

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ

ФАКУЛЬТЕТЛАРАРО ЧЕТ ТИЛЛАР
(аниқ ва табиий фанлар) кафедраси

“АМАЛИЙ ИНГЛИЗ ТИЛИ”
фанидан

4-курс учун
ЎҚУВ-УСЛУБИЙ МАЖМУА

Билим соҳаси:	100000	Гуманитар соҳа
Таълим соҳаси:	110000	Педагогика
Таълим йўналишлари:	5110700	Информатика ўқитиш методикаси

Фаннинг ўқув-услубий мажмуа Андижон давлат университети кенгашининг 2019 йил “31” августдаги 1 сонли баёни билан тасдиқланган “Амалий инглиз тили” фанининг ўқув дастури асосида тайёрланган.

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МУНДАРИЖА

№		
I	МУНДАРИЖА	3
II	ЎҚУВ МАТЕРИАЛЛАРИ	4
III	МУСТАҚИЛ ТАЪЛИМ МАШҒУЛОТЛАРИ	43
IV.	ГЛОССАРИЙ	45
V	ИЛОВАЛАР	
V.1.	ФАН ДАСТУРИ	53
V.2.	ИШЧИ ЎҚУВ ДАСТУРИ	66
V.3.	ТАРҚАТМА МАТЕРИАЛЛАР	90
V.4.	ТЕСТЛАР	95
V.5.	БАҲОЛАШ МЕЗОНИ	115

II . ЎҚУВ МАТЕРИАЛЛАРИ

Lesson 1

The history of computers and information technologies

1. Read the text and make questions

A computer is an electronic machine which can accept data in a certain form, process the data, and give the results of the processing in a specified formats as information.

The computer as we know it today had its beginning with a 19th century English mathematics professor name Charles Babbage. He designed the Analytical Engine and it was this design that the basic framework of the computers of today are based on.

Generally speaking, computers can be classified into three generations. Each generation lasted for a certain period of time, and each gave us either a new and improved computer or an improvement to the existing computer.

First generation: 1937 – 1946 - In 1937 the first electronic digital computer was built by Dr. John V. Atanasoff and Clifford Berry. It was called the Atanasoff-Berry Computer (ABC). In 1943 an electronic computer name the Colossus was built for the military. Other developments continued until in 1946 the first general– purpose digital computer, the Electronic Numerical Integrator and Computer (ENIAC) was built.

It is said that this computer weighed 30 tons, and had 18,000 vacuum tubes which was used for processing. When this computer was turned on for the first time lights dim in sections of Philadelphia. Computers of this generation could only perform single task, and they had no operating system.

Computer hardware



A In pairs, discuss these questions.

- 1 Have you got a computer at home, school or work? What kind is it?
- 2 How often do you use it? What do you use it for?
- 3 What are the main components and features of your computer system?



C Read these advertising slogans and say which computer element each pair refers to.

<p>1 a Point and click here for power</p> <p>b Obeys every impulse as if it were an extension of your hand</p>	<p>2 a Displays your ideas with perfect brilliance</p> <p>b See the difference – sharp images and a fantastic range of colours</p>	<p>3 a It's quiet and fast</p> <p>b ... it's easy to back up your data before it's too late</p>	<p>4 a Power and speed on the inside</p> <p>b Let your computer's brain do the work</p>
---------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------

D Find words in the slogans with the following meanings.

- 1 to press the mouse button
- 2 clear; easy to see
- 3 to make an extra copy of something
- 4 selection
- 5 shows

Hometask :

1. Written translation of the text and answer the questions

Lesson 2

The history of computers and information technologies

1. Reading the text and making-up questions

The Information technology (IT) is the use of any computers, storage, networking and other physical device, infrastructure and processes to create, process, store, secure and exchange all forms of electronic data.

Most people automatically associate Information Technology with computers and the Internet. Kids these days don't even remember a time when we didn't have computers, smartphones and constant high speed Internet access.

They're used to being always online, talking with their friends over it, and getting everything done through the Internet, from ordering homework to organizing events.

However, in reality, Information Technology in its original form has been around for thousands of years. People have been gathering information since the beginning of time and the earliest information has provided those early human beings with ways of communicating through available technologies. Many people fail to realize that there was a process to get to where we are today.

1 Interacting with your computer

Read the description of input devices and then label the pictures (1–8) with words from the text.

Input devices are the pieces of hardware which allow us to enter information into the computer. The most common are the **keyboard** and the **mouse**. We can also

interact with a computer by using one of these: a **light pen**, a **scanner**, a **trackball**, a **graphics tablet**, a **game controller** or a **microphone**.



1 _____



2 _____



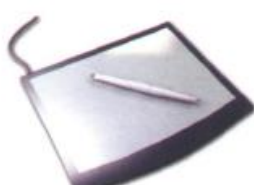
3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

HOMEWORK

1. Translating the text into Uzbek and answer the question

Lesson 3

The Evolution of Computers and Information technologies

1. Reading the text and translate into Uzbek

Evolution of Computers

Second generation: 1947 – 1962 - This generation of computers used transistors instead of vacuum tubes which were more reliable. In 1951 the first computer for commercial use was introduced to the public; the Universal Automatic Computer (UNIVAC 1).

In 1953 the International Business Machine (IBM) 650 and 700 series computers made their mark in the computer world. During this generation of computers over 100 computer programming languages were developed, computers had memory and operating systems. Storage media such as tape and disk were in use also were printers for output.

Third generation: 1963 - present - The invention of integrated circuit brought us the third generation of computers. With this invention computers became smaller, more powerful more reliable and they are able to run many different programs at the same time.

In 1980 Microsoft Disk Operating System (MS-Dos) was born and in 1981 IBM introduced the personal computer (PC) for home and office use. Three years later Apple gave us the Macintosh computer with its icon driven interface and the 90s gave us Windows operating system.

As a result of the various improvements to the development of the computer we have seen the computer being used in all areas of life. It is a very useful tool that will continue to experience new development as time passes.

4 The keyboard

A Label the picture of a standard keyboard with the groups of keys (1–5).

- 1 **Cursor control keys** include arrow keys that move the insertion point up, down, right and left, and keys such as *End*, *Home*, *Page Up* and *Page Down*, which are used in word processing to move around a long document.
- 2 **Alphanumeric keys** represent letters and numbers, as arranged on a typewriter.
- 3 **Function keys** appear at the top of the keyboard and can be programmed to do special tasks.
- 4 **Dedicated keys** are used to issue commands or to produce alternative characters, e.g. the *Ctrl* key or the *Alt* key.
- 5 A **numeric keypad** appears to the right of the main keyboard. The *Num Lock* key is used to switch from numbers to editing keys.



A PC-compatible keyboard

B Match the descriptions (1–8) with the names of the keys (a–h). Then find them on the keyboard.

- 1 A long key at the bottom of the keyboard. Each time it is pressed, it produces a blank space.
- 2 It moves the cursor to the beginning of a new line. It is also used to confirm commands.
- 3 It works in combination with other keys. For example, you press this key and C to copy the selected text.
- 4 It removes the character to the left of the cursor or any selected text.
- 5 It produces UPPER CASE characters.
- 6 It produces UPPER CASE letters, but it does not affect numbers and symbols.
- 7 It moves the cursor horizontally to the right for a fixed number of spaces (in tabulations and data fields).
- 8 They are used to move the cursor, as an alternative to the mouse.

- a arrow keys
- b return/enter
- c Caps Lock
- d shift
- e tab
- f space bar
- g backspace
- h Ctrl

HOMEWORK

1. Making – up questions relating to the text and answer
- 2.

Lesson 4

The Evolution of Computers and Information technologies

1. Reading the text and translate it into Uzbek

Evolution of Information Technologies

Today historians recognize four stages of information technology development:

- **Premechanical Age**
- **Mechanical Age**
- **Electromechanical Age**
- **Electronic Age**

The Premechanical Age

The premechanical age is recognized as that period between 3000 BC and AD 1450. The communication between human beings was through the use of those early languages but there were also others who communicated by using picture drawings which later became known as petro-glyphs, and the primary surface for these pictures was rock. This led to the early development of the Phoenician alphabet.

The Mechanical Age

This is the stage where we finally start to see some correlation between the first forms of information technology and the systems which are currently in use. History places the mechanical age between 1450 and 1840.

It was during this time that a substantial number of new technologies emerged and the interest in these kinds of technologies increased accordingly.

The Electromechanical Age

It is during this stage of information technology that we start to see some resemblance of the technologies which have become available to us in the last couple of decades. History places the electromechanical age between 1840 and 1940. Telecommunication emerged out of those early inventions and soon after that the first telegraph was created. The man Samuel Morse was responsible for the Morse code in the early 1830s.

Shortly thereafter the telephone was invented which is still a popular means of communication in our day. In the late 1800s the first radio was designed and manufactured and all of these things were important stepping stones that sped up the emergence of new technologies which eventually evolved into the information technology systems we have today.

The Electronic Age

This is the age in which we are living now and it started in 1940 with the creation of the first computer. One of the first fully functional computer systems was the ENIAC and this was the first high-speed digital computer. What made it special was the fact that it could be programmed to solve a whole range of complicated computing problems. This system was specifically designed for the

U.S. Army for artillery firing tables. This was also a huge machine which required 680 feet and it had a total weight of 30 tons.

Things started to change when programming languages such as COBOL and FORTRAN were developed.

Eventually, integrated circuits took the place of transistors and metal oxide semiconductors became the preferred media for information storage. This led to the first actual operating system and the more advanced programming language known as Basic. And eventually, the final stage of information technology was reached as we know it today when modern CPUs emerged which combined control circuits and memory on a single chip. This led to the personal computer and eventually the modern graphical user interface.

HOMEWORK

1. Translating and retelling the text

Lesson 5

Types of Computers

1. Read the text briefly and translate it into Uzbek

A computer is a machine that can be programmed to manipulate symbols. Its principal characteristics are:

It responds to a specific set of instructions in a well-defined manner.

It can execute a prerecorded list of instructions (a program).

It can quickly store and retrieve large amounts of data.

Therefore computers can perform complex and repetitive procedures quickly, precisely and reliably. Modern computers are electronic and digital. The actual machinery (wires, transistors, and circuits) is called hardware; the instructions and data are called software. All general-purpose computers require the following hardware components:

Central processing unit (CPU): The heart of the computer, this is the component that actually executes instructions organized in programs ("software") which tell the computer what to do.

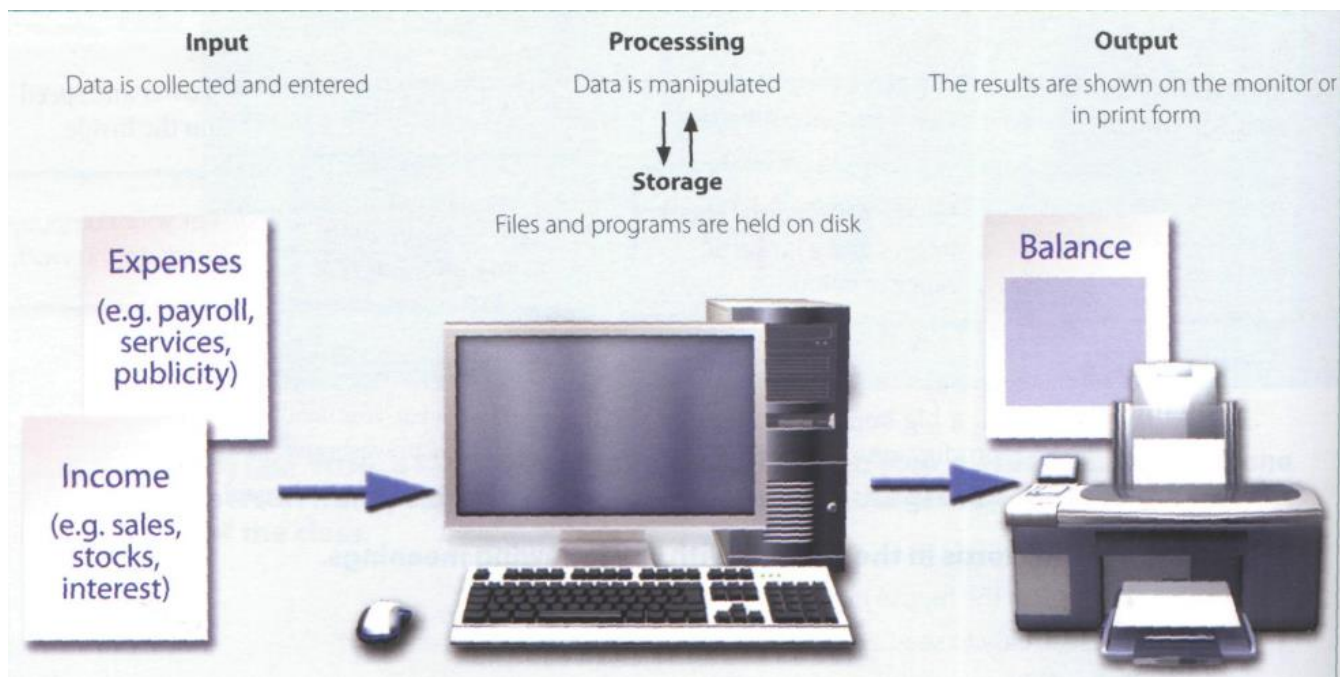
Memory (fast, expensive, short-term memory): Enables a computer to store, at least temporarily, data, programs, and intermediate results.

Mass storage device (slower, cheaper, long-term memory): Allows a computer to permanently retain large amounts of data and programs between jobs. Common mass storage devices include disk drives and tape drives.

Input device: Usually a keyboard and mouse, the input device is the conduit through which data and instructions enter a computer.

Output device: A display screen, printer, or other device that lets you see what the computer has accomplished.

In addition to these components, many others make it possible for the basic components to work together efficiently. For example, every computer requires a bus that transmits data from one part of the computer to another.



Personal computer: A small, single-user computer based on a microprocessor.

Workstation: A powerful, single-user computer. A workstation is like a personal computer, but it has a more powerful microprocessor and, in general, a higher-quality monitor.

Minicomputer: A multi-user computer capable of supporting up to hundreds of users simultaneously.

Mainframe: A powerful multi-user computer capable of supporting many hundreds or thousands of users simultaneously.

Supercomputer: An extremely fast computer that can perform hundreds of millions of instructions per second.

Supercomputer

Supercomputer is a broad term for one of the fastest computers currently available. Supercomputers are very expensive and are employed for specialized applications that require immense amounts of mathematical calculations (number crunching). For example, weather forecasting requires a supercomputer.

Other uses of supercomputers scientific simulations, (animated) graphics, fluid dynamic calculations, nuclear energy research, electronic design, and analysis of geological data (e.g. in petrochemical prospecting). Perhaps the best known supercomputer manufacturer is Cray Research

Activity 2

Match the words and pictures

laptop	desktop PC	PDA	mainframe	tablet PC
--------	------------	-----	-----------	-----------



a _____



b _____



c _____



d _____



e _____

HOMEWORK

1. Describe the computer which you use at home

Lesson 6 **The fields of Computers and Information technologies**

1. Reading and translating into Uzbek

Computer science (sometimes called computation science or computing science, but not to be confused with computational science or software engineering) is the study of processes that interact with data and that can be represented as data in the form of programs. It enables the use of algorithms to manipulate, store, and communicate digital information.

A computer scientist studies the theory of computation and the practice of designing software systems.

Its fields can be divided into theoretical and practical disciplines. Computational complexity theory is highly abstract, while computer graphics emphasizes real-world applications. Programming language theory considers approaches to the description of computational processes, while computer programming itself involves the use of programming languages and complex systems. Human–computer interaction considers the challenges in making computers useful, usable, and accessible.

Computer Science and Computing-Related Fields: What are They and What’s the Difference?

There is a lot of confusion in the general public about what computer science (sometimes referred to as simply “computing”) is and how it is different from allied computing-related fields, such as information systems and computer engineering.

These are different fields, with different areas of study and different careers and career prospects. It is important that a student contemplating going into one of these fields know the differences so that he or she can find the field that best suits his or her aptitude, interests, and career goals.

This page addresses the question, “What is Computer Science?”, and discusses its place in the collection of computer science-related fields usually referred to as “computing.”

Computer Science

Computer Engineering

Information Systems

New Media

Information Technology (IT)

Information Science

Computer Science

Computer science is the study of the theory, design, implementation, and performance of computer software and computer systems, including the study of computability and computation itself.

Computer Engineering

Computer engineering is concerned with the design of computer hardware and of computer-based devices. To the extent CE involves software, it is software interacting tightly with hardware for embedded systems and computer-based devices.

Information Systems

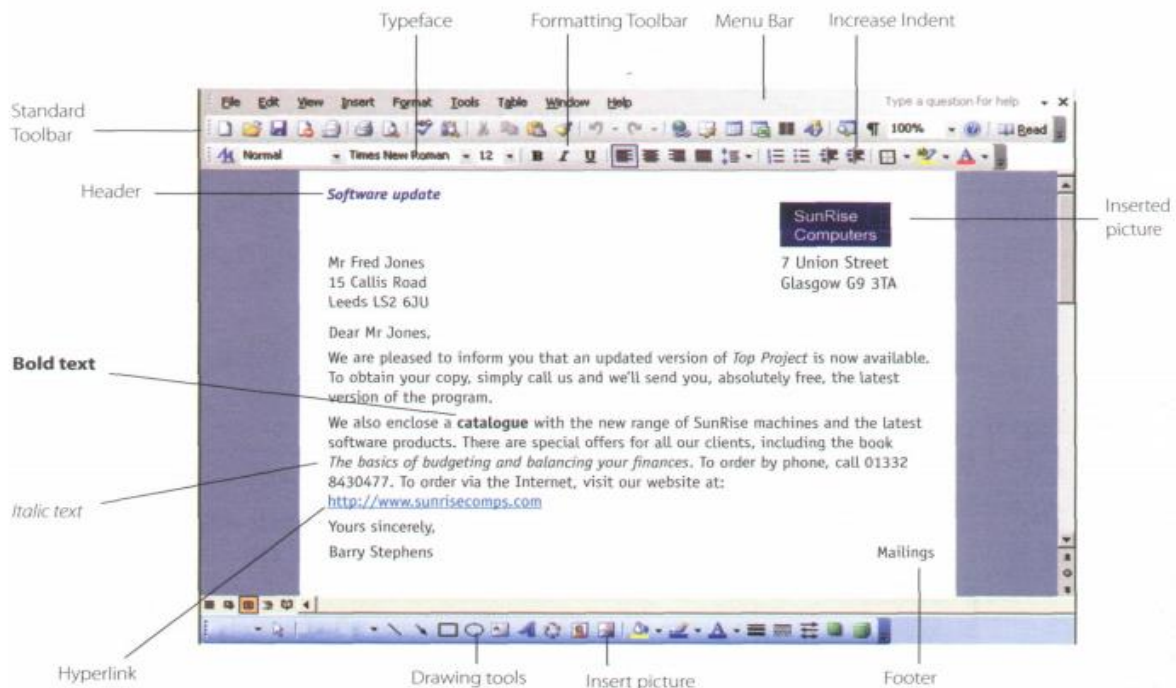
Information systems as a field has to do with applying today's information technology to solve today's problems, typically in the area of businesses and other

1 Word processing features

A  In pairs, discuss these questions.

- 1 What is a word processor?
- 2 What kind of tasks do people use word processors for?
- 3 How many different word processing programs can you name? Which do you think is the most popular?

B Look at this screenshot from Microsoft Word and translate the labelled features and functions into your own language.



C Complete these sentences with the correct features and functions above.

- 1 The Standard _____ lists the icons to save or print a document, spell check, etc. The _____ Toolbar is the area for changing font, alignment, indentation, etc.
- 2 A font consists of three elements: _____, type style and type size. For example, Palatino bold at 10 points.
- 3 Type style refers to a visual characteristic of a typeface, for example *B* for _____, *I* for _____ and U for underlined.
- 4 If you need to change indentation – the space between the page margin and where the text aligns – you can click the Increase or Decrease _____ buttons.
- 5 The _____ and _____ commands allow you to specify customized texts at the top and bottom of every page.

HOMEWORK

1. Retelling the text

Lesson 7

Founders of computers (Apple, Microsoft, IBM)

1. Reading and translating the text

Apple



Apple was founded by Steve Jobs, Steve Wozniak, and Ronald Wayne in April 1976 to develop and sell Wozniak's Apple I personal computer, though Wayne sold his share back within 12 days. It was incorporated as Apple Computer, Inc., in January 1977, and sales of its computers, including the Apple II, grew quickly.

Within a few years, Jobs and Wozniak had hired a staff of computer designers and had a production line. Apple went public in 1980 to instant financial success. Over the next few years, Apple shipped new computers featuring innovative graphical user interfaces, such as the original Macintosh in 1984, and Apple's marketing advertisements for its products received widespread critical acclaim.

However, the high price of its products and limited application library caused problems, as did power struggles between executives.

Microsoft



Microsoft was founded by Bill Gates and Paul Allen on April 4, 1975, to develop and sell BASIC interpreters for the Altair 8800. It rose to dominate the personal computer operating system market with MS-DOS in the mid-1980s, followed by Microsoft Windows.

The company's 1986 initial public offering (IPO), and subsequent rise in its share price, created three billionaires and an estimated 12,000 millionaires among Microsoft employees. Since the 1990s, it has increasingly diversified from the operating system market and has made a number of corporate acquisitions, their largest being the acquisition of LinkedIn for \$26.2 billion in December 2016, followed by their acquisition of Skype Technologies for \$8.5 billion in May 2011.



D Listen again and complete the product descriptions.

iMac

Processor speed 2.33GHz

RAM

Hard drive capacity

DVD drive included? Yes

Operating system

Includes internet software

Price



MacBook

Processor speed

RAM

Hard drive capacity

DVD drive included?

Operating system

Includes internet software

Price £1,029

HOMEWORK

Answer the question and retelling the text

1. What produces Apple except computers?
2. Why Apple is famous brand in the world?
3. Which one is good for you Apple or Microsoft?

Lesson 8

The Inventors of “Internet” and www.

1. Reading and translating the text into Uzbek

Internet

The first workable prototype of the Internet came in the late 1960s with the creation of ARPANET, or the Advanced Research Projects Agency Network. Originally funded by the U.S. Department of Defense, ARPANET used packet switching to allow multiple computers to communicate on a single network.

The technology continued to grow in the 1970s after scientists Robert Kahn and Vinton Cerf developed Transmission Control Protocol and Internet Protocol, or TCP/IP, a communications model that set standards for how data could be transmitted between multiple networks. ARPANET adopted TCP/IP on January 1, 1983, and from there researchers began to assemble the “network of networks” that became the modern Internet.

WWW.

The online world then took on a more recognizable form in 1990, when computer scientist Tim Berners-Lee invented the World Wide Web. While it’s often confused with the Internet itself, the web is actually just the most common means of accessing data online in the form of websites and hyperlinks.

The web helped popularize the Internet among the public, and served as a crucial step in developing the vast trove of information that most of us now access on a daily basis.

Activity 2

Language work: collocations 2

A Look at the HELP box on page 87 and then match the words on the left (1–6) with the words on the right (a–f) to make collocations. There may be more than one possible answer.

- | | |
|------------|----------------|
| 1 online | a friends |
| 2 take | b photos |
| 3 email | c action |
| 4 upload | d website |
| 5 portable | e encyclopedia |
| 6 official | f player |

B In pairs, make sentences using the collocations above.

C Find the collocations in these sentences and say what type they are.

- 1 Once you are online , you can browse the Web, visit chat rooms or send and receive emails.
- 2 Instant messaging can be a great way to communicate with friends.
- 3 This software may not be fully compatible with older operating systems.
- 4 Most webcams plug into a USB port.
- 5 This highly addictive game will keep you playing for hours.
- 6 Companies are starting to use virtual reality on their websites.

HOMEWORK

1. Retelling the text

Lesson 9

What are http/www/net/Ethernet/ROM/RAM

1. Reading the text and translate

HTTP:

Stands for "Hypertext Transfer Protocol." HTTP is the protocol used to transfer data over the web. It is part of the Internet protocol suite and defines commands and services used for transmitting webpage data.

HTTP uses a server-client model. A client, for example, may be a home computer, laptop, or mobile device.

The HTTP server is typically a web host running web server software, such as Apache or IIS. When you access a website, your browser sends a request to the corresponding web server and it responds with an HTTP status code. If the URL is valid and the connection is granted, the server will send your browser the webpage and related files.

WWW/URL

The *World Wide Web* (WWW), commonly known as the Web, is an information system where documents and other web resources are identified by *Uniform Resource Locators* (URLs, such as <https://www.example.com/>), which may be interlinked by hypertext, and are accessible over the Internet.[1] The resources of the WWW may be accessed by users by a software application called a web browser.

ETHERNET:

Ethernet is a way of connecting computers together in a local area network or LAN. It has been the most widely used method of linking computers together in LANs since the 1990s. The basic idea of its design is that multiple computers have access to it and can send data at any time. This is comparatively easy to engineer.

B  In pairs, discuss which of the internet systems (1–6) you would use to do the tasks (a–f). Then read Part 2 of the FAQs on page 81 and check your answers.

- | | |
|---------------|----------------------------------------------------------------------------------|
| 1 Email | a transfer files from the Internet to your hard drive |
| 2 The Web | b send a message to another person via the Internet |
| 3 Newsgroups | c have a live conversation (usually typed) online |
| 4 Chat and IM | d connect to a remote computer by entering instructions, and run a program on it |
| 5 FTP | |
| 6 Telnet | e take part in public discussion areas devoted to specific topics |
| | f download and view documents published on the Internet |

HOMEWORK

1. Making-up questions and retelling the text

Lesson 10

The significant problems of Information technologies and computers

1. Reading and translating the text

Addiction to technology

Technology addiction isn't always easy to recognize, especially since many of us must now be "plugged in" so much of the time, whether for work, school or for other reasons. And if a tech addiction is tough to spot, it can be even harder to admit.

In fact, denying how much time is spent on devices, social media and the Web is a common warning sign. That's why it's important to understand the basics about this disorder, including the causes, telltale symptoms and risk factors that may be involved.

One in eight Americans suffers from problematic Internet use, according to a study published in *The International Journal of Neuropsychiatric Medicine*, and rates are even higher in many Asian countries. An estimated 30 percent or more of the Chinese population is classified as highly addicted to the Web.

It's possible for both children and adults to be addicted to technology. In truth, technology addiction, like other forms of addiction, knows no boundaries. People from all walks of life can become addicted to being on their technological equipment.

The same holds true for school-age children as well as their senior citizen counterparts. Technology addiction has more to do with personality, genetics and situations than it does with socioeconomics, gender or race.



Activity 1

Reading. Complete the text below using words from the box.

avoid. how to protect. one way to keep a kid safe is for. keep an eye. victims. increasing popularity. two recent initiatives. advances in instant. the very fabric. dangers the connected

The (1)of social networking sites and mobile phone texting have presented society with problems in (2)people online. More and more youngsters are becoming (3)..... of Internet predators and bullies. Parents are finding it more difficult to ensure their children are safe online. Gone are the days when Mum and Dad could (4)..... on their child's surfing with parental controls on the family computer. Today's new mobile and networked world poses new and dangerous threats to online kids. (5)aim to



teach children about cyber-safety. Internet safety will soon be taught in UAE schools, while in Indiana, USA, parents will attend an Internet Social Networking conference. The UAE has launched a nationwide program aimed at educating students on how to use the Internet safely and (6)..... suspicious websites. Spokesman Jay Bavisi said: (7)—..... communication media, including the likes of Twitter, Facebook, and other instant messaging services, drive (8)..... of our modern society. Parents, siblings, teachers and children alike will need to understand the (9)..... world presents. The Indiana conference will explore topics like cyber-bullying, hacking and online child exploitation. Local attorney Steven De Brota said: —The number (10)..... them to be sceptical. If they do not believe automatically what people tell them, they will be safer.‖

Homework

Making up questions according to the text

Lesson 11

Advantages of Information technologies and computers

1. Reading and translating the text

Information technologies (IT) today have penetrated into all spheres of our life, from production and science to everyday life.

Such an important part of a person and society's life as a sport, of course, also could not stay away from this process. The first attempt of using IT in sports was the 1960 Winter Olympics in Squaw Valley (California, USA).

In the official report of these Games, the organizers proudly pointed out that for the first time in the Olympic history, athletes were able to know the results of their performances right after the competition, without waiting for their endings, which became possible thanks to the use of computer technology. Since then, the use of IT in sports is far from being limited to metrology and is an indispensable element of the sporting life.

Modern sport is a complex process. The use of information technology makes it possible to increase the effectiveness of sport.

According to the generally accepted definition, IT is a collection of tools and methods that are developed based on modern achievements in computing and telecommunications technology provide automatic processing of information and optimize training and production activities of a person. Studying domestic and foreign literary sources and own analysis showed that there are several groups of possibilities of using IT in practice and theory of sports.

Activity 1

What type of sports is considered the most popular in your country? Make up a list of sports games according to their popularity from 1 (most popular) to 5 (less popular). Write the explanation to your choice.

Sport type	Explanation

Homework

Write an essay about your favourite sport.

Lesson 12

Hardware and Software

1. Read and translate the text

Hardware

A 3.5" floppy drive and diskette

A floppy disk drive uses 3.5" disks, which can store 1.44MB of data; it is usually assigned to the A: drive. Floppy drives are becoming increasingly rare.

The inside of a hard drive

Most PCs have one internal hard drive, usually called C: drive. It is used to store the operating system, the programs and the user's files in a convenient way. A hard drive can hold hundreds of gigabytes of data.

A portable external hard drive

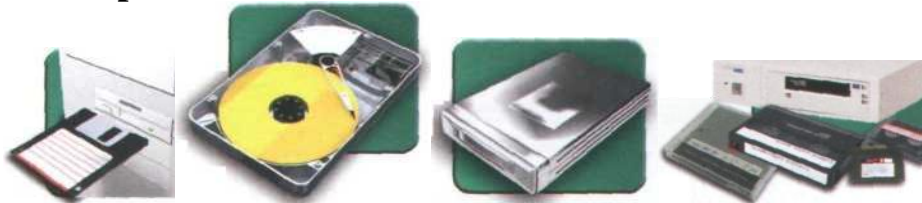
Most PCs have one internal hard drive, usually called C: drive. It is used to store the operating system, the programs and the user's files in a convenient way. A hard drive can hold hundreds of gigabytes of data

Magnetic tapes and drive

A tape drive reads and writes data on tapes. It is sequential-access - i.e. to get to a particular point on the tape, it must go through all the preceding points. Tapes can hold hundreds of gigabytes of data and are used for data collection, backup and archiving.

Activity 1

Match pictures to the text and find it



Software and Interface

The term **user interface** refers to the standard procedures that the user follows in order to interact with a computer. In the late 1970s and early 80s, the way users accessed computer systems was very 5 complex. They had to memorize and type a lot of commands just to see the contents of a disk, to copy files or to respond to a single prompt. In fact, it was only experts who used computers, so there was no need for a user-friendly interface.

In 1984, Apple produced the Macintosh, the first computer with a mouse and a **graphical user interface (GUI)**. Macs were designed with one clear aim: to facilitate interaction with the computer. A few years later, Microsoft launched Windows, another is operating system based on graphics and intuitive tools. Nowadays, computers are used by all kinds of people, and as a result there is a growing emphasis on accessibility and user-friendly systems.

- The **Windows** family - designed by Microsoft and used on most PCs. The most recent version is Windows Vista.

■ **Mac OS** - created by Apple and used on 40 Macintosh computers.

■ **Unix** - a multi-user system, found on mainframes and workstations in corporate installations.

■ **Linux** - open-source software developed under the GNU General Public License. This means

45 anybody can copy its source code, change it and distribute it. It is used in computers, appliances ' and small devices.

■ **Windows Mobile** - used on most PDAs and smartphones (PDAs incorporating mobile so phones).

■ **Palm OS** - used on Palm handheld devices.

■ **RIM** - used on BlackBerry communication devices. Developed by Research In Motion.

■ The **Symbian OS** - used by some phone makers, 55 including Nokia and Siemens.

Activity 2

How do you see the future of Uzbekistan in different spheres?

SPHERES	FUTURE
Education	
Medicine	
Partnership	
Economy	
Agriculture	
IT	
Tourism	

HOMEWORK

Make up a project work with the report and presentation for 15 minutes about any Spheres which is given bellow.

Lesson 13

The Computer Revolution

1. Reading and translating text

We are now living in what some people call *the digital age*, meaning that computers have become an essential part of our lives. Young people who have grown up with PCs and mobile phones are often called *the digital generation*. Computers help students to **perform** mathematical **operations** and improve their maths' skills. They are used to **access the Internet**, to **do** basic **research** and to

Communicate with other students around the world. Teachers use projectors and interactive whiteboards to **give presentations** and teach sciences, history or language courses. PCs are also used for administrative purposes - schools use word processors to **write letters**, and databases to **keep records** of students and teachers. A school website allows teachers to publish **exercises** for students to **complete** online.

By all accounts, **nanotechnology** - the science of making devices from single atoms and molecules - is going to have a huge impact on both business and our daily lives. Nano devices are measured in **nanometers** (one billionth of a metre) and are expected to be used in the following areas.

- **Nanocomputers:** Chip makers will make tiny Microprocessors with **nanotransistors**, ranging from 60 to 5 nanometers in size.
- **Nanomaterials:** New materials will be made from carbon atoms in the form of **nanotubes**, which are more flexible, resistant and durable than steel or aluminium. They will be incorporated into all kinds of products, for example stain-resistant coatings for clothes and scratch-resistant paints for cars.
- **Nanomedicine:** By 2020, scientists believe that nano-sized robots, or **nanobots**, will be injected into the intelligent humanoid robot. Soon, engineers will have built different types of **android**, with the form and capabilities of humans.

Another AI application is **expert systems** - programs containing everything that an 'expert' knows about a subject. In a few years, doctors will be using expert systems to diagnose illnesses.

Activity 1

Write your own predictions about these topics.

- Work/Jobs

Example: By the year 2030, human labour in industry will have been replaced by robots.

Your prediction:

- Money

Example: Cash will be replaced by electronic money.

Your prediction: _____

- Education

Example: By the end of this century, every student in every school will have a PC.

Your prediction:

- The Internet
Example: People in every country will have high-speed access to the Internet within five years.

Your prediction:

.....
.....

HOMEWORK

Retelling the text

Lesson 14

How to become a Google programmer

1. Reading and translating the text

Activity 1

Complete these sentences with the correct future form of the verb in brackets.
Use the future continuous or future perfect.

Thanks to H¹1 by the year 2030).....cures for the major
diseases of our time.

In twenty years' time some people
(live)..... in space, perhaps
inside a computerized colony.

By this time next week, I (work)for IBM.

By this time next month, I (buy) .. beenthat BlackBerry that I've
wanting to buy for months.

Scientists predict that in twenty years' time nearly everyone (live)
in smart houses.

HOMEWORK

LESSON 15

Professional Ethics

1. Reading and translating the text

Competence. You're good at what you do – and you have the skills and knowledge that enable you to do your job well.

Reliability. People can depend on you to show up on time, submit your work when it's supposed to be ready, etc.

Honesty. You tell the truth and are upfront about where things stand.

Integrity. You are known for your consistent principles.

Respect for Others. Treating all people as if they mattered is part of your approach.

Self-Upgrading. Rather than letting your skills or knowledge become outdated, you seek out ways of staying current.

Being Positive. No one likes a constant pessimist. Having an upbeat attitude and trying to be a problem-solver makes a big difference.

Supporting Others. You share the spotlight with colleagues, take time to show others how to do things properly, and lend an ear when necessary.

Staying Work-Focused. Not letting your private life needlessly have an impact on your job, and not spending time at work attending to personal matters.

Listening Carefully. People want to be heard, so you give people a chance to explain their ideas properly.

Activity 1

Speaking Task

List Advantages and Disadvantages of Internet and Mass Media

Advantages	Disadvantages

HOMEWORK

Write an essay about Internet and influence to people

Lesson 16

Teaching methods of Information technology

1. Reading and translating the text

In the era of technology. IT aids plenty of resources to enhance the teaching skills and learning ability. With the help of IT now it is easy to provide audio visual education. The learning resources are being widens and widen.

Now with this vivid and vast technique as part of the IT curriculum, learners are encouraged to regard computers as tools to be used in all aspects of their studies. In particular, they need to make use of the new multimedia technologies to communicate ideas, describe projects, and order information in their work.

Now IT has made it easy to study as well as teach in groups or in clusters. With online we can be unite together to do the desired task. Efficient postal systems, the telephone (fixed and mobile), and various recording and playback systems based on computer technology all have a part to play in educational broadcasting in the new millennium.

The Internet and its Web sites are now familiar to many children in developed countries and among educational elites elsewhere, but it remains of little significance to very many more, who lack the most basic means for subsistence.

Task1

Complete the extracts with words from the box

authorization fake internet auction shopping cart browse log in steal

- 1 Occasionally I also buy things on _____ sites such as eBay , where people offer and sell thengs to the highest bidder.
- 2 First you enter a site dedicated to e-commerce andtheir products.
- 3 Then you put the items you want to buy into a virtual_____ - a program that lets you select the products and buy with a credit card.
- 4 You may have to_____with a username and a password ...
- 5 ... for some transactions, you will be required to use a TAN, a transaction _____ number
- 6 Be aware of phishing – you may receive _____ emails claiming to be from your bank and asking for personal information or account details in an attempt to _____ your identity.

HOMEWORK

Retelling the text

LESSON 17

The role of Information technology in 21 century

Throughout history technology has been the driving force of change. From movable type, to television, to the Internet, technology has been embraced and incorporated into our daily lives. Within the constructs of civilized society, the vast rewards of technological innovations have far outweighed the negatives. The digital revolution has altered conceptions of time and distance. It has created a wealth of information that is available at the stroke of a key.

Not since the invention of the printing press has the distribution and consumption of information been so democratized. The rapidly changing technological landscape has put students and teachers in the cross-hairs. Can students be positively impacted by this digital revolution? Has the wave of technology that has swept through in recent years improved teaching and learning in the classroom? Utilizing various research tools such as Boise State University's Albertsons Library database, Google Scholar, and other online tools to access peer-reviewed journals, this paper will demonstrate that technology in the classroom results in increased student performance.

What is inside a PC system?

Read the text on page 12 and then answer these questions.

1. What are the main parts of the CPU?
2. What does ALU stand for? What does it do?
3. What is the function of the system clock?
4. How much is one gigahertz?
5. What type of memory is temporary?
6. What type of memory is permanent and includes instructions needed by the CPU?
7. How can RAM be increased?
8. What term is used to refer to the main printed circuit board?
9. What is a *bus*?
10. What is the benefit of having expansion slots?

HOMEWORK

Write an essay about INSIDE THE SYSTEM

LESSON 18

Teaching and translating methods of Information technology's terminology

Teaching trends have changed in accordance with the generations changes in western countries in the 1960s, and scholars have attempted to use theories of linguistics, psychology, communication, and culture in teaching. The most significant approaches were of humanistic and communicative branches that rejected previous structuralist theories and had no belief in teacher-centered methods. According to Humanistic approaches, a learner is assumed as a person who can enhance his or her competence and performance actively and can simultaneously positively influence his or her classmates and teammates' performance. According to Arnold, "this kind of learner is not considered as one who just receives the instructor's knowledge" (Arnold 1999). The learner's feelings and emotions are also very important in such theories, since they play a determinant role in the learner's performance. Such theories have been recently substantiated by the science of neurobiology, since it also showed "a close correlation between the performance of the brain and feelings and the results obtained from the learning process" (Buzan 1991). Cooperative Learning approach, which has been derived from the Humanistic approach and emphasizes group learning, can help reduce peer pressure, enhance communicative and social skills, and also create a bridge between cultural and language differences to develop group cohesion and learning process.

The Social Constructivism approach also hypothesizes learning as "a social act, which depends on the knowledge produced by the learners' prior knowledge and experiences" (Király 2000). Such a theory gives much significance to the learner's independence and the learner has to know that s/he intends to learn something. Using such methods for teaching translation means "creating a reasonable atmosphere for learners to have a more helpful and effective participation in translation practice and feel responsible towards the process and the end product of translation" (Kussmaul 1995).

Translation teaching methods

- a. Transmissionist approach: the traditional product- and teacher-centered approach, in which a text is given to each student to be translated and read in the class. The instructor provides the final answer in this approach.
- b. Transactional approach: it is based on group learning, where teamwork and communication are very important, but still the final answer is provided by the instructor
- c. Transformational approach: it is based on learning and is student-centered and relates to group learning and discovery of the learning process with the instructor's

guidance. A bridge is built between class activity and translations done outside the universities' environment.

Read the text again and answer these questions.

- 1 What do CRT and LCD stand for?
- 2 How is the screen size measured?
- 3 What technology is used by active-matrix LCDs?
- 4 Which unit of frequency is used to measure the brightness of a display?
- 5 What substance produces light and colour when hit by electrons in a CRT monitor?
- 6 What are the three advantages of OLED displays?

Homework Write an essay about your usual day

LESSON 19

Learning information technology in an international level and coding as a professional

Computer science is the most popular subject on edX and there are outstanding programming courses from top universities and institutions including Harvard, MIT, Microsoft and W3C available to help you get started. Start with an introductory course in computer science such as Harvard's popular CS50 or MIT's Introduction to Computer Science and Programming Using Python to learn key concepts and fundamentals. IITBombay also offers self-paced beginner courses in programming including Programming Basics and Object-Oriented Programming that focus on logical thinking and programming best practices. Online certificates are available for all courses and some, such as Arizona State University's Programming for Everyone: Introduction to Programming, offer the ability to apply for college credit.

Next, dive into different computer programming languages. Programming tutorials and courses are available to introduce you to coding in Java, JavaScript, Python, HTML, R, C++ and many more. Discover the similarities between different languages and gain an understanding of which language is the right one for a particular task.

Want to go further? Enroll in an advance MicroMasters program to build on your knowledge and experience. Online computer courses are available in software development and testing and provide advanced training designed to jumpstart a computer programming degree or master's degree in the field.

Task1

Complete these sentences with words from the box.

capacity storage archiving hold secondary

1. There are basically three types of magnetic _____ device to the computer user - hard drives, diskettes and tapes.
2. The _____ of a 3.5" floppy disk is only 1,44MB.
3. Hard drives can _____ hundreds of times more data than floppy disks.
4. A portable hard drive is a good choice for _____ storage.
5. Magnetic tapes are used for _____ information that you no longer need to use regularly.

Homework

Making up questions according to the text

LESSON 20

Improving skills of making presentations by using computers and information technologies

Technology Use in Presentations

Businesspeople have abundant choices in technology to help create a powerful message for their audience. In this lesson, we will discuss the different technology strategies that presenters have to deliver a professional presentation. In addition, we will educate you on the differences between online and live presentations.

Eugene Genius is the senior sales representative for Bling Jets. He's also the presentation expert, since he handles the presentation pitches to sell the private jets to customers. His customer base is located all over the world, and he's able to successfully reach the entire target market through his creative use of technology for presentations. Let's take a look at his technology strategies in creating presentations.

PowerPoint

For locally based customers, he uses PowerPoint in order to convey his message. **PowerPoint** is a software that gives the presenter the ability to create slides containing graphics, spreadsheets, hyperlinks, text, photos, video, sound and animation. The advantages of using PowerPoint are that it is dependable, recognizable, easy to use and modify, and allows some creativity. The disadvantages of using PowerPoint are that it forces the presenter to put his or her ideas into bullet points, which can hamper the full understanding of information. Lastly, PowerPoint is not as collaborative as other technology and needs expensive projectors to view at meetings.

Eugene does have a simple PowerPoint presentation that he uses for sales meetings within driving distances. In addition, he emails the presentation as part of an initial outreach communication to potential customers.

Match these words (1-5) with the definitions (a-e).

- | | |
|-----------------|-----------------------------------------------------------------------------------------|
| formatted | a a file system that defines the structure for keeping track of the files |
| directory | b the part of a drive that reads and records data on a disk |
| read/write head | c to make a copy of data or software in case the original disk is damaged |
| head crash | d initialized; when the tracks and sectors on magnetic disks are not |
| back up | e a serious disk malfunction; when the read/write head touches the rotating disk |

Homework

Making up questions according to the text

LESSON 21

WRITING SCIENTIFIC ARTICLE AND PREPARING ANNOTATION ABOUT INFORMATION TECHNOLOGIES AND COMPUTERS.

2.1. ANNOTATION LAYOUT

I. General information about the article

Headline	<i>The article is headlined/entitled...</i> OR <i>The headline/title of the article is...</i>
Author	<i>The author of the article is...</i> OR <i>The article was written by...</i> OR <i>The author of the article is unknown</i> OR <i>The name of the author of the article is missing</i>
Date and place of publication	<i>The article was published/printed in...</i> OR <i>The article is taken from</i> OR <i>The date and place of publication are unknown/missing</i>

II. The main idea of the article (1 – 2 sentences)

<i>The article/author</i>	<i>Gives presents offers</i>	<i>a brief survey/outline of... an in-depth examination of... his views on...</i>
---------------------------	------------------------------	-------------------------------------------------------------------------------------------

<i>surveys</i> <i>outlines</i> <i>studies</i> <i>investigates</i> <i>examines</i> <i>analyzes</i> <i>tackles</i> <i>describes</i> <i>discusses</i> <i>focuses on</i> <i>deals with</i> <i>touches upon</i>	<i>the</i> <i>important/topical/controversial/thorny</i> <i>problem/topic of...</i> <i>such</i> <i>important/topical/controversial/thorny</i> <i>problems/topics/aspects as...</i>
<i>has the aim of</i>	<i>of shedding light on the nature of the relationship between...</i>
<i>embarks on</i>	<i>a detailed discussion of...</i>
<i>shows</i> <i>reveals</i> <i>explains</i>	<i>the basic/profound issues of...</i> <i>the origin of...</i> <i>different approaches to...</i> <i>the main advantages and disadvantages (pluses and minuses, pros and cons) of...</i> <i>the major similarities and differences between...</i> <i>correlations between...</i> <i>the influence/impact of... on...</i>
<i>raises</i>	<i>the profound issues of ...</i>
<i>provides</i>	<i>possible solutions to the problem of...</i>

III The body of the article

How to start?	<p><i>First the author says that.../ reports that.../ states that.../focuses our attention on...</i></p> <p>OR</p> <p><i>The author starts by telling the reader/us that.../about...</i></p>
How to continue?	<p><i>The author goes on to say that...</i></p> <p><i>After that/ further/ next the author points out/ emphasizes/highlights/explains/details...</i></p>
How to conclude?	<p><i>Finally/ in conclusion it is stated/ stressed that...</i></p> <p>OR</p> <p><i>The author draws/reaches the conclusion that...</i></p>

IV Your opinion of the article

	+	—
<p>What do you think of the problem raised by the author?</p> <p>Is it relevant today?</p> <p>Is the article informative enough?</p> <p>Does the author substantiate his/her view?</p>	<p><i>It is greatly to the author's credit that he/she raised such a controversial/ topical/pressing problem as...</i></p> <p><i>provides the reader with useful information about...</i></p> <p><i>provides the reader with some insights into...</i></p> <p><i>takes a global view of...</i></p> <p><i>makes an important contribution to the debate on...</i></p> <p><i>offers a critical appraisal of...</i></p> <p><i>unveils some of the myths...</i></p> <p><i>exposes the drawbacks of...</i></p>	<p><i>It must be noted that the problem raised by the author seems to be farfetched/ no longer relevant today</i></p> <p><i>the article does not give any new information on...</i></p> <p><i>the article lacks true information about...</i></p> <p><i>the article contradicts the main</i></p>

	<p><i>presents an unusual approach to...</i></p> <p><i>substantiates his point with examples/ figures/ statistical data</i></p> <p><i>presents a truly comprehensive/well-grounded analysis of...</i></p>	<p><i>ideas of...</i></p> <p><i>the author failed to substantiate his point of view with any examples, figures or statistical data</i></p> <p><i>the analysis of ...given/presented/provided in this article is far from comprehensive</i></p>
<p>Is the article clear enough? Is it logically developed?</p>	<p><i>It deserves to be mentioned that the article is clearly and logically developed.</i></p>	<p><i>It can also be mentioned that the article is confusing and lacks logical structure.</i></p>
<p>What is your general impression of the article? What kind of readership can it attract?</p>	<p><i>On the whole, the article is an excellent presentation of.../gives a foundation for understanding... / provides a framework for thinking about... and may be of (practical) use to ... students and all those interested in...</i></p> <p><i>The article provides invaluable guidance to practitioners in this field.</i></p> <p><i>The article is intended for the general reader wanting to understand the impact of... upon...</i></p> <p><i>The article is an ideal</i></p>	<p><i>For all its drawbacks, the article may be of some use to...</i></p>

<p><i>scholarly text for academics and students, policy makers and practitioners.</i></p> <p><i>The article is ideal as a teaching text for courses on...</i></p>	
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ANNOTATION SAMPLE

(Text 1)

The headline of the article is *The 100-Year Forecast: Very Hot, and Stormy*. It was written by Kendall Hamilton and Kimberly Martineau and published in the *Newsweek* on 18 August 1997.

The article has the aim of shedding light on what the weather might be like in one hundred years.

First, **Kendall Hamilton and Kimberly Martineau** focus our attention on the fact that, according to scientists, the weather in the next millennium will be quite nasty. The authors go on to highlight the weather changes which are expected to take place due to global warming. These include warming of the average global temperature, which will go along with decreasing temperatures in some parts of the world such as Scandinavia and England and an increase in the number of hurricanes, storms, floods and droughts all over the world. The interrelations between warmer temperatures and the mentioned weather phenomena are explained.

This clearly and logically developed article is intended for the general reader wanting to understand the impact global warming is likely to have upon weather in the world and is remarkable for its clear popular scientific explanations, which are accessible even to a non-specialist.

ARTICLES FOR ANNOTATING

Text 1

The 100-Year Forecast: Very Hot, and Stormy

by Kendall Hamilton and Kimberly Martineau

If you want to know what the weather's going to be like this weekend, ask a weatherman. If you want to know what it'll be like in 100 years, ask a scientist. Forecasts are always iffy, but current thinking suggests that as we sail into the next millennium, we may want to batten down the hatches. It looks like we're in for nasty weather.

The most significant influence on the weather of the future is likely to be global warming. The prevailing view among climatologists is that emissions of so-called "greenhouse gases", which trap heat in the earth's atmosphere - are at least partly responsible for warming the average global temperature by about one degree over the past 100 years. The next hundred years, most scientists agree, will see the earth heat up further.

Precisely what such temperature changes will mean to weather patterns is tricky to predict with certainty, because weather is the product of so many interrelated variables. But at its simplest level, global warming will, for many, mean just that. Has this summer been hot enough for you? Just wait. In time, the number of days that the mercury hits 90 degrees in New York could double, to 30 a year. In Atlanta, the entire summer might be northward of 90. Projected global temperature changes are only averages, though. Some areas could actually get colder. Mark Meier, a glaciologist at the University of Colorado, says that Norway and other parts of Scandinavia seem to be building up glacier mass, even as the world's glaciers on average are thinning. And certainly, temperature changes can affect weather in roundabout ways. An influx of extra water from melting glaciers, for example, might disrupt the Gulf Stream, an Atlantic Ocean current that brings warmth from the tropics to Western Europe. Without the current, England could get as cold as Greenland in winter. Stiff upper lip, indeed.

Between bouts of sweating or shivering, our descendants may while away the time in their basements. Warmer temperatures increase the rate at which water evaporates, priming the atmosphere for all manner of hurricanes and heavy storms. Between 1970 and 1994, the United States and the Caribbean saw a 10 percent increase in the atmospheric-moisture level, which meant a 10 percent boost in precipitation, says Kevin Trenberth of the National Center for Atmospheric Research. Expect more of the same if temperatures climb. Rain-swollen rivers, storm-eroded beaches and sea levels pumped up by melting glaciers could mean more flooding. Paradoxically, drought stands to be a problem as well. Hot weather causes short, heavy bursts of rain, but the water "doesn't soak in nicely," says Adam Markham, a climate expert at the World Wildlife Fund. "You'll get more rain, but also more drying of the soil."

Newsweek, 08/18/97, Issue 7

Text 2

Study Debunks 'Global Cooling' Concern of '70s

by Peter Johnson

The supposed "global cooling" consensus among scientists in the 1970s -- frequently offered by global-warming skeptics as proof that climatologists can't

make up their minds -- is a myth, according to a survey of the scientific literature of the era.

The '70s was an unusually cold decade. *Newsweek*, *Time*, *The New York Times* and *National Geographic* published articles at the time speculating on the causes of the unusual cold and about the possibility of a new ice age. But Thomas Peterson of the National Climatic Data Center surveyed dozens of scientific articles from 1965 to 1979 and found that only seven supported global cooling, while 44 predicted warming. Peterson says 20 others were neutral in their assessments of climate trends.

The study reports, "There was no scientific consensus in the 1970s that the Earth was headed into an imminent ice age. "A review of the literature suggests that, to the contrary, greenhouse warming even then dominated scientists' thinking about the most important forces shaping Earth's climate on human time scales." Peterson was also a contributor to the United Nations' Intergovernmental Panel on Climate Change 2007 report.

Scientific reports in the past decade, most notably the U.N. panel's Nobel Prize-winning efforts, have warned that human activities are warming the planet by increasing the release of heat-trapping "greenhouse" gases into the atmosphere. Skeptics have argued that climate change is cyclical, not fueled by the burning of fossil fuels -- coal, oil and natural gas. Peterson notes in the study that concerns over the frigid 1970s subsequently became representative of scientific division over global warming.

That was an unusually cold decade, especially the later years, across the Northern Hemisphere. In the USA, the winters of 1977-79 were three of the 11 coldest since the recording of temperatures began in the 1890s, according to climate center data. The winter of 1978-79 remains the coldest on record in the USA.

Some have doubts about the new survey. "The paper does not place the late '70s in its climatic context," says Pat Michaels, a senior fellow in environmental studies at the Cato Institute in Washington, D.C. "The temperature records we had at the time showed a very sharp cooling from the mid-'40s to the mid-'70s," Michaels says. "And scientists attempted to explain that as a consequence of the pollution that was preventing solar radiation from reaching the surface. "At the time, scientists thought the cooling effect of pollution was greater than the warming effect of carbon dioxide," Michaels adds. "They were attempting to explain the dramatic cooling of the '70s."

USA Today, February 21, 2008

МУСТАҚИЛ ТАЪЛИМ МАШҒУЛОТЛАРИ

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 бартараф қилиш йўллари топа олиш.

VII-семестр 26 соат

№	Theme	Hours
1.	Profession skills.	10
2.	Life and creativity of famous people in the studied science.	8
3.	News of the learning science.	8

VIII-семестр 14 соат

№	Theme	Hours
1.	Working on the text "Professionalism and speciality".	6
2.	Actual problems on speciality.	8

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, бахс-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.

ГЛОССАРИЙ

English	Ўзбек	Русский
Algorithm	Algoritm	алгоритм
link	giperishorat	ссылка
Analog	analog	аналог
Animation	animatsiya	мультипликация
Apache Software Foundation	Apache	Основа программного обеспечения Apache
Serial ATA	АТА кетма-кет интерфейси	Последовательный интерфейс АТА
Backbone	тармоқ магистрали	магистраль сети
Bit	bit	Bit
byte	bayt	bayt
Bluetooth	Bluetooth	Bluetooth
broadcast	теле - радио узатиш	теле, или радиовещание
browser	browzer	браузер
Bug	Bug	Bug
www	Butun dunyo o`rgimchak to`ri	Всемирная паутина
CGI (Common Gateway Interface)	умумий шлюзли интерфейс	общий шлюзовой интерфейс, интерфейс CGI
requency	chastota	частота
chat	chat	chat
Cherokee	Cherokee tili	язык чероки
click	belgilash	отмечать
line printer	Chiziqli printer	построчный принтер
Jomla	Jomla	Jomla
Cookie	Kuki fayl	куки
Dinamic IP	Dinamik IP	Динамический IP
Domain	domen	доменный
Doorway	Doorway	Doorway
Disk Operating System	Disk operatsion tizim	Дисковая операционная система
Dump	Dump	Утилита Unix для резервного копирования
Ethernet technology	Ethernet технологияси	технология Ethernet
FTP	Fayl uzatish protokoli	протокол передачи файлов

MOV	format	формат
CMS	дастурий таъминотни ишлаб чиқишни бошқариш тизими	система управления разработки программного обеспечения
Frame	Frame	Фрейм
Giperlink	Giper murojat aloqasi	связывать гиперссылками
HTML	gipermatnli belgilash tili	язык гипертекстовой разметки
Google web server	Google veb server.	Google веб-Сервер
GIF	Grafik ma`lumotlarni uzatish va qabul qilish formati	формат обмена графическими данными
Real time	Real vaqt	реальное время
navigate	harakat qilmoq	перемещаться
hash	hesh	хеш
HTML form	HTML formasi	ХТМЛ-форма
Html page	HTML sahifa	страница ХТМЛ
Html tage	Html teglari	тег Html
Html editor	HTML-muharriri	ХТМЛ-редактор
internet	internet	интернет
IIS	Internet axborot server	информационный интернет-сервер
Internet explorer	Internet Eksplorer	Интернет Эксплорер
IP	Internet protokol	протокол Internet
Intranet	intranet	интранет
IP adress	Ip manzil	ИП-адрес
J1850	J1850	J1850
Java	java	Java
Java script	Java script	Java script
Rootage	илдиз отиш	укоренение
JavaScript	JavaScript	JavaScript
jpeg	jpeg	алгоритм сжатия неподвижного изображения и формат файлов
JScript	JScript	JScript
keyword	Kalit so`z	ключевое слово
CSS	Kaskadli stillar jadvali	каскадная таблица стилей
Kermit	Kermit	Kermit
kilobyte	kilabayt	килобайт

Client-server	Kliyant-server	клиент-сервер
Download	Ko`chirish	загружать
Hidden channel	Ko`rinmas kanal	скрытый канал
Codec	кодер-декодер	кодер-декодер
CMS	Kontentlarni Boshqarish Tizimi	система управления контентом
Lynx	Lynx	Лynx
database	Ma`lumotlar bazasi	база данных
MAC(media access control)	MAC	MAC
address	manzil	адрес

Abandon-to leave a place, thing or person forever

Absurd-completely stupid or unreasonable

Accuse-to say that you believe someone is guilty of a crime or doing something bad

Acquaintance- someone you know, but who is not a close friend

Addict- someone who is very interested in something and spends a lot of time doing it

Agitated-she became very agitated(=anxious)when her son failed to return

Agnostic- someone who believes that people cannot know whether God exists or not

Alienate- to do something that makes someone unfriendly or unwilling to support you

Arrest-to stop something happening or to make it happen more slowly

Axis- the imaginary line around which a large round object

Basement- a room or area in a building that is under the level of the ground

Beneath-in or to a lower position than something or directly under something

Burglar- someone who goes into houses, shops to steal things

Cathedral- the main church of a particular area under the control

Criticize- to express judgments about the good and bad qualities of something

Culprit- the person who is guilty of a crime or doing something wrong

Deny- refuse to give (something requested or desired) to (someone)

Desperate- 1) feeling or showing a hopeless sense that a situation is so bad as to be impossible to deal with; 2) having a great need or desire for something

Destination- noun the place to which someone or something is going or being sent

Disturb- 1) interfere with the normal arrangement or functioning of; 2) interrupt the sleep, relaxation, or privacy of

Dysfunctional- unable to deal adequately with normal social relations

Encounter- noun an unexpected or casual meeting with someone or something

Evolve- develop gradually

Flee- run away from a place or situation of danger

Force-feed- force (a person or animal) to eat food

Guilty- culpable of or responsible for a specified wrongdoing

Headlight- one of the two large bright lights at the front of a vehicle

Headline- the title of a newspaper article printed in large letters above the story

Headphones- a piece of equipment worn over or in the ears that makes it possible to listen to music

Headquarters- the people who work there

Headstone- a large stone with writing on, used to mark where a dead person is buried

Heresy- a belief or action that most people think is wrong, because it disagrees with beliefs that are generally accepted

Hysterical- affected by or deriving from wildly uncontrolled emotion

Illusion- an instance of a wrong or misinterpreted perception of a sensory experience

Inch- a unit of linear measure equal to one twelfth of a foot

Incredible- impossible to believe

Insecure- uncertain or anxious about oneself; not confident

Insoluble- impossible to solve

Irritable- getting annoyed quickly or easily

Jelly- a fruit-flavored dessert made by warming and then cooling a liquid containing gelatin or a similar setting agent in a mould or dish so that it sets into a semi-solid, somewhat elastic mass

Justice- just behavior or treatment

Law-breaker- someone who breaks the law

Law-maker- someone such as a politician who is responsible for proposing and passing new laws

Loan- a thing that is borrowed, especially a sum of money that is expected to be paid back with interest

Lump- a compact mass of a substance, especially one without a definite or regular shape

Make something up- to invent something often something that is not true

Make up(with somebody)- to become friends again after an argument

Manufacture- make (something) on a large scale using machinery

Masterpiece- *noun* a work of outstanding artistry, skill, or workmanship

Mediocre- only average quality; not very good

Mesmerize- capture the complete attention of (someone); transfix

Microchip- a tiny wafer of semiconducting material used to make an integrated circuit

Penniless- having no money; very poor

Persuade- induce (someone) to do something through reasoning or argument

Pose- 1) a way of standing or sitting, especially in order to be photographed, painted, or drawn photographs of boxers in ferocious poses 2) a particular way of behaving adopted in order to impress or to give a false impression

Presumably- used to convey that what is asserted is very likely though not known for certain

Protest- a statement or action expressing disapproval of or objection to something

Quarrel- an angry argument or disagreement

Queue- a line or sequence of people or vehicles awaiting their turn to be attended to or to proceed

Rehabilitate- restore (someone) to health or normal life by training and therapy after imprisonment, addiction, or illness

Resist- a resistant substance applied as a coating to protect a surface during a process, for example to prevent dye or glaze adhering

Restorative- a thing that restores health, strength, or well-being, especially a medicine or drink

Ruin- the physical destruction or disintegration of something or the state of disintegrating or being destroyed

Scandal- an action or event regarded as morally or legally wrong and causing general public outrage

Scruffy- shabby and untidy or dirty

Shaker- a member of an American religious group whose members live in communities and have a very simple life.

Skyscraper- a very tall building of many storey

Slash- cut with a wide, sweeping movement, typically using a knife or sword

Stuff- matter, material, articles, or activities of a specified or indeterminate kind that are being referred to, indicated, or implied

Suffragist- a person advocating the extension of suffrage, especially to women

Suspect- have an idea or impression of the existence, presence, or truth of (something) without certain proof

Unaware- having no knowledge of a situation or fact

Unconscious- not awake and aware of and responding to one's environment

Unverifiable- not able to be verified

Victim- a person harmed, injured, or killed as a result of a crime, accident, or other event or action

Wobbly- a member of the Industrial Workers of the World

Work out- to progress in a good way

Work something out- to find the answer

Equivalents----adj.~(to smth) equal in value, amount, meaning, importance, etc;

Signboards---a piece of wood that has some information on it, such as a name, and is displayed outside a shop/ store, hotel, etc;

Inevitable—that you cannot avoid or prevent;

tonal nature—relating to tones of sound in the way that it happens in physical world when it is not controlled;

constructed---~smth(from/out of /of smth)to build or make smth such as a road, building or machine;

rationally--- (of behaviour, ideas comes , etc)based on reason rather than emotions;

foreseeable – that you can predict will happen ; thatv can be foreseen;

homemaker – a person , especially a woman, who works at home and takes care of the house and family;

absorbed--~in smth/smb very interested in smth so that you are not paying attention to anything else;

particular—used to emphasize that you are referring to one individual person, thing or type of thing and not others;

intrinsic—a feeling that makes you do smth or believe that smth is true, even though it is not based on facts or reason;

interrupt— so say or do smth that makes smb stop what they are saying or doing;

increasing—the situation a rise in amount, a number or value of smth;

confusing—difficult to understand , not clear;

illuminated—maked smth clearer or easier to understand;

prediction—a statement that says what you think will happen;

precise—clear and accurate;

interrupted—being said or done smth that makes smb stop what they are saying or doing;

duration—the length of time that smth lasts or continues;

vehicular—(formal) intended for vehicles or consisting of vehicleles

distinct—easily or clearly heard,seen,felt, etc;

antiquity— the ancient past , especially the times of the Greeks and Romans;

lingua franca—(technical) a shared language of communication used by people whose main languages are different;

aubergine-- a large vegetable with shiny dark purple skin and soft white flesh;

interpretation— the particular way in which smth is understood or explained;

consequences—a result of smth that has happened;

Threat—a statement in which you tell smb that you will punish or harm them , especially if they do not do what you want;

Treat—to behave in a particular way towards smb;

Copywriter-- a person whose job is to write the words for advertising;

immune tolerance-- protected from smth able to avoid it by suffering it;

Intellectual property-- intelektual things that are owned by smb;

Updating software-- a program which makes smth more modern by adding new parts,etc;

Prevention— the act of stopping smth bad from happening;

Ideological pressure—the force or weight with which smth pressing against smth else by belief;

Traffic— the vehicles that are on a road at a particular time;

Spamming—the practice of sending mail , especially advertising material , through the Internet to a large number of people , who have not asked for it;

Malicious—having or showing hatred and a desire to harm smb or hurt their feelings;

Confidential— meant to be kept secret and not told to or shared with other people;

Critical—~(of smb/smth) expressing disapproval of smb/smth and saying what you think is bad about them;

Suspicious—~(of/about smb/smth) feeling that smb has done smth wrong , illegal or dishonest , without having any proof;

Extreme— very great in degree;

Artificial—made or produced to copy smth natural; not real;

Rapidly—being happening in a short period of time;

Spiritually— being connected with the human spririt , rather than the body or physical things;

alien ideology— a strange and frightening set of ideas that an economic or political system is based on;

to admit—to say to have done smth illegal ;

to affect—to produce a change in smb/smth;

behaviour— the way that smb behaves , especially towards other people;

assault— the crime of attacking smb attacking smb physically;

to penetrate— ~(into/through/to) smth to go into or through smth;

to snoop— to look around a place secretly to find out private things about smb ;

swapping—the act of exchanging one thing or person for another;

to persuade—~(smb)to make smb do smth by giving them good reasons for doing it;

ИЛОВАЛАР

5.1. ФАН ДАСТУРИ

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ**

Рўйхатга олинди.

№ _____
2019 й. " ____ " _____



"ТАСДИҚЛАНДИ"
Андижон давлат университети ректори:
проф. А.С. Юлдашев
2019 йил

**АМАЛИЙ ИНГЛИЗ ТИЛИ
ФАНИНИНГ**

ЎҚУВ ДАСТУРИ

(барча таълим йўналишлари учун)

Билим соҳаси: 100000 - Гуманитар соҳа
300000 - Ишлаб чиқариш-техник соҳа

Таълим соҳаси: 110000 - Педагогика
130000 - Математика
140000 - Табiiй фанлар
320000 - Ишлаб чиқариш технологиялари

Таълим йўналишлари: 5140200 – Касб таълим (ИАТ)
5130100 – Математика
5140200 – Физика
5140100 – Биология (турлари бўйича)
5140500 – Кимё
5140600 – География
5140900 - Экология
5140300- Механика
5321000 – Озиқ-овқат технология (ёғ-мой
махсулотлари)
5110700 – Информатика ўқитиш методикаси
5110200- Физика ва астрономия ўқитиш
методикаси

Андижон – 2019

Фаннинг ўқув дастури Андижон давлат университети Кенгаши қарорига мувофиқ, 2019 йил августдаги -сонли буйруғи билан тасдиқланган.

Фаннинг ўқув дастури Андижон давлат университети Кенгашининг 2019 йил 31 августдаги 1 сонли баёни билан маъқулланган.

Фан дастури Андижон давлат университетида ишлаб чиқилди.

Тузувчилар:

Д.Рустамов – АндДУ, Чет тиллари факультети, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси мудири, ф.ф.ф.д.
Э.Курбанов – АндДУ, Чет тиллари факультети, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси

Такризчилар:

С.Солижонов – АндДУ, Чет тиллар факультети, Инглиз тили фонетикаси кафедраси мудири, ф.ф.н. доцент
М. Абдувалиев - АндДУ, Чет тиллар факультети Инглиз тили ва адабиёти кафедраси доценти, ф.ф.н., доцент

Фаннинг ўқув дастури Андижон давлат университети Чет тиллар факультети кенгашининг 2019 йил августдаги 1-сон мажлисида кўриб чиқилган ва тасдиқланган.

КИРИШ

Мазкур дастур Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги "Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида"ги ПҚ-1875-сонли, Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2013 йил 8 майдаги "Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар" тўғрисидаги 124-сонли қарорлари ҳамда Европа Кенгашининг "Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш" тўғрисидаги умумэтироф 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 қўйиладиган талаблар" га қўра олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалаврият босқичи битирувчилари тўрт йиллик таҳсиллари нихоясида ўрганган чет тили бўйича B2 даражани эгаллашлари лозим.

"Амалий инглиз 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 "Амалий инглиз тили" фанини бир босқичга бўлинган ҳолда ўқитишни назарда тутди, яъни касбга йўналтирилган босқич (чет тили махсус мақсадларда ўргатилади).

Курс учун ажратилган ўқув соатлари инглиз тилини ўргатиш ихтисослик хусусиятларидан келиб чиқиб, "Инглиз 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 қўмаклашади. Таълим жараёнида мазкур ёндашув талабаларда рефлексия, ўз-ўзини ривожлантириш, намоён этишга қўмаклашади; 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, сошио-маданий билимлар, амалий малакавий қўникмаларни мустақил эгаллашни ривожлантириш.

Шахсга йўналтирилган ёндашув - чет тилини ўқитишда нафақат илмий билимлар бериш, балки таълим жараёнининг иштирокчилари (талабалар, ўқитувчилар, ота-оналар) муносабатларининг фаол шакллари 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, қўникма, малака ва тажрибани ҳисобга олиш, таяниш, интеграция қилиш, чет тилида коммуникатив, касбий коммуникатив, ижтимоий компетентликни баравар ривожлантиришни назарда тутди.

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, маънавий ҳамда маданий ҳордиқ соҳаларда чет тилини қўллашга эришилади.

Фанининг 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, соціо-лингвистик, прагматик ва бошқа компетенциялари*)ни шакллантиришдан иборат.

Компетенция – коммуникация (мулоқот) иштирокчиларитомонидан таълимнинг аниқ мақсадларига қаратилганинутқ 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 танишини, ўз мамлақати маданиятини янада яхшироқ англаш, уни мулоқот жараёнида тақдим эта олишини назарда тутди. Мазкур ўқув фанини ўрганишнинг асосий вазифаларига талабаларда куйидаги компетенцияларни ривожлантириш кирди:

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 тутди.

Ижтимоий-лингвистик компетенция сўзловчининг бирон бир нуткий 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, маросимларива бошқа миллий-маданий хусусиятларини тили ўрганилаётган мамлакат билан таққослаган ҳолда тақдим эта олиш компетенциясидир.

Ижтимоий компетенция - *ижтимоий-лингвистик* ва *соціо-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 талкин қилиш ва тузиш, шунингдек, шунга мос нуткий 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 муҳтида нуткий 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 уздабуронлик билан чиқиб кета олиш қобилиятини назарда тутди.

Ўқув - билиш компетенцияси таълим олувчининг мустақил билим олиш фаолиятида чет тиллар ва маданиятларни ўрганишнинг компетенциялар йиғиндисини бўлиб, замонавий таълим технологияларидан фойдаланиш билан боғлиқ бўлган мантикий, 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 боскичлари битирувчиларининг тайёргарлиги даражасига қўйиладиган талаблар"да олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалаврият боскичи битирувчилари тўрт йиллик тахсиллари низоида ўрганган чет тили бўйича В2 даражани эгаллашлари шарт. Унга кўра битирувчи талабалар В2 даражани таъминловчи қуйидаги коммуникатив компетенцияларни эгаллашлари лозим.

Лингвистик компетенция:

Тинглаб тушуниш

- ✓ узоқ давом этган суҳбат ва мураккаб далиллар келтирилган матни 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 соҳиб билан катнашиш, уларни қўллаб-қувватлаш, керак бўлса музокараларни бошқариш;
- ✓ кундалик мавзуларда баҳс-мунозара, музокараларда фаол катнашиш;
- ✓ ихтисослик (касб) бўйича интервью, суҳбатларда катнашиш;
- ✓ фикрни аниқлаштириш, қайтадан тузиш ва баҳс- мунозара ривожига ўз хиссасини қўшиш;
- ✓ музокаралар олиб бориш жараёнида муаммоларни ечимини усталик билан ҳал этиш;
- ✓ вазиятга қараб саволлар бериш ва жавоб қайтариш.

Монолог

- ✓ алоҳида мавзу бўйича кнлинган 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 нокераклигини аниқлаш мақсадида матни у ёки бу қисминини синчиклаб ўқиш, конференция дастурларини ўқиб тушуниш.

Ёзув.

- ✓ махсус маълумотларни (тил юзасидан бўлган хатларни, маълумотларни, электрон хатларни) ёза олиш;

- ✓ эссе ва маърузаларни ёза олиш;
- ✓ аниқ мантикка 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

Хорижий тил фанининг мантикий давоми сифатида амалий инглиз 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

Амалий инглиз 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

“Амалий инглиз тили” фанини ўқитишда таълимнинг куйидаги илғор ва замонавий технология ва методларидан фойдаланилади:

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

Ижодий топшириқларни гуруҳ билан ҳал қилиш услубларидан:

- ✓ дельфи услуби – таклиф қилинган ечимдан статистик услуб асосида беш камчиликни аниқлаш ва улардан энг яхшисини танлаб, баҳолаш, камчиликлар сабабини аниқлаш;
- ✓ қора қути услуби – масалани таҳлил қилиш, ижодий баҳс орқали камчиликлар сабабини аниқлаш;
- ✓ кундалиқлар услуби – 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 катнашчилари ижодий гоҳларини жамоа, гоҳлари билан қарши гоҳлар ёрдамида фаоллаштириш, уларни қўллашни баҳолаш;
- ✓ **сенектика услуби** (У.Гордон) – муаммони ифодалашга ўргатиш, унинг қисмларини аниқлаш, муаммони ечишдаги ўхшашликларни топиш. Креативликни ўстириш, оддий ҳодисаларнинг гайри-табiiй томонларини топиш, ижодий қобилиятларини аниқлаш;
- ✓ **«АРИЗ – ТРИЗ»** (Г.С.Альтшуллер ва унинг мактаби, ТРИЗ - кашфиёт топшириқлари технологияларини ривожлантириш) – ўрганилаётган тизим ривожланиши қонуниятларига бўйсундирилган логикий операциялар тизими 40 усулдан иборат: “қўшилиш”, “матрёшка”, “карама-қарши”, “зарарни фойдага айлантириш” ва бошқалар.

АСОСИЙ ҚИСМ

Нутқ мавзулари:

- ✓ 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).

Амалий машғулот бўйича қўрсатма ва тавсиялар

Амалий машғулот учун қуйидаги мавзулар тавсия этилади:

1. Ўрганилаётган ихтисослик тарихи;
2. Ўрганилаётган ихтисослик йўналишлари;
3. Ўрганилаётган соҳанинг буюк намоёндалари;
4. Ўрганилаётган соҳанинг долзарб муаммолари;
5. Касбий этика;
6. Ихтисослик фанларининг ҳозирда ўқитилиши;
7. Ихтисосликка оид матнлар, атамалар тушунчаларни ўқитилиши ва таржима қилиш масалалари;
8. Ихтисослик бўйича чет эл тажрибасини ўрганиш, илмий адабиётларни шарҳлай олиш малакасини шакллантириш;
9. Ихтисосликка оид мавзуда тақдимот тайёрлаш ва уни тақдим қилиш малакасини шакллантириш;
10. Ихтисослик бўйича илмий мақола ва унга аннотация тайёрлаш.

Умумий босқич

Нутқ компетенцияси

Босқичнинг асосий мақсади:

- ✓ узлуксиз таълим тизимининг аввалги босқичлари (академик лицей ва касб-хунар 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 (бадiiй, ҳужжатли фильмлар, оммавий чиқиш ва ҳоказо);
- ✓ тил соҳибларининг ижтимоий мавзулардаги ўзаро суҳбати;

- ✓ тингланган ахборотнинг асосий мақсади, тулик 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 такдимот 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 низи (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 катнашиш 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 лугатсиз, 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:

- ✓ лугатдан 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 фахмлаб 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 тургун сўз бирикмалари, нутқ намуналари, клише ва касбий терминлар киради. Мазкур лексик минимум тили ўрганилаётган мамлакат маданиятини ифодалайди.

Ихтисослик бўйича лексик минимум методик принциплар - кўп маъноlilik, 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

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 қиради.

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 билимининг назорат қилиш

Талабаларнинг чет тили бўйича эгаллаган билим, малака ва кўникмалари жорий, оралик 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.

Оралик назорат: кафедранинг фан бўйича ишчи дастурига асосланган ҳолда, ҳар бир семестрга қўйилган талаблар асосида бир канча 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 лугатдан фойдаланишга рухсат берилди.

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 этишининг 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 янгиллаб туриш эҳтиёжларини яратиш ва сақлаб қолиш, чет тили бўйича яратилган малака ва кўникмаларни ўстириб, ривожлантириб бориш;
- талаба бажариши керак бўлган ишларни тўғри ташкил қилиш, қилиб чиқадиган қийинчиликларни олдиндан била олиш, ҳис этиш ва уларни бартараф қилиш йўлларини топа олиш.

Таълим этилаётган мустақил ишларининг мазмуни

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

Ўқиш: (таниниб чиқиш, синчиклаб, қараб чиқиш), ёзув, тинглаб тушуниш ва гапириш; Тинглаб тушуниш: ҳажми турлича бўлган аудио- ва видео матнларни тинглаб тушуниш, саволларга жавоб бериш, ганириб 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, ўргатилган лексик материаллар асосида ҳикоялар тузиш, берилган муаммолни масъла ва вазиятларни муҳокама қилиш каби топшириқлар бериш мумкин. Гапириш кўникмаларини ривожлантириб бориш учун мультимедиа дастурларини ва он-лайн технологияларини қўлланга асосий эътибор қаратилади;

Ўқиш: талаба ўрганиётган 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, қўз 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.

Таниниб чиқиб ўқиш мустақил иш тури сифатида уйда ўқиш шаклида олиб борилади. Ўқинишнинг бу тури учун аутентик ёки адаптация қилинган адабий, илмий-оммабоп адабиёт танлаб олинади. Текшириш шакллари: ўқиганини мазмунини тушуниганлиги 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. Ўқинишнинг 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 қиради:

- 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, ишро, эсселар ёза олиш; касби бўйича иш юритиш ишларини (ёзувларини) олиб бориш.

Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

Дастурнинг информатсион – методик таъминоти

Чет тили фанини ўқитиш жараёнида таълимнинг замонавий интерфаол усулларида, педагогик ва ахборот-коммуникация технологияларида 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.

Фойдаланиладиган адабиётлар рўйхати

Асосий адабиётлар

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www.examenglish.com

<http://www.edufle.net>

V.2 ISHCHI O'QUV DASTURI

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ



“ТАСДИҚЛАНДИ”

ишлари бўйича проректор

б.ф.и.доц. А.Маматосупов

2019 йил “31” август

“АМАЛ ИШЧИ ИШТИ”

ФАКУЛЬТЕТ

ИШЧИ ЎҚУВ ДАСТУРИ

(4 курс)

Билим соҳаси: 100000 - Гуманитар соҳа

Таълим соҳаси: 110000 - Педагогика

Таълим йўналишлари: 5110700 – Информатика ўқитиш методикаси

Умумий ўқув соати -82 соат

Шу жумладан:

Амалий машғулотлар —42 соат

(7-семестр-28, 8-семестр-14)

Мустақил таълим соати— 40 соат

(7-семестр-26, 8-семестр-14)

Андижон-2019й.

Фанининг ишчи ўқув дастури Андижон давлат университети кенгашининг 2019 йил “31” августдаги 1 сонли баёни билан тасдиқланган “Амалий инглиз тили” фанининг ўқув дастури асосида тайёрланган.

Фан дастури Андижон давлат университети Кенгашининг 2019 йил “31” августдаги “1” сонли баёни билан тасдиқланган.

Ўзгувчилар:

- Д.Рустамов – АндДУ, Факультетлараро чет тиллар (аник ва табиий
фанлар) кафедраси муdiri
Э.Қурбанов – АндДУ, Факультетлараро чет тиллар (аник ва табиий
фанлар) кафедраси ўқитувчиси
М.Ахунов – АндДУ, Факультетлараро чет тиллар (аник ва табиий
фанлар) кафедраси ўқитувчиси
С.Абдуқаҳҳоров – АндДУ, Факультетлараро чет тиллар (аник ва
табиий фанлар) кафедраси ўқитувчиси
Д.Умрзаков – АндДУ, Факультетлараро чет тиллар (аник ва
табиий фанлар) кафедраси ўқитувчиси
С.Ќўсмонова – АндДУ, Факультетлараро чет тиллар (аник ва
табиий фанлар) кафедраси ўқитувчиси

Такризчилар:

- М.Абдуваҳидов – АндДУ, “Инглиз тили ва адабиёти” кафедраси доненти,
филология фанлари номзоди.
С.Солижонов – АндДУ, “Инглиз тили фонетикаси” кафедраси
муdiri, филология фанлари номзоди.

**АндДУ Чет тиллар факультети
декани:**

2019 йил “31” 08

А.Маматкулов

**Факультетлараро чет тиллар (аник ва табиий фанлар)
кафедраси муdiri:**

2019 йил “31” 08

Д.Рустамов

К И Р И Ш

Мазкур дастур Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги “Чет тилларни ўрганиш тизimini 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 қўйиладиган 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 қўйиладиган талаблар” га кўра олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалаврият босқичи битирувчилари тўрт йиллик тахсиллари ниҳоясида ўрганган чет тили бўйича B2 даражани эгаллашлари лозим.

“Амалий инглиз 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 “Амалий инглиз тили” фанини бир босқичга бўлинган ҳолда ўқитишни назарда тутди, яъни **касбга йўналтирилган босқич** (чет тили махсус мақсадларда ўргатилади).

Курс учун ажратилган ўқув соатлари инглиз тилини ўргатиш ихтисослик хусусиятларидан келиб чиқиб, **“Инглиз 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, соcio-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 шакллари асосланиш; талаба характери ва унинг ўзини ривожлантириш усуллари 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).

Интегразив 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 ўқиш 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, социо-лингвистик, 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 мамлакатини 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, маросимларива бошқа миллий-маданий хусусиятларини тили ўрганилаётган мамлакат билан таққослаган ҳолда тақдим эта олиш компетенциясидир.

Ижтимоий компетенция - ижтимоий-лингвистик ва соціо-маданий компетенцияларни ўз ичига олади. У ҳозирги кўп маданиятли дунёдотаълим 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 қуйидагилардан 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 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 удабуронлик билан чиқиб кета олиш қобилиятини назарда тутди.

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

Чет тилини ўқитиш дидактик, методик, лингвистик таълимларни 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 талабларда олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалаврият босқичи битирувчилари тўрт йиллик таҳсиллари нихоясида ўрганган чет тили бўйича В2 даражани эгаллашлари шарт. Унга кўра битирувчи талабалар В2 даражани таъминловчи қуйидаги 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 мантикқа 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

Хорижий тил фанининг мантикий давоми сифатида амалий инглиз 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

Амалий инглиз 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

“Амалий инглиз 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-услуги” (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 қути услуби** – масалани таҳлил қилиш, ижодий баҳс орқали камчиликлар сабабини аниқлаш;
- ✓ **кундаликлар услуби** – 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 услуби** (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”, “қарама-қарши”, “зарарни фойдага айлантириш” ва бошқалар.

АСОСИЙ ҚИСМ

Нутқ мавзулари:

- ✓ **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).

“Хорижий (инглиз) тил” фани бўйича амалий машғулотларнинг мавзулар ва соатлар бўйича тақсимланиши:

№	Мавзулар номи	Ажратилган соат		
		Жами	Амалий	Мустақ. таълим
VII- семестр				
1.	Таълим мавзуси (ўқув муассасаси, ўқув қуроллари ва	54	28	26

	унга муносабат, ихтисослик фанларининг ҳозирда ўқитилиши ва ҳоказо) ва Ижтимоий маданий (Ўзбекистон Республикаси ва тили ўрганилаётган мамлакатнинг тарихий, географик, иқлимий, маданий, маиший хусусиятлари)			
VIII- семестр				
2.	Касбга йўналтирилган мавзу (ўрганилаётган ихтисослик тарихи, йўналишлари, соҳанинг буюк намоёндалари, долзарб муаммолари, касбий этика ва ҳоказо)	28	14	14
	Жами	82	42	40

Амалий машғулот бўйича кўрсатма ва тавсиялар

Амалий машғулот учун қуйидаги мавзулар тавсия этилади:

1. Ўрганилаётган ихтисослик тарихи;
2. Ўрганилаётган ихтисослик йўналишлари;
3. Ўрганилаётган соҳанинг буюк намоёндалари;
4. Ўрганилаётган соҳанинг долзарб муаммолари;
5. Касбий этика;
6. Ихтисослик фанларининг ҳозирда ўқитилиши;
7. Ихтисосликка оид матнлар, атамалар тушунчаларни ўқитилиши ва таржима қилиш масалалари;
8. Ихтисослик бўйича чет эл тажрибасини ўрганиш, илмий адабиётларни шархлай олиш малакасини шакллантириш;
9. Ихтисосликка оид мавзуда тақдимот тайёрлаш ва уни тақдим қилиш малакасини шакллантириш;
10. Ихтисослик бўйича илмий мақола ва унга аннотация тайёрлаш.

“Амалий инглиз тили” фани бўйича амалий машғулотларнинг календар тематик режаси (VII-семестр)

№	Амалий машғулотлар мавзулари	Соат
1.1	The history of computers and information technologies	2
1.2	The history of computers and information technologies	2
1.3	Evolution of computers and information technologies	2
1.4	Evolution of computers and information technologies	2
1.5	Types of computers	2
1.6	The fields of computers and information technologies	2
1.7	Founders of computers (Apple,Microsoft,IBM)	2
1.8	The inventor of www. and Internet	2

1.9	What are http/www/net/Ethernet/ROM/RAM	2
1.10	The significant problems of information technologies and computers	2
1.11	Advantages of information technologies and computers	2
1.12	Hardware and Software	2
1.13	The Computer Revolution	2
1.14	How to become a Google programmer	2
	Jami:	28

(VIII-семестр)

№	Амалий машғулотлар мавзулари	Соат
2.1	Professional Ethics	2
2.2	Teaching methods of Information technology	2
2.3	The role of Information technology in 21 century	2
2.4	Teaching and translating methods of Information technology's terminology	2
2.5	Learning information technology in an international level and coding as a professional	2
2.6	Improving skills of making presentations by using computers and information technologies	2
2.7	Writing scientific article and preparing annotation about Information technologies and computers	2
	Жами:	14

Умумий босқич
Нутқ компетенцияси

Босқичнинг асосий мақсади:

- ✓ узлуксиз таълим тизимининг аввалги босқичлари (академик лицей ва касб-хунар коллежлари)да талабалар хорижий тилда эгаллаган малака ва кўникмаларини 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, хужжатли фильм ва шу каби оғзаки матнлар;
- ✓ реклама ва эълонлар;
- ✓ тил соҳиблари нутқ ёзувлари (бадий, хужжатли 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;
- ✓ хужжатларни расмийлаштиришни билиш (тузилиши, услуби, хужжат тили) ва у асосида хужжатларни 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 маънолилиқ, 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

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.

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, оралик 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.

Оралик 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.

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 бартараф қилиш йўлларини топа олиш.

VII-семестр 26 соат

№	Theme	Hours
1.	Profession skills.	10
2.	Life and creativity of famous people in the studied science.	8
3.	News of the learning science.	8

VIII-семестр 14 соат

№	Theme	Hours
1.	Working on the text “Professionalism and speciality”.	6
2.	Actual problems on speciality.	8

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 айtilган 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, бахс-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 информатсион – методик таъминоти

Чет тили фанини ўқитиш жараёнида таълимнинг замонавий интерфаол усулларида, 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.

Талабанинг Амалий инглиз тили фани бўйича ўзлаштириш кўрсаткичи қуйидаги мезонлар асосида баҳоланади

Рейтинг тизими асосида баҳолаш мезони

Фаннинг номи	Рейтинг назорати									
	Жорий назорат			Умумий	Мустақил таълим Оралиқ назорат			Умумий	ЯН	Умумий
	<i>Сони</i>	<i>Балл</i>	<i>Жами</i>		<i>Сони</i>	<i>Балл</i>	<i>Жами</i>		<i>Ёзма</i>	<i>Жами</i>
Хорижий тил	1	60	60	60	1	10	10	10	30	100

Талабалар ЖН дан тўплайдиган балларнинг мезонлари

№	Кўрсаткичлар	Жорий назорат баллари	
		Максимал	Ўзгариш оралиғи
1	Дарсларга қатнашганлик ва ўзлаштириш даражаси. Амалий машғулотлардаги фаоллиги, амалий машғулот дафтарларининг юритилиши ва ҳолати	20	0-20
2	Вазифа топшириқларининг ўз вақтида ва сифатли бажарилиши. Мавзулар бўйича уй вазифаларини бажарилиш ва ўзлаштириш даражаси.	20	0-20
3	Оғзаки ўтилган мавзулар юзасидан саволларга жавоб.	20	0-20
Жами ЖН баллари		60	0-60

Талабалар ОН дан тўплайдиган балларнинг мезонлари

№	Кўрсаткичлар	Оралик назорат баллари	
		Максимал	Ўзгариш оралиғи
1	Талабаларнинг мустақил таълим топшириқларини ўз вақтида сифатли бажариши ва ўзлаштириш.	6	0-6
2	Тайёрлаган топшириқни тақдимот қилиш.	2	0-2
3	Берилган саволларга жавоб бериш.	2	0-2
Жами ОН баллари		10	0-10

Талабалар ЯН дан тўплайдиган балларнинг мезонлари

№	Кўрсаткичлар	Оралик назорат баллари	
		Максимал	Ўзгариш оралиғи
1	Грамматик кўникмаларни текшириш.	10	0-10
2	Ёзув кўникмаларини текшириш.	10	0-10
3	Берилган саволларга жавоб бериш.	10	0-10
Жами ОН баллари		30	0-30

Умумий кўрсаткич:

Балл	Баҳо	Талабаларнинг билим даражаси
86-100 балл учун талабанинг билим даражаси куйидагиларга жавоб бериши лозим	Аъло	<ul style="list-style-type: none"> ✓ Янги мавзуни Инглиз тилида тушунтириш ва мазмунини оғзаки еркин баён қила олиш; ✓ Инглиз тилида ижодий фикрлай олиш; ✓ Инглиз тилида мустақил мушоҳада қила олиш; ✓ Инглиз тилида оғзаки ахборот бера олиш; ✓ Луғат ёрдамида таржима қила олиш; ✓ Олган билимларни амалда қўллай олиш;
71-85 балл учун талабанинг билим даражаси куйидагиларга жавоб бериши лозим	Яхши	<ul style="list-style-type: none"> ✓ Тил ўрганилаётган мамлакат тилида ўз фикрини тушунтира билиш; ✓ Мустақил мушоҳада юрита олиш; ✓ Тасаввурга ега бўлиш; ✓ Луғат ёрдамида таржима қила олиш; ✓ Матн мазмунини қисқача тушунтира олиш;
55-70 балл учун талабанинг билим даражаси куйидагиларга жавоб бериши лозим	Қониқарл и	<ul style="list-style-type: none"> ✓ Билиш, янги мавзуни қисман айтиб бериш; ✓ Мавзуни қисман тушуна билиш. ✓ Мавзу ҳақида тушунчага ега бўлиш.
0-54 балл билан талабанинг билим даражаси куйидаги ҳолатларда баҳоланади	Қониқарс из	<ul style="list-style-type: none"> ✓ Ўқий олмаслик; ✓ Гапира олмаслик; ✓ Тасаввурга ега бўлмаслик; ✓ Билмаслик.

Фан бўйича саралаш бали 55 баллни ташкил этади. Талабанинг саралаш балидан паст бўлган ўзлаштириши рейтинг дафтарчасида қайд етилмайди.

Жорий **ЖН** ва оралик **ОН** турлари бўйича 55 балл ва ундан юқори баллни тўплаган талаба фанни ўзлаштирган деб ҳисобланади ва ушбу фан бўйича якуний назоратга кирмаслигига йўл қўйилади.

Талабанинг семестр давомида фан бўйича тўплаган умумий балли ҳар бир назорат туридан белгиланган қоидаларга мувофиқ тўплаган баллари йиғиндисига тенг.

ОН ва **ЯН** турлари календар тематик режага мувофиқ деканат томонидан тузилган рейтинг назорат жадваллари асосида ўтказилади. **ЯН** семестрнинг охириги 2 ҳафтаси мобайнида ўтказилади.

ЖН ва **ОН** назоратларда саралаш балидан кам балл тўплаган ва узрли сабабларга кўра назоратларда қатнаша олмаган талабага қайта топшириш учун, навбатдаги шу назорат туригача, сўнгги жорий ва оралик назоратлар

учун еса якуний назоратгача бўлган муддат берилади. Талабанинг семестрда **ЖН** ва **ОН** турлари бўйича тўплаган баллари ушбу назорат турлари умумий балининг 55 фоизидан кам бўлса ёки семестр якуний жорий, оралиқ ва якуний назорат турлари бўйича тўплаган баллари йиғиндиси 55 балдан кам бўлса, у академик қарздор деб ҳисобланади. Талаба назорат натижаларидан норози бўлса, фан бўйича назорат тури натижалари еълон қилинган вақтдан бошлаб бир кун мобайнида факултет деканига ариза билан мурожаат етиши мумкин. Бундай ҳолда факултет деканининг тақдимномасига кўра ректор буйруғи билан 3 (уч) аъзодан кам бўлмаган таркибда апелляция комиссияси ташкил етилади.

Апелляция комиссияси талабаларнинг аризаларини кўриб чиқиб, шу куннинг ўзида ҳулосасини билдиради. Баҳолашнинг ўрнатилган талаблар асосида белгиланган муддатларда ўтказилиши ҳамда расмийлаштирилиши факултет декани, кафедра мудури, ўқув-услугий бошқарма ҳамда ички назорат ва мониторинг бўлими томонидан назорат қилинади.

Якуний назорат ёзма шаклда ўтказилади.

Якуний назорат максимал 30 баллик тизимда ўтказилади.

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FANNI O'QITISHDA FOYDALANILADIGAN INTER FAOL TA'LIM METODLARI

Chet tilini o'qitishda yangi pedagogik texnologiyalarning quyidagi shakllari keng qo'llaniladi.

Bumerang texnologiyasi.

3-4 talabalardan tashkil topgan guruhlar mavzulardan abzatslar tarqatiladi. Maqsad har bir talaba matnda ko'rsatilgan muammolarni muxokama qiladi. Har bir guruh ajratilgan terminlarni qo'llab mavzuni mundarijasini tuzadilar, natijada umumiy mavzu tiklanadi.

Nazorat uchun savollar.

- 1) Ajratib ko'rsatilgan terminlar ma'nosini bilasizmi?
- 2) Ajratib ko'rsatilgan so'zlarning sinonimini (antonimini) ko'rsating.
- 3) Mavzuning har bir abzatsiga savollar tuzing.
- 4) Ajratib ko'rsatilgan terminlar ishtirokida gaplar tuzing.
- 5) Gapda tushurib qoldirilgan so'zlarni to'ldiring.
- 6) Berilgan mavzuni ma'nosiga bog'liq xolda davom ettiring.

3x4 texnologiyasi

Uchta guruh alohida varaqqa galma-galdan bir atama (umuman 4 atama) belgilangan mavzu bo'yicha yoziladi. Shu so'zlar ishtirokida gaplar va mavzu tuziladi.

Nazorat uchun savollar.

- 1) Berilgan so'zlarga ta'rif bering.
- 2) Berilgan so'zlarning sinonim va antonimini aniqlang.
- 3) Berilgan so'zlardan gaplar tuzing.
- 4) So'zlarni ingliz, fransuz, nemis tiliga tarjima qiling.
- 5) Atamalarini ilmiy mohiyati jihatidan tartiblang.
- 6) Tuzilgan mavzuni ingliz, fransuz, nemis tillarida so'zlab bering.

Aqliy xujum texnologiyasi.

3x4 guruh talabalar bir yechimga qaratilgan vazifa yuklatiladi. Birinchi bosqichda masalani yechimga qaratilgan muammo bo'yicha farazlar bildiriladi, 2 bosqichda farazlar konkretlashtiriladi.

Nazorat uchun savollar.

- 1) Mavzudagi kalit so'zlarni toping.

- 2) Gaplardagi kalit so'zlarga ma'no jixatidan mos so'zlarni toping.
- 3) Ma'no jixatidan mos keladigan so'zlarni guruhlashtiring.
- 4) Ushbu so'zlardan foydalanib mavzuga oid savollar tuzing.

“Breyn-ring” texnologiyasi.

5x6 tadan 4x5 guruhga bo'linadi. har bir talaba doira shaklida bir-birini ko'rishlari uchun doira shaklida joylashtiriladi. Har bir guruhga o'rganilayotgan mavzu bo'yicha 3 tadan savol tuzish topshiriladi.

Nazorat uchun savollar.

- 1) So'zlardan foydalanib bo'lajak mutahassislik faoliyatiga aloqador jarayonni taxlil etish.
- 2) Ajratilgan so'zlarga ta'rif bering.
- 3) Shu so'zlarning ma'nosini kichik mavzu bilan izohlang.

“Galereya” metodi

«Galereya» usuli kichik guruhlarda birdaniga bir nechta masalani muhokama qilish imkonini beradi. Bunda guruhning har bir a'zosi barcha taklif etilgan masalalar muhokamasida ishtirok etishi va o'z ulushini qo'shishi mumkin.

1-qadam. Masalani qo'yish. O'qituvchi har bir guruhga ma'lum muammo yoki masalani beradi.

2-qadam. har bir guruh o'z masalasi ustida ishlash. Masalalar ustida ishlash kichik guruhlarda amalga oshiriladi (odatda 5-10 minut).

3-qadam. Kichik guruhlar qo'shni guruhlar masalasi yechimini ohirigacha yetkazishga o'tish. har bir kichik guruh o'z g'oyalarini yozgan katta varaqni olmasdan doira bo'ylab siljiydi. Variant sifatida guruh siljishi o'rniga doira bo'ylab ishlangan g'oyalar yozilgan katta varaqni uzatish mumkin.

4-qadam. qo'shni masalasi yechimini ohirigacha yetkazish. Har bir kichik guruh varaqqa yozilgan qo'shni guruh g'oyalarini o'rganadi; savol belgisi bilan rozi bo'lmaganlarni belgilaydi; qo'shni masalasi yechimi bo'yicha o'z g'oyalarini yozadi. 5 minutdan keyin guruhlar doira bo'ylab keyingi kichik guruhga o'tib, yana joylari bilan almashadi. Siljishlar soni kichik guruhlar (qo'yilgan masalalar) soniga teng.

5-qadam. O'z masalasiga qaytish. Masaladan masalaga doira bo'yicha o'tishlar har bir kichik guruh o'zining dastlabki masalasiga qaytish bilan tugallanadi.

6-qadam. Taqdimot va ish natijalari muhokamasi. Har bir guruh navbat bilan o'zlarining qog'oz varaqlarida yig'ilgan natajalar g'oyalarni tushuntirish va sharhlar bilan taqdim etadi. Boshqa guruhlar ular taqdimot qilayotgan guruh varag'iga yozgan g'oyalarini tushuntiradilar va sharhlaydilar. Zarur hollarda g'oyalar umumiy guruhda muhokama qilinishi mumkin.

Yozish va o'qish orqali fikrlashni rivojlantirish yoki «Insert» usulida o'qish.

Amerikalik pedagoglar tomonidan taqdim etilgan «Notanish matnni insert usuli yordamida o'qish» metodini chet tili darslarida qo'llanilsa juda samarali bo'lishi

mumkin. Chunki har bir darsida talabalar yangi ma'lumotlar, manbalar va yangi atamalar bilan tanishishlari kerak bo'ladi.

Talaba matnni ohirigacha o'qib chiqib, hozir o'qiganlaridan hech narsani mutlaqo eslab qolmasligi ko'p talabalar uchun oddiy xol hisoblanadi. Insert usuli orqali o'qish esa tushunib o'qish, o'qish jarayonida faol bilim olish imkonini beradi.

Insert (belgi qo'yib o'qish) -o'qish va yozishni samarali amalga oshirishda, talabalarda darslik bilan ishlash ko'nikmalarini shakllantirishda ayniqsa qulay usul.

Unda belgilar quyidagicha bo'lishi kerak:

«V»- bilaman.

«-« - o'ylaganimga zid, notanish.

« Q »- yangilik.

«?» - tushunmadim, ya'ni qo'shimcha ma'lumot kerak.

«!» - hayratlandim.

Belgilangan matnni o'qish jarayonida talaba o'z bilimi va tushunchalariga 5 turdagi belgilarni qo'yib boradi. Har bir satr yoki bandni belgilash shart emas. Talaba hat boshiga bitta yoki ikkita belgi qo'yishi mumkin. Hamma talaba matnni o'qib tugatgach o'qituvchi quyidagi savollar bilan talabalarga murojaat qiladi:

« Now think about reading material and discuss with your groupmates.;

Muhokama qilish uchun savollar quyidagilar:

1. What kind of knowledge did you get?
2. What new information have you come accross?
3. What kind of question have you had?
4. What haven't you understood?
5. Your opinion about events, facts and process according to the text? Bu ishga matnning katta kichikligiga qarab vaqt ajratiladi. Shundan so'ng har bir talaba o'zining individual jadvalini quyidagicha tuzib chiqadi.

«V» (Bilaman)	«Q» (Yangilik)	«-« (Notanish)	? (Tushunmadim)	! (Xayratlandim)

Insert usulidan foydalanish talabaga matnni ongli ravishda, tushunib o'qishida yordam beradi. Foydalaniladigan belgilar miqdori esa talabalarning yoshi va bilim darajasiga qarab kamaytirilishi mumkin.

SWOT- universal tahlil qilish metodi

Ushbu metod maqsadlarda qo'llaniladigan metodlardan biri hisoblanadi.

Uning nomi inglizcha so'zlarning birinchi harfidan olingan bo'lib, Strengths - kuchli tomonlar, Weaknesses - kuchsiz tomonlar yoki muammolar, Opportunetiss - tashqi imkoniyatlar, Threats-tashqi muhitda mavjud havf-hatarlar.

Masalan: “Mass media” mavzusini SWOT -tahlil metodidan foydalangan holda o'tkazish mumkin.

S	Advantages of MM	1. 2.
W	Disadvantages of MM	1. 2.
O	Opportunities of MM	a. b. c. d.
T	External trearts	a. b. c. d.

“Muammoli vaziyat” metodi ta'lim oluvchilarda muammoli vaziyatlarning sababini va oqibatlarini tahlil qilish hamda ularning yechimlarini topish bo'yicha ko'nikma va malakalarni shakllantirishga qaratilgan metod.

“Muammoli vaziyat” metodining tarkibiy tuzilishi quyidagicha:

- Muammoli vaziyat tavsifini keltirish
- O'quvchilarni guruhlariga bo'lish
- Guruhlar muammoli vaziyatning kelib chiqish sabablarini aniqlashi
- Guruhlarning muammoli vaziyatni oqibatlari to'g'risidagi fikrlarini jamlanish bosqichi
- Guruhlarni muammoli vaziyatni yechimini ishlab chiqish bosqichi
- To'g'ri yechimlarni tanlash bosqichi

“Muammoli vaziyat” metodi uchun tanlangan muammoning murakkabligi talabalarning bilim darajalariga mos kelishi kerak. Talabalar qo'yilgan muammoning yechimini topishga qodir bo'lishi kerak, chunki muammoni echimini topishda talabalarning qiziqishlari so'nishi va o'ziga bo'lgan ishonchini yo'qotishi mumkin. Dars jarayonida ushbu metoddan foydalanganda talabalar mustaqil fikr yurtishga, muammoning sabab va oqibatlarini tahlil qilishga, uning echimini topishga o'rganadilar.

“Muammoli vaziyat” metodini qo'llash bosqichlari quyidagilardan iborat:

1. O'qituvchi mavzu bo'yicha muammoli vaziyatni tanlaydi, maqsad va vazifalarni aniqlaydi, muammoni bayon qiladi.
2. O'qituvchi talabalarni topshiriqning vazifalari va shartlari bilan tanishtiradi.
3. Talabalarni kichik guruhlariga ajratadi.
4. Kichik guruhlar berilgan muammoli vaziyatni o'rganadilar va muammoning kelib chiqish sabablarini aniqlaydilar. Barcha guruhlar muammoni sabablarini o'rganib chiqqach, taqdimot o'tkazadilar. Barcha guruhlardagi muammoning sabablari to'g'risidagi bir hil fikrlar jamlanadi.

5. Bu bosqichda berilgan vaqt mobaynida guruhlar muammoning kelib chiqish mumkin bo'lgan oqibatlari to'g'risida fikr yuritadilar va vaqt tugagach, har bir guruh o'z taqdimotini o'tkazadi. Taqdimotdan keyin bir hil fikrlar yana jamlanadi.

6. Endi guruhlar muammoni yechishning turli yo'llari va imkoniyatlarini muhokama qiladilar, tahlillar o'tkazadilar. Muammoli vaziyatni yechish yo'llarini ishlab chiqadilar.

7. Kichik guruhlar muammoni yechish bo'yicha o'z variantlari taklif etilgan taqdimot o'tkazadilar.

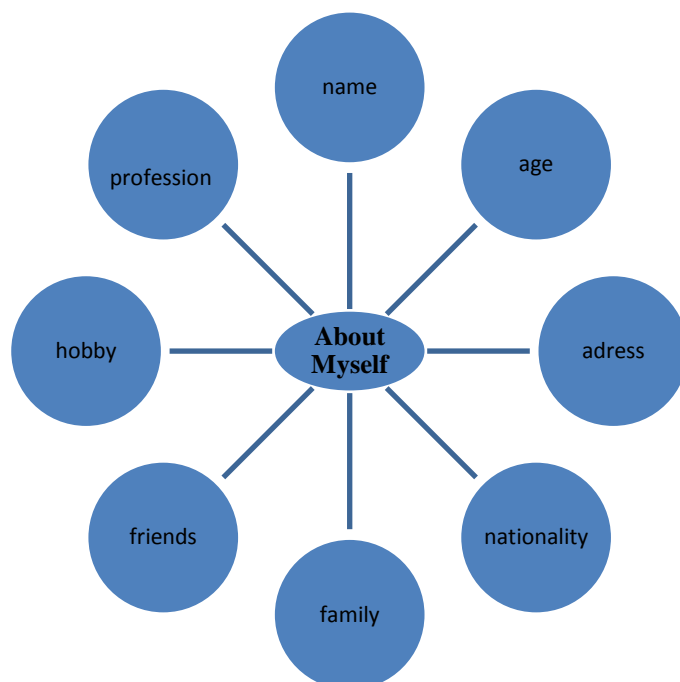
8. Barcha guruhlarning taqdimotidan keyin bir hil yechimlar yoki original yechimlar jamlanadi. O'qituvchi talabalar bilan birgalikda muammoli vaziyatni yechishning eng maqbul variantini tanlab oladi.

“Breyn-rayting” va “Sinkveyn” texnologiyalaridan yozuv texnikasini o'stirishda foydalanish maqsadga muvofiqdir.

V.3 TARQATMA MATERIALLAR

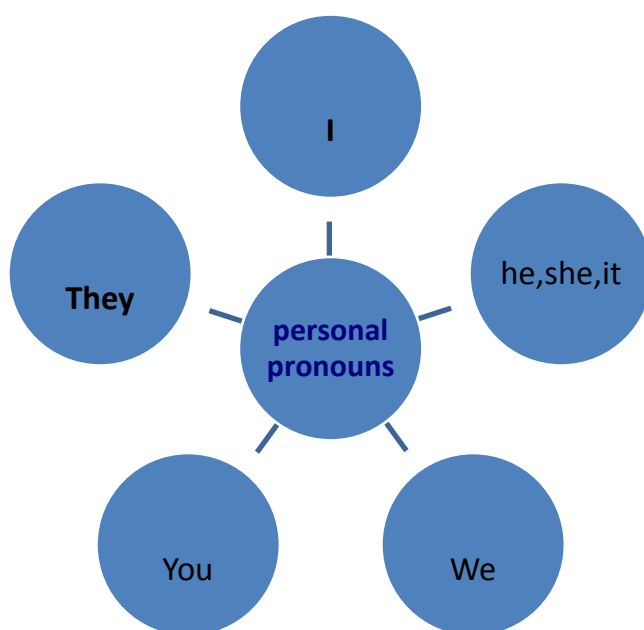
«KLAUSTER» metodi

Fikringizga nima kelsa, barchasini yozing. G'oyalar sifatini muhokama qilmang faqat ularni yozing.

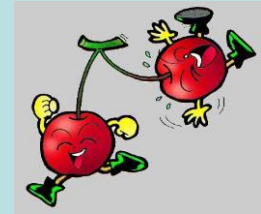
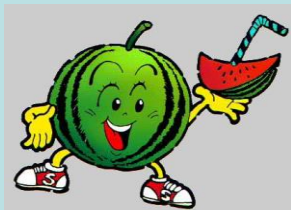


Grammatika: Personal Pronouns –Kishilik olmoshlari

Shaxsni bildiruvchi olmoshlar kishilik olmoshlari deyiladi. Ingliz tilida kishilik olmoshlari quyidagilar

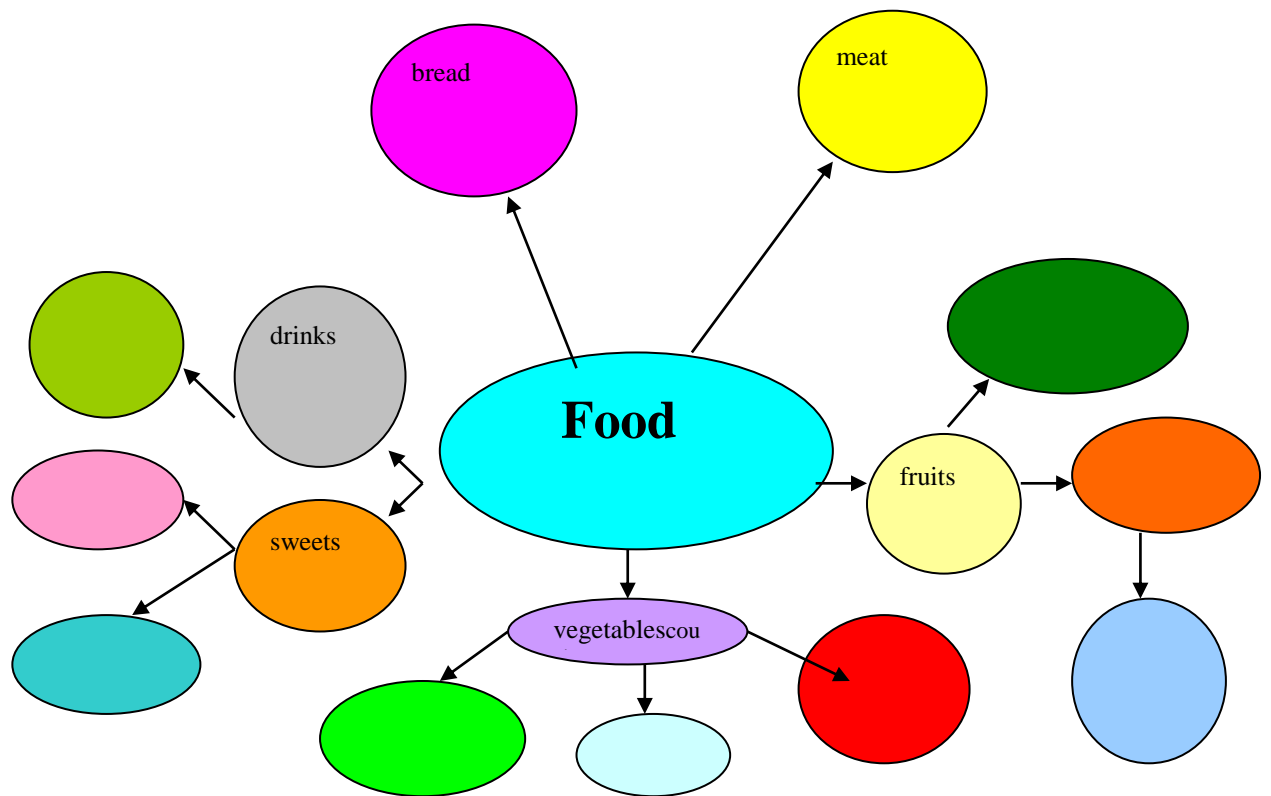


Quyidagi rasmlarning nomlarini ingliz tilida ayting va ular ishtirokida gaplar tuzing.



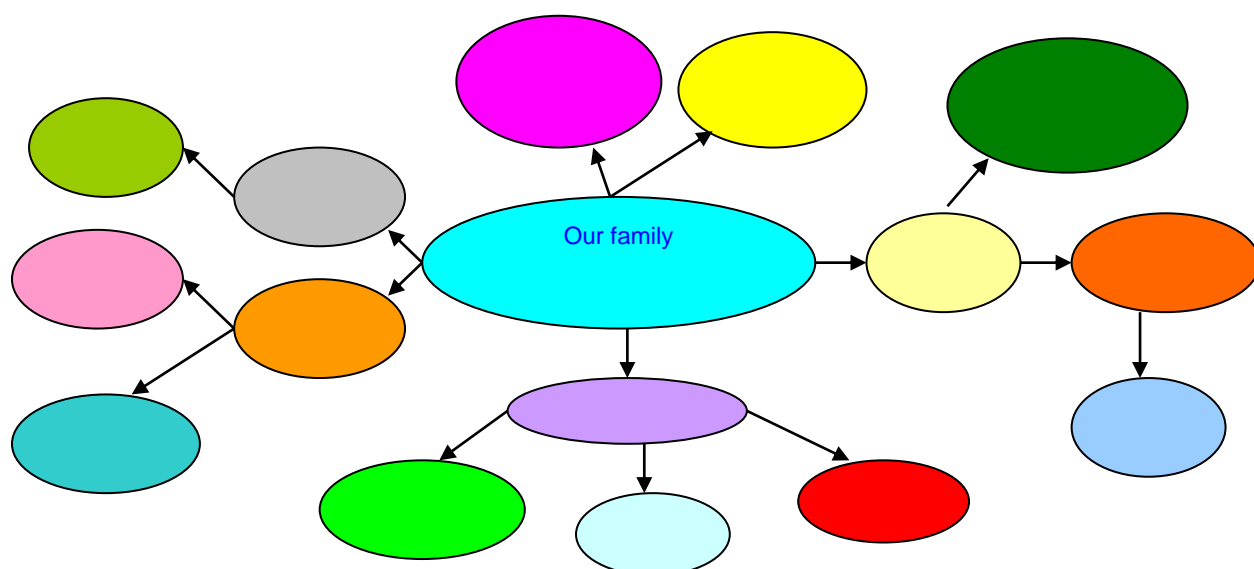
«KLAster» metodi

Fikringizga nima kelsa, barchasini yozing. G'oyalari sifatini muhokama qilmang



faqat ularni yozing.

«KLAster» metodi



Guruhlar uchun topshiriqlar:

Quyidagi rasm asosidagi soʻz va iboralardan foydalanib hikoya tuzing.

I- guruh:



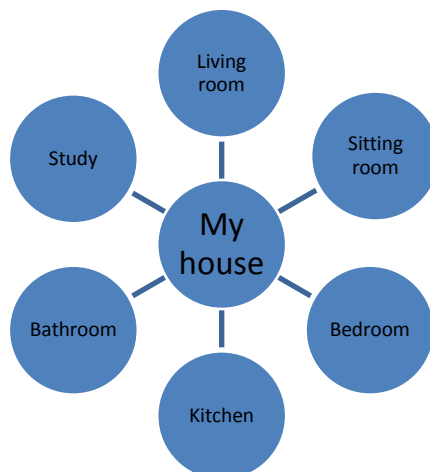
II- guruh:



III- guruh:



Fikringizga nima kelsa, barchasini yozing. Gʻoyalar sifatini muhokama qilmang faqat ularni yozing.



Guruhlar uchun topshiriqlar.

Guruh №1

How do you spend your day off?

Guruh №2

How did you spend your last day off?

Guruh №3

What are your plans for your next day off?

V.4 TESTLAR

1. PRACTICE TESTS

1.1. GRAMMAR TESTS

Grammar Test 1

Choose the best answer A, B, C or D.

1. The universe is estimated _____ between 10 billion and 20 billion years old.
A) being B) to be C) which is D) is
2. Genetically, the chimpanzee is more similar to human _____.
A) and than any other animal B) than any other animal C) any other animal is D) and any other animal is
3. _____ in 1939, the Borne Bridge spans the Cape Cod Canal and is one of the many grand projects of the Depression era.
A) Completed B) Completing C) Completes D) Being completing
4. Like the pyramid, the volume of a cone _____ by multiplying the area of the base by one third the altitude.
A) obtain B) is obtained C) obtaining D) obtains
5. Over the past 40 years, world demand for food _____.
A) triple B) tripled C) have tripled D) has tripled
6. The organizers would have responded positively to proposals if they _____ by 10th June.
A) were submitted B) would be submitted C) had been submitted D) would have been submitted
7. When I finish the course next year I _____ speak perfect French.
A) can B) will can C) was able to D) will be able to
8. You _____ to visit most museums in Britain.
A) mustn't pay B) don't have to pay C) cannot pay D) need not have paid
9. What _____? I can't find it in the dictionary.
A) means the word 'heliotrope' B) mean the word 'heliotrope'
C) does the word 'heliotrope' mean D) do the word 'heliotrope' mean
10. He _____ that his mobile phone had been out of action all day.
A) told B) said C) asked D) wanted to know
11. We asked the travel agent _____ a swimming pool at the villa.
A) is there B) was there C) if there was D) whether there is
12. I've never heard _____ ridiculous speech.
A) a such B) such a C) so a D) a so

Grammar Test 2

Choose the best answer A, B, C or D.

1. The fact _____ money orders can usually be easily cashed has made them a popular form of payment.
A) of B) that C) is that D) which is
2. The basic premise behind all agricultural production is _____ the riches of the soil available for human consumption.
A) to be made B) the making C) making is D) to make
3. So many whales _____ that they are in danger of dying out.
A) were killed B) are killed C) have killed D) have been killed
4. By the third month of the war rebel forces _____ most of the province.
A) takes B) took C) had taken D) were taking
5. If you _____ the 'record' button, the green light will come on.
A) will press B) would press C) press D) should press
6. The council _____ find ways of cutting costs last year.
A) must B) had to C) will have to D) has to
7. Unfortunately, you _____ grow bananas in the British climate.
A) may not B) can't C) must not D) ought not to
8. Who usually _____ the certificates at the graduation ceremony?
A) does present B) do present C) presents D) present
9. The manager told us last Friday evening that he wanted us in at 8 a.m. _____ to start the Saturday sale.
A) tomorrow B) the next day C) today D) the day before
10. The Stanford University survey asked respondents how much time _____ on the Internet.
A) did you spend B) did they spend C) they spend D) they spent
11. Generally _____, our best business comes via our website.
A) to speak B) speaking C) having spoken D) to have spoken
12. I have to say that the hotel wasn't quite _____ the brochure claimed.
A) as luxurious as B) more luxurious as C) so luxurious how D) as luxurious how

Grammar Test 3

Choose the best answer A, B, C or D.

1. Modern skyscrapers have a steel skeleton of beams and columns _____ a three-dimensional grid.
A) forms B) from which forming C) and forming D) that forms
2. In the late 1970s and early 1980s, the United States developed a reusable space shuttle _____ to space cheaper and easier.
A) to make access B) and making access C) which made accessible D) and made accessible

3. When I graduate from college next June, I _____ a student here for five years.
A) has been B) will be C) will have been D) had been
4. No biological life was found, though it _____ by many scientists.
A) had speculated B) have been speculating C) speculated D) had been speculated
5. If the museum had charged money for entry, a lot of people _____ able to use it at that time.
A) would not be B) would not have been C) were not D) had not been
6. Thanks to satellite technology, we _____ now predict hurricanes quite accurately.
A) may B) ought C) can D) must
7. If you think a piece of equipment in the gym isn't working properly and _____ mending, tell the instructor.
A) must B) may be C) should be D) needs
8. The government has broken all its pre-election promises regarding the Health Service, _____?
A) hasn't it B) hasn't the government C) has not it D) isn't it
9. The veterinarian told the farmer _____ the animal sleep.
A) let B) to let C) not let D) to not let
10. Professor Jones rang from Vancouver. He said he _____ to stay another week as the research was still going on there.
A) decides B) has decided C) had decided D) will decide
11. The Hyperlink modem is much _____ than any others in our catalogue.
A) fastest B) the fastest C) more faster D) faster
12. _____ regularly, the engine should last for 200,000 kilometers.
A) Serviced B) Servicing C) Service D) Having been servicing

Grammar Test 4

Choose the best answer A, B, C or D.

1. _____ more than 65,000 described species of protozoa of which more than half are fossils.
A) Being that there are B) There being C) Are there D) There are
2. We are not allowed _____ any arrangements for the conference before talking to him.
A) make B) made C) to make D) had made
3. In recent years, scientific and technological developments _____ human life on our planet.
A) change B) have changed C) have change D) changed
4. If the form had been completed correctly, the transfer _____ only two days.
A) would take B) will take C) took D) would have taken
5. Latecomers _____ to enter the theatre until there is a suitable break.
A) may not B) will not may C) will not be allowed D) will not have

6. Applicants for this desk-top publishing course must have good keyboarding skills but _____ to have prior publishing experience.
A) don't need B) must C) need D) mustn't
7. _____ does it take you to get to the university campus?
A) How quickly B) When C) How long D) How far
8. The manager asked the staff _____ anything in the office before the police arrived.
A) to touch B) not to touch C) to not touch D) don't touch
9. There are so many people here! But that TV programme a few weeks ago said the smaller islands of the archipelago _____ mostly uninhabited and very peaceful.
A) are B) is C) was D) were
10. The scientists said it was one of _____ earthquakes ever.
A) most powerful B) the most powerful C) powerfulest D) more powerful
11. _____ rich, he won't be able to afford this equipment.
A) Being not B) Not being C) Having not been D) Not to be
12. The candidates _____ in alphabetical order.
A) will be interviewed B) will interview C) will have been interviewed D) will have interviewed

Grammar Test 5

Choose the best answer A, B, C or D.

1. The company launched an advertising campaign _____ its market share.
A) to increase B) that increase C) that it increases D) to be increased
2. The new tax regulations are somewhat _____ last year's.
A) rigourouser than B) more rigorous than C) more rigorous as D) as rigorous than
3. The value of the currency fell, _____ foreign holidays more expensive.
A) having made B) making C) being made D) having been made
4. This area _____ by closed circuit cameras.
A) is monitoring B) has been monitoring C) is being monitored D) is been monitored
5. The firm _____ company cars to junior managers since 2002.
A) gives B) is giving C) has been giving D) has given
6. If the governments involved _____ positive action after the 1997 crisis, the current crisis would not have happened.
A) took B) take C) have taken D) had taken
7. They finish the new motorway next month so we _____ get to the coast much more quickly.
A) can B) will can C) will be able to D) will have to
8. You _____ have an international driving license for this country.

- A) don't have to B) must not C) has to D) must not to
9. Our CEO entered his chosen career quite late, _____?
A) isn't it B) didn't he C) did not he D) didn't our CEO
10. The departmental manager _____ it was my fault that we had lost the Siemens contract.
A) told B) said me C) said D) told to me
11. Does the brochure say _____ in the villas.
A) how often is the bed linen changed B) how often the bed linen is changed
C) how is the bed linen changed often D) how the bed linen often is changed
12. The damage was _____ severe that the pilot couldn't regain control.
A) so B) such C) so a D) such a

Grammar Test 6

Choose the best answer A, B, C or D.

1. Much of the forest _____ out in the hurricane, as you can see.
A) has been wiped B) has wiped C) wiped D) was wiped
2. I _____ your report yesterday – could I see it now?
A) have not received B) not received C) did not receive D) did not received
3. Could you look after Mrs White tomorrow – I can't do it because I _____ back from the conference when she gets here.
A) will have travelled B) was travelling C) was going to travel D) will be travelling
4. The telecoms operator _____ figures showing that the demand for broadband Internet has grown twice this year.
A) has been published B) has published C) is being published D) will be published
5. If that package from Neilson's arrives this afternoon, _____ it up to my office immediately.
A) you are bringing B) you would bring C) bring D) you brought
6. No conclusions _____ from this chapter.
A) can be drawn B) can't be drawn C) cannot be drawn D) can be not drawn
7. The files aren't here – I _____ them back at the office.
A) may leave B) must be leaving C) should have left D) must have left
8. Every new discovery seems to widen the horizon and increase the extent of _____ contact with unexplored areas.
A) our B) us C) we D) ours
9. I asked Martha _____ the conference had gone well.
A) what B) did C) if D) that
10. My boss was very supportive and encouraged me _____ for the promotion.
A) to apply B) to have applied C) to applying D) to be applied
11. Tourism today is an industry _____ has grown so much in recent years that in many countries it provides the greatest single contribution to the country's revenue.

- A) who B) which C) whose D) where
12. There is hardly _____ to be seen in the city centre after dusk.
A) nobody B) anybody C) everybody D) one
13. The new manager is sure _____ into ways to cut costs.
A) to looking B) to look C) being looked D) to be looked
14. Our new security scheme is much _____ than the previous Government's.
A) generouser B) more generouser C) generousest D) more generous
15. The Black Sea is _____ the North Sea.
A) not so stormy than B) not stormy as C) not so stormy like D) not so stormy as

Grammar Test 7

Choose the best answer A, B, C or D.

1. I _____ for a German laboratory for two years, from 1990 to 1992.
A) work B) have worked C) have been working D) worked
2. We _____ our normal suppliers, but we have changed our minds because we have found some new ones that are cheaper.
A) will use B) are going to use C) will be using D) were going to use
3. The statistics published yesterday _____ that over 30000 subscribers a week are turning to high-speed Internet services.
A) shows B) show C) are shown D) were shown
4. Gas is made up of very _____ molecules.
A) few B) less C) much D) a large number
5. They refused to give _____ explanation to the fact.
A) some B) any C) no D) not any
6. We had to get an interpreter in Japan because none of us _____ speak Japanese.
A) knew B) were able C) could D) succeeded
7. The Manager asked me _____ of the new proposal.
A) what did I think B) if I thought C) that I did think D) what I thought
8. He apologized _____ at the meeting late.
A) to arrive B) that he arrived C) of arriving D) for arriving
9. You _____ yet whether to study management or business administration.
A) need decide B) need deciding C) needn't decide D) need to have decided
10. Do you think we will be able to find _____ amongst all the people at the exhibition hall?
A) ourselves B) us C) each other D) our
11. All the problems _____ from both theoretical and experimental viewpoints.
A) will deal B) will deal with C) will be dealt with D) deal with
12. This keyboard is much _____ than any other in our catalogue.
A) conveniener B) convenientest C) more conveniener D) more convenient
13. These _____ are available in current literature.
A) datum B) datums C) datas D) data
14. The atomic weight of sulphur is twice _____ that of oxygen.
A) as large as B) as large than C) larger as D) so large as
15. There will be a repeat of the smog crisis of two years ago here if nothing _____ to control the fires.

- A) be done B) will be done C) would be done D) is done

Grammar Test 8

Choose the best answer A, B, C or D.

1. We _____ that the authorities are not doing enough to restore this beautiful lake to its former state.
A) believing B) are believing C) believes D) believe
2. Customers in remote areas do not know whether the phone lines in their areas _____.
A) will be being upgraded B) will upgrade C) will be upgraded D) will have upgraded
3. Monsieur Degas _____ this afternoon, but he rang to change the appointment to next Tuesday.
A) would come B) was going to come C) is going to come D) will have come
4. _____ you those figures yet?
A) Has he sent B) Have he sent C) Has he send D) Did he send
5. Neil's a good administrator, but if he deals with customers, he always _____ problems.
A) creating B) creates C) created D) would create
6. If the temperature _____, the experiment might have been a failure.
A) had been not raised B) had not been raised C) had not raised D) would have been raised
7. I haven't seen Simone for ages - she _____ in a different department.
A) should work B) needn't have worked C) must be working D) ought to have been working
8. _____ these hypotheses can explain the origin of the solar system.
A) Nothing of B) No of C) Nobody of D) None of
9. At the meeting the shareholders asked how the company _____ in the previous year.
A) did B) had done C) have done D) has done
10. At present intensive research _____ on the improvement of spaceflight conditions.
A) is done B) is doing C) is being done D) has been done
11. You _____ such a long essay. Three paragraphs would be enough to demonstrate your writing ability. You have written much more than that.
A) need have written B) needn't have written C) need write D) need writing
12. I thought the Government _____ genetically modified food. Didn't the Prime Minister say that himself?
A) is supported B) supported C) have been supported D) will support
13. Electronic devices are in wide use in this _____.
A) laboratory research B) laboratory's researches C) laboratories researches D) laboratories's research
14. The physiologists are rather worried about the side effects of aspirin. Can you recommend a _____ alternative?
A) safier B) safer C) more safe D) more safer
15. The older the formations, _____ generally to study.
A) hard they are B) they are hard C) the harder they are D) harder they are

Grammar Test 9

Choose the best answer A, B, C or D.

1. The main advantage of broadband Internet is that files _____ by users up to 40 times faster than with a dial-up modem.
A) can download B) can be downloaded C) must be loaded D) could download
2. How many units _____ last year?
A) sold you B) have you sell C) have you sold D) did you sell
3. If sales continue to do this well, we _____ our target by the end of next month.
A) will have reached B) are reaching C) will be reaching D) were reaching
4. Each year millions of reports on scientific research are published, a great number of _____ being in foreign languages.
A) their B) theirs C) them D) they
5. The device has got a year's guarantee, so you can bring it back if anything _____ wrong.
A) will go B) would go C) goes D) had gone
6. The research group might _____ good results.
A) getting B) got C) get D) not got
7. The detailed study of planets close to the Earth _____ in our knowledge concerning the origin of the solar system.
A) won't filled gaps B) will fill gaps C) not fill gaps D) fill gaps
8. I couldn't find Mrs Arnoux, so I asked her secretary _____.
A) was she there B) where was she C) where she was D) where she was being
9. He rang to ask _____ we were still interested in the site or not.
A) whether B) when C) where D) that
10. I can't wait so you must give me an _____ answer.
A) immediately B) immediate C) more immediate D) most immediate
11. You can't have lost the laboratory key. It's got to be _____.
A) anywhere B) somewhere C) everywhere D) where some
12. The problems that exist with your experimetns today should _____ a month or two ago.
A) have been solved B) be solved C) have solved D) have been solving
13. In our study children on a diet high in dairy products tended to be considerably _____ than average.
A) more fat B) fatter C) fater D) more fatter
14. Petrol is _____ it was a few years ago.
A) twice more expensive as B) two times more expensive as C) twice as expensive as D) two times much expensive than
15. They are often confronted with difficult problems which they have to _____.
A) have solved B) solve C) be solving D) have been solving

Grammar Test 10

Choose the best answer A, B, C or D.

1. The weather forecast says there'll be wind from the north west tonight. That always _____ snow with it at this time of year.

- A) bring ing B) bring C) brings D) has brought
2. I can't find Ms Brown – _____ to lunch?
- A) Have she gone B) Has she gone C) Did she go D) Has she went
3. The materials _____ excessively wet or excessively dry for this purpose.
- A) must be not B) must not be C) have not be D) has not be
4. Usually outstanding scientists _____ to give review papers.
- A) are being invited B) are invited C) invited D) were being invited
5. If you _____ tomorrow, you'll have problems because of the volcano eruption in Iceland.
- A) will travel B) travelled C) would travel D) travel
6. I _____ the contract if I had read it properly.
- A) will have signed B) wouldn't have signed C) didn't sign D) signed
7. Sorry, but _____ you give me a hand with these test tubes? They're very fragile.
- A) might B) may C) would D) shall
8. We _____ them the reminder on Monday morning because the cheque arrived that afternoon.
- A) needed to send B) needn't send C) needed to have sent D) needn't have sent
9. I didn't receive the ticket, so I rang the travel agent to find out if they _____ it.
- A) sent B) had sent C) have sent D) sends
10. I rang to ask when they _____, but in fact they had already relocated.
- A) are moving B) will move C) shall move D) were moving
11. Many research scientists are inspired by the hope of _____ diseases by genetic engineering,
- A) cure B) having cured C) being cured D) curing
12. The new chess champion from Ukraine is amazing. _____ can beat him!
- A) Anyone B) Everyone C) No one D) One
13. He brought a laptop _____ his e-mails when he was travelling.
- A) access B) to access C) to have accessed D) to be accessed
14. I don't mind the Mediterranean summer because it's a _____ heat than you find in the tropics.
- A) dryer B) drier C) more dry D) more drier
15. It doesn't rain _____ it does in autumn.
- A) as much in summer as B) as many in summer as C) so much in summer than D) as much in summer like

Grammar Test 11

Choose the best answer A, B, C or D.

1. Prior to the 19th century, professional scientists _____ and scientific research was largely carried out by amateurs.
- A) have not existed B) not existed C) did not exist D) do not exist
2. Everybody _____ that rainforests are disappearing.
- A) is knowing B) are knowing C) know D) knows
3. Analysis of the Martian soil suggests that water exists on Mars, and there are a _____ areas where scientists believe ice forms and melts.

- A) many B) much C) few D) little
4. In recent years, many plans _____ for large 'floating cities' with living accommodation for as many as 50,000 people.
A) have made B) have been making C) have been made D) making
5. The world's oceans contain huge amounts of salt. In fact, if you _____ all the salt from the oceans, you _____ to use it to build a wall about 300 km wide and a kilometer tall all around the Earth!
A) remove/will be able B) removed/would be able
C) had removed/would have been able C) would remove/were able
6. When you look into the night sky, you may not be able to tell the difference between stars and planets, but planets are _____ to Earth.
A) a lot nearer B) nearer than C) less near than D) more nearer
7. The explorer tried _____ the journey the next year, but failed again.
A) complete B) completing C) to complete D) in completing
8. Rapid population growth _____ cause problems.
A) must B) can C) need D) have to
9. You _____ look at other students' work. It's against the rules.
A) had better not B) needn't C) don't have to D) mustn't
10. The latest study _____ by these two environmental engineers has produced mixed results.
A) conducting B) conducted C) been conducted D) having been conducted
11. Polar bears, _____ are excellent swimmers, can often be seen in open water kilometers from land.
A) that B) which C) whom D) why
12. It remains to be seen _____ great companies or make them stronger than ever.
A) if the new technology will weaken B) will the new technology weaken
C) weaken the new technology D) when the new technology weakens
13. The participants were told _____ any questions while the experiment was going on.
A) not to ask B) not ask C) do not ask D) to not ask
14. According to the plans, for this project, this huge ship _____ from smaller units.
A) will construct B) will be constructing C) will be constructed D) will have been constructed
15. _____ a range of forest types depending on the annual rainfall.
A) It is B) They are C) There are D) There is

Grammar Test 12

Choose the best answer A, B, C or D.

1. Although rainforests cover only six per cent of the Earth's land surface, they _____ about 50% of all species of life on the planet.
A) containing B) are containing C) contain D) have been containing
2. When Edouard Benedictus, a French scientist, _____ in his laboratory, he dropped a glass bottle which had some plastic inside – and invented safety glass.
A) was working B) has worked C) works D) worked
3. _____ desert plants store food in their leaves or roots, and some desert plants can live for many years.
A) Many B) A lot C) Lots D) much
4. The passengers of the cruise ship _____ with all kinds of entertainment and sports facilities.
A) will have provided B) will be provided C) will provide D) will be providing
5. Humans are among the few animals to have colour vision. If you _____ a horse, for example, you _____ everything in black and white.

- A) would be/saw B) are/will see
C) had been/would have seen D) were/would see
6. Planets are very far away, and a journey to Mars would take about 9 months, _____ a journey to the Moon (about 3 days).
A) more longer than B) as long as C) much longer than D) longest than
7. John Stuart decided _____ Australia from south to north in 1859.
A) cross B) to cross C) crossing D) in crossing
8. One of the possible reasons for sleeping is that if we didn't sleep and save some energy, we _____ have to eat a lot more food.
A) can't B) will C) may D) must
9. Are you any good at athletics? How fast _____ you run?
A) should B) must C) need D) can
10. Before _____ about the problems caused by large-scale industry, it makes sense to consider small-scale pollution at home.
A) worrying B) worried C) been worried D) having been worried
11. Today, mountain forests and fresh springs surround the rim of the crater's walls, _____ reach an elevation of 2286 km.
A) that B) what C) those D) which
12. Do you happen to know _____ similar in size?
A) are the Arabian Desert and the Gobi Desert B) whether the Arabian Desert and the Gobi Desert are
C) the Arabian Desert and the Gobi Desert are D) if are the Arabian Desert and the Gobi Desert
13. The Managing Director told his secretary _____ anyone in during the staff meeting.
A) not let B) don't let C) not to let D) to not let
14. Old companies always _____ new technology.
A) fear B) are feared C) are being feared D) have been feared
15. Each species of frog has a particular set of sounds, because _____ important that frogs of the same species find each other.
A) it is B) they are C) there is D) there are

Grammar Test 13

Choose the best answer A, B, C or D.

1. While he _____ the Moon through his telescope, Galileo realized that it had mountains and craters.
A) observed B) was observing C) observes D) observing
2. This telescope is excellent! It _____ for fifteen years, and it has produced more than 700,000 images of the universe.
A) works B) have worked C) has been working D) worked
3. You can't swim in the Dead Sea because it contains too _____ salt.
A) many B) a lot of C) lots D) much
4. Worldwide sales of bottled water _____ to reach \$72 billion by next year.
A) forecast B) forecasted C) is forecast D) are forecast
5. If a storm _____ Bartolomeu Dias's ship off the coast of Africa in 1487, they _____ in the Indian Ocean by accident.
A) had not hit/would not have arrived B) did not hit/would not arrive
C) would not hit/did not arrive D) would not have hit/had not arrived
6. Hot water can freeze _____ cold water.

- A) more easy than B) more easily than C) as easier as D) easiest as
7. Finally in 1861 Stuart managed _____ at the northern coast of Australia, near the modern city of Darwin.
- A) to arrive B) arriving C) in arriving D) arrive
8. Scientists could not understand why Mercury appeared to rotate faster than it should, and some astronomers suggested that there _____ be an undiscovered planet causing this unusual orbit and even gave it the name 'Vulcan'.
- A) can not B) might C) need D) mustn't
9. You _____ eat so many sweets. They aren't good for you.
- A) had better B) don't have to C) shouldn't D) needn't
10. The results _____ by our American colleagues are easy to explain if you apply Einstein's theory of relativity.
- A) obtaining B) been obtained C) having been obtained D) obtained
11. Millions of years ago, Ngorongoro was an active volcano with a cone _____ some scientists believe was as high as Mount Kilimanjaro.
- A) what B) where C) that D) why
12. Do you know _____?
- A) how high is Mount Everest B) how Mount Everest is high C) Mount Everest how high is D) how high Mount Everest is
13. The explorer asked his companions _____ fires after dark.
- A) not make B) don't make C) to not make D) not to make
14. In many countries in recent years, areas of urban land which were once used for industry _____ for other purposes.
- A) have redeveloped B) have been redeveloped C) have redeveloping D) have being redeveloping
15. At the Equator, _____ a lot of rain, on average more than 200 cm per year.
- A) it is B) they are C) there is D) there are

Grammar Test 14

Choose the best answer A, B, C or D.

1. In recent years, cable television _____ the power of the broadcasters.
- A) has undermined B) undermined C) was undermined D) undermining
2. In 1999, 156 countries _____ the Kyoto protocol, part of a United Nations agreement on climate change.
- A) have signed B) signed C) signing D) were signing
3. In geography, a desert is an area which receives little rain and which loses _____ its moisture through evaporation.
- A) a lot of B) a lot of C) many D) much
4. Overcrowded classrooms frequently _____ levels of carbon dioxide that would be regarded as unacceptable on board a submarine.
- A) are contained B) contain C) contains D) containing
5. If Charles Darwin _____ a voyage to South America between 1831 and 1836, he _____ his famous book *The Origin of Species*, which argued that living creatures evolved over millions of years.
- A) did not take/would not write B) would not take/did not write
- C) would not have taken/had not written D) had not taken/would not have written
6. Research shows that levels of pollutants are usually _____ indoors than out, even in the most polluted cities.
- A) highest B) most high C) more high D) higher
7. On that expedition, Stuart failed _____ the coast, and turned back ill and short of food.

- A) to reach B) reaching C) in reaching D) reach
8. Lack of sleep _____ damage the immune system, so people who do not sleep enough tend to fall ill more often.
A) can B) should C) must D) need to
9. I'm really tired, but luckily I _____ get up early in the morning.
A) can't B) don't have to C) had better D) shouldn't
10. Some amateur paleontologists insist that _____ fossils can be really exciting.
A) having collected B) collect C) having been collected D) collecting
11. The Polar Bear, _____ is threatened by global warming, may become extinct by the end of the century.
A) that B) which C) whom D) those
12. We still don't know how many _____ in the earthquake.
A) have people been injured B) if people have been injured
C) people have been injured D) whether have people been injured
13. People once thought that coal and sulphur burning below ground _____ volcanic eruptions
A) cause B) are causing C) caused D) will cause
14. Since the 1980s, \$ 10 billion _____ on the project.
A) has been spent B) has spending C) has been spending D) has spent
15. In a tropical forest, _____ difficult for plants on the forest floor to develop, as tall trees (25-35 metres) block the light.
A) they are B) there are C) there is D) it is

Grammar Test 15

Choose the best answer A, B, C or D.

1. News of this technological development _____ some years ago.
A) has been published B) was published C) published D) have been published
2. Since the early 1980s, we _____ aware of the devastating effects of large-scale environmental pollution.
A) are B) have been C) are being D) will be
3. Reptiles, such as snakes, lizards and tortoises, spend _____ hours in the sun to generate body heat.
A) lots B) a lot C) many D) much
4. New technologies always _____ within them both threats and opportunities.
A) contain B) are contained C) containing D) have been contained
5. If Columbus _____ about Marco Polo's trip to China, he _____ to sail there by crossing the Atlantic.
A) did not read/would not try B) had not read/would not have tried
C) would not have read/had not tried D) would not read/would not try
6. Brazil's Amazon forest is disappearing _____ scientists previously imagined.
A) as fast than B) less faster than C) fastest than D) faster than
7. John Stuart's expedition succeeded _____ a huge desert.
A) to discover B) discovering C) in discovering D) discover
8. Most of us enjoy a good night's sleep, but we _____ not realize just how important sleep is.
A) must B) should C) may D) can
9. I think that was the last bus. _____ look for a taxi.
A) We needn't B) We'd better C) We're able to D) We don't have to

10. _____ all those contradictory data, the researchers had some difficulty trying to interpret them in a proper way.
 A) Collected B) Having been collected C) Having collected D) Being collected
11. Contained within the Ngorongoro Conservation Area is the geologically important and historically controversial Olduvai Gorge, _____ the anthropologists Louis and Mary Leakey discovered numerous specimens of the fossil remains of early humans.
 A) which B) where C) that D) whom
12. The researchers are wondering how long _____ in tap water.
 A) chlorine stays B) does chlorine stay C) does chlorine stays D) if chlorine stays
13. Scientists predicted when _____ by measuring movements in the Earth.
 A) the volcano will erupt B) will the volcano erupt
 C) the volcano would erupt D) would the volcano erupt
14. Modern recycling methods _____ to save energy on board the Freedom Ship.
 A) will use B) will be using C) will have used D) will be used
15. Frogs lay large numbers of eggs, because _____ likely that predators will eat most of them.
 A) they are B) it is C) there is D) there are

1. 2. VOCABULARY TESTS

Vocabulary Test 1

Read the text below and decide which answer A, B, C or D best fits each space.

Sound Advice for Language Learners

A recent (0)...B..... of a language learning magazine has consulted a number of experts in the (1).....of second language acquisition. Their advice may prove invaluable for those (2)a language course. One suggestion is that you (3)..... whether you are likely to be successful at learning a language. Did you enjoy studying languages at school, for example? Do you have enough time to learn a language? The major (4) will be your own time and effort. Therefore you must make sure that the course on offer leads to a (5) qualification. Also, be realistic in your (6)..... . If you don't set achievable aims you are most likely to give up. Do not be deceived (7)..... thinking that the most expensive courses are the best. (8)..... around to get the best possible value for money. You should also bear in mind that the quicker you learn a language the more quickly you forget it. Sandra Miller, a French teacher, tried to teach herself German by enrolling on a (9)..... course. Already fluent in four languages and with a sound knowledge of teaching methodology her chances of (10)..... progress were high. Three years (11)..... she remembers very little. She feels her biggest mistake was not to follow (12)..... her first experience. "I should have consolidated what I had learnt by continuing to study, even if it were by myself."

- 0 A series B issue C programme D release
 1 A domain B branch C field D area
 2 A wondering B thinking C looking D considering

3	A assess	B review	C balance	D survey
4	A charge	B cost	C price	D valuation
5	A recognised	B understood	C valued	D regarded
6	A sights	B ends	C objects	D goals
7	A by	B about	C into	D in
8	A Nose	B Push	C Run	D Shop
9	A rapid	B crash	C quick	D fast
10	A achieving	B doing	C gaining	D making
11	A on	B forward	C from	D onward
12	A up	B on	C through	D out

Vocabulary Test 2

Read the text below and decide which answer A, B, C or D best fits each space.

Improving Your Intellect

A (0)...B..... of researchers at the University of California claimed in a recently published report that listening to classical music can actually improve one's level of intelligence. This surprising claim was (1)..... after groups of volunteers listened to three different tapes and completed IQ tests after listening to each one. The volunteers (2)..... ten minutes of Mozart, a relaxation tape and a recording of silence. When making the test after listening to Mozart, the subjects' scores were noticeably (3)..... than after the other two. However, the tape had no (4)..... effect on any of the volunteers' intelligence levels.

Researchers believe that this kind of music opens certain neural networks which are used when performing intellectual tasks like puzzle (5)..... . They do not claim that Mozart alone among classical composers is (6)..... of lifting your spirits and boosting brain-power, but they do believe that this particular composer's distinctive style makes his works ideally suited for stimulating our grey matter. Researchers in New Zealand attempted to (7)..... these results, but their efforts did not (8)..... with success. Despite this lack of this outside verification, the Californian team are determined to carry (9)..... . Further (10)..... have been planned, this time using a (11)..... range of audio material. Chris Band, one of the leaders in the UK intelligence research field, has poured cold water on Californian claims. He asserts that their results cannot be (12)..... seriously until someone else manages to reproduce them.

0	A party	B team	C band	D gang
1	A made	B said	C stated	D done
2	A heard	B listened	C followed	D attended
3	A larger	B more	C greater	D higher
4	A last	B permanent	C final	D constant
5	A solving	B working	C doing	D putting
6	A capable	B able	C competent	D proficient
7	A redo	B copy	C imitate	D reproduce
8	A engage	B welcome	C meet	D accept
9	A off	B on	C along	D out
10	A trials	B experiences	C efforts	D attempts
11	A longer	B richer	C further	D broader
12	A faced	B accepted	C taken	D believed

Vocabulary Test 3

Read the text below and decide which answer A, B, C or D best fits each space.

Environmental Concerns

Earth is the only (0)...*B*..... we know of in the universe that can support human life. (1)..... human activities are making the planet less fit to live on. As the western world (2)..... on consuming two-thirds of the world's resources while half of the world's population do so (3)..... to stay alive we are rapidly destroying the (4)..... resources we have by which all people can survive and prosper. Everywhere fertile soil is (5)..... built on or washed into the sea. Renewable resources are exploited so much that they will never be able to recover (6)..... . We discharge pollutants into the atmosphere without any thought of the consequences. As a (7)..... the planet's ability to support people is being (8)..... at the very time when rising human numbers and consumption are (9)..... increasingly high demands on it.

The Earth's (10)..... resources are there for us to use. We need food, water, air, energy, medicines, warmth, shelter and minerals to (11)..... us fed, comfortable, healthy and active. If we are sensible in how we use the resources they will (12)..... indefinitely. But if we use them wastefully and excessively they will soon run out and everyone will suffer.

0	A situation	B place	C position	D site
1	A Still	B Even though	C In spite of	D Despite
2	A continues	B repeats	C carries	D follows
3	A already	B just	C for	D entirely
4	A alone	B individual	C lone	D only
5	A sooner	B neither	C either	D rather
6	A quite	B greatly	C utterly	D completely
7	A development	B result	C reaction	D product
8	A stopped	B narrowed	C reduced	D cut
9	A doing	B having	C taking	D making
10	A natural	B real	C living	D genuine
11	A hold	B maintain	C stay	D keep
12	A last	B stand	C go	D remain

Vocabulary Test 4

Read the text below and decide which answer A, B, C or D best fits each space.

No More Classes

The use (0)...*C*..... computers has meant students can study language programmes (1)..... their own speed when and for how long they want – and no need to worry about the teacher having a favourite or doing (2)..... another boring lesson. What's more, in the virtual classrooms of the future the student will (3)..... on their headset, and be transported into an imaginary school, choose their class, take the books they need off the shelf and (4)..... conversations with other computerized students.

They might (5)..... choose to pay a visit to the supermarket or the train station, the bank or the restaurant. At the (6)..... of a button they would be transported to (7)..... realistic settings where they could practice their English, maybe getting a hand (8)..... a virtual English companion. All this perhaps, at the computer, from the comfort of their home: no (9)..... to catch the bus to college, or a plane to England.

Exciting? Certainly, and an interesting alternative to traditional classroom lessons. But would it ever (10)..... the classroom? Hopefully not. (11)..... the need to relate to real people talking about real issues and generally learning a little more about others will always lead language learners to (12)..... at least a little of their time with real people.

0	A in	B at	C of	D to
1	A with	B for	C at	D in
2	A still	B for	C yet	D already
3	A place	B put	C set	D get
4	A take	B do	C catch	D hold
5	A although	B preferably	C instead	D contrary
6	A force	B hit	C depress	D push
7	A so	B such	C like	D alike
8	A with	B to	C from	D for
9	A role	B duty	C obligation	D need
10	A replace	B restore	C succeed	D recover
11	A definitely	B mainly	C totally	D surely
12	A spend	B make	C have	D do

Vocabulary Test 5

Read the text below and decide which answer A, B, C or D best fits each space.

The Sahara

Around 4,000 BC, the Sahara began to turn (0)...A..... a desert. Since that time, it has slowly been growing larger and larger and today it is the world's largest desert. It (1)..... nine million square kilometers of Africa, that is, as (2)..... land as the United States. The Sahara is mostly made up of mountains, bare rocky plains and high flatlands (3)..... plateaus. The rest is a(n) (4)..... sea of sand which in some (5)..... piles up into dunes. Very few plants survive more than a few weeks and those that do have adapted deep roots or take in moisture (6)..... their leaves. The desert is hot and dry during the day but (7).....cool at night. Many of the two million people who (8).....in the Sahara are nomads – people who travel from place to place to (9)..... food and water for themselves and their animals. This traveling is necessary since the Sahara gets less than ten centimeters of water a year. Other people (10)....., prefer not to travel and live in oases. Oases are places where water comes from wells or springs and where people can (11)..... their crops and water their animals. This picture of the Sahara is different to how it was over ten thousand years (12)....., when it had lakes and streams and was a fertile place.

0	A into	B to	C from	D out
1	A has	B covers	C takes	D owns
2	A long	B far	C much	D many
3	A said	B named	C told	D called
4	A extreme	B huge	C bulky	D extended
5	A sites	B events	C places	D positions
6	A in	B on	C through	D about
7	A turns	B converts	C changes	D has
8	A inhabit	B live	C stay	D exist
9	A explore	B invent	C find	D supply
10	A although	B but	C and	D however
11	A grow	B raise	C develop	D increase
12	A since	B before	C ago	D after

Vocabulary Test 6

Choose the word or phrase (A, B, C or D) that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase.

- The buyer wanted the furniture manufacturer to cut his prices.
A) do away with B) make use of C) reduce D) review
- The prime ingredient in table salt is sodium.
A) curious B) unexpected C) effective D) main
- The temperature of water can accelerate a chemical reaction.
A) quicken B) increase C) delay D) stop
- He is very enthusiastic about his acceptance to the University.
A) excited B) pleased C) passive D) non-committal
- What is necessary now is a correct balance of the use of coal, gas, oil and nuclear power.
A) method in B) mixture of C) technique D) technology in
- The cup was filled to the rim.
A) to the brim B) too full C) overflowing D) half way
- She always avoided her bad-tempered aunt.
A) disliked B) remembered C) took care of D) evaded
- I was all alone and felt like crying.
A) sad B) unhappy C) lonely D) unloved
- He looked up just as the sun emerged from the cloud.
A) vanished in B) covered C) appeared out of D) revealed
- A flying aeroplane maintains its equilibrium as long as there is sufficient support from the pressure of air or wind against its wings.
A) equanimity B) balance C) ability to fly D) flight path

Vocabulary Test 7

Choose the word or phrase (A, B, C or D) that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase.

- A conscientious scientist hardly ever bases his research on a guess.
A) probably B) variably C) scarcely D) undeniably
- The University basketball team is undoubtedly the best one in the city.
A) persistently B) relatively C) certainly D) practically
- There is an abundance of ore in the mountain area.
A) a wide variety B) more than sufficient C) a unique type D) a common type
- Severe criticism does not create a supportive learning environment.
A) harsh B) unfair C) special D) light
- They adapted slowly because their surroundings were so new to them.
A) warmed up B) adjusted C) frozen D) improved
- Congress is discussing tax rates tomorrow in a closed session.
A) abolishing B) reducing C) debating about D) revoking
- He has a fine apartment with all the modern conveniences.
A) house B) flat C) office D) department
- The child died from lack of care and proper nourishment.
A) excess B) desire C) denial D) absence
- The basic colours of the spectrum are red, blue and yellow.

- A) necessary B) secondary C) exceptional D) primary
10. His attempts to shift the blame for his defeat onto his companion met no response.
A) responsibility B) importance C) reason D) necessity

Vocabulary Test 8

Choose the word or phrase (A, B, C or D) that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase.

1. Modern technology was not generally available before the 1930s.
A) at the time of B) prior to C) due to D) thanks to
2. A group of geologists explored the caves.
A) isolated B) inscribed C) tested D) examined
3. Ecologists are advocating measures to clean the polluted areas.
A) supporting B) opposing C) discouraging D) believing in
4. The Mississippi River flood in 1994 was devastating.
A) divisible B) crushing C) damaging D) shocking
5. At times the vital balance between animals and plants is upset by man's interference.
A) good intentions B) intrusion C) assistance D) withdrawal
6. Congress is discussing tax rates tomorrow in a closed door session.
A) abolishing B) reducing C) debating about D) revoking
7. Suddenly a cloud appeared on the horizon.
A) emerged B) grew larger C) was hidden D) turned back
8. His enthusiasm for sports affected the results of his school examination.
A) effected B) improved C) influenced D) inspired
9. The population of the town is slightly less than one hundred thousand people.
A) even B) a little C) a lot D) much
10. Gradually the participants of the conference filled the conference hall.
A) all at once B) recently C) suddenly D) little by little

Vocabulary Test 9

Choose the word or phrase (A, B, C or D) that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase.

1. If water freezes, its volume increases.
A) varies B) expands C) diminishes D) weighs
2. The scientist studied his subject thoroughly before he started the project.
A) incredibly B) in depth C) in vain D) imperceptibly
3. In the laboratory the test tube rack is adjacent to the desk.
A) far from B) within C) behind D) next to
4. The drop in temperature was negligible.
A) unimportant B) average C) needless D) misleading
5. The young engineer had to take upon himself all the blame for the failure of the project.
A) recognition B) praise C) responsibility D) credit
6. The rain was lashing and it was cold in the room without a fire.
A) stuffy B) cosy C) icy D) chilly

7. I am alone and can do more or less whatever I like.
 A) solitary B) superior C) among friends D) grown-up
8. The government's failure to establish any sound economic policy was acknowledged by the minister.
 A) talked about B) made public C) admitted D) denied
9. Our manufacturing methods will be adapted to conform to the new technology.
 A) improved B) renewed C) adjusted D) tolerated
10. The debate about the health care reform seems to go on endlessly.
 A) discussion B) complaints C) disquietude D) disagreement

Vocabulary Test 10

Choose the word or phrase (A, B, C or D) that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase.

1. The Alps are huge and treacherous mountains.
 A) low B) spectacular C) enormous D) solid
2. In colonial times marketing was basically an exchange of goods and services.
 A) a harmony B) a collection C) a trade D) a cycle
3. The doctor verified that the disease could be prevented.
 A) confirmed B) stated C) believed D) disproved
4. The economic conditions influenced the Ukrainian life style.
 A) effected B) affected C) improved D) stabilized
5. We put up tents on the border of the lake.
 A) on the edge of the lake B) near the lake C) on the pier of the lake D) in front of the lake
6. We asked a plumber to take a look at our bathroom so he could make an estimate of the repair costs.
 A) a hypothesis B) a rough calculation C) a long list D) a proposal
7. We are alone here; you can tell me whatever you've come to tell.
 A) among friends B) by ourselves C) close together D) forgotten
8. Want of money forced the old man to go begging.
 A) excess B) love C) banishment D) lack
9. He acknowledged his defeat in the chess tournament by failing to appear in the last game.
 A) refused B) spoke about C) admitted D) learned about
10. The gallery displayed an authentic picture by da Vinci.
 A) genuine B) antique C) expensive D) forgotten

Vocabulary Test 11

Choose the word or phrase (A, B, C or D) which best completes each sentence.

1. Technology has indeed had a significant _____ on our lives today.
 A) change B) role C) effort D) effect
2. The experiment was successfully _____ by a team of scientists.
 A) performed B) created C) operated D) fulfilled
3. The third _____ of the book has not been published yet.

- A) report B) publicity C) edition D) issue
4. Since he lost his job last year, he has been _____.
A) unworked B) resting C) sitting D) unemployed
5. This tradition is _____. It is found nowhere else in the world.
A) rare B) individual C) single D) unique
6. Her problem was that she _____ stand losing.
A) couldn't B) wouldn't C) didn't D) shouldn't
7. They decided to _____ the deadline.
A) proceed B) travel C) extend D) continue
8. The management promise to _____ action if a customer has been poorly treated by the staff.
A) take B) get C) make D) do
9. The next generation of telephones in every home will _____ us to see the person we are speaking to.
A) permit B) enable C) assist D) let
10. The repairs will be carried out _____ a week of receipt of your call.
A) with B) for about C) until D) within

Vocabulary Test 12

Choose the word or phrase (A, B, C or D) which best completes each sentence.

1. The bigger the memory on your hard disk, the more _____ you can store.
A) details B) money C) data D) transactions
2. Alexander Graham Bell _____ the telephone.
A) invented B) discovered C) founded D) created
3. This job requires certain _____. You have to be good at operating computers and dealing with people.
A) qualifications B) skills C) techniques D) knowledge
4. The pumping of industrial _____ into the sea kills marine life.
A) sewage B) litter C) rubbish D) waste
5. Traffic congestion can _____ to delays in reaching your destinations.
A) lead B) drive C) result D) direct
6. Please make _____ your mind what you what to do.
A) out B) clear C) sure D) up
7. The _____ requirements for British universities is usually three A levels.
A) exit B) reception C) entrance D) coming
8. You ought to take _____ of the great prices in the winter sales.
A) opportunity B) advantage C) profit D) benefit
9. The hang-glider pilot _____ to land safely, despite the strong wind.
A) achieved B) managed C) resulted D) succeeded
10. She's got a new job. She's been put in _____ of the Loans Department in the bank.
A) control B) authority C) power D) charge

Vocabulary Test 13

Choose the word or phrase (A, B, C or D) which best completes each sentence.

1. A lot of _____ has been put into finding effective ways to protect our natural environment.
A) effort B) job C) task D) attempt
2. Nicolas Copernicus _____ the orbits of the planets.
A) created B) invented C) devised D) discovered
3. Computer services are at the public's _____ in most libraries.
A) availability B) employment C) disposal D) practicality
4. The vegetation in one part of the forest is so _____ that when you look up you cannot see the sky.
A) dense B) dim C) close D) heavy
5. I was under the _____ that you knew how to use this programme.
A) understanding B) impression C) belief D) feeling
6. The famous scientist came _____ against different kinds of problems when he first settled in Spain.
A) out B) in C) off D) up
7. When developing new products, there can be any number of problems that _____.
A) await B) arise C) come D) exist
8. She was going to apply for a new job, but in the end she changed her _____.
A) mind B) heart C) thoughts D) opinion
9. Playing a sport can help people to _____ with the stress of modern life.
A) live B) manage C) cope D) survive
10. There is a _____ relationship between the quality of our employees and the quality of our products.
A) strong B) high C) deep D) sharp

Vocabulary Test 14

Choose the word or phrase (A, B, C or D) which best completes each sentence.

1. The computer should be seen as a _____ we use to help us do our work.
A) power B) research C) tool D) source
2. Prices for accommodation _____ greatly depending on location.
A) range B) vary C) adjust D) waver
3. We thought the holiday resort we stayed in had very good _____ for children.
A) services B) equipment C) facilities D) conveniences
4. Due to a/an _____ of cash, the government has cancelled its development plans.
A) decrease B) minus C) absence D) shortage
5. As a _____ of leaving the window open, the laboratory was burgled.
A) cause B) reason C) decision D) result
6. The nurses cleaned the wound to reduce the risk _____ infection.
A) of B) from C) about D) for
7. It's a good thing for young people to be _____ in sport.
A) capable B) occupied C) involved D) good
8. Although the task is difficult, you must try to _____ your best.
A) get B) make C) have D) do
9. The children are more _____ to do well in a school where they are happy.

- A) likely B) sure C) definite D) certain
10. He set up his first company while _____ at university.
A) yet B) still C) then D) even

Vocabulary Test 15

Choose the word or phrase (A, B, C or D) which best completes each sentence.

1. Most young people in the Western world have _____ to a decent education.
A) entrance B) reach C) access D) opportunity
2. We are just going to have to _____ the money from a bank.
A) borrow B) loan C) owe D) lend
3. The tourist _____ is very important to the economies of some countries.
A) trade B) industry C) business D) profession
4. Banks pay you _____ if you leave your money in an account.
A) interest B) profit C) value D) income
5. It can be difficult to get used to the _____ of life in another country.
A) kind B) way C) system D) habit
6. At this airport a plane lands or takes off every two minutes _____ average.
A) at B) with C) by D) on
7. They decided to meet and discuss a _____ range of issues.
A) wide B) plentiful C) lasting D) long
8. My computer developed a virus that I just couldn't get _____ of.
A) out B) away C) rid D) free
9. Critics of the post office have _____ out that there are still long queues in many branches.
A) spoken B) given C) let D) pointed
10. The award was received by the manager on _____ of his staff.
A) account B) behalf C) place D) honour

APPENDIX A

KEY TO PRACTICE TESTS

Grammar Tests

- Grammar Test 1: 1-B, 2-B, 3-A, 4-B, 5-D, 6-C, 7-D, 8-B, 9-C, 10-B, 11-C, 12-B
Grammar Test 2: 1-B, 2-D, 3-D, 4-C, 5-C, 6-B, 7-B, 8-C, 9-B, 10-D, 11-B, 12-A
Grammar Test 3: 1-D, 2-A, 3-C, 4-D, 5-B, 6-C, 7-D, 8-A, 9-B, 10-C, 11-D, 12-A
Grammar Test 4: 1-D, 2-C, 3-B, 4-D, 5-C, 6-A, 7-C, 8-B, 9-D, 10-B, 11-B, 12-A
Grammar Test 5: 1-A, 2-B, 3-B, 4-C, 5-C, 6-D, 7-C, 8-A, 9-B, 10-C, 11-B, 12-A
Grammar Test 6: 1-A, 2-C, 3-D, 4-B, 5-C, 6-A, 7-D, 8-A, 9-C, 10-A, 11-B, 12-B, 13-B, 14-D, 15-D
Grammar Test 7: 1-D, 2-D, 3-B, 4-A, 5-B, 6-C, 7-D, 8-D, 9-C, 10-C, 11-C, 12-D, 13-D, 14-A, 15-D
Grammar Test 8: 1-D, 2-C, 3-B, 4-A, 5-B, 6-B, 7-C, 8-D, 9-B, 10-C, 11-B, 12-B, 13-A, 14-B, 15-C
Grammar Test 9: 1-B, 2-D, 3-A, 4-C, 5-C, 6-C, 7-B, 8-C, 9-A, 10-B, 11-B, 12-A, 13-B, 14-C, 15-B
Grammar Test 10: 1-C, 2-B, 3-B, 4-B, 5-D, 6-B, 7-C, 8-D, 9-B, 10-D, 11-D, 12-C, 13-B, 14-B, 15-A
Grammar Test 11: 1-C, 2-D, 3-C, 4-C, 5-B, 6-A, 7-C, 8-B, 9-D, 10-B, 11-B, 12-A, 13-A, 14-C, 15-D
Grammar Test 12: 1-C, 2-A, 3-A, 4-B, 5-D, 6-C, 7-B, 8-C, 9-D, 10-A, 11-D, 12-B, 13-C, 14-A, 15-A
Grammar Test 13: 1-B, 2-C, 3-D, 4-D, 5-A, 6-B, 7-A, 8-B, 9-C, 10-D, 11-C, 12-D, 13-D, 14-B, 15-C
Grammar Test 14: 1-A, 2-B, 3-A, 4-B, 5-D, 6-D, 7-A, 8-A, 9-B, 10-D, 11-B, 12-C, 13-C, 14-A, 15-D
Grammar Test 15: 1-B, 2-B, 3-C, 4-A, 5-B, 6-D, 7-C, 8-C, 9-B, 10-C, 11-B, 12-A, 13-C, 14-D, 15-B

Vocabulary Tests

- Vocabulary Test 1: 1-C, 2-D, 3-A, 4-B, 5-A, 6-D, 7-C, 8-D, 9-B, 10-D, 11-A, 12-A
Vocabulary Test 2: 1-A, 2-A, 3-D, 4-B, 5-A, 6-A, 7-D, 8-C, 9-B, 10-A, 11-D, 12-C
Vocabulary Test 3: 1-A, 2-C, 3-B, 4-D, 5-C, 6-D, 7-B, 8-C, 9-D, 10-A, 11-D, 12-A
Vocabulary Test 4: 1-C, 2-C, 3-B, 4-D, 5-C, 6-D, 7-B, 8-C, 9-D, 10-A, 11-D, 12-A
Vocabulary Test 5: 1-B, 2-C, 3-D, 4-B, 5-C, 6-C, 7-A, 8-B, 9-C, 10-D, 11-A, 12-C
Vocabulary Test 6: 1-C, 2-D, 3-A, 4-A, 5-B, 6-A, 7-D, 8-C, 9-C, 10-B
Vocabulary Test 7: 1-C, 2-C, 3-B, 4-A, 5-B, 6-C, 7-B, 8-D, 9-D, 10-A
Vocabulary Test 8: 1-B, 2-D, 3-A, 4-C, 5-B, 6-C, 7-A, 8-C, 9-B, 10-D
Vocabulary Test 9: 1-B, 2-B, 3-D, 4-A, 5-C, 6-D, 7-A, 8-C, 9-C, 10-A
Vocabulary Test 10: 1-C, 2-C, 3-A, 4-B, 5-A, 6-B, 7-B, 8-D, 9-C, 10-A
Vocabulary Test 11: 1-D, 2-A, 3-C, 4-D, 5-D, 6-A, 7-C, 8-A, 9-B, 10-D
Vocabulary Test 12: 1-C, 2-A, 3-B, 4-D, 5-A, 6-D, 7-C, 8-B, 9-B, 10-D
Vocabulary Test 13: 1-A, 2-D, 3-C, 4-A, 5-B, 6-D, 7-B, 8-A, 9-C, 10-A
Vocabulary Test 14: 1-C, 2-B, 3-C, 4-D, 5-D, 6-A, 7-C, 8-D, 9-A, 10-B
Vocabulary Test 15: 1-C, 2-B, 3-B, 4-A, 5-B, 6-D, 7-A, 8-C, 9-D, 10-B

V.5 БАҲОЛАШ МЕЗОНИ

Талабанинг Амалий инглиз тили фани бўйича ўзлаштириш
кўрсаткичи қуйидаги мезонлар асосида баҳоланади

Рейтинг тизими асосида баҳолаш мезони

Фаннинг номи	Рейтинг назорати									
	Жорий назорат			Умумий	Мустақил таълим Оралиқ назорат			Умумий	ЯН	Умумий
	Сони	Балл	Жами		Сони	Балл	Жами		Ёзма	Жами
Ҳорижий тил	1	60	60	60	1	10	10	10	30	100

Талабалар ЖН дан тўплайдиган балларнинг мезонлари

№	Кўрсаткичлар	Жорий назорат баллари	
		Максимал	Ўзгариш оралиғи
1	Дарсларга қатнашганлик ва ўзлаштириш даражаси. Амалий машғулотлардаги фаоллиги, амалий машғулот дафтарларининг юритилиши ва ҳолати	20	0-20
2	Вазифа топшириқларининг ўз вақтида ва сифатли бажарилиши. Мавзулар бўйича уй вазифаларини бажарилиш ва ўзлаштириш даражаси.	20	0-20
3	Оғзаки ўтилган мавзулар юзасидан саволларга жавоб.	20	0-20
Жами ЖН баллари		60	0-60

Талабалар ОН дан тўплайдиган балларнинг мезонлари

№	Кўрсаткичлар	Оралиқ назорат баллари
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		Максимал	Ўзгариш оралиғи
1	Талабаларнинг мустақил таълим топшириқларини ўз вақтида сифатли бажариши ва ўзлаштириш.	6	0-6
2	Тайёрлаган топшириқни тақдимот қилиш.	2	0-2
3	Берилган саволларга жавоб бериш.	2	0-2
Жами ОН баллари		10	0-10

Талабалар ЯН дан тўплайдиган балларнинг мезонлари

№	Кўрсаткичлар	Оралиқ назорат баллари	
		Максимал	Ўзгариш оралиғи
1	Грамматик кўникмаларни текшириш.	10	0-10
2	Ёзув кўникмаларини текшириш.	10	0-10
3	Берилган саволларга жавоб бериш.	10	0-10
Жами ОН баллари		30	0-30

Умумий кўрсаткич:

Балл	Баҳо	Талабаларнинг билим даражаси
86-100 балл учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим	Аъло	<ul style="list-style-type: none"> ✓ Янги мавзуни Инглиз тилида тушунтириш ва мазмунини оғзаки еркин баён қила олиш; ✓ Инглиз тилида ижодий фикрлай олиш; ✓ Инглиз тилида мустақил мушоҳада қила олиш; ✓ Инглиз тилида оғзаки ахборот бера олиш; ✓ Луғат ёрдамида таржима қила олиш; ✓ Олган билимларни амалда қўллай олиш;
71-85 балл учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим	Яхши	<ul style="list-style-type: none"> ✓ Тил ўрганилаётган мамлакат тилида ўз фикрини тушунтира билиш; ✓ Мустақил мушоҳада юрита олиш; ✓ Тасаввурга ега бўлиш; ✓ Луғат ёрдамида таржима қила олиш; ✓ Матн мазмунини қисқача тушунтира олиш;
55-70 балл учун талабанинг билим даражаси қуйидагиларга жавоб	Қониқарл и	<ul style="list-style-type: none"> ✓ Билиш, янги мавзуни қисман айтиб бериш; ✓ Мавзуни қисман тушуна билиш. ✓ Мавзу ҳақида тушунчага ега бўлиш.

бериши лозим		
0-54 балл билан талабанинг билим даражаси куйидаги ҳолатларда баҳоланади	Қониқарс из	<ul style="list-style-type: none"> ✓ Ўқий олмаслик; ✓ Гапира олмаслик; ✓ Тасаввурга ега бўлмаслик; ✓ Билмаслик.

Фан бўйича саралаш бали 55 баллни ташкил этади. Талабанинг саралаш балидан паст бўлган ўзлаштириши рейтинг дафтарчасида қайд етилмайди.

Жорий **ЖН** ва оралик **ОН** турлари бўйича 55 балл ва ундан юқори баллни тўплаган талаба фанни ўзлаштирган деб ҳисобланади ва ушбу фан бўйича якуний назоратга кирмаслигига йўл қўйилади.

Талабанинг семестр давомида фан бўйича тўплаган умумий балли ҳар бир назорат туридан белгиланган қоидаларга мувофиқ тўплаган баллари йиғиндисига тенг.

ОН ва **ЯН** турлари календар тематик режага мувофиқ деканат томонидан тузилган рейтинг назорат жадваллари асосида ўтказилади. **ЯН** семестрнинг охириги 2 ҳафтаси мобайнида ўтказилади.

ЖН ва **ОН** назоратларда саралаш балидан кам балл тўплаган ва узрли сабабларга кўра назоратларда қатнаша олмаган талабага қайта топшириш учун, навбатдаги шу назорат туригача, сўнгги жорий ва оралик назоратлар учун еса якуний назоратгача бўлган муддат берилади. Талабанинг семестрда **ЖН** ва **ОН** турлари бўйича тўплаган баллари ушбу назорат турлари умумий балининг 55 фоизидан кам бўлса ёки семестр якуний жорий, оралик ва якуний назорат турлари бўйича тўплаган баллари йиғиндиси 55 балдан кам бўлса, у академик қарздор деб ҳисобланади. Талаба назорат натижаларидан норози бўлса, фан бўйича назорат тури натижалари еълон қилинган вақтдан бошлаб бир кун мобайнида факултет деканига ариза билан мурожаат етиши мумкин. Бундай ҳолда факултет деканининг тақдимномасига кўра ректор буйруғи билан 3 (уч) аъзодан кам бўлмаган таркибда апелляция комиссияси ташкил етилади.

Апелляция комиссияси талабаларнинг аризаларини кўриб чиқиб, шу куннинг ўзида хулосасини билдиради. Баҳолашнинг ўрнатилган талаблар асосида белгиланган муддатларда ўтказилиши ҳамда расмийлаштирилиши факултет декани, кафедра мудури, ўқув-услугий бошқарма ҳамда ички назорат ва мониторинг бўлими томонидан назорат қилинади.

Якуний назорат ёзма шаклда ўтказилади.

Якуний назорат максимал 30 баллик тизимда ўтказилади.