

**O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA
MAXSUS TA'LIM VAZIRLIGI**

GULISTON DAVLAT UNIVERSITETI

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O'QUV – USLUBIY MAJMUA

.Annotatsiya

Ushbu o'quv-uslubiy majmua zamonaviy pedagogik texnologiyalar asosida tayyorlangan. Undagi tanlangan matnlar asosida nutq malakalari turlari, tinglab tushunish, gapirish, o'qish va yozuv orqali talabalarni ingliz tilida nutqini o'stirish ko'zda tutilgan. O'quv-uslubiy majmua oliy o'quv yurtlari ijtimoiy gumanitar va aniq fanlar yo'nalishida tahsil oluvchi 3-bosqich talabalari, kollej va akadem litseyda tahsil oluvchi talabalar uchun mo'ljallangan.

Ma'sul muharrir: Filologiya fanlari nomzodi, dotsent X.Tojiev

Taqrizchi: Filologiya fanlari nomzodi, dotsent O.Mamajonov

Аннотация

Учебно-методическое пособие обеспечивает практическое овладение английским языком как средством общения. В результате работу по данному пособию учащиеся овладевают главными видами коммуникативной деятельности: говорения, чтения и понимания, аудирования письма и перевода в объёме материала пособия.

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Annotation

This educational-and-methodical collection on the basis of modern pedagogical technology teaches four basic skills of language: speaking, listening, reading and writing. Each unit contains linguistic material, conversational phrases and texts.

Managing editor: A.Tojiev Candidate of philological sciences, assistant professor

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**ЎЗБЕКИСТОН RESPUBLIKASI
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**

Рўйхатга олинди:

№ BD-1.12

2013 йил 28 август

Олий ва ўрта махсус таълим
вазирлигининг 2013 йил
28 августдаги 319-сонли буйруғи
билан тасдиқланган



**ЧЕТ ТИЛИ
ФАНИНИНГ
ЎҚУВ ДАСТУРИ**

Барча таълим йўналишлари учун

ТОШКЕНТ – 2013

Фаннинг ўқув дастури Олий ва ўрта махсус, каб-ҳунар таълими йўналишлари бўйича ўқув-услубий бирлашмалар фаолиятини мувофиқлаштирувчи Кенгашнинг 2013 йил 13 августдаги 3– сонли мажлис баёни билан маъқулланган.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

Тузувчилар:

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Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университети Илмий кенгашида кўриб чиқилган ва тавсия қилинган (2013 йил 27 июндаги 11-сонли баённома.)

К И Р И Ш

Мазкур дастур Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги “Чет тилларни ўрганиш тизимини янада такомиллаштириш чоратадбирлари тўғрисида”ги ПҚ-1875-сонли, Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2013 йил 8 майдаги “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига кўйиладиган талаблар” тўғрисидаги 124-сонли қарорлари ҳамда Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR – Common European Framework of Reference) га мувофиқ қайта ишлаб чиқилди.

Вазирлар Маҳкамасининг “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига кўйиладиган талаблар” га кўра олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалаврият босқичи битирувчилари тўрт йиллик таҳсиллари ниҳоясида ўрганган чет тили бўйича В2 даражани эгаллашлари лозим.

“Чет тили” фанидан тузилган ушбу дастур асосида чет тили ўқитувчилари ихтисослик хусусиятларини ҳисобга олган ҳолда ишчи дастур, ўқув-методик мажмуалар ва ўқув қўлланмаларни ишлаб чиқишлари мумкин. Ушбу дастур “Чет тили” фанини икки босқичга бўлинган ҳолда ўқитишни назарда тутди:

- **умумий босқич** (умумий чет тили ўрганилади).
- **касбга йўналтирилган босқич** (чет тили махсус мақсадларда ўргатилади).

Ҳар бир курс учун ажратилган ўқув соатлари тенг, яъни 50%дан тақсимланади. Курслар бир-биридан мавзуси, лексик тизими, ўқув матнлари, нутқ фаолиятлари хусусияти ва мавқеига қараб малакаларни ривожлантириш бўйича фарқлансада, ўқув жараёни учун умумий бўлган грамматик мавзулар, ўхшаш синтактик ҳодисалар, нутқ кўникма ва малакаларини эгаллашда ўзаро узвий боғлиқ ва узлуксиз ҳолда ўргатилади. Чет тилини ўргатиш ихтисослик хусусиятларидан келиб чиқиб, **“Чет тили махсус мақсадлар учун”** тамойилларига ва коммуникатив, интегратив компетентлик ёндашувларига асосланади.

Коммуникатив фаолиятга йўналтирилган ёндашув - таълимнинг ривожлантирувчи, функционал ва коммуникатив хусусиятларига эга бўлиб, таълим жараёнида билиш фаоллигини оширишга кўмаклашади. Таълим жараёнида мазкур ёндашув талабаларда рефлексия, ўз-ўзини ривожлантириш, намоён этишга кўмаклашади; чет тили таълимини маданиятлараро мулоқот сифатида ташкил этишга; дарс жараёнида ўқитувчи талабаларнинг ўзаро тенг ҳуқуқли иштирокчи сифатида ўзини намоён этишларини таъминлайди; таълимнинг интерактив шакллари кўллаш; талабаларда янги тил малакалари, социо-маданий билимлар, амалий малакавий кўникмаларни мустақил эгаллашни ривожлантириш.

Шахсга йўналтирилган ёндашув - чет тилини ўқитишда нафақат илмий билимлар бериш, балки таълим жараёнининг иштирокчилари (талабалар, ўқитувчилар, ота-оналар) муносабатларининг фаол шаклларига асосланиш; талаба характери ва унинг ўзини ривожлантириш усулларини ўрганиш; индивидуалликни шакллантириш учун талабага қулай шарт-шароитлар яратиш; маданиятимизда шаклланган шахснинг психик ривожлантириш меъёрлари ҳақидаги тасаввурларни ўзгартириш (горизантал эмас, балки вертикал, яъни талаба ривожланиш динамикасини унинг олдинги ҳолати билан таққослаш орқали амалга оширишни, бошқалар билан эмас, балки уни ўзи билан таққослаш).

Интегратив ёндашув – турли фанлардан олинган билимлар, кўникма, малака ва тажрибани ҳисобга олиш, таяниш, интеграция қилиш, чет тилида коммуникатив, касбий коммуникатив, ижтимоий компетентликни баравар ривожлантиришни назарда тутати.

Таълимда компетентлик ёндашув - муайян натижаларга эришиш ва муҳим компетенцияларни эгаллашга қаратилади. Компетенция бўлажак касбий фаолиятга қараб шаклланиб боради. Бундай шароитда таълим жараёни янги мазмунга эга бўлади, у ўрганиш ва ўргатиш жараёнига айланади, яъни касбий ва ижтимоий аҳамиятга эга компетентликни мустақил ўқиб ўрганиш, ижтимоий-меҳнат, маданий, маиший ҳамда маданий ҳордиқ соҳаларда чет тилини қўллашга эришилади.

Фаннинг мақсад ва вазифалари

Чет тили фанининг мақсади талабаларнинг кўп маданиятли дунёда касбий, илмий ва маиший соҳаларда фаолият юритишларида коммуникатив компетенция (*унинг таркибий қисмлари ҳисобланувчи лингвистик, социолингвистик, прагматик ва бошқа компетенциялари*)ни шакллантиришдан иборат.

Компетенция – коммуникация (мулоқот) иштирокчилари томонидан таълимнинг аниқ мақсадларига қаратилган нутқ фаолиятини ривожлантиришга имкон берадиган билим, кўникма, малака ва шахсий фазилатлар йиғиндисини ифодалайди.

Чет тили коммуникатив компетенцияси – ўрганилаётган чет тилида сўзлашувчилар билан мулоқот қилишни амалга ошириш қобилияти ва тайёргарлиги, шунингдек, талабаларнинг тили ўрганилаётган мамлакат маданияти билан танишиш, ўз мамлақати маданиятини янада яхшироқ англаш, уни мулоқот жараёнида тақдим эта олишини назарда тутати. Мазкур ўқув фанини ўрганишнинг асосий вазифаларига талабаларда қуйидаги компетенцияларни ривожлантириш киради:

Лингвистик компетенция ўрганилаётган тил соҳиблари билан мулоқот қилиш учун тил материаллари (*фонетика, лексика, грамматика*)ни етарли даражада билиш ва нутқ фаолияти турлари (*тинглаб-тушуниш, гапириш, ўқиш ва ёзув*)да қўллай билишни назарда тутати.

Ижтимоий-лингвистик компетенция сўзловчининг бирон бир нутқий вазият, коммуникатив мақсад ва хоҳиш-истагидан келиб чиққан ҳолда керакли лингвистик шакл, ифода усулини танлаш кўникма ва малакаларни ўз ичига олади.

Ижтимоий-маданий компетенция аутентик нутқнинг миллий хусусиятларини: ўзи яшаётган мамлакатнинг урф-одатлари, қадриятлари, маросимлари ва бошқа миллий-маданий хусусиятларини тили ўрганилаётган мамлакат билан таққослаган ҳолда тақдим эта олиш компетенциясидир.

Ижтимоий компетенция - *ижтимоий-лингвистик* ва *социо-маданий компетенцияларни ўз ичига олади*. У ҳозирги кўп маданиятли дунёда таълим олувчиларда чет тилини ўрганиш муҳимлиги тушунчаси, чет тилида мулоқот қилиш, ўз устида мустақил ишлаш ва ижтимоий мослашув воситаси сифатида фойдаланиш эҳтиёжини шакллантириш ва ривожлантириш, фуқаролик, ватанпарварлик фазилатларини тарбиялашда, чет тили орқали маданиятлараро мулоқотни амалга ошириш истаги ва хоҳишида намоён бўлади.

Прагматик компетенция куйидагилардан иборат:

Дискурсив компетенция (*дискурс – оғзаки ёки ёзма нутқ матни*) матнни тўғри талқин қилиш ва тузиш, шунингдек, шунга мос нутқий мулоқот турини танлаш учун оғзаки ва ёзма (стилистик ҳамда таркибий қисмларини билиб олишни назарда тутган) матнлар тузиш кўникма ва малакаларидан иборат.

Стратегик (компенсатор) компетенция чет тили муҳитида нутқий ҳамда ижтимоий мулоқот тажрибасидаги камчилик ва нуқсонларни айрим вербал/новербал воситалар ёрдамида тўлдириш, коммуникатив вазиятда тушунмовчиликлар пайдо бўлганда такроран сўраш, узр сўраш ва ҳоказолар орқали мураккаб вазиятлардан уддабуронлик билан чиқиб кета олиш қобилиятини назарда тутди.

Ўқув - билиш компетенцияси таълим олувчининг мустақил билим олиш фаолиятида чет тиллар ва маданиятларни ўрганишнинг компетенциялар йиғиндиси бўлиб, замонавий таълим технологияларидан фойдаланиш билан боғлиқ бўлган мантиқий, методологик ва умумтаълим вазифаларни ўз ичига олади.

Чет тилини ўқитиш дидактик, методик, лингвистик тамойилларни ҳамда замонавий таълим технологияларини қўллаш асосида амалга оширилади.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар

“Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар”да олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалавриат босқичи битирувчилари тўрт йиллик таҳсиллари ниҳоясида ўрганган чет тили бўйича В2 даражани эгаллашлари шарт. Унга кўра битирувчи талабалар В2 даражани таъминловчи куйидаги коммуникатив компетенцияларни эгаллашлари лозим.

Лингвистик компетенция:

Тинглаб тушуниш

- ✓ узоқ давом этган суҳбат ва мураккаб далиллар келтирилган матнни тушуниш ва идрок этиш;
- ✓ маъруза, суҳбат, мукаммал йўриқномалар, академик ва касбий презентациялар, савол-жавоблар асосий мазмунини тушуна олиш;
- ✓ реклама, эълон ва маълумотномаларни тушуниш;
- ✓ мураккаб аутентик нутқни таниш ва нотаниш контекстда тушуна олиш;
- ✓ тил соҳиблари суҳбатлари ва баҳс- мунозараларини тушуна олиш;
- ✓ радио ва интернет материаллари, интервьюларни (суҳбат) тўлиқ даражада тушуна олиш.

Гапириш

Диалог

- бизнесдаги ҳамкори билан музокара олиб бориш;
- аниқ масалалар бўйича ахборот олиш;
- узоқ муддатли музокараларда тил соҳибби билан қатнашиш, уларни қўллаб-қувватлаш, керак бўлса музокараларни бошқариш;
- кундалик мавзуларда баҳс-мунозара, музокараларда фаол қатнашиш;
- ихтисослик (касб) бўйича интервью, суҳбатларда қатнашиш;
- фикрни аниқлаштириш, қайтадан тузиш ва баҳс- мунозара ривожига ўз ҳиссасини қўшиш;
- музокаралар олиб бориш жараёнида муаммоларни ечимини усталик билан ҳал этиш;
- вазиятга қараб саволлар бериш ва жавоб қайтариш.

Монолог

- алоҳида мавзу бўйича қилинган презентациялар ўтказиш;
- ихтисослиги бўйича асбоб-ускуналарни аниқ ва равшан тасвирлаш;
- алоҳида мавзу бўйича оғзаки маъруза тузиш;
- мақола, маъруза, баҳс-мунозараларни аниқ ва равшан қилиб умумлаштириш;
- аниқ тизимга асосланган ҳолда қўшимча, етарли бўлган ҳолда ва таниш мавзу бўйича ўз фикрини ифода қила олиш.

Ўқиш

- таниш ва нотаниш мавзу бўйича тузилган матнлардан асосий / керакли бўлган ахборотни, шахсий ва мутахассислик бўйича корреспонденцияларни (хат-хабарларни) тушуниш;
- диаграмма, схема, чизмаларни қисқача таърифини тушуниш;
- мураккаб бўлган маълумотларни идрок этиш;
- махсус, мураккаб бўлган ёзма йўриқнома ва қўлланмаларни тушуниш;
- касбга оид мақола ва маърузалардан керакли ахборотни ажратиб олиш;
- керак ёки ноқераклигини аниқлаш мақсадида матнни у ёки бу қисмини синчиклаб ўқиш, конференция дастурларини ўқиб тушуниш.

Ёзув.

- махсус маълумотларни (тил юзасидан бўлган хатларни, маълумотларни, электрон хатларни) ёза олиш;
- эссе ва маърузаларни ёза олиш;
- аниқ мантиққа эга бўлган илмий мақолалар ва илмий тадқиқот ишларни ёза олиш;
- ёзма таклифлар, ҳисобот ва резюмелар туза олиш;
- битирув малакавий ишларни зарур бўлганда ёза олиш.

Тил компетенцияси

Лексик компетенция

- касбий лексика ва терминларни ишлата олиш;
- коммуникатив вазиятларда мавзуга оид бўлган лексикани ишлата олиш;
- интернационал сўзларни тушуниш ва қўллай олиш.

Грамматик компетенция

- мураккаб грамматик ва синтактик қурилмаларни коммуникатив вазиятларда қўллай олиш;
- боғловчи сўзларни тўғри қўллаш;
- мутахассисликка оид матнларни унинг мазмунини тушуниш мақсадида матнни таҳлил қилиши талаб этилади..

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

Чет тили фани ижтимоий-иқтисодий фанлар ва ихтисослик фанлари билан ўзаро боғлиқ. Ушбу фан бошқа фанлар билан интеграллашган ҳолда ўргатилади.

Фаннинг фан, таълим ва ишлаб чиқаришдаги ўрни

Чет тили фани ишлаб чиқариш жараёни билан бевосита боғланмаган. Талабалар мазкур фандан ўрганган билимларидан бошқа ихтисослик фанларини ўзлаштиришда (соҳага оид маълумотларни чет тилида излаб топиш, таҳлил қилиш ва билим олиш жараёнида фойдаланиш), келгусидаги касбий фаолиятларида фойдаланишлари мумкин.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

“Чет тили” фанини ўқитишда таълимнинг қуйидаги илғор ва замонавий технология ва методларидан фойдаланилади:

- педагогик маҳорат технологияси (Ю.Н.Кулюткин, Е.Б.Спасская);
- билимдонлар баҳси;
- мавқеингизни эгалланг – шиорлар асосидаги баҳс;
- таълимнинг фаол услублари: “Кейс-услуби” (Гарвард университети бизнес мактаби), ишбop ўйинлар.

Ижодий топшириқларни гуруҳ билан ҳал қилиш услубларидан:

- **дельфи услуги** – таклиф қилинган ечимдан статистик услуб асосида беш камчиликни аниқлаш ва улардан энг яхшисини танлаб, баҳолаш, камчиликлар сабабини аниқлаш;
- **қора қутг услуги** – масалани таҳлил қилиш, ижодий баҳс орқали камчиликлар сабабини аниқлаш;
- **кундаликлар услуги** – гуруҳ аъзоларининг ён дафтарчаларидаги ёзувларни таҳлили ва уларда берилган таклиф-мулоҳазаларни муҳокама қилиш, умумий фикр ишлаб чиқиш;
- **“Тўғридан-тўғри жамоавий ақлий ҳужум”** (Дж.Дональд Филлипс) – 20-60 кишилиқ катта аудиторияда янги фикрларни, самарадорликни ошириш иш ёки машқ мини-гуруҳларда олиб борилади ва фикрлар жамоада муҳокама қилинади;
- **“Ақлий ҳужум”** – (Е.А.Александров и Г.Я.Буш) – гуруҳ қатнашчилари ижодий ғояларини жамоа, ғоялари билан қарши ғоялар ёрдамида фаоллаштириш, уларни қўллашни баҳолаш;
- **сенектика услуги** (У.Гордон) – муаммони ифодалашга ўргатиш, унинг қисмларини аниқлаш, муаммони ечишдаги ўхшашликларни топиш. Креативликни ўстириш, оддий ҳодисаларнинг ғайри-табиий томонларини топиш, ижодий қобилиятларини аниқлаш;
- **«АРИЗ – ТРИЗ»** (Г.С.Альтшуллер ва унинг мактаби, ТРИЗ - кашфиёт топшириқлари технологияларини ривожлантириш) – ўрганилаётган тизим ривожланиши қонуниятларига бўйсундирилган мантиқий операциялар тизими 40 усулдан иборат: “қўшилиш”, “матрёшка”, “карама-қарши”, “зарарни фойдага айлантириш” ва бошқалар.

АСОСИЙ ҚИСМ

Нутқ мавзулари:

Кундалик мавзу (ўзи ҳақида, оиласи ҳақида, бўш вақтни ўтказиши ва ҳоказо).

Ижтимоий мавзу (атроф-муҳит, маиший ва касбий йўналишда ижтимоий муносабат).

Таълим мавзуси (ўқув муассасаси, ўқув қуроллари ва унга муносабат, ихтисослик фанларининг ҳозирда ўқитилиши ва ҳоказо)

Ижтимоий маданий (Ўзбекистон Республикаси ва тили ўрганилаётган мамлакатнинг тарихий, географик, иқлимий, маданий, маиший хусусиятлари).

Касбга йўналтирилган мавзу (ўрганилаётган ихтисослик тарихи, йўналишлари, соҳанинг буюк намоёндалари, долзарб муаммолари, касбий этика ва ҳоказо).

Умумий босқич

Нутқ компетенцияси

Босқичнинг асосий мақсади:

- узлуксиз таълим тизимининг аввалги босқичлари (академик лицей ва касб-ҳунар коллежлари)да талабалар хорижий тилда эгаллаган малака ва қўникмаларини коррекция қилиш ва тенглаштириш;

- талабаларни нутқ фаолияти турлари бўйича касбий мулоқотга тайёрлашдан иборат;

Тинглаб тушуниш:

- ✓ маъруза, тақдимот ва мунозаралар, радио ва телевидение эшиттиришлари, янгиликлар, интервьюлар, ҳужжатли фильм ва шу каби оғзаки матнлар;
- ✓ реклама ва эълонлар;
- ✓ тил соҳиблари нутқ ёзувлари (бадий, ҳужжатли фильмлар, оммавий чиқиш ва ҳоказо);
- ✓ тил соҳибларининг ижтимоий мавзулардаги ўзаро суҳбати;
- ✓ тингланган ахборотнинг асосий мақсади, тўлиқ мазмунини тинглаб тушуниш малака ва кўникмаларини ривожлантириш.

Гапириш:

Диалог нутқ

- ✓ ижтимоий мавзуларда суҳбат ва норасмий диалог;
- ✓ касбий ёки бошқа мавзуларда расмий ва норасмий мунозаралар;
- ✓ мунозарани бошқариш, интервью, музокаралар ва телефон орқали мулоқот олиб бориш.

Монолог нутқ

- ✓ ихтисосликка оид мавзуларда маъруза тайёрлаш ва ўқиш;
- ✓ мунозара, далил ва исботларни олға суриш, фикрни асослаб бериш;
- ✓ реклама ва махсус мавзуларда тақдимот тайёрлаш ҳамда чиқиш қилиш;
- ✓ маълумотларни умумлаштириш, мақолалар ёзиш, муҳокама қилиш.

Ўқиш

- ✓ танишув ўқиш, кўз югуртириб ўқиш ва синчиклаб ўқиш кўникма ва малакаларини ривожлантириш;
- ✓ хат-хабар, ёзишмалар ва электрон почтани ўқиш;
- ✓ махсус материалларни ўзида акс эттирган аутентик матнларни ўқиш;
- ✓ махсус сўз ва терминларга эга матнларни, илмий ва касбга оид адабиётларни, электрон манбалар ва матбуот материалларини ўқиш.

Ёзма нутқ

- ✓ турли ёзишмалар, хат-хабарлар ва махсус докладлар (эслатма CVs ва ҳоказо) ёзиш;
- ✓ эссе, баён, резюме, тадқиқот иши (мақолалар, битирув малакавий ишлар) ёзиш.

Касбга йўналтирилган босқич

Касбга йўналтирилган босқичнинг асосий мақсади:

- нутқ турлари бўйича касбий соҳада чет тилини амалий эгаллаш;
- талабани ижодий шахс сифатида ривожлантириш;
- соҳа бўйича адабиётларни таржима қилиш малака ва кўникмаларини ривожлантириш;

Тинглаб тушуниш:

- ✓ касбга йўналтирилган аутентик материалларни бир марта эшитиб асосий мазмунини тушуниш ва зарур ахборотни олиш;

- ✓ кундалик воқеалар ҳақида янгиликлар, репортажларни тушуниш, фильм қаҳрамонлари нутқини тушуниш.

Гапириш:

Диалогик нутқ

- тил соҳиблари билан эркин мулоқотда бўлиш ва касбий мавзуларга ўз фикр ва мулоҳазаларини исботлаб бериш;
- суҳбатни бошлаш ва тугатишни билиш, суҳбатдошига таклиф ва маслаҳат бериш, саволларига жавоб бериш, ахборот алмашиш, муҳокама қилинаётган далилларни аниқлаштириш, ўқиган ёки эшитганларини муҳокама қилиш;
- матн асосий мазмунини ифодаловчи лексик ва синтактик қурилмаларга асосланиб гапириб бериш;
- ассоциатив тафаккурга асосланиб мулоҳаза, танқид, баҳолаш далиллар билан исботлаш орқали ўз нутқини тузиш;
- риторик характерга эга диалог нутқ малакаларини такомиллаштириш;
- касбий мулоқотлар, конференция, симпозиум, учрашув ва мунозараларда қатнашиш учун нутқ фаолияти, кўникма ва малакаларини такомиллаштириш.

Монологик нутқ:

- долзарб муаммо юзасида барча “Тарафдор” ва “Қарши” далилларни келтирган ҳолда ўз фикрини баён қилиш;
- тинглаган ва ўқиган матн мазмунини гапириш;
- мазмунга баҳо бериш;
- ўрганилган мавзулар бўйича ахборот бериш
- ўқиган матнни таҳлил қилиш ва шарҳлаш;
- ўқиган ёки тинглаган матнни қисқача мазмунини баён этиш;
- ўрганилган мавзуда чиқиш қилиш;
- ижтимоий –сиёсий матнларни ўқиб шарҳлаб бериш.

Ўқиш:

Танишув ўқиш

- ✓ матнни луғатсиз, берилган савол ёки умумий мазмунини тушуниш мақсадида ўқиш;
- ✓ матн: 10 % гача нотаниш сўз бўлган илмий-оммабоп, ижтимоий-сиёсий, махсус бадиий матнлар;
- ✓ матн мазмунини чет тилида ёки она тилида сўзлаб бериш, параграфларни номлаш, тест топшириш.

Синчиклаб (ўрганиб) ўқиш

- ✓ матнни асосий ахборотни ажратиб олган ҳолда мазмунини тўлиқ ва аниқ тушуниб ўқиш.

Ўқиш тезлиги, ҳажми:

- ✓ луғатдан фойдаланиб 1600 босма белгили матнни 1,0 академик соатда ўқиш.
- ✓ матн: махсус, илмий оммабоп 12% гача нотаниш сўзга эга бўлади.

Кўз югуртириб ўқиш:

- матн мазмуни хусусиятларини аниқлаш;

- зарур ахборотни матндан топиш;
- сўз (матн) маъно мазмунини контекст асосида фаҳмлаб олиш;
- матндаги бирламчи (асосий) иккинчи даражали ахборотни ажратиш;
- матн калит сўзларини ажрата олиш;
- матн қисмларига сарлавҳа қўйиш.

Ёзма нутқ

Ёзма нутқ бўйича:

- касбга йўналтирилган босқичда шаклланган малакаларни такомиллаштириш;
- реферат, аннотация ёзиш техникасини такомиллаштириш;
- ҳужжатларни расмийлаштиришни билиш (тузилиши, услуби, ҳужжат тили) ва у асосида ҳужжатларни намунага қараб, схемага кўра, клише ва фразаларни қўллаб, ахборотни ҳисобга олиб, иш юритиш вазиятлари талабларига мос равишда расмийлаштириш;
- берилган мавзуда баён, эссе, резюме тузиш, соҳага оид адабиётлар бўйича реферат ёзиш.

Лингвистик компетенция

Лексик компетенция чет тилида кенг қўлланиладиган рецептив ва репродуктив актив, пассив, потенциал сўз бойлигини оширишга қаратилган бўлиб, унинг таркибига турғун сўз бирикмалари, нутқ намуналари, клише ва касбий терминлар киради. Мазкур лексик минимум тили ўрганилаётган мамлакат маданиятини ифодалайди.

Ихтисослик бўйича лексик минимум методик принциплар - кўп маънолилик, тематик, сўз яшаш хусусиятларини ҳисобга олиш тамойилларига кўра касбга йўналтирилган чет тили таълими асосида танлаб олинади. Санаб ўтилган тамойилларга кўра лексик минимум 2 турдан иборат:

- умумтаълимий;
- касбий лексика

Қуйидаги жадвалда таклиф этилаётган лексик минимум курслар бўйича тақсимлаб берилган:

Курс	Умумтаълимий минимум		Касбий лексика	Жами
	Актив*	Пассив**	Актив	
1	350	700	100	800
2	350	500	150	800
3	150	500	200	700
4	150	500	200	700
Жами	1000	2200	650	3000

* Минимумда олдинги босқичда ўрганилган лексика сони кўрсатилмаган.

* Пассив лексикага актив лексика ҳам киради.

Грамматик компетенция

ИНГЛИЗ ТИЛИ

Актив грамматик минимум

- дарак, сўроқ, инкор содда гапларнинг қўлланилиши;
- буйруқ майлидаги инкор гаплар, кўшма тўлдирувчининг қўлланилиши;
- шарт майлининг қўлланилиши;
- and, but боғловчили кўшма гапларни қўлланилиши;
- if, that because, when, before, as soon as, till, until, after боғловчили эргашган кўшма гапларни қўлланилиши.

Пассив грамматик минимум

- герундий, сифатдош, равишдошли қурилмаларнинг ишлатилиши.

НЕМИС ТИЛИ

Актив грамматик минимум

- дарак, сўроқ, инкор шаклдаги феъл ва от-кесимли содда гапларнинг қўлланилиши;
- буйруқ майли, инкор шаклининг қўлланилиши;
- аниқ, ноаниқ артикларнинг қўлланилиши;
- модал феълларнинг қўлланилиши;
- феълнинг шахссиз шакллари;
- мажхул нисбатнинг қўлланилиши.

Пассив грамматик минимум

- und, aber, den, oder боғловчилари билан боғланувчи кўшма гаплар.
- dass, ob, wenn, wer, wie, was, woran боғловчили эргашган кўшма гаплар.
- мажхул нисбатнинг ясаилиши;
- шарт майлининг ясаилиши.

ФРАНЦУЗ ТИЛИ

Актив грамматик минимум

- дарак, сўроқ, инкор шаклдаги феъл ва от-кесимли содда гапларнинг қўлланилиши;
- буйруқ майли, инкор шаклининг қўлланилиши;
- аниқ, ноаниқ артикларнинг қўлланилиши;
- модал феълларнинг қўлланилиши;
- феълнинг шахссиз шакллари;
- мажхул нисбатнинг қўлланилиши.

Пассив грамматик минимум

- герундий, сифатдош, равишдошли қурилмаларнинг ясаилиши.

ИСПАН ТИЛИ

Актив грамматик минимум

- дарак, сўроқ, инкор шаклдаги феъл ва от-кесимли содда гапларнинг қўлланилиши;
- буйруқ майли, инкор шаклининг ишлатилиши.
- аниқ, ноаниқ артикларнинг қўлланилиши;
- модал феълларнинг қўлланилиши;
- феълнинг шахссиз шакллари;
- мажхул нисбатнинг қўлланилиши.

Пассив грамматик минимум

- герундий, сифатдош, равишдошли курилмаларнинг ясалиши.

Умумтаълим ва касбга йўналтирилган босқичларда социолингвистик (ижтимоий-маданий, ижтимоий) ва прагматик (дискурсив, стратегик, ўқув-англаш) компетенцияларни эгаллаш назарда тутилади.

Социолингвистик компетенция:

☑ тил материалларини касбий нутқ учун ҳар босқич талабларидан ва вазиятдан келиб чиққан ҳолда танлаш ва фойдалана олиш.

Ижтимоий - маданий компетенция:

☑ касбга оид муқобилсиз лексикани (сўровномалардан фойдаланган ҳолда) билиш ва тушуниш, асбоб-ускуна ва жиҳозлар номларини англатувчи лексикани билиш;

☑ нутқ коммуникатив тартиб ва қоидаларига риоя қилган ҳолда касбий мулоқот юрита олиш.

Ижтимоий компетенция:

☑ ўз касбий маҳоратини, малакасини ошириш, касбдошлар ва коллектив билан ишлаш, уларга нисбатан толерантлик туйғуларига эга бўлиш, бошқалар тили ва маданиятини ҳурмат қилиш, ҳамкорлар билан ишончли алоқада бўлиш.

Дискурсив компетенция:

☑ турли жанрда мутахассислик бўйича аутентик дискурслар - китоб, мақола, ҳужжат, қонун-қоидалардан таълимнинг ушбу босқичига асосланган ҳолда касбий коммуникатив вазиятлар доирасига мос хусусиятларини ажрата олиш.

Стратегик компетенция:

☑ нутқни мантиқан тўғри кетма-кетликда ҳамда ишонарли қилиб вазифаларни тўғри қўйган ҳолда тузиш, таълимнинг ушбу босқичига хос нутқ мазмунига асосланган ҳолда касбий-коммуникатив вазиятларга мос тушадиган мақсадларга эришиш.

Ўқув-билиш компетенцияси:

☑ дарсда, уйда, кутубхонада мустақил ишлай олиш, турли маълумот ва ахборотни аутентик-ихтисослашган манбалардан олиш учун замонавий таълим технологияларини қўллай олиш билан касбий фаолиятни ташкил қилиш.

Нутқ фаолияти турлари устида ишлаш учун вақтни тўғри тақсимлаш

Қўйилган мақсадларга эришиш учун ҳар бир дарсда нутқ фаолияти турлари қуйидаги нисбатда бўлиши мақсадга мувофиқ:

тинглаб тушуниш - 25% ;

гапириш - 25%;

ўқиш – 30%;

ёзув – 20% .

Талабалар билимини назорат қилиш

Талабаларнинг чет тили бўйича эгаллаган билим, малака ва кўникмалари жорий, оралиқ ва якуний назоратлар орқали назорат қилинади.

Жорий назорат: ҳар бир дарсда алоҳида талаба билан ишлаб уларнинг дарсга тайёргарлик даражаси савол-жавоб орқали текширилиб, кундалик баллар қўйиб борилади.

Оралиқ назорат: кафедранинг фан бўйича ишчи дастурига асосланган ҳолда, ҳар бир семестрга қўйилган талаблар асосида бир қанча дарслар ўтилганидан кейин ўтказилади. Натижаларни дастурда берилган талаблар билан қиёслаш орқали талабаларнинг малака ва кўникмалари қанчалик ўсганлиги аниқлаб борилади.

Якуний назорат: фан бўйича бакалаврият курсининг якунида ўтказилади. Якуний назорат ўтказилиши натижасида дастур талаблари бўйича касбий чет тили компетенцияси аниқлаб олинади.

Якуний назорат мазмуни

1. Тинглаб тушуниш бўйича:

Касбга йўналтирилган матнни тинглаш ва уни тушунганлигини аниқлаш мақсадида тестлар ечиш.

2. Гапириш бўйича:

Касбга йўналтирилган мавзу бўйича батафсил, синчиклаб, аргументлар билан бойитган ҳолда ўз фикрини баён этиш.

3. Ўқиш бўйича:

Касбий йўналишдаги матнни ўқиб, тушунганлиги асосида тест топшириқларини ечиш. Ўқиган матн мазмунини аниқ ва тўлиқ тушунганлигини текширишни ёзма таржима билан амалга ошириш мумкин. Бунда луғатдан фойдаланишга рухсат берилади.

4. Ёзув бўйича:

Соҳанинг долзарб муаммоларига бағишланган эссе ёзиш.

Лаборатория ишларини ташкил этиш бўйича кўрсатмалар

Фан бўйича лаборатория ишлари намунавий ўқув режада кўзда тутилмаган

Курс ишини ташкил этиш бўйича услубий кўрсатмалар

Фан бўйича курс иши намунавий ўқув режада режалаштирилмаган

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Чет тили фанидан мустақил ишларининг мақсади - талабаларнинг касбий коммуникатив фаолиятини шакллантириш ва ривожлантириш, уларнинг ижодий фаолиятини ўстириш, ва чет тили устида мустақил ишлай олиш малака ва кўникмаларини ҳосил қилиш ва ривожлантиришдан иборат. Ушбу умумий мақсадга эришиш учун қуйидаги бир неча вазифаларни бажариш назарда тутилади:

- талабаларнинг тил тайёргарлик сифатини ошириб бориш, тил ва мутахассислик бўйича адабиётлар устида ишлай олиш кўникмаларини шакллантириш ва ривожлантириш;

- ўз касбий билим ва малакаларини кейинчалик мустақил тўлдириб ва янгилаб туриш эҳтиёжларини яратиш ва сақлаб қолиш, чет тили бўйича яратилган малака ва кўникмаларни ўстириб, ривожлантириб бориш;
- талаба бажариши керак бўлган ишларни тўғри ташкил қилиш, келиб чиқадиган қийинчиликларни олдиндан била олиш, ҳис этиш ва уларни бар்தараф қилиш йўлларини топа олиш.

Тавсия этилаётган мустақил ишларнинг мазмуни

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

Ўқиш: (танишиб чиқиш, синчиклаб, қараб чиқиш), ёзув, тинглаб тушуниш ва гапириш;

Тинглаб тушуниш: ҳажми турлича бўлган аудио- ва видео матнларни тинглаб тушуниш, саволларга жавоб бериш, гапириб бериш, аннотация ёза олиш;

Гапириш: талабаларнинг диалогик ва монологик нутқлари бўйича мустақил ишлари аудиторияда ўргатилган матнлар, ўқув материаллари асосида ташкил қилинади. Гапириш бўйича мустақил иш сифатида мавзу асосида маълумот тайёрлаш, матн мазмунини гапириб бериш, ўрганилган лексик материаллар асосида ҳикоялар тузиш, берилган муаммоли масала ва вазиятларни муҳокама қилиш каби топшириқлар бериш мумкин. Гапириш кўникмаларини ривожлантириб бориш учун мультимедиа дастурларини ва он-лайн технологияларини қўллашга асосий эътибор қаратилади;

Ўқиш: талаба ўрганаётган соҳасига оид адабиётлар билан танишиб чиқиши ва ўзи учун қизиқарли ва керакли бўлган ахборотни тушуниши, публицистик, илмий-оммабоп ижтимоий-сиёсий адабиётларни ўқиши ва керакли ахборотни олиши лозим. Машғулотларда юқорида айтилган малака ва кўникмаларни шакллантириш ва ўстириш жуда мураккаб бўлганлиги учун уларни мустақил иш жараёнида синчиклаб, кўз югуртириб, қараб чиқиб ўқиш турлари орқали ташкил қилинади. Ушбу ўқиш турларини назорат қилиш-матнни бутунлай таржима қилиш ёки унинг танлаб олинган қисмларини таржима қилиш билан амалга оширилади.

Танишиб чиқиб ўқиш мустақил иш тури сифатида уйда ўқиш шаклида олиб борилади. Ўқишнинг бу тури учун аутентик ёки адаптация қилинган адабий, илмий-оммабоп адабиёт танлаб олинади. Текшириш шакллари: ўқиганини мазмунини тушунганлиги бўйича савол-жавоб ишлари, ажратиб олинган масалалар бўйича ахборот олиш, баҳс-мунозаралар ўтказиш, ахборотга режа тузиш ва ҳ.к.

Қараб чиқиб, қидириб топиш учун ўқиш. Ўқишнинг бу турида оммавий-сиёсий, публицистик матнлар, газета ва журнал материаллари берилади ва ҳар бир дарсда қисқача ахборот олинади. Талаба битта газета мақолалари асосида ахборот беради ёки мавзу бўйича бир қанча газета ва журналлардан ахборот тайёрлайди.

Ёзув. Ёзув бўйича мустақил иш ўз ичига ўрганилаётган тилда фикрни баён қила олиш ишларини олади. Бунда мустақил иш мазмунига қуйидагилар киради:

- аннотация, реферат, резюмелар туза олиш;
- оғзаки равишда нутқ ҳосил қилиш учун режа ёки тезис тузиш;
- турли хатлар, табрикнома, таклифлар, иш юзасидан хатлар туза олиш;
- ўқишга ва ишга қабул юзасидан аризалар ёза олиш;
- соҳага оид турли ҳужжатларни тўлдириш;
- баён, иншо, эсселар ёза олиш; касби бўйича иш юритиш ишларини (ёзувларини) олиб бориш.

Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

Дастурнинг инфор­мацион – методик таъминоти

Чет тили фанини ўқитиш жараёнида таълимнинг замонавий интерфаол усулларидан, педагогик ва ахборот-коммуникация технологияларидан кенг фойдаланилади. Амалий машғул­отларда ақлий ҳужум, кластер, блиц-сўров, кичик гуруҳларда ишлаш, инсерт, презентация, кейс стади каби усулларнинг мавзуга мос танланиши ва қўлланилиши дарс самарасини оширишга катта ҳисса қўшади.

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**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**

ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ

“ФАКУЛЬТЕТЛАРАРО ЧЕТ ТИЛЛАР” КАФЕДРАСИ

“ТАСДИҚЛАЙМАН”

Гулистон давлат университети

Ўқув ишлар проректори проф. _____ Н.Р. Баракаев

“ _____ ” _____ 2017 йил

“ ИНГЛИЗ ТИЛИ ” ФАНИ БЎЙИЧА

ИШЧИ ЎҚУВ ДАСТУРИ

Таълим соҳаси: Бакалавриат

Таълим йўналиши: Барча таълим йўналишлари 3 – босқич талабалари учун

Умумий ўқув соати: 124

Шу жумладан: Маъруза ____

Амалий машғулотлари- 80

Мустақил таълимсоатлари-44

Гулистон-2017

Фаннинг ишчи ўқув дастури намунавий ўқув дастури ва ўқув режасига мувофиқ ишлаб чиқилди.

Тузувчилар: “Факультетлараро чет тиллар” кафедраси мудир А. Позиллов,
ўқитувчилар Д. Абдурахмонов, А. Гаппаров

Такризчи: Тожиев Х.- “Инглиз тили ва адабиёти” кафедраси доценти,
филология фанлари номзоди _____

Фаннинг ишчи ўқув дастури “Факультетлараро чет тиллар” кафедрасининг 2017 йил 24 август санасидаги 1-сонли қарори билан кўриб чиқилиб, Филология факультети илмий Кенгашига муҳокама қилиш учун тавсия қилинди.

Кафедра мудир _____ А. Позиллов

Фан ишчи ўқув дастури Филология факультети илмий Кенгашининг _____ 1-сонли қарори билан тасдиқланди.

Факультет илмий Кенгаши раиси: Э. Хамдамов

“Инглиз тили” фанининг ишчи ўқув дастури Гулистон ДУ ўқув методик кенгашининг _____ 1-сонли мажлисида муҳокама этилди ва маъқулланди.

Келишилди:

Ўқув ишлари бўйича проректор: Н. Р. Баракаев

К И Р И Ш

Мазкур дастур Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги “Чет тилларни ўрганиш тизимини янада такомиллаштириш чоратадбирлари тўғрисида”ги ПҚ-1875-сонли, Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2013 йил 8 майдаги “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига кўйиладиган талаблар” тўғрисидаги 124-сонли қарорлари ҳамда Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR – Common European Framework of Reference) га мувофиқ қайта ишлаб чиқилди.

Вазирлар Маҳкамасининг “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига кўйиладиган талаблар” га кўра олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалаврият босқичи битирувчилари тўрт йиллик таҳсиллари ниҳоясида ўрганган чет тили бўйича B2 даражани эгаллашларилозим.

“Чет тили” фанидан тузилган ушбу дастур асосида чет тили ўқитувчилари ихтисослик хусусиятларини ҳисобга олган ҳолда ишчи дастур, ўқув-методик мажмуалар ва ўқув қўлланмаларни ишлаб чиқишлари мумкин. Ушбу дастур “Чет тили” фанини икки босқичга бўлинган ҳолда ўқитишни назарда тутади:

- **умумий босқич** (умумий чет тили ўрганилади).
- **касбга йўналтирилган босқич** (чет тили махсус мақсадларда ўргатилади).

Ҳар бир курс учун ажратилган ўқув соатлари тенг, яъни 50%дан тақсимланади. Курслар бир-биридан мавзуси, лексик тизими, ўқув матнлари, нутқ фаолиятлари хусусияти ва мавқеига қараб малакаларни ривожлантириш бўйича фарқлансада, ўқув жараёни учун умумий бўлган грамматик мавзулар, ўхшаш синтактик ҳодисалар, нутқ кўникма ва малакаларини эгаллашда ўзаро узвий боғлиқ ва узлуксиз ҳолда ўргатилади. Чет тилини ўргатиш ихтисослик хусусиятларидан келиб чиқиб, **“Чет тили махсус мақсадлар учун”** тамойилларига ва коммуникатив, интегратив компетентлик ёндашувларига асосланади.

Коммуникатив фаолиятга йўналтирилган ёндашув - таълимнинг ривожлантирувчи, функционал ва коммуникатив хусусиятларига эга бўлиб, таълим жараёнида билиш фаоллигини оширишга кўмаклашади. Таълим жараёнида мазкур ёндашув талабаларда рефлексия, ўз-ўзини ривожлантириш, намоён этишга кўмаклашади; чет тили таълимини маданиятлараро мулоқот сифатида ташкил этишга; дарс жараёнида ўқитувчи талабаларнинг ўзаро тенг ҳуқуқли иштирокчи сифатида ўзини намоён этишларини таъминлайди; таълимнинг интерактив шакллари қўллаш; талабаларда янги тил малакалари, социо-маданий билимлар, амалий малакавий кўникмаларни мустақил эгаллашни ривожлантириш.

Шахсга йўналтирилган ёндашув - чет тилини ўқитишда нафақат илмий билимлар бериш, балки таълим жараёнининг иштирокчилари (талабалар, ўқитувчилар, ота-оналар) муносабатларининг фаол шаклларига асосланиш; талаба характери ва унинг ўзини ривожлантириш усулларини ўрганиш; индивидуалликни шакллантириш учун талабага қулай шарт-шароитлар яратиш; маданиятимизда шаклланган шахснинг психик ривожлантириш меъёрлари ҳақидаги тасаввурларни ўзгартириш (горизантал эмас, балки вертикал, яъни талаба ривожланиш динамикасини унинг олдинги ҳолати билан таққослаш орқали амалга оширишни, бошқалар билан эмас, балки уни ўзи билан таққослаш).

Интегратив ёндашув – турли фанлардан олинган билимлар, кўникма, малака ва тажрибани ҳисобга олиш, таяниш, интеграция қилиш, чет тилида коммуникатив, касбий коммуникатив, ижтимоий компетентликни баравар ривожлантиришни назарда тутати.

Таълимда компетентлик ёндашув - муайян натижаларга эришиш ва муҳим компетенцияларни эгаллашга қаратилади. Компетенция бўлажак касбий фаолиятга қараб шаклланиб боради. Бундай шароитда таълим жараёни янги мазмунга эга бўлади, у ўрганиш ва ўргатиш жараёнига айланади, яъни касбий ва ижтимоий аҳамиятга эга компетентликни мустақил ўқиб ўрганиш, ижтимоий-меҳнат, маданий, маиший ҳамда маданий ҳордиқ соҳаларда чет тилини қўллашга эришилади.

Фаннинг мақсад ва вазифалари

Чет тили фанининг мақсади талабаларнинг кўп маданиятли дунёда касбий, илмий ва маиший соҳаларда фаолият юритишларида коммуникатив компетенция (*унинг таркибий қисмлари ҳисобланувчи лингвистик, социолингвистик, прагматик ва бошқа компетенциялари*)ни шакллантиришдан иборат.

Компетенция – коммуникация (мулоқот) иштирокчиларитомонидан таълимнинг аниқ мақсадларига қаратилган нутқ фаолиятини ривожлантиришга имкон берадиган билим, кўникма, малака ва шахсий фазилатлар йиғиндисини ифодалайди.

Чет тили коммуникатив компетенцияси – ўрганилаётган чет тилида сўзлашувчилар билан мулоқот қилишни амалга ошириш қобилияти ва тайёргарлиги, шунингдек, талабаларнинг тили ўрганилаётган мамлакат маданияти билан танишиш, ўз мамлақати маданиятини янада яхшироқ англаш, уни мулоқот жараёнида тақдим эта олишини назарда тутати. Мазкур ўқув фанини ўрганишнинг асосий вазифаларига талабаларда қуйидаги компетенцияларни ривожлантириш киради:

Лингвистик компетенция ўрганилаётган тил соҳиблари билан мулоқот қилиш учун тил материаллари (*фонетика, лексика, грамматика*)ни етарли даражада билиш ва нутқ фаолияти турлари (*тинглаб-тушуниш, гапириш, ўқиш ва ёзув*)да қўллаш билишни назарда тутати.

Ижтимоий-лингвистик компетенция сўзловчининг бирон бир нутқий вазият, коммуникатив мақсад ва хоҳиш-истагидан келиб чиққан ҳолда керакли лингвистик шакл, ифода усулини танлаш кўникма ва малакаларни ўз ичига олади.

Ижтимоий-маданий компетенция аутентик нутқнинг миллий хусусиятларини: ўзи яшаётган мамлакатнинг урф-одатлари, кадриятлари, маросимларива бошқа миллий-маданий хусусиятларини тили ўрганилаётган мамлакат билан таққослаган ҳолда тақдим эта олиш компетенциясидир.

Ижтимоий компетенция - *ижтимоий-лингвистик* ва *социо-маданий компетенцияларни ўз ичига олади*. У ҳозирги кўпмаданиятли дунёдатаълим олувчиларда чет тилини ўрганиш муҳимлиги тушунчаси, чет тилида мулоқот қилиш, ўз устида мустақил ишлаш ва ижтимоий мослашув воситаси сифатида фойдаланиш эҳтиёжини шакллантириш ва ривожлантириш, фуқаролик, ватанпарварлик фазилатларини тарбиялашда, чет тили орқали маданиятлараро мулоқотни амалга ошириш истаги ва хоҳишида намоён бўлади.

Прагматик компетенция куйидагилардан иборат:

Дискурсивкомпетенция (*дискурс – оғзаки ёки ёзма нутқ матни*) матнни тўғри талқин қилиш ва тузиш, шунингдек, шунга мос нутқий мулоқот турини танлаш учун оғзаки ва ёзма (стилистик ҳамда таркибий қисмларини билиб олишни назарда тутган) матнлар тузиш кўникма ва малакаларидан иборат.

Стратегик (компенсатор) компетенция чет тилимуҳитида нутқий ҳамда ижтимоий мулоқот тажрибасидаги камчилик ва нуқсонларни айрим вербал/новербал воситалар ёрдамида тўлдириш, коммуникатив вазиятдатушунмовчиликлар пайдо бўлганда такроран сўраш, узр сўраш ва ҳоказолар орқали мураккаб вазиятлардан уддабуронлик билан чиқиб кета олиш қобилиятини назарда тутди.

Ўқув - билиш компетенцияси таълим олувчининг мустақил билим олиш фаолиятида чет тиллар ва маданиятларни ўрганишнинг компетенциялар йиғиндиси бўлиб, замонавий таълим технологияларидан фойдаланиш билан боғлиқ бўлган мантиқий, методологик ва умумтаълимвазифаларни ўз ичига олади.

Чет тилини ўқитиш дидактик, методик, лингвистик тамойилларни ҳамда замонавий таълим технологияларини қўллаш асосида амалга оширилади.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар

“Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар”да олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалавриат босқичи битирувчилари тўрт йиллик таҳсиллари ниҳоясида ўрганган чет тили бўйича В2 даражани эгаллашларишарт. Унга кўра битирувчи талабалар В2 даражани таъминловчи куйидаги коммуникатив компетенцияларни эгаллашлари лозим.

Лингвистик компетенция:

Тинглаб тушуниш

- ✓ узоқ давом этган суҳбат ва мураккаб далиллар келтирилган матнни тушуниш ва идрок этиш;
- ✓ маъруза, суҳбат, мукамал йўриқномалар, академик ва касбий презентациялар, савол-жавоблар асосий мазмунини тушуна олиш;
- ✓ реклама, эълон ва маълумотномаларни тушуниш;
- ✓ мураккаб аутентик нутқни таниш ва нотаниш контекстда тушуна олиш;
- ✓ тил соҳиблари суҳбатлари ва баҳс- мунозараларини тушуна олиш;
- ✓ радио ва интернет материаллари, интервьюларни (суҳбат) тўлиқ даражада тушуна олиш.

Гапириш

Диалог

- бизнesdaги ҳамкори билан музокара олиб бориш;
- аниқ масалалар бўйича ахборот олиш;
- узоқ муддатли музокараларда тил соҳибби билан қатнашиш, уларни қўллаб-қувватлаш, керак бўлса музокараларни бошқариш;
- кундалик мавзуларда баҳс-мунозара, музокараларда фаол қатнашиш;
- ихтисослик (касб) бўйича интервью, суҳбатларда қатнашиш;
- фикрни аниқлаштириш, қайтадан тузиш ва баҳс- мунозара ривожига ўз ҳиссасини қўшиш;
- музокаралар олиб бориш жараёнида муаммоларни ечимини усталик билан ҳал этиш;
- вазиятга қараб саволлар бериш ва жавоб қайтариш.

Монолог

- алоҳида мавзу бўйича қилинган презентациялар ўтказиш;
- ихтисослиги бўйича асбоб-ускуналарни аниқ ва равшан тасвирлаш;
- алоҳида мавзу бўйича оғзаки маъруза тузиш;
- мақола, маъруза, баҳс-мунозараларни аниқ ва равшан қилиб умумлаштириш;
- аниқ тизимга асосланган ҳолда қўшимча, етарли бўлган ҳолда ва таниш мавзу бўйича ўз фикрини ифода қила олиш.

Ўқиш

- таниш ва нотаниш мавзу бўйича тузилган матнлардан асосий / керакли бўлган ахборотни, шахсий ва мутахассислик бўйича корреспонденцияларни (хат-хабарларни) тушуниш;
- диаграмма, схема, чизмаларни қисқача таърифини тушуниш;
- мураккаб бўлган маълумотларни идрок этиш;
- махсус, мураккаб бўлган ёзма йўриқнома ва қўлланмаларни тушуниш;
- касбга оид мақола ва маърузалардан керакли ахборотни ажратиб олиш;
- керак ёки ноқераклигини аниқлаш мақсадида матнни у ёки бу қисмини синчиклаб ўқиш, конференция дастурларини ўқиб тушуниш.

Ёзув.

- махсус маълумотларни (тил юзасидан бўлган хатларни, маълумотларни, электрон хатларни) ёза олиш;
- эссе ва маърузаларни ёза олиш;
- аниқ мантиққа эга бўлган илмий мақолалар ва илмий тадқиқот ишларни ёза олиш;
- ёзма таклифлар, ҳисобот ва резюмелар туза олиш;
- битирув малакавий ишларни зарур бўлганда ёза олиш.

Тил компетенцияси

Лексик компетенция

- касбий лексика ва терминларни ишлата олиш;
- коммуникатив вазиятларда мавзуга оид бўлган лексикани ишлата олиш;
- интернационал сўзларни тушуниш ва қўллай олиш.

Грамматик компетенция

- мураккаб грамматик ва синтактик қурилмаларни коммуникатив вазиятларда қўллай олиш;
- боғловчи сўзларни тўғри қўллаш;
- мутахассисликка оид матнларни унинг мазмунини тушуниш мақсадида матнни таҳлил қилиши талаб этилади..

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

Чет тили фани ижтимоий-иқтисодий фанлар ва ихтисослик фанлари билан ўзаро боғлиқ. Ушбу фан бошқа фанлар билан интеграллашган ҳолда ўргатилади.

Фаннинг фан, таълим ва ишлаб чиқаришдаги ўрни

Чет тили фани ишлаб чиқариш жараёни билан бевосита боғланмаган. Талабалар мазкур фандан ўрганган билимларидан бошқа ихтисослик фанларини ўзлаштиришда (соҳага оид маълумотларни чет тилида излаб топиш, таҳлил қилиш ва билим олиш жараёнида фойдаланиш), келгусидаги касбий фаолиятларида фойдаланишлари мумкин.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

“Чет тили” фанини ўқитишда таълимнинг қуйидаги илғор ва замонавий технология ва методларидан фойдаланилади:

- педагогик маҳорат технологияси (Ю.Н.Кулюткин, Е.Б.Спасская);
- билимдонлар баҳси;
- мавқеингизни эгалланг – шиорлар асосидаги баҳс;
- таълимнинг фаол услублари: “Кейс-услуби” (Гарвард университети бизнес мактаби), ишбоп ўйинлар.

Ижодий топшириқларни гуруҳ билан ҳал қилиш услубларидан:

- **дельфи услуги** – таклиф қилинган ечимдан статистик услуб асосида беш камчиликни аниқлаш ва улардан энг яхшисини танлаб, баҳолаш, камчиликлар сабабини аниқлаш;
- **қора қутг услуги** – масалани таҳлил қилиш, ижодий баҳс орқали камчиликлар сабабини аниқлаш;
- **кундаликлар услуги** – гуруҳ аъзоларининг ён дафтарчаларидаги ёзувларни таҳлили ва уларда берилган таклиф-мулоҳазаларни муҳокама қилиш, умумий фикр ишлаб чиқиш;
- **“Тўғридан-тўғри жамоавий ақлий ҳужум”** (Дж.Дональд Филлипс) – 20-60 кишилиқ катта аудиторияда янги фикрларни, самарадорликни ошириш иш ёки машқ мини-гуруҳларда олиб борилади ва фикрлар жамоада муҳокама қилинади;
- **“Ақлий ҳужум”** – (Е.А.Александров и Г.Я.Буш) – гуруҳ қатнашчилари ижодий ғояларини жамоа, ғоялари билан қарши ғоялар ёрдамида фаоллаштириш, уларни қўллашни баҳолаш;
- **сенектика услуги** (У.Гордон) – муаммони ифодалашга ўргатиш, унинг қисмларини аниқлаш, муаммони ечишдаги ўхшашликларни топиш. Креативликни ўстириш, оддий ҳодисаларнинг ғайри-табиий томонларини топиш, ижодий қобилиятларини аниқлаш;
- **«АРИЗ – ТРИЗ»** (Г.С.Альтшуллер ва унинг мактаби, ТРИЗ - кашфиёт топшириқлари технологияларини ривожлантириш) – ўрганилаётган тизим ривожланиши қонуниятларига бўйсундирилган мантикий операциялар тизими 40 усулдан иборат: “қўшилиш”, “матрёшка”, “карама-қарши”, “зарарни фойдага айлантириш” ва бошқалар.

АСОСИЙ ҚИСМ

№	Мавзу	Соатлар				
		Жами	Маъруза	Амал.	Лабор.	Мустақил таълим
1	Lesson 1. Academic fields	6	-	6	-	-
	*Academic fields		-	-	-	4
2	Lesson 2. Science in Britain	6	-	6	-	-
	*Science in Britain		-	-	-	4
3	Lesson 3. Science opens road to future	6	-	6	-	-
	*Science opens road to future		-	-	-	4
4	Lesson 4 Getting acquainted	2		2		
5	Lesson 5. Making dialogue	6	-	6	-	-
	*Conditional sentences		-	-	-	4
6	Lesson 5. Communicating by phone	6	-	6	-	-

	*Prepositions of time		-	-	-	3
7	Lesson 6. Traveling by air	6	-	6	-	-
	*to prefer smth., doing, to do.		-	-	-	3
8	Lesson 7. Development of computers.	2		2		
	*The pronoun other.					
	ОН					
	1-семестр жами:	62	-	40	-	22
1	Lesson 8. Academic degrees	6	-	6	-	-
2	Lesson 9. Digital and Electronic computers.	12	-	6	-	-
	*Pronouns except and for		-	-	-	6
3	Lesson 10. State system	10	-	6	-	-
	*Pronoun One		-	-	-	4
4	Lesson 11. The Republic of Uzbekistan	2	-	2	-	-
5	Lesson 12. National Holidays of Uzbekistan	10	-	6	-	-
	* Similar conjunctions		-	-	-	4
6	Lesson 13. Water	10	-	6	-	-
	*Prepositions and adverbs		-	-	-	4
7	Lesson 14. Places to stay	10	-	6	-	-
	*Constructions “What is it like?, What does it look like?”		-	-	-	4
8	Lesson 15. Conversations.	2	-	2	-	-
	ОН					
	ЯН					
	2-семестр жами:	62	-	40	-	22
	Умумий жами:	124	-	80	-	44

Изоҳ: (*) – белгиси қўйилган қатордаги мавзу ТМИ мавзуси деб ҳисоблансин.

Ихтисослик бўйича лексик минимум методик принциплар - кўп маънолилик, тематик, сўз яшаш хусусиятларини ҳисобга олиш тамойилларига кўра касбга йўналтирилган чет тили таълими асосида танлаб олинади. Санаб ўтилган тамойилларга кўра лексик минимум 2 турдан иборат:

а) умумтаълимий;

б) касбий лексика

“Чет тили” фанидан 3 – босқич талабалари учун
Мавзулар ва кўриладиган асосий масалалар

3-курс

“ Чет тили” курсининг мазмуни(кузги семестр)

1. Academic fields (6h.)

Reading: Academic fields. Grammar: The Passive Voice./Феълнинг мажхулик нисбати.
Speaking: Academic fields. Writing: Giving the idea of the dialogue in written form. Key words:
Health, education, communication, services; p 8. (Scale up)

2. Science in Britain (6h.)

Reading: Science in Britain. Speaking: Role of science. Grammar: Writing: Composing an article
on role of science in our life. Radio. Key words: scholarship, academician, science, current affairs,
education, range of features programmes. p.61(A.Abdalina)

3. Science opens road to future (6h.)

Reading: Science opens road to future. Writing: Compiling the dialogues. Speaking: Answering the
questions and discussing in the group. Science. Key words: scholarship, academician, science,
current affairs, education, range of features programmes. p.68 (A.Abdalina)

4. Getting acquainted (6h.)

Listening: Dialogue: Getting acquainted. Grammar: ...done...need...Reading: Getting acquainted.
Writing: Proposal writing. Key words: greet, inspire, hard, overwhelming p.58 (A.A. Ismailov, T.K.
Sattarov).

5. Making dialogue (6h.)

Reading: Dialogue. Writing: Writing a composition on the topic. Speaking: Answering the
questions and discussion. Key words: greet, inspire, hard, overwhelming p.63 (A.A. Ismailov, T.K.
Sattarov)

6. Communicating by phone(6h.)

Listening: Conversation: Talking on the phone. Grammar: Prepositions of time. Reading:
Telephone tips. Writing: Situations. Key words: communication, phone, answer, hold, wait. p.71
(A.A. Ismailov, T.K. Sattarov).

7. Traveling by air (6h.)

Reading: Traveling. Grammar: to prefer smth, doing, to do. Writing: situations. Key words: ticket,
booking, flight, route. P. 85 (A.A. Ismailov, T.K. Sattarov)

8. Development of computers. (2h)

Reading: Development of computers. Grammar: pronoun “other”. Writing: grammar exercises.
Keywords: computer, calculate, software, abacus. P.75 (A. Abdalina).

“ Чет тили” курсининг мазмуни (баҳорги семестр)

1. Academic degrees (6h.)

Reading: Emergence of the Doctor’s and Master’s Degrees and the Licentiate. Speaking: Academic degrees in Uzbekistan. Writing: answer the questions. Key words: degree, research, defense; p.34 (Scale up)

2. Digital and electronic computers (6h.)

Reading: Digital and electronic computers. Grammar: Except and for. Writing: Grammar exercises. Key words: computer, calculate, software, abacus. p.86 (A. Abdalina)

3. State system (6h.)

Reading: State system. Speaking: Performing the given dialogues. Writing: Grammar exercises. Key words: state, system, government, parliament, party, vice president p.90 (A.Abdalina)

4. The Republic of Uzbekistan (6h.)

Reading: The Republic of Uzbekistan. Speaking: Uzbekistan. Writing: answer the question. Key words: state, system, government, parliament, party, vice president p.97 (A.Abdalina)

5. National holidays of Uzbekistan (6h.)

Reading: National holidays of Uzbekistan. Grammar: Similar conjunctions. Speaking: Discussion. Writing: Writing the qualities. Key words: festival, holiday, celebrate, each year, p.100 (A.Abdalina)

6. Water (6h.)

Reading: Water. Grammar: Prepositions. Writing: Summary writing. Key words: water, chemical, substance, develop, undertake. P110 (A. Abdalina)

7. Places to stay (6h.)

Reading: Tips for travelers. Writing: Answer the questions. Key words: hotel, booking, issues, professionals, appearances, characters. P.102 (A.A. Ismailov ,T.K. Sattarov, Scale-up)

8. Conversation. (2h)

Key words: holidays, hobbies, hotels, research issues, professionals, top research results, appearances, characters. (A.A. Ismailov ,T.K. Sattarov, Scale-up)

**“Чет тили” фанидан 3– босқич талаблари учун
Талабалар мустақил иши мазмуни**

№	Мавзулар ва топшириқлар мазмуни	Ажратилган вақт (соат)	Информацион-услубий таъминот	Бажарилиш муддати
1	Academic Fields	4	Grammaway. Headway. Абдалина Е.Н.	1 – 2 хафта
2	Scientific Breakthrough	4	Grammaway. Headway. Абдалина Е.Н.	2 – 3 хафта
3	Oriental contribution	3	Grammaway. Headway. Абдалина Е.Н.	3 – 4 хафта
4	Meeting society needs	4	Grammaway. Headway. Абдалина Е.Н.	4 – 5 хафта
5	Networking	4	Grammaway. Headway. Абдалина Е.Н.	5 – 6 хафта
6	Professional Contentment	3	Grammaway. Headway. Абдалина Е.Н.	7 – 8 хафта
7	Academic degree	4	Grammaway. Headway. Абдалина Е.Н.	8 – 9 хафта
8	Public speech	4	Grammaway. Headway. Абдалина Е.Н.	9 – 10 хафта
9	Freelance	4	Grammaway. Headway. Абдалина Е.Н.	10 – 11 хафта
10	Up-to date devices	4	Grammaway. Headway. Абдалина Е.Н.	12 – 14 хафта
11	Immortal tracks	4	Grammaway. Headway. Абдалина Е.Н.	14 – 16 хафта
12	Professional ambitions in science	2	Grammaway. Headway. Абдалина Е.Н.	16 – 18 хафта
	ЖАМИ:	44		

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Чет тили фанидан мустақил ишларнинг мақсади - талабаларнинг касбий коммуникатив фаолиятини шакллантириш ва ривожлантириш, уларнинг ижодий фаолиятини ўстириш, ва чет тили устида мустақил ишлай олиш малака ва кўникмаларини ҳосил қилиш ва ривожлантиришдан иборат. Ушбу умумий мақсадга эришиш учун қуйидаги бир неча вазифаларни бажариш назарда тутилади:

- талабаларнинг тил тайёргарлик сифатини ошириб бориш, тил ва мутахассислик бўйича адабиётлар устида ишлай олиш кўникмаларини шакллантириш ва ривожлантириш;

- ўз касбий билим ва малакаларини кейинчалик мустақил тўлдириб ва янгилаб туриш эҳтиёжларини яратиш ва сақлаб қолиш, чет тили бўйича яратилган малака ва кўникмаларни ўстириб, ривожлантириб бориш;
- талаба бажариши керак бўлган ишларни тўғри ташкил қилиш, келиб чиқадиган қийинчиликларни олдиндан била олиш, ҳис этиш ва уларни бартараф қилиш йўлларини топа олиш.

Нутқ фаолияти турлари устида ишлаш учун вақтни тўғри тақсимлаш

Қўйилган мақсадларга эришиш учун ҳар бир дарсда нутқ фаолияти турлари қуйидаги нисбатда бўлиши мақсадга мувофиқ:

тинглаб тушуниш - 25% ;

гапириш - 25%;

ўқиш – 30%;

ёзув – 20% .

Талабалар билимини назорат қилиш

Талабаларнинг чет тили бўйича эгаллаган билим, малака ва кўникмалари жорий, оралиқ ва якуний назоратлар орқали назорат қилинади.

Жорий назорат: ҳар бир дарсда алоҳида талаба билан ишлаб уларнинг дарсга тайёргарлик даражаси савол-жавоб орқали текширилиб, кундалик баллар қўйиб борилади.

Оралиқ назорат: кафедранинг фан бўйича ишчи дастурига асосланган ҳолда, ҳар бир семестрга қўйилган талаблар асосида бир қанча дарслар ўтилганидан кейин ўтказилади. Натижаларни дастурда берилган талаблар билан қиёслаш орқали талабаларнинг малака ва кўникмалари қанчалик ўсганлиги аниқлаб борилади.

Якуний назорат: фан бўйича бакалавриат курсининг якунида ўтказилади. Якуний назорат ўтказилиши натижасида дастур талаблари бўйича касбий чет тили компетенцияси аниқлаб олинади.

Якуний назорат мазмуни

1. Тинглаб тушуниш бўйича:

Касбга йўналтирилган матнни тинглаш ва уни тушунганлигини аниқлаш мақсадида тестлар ечиш.

2. Гапириш бўйича:

Касбга йўналтирилган мавзу бўйича батафсил, синчиклаб, аргументлар билан бойитган ҳолда ўз фикрини баён этиш.

3. Ўқиш бўйича:

Касбий йўналишдаги матнни ўқиб, тушунганлиги асосида тест топшириқларини ечиш. Ўқиган матн мазмунини аниқ ва тўлиқ тушунганлигини текширишни ёзма таржима билан амалга ошириш мумкин. Бунда луғатдан фойдаланишга рухсат берилади.

4. Ёзув бўйича:

Соҳанинг долзарб муаммоларига бағишланган эссе ёзиш.

Дастурнинг информация – методик таъминоти

Чет тили фанини ўқитиш жараёнида таълимнинг замонавий интерфаол усулларидан, педагогик ва ахборот-коммуникация технологияларидан кенг фойдаланилади. Амалий машғулотларда ақлий ҳужум, кластер, блиц-сўров, кичик гуруҳларда ишлаш, инсерт, презентация, кейс стади каби усулларнинг мавзуга мос танланиши ва қўлланилиши дарс самарасини оширишга катта ҳисса қўшади.

4. Рейтинг баҳолаш тизими

4.1. Рейтинг назоратижадвали

Кузги семестр

Назорат тури	Жами			Жами	Саралаш бали
	1	2	3		
ЖН (амалий машғулот)	17	18	20	55	31
ОН (15%)				15	8
ЯН				30	16
Жами:				100	55

Баҳорги семестр

Назорат тури	Жами			Жами	Саралаш бали
	1	2	3		
ЖН (амалий машғулот)	17	18	20	55	31
ОН (15%)				15	8
ЯН				30	16
Жами:				100	55

“Факультетлараро чет тиллар” кафедраси “Чет тили” фанидан талабалар билимини баҳолашнинг РЕЙТИНГ ЖАДВАЛИ (КУЗГИ СЕМЕСТР)

№	Сентябр					Октябр				Ноябр				Декабр				январ			
	2	4-9	11-16	18-23	25-30	2-7	9-14	16-21	23-28	30-4	6-11	13-18	20-25	27-2	4-9	11-16	18-23	11-13	15-20		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
1	ЖН 55%	амалий машғулот		3	3	3	2	3	2	3	2	3	2	4	2	2	2	2	2	3	45
		мустақил таълим				1		1		2			2			3			1		10
2	ОН 15%	ОН											10				10				
		Мустақил таълим	3										2				5				
3	ЯН 30												30				30				
	ЖАМИ	55										15				30	100				

“Чет тиллар” кафедраси
“Хорижий тиллар (чет тили)” фанидан талабалар билимини баҳолашнинг
РЕЙТИНГ ЖАДВАЛИ (БАҲОРГИ СЕМЕСТР)

№		Февраль					Март				Апрель				Май				Июнь		
		5-10	12 - 17	19 - 24	26-3	5 - 10	12-17	19 - 24	26 – 31	2 – 7	9 – 14	16–21	23–28	30–5	7 – 12	14 – 19	21 – 26	28 – 2	4 – 9	11 – 16	
		22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
1	ЖН 55%	амалий машғулот	3	3	3	2	3	2	3	2	3	2	2	4	2	2	2	2	2	3	45
		мустақил таълим				1		1		2			2			3			1		10
2	ОН 15 %	ОН											10				10				
		Мустақил таълим	3										2				5				
3	ЯН (30%)												30				30				
ЖАМИ		55										15				30	100				

Баҳо	5	4	3	2
Рейтинг	86-100	71-85	55-70	< 55
Фанни ўзлаштириш Кўрсаткичлари (1курс.158)	136-158	112-134	87-111	<110

4.2. Баҳолаш мезони

1.1. Берилган сўз ва бирикмаларнинг ёзилиши, таржимаси, уларни оғзаки нутқда ҳамда ёзма нутқда равон қўллай олишига, гапларни тўғри туза олишига – 2 балл;

- Сўз бирикмаларини оғзаки ҳамда ёзма нутқда қўллаб, ёзилиши ва таржимасида имло ва услубий хатоларга йўл қўйилса – 1 балл;

- Сўз ва бирикмаларнинг талаффуз қилишни, таржимаси ва ёзилиши, оғзаки ва ёзма нутқда қўллашда камчиликларга йўл қўйилса – 0 балл билан баҳоланади.

1.2. Берилган матн ёзилишида имло, грамматик, орфографик хатоларга йўл қўймасдан, тушунарли ёзилган ёзма ишга – 3 балл;

- Матн ёзилишида айрим имло-хатоларга йўл қўйса – 2 балл;

- Ёзишда эътиборсизлик қилиб, имловий ва услубий хатоларга йўл қўйиб, ёзганларини тушунтиришда камчиликларга йўл қўйса -1 балл;

- Матн ёзилишида имло, грамматик ва орфографик хатоларга йўл қўйса – 0 балл қўйилади.

1.3. Берилган матнларни равон, тугилмасдан, ифодали айтиб, таянч сўз ва бирикмаларнинг барчасини қўллаб, ижобий жавоб берса – 3 балл;

Матнларни сўзлашда жузъий камчиликларга йўл қўйилса, яъни сўз ва сўз бирикмаларининг маълум қисминигина ишлата олмаса – 2 балл;

-матнларни гапиришда қўпол хатоларга йўл қўйиб, таянч сўз ва ибораларнинг ярмидан кўп қисмини нутқда қўлламаса ҳамда талаффузда хатолар қилса-1 балл;

-матнларни гапиришда қўпол хатоларга йўл қўйиб, таянч сўз ва ибораларнинг кўп қисмини нутқда қўлламаса ҳамда талаффузда кўп хатолар қилса -0 балл қўйилади.

1.4. 12 % нотаниш сўзлардан иборат бўлган матнни тўғри интонация билан ўқиш ва 1,0 академик соатда 1600 белгидан иборат матнни ўқиб берса – 2 балл;

- 12 % нотаниш сўзлардан иборат бўлган матнни интонация билан, 1,0 академик соатда мўлжалланган белгидан камроқ ишлатилса ёки талаффузда кичик хатолар билан ўқиб берса – 1 балл;

- 12 % нотаниш сўзлардан иборат бўлган матнни 1,0 академик соатда нотўғри интонация билан, мўлжалланган белгиларни ишлата олмаса ёки қўпол нутқий камчиликларга йўл қўйиб ўқиб берса – 0 балл қўйилади.

1.5. Талаба матнни ўқиш билан бирга чет тилидан ўзбек (рус) тилига ёки ўзбек (рус) тилидан чет тилига ёзма ва оғзаки таржима қилиш, атамаларни тўғри таржима қила олса, фразеологик бирикмаларнинг ишлатилишига эътибор қарата олса, таржимада сўз бойлигини тўлиқ ишга сола олса, луғатдан имкон қадар кам фойдаланган ҳолда мукамал бажарса – 3 балл;

- Талаба матнни ўқиш билан бирга чет тилидан ўзбек (рус) тилига ёки ўзбек (рус) тилидан чет тилига ёзма ва оғзаки таржима қилиш, атамаларни имкон қадар таржима қила олса, фразеологик бирикмаларнинг ишлатилишига эътибор қарата олса, таржимада сўз бойлигини ишга сола олса, луғатдан фойдаланган ҳолда мукамал бажарса – 2 балл;

- Талаба матнни ўқиш билан бирга чет тилидан ўзбек (рус) тилига ёки ўзбек (рус) тилидан чет тилига ёзма ва оғзаки таржима қилишда қийналса, атамаларни таржима қила олса, фразеологик бирикмаларнинг ишлатилишига қисман эътибор қарата олса, таржимада сўз бойлигини қисман ишга сола олса, луғатдан фойдаланган ҳолда бажарса – 1 балл;

- Талаба матн ҳақида умуман тасаввурга эга бўлмаса, ёзма ва оғзаки таржимани билмаса, атамаларни таржима қила олмаса, фразеологик бирикмаларини билмаса, сўз бойлиги ночор бўлса, луғатдан фойдаланишни билмаса – 0 балл қўйилади.

1.6. – Талаба 3-4 минут тинглаб тушуниш учун 120-140 сўздан иборат матнни ифодали тўлиқ баён этса, матн ичидан талаб қилинган маълумотни ажратиб бера олса- 3 балл;

- Талаба 3-4 минут тинглаб тушуниш учун 120-140 сўздан иборат матнни ифодали баён этиб, айрим талаффуздаги хатоларга йўл қўйса, матн ичидан талаб қилинган маълумотни ажратиб бера олса - 2 балл;

- Талаба 3-4 минут тинглаб тушуниш учун 120-140 сўздан иборат матнни ифодали тўлиқ баён этишда айрим талаффузида ва матн мазмунида хатоликларга йўл қўйса, талаб қилинган маълумотни ажратишда қийналса - 1 балл;

- Тинглаб-тушуниш учун берилган матнни мазмун ва моҳиятини тушунмаса, талаб қилинган маълумотни умуман ажратиб бера олмаса - 0 балл қўйилади.

1.7. ТМИлари учун танланган кўшимча адабиёт, ЭЎА, Интернет тармоғи, даврий матбуот ва бошқа ахборот манбааларнинг мураккаблик даражаси, улар асосида амалга оширилган ишлар (Берилган матннинг режасини тузиш, таянч сўз ва гапларни кўчириб ёзиш,

матннинг айрим қисмларини ҳикоя қилиш, ифодали ўқиш, таржима қилиш, ўқиганлар юзасидан суҳбат ўтказишга тайёр бўлиш ва б.қ.), машқлар бажариш, суҳбат ёки мунозара ташкил қилса – 3 балл;

-юқорида қай этилганларнинг барчасини тўлиқ бажариб, уларни оғзаки нутқда баён қилишда камчиликларга йўл қўйиб, имловий ва услубий хатоларга йўл қўйса – 2 балл;

-ТМИлар учун берилган топшириқларни ёзма бажариб, оғзаки нутқда ўз фикрини баён қилишда қийналса ёки жавоб бера олмаса – 1 балл;

- ТМИ мавзулари умуман бажарилмаса – 0 балл қўйилади.

2.1. Оралиқ назорат 30 та тест саволларидан иборат бўлиб, талабалар компьютерда бажарган ҳар бир тўғри жавоби учун 1 балл олишади. Тест саволлари намунавий дастур, фан ишчи дастур ва календар-тематик режага мос келиши шарт. Тест саволлари ўз ичига грамматик, лексик, ўқиш кўникмаларига асосланган ҳолда тузилади.

3.1 Яқуний назорат 4 кўникмани ўз ичига олади: тинглаб тушуниш, ёзиш, ўқиш ва гапириш кўникмалари.

ЯН баҳолаш қуйидаги кўринишда бўлади:

- Тинглаб тушуниш учун берилган топшириққа талаба нотаниш видеоролик, қиска кадрни томоша қилгач, ўз фикрини инглиз тилида луғатсиз ёзма равишда тўлиқ баён этса, унда имловий, услубий хатолар мавжуд бўлиб, вазифа тўлиқ ёритилган бўлса – 8 баллгача;

- Ёзма иш учун берилган топшириқни бажаришда талаба мавзу ҳақида батафсил маълумот берса, имловий хатоларга йўл қўйса, мавзу тўлиқ ёритилган бўлса – 8 баллгача;

-Ўқиш учун берилган топшириқни бажаришда талаба топикнинг асосий мазмунини тушунтириб бериши, ўқиш давомида талаффузда хатолар учрамаса – 7 баллгача;

- Гапириш учун берилган топшириқни бажаришда талаба топикнинг асосий мазмунини сўзлаб бериши, гапларни грамматик жиҳатдан тўғри туза олса, сўз бойлигидан унумли фойдалана олса - 7 баллгача баҳоланади.

4.3 Талабанинг амалий машғулотларни ўзлаштириш даражаси қуйидаги мезон асосида аниқланади

Баҳолашкўрсаткичи	Баҳолашмезонлари	рейтинг бали
Аъло, 86-100%	Етарли амалий билимга эга. Топшириқларни мустақил бажарган. Берилган саволларга тўлиқ жавоб беради. Мавзунинг моҳиятига тўлиқ тушунади. Аудиторияда фаол. Ўқув тартиб интизомига тўлиқ риоя қилади. Топшириқларни намунали расмийлаштирган.	0,7
Яхши, 71-85%	Етарли амалий билимга эга. Топшириқларни бажарган. Берилган саволларга етарли жавоб беради. Мавзунинг моҳиятини тушунади. Ўқув тартиб интизомига тўлиқ риоя қилади.	0,6
Қониқарли, 55-70%	Топшириқларни бажаришга ҳаракат қилади. Берилган саволларга жавоб беришга ҳаракат қилади. Мавзунинг моҳиятини чала тушунган. Ўқув тартиб интизомига риоя қилади.	0,5
Қониқарсиз 0-54%	Талаба амалий машғулот дарси мавзусига амалий тфйёрланиб келмаса, мавзу бўйича матн, луғат ва саволларига жавоб бера олмаса, дарсга суэт қатнашса билим даражаси қониқарсиз баҳоланади	0,3

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II. WORKING SYLLABUS

III. Technology of education

FALL TERM

“Academic discipline” mavzusidagi amaliy mashg’ulotning texnologik xaritasi

T/r	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, Vaqt
1.	Tayyorlov bosqichi: Dars maqsadi: Ingliz tilida Fan soxalari haqida ma’lumot berish. Identiv o’quv maqsadlar: 1.2.1. Fan soxalari haqida ma’lumot berish. 1.2.2. Fan soxalari matnini tushuntirish. 1.2.3. Tinglash ko’nikmasini o’stirish. 1.3. Asosiy tushuncha va iboralar: natural sciences, social sciences, exact sciences, arts, math, environmental sciences, medical sciences. 1.4. Dars shakli: guruh va mikroguruhlarda. 1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.	O’qituvchi
2.	O’quv mashg’ulotni tashkil qilish bosqichi: 2.1. Mavzu e’lon qilinadi. 2.2. Mashg’ulot boshlanadi, asosiy qismlar bayon qilinadi.	O’qituvchi 15 minut
3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo’yicha savol-javob o’tkaziladi. 3.2. Talabalarga matn o’qib eshittiriladi. 3.4. Talabalarni to’g’ri o’qishi tekshiriladi.	O’qituvchi-talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o’zlashtirilganligini aniqlash uchun: -Fan soxplari haqida gapirib bering; - Matn asosida quyidagi savollarga javob bering: - What are the natural sciences? - What are the social sciences?	O’qituvchi 15 minut

	- What are the formal sciences 4.2.Savol-javob (baholash mezon) asosida baholanadi.	
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut

5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut
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“Academic fields and education” mavzusidagi amaliy mashg'ulotning texnologik xaritasi

T/r	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, Vaqt
1.	Tayyorlov bosqichi: Dars maqsadi: Ta'lim sifati haqida ma'lumot berish. Identiv o'quv maqsadlar: 1.2.1. “Academic field and education” matnini tushuntirish 1.2.2. O'qish ko'nikmasini o'stirish. 1.3. Asosiy tushuncha va iboralar: decades, convenience, increased, phenomenon, impossible, introduced, transport, Escalators, stepping on, pavements 1.4. Dars shakli: guruh va mikroguruhlarda. 1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.	O'qituvchi
2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut
3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	O'qituvchi-talaba, 40 minut

4.	<p>Mustahkamlash va baholash bosqichi:</p> <p>4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: Savollarga javob berish:</p> <ul style="list-style-type: none"> - Name the Uzbek prominent scholars? - What are their contributions? - What researches do you carry at your University? - What kind of young researches do you know? <p>4.2. Savol-javob (baholash mezoni) asosida baholanadi.</p>	O'qituvchi 15 minut
5.	<p>O'quv mashg'ulotini yakunlash bosqichi:</p> <p>5.1. Talabalar bilimi tahlil qilinadi.</p> <p>5.2. Mustaqil ish topshiriqlari beriladi.</p> <p>5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.</p>	O'qituvchi 10 minut

“Review writing” mavzusidagi amaliy mashg'ulotning texnologik xaritasi

T/r	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, vaqt
1.	<p>Tayyorlov bosqichi:</p> <p>Dars maqsadi:</p> <p>Identiv o'quv maqsadlar:</p> <p>1.2.1. Review writing haqida ma'umot berish.</p> <p>1.2.2. Review writing bosqichlarini tushuntirish.</p> <p>1.2.3. Yozish ko'nikmasini o'stirish</p> <p>1.3. Asosiy tushuncha va iboralar: review, introduction, body part, main part, conclusion...</p> <p>1.4. Dars shakli: guruh va mikroguruhlarda.</p> <p>1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar.</p> <p>1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.</p>	O'qituvchi
2.	<p>O'quv mashg'ulotni tashkil qilish bosqichi:</p> <p>2.1. Mavzu e'lon qilinadi.</p> <p>2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.</p>	O'qituvchi 15 minut

3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga mashq o'qib eshittiriladi. 3.4. Talabalarni to'g'ri javob berishlari tekshiriladi.	O'qituvchi-talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: - Berilgan maqolaga taqriz youzing - Taqriz bosqichlarini muhokama qiling 4.2. Savol-javob (baholash mezon) asosida baholanadi.	O'qituvchi 15 minut
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut

“Top scientific breakthroughs” mavzusidagi amaliy mashg'ulotning texnologik haritasi

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, vaqt
1.	Tayyorlov bosqichi: Dars maqsadi: Asosiy kashfiyotlar haqida ma'lumot beradi Identiv o'quv maqsadlar: 1.1. Yangi so'zlarni tushuntiradi. 1.2. Ilm fandagi so'ngi yutuqlar haqida tinglash mashqini bajartiradi. 1.3. “Accelerate the Universe” matnini tushuntirish. 1.4. tinlash ko'nokmasini o'stirish. 1.5. Asosiy tushuncha va iboralar: Adverbs-cause and effect, time, contrast, condition 1.6. Dars shakli: guruh va mikroguruhlarda. 1.7. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.8. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, дарслик, tablitsa, rasm, tarqatma materiallar.	O'qituvchi
2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut

3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	O'qituvchi-talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: - Who was Adam Riess? - Whom was awarded the Noble Prize to in Physics? -Conversation practice: - Who was Einstein? - What was the theory of Friedmann? - What will happen if the Universe expands? 4.2. Savol-javob (baholash mezon) asosida baholanadi.	O'qituvchi 15 minut
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut

“Science in Britain” mavzusidagi amaliy mashg'ulotning texnologik xaritasi

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, BaqT
1.	Tayyorlov bosqichi: Dars maqsadi: Britaniyadagi ilm haqida ma'lumot berish. Identiv o'quv maqsadlar: 1.2.1. “Science in Britain” matnini tushuntirish. 1.2.2. Tinglash ko'nikmasini o'stirish 1.3. Asosiy tushuncha va iboralar: Learned societies, Promoting, publication, essential, delivery, scientific, artistic, activities, ethnical. 1.4. Dars shakli: guruh va mikrogruhlarda. 1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.	O'qituvchi

2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut
3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	O'qituvchi- talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: - Answer the following questions - Are you a member of a learned society? - What researches are conducted at your department? - How many published works have you go? 4.2. Savol-javob (baholash mezon) asosida baholanadi.	O'qituvchi 15 minut
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut

**“ Gerund ” mavzusidagi amaliy mashg'ulotning
texnologik xaritasi**

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, vaqt
1.	Tayyorlov bosqichi: Dars maqsadi: Ingliz tilidagi Gerundiy haqida ma'lumot berish. Identiv o'quv maqsadlar: 1.2.1. Gerundiyni tushuntirib bera oladi. 1.2.2. Gerundiyda gaplar tuza oladi va tarjima qila oladi. 1.2.3. Gerundiy qatnashgan matnni tarjima qila oladi 1.2.4. Og'zaki nutqni o'stirish. 1.3. Asosiy tushuncha va iboralar: gerundiy, subject, to, verb, -ing. 1.4. Dars shakli: guruh va mikroguruhlarda. 1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar.	O'qituvchi

	1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.	
2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut
3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	O'qituvchi- talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: - Gerundiya mustaqil gaplar tuzing; - Gerundiyni toping va ma'nolarini tushuntirib bering; He objected to his son's going to the expedition. This is the shortest way of getting there. She is interested in playing chess. He is fond of reading . After reading the text we usually translate it. 4.2. Savol-javob (baholash mezon) asosida baholanadi.	O'qituvchi 15 minut
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut

“Oriental inventions and discoveries” mavzusidagi amaliy mashg'ulotning texnologik xaritasi

T/r	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, vaqt
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1.	<p>Tayyorlov bosqichi: Dars maqsadi: Sharq kashfiyotlari haqida ma'lumot berish. Identiv o'quv maqsadlar: 1.2.1. "Oriental contributions to civilization" matnini tushuntirish 1.2.2. Tinglash ko'nikmasini o'stirish. 1.3. Asosiy tushuncha va iboralar: inventions, porcelain, potter, syringe, chemists, surgeon, water wheel clock, monk. 1.4. Dars shakli: guruh va mikroguruhlarda. 1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.</p>	O'qituvchi
2.	<p>O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.</p>	O'qituvchi 15 minut
3.	<p>Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.</p>	O'qituvchi-talaba, 40 minut
4.	<p>Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: - Answer the following questions - Did Oriental people domesticate pet animals? - Is Porcelain a mixture of feldspathic rock and kaolin? - Where was the first syringe used? - Did the mechanical water wheel predict the future of humankind? - 4.2. Savol-javob (baholash mezon) asosida baholanadi.</p>	O'qituvchi 15 minut
5.	<p>O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.</p>	O'qituvchi 10 minut

“Science opens road to future” mavzusidagi amaliy mashg’ulotning texnologik xaritasi

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, BaqT
1.	<p>Tayyorlov bosqichi: Dars maqsadi: Britanyadagi ilmiy izlanish ahamiyati haqida ma’lumot berish. Identiv o’quv maqsadlar: 1.2.1. “Scienceopens road to future” matnini tushuntirish. 1.2.2. . Og’zaki nutqni o’stirish 1.3. Asosiy tushuncha va iboralar: created,advanced science, high quality materials, achievements , obtained Polymer, associated, utilization, crystals, semiconductor Importance, facilities, promises, stimulate 1.4. Dars shakli: guruh va mikroguruhlarda. 1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.</p>	O’qituvchi
2.	<p>O’quv mashg’ulotni tashkil qilish bosqichi: 2.1. Mavzu e’lon qilinadi. 2.2. Mashg’ulot boshlanadi, asosiy qismlar bayon qilinadi.</p>	O’qituvchi 15 minut
3.	<p>Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo’yicha savol-javob o’tkaziladi. 3.2. Talabalarga matn o’qib eshittiriladi. 3.4. Talabalarni to’g’ri o’qishi tekshiriladi.</p>	O’qituvchi-talaba, 40 minut
4.	<p>Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o’zlashtirilganligini aniqlash uchun: - Answer the following questions: - Where are polymer and plastic materials used? - What industry has Russia created? - What did cybernetics make in man's activities? - Are the achievements in radio electronics associated with the utilization of crystal? 4.2. Savol-javob (baholash mezon) asosida baholanadi.</p>	O’qituvchi 15 minut

5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut
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“Subjunctive mood” mavzusidagi amaliy mashg'ulotning texnologik xaritasi

T/r	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, vaqt
1.	Tayyorlov bosqichi: Dars maqsadi: Berilgan fe'llar asosida gaplar tuzish. Identiv o'quv maqsadlar: 1.2.1. Yangi so'zlarni tushuntirish tushuntirish. 1.2.2. Og'zaki nutqni o'stirish. 1.3. Asosiy tushuncha va iboralar: assume, contend, contradict, assert, claim, emphasize, maintain, remark, challenge, purport, reject, support. 1.4. Dars shakli: guruh va mikroguruhlarda. 1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.	O'qituvchi
2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut
3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	O'qituvchi-talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: - Answer the following questions - What kind of new verbs did you learn? - Where do you use them? - Was it difficult to paraphrase sentences using these words? 4.2. Savol-javob (baholash mezon) asosida baholanadi.	O'qituvchi 15 minut

5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut
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“Dialogues” mavzusidagi amaliy mashg'ulotning texnologik xaritasi

T/r	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, vaqt
1.	Tayyorlov bosqichi: Dars maqsadi: Dialoglar haqida ma'lumotni qaytarish. Identiv o'quv maqsadlar: 1.2.1. Bosqichlarini tushuntirib bera oladi. 1.2.2. Mustaqil maqolaga taqriz tuza oladi. 1.3. Asosiy tushuncha va iboralar: title, main topic, new facts, summary, evaluation, assign, experts, arguments, essential, implications, research, element, publication,significance. 1.4. Dars shakli: guruh va mikroguruhlarda. 1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.	O'qituvchi
2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut
3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	O'qituvchi-talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: - Berilgan maqolaga taqriz yozing - Yozish bosqichlarini tusuntirib bering. 4.2. Savol-javob (baholash mezon) asosida baholanadi.	O'qituvchi 15 minut

5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut
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“How to get acquainted” mavzusidagi amaliy mashg'ulotning texnologik xaritasi

T/r	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, vaqt
1.	Tayyorlov bosqichi: Dars maqsadi: Uzini tanishtirish haqida ma'lumot berish. Identiv o'quv maqsadlar: 1.2.1. Tanishish usullarini tushuntirib bera oladi. 1.2.2. Informatciya va axborot texnologiyalari maniga oid savollarga javob bera oladi. 1.3. Asosiy tushuncha va iboralar: competitiveness, implement, efficiency, financial, products, advanced, material resources, associations, investment program, large joint stocks. 1.4. Dars shakli: guruh va mikroguruhlarda. 1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.	O'qituvchi
2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut
3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	O'qituvchi-talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: -What kind of issues are set as the most important tasks and directions of development of ICT in the real economy? -What kind of resolution was signed by the President of Uzbekistan in 2014 on April 3?	O'qituvchi 15 minut

	-What list of priority projects has the resolution approved? 4.2. Savol-javob (baholash mezon) asosida baholanadi.	
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut

“Getting acquainted” mavzusidagi amaliy mashg'ulotning texnologik xaritasi

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, BAQT
1.	Tayyorlov bosqichi: Dars maqsadi: Ishimoiy muammolar haqida ma'lumot berish. Identiv o'quv maqsadlar: 1.2.1. “Social needs and their solution” matnini tushuntirib bera oladi. 1.2.2. Asosiy muammolarni aniqlay bera oladi. 1.3. Asosiy tushuncha va iboralar: tremendous, ultimately, conduct, enterprise, annual, due to, train, social matters, meet demands, meet needs. 1.4. Dars shakli: guruh va mikroguruhlarda. 1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.	O'qituvchi
2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut
3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	O'qituvchi-talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun:	O'qituvchi 15 minut

	<ul style="list-style-type: none"> - Predict future social needs. - How to meet social needs? - How important to meet social needs of citizens? - What fields of life are not meeting society needs? - Would future social needs differ from contemporary ones? <p>4.2. Savol-javob (baholash mezon) asosida baholanadi.</p>	
5.	<p>O'quv mashg'ulotini yakunlash bosqichi:</p> <p>5.1. Talabalar bilimi tahlil qilinadi.</p> <p>5.2. Mustaqil ish topshiriqlari beriladi.</p> <p>5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.</p>	<p>O'qituvchi 10 minut</p>

**“Conditionals” mavzusidagi amaliy mashg'ulotning
texnologik xaritasi**

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, BAQT
1.	<p>Tayyorlov bosqichi:</p> <p>Dars maqsadi: Shartli gaplar haqida ma'lumot berish.</p> <p>Identiv o'quv maqsadlar:</p> <p>1.2.1. Matnni tinglab savollarga javob bera olish.</p> <p>1.2.2. . Og'zaki nutqni o'stirish</p> <p>1.3. Asosiy tushuncha va iboralar: Learned societies, Promoting, publication, essential, delivery, scientific, manufacture, arouse, contest, dissect, drive, diversity, outmoded.</p> <p>1.4. Dars shakli: guruh va mikroguruhlarda.</p> <p>1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar.</p> <p>1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.</p>	<p>O'qituvchi</p>
2.	<p>O'quv mashg'ulotni tashkil qilish bosqichi:</p> <p>2.1. Mavzu e'lon qilinadi.</p> <p>2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.</p>	<p>O'qituvchi 15 minut</p>
3.	<p>Guruhda ishlash bosqichi:</p> <p>3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi.</p> <p>3.2. Talabalarga matn o'qib eshittiriladi.</p> <p>3.4. Talabalarni to'g'ri o'qishi tekshiriladi.</p>	<p>O'qituvchi-talaba, 40 minut</p>

4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: - Answer the following questions - What should be done to meet society needs? - What researches are conducted at your department? - How many published works have you done? 4.2. Savol-javob (baholash mezon) asosida baholanadi.	O'qituvchi 15 minut
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut

“Dialogues” mavzusidagi amaliy mashg'ulotning texnologik xaritasi

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, BAQT
1.	Tayyorlov bosqichi: Dars maqsadi: Ta'limning jamiyat ehtiyojlariga bo'lgan ahamiyati haqida dialog tuzish Identiv o'quv maqsadlar: 1.2.1. Dialogni tushuntirish. 1.2.2. Gapirish ko'nikmasini o'stirish 1.3. Asosiy tushuncha va iboralar: innovation , promote, demand, renewable energies, succeed, crucial, societal partners, retrieve, reconsider, variety, grassroots, extent, detailed. 1.4. Dars shakli: guruh va mikroguruhlarda. 1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.	O'qituvchi
2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut

3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	O'qituvchi-talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: - Answer the following questions: - Is it possible to imagine one's progress without a complete education? - What do you understand by saying that it is crucial that both higher educational institutions and corporate or societal partners speak the same language? - What is essential to teach effectively? 4.2. Savol-javob (baholash mezon) asosida baholanadi.	O'qituvchi 15 minut
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut

“Telephone tips” amaliy mashg'ulotning texnologik xaritasi

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, BAQT
1.	Tayyorlov bosqichi: Dars maqsadi: Telefonda suhbat qilish yollarini tushuntirish: 1.2.1. Telefon orqali suhbat qila oladi. 1.2.2. Quyidagi fe'llarni ishlatib gap tuza oladi. 1.3. Asosiy tushuncha va iboralar: come across, come by, come at, come away, come between, come along, come back to, come to 1.4. Dars shakli: guruh va mikroguruhlarda. 1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.	O'qituvchi

2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut
3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	O'qituvchi- talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzular yuzasidan o'zlashtirilganligini aniqlash uchun: - Matndagi joylarga kerakli fe'llarni qo'yish. - Quyidagi fe'llarni ishlatib gaplar tuzish. 4.2. Savol-javob (baholash mezoni) asosida baholanadi.	O'qituvchi 15 minut
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut

**“Prepositions of time” mavzusidagi amaliy mashg'ulotning
texnologik xaritasi**

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, baqt
1.	Tayyorlov bosqichi: Dars maqsadi: Predloglar haqida ma'lumot berish. Identiv o'quv maqsadlar: 1.2.1. Xulosa yozish bosqichlari haqida ma'lumot berish. 1.2.2. Bosqichlarga tegishli bo'lgan ma'lumotlarni tushuntirib beradi. 1.2.3. Maqolaninig yaxshi va yomon tomonlarini aniqlay oladi. 1.2.4. Yozish ko'nikmasini o'stirish. 1.3. Asosiy tushuncha va iboralar: introduction, as requested, aim, purpose, contrasting points, however, summarize, surface, apparently, on the whole. 1.4. Dars shakli: guruh va mikroguruhlarda. 1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.	O'qituvchi

2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut
3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	O'qituvchi- talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: - Sohangizga oid bo'lgan maqol toping va unga taqriz yozing. 4.2. Savol-javob (baholash mezon) asosida baholanadi.	O'qituvchi 15 minut
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut

“To prefer smth. doing to ” mavzusidagi amaliy mashg'ulotning texnologik xaritasi

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, baqt
1.	Tayyorlov bosqichi: Dars maqsadi: “Networking” matni haqida ma'lumot berish. Identiv o'quv maqsadlar: 1.2.1. Networking matni mazmunini tushuntirib bera oladi. 1.2.2. Networking matnini to'liq tarjima qila oladi. 1.2.3. Networking matni yuzasidan berilgan savollarga to'liq javob bera oladi. 1.2.4. Tinglash ko'nikmasini o'stirish. 1.3. Asosiy tushuncha va iboralar: Learned societies, essential part, scientific meetings, commercial problems,	O'qituvchi

	<p>international relations of science, mutually beneficial bonds, buzzword, payoff, social media, a stand-alone approach, face time, agile, complimentary services.</p> <p>1.4. Dars shakli: guruh va mikroguruhlarda.</p> <p>1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar.</p> <p>1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.</p>	
2.	<p>O'quv mashg'ulotni tashkil qilish bosqichi:</p> <p>2.1. Mavzu e'lon qilinadi.</p> <p>2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.</p>	<p>O'qituvchi 15 minut</p>
3.	<p>Guruhda ishlash bosqichi:</p> <p>3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi.</p> <p>3.2. Talabalarga matn o'qib eshittiriladi.</p> <p>3.4. Talabalarni to'g'ri o'qishi tekshiriladi.</p>	<p>O'qituvchi-talaba, 40 minut</p>
4.	<p>Mustahkamlash va baholash bosqichi:</p> <p>4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun:</p> <ul style="list-style-type: none"> - True or false mashqini bajarish. - Tinglab kerakli bo'lgan so'zlarni qo'yish - Og'zaki gapirib berish <p>4.2. Savol-javob (baholash mezon) asosida baholanadi.</p>	<p>O'qituvchi 15 minut</p>
5.	<p>O'quv mashg'ulotini yakunlash bosqichi:</p> <p>5.1. Talabalar bilimi tahlil qilinadi.</p> <p>5.2. Mustaqil ish topshiriqlari beriladi.</p> <p>5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.</p>	<p>O'qituvchi 10 minut</p>

“Traveling” mavzusidagi amaliy mashg'ulotning texnologik xaritasi

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, Baqr
1.	<p>Tayyorlov bosqichi:</p> <p>Dars maqsadi: Sayohat qilish yollari haqida ma'lumot berish.</p> <p>Identiv o'quv maqsadlar:</p> <p>1.2.1. Mavzuga oid bo'lgan matnchalarni o'qib ularga sarlavxa berish.</p> <p>1.2.2. Mavzuga oid bo'lgan so'zlarni matndagi mos joylarga</p>	<p>O'qituvchi</p>

	<p>qo'yadi.</p> <p>1.2.4. Og'zaki nutqni o'stirish.</p> <p>1.3. Asosiy tushuncha va iboralar: marketing, rapid growth, commerce, internet, telecommuting, networking, corporate networks, trend, increase.</p> <p>1.4. Dars shakli: guruh va mikroguruhlarda.</p> <p>1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar.</p> <p>1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.</p>	
2.	<p>O'quv mashg'ulotni tashkil qilish bosqichi:</p> <p>2.1. Mavzu e'lon qilinadi.</p> <p>2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.</p>	<p>O'qituvchi 15 minut</p>
3.	<p>Guruhda ishlash bosqichi:</p> <p>3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi.</p> <p>3.2. Talabalarga matn, dialog o'qib, eshittiriladi.</p> <p>3.4. Talabalarni to'g'ri o'qishi tekshiriladi.</p>	<p>O'qituvchi- talaba, 40 minut</p>
4.	<p>Mustahkamlash va baholash bosqichi:</p> <p>4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun:</p> <ul style="list-style-type: none"> - Is there an increased demand for networking? -What has created a rapid growth of Internet? <p>4.2. Savol-javob (baholash mezon) asosida baholanadi.</p>	<p>O'qituvchi 15 minut</p>
5.	<p>O'quv mashg'ulotini yakunlash bosqichi:</p> <p>5.1. Talabalar bilimi tahlil qilinadi.</p> <p>5.2. Mustaqil ish topshiriqlari beriladi.</p> <p>5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.</p>	<p>O'qituvchi 10 minut</p>

**“Development of computers ” amaliy mashg'ulotning
texnologik xaritasi**

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, vaqt
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1.	<p>Tayyorlov bosqichi: Dars maqsadi: Talabalarga computerlar haqida ma'lumot beradi.. 1.2.1. Kerakli manbaalardan foydalanishni tushuntirib beriladi. 1.2.2. Og'zaki nutqni o'stirish. 1.3. Asosiy tushuncha va iboralar: ebooks, related, good listener, potential, legislation, sustain, available, encounter, mildew. 1.4. Dars shakli: guruh va mikroguruhlarda. 1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.</p>	O'qituvchi
2.	<p>O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.</p>	O'qituvchi 15 minut
3.	<p>Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.</p>	O'qituvchi-talaba, 40 minut
4.	<p>Mustahkamlash va baholash bosqichi: 4.1. Mavzular yuzasidan o'zlashtirilganligini aniqlash uchun: - Must successful networking be reciprocal? - Does workplace achievement lead to person's self satisfaction? 4.2. Savol-javob (baholash mezon) asosida baholanadi.</p>	O'qituvchi 15 minut
5.	<p>O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.</p>	O'qituvchi 10 minut

SPRING TERM

“Earning academic degrees” mavzusidagi amaliy mashg’ulotning texnologik xaritasi

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, baqt
1.	<p>Tayyorlov bosqichi: Dars maqsadi: “Earning academic degrees” matni haqida ma’lumot berish. Identiv o’quv maqsadlar: 1.2.1. “Earning academic degrees” matni mazmunini tushuntirib bera oladi. 1.2.2. “Earning academic degrees” matnini to’liq tarjima qila oladi. 1.2.3. “Earning academic degrees” matni yuzasidan berilgan savollarga to’liq javob bera oladi. 1.2.4. Tinglash ko’nikmasini o’stirish. 1.3. Asosiy tushuncha va iboralar: Ph.D, to be dictated, defense of, programme, requirements, qualifying exams, dissertation research, scholarly work. 1.4. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.5. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.</p>	O’qituvchi
2.	<p>O’quv mashg’ulotni tashkil qilish bosqichi: 2.1. Mavzu e’lon qilinadi. 2.2. Mashg’ulot boshlanadi, asosiy qismlar bayon qilinadi.</p>	O’qituvchi 15 minut
3.	<p>Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo’yicha savol-javob o’tkaziladi. 3.2. Talabalarga matn o’qib eshittiriladi. 3.4. Talabalarni to’g’ri o’qishi tekshiriladi.</p>	O’qituvchi-talaba, 40 minut
4.	<p>Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o’zlashtirilganligini aniqlash uchun: - What are the requirements of Ph.D program? -What are the graduation requirements and how are they determined? -How is Ph.D. programme concluded? - Og’zaki gapirib berish</p>	O’qituvchi 15 minut

	4.2. Savol-javob (baholash mezon) asosida baholanadi.	
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut

**“Emergence of the Doctor’s and Master’s Degrees and the Licentiate”
mavzusidagi amaliy mashg’ulotning texnologik xaritasi**

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, baqt
1.	Tayyorlov bosqichi: Dars maqsadi: “Emergence of the Doctor’s and Master’s Degrees and the Licentiate” matni haqida ma’lumot berish. Identiv o’quv maqsadlar: 1.2.1. “Emergence of the Doctor’s and Master’s Degrees and the Licentiate” matnini tushuntirib bera oladi. 1.2.2. “Emergence of the Doctor’s and Master’s Degrees and the Licentiate” matnini muxokama qilish. 1.2.3. “Emergence of the Doctor’s and Master’s Degrees and the Licentiate” matni yuzasidan berilgan savollarga to’liq javob bera oladi. 1.2.4. O’qish ko’nikmasini o’stirish. 1.3. Asosiy tushuncha va iboralar: traced to, to take oath of allegiance, ecclesiastic, ultimately, apprenticeship, conviction, empirical. 1.4. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.5. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.	O’qituvchi
2.	O’quv mashg’ulotni tashkil qilish bosqichi: 2.1. Mavzu e’lon qilinadi. 2.2. Mashg’ulot boshlanadi, asosiy qismlar bayon qilinadi.	O’qituvchi 15 minut
3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo’yicha savol-javob o’tkaziladi. 3.2. Talabalarga matn o’qib eshittiriladi.	O’qituvchi-talaba, 40 minut

	3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: - What did the third Council of the Lateran of 1179 guarantee? - What kind of University was the university of Bologna? 4.2. Savol-javob (baholash mezon) asosida baholanadi.	O'qituvchi 15 minut
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut

“Describing people”

мавзусидаги амалий машғулотнинг технологик харитаси

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, Vaqt
1.	Tayyorlov bosqichi: 1.1 Dars maqsadi: Mavzu haqida talabalarga ma'lumot bera oladi. 1.2 Identiv o'quv maqsadlar: 1.2.1. Wishli gaplarga umumiy tavsif bera oladi. 1.2.2. Mavzuga oid yangi so'z va so'z birikmalarini tarjima qila oladi, ular yordamida jumla tuza oladi. 1.2.3. Wish qatnashgan gaplarni va matnni tarjima qila oladi va mazmunini tushuntirib bera oladi. 1.3. Asosiy tushuncha va iboralar: if, when, unless, wish, future, present, past. 1.4. Dars shakli: gurox va mikroguroxlar da. 1.5. Foydalaniладиган метод ва усуллар: видеоусул, бахс-мунозара, сухбат. 1.6. Керакли жиҳоз ва воситалар: Тақдимотлар асосида, видеоусул, сухбат-мунозара, кўргазмали қуроллар.	Ўқитувчи
2.	Ўқув машғулоти ташкил қилиш босқичи: 2.1. Мавзу эълон қилинади. 2.2. Амалий машғулот бошланади, асосий қисмлар баён қилинади.	Ўқитувчи 15 минут

3.	<p>Гуруҳда ишлаш босқичи:</p> <p>3.1. Талабалар мавзуга доир машқлар бажаради.</p> <p>3.2. Тарқатма материаллар тарқатилади.</p> <p>3.3. Талабаларда тинглаб-тушуниш тури бўйича савол-жавоб ўтказилади.</p>	Ўқитувчи-талаба, 40 минут
4.	<p>Мустақамлаш ва баҳолаш босқичи:</p> <p>4.1. Ўтилган мавзу юзасидан талабалар томонидан ўзлаштирилганлигини аниқлаш учун қуйидаги саволлар берилади: What is a wish about future? What is a wish about present? What is a wish about past? Make up sentences using wish or if</p> <p>4.2. Дарсда фаол иштирок этган талабалар (баҳолаш мезони асосида) баҳоланади.</p>	Ўқитувчи 15 минут
5.	<p>Ўқув машғулотини яқунлаш босқичи:</p> <p>5.1. Талабалар билими таҳлил қилинади.</p> <p>5.2. Мустақил иш топшириқлари берилади.</p> <p>5.3. Ўқитувчи ўз фаолиятини таҳлил қилади ва тегишли ўзгартиришлар киритади.</p>	Ўқитувчи 10 минут

“Computers ” mavzusidagi amaliy mashg’ulotning texnologik xaritasi

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, vaqt
1.	<p>Tayyorlov bosqichi:</p> <p>Dars maqsadi: Computerlar haqida ma’lumot berish. Identiv o’quv maqsadlar:</p> <p>1.2.1. Rubric writing bosqichlari haqida ma’lumot berish.</p> <p>1.2.2. Bosqichlarga tegishli bo’lgan ma’lumotlarni tushuntirib beradi.</p> <p>1.2.3. Maqolaninig yaxshi va yomon tomonlarini aniqlay oladi.</p> <p>1.2.4. Yozish ko’nikmasini o’stirish.</p> <p>1.3. Asosiy tushuncha va iboralar: introduction, methods, results, discussions</p> <p>1.4. Dars shakli: guruh va mikroguruhlarda.</p> <p>1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar.</p> <p>1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.</p>	O’qituvchi

2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut
3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	O'qituvchi- talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: - What are scientific method steps? - How do you state your hypothesis? 4.2. Savol-javob (baholash mezon) asosida baholanadi.	O'qituvchi 15 minut
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut

**“Digital and electronic computers”
mavzusidagi amaliy mashg'ulotning texnologik xaritasi**

T/r	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, Baqr
1.	Tayyorlov bosqichi: Dars maqsadi: Digital and electronic computers haqida ma'lumot berish. Identiv o'quv maqsadlar: 1.2.1. Maslahatlarni talabalarga tinglatib tushuntirib bera oladi. 1.2.2. Quidagi mashqlar orqali talabalarda nutq ko'nikmasini o'stiradi. 1.3. Asosiy tushuncha va iboralar: public speaking, intimately, stellar speech, socks off, confident. 1.4. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar.	O'qituvchi

	1.5. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.	
2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut
3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	O'qituvchi- talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: - Know your subject... - Take your time... - Don't stand there like a mannequin.. 4.2. Savol-javob (baholash mezon) asosida baholanadi.	O'qituvchi 15 minut
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut

**“Pronouns except and for”
mavzusidagi amaliy mashg'ulotning texnologik xaritasi**

T/r	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, BaqT
1.	<p>Tayyorlov bosqichi: Dars maqsadi: Olmoshlar haqida ma'lumot berish. Identiv o'quv maqsadlar: 1.2.1. Citatalarni tushuntirib bera oladi. 1.2.2. Amount of, many, much, less, few so'zlari ishtirokida gaplar tuza oladi va tarjima qila oladi. 1.2.3. Quidagi mashqlar orqali talabalarda nutq ko'nikmasini o'stiradi. 1.3. Asosiy tushuncha va iboralar: the art of holding, statistics, inscrutable, Mahatma Gandi, Nehru, monologue, leaders. 1.4. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.5. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.</p>	O'qituvchi

2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut
3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	O'qituvchi- talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: - Have you ever spoken in front of public? - Do you usually practice your speech in front of the mirror? - What do you usually do to feel confident? 4.2. Savol-javob (baholash mezon) asosida baholanadi.	O'qituvchi 15 minut
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut

**“What do you know about state system in our country”
mavzusidagi amaliy mashg'ulotning texnologik xaritasi**

T/r	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, Baqr
1.	Tayyorlov bosqichi: Dars maqsadi: Davlatimiz boshqaruvi haqida ma'lumot berish. Identiv o'quv maqsadlar: 1.2.1. Mashqlarni tushuntirib bera oladi. 1.2.2. Quidagi mashqlar orqali talabalarda o'qish va yozish ko'nikmalarini o'stiradi. 1.3. Asosiy tushuncha va iboralar: inscrutable, audience, demographics, commitement, effective impression... 1.4. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.5. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.	O'qituvchi
2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut

3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	O'qituvchi-talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: - What kind of public speaking exercises do you know? - Is it correct to begin with an anecdote? - What do you usually do to feel confident? 4.2. Savol-javob (baholash mezon) asosida baholanadi.	O'qituvchi 15 minut
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut

**“State System”
mavzusidagi amaliy mashg'ulotning texnologik xaritasi**

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, baqt
1.	Tayyorlov bosqichi: Dars maqsadi: State System matni haqida ma'lumot berish. Identiv o'quv maqsadlar: 1.2.1. State System matni mazmunini tushuntirib bera oladi. 1.2.2. State System matnini to'liq tarjima qila oladi. 1.2.3. State System matni yuzasidan berilgan savollarga to'liq javob bera oladi. 1.2.4. O'qish ko'nikmasini o'stirish. 1.3. Asosiy tushuncha va iboralar: Head of state, Highest state legislative body, Cabinet of Ministers, banking system, leadership 1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.	O'qituvchi

2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut
3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	O'qituvchi- talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: - State Sistem belgilangan vaqt maboynida ifodali va tez o'qib berish - State Sistem Matni asosida diktant yozish - Og'zaki gapirib berish 4.2. Savol-javob (baholash mezon) asosida baholanadi.	O'qituvchi 15 minut
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut

**“Pronoun one”
mavzusidagi amaliy mashg'ulotning texnologik xaritasi**

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, BAQT
1.	Tayyorlov bosqichi: Dars maqsadi: Olmosh haqida ma'lumot berish. Identiv o'quv maqsadlar: 1.2.1 Freelance matni mazmunini tushuntirib bera oladi. 1.2.2. Freelance matnini to'liq tarjima qila oladi. 1.2.3. Freelance matni yuzasidan berilgan savollarga to'liq javob bera oladi. 1.2.4. Tinglash ko'nikmasini o'stirish. 1.3. Asosiy tushuncha va iboralar: working free for the community, working free for the family, for the society, travelling, visiting conferences, cultural exchange. 1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.	O'qituvchi

2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut
3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	O'qituvchi- talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: -How long has Les been working as a freelance? - What is the main requirement of being a freelance? - Og'zaki gapirib berish 4.2. Savol-javob (baholash mezon) asosida baholanadi.	O'qituvchi 15 minut
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut

**“The Republic of Uzbekistan”
mavzusidagi amaliy mashg'ulotning texnologik xaritasi**

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, vaqt
1.	Tayyorlov bosqichi: Dars maqsadi: The Republic of Uzbekistan matni haqida ma'lumot berish. Identiv o'quv maqsadlar: 1.2.1. The Republic of Uzbekistan matni mazmunini tushuntirib bera oladi. 1.2.2. The Republic of Uzbekistan matnini to'liq tarjima qila oladi. 1.2.3. The Republic of Uzbekistan matni yuzasidan berilgan savollarga to'liq javob bera oladi. 1.2.4. Tinglash ko'nikmasini o'stirish. 1.3. Asosiy tushuncha va iboralar: head of state, total area, Resources, minerals, Climate, Ecology, banking system, leadership 1.5. Foydalaniladigan metod va usullar: suhbat, bahs,	O'qituvchi

	videousul, tarqatma materiallar. 1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.	
2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut
3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	O'qituvchi- talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: - The Republic of Uzbekistan matnini belgilangan vaqt maboynida ifodali va tez o'qib berish - The Republic of Uzbekistan Matni asosida diktant yozish - Og'zaki gapirib berish 4.2. Savol-javob (baholash mezon) asosida baholanadi.	O'qituvchi 15 minut
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut

**“About holidays”
mavzusidagi amaliy mashg'ulotning texnologik xaritasi**

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, vaqt
1.	Tayyorlov bosqichi: Dars maqsadi: Bairamlarga oid bo'lgan so'zlar bilan ishlash. Identiv o'quv maqsadlar: 1.2.1 Holidays matnini o'qib unga sarlavha bera oladi. 1.2.2. Holidays matnini to'liq tarjima qila oladi. 1.2.3. Holidays matni yuzasidan berilgan savollarga to'liq javob bera oladi. 1.2.4. O'qish ko'nikmasini o'stirish.	O'qituvchi

	<p>1.3. Asosiy tushuncha va iboralar: publish, government, regularly, daily expenses, launch, manage, hump.</p> <p>1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar.</p> <p>1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.</p>	
2.	<p>O'quv mashg'ulotni tashkil qilish bosqichi:</p> <p>2.1. Mavzu e'lon qilinadi.</p> <p>2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.</p>	<p>O'qituvchi 15 minut</p>
3.	<p>Guruhda ishlash bosqichi:</p> <p>3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi.</p> <p>3.2. Talabalarga matn o'qib eshittiriladi.</p> <p>3.4. Talabalarni to'g'ri o'qishi tekshiriladi.</p>	<p>O'qituvchi-talaba, 40 minut</p>
4.	<p>Mustahkamlash va baholash bosqichi:</p> <p>4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun:</p> <ul style="list-style-type: none"> -Work in pairs. Think about “might happen” cases similar freelance story in Ex 7 regarding a freelance work in your field of education. - Share your cases with the whole group. <p>4.2. Savol-javob (baholash mezon) asosida baholanadi.</p>	<p>O'qituvchi 15 minut</p>
5.	<p>O'quv mashg'ulotini yakunlash bosqichi:</p> <p>5.1. Talabalar bilimi tahlil qilinadi.</p> <p>5.2. Mustaqil ish topshiriqlari beriladi.</p> <p>5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.</p>	<p>O'qituvchi 10 minut</p>

“Similar conjunctions” mavzusidagi amaliy mashg'ulotning texnologik xaritasi

Bosqich	Bajariladigan ish mazmuni	Amalga oshiruvchi ma'sul
1-bosqich	<p>Dars maqsadi: “Conjunctions” ni qo'llanishini tushuntirish.</p> <p>Identiv maqsadlar: Conjunctions haqida ma'lumot bera oladi. .Og'zaki nutqda qo'llay oladi. Mavzuga doir gaplar tuza oladi.</p>	<p>O'qituvchi</p>

2-bosqich	<p>Asosiy tushunchalar: .</p> <p>Dars shakli: Guruh va mikroguruhlarda ishlash</p> <p>Vositalar: ko'rgazmali qurollar, kartochkalar, testlar, rasmlar.</p> <p>Metod va usullar: Tushuntirish, kitob bilan ishlash, amaliy mashqlar, o'yinlar o'ynash.</p>	O'qituvchi
3-bosqich	<p>Guruhda ishlash: Jadval tuziladi va ikkiga bo'linadi: Mavzuga doir mashqlar bajariladi. Gaplar tuzib tarjima qilinadi, nazorat savollari topshiriladi.</p>	Talaba
4-bosqich	<p>Mustahkamlash va baholash uchun savollar:</p> <p>Test savollarini yechish (5ta test). Answer the questions</p> <p>Make up sentences using the new words and word combinations such as: push away, raise up, put down, bend in, stand, lift.</p>	O'qituvchi-talaba
5-bosqich	<p>Yakuniy xulosalar chiqarish: Maqsad va vazifalar bajarilganligini taxlil qilinadi, tegishli takliflar beriladi, mustaqil ish topshiriqlari tarqatiladi.</p>	O'qituvchi

Text “The importance of water”

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, BAQT
1.	<p>Tayyorlov bosqichi:</p> <p>Dars maqsadi: “The Problem of Environmental and water Protection” matni haqida ma'lumot berish.</p> <p>Identiv o'quv maqsadlar: “The Problem of Environmental and water Protection” matni mazmunini tushuntirib bera oladi.</p> <p>1.2.2. “The Problem of Environmental and water Protection” matnini to'liq tarjima qila oladi.</p> <p>1.2.3. “The Problem of Environmental and water Protection” matni yuzasidan berilgan savollarga to'liq javob bera oladi.</p> <p>1.2.4. O'qish ko'nikmasuni o'stirish.</p> <p>1.3. Asosiy tushuncha va iboralar: ecological imbalance, protection, disasters, flood, poor nutrition, air pollution.</p> <p>1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar.</p> <p>1.6. Kerakli jihoz va vitalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.</p>	O'qituvchi

2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut
3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	O'qituvchi-talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: - "The Problem of Environmental Protection" matnini belgilangan vaqt maboynida ifodali va tez o'qib berish - "The Problem of Environmental Protection" asosida diktant yozish - Og'zaki gapirib berish 4.2. Savol-javob (baholash mezon) asosida baholanadi.	O'qituvchi 15 minut
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut

“Water” mavzusidagi amaliy mashg'ulotning texnologik haritasi

Bosqich	Bajariladigan ish mazmuni	Mas'ul
I bosqich	Dars maqsadi: Matnni to'g'ri o'qilishini nazorat qilish. Yangi so'z va iboralarni tarjima qilishni tushuntirish. Idintive o'quv maqsad: Mavzuga o'z fikrini bildiradi va o'g'zaki nutqini o'stiradi. Yangi so'z va iboralarni to'g'ri talaffuz qiladi	O'qituvchi
II bosqich	Asosiy tushunchalar: human rights, Dars shakli: Guruhda va mikro-gruhdalarda ishlash. Vositalar: Ko'rgazmali qurollar, tarqatma materiallar, Metod va usullar: Tushuntirish, darslik va lug'at bilan ishlash	O'qituvchi
III bosqich	Guruhda ishlash: Matndagi yangi so'z va iboralar tarjima qilinadi.	O'qituvchi

		Talaba
IV bosqich	Mustahkamlash va baholash uchun savollar: 1. answer the questions 2. translate the text 3. make up sentences using the new words	Talaba
V bosqich	Umumiy yakuniy hulosalar chiqarish: The Policy of the Republic of Uzbekistan mavzusi boyicha kerakli ma'lumotlar beriladi. Mavzuni mustahkamlash uchun. Matn haqida fikrlar tinglanadi, gaplar tuziladi	O'qituvchi

“ Prepositions and adverbs” mavzusidagi amaliy mashg'ulotning texnologik xaritasi

T/r	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, Vaqt
1.	Tayyorlov bosqichi: Dars maqsadi: Ingliz tilidagi ravish va predloglar haqida ma'lumot berish. Identiv o'quv maqsadlar: 1.2.1. Ravish va predloglar ni tushuntirib bera oladi. 1.2.2. Ravish va predloglar da gaplar tuza oladi va tarjima qila oladi. 1.2.3. “Ecological Balance” matnini tushuntirish. 1.2.4. Og'zaki nutqni o'stirish. 1.3. Asosiy tushuncha va iboralar: infinitive, subject, to, verb, . 1.4. Dars shakli: guruh va mikroguruhlarda. 1.5. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.6. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.	O'qituvchi
2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut
3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi.	O'qituvchi-talaba, 40 minut

	3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	
4.	<p>Mustahkamlash va baholash bosqichi:</p> <p>4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun:</p> <ul style="list-style-type: none"> - Infinitive ga mustaqil gaplar tuzing; - Infinitive ni toping va ma'nolarini tushuntirib bering; - What is one of the main problems nowadays? - What is the result of man's activity? - Who was the first scientist who realized the necessity of the environment protection? <p>4.2. Savol-javob (baholash mezon) asosida baholanadi.</p>	O'qituvchi 15 minut
5.	<p>O'quv mashg'ulotini yakunlash bosqichi:</p> <p>5.1. Talabalar bilimi tahlil qilinadi.</p> <p>5.2. Mustaqil ish topshiriqlari beriladi.</p> <p>5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.</p>	O'qituvchi 10 minut

**“Booking the hotel”
mavzusidagi amaliy mashg'ulotning texnologik xaritasi**

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, BAQT
1.	<p>Tayyorlov bosqichi:</p> <p>Dars maqsadi: Mehmonhonaga ariza topshirish haqida ma'lumot berish.</p> <p>Identiv o'quv maqsadlar:</p> <p>1.2.1 Rejalar haqida munosarali suhbat olib borish.</p> <p>1.2.2. Akbarning rejaları haqida muhokama qilish.</p> <p>1.2.3. Talabalarning rejaları haqida muhokama qilish.</p> <p>1.2.4. Tinglash ko'nikmasini o'stirish.</p> <p>1.3. Asosiy tushuncha va iboralar: ambitions, tagets, dreams, invention, spheres, alternative, equipment, scientific laboratories.</p> <p>1.4. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar.</p> <p>1.5. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.</p>	O'qituvchi

2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut
3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	O'qituvchi- talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: - Why did Akbar decide to be a scientist? - What inventions is Akbar working at now? - When can Akbar announce useful sides of his invention? 4.2. Savol-javob (baholash mezon) asosida baholanadi.	O'qituvchi 15 minut
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut

**“Tips for travelers”
mavzusidagi amaliy mashg'ulotning texnologik xaritasi**

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, vaqt
1.	Tayyorlov bosqichi: Dars maqsadi: Talabalarning rejalari va orzulari haqida ma'lumot berish. Identiv o'quv maqsadlar: 1.2.1 Turli hil reja va orzular haqida ma'lumot berish. 1.2.2. Talabaning amalga oshirmoqchi bo'lgan rejalari haqida gapirish. 1.2.3. Og'zaki nutqni o'stirish. 1.3. Asosiy tushuncha va iboralar: disagreement, change, achieve, subject, controversial... 1.4. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.5. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.	O'qituvchi

2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut
3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	O'qituvchi- talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: - What are your future plans in your speciality? - What are the other ways of performing your ambitions? - Can personal ambitions be fulfilled by hard attempts? 4.2. Savol-javob (baholash mezon) asosida baholanadi.	O'qituvchi 15 minut
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut

**“Grammar exercises”
mavzusidagi amaliy mashg'ulotning texnologik xaritasi**

T/p	Bosqichlar va bajariladigan ish mazmuni	Amalga oshiruvchi shaxs, vaqt
1.	Tayyorlov bosqichi: Dars maqsadi: Rejalarni amalga oshirish uchun bo'lgankuchli motivatsiya haqida ma'lumot berish. Identiv o'quv maqsadlar: 1.2.1 Talabalarni motivatsiyaga o'rgatadi. 1.2.2. Kelajakdagi rejalarni amalga oshirish uchun motivatsiya muhimligi haqida suhbat olib boradi. 1.2.3. Kuchli motivatsiya yuzasidan berilgan savollarga to'liq javob bera oladi. 1.2.4. O'qish ko'nikmasini o'stirish. 1.3. Asosiy tushuncha va iboralar: vital, deeds, depressions, life matters, exist, characteristic features. 1.4. Foydalaniladigan metod va usullar: suhbat, bahs, videousul, tarqatma materiallar. 1.5. Kerakli jihoz va vositalar: taqdimotlar, videoproektor, darslik, tablitsa, rasm, tarqatma materiallar.	O'qituvchi

2.	O'quv mashg'ulotni tashkil qilish bosqichi: 2.1. Mavzu e'lon qilinadi. 2.2. Mashg'ulot boshlanadi, asosiy qismlar bayon qilinadi.	O'qituvchi 15 minut
3.	Guruhda ishlash bosqichi: 3.1. Talabalar bilan tinglab tushunish turi bo'yicha savol-javob o'tkaziladi. 3.2. Talabalarga matn o'qib eshittiriladi. 3.4. Talabalarni to'g'ri o'qishi tekshiriladi.	O'qituvchi- talaba, 40 minut
4.	Mustahkamlash va baholash bosqichi: 4.1. Mavzu yuzasidan o'zlashtirilganligini aniqlash uchun: -What is ambition as general notion? - What may happen to the people who have not ambitions in life according to the passage? -How essential is ambition for the young scientist? - Share your ideas with the whole group. 4.2. Savol-javob (baholash mezon) asosida baholanadi.	O'qituvchi 15 minut
5.	O'quv mashg'ulotini yakunlash bosqichi: 5.1. Talabalar bilimi tahlil qilinadi. 5.2. Mustaqil ish topshiriqlari beriladi. 5.3. O'qituvchi o'z faoliyatini tahlil qiladi va tegishli o'zgartirishlar kiritadi.	O'qituvchi 10 minut


“Conversations” mavzusidagi amaliy mashg'ulotning texnologik xaritasi

Bosqich	Bajariladigan ish mazmuni	Amalga oshiruvchi ma'sul
1-bosqich	Dars maqsadi: “Tag questions” ni qo'llanishini tushuntirish. Identiv maqsadlar: Tag questions haqida ma'lumot bera oladi. .Og'zaki nutqda qo'llay oladi. Mavzuga doir gaplar tuza oladi.	O'qituvchi
2-bosqich	Asosiy tushunchalar: . Dars shakli: Guruh va mikroguruhlarda ishlash Vositalar: ko'rgazmali qurollar, kartochnalar, testlar, rasmlar. Metod va usullar: Tushuntirish, kitob bilan ishlash, amaliy mashqlar, o'yinlar o'ynash.	O'qituvchi

3-bosqich	Guruhda ishlash: Jadval tuziladi va ikkiga bo'linadi: Mavzuga doir mashqlar bajariladi. Gaplar tuzib tarjima qilinadi, nazorat savollari topshiriladi.	Talaba
4-bosqich	Mustahkamlash va baholash uchun savollar: Test savollarini yechish (5ta test). Answer the questions Make up sentences using the new words and word combinations such as: have they, do they, did he, does he, haven't they....	O'qituvchi-talaba
5-bosqich	Yakuniy xulosalar chiqarish: Maqsad va vazifalar bajarilganligini taxlil qilinadi, tegishli takliflar beriladi, mustaqil ish topshiriqlari tarqatiladi.	O'qituvchi

IV. Collection of exercises for practical sessions

Match the words and their definitions

1. academician		a) a way of doing something
2. achievement		b) member of an academy
3. concerned with		c) run across or meet unexpectedly
4. discrimination		d) involved or interested in something
5. employ		e) something that has been accomplished, especially by hard work, ability, or heroism
6. encounter		f) to recruit or provide someone with work
7. method		g) to treat people unfairly, because of their skin colour, religion, gender, etc.

Match the phrasal verbs and the definitions.



- a. to succeed in achieving, esp. with difficulty
- b. to put forward or introduce and implement
- c. to present or introduce (a subject) for discussion
- d. master, develop, cope with
- e. cause to happen
- f. encourage
- g. remember
- h. raise or educate

(T1) Listen to the tape. Fill in the blanks with appropriate words or phrases.

1. Academic fields have _____ sub-disciplines or branches, like social sciences, exact sciences, natural sciences, humanities and applied sciences.
2. For example, Chemistry, Physics, Earth and Space Sciences are _____ as the branches of natural sciences, which _____ the rules that regulate the natural world through scientific methods.
3. They are _____ by data.
4. Formal sciences like mathematics, computer science, statistics and logic, study formal systems, which _____ abstract structures.
5. Humanitarian sciences or humanities are the disciplines _____ with human culture, using methods that mainly study theoretical and critical issues.
6. Mainly they depend on practical _____.
7. Applied sciences _____ on scientific knowledge related to practical use.
8. Science has been a field _____ by men, women encountered _____ in science.

Complete the sentences.

1. The greatest Uzbek scientists brought _____ different global changes in a number of sciences which later guaranteed the stable progress of them.
a) along b) about c) forward d) up
2. Most prominent Uzbek scholars were brought _____ in special educational institutions named "madrasahs".
a) under b) up c) in d) back
3. In any academic field one should work hard to bring something _____.
a) on b) along c) back d) off
4. Young researchers must always be brought _____ to discover or create something global in academic fields.
a) back b) off c) along d) about
5. All fields' representatives bring the extra assistance from academic fields _____ during searching for solutions to the controversial issues.
a) in b) up c) about d) forward
6. These scientific dilemmas must immediately be brought _____.
a) under b) forward c) in d) back
7. In the Middle Ages several new ideas in academic fields were brought _____ by prominent Central Asian scholars.
a) off b) back c) forward d) in
8. It is our sacred duty to bring _____ our great ancestors' remarkable contributions to the development of world academic fields.
a) forward b) off c) along d) back

Tick the words which you think can be included into the review writing.

Publication		Play	
Product		Car	
Book		Article	
Service		Computer	
Company		Video game	
Movie		Music	

With your partner put the sections in an appropriate order.

- a. Evaluation
- b. Conclusion and future directions
- c. The body of the paper
- d. Introduction

Write a review of the movie, using the phrases given below.

The movie is about _____

The movie is directed by _____

The main parts were played _____

It takes place in _____

It begins with _____

In the end _____

The movie succeeded / failed as _____

I recommend / don't recommend watching it, because _____

Put the abbreviations next to their functional descriptions. What do the abbreviations stand for?

AI; RNA; XNA; NASA; DNA;	
• The American government organization concerned with spacecraft and space travel.	1. eg. <i>NASA</i>
• The particular structure and functions of every cell. Is responsible for characteristics being passed on from parents to their children.	2.
• An acid in the chromosomes of the cells of living things, which plays an important part in passing information about protein structure between different cells.	3.
• A type of computer technology that is concerned with making machines work in an intelligent way, similar to the way that the human mind works.	4.
• A synthetic alternative to the natural nucleic acids DNA and RNA as information-storing biopolymers (polymers produced by living organisms).	5.

Put the following words so that they make combination matching the given definition.

farm, *neural,* *sedimentary,*
leap, *degradation,* *intriguing*

e.g. intriguing discoveries – smth new arousing people's curiosity or interest

- _____ rock – formed from sediment left by water, ice, or wind
- resistant to _____ – not easily or never becoming or being made worse or weaker
- server _____ – networked computer servers typically used by organizations for the remote storage, processing, or distribution of large amounts of data
- _____ network – a program or system, designed to imitate the human brain's method of functioning
- _____ forward – rapid development or evolution of the research

In groups of four or five, read predictions made by scientists for 2020-2040. Discuss the probabilities and add some from your field.

1. Blood and organs donations will become unnecessary with the development of synthetic blood and artificial organs made from stem cell techniques.
2. Electric cars will be able to travel 500 km on one battery charge.
3. Robots for domestic activities, such as household chores or nursing care, will become common.
4. Precision in financial and economic policies will significantly reduce economic fluctuations.
5. A manned lunar base will be established.
6. Ship and trains powered by fuel cells will become common.

Match the words a-g and their synonyms 1-7.

- | | |
|------------------|---------------------------|
| a. an expansion | 1. a crisis |
| b. a curvature | 2. an enlargement, growth |
| c. to verify | 3. a swing, variation |
| d. to encompass | 4. bending |
| e. a blunder | 5. to affirm, prove |
| f. a fluctuation | 6. a fault, mistake, slip |
| g. a big crunch | 7. to include, contain |

Read and complete the text with the following sentences.

1. Adam Reiss was quite surprised looking through the results — the expansion of the universe was not decelerating, but accelerating — it was expanding faster and faster!
2. However, in 1922 Friedmann published a paper where he used Einstein's original equations without the cosmological constant term to show that the universe must be dynamical.
3. It is known that Einstein showed, in his theory of general relativity, that gravity is due to the curvature of spacetime.
4. If the density were above a critical density, the universe would continue slowing down in its expansion due to the gravitational attraction of the galaxies for each other, and the whole universe would collapse in a big crunch at some future time.

Read the statements and decide if they are true (T) or false (F).

1. In the theory of Einstein the gravity owes to the curvature of space F
2. The source of gravitational field had to include pressure and mass-energy density. T
3. Einstein proved that exactly pressure caused spacetime to bend. T
4. The gravitational repulsion cannot influence the universe expansion. F
5. The destiny of the universe could be related to a slowing down of the expansion rate. T

Write organizational stages for research paper abstract.

- a. reporting about current knowledge of the research problem – _____

- b. defining main objectives or key features of the research paper – _____

- c. stating research methods – _____

- d. describing or giving a summary of the research results – _____

- e. giving a conclusion or recommendation – _____

Put the verbs in the brackets into appropriate tense forms in the piece of abstract writing given below.

In recent decades, the prevalence of obesity in America (increase) dramatically. Though it (attract) less attention, the demographic composition of the American population also (change) during this period. We (decompose) the increase in the average body mass index of the American population over 30 years and show that demographic changes (explain) a statistically significant but economically marginal amount of change. Our results (indicate) that groups' experiences (be) heterogeneous with younger women experiencing especially large gains in weight. We (uncover) some evidence consistent with the hypothesis that this can be at least partially (attribute) to increased labor force participation.

(T3) Listen to the tape and complete the table.

Inventions	Time	Place	Inventor
Chess			
Perfume			
Porcelain			
Syringe			
Mechanical water wheel			

Listen to the tape again and write down whether the following statements are true, false or not given.

1. Oriental people domesticated many pet animals.
2. The Chaturanga game is still used in India to teach military tactics.
3. Chess spread to Europe in the seventh century, as well as Persia and Arabia.
4. The idea of distilling flower oils for perfume was the basis of perfume foundation in the 7th century.
5. Porcelain is a mixture of feldspathic rock and kaolin.
6. The porcelain manufacture secrets stayed hidden until the 18th century.
7. The first medical syringe was used by its founder for eye treatment purposes.
8. The Chinese Buddhist monk invented the first electrical clock in 1092.
9. The water wheel mechanical clock predicted the future of humankind.

Discuss the following questions.

- Do you know any of the oriental ancestors to have been one of the flows to bring novelty to the world?
- To what extent did their work contribute to the world civilization?

REPORTING VERBS

argue	contend	establish	object	recommend	support
assert	contradict	examine	persuade	refuse	
assume	describe	find	propose	reject	
challenge	dispute	maintain	prove	remark	
claim	emphasize	note	purport	suggest	

Rewrite the sentences using above listed reporting verbs.

1. Oriental inventors have created numerous things we take for granted in our daily lives.	<i>eg. Oriental inventors are claimed to have created numerous things we take for granted in our daily lives.</i>
2. Ulugbek, a famous astronomer, compiled tables of sines and tangents, accurate to eight decimal places.	
3. In 860, the three sons of Musa ibn Shakir published the Book on Artifices, which described a hundred of technical constructions.	
4. Oriental horticulture gave the world the fragrant flowers and herbs from which perfumes were extracted.	
5. In the fifteenth century Vasco da Gama, exploring the east coast of Africa, new Malindi, was guided by an oriental pilot, Ahmed ibn Majid who used maps never seen by Europeans before.	

Read the text and match the passages and their subtitles.

Architecture	Horticulture	Philosophy	Mathematics	Science	Geography	Astronomy	Medicine
<i>d</i>							

Read any article related to your field of study and fill in the form.

1. Title of the article: _____
The author: _____
The name of the journal: _____

Publication information: date, volume, issue, page numbers, publishing organization: _____

2. Short introduction and overview of the article: _____
3. Explanatory statement about how well the author addressed the topic: _____
4. Summary of the main points of the article and your opinions about its significance, accuracy and clarity: _____

(R1) You will listen to an interview with ethnobiologist Karl Court, who has spent most of his career in the Amazon jungle. Predict the topics? Choose only five.

1. Lifetime searching for plants with medicinal properties.
2. Type of people that he encounters tend to be the most difficult to deal with
3. The fright of the jungle
4. Aims and objectives to be achieved.
5. Investigations conducted in this field.
6. Establishing cooperation between government and researchers
7. Science books which are related to life of jungle book.

Fill in the gaps using words from the conversation.

1. I am talking about the _____ ethno-biologist Karl Court.
2. There's an _____ relationship between how much people say they love the Amazon and how much time they spend there
3. What _____ type of people _____ that you _____ tend to be the most difficult to deal with?.
4. The things that you can't control, like _____ parasites and viruses that eat you away from the inside.
5. Tell me something you have _____ recently.

1. On April 30, 2014 the President of Uzbekistan Islam Karimov adopted a resolution «On measures for further implementation of information and communication technologies in the real economy»..

Decide if the statements true(T) or false (F) .

2. Introduction of information and communication systems and products into the real sector in 2014-2015 were also approved in the resolution. _____
3. Associates will also experience every three months financial encouragement and promotion of professionals and staff members directly engaged in the implementation of projects. _____
4. Realization of these tasks will also support the advancement of the ICT market and the domestic software industry because of orders for specific IT projects for the real economy. . _____

Match the word phrases 1-9 and their definitions a-i.

№	Words and phrases	Definitions
1	tremendous	a) a business unit, a company or a firm;
2	to conduct	b) attributable to or caused by;
3	ultimately	c) to contend (against) for profit, an award, athletic supremacy;
4	enterprise	d) to guide or teach to do something; as by subjecting to various exercises or experiences;
5	to compete with	e) having status or glamour; impressive, influential;
6	annual	f) to do or carry out;
7	due to	g) occurring, done once a year, yearly;
8	to train	h) vast, huge;
9	prestigious	i) in the end; at last; finally;

(T4) Listen to the tape and fill in the blanks with the words from the box in appropriate forms.

contest	drive	restore	deviate	arouse	meet
outmoded	diversity	dissect	significant		

- a. Social matters have always been _____ point in development and prosperity of the state.
- b. Social researches assist in _____ fields of society thoroughly.
- c. The spheres which do not progress at all or are having difficult periods of default should immediately be _____.
- d. To _____ social demands of citizens who live in the country guarantees well-being of them.
- e. The demands of society always _____ rapidly.
- f. The products which are being manufactured today cannot _____ with the ones made several years ago.
- g. Strong rivalry in economics _____ businessmen think, find out new models of productions.
- h. Businessmen have to think about _____ of their manufactured products to stand strong rivalry.
- i. Teaching methods of modern education system _____ from the ones used some years ago.
- j. _____ technologies, ways in teaching do not meet society needs.

Listen to the tape again and write whether the following statements are true or false.

№	Statements	T	F
1	A country must always conduct a number of social researches in order to find out undeveloped spheres.		
2	The first person who is being interviewed by the journalist works at the big plant producing wool materials.		
3	Demands and needs of citizens in society stay in the same conditions for a long time.		
4	Half-ready eatable products are prepared to meet social needs of people which are growing day by day.		
5	Half-ready food products are at greater demand today because people have no time to cook at home.		
6	Yearly plan must be made in order to meet society needs in various products beforehand.		
7	The second person who is interviewed in the radio programme works at the hospital.		
8	To meet society needs in education including foreign language learning the government in our country has taken several vital steps to develop the system.		

Work with your partner. Discuss the questions below.

- How important is it to meet social needs of citizens?
- What fields of life are not meeting society needs? How to assist their development?
- Would future social needs differ from contemporary ones?

Match the following phrasal verbs and their appropriate definitions.

a. to progress;
b. to discover or reach (facts, truth);
c. to cause the estrangement or separation of (two people);
d. to find or obtain (a thing) esp. accidentally;
e. to regain consciousness or return to one's normal state;
f. someone (of something forgotten) to return to someone's memory;
g. to become attached;
h. (of a person or his/her words) to communicate the intended meaning or impression;

Complete the sentences.

- After a number of thorough investigations social workers have come _____ some information proving that social needs are not fully met in particular fields.
a) at b) to c) across d) away
- The latest efforts made some spheres in society come _____ unexpected results.
a) at b) along c) by d) across
- The state society may face the danger of coming _____ if problems in it are not solved at once.
a) across b) to c) along d) away

4. Uzbekistan government is doing its best to develop economy of the country by allowing foreign partners come _____ our manufacturing firms.
 a) by b) back to c) across d) in on
5. Nothing can come _____ the government and society when all social demands are completely met.
 a) between b) along c) back to
 d) across
6. If citizens' social demands are fully met, it will keep on coming _____.
 a) at b) along c) by d) between

Write a report. Use the structure, words and phrases from the box.

Introduction _____

The main body _____

Conclusion _____

To introduce: as requested; the aim or purpose of this is to.....;

To make contrasting points: however; although; despite; but; while; even though etc. ;

To express the difference between appearance and reality: it may seem; on the surface; apparently;

To conclude or to summarize: on the whole; in conclusion; to conclude; to sum up;

Match the words/phrases and the definitions.

A	B
1. networking 2. mutually beneficial bonds 3. buzzword 4. referral 5. hidden job market 6. the payoff 7. social media 8. a valuable supplement 9. a stand-alone approach 10. face time 11. bend 12. agile 13. complimentary services	a) a close connection joining two or more people to be helpful or have a good effect on each other; b) a word or expression from a particular subject area, that has become fashionable by being used a lot, especially on television and in the newspapers; c) advantage or benefit that you get from the previous action; (informal) the result of a set of actions, or an explanation at the end of something d) building relationships in order to obtain certain benefits in the future; e) market which deals with unemployment; f) praising or expressing admiration for someone; if tickets, books, etc. are complimentary, they are given free. g) quick in movement and nimble h) the main means of mass communication relating to society, organizations or communities; i) the way, which is used when one can operate on his own without help from others; j) time spent in face-to-face contact with someone k) to force or to be forced; l) upscale thing which is added to something else in order to improve it or complete it; something extra; m) when you direct someone to a different place or person for information, help or action, often to a person or group with more knowledge or power;

1	2	3	4	5	6	7	8	9	10	11	12	13
d												

(T5) Listen to the tape and tick items mentioned.

- a. Definition to the term “networking”.
- b. 100G Coherent Networking.
- c. The key factor in successful networking activities.
- d. Center stage in the networking world.
- e. Types of networking, such as Cloud Networking, Packet Networking, GeoMesh Networking.
- f. Social media as a valuable supplement.
- g. The network of the future.
- h. The word «sociable» means a person who communicates with another person for a specific purpose.

Listen to the tape again. Write answers true (T) or false(F).

1. The majority of people found their most recent position by networking, either through referrals or direct contact with a hiring manager. T
2. Relationships are simply the process of building positive, advantageous relationships, either by making a connection with someone in person or online. _____
3. Social media is a potential way to reach your customers and begin two-way conversations with a wider audience. _____
4. The network of the future is a dynamic, programmable, agile, and adaptable common infrastructure for running applications and connecting places, people, and machines. _____

Read the following sentences and underline tools of generalising and qualifying.

1. On the whole, I think it is a good idea to find job partners via networking.
2. Generally speaking, all types of networking are very helpful.
3. He uses social networking such as Facebook, Twitter etc. more often than others.
4. Taking into consideration the wrong online brand strategy, you might not want to use viral marketing.
5. We'll use social media for marketing and advertising, depending on their popularity.
6. Provided that social networking can have a negative influence on worker productivity, employees may waste valuable time using social media channels such as Facebook and Twitter.

Fill in the gaps with the words from the box.

Networking, Internet, telecommuting, e-commerce

1. In an ideal _____ environment, users should not have to worry about any things.
2. _____ are transactions conducted electronically on the Internet.
3. _____ is a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols.
4. _____ is working from home using equipment such as telephones, fax machines, and modems to contact people.

Discuss the questions in pairs.

1. What do these words have in common: networking, Internet, telecommuting, e-commerce?
2. Why is networking process becoming more and more important in our life?

1 Create your blog for free in seconds, once ready you can post your content to share with your friends and social networks.

2 Design your blog, you can choose colors, add the background with your favorite image or choose from pre-designed templates, etc.

3 Make money with your blog, we give you 100% of the money generated by the ads from all your posts.

Write answers to the questions below.

1. What is the name of your site? _____
2. What is the site's tagline? . _____
3. What do you do? _____
4. What are you talking about? _____
5. Who are you talking to? _____
6. How much will they pay us for this? _____
7. Can we make a living from this? How? _____

Read the quotes about job satisfaction and paraphrase them. Create your own approach about job satisfaction. Share it with the whole group.

Professional contentment is _____



I look at my father, who was in many ways an unhappy person, but who, not long before he got sick, said that the greatest source of satisfaction in his life had been going to work in the company of other workers.
Jonathan Franzen



The three horrors of modern life – talk without meaning, desire without love, work without satisfaction.
Mignon McLaughlin



Life is so fresh, life is every day so new if we are fighting, only for the best. sometimes I think the only real satisfaction in life is failure, failure in your endeavor to do your best.
Maude Adams



The return from your work must be the satisfaction which that work brings you and the world's need of that work. With this, life is heaven or as near heaven as you can get. Without this - with work which you despise, which bores you, and which the world does not need – this life is hell.
W.E.B. Du Bois

(T6) Listen to the tape and choose the correct answer.

1. Why does a researcher feel happy with his/her work?
 - a. Because the researcher is quite delighted to see his invention being in mass use.
 - b. Because he expects a fair financial awarding.
 - c. Because the man is sure to do more and more research works.
 - d. Because he is now publicly known and in the spotlight.
2. Moral contentment is when ...
 - a. You see your own results.
 - b. You see other's results.
 - c. You praise someone's input.
 - d. You know how to evaluate your own work.
3. The speaker says that recently he has worked in the material development team for ...
 - a. drafting the thesis paper of graduate students.
 - b. collecting the most needed information for social sciences.
 - c. writing the set of materials for ESP courses for higher education.
 - d. revising the newly published books.
4. The team of material developers has been rewarded with the amount of money equal to ...
 - a. seven minimal payment.
 - b. eight minimal salaries.
 - c. nine minimal fees.
 - d. ten minimal monthly salaries.

Match the time expressions and their meanings.

Expression	Meaning
1. 24/7	a. ___ starting now
2. from now on	b. ___ on the previous occasion
3. in a jiffy	c. ___ now + two weeks
4. in two weeks time	d. ___ until now
5. last time	e. ___ all day every day
6. so far	f. ___ very soon
7. the day after tomorrow	g. ___ your time zone + 2 hours
8. the day before yesterday	h. ___ a warning of two weeks
9. two hours ahead	i. ___ your time zone - 2 hours
10. two hours behind	j. ___ now + two days
11. two weeks notice	k. ___ Wednesday + seven days
12. Wednesday week	l. ___ two days ago

Fill in the gaps using the time expressions from the table above in the correct form.

- If you want to have a meeting, you need to give at least _____.
- We are so excited about going to Minarai-Kalaan in Bukhara _____.
- London is _____ Istanbul.
- Thailand is _____ of India.
- Today is Monday so our next meeting is scheduled for _____.
- _____ project is going according to the plan.
- Our supervisor asked me to tell you _____ that we don't have to wear ties in the office.
- I can't remember the _____ I ate pilaf. I am staying away from Uzbekistan.
- The last time I read a scientific article was _____.
- I've nearly finished the report. I'll send it to you as an attachment _____.
- I think it's convenient that some libraries are open _____.
- We should prepare everything now because the group of professor-examiners will arrive _____.

Review the following newspaper article template. Compare the sample article (Handout 1 Teacher's book) matching the passages and the template. Discuss the results with your partner.

(R2) You will listen to a specialist giving tips for gaining networking skills. Predict which of the following topics are likely to hear about? Choose five only.

1. Researches in networking
2. EBooks which are related to networking.
3. How to be a good listener
4. Networking listening skills tips.
5. Networking success tips.
6. Successful networking must be reciprocal
7. The two most important networking skills
8. Success in using related books in this field.

Fill in the gaps using words from the conversation.

1. Networking is about _____ building not making sales pitches where you force others to listen to you.
2. The two most important networking skills you can develop are _____ and asking questions
3. Nod your head to show agreement but do not _____ to make your own point or share your own personal experiences
4. To get someone excited about you get them talking about themselves and their own _____ first
5. _____ human nature demonstrates that if someone is interested in you, they suddenly become more interesting themselves

Decide if the statements true(T) or false (F) .

1. Some factors cause to feel pleasure or disappointment of person's job _____
2. Getting pleasure of doing job always leads to grow the self esteem and impacts on the results . _____
3. The features of the collective feeling are feeling responsibility in teamwork, intention for success, identification of own goals and mutual understanding among coworkers. _____
4. Most of the organizations conduct informal questionnaire and use the outcomes to change job place policies and procedures as necessary . _____
5. When someone thinks of an occupation as a calling rather than simply a job, they might be more motivated to perform well, thus increasing his or her job satisfaction.. _____

Match the expressions a – h and 1-8 so they make word combinations.

- | | |
|-------------------|---------------------------------|
| a. to earn | 1. a Ph.D. |
| b. a degree | 2. programme |
| c. coursework | 3. requirements |
| d. to pass | 4. qualifying exams |
| e. to be dictated | 5. by the dissertation research |
| f. to conduct | 6. a research |
| g. a book-length | 7. scholarly work |
| h. defense of | 8. the dissertation findings |

(T7) Read the statements below. Listen and complete the sentences.

1. To complete a Ph.D. program usually takes _____
2. The candidate can be required to take _____
3. A Ph.D. advisor determines _____
4. The central feature of Ph.D. programme is _____
5. A researcher defends his/her dissertation findings before _____

Use wish to express the following sentences to be different or to be exactly opposite.

1. We didn't have other academic degrees besides the three earliest doctoral degrees as theology- Divinitatis Doctor (DD), philosophy-Doctor or Doctor of philosophy (D.Phil. PhD) and medicine –Medicinae-Doctor. (M.D., D.M).
2. Feruza will not come to help us.
3. Many students didn't go to the information resource centers while working on their final qualification work.
4. Many customers don't know how to write complaint letter.
5. I can't meet my supervisor.
6. My friend doesn't pay attention to the lecturer and now his notes are incomplete.
7. I am doing undesirable work right now.
8. I don't have an academic degree.
9. Many students stop their research after graduating from the universities.

Work in pairs. Read the questions and answer them.

1. What was the difference between the terms 'master', 'doctor' and 'professor' in the past?
2. What did a universal license to teach stand for in the past?
3. How present concepts of Sciences and Humanities were classified in the past?

Look at the IMRAD format and match the sections with their scientific method steps.

Sections	Scientific method steps
Introduction	a) details how you tested your hypothesis;
Methods	b) provides raw (i.e uninterpreted) data collection;
Results	c) considers whether the data you obtained support the hypothesis;
Discussion	d) states your hypothesis;

Write the answers for each step choosing from the box.

acknowledge any anomalous data or deviations from what you expected, purpose, explore the theoretical and practical implications of your finding, background/previous research, hypothesis, content (how much detail, rationale, control, style (subsections, narrative story, past tense, passive voice, verbs 1st person), text (a short paragraph that describes the results you obtained), passed on your findings, tables (number the table, give a title, include units of measurement, line up numbers), explain whether support your hypothesis, derive conclusions, about the process you are studying, relate your findings to earlier work in the same area, arrange vertically

Introduction: _____

Methods: _____

Results: _____

Discussions: _____

Match the words and their definitions.

1	Ease	a	A tone which stays on the same note without going higher or lower
2	Monotone	b	To take or try, to take hold something tightly, usually in fear, worry or pain
3	Publicly	c	One of the joints in the hand where your fingers band, especially where fingers join on the main part of your hand
4	Stellar speech	d	To become more active, or to make someone or something become more active
5	Clutch	e	Describes people's speech that is of an extremely high standard
6	Reservoir	f	A large supply of something
7	Rev up	g	Something which is done so that everyone can know about it
8	Knuckle	h	To make or become less severe, difficult, unpleasant, painful

Work in pairs. Discuss the following quotations.

1. Too many people spend too much time trying to perfect something before they actually do it. Instead of waiting for perfection, run with what you go, and fix it along the way..."

Paul Arden

2. "Proper Planning and Preparation Prevents Poor Performance."

Stephen Keague.

3. "It's much easier to be convincing if you care about your topic. Figure out what's important to you about your message and speak from the heart."

Nicholas Boothman

4. "Oratory is the highest form of music."

Agona Apell

Complete the sentences with appropriate quantifier: amount, a lot of, many (X2), much (X2), any, less, a little (X2), little, most, fewer.

1. How much time do you need to finish your speech?
2. There are too audience in the hall.
3. Have you ever made speech in foreign countries?
4. We're close to the project deadline, but there is still time left.
5. of the advice I have ever received from so-called "experts" has been useless.
6. -How do you feel about your new job? Do you have as responsibilities as you used to?
-The job is great. I have about the same of work to do as before, but I have stress and problems.
7. I don't think Jill would be a good speaker. She's got patience.
8. How material can be expected to read in one week?
9. They said that just help could make a big difference.

Match the words with its definitions.

- | | |
|--------------------|--|
| 1. Public speaking | a. Alike the ability to communicate social graces, personal habits |
| 2. Demographics | b. Being no emotion or reaction in the expression on their face |
| 3. Inscrutable | a. Conducting a public speech |
| 4. Hindrance | b. Something or someone that makes it difficult to do |
| 5. Soft skills | c. Holding on people's attention through the speech |

Fill the gaps with correct words from the box.

Demographics	Attributable	Inscrutable
Relevance	Hindrance	Interactivity

1. The art of holding remains a fear _____ to the lack of confidence.
2. Conducting a public speech is the _____.
3. Putting your mind to the matter will keep you in line with the _____ of the subject.
4. Getting into the details of anything really gets boring and _____ sometimes.
5. Poorly developed language skills become the biggest _____ for the speaker.
6. " _____ " is better than a "monologue".

Put the steps of writing a persuasive essay in correct order.

- a. revise
 - b. write your draft
 - c. decide on topic or issue
 - d. read & understand the prompt or writing directions
 - e. organise & outline ideas
 - f. read your summary one more time before you turn it in
 - g. write your essay
 - h. proofread & edit
 - i. write a thesis statement
1. 3. 5. 7. 9.
 2. 4. 6. 8. 10.

Match the parts of the persuasive essay and their definitions.

1. Introduction _____
2. Body _____
3. Conclusion _____
 - a. This part should contain at least three paragraphs.
 - b. This part should have “a hook or grabber” to involve reader’s attention.
 - c. This part usually terminates by resuming the most important points of the arguments and expressing once again what the reader is to believe or do.

Listen to the tape and answer the following questions.

1. Les Kirkham says that freelance means...
 - a. working free for the community.
 - b. working free for yourself.
 - c. working free for the family.
 - d. working free for the society.
2. Being a freelance...
 - a. you can do whatever you want.
 - b. you can decide what to do, when to do, where you do it.
 - c. you can go wherever you want at any time.
 - d. you can meet whoever you want.

3. Les Kirkham mentions _____ as disadvantages of freelancing.
 - a. getting fixed on freelance work for all your income
 - b. believing it to be long-lasting
 - c. being out of the family
 - d. being short of resources

4. He explains that freelance work is ...
 - a. selling the skills and experience you have.
 - b. acquiring other's experience in the field.
 - c. having enough knowledge in the field.
 - d. checking the knowledge of others'.

5. Les Kirkham notes _____ as freelance priorities.
 - a. travelling to many countries
 - b. keeping interested in the field
 - c. visiting conferences and conventions
 - d. cultural exchange

Using a dictionary if necessary, rewrite these sentences in a more informal style, using appropriate forms of these phrasal verbs.

cut back on	fill in	give up
go in	send back	do away with
out	go along with	go up
		find
		take off

- You should complete this form and return it with your payment.
You have to fill in this form and send it back with your payment _____
- My father has abandoned his attempt to get the university to abolish tuition fees.
My dad _____
- It was necessary to reduce our spending after we discovered that our rent was increasing.
We had to _____
- Please observe local customs at the temple and remove your shoes before entering.
Please _____

Match the freelance related words and their definitions.

self-employed _____, contract _____, expenses _____, per diem _____, fee _____, venue _____, publisher _____, liaison _____, non-governmental _____, part time _____.

- the place where public event or meeting happens
- someone who makes groups to work effectively with each other
- a person which publishes books
- not related to a government work
- not working for an employer but finding work for yourself
- a legal document that states a formal agreement between bodies
- when you spend or use money
- money regularly paid to (someone) in return for services
- fixed amount of money to be given for daily expenses
- work for parts of the day or week

Look at the two letters and tell the differences.

Letter of Certificate

Dear Suhrob Sobirov,

We are writing this letter to certify the qualifications of Marjona Boboeva in regards to her post-secondary education at Jizakh institute of Polytechnic.

During the period of 2008-2012, Marjona attended classes at our institution. She studied in the areas of business management, accounting and economics. She completed the required course load in all these areas. She completed her co-op requirement in the summer of 2010, and passed all the necessary exams.

Throughout all her studies, she achieved the highest points in her class. Her hard work and dedication to studies won her the regard of all teachers and peers. She has shown herself to be an upstanding citizen, and would be a great asset to your organization.

Sincerely,

Firdavs Salimov

Letter of Certification

To whom it may concern,

This letter is to certify that Muhammad Bohijonov worked as a general accountant at SamAuto corp. for the period from November 5th, 2010 to December 12th, 2013.

While at our company, his responsibilities were to design and implement pricing controls in relation to our line of mathematical measuring devices.

Through our working relationship, I appreciated his professional attitude and loyalty. Leaving his position was a great loss for our corporation.

I know that he will do a great job wherever you put him in your organization.

Sincerely,

Mirzo Abdurahimov

So`z birikmalarini ingliz tiliga tarjima qiling:

ilmiy munozarada qatnashmoq; ilmiy jamiyat; o`nga yaqin; ilmiy maqolalar; oynoma; amaliy fanlar; yashash sharoitlari; asosiy qism; asosan; ilmiy anjuman o`tkazish.

So`z birmalarini o`zbek tiliga tarjima qiling:

the delivery of lectures, trained specialists, play a large part, a monthly journals, one of its chief activities, eminent scientist, the holding of, the scientific meeting mainly its present activity.

Qavs ichidagi so`zlardan tanlab gaplarni to`ldiring:

1. The learned societies — (give, play, take) an important part in the discussion of the research results.
2. Its present — (work, actions, activities) include many fields.
3. The Royal Society of Art was (organized, formed, made, founded, based) in 1754.
4. The society regularly — (has, organizes, holds) the meeting and publishes a — (weakly, yearly, daily, monthly) journal.

Ikkitadan bo`lib ishlab, savollarga javob bering:

1. Are you a member of a learned society?
2. What researches are conducted at your department?
3. How many published works have you got?
4. What congress are you going to take part in?
5. What sections does this congress cover?

Gerund Constructions ga ahamiyat berib gaplarni tarjima qiling:

1. Centrifugal training is an important element of preparing for space flight.
2. Aluminium has a melting point of 658,7°C.
3. Man lived for ages on the earth without knowing anything about electricity.
4. The main function of a transformer is changing voltage in the circuit.
5. Before giving the green light to the Columbus of outer space the scientists must ensure the radiation safety of space flight.
6. Various systems of units have been established for measuring magnetic flux.
7. Mankind is interested in atomic energy being used only for peaceful purposes.
8. We know of Newton's having developed the principles of mechanics.

**Ushbu so'zlarni gaplarning mazmuniga qarab
nuqtalar o'rniga qo'ying:**

(a growing threat, by-products, significance, accept, pollution.)

1. The ecological problem is very important because of its great ... for the whole of mankind.
2. It is Vernedsky's concept of the biosphere that we ... today.
3. Man's interference in nature is steadily increasing that means ... to the environment.
4. The ... of man's activities are polluting the air we breath and the earth we live on.
5. Chemical industry became the source of ... of our rivers, and seas with many materials.

Answer the following questions after reading the text given below

1. Why is it possible to grow such crops as cotton, grapes, peaches and many others in Uzbekistan?
2. By what is the structure of agroindustrial complex made up in Uzbekistan?
3. What place in the world does Uzbekistan occupy in producing cotton fibre?
4. What is one of the main tasks to be solved in the process of economic reforms in Uzbekistan?
5. What types of cattle-breeding products are widely known outside Uzbekistan?

**Match the definitions and the words/phrases
in the box.**

to replace;	controversial;	alternative;
expense;	gravity;	in flesh;
ambition;		to own;

- a. the force which attracts things towards each other or a strength which makes objects fall to the ground;
- b. causing _____ disagreement _____ or _____ discussion;
- c. a strong wish or intend to achieve something or to be a success, rich etc.;
- d. to take something and put another one instead of previous one; to change one object for another;
- e. to _____ belong _____ to _____ someone _____ or _____ something;
- f. money that you spent for your job;
- g. in real life, not in the picture, TV or on the newspaper; _____

h. something which differs from another thing, from which is usual, and offering possibility of choice; _____

(T12) Listen to the tape and complete the following sentences with the words or phrases from the box.

provided;	disclose;	contentious;
youth perspectives;	decrease charges;	
substituted;		

A future scientist Akbar was invited to the radio programme named a) _____ to talk about his future plans, targets, and ambitions in science. Akbar has always dreamed of working at the scientific laboratories which are b) _____ with modern technological equipment. The programme guest is claiming that he is working at the invention with the help of which people working at some spheres may have a chance to c) _____. Although the host of the programme asked about details of the invention which should probably be alternative to petroleum Akbar did not d) _____

the items of it. Akbar has a number of dreams one of which is to meet with famous world scholars and discuss e) _____ questions. As the programme guest claims very soon traditional oil productions will be f) _____ by other means.

Put these steps of critical writing in its order and think what can be written in each of them.

1. **Synthesis**
2. **Critical Thinking**
3. **Knowing the Limits**
4. **Analysis**
5. **Fact Checking**

i Think of a popular documentary film about a well-known scientist and answer the following questions which make all parts of a critical writing.

a. What are your first opinions of the film after you have just finished watching it? _____

b. What are some “hidden” parts of the documentary film which cannot be seen from the first look, but done to look at the issues deeper? _____

c. What are general ideas of the documentary film? Take all opinions together and generalize them into a unity. _____

d. What facts are given in the documentary film in order to prove this or that information? Are they really true-to-life? _____

e. What are objective conclusions of the documentary film? Did it reach its aim? Could it give a thorough view of a character? _____

V. Variants of tasks prepared for types of assessment

**Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги
Гулистон давлат университети**

Card 1

Reading

Read the text below and choose the correct word for each space. For each question mark the correct letter A, B, C or D.

Going to the Cinema

I like cinema very much. I am a great cinema-goer. I like those films whichshow life. Some Russian and foreign films I sawyear are of real artistic value. I don't like to go to the cinema on Sundays I prefer to go to the cinema on week-days for matinees. It isn't at all to get a ticket for a matinee show at the box-office. As a rule tickets for matinee shows are than those for evening shows. Very often I reserve tickets by phone or buy them at the box-office. I don't like to sit near the screen. That's why I buy tickets for seats in the front rows. I prefer to sit either or in the back rows. I like newsreels. As a rule a newsreel comes before a feature film. I like documentaries I enjoy popular science films as much.

- | | | | |
|------------------|-----------------|-----------|----------------|
| 1. A truly | B clearly | C really | D exactly |
| 2. A next | B future | C last | D previous |
| 3. A easy | B heavy | C light | D difficult |
| 4. A expensive | B cheaper | C newer | D older |
| 5. A in advance | B beforehand | C earlier | D later |
| 6. A ever | B forever | C never | D always |
| 7. A in front of | B in the middle | C beside | D behind |
| 8. A especially | B certainly | C really | D particularly |
| 9. A though | B in spite of | C besides | D as long as |

Writing

Are the sentences true or false? Correct the false sentences.

Yesterday was 5th August. Tomorrow is 6th August.

False – Tomorrow is 7th August......

Sunday was two days ago. Today is Tuesday.

1 st May was one week ago. Today is 7th May.

It was two o'clock three hours ago. Now it's five o'clock.

The month before September is October.

Today it's Saturday, 9th November.
Last week it was Monday, 3rd November.

It's Friday. The day after tomorrow is Sunday.

Kafedra mudiri:
Card 2

A.Pozilov

Reading

Look at the sentences below the text **A Machine which can think**. Read the text to decide if each sentence is correct or incorrect. If it is correct, mark **A**, if it is not correct, mark **B**.

A MACHINE WHICH CAN THINK

One hundred and fifty years ago there were, naturally, no electronic computers. There was only a dream of creating a mechanism that could do the work usually done by human brain. Sometimes this dream produced some interesting results. There is a story which tells us that once Napoleon played chess with a partner — a mechanical chess-player. In spite of all efforts of the great general the machine defeated him on the chess-board. Soon the secret of the mechanical chess player was out. A man who operated the machine was a brilliant chess-player. In our days chess-playing machines really exist. The first electronic machines appeared in 1945 in America. In the course of 20 years mathematicians learned to solve problems of great complexity with the help of these machines.

If you enter the Institute of Cybernetics you will be able to see a laboratory for the development of computers. You can also find there some computers which can solve equations with many unknowns. Every schoolboy should know that it takes two or three minutes to solve an equation with two unknowns but to solve a system of 200 unknowns must take a million times as long. This means that a person who is to do it will have to spend 12 years working at this problem. A machine can solve such a system in less than an hour. Working faster than a human thought, these machines must help to release the human mind from mechanical functions and make possible a new approach to physics, mechanics, astronomy and other sciences.

1. There were hardly any electronic computers one hundred and fifty years ago
2. General defeated the machine on a chess board
3. The machine was operated by an inexperienced chess-player
4. There are some computers which can't solve equations with many unknowns
5. To solve a system of two hundred unknowns must take a million times as long for a computer
6. To solve an equation with two unknowns takes three seconds for a computer
7. To solve a system of two hundred unknowns must take a million times as long for a schoolboy
8. To solve an equation with two unknowns takes three minutes for a schoolboy
9. Computers work slower than human thought.

Writing

Write 6 sentences about your village or town.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Kafedra mudiri:
Card 3

A.Pozilov

Reading

Read the text below and choose the correct word for each space. For each question mark the correct letter A, B, C or D.

THE ARAL SEA

Scientists say that over the past 30 years volume of water in the Aral Sea has dropped by 60 per cent and its area..... a third. The depth of the shallow Aral has declined by 13 meters. Muinak and the other ports have found themselves dozens of kilometers..... from the sea. The salt content has increase 150 per cent. The fish failed to adjust to a dramatic change and died. The sea is drying up. Many large bays are no longer there: the islands in the southern and eastern, most shallow, parts of the Aral Sea are now peninsulas or parts of mainland. It is now..... to specialists that time is near when sea will turn into a couple of small lakes. What is the cause of this ecological catastrophe?

The Aral Sea is..... young. It appear nearly 9.000 years ago at the crossroads of two great Asian rivers the Amu Darya and the Syr Darya. Initially it was a fresh water reservoir, it grew salty the years as the surface of the lake became a giant evaporation tank under the burning sun. it is not the natural conditions that are to blame for the present salination and drying up of the Aral Sea. If people hadn't begun such rapid economic activity in region over the decades they wouldn't have broken the ecological equilibrium. The thing is that the Amu Darya and the Syr Darya are mainly emptying..... cotton fields nowadays. It is obvious now that the problem of the Aral Sea is the problem of a vast area. If people don't save the Aral Sea they will lose millions of hectares of soil as each year the wind raises hundreds tons of salt from what once was the sea..... and carries it..... the fields. Republican committees to save the Aral Sea are at work now. A department of the State Bank in Tashkent has opened a special account..... people to send their donations to save the Aral Sea.

- | | | | |
|-----------------|-----------------|--------------|----------------|
| 1. A from | B by | C for | D with |
| 2. A away | B off | C from | D out |
| 3. A clear | B unclear | C real | D obvious |
| 4. A relatively | B comparatively | C apparently | D connectively |
| 5. A over | B under | C for | D off |
| 6. A in | B on | C into | D towards |
| 7. A end | B bottom | C inside | D outside |
| 8. A towards | B through | C into | D to |
| 9. A to | B towards | C for | D in order to |

Writing

Put the letters in order to find the school subjects.

You study plants, electricity and chemicals in

Science..... (ciensce)

In (garphyeog), you learn about different countries.

You learn about the past in

..... (hirysto)

People speak (ehnglis) in England.

People speak (frnceh) in France.

You learn about numbers in

..... (mthsa)

You can act a Shakespeare play in

..... (dmraa)

Kafedra mudiri:

A.Pozilov

Card 4

Reading

Read the text below and choose the correct word for each space. For each question mark the correct letter A, B, C or D.

THE UNIVERSITY OF CAMBRIDGE

The University of Cambridge was founded in the twelfth century and before the beginning of the thirteenth it was almost..... centre of education. The University was..... on the model of European continental Universities. At first there were neither colleges nor professors..... the modern sense of word. Lectures and oral examinations were conducted in Latin. There were no written examinations. Until the fifteenth century the history of Cambridge was not as significant as that of Oxford. But..... the end of the seventeenth century the University was the home of Sir Isaac Newton – professor of mathematics from 1669 till 1702 whose influence was deep and permanent. At that time serious tests were offered to the candidates..... degrees. During the early parts of the nineteenth century examinations were greatly improved and written examinations were more often used..... oral. At the same time there built number of laboratories..... the natural sciences, them the Cavendish Laboratory. The Cavendish Laboratory organized by the well known Scottish mathematician and physicist Maxwell was opened in 1871. It was named after the English scientist of the 18th century Sir Henry Cavendish. Now it is one of the greatest physical laboratories known throughout the world.

- | | | | |
|-----------------|----------|---------------|---------------|
| 1. A recognized | B known | C famous | D popular |
| 2. A organized | B held | C formed | D conducted |
| 3. A at | B over | C for | D in |
| 4. A until | B before | C till | D to |
| 5. A with | B by | C to | D for |
| 6. A for | B to | C in order to | D with |
| 7. A then | B that | C than | D those |
| 8. A to | B for | C with | D in order to |
| 9. A between | B among | C around | D over |

Writing

Match the jobs from the definitions

- This person works in a hospital for people.
- This person works in a hospital for animals.
- This person writes books.
- This person is in films.
- This person flies an aeroplane.
- This person is famous for music – opera, pop or rock.

Kafedra mudiri:

A. Pozilov

Card 5

Reading

Read the text below and choose the correct word for each space. For each question mark the correct letter A, B, C or D.

British Museum

The British Museum is..... described as being the National Library and Museum of History, Archeology, Art and Ethnography. It is situated in Great Russel Street in London. It..... opened to the public in 1759. The British Museum..... precious collections of old and modern books, manuscripts, coins, stamps and many other things. The Orient and the Egyptian department is..... interesting, especially the mummies. There are many antiquities from ancient Greece and Rome. A collection of findings..... Anglo-Saxon times gives a vivid picture of..... ancestors lived, and in the ethnological department you can get an idea..... the civilizations of the Red Indians, the Africans, the Polynesians, and other peoples. There are a lot of halls to be visited, in..... of which are special collections of illuminated manuscripts of Islamic world. Side by side with these manuscripts of past Ages the library includes a collection of modern books for scholarly research in oriental languages. So the British Museum is wonderful place..... you find many specimens that cannot be seen anywhere in the world.

- | | | | |
|---------------|----------------|--------------|-------------|
| 1.A formally | B officially | C certainly | D legally |
| 2.A is | B were | C are | D was |
| 3.A contain | B holds | C contains | D hold |
| 4.A certainly | B particularly | C especially | D obviously |
| 5.A out | B out of | C from | D behind |
| 6.A us | B we | C ours | D our |
| 7.A of | B on | C from | D under |
| 8.A every | B each | C other | D others |
| 9.A why | B which | C where | D whose |

Writing

Complete the sentences. Use the adjectives in the box.

determined famous hard-working lucky necessary successful sure

I'd like to be a singer. I sing every day and have singing lessons twice a week.

I'm *determined* to make my dream come true.

I'm saving up for a computer and I work after school and at weekends at a burger bar.

My parents say I'm very

My sister is in a TV programme for teenagers on Saturday mornings. Everybody knows her name! She's

My brother is the manager of a big bank in London. He's very

My friend has a TV, a computer and a stereo in his room. He's very

When you go for a short walk in town, walking shoes aren't

'Is the maths test today or tomorrow?' 'Ask Susan. I'm not

Kafedra mudiri:

A.Pozilov

Card 6

Reading

Read the questions below. For each question mark the correct letter A, B, C or D.

THE AMUDARYA AND THE SYR DARYA

The last expedition to the basin of two..... rivers of our Republic the Amu Darya and the Syr Darya has conducted analyses of..... rivers and a number of canals. The water..... the cotton fields flows into the canals which feed these two great rivers. Because of the large amount of chemical products and other kinds of pollution the water in the rivers has made a lethal affection..... their flora and fauna. In one section of the Amu-Bukhara canal the high humidity zone extends from one to two kilometers into the desert. On its way the canal lost half of the water, if not more. The expedition has made its analysis in autumn when the water level is lower. It is..... in summer, when the water flows faster, resulting in an even greater filtration. Swamps and lakes have just appeared that are..... useless to man. All these man-made basins have raised the ground water and fertile lands become salinized. And now the lands in the cotton-growing regions are so polluted with chemicals and all kinds of fertilizers that they can yield nothing. A..... group of writers, journalists and scientists have studied various areas of the basins of the Amu Darya and the Syr Darya right from the glaciers in the Pamirs. They looked..... the causes and consequences of the dangerous ecological situation in the Aral Sea basin. The members of the expedition have analyzed the results and came..... the conclusion that this tragedy demands quick and decisive measures. The scientists of different fields are busy now with searching the way from this situation.

- | | | | |
|-----------------|--------------|-------------|------------|
| 1. A large | B great | C big | D small |
| 2. A that | B this | C these | D those |
| 3. A from | B out | C of | D out of |
| 4. A to | B on | C over | D in |
| 5. A lower | B smaller | C taller | D higher |
| 6. A definitely | B absolutely | C certainly | D exactly |
| 7. A large | B great | C big | D a lot of |
| 8. A on | B into | C in | D at |
| 9. A from | B out of | C into | D to |

Writing

Complete the sentences. Use the words in the box.

poet	books	CD player	film
computer games		discos	pictures

My father likes reading. He has a lot of

We play on the PlayStation.

My mother paints beautiful

I watch a new at the cinema every month.

I listen to music on my

My brother likes, but he can't dance!

Kafedra mudiri:

A. Pozilov

Card 7

Reading

Look at the sentences below the text A Machine which can think. Read the text to decide if each sentence is correct or incorrect. If it is correct, mark A, if it is not correct, mark B.

NEWTON

Newton, one of the greatest scientists of 1_____ times was born on 25th of December, 2_____ at the little village of Woolsthorpe in 3_____. His father was a farmer and had died before Newton was born.

Newton studied 4_____ at Cambridge and took his degree there in 1665. Then the University was closed because of danger of 5_____, and Newton went home for a period of eighteen months, which was a most important period, for during that time Newton, between the ages of 22 and 24, made his three great 6_____: the discovery of the differential calculus, of the nature of white light, and of the law of gravitation. Those three great discoveries, which changed the course of thought, have also influenced the course of science from that day until our days.

It is interesting how the idea which 7_____ to the discovery of the laws governing the forces of gravitation first came to him. Once, as he sat in his garden the fall of the apple made him think: why must that apple always descend perpendicularly on the ground. Why must it not go side wards or 8_____, but usually to the earth's center?

Certainly, the reason is that the earth draws it. Later he began to apply this property of gravitation to the motion of the earth and the heavenly bodies round the sun.

Newton died when he was 84 and was buried in Westminster Abbey where his monument is today.

- | | | | |
|-----------------|-----------------|----------------|----------------|
| 1. A. All | B. Present | C. Ancient | D. Old |
| 2. A. 1462 | B. 1890 | C. 1642 | D. 2001 |
| 3. A. Liverpool | B. Lincolnshire | C. Brookline | D. London |
| 4. A. History | B. Geography | C. Literature | D. Mathematics |
| 5. A. Plague | B. Cancer | C. Diarrhea | D. Headache |
| 6. A. Findings | B. Innovations | C. Discoveries | D. Learning |
| 7. A. Came | B. Went | Gave | D. Led |
| 8. A. Upwards | B. Downwards | C. Leftwards | D. Rightwards |
| 9. A. Pushes | B. Draws | C. Passes | D. Lifts |

Writing.

Complete the sentences. Use the adjectives in the box.

cool	friendly	good-looking
important	intelligent	successful
	talented	

My uncle makes a lot of money and the clothes he sells are popular. He's ..*successful*.....

The new girl in our class always smiles and says hello. She's

My brother has the newest clothes and he likes the best new bands.

He's

My sister has pictures of Orlando Bloom everywhere. She thinks he's really

Will Young won Pop Idol because people liked his music. He's a singer.

Tomorrow I've got a science test. I'm going to read my notes again because it's an test.

My little brother is only two and he can talk a lot. I think he's an baby.

Kafedra mudiri:
Card 8

A. Pozilov

Reading

Read the text below and choose the correct word for each space. For each question mark the correct letter A, B, C or D.

THE BRITISH MUSEUM

The British Museum is officially 1_____ as being the National Library and Museum of History, Archeology, Art and Ethnography. It is situated in Great Russell Street in London. It was opened to the public in 2_____.

The British Museum contains 3_____ collections of old and modern books, manuscripts, coins, stamps and many other things. The 4_____ and the Egyptian department is particularly interesting, especially the mummies. There are many antiquities from 5_____ Greece and Rome. A collection of findings from Anglo-Saxon times gives a vivid picture of our 6_____ lived, and in the ethnological department you can get an idea of the civilizations of the 7_____ Indians, the Africans, the Polynesians, and other peoples.

There are a lot of halls to be visited, in each of which are special 8_____ of illuminated manuscripts of Islamic world. Side by side with these manuscripts of past Ages the library includes a collection of modern books for scholarly research in oriental languages.

So the British Museum is wonderful place where you find many specimens that cannot be seen anywhere in the world.

- | | | | |
|-----------------|----------------|-----------------|----------------|
| 1. A. Described | B. Drawn | C. Extended | D. Explained |
| 2. A. 2015 | B. 1945 | C. 1759 | D. 1758 |
| 3. A. Expensive | B. Cheap | C. Much | D. Precious |
| 4. A. Western | B. Orient | C. Eastern | D. African |
| 5. A. Modern | B. Ancient | C. Nowadays | D. Present |
| 6. A. Ancestors | B. Generation | C. Grandparents | D. Old people |
| 7. A. Black | B. Indian | C. Red | E. American |
| 8. A. Books | B. Notes | C. Goods | E. Collections |
| 9. A. Specimens | B. Collections | C. Goods | E. Orient |

Writing

Circle the correct words to complete the sentences.

Star Wars is on at the cinema this weekend but I'm *sure* / *not sure* what time it starts.
I *doubt* / *hope* our football team wins today. Then we'll be the best team in the region.
We don't know what we'll do this weekend, but *maybe* / *probably* we'll go to London.
The past of 'go' is 'went'. I'm *sure* / *maybe* that's the correct answer.
The game finished a bit late so I *hope* / *doubt* I'll catch the 6.00 train home.
Sam *probably* / *maybe* won't come swimming today. He's got a lot of homework.
I *think* / *doubt* Sally will like that t-shirt. She doesn't like wearing black.

Kafedra mudiri:

A. Pozilov

Card 9

Reading

NEWTON

Newton, one of the greatest scientists of 1_____ times was born on 25th of December, 2_____ at the little village of Woolsthorpe in 3_____. His father was a farmer and had died before Newton was born.

Newton studied 4_____ at Cambridge and took his degree there in 1665. Then the University was closed because of danger of 5_____, and Newton went home for a period of eighteen months, which was a most important period, for during that time Newton, between the ages of 22 and 24, made his three great 6_____: the discovery of the differential calculus, of the nature of white light, and of the law of gravitation. Those three great discoveries, which changed the course of thought, have also influenced the course of science from that day until our days.

It is interesting how the idea which 7_____ to the discovery of the laws governing the forces of gravitation first came to him. Once, as he sat in his garden the fall of the apple made him think: why must that apple always descend perpendicularly on the ground. Why must it not go side wards or 8_____, but usually to the earth's center?

Certainly, the reason is that the earth draws it. Later he began to apply this property of gravitation to the motion of the earth and the heavenly bodies round the sun.

Newton died when he was 84 and was buried in Westminster Abbey where his monument is today.

- | | | | |
|-----------------|-----------------|----------------|----------------|
| 1. A. All | B. Present | C. Ancient | D. Old |
| 2. A. 1462 | B. 1890 | C. 1642 | D. 2001 |
| 3. A. Liverpool | B. Lincolnshire | C. Brookline | D. London |
| 4. A. History | B. Geography | C. Literature | D. Mathematics |
| 5. A. Plague | B. Cancer | C. Diarrhea | D. Headache |
| 6. A. Findings | B. Innovations | C. Discoveries | D. Learning |
| 7. A. Came | B. Went | C. Gave | D. Led |
| 8. A. Upwards | B. Downwards | C. Leftwards | D. Rightwards |
| 9. A. Pushes | B. Draws | C. Passes | D. Lifts |

Writing

Complete the sentences. Use the adverbs in the box.

badly	bitterly	carefully	fast
hard	loudly	quietly	slowly

I can understand English when you speak
... *slowly*

My brother plays football but he isn't very
good. He plays really

That glass is very old and expensive. Please
wash it

I can't do my homework! My brother's
playing his guitar
again.

I'm watching this programme. Can you play
more, please?

Olympic athletes run very
.....

I got the best marks in my English test
because I studied very

Kafedra mudiri:

A. Pozilov

Card 10

Reading

THE AMUDARYA AND THE SYR DARYA

The last 1_____ to the basin of two great rivers of our Republic the Amu Darya and the Syr Darya has 2_____ analyses of these rivers and a number of canals. The water from the cotton fields flows 3_____ the canals which feed these two great rivers. Because of the large amount of chemical products and other kinds of 4_____ the water in the rivers has made a lethal affection on their flora and fauna.

In one section of the Amu-Bukhara canal the high 5_____ zone extends from one to two kilometers into the desert.

On its way the canal loses half of the water, if 6_____ more. The expedition has made its analysis in autumn when the water level is lowest. It is higher in summer, when the water flows faster, resulting in an even greater filtration. Swamps and lakes have just appeared that are absolutely 7_____ to man.

All these man-made basins have raised the ground water and fertile lands become salinated. And now the lands in the cotton-growing regions are so polluted with chemicals and all kinds of fertilizers that they can yield nothing,

A large group of writers, journalists and scientists have studied various areas of the 8_____ of the Amu Darya and the Syr Darya right from the glaciers in the Pamir. They looked into the causes and consequences of the dangerous ecological situation in the Aral Sea basin.

The members of the expedition have analyzed the results and came to the conclusion that this tragedy demands quick and decisive measures. The scientists of different fields are busy now with searching the way from this situation.

1. A. Expedition
2. A. Released
3. A. Out
4. A. Purenness
5. A. Wet

- B. Group
- B. Conducted
- B. Down
- B. Dirty
- B. Dry

- C. Students
- C. Taken
- C. In
- C. Pollution
- C. Fresh

- D. People
- D. Brought
- D. Into
- D. Cleanliness
- D. Humidity

- | | | | |
|--------------|------------|----------------|---------------|
| 6. A. Not | B. Any | C. No | D. No |
| 7. A. Useful | B. Useless | C. Beneficiary | D. Profitable |
| 8. A. Seas | B. Lakes | C. Basins | D. Oceans |
| 9. A. Resume | B. Content | C. Note | D. Conclusion |

Writing

Match the sentences.

- | | |
|---|---|
| 1 I can't go to the football match. It's too far to walk. | a That's strange. I thought you were friends. I'll talk to her. |
| 2 This shopping is really heavy. | b It's easy! I'll show you how to do it! |
| 3 I don't understand this homework. | c I'll help you carry it. |
| 4 Oh no! I've forgotten my swimming cap! | d Don't worry. I'll take you there in my car. |
| 5 That was a long walk! I'm really hungry. | e I've got another one that you can wear. |
| 6 I don't know why, but Laura isn't talking to | f Me too. I'll make some pasta. |
1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Kafedra mudiri:

A. Pozilov

Card 11

Reading

DUBNA ATOMIC CENTER

Dubna is eighty miles north of 1____. Beautiful pine-trees surround groups of comfortable cottages and large buildings there. In the nice streets of Dubna we can often hear foreign 2_____.

Dubna is one of the world centers for 3_____ in modern physics. It is a town of physicists of many nationalities who are working together at the 4_____ nuclear Research Institute. The Institute is carrying 5____ great work. Physicists from different countries are coming here to discuss their research work and to take part in research seminars.

One of the greatest discoveries of our 6_____ is the splitting of the atom, and the penetration into its mysterious matter. This discovery is marking the triumph of Man's 7____. The most outstanding developments of our century such as the use of the atomic 8_____, the building of the atomic reactor, the construction of atomic power stations, and the atomic icebreaker are the results of the study of the atom in opening up vast and new areas for exploration and research.

Let us enter one of the many laboratories of Dubna. What do we see there? We see that scientists with the help of numerous instruments are exploring the atom. They are making every 9____ attempt to use the colossal energy of the atom in different spheres of life. They achieved great successes in the peaceful uses of atomic energy. Their work opens up new possibilities of using atomic energy in industry, agriculture, navigation, medicine and cosmic flights; it opens up new sources for progress.

- | | | | |
|--------------------|----------------------|-------------------|-------------|
| 1. A. Moscow | B. Saints-Petersburg | C. Kiev | D. Tashkent |
| 2. A. Language | B. Speech | C. Letters | D. People |
| 3. A. Laboratories | B. Study-rooms | C. Investigations | D. Students |
| 4. A. Separate | B. Single | C. Multiple | D. Joint |
| 5. A. Up | B. Down | C. On | D. Behind |

- 6. A. Century
- 7. A. Thought
- 8. A. Power
- 9. A. Possible

- B. Age
- B. Thinking
- B. Electricity
- B. Impossible

- C. Year
- C. Idea
- C. Energy
- C. Maybe

- D. Days
- D. Solution
- D. strength
- D. Possible

Writing

Read the sentences and write true or false. Then correct the sentences.

When you bow, you move your head and sometimes your body forwards.*True*.....

You kiss someone to show them that you don't like them.

When someone says *Thank you*, a good reply is *You're welcome*.

You shouldn't say *Sorry?* or *Pardon?* when people say things that you don't understand.

When you touch something, you put your fingers on it.

A queue is a line of people who are waiting for something.

When you give a waiter a tip, you tell them what you want to drink.

A custom is something that people started doing many years ago and still do today.

Kafedra mudiri:

A. Pozilov

Card 12

Reading

Look at the sentences below the text **A Machine which can think**. Read the text to decide if each sentence is correct or incorrect. If it is correct, mark **A**, if it is not correct, mark **B**.

A MACHINE WHICH CAN THINK

One hundred and fifty years ago there were, naturally, no electronic computers. There was only a dream of creating a mechanism that could do the work usually done by human brain. Sometimes this dream produced some interesting results. There is a story which tells us that once Napoleon played chess with a partner — a mechanical chess-player. In spite of all efforts of the great general the machine defeated him on the chess-board. Soon the secret of the mechanical chess player was out. A man who operated the machine was a brilliant chess-player. In our days chess-playing machines really exist. The first electronic machines appeared in 1945 in America. In the course of 20 years mathematicians learned to solve problems of great complexity with the help of these machines.

If you enter the Institute of Cybernetics you will be able to see a laboratory for the development of computers. You can also find there some computers which can solve equations with many unknowns. Every schoolboy should know that it takes two or three minutes to solve an equation with two unknowns but to solve a system of 200 unknowns must take a million times as long. This means that a person who is to do it will have to spend 12 years working at this problem. A machine can solve such a system in less than an hour. Working faster than a human thought, these machines must help to release the human mind from mechanical functions and make possible a new approach to physics, mechanics, astronomy and other sciences.

1. There were hardly any electronic computers one hundred and fifty years ago
2. General defeated the machine on a chess board
3. The machine was operated by an inexperienced chess-player
4. There are some computers which can't solve equations with many unknowns
5. To solve a system of two hundred unknowns must take a million times as long for a computer
6. To solve an equation with two unknowns takes three seconds for a computer

7. To solve a system of two hundred unknowns must take a million times as long for a schoolboy
8. To solve an equation with two unknowns takes three minutes for a schoolboy
9. Computers work slower than human thought.

Writing

Match the sentences.

- | | |
|---|--|
| 1 There's a good film on TV this afternoon. | a It won't happen again. |
| 2 Look at the blue sky! | b I think he's going to have a party. |
| 3 Call me on my mobile when you want to go out. | c I think I'll stay in and watch it. |
| 4 Oh no! It's raining again. | d I don't think it will rain this afternoon. |
| 5 It's Ben's birthday next Saturday. | e I don't think I'll go out. |
| 6 I'm sorry I was late this morning. | f I'll have it with me all weekend. |
1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Kafedra mudiri:
Card 13

A. Pozilov

Reading

NEWTON

Newton, one of the greatest scientists of 1_____ times was born on 25th of December, 2_____ at the little village of Woolsthorpe in 3_____. His father was a farmer and had died before Newton was born.

Newton studied 4_____ at Cambridge and took his degree there in 1665. Then the University was closed because of danger of 5_____, and Newton went home for a period of eighteen months, which was a most important period, for during that time Newton, between the ages of 22 and 24, made his three great 6_____: the discovery of the differential calculus, of the nature of white light, and of the law of gravitation. Those three great discoveries, which changed the course of thought, have also influenced the course of science from that day until our days.

It is interesting how the idea which 7_____ to the discovery of the laws governing the forces of gravitation first came to him. Once, as he sat in his garden the fall of the apple made him think: why must that apple always descend perpendicularly on the ground. Why must it not go side wards or 8_____, but usually to the earth's center?

Certainly, the reason is that the earth draws it. Later he began to apply this property of gravitation to the motion of the earth and the heavenly bodies round the sun.

Newton died when he was 84 and was buried in Westminster Abbey where his monument is today.

- | | | | |
|-----------------|-----------------|----------------|----------------|
| 1. A. All | B. Present | C. Ancient | D. Old |
| 2. A. 1462 | B. 1890 | C. 1642 | D. 2001 |
| 3. A. Liverpool | B. Lincolnshire | C. Brookline | D. London |
| 4. A. History | B. Geography | C. Literature | D. Mathematics |
| 5. A. Plague | B. Cancer | C. Diarrhea | D. Headache |
| 6. A. Findings | B. Innovations | C. Discoveries | D. Learning |
| 7. A. Came | B. Went | Gave | D. Led |

- | | | | |
|---------------|--------------|--------------|---------------|
| 8. A. Upwards | B. Downwards | C. Leftwards | D. Rightwards |
| 9. A. Pushes | B. Draws | C. Passes | D. Lifts |

Writing

Match the words about sport with the descriptions.

- | | |
|----------------|---|
| 1 athlete | a) the highest prize an athlete can win at the Olympics |
| 2 free diving | b) an event in the Olympics where you jump over a high bar |
| 3 gold medal | c) someone who is good at sports like running and jumping |
| 4 gymnastics | d) a sport where you stand on a large board and move over snow |
| 5 high jump | e) to get points in football |
| 6 score a goal | f) to go a long way underwater without oxygen, on one breath only |
| 7 snowboarding | g) a sport where you do physical exercises on the floor or on special equipment |

1 2 3 4 5 6 7

Kafedra mudiri:
Card 14

A. Pozilov

Reading

Read the text below and choose the correct word for each space. For each question mark the correct letter A, B, C or D.

Going to the Cinema

I like cinema very much. I am a great cinema-goer. I like those films whichshow life. Some Russian and foreign films I sawyear are of real artistic value. I don't like to go to the cinema on Sundays I prefer to go to the cinema on week-days for matinees. It isn't at all to get a ticket for a matinee show at the box-office. As a rule tickets for matinee shows are than those for evening shows. Very often I reserve tickets by phone or buy them at the box-office. I don't like to sit near the screen. That's why I buy tickets for seats in the front rows. I prefer to sit either or in the back rows. I like newsreels. As a rule a newsreel comes before a feature film. I like documentaries I enjoy popular science films as much.

- | | | | |
|------------------|-----------------|-----------|----------------|
| 1. A truly | B clearly | C really | D exactly |
| 2. A next | B future | C last | D previous |
| 3. A easy | B heavy | C light | D difficult |
| 4. A expensive | B cheaper | C newer | D older |
| 5. A in advance | B beforehand | C earlier | D later |
| 6. A ever | B forever | C never | D always |
| 7. A in front of | B in the middle | C beside | D behind |
| 8. A especially | B certainly | C really | D particularly |
| 9. A though | B in spite of | C besides | D as long as |

Writing

Are the sentences true or false? Correct the false sentences.

Yesterday was 5th August. Tomorrow is 6th August.

False – Tomorrow is 7th August.

Sunday was two days ago. Today is Tuesday.

1st May was one week ago. Today is 7th May.

It was two o'clock three hours ago. Now it's five o'clock.

The month before September is October.

Today it's Saturday, 9th November.
Last week it was Monday, 3rd November.

It's Friday. The day after tomorrow is Sunday.

Kafedra mudiri:

A. Pozilov

Card 15

Reading

Look at the sentences below the text **A Machine which can think**. Read the text to decide if each sentence is correct or incorrect. If it is correct, mark **A**, if it is not correct, mark **B**.

A MACHINE WHICH CAN THINK

One hundred and fifty years ago there were, naturally, no electronic computers. There was only a dream of creating a mechanism that could do the work usually done by human brain. Sometimes this dream produced some interesting results. There is a story which tells us that once Napoleon played chess with a partner — a mechanical chess-player. In spite of all efforts of the great general the machine defeated him on the chess-board. Soon the secret of the mechanical chess player was out. A man who operated the machine was a brilliant chess-player. In our days chess-playing machines really exist. The first electronic machines appeared in 1945 in America. In the course of 20 years mathematicians learned to solve problems of great complexity with the help of these machines. If you enter the Institute of Cybernetics you will be able to see a laboratory for the development of computers. You can also find there some computers which can solve equations with many unknowns. Every schoolboy should know that it takes two or three minutes to solve an equation with two unknowns but to solve a system of 200 unknowns must take a million times as long. This means that a person who is to do it will have to spend 12 years working at this problem. A machine can solve such a system in less than an hour. Working faster than a human thought, these machines must help to release the human mind from mechanical functions and make possible a new approach to physics, mechanics, astronomy and other sciences.

1. There were hardly any electronic computers one hundred and fifty years ago
2. General defeated the machine on a chess board
3. The machine was operated by an inexperienced chess-player
4. There are some computers which can't solve equations with many unknowns
5. To solve a system of two hundred unknowns must take a million times as long for a computer
6. To solve an equation with two unknowns takes three seconds for a computer
7. To solve a system of two hundred unknowns must take a million times as long for a schoolboy

8. To solve an equation with two unknowns takes three minutes for a schoolboy
9. Computers work slower than human thought.

Writing

Write 6 sentences about your village or town.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Kafedra mudiri:

A. Pozilov

Card 16

Reading

Read the text below and choose the correct word for each space. For each question mark the correct letter A, B, C or D.

THE ARAL SEA

Scientists say that over the past 30 years volume of water in the Aral Sea has dropped by 60 per cent and its area..... a third. The depth of the shallow Aral has declined by 13 meters. Muinak and the other ports have found themselves dozens of kilometers..... from the sea. The salt content has increase 150 per cent. The fish failed to adjust to a dramatic change and died. The sea is drying up. Many large bays are no longer there: the islands in the southern and eastern, most shallow, parts of the Aral Sea are now peninsulas or parts of mainland. It is now..... to specialists that time is near when sea will turn into a couple of small lakes. What is the cause of this ecological catastrophe? The Aral Sea is..... young. It appear nearly 9.000 years ago at the crossroads of two great Asian rivers the Amu Darya and the Syr Darya. Initially it was a fresh water reservoir, it grew salty the years as the surface of the lake became a giant evaporation tank under the burning sun. it is not the natural conditions that are to blame for the present salination and drying up of the Aral Sea. If people hadn't begun such rapid economic activity in region over the decades they wouldn't have broken the ecological equilibrium. The thing is that the Amu Darya and the Syr Darya are mainly emptying..... cotton fields nowadays. It is obvious now that the problem of the Aral Sea is the problem of a vast area. If people don't save the Aral Sea they will lose millions of hectares of soil as each year the wind raises hundreds tons of salt from what once was the sea..... and carries it..... the fields. Republican committees to save the Aral Sea are at work now. A department of the State Bank in Tashkent has opened a special account..... people to send their donations to save the Aral Sea.

1. A from B by C for D with
2. A away B off C from D out
3. A clear B unclear C real D obvious
4. A relatively B comparatively C apparently D connectively
5. A over B under C for D off

- | | | | |
|--------------|-----------|----------|---------------|
| 6. A in | B on | C into | D towards |
| 7. A end | B bottom | C inside | D outside |
| 8. A towards | B through | C into | D to |
| 9. A to | B towards | C for | D in order to |

Writing

Put the letters in order to find the school subjects.

You study plants, electricity and chemicals in

Science..... (ciensce)

In (garphyeog), you learn about different countries.

You learn about the past in

..... (hirysto)

People speak (ehnglis) in England.

People speak (frnceh) in France.

You learn about numbers in

..... (mthsa)

You can act a Shakespeare play in

..... (dmraa)

Kafedra mudiri:

A. Pozilov

Card 17

Reading

Read the text below and choose the correct word for each space. For each question mark the correct letter A, B, C or D.

THE UNIVERSITY OF CAMBRIDGE

The University of Cambridge was founded in the twelfth century and before the beginning of the thirteenth it was almost..... centre of education. The University was..... on the model of European continental Universities. At first there were neither colleges nor professors..... the modern sense of word. Lectures and oral examinations were conducted in Latin. There were no written examinations. Until the fifteenth century the history of Cambridge was not as significant as that of Oxford. But..... the end of the seventeenth century the University was the home of Sir Isaac Newton – professor of mathematics from 1669 till 1702 whose influence was deep and permanent. At that time serious tests were offered to the candidates..... degrees. During the early parts of the nineteenth century examinations were greatly improved and written examinations were more often used..... oral. At the same time there built number of laboratories..... the natural sciences, them the Cavendish Laboratory. The Cavendish Laboratory organized by the well known Scottish mathematician and physicist Maxwell was opened in 1871. It was named after the English scientist of the 18th century Sir Henry Cavendish. Now it is one of the greatest physical laboratories known throughout the world.

- | | | | |
|-----------------|----------|---------------|---------------|
| 1. A recognized | B known | C famous | D popular |
| 2. A organized | B held | C formed | D conducted |
| 3. A at | B over | C for | D in |
| 4. A until | B before | C till | D to |
| 5. A with | B by | C to | D for |
| 6. A for | B to | C in order to | D with |
| 7. A then | B that | C than | D those |
| 8. A to | B for | C with | D in order to |
| 9. A between | B among | C around | D over |

Writing

Match the jobs from the definitions

This person works in a hospital for people.

This person works in a hospital for animals.

This person writes books.

This person is in films.

This person flies an aeroplane.

This person is famous for music – opera, pop or rock.

Kafedra mudiri:

A. Pozilov

Card 18

Reading

Read the text below and choose the correct word for each space. For each question mark the correct letter A, B, C or D.

British Museum

The British Museum is..... described as being the National Library and Museum of History, Archeology, Art and Ethnography. It is situated in Great Russel Street in London. It..... opened to the public in 1759. The British Museum..... precious collections of old and modern books, manuscripts, coins, stamps and many other things. The Orient and the Egyptian department is..... interesting, especially the mummies. There are many antiquities from ancient Greece and Rome. A collection of findings..... Anglo-Saxon times gives a vivid picture of..... ancestors lived, and in the ethnological department you can get an idea..... the civilizations of the Red Indians, the Africans, the Polynesians, and other peoples. There are a lot of halls to be visited, in..... of which are special collections of illuminated manuscripts of Islamic world. Side by side with these manuscripts of past Ages the library includes a collection of modern books for scholarly research in oriental languages. So the British Museum is wonderful place..... you find many specimens that cannot be seen anywhere in the world.

- | | | | |
|----------------|----------------|--------------|-------------|
| 1. A formally | B officially | C certainly | D legally |
| 2. A is | B were | C are | D was |
| 3. A contain | B holds | C contains | D hold |
| 4. A certainly | B particularly | C especially | D obviously |
| 5. A out | B out of | C from | D behind |
| 6. A us | B we | C ours | D our |
| 7. A of | B on | C from | D under |
| 8. A every | B each | C other | D others |
| 9. A why | B which | C where | D whose |

Writing

Complete the sentences. Use the adjectives in the box.

determined	famous	hard-working	lucky	necessary	successful	sure
------------	--------	--------------	-------	-----------	------------	------

I'd like to be a singer. I sing every day and have singing lessons twice a week.

I'm *determined*..... to make my dream come true.

I'm saving up for a computer and I work after school and at weekends at a burger bar.

My parents say I'm very

My sister is in a TV programme for teenagers on Saturday mornings. Everybody knows her name! She's

My brother is the manager of a big bank in London. He's very

My friend has a TV, a computer and a stereo in his room. He's very

When you go for a short walk in town, walking shoes aren't

'Is the maths test today or tomorrow?' 'Ask Susan. I'm not

Kafedra mudiri:

A. Pozilov

Card 19

Reading

Read the questions below. For each question mark the correct letter A, B, C or D.

THE AMUDARYA AND THE SYR DARYA

The last expedition to the basin of two..... rivers of our Republic the Amu Darya and the Syr Darya has conducted analyses of..... rivers and a number of canals. The water..... the cotton fields flows into the canals which feed these two great rivers. Because of the large amount of chemical products and other kinds of pollution the water in the rivers has made a lethal affection..... their flora and fauna. In one section of the Amu-Bukhara canal the high humidity zone extends from one to two kilometers into the desert. On its way the canal lost half of the water, if not more. The expedition has made its analysis in autumn when the water level is lower. It is..... in summer, when the water flows faster, resulting in an even greater filtration. Swamps and lakes have just appeared that are..... useless to man. All these man-made basins have raised the ground water and fertile lands become salinized. And now the lands in the cotton-growing regions are so polluted with chemicals and all kinds of fertilizers that they can yield nothing. A..... group of writers, journalists and scientists have studied various areas of the basins of the Amu Darya and the Syr Darya right from the glaciers in the Pamirs. They looked..... the causes and consequences of the dangerous ecological situation in the Aral Sea basin. The members of the expedition have analyzed the results and came..... the conclusion that this tragedy demands quick and decisive measures. The scientists of different fields are busy now with searching the way from this situation.

- | | | | |
|-----------------|--------------|-------------|------------|
| 1. A large | B great | C big | D small |
| 2. A that | B this | C these | D those |
| 3. A from | B out | C of | D out of |
| 4. A to | B on | C over | D in |
| 5. A lower | B smaller | C taller | D higher |
| 6. A definitely | B absolutely | C certainly | D exactly |
| 7. A large | B great | C big | D a lot of |
| 8. A on | B into | C in | D at |

9. A from B out of C into D to

Writing

Complete the sentences. Use the words in the box.

peet	books	CD player	film
computer games		discos	pictures

My father likes reading. He has a lot of

We play on the PlayStation.

My mother paints beautiful

I watch a new at the cinema every month.

I listen to music on my

My brother likes, but he can't dance!

Kafedra mudiri:

A. Pozilov

Card 20

Reading

Look at the sentences below the text A Machine which can think. Read the text to decide if each sentence is correct or incorrect. If it is correct, mark A, if it is not correct, mark B.

DUBNA ATOMIC CENTER

Dubna is eighty miles north of 1____. Beautiful pine-trees surround groups of comfortable cottages and large buildings there. In the nice streets of Dubna we can often hear foreign 2_____.

Dubna is one of the world centers for 3_____ in modern physics. It is a town of physicists of many nationalities who are working together at the 4_____ nuclear Research Institute. The Institute is carrying 5____ great work. Physicists from different countries are coming here to discuss their research work and to take part in research seminars.

One of the greatest discoveries of our 6____ is the splitting of the atom, and the penetration into its mysterious matter. This discovery is marking the triumph of Man's 7____. The most outstanding developments of our century such as the use of the atomic 8_____, the building of the atomic reactor, the construction of atomic power stations, and the atomic icebreaker are the results of the study of the atom in opening up vast and new areas for exploration and research.

Let us enter one of the many laboratories of Dubna. What do we see there? We see that scientists with the help of numerous instruments are exploring the atom. They are making every 9____ attempt to use the colossal energy of the atom in different spheres of life. They achieved great successes in the peaceful uses of atomic energy. Their work opens up new possibilities of using atomic energy in industry, agriculture, navigation, medicine and cosmic flights; it opens up new sources for progress.

1. A. Moscow B. Saints-Petersburg C. Kiev D. Tashkent

2. A. Language B. Speech C. Letters D. People
 3. A. Laboratories B. Study-rooms C. Investigations D. Students
 4. A. Separate B. Single C. Multiple D. Joint
 5. A. Up B. Down C. On D. Behind

- 6. A. Century
- 7. A. Thought
- 8. A. Power
- 9. A. Possible

- B. Age
- B. Thinking
- B. Electricity
- B. Impossible

- C. Year
- C. Idea
- C. Energy
- C. Maybe

- D. Days
- D. Solution
- D. strength
- D. Possible

Writing.

Complete the sentences. Use the adjectives in the box.

cool	friendly	good-looking
important	intelligent	successful
	talented	

My uncle makes a lot of money and the clothes he sells are popular. He's *successful*.....

The new girl in our class always smiles and says hello. She's

My brother has the newest clothes and he likes the best new bands.

He's

My sister has pictures of Orlando Bloom everywhere. She thinks he's really

Will Young won Pop Idol because people liked his music. He's a singer.

Tomorrow I've got a science test. I'm going to read my notes again because it's an test.

My little brother is only two and he can talk a lot. I think he's an baby.

Kafedra mudiri:

A. Pozilov

Card 21

Reading

THE BRITISH MUSEUM

The British Museum is officially 1_____ as being the National Library and Museum of History, Archeology, Art and Ethnography. It is situated in Great Russell Street in London. It was opened to the public in 2_____.

The British Museum contains 3_____ collections of old and modern books, manuscripts, coins, stamps and many other things. The 4_____ and the Egyptian department is particularly interesting, especially the mummies. There are many antiquities from 5_____ Greece and Rome. A collection of findings from Anglo-Saxon times gives a vivid picture of our 6_____ lived, and in the ethnological department you can get an idea of the civilizations of the 7_____ Indians, the Africans, the Polynesians, and other peoples.

There are a lot of halls to be visited, in each of which are special 8_____ of illuminated manuscripts of Islamic world. Side by side with these manuscripts of past Ages the library includes a collection of modern books for scholarly research in oriental languages.

So the British Museum is wonderful place where you find many specimens that cannot be seen anywhere in the world.

- | | | | |
|-----------------|----------------|-----------------|----------------|
| 1. A. Described | B. Drawn | C. Extended | D. Explained |
| 2. A. 2015 | B. 1945 | C. 1759 | D. 1758 |
| 3. A. Expensive | B. Cheap | C. Much | D. Precious |
| 4. A. Western | B. Orient | C. Eastern | D. African |
| 5. A. Modern | B. Ancient | C. Nowadays | D. Present |
| 6. A. Ancestors | B. Generation | C. Grandparents | D. Old people |
| 7. A. Black | B. Indian | C. Red | D. American |
| 8. A. Books | B. Notes | C. Goods | D. Collections |
| 9. A. Specimens | B. Collections | C. Goods | D. Orient |

Writing

Circle the correct words to complete the sentences.

Star Wars is on at the cinema this weekend but I'm *sure* / *not sure* what time it starts.
I *doubt* / *hope* our football team wins today. Then we'll be the best team in the region.
We don't know what we'll do this weekend, but *maybe* / *probably* we'll go to London.
The past of 'go' is 'went'. I'm *sure* / *maybe* that's the correct answer.
The game finished a bit late so I *hope* / *doubt* I'll catch the 6.00 train home.
Sam *probably* / *maybe* won't come swimming today. He's got a lot of homework.
I *think* / *doubt* Sally will like that t-shirt. She doesn't like wearing black.

Kafedra mudiri:

A. Pozilov

Card 22

Reading

NEWTON

Newton, one of the greatest scientists of 1_____ times was born on 25th of December, 2_____ at the little village of Woolsthorpe in 3_____. His father was a farmer and had died before Newton was born.

Newton studied 4_____ at Cambridge and took his degree there in 1665. Then the University was closed because of danger of 5_____, and Newton went home for a period of eighteen months, which was a most important period, for during that time Newton, between the ages of 22 and 24, made his three great 6_____: the discovery of the differential calculus, of the nature of white light, and of the law of gravitation. Those three great discoveries, which changed the course of thought, have also influenced the course of science from that day until our days.

It is interesting how the idea which 7_____ to the discovery of the laws governing the forces of gravitation first came to him. Once, as he sat in his garden the fall of the apple made him think: why must that apple always descend perpendicularly on the ground. Why must it not go side wards or 8_____, but usually to the earth's center?

Certainly, the reason is that the earth draws it. Later he began to apply this property of gravitation to the motion of the earth and the heavenly bodies round the sun.

Newton died when he was 84 and was buried in Westminster Abbey where his monument is today.

- | | | | |
|-----------------|-----------------|----------------|----------------|
| 1. A. All | B. Present | C. Ancient | D. Old |
| 2. A. 1462 | B. 1890 | C. 1642 | D. 2001 |
| 3. A. Liverpool | B. Lincolnshire | C. Brookline | D. London |
| 4. A. History | B. Geography | C. Literature | D. Mathematics |
| 5. A. Plague | B. Cancer | C. Diarrhea | D. Headache |
| 6. A. Findings | B. Innovations | C. Discoveries | D. Learning |
| 7. A. Came | B. Went | Gave | D. Led |

8. A. Upwards B. Downwards C. Leftwards D. Rightwards
 9. A. Pushes B. Draws C. Passes D. Lifts

Writing

Complete the sentences. Use the adverbs in the box.

badly	bitterly	carefully	fast
hard	loudly	quietly	slowly

I can understand English when you speak
 ... *slowly*

My brother plays football but he isn't very
 good. He plays really

That glass is very old and expensive. Please
 wash it

I can't do my homework! My brother's
 playing his guitar

I'm watching this programme. Can you play
 more, please?

Olympic athletes run very

I got the best marks in my English test
 because I studied very

Kafedra mudiri:

A. Pozilov

Card 23

Reading

THE AMUDARYA AND THE SYR DARYA

The last 1_____ to the basin of two great rivers of our Republic the Amu Darya and the Syr Darya has 2_____ analyses of these rivers and a number of canals. The water from the cotton fields flows 3_____ the canals which feed these two great rivers. Because of the large amount of chemical products and other kinds of 4_____ the water in the rivers has made a lethal affection on their flora and fauna.

In one section of the Amu-Bukhara canal the high 5_____ zone extends from one to two kilometers into the desert.

On its way the canal loses half of the water, if 6_____ more. The expedition has made its analysis in autumn when the water level is lowest. It is higher in summer, when the water flows faster, resulting in an even greater filtration. Swamps and lakes have just appeared that are absolutely 7_____ to man.

All these man-made basins have raised the ground water and fertile lands become salinated. And now the lands in the cotton-growing regions are so polluted with chemicals and all kinds of fertilizers that they can yield nothing,

A large group of writers, journalists and scientists have studied various areas of the 8_____ of the Amu Darya and the Syr Darya right from the glaciers in the Pamir. They looked into the causes and consequences of the dangerous ecological situation in the Aral Sea basin.

The members of the expedition have analyzed the results and came to the conclusion that this tragedy demands quick and decisive measures. The scientists of different fields are busy now with searching the way from this situation.

- | | | | |
|------------------|--------------|--------------|----------------|
| 1. A. Expedition | B. Group | C. Students | D. People |
| 2. A. Released | B. Conducted | C. Taken | D. Brought |
| 3. A. Out | B. Down | C. In | D. Into |
| 4. A. Purenness | B. Dirty | C. Pollution | D. Cleanliness |

- | | | | |
|--------------|------------|----------------|---------------|
| 5. A. Wet | B. Dry | C. Fresh | D. Humidity |
| 6. A. Not | B. Any | C. No | D. No |
| 7. A. Useful | B. Useless | C. Beneficiary | D. Profitable |
| 8. A. Seas | B. Lakes | C. Basins | D. Oceans |
| 9. A. Resume | B. Content | C. Note | D. Conclusion |

Writing

Match the sentences.

- | | |
|---|---|
| 1 I can't go to the football match. It's too far to walk. | a That's strange. I thought you were friends. I'll talk to her. |
| 2 This shopping is really heavy. | b It's easy! I'll show you how to do it! |
| 3 I don't understand this homework. | c I'll help you carry it. |
| 4 Oh no! I've forgotten my swimming cap! | d Don't worry. I'll take you there in my car. |
| 5 That was a long walk! I'm really hungry. | e I've got another one that you can wear. |
| 6 I don't know why, but Laura isn't talking to | f Me too. I'll make some pasta. |
1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Kafedra mudiri:

A. Pozilov

Card 24

DUBNA ATOMIC CENTER

Dubna is eighty miles north of 1____. Beautiful pine-trees surround groups of comfortable cottages and large buildings there. In the nice streets of Dubna we can often hear foreign 2_____.

Dubna is one of the world centers for 3_____ in modern physics. It is a town of physicists of many nationalities who are working together at the 4_____ nuclear Research Institute. The Institute is carrying 5_____ great work. Physicists from different countries are coming here to discuss their research work and to take part in research seminars.

One of the greatest discoveries of our 6_____ is the splitting of the atom, and the penetration into its mysterious matter. This discovery is marking the triumph of Man's 7_____. The most outstanding developments of our century such as the use of the atomic 8_____, the building of the atomic reactor, the construction of atomic power stations, and the atomic icebreaker are the results of the study of the atom in opening up vast and new areas for exploration and research.

Let us enter one of the many laboratories of Dubna. What do we see there? We see that scientists with the help of numerous instruments are exploring the atom. They are making every 9_____ attempt to use the colossal energy of the atom in different spheres of life. They achieved great successes in the peaceful uses of atomic energy. Their work opens up new possibilities of using atomic energy in industry, agriculture, navigation, medicine and cosmic flights; it opens up new sources for progress.

- | | | | |
|--------------------|----------------------|-------------------|-------------|
| 1. A. Moscow | B. Saints-Petersburg | C. Kiev | D. Tashkent |
| 2. A. Language | B. Speech | C. Letters | D. People |
| 3. A. Laboratories | B. Study-rooms | C. Investigations | D. Students |
| 4. A. Separate | B. Single | C. Multiple | D. Joint |
| 5. A. Up | B. Down | C. On | D. Behind |
| 6. A. Century | B. Age | C. Year | D. Days |

- 7. A. Thought
- 8. A. Power
- 9. A. Possible

- B. Thinking
- B. Electricity
- B. Impossible

- C. Idea
- C. Energy
- C. Maybe

- D. Solution
- D. strength
- D. Possible

Writing

Read the sentences and write true or false. Then correct the sentences.

- When you bow, you move your head and sometimes your body forwards.*True*.....
- You kiss someone to show them that you don't like them.
- When someone says *Thank you*, a good reply is *You're welcome*.
- You shouldn't say *Sorry?* or *Pardon?* when people say things that you don't understand.
- When you touch something, you put your fingers on it.
- A queue is a line of people who are waiting for something.
- When you give a waiter a tip, you tell them what you want to drink.
- A custom is something that people started doing many years ago and still do today.

Kafedra mudiri:

A. Pozilov

VII. General control questions on the subject

1. What sciences are included into Humanities?
2. What sciences are included into Social Sciences?
3. What sciences are included into Natural Sciences?
4. What sciences are included into Applied Sciences?
5. What sciences are included into Formal Sciences?
6. What are the appropriate sections of review writing?
7. How do we call the American government organization concerned with spacecraft and space travel?
8. How do we call the particular structure and functions of every cell?
9. How do we call an acid in the chromosomes of the cells of living things, which plays an important part in passing information about protein structure between different cells?
10. Will blood and organs donations become unnecessary with the development of synthetic blood?
11. Will electric cars be able to travel 500 km. on one battery charge.
12. What are the organizational stages for research paper abstract?
13. What kind of oriental contributions were made in Architecture?
14. What kind of oriental contributions were made in Horticulture
15. What kind of oriental contributions were made in Philosophy
16. What kind of oriental contributions were made in Mathematics
17. What kind of oriental contributions were made in Science

18. What kind of oriental contributions were made in Geography
19. What kind of oriental contributions were made in Astronomy
20. What kind of oriental contributions were made in Medicine
21. What kind of resolution was signed on April 3 2014 by the president of the Republic of Uzbekistan Islam Karimov?
22. What issues are set as the most important tasks and directions of development of ICT in the real economy?
23. How important is it to meet social needs of citizens?
24. What fields of life are not meeting society needs?
25. How to assist in the development of society?
26. Would future social needs differ from contemporary ones?
27. Is it essential to meet social needs in every sphere of life?
28. What kind of priorities were set long ago by traditional universities?
29. What conditions are created at the supermarket?
30. What lacks are mentioned by customers which do not let the supermarket be estimated as the best one?
31. What measures must be taken by the supermarket authority to meet the customer's needs?
32. What is networking?
33. Why networking?
34. What do you understand by the word social media?
35. What types of networking do you know?
36. Can you create your own blog, if yes how?
37. What is the name of your site?
38. What is the site's tagline?
39. What is satisfaction in science?
40. Does satisfaction hold any "must" criteria?
41. Does satisfaction have a limit?
42. Is satisfaction based on moral or finance?
43. Does satisfaction have any correlation with "proud"?
44. What are the emotional features of a satisfied science man?
45. Can you give a sample moment in which you have inner by felt satisfied that you have done a research?
46. What can you say about job satisfaction?
47. What kind of impacts on individual's personality has job satisfaction?
48. Does workplace achievement lead to person's self-satisfaction?
49. What are the requirements of a Ph.D. program?
50. What are the graduation requirements and how are they determined?

51. How is a Ph.D. program concluded?
52. What was the difference between the terms “master”, “doctor” and “professor in the past?
53. What did a universal license to teach stand for the past?
54. How present concepts of sciences and humanities were classified in the past?
55. What is a public speech?
56. What are the difficulties of public speech?
57. What are the tips of public speech?
58. How much time do you need to finish your speech?
59. What are the parts of persuasive essay?
60. What does it mean to be a freelance?
61. What are the main requirements of being a freelance?
62. How and why would freelancing appear in your field of area?
63. Would you choose freelancing in your future life? Why?
64. Give specific examples to prove your ideas?
65. What does a letter of certificate mean?
66. When is a letter of certificate used?
67. Why did Akbar decide to be a scientist?
68. What made him be a scholar?
69. What inventions is Akbar working at now and how useful they can be for society?
70. What are the benefits of inventions?
71. When can Akbar announce useful sides of his invention? Why didn't he do it in the program?
72. What are other alternative ways of petroleum being worked out by scientists nowadays?
73. What are future personal ambitions of Akbar in science? What does he want to achieve in his life?
74. What are your future plans in your specialty?
75. What is ambition as a general notion?
76. What may happen to the people who have not ambitions in life?
77. How essential is ambition for the young scientist?
78. What steps of a scientific ambition are mentioned in the passage?
79. What are your first opinions of the film after you have just finished watching it?
80. What are some “hidden” part of the documentary film which cannot be seen from the first look at the issue deeper?

GLOSSARY

Lesson 1

Academic Fields

enforcement
advocacy
forestry
nonprofit
nuclear
accounting
to employ
academician
to encounter

unfairly
controversial
assistance
curriculum
indefinite
exploration
interrelated
consequently

Lesson 2

Scientific Breakthroughs

spacecraft
acid
cell
curiosity
cause
sediment
artificial
clause
manned
lunar
donation
decelerating
accelerating
to affirm
enlargement
blunder
fluctuation
repulsion

crunch
to verify
rate
density
acronym
dumpling
obesity
approximately
stem
precision
fluctuations
exhausted
fuel
subatomic
whereas
sedimentary
curvature
expansion

Lesson 3

Oriental Contributions

porcelain
syringe
water wheel
invention
military
tactic
foundation
to contribute

feldspathic
manufacture
treatment
humankind
to contradict
to describe
to dispute
to emphasize

Lesson 4

Meeting Society Needs

tremendous
attributable
enterprise
influential
annual
contest
to restore
deviate
outmoded
significant
beforehand
separation
accidentally

fully
essential
suitable
grassroots
succeed
crucial
to extent
variety
queue
counter
authority
to estimate

Lesson 5

Networking

mutually

buzzword

referral

valuable supplement

stand- alone approach

viral marketing

provided

uniqueness

significance

purchasing

Lesson 6

Professional Contentment

fighting

endeavor

despise

delighted

publicly

correlation

maturity

raised

rather

durable

guarantees

rewarded

equal

boundary

deserving

jiffy

previous

occasion

scheduled

attachment

vigor

dedication

absorption

to require

witnesses

bystanders

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