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VACCINATION SCENARIOS IN THE EDUCATION OF PEDIATRICIANS

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Abstract
The article describes simulation-based medical education as an evolving field that allows trainees to practice skills in a safe environment with no risk to patients, shows the features of the introduction of simulation scenarios during the education of pediatricians on the example of their own experience during immunoprophylaxis classes.

Keywords: immunoprophylaxis, vaccination classes, simulation education, education of pediatrician.

Vaccinations are one of most powerful public health strategy, saving millions of human lives every year [1]. Despite this undeniable success, nowadays vaccination is perceived as unsafe and unnecessary by a growing segment of population. A huge number of attacks by anti-vaccination movements, concerning not evidence-based issues on vaccine safety, have spread all over the industrialized countries due to the general belief of considering the Internet as a self-acknowledgment item for solving health problems [2, 3].

Simulation-based medical education is an evolving field that allows trainees to practice skills in a safe environment with no risk to patients. Recently, technology-enhanced simulation for emergency medicine learners has been shown to have favorable effects on learner knowledge and patient outcomes [4].

The use of simulation can help to familiarize residents, as well as practicing physicians, with the various elements of pediatric trauma, thereby improving performance in real-life situations. Simulation is a useful tool to improve medical skills and knowledge. It also addresses the less tangible aspects of running a trauma; for example teamwork [4, 5]. This is especially important in the paediatric setting.

One form of online learning is to simulate clinical practice, that is, to simulate one or more aspects of practice; from a very simple task to a whole clinical task with the right setting, scenario, special trainers or standardized patients. The feature of the simulation is the opportunity for the participants to receive feedback [6].

Interactive learning methods have many advantages over traditional ones: active involvement of students in the practical activities; increasing the level of professional competence through the experience of their own activities; equalization of students’ knowledge through constant exchange of experience between students; increasing interest and motivation to study the disciplines of the professional cycle [7].

Despite the undeniable advantages of interactive learning, its implementation has difficulties associated with the activation of students to solve problems, the organization of interpersonal interaction within groups, the selection of material that adequately corresponds to the current level of development of information technology. All interactive teaching methods involve students’ activity. But not all students are ready for such an activity, especially if this approach to learning is new to them [8].

Simulation-based team training is effective in teaching team performance concepts to multidisciplinary teams in the pediatric ICU in the simulated environment. These teamwork concepts can be applied to the management of DMCs as well as cardiopulmonary arrest. Simulation-based team training can be used to provide insight into the functioning of native teams and can inform future training programs [6].

Nowadays training of doctors in certain fields is practically impossible without application of simulation technologies. Possibility of their introduction into training enables to master practical skills without any risk for patients in the situations closely related to those of real urgent clinical ones, analyze errors with revision of a clinical situation considering individual peculiarities of interns, acquire tactile sensitivity and develop memory [9].

Department of Pediatrics and Pediatric Infectious Diseases of the Higher State Educational Establishment “Bukovinian State Medical University” conducted a practical session on “Immunoprophylaxis of infectious diseases” for 1st year interns of study of the speciality “Pediatrics”. The classes were conducted according to the standard scheme, while the main stages included the use of interactive technologies and elements of simulation training.

The patients’ mothers of specialized neonatal departments of the Chernivtsi Regional Children’s Clinical Hospital were invited to participate in the session
...for the purpose of popularization of pro-vaccination knowledge among the population and mastering the skills of sanitary and educational work.

Out-of-class preparation for the class was the preparation of a simulation scenario involving interns and a survey of mothers of children treated at the Chernivtsi Regional Children's Clinical Hospital at their experience and attitude to vaccination using a developed questionnaire with answer options.

The relevance of the selected topic is covered in a mini-lecture where comparative facts about the risk of managed infectious diseases and the frequency of adverse events after immunization were presented. The motivation to formulate a positive attitude toward vaccination was optimized by the use of dialogue elements with the participation of interns and visiting mothers during the mini-lecture, and the visual assimilation in the form of multimedia support was facilitated by the effective assimilation of the information.

The preparatory stage of the session included discussions about refuting "anti-vaccine myths" and preparing the child for vaccination, defining deferrals, cautions, and contraindications to vaccinations in children.

During the main training stage, small-group interns were offered to solve situational tasks for planning the vaccination of children by age, with a deviation from the calendar, and with certain chronic pathology, with subsequent participation in the implementation of the "In the vaccination room" simulation scenario, standardized patients. The used training method allows to apply the acquired knowledge in practice, combining the acquisition of practical skills (creation of individualized "vaccine trajectory" of the child) and skills (implementation of the simulation scenario). The participation in the scenario can be considered as an immersion technique by reproducing a real-world picture, enabling you to enrich and improve your communication skills by obtaining informed consent for the procedure, pre-vaccination and examination of the child, performing vaccination manipulation and controlling early immunoblot response. The interactivity of the scenario is the realization of an artificially created situation that is as close as possible to reality, in the form of small groups using the infant dummy and the distribution of roles among participants of subgroups into "parent" and "professional". In addition, each subgroup of interns is asked to rate a certain likely adverse event after immunization and a recommendation for a child.

At the final stage of the session, self-analysis of the work of interns, cross-analysis of their work in small groups by colleagues from other subgroups and the teacher on the principle of "feedback" were conducted, and ways of improving practical skills were searched. The results of a survey of children's mothers treated at Chernivtsi Region Children's Clinical Hospital, which clearly demonstrated the achievements and gaps in the communicative educational role of health professionals in promoting objective knowledge on immunization of the population, are also presented. At the same time as the final stage of the session, the mothers had a discussion about what was heard and seen during the session, all questions were answered, attention was paid to the importance of immunoprophylaxis of infectious diseases.

Thus, in our opinion, the methodology of practical training using interactive technologies and elements of the simulation scenario at the postgraduate stage of training is a special pedagogical strategy, which gives the opportunity to deepen theoretical knowledge, improve practical skills and skills in forming relevant competencies.

The involvement of children's mothers, work in small groups with immersion in the environment, the use of feedback principles based on the results of the simulation scenario will allow the young specialist to create cognitive activity effectively, autonomy, communication, a sense of the need for constant self-improvement, which, in conditions of high competition, is the key to training competitive, international-class professionals.

References
ДИСТАНЦИОННОЕ ОБУЧЕНИЕ – ГЛАЗАМИ СТУДЕНТОВ

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DISTANCE LEARNING - THROUGH THE EYES OF STUDENTS

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Аннотация
В статье на основе анализа результатов социологического опроса студентов вуза приводится осмысление опыта работы в режиме дистанционного обучения в условиях пандемии коронавируса, оцениваются положительные стороны такого обучения и риски, которые необходимо учитывать в случае не временного, а полноценного дистанционного обучения.

Abstract
Based on the analysis of the results of a sociological survey of university students, the article provides an understanding of the experience of working in distance learning in the context of the coronavirus pandemic, evaluates the positive aspects of such training and the risks that must be taken into account in the case of not temporary, but full-fledged distance learning.

Ключевые слова: дистанционное обучение, онлайн-обучение, дистанционные образовательные технологии.

Keywords: distance learning, online learning, distance learning technologies.

В соответствии с «Правилами организации учебного процесса по дистанционным образовательным технологиям» (утверждены приказом Министра образования и науки Республики Казахстан от 20 марта 2015 года № 137, в редакции приказа Министра образования и науки РК от 05.06.2019) в систему образования Республики Казахстан введено обучение с использованием дистанционных образовательных технологий [1].


В условиях чрезвычайного положения в стране, объявленного для нераспространения пандемии коронавируса, с 16 марта 2020 г в систему образования страны внедрено дистанционное обучение. Профильным министерством принят необходимый перечень организационных, методических и др. мер для перевода работы всех учреждений образования в режим дистанционного обучения. В данной статье нами поставлена задача осмысления положительного опыта и рисков обучения студентов вузов в режиме онлайн-обучения.

Следует отметить, что дистанционное образование как результат дистанционного обучения эффективно реализуется в системах высшего и послевузовского образования во многих странах. В психолого-педагогической литературе анализируются преимущества и риски такого подхода к профессиональному образованию.

Так, исследователи называют следующие достоинства дистанционного обучения [3]:
1. Возможность обучаться в любое время, в своем темпе в соответствии с индивидуальным графиком обучения, невзирая на нормативные сроки обучения (в 4-5 лет).
2. Возможность обучаться в любом месте, в любой точке земного шара, естественно, при наличии компьютерной техники и доступа к сети Интернет, что очень важно, например, для обучающихся с ограниченными возможностями здоровья, для проживающих в труднодоступных местностях, отбывающих наказание в местах лишения свободы, а также обучающихся с маленькими детьми.
3. Обучение без отрыва от основной деятельности, при этом возможна дистанционная учеба на нескольких курсах одновременно.
4. Дистанционное обучение обеспечивает необходимую мобильность в осуществлении прямой и обратной связи с преподавателями: как в режиме on-line, так и off-line.
5. Менее затратное по сравнению с платным очным обучением.
6. Обучение в спокойной обстановке, так как при аттестации исключается прямой контакт обучающегося с преподавателем, исключается субъективность оценки: проверку осуществляют компьютер.
7. Возможно более высокие результаты обучения за счет того, что большую часть учебного времени студент дистанционного обучения работает самостоятельно, применяя полученные знания тут же в практике своей работы.

Кроме этого, среди «плюсов» дистанционного образования называются также и другие:
1. Доступность: дистанционное обучение не ограничивает обучающегося ни страной, ни континентом, можно получать образование в любом вузе мира.
2. Получение конкретных знаний: дистанционное обучение дает человеку конкретный набор знаний и навыков. Студент получает ровно то, за что платит.
3. Актуальность получаемых знаний, полученных студентом при дистанционном обучении. Он может более эффективно применять знания на практике, чем студент, который годами штудировал в вузе абстрактные, неприменимые в реальной жизни дисциплины [4].

Несомненно, дистанционное обучение имеет ряд недостатков. Так в научной литературе называются следующие «минусы» такого обучения:
1. Ограниченный выбор, так как, к сожалению, не все дисциплины можно изучить дистанционно. В некоторых случаях нельзя обойтись без практических занятий под руководством опытного наставника.
2. Недостаток личного общения студентов с преподавателями и студентами между собой. Ведь суть обучения состоит в обмене знаниями, обмене различными мнениями, а так же взаимодействие труднее обеспечить при удалённом обучении.
3. Отсутствие положительных «обучающих эффектов», свойственных традиционному академическому образованию. Так, например, процесс конспектирования длинных лекций требует хорошую скорость письма, развивает механическую память, учит по ходу слушания выделять главные мысли лекции, отдельный «зера от плевел». Все это важно приобрести в процессе обучения, что, однако, не даёт дистанционное обучение.
4. Непредвиденные обстоятельства, связанные с техническими неполадками: отключение электричества, отсутствие или плохая скорость в сети Интернет, слабая компьютерная база и др.
5. Отсутствие постоянного контроля, требующего при дистанционном обучении от студентов сильной мотивации и жесткой самодисциплины [3].

Кроме этого, к рискам дистанционного обучения также можно отнести, по мнению казахстанских исследователей:
1. Трудности перехода на новый формат обучения, дискомфорт в понимании собеседника при невербальной обстановке.
2. Необходимость сильной мотивации, так как практически весь учебный материал студент дистанционного обучения должен осваивать самостоятельно, что возможно только при развитой силе воли, наличии ответственности и самоконтроля.
3. При дистанционном обучении мало возможности для развития коммуникабельности, навыков работы в команде.
4. При дистанционном обучении затруднена подготовка специалистов по специальностям, предполагающим большое количество практических занятий. Даже самые современные тренажеры не заменят будущим медикам или учителям «живой» практики.
5. Невозможно эффективное дистанционное обучение при низкой цифровой грамотности преподавателей.
6. Удаленность от центра отдельных регионов страны, что делает невозможным дистанционное обучение при отсутствии сети Интернет.

Кроме всего этого при организации дистанционного обучения важно знать условия для такого обучения. Ряд исследователей обращают внимание на эти аспекты [5]:
1. Наличие у обучающихся элементарных умений и навыков в самообучении.
2. Сформированная самодисциплина и организованность.

Если у студента нет настроя на систематизированное самостоятельное обучение или он не готов грамотно организовать учебный процесс, совмещающий его с другими своими занятиями, то он не сможет получить дистанционное образование, зря потратив время и деньги.

3. Наличие необходимых ресурсов. Среди обязательных называют:
- современный компьютер с высокоскоростным подключением к сети Интернет;
- интернет-браузер;
- веб-камеру;
- динамики;
- микрофон.

Исследователи выделяют ряд характеристик, которым должен соответствовать вуз, предлагающий дистанционное обучение:
1. Наличие аккредитации, как гаранта качества образования;
2. Гибкость учебного графика, предлагаемого вузом, дающая возможность студенту подстроить свои жизненные планы;
3. Наличие развитых служб поддержки студентов;
4. Наличие тщательно разработанных учебных материалов, учебного контента.

Однако, все вышеизложенное относится к за ранее спланированному дистанционному обучению, которое начинается с начала учебного года, сознательно выбрано студентами в соответствии с их жизненными планами, финансовыми возможностями, организовано вузом при наличии проанализированных выше условий.

Условия нарастающей пандемии коронавируса во всех странах мира вынудили правительства этих стран, в том числе и в Республике Казахстан, волевым решением ввести полномасштабное дистанционное обучение в школьном образовании, колледжах и высших учебных заведениях. Дистанционное обучение начато в середине весеннего семестра, без необходимой подготовительной работы со студентами и их родителями, преподавателями и сотрудниками организаций образования. Поэтому возникла необходимость проанализировать такой опыт вуза, чтобы впредь при необходимости идти на такие шаги минимизировать возможные проблемы, удержать на необходимо уровне качество образования.
Основная цель исследования - оценка эффективности онлайн-обучения: насколько оно качественно, целесообразно и оправдывает ресурсы, затраченные на этот процесс.

При проведении данного исследования перед нами стояла задача, узнать мнения студентов относительно изменения формата обучения в целом. В исследовании приняли участие около 600 студентов.

1. Как изменилось качество обучения при переходе к онлайн-обучению?

Четверть опрошенных (24,7%) отметила изменения в худшую сторону, то есть обучающиеся не полностью удовлетворены качеством, а значит, оказались в дискомфортных для них условиях, среди которых могут быть как недостаточное техническое оснащение дома, так и психологическое напряжение. Для более детального изучения проблемы вопрос о наличии всех необходимых условий для онлайн-обучения будет рассмотрен нами ниже. Примечательно, что почти половина опрошенных респондентов (46,6%) затруднилась ответить на вопрос о качестве обучения, то есть на момент анкетирования они оказались в замешательстве и не были пока готовы оценить изменения. Этому есть логическое объяснение, поскольку в режиме онлайн студенты обучаются сравнительно не так давно, всего 2 месяца.

2. Предпочитаете ли Вы онлайн-обучение в домашних условиях?

На данный вопрос мнения респондентов разделились относительно равнозначно. Так, более трети опрошенных (34,1%) предпочли бы онлайн-обучение традиционному (Рисунок 2). Логично, что студенты, ответившие положительно на предыдущий вопрос, а их было 28,6%, ответили позитивно и в данном случае, то есть, отмечают положительную динамику качества обучения, студенты позитивно смотрят на переход от традиционного обучения к обучению онлайн. Однако, возникает вопрос, почему оставшиеся 5,5% опрошенных, среди которых студенты, отметившие ухудшение качества обучения, а также те, кто затруднился ответить на первый вопрос, предпочли бы онлайн-обучение в домашних условиях? Возможно предположить, что данные 5,5% составляют те обучающиеся, у кого в приоритете не получение знаний, а возможное проведение времени в домашних условиях, либо те, кто не совсем корректно отвечал на вопросы.

Следует отметить, что 34,1% студентов ответили, что предпочитают частичное онлайн-обучение. То есть, в данном случае, обучающиеся понимают и осознают, что форма обучения должна быть выбрана в соответствии со спецификой образовательных программ, поскольку некоторые дисциплины требуют непосредственного прямого контакта преподавателя и студентов.

Рисунок 1. Как изменилось качество обучения при переходе к онлайн-обучению?

Рисунок 2. Предпочитаете ли Вы онлайн-обучение в домашних условиях?
Более того, относительно такая же доля респондентов (31,7%) и вовсе высказала свое «против» онлайн-обучения, то есть для данных студентов обучение в режиме онлайн некомфортно и не располагает к полному погружению в учебный процесс.

3. Имеете ли Вы все необходимые условия для обучения в онлайн-режиме?

Как оказалось, около трети всех респондентов (27,34%) лишь частично обеспечены условиями для плодотворной работы в режиме онлайн (Рисунок 3). Так, многие обучающиеся испытывают затруднения ввиду отсутствия дома персонального компьютера или только одного для всей семьи, возможности бесперебойной работы посредством сети Интернет, зависимости АИС «Платонус», и неимения личного пространства, т.е. рабочего места в домашних условиях.

Около 12% студентов ответили, что не имеют необходимых возможностей для обучения онлайн дома, а именно из-за отсутствия технического оснащения – персонального компьютера с выходом в Интернет. Поскольку анкетирование было проведено посредством АИС «Платонус», а респонденты активно приняли участие в нем, можно предположить, что несмотря на тот факт, что некоторые студенты действительно не располагают техническими возможностями у себя дома, они используют компьютеры родственников, друзей и знакомых для онлайн-занятий, что демонстрирует высокую мотивацию и самоорганизованность студентов в обучении.

Чуть более трети опрошенных (35%) располагают необходимыми условиями для обучения онлайн. Данный факт весьма обоснован, а результат вполне предсказуем, поскольку ответы студентов на предыдущие два вопроса подразумевали именно это.

4. Что для Вас стало самым сильным препятствующим фактором для обучения в режиме онлайн?

Вместе с тем, как оказалось, даже при наличии необходимых условий, существует ряд факторов, препятствующих полноценной работе в режиме онлайн. Большинство респондентов (57,5%) ежедневно сталкиваются с техническими неполадками, среди которых нарушение бесперебойной работы сети Интернет, зависание автоматизированной информационной системы Platonus (Рисунок 4).

Около 35% респондентов отметили, что домашняя обстановка не располагает к обучению, поскольку студенты больше отвлекаются на выполнение домашней работы, тяжело сосредоточиваются перед экраном компьютера, а значит, учебный материал, получаемый в ходе онлайн-обучения, воспринимается хуже.

Таким образом, в домашних условиях тяжелее сосредоточиться на обучении психологически, что свидетельствует о низкой самоорганизации обучающихся. Как следствие, возникает необходимость воспитания обучающимися в себе таких качеств, как самостоятельность и автономия, инициативность и ответственность.

5. Каким образом Вы бы хотели изменить занятия в онлайн-режиме для наибольшего комфорта в процессе обучения?
Поскольку ранее студентами было отмечено о трудностях, связанных с концентрацией внимания перед монитором в течение долгого времени, нам стало интересно прояснить, какая продолжительность занятий в режиме реального времени, по мнению обучающихся, является наиболее приемлемой для полного освоения учебного материала, а какое время стоит выделить для самостоятельной работы. Примечательно, что превалирующее число студентов (52,6%) затруднились ответить, что может свидетельствовать о возможных проблемах с рациональным использованием собственного времени, отсутствии регулярных самостоятельных занятий студента, а также несистематической подготовке к ним (Рисунок 5). То есть на момент анкетирования у большинства обучающихся наблюдается отсутствие тайм-менеджмента при организации самостоятельной работы в домашних условиях.

Мнения оставшихся 47,4% опрошенных равнозначно разделились относительно продолжительности занятий. Студенты предпочли бы онлайн-занятия длительностью 20-30 минут и иметь больше времени на самостоятельную работу. Такой настрой обучающихся не может не радовать, поскольку именно самостоятельная работа определяется как особая учебно-познавательная деятельность исследовательского характера.

Рисунок 5. Каким образом Вы бы хотели изменить занятия в онлайн режиме для наибольшего комфорта в процессе обучения?

6. Как изменился процесс освоения учебного материала?

Изменение формата обучения повлияло и на процесс освоения учебного материала обучающихся. Мнения студентов на этот счет оказались абсолютно полярными. Большая часть респондентов (68%) указала, что процесс обучения в дистанционном режиме стал более трудоемким, возникло больше трудностей, а количество заданий для самостоятельного выполнения и время, затраченное на него, значительно увеличился (Рисунок 6).

Рисунок 6. Как изменился процесс освоения учебного материала?

Обучающиеся действительно столкнулись с определенными сложностями, но, как было указано ранее, трудности возникают в основном по техническим причинам. Кроме того, преподаватель не имеет возможности вести групповую работу, характерную для традиционного формата обучения, поэтому увеличивается количество заданий для индивидуального выполнения.

В то же время треть часть опрошенных (32%) напротив, высказала исключительно положительно об изменениях. Согласно мнениям студентов, при обучении в дистанционном режиме у них появилось больше времени как на подготовку к занятиям, так и для личного свободного времени. Таким образом, обучающиеся находятся в условиях абсолютного комфорта и не испытывают трудностей в понимании учебного материала. Данный факт, безусловно, можно считать одним из положительных итогов дистанционного обучения, так как после онлайн-занятий студент располагает достаточным временем для закрепления материала, выполнения заданий и занятий исследовательской деятельностью. Однако, все вышеперечисленное возможно только при условии высокой самоорганизации обучающихся.

7. Как Вы считаете в перспективе, какой % от общего количества изучаемых дисциплин может вестись в режиме онлайн?

Ранее мы упоминали, что процентное соотношение репондентов, выразивших желание обучаться в дистанционном режиме полностью либо частично, составило около 68%. Далее мы уточнили у студентов, какой процент изучаемых дисци-
Мотивы обучающихся могут быть абсолютно разнообразны: ощущение полного комфорта, психологического настроя и готовности работать большее время самостоятельно; желание не быть контролируемым со стороны педагога; отсутствие обязательного посещения занятий; возможность сдачи досугом и приятным времяпрепровождением. В данном случае, причина зависит от личного настроя обучающегося, его видения результата всего процесса обучения.

Остальные 50% респондентов указали, что в перспективе не более трети изучаемых дисциплин они готовы осваивать дистанционно, и только 17% из указанных 50% ответили, что предполагаемое количество дисциплин, изучаемых в данном режиме, не должно превышать более 10%. т.е. из 10 дисциплин - 1 одна дисциплина онлайн и 9 в традиционном формате. Объяснение данному ответу обучающихся исключительно логично и обосновано. Проводимые занятия в традиционном формате предполагают групповые практические занятия, где обучающиеся в ходе выполнения заданий могут беспрепятственно проконсультироваться у педагога по возникающим у них вопросам и сразу же получить необходимый совет/рекомендации. Не менее важно в этом вопросе так называемое «живое общение» преподавателя и студента. Современные студенты живут и обучаются в век высокого нервного напряжения, где взаимодействие между преподавателем и студентами имеет особую ценность. От характера данного взаимодействия будут зависеть и мотивация студента, и качество обучения. Более того, традиционного формата обучения могут пренебречь в основном студенты с четко ориентированной позицией – получить максимальные знания, поскольку их беспокоит результат - что они получат по завершении обучения.

8. Какие дополнительные источники информации были Вам доступны и получали ли Вы квалифицированную консультацию при освоении предмета и подготовке заданий?

Поскольку неотъемлемой частью обучения в дистанционном формате является использование различных источников информации, респондентам был задан вопрос, какими именно источниками информации обучающиеся пользуются в период онлайн-обучения. Положительным является тот факт, что многие студенты (36,7%) активно используют различные электронные базы, а значит, обучающиеся действительно активно вовлечены в учебный процесс и заинтересованы в поиске новых знаний, не ограничивая себя источниками информации (Рисунок 8).
предложенного преподавателем, обращаются в библиотечный фонд университета, а 13,7% и вовсе не интересуются никакими дополнительными источниками. Анализируя вышесказанное, возможно предположить о нежелании отдельных обучающихся заниматься трудоемким процессом – добывать знания самостоятельно, а обучение в дистанционном формате лишь поощряет их в этом, поскольку, находясь в домашних условиях, деятельность студентов невозможно контролировать.

9. Ваши пожелания для улучшения занятий в онлайн-режиме?

В завершении анкетирования обучающиеся могли выразить свое мнение по улучшению качества занятий в режиме онлайн. Следует отметить, что пожелания обучающихся были последовательны и вполне ожидаемы, поскольку ранее респондентами отмечались сложности, с которыми они столкнулись при смене формата обучения. Как и ожидалось, наиболее распространённым пожеланием стало возможное налаживание и обеспечение бесперебойной работы в сети Интернет. В качестве рекомендаций, студентами предложено привлечь знания самостоятельно, а обучение в дистанционном формате лишь поощряет их в этом, поскольку, находясь в домашних условиях, деятельность студентов невозможно контролировать.

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USING THE CASE-METHOD AS AN INTERACTIVE TEACHING METHOD WHEN TEACHING IN HIGHER EDUCATIONAL MEDICAL INSTITUTIONS

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Abstract
The article reveals the essence of the case method, its goals, ideas, tasks, advantages and disadvantages, the place and significance of the method in the professional training of future medical specialists; principles, structure, influence on the formation of the quality characteristics of a specialist; algorithm of teacher and student work; the technology of preparing the case and the features of its application are presented. However, interactive teaching methods require more responsibility and involvement of students and are not always typical for the Ukrainian educational context.

Keywords: innovative teaching methods, modern information technologies, teaching method, case-case technology, higher educational institutions, analysis, situation, innovation.

Education, traditional for the past, as a system aimed at passive acquisition and reproduction of knowledge, lags behind the real demands of the labor market today. The requirement for a transition to innovative education, in particular in higher education, is due to the challenges of our time and belongs to the priority areas of state policy in Ukraine in the context of the integration of domestic education into the European and global educational space.

Innovative learning stimulates innovative changes in culture, social environment; focused on the formation of a person's readiness for dynamic changes in society through the development of creative abilities, various forms of logical and imaginative thinking, as well as the ability to cooperate with other people.

According to many researchers, innovative processes in the field of education and innovation as a scientific discipline are designed to reveal the essence of scientific design and skillful implementation of innovative technologies, to identify natural connections between traditions and innovations, to substantiate management models of systemic innovations in institutions and educational institutions.

Modern information technologies make it possible to create, store, process information and provide effective ways of presenting it to the consumer, is a powerful tool to accelerate progress in all spheres of development of society, determine the competitiveness of a region, an educational institution. An important role in the process of creating and using information technologies belongs to the higher education system as the main source of highly qualified personnel and a powerful base of fundamental and applied scientific research. In this regard, the position of the teacher is fundamentally changing. He ceases to be, together with the student, the bearer of the “objective knowledge” that he is trying to convey.

The purpose of the article is to substantiate the content of the case study as an interactive teaching method and the feasibility of using it in the classroom of medical students.

The choice of methods, forms and means of teaching is influenced by the peculiarities of the academic discipline, the nature of the educational material, the amount of time allotted for the study of the material, the level of general preparedness of the group, the peculiarities of the educational material base of universities and many others. Given the above, the case method is one of the most effective training methods. Cases (problem situations) provide an opportunity to fully implement the idea of student-centered learning.

The case-study method was first used when studying at Harvard (USA), and since then Harvard has largely determined the format of case education around the world. Education at the Harvard Business School (HBS) is almost entirely based on case analysis.

In medical education, an example of the use of the case method is training at the Harvard Medical School. Traditionally, future doctors were allowed to work with patients from the third year, and for the first two years they were given exclusively theoretical education with a large amount of material to memorize. Students studied biology, physiology, anatomy, biochemistry and other disciplines. In 1985, the dean of the school, Daniel Tosteson, proposed using cases in order to reduce the information load on students and introduce elements of active research into the program. Robot with medical cases of business cases in its own format. Students worked in small groups, 6-8 people each, and received the material directly in the lesson, and did not get acquainted with it in advance.

The case consisted of 5-6 parts, which were sequentially sorted out in several sessions. As a rule, the first part described the initial state of the patient and the symptoms of the disease, the second included the results of the initial examination, the next parts were devoted to the test results, the diagnosis of specialists, the prescribed treatment, the patient's response to this treatment and the further progress of treatment. In Ukraine, this method began to be disseminated only in the second half of the 1990s, and today its application is at the stage of comprehending and borrowing the methods developed by scientists, mainly in the field of higher education.

The essence of the case method lies in the independent activity of students in a simulated situation, makes it possible to combine theoretical training and practical skills, and allows to apply theoretical knowledge to solving practical problems, which is very

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important for medical students. Considering the essence of case-study, A. Dolgorukov identifies the following features: the presence of a model of the socio-economic system, the state of which is being considered at a certain point in time; collective solutions; multi-alternative solutions; fundamental lack of a single solution; the only goal in the decision-making process; availability of a system of collective performance assessment; the presence of controlled emotional stress of students. These features make it possible to distinguish the case method from other methods.

Case technology works to develop:

1. Educational and informational (intellectual) competence:
   - assimilation of methods of analysis and critical thinking; ability to work with text; the emergence of experience in decision-making, actions in a new situation, problem solving; assimilation of data collection methods.

2. Communicative (social) competence:
   - development of skills for independent work and work in a group; acquisition of communication skills; formation of interactive skills that allow effective interaction and collective decision-making. The technique promotes the development of various practical skills. All together they can be described in one phrase - a creative solution to a problem, the formation of the ability to analyze the situation and make a decision.

   Participants in the educational process do not receive ready-made knowledge, but learn to acquire it on their own, decisions made in a life situation are more likely to be remembered than by memorizing the rules. Secondly, the process of solving the problem outlined in the case is a creative process of cognition, which implies the collective nature of cognitive activity. So, students learn to follow the rules of communication: work in groups, listen to interlocutors, argue their point of view by building logical schemes for solving a problem that has an ambiguous solution.

   The use of the case method allows you to form a high motivation for learning. It is designed to develop students' ability to make decisions on their own and find correct and original answers to problematic questions. The main purpose of use is the formation of students' vital competencies. The case method contributes to the development of the ability to analyze situations, evaluate alternatives, choose the best option and plan for its implementation. And if during the educational cycle this approach is applied many times, then the student develops a persistent skill in solving practical problems. Among the advantages of the case method are: active educational and cognitive activity of students, the ability to work in a group on a single problem field, the ability to acquire skills of the simplest generalizations, the ability to get acquainted with real life, the ability to test theory in practice; development of a system of values, attitudes, a kind of professional worldview; to learn to find the most rational solution to the problem posed, the emphasis of teaching is shifted not to mastering ready-made knowledge, but to its acquisition, to the cooperation of a teacher and a student. However, case technologies, due to their insufficient research in domestic pedagogy, have certain disadvantages: they are insufficiently researched in pedagogy; excessive enthusiasm for situational analysis can lead to the fact that all knowledge will be reduced to knowledge of many situations without a specific system, requires a certain experience from the teacher and the student, in-depth knowledge in conducting discussion and analysis of "cases" of the situation, requires a lot of time, the ability of the teacher to refuse from their own judgments in favor of students' counterarguments. The case method is not universal. Casey cannot replace live communication with the patient, physical examination of the patient, lectures. It is impossible to solve the case without mastering the theoretical material. It goes without saying that this pedagogical technology should be used not instead of, but in conjunction with classical teaching methods, that is, the case method will supplement the arsenal of methodological techniques.

An important feature of the case method is the teacher's readiness to use it, which requires constant professional development and improvement from him. When preparing for classes, the teacher takes into account the degree of expediency of using case technology, and goal-setting in the formation of competencies.

The first step is to prepare the case. A case is a special complex containing a description of a situation, a problem statement, questions that students should be guided by, materials on educational information, a list of information sources. When developing a case and determining the level of its complexity, it is also worth considering the characteristics and needs of students, or the audience where the case will be used. The case should be based on the basic previously acquired knowledge, and take into account who and for what purpose will use the knowledge gained as a result of working on the case. In addition, the content of the case should meet the modern needs and requirements of the audience, that is, be based on currently relevant information. The case should contain hidden ways of the correct decision and describe the details and aspects of the situation, thereby prompting students to take action.

An important indicator of the effectiveness of case technology is the close relationship between theory and practice. Thanks to this, favorable conditions arise for offering students to solve in a short time various, sometimes very difficult and complex, actual problems that are important for a future doctor.

There is no specific standard for presenting cases. Demonstration of cases is possible in printed form, multimedia and video form. Printed information or information on electronic media is easier to work with and analyze than information presented, for example, in audio or video versions; limited possibilities of multiple interactive viewing can lead to distortion of the primary information and errors. In case technology, there are a number of methods by which the teacher communicates a particular problem situation. There are the following methods: incident method; method of parsing business correspondence; game design; method of situational role-playing games; method of discussion; method of situational analysis (situational tasks and exercises, analysis of specific situations (case studies)). Each teaching method has its own technological
features that distinguish it from all others. However, despite this, there is a common feature - the use of each of these methods teaches students to interact with each other and directly with the teacher. According to the type of tasks, cases are divided into case-case, case-exercise and case-situations. A case-case can be used to lay out medical biology, medical genetics in order to illustrate a disease, to justify diagnostic methods. The case-exercise provides the student with the opportunity to apply the acquired skills in practice and is most often used where it is necessary to carry out differential diagnosis of diseases. The most common today is the situational analysis method, which allows a deep and detailed study of the problem, that is, the analysis of specific situations is a deep study of the real. In the case-situation, atypical problems are most often used, where the complications of the underlying disease are presented, where the decision-making algorithm in a specific situation is trained on a specific example. The case situation, as a rule, takes a lot of time to get acquainted, therefore, preliminary preparation at home and work with literature in the library is desirable.

Complex cases and mini-cases are distinguished by the volume and structure of information. The method of cases consists of two phases. The first phase includes planning a case, creating a case, formulating questions for analyzing the clinical situation in a case, developing methodological support for students in analyzing a case and preparing for discussion, methodological support for a practical lesson on the application of the case method. The second phase is the direct activity of the teacher when discussing the case in the classroom (introductory speech, organizing a discussion or presentation, ensuring a business mood in the classroom, assessing the individual contribution of students to analyzing the situation, ensuring the organization of work in small groups of students and mutual exchange of information, summing up, final word).

To establish constructive interaction, it is necessary for the teacher to choose the right sources for formulating the case. The main sources of the case-study method are life, education and science. Public life in all its diversity is the source of the plot, problem and factual base of the case. Education is another source. It defines the goals and objectives of training and education, integrated into the case method and other methods of teaching and education. Science is the third source of the case as a reflective complex. It defines two key methodologies that are driven by analytical activities and systems approach, as well as many other scientific methods that are integrated into the case and its analysis process.

The ideas of the case method are quite simple:

1. The method is designed to gain knowledge in disciplines in which the truth is pluralistic, that is, there is no unambiguous answer to the question posed, but there are several answers that can compete in the degree of truth; the task of teaching at the same time immediately deviates from the classical scheme and is focused on obtaining not only, but many truths.

2. The emphasis of teaching is shifted not to the mastery of ready-made knowledge, but to its development, to the co-creation of a student and a teacher; hence the fundamental difference between the case method and traditional methods - democracy in the process of acquiring knowledge, when a student is essentially equal with other students and a teacher in the process of discussing a problem.

3. The result of applying the method is not only knowledge, but also the skills of professional pedagogical activity.

4. The technology of the method is as follows: according to certain rules, a model of a specific situation that has occurred in real life is developed, and the complex of knowledge and practical skills that students need to acquire is reflected; in this case, the teacher acts as a leader, generating questions, fixing answers, supporting the discussion, that is, in the role of a manager of the co-creation process.

5. The result of the application of the method is not only the acquisition of knowledge and the formation of practical skills, but also the development of a system of values of students, professional positions, attitudes, a kind of professional attitude.

6. The case method overcomes the classic defect of traditional teaching associated with "dryness", the emotionally of the presentation of the material - there are so many emotions, creative competition and even struggle in this method that a well-organized discussion of the case resembles a theatrical performance.

Special attention should be paid to the algorithm of the teacher's and student's work on the case, which includes the following stages: Preparatory stage. The teacher prepares the situation, additional information materials, determines the lessons in the subject system. Introductory stage.

1. Introduction to the situation of students. Description of the situation. Engaging participants in a lively discussion of the real situation.

2. Glossary (clarification of the essence of the key concepts of the case).

Analytical stage.

1. Awareness and formulation of the problem based on the interpretation of the situation.

2. Identification of the causes of this problem. 3. Development of various methods of action in this situation (options for solving the problem).

Final stage. Selection of the best solution based on the analysis of the positive and negative consequences of each.

Therefore, it can be argued that case technologies contribute to the socialization of modern youth by focusing on the formation of skills, namely, such as: analytical, practical, creative, communicative, social, introspection.

Conclusions: Thus, it is necessary to determine the effectiveness of teaching using the case-method is obvious, the pedagogical potential of the case-method is much greater than that of traditional teaching methods. The case method continues to be one of the most productive innovative methods. The student is given the opportunity to test theory in practice, to activate his abilities, to think creatively. With the help of the case method, future teachers have the opportunity to study complex professional issues, improve themselves, acti-
vate "passive" and insecure students, develop the ability to highlight problems, analyze and develop action programs, which will allow in the future to act in a balanced way in a real situation. This is what contributes to the establishment of pedagogical interaction and its implementation on a constructive basis. With the help of modern innovative technologies, it is possible to achieve an effective result in the development of personal qualities in the process of mastering knowledge, abilities, and skills.

References

ФОРМИРОВАНИЕ ТВОРЧЕСКИХ СПОСОБНОСТЕЙ СТУДЕНТОВ ВУЗА В ПРОЦЕССЕ ПЕДАГОГИЧЕСКОГО СОТРУДНИЧЕСТВА

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FORMATION OF CREATIVE ABILITIES OF STUDENTS OF THE UNIVERSITY IN THE COURSE OF PEDAGOGICAL COOPERATION

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Аннотация
Данная статья посвящена проблеме педагогики сотрудничества, как наиболее эффективном ответе традиционным методам современного обучения. Авторы статьи утверждают, что педагогика сотрудничества – это целостный процесс по стимулированию познавательной активности студента с целью развития его профессиональных навыков. Можно выделить главные направления в педагогике сотрудничества: гуманно-личностный подход, дидактический активизирующий и развивающий комплекс, концепция воспитания, педагогизация окружающей среды. В статье предложена система методов, каждый из которых обладает особыми характеристиками. В процессе совместной деятельности педагога и студента в ходе выполнения курсового или дипломного проекта, наиболее эффективно реализуется процесс развития творческого мышления студента, приобретаются умение слушать и слышать собеседника, учитывать критику и делать соответствующие выводы. В процессе педагогического сотрудничества достигается главная цель - развитие творческих способностей каждого обучающегося, что создает условия для социального признания личности студента. В связи с этим педагогическое сотрудничество по праву должно занять соответствующее место в конструктивно-прогностической деятельности педагога университета, что позволяет ему осуществить выбор оптимального способа деятельности и индивидуального подхода в обучении каждого студента.
Pedagogika сотрудничества обя зана своим рас-цветом 80-м гг. ХХ в. Основное её положение можно основывать на постулате великого мысли-теля Конфуция: «Учитель и ученик растут вместе». Сотрудничество — это идея гуманизма, главным образом совместное развитие педагога и студента, взаимопроникновение, понимание, коллективный анализ стратегии и тактики деятельности, её ре-зультатов.

В мировой практике педагогику сотрудниче-ства рассматривают как наиболее эффективный от-вет традиционным методам современного обуче-ния. Ярким примером педагогики сотрудничества может послужить подготовка курсового или дип-ломного проекта, когда контакт «педагог-сту-дент» — это целостный процесс по стимулированию познавательной активности студента с целью раз-вития профессиональных навыков.

В отечественной педагогической психологии широко применяется термин «учебное сотрудниче-ство», поскольку он более деятельностно-ориентиро-ванный; его суть заключается во всестороннем взаимодействии педагога с учащимися, как при индивидуальной, так и при коллективной форме обуче-ния. Немаловажное значение сотрудничество как организационной системы активности взаимодей-ствующих субъектов, исходя из этого, имеет место тенденция рассматривать педагогический процесс полностью как педагогику сотрудничества. В таком процессе можно выделить такие направления, как: «гуманно-личностный подход, дидактический ак-тивизирующий и развивающий комплекс, концеп-ция воспитания, педагогизация окружающей среды [12].

Гуманно-личностный подход в образователь-ной деятельности предполагает, что личность и её целостное и гармоничное развитие является цен-тром образовательной системы, который является не только главным результатом образования, но и критерием качества работы педагога и образова-тельного учреждения. Гуманно-личностный под-ход есть совокупность идей, восходящих к личности как высшей ценности образования, обучения, воспитания. Первая идея состоит в видении лично-сти как цели образовательного процесса, следова-тельно, ему необходимо ориентироваться на лич-ность и её потребности. Гуманизация и демократи-зация педагогических отношений — это вторая идея, исходящая из первой. Третье обязывает отказаться от метода прямого принуждения, утратившего актуальность в современных условиях. Четвёртая призывает дать новую дефиницию индивидуальному подходу. Пятая подчёркивает важность фор-мирования положительной Я-концепции, умерен-ной самооценки и осознания собственной роли. Гу-манно-личностный подход к студента в образова-тельном процессе определяет коммуникативная основа личностно ориентированных педагогиче-ских технологий. Гуманистическая сущность пдэга-гики сотрудничества была заложена её основате-лями, учителями-практиками: С.Л. Соловейчик, Ш.А. Амонашвили, Ф. Шаталов, С.Н. Лысенкова, Н.П. Гузык, И.П. Волков, Б.П. Никитин и др. Гу-манистическая педагогика заинтересована в обеспече-нии равных условий для обучения и воспитания в соответствии с индивидуальными особенностями и возможностями учащегося.

Мы считаем, что наличие позитивных межличностных отношений в процессе совместной дея-тельности является важным параметром сотрудниче-ства. Не менее важно единство цели; дифферен-циация операций, функций, обязанностей, сопри-существие во времени и пространстве; организация и контроль образовательной деятельности. Данные слагаемые суммируются в ходе проектной деятель-ности студента при выполнении курсовой и вы-пускной квалификационной работы.

Педагогика сотрудничества представляет от-крытую и постоянно развивающуюся систему, сущ-ность которой раскрывается в творчестве педагога, и жизнь её продолжается, пока её дополняет, кон-кретизируется и развивает сам педагог. Совершен-ствование методологии педагогики сотрудничества отражается в концепциях учителей-новаторов, сле-давших прорыв в области дидактики. Это и опор-ные сигналы В.Ф. Шаталова, и идея свободного вы-бора Р. Штейнера, и концепция опережения С.Н.
Лысенковой. Не менее важна идея крупных блоков П.М. Эрднекова, основанная на принципу последовательности, от простого к сложному; интеллектуальный настрой класса В.А. Сухомлинского порождает здоровую конкуренцию. Развитие личности по методике Л.В. Занкова, творческая и исследова́тельская деятельность по И.П. Волкову являются примерами гуманистической педагогики. Интегра́сия концепция, разработанная Д.Б. Элькониным. Смысл её заключается в игре как средство демокра́тизации личности. Педагогика сотрудничества находит применение в концепции Е.Н. Ильина по преподаванию литературы как предмета, формирую́щего личность, в методах Б.М. Неменского и др. Идеи, концепции и авторские методики педагогов-новаторов соответствуют настоящим тенденциям гуманизации и гуманитаризации образования.

«Активизирующий и развивающий комплес́с педагогики сотрудничества открывает новые реше́ния основных вопросов дидактики: чему, как и для че́го обучать. Содержание обучения есть средство развития личности [12]», а не поставленная образова́тельным учреждением цель; обучение направле́ но на практическое применение знаний, умений, навыков, формирование творческого и критиче́ ского мышления, на личностные интересы. Совре́менному обучению характерна интегра́ция дисци́плины; вариативность и структурированность, мотива́ция к познавательной деятельности, учёбе. Со́ блуждение данных условий означает сотрудни́чество педагога и студента, но при этом оно не ограничивает самостоя́тельность учащихся в учёбе.

«Педагогика сотрудничества заключается в том, чтобы дать ученику уверенность в собственном успехе, научить учащихся, не допускать его отста́вания», — писал В.А. Сухомлинский [10]. Учебное занятие без принуждения, проблемное обучение, идея свободы выбора своей под темы в общей теме ис́следования способствует гармоничному развитию личностных качеств и профессиональных компе́ нсий. Основываясь на личном опыте, мы со́ гласны с утверждением, что педагог и студент в обра́зовательном процессе являются равноправными партнёрами, но делаем уточнение, что при этом пе́dagог выступает в роли ментора, авторитетного со́ ветчика и, в совершенстве, — старшего товарища. Самостоя́тельность знаний и опыта, формирует собственную жизненную позицию студента. Это созда́ёт условия для реализации творческого потенци́ ала, осознания собственной уникальности, а такж́е для воспитания товари́щества, дисциплини́рованности, коллективизма, развития коммуника́тивных навыков.

Педагогика сотрудничества играет основопо́лагающую роль в ходе выполнения курсового про́ екта или бакалаврской работы, где студент поде́ ляется индивидуальной стратегией образовательного процесса. Её элементами явля́ются: выбор индивидуальной темы, проектирова́ние, корректировка объема работы и времени на её выполнение, установка цели и задач. Обычно вы́ полнение курсового проекта или дипломной ра́ боты по дизайн-проектированию проходит в не́ сколько больших этапов и под этапов. Педагогика сотрудничества как технология, применяемая при выполнении проекта — это своего рода малое творчесческое объединение доверяющих друг другу про́ фессио́налов — состоявшегося и начинаяющего.

В ходе выполнения проекта нередко педагог выступает не только в качестве наставника, но и в роли «заказчика». Студенты для решения поставленных задач могут объединяться в команды, чтобы решить конкретно конечного оптимального результата.

Педагогика сотрудничества — это целостная система методов, обладающая следующими характери́стиками:

Первое. Педагог способен наполнить заня́тие атмосферой творчества, в том числе и преддипломную практику, когда студент из объекта обучения превращается в его субъект. Грамотно спроектированный процесс обеспечивает уверенность студе́нтов в собственных силах и в успешном результате, особенно важна поддержка педагога в завершении дизайна и выборе наиболее удачных вариантов, что позволяет исключить принуждения студентов к самосто́ятельному обучению.

Второе. Не менее важен настой, заданный пе́ дагогом на успех в выполнении коротких заданий, ведущих к качественно выполненой работе благода́ря предложенному демократическому стилю обу́чения во время учебного процесса (как аудиторные, так и дистанционные занятия). Также это готовноть прийти на помощь в любое время, когда пре́ подаватель консультирует по затруднительным вопро́сам (например, индивидуальное и групповое общение в системе мессенджера Whatsapp). Данн́ый подход позволяет достичь высокого результата в продвижении «слабому» студенту и ускорённого развития «сильных» обучающихся. Хорошим, на наш взгляд, является опыт создания мальчик групп, в которых добровольно оказывается взаимопомощь, за счет объединения «сильных» и «слабых» студентов.

Третье. Создание на каждом занятии благопри́ятного психологического климата влияет на общее стремление к узнаванию и интерес к учёбе. «Ра́дость за малые успехи; снятие боевин неудач и отрица́тельный оценки, поощрение любознательности значительно повыси́т эффективность процесса обу́чения [12]».

Четвёртое. «Успешное применение педагоги́ческих средств, побуждающих учащихся к активной познавательной деятельности, определяет ма́стерство учителя. Прежде всего, это проблемные дискуссии и беседы, личностно-ориентированные вопросы, творческие задания [12]». Творчество пробуждает и поддерживает интерес учащихся к учебной деятельности, расширяет её границы и раскрывает сильные стороны каждого из них.

Пятое. Самоконтроль и анализ студентами своих учебных успехов, подтверждение профессио́нальных компетенций происходит благодаря уча́стию в выставках-конкурсах, что служит развитию
данных качеств, как ответственность, целеустремленность и трудолюбие.

Цифровая трансформация общества на волне бурного развития информационно-коммуникационных технологий также влияет на взаимоотношения в образовательном процессе. Здесь уже должен расти педагог, получая обратную связь от «digital-поколения». Для современных студентов цифровые устройства и высокие технологии являются обязательными элементами жизненного пространства. Их прогрессирование, расширение мобильного офиса – это новая характеристика общества, где совокупность использования технических средств и «Интернета формирует процесс обучения и воспитания в направлении самостоятельного добывания знаний, навыков, умений и компетенций, в т.ч. и вне университета. SMART-образование должно обеспечить возможность использовать преимущества глобального информационного общества для удовлетворения образовательных потребностей и интересов студентов [12]. Особенную актуальность оно приобрело в условиях активного перехода на платформу дистанционного образования, где педагог должен организовать занятия с учётом не только тесного сотрудничества, но и умения вести студентов на самостоятельный поиск знаний и формирование умений, необходимых в процессе проектной деятельности. В этом помогают различные формы, например, видеоконференции, где могут быть достигнуты решения важных моментов, волнующих студентов, в том числе, обсуждение и уточнение деталей текущего этапа работы.

В совместной деятельности достигается развитие творческого мышления студента, приобретение умения слушать и слышать собеседника, учитывать критику и делать соответствующие выводы. Дистанционные учебные встречи-обсуждения проходят в доброжелательной атмосфере с долей проявляемого педагогом юмора, что помогает студентам более успешно продвигаться в выполнении дизайн-проекта на каждом его этапе.

Многое исследования свидетельствуют о положительном влиянии технологии педагогики сотрудничества на деятельность студентов в образовательном процессе. Доказано, что эффективность организации учебного процесса в форме сотрудничества, позволяет успешно решать сложные мыслительные задачи, лучше усваивается новый материал, например такой, как работа студентов-дизайнеров в графических редакторах. Рассмотрим результаты такой деятельности в процессе выполнения курсового проекта студентами 1 курса, которым было выдана общая тема: «Особенности построения композиций на основе орнаментальных культуры в декоративном искусстве народов Приамурья», где они смогли проявить комплекс знаний и умений в области истории искусства, прошедших технологий (композиции и цветоведения), основ графического дизайна и владения компьютерной графикой.

В процессе исследования по аспектам данной темы каждым студентом была выполнена реконструкция орнаментального мотива из музейной коллекции декоративного искусства коренных народов Хабаровского края.

Этап графической реконструкции позволил не только глубоко погрузиться в семантику символических изображений, но и освоить на практике теоретический и непосредственный опыт работы с программами компьютерного дизайна.

Освоение художественных традиций традиций коренных народов Приамурья, через возрождение культуры народного мировосприятия, позволит студентам решить ряд задач в рамках культурного, интернационального и художественно-эстетического воспитания будущего поколения. Считаем, что реализация такой темы в этнокультурном образовании студентов-дизайнеров, позволит обеспечить сохранение преемственности поколений, ведь сегодня в декоративно-прикладном искусстве Приамурья наблюдаются невосполнимые потери, утрата бесценных знаний, которые всегда передавались от мастера к ученику в культурных центрах народных художественных промыслов. Многие из них теперь они угают под воздействием субъективных и объективных факторов массовой культуры.

Орнамент – один из ведущих компонентов в декоративно-прикладном искусстве и графическом дизайне. В орнаментальной культуре декоративно-прикладного искусства дальневосточных народов он есть художественная летопись, воплощение гармонии природы, её линейно-цветовых соотношений. Орнаментальное искусство народов Дальнего Востока не может не восхищать своим многообразием и высокой художественностью исполнения. Издевались оно формировалось в уникальных условиях, и благодаря этим условиям, оно не похоже ни на одно другое искусство, так же, как и его создатели не похожи ни на один народ. Это тематическое направление хорошо вписывается в идеологию педагогики сотрудничества. Анализ её преимуществ показывает, что сотрудничество положительно влияет на деятельность обеих сторон. Подкрепление оно получает в осознании педагогической целесообразности выбранных тем для разработки дизайн-проекта.
Результаты дизайн-проекта «Декоративная композиция на основе орнаментального искусства Приамурья» студентки Радионовой Н.И., 1 курс, бакалавр дизайна ТОГУ; руководитель проекта – Мартынов В.В., доцент кафедры ДДПИиЭ, ТОГУ

Выполненные студентами графические реконструкции преобразовываются в современные орнаментальные композиции, которые могут стать элементами декора дальневосточных сувениров (Рис.1). Полученный нами опыт работы демонстрирует, что именно сотрудничество ориентирует студента на самосовершенствование, доказывает приоритетность социально успешной и мобильной личности. Сотрудничество создает условия и для большей заинтересованности в знаниях, мотивирует на освоение ранее неизвестного. «Обучающиеся в сотрудничестве оказывают и принимают поддержку, причем речь идет не, только об учебной, но и о человеческой помощи, они обмениваются ресурсами, необходимыми для выполнения задания; у них формируются навыки аргументации. Метод упражнения побуждает к овладению знаниями, их переосмыслению, к более глубокому пониманию проблем и обеспечивает связь теоретической и практической составляющей. Эти навыки лучше развиты у тех, кто обучается в сотрудничестве, чем у тех, кто обучается индивидуально. Кроме того, студенты поддерживают друг друга в стремлении учиться лучше. Они оказывают влияние друг на друга и в выполнении заданий: если кто-то из членов группы знает, как лучше выполнить задание, остальные с ним, как правило, соглашаются. Группа трудится во имя общих целей. Взаимное доверие – прекрасная основа для отличной успеваемости каждого, оно сводит к минимуму стресс и дискомфорт в общении [10]».

Выводы. Педагогическое сотрудничество, как образовательная технология помогает выполнить одну из главных задач образовательного процесса в ВУЗе – эффективно развивать способности каждого студента, что создает условия для социального признания его, как личности. В связи с этим, технология «педагогическое сотрудничество» должна занять по праву ведущее место в образовательном процессе вуза, что необходимо в конструктивно-прогностической деятельности педагога. Сотрудничество позволяет осуществлять выбор оптимального способа деятельности в обучении студентов и обеспечивает более прочное усвоение знаний, развивает творческие способности, нестандартное мышление, коллективизм. Это лишь некоторые подходы в раскрытии актуального направления в исследовании вопросов связанных педагогикой сотрудничества, как гуманистической технологией, что, несомненно, требует продолжения исследования в следующих статьях, посвященных поиску форм, методов и приёмов эффективного обучения студентов вуза.

Список литературы
DISTANCE LEARNING AS AN INNOVATIVE FORM OF EDUCATION FOR STUDENTS OF MEDICAL UNIVERSITIES

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Abstract
In this article the relevance of distance education, historical aspect of its formation, the need of implementation. The author describes the features of this type of studying for medical students during the quarantine measures during the Covid-19 outbreak. The attention to the positive and negative aspects consider and accentuated, and the technologies of distance learning described in details.

Keywords: distance learning, distance education, distance learning technologies.

Наслідком розвитку інформатизації суспільства та суттєве поглиблення процесів упровадження інформаційних технологій в освітню практику стала поява дистанційного навчання як найбільш перспективної, гуманістичної, інтеграційної і орієнтованої на індивідуалізацію форми освітнього процесу[1], а в поточному році долучалась ще епідеміологічна обставина в світі через Covid-19. За даними ЮНЕСКО електронне навчання одного студента втретє дешевше за традиційне. Одразу ж виникає питання, а як можна студента медичного університету навчати дистанційно? 

Teoretichні обґрунтування дистанційної форми навчання засновані на методологічних прахах С. Архангельського, Ю. Бабанського, С. Гончаренка, Н. Талінської та інших викладачів-методистів, психологів Б. Ананьєва, Г. Балла, М. Даунелла, які аналізували процес дистанційного навчання як індивідуалізацію особистісно орієнтовного навчання.

Історично дистанційне навчання існує з 1840 року, коли англійць Ісаак Пітман запропонував навчання для студентів Англії через телеграф. Загалом в сфері дистанційного навчання відкладено декілька десятиліть. Першим навчальним закладом,

Підприємленнями з урахуванням обмежень у часі та просторі, використання інтерактивних заходів, відео-та аудіо режимів, трансляції навчальних презентацій та відеоматеріалів, шляхом проведення дискусій та опитувань, що дозволило максимально наблизити онлайн-навчання до умов очної освітньої діяльності. Як правило, кількість студентів в групі в медичних університетах складає 11-12 чоловік, що є зручним для оцінювання знань. Навчання розпочиналося з обговорення теми практичного заняття. При вивченні фармакології надзвичайно важливим питанням є застосування групої належності, механізму дії ліків, клінічного застосування та побічних ефектів основних представників лікарських засобів. Студенти мали можливість робити висудки на основі своїх навчальних планів та в опануванні відповідних освітніх програм за допомогою сучасних інформаційно-комунікаційних технологій. Вищому навчальному закладі України «Буковинському державному медичному університеті», кафедрі фармакології, зокрема, практичні заняття проводилися згідно із затвердженням розкладом у вигляді вебінарів на платформі відео конференцій Google Hangout Meet, в режимі реального часу. Вебінари проводилися з використанням інтерактивних заходів, відео-та аудіо режимів, трансляції навчальних презентацій та відеоматеріалів, шляхом проведення дискусій.

Основне завдання запровадженого дистанційного навчання полягало в виконанні студентами індивідуальних навчальних планів та в опануванні відповідних освітніх програм за допомогою сучасних інформаційно-комунікаційних технологій. В іншому навчальному закладі України «Буковинському державному медичному університеті», кафедрі фармакології, зокрема, практичні заняття проводилися згідно із затвердженням розкладом у вигляді вебінарів на платформі відео конференцій Google Hangout Meet.
відповідальність та мотивує до вдалого складання заключного модульного контролю.

При дистанційному навчанні змінюється роль і вимоги до викладачів. Лекції складають лише невелику частину навчального процесу[5]. Основне завдання – зорієнтувати студентів на творчий пошук інформації, уміння самостійно набувати необхідні знання і застосовувати їх у вирішенні практичних завдань з використанням сучасних технологій. Викладачі дистанційних курсів повинні мати універсальну підготовку – володіти сучасними педагогічними та інформаційними технологіями, бути психологічно готовими до роботи зі студентами. Це дає можливість прослухати свою дисципліну багато разів і виглядає не тільки розробником електронного курсу, а й самим студентом. Викладач здатний створювати нове навчальне середовище, в якому студенти почують себе невід’ємною частиною колективу, що посилює мотивацію до навчання. У свою чергу, викладачі повинні володіти методами створення і підтримки такого навчального середовища, розробляти стратегію активної взаємодії між учасниками навчального процесу, підвищувати творчу активність студентів і власну кваліфікацію.

Широкий доступ студентів до освітніх ресурсів, не обмежені часом та відстанню можливості працювати з електронними варіантами програмно-методичного забезпечення по тим чи іншим дисциплінах формують відповідний рівень предметного «викладач-студент». У зв’язку із цим, навчальною функцією викладача є пошук діалогових коопераційних засобів у новому навчальному середовищі, в якому студенти почують себе невід’ємною частиною колективу, що посилює мотивацію до навчання. У свою чергу, викладачі повинні володіти методами створення і підтримки такого навчального середовища, розробляти стратегію активної взаємодії між учасниками навчального процесу, підвищувати творчу активність студентів і власну кваліфікацію.

Головною перевагою дистанційної освіти є її ексцентричність (тобто немає прив’язки до певної території). Це надало нам змогу проводити практичні заняття в інтернеті. У зв’язку з поширеними епідеміями коронавірусу, викладачам приходиться бути психологічно готовими до роботи зі студентами. Це дає можливість прослухати своєї дисципліни, а інших змістів за допомогою комп’ютерних технологій, інформаційної мережі, а також адаптації традиційних варіантів навчального процесу до нових технологій. Отже, перевагами дистанційної технології навчання є доступність до більшого обсягу матеріалу через бібліотеки мереж; можливість роз’яснення незрозумілих тем як викладачем, так і іншими студентами (проведення відео конференцій, електронних обговорень тощо) [8].

Головним завданням дистанційного навчання є розвиток творчих та інтелектуальних здібностей людини за допомогою відкритого та вільного використання всіх освітніх ресурсів та програм, доступних в інтернеті. А оскільки інтернет – це світова інформаційна сфера, то вона може бути однім із засобів дистанційного навчання[9]. Актуальність теми дистанційного навчання полягає в тому, що результати суспільного прогресу сьогодні концентруються в інформаційній сфері. Дистанційна форма освіти дає можливість для створення самоосвіти, самонасамоючання, загального обміну інформацією, незалежно від просторових появ. Самостійне приображення знань, здатність до пізнавальної наполегливості тощо.

Позитивні аспекти дистанційної освіти.
1. Свобода та гнучкість графіку навчального процесу. Студент сам собі створює комфортні умови навчання. Все залежить від його здібностей та організованості, працьовитості, сили волі, мотивації до навчання. У свою чергу, викладачі повинні володіти методами створення і підтримки такого навчального середовища, розробляти стратегію активної взаємодії між учасниками навчального процесу, підвищувати творчу активність студентів і власну кваліфікацію.

2. Індивідуальний підхід та індивідуальний темп навчання. Це дає можливість прослухати лекцію рівно стільки раз, скільки це необхідно.
3. Доступність освіти в будь-якій точці світу.
4. Збільшення кількості студентів, оскільки люди з обмеженими можливостями здоров’я можуть реалізувати свої право на освіту. Дистанційна освіта має свої «мінуси».
1. Незважаючи на очевидну перевагу у вигляді індивідуального темпу освіти, такий підхід підходить тільки для організованих та високодисциплінованих студентів. Виключається вплив на успішність. Процеси студенти після важкого трудового дня не зможуть успішно виконати навчальну програму.
Втрачається комунікативний підхід до навчання, обмеження спілкування з одногрупниками та однокурсниками та викладачами [11]. Застосування сучасних комп’ютерних і телекомуникаційних технологій в навчальному процесі не тільки створює умови для більш ефективної самоініціативної роботи студентів, сприяє індивідуалізації процесу підготовки фахівців, а і суттєво змінює форми і зміст комунікацій між викладачем і студентом. За допомогою комп’ютерних технологій, незважаючи на незмінні тенденції до зменшення аудиторних годин, прямий і зворотній зв’язок «викладач-студент» стає більш інтенсивним і активним.

Дистанційна освіта після вимушеного карантину набирає обертів, майбутнє – за такою формою здобування освіти. Це стосується вищої освіти. Це хороша альтернатива очному навчанню, але тільки в тих галузях, де можна самостійно навчатися. Медичні університети не можуть повністю перейти на таку форму навчання, джерело становлення лікарів відбувається біля ліжка хворого. Тільки теоретичні дисципліни на перших курсах можуть комбінувати очне та дистанційне навчання. Воно сприяє підвищенню самоосвіти та організованості студентів.

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FEATiRES OF CONDUCTING AND CHORAL TRAINING OF STUDENTS OF HIGHER PEDAGOGICAL EDUCATIONAL INSTITUTIONS IN THE CONDITIONS OF ONLINE TRAINING

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Анотація
У статті розглядаються особливості диригентсько-хорової підготовки майбутніх учителів музичного мистецтва в умовах онлайн навчання. Буд зроблений аналіз наукової літератури щодо дослідницької теми та підкреслено, що стосовно онлайн навчання майбутніх учителів музичного мистецтва, тема не достатньо висвітлена. У результаті аналізу дослідницької теми, було виокремлено позитивні та негативні моменти онлайн навчання.
Постановка проблеми. Нові вимоги сучасності, спонукають до пошуку нових форм навчання, майбутнього учителя музики у тому числі. Онлайн навчання одна з прогресивних та перспективних форм навчання, покликана розкрити потенціал студента та забезпечити можливість опанування новими знаннями та вміннями.

Meta статті: висвітлення особливостей підготовки майбутнього учителя музики у вузових онлайн навчання на заняттях з діригентсько-хорової майстерності.

Викладення основного матеріалу. В сучасних умовах розвитку суспільства дуже зросли вимоги щодо підготовки майбутніх вчителів музики, адже рівень кваліфікації вчителя зумовлює рівень формування та становлення особистості учня, його сприяння дійсності та розуміння суспільних цінностей. Тобто суспільство потребує підготовку майбутнього учителя нової форми, який буде саморозвиватися та прагнути досягти вершин майстерності, враховуючи сучасні потреби.

Вимоги до педагогів та рівня їх підготовки відображено низкою нормативних документів, а саме Законом України "Про вищу освіту", Державною національною програмою "Освіта" (Україна XXI століття). В цих документах є діяльність, що підготовка майбутнього вчителя має насамперед зосередитися на глибокому теоретичному досвіді, практику і вміннях.

Запорука успішного відновлення цих завдань є груповими відомостями та підготовки студентів у вищому навчальному закладі, а також постійне дослідження та поетапна розвивання та майбутнього учителя музики у своїх роботах розглядали такі наукувці, як Бєзібу Й., Коломієць О., Морзе Н., Опаносюк Ю., Самоходюк Н., Сокол С., Шевець М. та інші. Вони підкреслюють актуальність та необхідність опанування новими формами навчання майбутнього учителя музики. Особливістю навчання майбутнього учителя музики зверталася у своїх дослідженнях науковці Канади – Кероль Джонс, Скотт Хоулі, Грецько – Кутсупіду Т., Росії – Панькова А. та інші. У науковці, як Арчажникова Л., Квасниця З., Козир А., Пагон А. та інші, виходили на значущість діригентсько-хорової майстерності для подальшої успішної роботи у вузових умовах.

До проблеми онлайн навчання майбутнього учителя музики зверталася у своїх дослідженнях науковці Канади – Кероль Джонс, Скотт Хоулі, Грецько – Кутсупіду Т., Росії – Панькова А. та інші. У науковці, як Арчажникова Л., Квасниця З., Козир А., Пагон А. та інші, виходили на значущість діригентсько-хорової майстерності для подальшої успішної роботи у вузових умовах.

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abstract
The article considers the peculiarities of conducting and choral training of future teachers of music art in the conditions of online learning. An analysis of the scientific literature on the research topic was made and it was emphasized that regarding the online training of future music teachers, the topic is not sufficiently covered. As a result of the analysis of the research topic, the positive and negative aspects of online learning were identified.

Ключові слова: Онлайн навчання, майбутній учитель музики, діригентсько-хорова підготовка.

Keywords: online training, future music teacher, conductor and choral training.
не дуже відрізняються від занять у класі. У наявності майже усі учасники процесу навчання: учень – педагог. Відсутні третій учасник, концертмейстер. Але він присутній у вигляді виконавця фонограм. Викладач має ті ж самі можливості, що й при заня- тях офлайн: робити особисті покази студенту, відпрацьовувати технічні моменти музичного твору, проводити бесіду щодо особливостей жанру, форми твору, тощо.

Щодо технічної сторони занять з диригування, сучасні технології представляють можливість вико- ристовувати різні платформи та месенджери. Най- більш популярними в останні часи є платформа ZOOM, Google meet. Але практика показує, що ба- гато хто використовує Viber, Skype та Messenger. У цьому розмазаний прагнень якість конференції за- лежить від провайдера та особистих уподобань.

Форма онлайн навчання має як свої переваги, так й недоліки. Розглянем їх більш детально. До переваг можемо віднести такі позиції:

- незалежність від географічних умов, можли- вість бути присутнім на заняттях в умовах лікар- няного, декретної відпустки, пандемії (пандемія COVID 2020 яскравий приклад ситуації), таке іншее;
- можливість більш самостійно та яскраво реалізувати себе студенту, такі студенти більш ада- птовані до прийняття самостійних рішень;
- як правило, навчання онлайн дається більш легко та неприємно;
- самостійна студента підвищується.

Як зазначалося вище, заняття з диригування відбуваються відповідно, тому відсутність індивідуального підходу, притаманна при онлайн навчанні по другій спеціальності, у випадку на- вчанні хоровому диригуванню відсутня.

Що стосується недоліків при онлайн навчанні хоровому диригуванню, то можемо виділити такі:

- недостатня самодисциплінованість студе- нта;
- недостатня гарна технічна оснащеність. Для занять з диригування необхідно мати засоби кому- нікації (ком’ютер, планшет або телефон), засоби трансляції аудіозапису та швидкісний інтернет;
- до основних проблем онлайн навчання також можемо віднести майже повну відсутність про- грам з хорового диригування, адаптованих саме для онлайн навчання. Треба відмігти, що сьогодні це проблема активно вирішується.

Отже, враховуючи все вище сказане, можемо стверджувати, що онлайн та дистанційні технології навчання посиліть своє вагоме місце у системі відповідно освіти. У реаліях сьогодення, професійна підготов- вка майбутнього учителя музичного мистецтва в умовах онлайн навчання у перспективі має набувати свого розвитку та нових форм. Також требі зазна- чити, що новітні форми онлайн навчання надають можливість саморозвитку не тільки студентам, а й набувати нових вмінь та досвіду викладачеві.

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PERCEPTION OF REMOTE TRAINING BY STUDENTS AND TEACHERS OF THE UNIVERSITY: FOR AND AGAINST

Abstract
The current state of such a learning format as distance learning impresses with the pace of its development. If 10 years ago the “distance” was associated mainly with distance or additional education, now almost any higher education program contains certain elements of e-courses, which are mastered in a remote format. Behind this is a whole set of socio-cultural reasons related to the technicalization of society, the desire to reduce the cost of organizing the educational process, increasing the mobility of people in general. Nevertheless, in the pedagogical community this process is perceived ambiguously. Along with supporters, there are opponents who believe that such non-traditional forms of education not only destroy the established in decades of domestic higher education, but also worsen the quality of education.

Keywords: distance learning, perception, educational process, teacher-student.

Today, distance learning does not surprise anyone, most of the educational institutions of various levels in Russia and abroad to some extent use distance learning technologies in the pedagogical process. Many students today consider this form of education as an alternative to the usual not only in obtaining a second education, advanced training, but also choose this method for obtaining a first higher education. Even 10 years ago, the number of students in the world receiving education in distance technology exceeded the number of full-time students. There is no way out of modern trends, and many universities understand this and try to develop in this direction. By the way, it is correct to say “distance learning”, not “distance education”, because this is just another way of forming the knowledge and skills of the student, and the content of education remains unchanged.

For a month of quarantine in the news and social networks have already managed to discuss all the details and nuances of distance learning at school: from analyzing the quality of TV lessons by the President’s Office to advice from psychologists on how to organize education and children’s lives indoors. But much less was said about distance education in universities. Immediately after the announcement of the quarantine, the Ministry of Education announced that it trusted universities to organize distance learning, then announced the time frame for the VNO and the introductory campaign, and thus completed its mission.

Of course, this makes sense. After all, the level of autonomy of universities is significantly higher than that of schools, so the solvency should be incomparably greater. In addition, universities work with an older audience that has (or should have) self-organization skills and the ability to learn independently. And this is undoubtedly easier than teaching young children, especially elementary school students, who find it harder to focus on the topic while sitting at home in front of a computer or tablet.

On the one hand, there are institutions (mostly with an extensive network of branches), where the system of distance education is not the first year. For example, BSMU has its own platform for distance learning, where online meetings of departments are held, and the administration monitors and coordinates the work of departments. But there is another approach: some universities have simply removed the distance learning orders and sent teachers and students free-swimming without asking for details. Is this enough to make the distance education system work?

For this purpose, a questionnaire survey of students and teachers was conducted on the basis of Bukovina State University. The study involved 150 people. Including 105 students of 1-6 courses and 45 teachers (of which 21 are candidates of sciences and 2 doctors of sciences). The age of the subjects varied from 17 to 62 years (mean age was 28.5 ± 9.6 years). In total, 99 people had distance learning experience (63 students and 36 teachers), 51 had no such experience (42 students and 9 teachers).

Respondents were offered a questionnaire consisting of 16 closed questions, two questions with a rating scale and one open question. A special block of questions is divided into several semantic parts. The first part included questions about respondents’ preferences in choosing ways to obtain information. Respondents were offered currently popular sources of information from which one or more answer options could be chosen. A separate block presented questions about the reasons for accessing the Internet in everyday life. The next block included questions about the experience and motives for distance learning. Subjects were asked to evaluate the effectiveness of distance learning in general, as well as separately on such indicators as the importance of practical skills and theoretical knowledge in life and professional activities. Next, respondents were asked to rate on a five-point scale the importance of such characteristics of distance learning as the ability to plan time independently, the ability to learn without leaving home or office, individual pace of learning, a large selection of courses, the ability to gain unique knowledge, the ability to quickly acquire new knowledge with limited health, no need to communicate with other students. The next part of the questionnaire was presented with questions to identify the didactic features of distance learning. Participants had the opportunity to express their opinion on what form of control is most appropriate for this format of learning, whether the student needs a tutor, how important interactivity is in the presentation of the material. In the final block of the questionnaire there were open questions.
about the advantages and limitations of distance learning, the prospects for the spread of these technologies in higher education.

It was logical to start the analysis of students’ and teachers’ perceptions of such a technical form of learning as distance learning with an indicator of the amount of time spent on the Internet. We hypothesized that a stable “online presence” is a marker of loyalty to the distance learning format. As a result of the survey, it was found that teachers spend less time online than students, namely, on average about 5 hours a day, while students spend more than 7 hours. It seems quite natural that the younger part of our sample more often “goes online” for the purpose of education (84% vs. 37% of teachers), communication (84% vs. 54% of teachers) and entertainment (56% vs. 23% of teachers). Teachers are more likely than students to access the Internet for information (94% vs. 51% of students) and for work (83% vs. 36% of students). It is noteworthy that the presented scatter did not affect the overall assessment of the effectiveness of distance learning, which was in the experience of respondents. Both teachers and students praised him, but not highly enough.

So, regardless of the experience of the respondents and the completion of their education, the “distance” did not receive very high marks. Let’s try to understand - why?

When analyzing the answers to the open question about the shortcomings of distance learning among teachers and students, several groups of answers were identified: “low quality of taught material”, “low quality of control of the acquired knowledge”, “limitation in obtaining practical skills”, “lack of ability to take into account learner”, “dependence on technical means”.

Among the teachers, the group “rigidity of the taught material” was additionally distinguished, and among the students - “high distractibility, the problem of self-organization.”

But the most worrying thing for most students and teachers was the “lack of communication.” Directly related to this is the “need for a curator in the conditions of a distance course”, which was noted by the majority of respondents (only 2 teachers and 2 students believe that a curator is not needed). Among students, 26.66% said that a curator is always needed, and 68.8% said that he is needed from time to time. Teachers had a constant need to have a curator during a distance learning course in 40% of cases, while 54.28% said that a curator was needed from time to time. These data reflect the understandable desire of both students and teachers to “live human communication” even in the context of robotic learning. And this is critical even for a technologically advanced student audience. In this regard, we can recall the classic definition of the learning process in educational psychology, as a “specially organized, controlled process of interaction between teachers and students.”

Probably, the absence of the usual schemes of pedagogical communication in the remote mode from the childhood is an obstacle for acceptance of such format by a part of respondents. It is this feature of “distance” learning that confuses most students and teachers alike.

Both students and teachers praised such characteristics as “the ability to plan time yourself” (3.98 points out of 5), “the ability to study without leaving home or office” (3.76 points out of 5), accessibility for people with disabilities” (4.04 points out of 5). This suggests that the specifics of this modern format are perceived differently by different subjects of the educational process. However, they see different prospects for its development. This is evidenced by the following results of the questionnaire.

When analyzing the answer to the question “Can, in your opinion, distance learning completely replace full-time?” students showed a tendency to readiness to study remotely. Namely, of all the students surveyed, 26.66% answered “yes”, while only 8.57% of the teachers answered positively. Thus, teachers are significantly less likely to allow the full replacement of full-time education with distance learning. This skepticism of the “elders” is to a certain extent logical. Probably, it is associated with personal educational experience, a kind of habit to a particular training format in which a person has been for many years. Especially during the most sensitive periods for childhood and youth for the perception and assimilation of knowledge. For most of the adult citizens of our country, these were the conditions of a traditional, classroom, or lecture system. The novelty effect that e-learning carries in itself is alarming to people. And if you transfer these arguments from the macro-social level to the plane of the psychology of professional development, then perhaps the teachers’ doubts about the prospects of “distance learning” are based on personal inability to work in this new format.

The technology of production and conduct of the electronic course itself requires teachers to actualize different from the usual set of competencies. In this context, the assessment of various aspects of “distance learning” by students seems even more revealing, or at least free from the pressure of the professional community and personal fears of losing teaching due to the spread of distance learning.

So, the pros are:

1) the majority of researchers call the first “plus” of distance learning the opportunity for students to get an education on the job. This is, indeed, a very important argument in favor of choosing this form of education, especially for those who decide to get higher education already in adulthood;

2) there is no need to go to an educational institution, at least to do it often. This is especially true for students from the periphery: it leads to a reduction in financial costs, makes it possible to obtain a diploma from metropolitan or foreign universities;

3) those who are physically unable to be in the classroom due to disability also have the opportunity to get an education. Our university and the author personally have experience working remotely with such students;

4) in our society there have always been and are people who are able to “educate themselves”, i.e. engaged in self-education, but for one reason or another not having an officially recognized result of such education - a diploma. Distance learning allows to some extent reduce the dependence of a person who wants and is able to acquire knowledge independently, from educational institutions and, on a par with others, have the opportunity to receive a diploma of higher education;

5) the opportunity for students to participate in the organization of their educational process: to choose the time and place for working with educational material,
to determine the speed of studying the material, corresponding to the peculiarities of their thinking;
6) students have a higher level of conscious attitude to study, they begin to feel responsibility for the result of their training, learn to rationally distribute time and effort;
7) for a university, distance learning allows you to reach a larger number of students, i.e. increase target audience.

Of course, distance learning has its own "minuses":
1) the student does not have the opportunity to consult a teacher personally;
2) there is no way to learn "live" to build relationships in the team (with teachers, classmates, the university administration), speak to an audience;
3) not every profession can be mastered remotely (doctor, veterinarian);
4) not every student knows how to maintain motivation for independent work. In addition, the lack of such an effective motivator of educational activity as constant monitoring by the teacher affects it. Those teachers who work with the 1st year in universities know how important it is for first-year students, especially at first, to check their homework and regularly organize verification and verification work. A very low percentage of students who do not need such control, they already realize that independent work on the subject is necessary;
5) the student does not have the opportunity to compare the intermediate results of his studies with other students, and compare "live": when working at the blackboard, speaking at conferences, etc.
6) the absence of a person nearby who delivers material with an emotional coloring, which affects the degree of his understanding (recall the fragment of the movie "Big Change" in which Nestor Petrovich gives a lecture on Emperor Nero, who ordered to set fire to Rome, which would inspire him to write poems about fire - none of the listeners was indifferent);
7) for the teacher in the classroom, it is important to feel how students understand the material (according to their views, on asked questions, answers to their questions) and to promptly adjust the learning process: repeat difficult moments again, give additional clarifications on some issues, change pace of presentation. With distance learning, such a connection is lost;
8) the student is tempted and has enough opportunities for "non-independent" training, and the teacher does not have the opportunity for quality control of such costs of distance technologies;
9) for the university, the introduction of distance learning is associated with high material costs: technical equipment, software and hardware, training of special personnel, etc.

But at the same time, it should be noted moments that to some extent compensate for some of the shortcomings listed above: it is impossible to get face-to-face consultation - you can consult using messages or Skype; there is no "living" relationship - but for some students this provides a more comfortable psychological environment for learning, etc. In addition, no one has canceled the traditional form of training, students always have the choice: regular full-time, distance learning or distance learning.

The main factor that confuses the respondents in connection with the prospect of spreading the distance learning format is the lack of communication with teachers and members of the student group, in other words, the general de-individualization of the process. They are also worried about the rigidity of the material presented in electronic form, and these concerns are understandable, because any information, even educational, now tends to quickly become obsolete. In addition, the need for high self-organization seems to be a difficulty, which against the background of the generally recognized problem of low motivation to learn from children and youth can also become an obstacle to learning remotely.

**Conclusion.** There is no vivid confrontation between the younger and technologically advanced part of the sample - students, and the more conservative - teachers. On average, respondents are loyal to distance learning, however, assess the effectiveness of such training not too high, giving the "palm" full-time. And this is a natural result for a new pedagogical technology that appeared on the educational market a little more than 10 years ago. At the same time, at the level of the trend, it can be noted that, recognizing all the didactic and organizational flaws of the new training format, students are more optimistic than teachers, looking at its prospects. So, 27% of them admit the possibility of a full replacement of full-time on a remote, but among teachers - this is only 9%. These results are largely due to the fact that for students, distance learning is an opportunity to facilitate the development of the curriculum, and for teachers is a convenient option for additional education. We omit here the influence of the factor of social desirability on the objectivity of the responses of teachers whose professional stability and material well-being may change due to the distribution of an alternative teaching format used by most teachers, but we emphasize that even this part of the sample notes a number of its undeniable advantages. Among them - temporary and territorial freedom of students, as well as accessibility for people with disabilities.

**References**
Reforming the higher education system in Ukraine in the direction of recognizing the student as the central figure of the educational process with the simultaneous development of his cognitive activity is a justified necessity. This involves restructuring the learning process. The ultimate goal of distance learning should be the maximum disclosure of individual capabilities and self-development of the personality of each student. One of the topical trends in the development of modern higher education is the introduction of distance learning technologies into the educational process. Modern society needs high-quality education at the mass level, which will be able to meet the requirements of both the consumer and the producer of material values and spiritual goods. To fulfill the social order of society, even rich countries are not in a position to go to an increase in allocations for education, an increase in the number of educational institutions, or any other traditional means.

The development of information technologies drew people's attention to the problem of modernizing the education system. In this regard, the idea of distance education appeared in society. The relevance of such an educational concept is associated with the emergence of such a global phenomenon as the Internet, covering broad layers of society and becoming one of the most powerful and important factors in its development. This modernization of the education system is of particular importance in Ukraine.

**Purpose:** determination of the role of distance learning in the higher education system of Ukraine, the main advantages and problems of implementation in the educational process.

The Distance education is an open learning system that provides for active communication between a teacher and a student using modern technologies and multimedia. This form of education gives freedom to choose the place, time and pace of learning, thanks to the Internet, which covers wide layers of society and becomes an important factor in its development. It should be noted that distance learning is not antagonistic to full-time and part-time forms of education. It naturally integrates into these systems, complementing and developing them, which contributes to the creation of a mobile learning environment. Distance learning makes it possible to create systems of mass continuous self-learning, general exchange of information. It is this system that can most adequately and flexibly respond to the needs of society for the training of highly professional specialists. The perfect form of distance learning is learning based on the use of global and local computer networks (Internet). It uses the advantages inherent in traditional forms of education, getting rid of their disadvantages.

Compared to distance learning with traditional learning, both advantages and disadvantages are identified. Thus, traditional education is characterized by controlled attendance, direct teaching, a high proportion of presence in time, the availability and necessity of a schedule, and stay at an educational base. Unlike traditional distance learning, it allows free access to training materials, provides the opportunity to use additional resources, less strict according to the schedule, is based on information, and not on structured teaching. If distance learning takes place at a training base, in this case, visits are also supervised, there is an orientation towards learning and teaching, it becomes necessary to control the visit. If distance learning takes place outside the training base, the training takes place using technological means.

The advantages of distance learning include the following:

- simplicity and accessibility of such training;
- the acquisition of experience and additional information by the student using the resources of the Internet;
- interest of modern youth in the use of modern media in everyday life;
- openness and objectivity in assessing students' knowledge, its independence from the teacher, since modern computer technologies and appropriate programs for assigning marks on a special scale are used;
- high self-organization of students, which increases the creative and intellectual potential, the desire to acquire knowledge, the ability to interact with computer technology and mastering the latest information technologies.

- convenience for companies and organizations in training their employees without interrupting their regular work;
- lower level of payment for distance education compared to traditional;
- updating the training material if necessary;
- the possibility of individual and group training of students;
- solving the problem of loss of concentration, in order to avoid restrictions in the schedule.

The informational provision of distance learning is characterized by the fact that students get access to a...
set of necessary educational materials in modern electronic form directly from the server of the higher educational institution where they study, other higher educational institutions and Internet resources. Modern computer telecommunications are able to provide the transfer of knowledge and access to a variety of educational information at a level, and sometimes much more efficiently than traditional teaching tools. The quality of distance education should be of a high level, not inferior to the quality of full-time education. This is achieved by preparing didactic teaching aids, the development of which involves the best teaching staff and uses the most modern teaching and methodological materials. Distance learning is carried out simultaneously with professional activity or with training in other areas of training, that is, without interrupting work or another type of activity.

The following are considered negative characteristics of distance learning:

- high value of equipment for distance learning;
- content may depend on technological characteristics;
- the possibility of a language barrier or translation problem;
- obstacles in time across time zones;
- problems with copyright in the application of educational materials.

The main problems of organizing distance learning, in our opinion, are as follows. The effectiveness of distance learning directly depends on those teachers who work with students on the Internet. These should be teachers with universal training, proficient in modern pedagogical and information technologies, psychologically ready to work with students in a new educational and cognitive network environment. The methodological problem is the lack of methods for creating and using distance courses in the educational process based on modern pedagogical, information and communication technologies. This task is solved by teachers and developers of distance learning, who must be proficient in all modern innovative technologies for creating electronic content. The psychological and pedagogical problem is becoming one of the most important in modern conditions. It is connected with the fact that each teacher of a higher educational institution has his own teaching materials, which are individually developed on the basis of his own pedagogical and scientific-methodological experience and is his intellectual property. The distance course is taught on the WEB-portal, which makes it publicly available not only for students, but also for other users. A psychological barrier arises for the development of educational and methodological materials, since they can be used by someone else who did not participate in this development. In this regard, the problem of protecting the intellectual property rights of the teacher - the developer of the distance course - should be solved. A technical problem arises due to the lack of technical communication capabilities of users, the lack or low speed of Internet access, the lack or high cost of software, and even the lack of personal computers among students living in rural areas. At the same time, the technical base of the classroom fund of the university, equipment with modern computer technology in an insufficient volume is in line with the needs. This limits the possibilities of distance learning in some higher education institutions.

Despite its shortcomings, distance learning technology is a powerful learning tool. In order to increase the effectiveness of new information technologies in teaching, a certain system should be formed, which provides for a different understanding of the essence of teaching, the role of the teacher and students in this process, the relationship between the teacher and students, equipping the workplaces of the teacher and students.

Conclusions: solving the problem of introducing distance education in Ukraine will help improve the quality and accessibility of higher education, integrate the national education system into the scientific, industrial, social and cultural information structure of the educational space.

References

Technical translation covers the translation of many kinds of specialized texts and requires a high level of subject knowledge and mastery of the relevant terminology [1] and writing conventions.

Translation as a whole is a balance of art and science influenced by both theory and practice. Having knowledge of both the linguistic features as well as the aesthetic features of translation applies directly to the field of technical translation.

Technical translation is a type of specialized translation involving the translation of documents produced by technical writers (owner's manuals, user guides, etc.), or more specifically, texts which relate to technological subject areas or texts which deal with the practical application of scientific and technological information. While the presence of specialized terminology is a feature of technical texts, specialized terminology alone is not sufficient for classifying a text as "technical" since numerous disciplines and subjects which are not "technical" possess what can be regarded as specialized terminology.

**Keywords:** accurate, terminology, efficiently, classifying, require, mastery, discipline, relevant terminology, mastery, conventions.

As a field, technical translation has been recognized, studied, and developed since the 1960s. Stemming from the field of translation studies, the field of technical translation traditionally emphasized much importance on the source language from which text is translated. However, over the years there has been a movement away from this traditional approach to a focus on the purpose of the translation and on the intended audience [3]. This is perhaps because only 5–10% of items in a technical document are terminology, while the other 90–95% of the text is language, most likely in a natural style of the source language. Though technical translation is only one subset of the different types of professional translation, it is the largest subset as far as output is concerned. Currently, more than 90% of all professionally translated work is done by technical translators, highlighting the importance and significance of the field.

The role of the technical translator is to not only be a transmitter of information, but also to be a constructor of procedural discourse and knowledge through meaning, particularly because often, the technical translator may also take on the role of the technical writer. Research has demonstrated that technical communicators do, in fact, create new meaning as opposed to simply repackaging (198) old information.

In addition to making texts with technical jargon accessible for a wider ranging audience, technical translation also involves linguistic features of translating technological texts from one language to another [2].
background. Finally, the technical translators should also become familiar with the field of professional translation through training.

Technical translation requires a solid knowledge base of technological skills, particularly if the translator chooses to utilize computer-assisted translation (CAT) or machine translation (MT). Though some technical translators complete all translation without the use of CAT or MT, this is often with pieces that require more creativity in the document. Documents dealing with mechanics or engineering that contain frequently translated phrases and concepts are often translated using CAT or MT [4].

Translators might read the document to understand what they will be translating, and determine the context of the text [5]. In technical translation, the register and tone would then be determined based on the type of text and the context, although generally the tone of technical texts are neutral. The register can be very formal and scientific, or made to be easily understood by the general public. A translator might also need to use documentation techniques find resource materials as aids in order to translate the text.

Depending on the translator’s experience and nature or the text, the translator might need to assess the degree of difficulty and type of difficulty in a text, such as whether they are able to translate the text properly in a timely manner, or whether there are more specific translation problems that they do not understand [5]. Often, translators may have an area of expertise, and may be very familiar with certain terminology and texts. However, when a translator cannot learn all of the subject knowledge, it is possible to transfer over knowledge from other subjects that might be similar in nature, or do some research.

Research enables translators to have a “good and solid understanding of the basic principles and technologies…” The translator must not only translate the terminology, but also the style in which the author originally wrote the document, to create the same effect in the target language [5].

Along with previous subject knowledge, research helps the translator understand the basics of the text. Some of the tools a technical translator might use as well are glossaries, encyclopedias, and technical dictionaries, most of which may be recently published, as technology evolves quickly. The translator must always keep up to date with new technologies in the field they are translating into as well, by attending conferences or courses, or subscribing to magazines, so that they are using the latest terminology [5].

In the case of terminological or language issues that the translator cannot solve on their own, the translator may do research or call on the experts of a particular field for more clarification and explanations. This includes working with all types of workers in certain technological and industrial fields, such as engineers, managers, etc. Two types of experts that a translator may consult while translating are the author who wrote the text in the source language and the expert in the target language [5]. The author can explain the context and what they are trying to say, whereas the expert in the target language may be able to explain the terminology or what the author was trying to convey in the target language. Translation is teamwork rather than strict cooperation between the translator and the experts. However, if the information the experts provided does not resolve problems, for example, if there are terms that are difficult to translate and some that cannot be translated, it may be possible to explain concepts in the target language through examples [6].

Translators may bounce back and forth between steps, depending on their time constraints and their experience in translation. For instance they might revise at the same time as they are translating. A translator may also go through their reference materials and research depending on how familiar they are with the type of text. If they need to find the closest matches for clients, they may use translation memories or machine translation software. The translation process also depends on the laws and ethics codes put into place in certain regions, as well as any censorship, which might affect the outcome of the text [6].

Revision may depend on the translator’s experience or nature of the text. In translation agencies, revisers may be hired to do the revising, but a freelancer may have to revise their own work. In the case of a pharmaceutical text, depending on the laws, it would require revision since the information in the source text could cause potential harm if mistranslated. There also may be certain style guides that the translation agencies may use that must be followed.

Although technical writing and technical translation may be similar in the context they work with, they are different as translators translate what the technical writers produce. The purpose of technical writing, is to explain how to do something. Technical translating is similar, however it attempts to communicate how someone else explains how something is done. “The technical translator, like the technical writer, wants to produce a document that is clear and easy to understand” [7]. Translators may also consider controlled language and whether it applies in their target language culture.

In an age where technology allows for increased accessibility and faster communication, the technical translator must understand the role that culture plays in how people interact with, react to, and utilize technology and how these culturally related concepts can affect communicated messages.

Demonstrating how technology use differs across cultures, one researcher created a presentation that took a holistic look at preparing documents for ethnically diverse audiences, pointing out other non-linguistic topics that require special attention in communication across cultures. For example, the presenter noted items to be considered including measurement systems, types of graphics and symbols, and types of media presentation tools. The author also pointed out significant differences that would affect communication among English languages including paper layouts, spelling, meaning, and use of humor [7]. This important and practical information can be used by professionals working with technical translation.
Additionally, technical translation involves understanding how the Internet has influenced different cultures across the globe. Varying languages, cultural influences on Internet usage patterns, and media preferences force professionals in the field of technical communication to utilize a number of different strategies in order to effectively reach diverse populations across the globe. With international online populations the technical translator must be culturally diverse in a technological sense [7].

Finally, as technology makes intercultural and international communication easier, the technical translator must understand intercultural communication as it relates to ethics. Traditional models for ethical decision-making can be applied to difficult situations in technical translation, but the professional must avoid stereotyping and ethnocentrism in technical communication and translation.

Technical translation is the medium through which language, discourse and communication can exist in a global world [7]. As technology creates easier and faster means of communication and the world moves toward becoming a global community, the need to communicate with people from multiple language backgrounds also grows. Rather than working with multiple languages, some have proposed the idea of using English as the primary language for global communication, making English the lingua franca - or a common world language. However, English as a lingua franca has various implications for the field of technical communication. Particularly for technical translators who are native speakers of English, there is the tendency to assume a unilateral stance on translation. In other words, the technical translator's objective is to translate to and from English, with the English message being the main focus. While English is a language of global communication, it is not the only language being used for communication, highlighting the importance of moving away from "singular perspective" of only communicating in English [7]. The concept of maintaining technical communication in languages other than English is of particular significance in countries with high volumes of multilingual speakers. For example, research has shown that the English-speaking bias, due to the language's position as the lingua franca, within technical translation and communication has negatively affected native Spanish speakers in the United States. Lacking both in quality and quantity, user manuals for various electronic devices exemplified sub-par translations into Spanish, demonstrating the limited accessibility of certain technical documents to speakers of languages other than English, perhaps partly as a result of English as the lingua franca [7]. Finally, when discussing English as a lingua franca it is noteworthy to mention what some researchers call "untranslatable" words and what that means for technical translation. Such words or phrases are composed of concepts that are not easily translated from one language to another. A word is considered "untranslatable" when there is either no direct corresponding word in the target language, requiring the word to be described or when important cultural connotations from the source language are not properly communicated through the target word. For example, a common example in English of an untranslatable word is the German word "schadenfreude", which means to exhibit joy as a result of someone else's misfortune. This word exemplifies untranslatability due to the lack of a corresponding word; however words can be untranslatable due to a lack of a corresponding word, loss of cultural meaning, or for both reasons [7]. One study demonstrated that when faced with untranslatable words, technical translators resorted to avoidance tactics that evaded using the words altogether. The implications of untranslatable words and phrases suggest that the technical translation may not benefit from only utilizing English as a lingua franca, and rather, should focus efforts toward having more effective means of translating documents among multiple languages.

References

METHODICAL ORGANIZATION AND THE IMPORTANCE OF VOCABULARY IN TEACHING ENGLISH

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Abstract
The article provides information about how the importance of vocabulary in learning and teaching English and methodical organization. Methodical organization of vocabulary teaching depends on what kind of speech activity it is intended to activate. The article is also pay attention to the material for speech, the lexicon of speech, lexical side of the written, and lexical side of listening.

Keywords: speech, lexical side of listening, The lexicon of speech, lexical side of the written, lexicology, orthography, transcription, synonym, antonyms, homonym.

Teaching vocabulary is the basis of language teaching. Vocabulary is a collection of learned words and phrases. It is not possible to learn and to become the master of speech activities without mastering the vocabulary. It is used as a material for speech activities.

Material for speech is very important. There is no speech without the material. You can learn English by listening to the English speaking and understanding the meaning of the words that you have already learned. If the student does not know the words or does not know the meaning of the words, the information will remain unclear and the meaning of the speech will remain unclear. When working on the lexical side of listening comprehension, the ability to listen to and recognize it is widely used, because listening to and recognizing the lexicon also has its character and difficulty.

The lexicon of speech has its peculiarities. A student and a pupil cannot speak unless they know about it, even if they knew about the lexicon of speech they should be able to put it in its place. The lexical side of reading also makes it difficult to communicate. The student can receive all information from reading by looking at every single word. To understand their meaning and content, it is necessary to know and understand words beforehand.

There is also a need to work on the lexical side of the written statement. The learners must be able to write, pronounce, and read the word so that they can write meaningful and accurate information.

From the above, it is clear that everyone needs vocabulary. For this reason, vocabulary plays an important role in teaching students speech activities.

Teaching vocabulary should be suitable for the goals and objectives of the school. This is described in a foreign language program for students, pupils, and high school learners.

Teaching lexical material is a goal and a means to teach speech activities in a foreign language program. The new program sets the minimum number of lexical units per class. It includes 300 lexical units for Grade 5, 300 lexical units for Grade 6, 250 Lexical units for Grade 7, 150 Lexical units for Grade 8, and 100 Lexical units for Grade 9. In total, 1100 vocabulary units will be taught at the secondary school according to the program requirement. [1.1]The curriculum for academic lyceums and vocational colleges also provides vocabulary numbers. According to the curriculum, the learners must be able to use the vocabulary in the types of speech activities that are used in their speech, for understanding, speaking, and writing.

♦ Lexicology is a vocabulary of up to 3,000,000 to 5,000,000. Older educated people know 6,000 to 10,000,000 words in their native language. However, they use between 1500 and 2,500 words in everyday life.

It is necessary to choose between restrictions and infinity. The choice was made by Ya. Kalenskyy in the 17th century with 800 words. Frequently used words in German, English, and French were sorted. (1960). [2.1]

It contains 3,000 words and 1,000 of them are active. Glossary words are selected based on the following principles:

♦ The principle of attachment.
♦ The principle of stylistic restraint
♦ Semantic Principle (Nagel, Bolsen)
♦ Meaningful and clear words
♦ The principle of word-making (the most meaningful words)
♦ The principle of speech
♦ Frequently used words for high school students

Technology of Methodology - type of words in terms of word processing and sorting by assimilation. It should not be confused with the concept of grouping. Group:

♦ Categorization by topic
♦ May be structured

There are some difficulties in word processing:
♦ Difficulties associated with certain words;
♦ Difference between foreign language and native words meaning and usage. For example: “Uzbek -zo’r and Turkish- zo’r”

Difficulties between foreign words (homonym, homophone, homograph).

♦ Presentation -
Introduction: Form-pronunciation, orthography, transcription
♦ Meaning (semantics)
♦ Using
Methods of Explanation(semantization): With translation-without rendering
♦ Subject
♦ Movement
♦ Picture
♦ Drawing
impossible to underestimate the importance of teaching vocabulary. But in any case it is an organizational methodology, selection, distribution, methodological typology, work on the lexicon. Only selection, typology, distribution, forms, types, quality, and content of the work will change. There are difficulties with methodological organization, which we must take into account: 1) time spent in vocabulary teaching; 2) the student's age; 3) for training purposes; 4) for the training phase; 5) teacher training skills; 6) difficulties of the meaning of the word abstract or clear. [3.1]

Difficulties in word processing:

a) For every word (in form, meaning, in use)
b) Connection of English, native language, and Russian.

The creation of methodological typology of vocabulary is an urgent task of modern methodology.

By summarizing the most important types of difficulties encountered in both active and passive vocabulary, we can note the following.

Active vocabulary can be used both independently and in auxiliary vocabulary, free and non-fluent use of words, and similar pronunciation and synonyms. There are differences in the way in which grammatical forms are used in English and Uzbek, the differences in meaning between the two languages, but the differences in the meaning and ability to combine words in both languages.

In passive vocabulary, it is a syllable of words, multiple meanings, and the use of one word in the basic and auxiliary, indirect, and portable terms, in English. The pronunciation similarity of the words of the language, and the similarity of the English words to their native words, even if they differ in meaning, is taken into account in methodological typology.

Teaching students can identify and characterize students' vocabulary and difficulties that may arise before assimilation (in some cases and comparison with Uzbek). Then, each method will be taught how to select the appropriate method, methods, ways, and exercises. As a result, the nature of each word is taken into account, with little time to learn. This applies to each word separately for each type, without the use of a particular method, path, or exercise. [4.1]

English vocabulary is taken separately and compared with Uzbek vocabulary, which provides a methodological typology for the use of meaning and form.

For example: a map, a pen, a pencil, a table, to see, to like, to want; The difficulty of teaching a map, a pen, a pencil, a table is that the pupils can see them with their own eyes or through the picture, so they have some difficulties with the words see, like, and want as it is more difficult to show them in a picture, and here it is better to show it by action. So there are two ways to divide these 8 words into 2 types:

1) the images or the subject matter and
2) we use the methods of demonstration.

There are 2 ways to use vocabulary typology:

Way 1: a) according to the word form
b) according to the meaning

Comparison of English and native words G. Palmer, H. R. Hughes, R. Lado, S. Porakova, N. V. Nikolayev, M. Latushkina, S. Kalinina worked in this direction. Way 2: take into account the difficulty of using words in spoken language.
LEARNING WORD FORMATION PROCESSES IN ENGLISH

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Abstract
This article addresses all the processes associated with word change, such as affixation, which is a matter of morphology. According to the article, word formation in the broadest sense refers to the process of creating new lexical units. Although it is easy to understand the difference between a morphological change of a word and the creation of a new term, sometimes there is a debate as to whether the mixing still changes morphologically or forms a new word. Of course, there are many processes in word formation that do not provoke contradictions and are very similar in most languages. Of course, there are many processes in word formation that do not provoke contradictions and are very similar in most languages.

Keywords: Word formation, affixation, lexical knowledge, mental lexicon, back clipping, fore-clipping, middle clipping, complex clipping, acronyms, initializes, abbreviations, derivational suffix.

Nowadays, the terms 'word formation' does not have a clear cut, universally accepted usage. It is sometimes referred to all processes connected with changing the form of the word by, for example, affixation, which is a matter of morphology. In its wider sense word formation denotes the processes of creation of new lexical units. Although it seems that the difference between morphological change of a word and creation of a new term is quite easy to perceive, there is sometimes a dispute as to whether blending is still a morphological change or making a new word. There are, of course, numerous word formation processes that do not arouse any controversies and are very similar in the majority of languages. One of the distinctive properties of human language is creativity, by which we mean the ability of native speakers of a language to produce and understand new forms in their language. Even though creativity is most apparent when it comes to sentence formation, it is also manifest in our lexical knowledge, where new words are added to our mental lexicon regularly. In this paper the most comprehensive expositions of word formation processes that speakers of a language use regularly (and unconsciously too) to create new words in their language are presented.

Clipping is the word formation process which consists in the reduction of a word to one of its parts. Back clipping, fore-clipping, and complex clipping are the most common types of clipping. Back clipping is the most common type, in which the beginning is retained. The unclipped original may be either a simple or a composite. Examples are: ad (advertisement), cable (cablegram), doc (doctor), exam (examination), gas (gasoline), math (mathematics), memo (memorandum), gym (gymnasium) mutt (muttonhead), pub (public house), pop (popular concert), trad (traditional jazz), fax (facsimile).

Fore-clipping or apocope is the most common type, in which the beginning is retained. The unclipped original may be either a simple or a composite. Examples are: phone (telephone), varsity (university), chute (parachute), coon (raccoon), gator (alligator), pike (turnpike).

Clippings are, also, known as "shortenings." Clipping mainly consists of the following types:

1. Back clipping
2. Fore-clipping
3. Middle clipping
4. Complex clipping

Back clipping or apocope is the most common type, in which the beginning is retained. The unclipped original may be either a simple or a composite. Examples are: ad (advertisement), cable (cablegram), doc (doctor), exam (examination), gas (gasoline), math (mathematics), memo (memorandum), gym (gymnasium) mutt (muttonhead), pub (public house), pop (popular concert), trad (traditional jazz), fax (facsimile).

1. Back clipping
2. Fore-clipping
3. Middle clipping

References
1. Ingiliz tili o’quv fani bo’yicha o’rta talim maktablar uchun dastur. T. 1999 y.
In middle clipping or syncope, the middle of the word is retained. Examples are: flu (influenza), tec (detective), polly (apollinaris), jams (pyjamas), shrink (head-shrinker).

4. Complex clipping

Clipped forms are also used in compounds. One part of the original compound most often remains intact. Examples are: cablegram (cable telegram), op art (optical art), org-man (organization man), linocut (linoleum cut). Sometimes both halves of a compound are clipped as in navicert (navigation certificate). In these cases it is difficult to know whether the resultant formation should be treated as a clipping or as a blend, for the border between the two types is not always clear. According to Bauer (1993), the easiest way to draw the distinction is to say that those forms which retain compound stress are clipped compounds, whereas those that take simple word stress are not. By this criterion bod-biz, Chicom, Comsymp, Intelsat, midcult, pro-am, sci-fi, and sitcom are all compounds made of clippings. According to Marchand (1969), clippings are not coined as words belonging to the standard vocabulary of a language. They originate as terms of a special group like schools, army, police, the medical profession, etc., in the intimacy of a milieu where a hint is sufficient to indicate the whole. For example, in school slang originated exam, math, and spec(ulation); tick(et = credit) originated in stock-exchange slang, whereas vet(erinarian), cap(tain), are army slang. While clipping terms of some influential groups can pass into common usage, becoming part of Standard English, clippings of a socially unimportant class or group will remain group slang.

Acronym

Acronyms and initializes are abbreviations, such as NATO, laser, and IBM, that are formed using the initial letters of words or word parts in a phrase or name. Acronyms and initializes are usually pronounced in a way that is distinct from that of the full forms for which they stand: as the names of the individual letters (as in IBM), as a word (as in NATO), or as a combination (as in IUPAC). Another term, alphabetism, is sometimes used to describe abbreviations pronounced as the names of letters.

Examples:
- pronounced as a word, containing only initial letters:
  - FNMA: (Fannie Mae) Federal National Mortgage Association
  - laser: light amplification by the stimulated emission of radiation
  - NATO: North Atlantic Treaty Organisation
  - scuba: self-contained underwater breathing apparatus
- pronounced as a word, containing non-initial letters:
  - Amphetamine: Alpha-methyl-phenethylamine
  - Gestapo: Geheime Staatspolizei (“secret state police”)
  - Interpol: International Criminal Police Organization
  - radar: radio detection and ranging
- pronounced only as the names of letters
  - BBC: British Broadcasting Corporation
  - DNA: deoxyribonucleic acid
  - LED: light-emitting diode

Back-formation

Back-formation refers to the process of creating a new lexeme (less precisely, a new “word”) by removing actual or supposed affixes. The resulting neologism is called a back-formation. Back-formations are shortened words created from longer words, thus back-formations may be viewed as a sub-type of clipping.

For example, the noun resurrection was borrowed from Latin, and the verb resurrect was then backformed hundreds of years later from it by removing the -ion suffix. This segmentation of resurrection into resurrect + ion was possible because English had many examples of Latinate words that had verb and verb+ion pairs — in these pairs the -ion suffix is added to verb forms in order to create nouns (such as, insert/insertion, project/projection, etc.). Back formation may be similar to the reanalyses of folk etymologies when it rests on an erroneous understanding of the morphology of the longer word. For example, the singular noun asset is a back-formation from the plural assets. Many words came into English by this route: Pease was once a mass noun but was reinterpreted as a plural, leading to the back-formation pea. The noun statistic was likewise a back-formation from the field of study statistics. In Britain the verb burglarize came into use in the 19th century as a back-formation from burglary (which can be compared to the North America verb burglarize formed by suffixation). Even though many English words are formed this way, new coinages may sound strange, and are often used for humorous effect. Frequently back-formations begin in colloquial use and only gradually become accepted. For example, enthuse (from enthusiasm) is gaining popularity, though it is still considered substandard by some today. The immense celebrations in Britain at the news of the relief of the Siege of Mafeking briefly created the verb to maffick, meaning to celebrate both extravagantly and publicly. “Maffick” was a back-formation from Mafeking, a place-name that was treated humorously as a gerund or participle. However, assets is originally not a plural; it is a loan-word from Anglo-Norman aszet (modern French asse). The -s was reanalyzed as a plural suffix.

Derivation

Derivation is used to form new words, as with hap-pi-ness and un-hap-py from happy, or determination from determinate. A contrast is intended with the process of inflection, which uses another kind of affix in order to form variants of the same word, as with determine/determine-s/determine-ing/determine-ed.

A derivational suffix usually applies to words of one syntactic category and changes them into words of another syntactic category. For example, the English derivational suffix -ly changes adjectives into adverbs (slow → slowly).

Some examples of English derivational suffixes:
- adjective-to-noun: -ness (slow → slowness)
- adjective-to-verb: -ize (modern → modernize)
- noun-to-adjective: -al (recreation → recreational)
• noun-to-verb: -fy (glory → glorify)
• verb-to-adjective: -able (drink → drinkable)
• verb-to-noun: -ance (deliver → deliverance)

Although derivational affixes do not necessarily modify the syntactic category, they modify the meaning of the base. In many cases, derivational affixes change both the syntactic category and the meaning: modern → modernize ("to make modern"). The modification of meaning is sometimes predictable: Adjective + ness → the state of being (Adjective); (stupid) → stupidity.

A prefix (write → re-write; lord → over-lord) will rarely change syntactic category in English. The derivational prefix un-applies to adjectives (healthy → un-healthy), some verbs (do → undo), but rarely nouns. A few exceptions are the prefixes en- and be-. En- (em- before labials) is usually used as a transitive marker on verbs, but can also be applied to adjectives and nouns to form transitive verb: circle (verb) → encircle (verb); but rich (adj) → enrich (verb), large (adj) → enlarge (verb), rapture (noun) → enrapture (verb), slave (noun) → enslave (verb). The prefix be-, though not as productive as it once was in English, can function in a similar way to en- to mark transitivity, but can also be attached to nouns, often in a causative or privative sense: siege (noun) → besiege (verb), jewel (noun) → bejewel (verb), head (noun) → behead (verb). Note that derivational affixes are bound morphemes. In that, derivation differs from compounding, by which free morphemes are combined (lawsuit, Latin professor). It also differs from inflection in that inflection does not change a word's syntactic category and creates not new lexemes but new word forms (table → tables; open → opened). Derivation may occur without any change of form, for example telephone (noun) and to telephone. This is known as conversion. Some linguists consider that when a word's syntactic category is changed without any change of form, a null morpheme is being affixed.

Compounding

A compound is a lexeme (a word) that consists of more than one other lexeme. An endocentric compound consists of a head, i.e. the categorical part that contains the basic meaning of the whole compound, and modifiers, which restrict this meaning. For example, the English compound doghouse, where house is the head and dog is the modifier, is understood as a house intended for a dog. Endocentric compounds tend to be of the same part of speech (word class) as their head, as in the case of doghouse. (Such compounds were called kar-madharaya in the Sanskrit tradition.) Exocentric compounds do not have a head, and their meaning often cannot be transparently guessed from its constituent parts. For example, the English compound white-collar is neither a kind of collar nor a white thing. In an exocentric compound, the word class is determined lexically, disregarding the class of the constituents. For example, a must-have is not a verb but a noun. English language allows several types of combinations of different word classes:

N + N lipstick, teapot
A + N fast food, soft drink
V + N breakfast, sky-dive
N + V sunshine, babysit
N + A capital-intensive, waterproof

A + A deaf-mute, bitter-sweet

Like derivational rules, compounding rules may differ in productivity. In English, the N + N rule/pattern is extremely productive, so that novel compounds are created all the time and are hardly noticed. By contrast, the V + N rule/pattern is unproductive and limited to a few lexically listed items. Apart from endocentric and exocentric compounds there is another type of compound which requires an interpretation different from the ones introduced so far. Consider the hyphenated words in the examples below:

A. singer-songwriter
scientist-explorer
poet-translator
hero-martyr
B. the doctor-patient gap
The nature-nurture debate
A modifier-head structure
The mind-body problem

Both sets of words are characterized by the fact that none of the two members of the compound seems in any sense more important than the other. They could be said to have two semantic heads, none of them being subordinate to the other. Given that no member is semantically prominent, but both members equally contribute to the meaning of the compound, these compounds have been labeled copulative compounds (or dvandva compounds in Sanskrit grammatical terms).

Why are the copulative compounds in (a & b) divided into two different sets (a) and (b)? The idea behind this differentiation is that copulatives fall into two classes, depending on their interpretation. Each form in (a) refers to one entity that is characterized by both members of the compound. A poet-translator, for example, is a person who is both as a poet and a translator. This type of copulative compound is sometimes called appositional compound. By contrast, the dvandvas in (b) denote two entities that stand in a particular relationship with regard to the following noun. The particular type of relationship is determined by the following noun. The doctor-patient gap is thus a gap between doctor and patient, the nature-nurture debate is a debate on the relationship between nature and nurture, and so on. This second type of copulative compound is also known as coordinative compound. If the noun following the compound allows both readings, the compound is in principle ambiguous. Thus a scientist-philosopher could be a crew made up of scientist-philosophers, or a crew made up of scientists and philosophers. It is often stated that dvandva compounds are not very common in English (e.g. Bauer 1983:203), but in a more recent study by Olson (2001) hundreds of attested forms are listed, which shows that such compounds are far from marginal. The above mentioned word formation processes are the most frequent or important in the English language, but it is rarely the case that only one process occurs in one word. Words can be loaned and then back formed, later on gaining an affix. There are practically no boundaries to those processes other than human ingenuity.

Conclusion

In this article different word formation processes were explained including derivation, compounding,
blending, clipping, acronym, backformation and conversion, and also different categories of each were explained.

References

THE ROLE OF IDIOPHRASEMES (SEMI-IDIOMS) IN CREATING THE NATIONAL LINGUISTIC WORLD PICTURE

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Abstract
The article deals with national linguistic world picture and the role of idiophrasesmes in it. It is not obscure to anybody, at the late XX\textsuperscript{th} century and the beginning of XXI\textsuperscript{th} century a new paradigm in linguistics came into existence. It is called anthropocentric paradigm. New sciences begin to come into being in the field of linguistics, such as cognitive linguistics, cultural linguistics, psycholinguistics, sociolinguistics, and many others, which deals with the relation between language and human. A code of every language has independent creative power. It does not just appear. The language is closely related to the culture; Consequently semi-idioms are also very factual to the language on the behalf of the human factor in linguistics. Semi-idioms or idiophrasesmes are one of the means of creating the linguistic world picture.

In this article we touched upon the meanings of types of world picture, such as world picture, conceptual world picture, mental entity, linguistic world picture, a mental and lingual entity, and date about the emergence of these terms in linguistics. Besides, there is stated how the linguistic world picture categorizes the world.

Keywords: world picture, conceptual world picture, mental entity, linguistic world picture, a mental and lingual entity.

Phraseology, which studies phraseological units of the language, as the branch of Linguistics appeared in the 1940s. The object of Phraseology is phraseological units, their nature, and the way they function in speech. Thus, one part of phraseology – semi-idioms are also in deep research as they play an important role in creating linguistic world picture basing on cultures.

In this article we are going to discuss the problem of the term of “world picture”, linguistic world picture in turn and by what means it categorizes the world.

A language has a communicative function. The success of this process much depends how the speaker uses his background knowledge. We should underline the importance of the speakers’ cultural awareness, the factors that support the communication, how language and culture correspond between themselves, how language reflects the world through consciousness of the person, how the individual and collective mentality, ideology and culture are reflected in the language, how language and culture create a world picture - primary, from the native language, and secondary, acquired when studying foreign languages. The maintenance of a cultural and national connotation of idioms is interpretation of the figurative basis of idiomatic picture of the world in the sign of cultural and national "space" of this language community.

The term “world picture” was first introduced by Ludvig Vitgenstein in his work “Logical and philosophical trilogy” for indicating a system of images which reflects the results of science development. From the 60\textsuperscript{th} of the last century the problem of world picture has become the subject of discussion in semiotics (L. Veisberg).

Another prominent linguist W. Humboldt was also interested in the problem of the world picture. He claims that “for the native speaker the mother tongue represents a form of the conceptualization of the world characteristic for the given culture. The system of values, created within the culture, has its reflection in the language”. Moreover, according to W. von Humboldt, each language reflects some definite worldview. Consequently, “the perception and activities of a person depend on his views,” and attitude towards “objects” of the real world [Humboldt, 1956].

The conceptual world picture is the reflection of the world in the human mind, the individual perception of the world, the information about the environment and the man. In the conceptual world picture the main components of human consciousness, cognitive, moral, aesthetic, ones correspond to the spheres of human activity: science, morality, law, art and etc.

The conceptual world picture is based on all the mentioned sources. The world picture is a mental entity. The basic elements of world picture are so called informemes. The conceptual world picture is exhibited in language and mimics, in art and music, in rituals and etiquette, in ways of householding, in sociocultural stereotypes of people’s behavior and etc.

As for the linguistic world picture it is based on the knowledge instilled by mother tongue (linguistic source), its units and categories. The language world picture occupies considerable space in the conceptual world picture, because knowledge taken from native language is far superior in terms of diversity and quality than the knowledge derived from all other sources combined. It is expedient to say that any knowledge possessed by a human being in one way or another is due to language. The conceptual world picture fixed in the language is called linguistic world picture.

The so-called “categorization of the world”, which is often mentioned in connection with the language world picture is carried out not in the language, but with the help of cognitive classifiers and belongs to the cognitive world picture. The language does not divide (categorize) reality - it reflects and fixes cognitive division; language only signals about this categorization.

The linguistic world picture – is a mental and linguistic entity, its elements are concepts. The language world picture is exhibited in an ethnic language. The language world picture occupies considerable space in the conceptual world picture, because knowledge taken from native language is far superior in terms of diversity and quality than the knowledge derived from all other sources combined. It is expedient to say that any knowledge possessed by a human being in one way or another is due to language. The conceptual world picture fixed in the language is called linguistic world picture.

So, the linguistic world picture is a mental and linguistic entity, the information about reality, fixed in individual or collective consciousness and represented by linguistic means. The specificity of the language world picture and its nature is determined by the language. The man cognizes the objective reality and records the results of cognition in the word (language). The knowledge represented in linguistic world picture which is also called “linguistic world representation”, “linguistic model of the world”.

The language world picture is of a dual nature. On the one hand, it is determined by the living conditions of the people, the material world that determines their consciousness and behavior, which is reflected in their language world picture. On the other hand, a human being perceives the world primarily through the native language, its semantics and grammar determining the structure of thought and behavior. The linguistic world picture is a subjective image of the objective world, it bears the features of the human way of world perception. In other words it is characterized by anthropocentrism, a system concentrating on human factor in the language. The linguistic world picture is the holistic, global image of the world, which is the result of human’s spiritual activity.

The language world picture fulfills two main functions: interpretative, which provides world perception; and regulative, which helps to orientate the man in the world. Besides the main functions, there distinguished others ones: nominative - the nomination of objects, signs, phenomena, relations, situations, events and etc.; identifying – identification of world phenomena; social – denoting reference of the man to this or that culture.

Phraseological units reflect generalized set situation, revealing important truth, instructions, laws, principles of behaviour, moral laws formulated on the basis of the past experience. Phraseological units can be divided into units containing cultural information and units without cultural component in their meaning [Maslova, 2001: 89; Telia, 1996: 12; Ikonomidi, 2005:7].

In terms of semi-idioms, they do not highly carry a specific cultural aspect for a particular nation; however, it is possible to comprehend areal peculiarities and their daily routines due to their occupation in the past or maybe at current time. Semi-idioms express an idea of the history, daily activities, their interests, and intellect of the English people. The sources of semi-idioms are the evidence of the English habitat and their acts in it. For example, most of the English people were interested in hunting much, and a lot of terminologies of this profession were brought into everyday speech to express everyday life situations similar to the ones in hunting. Likewise, PhUs defining a particular object, state, case, event, or action of hunting process are applied to the daily human speech to carry other meanings. A term or professionalism possesses two meanings: one is literal, the other is a transferred meaning created on basis of metaphor-apply the qualities of one thing or notion to another case. Let’s take an idiom “cut of the jib”. Firstly, it carries a message about the areal position of the English language: most of the English native speakers live near the sea where sailing is popular and in need. Secondly, it reflects in the language to show how important place sailing takes in the native speakers’ life and mind. As we know from the previous part of the research, its literal meaning is a frontal sail on a ship (the most visible sail of a ship): “The cut of the jib is not appropriately fixed to meet the upcoming wind”. The transferred meaning is one’s appearance: “I like the cut of her jib at the party”. Here, the English people see or accept a person with the qualities of a ship sail, and it is reflected in the language to avoid simplicity or to maximize the vividness of the delivered message through transferred meaning of the term. Another example can be “a diamond of first water”. From the cognitive point the semi-idiom proves
that England was once in the first place of diamond industry. They discovered many types of this precious stone while finding out sources and mining out diamonds. English people were so highly informed and educated about the quality of diamond, consequently any English people whether they are members of diamond industry or not became acquainted with several ways of pricing diamond. The emergence of the second meaning in everyday English language shows how English people mark people, objects and other things happening in their life. This semi-idiom informs us what the English people were busy with once during that industry age.

In the examples above one may see the signal of the English culture and their daily activities, and their expression through the language. The examples show us the way of usage of semi-idioms and their importance to have figurative meanings and to express the ideas for native speaker and the English language learners too.

Idiomatic expressions or idioms should not be neglected and should not be taken for granted. Idioms are used daily and repeatedly by native speakers of the English Language. Idiomatic expressions are a part of every language's vocabulary and are based on that language history, heritage, and culture. Learning idiomatic expressions helps non-native speakers of a language become more fluent, and sound more native-like. Learning idiomatic expressions increases the vocabulary and lexicon of the English language learner. Moreover, idiomatic knowledge leads to a better understanding of the culture and customs of that particular country.

It is not obscure to anybody, at the late XXth century and the beginning of XXIst century a new paradigm in linguistics came into existence. It is called anthropocentric paradigm. New sciences begin to come into being in the field of linguistics, such as cognitive linguistics, cultural linguistics, psycholinguistics, sociolinguistics, and many others, which deals with the relation between language and human. A lot very actual and factual research works devoted to these sciences have been being done. All of these sciences put the factor of humankind and his or her cognition in their target. All linguists of these new sciences approach to the language with an issue of a human factor and his conceptualization of the surrounding world. In these sciences we witness the facilities of the language. The world and reality are reflected in the language. A code of every language has independent creative power. It does not just appear. The language is closely related to the culture; the aspect of them we call lingua-culturemes. Phraseological units stand out among lingua-culturemes and occupy a very important place. Consequently semi-idioms are also very factual to the language on the behalf of the human factor in linguistics. Semi-idioms or idiophrasemes are one of the means of creating the linguistic world picture. They show how the acts of the English people in the English society are conceptualized. For example, up to the mark – a term used in sailing is an example of the human factor to create the linguistic world picture as the linguistic world picture is the main part of the conceptual world picture. Its literal meaning is being in the needed sea level. The secondary meaning is applied to the human state of being healthy and being in a good mood – “He is not feeling up to the mark today.” Here, the qualities of being in the sea moved to the human state in particular case.

As the linguistic world picture is a mental and linguistic entity, semi-idioms are its aspects. A mental and linguistic entity reflects in the examples of the idiophrasemes. Idiophrasemes reflect the English people’s world picture devised from their occupations and their daily activities in their language.

In conclusion, it should be noted that world picture is a conceptualization of the surrounding existence. Culture and accepted values in it reflect in the language. In the article we discussed what world picture, conceptual world picture and linguistic world picture are.

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FEATURES OF TRANSLATION OF ANTHROPONYMS IN FICTION

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Abstract
The article states about anthroponyms and their translation in fiction. As well the article analyses today’s aspects of translation of anthroponyms in fiction, their methods and traditions.

Keywords: onomastics, anthroponyms, genre, personage, fiction, translation, method, transcription, transliteration, semantics.

Nowadays, there is a growing interest and attention to fiction, and at the same time translations of masterpieces and samples of foreign literature in different genres for an audience of readers of different ages are on the bookshelves of thousands of our readers.

It should be noted that it takes a lot of work of translators to get our readers a copy of the masterpieces of various genres of foreign literature in our native language. This is because the translator will have to convey the meaning and content of the original text to the reader as in the original text. This requires tremendous skill on the part of the translator. At the same time, a clear, comprehensible, and textual translation of anthroponyms in a literary text is important.

Anthroponym is an individual name given to real and mythological individuals. In other words, an anthroponym is a name given to a person at birth, his or her surname, cognomen, nickname and even byname.

In onomastics, the branch that studies anthroponyms (people's personal names, surnames, patronyms, nicknames, nicknames, and cryptonyms) is called anthroponymy. Anthroponymy also studies the names of characters in works of art, fairy tales, myths, and folklore.

The anthroponym in a work of art helps the reader to form an idea of the hero’s age, gender, nationality and place in society, spiritual values and qualities. The complex of anthroponyms in a work of art is called literary onomastics, and its dictionary is called anthroponymicon.

Personal names in the text of fiction have an artistic-stylistic and characteristic character. There are also real-life names in fiction, as well as names invented by the author.

If we analyze personal names in different genres, in this case, the image of any fictional hero is associated with his name, and he represents a certain character and his characteristics in the imagination of the reader. There are many examples of this, such as “Robin Hood”, based on English folklore by Alexander Duma, and at first glance an unarmed reader will inevitably accept the protagonist's name as "Robin Good." Judging by the protagonist of the work, it is natural that the name creates such an image. But in fact, if we pay attention to the fact that the name of the protagonist is written in English - not "Robin Good", it is written "Robin Hood" and the word "Hood" in English - means “the hood-clothing element" and it comes not from the protagonist's character but from the clothing element name.

Winnie-the-Pooh, a superhero created by Alan Milne and loved by children and adults alike, is a fluffy bear that was first published on December 24, 1925 in the London newspaper The News of London. The reason for the creation of this work was the favorite toy of Christopher Robin, son of Alan Milne. Initially, the bear's name was not Winnie -the- Pooh, but Edward (Edward Bear), but Milne’s son was influenced by a bear named Winnie (Winnipeg) whom he met at the zoo and began to call him Winnie. The name Pooh is derived from the name of a swan that lived in a family that was a close acquaintance of the Milnes. In the original text, he used the article between Winnie and Pooh, such articles were mainly used in the names of English monarchs and fictional-historical characters.

To the Russian-speaking reader, the name Winnie the Pooh means Russian pooh (nyx), which means fluffy, and because it sounds like Russian pooh (nyx), it can form the concept of fluffy bear, but English Pooh does not mean fluffy and the author did not mean it.

It is clear from the anthroponyms analyzed above that the characters in a work of art embody imaginative, that is, expressive information. In this case, the translator uses the method of transcription and transliteration of translation by the author in the translation of names that do not exist in real life, that is, he created.

There is no problem in translating personal names because there is an idea that they do not require any transformation in translation. In fact, if we look at the names of any heroes from English literature, such as Gatsby → Gatsby, Charles → Charles, it seems to be the same as real anthroponyms because real anthroponyms are either transcribed or transliterated.

But if we talk about anthroponyms, which usually require semantic translation in fiction, the above methods negate the semantic essence of the word.

Before considering the cases in which transcription and transliteration methods of translation are used, let us comment on these methods.

Transcription - According to S.G. Barkhudarov, phoneme-level translation, in which "foreign phonemes are replaced by phonemes that are close in terms of articulation and acoustics in the target language" (Jack - Жэк, Джек), the unit of translation is not words, but phonemes [1].

Transliteration - (giving letters in one writing system with letters in another language) According to S.G. Barkhudarov, we understand the spelling of the original word in the text, that is, giving it a graphic form. In such cases, the graphic form (appearance) of the word is
USAGE OF COMPOUND WORDS IN ENGLISH

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Abstract
This article is devoted to compound words in English make up a significant part of everyday vocabulary. They are made up of two words with completely different meanings and are often from different parts of speech. To repeat, compound words are made up of two different words, and a new word with a different meaning is formed when they are combined. When it comes to writing compound words, there are different ways to do so: writing them as separate words, as one word, or with a hyphen between them. We will try to explain compound words to researcher who works on this subject area.

Keywords: a compound, a subject, vocabulary, prepositional components, word combinations, non-compounds, metaphorical uses, pronunciation, inflection.

A compound is formed when two words are added together to get a new word. Sometimes the meaning may just add the two words together; a madman is a man who is mad. But usually the meaning of the compound is more than the sum of its parts. In British usage you might guess that a girlfriend is a friend who is a girl, that a sheepdog is a dog that looks like a sheep or that an electric chair is a wheelchair with a motor.

However, the links between the two words in compounds are as complicated as the grammar of the whole sentence. Here are some of the possibilities:
- madman (a man who is mad), blackberry (a particular type of black berry), highchair (a particular kind of chair that is high): the first word is an adjective that adds to the meaning of the noun
- heartbreak (the state of a heart that breaks), snakebite (when a snake has bitten), cloudburst (a storm like a cloud bursting): the first word is a subject that goes with the following verb
- watchmaker (a person who makes watches; bookseller (a person who sells books); the first word acts as the object of the following verb with ‘-er’ added translation - Vojd White Hafout (Sardor White Hafout).

Having considered different views, we have come to the conclusion that in today’s translation practice it is common to use a mixture of transcription and semantic translation in relation to transliteration, such a combination is called mixed translation and is the most advanced method of translating anthroponyms in fiction.

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This also demonstrates the lack of consistency over how a compound is spelt. Sometimes there is a space between the words, The White House, sometimes a hyphen tea-time, sometimes neither, blackberry. The longer the word has been in English the more likely it is to have lost its space and its hyphen. The OED records a progression from tea bag 1898 to tea-bag in 1936 and teabag in 1977. Pronunciation may be a better guide: compounds tend to be stressed on the first word the White House, non-compounds to have even stress the white house. A famous example debated by linguists is the lighthouse versus the light house, or even better the lighthouse keeper versus the light house-keeper.

Emphasis in Compound Words. As a rule, the emphasis is on the first syllable in compound words. This helps to differentiate between compound words and word combinations, for example, green house and greenhouse. (In the word combination “green house,” either word can be emphasized.)

There are many compound words in English. Perhaps you just never paid much attention to them.

Almost every day, compound words are added to the vocabulary, since people—often without even thinking—combine two words to form a single word.

What compound words in English do you know? Noun–noun compounds

All natural languages have compound nouns. The positioning of the words (i.e. the most common order of constituents in phrases where nouns are modified by adjectives, by possessors, by other nouns, etc.) varies according to the language. While Germanic languages, for example, are left-branching when it comes to noun phrases (the modifiers come before the head), the Romance languages are usually right-branching.

In Uzbek, one way of forming compound nouns is as follows: ishxona (ex: ish+xona in English office); temiryo’l “railway” (temir: iron, yo’l: road-possessive). Some compound words borrow Russian languages. Ex: kinoteater-cinema, fotoparat—camera or photo camera.

Since English is a mostly analytic language, unlike most other Germanic languages, it creates compounds by concatenating words without case markers. As in other Germanic languages, the compounds may be arbitrarily long. However, this is obscured by the fact that the written representation of long compounds always contains spaces. Short compounds may be written in three different ways, which do not correspond to different pronunciations, however:

1. The “solid” or “closed” forms in which two usually moderately short words appear together as one. Solid compounds most likely consist of short (mono-syllabic) units that often have been established in the language for a long time. Examples are housewife, lawsuit, wallpaper, basketball.

2. The hyphenated form in which two or more words are connected by a hyphen. Compounds that contain affixes, such as house-build(er) and single-mind(ed)(ness), as well as adjective–adjective compounds and verb–verb compounds, such as blue-green and freeze-dried, are often hyphenated. Compounds that contain articles, prepositions or conjunctions, such as rent-a-cop, mother-of-pearl and salt-and-pepper, are also often hyphenated.

3. The open or spaced form consisting of newer combinations of usually longer words, such as distance learning, player piano, lawn tennis.

Usage in the US and in the UK differs and often depends on the individual choice of the writer rather than on a hard-and-fast rule; therefore, open, hyphenated, and closed forms may be encountered for the same compound noun, such as the triplets’ container ship/container-ship/containership and particle board/particle-board/particle board.

In addition to this native English compounding, there is the classical type, which consists of words derived from Latin, as horticulture, and those of Greek origin, such as photography, the components of which are in bound form (connected by connecting vowels, which are most often -i- and -o- in Latin and Greek respectively) and cannot stand alone.

Verb–noun compounds

A type of compound that is fairly common in the Indo-European languages is formed of a verb and its object, and in effect transforms a simple verbal clause into a noun.

Also common in English is another type of verb–noun (or noun–verb) compound, in which an argument of the verb is incorporated into the verb, which is then usually turned into a gerund, such as breastfeeding, finger-pointing, etc. The noun is often an instrumental complement. From these gerunds new verbs can be made: (a mother) breastfeeds (a child) and from them new compounds mother-child breastfeeding, etc.

A compound verb is usually composed of an adverb and a verb, although other combinations also exist. The term compound verb was first used in publication in Grattan and Gurrey’s Our Living Language (1925).

Some compound verbs are difficult to analyze morphologically because several derivations are plausible. Blacklist, for instance, might be analyzed as an adjective+verb compound, or as an adjective+noun compound that becomes a verb through zero derivation. Most compound verbs originally have the collective meaning of both components, but some of them later gain additional meanings that may supersede the original, emergent sense. Therefore, sometimes the resultant meanings are seemingly barely related to the original contributors.

Compound verbs composed of a noun and verb are comparatively rare, and the noun is generally not the direct object of the verb. In English, compounds such as *bread-bake or *car-drive do not exist. Yet, we find literal action words, such as breastfeed, and washing instructions on clothing as for example hand wash.

In a compound verb (or complex predicate), one of the verbs is the primary, and determines the primary semantics and also the argument structure. The secondary verb, often called a vector verb or explicator, provides fine distinctions, usually in temporality or aspect, and also carries the inflection (tense and/or agreement markers). The main verb usually appears in conjunctive participial (sometimes zero) form.

Compound verb equivalents in English (examples from the internet):
What did you go and do that for?

If you are not giving away free information on your web site, then a huge proportion of your business is just upping and leaving.

Big Pig, she took and built herself a house out of brush.

Analyzability (transparency)

In general, the meaning of a compound noun is a specialization of the meaning of its head. The modifier limits the meaning of the head. This is most obvious in descriptive compounds (known as karmadharaya compounds in the Sanskrit tradition), in which the modifier is used in an attributive or appositional manner. A blackboard is a particular kind of board, which is (generally) black, for instance.

In determinant compounds, however, the relationship is not attributive. For example, a footstool is not a particular type of stool that is like a foot. Rather, it is a stool for one's foot or feet. (It can be used for sitting on, but that is not its primary purpose.) In a similar manner, an office manager is the manager of an office, an armchair is a chair with arms, and a raincoat is a coat against the rain. These relationships, which are expressed by prepositions in English, would be expressed by grammatical case in other languages. (Compounds of this type are known as tatpurusha in the Sanskrit tradition.)

Both of the above types of compounds are called endocentric compounds because the semantic head is contained within the compound itself — a blackboard is a type of board, for example, and a footstool is a type of stool.

However, in another common type of compound, the exocentric (known as a bahuvihi compound in the Sanskrit tradition), the semantic head is not explicitly expressed. A redhead, for example, is not a kind of head, but is a person with red hair. Similarly, a blockhead is also not a head, but a person with a head that is as hard and un receptive as a block (i.e. stupid). And a lion heart is not a type of heart, but a person with a heart like a lion (in its bravery, courage, fearlessness, etc.).

On the other hand, endocentric adjectives are also frequently formed, using the suffixal morphemes –ing or –er/or. A people-carrier is a clear endocentric determinative compound: it is a thing that is a carrier of people. The related adjective, car-carrying, is also endocentric: it refers to an object which is a carrying-thing (or equivalently, which does carry).

These types account for most compound nouns, but there are other, rarer types as well. Coordinative, copulative or dvandva compounds combine elements with a similar meaning, and the compound meaning may be a generalization instead of a specialization. Bosnia-Herzegovina, for example, is the combined area of Bosnia and Herzegovina, but a fighter-bomber is an aircraft that is both a fighter and a bomber. Iterative or amredita compounds repeat a single element, to express repetition or as an emphasis. Day by day and go-go are examples of this type of compound, which has more than one head.

In the case of verb+noun compounds, the noun may be either the subject or the object of the verb. In playboy, for example, the noun is the subject of the verb (the boy plays), whereas it is the object in call girl (someone calls the girl).

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LEXICAL AND PHRASEOLOGICAL PROBLEMS OF TRANSLATION

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Abstract

We all know that the means of speech serve to express an idea in a beautiful and understandable way. At the same time, phraseological units in language are important in expressing any idea or event in an effective, expressive and figurative way. Of course, each nation has its own phraseological units, derived from the customs of the people, the translation of which goes to an individual level of research. This article discusses issues such as the use of such phraseological units, their translation from one language to another.

Keywords: socio-political, author’s style, means of image, phraseological units, translation, rice, tradition, history, humanity, author of the work, originality, expressiveness, “Palov”.

Speaking about the phraseological problems of translation, it is necessary to emphasize the monograph of Gaybulla Salomov “Language and translation”[4]. In this work, the issue of translation of phraseological units is emphasized by the author’s style, emphasizing the specific place of these means of expression in his artistic style, using the possibilities of translation to translate them into another language, especially taking into account the national identity. In addition, the study also shows that in the translation of phraseologies, the stable compound, proverb and idiomatic expressions of the original must be translated while preserving their object.

Typically, phrases and sentences are formed from the combination of words in the speech process while maintaining semantic independence in the free connections of words. Such connections are therefore not retained in the whole case because they are formed in direct speech on the basis of the grammatical rules of a particular language with the requirement of expressing a particular concept or idea. Stable compounds do not have independence in the meaning and grammatical relationship of the words that make up stable word combinations. They can also be equivalent to a single word that means a whole. Therefore, such compounds do not form in the speech process, but exist as a whole in the pre-speech language system. Thus, a phraseological compound is a linguistic unit that is structurally equivalent to a phrase or sentence, meaning a whole, generalized meaning by content, not formed in the process of speech, but ready to be introduced into speech [6] Consequently, it is the unification of the words in the event that make them a whole that comes together into a single semantic center.

The semantic independence of the words that make up phraseological combinations is not preserved, they have a portable meaning as a whole. Therefore, such compounds can be well preserved in human memory. Thus, phraseological combinations are not limited to naming reality, but also represent a figurative meaning. Therefore, phraseological combinations increase not only the artistic, but also the expressiveness, symbolism, emotionality, expressiveness of the socio-political text, speech in general. In this regard, A. Abdullayev describes them as “special speech figures consisting of nominative meaning and an integral unit of additional units” [5].

As noted above, phraseological units are used for a specific purpose while increasing the expressiveness, sensitivity, and impact of socio-political speech. Consider the following example in the original:

«Тарик о’з хукмни чиқарар екан, хамма вақт хам шохини курмакдан ажратади ва г’аразли, худбин мақсадларни ко’злаб, қаъл маъналаштириларини нигоб қилиб олувчи шахсиларни о’зларини оқлаб учун келтирдиган кибр-ховодан иборат далилларни қабул қилмайди»[3].

In this text, the author expresses his thoughts vividly, working in a unique style, using a phraseological unit consisting of words familiar to the average Uzbek readers, based on Uzbek national customs, traditions, as well as everyday life. In fact, the word “rice” means “a grain that grows in swamps in hot countries, where rice is grown on its ears, an unbleached, unpollished product of this plant.” It is used by people for national food “Palov” of Uzbeks. Growing it is also unique, of course, in order to grow it beautifully, deliciously and whole, it must first be cleaned from the another wild plants. The word “kurmak” means “a wild plant that usually grows abundantly in rice pole and its dark grain as ‘tarik’”. The author expresses his opinion in an impressive and symbolic way, describing the situation in a way that is understandable to everyone living in Uzbekistan, who can distinguish between rice and wild plant as “kurmak”. The rice is cleaned from drying until it is ripe. In the preparation of “palov”, the Uzbek national dish, rice is also cleaned from rice husks. Just as a cook or a rice grower never mixes to put rice in it, so the next generation will separate and never forgive those who don’t want our development, our independence, our peace today. Based on the above considerations, the author uses the phrase “distinguishes good from bad” through the phraseological phrase “separates grain from the husk” in a symbolic and expressive language that can be easily understood even by ordinary people, rice farmers. Let us consider how this phraseological unit was translated into English:

“History, when making its final decisions, always separates the husk from the grain and does not accept justifications like the ambitions of certain individuals who hide their own malignant wishes behind the alleged interests of the whole nation” [1].

This text is expressed in the Russian version of the work as follows:

«История, верша свой суд, всегда отделяет зерна от плевел и не принимает в качестве оправ-
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ON THE ISSUE OF REFLECTING THE STYLE OF SOCIO-POLITICAL WORKS IN TRANSLATION

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Abstract

As we know author’s style is very important thing in translation, especially in translation of socio-political works. Every writer has his own method and writing style. Its very important to reflect authors own method in translation. This article discusses the problems of reflecting the method or style of socio-political works.

In science, the method of figuratively, esthetically influencing reality to the reader is called literary style. In this style, there are many cases of emotional expressiveness. Alternatively, such language units are used effectively in a public (journalistic) style. The public method is actually used in the conduct of propaganda work. Simplicity, comprehensibility, expressiveness, adherence to the norms of literary language are the main features of the this style. It actively uses socio-political words and phrases. In addition, words and phrases, proverbs and sayings are often used to make speech effective.

Keywords: socio-political, author's style, means of image, translation, method, tradition, history, humanity, author of the work, originality, expressiveness, philosophical meaning, journalistic style.

Methods, ways of using language units in speech, features of the use of phonetic, lexical, phraseological and grammatical units are studied in the methodological section of linguistics. Through style, the speaker expresses his attitude to the person, to the objects, to the events taking place around him. The Uzbek literary language has the following main speech styles: conversational style, artistic style, formal style, public (journalistic) style, scientific style. In turn, the socio-political style can be called a journalistic style.

In science, the method of figuratively, esthetically influencing reality to the reader is called literary style. In this style, there are many cases of emotional expressiveness. Alternatively, such language units are used effectively in a public (journalistic) style. The public method is actually used in the conduct of propaganda work. Simplicity, comprehensibility, expressiveness, adherence to the norms of literary language are the main features of the this style. It actively uses socio-political words and phrases. In addition, words and phrases, proverbs and sayings are often used to make speech effective.

Well-known translator scholar G. Salomov described the style as follows: "Style is the general tone and color of a work of art, the method of image analysis, the artist's attitude to reality, the principle. These appear in the play as a feature that fully reflects the main aspects of the form at the final stage of the artistic process. Style is a set of basic, typical ideological and artistic features of a writer's work that are repeated in his works. The writer's worldview and the main ideas related to the content of his works, the series of plots..."
and characters that the author describes the most, the means of artistic expression that are often found in the artist's work, his unique language form his individual style.

Style plays a special role in creating a work or translating it into another language. In this regard, it should be noted that the style of the work of art and the style of socio-political work are naturally different from each other. This aspect is also evident in the translation of a work from one language to another. In literary translation, the main goal is to restore the beauty of the original text in another language, while in the translation of socio-political works, the main goal is to fully reflect the meaning understood from the text. In other words, in literary translation - the tone of the original, its artistic beauty, in the translation of socio-political works - philosophical meaning is the main unit of translation. But both of their translations require creative skill on the part of the translator. That is, regardless of the style, any text must reflect the original idea in the language in which it is being fully translated.

First, the re-creation of the artist's style of translation in the work of art is the means by which the artist uses the work in the work - the reflection of symbolic expressions and painting in the translation. In re-creating the style of the author of a socio-political work in translation, special attention is paid to the peculiarities of the journalistic style. Regarding the translation of such literature, the methodologist T. Kurbanov's dissertation contains certain ideas. In it, the author writes the most important features of journalistic style. Here are some of them:

1. Expression of socio-political attitude. In this case, it is necessary to give a brief description of the operational, social events. Journalism is an open dialogue between a publicist and a reader. The main purpose of the journalistic style is to influence the general worldview and to help them confidently embark on their work.

2. In a journalistic style, precision, conciseness, syntax, perseverance and vitality are the priorities.

3. Linguistic dialects, archaisms and historisms are less used in journalistic style to convey information quickly. Then today's problems will be a priority. For example, if we take the word “power”, the physical properties of that word can be expressed in a scientific style. But as a journalistic term, these words can be used in the context of compounds such as progressive power, alien power, black power. In the journalistic style, socio-political terms, compounds and words of a certain pattern are widely used. For example, cooperation, disarmament, national independence, the Cold War, the exploitation of the universe, political demonstrations, industrial progress.

4. Conciseness, clarity of issue, eloquence, that is, avoidance of ambiguity are features of the journalistic style.

5. Publicist-style statements are mostly rhetorical in nature, using more simple sentences.

6. The journalistic style is very close to the formal working style.

7. In journalistic style, facts are told by the first person. In artistic style, however, this task is more often referred to a third person. The following adjectives and epithets are widely used in journalistic style: worthy (share), historical (change, events), all-round (attitude, development), important (period, stage), selfless (labor), huge, great (construction, works) and others. In addition, the following ceremonial words are widely used in journalistic style: creative youth, magnificent, glorious, triumphant, perfection, courage, and so on. In addition, such a style also uses words such as gang of criminals, robbery, theft, murder, greed, obsolescence, arrogance, etc., which are characteristic of emotional speech with a negative color.

The linguistic structure of the journalistic style includes the following layers:

1. Ideological (conceptual) vocabulary.
2. Emotional-expressive colored vocabulary:
   a) positively colored words;
   b) negatively colored words;
   c) words with modal character.
3. Emotional - lexically neutral words with expressive color.

The socio-political terms of the independence period, that is, the ideological lexicon of the journalistic style, differ significantly from the previous ones. In Soviet journalism, the main ideological terms were "Soviet", "socialism", "socialist", "communist", but now "independence", "freedom", "national idea", "national ideology", "stability", "Humanity", "Internet", "Independence", "Multiparty", "Spirituality", "Enlightenment", "Oliy Majlis", "Parliament", "Referendum", "Senate", "Tolerance", "Values" terms such as are widely used. Instead of the previously widely used ideological lexicon, words are now used to express the ideology of independence.

Donokhon Nematova, who has conducted research on the formation and development of journalism in Uzbek linguistics, in her dissertation on "Linguistic analysis of Cholpon's journalistic works" expressed certain views on Uzbek journalism. She, a researcher on Uzbek journalism, argues that this task places significant demands on journalistic works, which are a very powerful, influential component of the media. At the same time, the scholar believes that the main characteristic feature of such works is the effectiveness of journalistic works, their rapid reach to the public consciousness.

Among the styles, the mass (journalistic) style is distinguished by its peculiarities. Articles, lectures and works in the field of mass media are written in a journalistic style. Styles differ from each other in terms of their specific vocabulary, fixed combinations, sentence and syntactic devices, as well as expressive features. Accordingly, the styles will have to be reflected in the translation using its alternative. Replacing or substituting one for the other will result in ambiguity or ambiguity in translation.

Indeed, in the translation of socio-political works, clarity, conciseness, and most importantly, the priority of meaning come first, of course, in order for a translator to meet these requirements, he must first have studied the subject of translation in depth. In this regard, G.
Salomov states: “It is not enough to know the basic lexical content of words and the grammatical rules of the language to translate. To do this, you need to feel the language. One of these "emotional" aspects of language is expressed in a particular work, in which layers of language the author uses, how, in what way. It depends on style”.

Unlike the author of a work of art, a publicist writer must first and foremost adapt his speech to the general public, as well as to the common people. Accordingly, it is required, firstly, to strive for simplicity in speech, secondly, to conduct speech in the form of live communication, and thirdly, to achieve active use of language in conveying the idea he wants to express, influencing the public. So, all this requires a publicist-writer to be able to use the methods of expression, the means of language.

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GENERAL AND CONDITIONAL PECULIARITIES OF DESCRIPTIVE MEANS IN «BABURNAME»

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Abstract
This article is devoted to general and conditional peculiarities of descriptive means in “Baburname”. Descriptive means appear differently in the structure of the fiction. In order to underline a specific feature of an object the words which show that feature is used or comparison with that object concretization and precision are achieved. Sometimes instead of showing some phenomena of life directly rather irony and sarcasm are referred to. The function of descriptive means in «Baburname» lies in that the author individuals, geographical areas and landscape can give rise to historical association in reader on the basis of descriptive means. Namely this feature of descriptive means facilitates receptive processes take place lively and efficiently.

Keywords: descriptive means, reader’s imagination, irony and sarcasm, personages’ speech reflects their intentions, portrait creating principle, important feature, comparative descriptions.

Descriptive means is an important poetic unit to supply the works with artistry. Descriptive means play an important role in increasing the readers’ impressions on the work, systematization of reception process, realization of a historical condition and the essence of a state, in defining the function of the plot and images. Descriptive means appear differently in the structure of the fiction. In order to underline a specific feature of an object the words which show that feature is used or comparison with that object concretization and precision are achieved. Sometimes instead of showing some phenomena of life directly rather irony and sarcasm are referred to. Such means are called with the term descriptive means in linguistics.

Numbers of linguists and specialists in literature study researched descriptive means. For example, we can see that R.Kungurov, A.Yu.Boboniyozov, S.Jamalov, H.Kudratullaev, A.Abdullaev, G.F.Balogova, I.V.Arnold, V.P. Moskvin, Yu.L.Obolenkaya, Kh.Abrams, Roberto Franzosi, C.Forceville, Van Enschoot and others [5,6,7,8,9,11,12,13] depicted descriptive means theory and practice in harmony. But translation problems of descriptive means used in «Baburname» text has not been studied in Uzbek study of literature.

The function of descriptive means in «Baburname» lies in that the author individuals, geographical areas and landscape can give rise to historical association in reader on the basis of descriptive means. Namely this feature of descriptive means facilitates receptive processes take place lively and efficiently. The problem of describing the hero’s portrait in «Baburname» prior to us was studied by B.Valikhujaev, A.Kayumov, S.Jamolov, H.Hasanov, S.Hasanov, H.Kudratullaev, V.Rahmonov, I.Haququlov, M.Kaydar, Eiji Mano [14,15,16,17,18,19] to some extent. Unlike from present research Chapter One of our dissertation directed at studying general and conditional features of descriptive means. These aspects are studied from the perspectives of how hero’s portrait, description of his character and their use in personage’s speech, and under the functions of organizing the text poetics.

Zahiriddin Muhammad Babur in his «Baburname» did not just depict the description of cities, towns, villages, details of events, fighting; he expressed them by the help of artistic descriptive means. By this he achieved comprehension of the fiction by a reader. Especially, the representatives of state government system – wazirs (ministers), beks, historical persons, writers, specialists in study of literature, musicians, horse riders, artists and others’ portraits, features of the character. He revived in animating the heroes in front of the reader by the efficient use of descriptive means.

Detailed information about six historical people was given in «Baburname». They are: Umarsaikh Mirza, Sultan Ahmad Mirza, Sultan Mahmud Mirza, Khizravshah, Boysunqur Mirza and Husain Bayqaro.

For example, underlined that Babur Sultan Ahmad Mirza was a tall, strong man. Along with it, he stressed that he used to grow chin beard and it gave an important look. The author used the epithet «танбал» to describe both of them (his father and Sultan Ahmad Mirza) and it has the following meaning in «Навоий асрарлар дузатли» (Dictionary of Navoi’s Works) «ТАНБАЛ» – ф. 1. Ялков, дагтаса; 2. Маж. Семый, зўйп», тавсифланган [20]. To our opinion, the first meaning of the word «танбал» in the dictionary do not justifiy to be used for both of them. Because it was not probable that a high ranked skilled military person who was lazynatured enthroned in the period when Babur lived. Apparently, these two people described with the epithet lazy by Babur were broad-shouldered, stout and strong.

By describing Sultan Mahmud’s social and state governing activity briefly, Babur facilitated this hero’s portrait being better and more detailed. For example: by saying «маъқис ва 50қпиш шва шилон ва девони бисёр яҳнш эди. Барчаси қонда ва тузуки била эди» Babur gave rise to appear reader’s imagination about a hero and it was enriched by one more important feature of his portrait. The word «бисёр» interpreted as «бериш, ёҳсон этиш, мурувват» in the explanatory [20]. Babur expressed (Бобур: «Султон Махмуд Мирза муруввати, кўли очик, дастурхони тўкин-сочни киши эди») «Sultan Mahmud Mirza was merciful, with open-hand and abundance of table» by a brief and realistically one capacious word «бисёр». Foreign specialist in Babur studies U.Erskin also underlined this point: «Иф Babur speaks of a person, he used to describe his appearance, the way he wears clothes,
taste and habits that by such real details we feel as if we saw him in real life and live together with him» [21].

As is seen, Babur, in describing people’s portraits vividly in his works, used properly and efficiently poetic, historical, linguistic means briefly, precisely, bright colours and means close to people, pure Turkic words and all of them define of portrait creating principle. And it shows peculiar high mastery of Babur’s prose. Japan scientist Eiji Mano gave his idea about it. He emphasized Babur described clearly every historical person’s portrait of Babur described clearly every historical person’s portrait and character [22].

Character is considered to be the most important poetic unit to provide the wholeness of the fiction. If an artistic portrait mainly serves to evoke imagination of a hero’s appearance, character is his inner world and it functions as a means of providing relations between the plot of the work and other heroes in it. When artistic portrait and character harmonize and at this time hero’s essence will be revealed in full. The power of impact, aesthetic value, practical and didactic importance of the work will increase.

Personages’ speech reflects their intentions, actions and characters. In majority cases, the character of the speech determines personage’s mood at the very moment. Descriptive means enrich personage’s speech and creates a favorable ground for the reader to understand the speech. Hyperbole, metonymy and comparative descriptions are important in organizing personage’s speech.

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Abstract

This article is devoted to monitoring pupil’s acquisition in English lessons. We know, interest in the teaching of English to younger learners has been steadily growing in recent years. This is no doubt partly in response to the rapidly growing demand for it to be taught at even younger ages by parents who want to provide their children with a competitive educational advantage. Ministries of education too have begun to respond, with large-scale expansion of provision for foreign language teaching at primary levels in Uzbekistan. The awakening of interest in teaching young learners offers Teaching English Young Learners one way back into the mainstream of education.

**Keywords:** tasks of the subject, attendance at school, requirements to levels, monitoring functions, higher education, speaking component, progress monitoring occur, pupils’ development.

Children are formed as individuals, unifying in a team in high school classes, said the head of our state. During this period they should not be excommunicated from an adapted, habitual for them environment. This can negatively affect the psychology of youth, their attendance at school, and ultimately – on the level of education and upbringing. Therefore, it is necessary to ensure the continuity of the educational process, improve training programs [1]. After the Presidential Decree “On measures to further improve of foreign language learning system”(2012) a lot of projects have been done as an implementation of this important document [2].

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The decision of the Cabinet of Ministers of the Republic of Uzbekistan «On Adopting the State Educational Standards of Continuous Education in Uzbekistan (requirements to the content and level of learners on foreign languages)» (2013) has been implementing into practice since 2013-2014 academic year. According to state educational standards, for continuous education on foreign languages state educational standards define following: goals and tasks of the subject; essence of teaching and learning foreign languages; requirements to levels of graduates’ compulsory preparation in all levels of education [3]. That English language teaching is inextricably bound up with multiple power relationships is indisputable. What does "monitoring student learning" involve? Defined this way, monitoring obviously includes many kinds of activities, but it is important to note that the present analysis does not address issues relating to schoolwide or district-level monitoring of student learning. It is not concerned, except incidentally, with monitoring students’ behavior. And it provides only cursory information on such matters as teacher training in monitoring and assessment practices or the processes teachers follow in putting monitoring information to use. Instead, the focus here is classroom-level monitoring of student learning progress and what research says about the relationships between such monitoring and the student outcomes of achievement, attitudes and social behavior.

Research findings on the discrete effects of various classroom monitoring methods comprise only part of the story of applying classroom monitoring techniques. Research also indicates that using these methods in combination is superior to using only one or two of them. One researcher identifies five of the six monitoring methods above in his list of effective teaching behaviors. Another cites all of them as important components of a student accountability system. And in the comparative research on effective and ineffective teachers, the effective teachers were found to have implemented all or most of these monitoring functions in their classrooms.

**What is questioning method of teaching?**

Questioning in teaching and learning not only encourages students to think critically; it allows teachers to assess whether their students understand a particular concept.

**The research rate of the issue:** The American heritage dictionary defines monitoring as keeping watch over; supervising and also gives another more specific meaning: to scrutinize or check systematically with a view to collecting certain specified categories of data. Biggest limitation is lack of a speaking component, except talking along with the spoken sentences. No, but Duolingo gives you an excellent foundation from which you can build upon. No, but it’s a great way to get started. The quick answer is NO, you won't get fluent learning here. Skinner (who lived from 1904-1990), argued that language acquisition and development are learned behaviors. Behaviorists believe we learn by associating events, known as classical conditioning. We also learn through rewards and punishments, a process known as operant conditioning. What is Chomsky's theory of language acquisition?

First proposed by Noam Chomsky in the 1960s, the LAD concept is an instinctive mental capacity which enables an infant to acquire and produce language. It is a component of the nativist theory of language. This theory asserts that humans are born with the instinct or "innate facility" for acquiring language. What did Chomsky say about language acquisition?

In the 1960s, linguist Noam Chomsky proposed a revolutionary idea: We are all born with an innate knowledge of grammar that serves as the basis for all language acquisition. In other words, for humans, language is a basic instinct. What is Skinner's theory of language acquisition? Skinner argued that children learn language based on behaviorist reinforcement principles by associating words with meanings. Correct utterances are positively reinforced when the child realizes the communicative value of words.

**The subject of the issue:** Pupils of all grades of public schools

**The object of the issue:** in the upper classes and lower secondary school, lyceums, colleges and higher
education who specializes in the study of language vocabulary materials selection and training process.

**The practical importance of the issue:** Communication is the ability quickly establish contact with people, “enter” into a team. The main point of communication is the achievement of the spiritual community of a teacher and students, a teacher and work colleagues, which contributes to the formation of a holistic consciousness, its relationship to other people and to itself. The teacher should improve their communicative competence - the ability to establish and maintain the necessary contacts with other people, to develop a body of knowledge and skills that ensure the flow of the communicative process.

1. **Teachers' skills in monitoring student learning**

   Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Why is monitoring progress important? [8].

   One great benefit of monitoring student progress is that it allows the teacher to evaluate the effectiveness of their own teaching. Monitoring student progress can help teachers to make more informed instructional decisions and change their teaching style to improve the quality of their teaching. Student progress monitoring is a practice that helps teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. How often should progress monitoring occur? Monitor progress of 2 students on a regular basis using grade appropriate measures. Monitoring of progress should occur at least eight times during the school year.

   Why is it important to evaluate children's progress?

   An evaluation serves many purposes: Identification. It will identify children who have delays or disabilities and need special education and related services. ... It establishes a baseline (present level of performance) for measuring a child's educational progress.

   Tracking of pupils’ progress forms an essential element of the school’s provision, informing teaching, therapy and support.

   The evolution of the tracking system used at More House School has been directed by a purposeful shift from tracking the acquisition of knowledge, to tracking the acquisition of essential skills.

   In today’s modern workplace, we can all access nearly any fact in a matter of seconds using the powerful computer carried on our person – our smartphone. Yet employers complain of the lack of employability skills possessed by graduates, unable to apply knowledge, unable to synthesise and evaluate information, unable to present ideas or work within a team.

   Knowledge - Comprehension - Application - Analysis - Synthesis - Evaluation

   Pupils’ acquisition of knowledge is assessed, but far more powerful is the continual measurement of their ability to manipulate that knowledge in accordance with the hierarchy of skills.

   Our teachers are better informed to be able to prioritise the development of certain skills over others, according to pupils’ individual strengths, and to the marks available in each subject-area.

   In the Learning Development Centre (LDC) tracking of pupils’ progress is focused on mapping the development of the same skills monitored in each curriculum subject-area through the Core Skills Tracker. The therapy and literacy teams track the acquisition of each skill achieved by each pupil according to his specific special needs requirement, having a direct influence on the pupil’s progress within the Core Skills Tracker being addressed in all academic subjects.

   The LDC Core Skills Tracker ensures that each pupil is graded on his ability within the four disciplines of Speech and Language Therapy, Literacy Tuition, Occupational Therapy and Numeracy Tuition. Each of these disciplines has specific groups of skills which are graded according to the pupils’ development. Pupils learn to understand the relevance of each activity and how its achievement will impact on their skills within the classroom.

   Parents’ Evenings and Annual Reviews

   Parents are also invited to at least one parent and teacher consultation evening (Parents’ Evening) per year, and are expected to attend an in-depth annual review meeting in order to share in examining progress, especially in relation to the pupil’s therapeutic skills targets. Close communication between parents and the school is encouraged throughout the academic year.

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EFFECTIVE TEACHING WRITING TO YOUNG LEARNERS IN EFL CLASSES

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Abstract
This article gives information about how to improve primary school pupils’ writing skills and develop it in an effective way. Besides, it helps language teachers to choose activities according to their knowledge and age. Many teachers have problems with teaching writing as writing is considered as one of the most difficult skills among all. That’s why it is important how to teach this skill. Language learners have obstacles with writing as well. Because they don’t know how to start and how to write the given assignment.

Keywords: process writing, drafting, writing, proof writing, components, writing skills, effective writing, drafting, mind mapping.

Language is the salient way of expressing our thoughts. We use language for planning our lives and exchanging our ideas. Globalization has given rise to English as a global language and learning it has become inevitable to communicate with the world. In many countries including Uzbekistan, English is the second language and it is a compulsory subject in our curriculum from the elementary level. It is an endemic part of our life and in today’s world we will not be able to survive without English. Recent studies have revealed some evidence that young learners learn second language better compared to adult learners. In our country, though students are taught English at an early age, they cannot achieve fluency and accuracy in English which nowadays is pre-requisite for higher studies, getting a decent job and above all for business[1]. The effective way to make a learner proficient in English is to develop all the four basic language skills-listening, reading, speaking and writing. Listening and reading are the receptive skills and work as an input for the learners and gradually prepare the learners for the productive skills, speaking and writing. Amongst all four skills teaching writing is most challenging, more specifically teaching writing to young learners is a genuine challenge for the teachers. It is an imperative language skill, which needs to be developed from an early age. Young learners do not feel motivated to write rather they like to speak more in an ESL class. In our educational system students do not get enough chance to write according to their own wish. In some schools, they have creative writing classes where students get the chance for free writing. The objective behind it is to make the students independent and activate their thought process. From teachers’ side it is important to select the right lesson and design it according to the age group. If the students do not like the lesson, the whole class will be unproductive. Teachers have to take care of student’s motivation, their level of writing and preferred way of learning before preparing any task. It is difficult to draw young learners’ attention and keep it focused for longer time. For doing this a teacher has to follow some teaching methods as well as teaching techniques to facilitate effective learning. To develop my paper, I will first look at the theories of teaching and learning writing, how learners can be motivated in class, and what triggered their mind to write. This paper will focus on the theories applied in the classroom from my own teaching experience followed by some effective criterion of teaching writing to young learners and how a teacher can help the learner to develop the writing skill at an early age[2].

As writing is a productive skill, picture is the most effective source which is mainly visual stimulus to motivate young learners for teaching writing. Andrew Wright (2004) pointed out some important role that pictures play to help the teacher to teach writing. According to him picture can motivate learners to pay attention and take part in the lesson, it brings the context of any situation through which they can express their ideas, and most importantly pictures can be described in many ways that will develop learner’s writing and organization skills as well. Furthermore teachers can give a choice to the students so that they can choose their own topic. Before setting the task for elementary level students, according to Jeremy Harmer (1998), “teacher should make it sure that students have enough language competency to complete the task”. At the same time teachers should be alert while checking the task. If teachers do excessive correction in elementary level it may have a negative impact. Hamler (1998) also points out, “over correction could have a demotivating effect on the students” and suggests, “Teachers can tell the students that for a particular piece of writing they will correct mistakes of particular aspects of language like grammar, punctuation, spelling or organization”[3]. From teaching writing to correcting it, the whole process is amalgamated which gradually develop the writing skill of second language learners.

Young learners are energetic, lively and it is easier to motivate and every language teacher should make the best use of it. Throughout my internship I worked on several aspects of language teaching and found that to make the students confident and competent in writing, providing feedback was the most crucial factor. Students responded well on the topic for writing but they were not eager to write. Furthermore, they did not correct their write up though I encouraged them. In that case providing effective feedback is one of the important tasks for ESL teacher. Materials used for writing were rather well designed to engage the students but the problem lied with giving feedback. Initially I provided written feedback which according to Ken Hyland (2003) played a central role in most L2 writing class.
He added, "Many students see their teacher's feedback as crucial to their improvements as writers" [4]. Before commenting on written work, first teacher has to remove the stigma of overcorrection from students' mind which undermines the students. The nature of response also varies according to learner's level. To make the students aware of their errors teacher can allocate one class every alternate week for grammar correction combined with classroom discussion between teacher-students which will be valued by students as well as effective for them. Teachers should make a balance between positive and negative feedback. Besides written comments, teacher can also engage students to check each others copy which is referred as peer feedback by Ken Hyland (2003)[5]. Teacher can point out some common errors and according to that students can check their copies. This process will make them responsible to correct their work. On top of that they will be able to judge the written work and in the end this practice will make them independent. In our present classroom environment this practice can easily be done as it does not require any extra facilities. It only needs a manageable class size not more than 25 students. What it requires is teachers' dedication towards their work and sincerity to ensure effective implementation of proposed solutions for successful teaching writing to young learners.

Besides motivation, young learners have other learning strategies that teachers have to consider while teaching. Teachers' duty is to identify specific learning strategies what a group of learners or individual learners already have and at the same time help them to adopt different strategies. According to Vivian Cook (1996: pg-106) there are some good learning strategies -

1. Find a learning style that suits you
2. Involve yourself in the language learning process
3. Develop an awareness of language both as system and as communication
4. Pay constant attention to expanding your language knowledge.

The process of learning second language should be initiated at an early age as it is proved that young learners are better learners than adult learners. Cook (1996) claimed, "People who start learning English as an adult never managed to learn it properly and other who learns it as a child is indistinguishable from the natives", which supports Lenneberg's critical period hypothesis theory [6]. Ur (2005: pg-286) suggests "for schoolchildren learning a foreign language will be well only if the teacher find a way to activate and encourage their desire to invest effort in the learning activity". For young learners extrinsic or instrumental motivation works well where teachers play a vital role and they need to focus on the nature of motivation students have. Penny Ur (2005: pg-278) has found some sources of extrinsic motivation that works for young learners while learning second language. Some are discussed below:

Success and its rewards: This is the single most important feature in realizing extrinsic motivation. Learners who have succeeded in past tasks will be more willing to engage with the next one[7].

Tests: The motivating power of tests appears clearly, learners who know they are going to be tested on specific material next week will normally be more motivated to study it carefully.

Competition: Learners will often be motivated to give their best not for the sake of learning itself but in order to bear their opponents in a competition.

Ur has done a research on how a learner's age influences language learning. Assumptions made by her are given below:

Young children learn languages better than the older ones.

Foreign language learning in school should be started at an early age as possible.

It is easier to interest and motivate children than adults.

Conclusion: This article is all about engaging students in writing class for successful learning and it is the reflection of my internship. In this report I have focused on the teaching procedure to young learners for writing and how it differs from teaching adults. To improve writing skill it needs practice and constant attention especially to young learners who are sensitive towards learning. Teachers have to deal with them adroitly. In the elementary level, teachers play a vital role to develop writing skill. While checking the scripts teachers have to be lenient as because they are the only sources of motivation for the young learners [8].

Learners' motivation plays prime role to engage the students into classroom activity which is the most challenging work for the teacher. Whenever teachers provide positive feedback and support learners' ideas, it works greatly. Learners' self esteem goes up automatically and they participate. Giving feedback remains a problem as different students take the feedback in a different way. To solve the problem in this paper I have proposed some recommendations to improve the writing skill which are quite easily applicable in our classroom environment. Teachers just need to take care off the learners' need, what kind of feedback they need rather overcorrecting them which work well. Without writing skill second language learning will remain incomplete and to ensure that students have to learn it from an early age.

References

Abstract

In this article was discussed importance and opportunities of using different teaching methods in English language teaching according to modern requirements. As we know, modern education is not just training, but the formation of personality, a person who is able to think critically, to give his assessment of the events taking place in the world. What we give our students should be necessary and useful to them. To give attention to the education quality, students’ education as a main product that is expected from education quality system is of much greater demand in comparison to the past and teachers role in this process was widely explained.

Key words: language teaching, Higher Education, Requirements, methods, components, classroom teaching, communication, facilitator.

Education in higher educational establishment is very important currently. Modern world is rapidly changing day by day and has caused the Higher Education System to face a great variety of challenges. Therefore, training more eager, thoughtful individuals in interdisciplinary fields is required [1]. Thus, research and exploration to figure out useful and effective teaching and learning methods are one of the most important necessities of educational systems [2]; Professors have a determining role in training such people in the mentioned field [3]. A university is a place where new ideas come to the world; roots strike and grow tall and sturdy. It is a unique space, which covers the entire universe of knowledge. It is a place where creative minds converge, interact with each other and construct visions of new realities. Established notions of truth are challenged in the pursuit of knowledge. To be able to do all this, getting help from experienced teachers can be very useful and effective.

To give attention to the education quality, students’ education as a main product that is expected from education quality system is of much greater demand in comparison to the past. There has always been emphasis on equal attention to research and teaching quality and establishing a bond between these two before making any decision; however, studies show that the already given attention to research in universities does not meet the educational quality requirements.

Paying attention to this task in higher education is considered as a major one, so in their instruction, teachers and educators must pay attention to learners and learning approach; along with these two factors, the educators should move forward to attain new teaching approaches. In the traditional system, instruction was teacher-oriented or centered and the students’ needs, demands and interests were not considered. This is when students’ instruction must change into a method in which their needs are considered and as a result of the mentioned method active behavior change occurs in them [4]. Thats why we the teachers must always work on ourselves and use different teaching methods and techniques in order to motivate and engage them in learning foreign language.

Teaching must include two major components sending and receiving information. Ultimately, a teacher tries his or her best to impart knowledge as the way he understood it. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country, with a number of educational options available before the present generation learners, the newer trends seem to have emerged in the field of education that have entirely changed the face of traditional system of education. Recent trends, methods, methodologies and developments portray the vital role of education sector in general with its internalization of the education process, stress on quality above quantity, increase in the adoption of technologies, necessity for professional talent etc. The theories and methods are constantly evolving in the field of English language teaching (ELT) also. In this article presents the famous trends in the ELT that have been used practically in recent times in the entire world with specific reference to the trends prevalent during the previous decades.

The history of foreign language has always been an important practical concern. It was Latin which dominates various fields like education, commerce, religion and government in the western world. In XVII century French, Italian and English languages achieve lot of importance as result of political changes in Europe. As the status of Latin language from that of living language to teaching subject in school curriculum. The study of classical Latin and analysis of its grammar becomes the model from Foreign Languages study from

XVIIth to XIXth century. In XXIst century we are going to teach communicative language teaching [5]. According to Kripa K. Gautam, “English Language Teaching” - A critical study of methods and approaches have provided account of history of language teaching methods. Methodologies Adapted in Earlier days Communication is the groundwork based on which any idea can progress and develop into a fully fledged one. Without that, sustenance in any field is impossible. During the last decade, various crucial factors have combined to affect the current ideologies of teaching of English such as the ineffective methodologies, unsuitable materials, and integration of contextualized teaching, over emphasis on multi language skills etc. Teachers who practiced Grammar Translation method (GTM) during the previous decade solely relied on black board as the apt tool to impart communication skills and the nuances of English language. Later on, over head projectors, acted as another medium for the teacher dominated class room. Such teachers believed in the dictum of drill and practice.

Researchers had given more emphasis on authentic and meaningful contextualized discourse. Then they focused on a successful adult second language learning as a parallel process to a learner’s first language acquisition. With the advent of ecommunication, it has been made possible for the English language teachers to enrich their profession. Basically, the teacher controls the instructional process, the content is delivered to the entire class and the teacher tends to emphasize factual knowledge. In other words, the teachers deliver the lecture content and the students listen to the lecture. Thus, the learning mode trends to be passive and the learners play little part in their learning process. We could see this in most universities by many teachers and students that the conventional lecture approach in classroom is of limited effectiveness in both teaching and learning. This method had stayed in practice for a good period of time due to its focus on the functional use of English. But, still this method was marred with setbacks like there were many issues with this method. It needed a lot of time, good budget and a small class size. And even in some situations, it was not very useful. These issues led to another Method that is called Audio-Lingual Method (ALM). The direct method is natural method of teaching foreign language its makes use of Audio-Visual Aids. The direct method originated in France in 1801. The direct method develops as a reaction against GTM. Its basic principle is that pupils should think directly in foreign language. The direct method is to teach language directly at aims to create direct bond between the word and meaning, thought and expression. It’s also improving the pupil’s pronunciation. Teachers use a range of local texts or English books will disappear in a few years. Furthermore, the access to knowledge in terms of flexibility and mobility has changed drastically. Teaching in English language classes focuses on fostering the students thinking as well as language content, outcomes and learning activities. The role of teachers is described as follows: 1. Facilitator 2. Independent participant 3. Needs analyst 4. Counselor 5. Group processing manager. Teacher plays a very prominent role in attracting the student’s attention by creating interest among the students. [6] A Teacher should play various roles such as Learner, Facilitator, Assessor, Manager and Evaluator. Before teaching the students a teacher has to first place himself/ herself as a learner and think from the learners perspective. In doing so, students can be captured with interest. In the classroom, Teacher roles can be discussed with learners as a part of student preparation, along with other characteristics of curriculum. Learners can imagine about what roles they wish for their teacher, how this inclination fits in with other aspects of their learning method, and why the teacher chooses every role. Teacher plays diverse roles in English Language Teaching [7].

she becomes an ideal guide in shaping their future.

As a conclusion every teacher must have faced the dilemma at one point or another: what should be my role in the classroom? Should I primarily focus on efficient organization of lessons with a careful selection of the language facts to be transmitted to students? Or should I be more flexible and let the lesson flow spontaneously? Should I take full responsibility for the choice of activities, topics, and areas of language (after all, I am familiar with examination requirements, so I do know what my students should cover in class), or perhaps should I always make the effort of giving the learners as much choice as possible? Finally, should I become friends with my students (if it is possible at all), or maybe it’s enough to concentrate on the material and evaluation and not expect too much openness and trust from teenagers? If teacher keeps all these in mind, teaching process will only flourish.

References

ROLE PLAY ACTIVITY IN EFL CLASSES

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Abstract
Role play is an effective active learning strategy; it encourages participation among passive learners, adds dynamism to the classroom and promotes the retention of material. It is argued that role-play can be counterproductive for weak or unprepared students. Role-play may be a popular teaching method but teachers should consider how format and preparation can impact learning outcomes.

Keywords: role – playing, preparing for exam, role play activity, getting real – world skills, motivates, speaking activity, communication, initiative, teamwork, purpose, nature, organization, perfecting of action

There are many activities in English language teaching (ELT) one of theme is role play activity. In this article I tried to explore the value of role play activity interplay in classes. The purpose of authors given below is to make efficient cooperation and interaction between students by using role play work English language teaching. M Mitrevska (2005) described Role playing is one of the modern teaching methods that has given really good results in praxis. The point of role playing, as a type of inquiry approach, is that it transforms the content of education from information into experience (maybe here is the reason why people love to play RPG games). Here are few facts that explain why this type of learning and teaching is so effective.

- Motivates the students
  - The exercise has its creative aspect that makes it seem more like play than like work.
  - The pressure to solve a problem or to resolve a conflict is far more typical of the pressure that will be on them in real life. This motivates them much more than classical way of preparing for exam and the pressure that goes with it.
  - These exercises are also useful in courses for non-majors because emphasize the intersection between science and daily life

- Augments traditional curricula
  - The main purpose of doing these role-playing exercises is to get students to look at the material in a new light. With a help of the instructor they alter their mental maps of the world instead of just filling them in.
  - They show that the complicated problems in the world, as a really complex place, can't be solved by a simple answer that the student has previously memorized.
  - Skills they learn separately (such as quantitative and communications skills) are often used together, in order to accomplish many real-world tasks.
  - These exercises show that people and their viewpoints are important, what is very important in many professions, including business, academia, and politics.

- Getting real - world skills
  - Understanding of the needs and perspectives of other people makes people (students) understand better themselves.
  - It's useful for developing skills that are important inside the scene but also outside, and are very difficult to teach and learn using more traditional methods, for example self-awareness, problem solving, communication, initiative, teamwork...Joanna Budden (2004) outlined several reasons for using role-play in the classroom. What is role-play? Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation! Imaginary people - The joy of role-play is that students can 'become' anyone they like for a short time! The President, the Queen, a millionaire, a pop star … the choice is endless! Students can also take on the opinions of someone else, 'For and Against' debates can be used and the class can be split into those who are expressing views in favour and those who are against the theme. Imaginary situations - Functional language for a multitude of scenarios can be activated and practised through role-play. 'At the restaurant', 'Checking in at the airport', 'Looking for lost property' are all possible role-plays. Why use role-play? It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-play for the following reasons: It is fun and motivating Quieter students get the chance to express themselves in a more forthright way The world of the classroom is broadened to include the outside world
  - thus offering a much wider range of language opportunities In addition to these reasons, students who will at some point travel to an English-speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from the practice. Mistakes can be made with no drastic consequences. Role-play is possible at elementary levels providing the students have been thoroughly prepared. Try to think through the language the students will need and make sure this language has been presented. According to S. M. SHISHKIN (2012) the role play is not a novelty but today none of methods of teaching of any foreign language take into consideration adequately its features and specifics. The use of role play in the elementary stage of training attracts our attention since it enables to realize a true principle of speech orientation and to approach on its basis to a selection and an organization of material in a new way. The role play creates preconditions of motivation of training because it orients a learner for the language acquisition as a means of communication. The role play influences substantially on the teaching process in the elementary stage of training solving the problem of psychological climate creation at the lesson. The role play simulates an interpersonal communication and forms a system of interrelations between the speech partners in the elementary stage of
training already. The playing along with educational and work activities occupies a considerable place in the life of schoolchild. It is an important advantage of role play use and an ignoring of that moment could be a great methodological mistake. The role play removes artificiality from the teaching process, a constraint in the communication of learners, attracts them by its fidelity, adequacy to life. One should consider preliminarily what an exercise is and what its features are in order to define the place of role play in the system of exercises in the elementary stage of training, to establish whether the role play is an exercise. The following is inherent to the exercise as a type of learning activity: a) purpose; b) nature; c) organization; f) perfecting of action execution way. Is there a purpose in the role play? There is no doubt. The role play aims at the reproduction of relations between the speech partners. Is the organization inherent to the role play? Yes, it is. The organization lies in the fact that it clear outlines the spheres of real speech activity of schoolchild in the elementary stage of training; it is directed to the speech training and not only to the action; it is uninterrupted and occupies not only a lesson or the series of lessons but more prolonged period; the organization of the role play makes itself evident in the fact that any play should combine with several previous and subsequent plays and it ensures a rapid recombining of speech material. During our classes we used role play. It was interesting and useful. I like role plays. They stimulate students so well and, in a way, stimulate teachers; too, because there are roles to be thought over, the research tasks to be prepared. I find them very useful since they are fun and it improves creativity and speaking. Students enjoy themselves while learning. But for smaller plays or mini-plays it is a very effective way of developing students’ reaction and imagination. Role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive.

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ESP - AS A CHALLENGE FOR TEACHERS AND STUDENTS FOR A SPECIFIC APPROACH TO THE SUBJECT

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Abstract
This article explores the challenges faced by ESP students and teachers while teaching specific content and specific vocabulary of an ESP course. The main problem for teachers is often insufficient knowledge of the specialty.

Keywords: ESP, specific vocabulary, knowledge, specialty, academic skills, native speaker, field of science, communication skills, language

Everyone can agree that the language for engineering, electronics or medicine is a different language. Even if you are a native speaker with a very high level of academic skills, English for Engineering and Electronics seems like a different language to us.

ESP training is aimed at developing professional communication skills in English, depending on their field of professional activity. This means that such training should be related to the specifics of the specialization of students. Thus, English for a Specific Purpose includes specialized programs that are designed to develop the communicative use of English in a specialized field of science, work or technology.

Students learn English for specific purposes, and the goal of ESP is to train a specialist who can use a foreign language as the main means of communication when communicating and collaborating with foreign partners in the professional field and in real situations.

Therefore, ESP teaching is considered specialty-oriented as it is subject to the specific (professional) needs of the learners.

Using a foreign language, the student also acquires deep professional knowledge. Thus, it is difficult to determine where language learning ends and where subject learning begins, or vice versa.

The purpose of this article is to discuss the main issues for teachers and students of ESP in light of the thematic content, to discuss the readiness of students to learn ESP, their relationship to learning ESP, taking into account the subject approach.

Challenges for the ESP teacher. One of the characteristics or even a critical feature of ESP is that the course must include specialized language (especially terminology) and content. In most cases, ESP teachers are not specialists in the professional fields of students.
This is why the main challenge in teaching ESP is the struggle to master the language and subject. Teachers have to learn from texts whose content they know little or nothing. In addition, the ESP teacher is the curriculum developer and is responsible for teaching material and assessment.

The main problem in curriculum design is that the developer of the ESP program is not a specialist in a specific field (e.g. engineering), so he / she cannot independently decide which topics to include in the curriculum in order to provide the required terminology. He also finds it very difficult to organize topics in the most appropriate order. Care should be taken that ESP classes do not precede topics in special subjects, since the ESP teacher is not a subject matter expert, this could lead to misunderstandings. Moreover, if a topic has already been discussed in a special subject, this motivates students and gives them confidence in communication or discussion.

Another problem is the selection and adaptation of the text. Without being a specialist in a particular field, an ESP teacher cannot decide for himself how to adapt the text, which will remain the most important information in terms of the subject. The decision has to be made with regard to the texts: on the one hand, the texts should not be too difficult, because neither the ESP teacher nor the students have such a high level of professional knowledge; on the other hand, the text should not be too popular, because some students have some confidence in their professional knowledge, and if the text is too simple for them in terms of the subject, they tend to underestimate it in terms of language. The text should contain some problems that can activate the professional knowledge of students.

The lack of close collaboration and coordination between material educators and curriculum developers is a problem that still exists. Content educators should have a lot of responsibility for introducing students and teaching them in a particular discipline. Developing homework assignments or oral exam assignments together with content experts can be a great help for ESP teachers.

In addition, students study ESP in the first semester. In an ESP course, students must have at least an intermediate level of General English. In practice, we have to deal with groups of mixed abilities in terms of language proficiency and professional competencies. Some students speak English very well; other students are very well versed in professional fields (i.e., they know the content of native speakers well, but do not speak English). The first group wants to practice their professional knowledge, and if the teacher has acquired a higher level in a special subject, this motivates students and gives them confidence in communication or discussion.

Another problem is the selection and adaptation of the text. Without being a specialist in a particular field, an ESP teacher cannot decide for himself how to adapt the text, which will remain the most important information in terms of the subject. The decision has to be made with regard to the texts: on the one hand, the texts should not be too difficult, because neither the ESP teacher nor the students have such a high level of professional knowledge; on the other hand, the text should not be too popular, because some students have some confidence in their professional knowledge, and if the text is too simple for them in terms of the subject, they tend to underestimate it in terms of language. The text should contain some problems that can activate the professional knowledge of students.

The lack of close collaboration and coordination between material educators and curriculum developers is a problem that still exists. Content educators should have a lot of responsibility for introducing students and teaching them in a particular discipline. Developing homework assignments or oral exam assignments together with content experts can be a great help for ESP teachers.

In conclusion, in a higher education setting, it is very important that ESP teachers establish channels of communication with material teachers and curriculum designers. ESP teachers should not attempt to teach the subject itself, but should strongly encourage students to discuss the matter with their subject area instructor. Mixing skill-based and topic-based approaches seems to be more relevant to the needs of the learning situation to meet the learning needs of the ESP course.

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During the period of integration of the world community into the process of globalization, the Republic of Uzbekistan is developing on the path of independence and development, finding its rightful place in the international arena, training competitive personnel, ensuring the independent development of our country. It is carrying out profound reforms in the socio-political, economic, cultural and educational spheres.

The effectiveness of these reforms in the interests of society and the individual directly depends on the intelligence, skills and qualifications of the professionals trained in the education system. The rapid development of information and communication technologies, the popularity of the Internet requires the acquisition of modern knowledge in all areas, the elimination of cultural and economic barriers. This, in turn, requires a deep focus on mastering foreign languages and training foreign-speaking professionals.

Language and other modes of communication are crucial to learning in subjects in schooling other than Language as Subject. There are many implicit expectations of learners in other subjects with respect to their communicative competences and these competences are an integral part of learning. Learners are thus entitled to be taught the required competences and equally, the expectations that they can use such competences put on learners in other subjects are justified if they are to be successful in learning. Teaching different subjects in English is useful for students because they improve and know about many professions ideas in different countries also they take deeply knowledge by their subject. They can understand their specialty in English and explain this language. Some groups of learners need particular help because they do not have in their environment the support needed to acquire ordinary language competence and even less, academic language of schooling.

Keywords: communication, competences, EMI, linguistic forms, particular, ordinary language, modes of communication, different subjects.

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TEACHING SUBJECT MATTER THROUGH ENGLISH AS THE MEDIUM OF INSTRUCTION

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Abstract

Learners are thus entitled to be taught the required competences and equally, the expectations that they can use such competences put on learners in other subjects are justified if they are to be successful in learning. Teaching different subjects in English is useful for students because they improve and know about many professions ideas in different countries also they take deeply knowledge by their subject. They can understand their specialty in English and explain this language. Some groups of learners need particular help because they do not have in their environment the support needed to acquire ordinary language competence and even less, academic language of schooling. There are implications for curriculum policy and design and for teaching methods which include cooperation and a holistic view of language learning in schools.

Whatever the subject, all knowledge building in the school context involves working with language. The purpose of this article is to suggest a general approach enabling different levels of specification of these language dimensions to be classed in transversal descriptive categories. The aim is to describe the process leading from units for analysis of actual uses to the identification of linguistic forms and mechanisms appropriate to those uses. It is aimed not only at the authors of curricula and textbooks and the designers of tests, but also at teachers, and especially teachers of subjects sometimes quite wrongly described as “non-linguistic”, to draw their attention to the language components of work in their subject. It is also relevant to teacher trainers, particularly those responsible for the teaching of disciplines other than languages taught as a subject.

Our institute members believe EMI programmes should only use English, but many also said that students’ mother tongue could be a useful pedagogical tool within an EMI course. Teachers seemed to regard EMI more as a way to teach the content, rather than as a tool for learning English. Because they saw their main goal as delivering the subject matter, they did not see the use of the students’ mother tongue from time to time as being detrimental to their learning.

In contrast, the students in the study preferred only English to be used (Uzbek students more than other students), because they saw EMI as a way to improve their English. The students were aware that they often found it hard to understand the content, but despite this, they still wanted to be taught in English, as they viewed improving their English as the primary aim of the EMI course. However, the interviews also showed that, although students preferred
teachers to use English, they also wanted teachers to adapt and simplify the content of the class according to their English level.

Economical faculty students can understand their subject in English, they did not see a need for English support classes, and they need to teacher subject in English. Nowadays I am going to do the research as this subject area. We have any International project also is going at this area. Teachers of our institute they will try to give their subject in English. Our main aim to improve our students knowledge by their specialty and to establish the communication with foreign professors. The research project looked at how English as a medium of instruction currently operates in low and middle income (LMIC) contexts, and how the policies of governments, or of groups of schools, translate into practice in schools and classrooms.

Research on bilingual education has shown that English language learners (ELLs) require a much longer time to develop academic literacy than conversational skills since the former is more cognitively demanding due to its decontextualized nature (Cummins, 2000). In particular, those who study in EMI courses in higher education encounter difficulties because of teacher accents, peer pressure, and unfamiliarity with the use of specialized vocabulary.

**THE ISSUES OF DEVELOPING READING SKILLS IN TEACHING FOREIGN LANGUAGES**

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**Abstract**

This article is about the methods and approaches of teaching reading skills. The authors of the article presented the ways and techniques of teaching reading skills of modern English. They tried to discuss about the views of different methodologists’ on teaching reading skills. They represent the ways of solving the problems on teaching reading skills.

The process of teaching reading is a long-lasting creative process, and in the process there will be many challenges for the teacher and the students. To overcome these difficulties, students are faced with the task of mastering reading techniques. Mastering the reading technique, on the other hand, opens up opportunities for perfect learning of reading, which is the main type of speech activity.

**Keywords:** reading technique, creative process, teaching methodology, speech activity, reading technique, synthetic reading, intonation accuracy.

We all know that the most important task in learning a foreign language is to master all types of speaking activities. Acquisition of all types of speaking activities is the basis for the development and improvement of skills and competencies in a foreign language. All methodological literature divides the types of speech activities into four, as has been unanimously agreed upon by Methodist scholars.

1. Teaching reading
2. Pronunciation training
3. Teaching grammar
4. Teaching writing

Reading among the types of speech activities differs from other types of speech activities by the most important process in a foreign language learning, because other types of speech activities are directly related to this process. Reading teaching, foreign language teaching methodology has been one of the main problems at the center of the research object at all stages of development, and this type of speech activity is constantly studied by many Methodist scholars. Scientific work on this type of speech activity is reflected and covered in many manuals, as well as in the periodicals.

The guidelines and articles created in the teaching of reading have to be used in a positive and creative way in the process of teaching reading in a foreign language. However, it is not advisable to accept the recommendations and guidelines for teaching reading without any changes, because the purpose of teaching reading today is changing in accordance with the development of modern society.
Due to the development of time, changes in the requirements for learning to read foreign languages, including English, are changing the conditions of teaching reading, that is, the level of difficulty and volume of reading texts.

Changes in the conditions and goals of teaching reading have an impact on the system of work performed in the types of reading activities of speech activity.

According to AA Mirolyubov [3], a well-known Russian methodologist on foreign language teaching methods, at the initial stage of teaching reading, foreign language teachers and textbook authors should be assigned two important tasks: the first task is to choose texts that are not difficult for students, the second task is to read texts to acquaint language learners with phonetic knowledge. Proper application of these two tasks in the process of teaching reading can give good results. In the process of learning to read, the reader develops two: internal and external speech. The reader initially forms an internal speech during the reading process. On the basis of internal speech, however, his external speech occurs.

The process of teaching reading is a long-lasting creative process, and in the process there will be many challenges for the teacher and the students. To overcome these difficulties, students are faced with the task of mastering reading techniques. Mastering the reading technique, on the other hand, opens up opportunities for perfect learning of reading, which is the main type of speech activity.

The methodological manuals emphasize the need to pay attention to the two types of reading when mastering reading techniques.

1. Synthetic reading
2. Analytical reading

The question naturally arises: what type of reading should start teaching reading?

It is recommended that reading instruction at the lower levels of foreign language teaching begin with synthetic reading. The choice of simple variants of texts that can teach reading in the early stages of education is the basis for the need to start synthetic reading before analytical reading.

It opens up good opportunities for the reading teaching process. Well-known Methodist scholar I.A. Gruzinskaya says this while talking about reading techniques. "The reading mechanism is the ability to associate eye-catching text material with sound images accurately, quickly, and clearly, and to say parts of the text that are understood with maximum sound and intonation accuracy." It can be concluded from this idea that reading is a specific mechanism, and in order to use this mechanism in education, it is necessary to master its rules, that is, the technique of reading. In order to master the reading technique, you have to work with two different reading methods. These are types of reading aloud and without sound. Both types of reading are involved in mastering reading techniques. Unfamiliar sounds that are new to the reader in a foreign language, new forms of writing characters slow down the process of teaching reading and create specific difficulties. Students will need to master the rules of reading in a foreign language in order to overcome the difficulties in learning to read. Reading too many words, especially English words, in an exceptional form causes a lot of complications. The role of rules and similarities changes as students learn the language better. As they gain experience, they will have the opportunity to read with comprehension based on the similarity of sounds and letters. Other Methodists, on the other hand, recommend only syllables as unfamiliar material for first-year reading. The reason Methodists have this view is probably because most of the words in English consist of only one syllable. Based on the experience we have accumulated over the years, it can be said that we have only considered the various views and recommendations for teaching reading in conjunction with the above. Teaching reading is nonsense. It is recommended to use a wide range of options for reading aloud and silent reading in the formation of reading skills, but at present in schools almost no attention is paid to reading aloud. I think it is important to use the method of reading aloud in foreign language classes. However, it should also be borne in mind that reading aloud also has a negative effect on the improvement of reading technique. This factor arises in the process of reading with a chorus. The teacher tries to pronounce the text or words that are difficult to pronounce without reading the words in the text or in the phonetic exercises when working with the students in the choir. There is another disadvantage of working with a choir. Language learners become obsessed and read words out loud, disrupting rhythm and intonation. The teacher will have to choose the way of working with students individually to get out of this situation. The advantage of using the silent reading method in mastering the reading technique is that it prepares a good ground for expressive reading. For expressive reading to be good, one must make extensive use of the silent reading method.

There are different views on the question of when to ask students learning foreign languages to read normally. It is known from experience that in the first year of teaching a foreign language it is impossible to achieve normal reading. This view is also confirmed by experienced students working in schools. According to experienced teachers, in the early stages of learning, students should be able to consolidate phonetic knowledge. It is natural to try to read fast in the early stages of learning, which can lead to bad consequences. In this case, it is possible to achieve the pronunciation of almost all English words. A foreign (English) teacher has a great responsibility to improve the speed of reading. The teacher should read the text in a simple, fluent and understandable, expressive manner, following the rules of pronunciation. The process of teaching reading techniques is a complex process. Both teacher and student are required to be actively involved in this process. If the activity of students is slower than the activity of the teacher in this process, or conversely, if the teacher is irresponsible while the students are active, it will be difficult to achieve the intended goal. Another problem in the process of mastering reading techniques is the question of who should read a new unfamiliar text first. There are different views on
this issue. Some Methodist scholars, on the other hand, consider it preferable that the text be read by the students themselves without making an independent sound. However, it would be expedient if the text was read by the teacher. This is because there may be ample opportunities for students to mispronounce unfamiliar words.

In conclusion, teaching reading in a foreign language provides a solid foundation for mastering other types of speaking activities. The following achievements can be achieved by its methodologically correct organization.

1. Reading opens up a wide range of opportunities for good study of other types of speech activities.
2. Given the growing interest in learning foreign languages, it is necessary to pay more attention to this type of speech activity.
3. Methodist scholars have different views on this type of speech activity.
4. The most important task in the type of reading speech activity is to master the reading technique.
5. Reading aloud plays an important role in mastering reading techniques.

TRANSLATION AS A BALANCE OF ART AND SCIENCE

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Abstract

Technical translation is the medium through which language, discourse and communication can exist in a global world. As technology creates easier and faster means of communication and the world moves toward becoming a global community, the need to communicate with people from multiple language backgrounds also grows. Rather than working with multiple languages, some have proposed the idea of using English as the primary language for global communication, making English the lingua franca—or a common world language. However, English as a lingua franca has various implications for the field of technical communication. Particularly for technical translators who are native speakers of English, there is the tendency to assume a unilateral stance on translation. In other words, the technical translator’s objective is to translate to and from English, with the English message being the main focus. While English is a language of global communication, it is not the only language being used for communication, highlighting the importance of moving away from “singular perspective” of only communicating in English. The concept of maintaining technical communication in languages other than English is of particular significance in countries with high volumes of multilingual speakers.

Keywords: art, discourse, medium, multiple, significance, linguistic features, global communication.

Technical translation covers the translation of many kinds of specialized texts and requires a high level of subject knowledge and mastery of the relevant terminology [1] and writing conventions.

The importance of consistent terminology in technical translation, for example in patents, as well as the highly formulaic and repetitive nature of technical writing makes computer-assisted translation using translation memories and terminology databases especially appropriate. In his book Technical Translation Jody Byrne argues that technical translation is closely related to technical communication and that it can benefit from research in this and other areas such as usability and cognitive psychology [1].

In addition to making texts with technical jargon accessible for a wider ranging audience, technical translation also involves linguistic features of translating technological texts from one language to another.

Translation as a whole is a balance of art and science influenced by both theory and practice [2]. Having knowledge of both the linguistic features as well as the aesthetic features of translation applies directly to the field of technical translation.

Stemming from the field of translation studies, the field of technical translation traditionally emphasized much importance on the source language from which text is translated. However, over the years there has been a movement away from this traditional approach.

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to a focus on the purpose of the translation and on the intended audience. This is perhaps because only 5–10% of items in a technical document are terminology, while the other 90–95% of the text is language, most likely in a natural style of the source language [2]. Though technical translation is only one subset of the different types of professional translation, it is the largest subset as far as output is concerned. Currently, more than 90% of all professionally translated work is done by technical translators, highlighting the importance and significance of the field.

The role of the technical translator is to not only be a transmitter of information, but also to be a constructor of procedural discourse and knowledge through meaning, particularly because often, the technical translator may also take on the role of the technical writer [3]. Research has demonstrated that technical communicators do, in fact, create new meaning as opposed to simply repackaging old information. This emphasizes the important role that technical translators play in making meaning, whether they are doing technical translation in one language or in multiple languages.

Much like professionals in the field of technical communication, the technical translator must have a cross-curricular and multifaceted background. In addition to grasping theoretical and linguistic orientations for the actual translation process, an understanding of other subjects, such as cognitive psychology, usability engineering, and technical communication, is necessary for a successful technical translator [3]. Additionally, most technical translators work within a specialized field such as medical or legal technical translation, which highlights the importance of an interdisciplinary background. Finally, the technical translators should also become familiar with the field of professional translation through training.

Translators might read the document to understand what they will be translating, and determine the context of the text. In technical translation, the register and tone would then be determined based on the type of text and the context, although generally the tones of technical texts are neutral. The register can be very formal and scientific, or made to be easily understood by the general public [4]. A translator might also need to use documentation techniques find resource materials as aids in order to translate the text.

Translators may bounce back and forth between steps, depending on their time constraints and their experience in translation. For instance they might revise at the same time as they are translating. A translator may also go through their reference materials and research depending on how familiar they are with the type of text [4]. If they need to find the closest matches for clients, they may use translation memories or machine translation software. The translation process also depends on the laws and ethics codes put into place in certain regions, as well as any censorship, which might affect the outcome of the text.

Revision may depend on the translator's experience or nature of the text. In translation agencies, revisers may be hired to do the revising, but a freelancer may have to revise their own work. In the case of a pharmaceutical text, depending on the laws, it would require revision since the information in the source text could cause potential harm if mistranslated. There also may be certain style guides that the translation agencies may use that must be followed.

Although technical writing and technical translation may be similar in the content they work with, they are different as translators translate what the technical writers produce [5]. The purpose of technical writing is to explain how to do something. Technical translating is similar; however it attempts to communicate how someone else explains how something is done. “The technical translator, like the technical writer, wants to produce a document that is clear and easy to understand”. Translators may also consider controlled language and whether it applies in their target language culture.

While no machine translation device is able to replicate or replace the dynamics of a human translator [5], machine translation certainly poses important advantages. In fact, there are many practical uses for and implications of machine translation for the field of technical translation. Machine translation has major cost advantages as compared to human translation. In fields of technical communication where information is constantly changing, for example, the stock market machine translation when paired with human interaction. In a mixed methods experiment, researchers first or jobs related to the weather, the cost of paying a human translator to constantly update information would become quite expensive. Additionally, situations that involve translating massive volumes of information over a short period of time, or situations that require speedy and frequent communication would benefit from machine translation. In such circumstances, a machine translator would be advantageous from a financial perspective [6].

Just as important as proper translation of linguistic qualities of languages is the subject of culture and how specific cultural features are transferred and communicated in the field of technical translation. In fact, a mutual understanding of cultural components is just as important as linguistic knowledge in technical translation [6]. This highlights the complicated nature of working with technical translation. Various cultures can exhibit drastic differences in how communication occurs, even when both cultures are working with the same target language. One Canadian technical translator and consultant working with Russian colleagues detailed difficulties while working with both North American English and global English. Encountering discrepancies in rhetorical writing strategies, differentiation in tones, document formatting issues, and conflicting conceptual goals for engineering reports, the author emphasizes cultural practices, outside of the direct realm of linguistic forms, which can impede proper communication in technical translation [6].

In an example using a commonly translated document, the United Nation’s Universal Declaration of Human Rights, a researcher used correlation analyses, including semantic network analysis and spatial modeling, to interpret data describing differences among
seven different translated versions of the document. Demonstrating how culture plays an important role in the process of technical translation, the results of the study showed that while the translations were fairly similar, cultural subtleties and differences existed in each language’s translated version. For example, across the seven languages, common words such as “people”, “individual”, “man”, “nation”, “law”, “faith”, and “family” had differing levels of importance in relation to other words in the language. While in Arabic the word “man” exhibited high levels of importance in the text, other languages placed higher levels of importance with words such as “person” or “individual”. In another example, the English word for “entitle” and the Chinese word for “enjoy” carried connotations attached to the concept of “rights” [7], demonstrating a linkage of concepts unique to each individual language. These slight differences demonstrate the culturally specific nuances that exist across languages. As with any type of non-MT, it is still a process completed by human beings, making it impossible for total objectivity. International technical communication cannot ignore cultural differences, so seeing how the differences affect translation is fundamental for professionals in the field.

Additionally, one’s cultural knowledge base, or lack thereof, can be detrimental to the effectiveness of communication, particularly when communicating warnings or risk factors. Considering how differing knowledge paradigms as a result of cultural factors can prompt people to respond in a variety of ways to different rhetorical strategies, particularly when communicating messages containing warnings of hazards or risks, understanding culture must be a priority in technical translation. One researcher found that a variance of definition of terms and inconsistent paradigms of cultural knowledge highlight the need for a new delineation of what technical writers consider as the target audience while communicating risk factors. What might be appropriate for one audience must be reconsidered for a culturally different audience [7]. Looking at a specific example concerning the hazardous occupation of mining, one piece of research demonstrates how different cultures different perceptions about safety information. Comparing risk communication in mining in the United States and the United Kingdom, the researcher discovered variations among the perceptions of who is responsible for promoting safety in the workplace. While one culture felt that the user or worker was responsible for promoting his or her own safety in the workplace, another culture perceived the science behind the process or document to be responsible for the promotion of safety. As risks, warnings, or cautions are often important components of a technical document in need of translation, the technical translator will understand how such cultural differences can affect the effectiveness of the translated message [8].

Avoiding assumptions about a culture and allowing one’s own knowledge base to consider more diverse populations will create more effective cross-cultural communication not only when working with risky environments, but in general communication as well.

Some research has investigated the possibility of a universal writing style in order to help with the translatability of writing across different cultures and languages. However, demonstrating the difficulty of such a task, one researcher addressed the assumption that unambiguous wording eases effective communication. He gave examples from certain Asian contexts when unclear communication was actually helpful because the unequivocal language forced communicators to rely more heavily on oral discourse than on written documents [8]. The example of the effectiveness about ambiguous language not only shows problems with a universal writing style for technical translation, but also reiterates another example of how culture plays an important role in proper technical translation.

In an age where technology allows for increased accessibility and faster communication, the technical translator must understand the role that culture plays in how people interact with, react to, and utilize technology and how these culturally related concepts can affect communicated messages.

Demonstrating how technology use differs across cultures, one researcher created a presentation that took a holistic look at preparing documents for ethnically diverse audiences, pointing out other non-linguistic topics that require special attention in communication across cultures. For example, the presenter noted items to be considered including measurement systems, types of graphics and symbols, and types of media presentation tools. The author also pointed out significant differences that would affect communication among English languages including paper layouts, spelling, meaning, and use of humor [9]. This important and practical information can be used by professionals working with technical translation.

Additionally, technical translation involves understanding how the Internet has influenced different cultures across the globe. Varying languages, cultural influences on Internet usage patterns, and media preferences force professionals in the field of technical communication to utilize a number of different strategies in order to effectively reach diverse populations across the globe. With international online populations the technical translator must be culturally diverse in a technological sense [10].

Finally, as technology makes intercultural and international communication easier, the technical translator must understand intercultural communication as it relates to ethics. Traditional models for ethical decision-making can be applied to difficult situations in technical translation, but the professional must avoid stereotyping and ethnocentrism in technical communication and translation [11].

Technical translation is the medium through which language, discourse and communication can exist in a global world. As technology creates easier and faster means of communication and the world moves toward becoming a global community, the need to communicate with people from multiple language backgrounds also grows. Rather than working with multiple languages, some have proposed the idea of using English as the primary language for global communication, making English the lingua franca—or a common world
language. However, English as a lingua franca has various implications for the field of technical communication. Particularly for technical translators who are native speakers of English, there is the tendency to assume a unilateral stance on translation. In other words, the technical translator’s objective is to translate to and from English, with the English message being the main focus. While English is a language of global communication, it is not the only language being used for communication, highlighting the importance of moving away from "singular perspective" of only communicating in English. The concept of maintaining technical communication in languages other than English is of particular significance in countries with high volumes of multilingual speakers. For example, research has shown that the English-speaking bias, due to the language's position as the lingua franca, within technical translation and communication has negatively affected native Spanish speakers in the United States [12]. Lack of both in quality and quantity, user manuals for various electronic devices exemplified sub-par translations into Spanish, demonstrating the limited accessibility of certain technical documents to speakers of languages other than English, perhaps partly as a result of English as the lingua franca. Finally, when discussing English as a lingua franca it is noteworthy to mention what some researchers call "untranslatable" words and what that means for technical translation. Such words or phrases are composed of concepts that are not easily translated from one language to another [13]. A word is considered "untranslatable" when there is either no direct corresponding word in the target language, requiring the word to be described or when important cultural connotations from the source language are not properly communicated through the target word. For example, a common example in English of an untranslatable word is the German word "schadenfreude", which means to exhibit joy as a result of someone else's misfortune. This word exemplifies untranslatability due to the lack of a corresponding word; however words can be un-translatable due to a lack of a corresponding word, loss of cultural meaning, or for both reasons. One study demonstrated that when faced with untranslatable words, technical translators resorted to avoidance tactics that evaded using the words altogether [13].

The implications of untranslatable words and phrases suggest that the technical translation may not benefit from only utilizing English as a lingua franca, and rather, should focus efforts toward having more effective means of translating documents among multiple languages.

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THE BASES OF CREATING ADEQUATE TRANSLATION

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Abstract

This article is devoted to adequate translation. We know that translation has served as a bridge in the establishment of friendly relations between peoples and nations around the world. The effective work of the world's translators in this regard is unparalleled. This article discusses the basics of how to make a perfect translation, make it more alternative to the original, and create an adequate translation work.

The fact that each language has its own characteristics requires not only simple translation of the grammatical forms used in the original into the translated language, but the functional reconstruction of the ideas expressed through them using alternative forms. Consequently, the similarity of the two language forms acquires a formal character.

Keywords: Adequate translation, speech culture, grammatical form, lexical-semantic means, lexical harmony, alternative, lexical-phraseological units, grammatical norm, ideological-artistic content.

One of the important factors of speech culture is that speech is grammatically accurate and correct. This requires, first of all, a thorough mastery of the literary, including grammatical norms of the language, and the ability to correctly form the grammatical forms of speech construction.

Adherence to grammatical norms requires first a good knowledge and skillful use of sentence forms, then the correctness of the relationship between the stem, base and suffixes in the sentence, possessive and participle compatibility, good attention to the properties of secondary parts and word order. While punctuation serves for the correct structure of sentences and the clear expression of the idea in them, their placement in accordance with the purpose of the idea also allows the idea in a particular text to be understood as described by the author.

The fact that each language has its own characteristics requires not only simple translation of the grammatical forms used in the original into the translated language, but the functional reconstruction of the ideas expressed through them using alternative forms. Consequently, the similarity of the two language forms acquires a formal character.

Creating an adequate translation is not only a creative restoration of the functions of lexical-semantic means of revealing the main ideological and artistic content, but also it depends on the interpretation of various grammatical situations within the culture of speech, including punctuation and adherence to the rules of use of suffixes in live speech. In addition, the fact that this or that grammatical category is not in the original or translated language also poses certain practical difficulties for translators, an important condition for overcoming these difficulties is a scientific and creative approach to the subject, functional compatibility.

At this point, the translator must be aware of the features and forms of all grammatical situations encountered and used in his practice, the interrelationships and adaptations of words in a sentence, otherwise expressions that can not be digested by grammatical and logical norms of language. To do this, one of the main conditions for the correct expression of the nature of the action, which is in fact concentrated in translation, is to ensure that the parts of speech are mutually compatible in terms of tense forms.

Determining sentences composed with the participation of a negative conjunction correspond to the literary norm requires action on the basis of scientific observation in addition to the ideas of translation practice. This is because some translators, without feeling or feeling the negative meaning of the “neither…nor” conjunction, may become addicted to the translated sentences and form double-negative sentences that cannot be tolerated by the Uzbek language. Uzbek does not always have an alternative connector to the negative connectors in English and Russian. The functions of these connectors can also be interpreted through the occasional attachment connector.

In most languages of the world, the pronoun “you-sen” norm of interpersonal communication is used more often when adults refer to younger people, and “you-siz” when younger people refer to older people. In addition, “you-sen” means more disrespect and gives a cool tone to people’s interactions, while “you-siz” reflects respect and arrogance. The same pronouns also have a number of specific usage features in the languages to which they belong to, which can lead to difficulties in translation practice. In some languages, the breadth of the forms of “you” in some languages requires attention to the lexical compatibility of pronouns in the translation process.

It is well known that life has a very deep meaning. Otherwise no creature would have consciously or involuntarily aspired to it, loved it. The fact that life acquires such a deep meaning is also due to the fact that all the components that make it up are in a logical connection with each other. In particular, since human life is also built on a logical foundation, it is in constant logical growth and change. There are regularities, logical connections, even on the basis of life events, which in general seem to people to be superficial coincidences, without being free from the coincidences of life in general.

Logical interdependence applies to all aspects of human activity as well as to linguistic phenomena, which are tools of communication. Every lexical or
The phraseological unit used in a language is not only constructed according to certain rules, but also connects with other units according to existing rules. This leads to a violation of the culture and tradition of the language, as well as the logical integrity in it, of non-compliance with existing rules that have become the rule.

While the culture of language in general, as well as the culture of the language of translation, requires, first and foremost, the correct use of the cultural norms of language, normativeness is almost always closely linked to logic, and sometimes this or that idea is expressed in different variants by different translators. While some of the options are acceptable to language culture because they are logically correct in phonetic, lexical, and grammatical terms, while others are far from the language norm and therefore culture because they are devoid of a logical basis.

In each stated idea, the interrelationships between words, phrases, and sentences must be consistent, understandable and the same feature of speech unites it with the activity of contemplation. So, in turn, the thinking itself must be consistent, convincing, non-contradictory.

In order to create a logically mature translation, the translator must take into account the following aspects of the language tools of his choice:

1. Figurative-emotional-expressive means also sound natural because they are formed on the basis of a logical combination of lexical units of free meaning on the basis of realities of life, they have the property of generalization and imagery;

2. The transformation of the underlying image by the way of “kalka” method of clearly visible units is mostly logically justified. Sometimes translators add some words that specify, complement the meaning, replace some components with other words in order to create the necessary stylistic effect more precisely. Adequacy is achieved only when such additions and modifications adhere to the resulting compound text, while the logical basis of the expression is fully preserved;

3. The responsibility of choosing the right language units in the translation process requires the artist to know a lot of things necessary for the creative process, as well as to master the specific semantic and stylistic features of the units. This aspect plays an important role in the logically rich tone of the language of translation;

4. The use of translated language units in unfamiliar, non-specific contexts, unreasonably imposing special functions on them, using them without mastering the traditional meanings and functions, leads to a variety of errors and omissions, as well as illogical interpretation of expressions;

5. The responsibility of creating an adequate translation requires taking into account the ambiguity of the units, the creation of logically accurate expressions based on the contextual requirements and their effective use of the richness of the translated language, identifying their meanings that are not even reflected in dictionaries;

6. Given the fact that the stable and comparative image used in the original is understood by the general readership in the process of materially clear conversion of speech means, changing some of their components can sometimes lead to misinterpretation of the purpose intended by the author.

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ВКЛАД ПЕРИОДИЧЕСКОЙ ПЕЧАТИ В РАЗВИТИЕ ТЕРМИНОЛОГИЧЕСКОЙ РАБОТЫ В ЯКУТСКОМ ЯЗЫКЕ

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CONTRIBUTION OF PERIODIC PRINTING TO THE DEVELOPMENT OF TERMINOLOGICAL WORK IN THE YAKUTSK LANGUAGE

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Аннотация
В статье освещается особенности передачи военных терминов в якутском языке в период Великой Отечественной войны на материале газеты «Кыым» изданной в 1941-1945 гг. В статье исследуются особенности способов передачи заимствованных терминов в период войны. В результате анализа текстов газеты «Кыым», автор статьи выявляет, что в указанный период вся письменная литература была ориентирована на термины, заимствованные из русского языка. Создание и усовершенствование военной техники, перестройка промышленности на военный лад способствовали появлению военных терминов, ставших новыми не только для якутского языка, но и для самого русского языка, через который произошло заимствование их в языки народов СССР. Особо отмечена роль газеты «Кыым» в повседневной жизни якутов. Терминологический фонд якутского языка пополнялся на указанном историческом этапе времени, в основном, за счет публикаций на страницах фронтовых газет, а также переводческой деятельности. Газета должна была помочь командованию довести поставленную задачу до каждого бойца. Поэтому в годы войны наряду с заимствованиями, в целях лучшего понимания читателем прочитанного материала, авторы статей применяли исконно якутские термины - эквиваленты. Также в статьях газеты встречается фонетизированная передача заимствованных слов-терминов. Под фонетической ассимиляцией понимается замена иноязычных звуков звуками принимающего языка.

Abstract
The article highlights the military terms peculiarities in the Yakut language during the Great Patriotic War based on the material of the newspaper “Kyym” published in 1941-1945. The article examines the features of the methods to transfer of borrowed terms during the war. As a result of the analysis of the texts from the newspaper “Kyym”, the author of this article reveals that during this period, all written literature was focused on terms borrowed from the Russian language. The creation and improvement of military equipment, the restructuring of industry in a military manner contributed to the appearance of military terms, which became new not only for the Yakut language, but also for the Russian language itself, through which they were borrowed into the languages of the peoples of the USSR. The role of the “Kyym” newspaper in the daily life of Yakut people was particularly noted. The terminological Fund of the Yakut language was replenished at this historical stage of time, mainly due to publications on the pages of front-line Newspapers, as well as translation activities. The newspaper was supposed to help the command to bring the task to each soldier. Therefore, during the war, along with borrowings, in order to better understand the reader read the material, the authors of articles used native Yakut terms - equivalents. Also in the newspaper articles there is a phonetized transfer of borrowed words-terms. Phonetic assimilation refers to the replacement of foreign-language sounds with the sounds of the receiving language.

Ключевые слова: якутский язык, термин, эквивалент, заимствования, газета, периодическая печать.

Keywords: Yakut language, term, equivalent, borrowings, newspaper, periodical press.

Периодические издания являются одним из главнейших исторических источников, которые предоставляют достаточно большой объем информации о жизни якути в годы Великой Отечественной войны (далее ВОВ). Газеты и журналы фиксировали на своих страницах события, являясь носителями важной и интересной информации, свидетельством о прошлом и сохраняют, таким образом, память о давно минувшем.

Первая официальная газета на якутском языке называлась «Манчаары». Ее первый номер вышел 28 декабря 1921 года. Через два года комиссия из трех человек – наркома внутренних дел С. Аржакова, наркома образования И. Винокурова и члена правления «Холбоса» М. Попова – решила сделать газету периодической и дать ей новое название – «Кыым». Во все времена «Кыым» являлся народной газетой. В годы ликвидации безграмотности не хватало книг и учителей, и номера этого легендарного издания заменяли их для населения, которое тянулось к свету знаний.

В годы ВОВ газету «Кыым» посылали на фронт воинам-якутянам, и такая связь с малой родиной укрепляла их в своей решимости крушить
врага. И сегодня «Кыым» остается верен традициям, заложенным его основателями, являясь одной из самых популярных газет в Якутии, которая издается на якутском языке.

В годы ВОВ значение общественно-политической литературы нарастало. Об этом, Н.Е. Петров пишет: «Огромную силу воздействия на массы приобрели орайсторский, газетный, общественно-публицистический, жестокий и деловой, канцелярский стили с их специфическими средствами выражения модальности» [6, с. 53]. День за днем выходили номера со сводками от Советского Информбюро о ходе боев, о работе в тылу, отражающая суровые реалии военного времени. В те годы резко возрастает идеологическая функция печати. Усиливается воспитательное содержание газет, влияющее на сознание, убеждения и общественные действия людей. Газеты отражали повседневную жизнь якутян, которые, несмотря на невзгоды, продолжали трудиться, учиться, проводить культурный досуг.

Военные годы стали временем нововведений в области языка и литературы. Руководство СССР, в том числе и Совет Министров, вышло с декретом об ускоренном введении русского языка в СССР. В 1939 году в Якутске был введен алфавит, который был основан на русском алфавите. Алфавит оказался близок к русскому, что облегчало переход для якутов.

В условиях войны велико было значение печатного слова, и особенно — фронтовых газет. Газета должна была помочь командованию донести поставленную задачу до каждого бойца. Поэтому в годы войны наряду с заимствованиями, в целях лучшего понимания читателем прочитанного материала, авторы статей применяли исконно якутские термины, т.е. эквиваленты как: ортого 'враг'; саа 'руже'; тэрн 'война'; кыялды 'победа'; хоходд бзыны 'отвага'; кытаплыны 'стрелба'; кытапчы 'стрелок'; адъютант 'наецат, захватчик'; олук 'трет'; эйд 'мир'; дундуулннн 'обсуждение'; бадьырбят 'раченный'; адъютанту 'сокрушить, разгромить'; кырлыны 'сражение'; саба тууу 'нападение'; кынгырны 'призыв'; хоро 'смельный' и др.

На страницах газет тех лет невооруженным глазом можно увидеть широкое использование безэквивалентных терминов. Это объясняется тем, что в 1940 году правительственная комиссия разработала и опубликовала «Орфографический справочник якутского языка». В предисловии справочника указаны исходные основы правил орфографии. Главным приоритетом стало единство написания, которое позволяло сохранять русское написание заимствованных терминов [1, с. 9]. Например: армия, мина, фашист, летчик, боевой, фронт, полк, батарея, большевик, самолет, танк, артиллерия, десант, радиоточка, боеприпас, и т.д.

В годы войны якутский язык вписался в общенациональную картину. В Якутии была создана министерство по делам языка и образования, которое занималось вопросами языкового образования и преподавания якутского языка в учебных заведениях. В газетах и журналах появились статьи, посвященные истории и культуре якутского народа.

Одним из важных событий в языковой сфере было введение новых букв, которые были согласованы с русским алфавитом. Это облегчило процесс обучения якутян русскому языку и написанию на этом языке. Важной фигурой в этой работе был Б. Хасанов, который внес большой вклад в развитие языка и литературы на якутском языке.

В условиях войны важное значение приобретало воспитательное содержание газет. Газеты, как правило, отражали повседневную жизнь якутян, которая включала в себя труд, учебу, культурный досуг. Газеты помогали формировать у населения сознание о вызовах времени, о важности победы в войне.

Газеты и журналы также сыграли важную роль в распространении новостей о ходе войны, о работе в тылу, о достижениях в области науки и техники. Они помогали якутянам оставаться в курсе событий, происходивших в стране и мире.

В целом, годы ВОВ оказали значительное влияние на развитие языка и литературы на якутском языке. Газеты и журналы, как уже было сказано, стали важным инструментом для передачи информации, воспитания и образования.

Важно отметить, что в условиях войны и после нее в Якутии продолжался процесс укрепления русского языка как языка общения и информации. Газеты и журналы, как правило, отражали повседневную жизнь якутян, которая включала в себя труд, учебу, культурный досуг. Газеты помогали формировать у населения сознание о вызовах времени, о важности победы в войне.

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приведем примеры из газеты представленные в фонетизированном написании типа, куорат 'город', киргиз 'крепость', лаңыр 'лагерь', субютка 'сводка', байыннан 'военный', мусса 'мост', усүйүн 'шпион', хараабыл 'корабль', бороохут 'параход', табаарыс 'товарищ', сибиндынъо 'сведения', услуубият 'условия', час 'часть', ботуурон 'патрон', хорон 'гроб', тыыл 'тыл' и т.д.

Иследуя язык первых якутских газет, профессор П.А. Слепцов отмечает значительную роль русско-якутского перевода в просвещении масс якутского языка, и приходит к выводу о том, что «на страницах [первых] газет зарождались ростки якутского языка, и приходит к выводу о том, что с самого начала своей работы, газеты вносили значительный вклад в развитие терминологической работы в якутском языке. С первых дней создания газеты «Кыым» в её редакции работали известные люди республики: М.К. Ахмосов, П.А. Ойунский, И.Н. Барахов, И.Н. Винокуров, М.И. Попов, М.И. Кузьмин-Хара, С.Р. Кунчаков-Эллэй, Д.В. Кустуров и многие другие. Как пишут исследователи истории газеты «Кыым», переводческая деятельность в газете активизировалась в годы Великой Отечественной войны. Несмотря на то, что почти все члены редколлегии были призваны на войну (М.И. Кузьмин-Хара, И.И. Коркин, Ф.И. Гоголев, М.И. Таюрский, Е.Н. Ноговицын, А.Е. Башкиров, М.П. Харlamпьев, С.Л. Гаврильев, П.В. Заболоцкий, С.Р. Кунчаков-Эллэй), силами новых сотрудников регулярно переводились фронтовые сводки, речи руководителей страны, военная публицистика, патриотические статьи. Газеты в то время выходили до 50 тысяч экземпляров. После окончания войны в газете «Кыым» печатались даже переводы на якутский язык материалов, освещавших Нюрнбергский процесс. Переводил их по две полосы для каждого номера газеты писатель-фронтовик М.И. Кузьмин-Хара, работавший в те годы заведующим отделом сельского хозяйства в редакции газеты «Кыым» [3, с. 647].

Таким образом, период Великой Отечественной войны 1941-1945 гг. явился поворотным в деле формирования якутской терминологии. Терминологический фонд якутского языка пополнялся на указанном историческом этапе времени, в основном, за счет публикаций на страницах газет, а также активной переводческой деятельности. В историческом процессе развития военной лексики якутского языка особое место занимает период Великой Отечественной войны, который сильно обогатил якутский язык большим количеством новообразований.

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СИНТАКСИЧЕСКИЕ ОСОБЕННОСТИ ЧИСЛИТЕЛЬНЫХ В ЭВЕНСКОМ ЯЗЫКЕ

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SYNTACTIC FEATURES OF NUMERAL IN EVENIAN LANGUAGE

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Аннотация
В статье рассматриваются синтаксические свойства числительных, связанные с характером согласования численных со счетаемыми существительными, и нумеративных групп (словосочетаний существительных с числительными) с глаголами в отношении категориальной формы числа. Примеры употребления числительных приводятся из весьма репрезентативного фольклорного материала – сборника эвенских загадок, что дает возможность проследить основные синтаксические свойства числительных.

Abstract
The article discusses the syntactic properties of numerals related to the coordination of numerals with counted nouns, and numbering groups (word combinations of nouns with numerals) with verbs in relation to the categorical form of the number. Examples of the use of numerals are given from a very representative folklore material - a collection of Even riddles, which makes it possible to trace the basic syntactic properties of numerals.

Ключевые слова: эвенский язык, ним числительное, синтаксические свойства, согласование в числе.

Keywords: Even language, numeral name, syntactic properties, number agreement.

Основная проблема в описании синтаксических свойств имен числительных в эвенском языке связана не столько с морфологическими особенностями, сколько с синтаксическими свойствами, а именно с характером согласования числительных с счетаемыми существительными, и нумеративных групп (словосочетаний существительных с числительными) с глаголами в отношении категориальной формы числа. В качестве нормы для эвенского языка отмечалось, что в сочетании со всеми числительными группами (словосочетаниями с числительными) с глаголами в отношении категориальной формы числа: связанные по смыслу фразы расположены рядом, и любой эллипсис приведет к соотнесению.

В данном примере в первом словосочетании имеет место согласование в числе с глаголом: Бейдун кунук эрээр дёр бэй бисна. Тарак бэй эрээр иншур чинтээр есамэчэнэдэс. (Бедул). У человека два маленьких человека имеется. Те люди всегда, всю свою жизнь соревнуются. (Ногги). Последний пример, видимо, служит иллюстрацией предпосылок к разрушению синтаксических норм эвенского языка, не предусматривающих согласования в числе: связанные по смыслу фразы расположены рядом, и любой эллипсис приведет к соотнесению.
форм по множественному числу. Еще в одном примере согласование отсутствует при инверсии числового: Киран хурэнлэн нүгүл доочин, уржүняны, дёр. (Оран нусман). 'На конце горного хребта дом медведя, вход, два их. (Оленья морда'). Пример с частичным согласованием: Дёр эзэ бээ омэн эзэ бээ эзэн, төр манун эзэн эзэн. 'Двух сильных людей один сильный человек поймал, пока земля не кончился, они не разделятся'. (Деревенская основа, роговые накладки на луке и кляях). [Бурькин, 2007: 371].

2. Согласование с именем при отсутствии согласования с предикатом (глаголом или именной частью): Дэн куңал бокэ түүрү жак. 'На десятку человек двадцать неизвестных девушек, все круглые. (Ногти)'.


Илан бэй яккыңан хаалынг хоолы-түүгүн хуттудууны да ача, бокондунда да ача. 'Три человека снежного барана пешком преследуют, и не отстают, и не догоняют. Пледы'. [Бурькин, 2007: 372]. Здесь при наличии согласования в числе с глаголом отсутствует согласование в числе причастных форм на -да.

Мян дёр дээг ээсэрэ. Нонан илан дээг ээсэрэн, иманыры текир. Гыварлан илан дээг ээсэрэн, иманыры унын, нийх хаэрэн. Ил-charlan илан дээг ээсэрэн, ныны оддо. Дээсэрэн илан дээг ээсэрэн, ортдан хакаллар, ээлэн эл ээл ээл ээл. Таар дээг илдирлэн дээг боойсүн. (Алан, Тускин, Нэлкэ, Арьес, Монышэн. Аткыл). 'Полетели двенадцать птиц. Когда полетели первые три птицы, выпал снег. Когда полетела вторая тройка птиц, снег растаял, появилась земля. Когда полетела третья тройка птиц, стало тепло. Когда летели четвертая тройка птиц, трава пожелтела, листва опали. (Год. Энмен. Весна. Лето. Осень. Метл).' В последнем примере надо отметить форму гэлээ, лайвран, указывающие на счет кратности действия, имеющие личные показатели вместо форм ильвы, илмэн.


Итак, из источников материала становится заметным, что традиционные нормы — отсутствие согласования по множественному числу в имени и глаголе — перестали выдерживаться еще в материале, записанном в 30-е годы, с другой стороны в отдельных обращах они сохраняются и до настоящего времени. Единая система — полное согласование, согласование лишь в одной из частей или отсутствие согласования — не выдерживается ни в одной из групп материала: ни в наших полевых записях, ни в имеющихся публикациях, если пытаться отделить друг от друга восточнохакасские и западнохакасские примеры, или противопоставить записи 30-х-50-х годов более поздним записям. Прослеживается лишь динамика изменения нормы от отсутствия согласования до полного согласования, которая имеет пока только количественное выражение. Хотя надо отметить, что и самые лучшие информанты не выдерживают синтаксических норм даже в такой консервативной форме, как за- глакки. Характерным примером существования параллельных норм могут служить два варианта загадок, записанные почти в одно и то же время: Дёр илдирлэн бэй элчин гүнчүнүн түрүндүн биси. Мяр дэстэн элмэн эмрэ, о-т эч эл көмөктү. (Кирингал). 'Два неизвестных человека, братья, по разные стороны сопки находятся. Друг друга не знают, друг друга никогда не видели. (Уши)'.
[Шифнер, 1874; Бурыкин, 2007: 380-381]. Возможно, что форма множественного числа существительных при числительном более характерна для имен, обозначающих людей, но это предположение требует проверки.

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