**PROGRAM OF FINAL EXAMINATION**

**on the discipline «Computational Technologies and Methodology in Philology»**

INTRODUCTION

**Form** of the final examination – oral examination.

**The aim of the final exam:** to control and assessment of the ability to analyze the mechanism of generation and understanding of oral speech based on the theory and practice of simultaneous interpreting for the implementation of translation activities.

Because of the study of the discipline, Master students should demonstrate following skills**:**

1. to solve the problem of an adequate perception of oral speech by the translator based on the theory and practice of simultaneous interpreting for implementation of simultaneous interpretation;

2. to apply the simultaneous interpreting technique in various international events according to the works and experiments of well-known synchronists to ensure adequate interpreting;

3. to carry out simultaneous interpretation by ear and with visual support based on the methodology of teaching simultaneous interpreting to transmit oral speech of the receptor;

4. to study the structure of the simultaneous interpreting process based on the methodology of simultaneous translation to analyze the mechanisms of generation and understanding of oral speech;

5. applying the method of simultaneous interpreting, put into practice translation transformations for the implementation of translation activities.

**Topics for the final exam:**

Give the definition of terms: Technology, Informational Technology, Innovative Technology, Computational Technology, Hich Technology.

Describe the basic features of Informational Technology.

Find the coordination of Information with Communication and contact (Relations).

Describe the evolution of Computational Linguistics in Kazakh Linguistics: K.K. Zhubanov.

Describe the evolution of Computational Linguistics in Kazakh Linguistics: K.K. Bektayev.

Describe the evolution of Computational Linguistics in Kazakh Linguistics: A.K. Zhubanov.

Define these terms: Programme Language, Informational language, Additional Language.

Distinguish Hardware and Software of Information Technologies in Linguistics.

Give the classification of Applied Computer Programs.

Give examples of particular programs for Linguistic aims.

Describe the theory of A.N. Baranov about Applied Linguistics.

Can we consider Computational Linguistics and Applied Linguistics as synonyms? Prove your answer.

Write about Sign and its types in general.

Differentiate Language sign and speech sign.

Define terms: multumediaof technology, a new informational technology.

Find the differences of natural language functions in the system «Human – computer – human».

Define terms: exchange of calcilating resources, on-line technology.

Find the problems of the Artificial intelligence system.

Analyze the future of Computer technologies.

Describe the aim of Statistics – to take scientific-practical results it is necessary to gather, systematize, working up.

Give the general theory of lexicography.

Find the peculiarities of curriculum lexicography as a scientific discipline.

Give your examples about informational search.

**List of recommended literature:**

1. Bolshakov I.A., Gelbukh A. Computational Linguistics. Models, Resources, Applications. México, 2004.
2. Kinnersley B. The Language List. Collected Information On About 2500 Computer

Languages, Past and Present. <http://people.ku.edu/~nkinners/LangList/> Extras/langlist.htm (дата обращения: 28.02.2012).

1. Jurafsky, D., J. H. Martin. Speech and Language Processing: An Introduction to Natural

Language Processing, Computational Linguistics, and Speech Recognition. Prentice-Hall, 2000; see [www.cs.colorado.edu/~martin/slp.html](http://www.cs.colorado.edu/~martin/slp.html).

1. Crystal D. Language and Internet. – Cambridge: Cambridge University Press, 2001.
2. Әлімов А. Интербелсенді әдістемені ЖОО-да қолдану мәселелері. Оқу құралы. Алматы, 2013.
3. Зубов А.В., Зубова И.И. Информационные технологии в лингвистике. М., 2004.
4. Щипицина Л.Ю. Информационные технологии в лингвистике.М., 2013.
5. Баранов А.Н. Введение в прикладную лингвистику. – М., 2001.
6. Жұбанов А.Қ. Компьютерлік лингвистикаға кіріспе. – А., 2007.
7. Марчук Ю.Н. Компьютерная лингвистика. – М.: 2007.
8. Потапова Р.К.Новые информационные технологии и лингвистика. - М.:  
   Едиториал УРСС, 2004. - 320 с.

**Assessment scale of Master students’ knowledge and skills:**

95% - 100%: А 90% - 94%: А-

85% - 89%: В+ 80% - 84%: В 75% - 79%: В-

70% - 74%: С+ 65% - 69%: С 60% - 64%: С-

55% - 59%: D+ 50% - 54%: D- 0% - 49%: F

**Methodological recommendations and evaluation criteria for the Master student’s answer in the exam**

|  |  |  |
| --- | --- | --- |
| Characteristics of the answer | Rating in points | Rating in% |
| A complete, detailed answer is given to the question posed, a set of conscious knowledge of the discipline is shown, the main points of the questions are clearly revealed; the answer traces a clear structure, a logical sequence that reflects the essence of the concepts, theories, and phenomena revealed. Knowledge on the subject is demonstrated against the background of understanding it in the system of a given science and interdisciplinary connections.  The answer is stated in literary language using modern translation terminology. Deficiencies in the definition of concepts may be made, corrected by the student independently in the process of answering. | 10 | 90-100 |
| A complete, detailed answer is given to the question posed, the ability to distinguish essential and non-essential features, cause-effect relationships is shown. The answer is clearly structured, logical, presented in literary language using modern translation terminology. There may be 2-3 inaccuracies or minor errors corrected by the student with the help of a teacher. | 8-9 | 75-89 |
| An insufficiently complete and insufficiently detailed answer is given. The logic and sequence of presentation have violations. Errors were made in the disclosure of concepts and in the use of terms. The student is not able to independently identify significant and non-essential features and cause-effect relationships. There are no conclusions in the answer. The ability to reveal the meaning of generalized knowledge is not shown. Speech design requires amendments, corrections. | 6-7 | 60-74 |
| The answer is disparate knowledge with significant errors on the question. Fragmentation, inconsistency of presentation are present. The student is not aware of the connection of the discussed issue on the ticket with other objects of discipline. There are no conclusions, concretization and evidence of the presentation. Illiterate speech, translation terminology is not used. Additional and clarifying questions of the teacher do not lead to the correction of the student's answer. | 3-5 | 50-59 |
| The answer to the question is completely missing or  Rejection | 0 | 0-49 |

In the case that cheat sheets are discovered on the exam, cheating facts, and the use of unauthorized technical means, etc. the student is given as a mark for the exam "0 points".