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PRIMJER OBRADE NAŠE DRUŠTVENE I POLITIČKE TERMINOLOGIJE NA ENGLLESKOM JEZIKU

Društveno i političko uređenje koje se ostvaruje u našoj zemlji po svom je obliku i sadržaju izuzetna pojava u svijetu. Zbog toga stranci, svih političkih opredjeljenja i struka, nastoje što više saznati o tim procesima iz svih mogućih izvora. Tako će se mnogi naši učenici naći u prilici da budu pozvani da kažu nešto na tu temu ili će sami zaželjeti da nešto reknju. Stoga, bez obzira na struku za koju su se opredijelili, učenici moraju svladati osnovne pojmove i terminologiju iz ove oblasti.

Ovdje ću prikazati materijal kojim sam se koristila u četvrtom razredu srednje škole i na prvoj godini više škole. Naravno, tu se uvodi samo elementarna terminologija, a pri sastavljanju teksta nastojala sam da to uglavnom budu najčešće konstrukcije i da odgovaraju specifičnom načinu izražavanja koji se koristi na tom području.

About Yugoslavia

The official name of our country is the Socialist Federative Republic of Yugoslavia. It consists of six constituent Socialist Republics: the Socialist Republic of Bosnia and Herzegovina, the Socialist Republic of Croatia, the Socialist Republic of Macedonia, the Socialist Republic of Montenegro, the Socialist Republic of Slovenia, the Socialist Republic of Serbia, and the Socialist Autonomous Province of Vojvodina and the Socialist Autonomous Province of Kosovo, which are constituent parts of the Socialist Republic of Serbia.

The capital of the **S.F.R.Y.** is Belgrade. Our flag consists of three colours: blue, white and red, with a five-pointed red star in the centre. In 1971 the population of Yugoslavia was about 21 000 000.

During the National Liberation War the people of Yugoslavia headed by the Communist Party fought the enemy and overthrew the old class order based on the exploitation and national inequality and began to build a socialist society. The socialist social system is based on the socially-owned means of production and freely associated labour, and the self-management of the working people in the production as well as in the distribution of the social product in basic organisations of associated labour.

In other fields of human activity, outside material production, self-managing communities of interest are formed between workers performing these activities and those who need and use their services.

In 1974 the new Constitution was adopted. The working people achieved a new status through delegational system. They have their delegations and delegates in the work communities, in local communities, in communities of interest, and in socio-political organisations, and so they are fully informed of all relevant facts and have influence on the management of all social affairs.

II

The supreme organ of authority is the Assembly of the S.F.R.Y. delegated for four years. It consists of two chambers: the Federal Chamber and the Chamber of Republics and Provinces. The executive body of the S.F.R.Y. Assembly is the Federal Executive Council.

Yugoslavia is represented at home and abroad by the S.F.R.Y. Presidency. The President and the Vice-President are elected for a year. Because of his historic role Josip Broz Tito was elected President of the Republic for an unlimited period. He is Commander —in —Chief of the Armed Forces.

The socio-political organisations in Yugoslavia have their programmes geared to improve and help the development of our society. The most important among them are:

- The League of Communists of Yugoslavia
- The Socialist Alliance of the Working People of Yugoslavia
- The (Con)Federation of Trade Unions
- The Union of War Veterans
- The League of the Socialist Youth

The S.F.R.Y. bases its international relations on principles of respect for national sovereignty and equality, non-interference in the internal affairs of other countries, and settlement of international problems by peaceful means. Yugoslavia adheres to the principles of the United Nations Charter and the policy of non-alignment. Yugoslavia takes active part in international terms and is the recognised creator of the Non-Aligned Movement.

Nakon prezentiranja vokabulara i obrade teksta učenicima se postavljaju pitanja kako bi se materijal još više učvrstio:

I.

1. What is the official name of our country?
2. What does it consist of?
3. What is the capital of the S.F.R.Y.?
4. What is our flag like?
5. Is Yugoslavia overpopulated?
6. What party headed the people in the National Liberation War?
7. What is our social system based on?
8. In what organisation do the working people associate their labour?
9. For what fields are the self-managing communities of interest formed?
10. What was initiated by the new constitution?

II.

1. What is the supreme body of authority in S.F.R.Y.?
2. What does it consist of?
3. What body represents our country?
4. Who has a historic role in our society?
5. What socio-political organisations do you know?
6. What are the principles of Yugoslav international policy?
7. To what group of countries does Yugoslavia belong? Why?

Mogu se izdvojiti neki izrazi i termini i može se tražiti od učenika da ih upotrijebe u vlastitim rečenicama. Na primjer:

- the capital of
(Paris is the capital of France)
- a socialist social system
- socially—owned
- means of production
- associated labour
- self-management
- basic organisations of associated labour
- selfmanaging communities of interest
- executive body
- United Nations Charter

Na početku jednog od slijedećih satova radi provjere usvajanja terminologije možemo učenicima prezentirati (bilo na grafo-foliji ili odštampan na posebnom papiru) ovaj dijalog koji trebaju nadopuniti:

An Englishman wants to know some facts about Yugoslavia. He talks to a Yugoslav citizen. Fill in the blanks to complete their conversation.

E: Yugoslavia is the official name of your country?

Y: No, it's

E: What kind of national emblems do you have?

Y: We have a tricoloured with a red in the centre, and a coat of arms with the date of, 1943. We have a national anthem as well. It's

E: Since when has Yugoslavia been a socialist country?

Y: It became a socialist country during the when the Party led people fighting the and the ruling class that betrayed the country.

E: What is the position of your working class nowadays?

Y: of production are socially-owned and the working people are associated in the organisations of associated where the workers can perform their selfmanaging and duties.

E: What about the working people outside material production?

Y: Workers performing activities outside material production and those who need their services have formed where they agree upon the policy and aims to be achieved in the particular field.

Kad utvrdimo da su terminologija i pojmovi usvojeni treba da učenicima damo mogućnost da primijene to novo znanje. Inicirat ćemo razgovor i diskusiju. Svoje učenike obično usmjeravam na razgovor o tri glavna područja:

- A) What are the most important new prerogatives given to the working people by the new Constitution?
- B) Do you take active part in any of the socio-political organisations? Why do you belong to that organisation?
- C) What can you say about the international relations of our country with other countries?

Miljenka Demel

RAD S MAGNETOFONOM U TEČAJEVIMA ENGLESKOG JEZIKA ZA PREDŠKOLSKU DJECU

Danas teško možemo zamisliti suvremenu učionicu stranog jezika bez magnetofona kao jednog od najvažnijih pomagala. No samim postojanjem magnetofona, vrpce i nastavnika koji znade njima rukovati (uz pretpostavku da su aparati u tehnički ispravnu stanju) nismo osigurali i optimalnu upotrebu tih pomagala.

Posebno u tečajevima za predškolsku djecu ta sprava može biti vrlo korisno upotrijebljena, ali i zloupotrijebljena.

Djeca, to svi znamo, lako imitiraju, nemaju poteškoća u izgovoru novih glasova, vole »gimnastiku glasnica«, a ipak nastavnik, pošto su djeca čula riječ ili rečenicu na magnetofonu, često ponavlja najprije sam, da bi tek onda djeca ponovila za njim i tako zapravo imitirala nastavnika, a ne izvornog govornika, čiji je glas snimljen na vrpci. Na taj način često prođe onih 10—15 minuta koje bi trebale biti najintenzivniji dio sata, jer služe usvajanju novog gradiva. Čak i vrlo uporan nastavnik, koji insistira na ponavljanju za vrpcom, nailazi u tom svom nastojanju jedino na šutnju, djeca su nijema, nelagodno im je, u učionici vlada muk, koristi od insistiranja nema nitko, a gube se dragocjene minute pouke, koja ionako najčešće nije onako intenzivna kako bi trebala biti da se postigne optimalan rezultat i napredak.

Morali bismo pokušati da stavimo sebe u položaj te djece i da shvatimo da je otpor koji oni pružaju kad zahtijevamo da ponavljaju seriju njima nerazumljivih »mumlanja« prirodan. Ne bi li bilo razumnije i prirodnije da im pokušamo približiti situaciju, da im unaprijed objasnimo nepoznato i tako ih pripremimo na rad s magnetofonom, pa da onda uistinu korisno provedemo 5—10 minuta u intenzivnu vježbanju izgovora?