

al-Farabi Kazakh National University

Faculty of Philology and World Languages

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**Approved by**

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**МЕTHODICAL RECCOMENDATIONS FOR COMPLETION OF EDUCATIONAL METHODICAL COMPLEX OF DISCIPLINE**

**FILE "METHODOLOGICAL INSTRUCTIONS FOR PRACTICAL / SEMINAR CLASSES"**

Аlmaty, 2021

Practical lessons are designed for in-depth study of the discipline. In these classes is comprehended theoretical material and formed the ability to convincingly formulate own point of view and there are acquired professional skills. Various forms of practical training can be used in distance learning. In this case, they acquire some specificity associated with the use of information technology.

Among the forms of organizing practical classes adapted to both traditional and distance learning, we will single out the following:

**Practical exercises for solving teaching objectives**. For the successful mastery of the techniques for solving specific teaching objectives are distinguished three stages.

*At the first stage,* it is necessary to familiarize students with the methodology for solving problems using printed publications (textbooks, reference books) and materials contained in databases, video lectures, computer programs. At this stage, the student is offered typical educational tasks, the solution of which allows him to work out stereotypical techniques, to realize the connection between the theoretical knowledge gained and specific problems to solve which they can be aimed at.

For self-control at this stage, it is recommended to use tests that not only state the correct answer, but also provide detailed explanations if the wrong answer is chosen; in this case, tests perform not only a controlling, but also a teaching function. To answer the questions that arise, there are conducted consultations with a teacher leading the course, or a tutor.

*At the second stage,* there are considered tasks of a creative character. In this case increases the role of the teacher Communication between the teacher and the students is mainly carried out using on-line technologies. Such classes not only form creative thinking, but also develop the skills of business discussion of the problem, provide an opportunity to master the language of professional communication.

*At the third stage*, there are performed control works which could test the skills of solving specific problems. The execution of such control tasks can be carried out both in off-line and on-line modes, depending on the content, volume and degree of significance of the control task. After each control task, it is advisable to conduct a consultation using network tools or under the guidance of a teacher to analyze the most common mistakes and develop joint recommendations on the methodology for solving teaching objectives.

The following information is recommended for review:

Таble 1

**Rational application of practical training**

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| Method of teaching | At what content of the material should this method be applied? | For what tasks is this method used most successfully? | Under what peculiarities of students is it rational to apply this method? | What opportunities should have a teacher for using this method? |
| Practical | When the content of the topic includes practical exercises, completing study assignments, conducting experiments | For developing practical skills and abilities | When students are ready to undertake practical assignments of this nature | When the teacher has manuals, didactic materials for organizing practical exercises |

Таble 2

**Sample chrono map of the practical lesson**

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| №п/п | Stages and content of the lesson | Time |
| 1.1.11.21.3 | Introductory part of the lesson.Announcement of the topic, the purpose of the lesson.Assessment of the readiness of the classroom, equipment and students.Description of the content, procedure for conducting and evaluating the results of practical work. | 5 min. |
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| 2. | *Updating the basic (theoretical) knowledge of students* (lists the forms and methods of diagnosing knowledge, abilities and skills of students necessary to perform practical work) | 5-10 мin. |
| 3. | *Independent work of students under the supervision of a teacher* (lists the stages of independent work of students with methodological aids, reference books, etc.) | 15 - 20 мin. |
| 4. | *Development practical skills and abilities.* | 5 - 10 мin. |
| 5. | Quality control of knowledge, skills and abilities of students on the topic of the lesson. | 5 - 10 мin. |
| 66.1.6.2.6.3. | The final part of the lesson.Generalization, conclusions on the topic.Assessment of students ' work in the classroom.Homework. | 5 - 10 min. |

At the practical lesson, it is allowed to use a summary of primary sources and a plan-summary compiled as part of self-preparation for the practical lesson.

**Main types of practical work:**

- analysis of authentic linguistic material;

- work with various types of linguistic dictionaries (universal dictionaries, professional dictionaries, etc.);

- study the representation of lexicographic information in multimedia dictionaries such as Lingvo, determining the stylistic characteristics of lexical and phraseological units;

- perception by ear of different genres of pragmatically oriented information presented in audio and video recordings (fragments of TV shows, lectures, interviews, etc.);

- development of writing skills and development of competencies in this area (preparation of essays, etc.)

**Organizational and pedagogical aspects of practical training**

Practical (and seminar) classes can be reproductive, partly-search and search character.

Works that has reproductive character are distinguished by the fact that when they are carried out, students use detailed instructions, which indicate:

- purpose of the work,

- necessary explanations,

- the order of work,

- tables,

- control questions,

- educational and special literature.

Works that has partially exploratory character are distinguished by the fact that students do not use detailed instructions when conducting them, they are not given the procedure for performing the necessary actions, which require students to independently select equipment, choose ways to perform work in the instructional and reference literature, etc.

Works that has exploratory character are depicted by the fact that students must solve a new problem for them, based on their existing theoretical knowledge.

When planning practical classes, it is recommended to find the optimal ratio of reproductive, partially-search and search works in order to ensure a high level of intellectual activity.

Forms of organization of students in practical classes: frontal, group and individual.

- In the frontal form of organizing classes, all students perform the same work at the same time.

- In the group form of organizing classes, the same work is performed in groups of 2 to 5 people.

- With an individual form of organization of classes, each student performs an individual task.

The implementation of practical classes is preceded by a test of students ' knowledge, their theoretical readiness for the task.

For preparation and conducting practical work, can be used special computer programs that allow modelling or visualize any dynamic processes that are difficult or impossible to reproduce in the classroom (for example, in the form of distance learning).

For improving the effectiveness of practical training, **it is recommended:**

- development of task collections, tasks and exercises, accompanied by methodological instructions, in relation to specific specialties;

- developing of tasks for automated test control of students ' readiness for practical classes;

- subordination of the methodology of conducting practical classes to the leading didactic goals with appropriate guidelines for students;

- use of problem-based search works in teaching practice;

- the use of collective and group forms of work, the maximum use of individual forms in order to increase the responsibility of each student for the independent implementation of the full scope of work;

- conducting practical classes at an increased level of difficulty with the inclusion of tasks related to the choice of students ' conditions for performing work, specifying goals, and independently selecting the necessary equipment;

- selection of additional tasks and tasks for students working at a faster pace, to effectively use the time allocated for practical classes.

The name of the EP: 5B020700 – Translation Studies, 5B021000 – Translation Studies

Course, department: 3 course, Kazakh, Russian

Name of the discipline: Scientific Writing

Purpose of the discipline: to form the ability to read and write abstracts, annotations, articles in English.

Expected results:

- to use the methods of planning and organizing research;

- to use the general philosophical and general scientific methods of knowledge in conducting scientific research;

- to use modern computer information and communication technologies in obtaining scientific information, taking into account the basic requirements of information security;

- to know the basic content of the concept of “academic letter”, its features, functions and structure

- to carry out approbation and implementation of research results into practice.

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| **Week** | **Topic of the practical lesson** | **Task** | **List of recommended literature** |
| 1 | What is simultaneous translation? | 1. Artificial intelligence in Interpreting2. Challenges of Remote Simultaneous Interpretation | 1. Newmark P. A Textbook of translation. New York and London: Prentice-Hall, 1988 2. Gile, D. (1995). Basic Concepts and Models for Interpreter and Translator Training. Amsterdam: John Benjamins Publishing Company3. Hairong, Shang. (2007). On Techniques of Simultaneous Interpretation. Science & Technology Information,64. Lamber, S&Moser-Mercer, B. (1995). Amsterdam: John Benjamins Publishing Company |
| 2 | Interpreting models and modalities | 1. The history of simultaneous interpretation2. An analysis of the simultaneous interpreting process | 1. Newmark P. A Textbook of translation. New York and London: Prentice-Hall, 1988 2. Gile, D. (1995). Basic Concepts and Models for Interpreter and Translator Training. Amsterdam: John Benjamins Publishing Company3. Hairong, Shang. (2007). On Techniques of Simultaneous Interpretation. Science & Technology Information,64. Lamber, S&Moser-Mercer, B. (1995). Amsterdam: John Benjamins Publishing Company |
| 3 | Cognitive challenges in Simultaneous interpreting | 1. The Effort Model of simultaneous interpreting2. Cognitive problem triggers |  1. Newmark P. A Textbook of translation. New York and London: Prentice-Hall, 19882. Gile, D. (1995). Basic Concepts and Models for Interpreter and Translator Training. Amsterdam: John Benjamins Publishing Company3. Hairong, Shang. (2007). On Techniques of Simultaneous Interpretation. Science & Technology Information,64. Lamber, S&Moser-Mercer, B. (1995). Amsterdam: John Benjamins Publishing Company  |
| 4 | Indirect effect of increased processing requirements | 1. Effect of forced waiting2**.** Indirect effect of intensified Production Effort |  1. Newmark P. A Textbook of translation. New York and London: Prentice-Hall, 1988 2. Gile, D. (1995). Basic Concepts and Models for Interpreter and Translator Training. Amsterdam: John Benjamins Publishing Company3. Hairong, Shang. (2007). On Techniques of Simultaneous Interpretation. Science & Technology Information,64. Lamber, S&Moser-Mercer, B. (1995). Amsterdam: John Benjamins Publishing Company  |
| 5 | Effect of expressive focus on text in simultaneous withtext | 1.The simultaneous interpreter's language skills2. Tactics and strategies |  1. Newmark P. A Textbook of translation. New York and London: Prentice-Hall, 19882. Gile, D. (1995). Basic Concepts and Models for Interpreter and Translator Training. Amsterdam: John Benjamins Publishing Company3. Hairong, Shang. (2007). On Techniques of Simultaneous Interpretation. Science & Technology Information,64. Lamber, S&Moser-Mercer, B. (1995). Amsterdam: John Benjamins Publishing Company  |
| 6 | Spoken language translation | 1. Speech translation projects2. Performance measures. | 1. Newmark P. A Textbook of translation. New York and London: Prentice-Hall, 1988 2. Gile, D. (1995). Basic Concepts and Models for Interpreter and Translator Training. Amsterdam: John Benjamins Publishing Company3. Hairong, Shang. (2007). On Techniques of Simultaneous Interpretation. Science & Technology Information,64. Lamber, S&Moser-Mercer, B. (1995). Amsterdam: John Benjamins Publishing Company  |
| 7 | Translating: Modeling the process | 1. The translator: knowledge and skills, communicative competence.  |  1. Newmark P. A Textbook of translation. New York and London: Prentice-Hall, 1988 2. Gile, D. (1995). Basic Concepts and Models for Interpreter and Translator Training. Amsterdam: John Benjamins Publishing Company3. Hairong, Shang. (2007). On Techniques of Simultaneous Interpretation. Science & Technology Information,64. Lamber, S&Moser-Mercer, B. (1995). Amsterdam: John Benjamins Publishing Company |
| 8 | The process of translation | 1. Stages of the process of translation. |  1. Newmark P. A Textbook of translation. New York and London: Prentice-Hall, 1988 2. Gile, D. (1995). Basic Concepts and Models for Interpreter and Translator Training. Amsterdam: John Benjamins Publishing Company3. Hairong, Shang. (2007). On Techniques of Simultaneous Interpretation. Science & Technology Information,64. Lamber, S&Moser-Mercer, B. (1995). Amsterdam: John Benjamins Publishing Company |
| 9 | Types of Translation  | 1. Pre-dictionary translation. |  1. Newmark P. A Textbook of translation. New York and London: Prentice-Hall, 19882. Gile, D. (1995). Basic Concepts and Models for Interpreter and Translator Training. Amsterdam: John Benjamins Publishing Company3. Hairong, Shang. (2007). On Techniques of Simultaneous Interpretation. Science & Technology Information,64. Lamber, S&Moser-Mercer, B. (1995). Amsterdam: John Benjamins Publishing Company  |
| 10 | The Language of Translation | 1. The level of lexis, sentence level. | 1. Newmark P. A Textbook of translation. New York and London: Prentice-Hall, 1988 2. Gile, D. (1995). Basic Concepts and Models for Interpreter and Translator Training. Amsterdam: John Benjamins Publishing Company3. Hairong, Shang. (2007). On Techniques of Simultaneous Interpretation. Science & Technology Information,64. Lamber, S&Moser-Mercer, B. (1995). Amsterdam: John Benjamins Publishing Company |
| 11 | Advantages of a simultaneous translation system | 1.Translation model training data2. Development and evaluation data. | 1. Newmark P. A Textbook of translation. New York and London: Prentice-Hall, 1988 2. Gile, D. (1995). Basic Concepts and Models for Interpreter and Translator Training. Amsterdam: John Benjamins Publishing Company3. Hairong, Shang. (2007). On Techniques of Simultaneous Interpretation. Science & Technology Information,64. Lamber, S&Moser-Mercer, B. (1995). Amsterdam: John Benjamins Publishing Company  |
| 12 | Meaning. Word-meaning | 1. Machine translation2. Word and phrase alignment3. Decodes | 1. Newmark P. A Textbook of translation. New York and London: Prentice-Hall, 1988 2. Gile, D. (1995). Basic Concepts and Models for Interpreter and Translator Training. Amsterdam: John Benjamins Publishing Company3. Hairong, Shang. (2007). On Techniques of Simultaneous Interpretation. Science & Technology Information,64. Lamber, S&Moser-Mercer, B. (1995). Amsterdam: John Benjamins Publishing Company |
| 13 | Human interpretation versus automatic simultaneous translation | 1. Translating and interpreting in EC2. Challenges in human interpretation | 1. Newmark P. A Textbook of translation. New York and London: Prentice-Hall, 1988 2. Gile, D. (1995). Basic Concepts and Models for Interpreter and Translator Training. Amsterdam: John Benjamins Publishing Company3. Hairong, Shang. (2007). On Techniques of Simultaneous Interpretation. Science & Technology Information,64. Lamber, S&Moser-Mercer, B. (1995). Amsterdam: John Benjamins Publishing Company |
| 14 | Sentence-meaning | 1. Relations of words and sentences to one another, utterance, sentence and propositions. | 1. Newmark P. A Textbook of translation. New York and London: Prentice-Hall, 1988 2. Gile, D. (1995). Basic Concepts and Models for Interpreter and Translator Training. Amsterdam: John Benjamins Publishing Company3. Hairong, Shang. (2007). On Techniques of Simultaneous Interpretation. Science & Technology Information,64. Lamber, S&Moser-Mercer, B. (1995). Amsterdam: John Benjamins Publishing Company |
| 15 | Text and Discourse. Types of Context and Contextual Relationships. | 1. Text, context and discourse, levels of contextual abstraction, types of contexts.  |  1. Newmark P. A Textbook of translation. New York and London: Prentice-Hall, 1988 2. Gile, D. (1995). Basic Concepts and Models for Interpreter and Translator Training. Amsterdam: John Benjamins Publishing Company3. Hairong, Shang. (2007). On Techniques of Simultaneous Interpretation. Science & Technology Information,64. Lamber, S&Moser-Mercer, B. (1995). Amsterdam: John Benjamins Publishing Company |

**Seminar classes.** One of the main organizational forms of educational activities are seminars, which form a research approach to the study of educational and scientific material. The main purpose of the seminars is to discuss the most complex theoretical issues of the course, their methodological and methodological elaboration.

In the system of full-time, as well as distance education, all three levels of seminars are implemented: proseminars, seminars, special seminars.

Unlike other types of practical classes, where there is a significant amount of classroom work, the theoretical beginning of seminars allows you to effectively implement them on the basis of information technologies. Most of the seminars can be held using on-line technologies: Zoom, Microsoft Teams, etc.

The effectiveness of online seminars is determined by the conditions and technologies of their implementation, which are somewhat more complicated than traditional classroom seminars. The organization of network seminars involves three stages: preparatory, main and final.

At the preparatory stage, the teacher draws up a plan for conducting a seminar session, determines the range of educational and scientific literature, and builds the logic of the seminar session. Students receive the task no later than 1 week before the seminar, and at the preparatory stage they are engaged in independent preparation for the lesson. The purpose of a preliminary discussion of the most important and challenging aspects of the workshop useful consultation that gives you the opportunity to remove some of the most common questions on the topic of the seminar, organizational and methodological problems encountered by students in the process of self-preparation for the seminar.

The main stage of the seminar includes direct communication between students and the teacher, organized in the classroom, or on-line. The most important difference between a network seminar and a traditional classroom session is the ability to conduct both individual and group reflection based on the analysis of the recorded (saved) text of the seminar. This allows the teacher to understand the problems that students face and avoid them in the future, strengthens the grounds for updating the topic of the seminar, as well as for strengthening feedback and adjusting the trajectory of studying a discipline or scientific problem. At the same time, working with written text requires students and especially the teacher, who has to conduct several educational dialogues in parallel and at the same time maintain a common storyline of collective discussion of problems, a high level of computer work, good command of the keyboard, the ability to quickly assess the situation and make constructive decisions.

At the final stage, the results of the seminar are summed up, and can also be carried out control on the topic of the seminar lesson or intermediate control on the course as a whole.

The organization of special scientific seminars involves an increase in the time spent by the teacher at the preliminary stage, in the process of preparing the seminar. This is primarily due to the fact that specialized seminars are usually held for an entire semester, which requires more clear guidance. At the final stage, the work of special seminars can be organized through final control. The experience of conducting network seminars allows us to speak about their effectiveness for a study group of 8-12 people (this number is economically and technically justified and allows you to limit the academic load on the teacher).

An important role in the organization of seminars is played teacher’s consultation.

Especially in the format of distance learning, which involves an increase in the volume of independent work of students, there is a need of constant support of the educational process from teachers sides.

An important place in the support system is occupied by consultations, which are now becoming more complex in terms of didactic goals: they are preserved as independent forms of organizing the educational process, and, at the same time, are included in other forms of educational activities (lectures, practices, seminars, etc.).

At first glance, the personal contact of students with teachers in distance learning is limited, but in reality the use of information technologies expands the opportunities for consultation. Operational feedback can be incorporated both in the text of the training material, and in the possibility of rapid access to the teacher or consultant in the course of studying the course.

For each discipline, it is recommended to prepare methodological guidelines for the implementation of seminars.

***Example of the structure of methodological guidelines for organizing seminars:***

***Тheme 1:*** Scientific Writing.

***Task of the seminar:***

1. Reasons to Publish.
2. Reasons to be a Good Writer.

***Methodical recommendations on the implementation of tasks:*** The individual task. Materials for independent work of the student: lecture notes, attached literature.

***Requirements of the teacher for the task:*** the work is performed in the amount of no more than 4 pages of A4 format. Questions require structured answers in the form of tabular data, comparative information, and recommendations.

***Criteria for evaluating the performance of the task*** (specify which conditions will affect the evaluation score): delivery of the task within the specified period, thoroughness of the analysis, clarity of wording and obviousness of thought expressions, reasoned conclusions.

***Basic and additional literature (offered by the teacher).***

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| Head of department Protocol №\_\_\_\_, «\_\_\_\_\_\_\_\_\_\_» 2021 |  | Аimagambetova М.М. |

Agreed by the Chairman of the L.V. Еkshembeeva

methodological council of the faculty

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