IDENTIFICATION OF CHARACTERISTIC FEATURES OF THE FUNCTIONING OF TERMS AND WAYS OF THEIR TRANSLATION BASED ON THE MATERIAL OF TEXTS ON MANAGEMENT

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INTRODUCTION

The monograph examines the terminological system of texts on management and cross-culture, since, it seems, the structural features of terms in such texts may reflect the degree of terminology and modern common vocabulary, as well as a wide range of functioning of various terms. After all, terminology, in our opinion, forms a certain linguistic layer, without which business communication is impossible.

The issue of specificity of terminology and the difficulty of translating terms has always occupied a special place in linguistics. The proof is a lot of articles, research papers and monographs devoted to terminology.

The President of the Republic of Uzbekistan Shavkat Miromonovich Mirziyoyev paid great attention to the development of teaching and learning foreign languages in our country in his "Strategy for the Development of New Uzbekistan for 2022-2026 (hereinafter referred to as the Development Strategy)". According to it learning foreign language and literature helps to develop integration of the country into world communing and it is one of best ways of enlightening the people and broadening their outlook about the global world. [1]

At the present time, reforms in the sphere of higher education in the country are being carried out under the leadership of the President. We can see this as an example of the adoption and implementation of the Strategy of Action on the five priority directions of development of the Republic of Uzbekistan in 2017-2021. The strategy for further development of the Republic of Uzbekistan, in the section on social development priorities, focuses on the development of education and science1:

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[1] Sh. M. Mirziyoyev — As part of the objectives to improve the quality of education, defined in the Development Strategy ‖ Tashkent-—Uzbekistan‖ 2022.

➢ further improvement of the system of continuous education;

➢ continuing the policy of improving the quality of education services, training highly qualified personnel to meet the modern labor market needs;

➢ take targeted measures to strengthen the material and technical base of educational institutions by building, reconstruction and capital repairs, equipping them with modern laboratory equipment, computer equipment and teaching aids;

➢ radical improvement of quality of general secondary education, in-depth study of foreign languages, computer science and other important subjects such as mathematics, physics, chemistry, biology;

➢ improving the quality and effectiveness of higher education institutions through the implementation of international standards for the evaluation of quality of education and training, and gradually increasing the admission quotas for higher education institutions;

➢ promotion of research and innovation, creation of effective mechanisms for the implementation of scientific and innovative achievements, establishment of specialized research laboratories, high-tech centers and technologies at universities and research institutes.

For the purpose of radical improvement of the system of higher education, radical revision of the content of personnel training based on the priorities of socio-economic development of the country, creation of necessary conditions for training highly qualified specialists in accordance with international standards The Decree of the President of the Republic of Uzbekistan № PD-2909 outlines the most important tasks for further improvement and comprehensive development of the higher education system. [2]Each higher education institution maintains close partnerships with the world's leading scientific institutions, introduces the educational process with advanced pedagogical technologies, curricula and

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[2] Sh.M.Mirziyoyev: Critical analysis, strict discipline and personal accountability should be the daily routine of each leader's activities/Tashkent-Uzbekistan 2017,p 104

teaching materials based on international educational standards. attraction of highly qualified teachers and scholars from foreign partner educational institutions on the basis of introduction of master classes in educational and pedagogical activity, training courses on the basis of the system of higher education institutions of the Republic and other relevant issues such as organizing internships, retraining and professional development for faculty and staff.

In his speech for the United Nations General Assembly Sh. Mirziyoyev said that our future depends on how we educate our children. He mentioned that it is our duty to provide our children with all the necessary conditions for self-realization.

Actuality of the research work: The analysis of qualitative, structural and word-formation trends in the terminology of management and cross-culture.

Object of the work is the process of teaching a foreign language.

Subject of the research: Lexico-semantic processes in managerial and cross-cultural terminology are also analyzed.

Aim of the research is to identify the features of the functioning of terms and ways of their translation based on the material of texts on management and cross-culture. In connection with this goal, it is necessary to solve the following problems:

- definition of a term as a linguistic phenomenon;
- identifying the characteristic features of the term;
- identifying difficulties in translating terms within the context and selecting their Russian equivalents to achieve equivalence;
- analysis of the main strategies for translating English terms.

This monograph consists of an introduction, two chapters of your own research, conclusion, bibliography. In the process of studying the material, the method of definitional analysis was used, which makes it possible to determine the conceptual

connections between the terms of the foreign language and the TL. Since the meaning of a term is not always fully expressed by its definition, the method of contextual analysis was used, and methods of continuous sampling and comparative analysis were also used.

A brief analysis of the literature and legal documents used for the preparation of graduation work: For the preparation of this graduation work, the law on ―Education, State youth policy which are based on the Constitution of the Republic of Uzbekistan and its educational articles as well as the works of the President of the Republic of Uzbekistan Sh. M. Mirziyoyev are included. These works highlight the need for the use of pedagogical and information technology in educational processes to enhance the effectiveness of the educational process.

In the process of finding ways to solve the tasks set, we turned to the study of psychological, pedagogical and methodological literature of the late XX - early XXI centuries (Barmenkova O.V., Gez N.I. Elukhina N.V., Zimnaya I.I., Shcherbakova I.A., Shchukin A.N., Allan M., Harmer J., Scrivener J., Willis D. et al.) The list of references contains 72 printed sources and Internet materials.

Scientific basis: In the process of studying the material, the method of definitional analysis was used, which makes it possible to determine the conceptual connections between the terms of the foreign language. Since the meaning of a term is not always fully expressed by its definition, the method of contextual analysis was used, and methods of continuous sampling and comparative analysis were also used.

Theoretical value of this work: The theoretical significance of the work is to develop a definition of the concept of "term".

Practical value of the work: The practical value lies in the fact that the materials of this work can be used by teachers, both at the initial and at the middle stage of training.

The **conclusion** contains brief conclusions on the results of the work done.

The bibliography contains the most known and important research for the given work of teachers-innovators and scientists: psychologists, methodologists. In the process of finding ways to solve the tasks set, we turned to the study of psychological, pedagogical and methodological literature of the late XX - early XXI centuries (Barmenkova O.V., Gez N.I. Elukhina N.V., Zimnaya I.I., Shcherbakova I.A., Shchukin A.N., Allan M., Harmer J., Scrivener J., Willis D. et al.) The list of references contains 72 printed sources and Internet materials.

CHAPTER 1. QUALITATIVE AND STRUCTURAL FEATURES OF TERMS

1.1 Term as a linguistic phenomenon

"The main unit of terminology (its smallest component) is the word. Therefore, the concept of a word-term occupies a very important place in terminology."1 The main tool of any scientific field are concepts that find their expression in words.

Consequently, it is appropriate to define the concept of "word", because it is "the word that acts as the main building material in the process of speech production, as the material shell in which human thoughts are clothed. There are many definitions of the concept "word", but we will use the following definition as a working definition: "A word is the basic structural-semantic unit of language, used to name objects and their properties, phenomena, relations of reality, having a set of semantic, phonetic and grammatical features, specific to each language." In turn, a term that expresses a clear concept is realized in language through a word, but unlike a word, "a term not only names a concept, but at the same time defines and clarifies it." It is here that the most difficult and controversial point arises, what are the main differences between the term and ordinary (or commonly used) words.

The time has come to introduce the concept of "term" and define its linguistic essence, as well as identify the distinctive features of terminology from common vocabulary. "The nature of the term as a sign, i.e. its semiotic essence, does not completely coincide with the ordinary word of the general literary language. It, as V.P. Danilenko points out, is more complex than words of general use."

A.V. Superanskaya points out "that there is no single understanding of the word "term". Representatives of different disciplines associate it with their own special concepts and ideas, have an unequal volume of content and are defined in their own way," and also a certain role in this is played by the "heterogeneity of terminological vocabulary, in which one can distinguish scientific, general technical, professional layers, the terms themselves and nomenclature."

Although many terminology researchers are unambiguous in their definition of the concept "term". T. L. Kandelaki states that "a term is understood as a word or a lexicalized phrase that requires the construction of a definition to establish its meaning in the corresponding system of concepts."8 According to V. N. Komissarov, "terms are words and phrases that denote specific objects and concepts, which are operated by specialists in a certain field of science or technology."

A.V. Superanskaya herself gives a number of definitions of the word "term" and defines them as working concepts: "A term is a special word (or phrase) accepted in professional activity and used in special conditions." "A term is a verbal designation of a concept included in the system of concepts of a certain area of professional knowledge." "A term is the basic conceptual element of a language for special purposes."

Thus, having analyzed the definitions presented by other linguists, we came to the conclusion that a "term" is a semantic unit of a natural or highly specialized language, which was formed historically over time or according to the agreement of a narrow circle of specialists and has a certain terminological meaning, and also fully reflects the main features of the corresponding concept inherent at this stage of development of science and technology.

The linguistic nature of a term lies in a number of its inherent features:

- a term is an integral lexical unit that is part of any literary language;

- terms - words that have great information richness, because they give the most complete, accurate and economical definition of a technical and scientific concept;
- the terms are systematic;
- terms have a nominative nature, i.e. "by expressing a special concept, the term becomes the carrier and keeper of a piece of information that has its value in a special conceptual system";11
- terms, as a rule, are characterized by unambiguity within a certain terminological context;
- the terms are characterized by stylistic neutrality and lack of expressiveness.

"A term, be it a word (simple or complex) or a phrase, represents one sign to which one concept corresponds. Possessing a complex internal semantic structure, the term is a single, separate, independent unit of name. A term is traditionally characterized as an ordinary word in a special function on the basis that any word can be used in the function of the term. However, the reverse "transformation" (any term > word) is not unconditional, since not every term is expressed by verbal means (or: only by verbal means)."

Terms constitute the main specificity of the vocabulary of the language of science, because This is the most informative part of it. They make the lexical composition of the language of science fundamentally different from the vocabulary of a general literary language in several directions: semantically (terms name only special concepts, each of them is unique in its content); functional (terms have not only a nominative, but also a definitive function); by sphere of distribution (terms, although some of them are known to be "accessible" to a wide range of speakers of a literary language, belong only to the language of science, its lexical system, since according to their direct function, terms serve only as a means of professional communication); by

sources, methods and means of creation (terms, based generally on general literary sources, methods and means of their creation, also have specialized resources that do not find application in other varieties of the general literary language).

Terms within the lexical system can exhibit the same properties as other words, in other words, they have antonymy and idiom, for example: the term "failure" in economics means "failure, setback", in medicine "violation, disorder", in engineering "malfunction"; the term "cluster" in medicine is "cluster", in biology "brush", "bunch", in cross-cultural management "cluster", "group of people". Also, the same term can be included in different terminological spheres of the language, i.e., terminological homonymy is observed, for example: "Trend" 1) in economics 2) in marketing 3) in physics.

Over time, the term began to occupy a place not only in the lexical system of the language, but also in the semantic one. After all, every word and phrase is inseparable from its meaning or semantics, and the term, as a determinant of scientific knowledge, has found its expression in the word, thereby moving to a completely new level and being included in the semantic structure of a particular language of science, therefore, becoming a lexical semantic unit of this language.

Terms-word combinations and "stable terminological phrases are much easier to translate than terms - complex words, since all components in them are grammatically formatted, which facilitates the disclosure of semantic connections between them."

Terms that are much more difficult to translate are complex words that are increasingly penetrating scientific literature due to their content and highly specialized focus. Thus, the translator must be prepared to encounter such

terms, know their structure, as well as the methods and rules of their translation.

1.2. Lexico-semantic processes in terminology

Terms, like general literary vocabulary, are influenced by lexical-semantic processes, i.e., in terminology processes of polysemy, homonymy, synonymy and antonymy are observed - but the essence of the term, as a sign with an unambiguous relationship between the signifier and the signified, indicates the impossibility of developing these processes. As V.N. Komissarov states, "directly related to the accuracy of the term is the requirement that each concept correspond to only one term, i.e., so that there are no synonymous terms with the same meanings. Although precise identification of objects and concepts is difficult when the same thing is called differently. The term must be part of a strict logical system. The meanings of terms and their definitions must obey the rules of logical classification, clearly distinguishing objects and concepts, avoiding ambiguity or inconsistency. And, finally, the term must be a purely objective name, devoid of any side meanings that distract the specialist's attention and introduce an element of subjectivity. In this regard, the term is "contraindicated" for emotionality, metaphor, the presence of any associations, etc." However, in reality, the translator often has to deal with terminological ambiguity, since more and more new areas of knowledge are constantly appearing, which adopt the terminology of other, sometimes related, scientific fields. Thus, to understand the reason for the origin of these processes, we should dwell on them in more detail.

"Polysemy (polysemy) is usually understood as the presence of several interconnected meanings for the same word, usually arising as a result of modification and development of the original meaning of this word."

One of the reasons for the development of polysemy V. P. Danilenko puts forward "the mobility of the structure of a lexical unit, thanks to this mobility, the

sign "captures" new contents based on the similarity (metaphor) or contiguity (metonymy) of a given object with other objects."

B. N. Golovin identifies several sources of polysemy of terms, namely: 1) polysemy of corresponding commonly used words, for example, the term "pattern" has at least 5 meanings, of which the most common are "sample", "example"; "pattern"; "drawing", "pattern" (on fabric), etc.; 2) polysemy based on homonymy,46 for example, "design" means: 1) "the art of designing"; 2) "a plan, sketch, or preliminary drawing"; 3) "a plan, scheme, or project"; or "investment" - 1) "the act of investing money"; 2) "the amount invested".

However, despite the ongoing process of polysemy in terminology, according to V.P. Danilenko, "polysemy does not manifest itself in full, because it is restrained by the strict lexical-semantic boundaries of the term. In particular, terminology is deprived of the possibility of developing meaning through metaphorical transfer, i.e., on the basis of similarity in shape, color, action, etc. The terms themselves can be formed on the basis of metaphorical transfer of the meaning of an everyday word (for example, "a flagship manufacturer" - Cf.: "leading manufacturing plant", "a field office" -Cf.: "peripheral department", "vertical (pyramid) keiretsu" - Cf.: "vertical (pyramid) keiretsu").

The term "facility" has many meanings, and in a variety of areas: "device"; "institution"; "loan"; "factory", etc. Consequently, when faced with this term, the translator has to rely more on the context and his own vocabulary.

The issue of polysemy in terminology is very complex and controversial. But, despite the fact that the term is capable of containing several contents, it nevertheless remains understandable largely due to the context, both narrow and broad.

Homonymy is understood as the sound coincidence of two or more linguistic units that have different meanings ("competition" - "competition"; "competition", "occupation" - "occupation"; "rent").

Some researchers argue that "homonymy, being in many cases a logical continuation of polysemy, is very often difficult to clearly classify," and linguistic reality shows that when establishing the fact of homonymy, the most difficult thing is to decide whether we are dealing with homonymy proper or polysemy.

It seems that homonymy is indeed a very contradictory phenomenon in terminology, which has a certain similarity with polysemy and, to some extent, is its logical continuation. On practice

Homonymy causes the same difficulties in translation as polysemy. When translating such terms, one should rely: a) mainly on the context, for example:

"When they need capital to expand the business, market research for a new product, or in-depth legal advice, most US firms typically go outside the company."

1.3 Word formation trends in management terminology and cross-culture

The English term-forming system is given a special place to affixes, since with their help, as a rule, terminology of concepts is carried out. This especially applies to highly specialized areas of knowledge, in which affixes indicate that the terminated word belongs to a certain category. The difficulty of translating affix-formed words lies "in their discrepancy in meaning and use in different languages."

Based on the material of the text under study, one can trace the following structural trends observed in modern terminology, and in particular in the terminology of management: suffixation, since the suffix, creating a new word, formalizes it as a certain part of speech, expresses a higher degree of generalization

than the root, and shows to which broader class the concept expressed by the word belongs. For example, using the suffixes -or/-er, -ist, -ee, -ant/-ent, -ive, nouns are formed that denote 1) an employee: "wholesaler", "distributor", "lobbyist", "consultant", "executive", "employee"; 2) devices, machines, tools, etc.: "descriptor", "reductor", "remainder". Terms of this kind, as a rule, are borrowed or copied and do not cause great difficulties for the translator, because these concepts often already have established correspondences in the TL. However, there are concepts that cause the translator certain difficulties when translating, for example:

"In the words of Yi-Fu Tuan, a founding figure of the field of human geography, all cultures are flawed blinders as well as the source of unique illuminations; they deserve affection rather than idolatry; they are our first home rather than the last."

In this example, the concept "blinder" was formed from the English verb "to blind" using the suffix -er. In addition, in this case there is no corresponding suffix in the TL that could fully replace this word. Thus, for an adequate translation, and most importantly, one that fully reveals the meaning of this concept, the translator used the technique of concretization.

As this example shows, by means of the suffix -er from the verb "to make a decision" ("make a decision"), the concept "decision-maker" ("decision maker") was formed, a specific equivalent of which is absent in the TL. Thus, due to the obvious impossibility of conveying it using equivalent TL means, the translator had to resort to descriptive translation.

The "universal" suffix - ing is used to form not only nouns denoting a process or action ("bargaining," "marketing"), but also adjectives ("interlocking," "trading") and gerundial forms of the verb. In the case of translating adjectives, the translator does not have any difficulties, because they are dependent and qualify

the noun ("interlocking directorate"). Sometimes it is used to form equivalent synonymous pairs of terms ("trade/trading company" - "trading company"). When translating nouns with the suffix -ing, the translator should pay attention to the difference between the gerund and the term itself, because the nominal properties of the gerund in some cases create the possibility of its formal transition to the category of verbal nouns. Hence the impossibility of constantly translating nouns with the suffix -ing into Russian equivalents.66 Consequently, the translator has to resort to various kinds of transformations, in particular the borrowing of a foreign language concept, for example: "training" - "training", "monitoring" - "monitoring", etc..; or descriptive translation:

"It is individual initiative, decisiveness, risk-taking, and responsibility that are conveyed by the term "pioneering spirit", not just individualism."

Regarding the name of the adjective, it is worth noting that the greatest difficulty is the suffix -able, which gives the adjective the meaning of modality and is used for stylistic purposes to create new words with a greater or lesser degree of expressiveness. The difficulty of translating such adjectives lies in the absence of a corresponding suffix in Russian, which forces the translator to resort to transformations, usually descriptive translation. However, descriptive translation is not necessary in all cases, for example:

"Time is seen as a measurable - and sometimes marketable - commodity that should be used wisely in the pursuit of one's objectives, whether business or pleasure."

Adjectives with the suffix -ed pose a certain complexity, because "such adjectives represent a very diverse group, both structurally and semantically." This is especially true for adjectives in phrases that either already have established equivalents in the TL ("a limited partnership" - Cf.: "limited liability company"), or do not yet have them ("unionized workers" - Cf.: "workers members of a trade union").

Complex adjectives consisting of several words cause particular difficulty in translation. To convey them, the translator has to resort either to a descriptive translation ("male-dominated culture" - Cf.: "a culture in which men occupy a dominant position"), or, if possible, replace them with equivalent equivalents of the TL ("government-run company" - Cf.: "state company"). It is also worth noting the formation of definitions in English through juxtaposition. Adjectives of this kind often grow into an attributive group. When translating such definitions, the relationship between the elements of a given group should be clarified, and it should be remembered that the word being defined is always the last one.

Thus, in this section, word-formation trends in the terminology of management and cross-culture were considered, "since terms are a structural part of any language of scientific presentation, since their creation and functioning are determined by the immanent tasks of science itself, the method of formation of terms and the chain of associations that is associated with them emergence are of no small interest for research." Having analyzed the above, we can conclude that word-formation trends in terminology confront the translator with a certain challenge and the need to apply various translation transformations. It is the knowledge of these structural features, as well as the methods of translating such adjectives, that will allow the translator to achieve the most complete equivalence in translation.

CHAPTER 2. APPLYING INNOVATIVE METHODS AND TECHNIQUES IN THE PROCESS OF USING VIDEO LESSONS IN THE SYSTEM OF TEACHING TERMS

2.1. Methods and techniques used during the lesson

There are many media which can be used in teaching terms to learners. In this research, the researcher used video on YouTube to teach words. The research focuses on how students' engagement during the implementation of video on YouTube in teaching terms at an foreign language course. In this research, the researcher used descriptive–qualitative research, and observation and documentation were used for collecting the data. This research was conducted at a course in Bogor, in which the participants are seven young learners at grade two. The findings of this research were classified into two themes: students' response to the classroom activities and the teacher instruction, and student's engagement to the use of video on YouTube. It is revealed that most young learners at an foreign language course were engaged during the implementation of the video on YouTube in teaching words. They also gave positive responses to the learning activity and preferred learning English or Russian words by using video on YouTube.

When planning a lesson with the use of video materials, the teacher allocates educational material for the study of which the use of video materials is necessary; selects from the fund of manuals that, in his opinion, is suitable for solving the task; determines the place of the selected material in the lesson; thinks over the methodology of working with the material in the lesson.

Quiz questions

A great way to test your learners' comprehension is by writing a short quiz to accompany the video content.

Depending on the length of the video, you may want to create anywhere between 5 and 10 quiz questions. You can either make this multiple choice or have students write their answers in full.

If you want to be super interactive and have more than one student, Menti is a great platform to create quizzes on. But you can also use Google Forms or a simple Google doc or SharePoint worksheet too.

Play the video at least twice and have students fill in their answers simultaneously. When checking answers, find the specific reference to the question in the video and repeat it to help students understand.

Jigsaw videos

Practice decision-making language with your students by having them put together pieces of a video.

Find a video that follows a storyline, such as a conversation between friends, a role-play or scene from a TV show. Split the video into short sections and play these clips in a random order.

Alternatively, use screenshots or stills from the video and have the students speculate on what is happening in the story.

Next, have them put the clips into the correct order, depending on how they believe the story unfolds. Finally play the clip in its entirety and see which groups were correct.

Videos that contribute to the development of attention in foreign language lessons include:

1. **Educational films and film fragments**. Due to the widespread introduction of film fragments into the educational process, the functions of educational films have changed significantly. They serve primarily for systematization and generalization of knowledge.

Films can also be used directly when studying new topics. In this case, it is advisable to use films that cover individual issues of the topic and contain factual material useful for forming ideas. Such a film will provide the necessary educational material for building a conversation and a teacher's story. The

demonstration of the film is an organic part of the lesson and is combined with other teaching methods, independent work of students.

Below we present the most common types of video materials used in English lessons. [19; 155]

2. **Educational filmstrips.** A filmstrip is a static image on film, united by a single storyline and therefore having a certain sequence of presentation of the topic material. Mainly feature films are based on documentary material, and plot films are based on hand-drawn material. By construction, they can be holistic and fragmentary, and can also be used at all stages of the learning process.

For successful activity with the use of educational filmstrips (screen aids), students need to develop general academic skills and the ability to perceive educational information from the screen, decipher and process it. Training in the techniques of work should begin on the simplest content of the filmstrip frames.

All independent and collective work of students on screen manuals necessarily ends with work with the teacher, during which the results of the children's activities are checked and the necessary results and conclusions are summed up.

3. **Television.** TV shows that can be used in one form or another in the educational process are conditionally divided into three large groups. One consists of educational programs created with the curriculum in mind; they are used directly in the classroom, go somewhat beyond its scope, expanding and deepening the educational material, and are used in extracurricular activities.

An educational television program can be used at various stages of studying educational material. So, the transfer can be included in the lesson as an integral part when the teacher reports the material of a new topic. In this case, it is necessary in the future, based on the information received from the transfer, to continue working out the issues of the topic with the help of other means of visibility or practical work, excursions. Before receiving a TV program, in an introductory conversation, the teacher prepares students to communicate new knowledge from the screen, but does not duplicate the material. At the same time,

it is possible to consider some particular issues before receiving the telecast, a clear formulation of the task, a repetition of the previous material to which references will be made in the telecast. When using a TV show as the main source of new knowledge on the topic of the lesson, the questions should mainly involve the accumulation of essential facts by students and the identification of the connection between them.

Educational TV shows can also be used to summarize educational material on the topic. In this case, by the time the transmission is received, all the main issues of the topic should be worked out. The transfer will combine the acquired knowledge of students on certain nodal issues.

When working on the material of the TV program in the generalizing lesson, tasks should be aimed at comparing, classifying, generalizing a wide range of cognitive information. Television transmission in any case of its application does not replace the teacher, but only helps him in the presentation, generalization, systematization of educational material.

The second group of TV shows consists of general education programs. It is useful to discuss general educational TV shows in several directions, including both generalization of what was seen and concretization of individual episodes.

After watching TV shows of all types, the teacher, as a rule, supplements what, in his opinion, is not fully disclosed in the content of the program; finds out how the most difficult questions are understood; fixes the information received by students; makes the necessary conclusions and generalizations.

The third conditional group of TV shows includes programs addressed directly to the teacher. They include broadcasts of a methodical and general educational nature. From watching these programs, the teacher can take a lot: methodological approaches, individual recommendations for the organization of the lesson, information about certain events, phenomena, facts [19; 159]

The results of research and the experience of the best school teachers show that in order for the use of screen aids in the classroom to really contribute to improving the effectiveness of teaching, the following conditions must be met: the

presence of a set of technical training tools and manuals for them in the school, knowledge of the teachers of the fund of benefits, proper planning of their use, selection of a set of textbooks, including and on-screen, which will most rationally help the teacher to reveal a particular topic, and, finally, the main thing: methodical and technical training of the teacher. [20; 58]

Using technical means of training, one should not forget the basic methodological provisions:

❖ the best film, filmstrip, gramophone record, TV program are correctly perceived and comprehended by students only under the guidance of a teacher;

❖ technical means of teaching are effective only if they are used in organic connection with the entire teaching material of the lesson and are strictly subordinated to its target setting;

❖ technical means organically included in the educational process help the teacher to solve a number of cognitive and educational tasks. But neither movies, nor filmstrips, nor transparencies, nor the use of a graph projector (codoscope) are universal teaching tools; it is advisable to use visual aids in the classroom in a comprehensive manner [9; 58].

LESSON PLAN

Teacher's name: Mukhitdinova Feruza Rahmatulla kizi

Date of the lesson: 16.09.2023

Level: B2, intermediate

The theme of the lesson: The use of video materials in the process of teaching terms.

Course Type: practical **Semester:** ☐S1 ☐S2	Time 80 min Number of students:12students
Lesson Outline and steps:	
1.*Warm-up/Introduction*	

 Greeting, establishing relation with the class, raising students' interests to the new lesson;

 Working with students and asking some questions related to the theme.

2. *Main part*
 Presentation of the new theme (mini-lecture), PPT;

Activity 1. Asking questions related to advantages and disadvantages of video materials in education.
 Activity 2. Teacher asks students to match the words and their definitions.
Activity 3. Teacher asks students to translate the text from English into Uzbek.
Activity 4. Teacher asks students to choose the appropriate words to the text.
Activity 5. Teacher asks students to fill in the blanks with the correct words.

LESSON AIMS:
Cognitive:
- to increase linguistic competence and communicative competence
- to enlarge the range of students' vocabulary and to develop students' ability to recognize in texts;
Performance:
- to act out some situations and make a real and friendly atmosphere.
- to explore the use of the terms denoting computer indifferent contexts
Affective:
- to recognise and confidently choose the vocabulary appropriate to the context

according to scientific articles.

Time: 80 min

Steps and Time	PROCEDURE	
	Teacher's Activities	Students' Activities
Introduction Pre-stage (15 min)	1.Teacher greets the students, tries to establish relation with the class, and raises students' interests to the new lesson.	Students work individually and give their opinions to teacher's questions
Activity 1.	2. Teacher asks some	Students increase their

	questions related to video materials, advantages and disadvantages it's using.	communicative competence by speaking advantages and disadvantages of using video materials.
2.Main part (50 min)	Teacher presents of the new theme (mini-lecture), PPT.	Students might make pragmatic mistakes simply because they lack linguistic knowledge of how to complete the words according to video materialsin their L2.
Activity 1.	Teacher asks students to match the words and their definitions.	Students should pay the words and their definition.
Activity 2. Activity 3.	Teacher asks students to translate the text from English into Uzbek.	Students should pay their attention to the challenges of translation of terms of computer technologies.
	Teacher asks students to choose the appropriate words to the text.	Students increase understanding specific information of the text and find necessary kinds of words.
Closure (10 min)	Teacher asks students to the choose title for the paragraphs.	Analyzing and comparing the titles and paragraphs and raises students' linguistic competence.

Home assignment (5 min)	Teacher explains that computer terms an important role in everyday life nowadays. We should learn technical terms because each of branch of science we meet them. However, while investigating a certain aspect, experts often disregard using video materials.	Students ask questions from teacher. They share what they have learnt from today's lesson. They give feedback to the lesson and work on their mistakes.
Reflection	Complited by Mukhitdinova Feruza Rahmatulla kizi	

HANDOUTS USED FOR THE LESSON

Activity 1. Asking questions related to computers, advantages and disadvantages of using video materials.

Questions:

1. How often do you use video materials in the proccess of teaching foreign language?

2. Have you ever bought anything over the Internet?

3. Can video help teach foreign language?

4. How to use videos in the foreign language classroom?

5. Educational websites with video materials.

Activity 2. Teacher asks students to look at the presentation and try to understand and make up sentences using the words.

Activity 3. Teacher asks students to match the words denoting computer with their meanings.

Check your vocabulary: matching. Match the vocabulary with the correct definition and write a–j next to the numbers 1–10.

1…….. An electronic machine. You use it for going on the internet, storing information and playing games.

2…….. An electronic letter.

3…….. You can play this on the computer for fun.

 4…….. You use this to write on a computer. It has letters or characters on.

5…….. A computer that you can travel with.

6…….. Your personal telephone.

7…….. You use this to move and click on a computer.

8…….. The part of your computer where you see the pictures or words.

9…….. Google, YouTube and Wikipedia are types of …

10…… Internet connection without wires or cables.

a. laptop

b. game

c. Keyboard

d. mobile

e. email

f. screen

g. computer

h. website

i. Wi-Fi

j. Mouse

Activity 4. Using videos to engage your students online.

Intuitively, we all understand that videos capture our attention. Whether they are purpose-made for foreign language learners or if they are authentic materials,

they can be used in lots of ways to engage students' attention in the online classroom. These include:

Videos as foreign language discussion prompts

Students, particularly teenage and adult learners, are often interested in discussing recent topical events in class.

Your learners may already know something about the topic and have formed their own opinion. Just be sure to choose videos that appeal to their interests and avoid sad or overly controversial topics (unless you know your students very well). Sports, local events, and unusual news are all great starting points for teaching online with video.

Video prediction activities

Students often like to be challenged – and it can be fun to make predictions. Test your students' observational skills by playing part of a video and having them speculate what may happen next.

Pre-teach some speculative expressions such as:

- It looks like [they are going to]…
- Perhaps, they'll
- It might be that…
- I think they will…

Finally, play the rest of the video and see which idea was the closest. This is a great opportunity to make the class creative while practicing some important language skills.

Alternative uses of video

Videos don't have to be used in a "traditional" sense. Here's a way of using a video without playing it:

- Silent dialogue: Have students watch a clip of dialogue between two people in an obvious context (in the airport, at the supermarket, in a school, etc.), but make sure the sound is turned off.

Individually (or in pairs if you have a group class), have students guess what the people are saying. They should use clues and answer questions as they work:

- Who are the people?

- Where are they?

- What are they doing?

- Is it a friendly conversation or is something else happening?

- Who seems to be directing the conversation?

After writing their imagined dialogue, they should watch the original with sound and compare.

- What did they get right?

- What was different?

- What new vocabulary or grammatical structures did they come across?

The bottom line: Videos are a great way to increase learner engagement at any stage in your foreign language lesson.

2.2. Additional materials (visual aids, handouts) used during the lesson

TYPES OF TEACHING AND LEARNING MATERIALS

- Maps
- Charts
- Diagrams
- Books
- Overhead projectors/ transparencies

- TV and Videos
- Slide projectors
- Blackboards/chalkboards /flip charts
- Chalk/ felt pens/markers
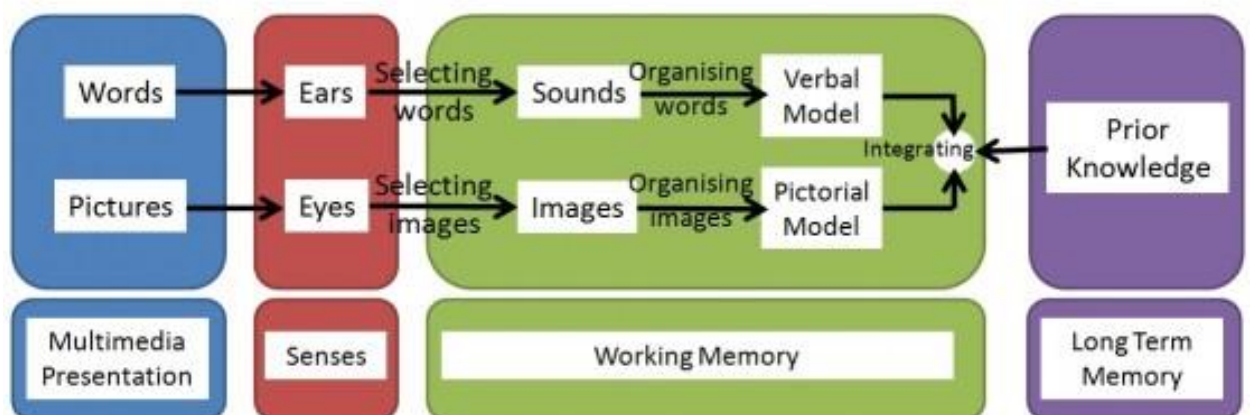
Tips for Creating Videos in the Classroom

- I have included a lot of options here. It is a good idea to limit students' choices based on the objectives and learning outcomes you wish to have in this unit

- Videos about social justice issues give students focus and add a research and a persuasive element to the assignment

- Autobiographical stories make the narratives very meaningful and personal

- Poetry and surrealism can be really fun topics to work with because they can be more organic and experimental

- Little whiteboards could be a great solution to enable everyone to work at the same time if whiteboard space is limited

- Tripods are very helpful in order to keep shots consistent

- Tape is a great tool to mark where the legs of a tripod go on the floor or a tabletop (if allowed in your room)

- Collaboration (groups of 2-3) is great for stop-motion animation and white board animation because one student can take the picture and the others can move the figures between pictures. It also helps to have more than one person because there are so many things to do and work on including backgrounds, voice-overs, and characters

- Group work is terrible for computer-generated videos and flip books because only one student can work on the video/drawings at a time and the other students end up sitting around wasting time

- Creating a movie poster is a great companion activity for this unit

- It is a very good idea to have students hand in a script before they begin on the computer/photos/drawings

- Check students' videos along the way either with a share-out in class, or individually

- Have students proofread (sp, grammar)

- Talk to students about the speed of photos and the purpose of pauses in a video

- Have students look at the focus and blurriness of their photos—blurriness=speed

Student working on computer animation program online

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Four Easy Tips for Using Discovery Education in Your Classroom

Discovery Education, formerly United Streaming, is a wonderful tool for enhancing your lessons and engaging your students. Following these simple directions, you will be able to quickly and easily access the wonderful resources we have available through Discovery Education.

Conducting a Basic Search

1. Begin by typing a keyword into the search box.
2. Narrow your results by Media Type, or Grade Level.
3. Click on the resource that best fits your needs for a preview.

Streaming a Video

Streaming refers to playing a video directly from the website. To do this:
1. Choose your Media Settings
   - Media Type: Quick time for Mac, Windows Media Player for Windows
   - Embedded in Web Browser=plays right on the page
   - Stand-Alone Application=opens in a new window
2. Click the play button. Simple!

Downloading a Video

When you download a video or video segment, you are saving a copy on your computer for future access. Here's how:
1. Right-click (or Control-click) on the Download icon next to the video segment and select "Download Linked File" or "Save Target As".
2. Designate the location to a folder you have already set up on your desktop.
3. Save the file.

Embedding a Video in a Power Point

When you embed a downloaded video segment, you are inserting it right into your document.

1. Download a video segment to a designated folder.
2. Create a new PowerPoint document and save it to the same folder.
3. In PowerPoint, go to "Insert"> "Movies and Sounds"> "Movie from File."
4. Select the downloaded video from the menu.
5. Click "OK"
   To test your video, go to "Slide Show"> "View ." Click on the movie to begin.

SlideShare

2.3. Suggestions and recommendations to improve the quality of a lesson

Considering the results of the study and the related research on use of video materials for language learning and teaching purposes, the following implications were drawn up for incorporating into English language teaching and learning.

The effectiveness of using video material in speech training depends not only on the exact definition of its place in the learning system, but also on how rationally the structure of video employment is organized, how the educational capabilities of the video material are coordinated with the learning tasks.

Listening is the perception and understanding of foreign language speech by ear, a receptive type of speech activity, the content and purpose of which is the understanding of speech by ear at the time of its generation.

Skills of speech perception by ear - actions brought to automatism for the perception, recognition, prediction of linguistic means of sounding foreign language speech, which ensure its understanding.

Visual learning is a specially organized, purposeful display of educational material in order to suggest to students the laws of the phenomenon being studied (in a particular case, a foreign language), allowing them to see the general through the particular, the language law through speech action. Visibility is used to "block" the channel of the native language and encourage the student to listen and speak in a foreign language.

Preparatory auditory exercises are exercises designed to form the skills of perception, comprehension, differentiation and recognition of linguistic phenomena necessary for understanding oral speech (M.L. Weisburd).

Understanding at the level of meanings - understanding the basic facts of a foreign language message, the ability to answer the questions: Who? What? Where? When? and others .

Understanding at the level of meaning is the understanding of the author's intention of the text and its assessment by listeners.

Speech auditory exercises are exercises designed to develop the skills of comprehending the content of the text and understanding the author's intention.

Listening skills - understanding the content and meaning of a foreign-language utterance from the first presentation in real communication.

In addition, blogs can be integrated to courses other than reading to see how effective they are in improving other skills. Besides, an experimental study in which a group of students use video materials as a part of their classes while another group does not, might give an effective analysis of video materials and their contribution to the improvement of skills. Analysing the issue from both students' and teachers' perspectives is recommended for all future studies on this topic.

CONCLUSION

In this monograph essay, the set goals and objectives were achieved. In the course of work devoted to the difficulties of translating management and cross-cultural tests, in particular a fragment of the book "Management across cultures. Challenges and strategies" by Richard M. Steers, Carlos J. Sanchez-Runde, Luciara Nardon, methods of definitional, contextual, comparative analysis, as well as a continuous sampling method were used. The difficulties in transmitting specific management and cross-cultural terminology, in particular the translation of non-equivalent and international vocabulary, are illustrated.

In this case, the following transformational strategies and methods of translating management and cross-cultural terms have become the most productive: borrowing (transcription and transliteration), tracing, lexical-semantic replacements (specification, generalization) and descriptive translation.

The above translation techniques seem to be the most suitable when translating terms that form and function in the terminology of management and cross-culture.

Thus, this thesis presents a comparison of English and Russian terms on management and cross-culture, analyzes the problems that arise when translating terms, and also shows various approaches to achieving equivalence based on texts on management and cross-culture.

The effectiveness of using video material in speech training depends not only on the exact definition of its place in the learning system, but also on how rationally the structure of video employment is organized, how the educational capabilities of the video material are coordinated with the learning tasks.

The psychological and pedagogical aspects of the use of technical means of teaching, including video materials, identified by us, allowed us to determine the conditions for improving the effectiveness of teaching a foreign language:

❖ formation of positive motivation in learning a new language,

❖ a friendly and interested attitude towards the country of the language being studied, its culture and people;

❖ formation of students' ability to carry out both oral and written forms of communication;

❖ taking into account the age characteristics and interests of students;

❖ development of their creative abilities in the process of active cognitive activity.

As a result of the study, it was found out that video materials can become a good support and incentive for students to speak, therefore, teachers and students in pedagogical practice during foreign language lessons should try to use video materials more widely in order to increase the effectiveness of teaching, expand vocabulary and develop students' attention, and in order to diversify the lesson.

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