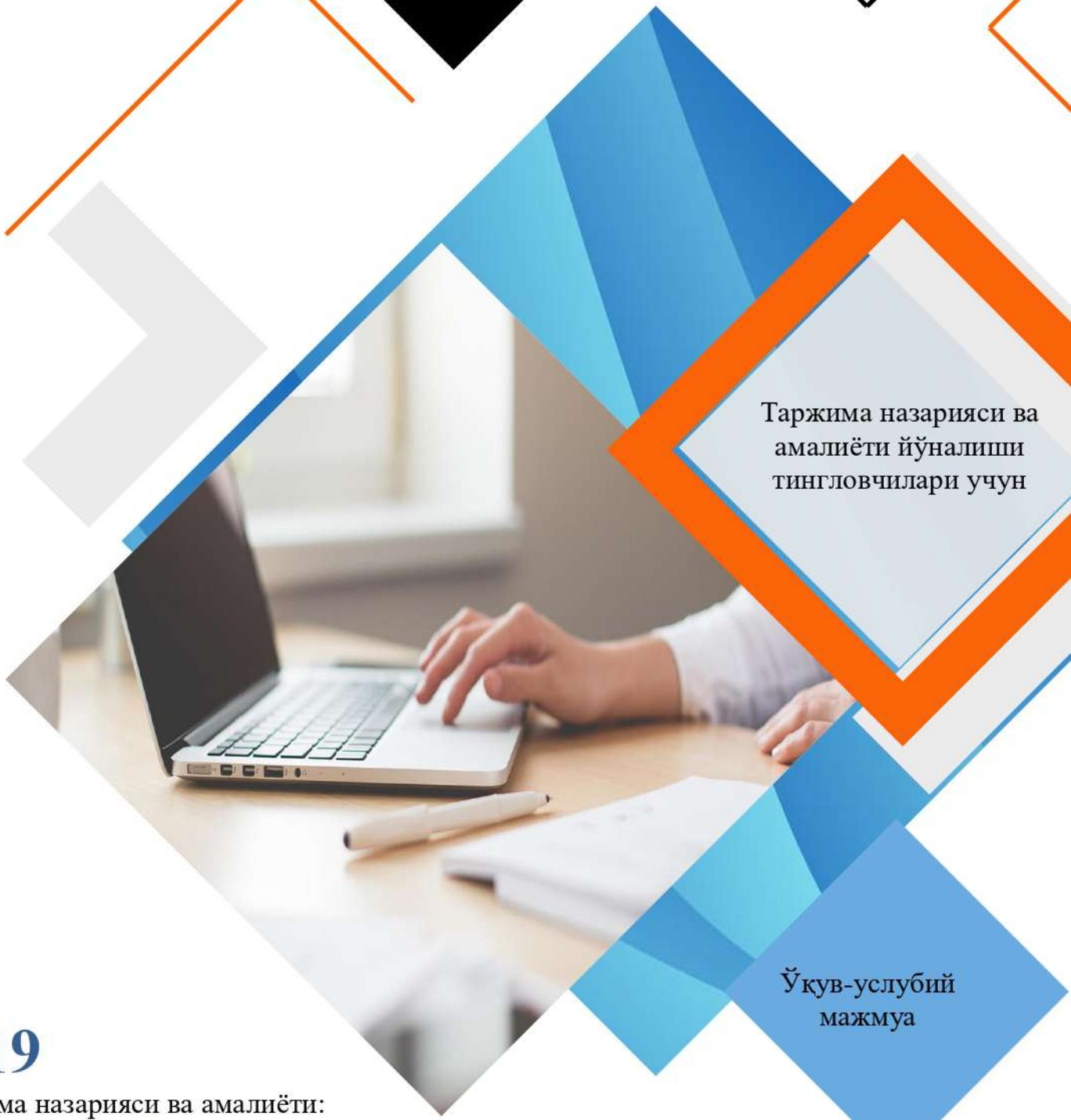
ЎзДЖТУ ҳузуридаги РИАИМ

Ўқув-услубий мажмуа



Таржима назарияси ва амалиёти йўналиши тингловчилари учун

Ўқув-услубий мажмуа

2019

Таржима назарияси ва амалиёти:

3.2. Таржимада ахборот-коммуникация технологиялари

Мазкур ўқув-услубий мажмуа Олий ва ўрта махсус таълим вазирлигининг 2019-йил 18-октябрдаги 5-сонли буйруғи билан тасдиқланган ўқув режа ва дастур асосида тайёрланди.

Тузувчи: Ҳамидов А.А.-ЎзДЖТУ Таржимашунослик назарияси ва амалиёти кафедраси ўқитувчиси

Тақризчи: ЎзДЖТУ доценти, фалсафа фанлари доктори У.Р Йўлдошев

Ўқув -услубий мажмуа ЎзДЖТУ хузуридаги РИАИМ Кенгашининг 2019 йил 27.09 даги 9 -сонли қарори билан нашрга тавсия қилинган.

МУНДАРИЖА

I. ИШЧИ ДАСТУР

Кириш

Дастур Ўзбекистон Республикаси Президентининг 2015 йил 12 июндаги “Олий таълим муассасаларининг раҳбар ва педагог кадрларини қайта тайёрлаш ва малакасини ошириш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги ПФ-4732-сонли, 2017 йил 7 февралдаги “Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар стратегияси тўғрисида”ги ПФ-4947-сонли, 2019 йил 27 августдаги “Олий таълим муассасалари раҳбар ва педагог кадрларининг узлуксиз малакасини ошириш тизимини жорий этиш тўғрисида”ги ПФ-5789-сонли Фармонлари, шунингдек 2017 йил 20 апрелдаги “Олий таълим тизимини янада ривожлантириш чора-тадбирлари тўғрисида”ги ПҚ–2909-сонли қарорида белгиланган устувор вазифалар мазмунидан келиб чиққан ҳолда тузилган бўлиб, у олий таълим муассасалари педагог кадрларининг касб маҳорати ҳамда инновацион компетентлигини ривожлантириш, соҳага оид илғор хорижий тажрибалар, янги билим ва малакаларни ўзлаштириш, шунингдек амалиётга жорий этиш кўникмаларини такомиллаштиришни мақсад қилади.

Дастур мазмуни олий таълимнинг норматив-ҳуқуқий асослари ва қонунчилик нормалари, илғор таълим технологиялари ва педагогик маҳорат, таълим жараёнларида ахборот-коммуникация технологияларини қўллаш, амалий хорижий тил, тизимли таҳлил ва қарор қабул қилиш асослари, махсус фанлар негизида илмий ва амалий тадқиқотлар, технологик тараққиёт ва ўқув жараёнини ташкил этишнинг замонавий услублари бўйича сўнгги ютуқлар, педагогнинг касбий компетентлиги ва креативлиги, глобал Интернет тармоғи, мультимедиа тизимлари ва масофадан ўқитиш усулларини ўзлаштириш бўйича янги билим, кўникма ва малакаларини шакллантиришни назарда тутади.

«Таржимада ахборот коммуникацион технологиялари» фани бўйича таълим технологияси маъруза ва амалий машғулотларни лойиҳалаш технологиялари асосида ишлаб чиқилган.

Мазкур ўқув услубий қўлланма кириш, таълим технологиясининг концептуал асослари ҳамда маъруза ва амалий машғулотларда ўқитиш технологияларидан таркиб топган.

Таълим технологиясининг концептуал асослари бўлимида «Таржимада ахборот коммуникацион технологиялари» фанини ўқитишнинг долзарблиги асосланган, мазкур курснинг тузилмаси келтирилган ҳамда курс бўйича ўқитишнинг мазмуни очиб берилган.

Сўнгра ўқув фани бўйича ўқитиш технологиялари лойиҳалаштирилган:

1) маъруза машғулотларини олиб боришнинг кириш-маъруза, мавзу асосида маъруза, муаммоли маъруза, визуаллаштирилган маъруза, конференция маърузалар кўринишлари қўлланилиши;
2) амалий машғулотларни олиб боришнинг топшириқларни индивидуал тарзда ёки гуруҳда бажарилиши, муаммоли амалий машғулот ҳамда билимларни чуқурлаштириш ва мустаҳкамлашга йўналтирилган амалий топшириқларни бажарилиши.

Мазкур таълим технологияси барча олий ўқув юртларида, малака ошириш курсларида қўлланилиши мумкин.

Модулнинг мақсади ва вазифалари

Ўқув фанининг мақсади

Фанни ўқитишдан мақсад-тингловчиларда касбий йўналиш (ёзма ва оғзаки таржима) доирасида тил билиш, нутқий сўзлашув, ижтимоий-маданий коммуникатив-мулоқот малакаларини такомиллаштириш билан бир қаторда ёзма ва оғзаки таржима соҳаларида Ахборот коммуникация технологияларидан фойдалана олиш кўникмаларини шакллантириш бўйича ҳам назарий ҳам амалий билимлар олиш ҳамда олинган билимларни касбий йўналиш бўйича ва иш фаолиятида илмий изланишлар олиб бориш учун амалда қўллай билишни шакллантиришдир.

Таржимада ахборот коммуникацион технологиялари дарсларида тингловчилар олган билимларини синхрон, кетма-кет, бадиий, ёзма таржима

каби соҳаларда фойдалана билиши керак;

Таржимада ахборот коммуникацион технологиялари курси қуйидагилардан иборат: компьютер воситасида таржима қилиш, мобиль электрон луғатлардан фойдаланиш, АКТдан фойдаланиб синхрон таржима жараёнини ташкил этиш, онлайн ва оффлайн таржимон дастурларидан ўринли фойдаланишни назарда тутади.

Ўқув фанининг вазифалари.

Таржимада ахборот коммуникацион технологиялари ўқув фанини ўзлаштириш жараёнида амалга ошириладиган масалалар доирасида бакалавр:

- компьютер воситасида таржима;
- мобиль электрон луғатлардан фойдаланиш;
- АКТдан фойдаланиб синхрон таржима жараёнини ташкил этиш;
- онлайн ва оффлайн таржимон дастурларидан ўринли фойдаланиш;

собитқадамлик, фаоллик ва бошқалар; маданиятлараро ўзаро муносабатга асосланиш; мустақил ишга тайёрлигини ўз ичига олади

Модул бўйича тингловчиларнинг билими, кўникмаси, малакаси ва компетенцияларига қўйиладиган талаблар

-Android, iOS, symbian, windows ва бошқа платформаларда ишлаш бўйича етарли кўникма ва билимга эга бўлиш;
-ахборот технологиялари бўйича дастлабки билимларга эга бўлиш;
-интернет тармоғида ишлай билиш;
-бир дақиқада 75-80 та сўз тера билиш;

Модулни ташкил этиш ва ўтказиш бўйича тавсиялар

“Таржимада ахборот коммуникацион технологиялари” курси маъруза ва амалий машғулотлар шаклида олиб борилади.

Курсни ўқитиш жараёнида таълимнинг замонавий методлари, педагогик технологиялар ва ахборот-коммуникация технологиялари

қўлланилиши назарда тутилган:

-маъруза дарсларида замонавий компьютер технологиялари ёрдамида презентацион ва электрон-дидактик технологиялардан;

-ўтказиладиган амалий машғулотларда техник воситалардан, экспресс-сўровлар, тест сўровлари, ақлий ҳужум, гуруҳли фикрлаш, кичик гуруҳлар билан ишлаш, коллоквиум ўтказиш, ва бошқа интерактив таълим усулларини қўллаш назарда тутилади.

Модулнинг ўқув режадаги бошқа модуллар билан боғлиқлиги ва узвийлиги

“Таржимада ахборот коммуникацион технологиялари” модули мазмуни ўқув режадаги “Ёзма таржима”, “Синхрон таржима” ва “Бадиий таржима” ўқув модуллари билан узвий боғланган ҳолда тингловчиларнинг таржиаа жараёнида АКТдан фойдаланиш бўйича тайёргарлик даражасини оширишга хизмат қилади.

Модулнинг олий таълимдаги ўрни

Модулни ўзлаштириш орқали тингловчилар АКТ ёрдамида таржима қилишни ўрганиш, амалда қўллаш ва баҳолашга доир касбий компетентликка эга бўладилар.

Ўқув фани ўқитилиши бўйича услубий кўрсатмалар.

Таржимада ахборот коммуникацион технологиялари фани компьютер ва ахборот технологиялари воситасида ёзма равишда она тилига ва ундан чет тилига таржима ҳамда ахборот технологиялари соҳасида таржимага оид дастур ва асбоб-ускуналар билан атрофлича таништириш учун мўлажалланган. Мазкур фан электрон луғатлар билан ишлаш, ёзма таржимада содда ва қўшма гапларнинг эквивалентини ҳар икки тилда тўғри топиш, ҳар икки тилга тўғри таржима қилиш йўлларини қамраб олади.

Фан бўйича тингловчиларнинг билим, кўникма ва малакаларига қўйдаги талаблар қўйилади. ***Тингловчи:***

– Таржимада ахборот коммуникацион технологиялари фани доирасида она тилига ва ундан чет тилига ҳамда оммавий ахборот, ёзма таржима қилиш усулларини, она тилининг хусусиятларини ва услубий жиҳатларини, сўз

танлашни ва таржиманинг турли техникасидан хабардор бўлиб, ундан унумли ва ***тўғри фойдаланишни билиши***;

– инглиз тилига ва ундан ўзбек тилига таржима қилиш, ўзбек тилидан олинган билимларни чуқурлаштириш, матнлар ва мавзулар таржимасида икки тилдаги сўз, бирикма, фразеологик бирикмалар, мақол ва маталлар каби бирликларни тўғри аниқлаш ***кўникмаларига эга бўлиши***;

– кундалик, сиёсий, маънавий, фан ва санъат, иқтисод ва шу каби мавзуларга бағишланган матнларни таржима қилиш, мавзуни яхши ўрганиб, уни кейинги мавзу билан тўлдириб, шу йўсинда ўзида таржима кўникмасини ҳосил қилиш ва мустаҳкамлаш ***малакасига эга бўлиши керак.***

МОДУЛ БЎЙИЧА СОАТЛАР ТАҚСИМОТИ

1. Амалий ва назарий машғулотлар

№	Машғулот мавзулари	Дарс соатлари ҳажми	
1-семестр		**Назарий**	**Амалий**
1	Таржимон фаолиятида АТнинг ўрни ва моҳияти	2	
2	Таржима жараёнида фойдаланиладиган онлайн луғат ва таржимонлар билан ишлаш		2
3	Таржима жараёнида фойдаланиладиган оффлайн луғат ва таржимонлар билан ишлаш		2
ЖАМИ:		**2**	**4**

2. Мустақил таълим

№	Мустақил таълим мавзулари	Дарс соатлари ҳажми

1	Direct and indirect machine translation strategies of translation.	2
2	Presentation of speech-recognition tool used in EU. Demands of EU regarding tools.	2
3	Translation resources on web: electronic dictionaries, terminology bases. Presentation of resources for various languages.	2
4	Computer-assisted translation (CAT) and automatic machine translation (MT).	2
	ЖАМИ:	**8**

Тингловчи мустақил ишни тайёрлашда муайян фаннинг хусусиятларини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланиш тавсия этилади:

Мустақил ишни ташкил этишнинг шакли ва мазмуни

Тингловчи мустақил ишни тайёрлашда муайян фаннинг хусусиятларини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланиш тавсия этилади:

- дарслик ва ўқув қўлланмалар бўйича мавзуларни ўрганиш;
- автоматлаштирилган ўргатувчи ва назорат қилувчи тизимлар билан ишлаш;
- махсус адабиётлар бўйича фанлар бўлимлари ёки мавзулари устида ишлаш;
- янги техникаларни, аппаратураларни, жараёнлар ва технологияларни ўрганиш;
- фаол ва муаммоли ўқитиш услубидан фойдаланилган ўқув машғулотлари;
- интернетдан фойдаланиш;
- масофавий (дистанцион) таълим тизимидан фойдаланиш;
- таржимада ахборот коммуникацион технологиялари фани бўйича турли манбалардан материал тўплаш.

Фанни ўқитиш жараёнини ташкил этиш ва ўтказиш бўйича Тавсиялар

Тингловчиларнинг Таржимада ахборот коммуникацион технологиялари фанини ўзлаштиришлари учун ўқитишнинг илғор ва замонавий усулларидан фойдаланиш, янги информацион-педагогик технологияларни тадбиқ қилиш муҳим аҳамиятга эгадир. Фанни ўзлаштиришда дарслик, ўқув ва услубий қўлланмалар, тарқатма ва электрон материаллардан фойдаланилади.

Амалиёт дарси жараёнида таржима қонун-қоидаларига оид хорижий манбалардан маълумотлар олиниб, тингловчилар томонидан сўзлаб берилади ҳамда ёзиб борилади. Қолаверса, амалий машғулотлар мобайнида Бумеранг педагогик технологияси, Кластер-методикаси, Role-play, Case study интерфаол методларидан, “Интервью” техникасидан тўлиқ фойдаланиш

ҳамда аудио ва визуал воситалардан фойдаланиш кўзда тутилади.

Мазкур фанни ўқитиш жараёнида таълимнинг замонавий методлари, педагогик ва ахборот-коммуникация технологиялари қўлланилиши назарда тутилган бўлиб, улар қуйидагилардан иборатдир:

- амалий дарсларида замонавий компьютер технологиялари ёрдамида презентацион ва электрон-дидактик технологияларни қўлаш;
- амалий машғулотларда “Ақлий ҳужум”, “Гуруҳли фикрлаш”, “Тарози”, “Бумеранг”, “Биргаликда ўқиймиз”, “Арра”, ФСМУ педагогик технологияларидан, кичик гуруҳлар мусобақалари, гуруҳли фикрлаш педагогик технологияларини қўллаш назарда тутилади.

Тингловчиларнинг Таржимада ахборот коммуникацион технологиялари фанини ўзлаштиришлари учун ўқитишнинг илғор ва замонавий усулларидан фойдаланиш, янги информацион-педагогик технологияларни тадбиқ қилиш муҳим аҳамиятга эгадир. Фанни ўзлаштиришда дарслик ва ўқув қўлланмалар, услубий қўлланмалардан, тарқатма материаллар ва электрон материаллардан фойдаланилади.

БАҲОЛАШ МЕЗОНИ

№	Баҳолаш мезони	Максимал балл	Изоҳ
1	“Таржимада ахборот-коммуникация технологиялари” модули бўйича	2.5	Амалий савол-жавоб -1,5 Назарий тест - 1 балл

Асосий ва қўшимча ўқув адабиётлар ҳамда ахборот манбалари

Асосий адабиётлар

1. E.M. Delpech. Comparable Corpora and Computer Assisted Translation, 2014
2. Соловьева А. Профессиональный перевод с помощью компьютера, 2008

Қўшимча адабиётлар

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II. НАЗАРИЙ МАШҒУЛОТ МАТЕРИАЛЛАРИ

1-МАВЗУ: ТАРЖИМОН ФАОЛИЯТИДА АТНИНГ ЎРНИ ВА МОҲИЯТИ

The Role of IT for Translators

Plan:

1. **Warming up question**
2. **History of Machine Translation**
3. **Review of CAT Technology**
4. **Necessity of Applying CAT Technology in Translation Teaching**
5. **Design of CAT Teaching Modules**
6. **Construction of CAT Teaching System**

Keywords:

TRADOS, SDLX, Déjà Vu, MemoQ, OmegaT, Star Transit, IBM Translation Manager, *Computer-assisted translation (henceforth CAT), machine translation (MT), Corpora and Text Alignment, workstations, Localisation, gist translation, skopos, text alignment,* thesauruses, SYSTRAN

Can you imagine working as a translator without the help of computer?

Computers help the translator in many ways:

- CD-rom versions of dictionaries
- word processor
- term banks
- thesauruses
- the Internet

Machine Translation (MT) is the form of translation where a computer program analyses the text in one language (the ST) and then attempts to produce another, equivalent text in another language (the TT) without human intervention

History of Machine Translation

The goal was the automatic translation of all kinds of documents at a quality equaling that of the best human translators.

In fact, it became apparent very soon that this goal was impossible

- 7 January 1954 the first public demonstration of a Russian-English MT system held in New York at the head office of IBM (system having just 250 words and translating just 49 Russian sentences into English
- the Cold War system producing rough translation of Russian scientific journals in order to intercept secret information
- the early 70s the Russian-English project called SYSTRAN - an attempt to translate a vast body of terminology connected with the military
- by 2010 the IBM company will have released a computer (Super Human Speech Recognition) able to comprehend 20 languages, irrespective of context, tone of voice and the speaker's accent

Currently, most machine translation systems produce a "gisting translation" - a rough translation that gives the "gist" of the ST which is then revised (post-edited) by translators

Despite their limitations, MT programs are currently used by various organizations and multilingual bodies around the world, such as the European Union, which has large volumes of technical and administrative documentation that have to be translated into many languages.

Machine translation (MT) vs Machine-assisted translation (MAT) = Computer-assisted translation (CAT)

- In MT, the translator supports the machine: the computer program translates the text, which is then edited by the translator
- In MAT/CAT, the computer program supports the translator, who translates the text himself, making all the essential decisions involved

MT concentrates on transferring from one language to another lexical phrases

standing in isolation, neglecting the context

Russian MT system translated:

The spirit is willing, but the flesh is weak

into a Russian equivalent of:

The vodka is good, but the steak is lousy

21st century is an era of information explosion and global integration. Along with the development of economy, science and culture and the booming of international exchange, the demand on translation in various fields is increasingly swollen, which calls for more and more translators competent in translating large quantity of materials in various applied fields. However, the traditional translation class, as teacher-centered, is oriented in teaching of translation theories and techniques, but neglects the practicability of translation course and the ultimate goal of cultivating students' translation ability.

Therefore, it becomes a crucial issue to reform the traditional translation class so as to meet the development of society.

Since 1980s, with the popularity of multimedia computers and the emergence of global network, computer-aided translation (abbreviated as CAT hereafter) technology has aroused great interest among researchers,[1] and the huge potential of CAT teaching in translation class has been recognized by many language teachers. It is a must to apply the fruit of advance in science to traditional translation class and establish a CAT teaching mode in modern information age.

This paper, by introducing the development of CAT technology and such concerning concepts as MT (Machine Translation) and TM (Translation Memory), advocates the application of CAT technology in translation teaching and, by proposing a practicable mode of CAT teaching, holds that, students majoring in translation, only after being able to use different CAT software, can claim to be a translator competent enough to meet the requirements of the market.

2. Review of CAT Technology

2.1 From MT to CAT

MT, abbreviation of Machine Translation, also referred to as Automated Translation, is "a sub-field of computational linguistics that investigates the use of computer software to translate text or speech from one natural language to another."[2] Research on MT started as early as in 1933 when the Russian scientist P. P. Telojamsky proposed a detailed step for using machine in translation. In 1954, the first MT system invented by Georgetown University and IBM successfully translated a Russian material of about 250 words into English, which marked the birth of MT system. In 1976, Canadian Bureau of Translation developed TAUM-METEO translation system to translate weather report, which was the milestone in the history of MT and marked the applicability of MT technology.

However, since the birth of MT technology, the accuracy of MT has been widely questioned by researchers.[3] The readability of translated text and the coverage of MT system on linguistic phenomena are far from satisfactory.[4] Therefore, researchers began to resort to the development of CAT technology.

CAT, abbreviation of Computer-Aided Translation, is "the process whereby human translators use computerized tools to help them with translation-related tasks."[5] It is a translation strategy that translators use computer program to handle part of the translation process.[6] CAT is different from MT mainly in that humans are pivotal to the process of translation. A CAT tool is meant to support a human translator in his/her work to speed up the translation and provide consistent terminology while machine translation is meant to stand alone as much as possible. In CAT, the computer program supports the translators, who translate the text themselves. In MT, the computer program translates the text, with no human intervention during the translation process.[7] "The hope was to combine the best of both paradigms: CAT, in which the human translator ensures high-quality output, and MT, in which the machine ensures a significant gain in productivity.[8]

2.2 The core of CAT: TM

TM, abbreviation of Translation Memory, is a kind of mechanism which can store and repeatedly use texts that have been translated. The concept of TM originated in the 1970s, but only since the late 1990s has this type of tool developed into a significant commercial entity. At first, the scheme of translation memory mechanism was proposed by Peter Arthern, who pointed out that the translator can gain a lot if he can search the stored similar texts online. “The pre-requisite for implementing my proposal is that the text-processing system should have a large enough central memory store…the organization in question should store all the texts it produces in the system’s memory.”[9] “…previous translations are stored in the computer and retrieved as a function of their similarity to the current text being translated.”[10] From what was discussed above, it is shown that TM is a type of linguistic database that is used to store source texts and their translations, which are broken down into short segments that often correspond to sentences.

The operation principle of TM is that users can create one or more translation memory databases by using the stored source text and translated text, and during translation process, the system will automatically search the stored translation resources for the same or similar translation, so that the user can focus on the translation of the new content instead of doing meaningless repetitive work.[11] “The translation unit saved in the translation memory consists of a source language segment and its target language equivalent.”[12] When a translator has a new segment to translate, the TM system consults the database to check whether this new segment corresponds to a previously translated segment and presents the translator with the previous translation as long as a matching one is found. The translator can thus review the previous translation and decide whether or not to incorporate it into the new translation.

TM is the core of CAT technology. The computer searches and maintains the databases in the background while the translator translates with the help of the software. When translating, the system automatically searches for the most similar existing translation units in the database(s) and prompts to the user. Therefore, the

translator can take advantage of the stored translation units instead of translating the same content twice. He can also edit and revise the automatically translated texts in the target language, which greatly improves the translation efficiency and guarantees the consistence of the translation of terminology.

2.3 CAT Tools

Along with the development of TM, emerge variety of CAT tools such as TRADOS, SDLX, Déjà Vu, MemoQ, OmagaT, Star Transit and IBM Translation Manager, which feature personalized interface, supporting multiple file formats, powerful terminology management and simple automatic search function. These CAT tools, on one hand, witness the popularity of CAT technology in the process of translation, and on the other hand, represent the new standard in training qualified professional translators. In another word, nowadays, it is indispensible for professional translators to master such CAT tools in their practice of translation.

3. Necessity of Applying CAT Technology in Translation Teaching

It is widely acknowledged that the purpose of educating students is to meet the demand of society.[13]

In this information explosion era, when CAT becomes a dominant technology in translation industry, it is of great necessity for educators to acquaint the students majoring in translation with CAT technology, which will be demonstrated as follows:

3.1. Trend for the development of translation as a discipline

CAT technology represents the trend for the development of translation as a discipline in this information age. As was discussed above, nowadays it has become an indispensable ability for translators to utilize CAT tools so as to produce high-quality, high-efficiency translations in limited time. Therefore, in order to cultivate students majoring in translation who can catch up with the development of society, educators in the university must take actions in applying CAT teaching in translation course. Only when the students majoring in translation acquire CAT technology at school can they meet the new requirement of the future society on translation and produce satisfactory translations after graduation.

3.2 Advantage in job-hunting

It becomes a big advantage for translation students in job-hunting if they've acquired CAT technology. Nowadays, most translation companies require that their employees, whether full-time or part-time, should master the skill of translating with the aid of CAT software such as TRADOS and Déjà Vu, etc. and receive and submit their work by internet. If students majoring in translation don't learn to utilize those main CAT tools at school, it will be extremely hard for them to be adapted to the working procedure of translation companies and face the fierce competition in the future job-hunting market after graduation.

3.3 Powerfulness in terminology management

The traditional translation course still focuses on themes of literature and humanities. However, according to statistics, in the present translation market, the non-literary translation amounts to 95% of the total output,[14] which covers fields such as insurance, telecommunication, law, costume, engineering, aeronautics, chemical industry, metallurgy, environmental protection, finance, economy and energy, etc. In these fields, there are a lot of fixed terminology and expressions, which requires terminology management of CAT tools to standardize the work of translators.

3.4 Activeness in interaction

The traditional translation class, as teacher-centered, focuses on exploration of translation theories and techniques, but ignores the practicability of the translation course and the ultimate goal of cultivating and improving students' translating ability. By adopting CAT teaching system, a student-centered, computer-and-internet-based translation teaching platform can be founded to establish and continuously enrich the resource base of translation teaching, and to carry out active interactions between teacher and students and among students, which will not only improve the teaching effects, but also stimulate students' positivity in learning translation.

3.5 Cultivation of comprehensive ability

The traditional translation class succeeds in teaching students various translation

theories and techniques, but fails in cultivating students' comprehensive ability of applying what they've learnt in class to analyze and solve concrete problems in their practice of translation. CAT teaching system, based on huge translation resources, discussion between teacher and students and online exchange among students, can profoundly ameliorate the situation by improving students' ability in language switch, text comparison and information acquisition.[15]

4. Design of CAT Teaching Modules

Although CAT has acquired eye-catching achievement in recent years in China, it hasn't received corresponding development in translation teaching in universities. So far there are only ten universities establishing CAT course, i.e. Peking University, Beijing International Studies University, Beijing University of Aeronautics & Astronautics, Sun Yat-sen University, Beijing Foreign Studies University, Shandong Normal University, Hebei Normal University, the Chinese University of Hong Kong, City University of Hong Kong and University of Macau, among which, Shandong Normal University is the earliest university carrying out CAT teaching practice among their undergraduates and postgraduates majoring in translation. Based on an empirical study on the CAT teaching practice in the above-mentioned ten universities, a practical CAT teaching module is designed to form a comparatively comprehensive teaching content system, which can be divided into the following four modules.

4.1 Translation information technology

The emergence of CAT system is treated as the most significant technology renovation in translation industry, which is highly valued by translation researchers. Monterey Institute of International Studies (MIIS) proposed that "computer is an essential tool for translators."[16] Therefore, the first CAT teaching module concerns translation information technology. A fluent mastery of digital word processing technology is the pre-requisite for students majoring in translation to use CAT system, the teaching of which consists of the following five sub-modules.

4.1.1 Advanced word processing skills: Modern word processing software is no more treated as a typewriter transplanted to the computer. However, according to a survey conducted by IT industry in 2009, 80% of the computer users only know 20% of the functions in Word, which means there are a lot of unknown advanced techniques "hidden" in the word processing system. And it is these techniques that help improve the working efficiency of translation. The word processing techniques learners of CAT technology in translation class must acquire mainly include advanced searching & replacing, automatic generation of catalog & index, cross reference, macro, revision of marked documents, automatic sequence and so on.[17]

4.1.2 Digital text accessing skills: Using CAT system requires having the electronic document in the source language before the process of translation. However, a great number of documents to be translated are presented in hard copy to translators in reality. In order to convert the hard copy into the electronic form, Optical Character Recognition (OCR) Technique is needed. Students majoring in translation are required to learn the differences of various OCR software, their applied occasions and how to get the optimal recognition effect, etc. Besides, they are supposed to be taught how to get the reliable electronic documents by web P2P or contacting the publisher or the author.

4.1.3 Input technology: Although English has no so-called "input method", Chinese does have choices as to input them. Nowadays, the whole sentence input technology has been developed so maturely that it can greatly improve the work efficiency of translation. In addition, advanced voice recognition system is available for translators who are competent in sight translation. How to evaluate different methods of input and take advantage of them in the practice of translation is also a technique students majoring in translation need to acquire in class.

4.1.4 Searching technology: All kinds of searching engines on the internet and academic databases make logic operations according to Rules and Laws of Boolean Algebra. To learn the advanced searching techniques would help solve problems that searching only by keywords fail to. This part also includes the

introduction of electronic dictionaries and encyclopedia.

4.1.5 Corpus searching: This sub-module focuses on corpus technology, which is of prime importance to the application of CAT technology in translation. It's been proven that with reference to the corpus acquired by searching on the internet, the quality of translation from Chinese to English can be highly improved.[18] Wang Kefei holds that bilingual parallel corpus has wide application prospect and potential exploitation value in translation teaching, and using parallel corpus is convenient for finding translations of special expressions, which, by providing alternative translations, makes the translation of terminology more accurate and idiomatic than that given by bilingual dictionaries.[19] Students majoring in translation will be taught the concept, construction and searching techniques of bilingual corpus, and the significance and ways of fully applying corpus searching in the practice of translation will also be discussed.

4.2 Terminology management

It is acknowledged by many CAT software users that terminology management is the most important task in the practice of translation, whose value even surpasses that of TM because in the process of translation, the repetition rate of terminology is far beyond that of complete translation unit.

In order not to search the specific terms every time they begin a new translation, translators should use a terminology management system (TMS), which can not only help with various aspects of terminology-related tasks, including the storage, retrieval and updating of term records, but also ensure greater consistency in the use of terminology so as to make the translation easier to understand and prevent miscommunication.

In translation software, there are some specialized terminology tools, such as MultiTerm, Lexicon and Terminology in Déjà Vu X, etc. This kind of software has some basic functions of corpus analysis, which can rank the word frequency of source text, helping translators locate terminologies from the perspective of word frequency. Concerning terminology assortment, TRADOSER can be applied to automatically recognize and arrange mixed English and Chinese words, which can

convert irregular word list into one with a tab in-between, making it much easier to import terms searched from the internet into a CAT system.

4.3 Application of CAT system

This module is the core of the whole course. As computer has become the primary tool for translators, CAT technology is the core of techniques they should master. In this module, some main CAT software will be introduced to the students, such as Déjà Vu X, SDL TRADOS, Wordfast and Google Translator Toolkit, etc., which are chosen from the perspective of the acknowledgement from users, the occupancy of market, the overall development of the software and the advancement of technology. The above-mentioned software stands for CAT systems of three interface types: word-processing plug-in interface (Wordfast), independent translation table interface (Déjà Vu X, SDL TRADOS 2009) and intelligent contrast interface (Google Translator Toolkit). In classroom teaching, a particular demonstration will be conducted on the systems of above-mentioned CAT software which combine translation project management, translation memory, translation interface and quality control.

Concerning students' practice, it will be conducted in the form of workshop.

4.4 Translation project management

Any translation curriculum, if market-oriented, should be designed to take translation as an integrated industry process rather than a language switch process from the source text to the target one.

Therefore, terms in management science such as project analysis, project management and quality control should be brought into the teaching content of translation curriculum. Only those who realize the importance of project management and quality control and acquire corresponding abilities can be better adapted to modern translation industry process. As the last step in translation project management, quality control plays a vital role in ensuring the translation quality. CAT software can offer a multi-dimensional resolution for quality control, which shall also be conducted in the classroom.

5. Construction of CAT Teaching System

What was discussed above answers two questions: Why we should teach CAT technology in translation class and what to teach? However, it is far more difficult to construct a teaching system than to design the teaching content. Due to the shortage of qualified teachers and related hardware and software facilities, even some key universities in China find it difficult to carry out CAT teaching in translation class.[20] In order to guarantee the application of CAT technology in translation class and its effect, a comprehensive CAT teaching system shall be constructed, which is demonstrated as follows:

QUESTIONS AND THEIR ANSWERS.

1. What is TRADOS STUDIO? This is professional assistant in written translation.
2. What types of CAT tools do you know? TRADOS, SDLX, Déjà Vu, MemoQ, OmegaT
3. What is MT? This is Machine Translation
4. What is the core of CAT? The core of CAT is TM.
5. What is the percentage of non-literary translation in translation market according to the statistics? 96%
6. What is SYSTRAN? Project which was an attempt to translate a vast body of terminology connected with military in early 70s.

TESTS ON THE LECTURE

1. **Computer-Aided Translation includes**

A. Alignment Tools

B. Translation Memory Tools

C. Terminology Management Tools

D. All of the above or any tool helping translators

2. **Translation Memory is:**

A. Glossary for storing terms

B. Database for storing translations as text segments

C. Machine translation

D. All of the above

3. **Examples of Translation Memory software include:**

A. Longman Dictionary and Wikipedia

B. Google Translate and Bing Translator

C. Across, GTT, memoQ, OmegaT, Trados, Wordfast

D. All of the above

4. **Translation Environment Tools can be:**

A. MS Word templates

B. Stand-alone desktop applications

C. Web applications

D. All of the above

5. **Any Translation Environment Tool (TEnT) is expected to have several features including:**

A. Translation Memory and Terminology Management

B. Statistics and Analysis Reports

C. Spelling Check and Quality Assurance

D. All of the above

6. **Across can be classified as a:**

A. CAT Tool

B. Translation Environment Tool

C. Translation Memory Tool

D. All of the above

7. **Segmentation is the process of segmenting the text into sentences or phrases to be stored into the translation memory.**

A. True

B. False

8. **Translation Unit (TU) is each entry of the translation memory, consisting of the original sentence or phrase and its translation.**

A. True

B. False

9. **Match is a translation unit (of the TM) similar to a sentence or phrase of the text being translated; it is either a (100%) Exact Match or (less than 100%) Fuzzy Match.**

A. True

B. False

10. **No Match means that the TM does not include either exact or fuzzy match for a specific original sentence in the source text being translated now; it should be translated from scratch.**

A. True

B. False

GLOSSARY

1	**Computer-assisted translation**	A computer-assisted translation (CAT) tool rests on two steps –segmentation and translation memory (TM)– to boost the productivity of a translator. It also offers other terminology functions: concordance, glossaries, context search, reference search, terminology management, quality control, etc. Computer-assisted translation (CAT) is different from machine translation (MT). In computer-assisted translation, the computer program supports the translator, who translates the text himself. In machine translation, the computer program translates the text, with no human intervention during the translation process. [See also: concordance, glossary, machine translation, segmentation, terminology, translation memory.]
2	**Concordance**	Concordance is a method of displaying sentences or phrases that contain similar or identical words or expressions, to be able to copy and paste them in the translation.

		Concordance is an option provided in a computer-assisted translation (CAT) tool. [See also: computer-assisted translation.]
3	**DTD (document type definition)**	A DTD (document type definition) specifies the rules for the structure of a SGML (standard generalized markup language) document. To standardize various DTDs makes it easier to share different types of documents. [See also: SGML.]
4	**Glossary**	A glossary is an alphabetical list of terms in a special area of knowledge with the definitions for those terms. In computer-assisted translation (CAT), a glossary is a bilingual listing of terminology or software strings used to define the key terms and their translations. [See also: terminology.]
5	**HTML (hypertext markup language)**	Created by Tim Berners-Lee, founder of the web in 1989, HTML (hypertext markup language) is a text description language related to SGML (standard generalized markup language). It mixes text format markup with plain text content to describe formatted text. HTML is the source language for web pages. [See also: SGML.]
6	**Human-computer interaction (HCI)**	Human-computer interaction (HCI) is the study of interaction between people and computers. It is an interdisciplinary subject relating computer science to other fields of study and research: psychology, sociology,

		cognitive science, visualization, design, information science, ergonomics, etc.
7	**Human-machine interface (HMI)**	A human-machine interface (HMI) is any point where people interact with a machine, for example a user interface from a worker to a computer such as a data entry program or a voice command.
8	**Ideograph**	An ideograph or ideogram is a graphic symbol used to express an idea, for example the Chinese characters or the Egyptian hieroglyphs, rather than a group of letters like in alphabetic languages. An ideograph is also any symbol that primarily denotes an idea (or meaning) in contrast to a sound (pronunciation), for example an icon showing a printer, to click on to print a document. [See also: alphabet.]
9	**IPA (International Phonetic Alphabet)**	The International Phonetic Alphabet (IPA) is a system of phonetic notation devised by linguists to provide a standardized and unique way of representing the sounds of any spoken language. Most dictionaries use the International Phonetic Alphabet to offer pronunciations of words. [See also: alphabet.]
10	**ITD (intermediate translation document)**	An ITD (intermediate translation document) is a special file created at the beginning of the translation process to store the segments once they have been split off from the main source text. Then a partially complete translation can

		be saved as an ITD file, and resumed later by reopening the ITD file. ITD is a proprietary file format of SDL International, a main provider of global information management (GIM) solutions, including translation and multilingual content. [See also: segment, source file.]
11	**Language pair**	A language pair is the combination of one source language and one target language. [See also: source language, target language.]
12	**Letter**	A letter is an element of an alphabet. In a broad sense, it also includes elements of syllabaries and ideographs. [See also: alphabet, ideograph, syllabary.]
13	**Linguistics**	Linguistics is the scientific study of human language. Theoretical linguistics develops models for individual languages and universal aspects of languages, in various fields: syntax, phonology, morphology, semantics, etc. Applied linguistics deals with the practical issues and challenges of linguistics: language teaching and learning, second language acquisition, speech therapy, speech synthesis (artifical production of human speech), psycholinguistics, semantics, etc.
14	**LISA (Localization Industry Standards Association)**	LISA (Localization Industry Standards Association) is the leading international forum for organizations doing global business. Its 500 corporate members are public and private

		institutions, government ministries and trade organizations. LISA is responsible for the specification of the TMX (translation memory exchange) format. [See also: localization, TMX.]
15	**Localization**	Localization is the means of adapting products such as publications, hardware or software for non-native environments, for example for other nations and cultures. Localization is also the process of making a product ready for a specific market, or customized for a specific region, after this product has been internationalized. [See also: LISA.]
16	**Machine translation**	Also called automated translation, machine translation (MT) uses a computer program to translate a text or a speech from one natural language to another. Machine translation is different from computer-assisted translation (CAT). A CAT tool is meant to support a human translator in his/her work to speed up the process and provide consistent terminology while machine translation is meant to stand alone as much as possible. [See also: computer-assisted translation.]
17	**Match**	A perfect match (also called a 100% match) is an occurrence of a sentence or phrase in a file that is identical (words, structure and formatting) to a sentence or phrase stored in a translation memory (TM). A fuzzy match is an

		imperfect match. [See also: translation memory.]

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III. АМАЛИЙ МАШҒУЛОТ МАТЕРИАЛЛАРИ

2-МАВЗУ: ТАРЖИМА ЖАРАЁНИДА ФОЙДАЛАНИЛАДИГАН ОНЛАЙН ЛУҒАТ ВА ТАРЖИМОНЛАР БИЛАН ИШЛАШ

Task 1. Translate the following story into Uzbek/Russian with the help of Google Translate

A DOG.

Mandelson is a boy at the age of 12 lives in a poor family. His only **wish** is to have a dog. He is dreaming of going to one of the nearest **pet shops** to buy a dog for himself but the **lack** of money stops him and his father from having and agreeing to **purchaise** a dog. And every time the boy used to become **upset** after his father's **reject**.

After some time the boy **saved** some money and having got his father's **agreement** to buy a **pet** Mandelson went to the closest pet shop. He saw a dog in the corner and asked for its prize but the **owner** said that the puppy was not for sale. "Why?", asked Mandelson.

"I can't sell this **puppy** it doesn't have a leg"

"No problem, I want it anyway" said the boy.

"But the doggy can't do **whatever** you want"

"Like what?" protested the boy.

"It can not run, **hop** and **have fun** with you".

But seeing the boy's **desire** the owner of the shop agreed to gift the puppy but Mandelson didn't agree with his **statement**, he took all money he had in his pocket and gave it to the seller. The owner took his money just because he saw the boy's love towards the animal. And asked him:

"Knowing that the dog is **disabled** why did you want to have it?" Mandelson **folded** his trousers up and showed the man his disabled leg. "You didn't want to sell me this dog because it doesn't have a leg but believe me nobody and nothing in this world could make me happy but this puppy!"

Task 2. Find the translations of the followings in mobile dictionaries

endoscopic surgery
accidental
interior
pelvic cavity
keyhole
to aid in diagnosis
band-aid
incision
rod lens
chip
optic cable system
cannula
to insufflate
hollow sheath
cholecystectomy
removal of a gallbladder
endometrial lesions
abdominal pain
tenderness
impede
partial hysterectomy
to execute
magnified view
to free
prior to
conceptually
speed up
visual field
enhanced
randomized
tactile

3-МАВЗУ: ТАРЖИМА ЖАРАЁНИДА ФОЙДАЛАНИЛАДИГАН ОФФЛАЙН ЛУҒАТ ВА ТАРЖИМОНЛАР БИЛАН ИШЛАШ

Task 1. Translate following extract into your native language with the help of TRADOS

NATO Mission in Libya Ends; World Population Estimated at 7 Billion; Major Snowstorm Hits US Northeast

CARL AZUZ, CNN ANCHOR: Welcome to November, and a new month of commercial-free headlines from CNN Student News. Coming to you from the CNN Newsroom here in Atlanta, Georgia, I`m Carl Azuz.
We`re going to start with an ending. After seven months, the NATO mission in

Libya is officially over. NATO stands for the North Atlantic Treaty Organization. Twenty-eight countries are members of NATO. And when NATO takes on a mission like it did in Libya, the operation is carried out by military forces from some of its member nations.

AZUZ (voice-over): In this case, that meant countries like the United States and France flying airstrikes over Libya. Part of the NATO mission was to protect Libya`s civilians during its civil war. NATO`s secretary- general went to Libya on Monday. You see him here getting off the plane. He announced the formal end of mission.

Now Libya`s new leaders said they thought that was a mistake. One official said he expected NATO to suspend its mission in Libya, but not cancel it completely. The U.S. Defense Department says it plans to keep monitoring Libya from the sky, at least for a little while.

AZUZ: Yesterday we saw another **milestone (этап)** that we talked about last week. The world`s population passed 7 billion.

AZUZ (voice-over): A lot of countries made claims, but this little lady was the first to make an official announcement as the world`s 7 billionth baby. She was born in the Philippines just before midnight on Sunday.

AZUZ: Some experts are concerned about population growth, as you might imagine. They`re concerned about whether or not there will be enough resources for everybody, talking about things like food and water.

United Nations officials say the world can overcome these challenges as long as people take steps to deal with them.

AZUZ (voice-over): It might be hard to wrap your head around just how large 7 billion is. It took the world around 12 years to go from 6 billion people to 7 billion. If you were counting from 6 billion to 7 billion, it would take you more than 30 years to do it. If you stood on the equator and took 7 billion steps, you would around the world more than 100 times. And 7 billion seconds ago, the year was 1789.

AZUZ: You might have been out celebrating Halloween last night. Some cities in

the northeastern U.S. asked people actually to hold off on trick- or-treating.
AZUZ (voice-over): They`re still recovering from this massive snowstorm that hit the region over the weekend. Power was still out for more than a million people yesterday afternoon. Crews are making progress in getting things back on, but all of that`s going slowly.
Watch the bushes in this time-lapse video that one iReporter shot. As the snow comes down, it collects on the bushes, especially on the leaves, and it just weighs them down so much you can see them bending all the way to the ground.
AZUZ: One of the states that got hit the hardest by this weekend`s storm was Connecticut. In Hartford, the capital, a lot of travelers got stranded inside the airport, but other people got stranded on a plane. And what happened might have broken a rule that the government put into place last year.
Susan Candiotti fills us in on the details.
SUSAN CANDIOTTI, CNN REPORTER (voice-over): Twenty-three planes were diverted to Hartford, according to JetBlue, which says six of the planes were theirs, **stranding высадить на берег** passengers on the **tarmac бетонированная площадка** for eight and nine hours, no food, water, bathrooms unusable. Passengers did have cell phones, and unleashed their fury.
UNIDENTIFIED FEMALE: They`re filled. They`re totally filled. Nobody can go in them anymore. And you just have to hold it.
UNIDENTIFIED MALE: I was going in and out, bathrooms are locked, people are quite upset.
CANDIOTTI (voice-over): A Department of Transportation rule enacted last year called the Airline Passengers Bill of Rights was supposed to prevent situations like this. Among the requirements, food, water and a clean bathroom within two hours of being stuck, and the right to get off a stranded plane after three hours.
In a statement, JetBlue apologized, and says power outages at the airport made correcting problems difficult. The changes came after a February 2007 incident. Passengers were stuck on a JetBlue flight at JFK for eight hours.
UNIDENTIFIED FEMALE: There was no power, and it was hot. There was no

air. They kept having to open the actual plane doors so we could breathe comfortably.

CANDIOTTI (voice-over): And now it appears history is repeating itself.

KATE HANNI, FLYERSRIGHTS.ORG: It is absolutely unacceptable that the airlines and the airport did not manage to get these passengers off the plane.

CANDIOTTI (voice-over): Kate Hanni fought the bill of rights after being stuck on a plane herself five years ago. She now runs a website that advocates for passengers, and says the airlines needed to cancel flights sooner.

HANNI: The flying public has overwhelmingly said they would rather have their flight canceled or be stuck inside an airport than they would like to be stuck inside an airplane.

CANDIOTTI (voice-over): An airport spokesman did not respond to CNN`s call seeking comment. The DOT`s new regulation doesn't apply to airports.

HANNI: Hopefully, we can get airports added to the rule, because this is a real -- I knew when I talked to operations last night, I knew that they were scrambling.

CANDIOTTI: The DOT says its passenger protection rule has virtually eliminated all delays of three hours or more. A spokeswoman says no airline has been fined since the new rule came out, but because of what happened this weekend in Connecticut, the DOT has just opened a new investigation -- Susan Candiotti, CNN, New York.

UNIDENTIFIED FEMALE: Today`s Shoutout goes out to Mr. DeWerff`s social studies classes at Frankfort Community high school in West Frankfort, Illinois. You`re looking at the island of Hispaniola, which includes the Dominican Republic and what other nation? You know what to do. Is it Grenada, Martinique, Barbados or Haiti? You`ve got three seconds, go.

The Dominican Republic covers two-thirds of Hispaniola, and Haiti takes up the rest. That`s your answer, and that`s your Shoutout.

AZUZ: That`s where Patrice Millet is from, and it`s where he runs the Foundation of Our Lady of Perpetual Help. The work he`s done with his program is why Millet is one of this year`s top 10 CNN Heroes. You can learn about more of this year`s

top 10 and vote for the Hero of the Year at cnnstudentnews.com. Now here`s Patrice`s story.

PATRICE MILLET, CNN HERO: In Haiti, every day of your life, you are seeing poor kids. When the earthquake came, it became harder. There is no water, no electricity, you have to fight for everything.

In 2006, the doctor told me that I had cancer and it was not curable. I wanted to do something good for my country, for the kids.

My name is Patrice Millet and I do education to soccer with Haitian kids. In soccer you have everything in life. You need to give, you need to receive, you need team spirit, discipline, **sportsmanship спортивное мастерство**. This is the way you win in life.

Whatever I can do, I help. Some of the kids, I pay the school for them. We also have the food program. They can eat for two days. This is a lot for them.

I enjoy so much to teach them, to learn from them, to see the joy in the face of a kid. You know, that makes me happy.

AZUZ: You guys are pretty split over whether animals should be protected under the 13th Amendment.

AZUZ (voice-over): Leah says PETA has a point in its lawsuit against Sea World. There`s nothing in the Constitution that says you have to be a human being to be protected.

Guneet writes everyone in the U.S. deserves their rights, no matter what or who they are.

Nick doesn`t think the amendment applies to animals, but he does think it`s wrong to keep animals captive.

Kerston asks PETA whether it is going to tell every person that they can no longer have pets because they are **enslaving делать рабом** them or holding them captive. PETA`s trying to help animals, but Kerston says sometimes they go too far.

And from Cale, "When my dog comes up to me and gives me a declaration of independence, written and signed in perfect English, along with a constitution signed by all his canine buddies, then I`ll think about animals having the same

rights as humans.
What a comment from Cale.
AZUZ: Although Cale might change his mind when he sees what the dogs in today`s "Before We Go" segment have been put through.
AZUZ (voice-over): This is not the K-9 unit. It`s canine costume. This guy is too chicken to tell his owner he hates his outfit. You`ve got firefighters and whatever this guy`s supposed to be.
This furry friend is willing to wear a **саре накидка (с капюшоном)** ;, but don`t try anything else. He has his owner on a short leash. Look, it`s a bird, it`s a plane, it`s Superdog. Two possible explanations for this here.
AZUZ: Either Halloween has gone to the dogs or these poor pooches were forced to be part of their owners` "pet" projects. If you think our puns are more trick than treat, maybe you can get that police dog to arrest us for cruel and unusual "punishment." Whoo! Otherwise, we`ll see you right back here tomorrow -- we hope -- for more CNN Student News.

Task 2. Analyze the translated passage.

Questions:

1. What are the advantages of Trados?
2. What are the disadvantages of Trados?
3. Time consumption

Task 3. Translate the extract with the help of PROMT EXPERT

November 3

And they got together, actually, to talk about what was then the oil crisis that was going on and to have a bit of a **дружеский разговор** about it. And then from there, it became an annual thing. They thought why not continue this on? They found it worthwhile. The next year they added Canada, so it became the G-7. And

then a little bit later on, Russia came along and was admitted. And there you have your G-8. A lot of the more extreme protesters blame the members of the G-8 for pretty much all of the world`s ills, from debt and poverty in Africa, all the way through to global warming. And they show up pretty much to make their voices heard, and say that it`s an **допотопный** group, an elite group that, actually, far from solving some of the world`s problems, is causing a lot of the world`s problems. DR. SANJAY GUPTA, CHIEF MEDICAL CORRESPONDENT (voice-over): All that jazz: it`s improvisation, nearly constant reinvention. And those **сокращать слово** sounds are providing vital clues about what creativity looks like in the brain.

LIMB: It gets really interesting when you start thinking about what those things do. This area that went on tends to be thought of as kind of a self-referential, autobiographical kind of area. This area that shut off tends to be involved in a lot of things, but among those things is **подавление, торможение** and monitoring, conscious self-monitoring.

GUPTA: So you`re inhibiting one part, which may be that -- the part that would normally prevent you from expressing yourself, and you`re **усиливать** the self-expression.

V. КЕЙСЛАР БАНКИ

1-Кейс. Мобил қурилма учун Андроид опреацион тизимининг 5.0 (*API* Level: 21) версияси учун илова ишлаб чиқилди. Сизнинг телефонингиздаги Андроид опреацион тизимининг версияси 4.3 (*API* Level: 18). Мобил иловани телефонингизга ўрнатиб ишга туширмоқчи бўлганингизда хатолик келиб чиқди. Яъни илова ишламади.

Кейсни бажариш босқчилари ва топшириқлар:

- Кейсдаги муаммони келтириб чиқарган асосий сабабларни белгиланг(индивидуал ва кичик гуруҳда).
- Мобил иловани ишга тушириш учун бажариладиган ишлар кетма-кетлигини белгиланг (жуфтликлардаги иш)

2-Кейс. Илова ишлаб чиқилди (Андроид опреацион тизимининг версияси 4.4 *API* Level: 19) ва у ишлаши жараёнида битта ойнадан иккинчи ойнага ўтишда хатолик келиб чиқди. Яъни иловада ойналарни бошқариш учун иккита activity мавжуд ва бир ойнадан иккинчи ойнага ўтишда activity чақирилганда хатолик бўлди.

Кейсни бажариш босқчилари ва топшириқлар:

- Кейсдаги муаммони келтириб чиқарган асосий сабаблар ва ҳал этиш йўлларини жадвал асосида изоҳланг (индивидуал ва кичик гуруҳда).

Муаммо тури	Келиб чиқиш сабаблари	Ҳал этиш йўллари

3-Кейс. Илова ишлаб чиқилди (Андроид опреацион тизимининг версияси 4.4 *API* Level: 19) ва иловада Галлерея ва расмлардан фойдаланилган. Мазкур ишлаб чиқилган иловани турли кўринишдаги қурилмаларда (таблет, смартфон ва ҳ.к., изоҳ: қурилма экранларининг ўлчамалри ҳар хил) ишга туширганимизда расмлар ўлчами қурилма экранининг ўлчамига мос тушмайди. Мисол учун илова компоненталари Samsung S3 қурилмасида яхши кўринади лекин, Tablet Nexus 10 қурилмасида

эса кичкина ёки экраннинг бир бурчагига жойлашиб қолади. Яъни ишлаб чиқилган илова дизайни барча қурилмалар учун стандарт эмас.

Кейсни бажариш босқчилари ва топшириқлар:

- Кейсдаги муаммони келтириб чиқарган асосий сабабларни белгиланг (индивидуал ва кичик гуруҳда).
- Яъни ишлаб чиқилган илова дизайни барча қурилмалар учун стандарт бўлишини таъминлашда бажариладиган ишлар кетма-кетлигини белгиланг (жуфтликлардаги иш)

VI. МУСТАҚИЛ ТАЪЛИМ МАВЗУЛАРИ

Мустақил ишни ташкил этишнинг шакли ва мазмуни

Тингловчи мустақил ишни тайёрлашда муайян фаннинг хусусиятларини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланиш тавсия этилади:

- дарслик ва ўқув қўлланмалар бўйича мавзуларни ўрганиш;
- автоматлаштирилган ўргатувчи ва назорат қилувчи тизимлар билан ишлаш;
- махсус адабиётлар бўйича фанлар бўлимлари ёки мавзулари устида ишлаш;
- янги техникаларни, аппаратураларни, жараёнлар ва технологияларни ўрганиш;
- фаол ва муаммоли ўқитиш услубидан фойдаланилган ўқув машғулотлари;
- интернетдан фойдаланиш;
- масофавий (дистанцион) таълим тизимидан фойдаланиш;
- бадиий таржима фани бўйича турли манбалардан материал тўплаш.

Мустақил таълим мавзулари

№	Мустақил таълим мавзулари	Дарс соатлари ҳажми
1	Direct and indirect machine translation strategies of translation.	2
2	Presentation of speech-recognition tool used in EU. Demands of EU regarding tools.	2
3	Translation resources on web: electronic dictionaries, terminology bases. Presentation of resources for various languages.	2
4	Computer-assisted translation (CAT) and automatic machine translation (MT).	2
	ЖАМИ:	**8**

VII. ГЛОССАРИЙ

Computer-Assisted Translation (CAT)

№	TERM	DEFINITION
1	**Automated translation**	Automated translation is a synonym of machine translation. [See also: machine translation.]
2	**ASCII (American standard code for information interchange)**	ASCII (American standard code for information interchange) is a 7-bit coded character set for information interchange in English. It was proposed by ANSI (American National Standards Institute) in 1963 and finalized in 1968. A more recent character set is Unicode, a universal double-byte character encoding launched in 1991 to support any language and any platform. [See also: ANSI, Unicode.]
3	**ANSI (American National Standards Institute)**	During the early days of computers, ANSI (American National Standards Institute) proposed a character encoding named ASCII (American standard code for information interchange) in 1963 and finalized it in 1968. ANSI is also the Microsoft collective name for all Windows code pages. [See also: ASCII.]
4	**Alphabet**	The alphabet is a writing system that consists of letters for writing both consonants and vowels. Consonants and vowels have equal status as letters. A letter usually corresponds to a sound. The term "alphabet" is derived

		from the first two letters in Greek (alpha, beta). A system of phonetic notation has been created by the International Phonetic Alphabet (IPA). Alphabets are encoded in ASCII (American standard code for information interchange, mainly for English) and Unicode (for any language).[See also: ASCII, International Phonetic Alphabet, letter, Unicode.]
5	**Case**	A feature of certain alphabets where the letters have two distinct forms. These variants, which often differ in shape and size, are called the upper case letter and the lowercase letter. The uppercase letter is also known as "capital" or "majuscule". The lowercase letter is also known as "small" or "minuscule". [See also: alphabet.]
6	**Computational linguistics**	Computational linguistics is an interdisciplinary field dealing with the statistical and logical modeling of natural language. Research involves the work of linguists, computer scientists, experts in artificial intelligence, cognitive psychologists and logicians, among others. Machine translation (MT) is a subfield of computational linguistics. [See also: machine translation.]
7	**Computer-assisted translation**	A computer-assisted translation (CAT) tool rests on two steps –segmentation and

		translation memory (TM)– to boost the productivity of a translator. It also offers other terminology functions: concordance, glossaries, context search, reference search, terminology management, quality control, etc. Computer-assisted translation (CAT) is different from machine translation (MT). In computer-assisted translation, the computer program supports the translator, who translates the text himself. In machine translation, the computer program translates the text, with no human intervention during the translation process. [See also: concordance, glossary, machine translation, segmentation, terminology, translation memory.]
8	**Concordance**	Concordance is a method of displaying sentences or phrases that contain similar or identical words or expressions, to be able to copy and paste them in the translation. Concordance is an option provided in a computer-assisted translation (CAT) tool. [See also: computer-assisted translation.]
9	**DTD (document type definition)**	A DTD (document type definition) specifies the rules for the structure of a SGML (standard generalized markup language) document. To standardize various DTDs makes it easier to share different types of documents. [See also: SGML.]

10	**Glossary**	A glossary is an alphabetical list of terms in a special area of knowledge with the definitions for those terms. In computer-assisted translation (CAT), a glossary is a bilingual listing of terminology or software strings used to define the key terms and their translations. [See also: terminology.]
11	**HTML (hypertext markup language)**	Created by Tim Berners-Lee, founder of the web in 1989, HTML (hypertext markup language) is a text description language related to SGML (standard generalized markup language). It mixes text format markup with plain text content to describe formatted text. HTML is the source language for web pages. [See also: SGML.]
12	**Human-computer interaction (HCI)**	Human-computer interaction (HCI) is the study of interaction between people and computers. It is an interdisciplinary subject relating computer science to other fields of study and research: psychology, sociology, cognitive science, visualization, design, information science, ergonomics, etc.
13	**Human-machine interface (HMI)**	A human-machine interface (HMI) is any point where people interact with a machine, for example a user interface from a worker to a computer such as a data entry program or a voice command.
14	**Ideograph**	An ideograph or ideogram is a graphic symbol used to express an idea, for example

		the Chinese characters or the Egyptian hieroglyphs, rather than a group of letters like in alphabetic languages. An ideograph is also any symbol that primarily denotes an idea (or meaning) in contrast to a sound (pronunciation), for example an icon showing a printer, to click on to print a document. [See also: alphabet.]
15	**IPA (International Phonetic Alphabet)**	The International Phonetic Alphabet (IPA) is a system of phonetic notation devised by linguists to provide a standardized and unique way of representing the sounds of any spoken language. Most dictionaries use the International Phonetic Alphabet to offer pronunciations of words. [See also: alphabet.]
16	**ITD (intermediate translation document)**	An ITD (intermediate translation document) is a special file created at the beginning of the translation process to store the segments once they have been split off from the main source text. Then a partially complete translation can be saved as an ITD file, and resumed later by reopening the ITD file. ITD is a proprietary file format of SDL International, a main provider of global information management (GIM) solutions, including translation and multilingual content. [See also: segment, source file.]
17	**Language pair**	A language pair is the combination of one

		source language and one target language. [See also: source language, target language.]
18	**Letter**	A letter is an element of an alphabet. In a broad sense, it also includes elements of syllabaries and ideographs. [See also: alphabet, ideograph, syllabary.]
19	**Linguistics**	Linguistics is the scientific study of human language. Theoretical linguistics develops models for individual languages and universal aspects of languages, in various fields: syntax, phonology, morphology, semantics, etc. Applied linguistics deals with the practical issues and challenges of linguistics: language teaching and learning, second language acquisition, speech therapy, speech synthesis (artifical production of human speech), psycholinguistics, semantics, etc.
20	**LISA (Localization Industry Standards Association)**	LISA (Localization Industry Standards Association) is the leading international forum for organizations doing global business. Its 500 corporate members are public and private institutions, government ministries and trade organizations. LISA is responsible for the specification of the TMX (translation memory exchange) format. [See also: localization, TMX.]
21	**Localization**	Localization is the means of adapting products such as publications, hardware or

		software for non-native environments, for example for other nations and cultures. Localization is also the process of making a product ready for a specific market, or customized for a specific region, after this product has been internationalized. [See also: LISA.]
22	**Machine translation**	Also called automated translation, machine translation (MT) uses a computer program to translate a text or a speech from one natural language to another. Machine translation is different from computer-assisted translation (CAT). A CAT tool is meant to support a human translator in his/her work to speed up the process and provide consistent terminology while machine translation is meant to stand alone as much as possible. [See also: computer-assisted translation.]
23	**Match**	A perfect match (also called a 100% match) is an occurrence of a sentence or phrase in a file that is identical (words, structure and formatting) to a sentence or phrase stored in a translation memory (TM). A fuzzy match is an imperfect match. [See also: translation memory.]
24	**PDF (portable document format)**	PDF (portable document format) is an Adobe proprietary file format for representing documents in a fixed-layout document format, for them to be shared

		across all platforms. PDF files are created with Adobe Acrobat and viewed with Adobe Reader (called Acrobat Reader until 2003).
25	**Placeable**	A placeable is an element in the source text that cannot be translated (the HTML code of a web page, for example) and is therefore "placed as is" inside the target text. This is one of the many options provided by a CAT (computer-assisted translation) tool. [See also: computer-assisted translation.]
26	**Pre-translation**	A pre-translation is the preparation of a file for translation. The file is "filled" with the related segments of previously translated material when there is a perfect or fuzzy match. The result is a hybrid file containing both source and target language terminology to speed up the translation process and make it more consistent. [See also: match, source language, target language, terminology.]
27	**Segment**	A segment is the elementary unit of the source document to translate. Segments are usually sentences, and sometimes phrases or paragraphs. [See also: segmentation, translation unit.]
28	**Segmentation**	Segmentation is the process of organizing the source document into segments. It is one of the two steps provided by a CAT (computer-assisted translation) tool, the second one being the use of the translation

		memory (TM). [See also: computer-assisted translation, translation memory.]
29	**SGML (standard generalized markup language)**	SGML (standard generalized markup language) is not a format in itself, but a set of rules to define formats, or a standard framework to define specific text markup languages. SGML includes the HTML (hypertext markup language) format and the XML (extensible markup language) format. [See also: HTML, XML.]
30	**Source file**	The source file is the file containing the document to translate from a source language to a target language. [See also: source language, target language.]
31	**Source language**	The source language is the language in which the product was originally developed. Translation is done from a source language into one or several target languages. [See also: target language.]
32	**syllabary**	A syllabary is a set of written symbols representing syllables, which make up words. These symbols usually represent a consonant followed by a vowel. [See also: alphabet.]
33	**target language**	The target language is the language to which the document is converted. A translation project can have one or several target languages. [See also: source language.]
34	**Template**	A template is a model of document that

		offers a presentation layout.
35	**Terminology**	Terminology is the usage and study of terms. It is also the vocabulary of terms used in a specific field, for example technical terminology in computing. As a discipline, terminology is related to translation. A computer-assisted translation (CAT) tool includes terminology management, to speed up the translation process and to ensure the quality of the translation. [See also: computer-assisted translation.]
36	**TMX (translation memory exchange)**	TMX (translation memory exchange) is an open XML standard for the exchange of translation memory (TM) data created by computer-assisted translation (CAT) and localization tools. The purpose of TMX is to allow easier exchange of translation memory data between tools and/or translation vendors with little or no loss of critical data during the process. In existence since 1998, TMX is developed and maintained by OSCAR (Open Standards for Container/Content Allowing Re-use), a Special Interest Group of LISA(Localization Industry Standards Association). [See also: LISA, translation memory, XML.]
37	**TMX language code**	The language code used by TMX. Here are few examples of TMX language codes: EN-US (English, USA), EN-CA (English,

		Canada), EN-GB (English, UK), FR-CA (French, Canada), FR-FR (French, France). [See also: TMX.]
38	**Translation**	Translation is the process of adapting meaning from one language to another. This is not a literal, word-for-word process fom a source language to a target language. This is rather a choice of words that convey the same meaning in the target language. As a discipline, translation is related to terminology. [See also: source language, target language, terminology.]
39	**Translation memory**	A translation memory (TM) is a database consisting of a set of segments (phrases and sentences) in a source language, with the corresponding translation of each segment in the target language. A translation memory is built from previous translations of a document or series of documents. This is the second step provided by a CAT (computer-assisted translation) tool, the first one being the segmentation. [See also: computer-assisted translation, segmentation.]
40	**Translation unit**	A translation unit (TU) is a set of source and target segments. It shows up as an entry consisting of aligned segments of text in two or more languages. The format used for a translation unit is TMX (translation memory exchange). [See also: segment, source

		language, target language, TMX.]
41	**TTX (TRADOStag)**	TTX stands for TRADOStag. It is a special bilingual, XML-based (XML: exchange markup language) intermediary document format. TTX is a proprietary file format of SDL International, a main provider of global information management (GIM) solutions, including translation and multilingual content. [See also: XML.]
42	**Unicode**	Unicode is the universal character encoding maintained by the Unicode Consortium. "Unicode provides a unique number for every character, no matter what the platform, no matter what the program, no matter what the language." First published in January 1991, this double-byte, platform-independent encoding software provides a basis for the processing, storage and interchange of text data in any language, and any modern software and information technology protocols.
43	**XML (extensible markup language)**	XML (extensible markup language) is a text markup language intended for interchange of structured data. This simple and flexible text formatting is derived from SGML (standard generalized markup language). XML is a trademark of the W3C (World Wide Web Consortium). TMX (translation memory exchange) is an open XML standard for the

		exchange of translation memory (TM) data. [See also: SGML, TMX, W3C.]
44	**W3C (World Wide Web Consortium)**	W3C (World Wide Web Consortium) develops interoperable technologies (specifications, guidelines, software and tools) for the web, as a forum for information, commerce, communication and collective understanding. W3C was founded in October 1994 to develop common protocols to lead the evolution of the web. For example, W3C is responsible for the specification of the HTML (hypertext markup language) and the XML (extensible markup language) formats. [See also: HTML, XML.]
45	**Google**	gives an access to a huge variety of monolingual and bilingual dictionaries in many languages
46	**RIFAL**	Réseau international francophone d'aménagement linguistique
47	**RITERM**	Red Iberoamericana de Terminología
48	**CAT**	Computer Assisted Translation
49	**TU**	Translation Unit
50	**TM**	Translation Memory
51	**Translation Memory**	represent one of the most important applications of on-line bilingual texts, going back to the beginning of the 1980s with the pioneering TSS system of ALPS, later Alpnet

52	**Alignment**	Creation of a translation memory database based on an already translated document by matching segments (phrases) of the source text to the target text.
53	**Leveraging**	Amount of material that has already been translated when compared with the content of a new file that is to be translated
54	**Interactive mode**	The text to be translated is on the computer screen and the translator selects the segments one by one to translate them.
55	**Automatic mode**	The program automatically processes the whole source-language text and inserts into the target-language text the translations it finds in the memory
56	**Meteor [BAN 05]**	Takes into account precision and recall calculated on word unigrams and word order.
57	**TER [SNO 06]**	calculates the number of edit operations (insertions, deletions and substitutions) necessary to go from the evaluated translation to the reference translation
58	**[WIL 04]**	refers to it as Translation Quality Assessment (TQA)
59	**TQA**	arises from translation criticism, an activity which consists of commenting on the literary quality of the translated text with or without referencing to the original text
60	**Appeal-focused texts**	these are conative texts
61	**Audio-medial texts**	these are texts which are not transmitted in writing like theater plays and speeches.
62	**Minimum situation**	the translations are carried out with minimal resources, a kind of "survival kit" for the translator, i.e. a general language bilingual dictionary, a general language monolingual dictionary in the source language
63	**Maximum situation**	the translations are carried out with a maximum of resources; we then consider

		that it is impossible to obtain better translations
64	**Target situation**	; it matches the case in which translations are carried out due to the resource that is to be evaluated

VIII. АДАБИЁТЛАР РЎЙХАТИ

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