translation of neologisms and for the most part we use descriptive translation and word- for- word translation /people of good will, top level talks.

### **Levels of equivalence and concept of adequate translation**

Levels of equivalence: This problem was briefly discussed in the previous lecture in connection with the distinction between semantic and programmatic equivalence.

In the theory of translation, for instance: V.G. Gark and I.N. Levin distinguish the following types of equivalents: formal semantic and situational. Formal equivalence may be illustrated by speech cases as: The sun disappeared behind a cloud – солнце скрылось за тучей.

Here we find similarity of words and forms in addition to the similarity. The difference in the plain of expression is in fact, those determined by overall structural differences between Russian and English. .

The use of articles in English, the use of perfective aspect, gender, forms, etc., in Russian.

Semantic equivalence - exists when the same meaning are expressed in two" languages in a way.

Example:-Troops were airlifted to the battlefield-войска были переброшены по воздуху на поле.

The English word "airfield" contains the same' meaning as the Russian phrase-перебросить по воздуху. Although different linguistic devices are used in Russian and in English/ a word group and a compound word / the sum of semantic components is the same situation equivalence is established between that both linguistic devices but, nevertheless, describe the same extra linguistic situation: to let someone pass – уступить дорогу. It should be noted that formal equivalence alone insufficient. In fact the above examples pertain to two types of semantic equivalence.

Each word affects the meaning of the object it designates. Not infrequently languages "select" different properties and signs to describe the same denotations The way, each language" creates it's own "picture" of the word" is known as "various principles of dividing reality into parts". Despite the difference of signs, both language reflect one and the same phenomenon adequately and to the same extent, which must be taken into account when translating words of this kinds, as equivalence is not identical to having the same meaning /e.g. compare: hot milk skin on it – каймок тутган иссик сут – горячее молоко с пенкой.

The differences of semantic content of the equivalent words in two languages. These words can be divided into three sub - groups:

a), words with a differentiated / undifferentiated/ meaning: e.g. in English: to swim / of a human being /, to sail /, of a ship/, to float/, of an inanimate object/; in Uzbek: сузмок/ кема хакида/ сув юзида калкиб юрмок/ предмет тугрисиди/; in Russian: плавать, плыть.

b) words with a "broad" sense; verbs of state / to be /, perception and brainwork / to see , to understand /, verbs of action and speech / to go, to stay /, partially desemantized words / thing, case /.

c). "adverbial verbs" with a composite structure, which have a semantic content, expressing action and nature at the same time: e.g. The train whistled out of the - station. Поезд хуштак чалиб станциядан жунаб кетди. – Дав свисток, поезд отошел со станции.

Most difficulties are encountered when translating the so called pseudo - international words i.e. words which are similar in both languages, but differ in meaning or use. The regular correspondence of such words, in spelling and - sometimes in articulation / in compliance with the regularities of each language, Coupled with the structure of word-building in both languages may lead to a false identification / e.g. English moment, in Uzbek - лахза; in Russian – момент, важность, значительность.

Each language has its own typical rules of combinability. The latter is limited by the system of the language. A language has generally established traditional combinations which do not concur with corresponding ones in another language. . Adjectives offer considerable difficulties in the process of translation that is explained by the specific ability of English adjectives to combine. It does- no' always coincide with their combinability in Uzbek or Russian languages or account of differences in their semantic structure and valence. Frequently one and the same adjective in English combines with a number of nouns, while in Uzbek and in Russian different adjectives are used in combinations of this kind. For this reason it is not easy to translate English adjectives which are more capable of combining than their Uzbek and Russian equivalents / A bad headache , a bad mistake... /каттик бош оғриғи, купол хато..; сильная головная боль, грубая ошибка.

A specific feature' of the combinability of English nouns is that some of them can function as the subject of sentence , indicating one who acts , though they do not belong to a lexico - semantic category Nominal/ Agents. This tends to the "predicate - adverbial modifier» construction being replaced by that of the "subject - predicate".

- The strike closed most of the school in New - York.

- Иш ташлаш натижасида Нью-Йоркдаги мактабларнинг купчилиғи ёпилди.

- В результате забастовки большинство школ Нью-Йорка было закрыто.

Of no less significance is the habitual use of a word, which is bound up with the history of the language and the formation and the development of its lexical system. This gave shapes to clichés peculiar to each language , which are used for describing particular situation/ e.g. in English "Wet point", in Uzbek "Эҳтиёт булинг, буялган», Russian "Осторожно окрашено".

## **Types of lexical transformations**

In order to equivalence, despite the differences in formal and semantic system of two languages, the translator is obliged" to do various linguistic transformation. Their aims are to ensure that the text imparts all the knowledge inferred in the original text, the rules of the language it is translated into the following 3 elementary types are seemed most suitable for describing all kinds of lexical transformations:

- 1 .Lexical substitution;
2. Supplementation;
3. omissions/dropping/.

### **1. Lexical substitution.**

1. In substitutions of lexical units words and stable word combinations are replaced by others which are not their equivalents. More often 3 cases are met with

a). A concrete definition - replacing a word with, a broad sense by one of a narrower meaning: He is at school- он учится в школе; у мактабда укииди. He is in the army – он служит в армии; у армияда хизмат килади.

b). Generalization - replacing a word's narrow meaning by one with a broad sense: A Navai blanket – жун адёл, индийское одеяло.

c) An integral transformation: How do you do- салом; здравствуйте.

2. Antonymous translation is a complex lexico - grammatical substitution of a positive construction for the negative one / and vice -versa/, which is coupled with a replacement of a word by its antonym when translated / keep off grass – маиса устида юрманг – не ходите по траве.

3. Compensation is used when certain elements in the original text cannot be expressed in terms of the language it is translated into. In cases of this kind the same information is communication by other or another place to as to make up the semantic deficiency.

### **Control questions**

1. What principles, types of lexical correspondences can you say?
2. Which type of lexical correspondence is more problematic then the others?
3. Into what lexical groups do complete correspondence belong.
4. Give the information about substitutions.

### **Tasks for self directed work**

1. Give your own examples to the types of lexical transformations.
2. What is omission (dropping)?
3. How do you understand the lexical problems of translation?

### **Lecture 6 (2hour)**

#### **Sight translation**

#### **The key questions.**

1. Rapid text analysis
2. Avoiding a word for word interpretations
3. Public speaking techniques
4. Rapid conversion of information from one cultural language to another.

#### **The principal conception and phrase of the theme**

Sight translation, consecutive interpretation, simultaneously interpretation curriculum, fricht, reading aloud, chunking, utilized.

#### **The theme essential problem**

1. What is the goal of translation?
2. What does sight translation investigate?

## **Goal of the lecture**

To give information about sight translation.

## **Identifying educational goals**

1. Can separate the analytical skills. (Reading for content, chunking using transcripts paraphrasing and etc.
2. Explains the skills which required to translate of speed.

Sight translation is an essential part in any curriculum designed to teach translation. Sight translation has an important role in preparing future translators for their careers. It improves their speed and frequent translation. Very often interpreting is done by any material that has been drafted to be read rather than to be listened. Sight translation must sound like the result of an oral communication. Conference interpreters 'will certainly be familiar with the phenomenon as they are usually listening to a foreign language in the booth and interpreting into their native language the interpreter's task is to make the written information clear to the listener .. It means that excreting the main points of information from a written text and presenting it in the form of a restructured' oral speech sight translation helps to achieve this goal .Interpreter must master of his own reading speed and lies often read the speech before starting his interpretation . The interpreter must deal with the actual papers as they are presented at the meeting. He must look through technical terms in context. The names of chemical compounds are difficult to pronounce and sight translation is very helpful in this case.

Sight translation allows the interpreter to prepare the more difficult passages of a speech quite thoroughly and provides a rehearsal before the actual conference. Sight translation provides and develops simple speed reading techniques by reading material in his native language.

In consecutive interpretation, sight translation will actually be used. A speaker reads from written materials. In this case, .the interpreter will usually ask to be given the speaker's copy of the document and do a sight translation, rather than rely on his own notes. Moreover, not taking becomes more difficult if the speaker is reading.

Sight translation is an ideal tool for teaching students to read their notes smoothly and naturally.

In simultaneous interpretation, sight translation is practiced in its most advanced form each time the interpreter works with a written copy- of the speech that he is listening to the interpreter must check to be sure that the speaker does not depart from the written text. The interpreter must 1) check whether what the speaker has said was understood correctly. 2) complete this information by anything that has been lost aurally. 3) Translate on sight as much information as is possible to convey. The faster the interpreter is able, to sight translate, the more effective his interpretation will be....

The skills required to translate at speed. Skills included in sight translation are:

- 1) Rapid text analysis
- 2) Avoiding a word for word interpretation

3) Rapid conversion of information from one cultural language to another

4) Public speaking techniques.

Rule 1 - students practicing sight translation should always work standing at a lectern. They must learn how to master stage fright, to think on their feet and feel generally comfortably when asked to do consecutive interpretation under more solemn and ceremonial circumstances,

Rule 2 - a word for word translation should never be accepted - the student should analyze the text at all times. Any meaning unit that was not expressed clearly and logically should be repeated by the student if necessary without referring to. The text Instructors may find it helpful when students perform not to look at the text, but to play the part of the listener entirely,

Rule 3 - Do demonstrations regularly. As students are usually exposed to sight translation before being exposed to consecutive • and simultaneous interpretation, it is particularly important for them to be able compare their own performances to a model. A recorded Version of the instructor's 'demonstration may be made available to students for their homework.

Rule 4 - Always ensure that students give their rendition like a speech, not a written translation. This is -probably the one feature of sight translation for students of conference, interpretation 'that differs from sight translation for the translation student. Most speeches, even when prepared in writing contain certain redundancies, clichés, wordiness, etc., which "blur the issue" . Students must learn how to take advantage of these, to use them as "shortcuts" in their effort to attain a perfectly clear and logical rendition of the speaker's ideas, especially if the latter were poorly, expressed.

Rule 5 - Always record the students' performance. It is well known that we do riot near ourselves in the 'same manner as other people do. The only way correct personal. Idiosyncrasies and poor speaking habits is through listening to one's own recordings the students" .performance must be regularly critiqued by their professors.

Exercises must be the following:

1. Reading aloud: Stand in front of a mirror and read passages aloud from .any' book, newspaper, or magazine. A legal textbook, code book, or other legal text is useful for familiarizing yourself with legal language. Record or videotape yourself and analyze the outcome critically. Pay attention to your voice, pitch, tone, hesitation, signs, projection, enunciation, and posture.

2. Controlling Emotions: Practice controlling your emotions while reading aloud texts with high emotional content, such as fear, anger, human, etc . . . . Make sure you convey (the author's intended emotions and not your personal reaction to the subject matter.

3. Public Speaking: Practice speaking before 'a group of people at every opportunity. People you know will constitute a less threatening audience and will allow you to ease your way into public speaking and hold your confidence. Court interpreting is an ongoing exercise in public speaking.

### **Reading Ahead in Text**

1. Extensive Reading: Build up your reading speed and your vocabulary by reading as much as possible in many different fields.

2 Analyzing: Analyze the content of each text and practice picking out the subject and verb to determine the core meaning.

Example: Although less influential than in Argentina, migration. From Europe in the late nineteenth and early twentieth centuries affected the development of Chilean political culture. Subject: migration; Verb: affected.

3. Identifying Sentences and Embedded Sentences: While reading a text aloud, break up long sentences into smaller, more manageable units.

Example: Juvenile delinquency, which is seen most often among minority youths in urban ghettos, cannot be attributed to the urban environment alone, as it plagues the suburbs as well.

Three separate sentences are embedded in this complex sentence.

a Juvenile delinquency is seen most often among minority, youths in urban ghettos.

b. It cannot be attributed to the urban environment alone.

c. It plagues the suburbs as well.

4. Deciphering Handwriting: Obtain texts written by hand (e.g., letters) and practice deciphering the handwriting on the first oral reading.

Analytical Skills:

1. Reading for Content: Read a text aloud to a friend and then have the person ask you questions about its content.

2. Chunking: Choose a text and mark off the units of meaning in it.

Example: I was getting ready to go out to lunch with L my mother-in-law/ /when/ all of sudden./ I felt sick to my stomach/. It occurred to me that / it might be/, something psychosomatic./ but Hater found out that /.I was simply allergic to/ the perfume she always wore.

3. Using Transcripts: Perform chunking with transcripts of court proceedings (or any document with a question - and - answer format). Try to establish a hierarchy of importance of the units of meaning,

Example: Now, Mr. Jones, in your earlier testimony you mentioned that you had seen the defendant in that bar prior to the date of the incident. Can you tell us or give us an approximation of how long before the incident it was that you first saw the defendant in the El Camino bar?

Hierarchy of importance:

a. How, long before the incident

b. You first saw the defendant

c. In the El Camino bar

d. Tell us, or give approximation

e. Had seen defendant prior to date of incident

f. Mentioned in earlier testimony

g. Mr. Jones

h. Now.

4. Completing Phrases: Have a friend write a series of incomplete phrases.



Complete the phrases and determine whether the resulting sentences convey the same idea the friend originally had in mind.

Examples:

a. After being reprimanded unfairly by her boss in front of her coworker, the secretary tendered....

b. The judge determined that the defendant had strong ties to the community and therefore released him....

As you do this exercise, note the errors you make and be aware of how susceptible we are to reaching false conclusions based on partial information.

5. Paraphrasing: Read a text aloud and rephrase it as you go aloud, taking care not to change the meaning.

Example: Since political parties are found almost everywhere in Latin America, they would seem to be a common denominator in the region's political life. Yet this is not the case. Cultural, environmental, and historical influences on party development are so varied, they challenge conventional notions. Most nations hold periodic elections, but, like parties, the implications of election may differ profoundly from those of our own culture.

Rephrased: Because political parties can be found in just about every Latin American country, one might conclude that they are a common thread in the political life of this region. This is not so, however. There is such a great variety of cultural, environmental, and historical influences on the development of parties that commonly held ideas are contradicted. Elections are held periodically in the majority of countries, but the implications of these proceedings, like those of parties, are very different from the assumptions we can make in our own culture.

6. Expanding: Read a text aloud and expand it (i.e., say the same thing in more words) as you are-going along, again taking care not to-change the meaning.

Example: In spite of what you may have heard, scientists are just like other people. A scientist walking down the street may look just like an insurance agent or a car salesman: no wild mane of hair, no white lab coat.

Expanded: Although you may have heard assertions to the contrary, there are no differences between scientists and people who are not in that profession. As a matter of fact, if you saw a scientist out for a stroll on the sidewalk, you might mistake him for a person who sells insurance, or an automobile dealer. Scientists don't all have wild manes of hair and they don't always wear white laboratory coats.

7. Condensing: Read a text aloud and condense it (i.e., - say the same thing in fewer words) as you go aloud, retaining the same meaning.

Example: The multiplicity of cues which are utilized in the categorizing and sorting of the environment into significant classes "are reconstructed from the strategies and modes of coping with the problems presented to the subjects. In many situations ', no certainty can be achieved ; the -varying trustworthiness and merely statistical validity of the cues frequently make- inferences only probable.

Condensed: Many cues are used to classify the environment. They are reconstructed from the subject's problem -solving strategies. Often, because the cues are not uniformly reliable and are valid only statistically, the results are not certain...

8. Manipulating the Register: Read a text aloud and "alter the register or language level as you go along, being careful not to stray from the original meaning.

Example: As I was driving to work in the morning, I noticed that the stop sign, which used to be on the corner of Main and 1st has been removed.

Higher level: Upon transporting myself to my place of employment in a motor vehicle at some point in time prior to noon, I observed that the insignia to cause motorists to bring their vehicles to a stationary position, which had formerly been stationed at the intersection of the thoroughfares known as Main and 1st, had been displeased.

Lower level: On my way to work in the morning, I saw that they took out the stop sign that used to be at Main and 1st.

### **Control questions**

1. What is sight translation?
2. How do you understand the word "avoiding a word for word interpretation?"
3. What does sight translation provide?
4. What are the main rules for sight translation?

### **Tasks for self directed work.**

1. What is rapid conversion?
2. What are the requirements for sight translation?
3. What are the main exercises for sight translation?

## **Lecture 7 (2 hours) Consecutive translation**

### **The key questions.**

1. The meaning of the word consecutive
2. Semantic bases.
3. 3 basic principles of consecutive interpreting.
4. Predicative symbols

### **The principal conception and phrases of the theme**

Consecutive translation, semantic as, connectors, limit, generalization, the symbols of common usage, derived symbols, associative symbols, symbols in letters.

### **The theme essential problem**

1. Where we must use the consecutive translation?

2. Is it necessary to the interpreter to find logical chain of idea in the text?

### **Goal of the lecture**

Gives opportunity to understand the text and helps to translate.

Consecutive translation is the translation of oral information from one language into another after listening it. The consecutive translation is done after listening the speech of the speaker. In this case it is very difficult to keep in mind all the content of the information. Note taking is very helpful for this reason.

The Consecutive translation usually is used during the negotiations, meeting of the statesmen and political figures at the conferences and accompanying the delegation the problem of consecutive translation has not been discussed in the "scientific Literatures yet.

The consecutive translation is divided into two periods according to the time

The first period includes the speech of the speaker and the interpreter takes the information from, him taking notes.

In the second period the interpreter gives the information using the notes.

The memorial of a person can not keep in the head the whole information.

It is necessary to the interpreter to find the logical chain of idea in the text and reveal the semantic base .The semantic base is short and may serve as a base for broad content.

So in order to remember the information of the speaker the interpreter should reveal the semantic base which gives the opportunity to understand the text and helps to remember the content of the information.

The person can keep in mind 7+(-) 2 semantic base. The main semantic base of the information may include first of all the predicative and the subject. Some translators say that the main semantic base may be expressed first of all by the predicative. But prof Koushanskiy Y. V. writes that the predicative can not be an independent part of the information. Only together with the subject the content of the information might be realized.

There are three basic principles of consecutive interpreting: understanding analyzing and re-expressing.

Understanding is not of words but of .ideas it is ideas that have to be interpreted. If the interpreter does not know the word in the speaker's speech he must deduce its meaning from context. Attentive listening to the speaker's speech is very important .The interpreter must not pay attention to individual words but must listen to the sense of a speech. In order to remember the sense it is important to know the main ideas and the links between those ideas. From the basic structure of the speech the interpreter -is able to flash out the information so as to provide a complete version of the original. There are two crucial moments in any speech. These are the beginning and the end. The interpreter must concentrate on these.

If it is not clear, and you missed ask question "could you clarify?"

The more the interpreter is in a position to express the speaker's ideas in their own words the better will be the quality of interpretation of the interpreter. The more creative the interpreter the more they are faithful to the text.

Трактор заводнинг 1200 ишчиси шу заводнинг маъмурияти томонидан 240 та ишчини ишдан бўшатишига қарши чиқарилган қарорига норозилик намойишида қатнашишди

In this sentence first of all we should find the subject and the predicate of the sentence.

In this sentence: 1200. ишчиси 240 та ишчини бўшатиш учун намойиш қилишди

Connecters are very important for note taking (because, therefore etc.). The notes are used for the main ideas. They provide a outline of the speech.

It should be stressed that the main ideas based around a subject analysis should be noted. The positions of notes should be written from left to right of a page.

Ex: Iran exports unable develop to US, because US imposed by Tariffs. Transformation are also very useful for the keeping in the memory the main content of the. Text for the interpreter.

Ex: Представители деловых и промышленных кругов ( бизнесмены); захват власти (переворот), открывать огонь (стрелять), принимать участие в заседании (заседать), вести военные операции (воевать), произносить приветственную речь (приветствовать), вселять надежду (обнадеживать), посылать свои поздравления (поздравить), газеты, журналы и другие периодические издания (печатать), с первых дней открытия военных действий (с начало войны), молодое поколение страны (молодежь), законодательный орган страны (парламент), наносить ущерб (вредить), передовой отряд (авангард), принимать участия в выборах (выбирать).

Micro review of the information or the text is very useful for the interpreter to keep in the memory the semantic base of the information of the speaker. Micro review must express the main meaning of the information.

Ex: Как передает корреспондент агентство Франс Пресс состоялись митинг протеста трудящихся, возмущенных действием колониалистов в Анголе в результате которых было опечатано помещение средней школы и убиты несколько учителей.

Micro review Возмущенных трудящихся действием колониалистов в Анголе.

Как сообщает агентство Юнайтед Пресс, в одном городке близ Нью Йорка забастовали рабочие 4ёх заводов фирмы "Republic aviation" на которых производится реактивные истребители и упрвляеми снарядов. По заявлению представителей профсоюза, в конфликте 1200 рабочих

Micro review. Забастовка 1200 рабочих 4ёх авиационных заводах близ Нью Йорка.

Note - taking may consist of symbols. The symbols are characterized by the following features: economy, by visual demonstration (наглядно) and universal.

Ex: "0" means as "round table".

It may unite the nations as conference, congress, meeting, forum, seminar, assembly, session etc. The symbol "-O-": is associated with the nations as friendship, cooperation, agreement, the symbol - is associated in any language with страна country, land," ер, мамлакат. The symbols are grammatically indifferent. They can

substitute any part of searched any part of the sentence. Ex: The symbol. May substitute successfully different pans of speech:

Дискуссионный.

In order to show the plural form in the-'symbols the figure "2" is used x-народ, x2- Народы.

о- командир, (о- командиры)

- The symbol for the this or that nation is chosen by the interpreter. Only in this case he will have the semantic base in his memory.

The symbols may be divided into; symbols in letters, associative and derived.

Symbols in letters - are connected with the nation not immediately but through a word. Usually the initial letter of word is chosen. Ex: P- party, L- life, M - Мир, US- США. Symbols letters are characterized by the semantic limit. They express only one nation.

Associative symbols - express and are associated with number of nations,

- . Ex: "-" is associated with motion, development.

Derived symbols - arc formed by different ways.

Ex: If the symbol "X" means: народ and its generalization X means:

Человечество, народы всего мира население земного мира.

The symbol - means делегат, представитель посол. Its generalization -- means: делегацию, представительство, посольство

In Note -taking six main symbols are used for the expressing the time.

I present time; L future; I last time; the beginning of the action; the end of the action; some period of time...

The quality of the objects and the matter may be expressed by the symbols:

Большой, великий, огромный

маленький, слабый

Ex: сильное государство

слабая страна

Большое значение

маловажная проблема

Важная проблема

небольшое значение

Великая держава

небольшое знание

Огромное знание

The predicative symbols may be the following:

-----Передавать, транспортировать, призывать, прибывать,

----- получать, принимать, привлекать

-----Улучшать, усиливать, увеличивать, придавать,

----- уменьшать, ухудшать, снимать, сохранять,

-----быть, является, составлять, равняться,

-----ликвидировать, уничтожать, запрещать,

-----говорить, заявлять, приказывать, сообщать.

### **The symbols of common usage**

Ж – жизнь + религия Р – знамя, флаг. Промышленность, предприятие, хозяйство.

А – атом

Р – политика

О – руководитель, начальника противоречие

### **Control questions**

1. The ways of consecutive translation?
2. How do you understand the consecutive translation?
3. Say about 3 basic principles of consecutive interpretation.

### **Tasks for self directed work**

1. What is consecutive translation?
2. How many semantic bases could keep in mind person?

### **Lecture 8 (2 hours)**

#### **Simultaneous interpretation**

##### **The key questions**

1. The meaning of the word Simultaneous
2. Listening and recall
3. Dual task training or parallel processing
4. Sight translation
5. Sight interpretation

##### **The principal conception and phrases of the theme:**

Danish way, shadowing, selescovitch, memory tests, cloze, Ancient Egypt.

##### **The theme essential problem:**

1. What is note taking?
2. What is clozer?
3. How do you understand the word “Interpretation without tears and Danish way”

##### **The goal of the lecture:**

Teach students to understand what a speaker in his mind.

##### **Identifying educational goals:**

1. What should students concentrate upon when listening to a speech?
2. What are the memory tests?
3. Explain the phrase “sight interpretation”

We must put into certain components of human information processing:

- 1) Listening and recall;
- 2) shadowing
- 3) dual-task training or parallel processing
- 4) Paraphrasing
- 5) Dozing
- 6) Sight translating
- 7) Sight interpreting
- 8) Lagging
- 9) Anticipating
- 10) Names

This translation is oral translation. In concern:

- 1) The perception of the speech in English and the translation are separated,
- 2) In concern to the memory is loaded it is necessary to keep in the memory,
- 3) It is really with help of writing.
- 4).in the earth of the participants of its - in the earth.

How are they to get sense out of the fleeting passage of sounds?

The students should try to understand what a speaker has in mind when uttering a word sequence. Student should not translate what they hear but what the speaker wanted to convey. Correct listening is achieved step by step. Students should visualize the information instead of memorize verbally concrete cases in the information should be thought.

Correct listening depends to a large degree on the presentation of speeches. By this we mean two things: keep the presentation long enough to make sure the words cannot all be remembered and ask the speaker to maintain his usual rate of delivery. A short speech should last 1, 5 or 2 minutes.

Note taking.

Notes do not correspond to the- words spoken by a speaker. But to the ideas understood by the interpreter. They are called reminders not transcripts of a speech when they start rendering it, though the mass of fleeting sounds that carried it has long vanished.

On teaching.

Correct listening, correct note taking-in consecutive, correct sense of cognitive complements, clear expression of ideas, transcending where applicable, such are the basic techniques required for the implementation of the fundamental principles of interpreting.

Consecutive interpreting is to be taught -first. Simultaneous translation should not be started as long as consecutive has riot-been mastered. Step by step, the demands made on the student's performances become more exacting first the students are trained to render the information, later other details, means appropriateness of style are taught.

Correct listening to speeches correctly presented.

What should students concentrate upon when listening to a speech?

Danlca Selecovitch. Amer. translation association.

In order to achieve successful communication among speakers discussing topics of .common concern in languages unknown to each other the interpreters

should have a full command of their native and foreign languages, a good knowledge of the matters under discussion and thorough training in the skills of interpreting. For the interpreters speech includes time and place of emission and listeners. Teaching of interpretation can only succeed if all speech components are taken into account, not only language because speeches are understood on the basis of their individual circumstances and not only on the basis of their belongs to a given language. The knowledge of the author, of the audience and of the date and place of emission provides the sense of pronouns (you, I) of deities (here, now).

Students will have to learn to make the most of the short time available to grasp the sense of a speech portion.

Good interpreters, skilled in consecutive interpretation, remember the slightest nuances.

Cloze. Consists of deleting words, say every 10th word and asking to fill in the blanks. This skill is the capacity anticipates elements in sequence. Cloze method may be used and carried out in mother tongue or in English. It is customary if you sentences be left at the beginning and at the end of the passage to provide a context.

The passage of the text was recorded in English by, a native speaker. The students were instructed to listen to the, text and write down as quickly as possible the missing words signaled by atone.

The cloze test is earned out in the student's A- language first and then in their B language

Ex: Wednesday is a busy day for the Tatty discount (store) on the Rue de Rennes in Paris.

### **Sight translation /sight interpretation.**

Sight translation involves the transposition of a text written in one language into a text delivered orally in another language. A more stressful exercise would be to eliminate the preparation time and ask the student even having read the text. This is often done in court interpretation situation where documents are handed to the interpreter.

Shadowing: it is a word repetition in the same language, parrot style, of a message presented through headphones:

- Listening and speaking simultaneously is an acquired skill, interpreters are not born with.

- Psychologists (ex Norman 1976) distinguish between two types of shadowing  
a) phonemic shadowing-: it involves repeating each sound exactly as it is heard, without waiting for a complete meaning unit /or even an entire word

Phrase shadowing: it involves repeating the speech waiting for a meaning unit before phrase shadowing.

- Studies have shown that one cannot shadow "what one does not understand .

In put rates is from 90 to 140 words for minute, sometimes noise can also be added for immediate translation before the judge.

Sight interpretation is presented aurally to students as well as visually. The students are given five to ten minutes to prepare a written editorial type speech. The text may be read through headphones.



Memory tests: it is based on the assumption interpreters must remember and understand the information of the text, meaning of the speech.

The text is presented to the students in their mother tongue who are asked to listen attentively without taking notes and recall as much as possible in the same language. Then the text is presented in their foreign language and they are instructed to recall in the same language then students are presented the same text in their foreign language and asked to recall as much as possible in their mother tongue.

The interview.

The interview involves a) to assess the student's ability in both working languages b) to assess their general knowledge and awareness of events throughout the world.

### **Interpretation without tears the Danish way.**

The first two weeks of the course are designed as an introduction to. During this period mainly theoretical interpretation classes are offered, i.e., lectures, note taking, ethics of interpretation introduction to professional work, Voice care sight translation is introduced to learn to work as a group.

The tradition is first to establish a good routine in consecutive interpretation and only after some time to begin simultaneous interpretation training. Conference interpreting seems to have been in existence since very early times. It was used in Ancient Egypt conference interpreting was born during World War one. Important international meetings were held in French, It was an international language at that time some high-ranking American and British negotiators did not speak French which made it necessary to resort to interpreters. In world war two conference interpreting became more widespread.

Problem is the recruitment and training of simultaneous interpreters has been the frequent subject of debate and research by many linguists.

This guide is intended primarily for the students who are trained in simultaneous interpreters.

The aim of this book is to present some exercises for training simultaneous interpreters. We hope the presented exercises will help to improve the skills and training of future interpreters.

It is essential for successfully training the interpreters to do the following exercises based on:

1. profound knowledge of active and passive languages and cultures.
2. Ability to grasp rapidly and convey the essential meaning of what is being said.
3. Ability to project information with confidence, coupled with a good voice.
4. Wide general knowledge and interests, and a willingness to acquire new information.
5. Ability to work as a part of team.

We think the following work will help to master the skills of simultaneous interpretation: Shadowing, Cloze, Sight translation, Memory tests and revealing the strong semantic points in the utterance.

Shadowing is a word for word repetition in the same language, parrot-style of a message presented through headphones. This exercise serves to train beginning interpreters to speak and listen simultaneously in one language, in their mother tongue before attempting to interpret from a second language into the mother tongue. Studies have shown that one cannot shadow what was not understood.

Cloze is a method of testing which consists of deleting words from the sentence or text, say every 10th word and asking to fill in the blanks.

Sight translation- the translation of a text written in one language into another visually. It may be in the written form or orally.

Memory tests need to remember as a, well as understand the information conveyed by the text. A grasp of the informational structure of a piece of text is comprehension in the case of simultaneous interpretation.

Revealing the strong semantic points in the utterance in simultaneous an consequent translation^ is to find words or word combinations which can reflect an give the main content of the sentence or utterance. The strong semantic points may help the translators or interpreters to fix in their memory the main content of the utterance and it gives the opportunity for the interpreter to restore the main content of the information.

For example:

12 000 workers and employees of the San- 'Nazer' industrial factory took part in the protest meeting against the decision of the local metallurgical factory administration about the discharge of 240 workers.

The strong semantic point of this utterance may be the following:

12 000 (workers) of San - Nazera are having meeting against (the) discharge of 240 workers.

**A simultaneous translator must know:**

1) More frequently spread names and surnames in the English speaking countries, names of myths, bible names and names of Literatures characters;

2) The map of the world and geographical names in-English;

3) A good ear for perception of numbers;

4) Mostly frequent verbs and their semantic corn inability and lexical valence.

For ex: to win smth.1 (a war, a prize, a contest, a race, an election, etc.), fundamental (principle, problem, etc.)

Creation such kind of associative connections in the memory of a simultaneous translator will increase subjective probability of occurrence of nearer and following words.

The guide provides the material to exercise translation from English into Uzbek and Russian and from Uzbek Russian into English.

### **Control questions**

1. What is shadowing?
2. What is revealing the strong semantic points in the utterance in simultaneous translation?
3. What must know a simultaneous translation?

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