

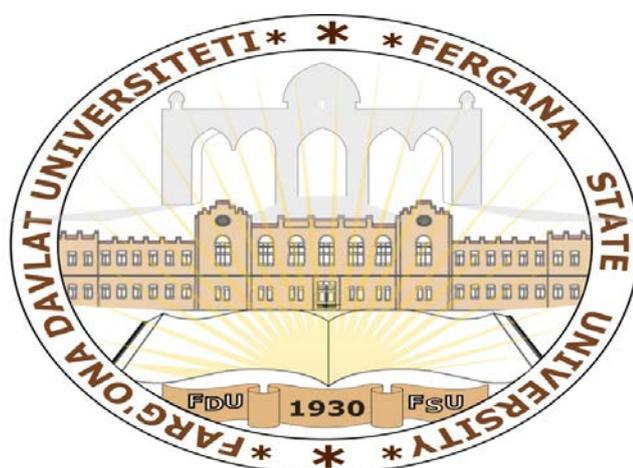
**O‘ZBEKISTON RESPUBLIKASI OLIY VA O‘RTA
MAXSUS TA‘LIM VAZIRLIGI**

FARG‘ONA DAVLAT UNIVERSITETI

CHET TILLAR FAKULTETI

INGLIZ TILI VA ADABIYOTI KAFEDRASI

XORIJIY TIL VA ADABIYOTI YO‘NALISHI



Mamlakatshunoslik

FANIDAN

O‘QUV-USLUBIY MAJMUA

Bilim sohasi:	100000	– Gumanitar soha
Ta‘lim sohasi:	120000	– Gumanitar fanlar
Ta‘lim yo‘nalishi:	5114000	- Horijiy til va adabiyoti (ingliz tili)

2-kurs

FARG‘ONA-2018

ANNOTATSIYA

Mamlakatimizda Oliy va o'rta maxsus ta'limni har tomonlama takomillashtirish, jahon andazalariga mos keladigan yetuk mutaxassislarni tayyorlash, oily ta'lim islohotini horijiy tajribadan foydalanilgan holda ro'yobga chiqarishni taqozo etadi.

Bu vazifalarni bajarishda amalda bo'lgan o'quv dasturlari va rejalarni zamon talablariga mutanosib ravishda qayta ko'rib chiqish, shu bilan birga ta'lim va tarbiya berishning zamonaviy usullariga asoslangan o'quv uslubiy majmualar yaratish bilan bevosita bog'liqdir.

Mazkur o'quv uslubiy majmua chet tillar bo'yicha mutaxassislar tayyorlaydigan universitetlar va pedagogika institutlari chet tillar fakul'tetlari uchun mo'ljallangan.

Ushbu o'quv-uslubiy majmua mamlakatshunoslik fani bo'yicha Davlat Ta'lim Standarti va namunaviy ishchi dastur asosida tuzilgan ishchi o'quv dasturi, yillik kalendar tematik rejasi, fanning o'qitish texnologiyasi, oraliq va yakuniy nazorat testlari, mustaqil ish mavzulari ro'yxati va ko'rgazmali taqdimot slaydlarini o'z ichiga oladi. Bu o'quv uslubiy majmua 2-bosqich talabalariga mamlakatshunoslik fanidan o'z malakaviy ko'nikmalarini yanada o'stirishga yordam beradi.

Tuzuvchilar: A. Toshmatov Ingliz tili o'qitish metodikasi kafedrasida o'qituvchisi

Taqrizchi: N. Toirova – Ingliz tili o'qitish metodikasi kafedrasida mudiri, PhD

Mazkur o'quv-uslubiy majmua Farg'ona davlat universitetining Chet tillar fakulteti Ilmiy Kengashining 2018-yil _1_-sonli yig'ilishida muhokama etildi va ma'qullandi

O‘QUV-USLUBIY MAJMUA TARKIBI

Fanning namunaviy dasturi

Fanning ishchi o‘quv dasturi

Fanning kalendar tematik rejasi

Fanning o‘qitish texnologiyasi

Glossariy

Mustaqil o‘rganish uchun tavsiya etiladigan mavzular ro‘yxati

Oraliq nazorat va yakuniy nazorat bo‘yicha nazorat testlar

Mamlakatshunoslik fanidan reyting xaritasi

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди
№ 50-51201-307
2012 йил «26» декабрь

Ўзбекистон Республикаси
Олий ва ўрта махсус таълим
вазирлигининг 2012 йил
«26» декабрь даги
«587»-сонли буйруғи
билан таъдиқланган



ЎРГАНИЛАЁТГАН МАМЛАКАТ (МИНТАҚА) ТАРИХИ

фанининг

ЎҚУВ ДАСТУРИ

Билим соҳаси:	100000	- Гуманитар соҳа
Таълим соҳаси:	120000	- Гуманитар фанлар
Таълим йўналишлари:	5120100	- Филология ва тилларни ўқитиш (инглиз тили)

Тошкент-2012

Фаннинг ўқув дастури Олий ва ўрта махсус, касб-хунар таълими ўқув-услубий бирлашмалари фаолиятини Мувофиқлаштирувчи Кенгашнинг 2012 йил "26" сентябр даги "4" -сон мажлис баёни билан маъқулланган.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университетиде ишлаб чиқилди.

Тузувчилар:

- Атаханова Г.Ш. - Ўзбекистон давлат жаҳон тиллари университети «Инглиз тили амалий фанлар» кафедраси мудири, ф.ф.н. доцент,
Сабилова Н.К. - Ўзбекистон давлат жаҳон тиллари университети, I инглиз филологияси факультети, «Инглиз тили лексикаси» кафедраси мудири, ф.ф.н. доцент.
Вышегурова С.Х. - Ўзбекистон давлат жаҳон тиллари университети «Инглиз тили амалий фанлар» кафедраси кафедраси ўқитувчиси
Раджапов Н.Н. - Ўзбекистон давлат жаҳон тиллари университети «Инглиз тили амалий фанлар» кафедраси кафедраси ўқитувчиси

Тақризчилар:

- Д.А.Абдуазизова - Ўзбекистон Республикаси Давлат божхона қўмитаси Олий ҳарбий божхона институти доценти, ф.ф.н.
И.Ёқубов - ЎзДЖТУ Тиллар ўқитиш методикаси кафедраси доценти, ф.ф.н.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университетининг Илмий кенгашида муҳокама қилинган ва тасдиқлашга тавсия қилинган (2012 йил "30" август даги "1" -сонли баённома)

Кириш

Ўрганилаётган мамлакат (минтақа) тарихи фани талабаларга Буюк Британия ва АҚШ халқи билан дўстлик ва бирдамликни мустаҳкамлаш, шу мамлакатлар халқларнинг ўз эркинлик ва ҳуқуқлари, моддий ҳаётини яхшилаш ва тинчлик учун олиб борган курашлари ҳақида кенг маълумот беришга хизмат қилади. Шу билан бирга, бу фанни ўқитишда асосий эътибор талабаларнинг луғат бойлигини янги сўз ва атамалар билан бойитишга, жонли тил билан алоқа қилишларига, ҳозирги замон инглиз тилининг ўзига хос хусусиятларини ўргатишга қаратилади. Бундан ташқари, мазкур фан фанлараро алоқаларни амалга ошириш билан бирга инглиз адабиёти тарихи ва инглиз халқи маданияти билан яқиндан таништиради.

Ўқув фанининг мақсади ва вазифалари

Ўрганилаётган мамлакат (минтақа) тарихи фанининг мақсади - олий олий таълим муассасаларида инглиз тилини ўрганиётган талабаларни шу мамлакат халқининг ҳаёти, урф-одатлари, санъати, маданияти билан таништиришдан иборат.

Ўрганилаётган мамлакат (минтақа) тарихи фанининг вазифаси – талабаларда Буюк Британия ва АҚШ мамлакатлари тўғрисидаги билим ва кўникмаларни шакллантириш ва уларни нутқда қўллай олишга ўргатишдир.

Фан бўйича талабаларнинг билимига, кўникма ва малакасига қўйиладиган талаблар

Талабалар Буюк Британия ва АҚШ сиёсий иқтисодий географияси ҳақида назарий билимларни, тарихий ривож ва замонвийлиги нуктаи назаридан иқтисодий, ижтимоий – сиёсий тизими, халқаро муносабатлари, унинг жаҳон ҳамжамиятидаги геополитик ўрнини билишлари ва улар ҳақидаги маълумотларни қўллай олишлари керак; Талабаларда Буюк Британия ва АҚШнинг тарихий ва ижтимоий – сиёсий ривожланишини таҳлил қилиш; ўша ерда яшовчи халқларнинг тарихий ўзақлари ҳақида тўлиқ тассавур шакллантира олиш керак.

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвий кетма – кетлиги

Ўрганилаётган мамлакат (минтақа) тарихи фани нафақат чет тили билан балки тилшунослик, лексикология, фалсафа, сиёсатшунослик, иқтисодиёт ва бошқа фанлар билан узвий боғлиқдир. Улар биргаликда талабаларнинг маълум йўналишдаги билимларини мустаҳкамлаб баркамол шахс бўлиб етиштиришга хизмат қилади.

Фаннинг ишлаб чиқаришдаги ўрни

Ўрганилаётган мамлакат (минтақа) тарихи фани талабаларнинг луғат бойлигини янги сўз ва атамалар билан бойитишга, жонли тил билан алоқа қилишларига, ҳозирги замон инглиз тилининг ўзига хос хусусиятларини ўрганишга хизмат қилади.. Бундан ташқари, мазкур фан фанлараро алоқаларни амалга ошириш билан бирга инглиз адабиёти тарихи, халқ маданияти билан яқиндан таништиради.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялари

Талабаларнинг ўрганилаётган мамлакат (минтақа) тарихи фанини ўзлаштиришлари учун ўқитишнинг илғор ва замонавий усулларида фойдаланиш, янги инфорацион-педагогик технологияларни татбиқ қилиш муҳим аҳамиятга эгадир. Фанни ўзлаштиришда дарслик, ўқув ва услубий қўлланмалар, маъруза матнлари таркатма материаллар ва

слайдлардан фойдаланилади. Маъруза ва амалий дарсларда мос равишдаги илғор педогогик технологиялардан фойдаланилади.

АСОСИЙ ҚИСМ

Фаннинг назарий машғулотлари мазмуни

Буюк Британия

Буюк Британия тарихи. Қадимги Британия. Келт қабилалари. Романлар истилоси. Скандинавлар истилоси. Нормандлар истилоси.

Буюк Британия географияси. Буюк Британиянинг икки ҳудудга бўлиниши. Буюк Британия иқлими, аҳолиси ва тили. Буюк Британияда жойлашган дарёлар, тоғлар, кўллар, қазилма бойликлар, ўсимликлар дунёси ва ҳайвонот олами.

Буюк Британия давлат тузуми. Парламент. Парламент палаталари. Бош вазир сайлови. Қиролича ва унинг оиласи. Қироличанинг парламент мажлисидаги иштироки. Буюк Британиядаги сиёсий партиялар ва уларнинг мамлакат ҳаётида туганган ўрни. Парламент сайловида партияларнинг ҳаракати.

Буюк Британияда ўрта ва олий таълим тизими. Буюк Британияда давлат тасарруфидаги ва хусусий мактаблар. Мактабларда бошланғич, ўрта ва юқори таълим босқичи. Мустақил таълим. Буюк Британияда олий таълим тизими.

Британияликларнинг урф-одатлари, байрамлари. Тўйлар ва туғилган кунларни нишонлаш, меҳмонларни кутиш маросимлари. Буюк Британия маданияти ва санъати, телеахборот тизими. Мусиқа ва санъат турлари. Рассомчилик. Анъанавий ва замонавий рассомлар ва уларнинг асарлари. Газета ва журналлар, уларнинг турлари, нашр ҳажми. Маданият саройлари, боғлар ва хиёбонлар.

АҚШ

Америка тарихи. Христофор Колумбнинг Американи очиши. АҚШда колониал давр. АҚШнинг мустақиллик учун кураши. АҚШдаги фуқаролар уруши. АҚШда партияларнинг вужудга келиши. АҚШнинг штатларга ажралиши.

АҚШ географияси, аҳолиси, қазилма бойликлари. Америка чегаралари. АҚШдаги тоғлар, ҳайвонот ва ўсимлик олами. АҚШдаги миллатлар ва уларнинг тиллари.

АҚШ давлат тузуми. АҚШ давлат тузумининг уч тармоғи. Президент ва президентликка сайловлар. Конституциянинг қабул қилиниши, амал қилиши ва конституцияга киритилган ўзгаришлар. АҚШ байроғи, мадҳияси, герби. АҚШ конгресси ва унинг палаталари. АҚШдаги республика ва демократлар партиялари, уларнинг ҳукумат ҳаётида туганган ўрни. АҚШ Олий суди ва унинг вазифаси. АҚШдаги штатларнинг давлат тузуми.

АҚШ таълим тизими. АҚШдаги мактаблар ва улардаги таълим тизими. Ўқув дастурлари. Ўқувчиларнинг мустақил таълим олиши. Олий таълим ўқув дастурлари. Талабаларнинг ҳаёти ва билим олиш фаолияти.

АҚШ маданияти, урф-одатлари ва байрамлар. Кино, телевидение, радио, мусиқа, рассомчилик. АҚШ байрамлари. Кристмас, Истер, Хеллоун. АҚШда тўй маросимларини нишонлаш.

Амалий машғулотларни ташкил этиш бўйича кўрсатма ва тавсиялар

Буюк Британия

1. Буюк Британия тарихи ва турли қабилалар истилолари.
2. Буюк Британия ҳудудий тузилиши.
3. Буюк Британия давлат органлари.

4. Буюк Британия таълим тизими.
5. Буюк Британия маданияти ва санъати.

Америка Қўшма Штатлари

1. Америка ва унинг очилиш тарихи.
2. Америка худудий тузилиши.
3. Америка давлат органлари.
4. Америка таълим тизими.
5. Америка маданияти ва санъати.

Мустақил ишни ташкил этишнинг шакли ва мазмуни

Мустақил ишга ажратилган мавзуларни ўрганишнинг асосий мақсади мавзулар бўйича ишлаш жараёнида аудиторияда олиб борилган маърузалар ва амалий машғулотлар пайтида талабаларда ҳосил бўлган тасаввур, билим ва кўникмаларни янада чуқурлаштириш, талабаларга янги билимлар тўплаш, мустақил хулосалар чиқариш ва турли илмий-амалий гипотезаларни олға суришни ўргатишдир. Ўрганилаётган мамлакат (минтака) тарихи фани талабаларни мустақил ўрганишлари, рефератлар ёзишда, мустақил фикр юритишлари амалий машғулотларда ҳар хил тематика маърузалар тайёрлашларини, талабалар илмий анжумани ҳамда инглиз тилини ўрганиш тўғарақларида фаол иштирок этишларини тақозо қилади. Мустақил ишларнинг натижалари мавзу бўйича презентация (Power Point), реферат, маъруза, конспект, дебат (ёки round-table discussion) шаклида расмийлаштирилиши мумкин.

Буюк Британия

1. Буюк Британиянинг вужудга келиши.
2. Қироллик шажаралари: “Англо-саксонлар, нормандлар ва б.”
3. Буюк Британия бирлашган қироллигининг географик ўзига хосликлари, табиий бойликлари.
4. Парламентнинг вужудга келиши.
5. Сиёсий партияларнинг юзага келиши.
6. Англий, Шотландия, Уэльс ва Шимолий Ирландия таълим тизимининг ўзига хосликлари.
7. Санъат соҳасидаги машҳур сиймолар,
8. Буюк Британияда илм-фан тараққиёти.
9. Британия фестивалларидаги анъана ва урф-одатлар.
10. Буюк Британияда ўтказилган машҳур спорт мусобақалари.

АҚШ

1. Америка Қўшма Штатларининг вужудга келиши.
2. АҚШ тараққиётига улкан ҳисса қўшган президентлар.
3. АҚШнинг геграфик ўзига хосликлари, табиий бойликлари.
4. Сенатнинг вужудга келиши.
5. Сиёсий партияларнинг юзага келиши.
6. Штатларнинг ўзига хосликлари (пойтахт, штатнинг мадҳияси, энг катта шаҳар, энг машҳур шаҳар, штатларнинг рамзлари ва б.)
7. АҚШ санъатидаги машҳур сиймолар.
8. АҚШда илм-фан тараққиёти.
9. АҚШ байрамлари, уларни ўтказишдаги урф-одатлар.
10. АҚШда спорт тараққиёти.

11. АҚШ, Буюк Британия ва Ўзбекистонда жамият ва маданият.

Дастурнинг информацион - методик таъминоти

1. Интерфаол усуллар.
2. Услужий усуллар.
3. Услужий дифференцияси.
4. Фонографик ва морфологик даражанинг услужий усуллари.
5. Маърузани янги лойиҳа бўйича ўқитиш усуллари.

Фойдаланадиган асосий дарсликлар ва ўқув қўлланмалар рўйхати

Асосий дарсликлар ва ўқув қўлланмалар

1. Yakubov I. English speaking countries. Tashkent, 2004.
2. Sabirova N, Atakhanova G. The United Kingdom of Great Britain and Northern Ireland, the USA. – Т., 2008
3. Khimunina T.N, Customs, traditions and Festivals of Great Britain. - М., 1984.
4. Burlakova V.V. The United Kingdom of Great Britain and Northern Ireland. - Leningrad, 1977.

Қўшимча адабиётлар

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**O'ZBEKISTON RESPUBLIKASI
OLY VA O'RTA MAXSUS TA'LIM VAZIRLIGI
FARG'ONA DAVLAT UNIVERSITETI**

Ro'yxatga olindi:

№ _____

2018y. ____ _____

“TASDIQLAYMAN”

O'quv ishlari bo'yicha prorektor

“ ____ ” _____ 2018 yil

**“MAMLAKATSHUNOSLIK”
fanidan**

ISHCHI O'QUV DASTURI

Bilim sohasi:	100000	– Gumanitar soha
Ta'lim sohasi:	120000	– Gumanitar fanlar
Ta'lim yo'nalishi:	5111400	– Horijiy til va adabiyoti (ingliz tili)

Farg'ona 2018 yil

Fanning ishchi o'quv dasturi ishchi o'quv reja va o'quv dasturiga muvofiq ishlab chiqildi.

Tuzuvchi: N.R.Mahmudova FarDU, «Ingliz tili va adabiyoti» kafedrasini o'qituvchisi

Taqrizchi: _____

Fanning ishchi o'quv dasturi "Ingliz tili va adabiyoti" kafedrasining 2018 yil "_____"dagi "_____" - son yig'ilishida muhokamadan o'tgan va fakul'tet kengashida muhokama qilish uchun tavsiya etilgan.

Kafedra mudiri: _____

Fanning ishchi o'quv dasturi "Chet tillar" fakul'tet kengashida muhokama etilgan va foydalanishga tavsiya qilingan (2018 yildagi _____ -sonli bayonnoma).

Fakul'tet kengashi raisi: _____

Kelishildi: O'quv-uslubiy
boshqarma boshlig'i _____

Kirish

Respublikamiz Prezidenti I.Karimovning "Yuksak ma'naviyat – yengilmas kuch" asari hamda Kadrlar tayyorlash milliy dasturidan kelib chiqqan holda talabalarda barcha fanlarni chuqur boyitish, vazifalarini yoritish, fan doirasida o'rganiladigan asosiy masalalarning mazmun-mundarijasini belgilash, ilmiy-tadqiqot ishlarini yozish borasida tasavvur hosil qilish, asosiy me'zon bo'lib xizmat qiluvchi muammoli savolni to'g'ri tuza bilish, tanlangan mavzuning dolzarbligi va uning o'rganilganlik darajasini ochib berish oz ahamiyatini saqlab qolmoqda. Mamlakatshunoslik fani II-bosqichda ma'ruza va amaliy mashg'ulotlarni o'z ichiga oladi, shuningdek talabalarni mustaqil ta'lim olishlariga ham soat ajratiladi.

Ushbu fanni asosiy maqsadi ingliz tili bo'limi talabalarini Buyuk Britaniya urf-odatlarini, siyosati, madaniyati, ta'lim tizimi bilan tanishtirishdir. Bu fan talabalarga Buyuk Britaniya bilan do'stlik va hamkorlik aloqalarini mustahkamlash yo'llarini ko'rsatadi. Shuningdek u talabalarni so'z boyligi va og'zaki nutqlarini boyitadi.

O'quv fanining maqsadi va vazifalari

Fanni o'qitishning maqsadi mamlakatshunoslik predmeti, vazifalarini yoritish, fan doirasida o'rganiladigan asosiy masalalarning mazmun mundarijasini belgilash, haqida ma'lumot berishdir. Shuningdek kasbiy mahoratni oshirishda ma'lumotlarni o'rganish.

Fanni o'qitishning vazifalari – o'quv kursining ohiriga kelib talabalarda "Mamlakatshunoslik" fanini o'rganishga asos bo'lib xizmat qiluvchi ma'lumot to'plash vositalari – darsni kuzatish, savolnomalar tayyorlash, intervyularni qo'llay olishlarini mustahkamlash, yuqoridagi vositalar orqali to'plangan ma'lumotlarni tahlil qilish va natijalarni taqdim etish ko'nikmasini shakllantirish, amaliyotlariga asoslangan xolda sinfni tadqiq qilish malakasini oshirishga ko'maklashish.

Fan bo'yicha bilim, malaka va ko'nikmaga qo'yiladigan talablar

"Mamlakatshunoslik" fanini o'zlashtirish jarayonida amalga oshiriladigan masalalar doirasida bakalavr: -tadqiq qilinayotgan mavzuga muammoli savol qoya olish usullarini bilishi kerak;

-ma'lumotlarni tahlil qilish, tarjima qilish, taqdim etish:

-hajm yoki miqdorga asoslanuvchi ma'lumotlar tahlili - uch tomonlama tahlil qilishning ahamiyati, malumotlarning farqi yoki aloqador tomonlari (masalan talabalar test natijalari);

-sifatga asoslanuvchi ma'lumotlar tahlili – ma'lumotlarni organib chiqish masalan, to'ldirilgan so'rovnomalar, dars kuzatish qaydlari, intervyu va bosh.

Fanning o'quv rejadagi boshqa fanlar bilan o'zaro bog'liqligi va uslubiy jihatdan uzviy ketma-ketligi

"Mamlakatshunoslik" asosiy ixtisoslik fani hisoblanib, _____-semestrda o'qitiladi. "Mamlakatshunoslik" dasturini amalga oshirish o'quv rejasida keltirilgan "Yozma nutq amaliyoti",

“ONA”, fanlarida o'rganiladigan muammolar borasida yetarli bilim va ko'nikmalarga ega bo'lishni talab etadi.

Fanni o'qitishda zamonaviy axborot va pedagogik texnologiyalar

“Mamlakatshunoslik” fanini o'zlashtirishda o'qitishning ilg'or va zamonaviy usullaridan foydalanish, yangi informasion-pedagogik texnologiyalarni tatbiq qilish muhim ahamiyatga egadir. Dasturda ko'rsatilgan mavzularamaliy mashg'ulotlari shaklida olib boriladi, shuningdek, fanning dolzarb masalalari talabalarga mustaqil ta'lim sifatida o'zlashtirish uchun beriladi. Fanni o'zlashtirishda darslik, o'quv va uslubiy qo'llanmalar, avtoreferatlar, tarqatma materiallar, texnik vositalardan foydalaniladi. Amaliy mashg'ulotlari zamonaviy pedagogik texnologiyaning “Klaster”, “Bumerang”, “Keys-stadi”, “Matbuot konferensiyasi”, “Mustaqil izlanish” “Muammoli vaziyat” singari metodlari orqali hamda slaydlar, multimedia namoyishlari bilan o'tkaziladi.

Shaxsga yo'naltirilgan ta'lim. Bu ta'lim o'z mohiyatiga ko'ra ta'lim jarayonining barcha ishtirokchilarini to'laqonli rivojlanishlarini ko'zda tutadi. Bu esa ta'limni loyixalashtirilayotganda, albatta, ma'lum bir ta'lim oluvchining shaxsini emas, avvalo, kelgusidagi mutaxassislik faoliyati bilan bog'liq o'qish maqsadlaridan kelib chiqqan holda yondoshilishni nazarda tutadi.

Tizimli yondoshuv. Ta'lim texnologiyasi tizimning barcha belgilarini o'zida mujassam etmog'i lozim: jarayonning mantiqiyliigi, uning barcha bo'g'inlarini o'zaro bog'langanligi, yaxlitligi.

Faoliyatga yo'naltirilgan yondoshuv. Shaxsning jarayonli sifatlarini shakllantirishga, ta'lim oluvchining faoliyatni aktivlashtirish va intensivlashtirish, o'quv jarayonida uning barcha qobiliyati va imkoniyatlari, tashabbuskorligini ochishga yo'naltirilgan ta'limni ifodalaydi.

Dialogik yondoshuv. Bu yondoshuv o'quv munosabatlarini yaratish zaruriyatini bildiradi. Uning natijasida shaxsning o'z-o'zini faollashtirishi va o'z-o'zini ko'rsata olishi kabi ijodiy faoliyati kuchayadi.

Hamkorlikdagi ta'limni tashkil etish. Demokratik, tenglik, ta'lim beruvchi va ta'lim oluvchi faoliyat mazmunini shakllantirishda va erishilgan natijalarni baholashda birgalikda ishlashni joriy etishga e'tiborni qaratish zarurligini bildiradi.

Muammoli ta'lim. Ta'lim mazmunini muammoli tarzda taqdim qilish orqali ta'lim oluvchi faoliyatini aktivlashtirish usullaridan biri. Bunda ilmiy bilimni ob'ektiv qarama-qarshiligi va uni hal etish usullarini, dialektik mushoxadani shakllantirish va rivojlantirishni, amaliy faoliyatga ularni ijodiy tarzda qo'llashni mustaqil ijodiy faoliyati ta'minlanadi.

Axborotni taqdim qilishning zamonaviy vositalari va usullarini qo'llash - yangi kompyuter va axborot texnologiyalarini o'quv jarayoniga qo'llash.

O'qitishning usullari va texnikasi. Amaliy ishlar, muammoli ta'lim, keys-stadi, pinbord, paradoks va loyixalash usullari,.

O'qitishni tashkil etish shakllari: dialog, polilog, muloqot hamkorlik va o'zaro o'rganishga asoslangan frontal, kollektiv va guruh.

O'qitish vositalari: o'qitishning an'anaviy shakllari (darslik, ma'ruza matni) bilan bir qatorda - kompyuter va axborot texnologiyalari.

Kommunikatsiya usullari: tinglovchilar bilan operativ teskari aloqaga asoslangan bevosita o'zaro munosabatlar.

Teskari aloqa usullari va vositalari: kuzatish, blits-so'rov, joriy hamda yakunlovchi nazorat natijalarini tahlili asosida o'qitish diagnostikasi.

Boshqarish usullari va vositalari: o'quv mashg'uloti bosqichlarini belgilab beruvchi texnologik karta ko'rinishidagi o'quv mashg'ulotlarini rejalashtirish, qo'yilgan maqsadga erishishda o'qituvchi va tinglovchining birgalikdagi harakati, nafaqat auditoriya mashg'ulotlari, balki auditoriyadan tashqari mustaqil ishlarning nazorati.

Monitoring va baholash: o'quv mashg'ulotida ham butun kurs davomida ham o'qitishning natijalarini rejali tarzda kuzatib borish. Kurs oxirida test topshiriqlari yoki yozma ish variantlari yordamida tinglovchilarning bilimlari baholanadi.

“Mamlakatshunoslik” fanini o'qitish jarayonida kompyuter texnologiyasidan, ayrim mavzular bo'yicha talabalar bilimni baholash test asosida va yozma topshiriqlar yordamida bajariladi. Tarqatma materiallar tayyorlanadi, test tizimi hamda tayanch so'z va iboralar asosida joriy va yakuniy nazoratlar o'tkaziladi.

Mustaqil ish

Mustaqil ishga ajratilgan mavzularni o'rganishning asosiy maqsadi mavzular bo'yicha ishlash jarayonida auditoriyada olib borilgan ma'ruzalar va amaliy mashg'ulotlar paytida talabalarda hosil bo'lgan tasavvur, bilim va ko'nikmalarni yanada chuqurlashtirish, talabalarni yangi bilimlar to'plash, mustaqil xulosalar chiqarish va turli ilmiy-amaliy gipotzalarini olg'ba surishga o'rgatishdir.

Mamlakatshunoslik fani talabalarni mustaqil fikr yuritishlari amaliy mashg'ulotlarda har xil tematika ma'ruzalar tayyorlashlarini, talabalar ilmiy anjumani hamda ingliz tilini o'rganish to'garaklarida faol ishtirok etishlarini taqozo qiladi. Mustaqil ishlarining natijalari mavzu bo'yicha annotasiya, referat, ma'ruza, tezislar, konspekt shaklida rasmiylashtirishi mumkin.

2-kurs, 3 semestr

№	Mavzular nomi	Soatlar taqsimoti			
		Jami	Ma'ruza	Seminar mashg'ulotlar	Mustaqil ish
1.	Introduction. Geography of Great Britain	4	2	2	
2.	The history of Great Britain	4	2	2	
3.	Political life of Great Britain.	4	2	2	
	Individual work				
4.	The Government.	4	2	2	
5.	The Parliament. Elections in Great Britain	4	2	2	
6.	British Literature	4	2	2	
7.	William Shakespeare	4	2	2	
	Individual work				
8.	Education system of Great Britain	4	2	2	
9.	Universities in G.B	4	2	2	
10.	The Media.	4	2	2	
	Individual work. Presentation on the given theme				
11.	Transport.	4	2	2	
12.	Culture of G.B	4	2	2	
13.	Museums in G.B	4	2	2	
14.	Sports	4	2	2	
15.	Holidays and special occasions	4	2	2	
16.	Religion	4	2	2	
17.	The arts	4	2	2	
18.	Weddings in G.B	4	2	2	
19.	Meals	4	2	2	
JAMI:			38	38	

O'QUV MATERIALLARINING MAZMUNI

Ma'ruza uchun

- 1. Theme: Introduction. Geography of Great Britain (2th)**
 Ushbu mavzuda yangi material va yangi so'zlar bilan tanishtiriladi, savollarga javob beriladi, munozara o'tkaziladi.
Ped. texnologiya: musobaqa, aqliy xujum, klasterlar.
Adabiyotlar: 4, 5, 6, 11.
- 2. Theme: The history of Great Britain. (2th)**
 Skandinaviya qabilalarini IX asrda Buyuk Britaniyaga xujumi
 Ushbu bo'limda qadimiy Angliyani tarixi, Anglo-Sakson qirolligini tashkil topishi, Yuliy Sezarni mamlakatga ta'siri shuningdek Skandinavlarni xujumi va ularni Anglo-Sakslarga qo'shilishi ko'rib chiqiladi
Ped. Texnologiya: muhokama, aqliy xujum, klasterlar
Adabiyotlar: 14,15,16.
- 3. Theme: Political life of Great Britain. (2th)**
 Bu bo'limda Buyuk Britaniyaning siyosiy tismisi haqida ma'lumot berib o'tiladi va talabalar bilan ushbu mavzu muhokama qilinadi.

- Ped. Texnologiya:** muhokama, aqliy xujum, klasterlar
Adabiyotlar: 17, 18, 20.
- 4. Theme: The Government. (2th)**
Plan:
Ushbu bo'limda markaziy va mahalliy hokimiyat organlari to'g'risida malumot beriladi.
Ped. Texnologiya: muhokama, aqliy xujum, klasterlar
Adabiyotlar: 4, 13, 17.
- 5. Theme: The Parliament. Elections in Great Britain (2th)**
Ushbu bo'limda Parlamentdagi muhit, Parlament azolari hayoti, Parlamentda ish yuritilishi va saylov tizimi, rasmiy tayorgaliklar, saylov kompaniyasi va saylov natijalarini hisoblash hamda e'lon qilish tahlil qilinadi. muhokama qilinadi.
Ped. Texnologiya: muhokama, aqliy xujum, klasterlar.
Adabiyotlar: 14, 16, 20.
- 6. Theme: British literature. (2th)**
Ushbu mashg'ulotda Britaniya adabiyoti tahlil qilinadi.
Ped. Texnologiya: muhokama, aqliy xujum, klasterlar
Adabiyotlar: 11, 15, 19.
- 7. Theme: W. Shakespeare**
Ushbu mashg'ulotda Uilyam Shekspir hayoti va ijodi to'g'risida malumotlar berilib, talabalar bilan Buyuk Britaniya adabiyotining yutuqlari to'g'risida suhbat otkaziladi.
- 8. Theme: Education system of Great Britain**
Ushbu mashg'ulotda talim tizimi, maktab oquvchilari hayoti va imtihonlar to'g'risida malumotlar berilib, talabalar bilan Buyuk Britaniya talim tizimidagi songi yutuqlar to'g'risida suhbat otkaziladi.
Ped. Texnologiya: muhokama, aqliy xujum, klasterlar
Adabiyotlar: 13, 15, 16.
- 9. Theme: Universities of Great Britain**
Ushbu mashg'ulotda mashhur universitetlar haqida o'rganiladi, universitet talabalari hayoti va imtihonlar to'g'risida malumotlar berilib, talabalar bilan Buyuk Britaniya talim tizimidagi songi yutuqlar to'g'risida suhbat otkaziladi.
Ped. Texnologiya: muhokama, aqliy xujum, klasterlar
Adabiyotlar: 13, 15, 16.
- 10. Theme: The Media. (2th)**
Ushbu darsda Buyuk Britaniyaning milliy ommaviy axborot vositalari, ularni jamiyat hayotida tutgan orni, milliy gazetalar, televideniya haqida malumot beriladi.
Ped. Texnologiya: muhokama, aqliy xujum, klasterlar
Adabiyotlar: 8, 10, 15.
- 11. Transport. (2th)**
Mavzuda Buyuk Britaniya transport vositalari, yer osti yollari, ularni tarixi haqida malumot beriladi.
Ped. Texnologiya: muhokama, aqliy xujum, klasterlar
Adabiyotlar: 1, 2, 3.
- 12. Theme: Culture. (2th)**
Ushbu mashg'ulotda Buyuk Britaniyaning madaniyati, an'analari qilish tahlil qilinadi.
Ped. Texnologiya: muhokama, aqliy xujum, klasterlar
Adabiyotlar: 11, 15, 19.
- 13. Theme: Museums. (2th)**
Ushbu mashg'ulotda Buyuk Britaniyaning mashhur muzeylari tahlil qilinadi.
Ped. Texnologiya: muhokama, aqliy xujum, klasterlar
Adabiyotlar: 11, 15, 19
- 14. Theme: Sports (2th)**
Plan:
Ushbu mashg'ulotda talim Buyuk Britaniyaning mashhur sport turlari to'g'risida malumotlar beriladi.
Ped. Texnologiya: muhokama, aqliy xujum, klasterlar
Adabiyotlar: 13, 15, 16.
- 15. Theme: Holidays (2th)**
Plan:

Ushbu darsda Buyuk Britaniyaning milliy bayramlari haqida malumot beriladi.

Ped. Texnologiya: muhokama, aqliy xujum, klasterlar

Adabiyotlar: 8, 10, 15.

16. Religion. (2th)

Mavzuda Buyuk Britaniyaning dini haqida malumot beriladi.

Ped. Texnologiya: muhokama, aqliy hujum, klasterlar

Adabiyotlar: 1, 2, 3.

17. Theme: Arts (2th)

Ushbu darsda Buyuk Britaniyaning milliy an'analari va san'ati haqida malumot beriladi.

Ped. Texnologiya: muhokama, aqliy xujum, klasterlar

Adabiyotlar: 8, 10, 15.

18. Theme: Weddings (2th)

Ushbu darsda Buyuk Britaniyaning milliy an'analari va to'y marosimlari haqida malumot beriladi.

Ped. Texnologiya: muhokama, aqliy xujum, klasterlar

Adabiyotlar: 8, 10, 15.

19. Theme: Meals (2th)

Ushbu darsda Buyuk Britaniyaning milliy taomlari va ovqatlanish tartibi haqida malumot beriladi.

Ped. Texnologiya: muhokama, aqliy xujum, klasterlar

Adabiyotlar: 8, 10, 15.

Kalendar reja

Ma'ruza

№	Mavzu	Soati
1.	Introduction. Geography of Great Britain	2
2.	The history of Great Britain	2
3.	Political life of Great Britain.	2
4.	The Government.	2
5.	The Parliament. Elections in Great Britain	2
6.	British Literature	2
7.	William Shakespeare	2
8.	Education system of Great Britain	2
9.	Universities in G.B	2
10.	The Media.	2
11.	Transport.	2
12.	Culture of G.B	2
13.	Museums in G.B	2
14.	Sports	2
15.	Holidays and special occasions	2
16.	Religion	2
17.	The arts	2
18.	Weddings in G.B	2
19.	Meals	2
	Jami:	38

O'QUV MATERIALLARINING MAZMUNI

Amaliy mashg'ulot uchun

1. 1. Theme: Introduction. Geography of Great Britain

(2th)

Ushbu mavzuda yangi material va yangi so'zlar bilan tanishtiriladi, savollarga javob beriladi, munozara o'tkaziladi.

Ped. texnologiya: musobaqa, aqliy xujum, klasterlar.

Adabiyotlar: 4, 5, 6, 11.

2. Theme: The history of Great Britain. (2th)

Skandinaviya qabilalarini IX asrda Buyuk Britaniyaga xujumi

Ushbu bo'limda qadimiy Angliyani tarixi, Anglo-Sakson qirolligini tashkil topishi, Yuliy Sezarni mamlakatga ta'siri shuningdek Skandinavlarni xujumi va ularni Anglo-Sakslarga qo'shilishi ko'rib chiqiladi

Ped. Texnologiya: muhokama, aqliy xujum, klasterlar

Adabiyotlar: 14,15,16.

3. Theme: Political life of Great Britain. (2th)

Bu bo'limda Buyuk Britaniyaning siyosiy tismisi haqida ma'lumot berib o'tiladi va talabalar bilan ushbu mavzu muhokama qilinadi.

Ped. Texnologiya: muhokama, aqliy xujum, klasterlar

Adabiyotlar: 17, 18, 20.

4. Theme: The Government. (2th)

Plan:

Ushbu bo'limda markaziy va mahalliy hokimiyat organlary togrisida malumot beriladi.

Ped. Texnologiya: muhokama, aqliy xujum, klasterlar

Adabiyotlar: 4, 13, 17.

5. Theme: The Parliament. Elections in Great Britain (2th)

Ushbu bo'limda Parlamentdagi muhit, Parliament azolari hayoti, Parliamentda ish yuritilishi va saylov tizimi, rasmiy tayorgalıklar, saylov kompaniyasi va saylov natijalarini hisoblash hamda e'lon qilish tahlil qilinadi. muhokama qilinadi.

Ped. Texnologiya: muhokama, aqliy xujum, klasterlar.

Adabiyotlar: 14, 16, 20.

6. Theme: British literature. (2th)

Ushbu mashg'ulotda Britaniya adabiyoti tahlil qilinadi.

Ped. Texnologiya: muhokama, aqliy xujum, klasterlar

Adabiyotlar: 11, 15, 19.

7. Theme: W.Shakespeare

Ushbu mashgulotda Uilyam Shekspir hayoti va ijodi togrisida malumotlar berilib, talabalar bilan Buyuk Britaniya adabiyotining yutuqlari togrisida suhbat otkaziladi.

8. Theme: Education system of Great Britain

Ushbu mashgulotda talim tizimi, maktab oquvchilari hayoti va imtihonlar togrisida malumotlar berilib, talabalar bilan Buyuk Britaniya talim tizimidagi songi yutuqlar togrisida suhbat otkaziladi.

Ped. Texnologiya: muhokama, aqliy xujum, klasterlar

Adaboyotlar: 13, 15, 16.

9. Theme: Universities of Great Britain

Ushbu mashgulotda mashhur universitetlar haqida o'rganiladi, universitet talabalari hayoti va imtihonlar togrisida malumotlar berilib, talabalar bilan Buyuk Britaniya talim tizimidagi songi yutuqlar togrisida suhbat otkaziladi.

Ped. Texnologiya: muhokama, aqliy xujum, klasterlar

Adaboyotlar: 13, 15, 16.

10. Theme: The Media. (2th)

Ushbu darsda Buyuk Britaniyaning milliy ommaviy axborot vositalari, ularni jamiyat hayotida tutgan orni, milliy gazetalar, televideniya haqida ma'lumot beriladi.

Ped. Texnologiya: muhokama, aqliy xujum, klasterlar

Adabiyotlar: 8, 10, 15.

11. Transport. (2th)

Mavzuda Buyuk Britaniya transport vositalari, yer osti yollari, ularni tarixi haqida ma'lumot beriladi.

Ped. Texnologiya: muhokama, aqliy hujum, klasterlar

Adabiyotlar: 1, 2, 3.

12. Theme: Culture. (2th)

Ushbu mashg'ulotda Buyuk Britaniyaning madaniyati, an'analari qilish tahlil qilinadi.

Ped. Texnologiya: muhokama, aqliy xujum, klasterlar

Adabiyotlar: 11, 15, 19.

13. Theme: Museums. (2th)

Ushbu mashg'ulotda Buyuk Britaniyaning mashhur muzeylari tahlil qilinadi.

Ped. Texnologiya: muhokama, aqliy xujum, klasterlar

Adabiyotlar: 11, 15, 19

14. Theme: Sports (2th)

Plan:

Ushbu mashg'ulotda talim Buyuk Britaniyaning mashhur sport turlari to'grisida ma'lumotlar beriladi.

Ped. Texnologiya: muhokama, aqliy xujum, klasterlar

Adabiyotlar: 13, 15, 16.

15. Theme: Holidays (2th)

Plan:

Ushbu darsda Buyuk Britaniyaning milliy bayramlari haqida ma'lumot beriladi.

Ped. Texnologiya: muhokama, aqliy xujum, klasterlar

Adabiyotlar: 8, 10, 15.

16. Religion. (2th)

Mavzuda Buyuk Britaniyaning dini haqida ma'lumot beriladi.

Ped. Texnologiya: muhokama, aqliy hujum, klasterlar

Adabiyotlar: 1, 2, 3.

17. Theme: Arts (2th)

Ushbu darsda Buyuk Britaniyaning milliy an'analari va san'ati haqida ma'lumot beriladi.

Ped. Texnologiya: muhokama, aqliy xujum, klasterlar

Adabiyotlar: 8, 10, 15.

18. Theme: Weddings (2th)

Ushbu darsda Buyuk Britaniyaning milliy an'analari va to'y marosimlari haqida ma'lumot beriladi.

Ped. Texnologiya: muhokama, aqliy xujum, klasterlar

Adabiyotlar: 8, 10, 15.

19. Theme: Meals (2th)

Ushbu darsda Buyuk Britaniyaning milliy taomlari va ovqatlanish tartibi haqida ma'lumot beriladi.

Ped. Texnologiya: muhokama, aqliy xujum, klasterlar

Adabiyotlar: 8, 10, 15.

Kalendar reja

Amaliy mashg'ulot uchun

№	Mavzu	Soati
1.	Introduction. Geography of Great Britain	2
2.	The history of Great Britain	2
3.	Political life of Great Britain.	2
4.	The Government.	2
5.	The Parliament. Elections in Great Britain	2
6.	British Literature	2
7	William Shakespeare	2
8	Education system of Great Britain	2
9.	Universities in G.B	2
10	The Media	2
11	Transport.	2
12	Culture of G.B	2
13	Museums in G.B	2
14	Sports	2
15	Holidays and special occasions	2
16	Religion	2
17	The arts	2
18	Weddings in G.B	2
19	Meals	2
	Jami:	38

Model of educational technology Ma'ruza mashg'ulotning ta'lim texnologiyasi modeli

Topic:	Lesson 1 Introduction. Geography of Great Britain.
Time:2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	<ol style="list-style-type: none"> 1. Climate. 2. England. 3. Scotland. 4. Wales and Northern Ireland.
Aim of the lesson:	To enable students talk about geography of then U.K.
Objectives of the lesson: 1. To introduce British Isles. 2. To focus on Great British and Northern Ireland's geography.	Results of the activities: Students will acquire knowledge about the British Isles. Students will have information about geography of the United Kingdom.

3. To give information about human geography.	Students will be able talk about human geography.
Techniques used:	Brainstorming, discussion, question-answer.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Text book, blackboard, diagrams, worksheets.
Monitoring and assessment:	Observing, checking marking the task.

Chart of educational technology
Ma'ruza mashg'ulotning ta'lim texnologiyasi xaritasi

Time and steps of the lesson	Procedure	
	Teacher	Students
1.Pre-practice activity (20 min)	Brainstorming. Teacher asks question about Great Britain. Appendix 1.	Students will complete the cluster about the United Kingdom.
2.Main part activity (40 min)	1. Teacher writes some words on the blackboard related to Great Britain. Students complete the table. Appendix 2.	Students will complete the table.
	2. Teacher asks to read information about human geography of the UK.	Students will match words with definitions.
3.Post practice activity. (15 min)	Teacher consolidates the theme and asks comprehension questions. Teacher gives insert table. Appendix 3.	Students will complete the insert table.
4.Follow up. (5 min)	Teacher assesses students and gives homework.	Students will write homework.

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ppendix 2

Match the terms with their correct definitions.

1. The British Isles.
2. Britain.
3. The United Kingdom.
 - a) England, Scotland and Wales.
 - b) A group of Islands including Britain and Ireland
 - c) England, Scotland, Wales, Northern Ireland.

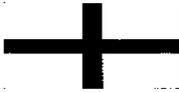
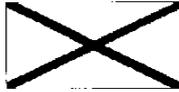
Appendix 3.
Table



- Highest mountain
- Longest mountain range
- Flattest area
- Longest rivers

Appendix 4

► Identifying symbols of the four nations

	England	Wales	Scotland	Ireland
Flag	 St George's Cross	 Dragon of Cadwallader	 St Andrew's Cross	 St Patrick's Cross
Plant	 Rose	 Leek/Daffodil	 Thistle	 Shamrock
Colour²				
Patron saint	St George	St David	St Andrew	St Patrick
Saint's day	23 April	1 March	30 November	17 March

Таянч ибора ва тушунчалар

dialect - form of a language (grammar, vocabulary, pronunciation) used in a part of a country or by a class of people

discrimination - treating someone differently because of their color, race, religion or sex

drought - continuous period of dry weather; want of rain

enrich - make rich; improve in quality, flavor

extinction - making, being, becoming, extinct, i.e. no longer in existence; having died out

heather - variety of low evergreen shrub with small light-purple or white flowers, common in Scotland

humid - damp

hurricane - violent windstorm

immigrate - to come and live in a new country

impoverish - cause to become poor; take away good qualities

inherit - receive property, a title, as heir

invader - a person or thing that enters a country with armed forces in order to attack

island - piece of land surrounded by water

legal tender - a form of money which must, by law, be accepted as payment

mammal - any of the class of animals which feed their young with milk from the breast

marsh - (area of) low-lying, wet land

moor - (area of) open, uncultivated land, esp. if covered with heather

note - written or printed promise to pay none.

oppression - ruling unjustly or cruelly; keeping down by unjust or cruel government

patron saint - a saint who is strongly associated with a particular country

pollution - making dirty, destroying the purity

prejudice - thinking badly of people without really knowing them

race - any of several subdivisions of mankind sharing certain physical characteristics, esp. color of skin, color and type of hair, shape of eyes and nose

ragaae - West Indian pop music with a strong rhythm

rare - unusual, uncommon, not often seen, etc

survive - continue to live or exist; remain alive after

temperate - free from extremes of heat and cold

unite - make or become one; join

whirlwind - swift circling current of air in a funnel-shaped column

Topics for discussion

1. Describe the climate of GB
2. Compare the nature and wildlife of GB with that of your country.
Say if the UK has unusual and rich natural resources, in your opinion. Give your reasons

Model of educational technology Ma'ruza mashg'ulotning ta'lim texnologiyasi modeli

Topic:	Lesson 2 The history of Great Britain.
Time:2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	1) Prehistory. 2) Roman period. 3) The Germanic invasions. 4) The medieval period. 5) The XVI-XX centuries.
Aim of the lesson:	To give information about the history of the UK.
Objectives of the lesson: 1. To introduce prehistory of the UK. 2. To give information about invasions.	Results of the activities: Students will get information about prehistory. Students will know about invasions.

3. To focus on the periods of the UK history.	Students will be able to learn the history of the UK dividing them into period.
Techniques used:	Brainstorming, discussion.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Text book, blackboard, diagrams, worksheets.
Monitoring and assessment:	Observing, checking, asking, questions.

Chart of educational technology
Ma'ruza mashg'ulotning ta'lim texnologiyasi xaritasi

Time and steps of the lesson	Procedure	
	Teacher	Students
1. Pre-practice activity (20 min)	Brainstorming. Teacher writing some words on the blackboard and elicits answers.	Students will try to guess information related to the words.
2. Main part activity (40 min)	1. Teacher gives the chart students to complete. Appendix 1.	Students will read and complete the chart.
	2. Teacher asks some questions about invasions. Teacher asks to work in pairs.	Students will answer the questions. Students will work in pairs.
	3. Teacher asks to look through worksheets and find important events in the history of the UK. Teacher divides students into small groups to work. Appendix 2.	Students will tell important events.
3. Post practice activity. (15 min)	Teacher asks comprehension questions.	Students will answer question.
4. Follow up. (5 min)	Teacher assesses students and gives homework.	Students will write homework.

Appendix 1.

№	people	dates	characteristic	achievements
1.	Iberians	3000 B.C.	metal working, first real civilization	
2.				
3.				
4.				

Appendix 2

Outline the main characteristics of:

1. The Norman Conquest.
2. The Magna Carta.
3. The first parliaments.
4. The Black Death.
5. The Peasant's Revolt.

Appendix 3

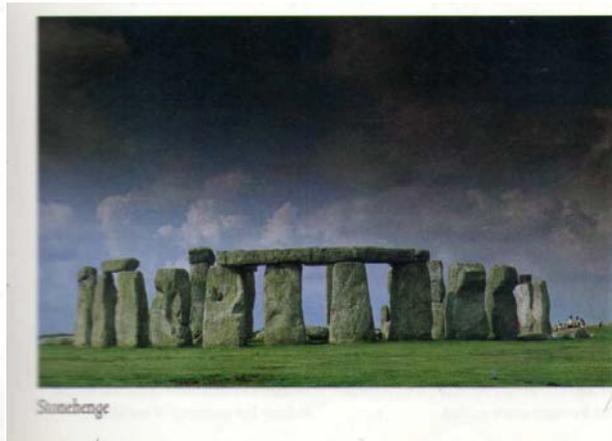
Old English AD 5-6th Centuries Anglo-Saxon [Germanic tribes of Jutes, Saxons, and Angles] overran all England except Cornwall and Cumberland. They formed Independent kingdoms including Northumbria, Mercia, Kent, Wessex. The Celts were forced to move north and west. St. Augustine converted C.597 England to Christianity. Many religious terms were borrowed from Latin. 9-10th The Danes and Norwegians invaded North and East England and introduced many Norse words into the English language. It was the languages of Anglo-Saxon and then Danes that formed the basis of the English Language.

Middle English 11-15th Norman Conquest. England passed into French hands under William the Conqueror. French was used as the language of government business and the ruling classes for 300 years.

▶ Stonehenge

Stonehenge was built on Salisbury Plain some time between 3050 and 2300 BC. It is one of the most famous and mysterious archaeological sites in the world. One of its mysteries is how it was ever built at all with the technology of the time (the stones come from over 200 miles away in Wales). Another is its purpose. It appears to function as a kind of astronomical clock and we know it was used by the Druids for ceremonies marking the passing of the seasons. It has always exerted a fascination on the British imagination, and appears in a number of novels, such as Thomas Hardy's *Tess of the D'Urbervilles*.

These days Stonehenge is not only of interest to tourists, but is also a gathering point for certain minority groups such as hippies and 'New Age Travellers' (see chapter 13). It is now fenced off to protect it from damage.



▶ King Arthur

King Arthur provides a wonderful example of the distortions of popular history. In folklore and myth he is a great English hero, and he and his knights of the round table are regarded as the perfect example of medieval nobility and chivalry. In fact, he lived long before medieval times and was a Romanized Celt trying to hold back the advances of the Anglo-Saxons – the very people who became 'the English'!



King Arthur, Queen Guinevere and one of the knights of the round table, from the film 'Camelot'

I. British History Timeline

Celts	Romans	Saxons	Vikings	Normans	Tudors	Victorians	WW II
							
500 BC	AD 43	450	793	1066	1485	1837	1939+

These charts above and below cover the most important periods of British history. They show the chief inhabitants or invaders of England till the Middle Ages, then the royal houses of England (until 1603) and of Britain (after 1603). Only monarchs or rulers mentioned in the text appear on the chart.

The Celts	900 B.C.-55 B.C.	
The Romans	55 B.C.-450 A.D.	
The Anglo-Saxons	450-661	Up to (8 th century)
The Viking Invaders	8 th -11 th centuries	
The Normans	1066-1154	William the Conqueror (1066-1087)
The Plantagenet	1154-1399	Henry II (1154-1189) Edward I (1212-1307)
The Houses of York and Lancaster	1399-1485	
The Tudors	1485-1603	Henry VII (1484-1509) Henry VIII (1509-1547) Mary I ('Bloody Mary') (1553-1558) Elizabeth I (1558-1603)
The Stuarts (The Civil War)	1603-1649 1628-1649	James I (1603-1625) Charles I (1625-1649)
The Republic	1649-1660	Oliver Cromwell (1649-1660)
The Stuarts	1660-1714	William and Mary (1688-1702)
The Hanoverians	1714-1901	George I, II, III, IV (1714-1830) ('Georgian period') Victoria (1837-1901) ('Victorian' period)
The House of Saxe-Coburg	1901-1910	Edward VII (1901-1910) ('Edwardian' period)
The House of Windsor	1910-	Elizabeth II (1952-)

Old English AD 5-6th Centuries Anglo-Saxon [Germanic tribes of Jutes, Saxons, and Angles] overran all England except Cornwall and Cumberland. They formed Independent kingdoms including Northumbria, Mercia, Kent, Wessex. The Celts were forced to move north and west. St. Augustine converted C.597 England to Christianity. Many religious terms were borrowed from Latin. 9-10th The Danes and Norwegians invaded North and East England and introduced many Norse words into the English language. It was the languages of Anglo-Saxon and then Danes that formed the basis of the English Language.

Middle English 11-15th Norman Conquest. England passed into French hands under William the Conqueror. French was used as the language of government business and the ruling classes for 300 years.

3. Early Modern 15-16th 1475 the spread of printing, which helped to English, stabilize the written language. In 1525 New Testament was translated into English. The revival of interest in Classical Latin and Greek led to many learned words being introduced into English. 1536-1543 Acts of Union united England and Wales after conquest.

4. Later M.E. 18-19th 1707 Act of Union between England and Scotland under Queen Anne. The countries became known as GB. 1755 First major English dictionary was published. Samuel Johnson writes it. It attempted to fix and refine the Language further. The growth of British colonial power led to the spread of English as a world language and many varieties of English appeared in North America, South Africa, and Australia.

5. Present day English 20th Present day English is an international language spoken in most parts of the world.

1.2. The Celts

Two thousand years ago there was an Iron Age Celtic culture throughout the British Isles. It seems that the Celts, who had been arriving from Europe from the eighth century BC onwards, intermingled with the people who were already there. We know that religious sites that had been built long before of the arrival of the Celts continued to be used in the Celtic period.

For people in Britain today, the chief significance of the prehistoric period (for which no written records exist) is its sense of mystery. This sense finds its focus most easily in the astonishing monumental architecture of this period, the remains of which exist throughout the country. Wiltshire, in southwestern England, has two spectacular examples: Silbury Hill, the largest burial mound in Europe and Stonehenge. Such places have a special importance for anyone interested in the cultural and the religious practices of prehistoric Britain. We know very little of these practices. But there are some organizations today (for example the Order of Bards, Ovate and Druids – a small group of eccentric intellectuals and mystics who base their beliefs on them

1.3. The Roman Period.

In 55 B.C. the Roman people conquered Britain. The Romans imposed their own way of life and culture, making use of the existing Celtic aristocracy to govern and encouraging this ruling class to adopt Roman life style and the Roman language (Latin). The Roman province of Britannia covered most of present-day England and Wales. They exerted an influence without actually governing there over only the southern part of Scotland. It was during this time that a Celtic tribe called the Scots migrated from Ireland to Scotland, where they became allies of the Picts (another Celtic tribe and opponents of the Romans. This division of the Celts into those who experienced direct Roman rule (the Britons in England and Wales) and those who did not (the Gaels in Ireland and Scotland) may help to explain the development of two distinct branches of the Celtic group of languages.

The remarkable thing about the Romans is that, despite their long occupation of Britain, they left very little behind. To many other parts of Europe, they bequeathed a system of law and administration, which forms the basis of the modern system and a language, which developed into the modern Romance family of languages. In Britain, they left neither. More over, most of their villas, baths and temples, their impressive network of roads, and the cities they founded, including Londinium (London), were soon destroyed or fell into disrepair. Almost the only lasting reminder of their presence is place-names like Chester, Lancaster and Gloucester, which include variants of the Roman word castra (a military camp)

1.4. The Germanic Invasions, the English Kingdoms



One reason why Roman Britannia disappeared so quickly is probably that its influence was largely confined to the towns. In the countryside, where most people lived, farming methods had remained unchanged and Celtic speech continued to be dominant.

The Roman occupation had been a matter of colonial control rather than large-scale settlement. But, the people could not keep their land free for a long time. In the early 5th century a number of the Germanic tribes from northwestern Europe invaded to England and settled in large numbers. The Angles, Saxons and Jutes attacked the coasts of Britain. After long wars with the Britons they settled on the British Isles. The Britons fought bravely against the enemies and defeated their land. But the enemies were stronger. They took houses, fields and cattle from the Britons.

Two of these tribes the Angles and the Saxons had the southeast of the country in their grasp. In the west of the country their advance was temporarily held by an army of (Celtic) Britons under the command of the legendary King Arthur. Nevertheless, by the end of the sixth century, they and their way

of life predominated in nearly all of England and in parts of southern Scotland. The Celtic Britons were either Saxonized or driven westwards, where the language survived in southwest Scotland Cornwall.

The Angels got most of the land and became the strongest tribe. The Britons went to the mountains in the west of the Isles and settled there. This part of Britain is called Wales now. Later the 2 peoples the Angels and the Saxons grew into one and were called Anglo-Saxons. They called their speech English and their country Angleland later England, that is the Land of the English, The Anglo-Saxons formed many Kingdoms like Kent, Essex, Wessex, East Anglia, Sussex, Northumbria, Mercia. They are countries of Great Britain now. These kingdoms were at war with each other. The stronger kings took the land from the weaker kingdoms.

The Anglo-Saxons had little use for towns and cities. But they had a great effect on the countryside where they introduced new farming methods and founded villages which formed the basis of English society for the next thousand or so years.

The Anglo-Saxons were pagan when they came to Britain. Christianity spread throughout Britain from two different directions during the sixth and seventh centuries, it came directly from Rome when St. Augustine arrived in 597 and established his headquarters at Canterbury in the south-east of England, and it had already been introduced into Scotland and northern England from Ireland, which had become Christian more than 150 years earlier. Although Roman Christianity eventually took over the whole of the British Isles, the Celtic model persisted in Scotland and Ireland for several hundred years. It was less centrally organized, and had less need for a strong monarchy to support it. This partly explains why both secular and religious power in these two countries continued to be both more locally based and less secure than it was elsewhere in Britain throughout the medieval period.

Britain experienced another wave of Germanic invasions in the eighth century. These invaders, known as **Vikings, Norsemen or Danes**, came from Scandinavia. The Anglo-Saxons fought fiercely against them and they were confined to northern England, in an area that became known as the Dane law. In the ninth century Vikings settled the extreme north and west of Scotland, and also some coastal regions of Ireland. Their conquest of England was halted when King Alfred of the Saxon kingdom of Wessex defeated them. This resulted in an agreement which divided England between Wessex, in the south and west, and the 'Danelaw' in the north and east. By the 10th century all of England, except the Dane law, was one kingdom under the kings of Wessex. In 1066, one of the most famous dates in English history, England was again invaded, and William the Conqueror, a Norman duke, defeated King Harold II at the Battle of Hastings to become king. Shortly afterwards, a survey of land ownership was carried out in order to calculate the value of lands belonging to king and his barons (=lords), and the results were recorded in the Domesday Book.

However the cultural differences between Anglo-Saxons and Danes were comparatively small. They led roughly the same way of life and spoke to varieties of the same Germanic tongue (which combined to form the basis of modern English). Moreover, the Danes soon converted to Christianity. These similarities made political unification easier, and by the end of the tenth century England was one kingdom with a Germanic culture throughout. Most of modern-day Scotland was also united by this time, at least in name, in a (Celtic) Gaelic kingdom.

Houses and Homes through History

Celtic	Roman	Saxon	Viking	Tudor	Georgian	Victorian	Today
							
500 BC	AD 43	450	793	1485	1714	1837	1990+

2-топширик. Қуйидаги саволларга жавоб беринг.

1. Who were the first settlers in British Isles?
2. Who built the British Kingdoms?
3. How the British Empire came into existence?
4. What was the role of Britain in the World Wars?
5. Speak about the Battle of Waterloo.
6. What can you say about Napoleon Bonaparte?
7. The Act of Union, European Unity, What are they?

Who built the Tudor dynasty and speak about it..

Топшириқлар:

1 – топшириқ (гурух билан ишлаш)

Саволларга жавоб беринг:

- Who were the first settlers in British Isles?
- Who built the British Kingdoms?
- How the British Empire came into existence?
- What was the role of Britain in the World Wars?

2 – топширик (индивидуал холда ишлаш) The presentation on the midieval period of the UK and NI

Баҳолаш мезони

Ўқитиш шакли	1 - топширик	2 - топширик	Баллар йиғиндиси
Гуруҳ	1		2 балл
Индивидуал		1	

Таянч ибора ва тушунчалар

Celtic culture, Roman invasions, forming of Londinium, Germanic Invasions, the English Kingdoms: Essex, Wessex, Angles, Saxons, Kent, Nothumbria, spreading of Christianity, Vikings, Norsemen, Medieval Period, English class system, The Tudor dynasty, The Act of Union, Napoleon Bonaparte a man of endless ambitions, Battle of Waterloo, World War I and II, independent Commonwealth countries, European Unity, Margaret Thatcher is a Conservative Party leader.

Topics for discussion

1. Name the periodical division of the British history.
 1. Who was Margaret Thatcher?
 2. Speak about the Battle of Waterloo.
 3. What can you say about Napoleon Bonaparte?
 4. The Act of Union, European Unity, What are they?
- Who built the Tudor dynasty and speak about it..

Model of educational technology Ma'ruza mashg'ulotning ta'lim texnologiyasi modeli

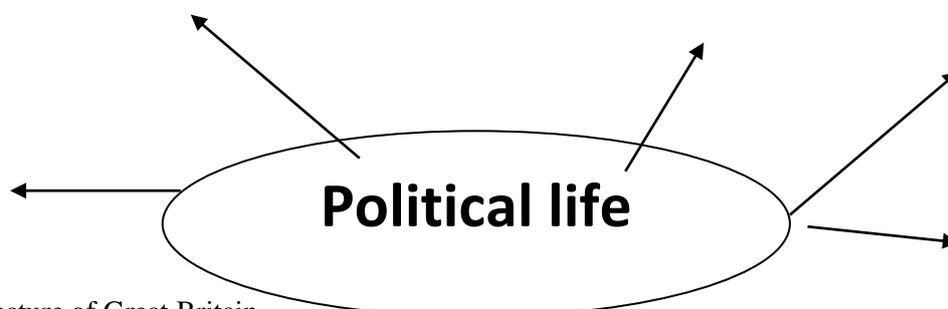
Topic:	Lesson 3 Political life of Great Britain.
Time:2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	<ul style="list-style-type: none"> ❖ The public attitude to politics. ❖ The constitution. ❖ The party system. ❖ The modern situation.
Aim of the lesson:	To get acquainted students with political life Great Britain.
Objectives of the lesson: 1. To focus on political life of Great Britain. 2. To give information about the party system. 3. To focus on the constitution of Great Britain.	Results of the activities: Students will learn the importance of politics in the life of the country. Students will acquire information about the parties. Students will know the state system of the UK.
Techniques used:	Brainstorming, discussion.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Text book, blackboard, diagrams, worksheets.
Monitoring and assessment:	Observing, question-answer.

Chart of educational technology Ma'ruza mashg'ulotning ta'lim texnologiyasi xaritasi

Time and steps of the lesson	Procedure	
	Teacher	Students
1. Pre-practice activity (20 min)	Brainstorming. Teacher asks students some questions related to the topic. Appendix 1.	Students will answer.

2. Main part activity (40 min)	1. Teacher draws duster on the blackboard and asks to complete it. Appendix 2.	Students will complete
	2. Teacher asks the students to look through worksheets and find main idea of them.	Students will find main of the worksheets.
	3. Teacher gives picture and asks to explain it.	Students will explain pictures.
3. Post practice activity. (15 min)	Teacher asks comprehension questions.	Students will answer question.
4. Follow up. (5 min)	Teacher assesses students and gives homework.	Students will write homework.

Appendix 1.



The State Structure of Great Britain.

The United Kingdom is a constitutional (or parliamentary) monarchy, without a written constitution. The British constitution is based on Acts of Parliament (also called "laws" or "statutes") and "conventions", which are commonly accepted assumptions about the way things should be done. The country has a monarch (a king or a queen) as its Head of State. The monarch has very little power and can only reign with the support of parliament. Parliament consists of two chambers known as the House of Lords and the House of Commons. Parliament and the monarch have different roles in the government of the country, and they only meet together on symbolic occasions such as the coronation of a new monarch or the opening of Parliament. In reality, the House of Commons is the only one of the three which has true power. It is here that new bills are introduced and debated. If the majority of the members are in favor of a bill it goes to the House of Lords to be debated and finally to the monarch to be signed. Only then does it become law. Although a bill must be supported by all three bodies, the House of Lords only has limited powers, and the monarch has not refused to sign one since the modern political system began over 200 years ago.

Appendix 2

A guide to British political parties

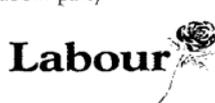
Conservative party



CONSERVATIVE

- History: developed from the group of MPs known as the Tories in the early nineteenth century (see chapter 2) and still often known informally by that name (especially in newspapers, because it takes up less space!).
- Traditional outlook: right of centre; stands for hierarchical authority and minimal government interference in the economy; likes to reduce income tax; gives high priority to national defence and internal law and order.
- Since 1979: aggressive reform of education, welfare, housing and many public services designed to increase consumer-choice and/or to introduce 'market economics' into their operation.
- Organization: leader has relatively great degree of freedom to direct policy.
- Leader in June 1997: William Hague.
- Voters: the richer sections of society, plus a large minority of the working classes.
- Money: mostly donations from business people.

Labour party



Labour

- History: formed at the beginning of the twentieth century from an alliance of trade unionists and intellectuals. First government in 1923.
- Traditional outlook: left of centre; stands for equality, for the weaker people in society and for more government involvement in the economy; more concerned to provide full social services than to keep income tax low.
- Since 1979: opposition to Conservative reforms, although has accepted many of these by now; recently, emphasis on community ethics and looser links with trade unions (see chapter 15).
- Organization: in theory, policies have to be approved by annual conference; in practice, leader has more power than this implies.
- Leader in June 1997: Tony Blair.
- Voters: working class, plus a small middle-class intelligentsia
- Money: more than half from trade unions.

Liberal Democratic party



Liberal Democrats

- History: formed in the late 1980s from a union of the Liberals (who developed from the Whigs of the early nineteenth century) and the Social Democrats (a breakaway group of Labour politicians).
- Policies: regarded as in the centre or slightly left of centre; has always been strongly in favour of the EU; places more emphasis on the environment than other parties; believes in giving greater powers to local government and in reform of the electoral system (see chapter 10).
- Leader in June 1997: Paddy Ashdown.
- Voters: from all classes, but more from the middle class.
- Money: private donations (much poorer than the big two).

Nationalist parties

Both Plaid Cymru ('party of Wales' in the Welsh language) and the SNP (Scottish National Party) fight for devolution of governmental powers. They want separate parliaments for their countries and many of their members, especially in the SNP, are willing to consider total independence from the UK. Both parties have usually had a few MPs in the second half of the twentieth century, but well under half of the total number of MPs from their respective countries.

Parties in Northern Ireland

Parties here normally represent either the Protestant or the Catholic communities (see chapter 4): There is one large comparatively moderate party on each side (the Protestant Ulster Unionists and the Catholic Social Democratic and Labour Party) and one or more other parties of more extreme views on each side (for example, the Protestant Democratic Unionists and the Catholic Sinn Fein). There is one party which asks for support from both communities – the Alliance party. It had not, by 1997, won any seats.

Other parties

There are numerous very small parties, such as the Green Party, which is supported by environmentalists. There is a small party which was formerly the Communist party, and a number of other left-wing parties, and also an extreme right-wing party which is fairly openly racist (by most definitions of that word). It was previously called the National Front but since the 1980s has been called the British National Party (BNP). At the time of writing, none of these parties had won a single seat in Parliament in the second half of the twentieth century. In 1993, however, the BNP briefly won a seat on a local council.



I. Legislation (Parliament).

In the United Kingdom the institution responsible for making laws, discussing major issues affecting the country and raising taxes is called Parliament. The word Parliament comes from "parley", a discussion. The British Parliament is one of the oldest in the world and is the most important part of Britain's system of government. It meets in the Palace of Westminster, beside the River Thames in London. This is also known as the Houses of Parliament. The main functions of Parliament are: to pass laws; to provide, by voting taxation, the means of carrying on the work of government; to scrutinize government policy and administration; to debate the major issues of the day. In carrying out these functions Parliament helps to bring the relevant facts and issues before the electorate. By custom, Parliament is also informed before all-important international treaties and agreements are ratified.

A Parliament has a maximum duration of five years, but in practice general elections are usually held before the end of this term. Parliament is dissolved and rights for a general election are ordered by the Queen on the advice of the Prime Minister. The life of a Parliament is divided into sessions. Each usually lasts for one year – normally beginning and ending in October or November. The adverse number of "sitting" days in a session is about 168 in the House of Commons and about 150 in the House of Lords. At the start of each session the Queen's speech to Parliament outlines the Government's policies and proposed legislative programme.

Parliament consists of three parts the monarchy (the King or Queen), the House of Lords, and the House of Commons. The monarchy is much older than Parliament itself. Since 1066 there have been 35 Kings and 5 Queens. However, since 1689 the monarch's power has been reduced by Parliament. Today, viridian constitutional monarchy, this means that although the King or Queen exists, he or she does not make any major political decisions.

The Queen is involved in some acts of government, including summoning and dissolving (=ending) parliament, and giving the royal assent (=final stage) to new laws. She also formally appoints the Prime Minister, senior ministers, judges and diplomats. She is expected to be completely impartial and not to support any political party. Instead, the monarch acts on the advice of government minister's. Even the important speech the King or Queen Reads at the opening of each new Session of Parliament is written by the Prime Minister. Nevertheless, the current monarch, Queen Elizabeth, does have some influence. Her opinions on important subjects can affect the way the Government acts; though she rarely expresses them publicly.



Her Majesty Queen Elizabeth II.

[The Mall](#) looking onto [Buckingham Palace](#), the official residence of the British Monarch

When the Queen was born on 21 April 1926, her grandfather, King George V, was on the throne and her uncle was his heir. The death of her grandfather and the abdication of her uncle (King Edward VIII) brought her father to the throne in 1936 as King George VI. Elizabeth II came to the throne on 6 February 1952 and was crowned on 2 June 1953. Since then she made many trips to different countries and to the UK also. The Queen is very rich, as are other members of the royal family. In addition, the government pays for her expenses as Head of the State, for a royal yacht, train and aircraft as well as for the upkeep of several palaces. The Queen's image appears on stamps, notes and coins.

1.1. The House of Lords is the older of the two Houses of Parliament and was originally grit of nobles who advised, the King. Today although the average daily attendances is less than 400. These members are not elected, but have inherited their seats from their fathers or been given them by the Government. Members of the Royal Family, bishops of the Church and important law judges can also sit in the House of Lords.

The House of Lords consists of the Lords Spiritual and the Lords Temporal. The Lords Spiritual is the Archbishops of Canterbury and York, and the 24 next most senior bishops of the Church of England. The Lords Temporal consists of all hereditary peers of England, Scotland, Great Britain and the United Kingdom; all other life peers. Peerages, both hereditary and life are created by the Sovereign on the advice of the Prime Minister. They are usually granted in recognition of service in politics or other walks of life. The Lords Temporal consisted of 758 hereditary peers and 408 life peers. The House is presided over by the Lord Chancellor, who takes his place on the woolsack as the Speaker of the House.



The Palace of Westminster, seat of the two houses of the Parliament of the United Kingdom—the House of Lords and the House of Commons.

The division of Parliament into two Houses goes back over some 700 years when feudal assembly ruled the country. In modern times, real political power rests in the elected House although members of the House of Lords still occupy important cabinet posts.

The Lords can suggest changes in laws, but it cannot reject laws that the Commons wants to pass.

1.2. The House of Commons first met in the thirteenth century when towns sent representatives to the King to vote on new taxes, the name 'common' means 'ordinary, not noble or royal'.

The modern House of Commons consists of 651 Members of Parliament (MPs) who are all elected by voters in each of Britain's 651 parliamentary constituencies. These MPs come from several different political parties, but the majority of them belong to either the Conservative or the Labor party. The House of Commons is the main place where new laws are examined, debated and passed. The chamber in which the MPs meet is quite small. In fact, it has benches for only 437 so when there is an important debate it is very crowded. The chairman of the Commons, called the Speaker, sits in the centre at the back on a high chair and makes sure that the rules of the House are followed. The party which is in government (the one which has the most MPs elected) sits on the benches to the right of the Speaker. The main opposition party sits opposite. There are two red lines on the floor in front of the benches. MPs must not cross these during a debate. This is one of many historical traditions in the British Parliament; MPs used to carry swords into the chamber and the distance between the two red lines is too wide for a sword fight! Today, the only weapons allowed in the chamber are words. However, the Speaker frequently has to shout "Order! Order!" to control the MPs. Below the Speaker's chair there is a large table. This is where the Prime Minister and other ministers stand when they make speeches to the House. MPs that hold government positions sit on the benches at the front and are called 'frontbenchers'. MPs that do not hold any office with the Government or the main-opposition party sit behind them and are called 'backbenchers'. In spite of the fact that the British parliamentary system has been the model for many other countries, some people believe that it should be reformed.



They think that the monarchy is old-fashioned and expensive and that the unelected House of Lords is undemocratic. MPs in the Commons are also frequently criticized for following the orders of their parties and not properly representing the people in their constituencies as the worlds enter the 21st century, has the time come for change.

1 The Speaker's chair - he keeps order during debates.



The Government sits here. Cabinet Ministers sit on the Front Bench.
The Opposition sits on this side. The Shadow Cabinet faces the Cabinet.
Other MPs sit here according to their party.

IV. The Judicial Branch.

For historical reasons a different system of laws is used in Scotland from that in England and Wales. Northern Ireland law is similar to that in England.

Civil and Criminal Law. Civil law concerns disagreements between individuals over rights and responsibilities. Many civil cases relate to business contracts. The *plaintiff* (=the person who claims to have been wronged/accused) in the hope of winning *damages* (=a financial payment) or an *injunction* (=a court order preventing the defendant from doing something that is causing harm). Taking a case to court is expensive, but people who do not have enough money may qualify for legal aid. A basic principle of law in Britain is that anyone accused is innocent until proved guilty, so it is the job of the prosecution to prove beyond reasonable doubt that the defendant has broken the law as stated in the charge. If this cannot be proved the accused person must be acquitted (=allowed to go free, with no blame attached).



[Parliament House, Edinburgh](#) is the seat of the supreme courts of Scotland
[Parliament Buildings in Stormont, Belfast](#), seat of the [Northern Ireland Assembly](#)

V. Elections and Political Parties.

Political parties first emerged in Britain at the end of the 17th century. The Conservative and Liberal parties are the oldest and until the end of the 19th century they were the only parties elected to the House of Commons. The main British political groupings are the Conservative and Labour Parties and the Party of Liberal Democrats. The Conservative Party is the present ruling party, the Labour Party-the opposition to the Conservative-and the party of Liberal Democrats is called 'conservatively oriented'. The Social Democratic Party was formed in 1981 and made an alliance with the Liberal Party in 1988. There are also some other parties: the Scottish National and Welsh Nationalist Parties, the Communist Party of Britain and the Communist Party of Great Britain. Because of the electoral method in use, only two major parties obtain seats in the House of Commons. People belonging to smaller political parties join one of the larger parties and work from within to make their influence felt. The exception to this are members of the Scottish National and Welsh Nationalist Parties, who, because their votes are concentrated in specific geographical areas, can manage to win seats although their total support is relatively small.

5.1. The Conservative Party.

The Conservative Party, often called the Tory Party, is one of those which can trace its roots back to this early period. Today the Tory Party is that of big business, industry, commerce and landowners. Most of the money needed to run the party comes from large firms and companies. The party represents those who believe in private enterprise as opposed to state-owned undertakings. There is some division within the party itself: the more aristocratic wing and the lower-middleclass group. The Tories are a mixture of the rich and privileged-the monopolists and landowners. The Conservative Party is the most powerful and is often called a party of business directors. The word "Tory" means an Irish highwayman and was applied to the conservative's by their opponents but later they adopted the name to describe themselves. The Tories opposed the ideas of the French Revolution, Parliamentary Reform and the development of Trade Unionism. They represent colonial policy. In home policy they opposed the tendencies of the Labor Party to nationalize gas, electricity, coal and the railways. Today the Conservative Party can broadly be described as the party of the middle and upper classes.

5.2. The Liberal Democrats and the Labor Party.

The Conservative Party and the Liberal Party are more than three hundred years old. The Tories called the Liberals "Whigs". A "whig" was a Scottish preacher who could go on for 4 or 5 hours at a time preaching moralizing sermons. In the middle of the 19th century the Liberal Party represented the trading and manufacturing classes. Its slogan at that time was "Civil and Religious Liberty". William Gladstone headed the first administration (1868-74) and for long periods the Liberals had a Parliamentary majority. During the second half of the 19th century many working people looked at the Liberal Parties an alternative to the Conservatives and their policy.

At the end of the 19th century and in the first two decades of the 20th century with the rise of the Labour Party, the Liberals lost the support of working-class voters. In 1988 the Liberal Party made an alliance with Social Democrats and the Party of Liberal Democrats was formed. The Labour Party, formed in 1900, was the one which drew away working people's support; It was founded by the Trades Unions. When the Labor Government was first elected in 1945 it showed a considerable change in policy

from the Tories. Since 1924 the Labor Party has been in and out of power five times with the Conservatives forming the government for the rest of the time. The social system has remained unchanged. As a result of divisions within the Labor Party its right-wing members broke away in 1981 to form a new organization, the Social Democratic Party; The latter fought the 1983 and 1987 elections in an alliance with the Liberals, but only a small number of their MPs were elected. The Party of Social and Liberal Democrats formed in 1988 from the Liberal Party and the Social Democrats is a British political party of the centre. It is the third largest party, but it is quite small.

5.3. General Elections.

By law, a general election must take place every five years. The government decides when to hold election, and the Prime Minister may decide to *go to the country* earlier than is illegally necessary if seems to be a good chance of winning.

General elections are always held on Thursdays. After the date has been fixed, anyone who stands for Parliament (=be a candidate for election) has to leave a deposit of £500 with the *Retu Officer*, the person in each constituency responsible for managing the election. The local offices major parties pay the deposit for their own candidates. If a candidate wins more than 5% of the votes she gets the deposit back. Otherwise candidates lose their deposit. This is intended to stop people who do not seriously want to be MPs from taking part in the election. Sometimes people, who feel very sorry about an issue, e.g. protecting the lives of unborn babies, become candidates.

Do you know? The major political parties in Britain are:

The Conservative Party (the Tory Party)

The Labour Party

The Liberal Party

The Social Democratic Party (the SDP)

The Social, Democratic and Liberal Party (also called the Social and Liberal Democrats)

Every day when people in the UK and overseas switch on their radio to listen to BBC radio news, they can hear one of the most famous sounds in London. On the hour, the bells of Big Ben ring loud and clear. Many people think that Big Ben is the clock or the whole tower next to the Houses of Parliament. In fact, it is the largest of the five bells at the top of the tower. Parliament itself is in Westminster, a part of London that has long been connected with royalty and government. King Edward the Confessor first decided to build a palace beside the River Thames in the 11th century. His successors extended the palace and made it their main residence. Gradually, Westminster became the centre of government and justice. At first, Parliament was organized by the monarch as a way of governing the country. He or she called different groups together: the Lords represented the Church and aristocracy whilst the Commons were used by the rich land-owners to put forward the views and interests of their own town or village. Over the centuries power gradually passed from the monarch to Parliament but not without a few problems!

During the reign of James I, for example, Guy Fawkes tried to blow up Parliament.

James's son, Charles I, thought that he could rule the country without the help of Parliament, but these dreams led to his death. He tried to make parliament do what he wanted, but after years of quarrelling he finally lost his patience. One day he burst into the House of Commons with several hundred men and tried to arrest its leaders. They had already escaped. But the struggle between king and parliament was not finished and the country was thrown into a civil war, which only stopped when Charles was finally beheaded in 1649.

The Queen still opens the new session of Parliament each autumn by reading "the Queen's Speech", which describes the main policies of the Government. However, this takes place in the House of Lords and she is not allowed to enter the House of Commons. This tradition goes back to the time of Charles I, more than three hundred years ago, and reminds everybody that the monarch must not try to govern the country.

The Houses of Parliament were rebuilt in 1835 after being completely destroyed by fire. In addition, the House of Commons needed more repairs after being bombed during the Second World War. Parliament is in session every afternoon and evening except Friday and the-weekend, and if you are lucky you might be able to watch a debate from the public gallery.

Таянч ибора ва тушунчалар

Britain is a constitutional monarchy; Parliament is responsible for making laws; the Lords can suggest changes in laws; the House of Commons is the main place where new laws are examined; the king or queen could choose anyone they liked to be chief; Britain is divided into small geographical areas; there are several types of courts in GB; elections and political parties: conservative, liberal democrats, labor parties.

alliance - association or connection; union; in alliance with-joined or united with

alternative - (adj.) that may be had, used, etc in place of smth. Else (n) choice between two things

bill - the special name for a proposal before it becomes law

bishop - Christian clergyman of high rank who organizes the work of the Church in a city or district

chamber - room; office; (hall used by a) group of legislators (e.g. in GB, the House of Commons)

constituency - (body of voters living in a) town or district that sends a representative to Parliament

debate -to discuss formally

Easter - anniversary of the Resurrection of Christ, observed on the first Sunday after a full moon on or after March 21

election - an organized attempt to persuade people to vote

campaign - for a particular political party

electorate - whole body of qualified persons having the right to elect

hereditary peer - a lord who has gained his title by birth life

peer - a lord whose title will not be inherited by his children

manifesto - public declaration of principles, policy, purposes by a ruler, political party, etc

merge - become one

negotiation - discussion

Polling Day - day appointed for an election

rectangular - in the shape of a plane four-sided figure with four right angles

share - give a part of to others; divide and distribute

sovereign - ruler, e g a king, queen or emperor

summary - brief account giving the chief points

summon - demand the presence of; call or send for; gather together

trade union - an organization of a group of workers

Whitsun - 7th Sunday after Easter

woolsack - wool-stuffed cushion on which the Lord Chancellor sits in the House of Lords.

Topics for discussion

1. Speak about the parliament (What other countries are based on the parliamentary system?)
2. Compare the two houses of the parliament.
3. What can you say about the Judicial Branch of this country?
4. Compare the courts in the countries of the UK. Speak about the general elections.
5. Are there some similarities and dissimilarities in the electing process of UK and Uzekistan?

Model of educational technology Ma'ruza mashg'ulotning ta'lim texnologiyasi modeli.

Topic:	Lesson 4 The Government.
Time:2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	<ul style="list-style-type: none"> • The cabinet. • The Prime Minister. • The civil service. • Central and local government.
Aim of the lesson:	To introduce the government of the UK to students.
Objectives of the lesson: 1. To focus on the government of the UK. 2. To give information about the Cabinet.	Results of the activities: Students will get information about the UK government. Students will know the role of the cabinet in the

3. To compare British government system with the government of Uzbekistan.	UK. Students will compare government systems of two countries.
Techniques used:	Brainstorming, discussion, clusters.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Text book, blackboard, worksheets.
Monitoring and assessment:	Observing, question answer.

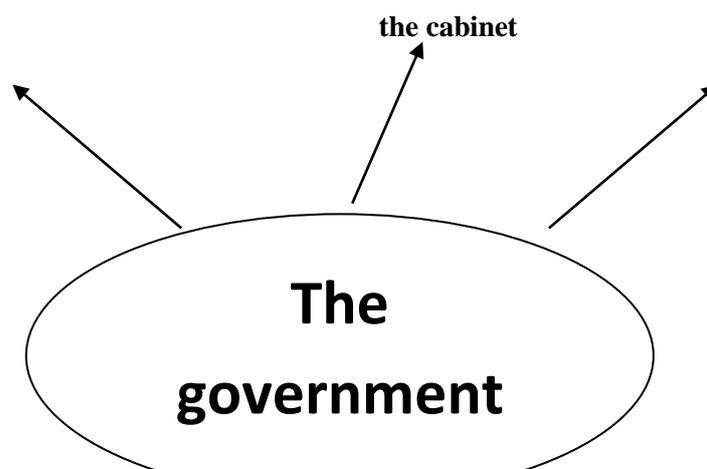
Chart of educational technology
Ma'ruza mashg'ulotning ta'lim texnologiyasi xaritasi

Time and steps of the lesson	Procedure	
	Teacher	Students
1.Pre-practice activity (20 min)	Brainstorming. Teacher writes on the blackboard the word government "and" asks some questions on it. Appendix 1.	Students will give random answer questions.
2.Main part activity (40 min)	1. Teacher draws the cluster on the blackboard and asks the students to fill in Appendix 2.	Students will do cluster.
	2. Teacher gives some information about the government of the UK eliciting responses to the questions.	Students will get some information about the cabinet, the white hall and etc.
	3.T asks students to compare the UK and Uzbekistan government.	Students will compare countries governments.
3.Post practice activity. (15 min)	Teacher asks students to find the list of the prime Ministers of the UK and what party they are from..	Students will complete the table.
4.Follow up. (5 min)	Teacher assesses students and gives homework.	Students will write homework.

Appendix 1.

- I. Answer the question.
1. How is the Prima Minister chosen in Britain?
 2. What is the Cabinets?
 3. What must a Cabinet Minister do if he/she disagree and with a Government?
 4. What is the job of a shadow Minister?

Appendix 2.



Appendix 3.



A cabinet meeting in progress

Individual government members may hold different opinions, but they are expected to keep these private. By convention, no member of the government can criticize government policy in public. Any member who does so must resign.

Prime Minister

Originally, the king or queen could choose anyone they liked to be chief or "Prime" Minister, and for a longtime, the Prime Minister could come from either the House of Lords or the House of Commons. In recent years the Prime Minister has always come from the Commons and the king or queen gives the job to the leader of the party with the largest number of MPs.

The Prime Minister is by tradition First Lord of the Treasury and Minister for the Civil Service. He or she chooses and presides over the Cabinet and heads the government. The Prime Minister also chooses senior ministers and recommends their appointment to the king or queen. While other ministers are responsible for particular government department, the Prime minister is concerned with policy as a whole. Cabinet committees usually report directly to him or her. The Prime Minister has regular meetings with the sovereign to inform him or her of the activities of the government. The prime minister usually lives at 10 Downing Street, above the office used by the Cabinet, and is often photographed outside the front door.

In Britain, the **Cabinet** is a committee responsible for deciding government policy and for coordinating the work of government departments. It consists of about 20 ministers chosen by the Prime Minister and meets for a few hours each week at Downing Street. Its members are bound by oath not to talk about the meeting. Reports are sent to government departments but these give only summaries of the topics discussed and decisions taken. They do not mention who agreed or disagreed. The principle of **collective responsibility** means that the Cabinet acts unanimously (=all together), even if some ministers do not agree.

The leader of the main opposition party forms a **shadow cabinet of shadow ministers**, each with their own area of responsibility, so that there is a team ready to take over immediately if the party in power should be defeated.

Committees are appointed by the Cabinet to examine issues in more detail than the Cabinet has time for. Members of these committees are not necessarily politicians. The Cabinet office led by the Secretary to the Cabinet, the most senior civil servant in Britain, prepares agendas for cabinet meetings and committees.

Local government

For administrative purposes Britain is divided into small geographical areas. The oldest and largest divisions in England and Wales are called *counties*. In Scotland, the largest divisions are *regions*. Counties and regions are further divided into *districts*. *Parishes*, originally villages with a church, are the smallest units of local government in England. These are called *communities* in Scotland and Wales. Northern

Ireland is sometimes known as the Six Counties, but local government there is based on districts. Boroughs were originally towns large enough to be given their own local government. Now, only boroughs in London have political power, which they took over in 1985 when the Greater London Council was abolished. Counties and districts are run by *councils* which have powers given to them by central government.



Manchester Town Hall, used for the local governance of Manchester, is an example of Victorian era Gothic revival architecture.

Councils consist of elected representatives, called *councilors*. They are elected by the local people for a period of four years (in Scotland for three years). Counties, districts and parishes are divided into areas, often called *wards*, each ward electing one councilor or in some cases more. Most councilors belong to a political party and, especially at country level, people vote for them as representatives of a party, not as individuals. Country councils meet in a council chamber at the local town hall or country hall. Councilors elect a chairperson from amongst themselves. In cities, he or she is called the *Lord Mayor*. Members of the public are allowed to attend council meetings.

Model of educational technology
Ma'ruza mashg'ulotning ta'lim texnologiyasi xaritasi

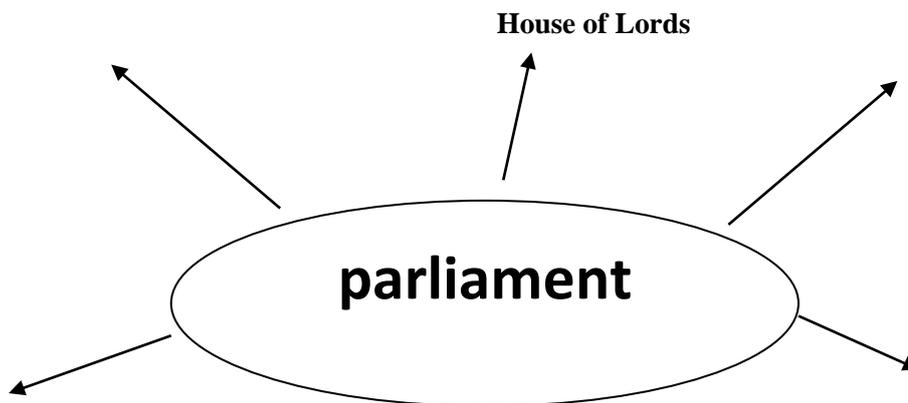
Topic:	Lesson 5. Parliament. Elections in Great Britain
Time: 2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	<ul style="list-style-type: none"> • The atmosphere of Parliament. • An MP's life. • Parliamentary business. • Houses of Parliament.
Aim of the lesson:	To introduce the British Parliament to the students.
Objectives of the lesson: 1. To give information about the atmosphere of Parliament. 2. To introduce an MP's life to the students. 3. To explain the role of the House of Commons in the Parliament.	Results of the activities: Students will know about the Parliament atmosphere. Students will get acquainted with an MP's life. Students will know the role of the House of Commons in the Parliament.
Techniques used:	Brainstorming, clusters.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Text book, blackboard, worksheets.
Monitoring and assessment:	Observing, question-answer.

Chart of educational technology
Ma'ruza mashg'ulotning ta'lim texnologiyasi xaritasi

Time and steps of the lesson	Procedure	
	Teacher	Students
1. Pre-practice activity (20 min)	Teacher writes the word "Parliament" and elicits random answers. Appendix 1.	Students will answer the questions.
2. Main part activity	1. Teacher gives some	Students will tell the places.

(40 min)	pictures and asks to define what they are.	
	2. Teacher explains the role of the Prime Minister in the Parliament.	Students will tell the role of the Prime Minister.
	3. Teacher asks about the Houses of Parliament. Appendix 2.	Students will give information about the Houses.
3. Post practice activity. (15 min)	Teacher asks comprehension questions.	Students will answer the question.
4. Follow up. (5 min)	Teacher assesses students and gives feedback.	Students will write homework.

Appendix 1.



Appendix 2.

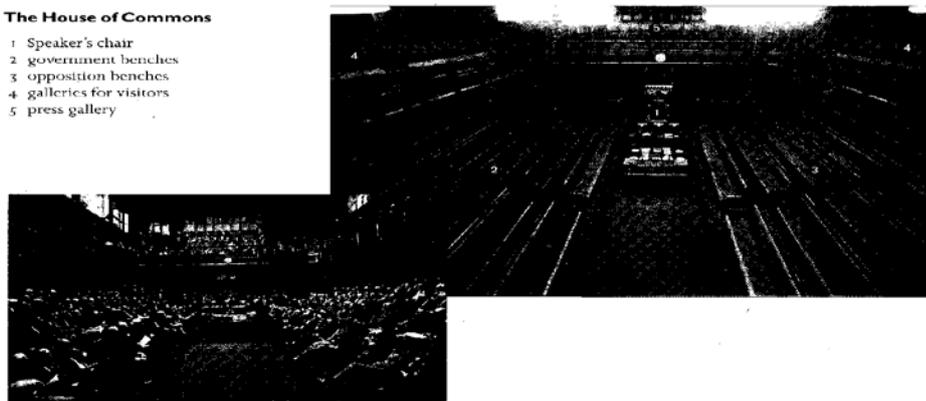
Match the following terms with definitions:

1. constituency.
2. by election.
3. back-bencher.
 - a) special election held to fill an unexpired vacancy.
 - b) Electoral district.
 - c) MP who does not hold office in government or opposition.

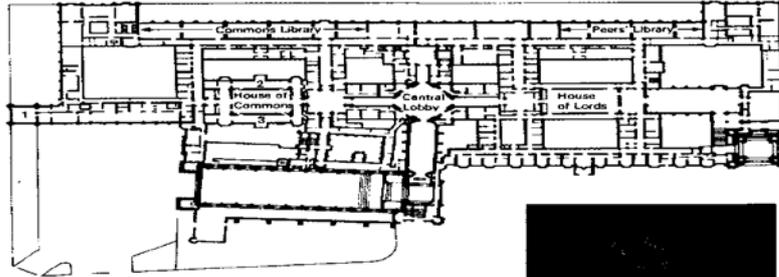
Appendix 3.

► **The House of Commons**

- 1 Speaker's chair
- 2 government benches
- 3 opposition benches
- 4 galleries for visitors
- 5 press gallery



Plan of the Palace of Westminster (principal floor)



- 1 Clock-tower (Big Ben)
- 2 'No' Division Lobby
- 3 'Aye' Division Lobby



Tony Blair, Prime Minister from 1997, answering questions in the House of Commons

How a bill becomes a law

Before a proposal for a new law starts its progress through Parliament, there will have been much discussion. If it is a government proposal, Green and White Papers will probably have been published, explaining the ideas behind the proposal. After this, lawyers draft the proposal into a bill.

Most bills begin life in the House of Commons, where they go through a number of stages.

First reading
This is a formal announcement only, with no debate.

Second reading
The house debates the general principles of the bill and, in most cases, takes a vote.

Committee stage
A committee of MPs examines the details of the bill and votes on amendments (changes) to parts of it.

Report stage
The House considers the amendments.

Third reading
The amended bill is debated as a whole.

The bill is sent to the House of Lords, where it goes through the same stages. (If the Lords make new amendments, these will be considered by the Commons.)

After both Houses have reached agreement, the bill receives the royal assent and becomes an Act of Parliament which can be applied as part of the law.

Question time

This is the most well attended, and usually the noisiest, part of the parliamentary day. For about an hour there is no subject for debate. Instead, MPs are allowed to ask questions of government ministers. In this way they can, in theory at least, force the government to make certain facts public and to make its intentions clear. Opposition MPs in particular have an opportunity to make government ministers look incompetent or perhaps dishonest.

The questions and answers, however, are not spontaneous. Questions to ministers have to be 'tabled' (written down and placed on the table below the Speaker's chair) two days in advance, so that ministers have time to prepare their answers. In this way the government can usually avoid major embarrassment. The trick, though, is to ask an unexpected 'supplementary' question. After the minister has answered the tabled question, the MP who originally tabled it is allowed to ask a further question relating to the minister's answer. In this way, it is sometimes possible for MPs to catch a minister unprepared.

Question time has been widely copied around the world. It is also probably the aspect of Parliament most well-known among the general public. The vast majority of television news excerpts of Parliament are taken from this period of its day. Especially common is for the news to show an excerpt from the half-hour on Wednesdays when it is the Prime Minister's turn to answer questions.

The evolution of the electoral system

1832

The Great Reform Bill is passed.

Very small boroughs, where electors can easily be persuaded who to vote for, are abolished.

Seats are given to large new towns such as Birmingham and Manchester, which have until now been unrepresented in Parliament.

The franchise (the right to vote) is made uniform throughout the country, although differences between rural and urban areas remain. It depends on the value of property owned. About 5% of the adult population now has the right to vote in elections.

1867

The franchise is extended to include most of the male workers in towns.

1872

The secret ballot is introduced. (Until now, voting has been by a show of hands.)

1884

The franchise is extended to include male rural labourers.

1918

Women over the age of thirty are given the right to vote.

1928

Women are given the franchise on the same basis as men. All adults over twenty-one now have the right to vote.

1969

The minimum voting age is lowered to eighteen, and candidates are now allowed to enter a 'political description' of themselves next to their names on the ballot paper. Until now, the only information about a candidate that has been allowed on the ballot paper was his or her address.

Model of educational technology Ma'ruza mashg'ulotning ta'lim texnologiyasi modeli

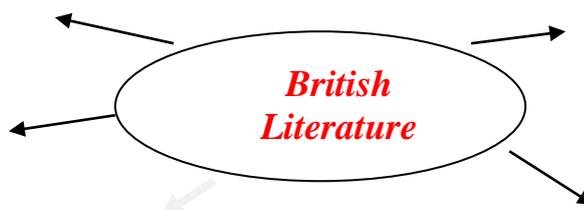
Topic:	Lesson 6 British Literature
Time:2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	<ul style="list-style-type: none"> ○ History of British Literature ○ Famous writers. ○ Famous plays, novels
Aim of the lesson:	To introduce British Literature to students.
Objectives of the lesson: 1. To give information about the British Literature 2. To introduce students with famous writings 3. To compare British Literature of the UK and Uzbekistan.	Results of the activities: Students will know about the British Literature of the UK. Students will realize what famous writings are done in. Students will compare two countries British Literature and know their differences and similarities.
Techniques used:	Brainstorming, Teacher-shirt, cluster.

The way of organizing the lesson:	Pair-work, group work.
Equipments:	Marker, blackboard, worksheets.
Monitoring and assessment:	Observing, question and answer.

**Chart of educational technology practical lesson.
Ma'ruza mashg'ulotning ta'lim texnologiyasi xaritasi**

Time and steps of the lesson	Procedure	
	Teacher	Students
1.Pre-practice activity (20 min)	Brainstorming. Teacher writes the word "Literature" and elicit the random answers.	Students will give their opinion about "British Literature"
2.Main part activity (40 min)	1. Teacher gives some information and asks the students to fill the information. Appendix 1.	Students will listen to the teacher's information and do cluster.
	2. Teacher asks the students to look through the worksheets and to tell about formal arrangements.	Students will read the worksheets and answer to the questions.
	3. Teacher asks the students to look at pictures and find out what they are.	Students will find out what's going on in the picture.
3. Post practice activity. (15 min)	Teacher asks comprehension questions. Appendix 2.	Students will answer the question.
4. Follow up. (5 min)	Teacher assesses students and gives homework.	Students will write homework.

Appendix 1.



Appendix 2.

Answer the questions.

- Who is the best known English playwright?
2. What are the most famous plays by Shakespeare?
3. Who is Robert Burns?
4. What makes George Byron famous?
5. What are the best known works by Byron?
6. Who wrote historical novels?
7. What brought popularity to Lewis Carroll?

Appendix 3.

British Literature

Great Britain gave the world a lot of talented people. Many famous writers and poets were born and lived in Great Britain. One of the best known English playwrights was William Shakespeare. He draw ideas for his tragedies and comedies from the history of England and ancient Rome. Many experts consider Shakespeare the greatest writer and the greatest playwright in English language. William Shakespeare wrote 37 plays which may be divided into: comedies (such as "A Midsummer Night's Dream"), tragedies (such as "Hamlet", "Othello", "King Lear", "Macbeth") and historical plays (such as "Richard II", "Henry V", "Julius Caesar", "Antony and Cleopatra"). Robert Burns represents the generation of Romantic writers. In his poems he described with love and understanding the simple life he knew. Among his well-known poems are "Halloween", "The Jolly Beggars", "To a Mouse". Lord George Gordon Byron. His free-spirited life style combined with his rare poetic gift makes him one of the most famous figures of the Romantic Era. His famous works such as "Stanzas to Augusta", "The Prisoner of Chillon", "Childe Harold's Pilgrimage", "Manfred" draw readers into the passion, humors and conviction of a poet whose life and work truly

embodied the Romantic spirit. Sir Walter Scott wrote the first examples of historical novel. Lewis Carroll came famous when he published "Alice's Adventures in Wonderland".

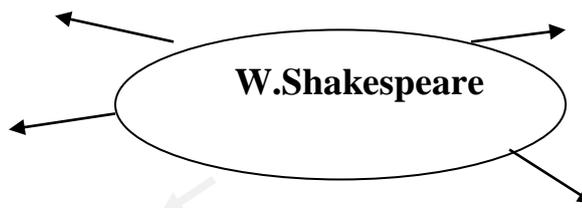
**Model of educational technology
Ma'ruza mashg'ulotning ta'lim texnologiyasi modeli**

Topic:	Lesson 7 W.Shakespeare
Time:2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	<ul style="list-style-type: none"> ○ History of British Literature ○ W.Shakespeare is the Famous writers. ○ Famous plays, novels
Aim of the lesson:	To introduce British Literature to students.
Objectives of the lesson: 1. To give information about the British Literature 2. To introduce students with W.Shakespeare 3. To compare British Literature of the UK and Uzbekistan.	Results of the activities: Students will know about the British Literature of the UK. Students will realize W.Shakespeare are done in. Students will compare two countries British Literature and know their differences and similarities.
Techniques used:	Brainstorming, Teacher-shirt, cluster.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Marker, blackboard, worksheets.
Monitoring and assessment:	Observing, question and answer.

**Chart of educational technology practical lesson.
Ma'ruza mashg'ulotning ta'lim texnologiyasi xaritasi**

Time and steps of the lesson	Procedure	
	Teacher	Students
1.Pre-practice activity (20 min)	Brainstorming. Teacher writes the word "Literature" and elicit the random answers.	Students will give their opinion about "British Literature"
2.Main part activity (40 min)	1. Teacher gives some information and asks the students to fill the information. Appendix 1.	Students will listen to the teacher's information and do cluster.
	2. Teacher asks the students to look through the worksheets and to tell about formal arrangements.	Students will read the worksheets and answer to the questions.
	3. Teacher asks the students to look at pictures and find out what they are.	Students will find out what's going on in the picture.
3. Post practice activity. (15 min)	Teacher asks comprehension questions. Appendix 2.	Students will answer the question.
4. Follow up. (5 min)	Teacher assesses students and gives homework.	Students will write homework.

Appendix 1.



Appendix 2.

Answer the questions.

- What are many people fond of nowadays?
- 2. Why do you want to become a student of the department of foreign languages?

3. Where was William Shakespeare born?
4. How long did he live and work in London?
5. What did William Shakespeare have a natural gift for?
6. What do Shakespeare's tragedies depict?
7. What is the highest honour for an actor in England?

Appendix 3.

William Shakespeare was one of the greatest and famous writers of the world. Many people know and like his works but many facts of Shakespeare's life are still unknown. William Shakespeare was born in 1564 in Stratford-on-Avon, a small English town. He studied at local grammar school because his father wanted his son to be an educated person. While studying at school, William didn't have much free time but he liked to go to the forest and river Avon. Young William liked to watch actors and actresses who visited Stratford-on-Avon. He was fond of actor's profession and decided to become an actor. With this purpose he went to London. There he played and wrote plays as well. In his works he described the events of England's contemporary life. His plays that were staged in many theatres and which were then translated into many languages made Shakespeare a very popular person. In all Shakespeare wrote thirty seven plays. He cooperated with the best English theatres during twenty five years. His best and the most famous plays are "Othello", "King Lear", "Hamlet", "Romeo and Juliet". Besides plays Shakespeare wrote a lot of poetry, which is translated into many languages and is well-known throughout the world. William Shakespeare died in 1616. But his creations are still popular now and millions of people still admire them.

Model of educational technology Ma'ruza mashg'ulotning ta'lim texnologiyasi modeli.

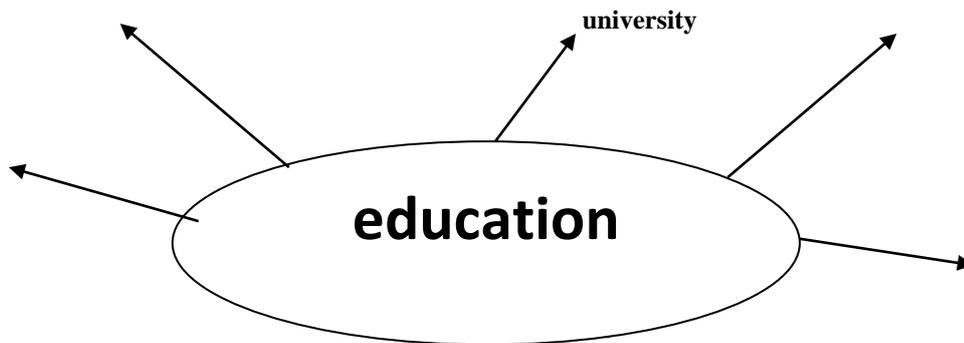
Topic:	Lesson 8 Education.
Time: 2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	<ul style="list-style-type: none"> ○ Organization. ○ Recent developments. ○ School life. ○ Public exams.
Aim of the lesson:	To introduce Education system of the UK to the students.
Objectives of the lesson: 1. To picture education system of the UK in students mind. 2. To give information about compulsory school education and types of schools 3. To present public exams in the UK and university education. 4. To compare educational system of the UK and Uzbekistan.	Results of the activities: Students will know about education system of the UK. Students will get information about school education and types of schools. Students will know what exams they have in education system. Students will find out differences and similarities of two countries education.
Techniques used:	Brainstorming, T-shirt, cluster.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Blackboard, pictures, worksheets.
Monitoring and assessment:	Observing, question-answer.

Chart of educational technology Ma'ruza mashg'ulotning ta'lim texnologiyasi xaritasi

Time and steps of the lesson	Procedure	
	Teacher	Students

1.Pre-practice activity (20 min)	Brainstorming. Teacher asks the students some questions about education writes the word “education” on the blackboard. Appendix 1.	Students will answer the questions.
2. Main part activity (40 min)	1. Teacher asks the students to give their opinions about education system of the UK.	Students will tell their opinion about the education system of the UK.
	2. Teacher asks the students to look through the worksheets and find information about school system.	Students will read the worksheets and find information about school system and public exams.
	3. Teacher asks the students to tell about famous universities of the UK.	Students will tell about famous universities.
3. Post practice activity. (15 min)	Teacher asks the students to compare educational systems of Uzbekistan and UK	Students will compare two countries educational systems.
4. Follow up. (5 min)	Teacher gives feedback and gives task to do at home.	Students will write their tasks.

Appendix 1.



Complete the table.
Uzbekistan and the UK.

SIMILARITIES	DIFFERENCES
beyond 16.	school age.

Appendix 3.

The Educational System

Great Britain does not have a written constitution, so there are no constitutional provisions for education. The system of education is determined by the National Education Acts. Education in Britain is provided by the Local Education Authority (LEA) in each county. It is financed partly by the Government and partly by local taxes. Until recently planning and organization were not controlled by central government. Each LEA was free to decide how to organize education in its own area. In September 1988, however, "The National Curriculum" was introduced, which means that there is now greater government control over what is taught in schools.

Let's outline the basic features of public education in Britain. Firstly, there are wide variations between one part of the country and another. For most educational purposes England and Wales are treated as one unit, though the system in Wales is a little different from that of England. Scotland and Northern Ireland have their own educational systems.

Secondly, education in Britain mirrors the country's social system: it is class-divided and selective. The first division is between those who pay and those who do not pay. The majority of schools in Britain are supported by public funds and the education provided is free. They are maintained schools, but there is also a considerable number of public schools. Parents must pay fees to send their children to these schools. The fees are high.

Another important feature of schooling in Britain is a variety of opportunities offered to schoolchildren. The English school syllabus is divided into Arts (or Humanities) and Sciences, which determine the division of the secondary school pupils into study groups: a Science pupil will study Chemistry, Physics, Mathematics, Economics, Technical Drawing, Biology, Geography; an Art pupil will do the English Language and Literature, History, foreign languages, Music, Art, Drama. Besides these subjects they must do some general education subjects like Physical Education (PE), Home Economics for girls, and Technical subjects for boys, General Science. Computers play an important part in education.

There is a system of careers education for schoolchildren in Britain. It is a three-year course.

The National Education Act of 1944 provided three stages of education: primary, secondary and further education. Compulsory schooling in England and Wales lasts 11 years, from the age of 5 to 16. After the age of 16 a growing number of school students are staying on at school, some until 18 or 19, the age of entry into a higher education in universities and Polytechnics. British university course are rather short, generally lasting for 3 years. The cost of education depends on the college and specialty which one chooses.

I. Pre-primary and Primary Education

In some areas of England there are nursery schools for children under 5 years of age. Some children between two and five receive education in nursery classes or in infant's classes in primary schools. Many children attend informal pre-school play-groups organized by parents in private homes. Nursery schools are staffed with teachers and students in training. There are all kinds of toys to keep the children busy from 9 o'clock in the morning till 4 o'clock in the afternoon while their parent's are at work. Here the baby's play, lunch and sleep. They can run about and play in safety with someone keeping an eye on them. For day nurseries which remain open all the year rounds the parents' pay according to their income. The local education authority's nurseries are free. But only about three children in 100 can go to them: there aren't enough places, and the waiting lists are rather long. Most children start school at five in a primary school. A Primary school may be divided into two parts-infants and juniors. At infant's school reading, writing and arithmetic are taught for about 20 minutes a day during the first year, gradually increasing to about 2 hours in their last year. There is usually no written timetable. Much time is spent in modeling from clay or drawing, reading or singing. By the time children are ready for the junior school they will be able to read and write, do simple addition and subtraction of numbers. At seven children go on from the infant's school to the junior school. This marks the transition from play to "real work". The children have set periods of arithmetic, reading and composition which are all Eleven Plus subjects. History, Geography, Nature Study, Art and Music, Physical Education, Swimming are also on the timetable. Pupils are streamed, according to their ability to learn, into A, B, C and D streams. The least gifted are in the D stream. Formerly towards the end of their fourth year the pupils wrote their Eleven Plus Examination. The hated 11+ examination was a selective procedure on which not only the pupils future schooling but their future careers depended. The abolition of selection at Eleven - Plus Examination brought to life comprehensive schools where pupils can get secondary education.

II. Schooling

Great Britain does not have a written constitution, so there are no constitutional provisions for education. The system of education is determined by the National Education Acts. Schools in England are supported from public funds paid to the local education authorities. These local education authorities are

responsible for organizing the schools in their areas. Let's outline the basic features of public education in Britain. Firstly, there are wide variations between one part of the country and another. For most educational purposes England and Wales are treated as one unit, though the system in Wales is a little different from that of England. Scotland and Northern Ireland have their own education systems. Secondly, education in Britain mirrors the country's social system: it is class-divided and selective. The first division is between those who pay and those who do not pay. The majority of schools in Britain are supported by public funds and the education provided is free. They are maintained Schools, but there is also a considerable number of public schools. Parents have to pay fees to send their children to these schools. The fees are high. As a matter of fact, only very rich families can send their children to public schools. In some parts of Britain they still keep the old system of grammar schools, which are selective. But most secondary schools in Britain which are called comprehensive schools are not selective - you don't have to pass an exam to go there. Another important feature of schooling in Britain is the variety of opportunities offered to schoolchildren. The English school syllabus is divided into Arts (or Humanities) and Sciences, which determine the division of the secondary school pupils into study groups: a Science pupil will study Chemistry, Physics, Mathematics (Maths), Economics, Technical Drawing, Biology, Geography; an Art pupil will do English Language and Literature, History, foreign languages, Music, Art, Drama. Besides these subjects they must do some general education subjects like Physical Education (PE), Home Economics for girls, and Technical subjects for boys, General Science. Computers play an important part in education. The system of options exists in all kinds of secondary schools. The National Education Act of 1944 provided three stages of education: primary, secondary and further education. Compulsory schooling in England and Wales lasts 11 years, from the age of 5 to 16. British schools usually have prayers and religious instruction. The National Curriculum which was introduced in 1988 sets out in detail the subjects that children should study and the levels of achievement they should reach by the ages of 7, 11, 14, and 16, when they are tested. Until that year headmasters and headmistresses of schools were given a great deal of freedom in deciding what subjects to teach and how to do it in their schools so that there was really no central control at all over individual schools. The National Curriculum does not apply in Scotland, where each school decides what subjects it will teach. After the age of 16 a growing number of school students are staying on at school, some until 18 or 19, the age of entry into higher education in universities, Polytechnics or colleges. Schools in Britain provide careers guidance. A specially trained person called careers advisor, or careers officer helps school students to decide what job they want to do and how they can achieve it. British university courses are rather short, generally lasting for 3 years. The cost of education depends on the college or university and speciality which one chooses.

Class	School	Age
	Nursery school playgroup or kindergarten	3 4
Reception class		5
Year 1	Infant school	6
Year 2		7
Year 3	Primary school	8
Year 4	Junior school	9
Year 5		10
Year 6		11
Year 7-11	Secondary school	12-16
Year 12		17
Year 13	Sixth form college	18
First year (freshers)		19
Second year	University or Polytechnic	20
Third/final year		21
Post-graduate	University	23

Bell Times

8.40 a.m. - School begins

8.45 a.m. - Registration

8.50 a.m. - As ssembly bell
9.00 a.m. - Pupils move to lessons
9.05 a.m. - Lesson 1
9.45 a.m. - Lesson 2
10.25 a.m. - Lesson 3
11.05 a.m. - Break
11.25 a.m. - Pupils move to lessons
11.30 a.m. - Lesson 4
12.10 p.m. - Lesson 5
12.50 p.m. - Lunch time
1.40 p.m. - Afternoon school begins
1.45 p.m. - Registration
1.50 p.m. - Lesson 6
2.30 p.m. - Lesson 7
3.10 p.m. - End of normal lessons
3.10 p.m.-Start of additional lessons, clubs, societies, team practice, detentions, Etc.

On important occasions such as end of term or national holiday, called in English schools speech-days pupils are gathered in the assembly area or hall. Most of the pupils' time is spent in a classroom equipped with desks and a blackboard, nowadays often called chalkboard because normally it is brown or green. The desks are arranged in rows, the space between the rows is called an aisle. In addition to classrooms there are laboratories for Physics, Chemistry and Biology. Technical rooms are for Woodwork, Metalwork, and Technical Drawing. There are rooms for computer studies. Many young people use them for school exercise. They are now able to write their own games as well. The Physical Education lessons are conducted at the gymnasium, games-hall or at the playground in front of the school building. There are also language laboratories and housecraft rooms. Every school has a library and a school canteen. In student common room boys and girls can relax during the breaks and lunchtime. The Staff common room is for teachers. In case of illness a schoolchild may go to the sick room. Pupils at many secondary schools in Britain have to wear a school uniform. This usually means a white blouse for girls (perhaps with a tie), with a dark-coloured skirt and pullover. Boys wear a shirt and tie, dark trousers and dark-coloured pullovers. Pupils also wear blazers-a kind of jacket-with the school badge on the pocket. They often have to wear some kind of hat on the way to and from school-caps for boys, and berets or some other kind of hat for girls. Shoes are usually black or brown. And no high heels! Young people in Britain often don't like their school uniform, especially the hats and shoes. Sometimes they do not wear the right clothes. Schools will often give them a warning the first time that this happens but then will punish them if they continue not to wear the correct uniform. Senior student don't have to wear their school uniform. It sounds logical to say that the school's function is to train a pupil's mind and his character should be formed at home. Teachers would be pleased if the problem could be solved so easily. But children don't leave their characters at home when their minds go to school. Many of them have personality problems of one kind or another. The pupils who violate various school regulations may be punished in the following ways: for lateness, truancy they may be reported to the Headmaster or named in school assembly. They may be detained in school after ordinary hours. Corporal punishment has recently been banned in state schools. But in most public schools it is still allowed. Caning is the usual punishment for serious misbehavior in class, damage and vandalism. Many teachers remark that standards of discipline have

2.2. School Uniform

The pupils at most secondary schools in Britain, have to wear a school uniform. This usually means a white blouse for girls (perhaps with a tie), with a dark-coloured skirt and pullover. The colours may be grey, brown, navy blue, dark green or similar. Boys wear a shirt and tie, dark trousers and dark-coloured pullovers. Pupils of both sexes wear blazers - a kind of jacket - with the school badge on the pocket. They often have to wear some kind of hat on the way to and from school - caps for the boys, and berets or some other kind of hat for the girls. Shoes are usually black or brown and should be sensible - no high heels!

Young people in Britain often don't like their school uniform, especially the hats and shoes. Sometimes they do not wear the right clothes. Schools will often give them a warning the first time that this happens but will then punish them if they continue not to wear the correct uniform.

III. Secondary Education

After the age of 11, most children go to comprehensive schools of which the majorities are for both boys and girls. About 90 per cent of all state-financed secondary schools are of this type. Most other

children receive secondary education in grammar and secondary modern schools. Comprehensive schools were introduced in 1965. The idea of comprehensive education, supported by the Labour Party, was to give all children of whatever background the same opportunity in education. At 16 students in England and Wales take GCSE examinations. In 1988 these examinations replaced the GCE and O-levels which were usually passed by about 20 per cent of school students. GCSE examinations are taken by students of all levels of ability in any of a range of subjects, and may involve a final examination, and assessment of work done by the student during the two-year course, or both of these things. Of Some comprehensive schools, however, do not have enough academic courses for sixth-formers. Student's can transfer either to a grammar school or to a sixth-form College get the courses they want. At 18 some students take A - level GCE examinations usually in two or three subjects. But some pupils want to stay on at school after taking their GCSE, to prepare for a vocational course or for work rather than for A-level examinations.

In Scotland students take the SCE examinations. Later, they can take examinations called Highers after which they can go straight to a university. Secondary education in Northern Ireland is organized along selective lines according to children's abilities. One can hardly say that high quality secondary education is provided for all in Britain. There is a high loss of pupils from working-class families at entry into the sixth form you are a working-class child at school today, the chance of your reaching the second year of a sixth-form course is probably less than that for the child of a professional parent. Besides, government cuts on school spending caused many difficulties.

Topics for discussion

1. What is further education?
2. In what other countries we can find such types of the education system?
3. What kind of Universities do you know in the country?

Can you compare the students' life in the UK with other countries?

Тавсия этилган адабиётлар рўйхати

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4. Publication by M. Christopher, A. and M. Cusack New York 2003
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Model of educational technology Ma'ruza mashg'ulotning ta'lim texnologiyasi modeli.

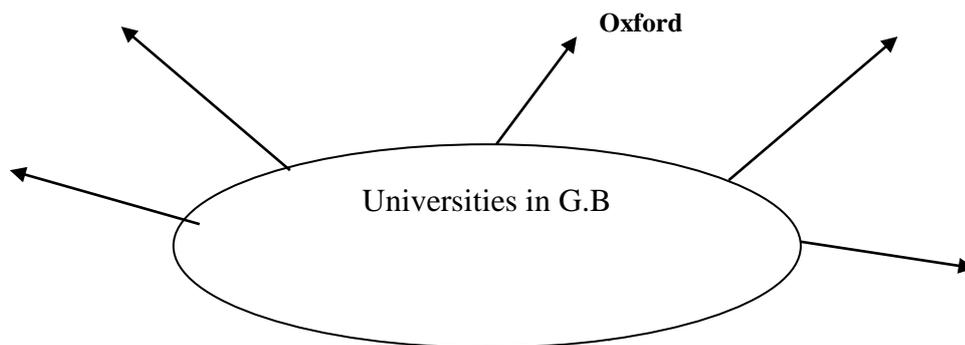
Topic:	Lesson 9 Universities in G.B
Time:2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	<ul style="list-style-type: none"> ○ Organization. ○ Recent developments. ○ School life. ○ Public exams.
Aim of the lesson:	To introduce Universities in G.B to the students.
Objectives of the lesson: 1. To picture education system of the UK in students mind. 2. To give information about Universities in G.B 3. To present public exams in the UK and university education. 4. To compare educational system of the UK and Uzbekistan.	Results of the activities: Students will know about education system of the UK. Students will get information about Universities in G.B. Students will know what exams they have in education system. Students will find out differences and similarities of two countries education.
Techniques used:	Brainstorming, T-shirt, cluster.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Blackboard, pictures, worksheets.
Monitoring and assessment:	Observing, question-answer.

Chart of educational technology Ma'ruza mashg'ulotning ta'lim texnologiyasi xaritasi

Time and steps of the	Procedure
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lesson	Teacher	Students
1.Pre-practice activity (20 min)	Brainstorming. Teacher asks the students some questions about education writes the word “Universities in G.B” on the blackboard. Appendix 1.	Students will answer the questions.
2. Main part activity (40 min)	1. Teacher asks the students to give their opinions about education system of the UK.	Students will tell their opinion about the education system of the UK.
	2. Teacher asks the students to look through the worksheets and find information about school system.	Students will read the worksheets and find information about school system and public exams.
	3. Teacher asks the students to tell about famous universities of the UK.	Students will tell about famous universities.
3. Post practice activity. (15 min)	Teacher asks the students to compare educational systems of Uzbekistan and UK	Students will compare two countries educational systems.
4. Follow up. (5 min)	Teacher gives feedback and gives task to do at home.	Students will write their tasks.

Appendix 1.



Complete the table.
Uzbekistan and the UK.

SIMILARITIES	DIFFERENCES

Appendix 3

Life at College and University

The academic year in Britain's universities, Polytechnics, Colleges of Education is divided into three terms, which usually run from the beginning of October to the middle of December, from the middle of January to the end of March, and from the middle of April to the end of June or the beginning of July.

There are about one hundred universities in Britain. The oldest and best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol, and Birmingham. Good A-Level results in at least two subjects are necessary to get a place at A University. However, good exam passes alone are not enough. Universities choose their students after interviews. For all British citizens a place at a university brings with it a grant from their local education authority. English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction, and way of student life. After three years of study a university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc. Later he may continue to take a Master's Degree and then a Doctor's Degree. Research is an important feature of university work. The two intellectual eyes of Britain, Oxford and Cambridge Universities, date from the twelfth and thirteenth centuries. The Scottish universities of St.Andrews, Glasgow, Aberdeen and Edinburgh date from the fifteenth and sixteenth centuries. In the nineteenth and the early part of the twentieth centuries the so-called Redbrick universities were founded. These include

London, Manchester, Leeds, Liverpool, Sheffield and Birmingham. During the late sixties and early seventies some 20 'new' universities were set up. Sometimes they are called "concrete and glass" universities. Among them are the universities of Sussex, York, East Anglia and some others. During these years the Government set up thirty Polytechnics.

The Polytechnics, like the universities, offer first and higher degrees. Some of them offer full-time and sandwich courses. Colleges of Education provide two-year courses in teacher education or sometimes three years if the graduate specializes in some particular subject. Some of those who decide to leave school at the age of 16 may go to a further education college where they can follow a course in typing, engineering, town planning, cooking, or hairdressing, full-time or part-time. Further education colleges have strong ties with commerce and industry. There is an interesting form of studies which is called the Open University. It is intended for people who study in their own free time and who attend lectures by watching television and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities. Some 80,000 overseas students study at British universities or further education colleges' or train in nursing, law, banking or in industry.

Oxbridge



[Oxford University](#) in [Oxfordshire, England](#)

Oxford and Cambridge are the oldest and most prestigious universities in Great Britain. They are often called collectively Oxbridge. Both universities are independent. Only the education elite go to Oxford or Cambridge. Most of their student's are former public schools leavers. The normal length of the degree course is three years, after which the students take the Degree of Bachelor of Arts (B.A.). Some courses, such as the dreaming spires of Oxford languages or medicine, may be one or two years longer. The students may work for other degree as well. The degrees are awarded at public degree ceremonies. Oxford and Cambridge cling to their traditions such as the use of Latin at degree ceremonies. Full academic dress is worn at examinations. Oxford and Cambridge universities consist of a number of colleges. Each college is different, but in many ways they are alike. Each college has its name, its coat of arms. Each college is governed by a Master. The larger ones have more than 400 members; the smallest colleges have less than 30. Each college offers teaching in a wide range of subjects. Within the college one will normally find a chapel, a dining hall, a library, rooms for undergraduates, fellows and the Master, and also rooms for teaching purposes. Oxford is one of the oldest universities in Europe. It is the second largest in Britain after London. The town of Oxford is first mentioned in the Anglo-Saxon Chronicle in 911 A.D. and it was popular with the early English kings (Richard Coeur de Lion was probably here). The University's earliest charter is dated to 1213. There are now twenty-four colleges for men, five for women and another five which have men and women members, many from overseas studying for higher degrees. Among the oldest colleges are University College, All Souls and Christ Church. The local car industry in East Oxford gives an important addition to the city's outlook. There a great deal of bicycle traffic both in Oxford and Cambridge. Cambridge University started during the 13th century and grew until today. Now there are more than thirty colleges. On the banks of the Cam willow trees droop their branches into the water. The colleges line the right bank. There are beautiful college gardens with green lawns and lines of tall trees. The oldest college is Peterhouse, which was founded in 1284, and the most recent is Robinson College, which was opened in 1977. The most famous is probably King's College because of its magnificent chapel, the largest and the most beautiful building in Cambridge and the most perfect example left of English fifteenth-century architecture.



1. Queen's University, Belfast, built in 1849 and one of the oldest higher education institutions in the United Kingdom

2. King's College, part of the University of Cambridge

Its choir of boys and undergraduates is also very well known. The University was only for men until 1871, when the first women's college was opened. In the 1970s, most colleges opened their doors to both men and women. Almost all colleges are now mixed. Many great men studied at Cambridge, among them Desiderius Erasmus, the great Dutch scholar, Roger Bacon, the philosopher, Milton, the poet, Oliver Cromwell, the soldier, Newton, the scientist, and Kapitza, the famous Russian physicist. The universities have over a hundred societies and clubs, enough for every interest one could imagine. Sport is part of student's life at Oxbridge. The most popular sports are rowing and punting.



Eton College is probably the most famous public (i.e. private) school in the world

2-топширик. Қуйдаги саволларга жавоб беринг.

1. What are the stages of the education system of the UK?
2. What is the public and private education in the country?
3. By whom the education is run (is funded) in the country?
4. When children begin schooling?

Топшириқлар:

1 – топшириқ (гурӯҳ билан ишлаш)

Саволларга жавоб беринг:

- What are the stages of the education system of the UK?
- What is the public and private education in the country?
- By whom the education is run (is funded) in the country?
- When children begin schooling?
- What is further education?

2 – топшириқ (индивидуал ҳолда ишлаш) The presentation on the educational system of the UK and NI

Баҳолаш мезони

Ўқитиш шакли	1 - топшириқ	2 - топшириқ	Баллар йиғиндиси
Гуруҳ	1		2 балл
Индивидуал		1	

Таянч ибора ва тушунчалар, nursery, primary, secondary, higher education are the pattern of Education in the UK; public school differs from private school; tests, detentions, activities are the cores of student life; scholarship is a lovely thing of students; Universities are the proud of the UK. charter - (written or printed statement of) rights, permission to do something, esp. from a ruler or government (e.g. to a town, city or university) chronicle - record of events in the order of their happening coat of arms - pictorial design used by a noble family, town university, etc. curriculum - course of study in a school, college, etc. day release - the system where someone with a job studies for one day a week, degree - a university qualification, domestic science-cookery and housekeeping, extracurricular - not part of the school timetable, fee - charge or payment for professional advice or services; entrance money for an examination, club, library, etc. fellow - member of a learned society; member of the governing body of some university college, grant - money, given by an organization, e.g. the Local Education Authority, Local Education Authority (LEA) - the education department of local government optional not obligatory, public school - a private school for pupils aged 13-18, registration - a period when pupils answer to their names to see if anyone is absent, selective school - a school which pupils must pass certain exams to enter, set (n) - group of pupils who form a class in a particular subject, study periods - free lessons when pupils can study privately, syllabus - outline or summary of a course of studies; program of school lessons, tuition fee - teaching costs

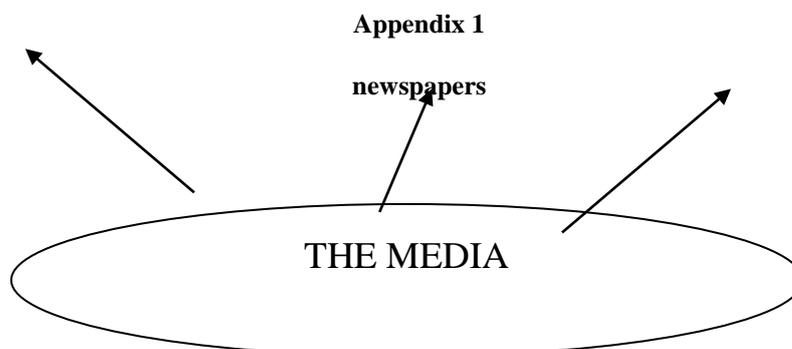
tutor - a teacher in a college or university who leads a discussion group
 tutorial classes - period of instruction given by a college tutor
 undergraduate - university student working for a bachelor's degree

**Model of educational technology
 Ma'ruza mashg'ulotning ta'lim texnologiyasi modeli.**

Topic:	Lesson 10 The media.
Time: 2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	<ul style="list-style-type: none"> ○ The importance of the national press. ○ The two types of national newspaper. ○ The BBC. ○ Television.
Aim of the lesson:	To introduce the media of the UK to students.
Objectives of the lesson: 1. To explain the importance of the national press. 2. To give information about the BBC. 3. To give information about television broad casting in the UK. 4. To compare the media of Uzbekistan and the UK.	Results of the activities: Students will know the importance of the national press. Students will get acquainted with the BBC. Students will know about TV channels in the UK. Students will know the differences and similarities.
Techniques used:	Brainstorming, T-shirt, cluster.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Blackboard, pictures, worksheets.
Monitoring and assessment:	Observing, question-answer.

Chart of educational technology practical lesson.
 Ma'ruza mashg'ulotning ta'lim texnologiyasi xaritasi

Time and steps of the lesson	Procedure	
	Teacher	Students
1. Pre-practice activity (20 min)	Teacher writes the word "media" on the blackboard and elicits random answers. Teacher divides them into small groups.	Students will give their answers working in small groups.
2. Main part activity (40 min)	1. Teacher gives the names of the national press and asks some questions about them.	Students will find out what newspapers they are.
	2. Teacher asks students to look through worksheets and tell about the BBC. Appendix 2.	Students will tell about the BBC.
3. Post practice activity. (15 min)	Teacher asks to compare the media of Uzbekistan and the UK.	Students will compare two countries mass media.
4. Follow up. (5 min)	Teacher gives feedback and homework.	Students will write their homework.



Appendix 2
Complete the table
 The BBC radio and TV channels.

RADIO		TV		
name	broadcasts	Name	started	Shows
Radio 1	Pop music	BBC 1	1936	New, quizzes, soaps various programmes of light entertainment

Appendix 3.

MEDIA IN BRITAIN

The media play a central role in Britain's daily life, informing and educating, questioning and challenging – and of course – entertaining. In recent years the availability of more radio frequencies, together with satellite, cable and microwave transmissions, has already made a greater number of local, national and international services possible. The transition from analogue to digital transmission technology is now expanding this capacity enormously. The Internet is providing, increasingly, an additional medium for information, entertainment and communication.

The UK has a large and diverse media, and the prominence of the English language gives it a widespread international dimension. Britain has about 100 daily newspapers. About 15 have nationwide circulation. Their main offices are in London.

The British Post Office provides many services in addition to handling mail. For example, local post offices sell TV licenses, dog licenses, and national insurance stamps. People can draw pensions and family allowances and also bank their savings at the post offices.

Television (Telly) and Radio

Britain is one of the world's foremost exporters of TV productions which continue to win large numbers of international awards, especially for documentaries, nature programmes and drama serials.

The BBC is the UK's publicly-funded radio and television broadcasting corporation, and is the oldest broadcaster in the world. Funded by the compulsory television licence, the BBC operates several television channels and radio stations both in the UK and abroad.

Do you ever listen to the World Service? It's an international BBC radio station. The BBC World Service radio channel is broadcast in 33 languages around the world. It broadcasts programmes in English, Russian and even in Uzbek.

BBC News is also broadcast around the world.

The BBC channels are commercial free while the other three have commercials. All the channels offer a mixture of drama, light entertainment, films, sport, educational, children's and religious programmes, news and current affairs, and documentaries.

The main, free-to-air television channels in the UK are BBC1, BBC2, ITV1 (STV in Scotland), Channel 4 and Five. The main satellite broadcaster is British Sky Broadcasting, the vast majority of digital cable services are provided by NTL:Telewest (created by the merger of NTL and Telewest in March 2006), and free-to-air digital terrestrial television by Freeview.

1.2. Radio

People in Britain listen to an average 15 hours and 50 minutes of radio each week. The BBC has five national radio networks which together transmit all types of music, news, current affairs, drama, education, sport and a range of feature programmes.

Radio in the UK is dominated by BBC Radio, which operates 10 national and 40 regional radio stations. The most popular radio station, by number of listeners, is BBC Radio 2 which specialises in popular music aimed at the 'middle aged' age bracket; it is closely followed by BBC Radio 1, aimed at the 15-24 aged bracket and the previous market leader. Commercial radio tends to be regionalised, although Virgin Radio, Classic FM and talk SPORT are broadcast nationally. Popular regional stations include Capital Radio in London; Heart in London and Midlands; Galaxy in Birmingham and the north of England; Magic in London and the north of England; and Radio Clyde in Glasgow.

Broadcasting in Britain has traditionally been based on the principle that it is a public service accountable to people. While retaining the essential public service element, it now also embraces the principles of competition and choice:

- The BBC (British Broadcasting Corporation), which broadcasts television and radio programmes;
- The ITC (Independent Television Commission), which licenses and regulates commercial television services, including cable and satellite services.
- The Radio Authority, which licenses and regulates commercial radio services, including cable and satellite.

The three bodies work to broad requirements and objectives defined and endorsed by Parliament, but are otherwise independent in their daily conduct of business.

Television viewing is by far Britain's most popular leisure pastime: over 97 per cent of households have at least one TV set. British television productions are sold world – wide.

The channels:

BBC1 has been broadcasting since 1936. It specialized in general interest programmes, Light entertainment, sports and children's programmes.

BBC2 covers minority and specialist interests as well as music, serious drama, travel programme and foreign films in the original languages.

BBC3 Broadcasting is approximately 33% informative and 66% entertainment, sport and films.

BBC4 Began in 1982. It shows 25% educational programmas and encourages innovation and experiments.

The BBC fact-file.

- The letters BBC stand for the British Broadcasting Corporation.
- The BBC began in 1922.
- It started to make international radio programmes in 1932.
- More than 30.000 people work for the BBC and 3.350 of them help to make radio programmes for countries outside' Britain
- Everyone in Britain with a TV has to buy a license each year. The money from these licenses goes to the BBC but it doesn't pay for the World Service. The British, government pays for all international radio programmes.



BBC Television Centre.

1.3. BBC

The BBC has been providing regular television broadcasts since 1936. The BBC provides two complementary national terrestrial television networks: BBC 1 and BBC 2, which transmit 24 hours a day. It also provides a range of digital channels, including BBC News 24 and BBC Choice. BBC Network Radio serves an audience of 29 each week, transmitting 24 hours a day on its five national networks. BBC has 39 local radio stations serving England and the Channel Islands, and regional and community radio services in Scotland, Wales and Northern Ireland. BBC World Service broadcasts by radio in English and 42 other languages world – wide. It has a global weekly audience of at least 140 million listeners. BBC Worldwide Television is responsible for the BBC's commercial television activity. It is one of Europe's largest exporters of television programmes. It also runs an advertiser – funded, 24 – hour international news and information channel; and an entertainment and drama channel broadcast to subscribers in continental Europe and Africa.

The BBC's domestic services are financed predominantly from the sale of annual television licences; there are no paid advertisements. BBC World Service radio is funded by a government grant, while BBC Worldwide Television is self – financing.

1.4. Independent Television

The ITC licenses and regulates three commercial television services – Channel 3 and Channel 4 (in Wales the corresponding service is S4C), which complement each other, and Channel 5 – all financed by

advertising and sponsorship. Channel 3 programmes are supplied by 15 regionally based licensees and an additional licensee providing a national breakfast – time service. Licences for Channel 3 and 5 are awarded for a ten – year period by competitive tender to the highest bidder who has passed a quality threshold.

1.5. Teletext, Cable and Satellite Services

The BBC and independent television both operate a Teletext service, under which information is displayed as “pages” of text and graphics on receivers equipped with the necessary decoders.

Cable services are delivered through underground cables and are paid for subscription. Cable franchises have been granted covering areas comprising 83 per cent of all homes and nearly all urban areas in Britain. In mid – 1999 there were about 12.1 million homes able to receive such services, and 3 million subscribing homes. Digital technology is being introduced which will support up to 500 television channels. Cable also has the capacity for computer – based interactive services, such as home shopping and email.

Many British – based satellite television channels have been set up to supply programmes to cable operators and viewers with satellite dishes. Some offer general entertainment, while others concentrate on specific areas of interest, such as sport, music, children’s programmes and feature films. The largest satellite programmer is BSkyB (British Sky Broadcasting) which, with around 7 million subscribers, dominates paid – for television in Britain. It launched its digital satellite service in 1998, carrying more than 140 channels.

Satellite television and cable services are funded mainly by subscription income.

3 - илова

III. The Press

1.1. Newspapers

There are about 130 daily and Sunday newspapers, over 2,000 weekly newspapers and some 7,000 periodical publications, 10 national morning daily papers and 10 national Sundays – five “qualities”, two “mid – market” and three “populars” in Britain There are about 1,350 regional and local newspapers. The press in Britain is free to comment on matters of public interest, subject to law.

Daily Newspapers sell 322 copies per 1000 people in the UK, the eighth highest rate in the world.

British newspapers include the following:

[The Daily Mail](#)

[The Daily Telegraph](#)

[The Financial Times](#)

[The Independent](#)

[The Scotsman](#)

[The Times](#)

[Western Mail and Echo](#)

[The Sun](#)

[The Mirror](#)

[The Herald](#)



As we said in Britain there are 10 national daily newspapers and most people read one of them every day. Daily newspapers are published on every day of the week except Sunday. Sunday newspapers are larger than daily newspapers. All the Sunday newspapers are national. Most national newspapers in Britain express a political opinion, most of them right-wing, and people choose the newspaper that they read according to their own political beliefs.

Fleet Street in London used to be the home of most national daily and Sunday newspapers and that is why people often say “Fleet Street” to mean “the press” even now. In the 1980s most of the newspapers moved to new buildings in different parts of London to use new printing technologies.

British newspapers, according to their meaning, can be divided into two groups: quality and popular. Quality newspapers are more serious and cover home and foreign news while popular newspapers like shocking, personal stories.

These two groups of papers can be distinguished easily because the quality newspapers are twice the size of the popular newspapers. The quality daily papers are “The Times”, “The Guardian”, “The Daily Telegraph” and the “Financial Times”.

“The Times”, founded in 1785, is considered to be the most authoritative newspaper voice in the country and is said to be the paper of the Establishment.

“The Guardian” appeals to well-educated readers interested in intellectual and social affairs.

“The Daily Telegraph” is bought by educated upper-middle and middle-class readers.

The “Financial Times”, printed on pink papers, is read by businessmen.

The “popular” press consists of the “Daily Mail”, the “Express”, “the Daily Star” and “The Sun”.

National newspapers have an average total circulation of over 13 million on weekdays and about 14 million on Sundays, although the total readership is considerably greater. There is no state control or censorship of the newspaper and periodical press, which caters for a range of political views, interests and level of education. Where they express pronounced views and show obvious political leanings in their editorial comments, these may derive from proprietorial and other non – party influences.

A non – statutory Press Complaints Commission deals with complaints by members of the public about the content and conduct of newspapers and magazines, and advises editors and journalists. In 1995, the Government rejected proposals for statutory regulation of the press and for legislation to give protection to privacy. Instead, it endorsed self – regulation under the Commission and recommended tougher measures to make self – regulation more effective.

Working practices throughout the newspaper industry have become more efficient with the widespread used of advanced computer – based technology. Publishers have been able to reduce production costs by using computer systems for editing and production processes.

1.2. Digital Broadcasting

The country is moving over to digital broadcasting, and the present analogue services will stop in 2012.

1.3. Freeview



You can buy a digital box (costs about £40 to £60 and plugs into TV) or a new TV. Additional free digital services include the existing channels BBC1, BBC2, ITV, Channel 4 and Channel 5, and adds BBC3, BBC4, BBC News 24, as well as ITV2, ITV3, ITV4 and a whole load of other channels including the American Channel ABC1 and the BBC's digital channels BBC6 and BBC7. There are about 30 channels in all, known as 'Freeview' channels. You can also get a wide range of digital radio channels, so you can 'watch' radio on your TV! Many people have to get a better aerial to receive digital television.

2-топширик. Қуйидаги саволларга жавоб беринг.

1. What types of the Newspapers are there in GB?
2. What are the ABC, BBC, CBS, and NBC?
3. How the television companies finance?
4. When the BBC began working?
5. With what the quality and popular newspapers are distinguished?

Топшириқлар:

1 – топшириқ (гурух билан ишлаш)

Саволларга жавоб беринг:

- What types of the Newspapers are there in GB?
- What are the ABC, BBC, CBS, and NBC?
- How the television companies finance?
- When the BBC began working?
- With what the quality and popular newspapers are distinguished?

2 – топшириқ (индивидуал холда ишлаш) The presentation on the press in the UK

Баҳолаш мезони

Ўқитиш шакли	1 - топшириқ	2 - топшириқ	Баллар йиғиндиси
Гуруҳ	1		2 балл
Индивидуал		1	

Таянч ибора ва тушунчалар

media play a central role in Britain's daily life; Britain is one of the world's foremost exporters of TV productions; radio in the UK is dominated by BBC Radio; The BBC provides regular television broadcasts; there are three independent national services in Britain; many British – based satellite television channels; people pay to watch the television in the UK; the press in Britain is free to comment; one can buy a digital box or a new TV;

Topics for discussion

1. Compare Uzbek and English mass media

Тавсия этилган адабиётлар рўйхати

1. N. Sabirova, G. Atakhanova “The United Kingdom of Great Britain and Northern Ireland, The USA” Tashkent., 2008.
2. M. Seviour “Word Wise” Tashkent 1997.
3. M.G. Cummings “Culturally Speaking” Boston 2002
4. Publication by M. Christopher, A. and M. Cusack New York 2003
5. Internet sources.

Model of educational technology Ma'ruza mashg'ulotning ta'lim texnologiyasi modeli.

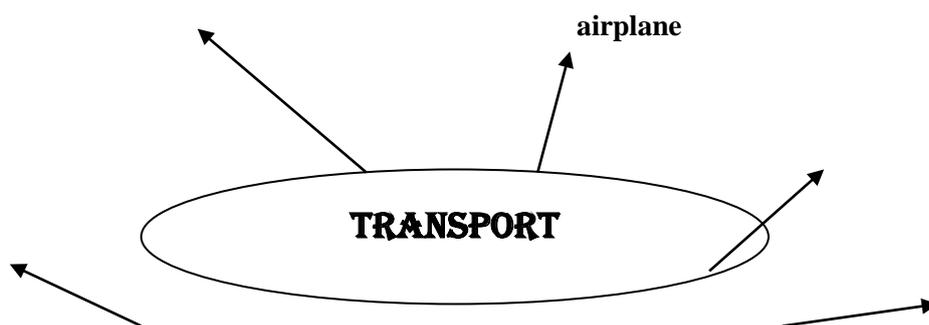
Topic:	Lesson 11 Transport
Time:2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	1) On the road. 2) Public transport in towns and cities. 3) The story of the chunnel. 4) Air and water.
Aim of the lesson:	To introduce transport of the UK to students.
Objectives of the lesson: 1. To give information about transports on the read. 2. To introduce the Chunnel to the students. 3. To give information about air and water transports of the UK. 4. To compare transport of Uzbekistan and the UK.	Results of the activities: Students will learn transports on the read. Students will know the history of the Chunnel. Students will find information about air and water transport. Students will find out differences and similarities
Techniques used:	Brainstorming, cluster, T-shirt.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Blackboard, dchalk, worksheets.
Monitoring and assessment:	Observing, checking marking the task.

Chart of educational technology practical lesson.

Ma'ruza mashg'ulotning ta'lim texnologiyasi xaritasi

Time and steps of the lesson	Procedure	
	Teacher	Students
1.Pre-practice activity (20 min)	Teacher elicits random answers writing the word “transport” on the blackboard.	Students will tell their opinion about transport.
2.Main part activity (40 min)	1. Teacher gives cluster and asks to fill in. appendix 1.	Students will do cluster.
	2. Teacher asks about types of transport and advantage and disadvantage of them. appendix 2.	Students will fill T-shirt table
	Teacher asks about the Chunnel.	Students will answer questions.
3. Post practice activity. (15 min)	Teacher asks to compare two countries transports.	Students will compare two countries transports.
4. Follow up. (5 min)	Teacher gives feed back and home work	Students will write home works.

Appendix 1.



Appendix 2.

T-shirt.
Transport.

ADVANTAGES	DISADVANTAGES
fast	pollution

Appendix 3.

Transport in Britain

You can reach England either by plane, by train, by car or by ship. The fastest way is by plane. London has three international airports: Heathrow, the largest, connected to the city by underground; Gatwick, south of London, with a frequent train service; Luton, the smallest, used for charter flights. If you go to England by train or by car you have to cross the Channel. There is a frequent service of steamers and ferryboats which connect the continent to the south-east of England. People in Britain drive on the left and generally overtake on the right. The speed limit is 30 miles per hour (50 km/h) in towns and cities and 70 m.p.h. (110 km/h) on motorways. When you are in London you can choose from four different means of transport: bus, train, underground or taxi. The typical bus in London is a red double-decker. The first London bus started running between Paddington and the City in 1829. It carried 40 passengers and cost a shilling for six kms. The next to arrive were the trains; now there are twelve railway stations in London. The world's first underground line was opened between Baker St. and the City in 1863. Now there are ten underground lines and 273 underground stations in use. The London underground is also called the Tube, because of the circular shape of its deep tunnels.

Model of educational technology

Ma'ruza mashg'ulotning ta'lim texnologiyasi modeli

Topic:	Lesson 12 Culture of Great Britain.
Time:2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	❖ Custom and traditions of Great Britain. ❖ Famous people of Great Britain. ❖ Social services and charities. ❖ The national health service.
Aim of the lesson:	To introduce British Welfare and allure to students.
Objectives of the lesson: 1. To give information about the national health service. 2. To explain the role of theatre and cinema. 3. To talk about holidays of the UK.	Results of the activities: Students will learn about the national health service. Students will know the role of theatre and cinema in people's life. Students will have an opportunity to express their opinion about holidays

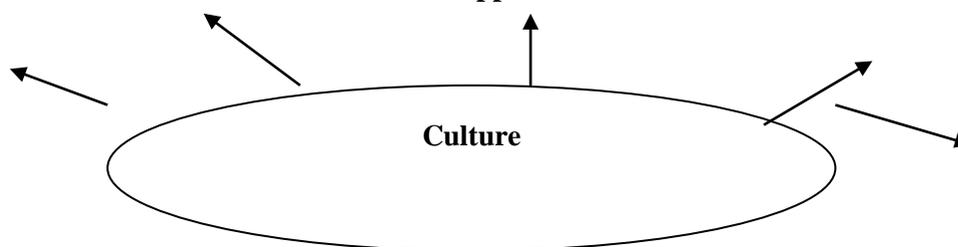
4. To compare holidays and Welfare of Uzbekistan and the UK.	Students will compare health service and holidays of Uzbekistan and the UK.
Techniques used:	Brainstorming, T-shirt, cluster
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Blackboard, picture, worksheets.
Monitoring and assessment:	Observing, question-answer.

Chart of educational technology.

Ma'ruza mashg'ulotning ta'lim texnologiyasi xaritasi

Time and steps of the lesson	Procedure	
	Teacher	Students
1.Pre-practice activity (20 min)	Teacher gives an example of holiday not mentioning the name of it. Teacher asks to find what they are going to talk.	Students will find out the topic of the lesson.
2.Main part activity (40 min)	1. Teacher asks students what the word "culture" means.	Students will do cluster.
	2. Teacher asks students to look through the worksheets and to tell the role of theatre and cinema in people's life.	Students will read worksheets and tell about theatre and cinema.
	3. Teacher asks students to tell about the holidays in Great Britain.	Students will tell about holidays in the UK.
3.Post practice activity. (15 min)	Teacher asks students to compare holidays of Uzbekistan and UK, and find out similarities and differences in celebration.	Students will compare T-shirt table.
4.Follow up. (5 min)	Teacher gives feedback, assesses students, home work	Students will write their home works.

Appendix 1.



Culture in Uzbekistan and the UK.

SIMILARITIES	DIFFERENCES
Weddings	

Appendix 3

Places of Interest in Great Britain

Britain is rich in its historic places which link the present with the past. The oldest part of London is Lud Hill, where the city is originated. About a mile west of it there is Westminster Palace, where the king lived and the Parliament met, and there is also Westminster Abbey, the coronation church. Liverpool, the "city of ships", is England's second greatest port, ranking after London. The most interesting sight in the Liverpool is the docks. They occupy a river frontage of seven miles. The University of Liverpool, established in-1903, is noted for its School of Tropical Medicine. And in the music world Liverpool is a

well-known name, for it's the home town of "The Beatles". Stratford-on-Avon lies 93 miles north-west of London. Shakespeare was born here in 1564, and here he died in 1616. Cambridge and Oxford Universities are famous centres of learning. Stonehenge is a prehistoric monument, presumably built by Druids, members of an order of priests in ancient Britain. Tintagel Castle is King Arthur's reputed birthplace. Canterbury Cathedral is the seat of the Archbishop of Canterbury, head of the Church of England. The British Museum is the largest and richest museum in the world. It was founded in 1753 and contains one of the world's richest collections of antiquities. The Egyptian Galleries contain human and animal mummies. Some parts of Athens' Parthenon are in the Greek section. Madam Tussaud's Museum is an exhibition of hundreds of life-size wax models of famous people of yesterday and today. The collection was started by Madam Tussaud, a French modeller in wax, in the 18th century. Here you can meet Marilyn Monroe, Elton John, Picasso, the Royal Family, the Beatles and many others: writers, movie stars, singers, politicians, sportsmen, etc.

Model of educational technology
Ma'ruza mashg'ulotning ta'lim texnologiyasi modeli

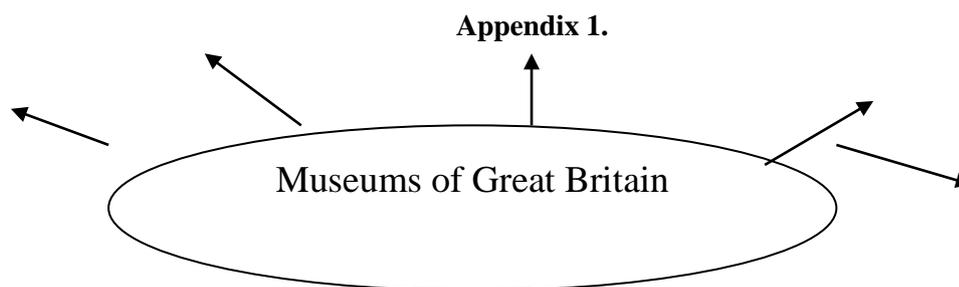
Topic:	Lesson 12 Museums in G.B.
Time:2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	❖ Museums of Great Britain. ❖ Famous people of Great Britain.
Aim of the lesson:	To introduce British Welfare and allure to students.
Objectives of the lesson: 1. To give information about the national health service. 2. To explain the role of theatre and cinema. 3. To talk about holidays of the UK. 4. To compare holidays and Welfare of Uzbekistan and the UK.	Results of the activities: Students will learn about the national health service. Students will know the role of theatre and cinema in people's life. Students will have an opportunity to express their opinion about holidays Students will compare health service and holidays of Uzbekistan and the UK.
Techniques used:	Brainstorming, T-shirt, cluster
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Blackboard, picture, worksheets.
Monitoring and assessment:	Observing, question-answer.

Chart of educational technology.

Ma'ruza mashg'ulotning ta'lim texnologiyasi xaritasi

Time and steps of the lesson	Procedure	
	Teacher	Students
1.Pre-practice activity (20 min)	Teacher gives an example of holiday not mentioning the name of it. Teacher asks to find what they are going to talk.	Students will find out the topic of the lesson.
2.Main part activity (40 min)	1. Teacher asks students what the word "culture" means.	Students will do cluster.
	2. Teacher asks students to look through the worksheets and to tell the role of theatre and cinema in people's life.	Students will read worksheets and tell about theatre and cinema.
	3. Teacher asks students to tell about the holidays in Great Britain.	Students will tell about holidays in the UK.
3.Post practice activity. (15 min)	Teacher asks students to compare holidays of Uzbekistan and UK, and find out similarities and differences in celebration.	Students will compare T-shirt table.
4.Follow up.	Teacher gives feedback, assesses	Students will write their home

(5 min)	students, home work	works.
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Museums in Uzbekistan and the UK.

SIMILARITIES	DIFFERENCES

Appendix 3

British Museums

There are many museums in London. One of them is the Tate Gallery in Millbank, which presents modern masters of England and France. There are some fine examples of modern sculpture. Its collection of French Impressionists is marvellous. There is the Victoria and Albert Museum in Brompton Road. It has an outstanding collection of the applied arts of all countries and periods. The National Gallery in Trafalgar Square has one of the best picture collection in the world. It has the most valuable display of French paintings from the early of the Impressionists, and, of course, the finest English painting, with Gainsborough, Turner, Constable and others. It shows the progress of Italian painting from the medieval to the Renaissance, some outstanding pictures of the old Roman masters. It also has a great variety of Dutch and Flemish masters and an excellent choice of Spanish painters. There are great treasures dispersed in private collections all over the world. The Queen's collection is the most valuable among them.

Appendix 4

Questions:

1. Are there many museums in London?
2. Name British Museums you know.
3. What is the National Gallery famous for?
4. The Queen's collection is the most valuable, isn't it?
5. Tell about the Victoria and Albert Museum.

**Model of educational technology
Ma'ruza mashg'ulotning ta'lim texnologiyasi modeli**

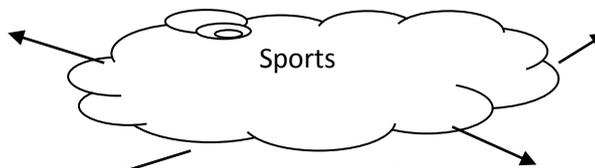
Topic:	Lesson 14 Sports
Time: 2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	1) Famous sport types in G.B 2. The national health service.
Aim of the lesson:	To introduce The Southwest to students.
Objectives of the lesson:	Results of the activities: 1. To give information about the Sports Students will know about the Sports.

2. To introduce students with formal arrangements.	Students will realize what formal arrangements are done
3. To create an idea about Sports	Students will understand
	Students will compare two countries types of sport and know their differences and similarities.
Techniques used:	Brainstorming, Teacher-shirt, cluster.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Marker, blackboard, worksheets.
Monitoring and assessment:	Observing, question and answer.

Chart of educational technology practical lesson.
Ma'ruza mashg'ulotning ta'lim texnologiyasi xaritasi

Time and steps of the lesson	Procedure	
	Teacher	Students
1.Pre-practice activity (20 min)	Brainstorming. Teacher writes the word "Sports" and elicit the random answers.	Students will give their opinion about "Sports"
2.Main part activity (40 min)	1. Teacher gives some information and asks the students to fill the information. Appendix 1.	Students will listen to the teacher's information and do cluster.
	2. Teacher asks the students to look through the worksheets and to tell about formal arrangements.	Students will read the worksheets and answer to the questions.
	3. Teacher asks the students to look at pictures and find out what they are.	Students will find out what's going on in the picture.
3. Post practice activity. (15 min)	Teacher asks comprehension questions. Appendix 2.	Students will answer the question.
4. Follow up. (5 min)	Teacher assesses students and gives homework.	Students will write homework.

Appendix 1



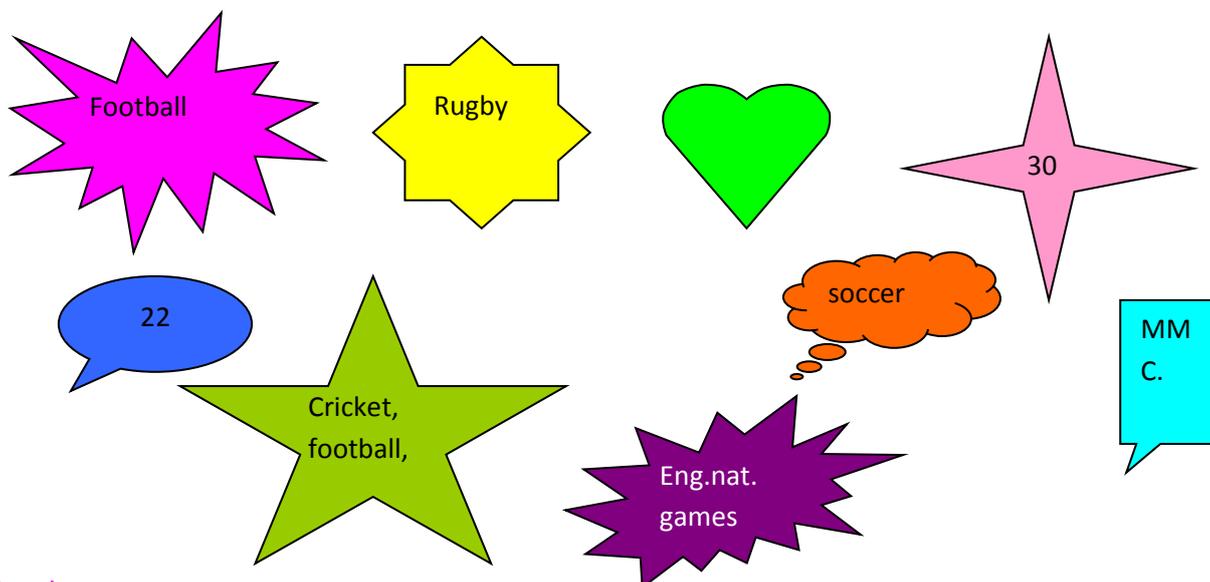
Appendix 2
Answer the Questions

QUESTIONS	
1	Do you like to go in for sport?
2	What kind of sport do you prefer?
3	What kind of sport games do you like?
4	When do you go to the stadium?
5	Who is well-known sportsman in England?
6	What is the difference between Uzbek and English sport?
7	What shows do you prefer?

Appendix № 3

Warm up activity "Yes or no"

Work on warm-up activity. Draw different figures and write some words or numbers according to them inside these figures. Others must ask him in general questions and find their meanings. Student answers only "Yes" or "No".



Questions:

- ❖ –Are there 22 players in soccer?
- ❖ – Are there 30 players in Rugby?
- ❖ –Do you like football best of all?
- ❖ Is M.C.C situated in London?
- ❖ –Is cricket the English national game?

Sports in the UK

Sport probably plays a more important part in people's life in Britain than it does in most other countries. For a very large number it is their main form of entertainment. Millions take part in some kind of sport at least once a week. Many millions more are regular spectators and follow one or more sports. There are hours of televised sport each week. Every newspaper, national or local, quality or popular, devotes several pages entirely to sport.

The British are only rarely the best in the world at particular sports in modern times. However, they are one of the best in the world in a much larger number of different sports than any other country (British individualism at work again). My course paper looks at the most publicized sports with the largest followings. But it should be noted that hundreds of other sports are played in Britain, each with its own small but enthusiastic following. Some of these may not be seen as a sport at all by many people. For most people with large gardens, for example, croquet is just an agreeable social pastime for a sunny afternoon. But to a few, it is a deadly serious competition. The same is true of the game such as indoor bowling, darts or snooker. Even board games, the kind you buy in a shop, have their national championships. Think of any pastime, however trivial, which involves some element of competition and, somewhere in Britain, there is probably a 'national association' for it which organized contents.

The British are so fond of competition that they even introduced it into gardening. Many people indulge in an informal rivalry with their neighbours as to who can grow the better flowers or vegetables. But the rivalry is sometimes formalized. Though the country, there are competitions in which gardeners enter their cabbage, leeks, onions, carrots or whatever in the hope that they will be judged 'the best'. There is a similar situation with animal. There hundreds of dog and cat shows throughout the country at which owners hope that their pet will win a prize. There are a lot of such specific kinds of sport in the United Kingdom but I want to stop my thought on consideration of more widespread.

The British are great lovers of competitive sports; and when they are neither playing nor watching games they like to talk about them, or when they cannot do that, to think about them. Modern sport in Britain is very different. 'Winning isn't everything' and 'it's only a game' are still well known sayings which reflect the amateur approach of the past. But to modern professionals, sport is clearly not just a game. These days, top players in any sport talk about having a 'professional attitude' and doing their 'job'

well, even if, officially, their sport is still an amateur one. The middle-class origins of much British sport means that it began as an amateur pastime - a leisure-time activity which nobody was paid for taking part in. Even in football, which has been played on a professional basis since 1885, one of the first teams to win the FA (Football Association) Cup was a team of amateur players (the Corinthians). In many other sports there has been resistance to professionalism. People thought it would spoil the sporting spirit. May be they are right.

Many kinds of sport originated for England. The English have a proverb, "All work and no play makes Jack a dull boy".



Tennis originated in the UK. The [Wimbledon](#) Championships [Grand Slam](#) tournament is held in London every July.

They do not think that play is more important than work; they think that Jack will do his work better if he plays as well, so he is encouraged to do both. Association football or soccer is one of the most popular games in the British Isles played from late August until the beginning of May. In summer the English national sport is cricket. When the English say: "that's not cricket" it means:"that's not fair", "to play the game" means "to be fair".



[The Royal and Ancient Golf Club of St Andrews](#) regarded as the worldwide "Home of Golf"

Golf is Scotland's chief contribution to British sport. It is worth noting here an interesting feature of sporting life in Britain, namely, its frequently close connection with the social class of the players or spectators except where a game may be said to be a "national" sport. This is the case with cricket in England which is played and watched by all classes. This is true of golf, which is everywhere in the British Isles a middleclass activity. Rugby Union, the amateur variety of Rugby football, is the Welsh national sport played by all sections of society whereas, elsewhere, it too' is a game for the middle classes. Association football is a working-class sport as are boxing, wrestling, snooker, darts and dog-racing. As far as fishing is concerned it is, apart from being the most popular British sport from the angle of the number of active participants, a sport where what is caught determines the class of a fisherman. If it is a salmon or trout it is upper-class, but if it is the sort of fish found in canals, ponds or the sea then the angler is almost sure to be working-class. Walking and swimming are the two most popular sporting activities, being almost equally undertaken by men and women. Snooker (billiards), pool and darts are the next most popular sports among rep. Aerobics (keep-fit exercises) and yoga, squash and cycling are among the sports where participation has been increasing in recent years. There are several places in Britain associated with a particular kind of sport. One of them is Wimbledon—a suburb to the south .of London where the All-England Lawn Tennis Championships are held in July (since 1877).The finals of the tournament are played on the Centre Court. The other one is Wembley—a stadium in north London where international football matches, the Cup Finals and other events have taken place since 1923. It can hold over 100,000 spectators. The third one is Derby, the most famous flat race in the English racing calendar, which has been run at Epsom near London since 1780.



England's new Wembley Stadium.

It is the largest and most expensive football stadium ever built.



1.1 Gambling and Betting.

The English have never been against a gamble though most of them know where to draw the line and wisely refrain from betting too often. Since the war the most popular form of gambling is no doubt that of staking a small sum on the football pools. (The word "pool" is connected with the picture of streams of money pouring into a common fund, or "pool" from which the winner's are paid after the firm has taken its expense and profit). Those who do so receive every week from one of the pools firms a printed form; on this are listed the week's matches. Against each match, or against a number of them, the optimist puts down a 1, a 2 or an x to show that he thinks the result of the match will be a home win, an away win or a draw. The form is then posted to the pools firm, with a postal order or cheque for the sum staked (or, as the firms say, "invested"). At the end of the week the results of the matches are announced on television and published in the newspapers and the "investor" can take

out his copy of his coupon and check his forecast.

1.2. Football

Football is the most popular team game in Britain. The British invented it and it has spread to every corner of the world. There is no British team. England, Scotland, Wales and Northern Ireland compete separately in European and World Cup matches. The English and Welsh clubs have together formed a League with four divisions. The Scottish League has three divisions. The champions of the English First Division and the Scottish Premier Division qualify to play in the European Cup competition.

British football has traditionally drawn its main following from the working class. In general, the intelligentsia ignored it. But in the last two decades of the twentieth century, it has started to attract wider interest. The appearance of fanzines is an indication of this. Fanzines are magazines written in an informal but often highly intelligent and witty style, published by the fans of some of the clubs. One or two books of literary merit have been written which focus not only on players, teams and tactics but also on the wider social aspects of the game. Light-hearted football programmes have appeared on television which similarly gives attention to 'off-the-field' matters. There has also been much academic interest.



At the 1990 World Cup there was a joke among English fans that it was impossible to find a hotel room because they had all been taken by sociologists.

Many team sports in Britain, but especially football, tend to be men-only, 'tribal' affairs. In the USA, the whole family goes to watch the baseball. Similarly, the whole family goes along to cheer the Irish national football team. But in Britain, only a handful of children or women go to football matches. Perhaps this is why active support for local teams has had a tendency to become violent. During the 1970s and 1980s football hooliganism was a major problem in England. In the 1990s, however, it seemed to be on the decline. English fans visiting Europe are now no worse in their behavior than the fans of many other countries.

For the great mass of the British public the eight months of the football season are more important than the four months of cricket. There are plenty of amateur association football (or 'soccer') clubs, and professional football is big business. The annual Cup Final match, between the two teams which have defeated their opponents in each round of a knock-out contest, dominates the scene; the regular 'league' games, organized in four divisions, provide the main entertainment through the season and the basis for the vast system of betting on the football pools. Many of the graffiti on public walls are aggressive statements of support for football teams, and the hooliganism of some British supporters has become notorious outside as well as inside Britain.

Football has been called the most popular game in the world, and it certainly has a great many fans in Britain. And now I want to mention the English terminology for football.

Association football (or soccer) is the game that is played in nearly all countries. A team is composed of a goalkeeper, two backs, three half-backs and five forwards.

Association football remains one of the most popular games played in the British Isles. Every Saturday from late August until the beginning of May, large crowds of people support their sides in football grounds up and down the country, while an almost equally large number of people play the game in clubs teams of every imaginable variety and level of skill. Over the last 20 years though, the attendance at football matches has fallen away sharply. This is because of changing lifestyles and football hooligans about I have already written but I want to add that violence at and near the football grounds increased, there was an ever-increasing tendency for people to stay away, leaving the grounds to football fans.

After serious disturbances involving English supporters at the European Cup Finals in Brussels in 1985 which led to the deaths of 38 spectators, English clubs were withdrawn from European competitions for the 1985-1986 seasons by the Football Association. The Cup Final at Wembley remains, though, an event of national importance. Here is a drawing of a football field, or "pitch", as it is usually called.

The football pitch should be between 100 and 130 metres long and between 50 and 100 metres wide. It is divided into two halves by the halfway line. The sides of the field are called the touchlines and the ends are called the goal-lines. In the middle of the field there is a centre circle and there is a goal at each end. Each goal is 8 metres wide and between 2 1/2 and 3 metres high. In front of each goal is the goal area and the penalty area. There is a penalty spot inside the penalty area and a penalty arc outside it. A game of football usually lasts for one and a half hours. At half time, the teams change ends. The referee controls the game. The aim of each team is obviously to score as many goals as possible. If both teams score the same number of goals, or if neither team scores any goals at all, the result is a draw.

The final of the football competition takes place every May at the famous Wembley stadium in London. Some of the best-known clubs in England are Manchester United, Liverpool and the Arsenal. In Scotland Rangers, Celtic or Aberdeen usually wins the cup or the championship.

Today, many people are only interested in football because of the pools and the chance of winning a lot of money.

1.3. Rugby

There is another game called rugby football, so called because it originated at Rugby, a well-known English public school. In this game the players may carry the ball. Rugby football (or 'soccer') is played with an egg-shaped ball, which may be carried and thrown (but not forward). The ball is passed from hand to hand rather than from foot to foot. If a player is carrying the ball he may be 'tackled' and made to fall down. Each team has fifteen players, who spend a lot of time lying in the mud or on top of each other and become very dirty, but do not need to wear such heavily protective clothing as players of American football.

There are two forms of rugby - Rugby Union, which is strictly amateur, and Rugby League, played largely in the north, which is a professional sport. Rugby Union has fifteen players, while Rugby League has thirteen, but the two games are basically the same. They are so similar that somebody who is good at one of them can quickly learn to become good at the other. The real difference between them is a matter of social history. Rugby union is the older of the two. In the nineteenth century it was enthusiastically taken up by most of Britain's public schools. Rugby league split off from rugby union at the end of the century. There are two versions of this fast and aggressive ball game: rugby union and rugby league. Although it has now spread to many of the same places in the world where rugby union is played (rugby union is played at top level in the British Isles, France, Australia, South Africa and New Zealand; also to a high level in North America, Argentina, Romania and some Pacific islands). Rugby can be considered the 'national sport' of Wales, New Zealand, Fiji, Western Samoa and Tonga, and of South African whites. Its traditional home is among the working class of the north of England, where it was a

way for miners and factory workers to make a little bit of extra money from their sporting talents. Unlike rugby union, it has always been a professional sport.

Because of these social origins, rugby league in Britain is seen as a working class sport, while rugby union is mainly for the middle classes. Except in south Wales, there, rugby union is a sport for all classes, and more popular than football. In Wales, the phrase 'international day' means only one thing — that the national rugby teams are playing. Since 1970, some of the best Welsh players have been persuaded to 'change codes'. They are 'bought' by one of the big rugby league clubs, where they can make a lot of money. Whenever this happens it is seen as a national disaster among the Welsh.

Rugby union has had some success in recent years in selling itself to a wider audience. As a result, just as football has become less exclusively working class in character, rugby union has become less exclusively middle class. In 1995- it finally abandoned amateurism. In fact, the amateur status of top rugby union players had already become meaningless. They didn't get paid a salary or fee for playing, but they received large 'expenses' as well as various publicity contracts and paid speaking engagements.

1.4. Cricket

Do you know how to play cricket?

If you don't live in England, Australia, New Zealand, South Africa or the West Indies you won't learn it at school. English people love cricket. Summer isn't summer without it. Even if you do not understand the rules, it is attractive to watch the players, dressed in white playing on the beautiful green cricket fields. Every Sunday morning from May to the end of September many Englishmen get up very early, and take a lot of sandwiches with them. It is necessary because the games are very long. Games between two village teams last for only one afternoon. Games between counties last for three days, with 6 hours play on each day. When England plays with one or other cricketing countries such as Australia and New Zealand it is called a test match and lasts for 5 days. Cricket is played in schools, colleges and universities and in most towns and villages by teams which play weekly games. Test matches with other cricketing countries are held annually. Cricket is also played by women and girls. The governing body is Women's Cricket Association, founded in 1926. Women's cricket clubs have regular weekend games. Test matches and other international matches take place. The women's World Cup is held every four years. Cricket is played by two teams of 11 each. One team must bat and the other team must field. When the first team finished batting, the second team must begin. The batsman must all the time guard his "wicket", three rather ridiculous pieces of wood which are pushed into the ground. The game is very slow. In many ways this is the most English of all sports. It is a game for a hot June day with a slight breeze and the feeling that there is no hurry in the world.

1.5. Table Tennis

Eighty years ago, Mr. E. Goode of Putney, South London, went to the chemist's to buy some aspirins. In the shop, he almost forgot about his tablets as he stood looking at the pimpled rubber mat on the counter. It had given him a fantastic new idea. He paid for his aspirins and the rubber mat. Then he rushed home, cut the rubber mat to the right shape and size and stuck it to his plain wooden table tennis bat. The thin layer of rubber helped him put a very fast spin on the ball. When he became the English champion, everyone started. Copying him, putting rubber layers on their bats, and soon Mr. Goode's clever idea completely changed the style and speed of table tennis.

Table tennis was first invented in England in about 1880. At first the game had several strange names: Gossima, Whiff Whaff and Ping Pong. It wasn't until 1926 that the International Table Tennis Association was formed with international championships and rules. One of the rules was that the rubber linings of the bat (Mr. Goode's invention) couldn't be more than two millimeters thick on each side. Although the game was invented in England British players don't have much chance in international championships. It's the Chinese with their fantastic speed and power who win almost every title. They often use a pen holder grip, not the "shake-hands" technique popular in Europe and the States. Their style is athletic and they often play standing several metres away from the table. Table tennis looks more like gymnastics when the Chinese start playing, with the ball flying over the net at speeds of over 150 kilometers per hour. But don't forget that it's thanks to an Englishman that table tennis is the fast and skilful game it is today. It's the pimpled rubber lining that allows players to get a good spin on the ball. Mr. Goode's headache eighty years ago was a turning point in the history of the game!

2-топширик. Қуйидаги саволларга жавоб беринг.

1. Tell the similarities and dissimilarities of rugby and soccer.
2. Who invented the speed of table tennis?

Топшириқлар:**1 – топшириқ (гуруҳ билан ишлаш)**

Саволларга жавоб беринг:

- Tell the similarities and dissimilarities of rugby and soccer.
- Who invented the speed of table tennis?

2 – топшириқ (индивидуал холда ишлаш) The presentation on the history of football**Баҳолаш мезони**

Ўқитиш шакли	1 - топшириқ	2 - топшириқ	Баллар йиғиндиси
Гуруҳ	1		2 балл
Индивидуал		1	

Topics for discussion

1. Compare Uzbek and English football

Таянч ибора ва тушунчалар conventional - following what has been customary;
 traditional divorce - legal ending of a marriage so that husband and wife are free to marry again
 dummy - object made to look like and serve the purpose of the real person or thing
 fast - go without food or without certain kinds of food, esp. as a religious duty fee - charge or payment for professional advice or service
 gambling - playing games for money, taking risks for possible advantage
 grant - something given, e g money from a government
 leisure - spare time, time free from work
 license - (written or printed statement giving) permission from someone in authority to do something
 outlook - person's way of looking at smth.
 overlap - partly cover by extending beyond one edge; partly coincide

pastime - anything done to pass time pleasantly; game
 practitioner - one who practices a skill or art
 purify - make clean; cleanse
 quarrel - angry argument; violent disagreement
 regatta - meeting for boat races
 reunion - meeting of old friends, former colleagues, etc after separation

revenue - income
 rotten - decayed; having gone bad
 scattered - lying in different directions, not situated together, wide apart

**Model of educational technology practical lesson.
 Ma'ruza mashg'ulotning ta'lim texnologiyasi modeli**

Topic:	Lesson 15 Holidays and special occasions
Time: 2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	❖ Organization. ❖ Recent developments. ❖ Public holidays.
Aim of the lesson:	To introduce Holidays and special occasions to the students.
Objectives of the lesson: 1. To picture Holidays and special occasions in	Results of the activities: Students will know about Holidays and special

students mind. 2. To give information about Holidays and special occasions 3. To present public holidays 4. To compare Holidays and special occasions of GB and Uzbekistan.	occasions Students will get information about Holidays and special occasions Students will know what public holidays Students will find out differences and similarities of two countries special occasions.
Techniques used:	Brainstorming, T-shirt, cluster.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Blackboard, pictures, worksheets.
Monitoring and assessment:	Observing, question-answer.

Chart of educational technology practical lesson.
Ma'ruza mashg'ulotning ta'lim texnologiyasi xaritasi

Time and steps of the lesson	Procedure	
	Teacher	Students
1. Pre-practice activity (20 min)	Brainstorming. Teacher asks the students some questions about Holidays and special occasions on the blackboard. Appendix 1.	Students will answer the questions.
2. Main part activity (40 min)	1. Teacher asks the students to give their opinions about Holidays and special occasions	Students will tell their opinion about the Holidays and special occasions
	2. Teacher asks the students to look through the worksheets and find information about Holidays and special occasions.	Students will read the worksheets and find information about Holidays and special occasions
3. Post practice activity. (15 min)	Teacher asks the students to compare Holidays and special occasions of Uzbekistan and GB. Appendix 2.	Students will compare two countries Holidays and special occasions.
4. Follow up. (5 min)	Teacher gives feedback and gives task to do at home.	Students will write their tasks.

Appendix № 1
Work on Cluster.

During filling the cluster students must write all words according to the text in different figures. They do not discuss the words which they write in the cluster.



In this method two groups must separate the cards. The first group must find sentences according to the text, the second group must find the cards which are not according to the text and all groups pin their cards to the board. E.g.

Cards with such examples:

1. There are many holidays in Great Britain.
2. Englishmen celebrate Navruz on March

Appendix № 3

Begin to work on translations.

Teacher gives students some cards with Uzbek sentences, they must translate them into English.

E.g.: 1-card

Uels xalqining milliy bayrami qanday?

2-card

Shotlandiya xalqi yangi yil bayramini qachon nishonlaydi?

I. National days of the UK

Every nation and country has its own customs and traditions. In Britain traditions play a more important part in the life of the people than in other countries. Englishmen are proud of their traditions and carefully keep them up. It has been the law for about 300 years that all the theaters are closed on Sundays. No letters are delivered; only a few Sunday papers are published. Up to this day an English family prefers a house with a garden to a flat in a modern house with central heating. English people like gardens. Sometimes the garden in front of the house is a little square covered with cement painted green in imitation of grass and a box of flowers. Holidays are especially rich in old tradition and are different in Scotland, Ireland, Wales and England. Christmas is a great English national holiday and in Scotland it isn't kept at all, except by clerks in banks; all the shops mills and factories are working. But 6 days later on New Year's Eve the Scottish begin to enjoy them. People invite their friends to their houses and sit.

Scotland's National Day is St. Andrew's Day (30 November), which has now largely been overshadowed by Burns' Night. St. Andrew, one of Christ's twelve apostles, is the patron saint of Scotland. Some of his bones are said to have been brought to what is now St. Andrews in Fife during the 4th century. Since medieval times the X-shaped saltier cross upon which St. Andrew was supposedly crucified has been the Scottish national symbol.

St. David's Day (1 March) is the **National Day of Wales**. St. David (c.520-588), the patron saint of Wales, was the founder and first abbot-bishop of Menvia, now St. David's in Dyfed, South Wales. The wearing of daffodils or leeks by patriotic Welsh people commemorates the day. Both plants are traditionally regarded as the national emblems of Wales.

St. Patrick's Day (17th March) is an official **Bank Holiday in Northern Ireland**. The work of St. Patrick (c.389-c.461) was a vital factor in the spread of Christianity in Ireland. Born in Britain, he was carried off by pirates, and spent six years in slavery before escaping and training as a missionary. The day is marked by the wearing of shamrocks (a clover-like plant), the national badge of both Northern Ireland and the Republic of Ireland.

England's National day is St. George's Day (23 April). St. George is the patron saint of England. A story that first appeared in the 6th century tells that St. George rescued a hapless maid by slaying a fearsome fire-breathing dragon! The saint's name was shouted as a battle cry by English knights who fought beneath the red-cross banner of St. George during the Hundred Years War (1338-1453). Today the red cross of St. George still flies above every English parish church to mark the saint's day.

II. Holidays of the UK

2.1. Christmas Day

In Britain, Christmas Day is normally spent at home, with the family, and it is regarded as a celebration of the family and its continuity. Preparations start well in advance, with the sending of Christmas cards and the decoration of a Christmas tree in a prominent place in the home. Although it is now a firmly established tradition, Queen Victoria's husband, Prince Albert, who introduced the custom from his native Germany in 1840, first popularized the Christmas tree.

Some houses are decorated with evergreens (plants which do not lose their leaves in winter); a wreath of holly on the front door and garlands of holly, ivy and fir indoors. Bunches of mistletoe are often hung above doorways - any couple passing underneath must exchange kisses! Traditional food is prepared: sweet mince pies, a rich Christmas cake and the Christmas pudding. Everyone has their own favorite recipe, but they're all packed full of spices, nuts, dried fruit and brandy.

Presents are bought and wrapped, and traditionally placed under the Christmas tree on Christmas Eve. Christmas is both a secular and a religious holiday, and many families like to attend a midnight service at church on Christmas Eve, or celebrate Christmas in church on Christmas morning.

The excitement begins for children on Christmas Eve, when they hang up their stockings (an old sock or, more ambitiously, pillow cases) around the fireplace or at the foot of the bed for Father Christmas to fill with presents. The English Father Christmas or Santa Claus is first recorded in his traditional red and white outfit in a woodcut of 1653, but the story of Santa arriving in his reindeer-drawn sleigh and descending down the chimney to fill children's stockings with presents derives from the United States.

Practically everyone sits down to a Christmas dinner in the early afternoon of Christmas Day, traditionally roast turkey, but some families prefer goose or roast beef. The Christmas pudding, brought to the table flaming hot, follows the turkey. Brandy is poured over the pudding, and then lit. After dinner, everyone relaxes by going for a walk, playing games, enjoying their presents or watching television.

2.2. Boxing Day

Boxing Day (26 December) is so-called because it's a time when trades people receive a 'Christmas Box' - some money in appreciation of the work they've carried out all year. Traditionally a time for visiting family and friends and indulging in more feasting, Boxing Day is a popular day for football matches and other sporting fixtures. The day is a public holiday, so shops and banks are closed. More recently, some shops have broken with tradition and now open on Boxing Day to encourage shoppers who can't wait to spend their Christmas money.

2.3. New Year

New Year is often launched with a party - either at home with family and friends or a gathering in the local pubs and clubs. Merry-making begins on New Year's Eve and builds up to midnight. The stroke of midnight is the cue for much cheering, hooting, whistling, kissing and the drinking of toasts. Tradition has it that the first person over the threshold on New Year's Day will dictate the luck brought to the household in the coming year. This is known as First Footing. At midnight on 31 December, particularly in Scotland and northern England, 'first footers' (traditionally a tall, dark, good-looking man) step over the threshold bringing the New Year's Luck. The first footer usually brings a piece of coal, a loaf and a bottle of whisky. On entering he must place the fuel on the fire, put the loaf on the table and pour a glass for the head of the house, all normally without speaking or being spoken to until he wishes everyone 'A Happy New Year'. He must, of course, enter by the front door and leave by the back.

In Wales the back door is opened to release the Old Year at the first stroke of midnight. It is then locked up to 'keep the luck in' and at the last stroke the New Year is let in at the front door.

In Scotland the New Year remains the greatest of all annual festivals. Called 'Hogmanay' (a word whose meaning has never been satisfactorily established), it's marked by an evening of drinking and merrymaking, culminating at the stroke of midnight when huge gatherings of people at Edinburgh's Tron Kirk and Glasgow's George Square greet the New Year by linking arms and singing 'Auld Lang Syne'.

2.4. Halloween

Halloween (31 October) and its associations with witches and ghosts derives from the Celtic Old Year's Night - the night of all witches, when spirits were said to walk the earth. Witches and supernatural beings are still remembered all over Britain, when bands of children roam the streets in ghoulish costumes, carrying Halloween lanterns - pumpkins hollowed out with a ghostly face cut into one side, which glows when a candle is placed inside. In recent years the custom of 'trick or treating' has gained in popularity. Although we commonly associate this practice with America, the custom is originated in England as 'Mischief Night' when children declared one 'lawless night' of unpunished pranks (usually May Day eve or Halloween). Halloween parties (usually for children) include games such as apple bobbing, where apples are either floated in water or hung by a string. The object of the game is for the players to put their hands behind their back and try to seize an apple with their teeth alone.

2.5. Easter

Easter day is named after the Saxon goddess of spring, Eostre, whose feast took place at the spring equinox. Easter is now the spring feast of the Christian church, commemorating the resurrection of Jesus. It falls on a Sunday between 22 March and 25 April, according to the church calendar. Traditionally Easter eggs, dyed and decorated or made of chocolate, are given as presents symbolizing new life and the coming of spring.

Egg rolling competitions take place in northern UK on Easter Monday; hard-boiled eggs are rolled down a slope, with the winner being - according to local preference - the one which rolls the furthest, survives the most rolls, or is successfully aimed between two pegs! The best-publicized event takes place at Avenham Park in Preston, Lancashire. Easter parades are also part of the Easter tradition, with those taking part wearing Easter bonnets or hats, traditionally decorated with spring flowers and ribbons.

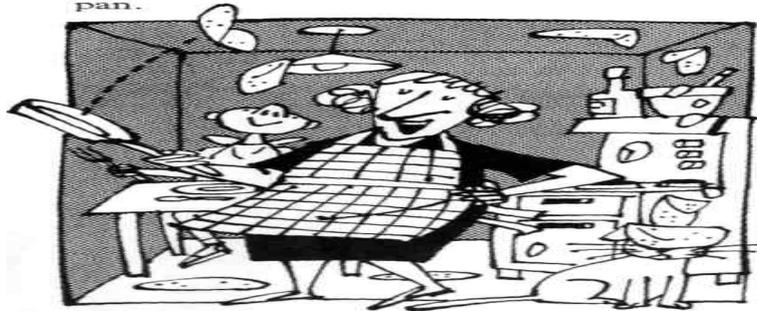
2.6. What and when are 'Bank' Holidays?

Many public holidays in the United Kingdom are known as 'bank' holidays - so called because these are days on which banks are legally closed. Most fall on a Monday. In England and Wales there are six bank holidays: New Year's Day, Easter Monday, May Day (not necessarily 1 May), Spring and Late Summer Holidays at the end of May and August respectively, and Boxing Day. There are also two common law holidays on Good Friday and Christmas Day. In Scotland there are nine public holidays: New Year's Day, January 2, Good Friday, Easter Monday, May Day (not necessarily 1 May), Spring and Summer Holidays at the end of May and the beginning of August respectively, Christmas Day and Boxing Day. In Northern Ireland there are seven bank holidays: New Year's Day, St. Patrick's Day (17 March), Easter Monday, May Day (not necessarily 1 May), Spring and Late Summer Holidays at the end of May and August respectively, and Boxing Day. There are also two common law holidays on Good Friday and Christmas Day and a public holiday on the anniversary of the Battle of the Boyne (12 July). There are holidays in lieu of those public holidays which fall at weekends. Shops, museums and other public attractions, such as historic houses and sports centers, may close on certain public holidays, particularly Christmas Day. As this varies, it is advisable to check with the individual establishment beforehand.

2.7. Pancake Day

Pancake Day

Ash Wednesday is the day in February when the Christian period of Lent begins. This refers to the time when Christ went into the desert and fasted for forty days. Although not many people actually give up eating during this period, on Pancake Tuesday, the day before Ash Wednesday, they eat lots of pancakes. These are made from flour, milk and eggs, and fried in a hot pan.



Pancake Day or 'Shrove Tuesday' (the Tuesday which falls 41 days before Easter) is the eve of the Lenten fast. On this day in earlier times all Christians made their compulsory confessions or 'shriffs' from which the name 'Shrove Tuesday' derives, and took their last opportunity to eat up all the rich foods prohibited during Lent. Thus all eggs, butter and fat remaining in the house were made into pancakes, hence the festival's usual nickname of Pancake Day. Though the strict observance of Lent is now rare, everyone enjoys eating the customary pancakes and some regions celebrate the day with pancake races. The oldest and most famous is held at Olney in Buckinghamshire. The race is run over 415 yards (about 380 metres) by women over sixteen, wearing a cap and apron. They must 'toss' their pancake (flip it over in the frying pan) at least three times during the race. The winner receives a kiss from the Pancake Bell Ringer (church bells were traditionally rung to remind parishioners to come to confession) and a prayer book from the vicar!

2.8. Guy Fawkes Night.

In 1605 Guy Fawkes, a Roman Catholic, and his fellow conspirators attempted to blow up King James I and the Houses of Parliament, as they disagreed with the King's Protestant policies. They succeeded in storing some 30 barrels of gunpowder in a cellar under the Houses of Parliament, but before Parliament opened on November 5th, the 'gunpowder plot', as it has come to be known, was discovered. Guy Fawkes and his colleagues were executed for reason. Since then, the 5th of November has been celebrated in England by the burning of stuffed figures of Guy Fawkes on bonfires, usually accompanied by firework displays. These may be large organized events open to members of the public, or smaller, private gatherings of family and friends held in people's gardens. 'Guy Fawkes Night' is also known as 'Bonfire Night' or 'Firework Night'. In the days leading up to the 5th of November children traditionally take their homemade Guys out onto the streets of their town or village and ask passers-by for 'a penny for the Guy'. This money is supposedly used as a contribution towards their fireworks.

2.9. Remembrance Day (Poppy Day)

Remembrance Day is observed throughout Britain in commemoration of the million or more British soldiers and airmen who lost their lives during the two World Wars. On that day, the second Sunday in November, special services are held in the churches and wreaths are laid at war memorials

throughout the country and at London's Cenotaph, where a great number of people gather to observe the two – minute silence and to perform the annual Remembrance Day ceremony. The silence begins at the first stroke of Big Ben 11 o'clock, and is broken only by the crash of distant artillery and perhaps by the murmur of a passing jet. Members of the Royal Family or their representatives and political leaders come forward to lay wreaths at the foot of the Cenotaph. Then comes the march past the memorial of ex-servicemen and women, followed by an endless line of ordinary citizens who have come here with their personal wreaths and their sad memories.

On that day artificial poppies, a symbol of mourning, are traditionally sold in the streets everywhere, and people wear them in their buttonholes. The money collected in this way is later used to help the men who had been crippled during the war and their dependants. In the past the day was known as Armistice Day and was marked on the 11 of November, as that was the day when armistice (agreement to stop military actions) sought by German from Allies, came into force in 1918. Armistice Day was kept since 1919 – 1938. Two minutes silence was observed throughout the British Commonwealth starting at 11 a.m. the ceremony lapsed during the Second World War, but was resumed in 1945. The following year it was decided to observe a Remembrance Day for both World Wars. It was to be held annually on Remembrance Sunday (the second Sunday in November). The most magnificent ceremony is held at the Cenotaph in London, a memorial to those who died during the two world wars. On Remembrance Day the ceremony is attended by the Queen and royal family, statesmen and politicians, representatives of the armed forces and Commonwealth.

2-топширик. Қуйидаги саволларга жавоб беринг.

1. What kinds of holidays are celebrated in the UK?
2. What are the national days of the countries of the UK?
3. Who popularized Christmas tree the first in the UK?
4. Why the 26th of December is called a boxing day?

Таянч ибора ва тушунчалар

every nation and country has its own customs and traditions; houses are decorated with evergreens at Christmas Day; 'Christmas Box' is money; New Year is launched with a party; Halloween associates with witches and ghosts; Easter is spring feast; banks are legally closed in bank holidays; Pancake Day is the eve of the Lenten fast; 'Guy Fawkes Night' is also known as 'Bonfire Night' or 'Firework Night'; Remembrance Day is commemoration of British soldiers and airmen. carol - song of joy or praise, esp. a Christmas hymn, circulation - number of copies of a newspaper or other periodical sold to the public

conventional - following what has been customary; traditional

divorce - legal ending of a marriage so that husband and wife are free to marry again

dummy - object made to look like and serve the purpose of the real person or thing

fast - go without food or without certain kinds of food, esp. as a religious duty

fee - charge or payment for professional advice or service

gambling - playing games for money, taking risks for possible advantage,

Topics for discussion

1. Who is a first footer?
2. When the game apple bobbing is played?
3. When falls the Easter?
4. In the bank holidays banks are And why?
5. Who was Guy Fawkes?
6. What holidays do we have in our country (Uzbekistan) which is like to those holidays given above?

Тавсия этилган адабиётлар рўйхати

1. N. Sabirova, G. Atakhanova "The United Kingdom of Great Britain and Northern Ireland, The USA" Tashkent., 2008.
2. M. Seviour "Word Wise" Tashkent 1997.
3. M.G. Cummings "Culturally Speaking" Boston 2002
4. Publication by M. Christopher, A. and M. Cusack New York 2003
5. Internet sources.

Ma'ruza mashg'ulotning ta'lim texnologiyasi modeli.

Topic:	Lesson 16 Religion
Time: 2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	To give a information about Religion
Aim of the lesson:	To introduce Religion.
Objectives of the lesson: 1. To explain the importance of the national press. 2. To give information about the Religion 3. To give information about Religion 4. To compare the Religion of Uzbekistan and GB.	Results of the activities: Students will know the importance of the national press. Students will get acquainted with the Religion Students will know about Religion Students will know the differences and similarities.
Techniques used:	Brainstorming, T-shirt, cluster.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Blackboard, pictures, worksheets.
Monitoring and assessment:	Observing, question-answer.

Chart of educational technology practical lesson.
Ma'ruza mashg'ulotning ta'lim texnologiyasi xaritasi

Time and steps of the lesson	Procedure	
	Teacher	Students
1. Pre-practice activity (20 min)	Teacher writes the word "Religion" on the blackboard and elicits random answers. Teacher divides them into small groups.	Students will give their answers working in small groups.
2. Main part activity (40 min)	1. Teacher gives some questions about them.	Students will find out what Religion is
	2. Teacher asks students to look through worksheets and tell about Religion. Appendix 2.	Students will tell about the Religion.
3. Post practice activity. (15 min)	Teacher asks to compare the Religion of Uzbekistan and the GB	Students will compare two countries Religions
4. Follow up. (5 min)	Teacher gives feedback and homework.	Students will write their homework.

Appendix 1



Appendix 2

Religion in Great Britain

British religion used to be closely connected with kings, queens and politics. England was a Roman Catholic country until 1534. In 1525 King Henry VIII decided to divorce his queen, Catherine of Aragon, because he fell in love with Anne Boleyn. But when Henry asked the Pope for permission to divorce Catherine, he refused. Henry was so angry with the Pope that he ended all contact between England and Rome. He divorced Catherine of Aragon without the Pope's permission and married Anne Boleyn. In 1534 Parliament named Henry head of the Church of England. This was the beginning of the Anglican Church. The Anglican Church did not start as a Protestant Church and Henry certainly did not regard himself as a Protestant. However the Protestant movement in Europe was growing very strong at that time. When Henry quarreled with Rome and ordered the Bible to be translated into English, the way was open for Protestantism to spread in England.

Over the next years many people changed to this new religion.

In 1553 Mary, Henry's daughter by Catherine of Aragon, became Queen of England. The country re-entered the Roman Church, because she was a Roman Catholic. Protestants were glad when Mary died, because while she was Queen, many Protestants were burned for their beliefs. After Mary, Elizabeth became head of the Anglican Church and Roman Catholicism was never again the official religion in England. The Church of England is still the established church in England nowadays. But in spite of the great variety of forms of worship, only a minority of people regularly go to church in Britain today. Most people see Sunday more as a day for relaxing with the family or for doing jobs around the house and the garden.

Appendix 3

Question:

1. Was England a Roman Catholic country until 1534?
2. Why did Henry decide to divorce the queen?
3. What was the beginning of the Anglican Church?
4. Were Protestants glad when Mary died?
5. What is the established church in England nowadays?

Vocabulary:

to divorce — развестись

permission — разрешение

the Anglican Church — англиканская церковь

Model of educational technology Ma'ruza mashg'ulotning ta'lim texnologiyasi modeli.

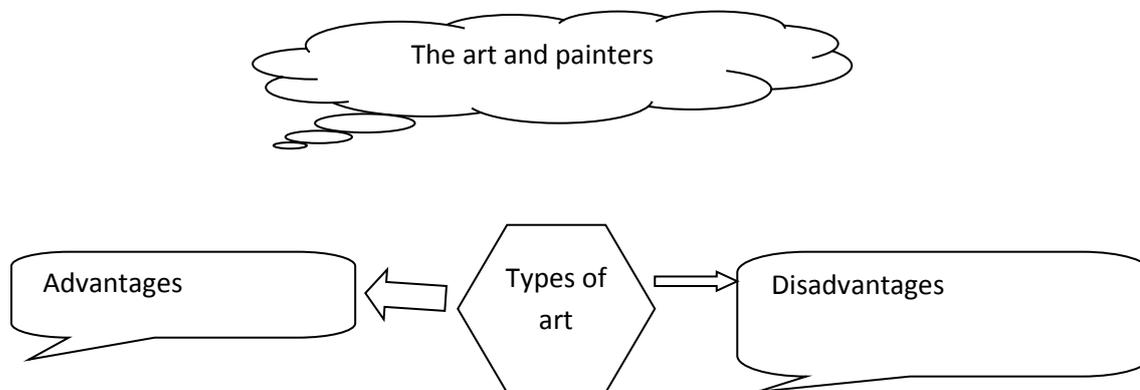
Topic:	Lesson 17 The arts
Time: 2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	<ol style="list-style-type: none"> 1. Custom and traditions of G.B 2. Famous people of G.B and arts 3. Social services and charities.
Aim of the lesson:	To introduce the The arts to students.
Objectives of the lesson:	Results of the activities: Students will learn The arts on the read. Students will know the history of the arts. Students will find information about The arts Students will find out differences and similarities
Techniques used:	Brainstorming, cluster, T-shirt.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Blackboard, dchalk, worksheets.
Monitoring and assessment:	Observing, checking marking the task.

Chart of educational technology practical lesson. Ma'ruza mashg'ulotning ta'lim texnologiyasi xaritasi

Time and steps of the lesson	Procedure	
	Teacher	Students
1. Pre-practice activity (20 min)	Teacher elicits random answers writing the word "art" on the blackboard.	Students will tell their opinion about art.
2. Main part activity (40 min)	1. Teacher gives cluster and asks to fill in. appendix 1.	Students will do cluster.
	2. Teacher asks about types of art and advantage and disadvantage of	Students will fill T-shirt table

	them. appendix 2.	
	Teacher asks about the art.	Students will answer questions.
3. Post practice activity. (15 min)	Teacher asks to compare two countries arts.	Students will compare two countries arts.
4. Follow up. (5 min)	Teacher gives feed back and home work	Students will write home works.

Appendix 1



Appendix 2

The British Painters
(Joseph Mallord William Turner)

William Turner, a great romantic English landscape painter, was born in Devonshire in 1775. He lived with his uncle in Middlesex, where he began to attend school. His first drawings are dated 1787, when he was only twelve years of age. His childish sketch-books, filled with drawings, are still preserved in the British Museum. When he was 21, he began to exhibit oil paintings as well as water-colours at the Royal Academy. The first, "Fishermen at Sea" is now in the Gate Gallery. He traveled much in France, Germany, Switzerland, Italy. But he never lost his interest in his own country. As a landscape painter Turner was interested mainly in light and colour effects. One of his famous paintings is even called "Light and Colour". His work is highly praised by great critics. Turner died in London in 1851. His pictures and drawings became the property of the British nation. William Turner is considered to be one of the world's greatest painters.

Appendix 3

Questions:

1. Where and when was Joseph Turner born?
2. Where did he go to school?
3. At what age did he make his first drawings?
4. When did he begin to exhibit his paintings?
5. Did he stay in his country all his life?
6. What was he interested in as a landscape painter?
7. When and where did he die?
8. Who is the owner of Turner's works?

Model of educational technology

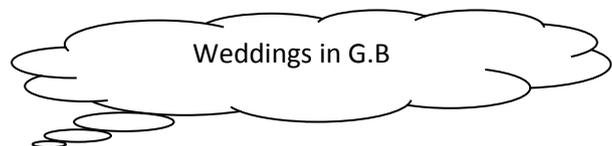
Topic:	Lesson 18 Weddings in G.B
Time: 2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	1. Weddings in G.B

	2. Families of G.B
Aim of the lesson:	To introduce the The arts to students.
Objectives of the lesson: 1. To give information about theme 2. To introduce the new theme to the students. 4. To compare weddings of Uzbekistan and GB	Results of the activities: Students will learn Theme. Students will know the parties. Students will find information about families Students will find out differences and similarities
Techniques used:	Brainstorming, cluster, T-shirt.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Blackboard, dchalk, worksheets.
Monitoring and assessment:	Observing, checking marking the task.

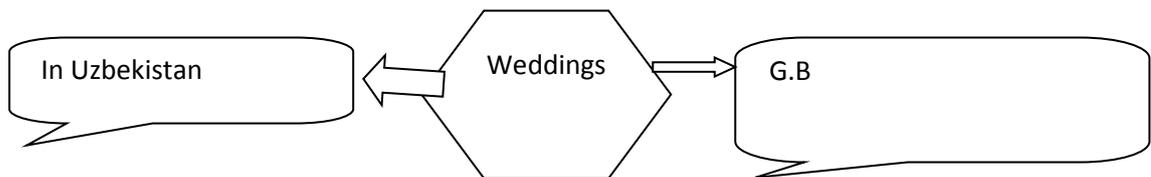
Chart of educational technology practical lesson.

Time and steps of the lesson	Procedure	
	Teacher	Students
1.Pre-practice activity (20 min)	Teacher elicits random answers writing the word "weddings" on the blackboard.	Students will tell their opinion about art.
2.Main part activity (40 min)	1. Teacher gives cluster and asks to fill in. appendix 1.	Students will do cluster.
	2. Teacher asks about types of art and advantage and disadvantage of them. appendix 2.	Students will fill T-shirt table
	Teacher asks about the art.	Students will answer questions.
3. Post practice activity. (15 min)	Teacher asks to compare two countries arts.	Students will compare two countries arts.
4. Follow up. (5 min)	Teacher gives feed back and home work	Students will write home works.

Appendix 1



Appendix 2



Appendix 3

British Homes

There are 22 million homes in Britain — big homes and small homes, old cottages and new buildings, houses and flats. (Americans say "apartment" but British people say "flat"). Many British people love old houses and these are often more expensive than modern ones. They also love gardening and you will see gardens everywhere you go: in towns, villages and out in the country. Some are very small with just one tree and a few flowers. Others are enormous with plenty of flowers and enough vegetables and fruit trees. Two third of the families in Britain own their houses. Millions of these houses are the same with two or three bedrooms and a bathroom upstairs, dining-room and kitchen downstairs. To pay for their house, home owners borrow money from a "building society" and pay back a little every month.

There are a great many different kinds of homes in Britain, but there are not enough! It is often very difficult for young people to find a home when they want to start a family. British homes are usually smaller than American homes. But like Americans old people, young families and unmarried people do not usually live together.

Appendix 4

Family Life in Britain

A "typical" British family used to consist of mother, father and two children. But in recent years there have been many changes in family life. For example, since the law made it easier to get a divorce, the number of divorces has increased. That's why 24% of British children live with only one parent, usually their mother. The contemporary British child doesn't have a lot of companionship from brothers and sisters, because the average family has only one or two children. Most British children live with their parents at least until they finish school at the age of 17 or 18. Then many go away to college, leaving some parents sad and lonely in their empty nest and others enjoying their release from parental responsibilities. But many adults stay with their parents during their college years or return home after graduation. Today's parents cannot even be sure that their married children have moved out forever. After a divorce they may return to the parental home temporarily or even on a long-term basis. Older people take pride in their independence, enjoy their freedom and don't want to be a burden to their children. The telephone, the car and the airplane keep them in close contact even when they live in different parts of the country. Members of family — grandparents, aunts, uncles, cousins keep in touch, but they see less of each other than they used to. This is because people often move away from home town to work and so the family becomes scattered. Christmas is the traditional season for reunions. Although the family group is smaller nowadays than it used to be, relatives often travel many miles in order to spend the holiday together. Family parties may be all the more joyous when they bring together relatives who haven't seen each other for a while.

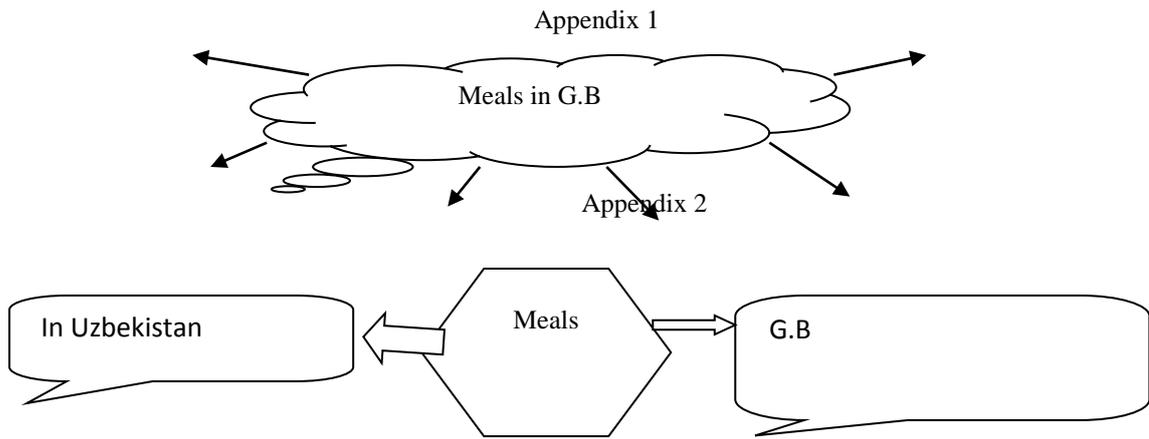
Model of educational technology

Topic:	Lesson 19 Meals in G.B
Time:2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	1. Meals in G.B 2. Restourans in G.B
Aim of the lesson:	To introduce the Theme to students.
Objectives of the lesson: 1. To give information about theme 2. To introduce the new theme to the students. 4. To compare Meals in Uzbekistan and GB	Results of the activities: Students will learn Theme. Students will know the meals. Students will find information about meals Students will find out differences and similarities
Techniques used:	Brainstorming, cluster, T-shirt.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Blackboard, dchalk, worksheets.
Monitoring and assessment:	Observing, checking marking the task.

Chart of educational technology practical lesson.

Time and steps of the lesson	Procedure	
	Teacher	Students
1.Pre-practice activity (20 min)	Teacher elicits random answers writing the word "Meals" on the blackboard.	Students will tell their opinion about art.
2.Main part activity (40 min)	1. Teacher gives cluster and asks to fill in. appendix 1.	Students will do cluster.
	2. Teacher asks about types of art and advantage and disadvantage of them. appendix 2.	Students will fill T-shirt table
	Teacher asks about the art.	Students will answer questions.
3. Post practice activity. (15 min)	Teacher asks to compare two countries arts.	Students will compare two countries arts.

4. Follow up. (5 min)	Teacher gives feed back and home work	Students will write home works.
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Appendix 3

Meals in Britain

Since the 1970's eating habits in Britain have undergone a change. People have been encouraged by doctors, health experts and government advertisements to eat less fat and more fibre. Fat is believed to be one of the major causes of obesity and heart disease. Forty per cent of adults in Britain are overweight and Britain has one of the highest death rates due to cardiovascular disease in the world. Britons have also become more aware of calories, the energy value of food. Some people count the number of calories they eat every day, so that they can try to take in fewer calories and lose weight. Food manufactures have started to help the general public to make more informed choices about what they eat. So the traditional British breakfast is bacon, eggs or sausages, preceded by fruit and followed by toasts. Britons may eat this breakfast at weekends or on special occasions but prefer a smaller and healthier meal to start a day. Lunch is a light meal and is eaten at school or work. Lunch takes 30—40 minutes. Dinner is usually the main meal of the day and consists of two courses. In recent years, foreign foods have become a regular part of the British diet. Indian and Chinese dishes are particularly popular for evening meals. Take-aways became extremely popular in the 1980's. The traditional British take-away is fish and chips eaten with salt and vinegar and served in an old newspaper. The British are famous for their love of sweet things and afternoon tea with sandwiches; scones, jam and several kinds of cake, was once a traditional custom. Most working people don't have tea as an afternoon "meal", but they do have a short break in the middle of the afternoon for a cup of tea. Tea is often also drink with lunch and dinner.

Appendix 2

Questions:

1. Eating habits in Britain have undergone a change, haven't they?
2. Why do some of people count the number of calories they eat?
3. What is the traditional British breakfast?
4. What do the British have for the main meal of the day?
5. What are Britons famous for?

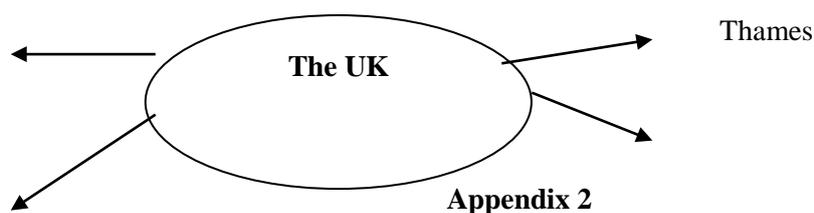
Model of educational technology practical lesson Amaliy mashg'ulotning ta'lim texnologiyasi modeli

Topic:	Lesson 1 Introduction. Geography of Great Britain.
Time: 2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	<ul style="list-style-type: none"> • Climate. • England. • Scotland. • Wales and Northern Ireland.
Aim of the lesson:	To enable students talk about geography of the U.K.
Objectives of the lesson: 1. To introduce British Isles. 2. To focus on Great British and Northern Ireland's geography. 3. To give information about human geography.	Results of the activities: Students will acquire knowledge about the British Isles. Students will have information about geography of the United Kingdom. Students will be able to talk about human geography.
Techniques used:	Brainstorming, discussion, question-answer.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Text book, blackboard, diagrams, worksheets.
Monitoring and assessment:	Observing, checking marking the task.

Chart of educational technology
Ma'ruza mashg'ulotning ta'lim texnologiyasi xaritasi

Time and steps of the lesson	Procedure	
	Teacher	Students
1. Pre-practice activity (20 min)	Brainstorming. Teacher asks question about Great Britain. Appendix 1.	Students will complete the cluster about the United Kingdom.
2. Main part activity (40 min)	1. Teacher writes some words on the blackboard related to Great Britain. Students complete the table. Appendix 2.	Students will complete the table.
	2. Teacher asks to read information about human geography of the UK.	Students will match words with definitions.
3. Post practice activity. (15 min)	Teacher consolidates the theme and asks comprehension questions. Teacher gives insert table. Appendix 3.	Students will complete the insert table.
4. Follow up. (5 min)	Teacher assesses students and gives homework.	Students will write homework.

**Appendix 1
"CLUSTER"**



Match the terms with their correct definitions.

4. The British Isles.
5. Britain.
6. The United Kingdom.
 - a) England, Scotland and Wales.
 - b) A group of Islands including Britain and Ireland
 - c) England, Scotland, Wales, Northern Ireland.

Appendix 3.
Table



Highest mountain
 Longest mountain range
 Flattest area
 Longest rivers

Appendix 4

Great Britain

The full name of the country the United Kingdom of Great Britain and Northern Ireland. The United Kingdom is situated on the British Isles. The British Isles consist of two large islands, Great Britain and Ireland, and a great number of small islands. Their total area is over 314 000 sq. km. The British Isles are separated from the European continent by the North Sea and the English Channel. The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea. Northern Ireland occupies one third of the island of Ireland. It borders on the Irish Republic in the south. The island of Great Britain consists of three main parts: England (the southern and middle part of the island), Wales (a mountainous peninsula in the West) and Scotland (the northern part of the island). There are no high mountains in Great Britain. In the north the Cheviots separate England from Scotland, the Pennines stretch down North England along its middle, the Cambrian mountains occupy the greater part of Wales and the Highlands of Scotland are the tallest of the British mountains. There is very little flat country except in the region known as East Anglia. Most of the rivers flow into the North Sea. The Thames is the deepest and the longest of the British rivers. Some of the British greatest ports are situated in the estuaries of the Thames, Mersey, Trent, Tyne, Clyde and Bristol Avon. Great Britain is not very rich in mineral resources, it has some deposits of coal and iron ore and vast deposits of oil and gas that were discovered in the North Sea. The warm currents of the Atlantic Ocean influence the climate of Great Britain. Winters are not severely cold and summers are rarely hot. The population of the United Kingdom is over 58 million people. The main nationalities are: English, Welsh, Scottish and Irish. In Great Britain there are a lot of immigrants from former British Asian and African colonies. Great Britain is a highly industrialized country. New industries have been developed in the last three decades. The main industrial centres are London, Birmingham, Manchester, Leeds, Liverpool, Glasgow and Bristol. The capital of the country is London. The United Kingdom is a parliamentary monarchy.

Таянч ибора ва тушунчалар

dialect - form of a language (grammar, vocabulary, pronunciation) used in a part of a country or by a class of people

discrimination - treating someone differently because of their color, race, religion or sex

drought - continuous period of dry weather; want of rain

enrich - make rich; improve in quality, flavor

extinction - making, being, becoming, extinct, i.e. no longer in existence; having died out

heather - variety of low evergreen shrub with small light-purple or white flowers, common in Scotland
 humid - damp
 hurricane - violent windstorm
 immigrate - to come and live in a new country
 impoverish - cause to become poor; take away good qualities
 inherit - receive property, a title, as heir
 invader - a person or thing that enters a country with armed forces in order to attack
 island - piece of land surrounded by water
 legal tender - a form of money which must, by law, be accepted as payment
 mammal - any of the class of animals which feed their young with milk from the breast
 marsh - (area of) low-lying, wet land
 moor - (area of) open, uncultivated land, esp. if covered with heather
 note - written or printed promise to pay none.
 oppression - ruling unjustly or cruelly; keeping down by unjust or cruel government
 patron saint - a saint who is strongly associated with a particular country
 pollution - making dirty, destroying the purity
 prejudice - thinking badly of people without really knowing them
 race - any of several subdivisions of mankind sharing certain physical characteristics, esp. color of skin, color and type of hair, shape of eyes and nose
 ragaae - West Indian pop music with a strong rhythm
 rare - unusual, uncommon, not often seen, etc
 survive - continue to live or exist; remain alive after
 temperate - free from extremes of heat and cold
 unite - make or become one; join
 whirlwind - swift circling current of air in a funnel-shaped column

Topics for discussion

3. Describe the climate of GB
4. Compare the nature and wildlife of GB with that of your country.
Say if the UK has unusual and rich natural resources, in your opinion. Give your reasons

Model of educational technology

Topic:	Lesson 2 The history of Great Britain.
Time: 2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	<ul style="list-style-type: none"> • Prehistory. • Roman period. • The Germanic invasions. • The medieval period. • The XVI-XX centuries.
Aim of the lesson:	To give information about the history of the UK.
Objectives of the lesson: 1. To introduce prehistory of the UK. 2. To give information about invasions. 3. To focus on the periods of the UK history.	Results of the activities: Students will get information about prehistory. Students will know about invasions. Students will be able to learn the history of the UK dividing them into period.
Techniques used:	Brainstorming, discussion.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Text book, blackboard, diagrams, worksheets.
Monitoring and assessment:	Observing, checking, asking, questions.

Chart of educational technology

Time and steps of the lesson	Procedure	
	Teacher	Students
1. Pre-practice activity (20 min)	Brainstorming. Teacher writing some words on the blackboard and elicits answers.	Students will try to guess information related to the words.
2. Main part activity (40 min)	1. Teacher gives the chart students to complete. Appendix 1.	Students will read and complete the chart.
	2. Teacher asks some questions about invasions. Teacher asks to work in pairs.	Students will answer the questions. Students will work in pairs.
	3. Teacher asks to look through worksheets and find important events in the history of the UK. Teacher divides students into small groups to work. Appendix 2.	Students will tell important events.
3. Post practice activity. (15 min)	Teacher asks comprehension questions.	Students will answer question.
4. Follow up. (5 min)	Teacher assesses students and gives homework.	Students will write homework.

Appendix 1.

Nº	people	dates	characteristic	achievements
1.	Iberians	3000 B.C.	metal working, first real civilization	
2.				
3.				
4.				

Appendix 2

Outline the main characteristics of:

6. The Norman Conquest.
7. The Magna Carta.
8. The first parliaments.
9. The Black Death.
10. The Peasant's Revolt.

Appendix 3

Old English AD 5-6th Centuries Anglo-Saxon [Germanic tribes of Jutes, Saxons, and Angles] overran all England except Cornwall and Cumberland. They formed Independent kingdoms including Northumbria, Mercia, Kent, Wessex. The Celts were forced to move north and west. St. Augustine converted C.597 England to Christianity. Many religious terms were borrowed from Latin. 9-10th The Danes and Norwegians invaded North and East England and introduced many Norse words into the English language. It was the languages of Anglo-Saxon and then Danes that formed the basis of the English Language.

Middle English 11-15th Norman Conquest. England passed into French hands under William the Conqueror. French was used as the language of government business and the ruling classes for 300 years.

I. British History Timeline

Celts	Romans	Saxons	Vikings	Normans	Tudors	Victorians	WW II
							
500 BC	AD 43	450	793	1066	1485	1837	1939+

These charts above and below cover the most important periods of British history. They show the chief inhabitants or invaders of England till the Middle Ages, then the royal houses of England (until 1603) and of Britain (after 1603). Only monarchs or rulers mentioned in the text appear on the chart.

The Celts	900 B.C.-55 B.C.	
The Romans	55 B.C.-450 A.D.	
The Anglo-Saxons	450-661	Up to (8 th century)
The Viking Invaders	8 th -11 th centuries	
The Normans	1066-1154	William the Conqueror (1066-1087)
The Plantagenet	1154-1399	Henry II (1154-1189) Edward I (1212-1307)
The Houses of York and Lancaster	1399-1485	
The Tudors	1485-1603	Henry VII (1484-1509) Henry VIII (1509-1547) Mary I ('Bloody Mary') (1553-1558) Elizabeth I (1558-1603)
The Stuarts (The Civil War)	1603-1649 1628-1649	James I (1603-1625) Charles I (1625-1649)
The Republic	1649-1660	Oliver Cromwell (1649-1660)
The Stuarts	1660-1714	William and Mary (1688-1702)
The Hanoverians	1714-1901	George I, II, III, IV (1714-1830) ('Georgian period') Victoria (1837-1901) ('Victorian' period)
The House of Saxe-Coburg	1901-1910	Edward VII (1901-1910) ('Edwardian' period)
The House of Windsor	1910-	Elizabeth II (1952-)

Old English AD 5-6th Centuries Anglo-Saxon [Germanic tribes of Jutes, Saxons, and Angles] overran all England except Cornwall and Cumberland. They formed Independent kingdoms including Northumbria, Mercia, Kent, Wessex. The Celts were forced to move north and west. St. Augustine converted C.597 England to Christianity. Many religious terms were borrowed from Latin. 9-10th The Danes and Norwegians invaded North and East England and introduced many Norse words into the English language. It was the languages of Anglo-Saxon and then Danes that formed the basis of the English Language.

Middle English 11-15th Norman Conquest. England passed into French hands under William the Conqueror. French was used as the language of government business and the ruling classes for 300 years.

3. Early Modern 15-16th 1475 the spread of printing, which helped to English, stabilize the written language. In 1525 New Testament was translated into English. The revival of interest in Classical Latin and Greek led to many learned words being introduced into English. 1536-1543 Acts of Union united England and Wales after conquest.

4. Later M.E. 18-19th 1707 Act of Union between England and Scotland under Queen Anne. The countries became known as GB. 1755 First major English dictionary was published. Samuel Johnson writes it. It attempted to fix and refine the Language further. The growth of British colonial power led to the spread of English as a world language and many varieties of English appeared in North America, South Africa, and Australia.

5. Present day English 20th Present day English is an international language spoken in most parts of the world.

1.2. The Celts

Two thousand years ago there was an Iron Age Celtic culture throughout the British Isles. It seems that the Celts, who had been arriving from Europe from the eighth century BC onwards, intermingled with the people who were already there. We know that religious sites that had been built long before of the arrival of the Celts continued to be used in the Celtic period.

For people in Britain today, the chief significance of the prehistoric period (for which no written records exist) is its sense of mystery. This sense finds its focus most easily in the astonishing monumental architecture of this period, the remains of which exist throughout the country. Wiltshire, in southwestern England, has two spectacular examples: Silbury Hill, the largest burial mound in Europe and Stonehenge. Such places have a special importance for anyone interested in the cultural and the religious practices of prehistoric Britain. We know very little of these practices. But there are some organizations today (for example the Order of Bards, Ovate and Druids – a small group of eccentric intellectuals and mystics who base their beliefs on them

1.3. The Roman Period.

In 55 B.C. the Roman people conquered Britain. The Romans imposed their own way of life and culture, making use of the existing Celtic aristocracy to govern and encouraging this ruling class to adopt Roman life style and the Roman language (Latin). The Roman province of Britannia covered most of present-day England and Wales. They exerted an influence without actually governing there over only the southern part of Scotland. It was during this time that a Celtic tribe called the Scots migrated from Ireland to Scotland, where they became allies of the Picts (another Celtic tribe and opponents of the Romans. This division of the Celts into those who experienced direct Roman rule (the Britons in England and Wales) and those who did not (the Gaels in Ireland and Scotland) may help to explain the development of two distinct branches of the Celtic group of languages.

The remarkable thing about the Romans is that, despite their long occupation of Britain, they left very little behind. To many other parts of Europe, they bequeathed a system of law and administration, which forms the basis of the modern system and a language, which developed into the modern Romance family of languages. In Britain, they left neither. More over, most of their villas, baths and temples, their impressive network of roads, and the cities they founded, including Londinium (London), were soon destroyed or fell into disrepair. Almost the only lasting reminder of their presence is place-names like Chester, Lancaster and Gloucester, which include variants of the Roman word castra (a military camp)

1.4. The Germanic Invasions, the English Kingdoms



One reason why Roman Britannia disappeared so quickly is probably that its influence was largely confined to the towns. In the countryside, where most people lived, farming methods had remained unchanged and Celtic speech continued to be dominant.

The Roman occupation had been a matter of colonial control rather than large-scale settlement. But, the people could not keep their land free for a long time. In the early 5th century a number of the Germanic tribes from northwestern Europe invaded to England and settled in large numbers. The Angles, Saxons and Jutes attacked the coasts of Britain. After long wars with the Britons they settled on the British Isles. The Britons fought bravely against the enemies and defeated their land. But the enemies were stronger. They took houses, fields and cattle from the Britons.

Two of these tribes the Angles and the Saxons had the southeast of the country in their grasp. In the west of the country their advance was temporarily held by an army of (Celtic) Britons under the command of the legendary King Arthur. Nevertheless, by the end of the sixth century, they and their way

of life predominated in nearly all of England and in parts of southern Scotland. The Celtic Britons were either Saxonized or driven westwards, where the language survived in southwest Scotland Cornwall.

The Angels got most of the land and became the strongest tribe. The Britons went to the mountains in the west of the Isles and settled there. This part of Britain is called Wales now. Later the 2 peoples the Angels and the Saxons grew into one and were called Anglo-Saxons. They called their speech English and their country Angleland later England, that is the Land of the English, The Anglo-Saxons formed many Kingdoms like Kent, Essex, Wessex, East Anglia, Sussex, Nothumbria, Mercia. They are countries of Great Britain now. These kingdoms were at war with each other. The stronger kings took the land from the weaker kingdoms.

The Anglo-Saxons had little use for towns and cities. But they had a great effect on the countryside where they introduced new farming methods and founded villages which formed the basis of English society for the next thousand or so years.

The Anglo-Saxons were pagan when they came to Britain. Christianity spread throughout Britain from two different directions during the sixth and seventh centuries, it came directly from Rome when St. Augustine arrived in 597 and established his headquarters at Canterbury in the south-east of England, and it had already been introduced into Scotland and northern England from Ireland, which had become Christian more than 150 years earlier. Although Roman Christianity eventually took over the whole of the British Isles, the Celtic model persisted in Scotland and Ireland for several hundred years. It was less centrally organized, and had less need for a strong monarchy to support it. This partly explains why both secular and religious power in these two countries continued to be both more locally based and less secure than it was elsewhere in Britain throughout the medieval period.

Britain experienced another wave of Germanic invasions in the eighth century. These invaders, known as **Vikings, Norsemen or Danes**, came from Scandinavia. The Anglo-Saxons fought fiercely against them and they were confined to northern England, in an area that became known as the Dane law. In the ninth century Vikings settled the extreme north and west of Scotland, and also some coastal regions of Ireland. Their conquest of England was halted when King Alfred of the Saxon kingdom of Wessex defeated them. This resulted in an agreement which divided England between Wessex, in the south and west, and the 'Danelaw' in the north and east. By the 10th century all of England, except the Dane law, was one kingdom under the kings of Wessex. In 1066, one of the most famous dates in English history, England was again invaded, and William the Conqueror, a Norman duke, defeated King Harold II at the Battle of Hastings to become king. Shortly afterwards, a survey of land ownership was carried out in order to calculate the value of lands belonging to king and his barons (=lords), and the results were recorded in the Domes day Book.

However the cultural differences between Anglo-Saxons and Danes were comparatively small. They led roughly the same way of life and spoke to varieties of the same Germanic tongue (which combined to form the basis of modern English). Moreover, the Danes soon converted to Christianity. These similarities made political unification easier, and by the end of the tenth century England was one kingdom with a Germanic culture throughout. Most of modern-day Scotland was also united by this time, at least in name, in a (Celtic) Gaelic kingdom.

Houses and Homes through History

Celtic	Roman	Saxon	Viking	Tudor	Georgian	Victorian	Today
							
500 BC	AD 43	450	793	1485	1714	1837	1990+

2-топширик. Қуйидаги саволларга жавоб беринг.

8. Who were the first settlers in British Isles?
9. Who built the British Kingdoms?
10. How the British Empire came into existence?
11. What was the role of Britain in the World Wars?
12. Speak about the Battle of Waterloo.
13. What can u say about Napoleon Bonaparte?
14. The Act of Union, European Unity, What are they?

Who built the Tudor dynasty and speak about it..

Таянч ибора ва тушунчалар

Celtic culture, Roman invasions, forming of Londinium, Germanic Invasions, the English Kingdoms: Essex, Wessex, Angles, Saxons, Kent, Nothumbria, spreading of Christianity, Vikings,

Norsemen, Medieval Period, English class system, The Tudor dynasty, The Act of Union, Napoleon Bonaparte a man of endless ambitions, Battle of Waterloo, World War I and II, independent Commonwealth countries, European Unity, Margaret Thatcher is a Conservative Party leader.

Topics for discussion

1. Name the periodical division of the British history.
5. Who was Margaret Thatcher?
6. Speak about the Battle of Waterloo.
7. What can you say about Napoleon Bonaparte?
8. The Act of Union, European Unity, What are they?
Who built the Tudor dynasty and speak about it..

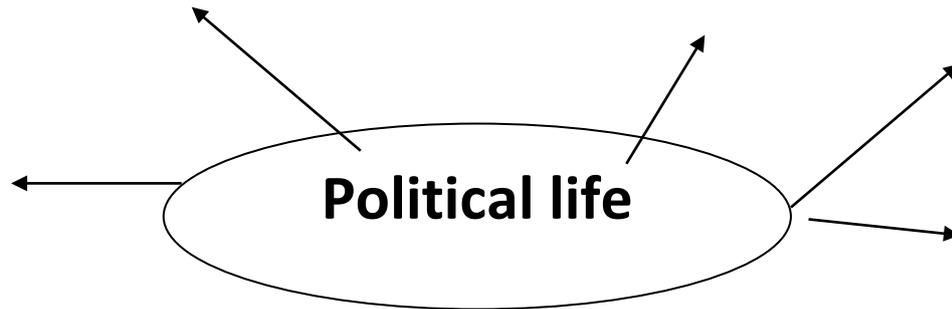
Model of educational technology

Topic:	Lesson 3 Political life of Great Britain.
Time:2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	<ul style="list-style-type: none"> ❖ The public attitude to politics. ❖ The constitution. ❖ The party system. ❖ The modern situation.
Aim of the lesson:	To get acquainted students with political life Great Britain.
Objectives of the lesson: 1. To focus on political life of Great Britain. 2. To give information about the party system. 3. To focus on the constitution of Great Britain.	<p>Results of the activities: Students will learn the importance of politics in the life of the country.</p> <p>Students will acquire information about the parties.</p> <p>Students will know the state system of the UK.</p>
Techniques used:	Brainstorming, discussion.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Text book, blackboard, diagrams, worksheets.
Monitoring and assessment:	Observing, question-answer.

Chart of educational technology

Time and steps of the lesson	Procedure	
	Teacher	Students
1. Pre-practice activity (20 min)	Brainstorming. Teacher asks students some questions related to the topic. Appendix 1.	Students will answer.
2. Main part activity (40 min)	1. Teacher draws duster on the blackboard and asks to complete it. Appendix 2.	Students will complete
	2. Teacher asks the students to look through worksheets and find main idea of them.	Students will find main of the worksheets.
	3. Teacher gives picture and asks to explain it.	Students will explain pictures.
3. Post practice activity. (15 min)	Teacher asks comprehension questions.	Students will answer question.
4. Follow up. (5 min)	Teacher assesses students and gives homework.	Students will write homework.

Appendix 1.



The State Structure of Great Britain.

The United Kingdom is a constitutional (or parliamentary) monarchy, without a written constitution. The British constitution is based on Acts of Parliament (also called "laws" or "statutes") and "conventions", which are commonly accepted assumptions about the way things should be done. The country has a monarch (a king or a queen) as its Head of State. The monarch has very little power and can only reign with the support of parliament. Parliament consists of two chambers known as the House of Lords and the House of Commons. Parliament and the monarch have different roles in the government of the country, and they only meet together on symbolic occasions such as the coronation of a new monarch or the opening of Parliament. In reality, the House of Commons is the only one of the three which has true power. It is here that new bills are introduced and debated. If the majority of the members are in favor of a bill it goes to the House of Lords to be debated and finally to the monarch to be signed. Only then does it become law. Although a bill must be supported by all three bodies, the House of Lords only has limited powers, and the monarch has not refused to sign one since the modern political system began over 200 years ago.

Appendix 2



I. Legislation (Parliament).

In the United Kingdom the institution responsible for making laws, discussing major issues affecting the country and raising taxes is called Parliament. The word Parliament comes from "parley", a discussion. The British Parliament is one of the oldest in the world and is the most important part of Britain's system of government. It meets in the Palace of Westminster, beside the River Thames in London. This is also known as the Houses of Parliament. The main functions of Parliament are: to pass laws; to provide, by voting taxation, the means of carrying on the work of government; to scrutinize government policy and administration; to debate the major issues of the day. In carrying out these functions Parliament helps to bring the relevant facts and issues before the electorate. By custom, Parliament is also informed before all-important international treaties and agreements are ratified.

A Parliament has a maximum duration of five years, but in practice general elections are usually held before the end of this term. Parliament is dissolved and rights for a general election are ordered by the Queen on the advice of the Prime Minister. The life of a Parliament is divided into sessions. Each usually lasts for one year – normally beginning and ending in October or November. The average number of "sitting" days in a session is about 168 in the House of Commons and about 150 in the House of Lords. At the start of each session the Queen's speech to Parliament outlines the Government's policies and proposed legislative programme.

Parliament consists of three parts the monarchy (the King or Queen), the House of Lords, and the House of Commons. The monarchy is much older than Parliament itself. Since 1066 there have been 35 Kings and 5 Queens. However, since 1689 the monarch's power has been reduced by Parliament. Today, viridian constitutional monarchy, this means that although the King or Queen exists, he or she does not make any major political decisions.

The Queen is involved in some acts of government, including summoning and dissolving (=ending) parliament, and giving the royal assent (=final stage) to new laws. She also formally appoints the Prime Minister, senior ministers, judges and diplomats. She is expected to be completely impartial and not to support any political party. Instead, the monarch acts on the advice of government minister's. Even the important speech the King or Queen Reads at the opening of each new Session of Parliament is written by the Prime Minister. Nevertheless, the current monarch, Queen Elizabeth, does have some influence. Her opinions on important subjects can affect the way the Government acts; though she rarely expresses them publicly.



Her Majesty Queen Elizabeth II.

[The Mall](#) looking onto [Buckingham Palace](#), the official residence of the British Monarch

When the Queen was born on 21 April 1926, her grandfather, King George V, was on the throne and her uncle was his heir. The death of her grandfather and the abdication of her uncle (King Edward VIII) brought her father to the throne in 1936 as King George VI. Elizabeth II came to the throne on 6 February 1952 and was crowned on 2 June 1953. Since then she made many trips to different countries and to the UK also. The Queen is very rich, as are others members of the royal family. In addition, the government pays for her expenses as Head of the State, for a royal yacht, train and aircraft as well as for the upkeep of several palaces. The Queen's image appears on stamps, notes and coins.

1.1. The House of Lords is the older of the two Houses of Parliament and was originally grit of nobles who advised, the King. Today although the average daily attendances is less than 400. These members are not elected, but have inherited their seats from their fathers or been given them by the Government. Members of the Royal Family, bishops of the Church and important law judges can also sit in the House of Lords.

The House of Lords consists of the Lords Spiritual and the Lords Temporal. The Lords Spiritual is the Archbishops of Canterbury and York, and the 24 next most senior bishops of the Church of England. The Lords Temporal consists of all hereditary peers of England, Scotland, Great Britain and the United Kingdom; all other life peers. Peerages, both hereditary and life are created by the Sovereign on the advice of the Prime Minister. They are usually granted in recognition of service in politics or other walks of life. The Lords Temporal consisted of 758 hereditary peers and 408 life peers. The House is presided over by the Lord Chancellor, who takes his place on the woolsack as the Speaker of the House.



The [Palace of Westminster](#), seat of the two houses of the Parliament of the United Kingdom—the [House of Lords](#) and the [House of Commons](#).

The division of Parliament into two Houses goes back over some 700 years when feudal assembly ruled the country. In modern times, real political power rests in the elected House although members of the House of Lords still occupy important cabinet posts.

The Lords can suggest changes in laws, but it cannot reject laws that the Commons wants to pass.

1.2. The House of Commons first met in the thirteenth century when towns sent representatives to the King to vote on new taxes, the name 'common' means 'ordinary, not noble or royal'.

The modern House of Commons consists of 651 Members of Parliament (MPs) who are all elected by voters in each of Britain's 651 parliamentary constituencies. These MPs come from several different political parties, but the majority of them belong to either the Conservative or the Labor party. The House of Commons is the main place where new laws are examined, debated and passed. The chamber in which the MPs meet is quite small. In fact, it has benches for only 437 so when there is an important debate it is very crowded. The chairman of the Commons, called the Speaker, sits in the centre at the back on a high chair and makes sure that the rules of the House are followed. The party which is in government (the one which has the most MPs elected) sits on the benches to the right of the Speaker. The main opposition party sits opposite. There are two red lines on the floor in front of the benches. MPs must not cross these during a debate. This is one of many historical traditions in the British Parliament; MPs used to carry swords into the chamber and the distance between the two red lines is too wide for a sword fight! Today, the only weapons allowed in the chamber are words. However, the Speaker frequently has to shout "Order! Order!" to control the MPs. Below the Speaker's chair there is a large table. This is where the Prime Minister and other ministers stand when they make speeches to the House. MPs that hold government positions sit on the benches at the front and are called 'frontbenchers'. MPs that do not hold any office with the Government or the main-opposition party sit behind them and are called 'backbenchers'. In spite of the fact that the British parliamentary system has been the model for many other countries, some people believe that it should be reformed.



They think that the monarchy is old-fashioned and expensive and that the unelected House of Lords is undemocratic. MPs in the Commons are also frequently criticized for following the orders of their parties and not properly representing the people in their constituencies as the world enters the 21st century, has the time come for change.

1 The Speaker's chair - he keeps order during debates.



The Government sits here. Cabinet Ministers sit on the Front Bench.
The Opposition sits on this side. The Shadow Cabinet faces the Cabinet.
Other MPs sit here according to their party.

IV. The Judicial Branch.

For historical reasons a different system of laws is used in Scotland from that in England and Wales. Northern Ireland law is similar to that in England.

Civil and Criminal Law. Civil law concerns disagreements between individuals over rights and responsibilities. Many civil cases relate to business contracts. The *plaintiff* (=the person who claims to have been wronged/accused) in the hope of winning *damages* (=a financial payment) or an *injunction* (=a court order preventing the defendant from doing something that is causing harm). Taking a case to court is expensive, but people who do not have enough money may qualify for legal aid. A basic principle of law in Britain is that anyone accused is innocent until proved guilty, so it is the job of the prosecution to prove beyond reasonable doubt that the defendant has broken the law as stated in the charge. If this cannot be proved the accused person must be acquitted (=allowed to go free, with no blame attached).



[Parliament House, Edinburgh](#) is the seat of the supreme courts of Scotland

[Parliament Buildings in Stormont, Belfast](#), seat of the [Northern Ireland Assembly](#)

V. Elections and Political Parties.

Political parties first emerged in Britain at the end of the 17th century. The Conservative and Liberal parties are the oldest and until the end of the 19th century they were the only parties elected to the House of Commons. The main British political groupings are the Conservative and Labour Parties and the Party of Liberal Democrats. The Conservative Party is the present ruling party, the Labour Party-the opposition to the Conservative-and the party of Liberal Democrats is called 'conservatively oriented'. The Social Democratic Party was formed in 1981 and made an alliance with the Liberal Party in 1988. There are also some other parties: the Scottish National and Welsh Nationalist Parties, the Communist Party of Britain and the Communist Party of Great Britain. Because of the electoral method in use, only two major parties obtain seats in the House of Commons. People belonging to smaller political parties join one of the larger parties and work from within to make their influence felt. The exception to this are members of the Scottish National and Welsh Nationalist Parties, who, because their votes are concentrated in specific geographical areas, can manage to win seats although their total support is relatively small.

5.1. The Conservative Party.

The Conservative Party, often called the Tory Party, is one of those which can trace its roots back to this early period. Today the Tory Party is that of big business, industry, commerce and landowners. Most of the money needed to run the party comes from large firms and companies. The party represents those who believe in private enterprise as opposed to state-owned undertakings. There is some division within the party itself: the more aristocratic wing and the lower-middleclass group. The Tories are a mixture of the rich and privileged-the monopolists and landowners. The Conservative Party is the most powerful and is often called a party of business directors. The word "Tory" means an Irish highwayman and was applied to the conservative's by their opponents but later they adopted the name to describe themselves. The Tories opposed the ideas of the French Revolution, Parliamentary Reform and the development of Trade Unionism. They represent colonial policy. In home policy they opposed the tendencies of the Labor Party to nationalize gas, electricity, coal and the railways. Today the Conservative Party can broadly be described as the party of the middle and upper classes.

5.2. The Liberal Democrats and the Labor Party.

The Conservative Party and the Liberal Party are more than three hundred years old. The Tories called the Liberals "Whigs". A "whig" was a Scottish preacher who could go on for 4 or 5 hours at a time preaching moralizing sermons. In the middle of the 19th century the Liberal Party represented the trading and manufacturing classes. Its slogan at that time was "Civil and Religious Liberty". William Gladstone headed the first administration (1868-74) and for long periods the Liberals had a Parliamentary majority. During the second half of the 19th century many working people looked at the Liberal Parties an alternative to the Conservatives and their policy.

At the end of the 19th century and in the first two decades of the 20th century with the rise of the Labour Party, the Liberals lost the support of working-class voters. In 1988 the Liberal Party made an alliance with Social Democrats and the Party of Liberal Democrats was formed. The Labour Party, formed in 1900, was the one which drew away working people's support; It was founded by the Trades Unions. When the Labor Government was first elected in 1945 it showed a considerable change in policy from the Tories. Since 1924 the Labor Party has been in and out of power five times with the Conservatives forming the government for the rest of the time. The social system has remained unchanged. As a result of divisions within the Labor Party its right-wing members broke away in 1981 to form a new organization, the Social Democratic Party; The latter fought the 1983 and 1987 elections in an alliance with the Liberals, but only a small number of their MPs were elected. The Party of Social and Liberal Democrats formed in 1988 from the Liberal Party and the Social Democrats is a British political party of the centre. It is the third largest party, but it is quite small.

5.3. General Elections.

By law, a general election must take place every five years. The government decides when to hold election, and the Prime Minister may decide to *go to the country* earlier than is illegally necessary if seems to be a good chance of winning.

General elections are always held on Thursdays. After the date has been fixed, anyone who stands for Parliament (=be a candidate for election) has to leave a deposit of £500 with the *Retu Officer*, the person in each constituency responsible for managing the election. The local offices major parties pay the deposit for their own candidates. If a candidate wins more than 5% of the votes she gets the deposit back. Otherwise candidates lose their deposit. This is intended to stop people who do not seriously want to be MPs from taking part in the election. Sometimes people, who feel very sorry about an issue, e.g. protecting the lives of unborn babies, become candidates.

Do you know? The major political parties in Britain are:

The Conservative Party (the Tory Party)

The Labour Party

The Liberal Party

The Social Democratic Party (the SDP)

The Social, Democratic and Liberal Party (also called the Social and Liberal Democrats)

Every day when people in the UK and overseas switch on their radio to listen to BBC radio news, they can hear one of the most famous sounds in London. On the hour, the bells of Big Ben ring loud and clear. Many people think that Big Ben is the clock or the whole tower next to the Houses of Parliament. In fact, it is the largest of the five bells at the top of the tower. Parliament itself is in Westminster, a part of London that has long been connected with royalty and government. King Edward the Confessor first decided to build a palace beside the River Thames in the 11th century. His successors extended the palace and made it their main residence. Gradually, Westminster became the centre of government and justice. At first, Parliament was organized by the monarch as a way of governing the country. He or she called different groups together: the Lords represented the Church and aristocracy whilst the Commons were used by the rich land-owners to put forward the views and interests of their own town or village. Over the centuries power gradually passed from the monarch to Parliament but not without a few problems!

During the reign of James I, for example, Guy Fawkes tried to blow up Parliament.

James's son, Charles I, thought that he could rule the country without the help of Parliament, but these dreams led to his death. He tried to make parliament do what he wanted, but after years of quarrelling he finally lost his patience. One day he burst into the House of Commons with several hundred men and tried to arrest its leaders. They had already escaped. But the struggle between king and parliament was not finished and the country was thrown into a civil war, which only stopped when Charles was finally beheaded in 1649.

The Queen still opens the new session of Parliament each autumn by reading "the Queen's Speech", which describes the main policies of the Government. However, this takes place in the House of Lords and she is not allowed to enter the House of Commons. This tradition goes back to the time of Charles I, more than three hundred years ago, and reminds everybody that the monarch must not try to govern the country.

The Houses of Parliament were rebuilt in 1835 after being completely destroyed by fire. In addition, the House of Commons needed more repairs after being bombed during the Second World War. Parliament is in session every afternoon and evening except Friday and the-weekend, and if you are lucky you might be able to watch a debate from the public gallery. Britain is a constitutional monarchy; Parliament is responsible for making laws; the Lords can suggest changes in laws; the House of Commons is the main place where new laws are examined; the king or queen could choose anyone they liked to be chief; Britain is divided into small geographical areas; there are several types of courts in GB; elections and political parties: conservative, liberal democrats, labor parties.

Таянч ибора ва тушунчалар

alliance - association or connection; union; in alliance with-joined or united with

alternative - (adj.) that may be had, used, etc in place of smth. Else (n) choice between two things

bill - the special name for a proposal before it becomes law

bishop - Christian clergyman of high rank who organizes the work of the Church in a city or district

chamber - room; office; (hall used by a) group of legislators (e.g. in GB, the House of Commons)

constituency - (body of voters living in a) town or district that sends a representative to Parliament

debate -to discuss formally

Easter - anniversary of the Resurrection of Christ, observed on the first Sunday after a full moon on or after March 21

election - an organized attempt to persuade people to vote

campaign - for a particular political party

electorate - whole body of qualified persons having the right to elect

hereditary peer - a lord who has gained his title by birth life

peer - a lord whose title will not be inherited by his children

manifesto - public declaration of principles, policy, purposes by a ruler, political party, etc

merge - become one

negotiation - discussion

Polling Day - day appointed for an election

rectangular - in the shape of a plane four-sided figure with four right angles

share - give a part of to others; divide and distribute

sovereign - ruler, e g a king, queen or emperor

summary - brief account giving the chief points

summon - demand the presence of; call or send for; gather together

trade union - an organization of a group of workers

Whitsun - 7th Sunday after Easter

woolsack - wool-stuffed cushion on which the Lord Chancellor sits in the House of Lords.

Topics for discussion

6. Speak about the parliament (What other countries are based on the parliamentary system?)
7. Compare the two houses of the parliament.
8. What can you say about the Judicial Branch of this country?
9. Compare the courts in the countries of the UK. Speak about the general elections.
10. Are there some similarities and dissimilarities in the electing process of UK and Uzbekistan?

Model of educational technology

Topic:	Lesson 4 The Government.
Time: 2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	<ul style="list-style-type: none"> • The cabinet. • The Prime Minister. • The civil service. • Central and local government.
Aim of the lesson:	To introduce the government of the UK to students.
Objectives of the lesson: 1. To focus on the government of the UK. 2. To give information about the Cabinet. 3. To compare British government system with the government of Uzbekistan.	Results of the activities: Students will get information about the UK government. Students will know the role of the cabinet in the UK. Students will compare government systems of two countries.
Techniques used:	Brainstorming, discussion, clusters.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Text book, blackboard, worksheets.
Monitoring and assessment:	Observing, question answer.

Chart of educational technology

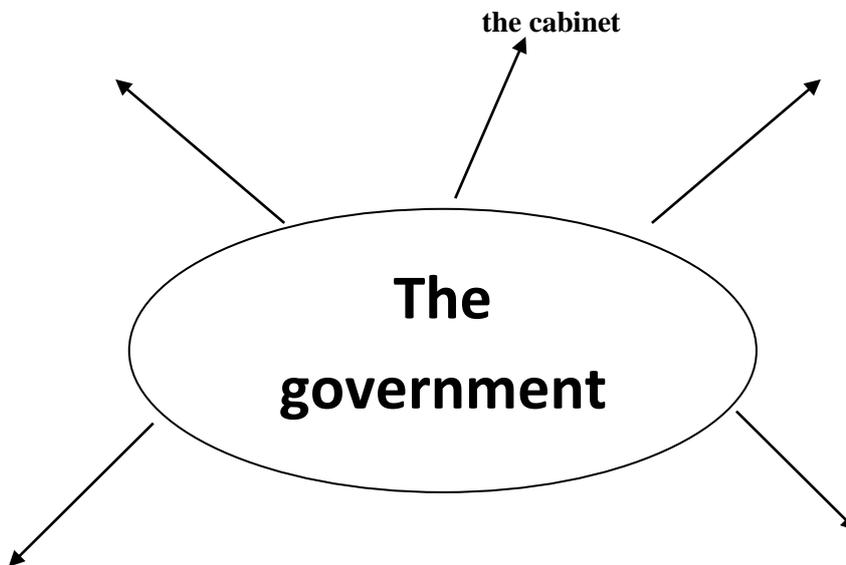
Time and steps of the lesson	Procedure	
	Teacher	Students
1. Pre-practice activity (20 min)	Brainstorming. Teacher writes on the blackboard the word government "and" asks	Students will give random answer questions.

	some questions on it. Appendix 1.	
2.Main part activity (40 min)	1. Teacher draws the cluster on the blackboard and asks the students to fill in Appendix 2.	Students will do cluster.
	2. Teacher gives some information about the government of the UK eliciting responses to the questions.	Students will get some information about the cabinet, the white hall and etc.
	3.T asks students to compare the UK and Uzbekistan government.	Students will compare countries governments.
3.Post practice activity. (15 min)	Teacher asks students to find the list of the prime Ministers of the UK and what party they are from..	Students will complete the table.
4.Follow up. (5 min)	Teacher assesses students and gives homework.	Students will write homework.

Appendix 1.

- II. Answer the question.
5. How is the Prima Minister chosen in Britain?
 6. What is the Cabinets?
 7. What must a Cabinet Minister do if he/she disagree and with a Government?
 8. What is the job of a shadow Minister?

Appendix 2.



Appendix 3.



A cabinet meeting in progress

individual government members may hold different opinions, but they are expected to keep these private. By convention, no member of the government can criticize government policy in public. Any member who does so must resign.

Prime Minister

Originally, the king or queen could choose anyone they liked to be chief or "Prime" Minister, and for a longtime, the Prime Minister could come from either the House of Lords or the House of Commons. In recent years the Prime Minister has always come from the Commons and the king or queen gives the job to the leader of the party with the largest number of MPs.

The Prime Minister is by tradition First Lord of the Treasury and Minister for the Civil Service. He or she chooses and presides over the Cabinet and heads the government. The Prime Minister also chooses senior ministers and recommends their appointment to the king or queen. While other ministers are responsible for particular government department, the Prime minister is concerned with policy as a whole. Cabinet committees usually report directly to him or her. The Prime Minister has regular meetings with the sovereign to inform him or her of the activities of the government. The prime minister usually lives at 10 Downing Street, above the office used by the Cabinet, and is often photographed outside the front door.

In Britain, the **Cabinet** is a committee responsible for deciding government policy and for coordinating the work of government departments. It consists of about 20 ministers chosen by the Prime Minister and meets for a few hours each week at Downing Street. Its members are bound by oath not to talk about the meeting. Reports are sent to government departments but these give only summaries of the topics discussed and decisions taken. They do not mention who agreed or disagreed. The principle of **collective responsibility** means that the Cabinet acts unanimously (=all together), even if some ministers do not agree.

The leader of the main opposition party forms a **shadow cabinet of shadow ministers**, each with their own area of responsibility, so that there is a team ready to take over immediately if the party in power should be defeated.

Committees are appointed by the Cabinet to examine issues in more detail than the Cabinet has time for. Members of these committees are not necessarily politicians. The Cabinet office led by the Secretary to the Cabinet, the most senior civil servant in Britain, prepares agendas for cabinet meetings and committees.

Local government

For administrative purposes Britain is divided into small geographical areas. The oldest and largest divisions in England and Wales are called *counties*. In Scotland, the largest divisions are *regions*. Counties and regions are further divided into *districts*. *Parishes*, originally villages with a church, are the smallest units of local government in England. These are called *communities* in Scotland and Wales. Northern Ireland is sometimes known as the Six Counties, but local government there is based on districts. Boroughs were originally towns large enough to be given their own local government. Now, only boroughs in London have political power, which they took over in 1985 when the Greater London Council was abolished. Counties and districts are run by *councils* which have powers given to them by central government.



Manchester Town Hall, used for the local governance of Manchester, is an example of Victorian era Gothic revival architecture.

Councils consist of elected representatives, called *councilors*. They are elected by the local people for a period of four years (in Scotland for three years). Counties, districts and parishes are divided into areas, often called *wards*, each ward electing one councilor or in some cases more. Most councilors belong to a political party and, especially at country level, people vote for them as representatives of a party, not as individuals. Country councils meet in a council chamber at the local town hall or country hall. Councilors elect a chairperson from amongst themselves. In cities, he or she is called the *Lord Mayor*. Members of the public are allowed to attend council meetings.

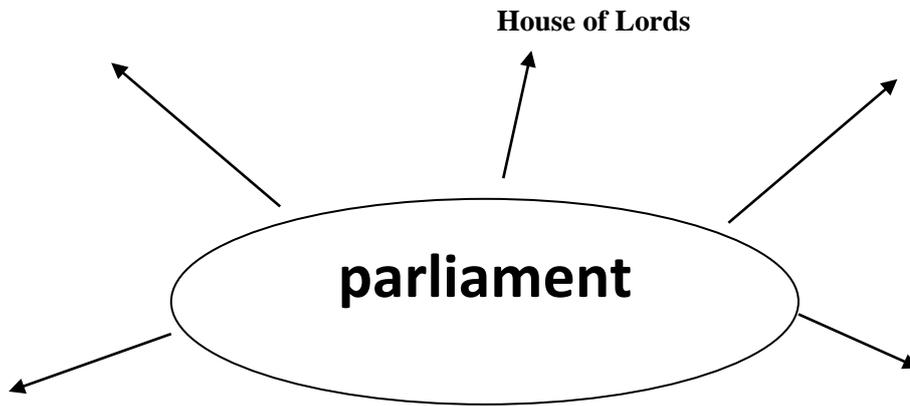
Model of educational technology

Topic:	Lesson 5. Parliament. Elections in Great Britain
Time:2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	<ul style="list-style-type: none"> • The atmosphere of Parliament. • An MP's life. • Parliamentary business. • Houses of Parliament.
Aim of the lesson:	To introduce the British Parliament to the students.
Objectives of the lesson: 1. To give information about the atmosphere of Parliament. 2. To introduce an MP's life to the students. 3. To explain the role of the House of Commons in the Parliament.	Results of the activities: Students will know about the Parliament atmosphere. Students will get acquainted with an MP's life. Students will know the role of the House of Commons in the Parliament.
Techniques used:	Brainstorming, clusters.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Text book, blackboard, worksheets.
Monitoring and assessment:	Observing, question-answer.

Chart of educational technology

Time and steps of the lesson	Procedure	
	Teacher	Students
1.Pre-practice activity (20 min)	Teacher writes the word "Parliament" and elicits random answers. Appendix 1.	Students will answer the questions.
2.Main part activity (40 min)	1. Teacher gives some pictures and asks to define what they are.	Students will tell the places.
	2. Teacher explains the role of the Prime Minister in the Parliament.	Students will tell the role of the Prime Minister.
	3. Teacher asks about the Houses of Parliament. Appendix 2.	Students will give information about the Houses.
3.Post practice activity. (15 min)	Teacher asks comprehension questions.	Students will answer the question.
4.Follow up. (5 min)	Teacher assesses students and gives feedback.	Students will write homework.

Appendix 1.



Appendix 2.

Match the following terms with definitions:

1. constituency.
2. by election.
3. back-bencher.
- d) special election held to fill an unexpired vacancy.
- e) Electoral district.
- f) MP who does not hold office in government or opposition.

Appendix 3.

► The House of Commons

- 1 Speaker's chair
- 2 government benches
- 3 opposition benches
- 4 galleries for visitors
- 5 press gallery



The evolution of the electoral system

1832

The Great Reform Bill is passed.

Very small boroughs, where electors can easily be persuaded who to vote for, are abolished.

Seats are given to large new towns such as Birmingham and Manchester, which have until now been unrepresented in Parliament.

The franchise (the right to vote) is made uniform throughout the country, although differences between rural and urban areas remain. It depends on the value of property owned. About 5% of the adult population now has the right to vote in elections.

1867

The franchise is extended to include most of the male workers in towns.

1872

The secret ballot is introduced. (Until now, voting has been by a show of hands.)

1884

The franchise is extended to include male rural labourers.

1918

Women over the age of thirty are given the right to vote.

1928

Women are given the franchise on the same basis as men. All adults over twenty-one now have the right to vote.

1969

The minimum voting age is lowered to eighteen, and candidates are now allowed to enter a 'political description' of themselves next to their names on the ballot paper. Until now, the only information about a candidate that has been allowed on the ballot paper was his or her address.

Model of educational technology

Topic:	Lesson 6 British Literature
Time:2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	<ul style="list-style-type: none">○ History of British Literature○ Famous writers.○ Famous plays, novels
Aim of the lesson:	To introduce British Literature to students.
Objectives of the lesson: 1. To give information about the British Literature 2. To introduce students with famous writings 3. To compare British Literature of the UK and Uzbekistan.	Results of the activities: Students will know about the British Literature of the UK. Students will realize what famous writings are done in. Students will compare two countries British Literature and know their differences and similarities.
Techniques used:	Brainstorming, Teacher-shirt, cluster.
The way of organizing the lesson:	Pair-work, group work.

Equipments:	Marker, blackboard, worksheets.
Monitoring and assessment:	Observing, question and answer.

Chart of educational technology practical lesson.

Time and steps of the lesson	Procedure	
	Teacher	Students
1.Pre-practice activity (20 min)	Brainstorming. Teacher writes the word "Literature" and elicit the random answers.	Students will give their opinion about "British Literature"
2.Main part activity (40 min)	1. Teacher gives some information and asks the students to fill the information. Appendix 1.	Students will listen to the teacher's information and do cluster.
	2. Teacher asks the students to look through the worksheets and to tell about formal arrangements.	Students will read the worksheets and answer to the questions.
	3. Teacher asks the students to look at pictures and find out what they are.	Students will find out what's going on in the picture.
3. Post practice activity. (15 min)	Teacher asks comprehension questions. Appendix 2.	Students will answer the question.
4. Follow up. (5 min)	Teacher assesses students and gives homework.	Students will write homework.

Appendix 1.



Appendix 2.

Answer the questions.

- Who is the best known English playwright?
2. What are the most famous plays by Shakespeare?
3. Who is Robert Burns?
4. What makes George Byron famous?
5. What are the best known works by Byron?
6. Who wrote historical novels?
7. What brought popularity to Lewis Carroll?

Appendix 3.

British Literature

Great Britain gave the world a lot of talented people. Many famous writers and poets were born and lived in Great Britain. One of the best known English playwrights was William Shakespeare. He draw ideas for his tragedies and comedies from the history of England and ancient Rome. Many experts consider Shakespeare the greatest writer and the greatest playwright in English language. William Shakespeare wrote 37 plays which may be divided into: comedies (such as "A Midsummer Night's Dream"), tragedies (such as "Hamlet", "Othello", "King Lear", "Macbeth") and historical plays (such as "Richard II", "Henry V", "Julius Caesar", "Antony and Cleopatra"). Robert Burns represents the generation of Romantic writers. In his poems he described with love and understanding the simple life he knew. Among his well-known poems are "Halloween", "The Jolly Beggars", "To a Mouse". Lord George Gordon Byron. His free-spirited life style combined with his rare poetic gift makes him one of the most famous figures of the Romantic Era. His famous works such as "Stanzas to Augusta", "The Prisoner of Chillon", "Childe Harold's Pilgrimage", "Manfred" draw readers into the passion, humors and conviction of a poet whose life and work truly embodied the Romantic spirit. Sir Walter Scott wrote the first examples of historical novel. Lewis Carroll came famous when he published "Alice's Adventures in Wonderland".

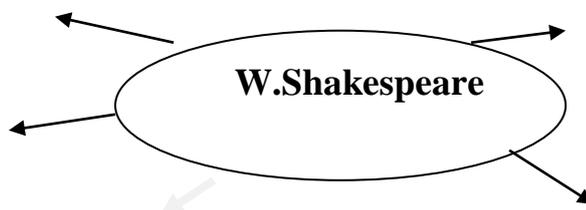
Model of educational technology

Topic:	Lesson 7 W.Shakespeare
Time:2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	<ul style="list-style-type: none"> ○ History of British Literature ○ W.Shakespeare is the Famous writers. ○ Famous plays, novels
Aim of the lesson:	To introduce British Literature to students.
Objectives of the lesson: 1. To give information about the British Literature 2. To introduce students with W.Shakespeare 3. To compare British Literature of the UK and Uzbekistan.	Results of the activities: Students will know about the British Literature of the UK. Students will realize W.Shakespeare are done in. Students will compare two countries British Literature and know their differences and similarities.
Techniques used:	Brainstorming, Teacher-shirt, cluster.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Marker, blackboard, worksheets.
Monitoring and assessment:	Observing, question and answer.

Chart of educational technology practical lesson.

Time and steps of the lesson	Procedure	
	Teacher	Students
1.Pre-practice activity (20 min)	Brainstorming. Teacher writes the word "Literature" and elicit the random answers.	Students will give their opinion about "British Literature"
2.Main part activity (40 min)	1. Teacher gives some information and asks the students to fill the information. Appendix 1.	Students will listen to the teacher's information and do cluster.
	2. Teacher asks the students to look through the worksheets and to tell about formal arrangements.	Students will read the worksheets and answer to the questions.
	3. Teacher asks the students to look at pictures and find out what they are.	Students will find out what's going on in the picture.
3. Post practice activity. (15 min)	Teacher asks comprehension questions. Appendix 2.	Students will answer the question.
4. Follow up. (5 min)	Teacher assesses students and gives homework.	Students will write homework.

Appendix 1.



Appendix 2.

Answer the questions.

1. What are many people fond of nowadays?
2. Why do you want to become a student of the department of foreign languages?
3. Where was William Shakespeare born?
4. How long did he live and work in London?
5. What did William Shakespeare have a natural gift for?
6. What do Shakespeare's tragedies depict?
7. What is the highest honour for an actor in England?

Appendix 3.

William Shakespeare was one of the greatest and famous writers of the world. Many people know and like his works but many facts of Shakespeare's life are still unknown. William Shakespeare was born in 1564 in Stratford-on-Avon, a small English town. He studied at local grammar school because his father wanted his son to be an educated person. While studying at school, William didn't have much free time but he liked to go to the forest and river Avon. Young William liked to watch actors and actresses who visited Stratford-on-Avon. He was fond of actor's profession and decided to become an actor. With this purpose he went to London. There he played and wrote plays as well. In his works he described the events of England's contemporary life. His plays that were staged in many theatres and which were then translated into many languages made Shakespeare a very popular person. In all Shakespeare wrote thirty seven plays. He cooperated with the best English theatres during twenty five years. His best and the most famous plays are "Othello", "King Lear", "Hamlet", "Romeo and Juliet". Besides plays Shakespeare wrote a lot of poetry, which is translated into many languages and is well-known throughout the world. William Shakespeare died in 1616. But his creations are still popular now and millions of people still admire them.

Model of educational technology

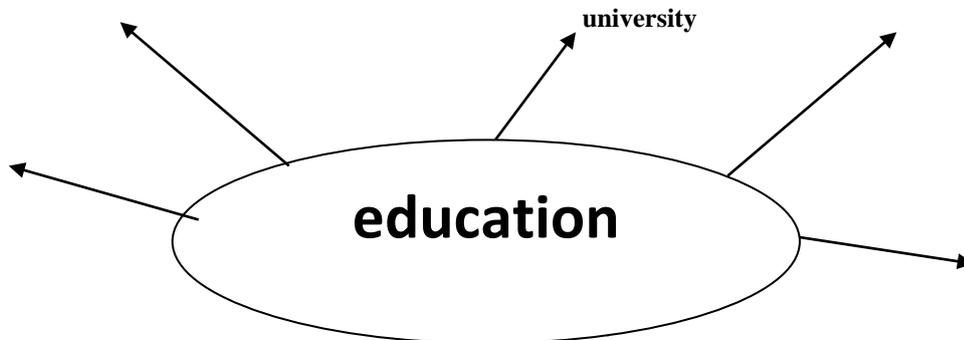
Topic:	Lesson 8 Education.
Time: 2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	<ul style="list-style-type: none"> ○ Organization. ○ Recent developments. ○ School life. ○ Public exams.
Aim of the lesson:	To introduce Education system of the UK to the students.
Objectives of the lesson: 1. To picture education system of the UK in students mind. 2. To give information about compulsory school education and types of schools 3. To present public exams in the UK and university education. 4. To compare educational system of the UK and Uzbekistan.	Results of the activities: Students will know about education system of the UK. Students will get information about school education and types of schools. Students will know what exams they have in education system. Students will find out differences and similarities of two countries education.
Techniques used:	Brainstorming, T-shirt, cluster.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Blackboard, pictures, worksheets.
Monitoring and assessment:	Observing, question-answer.

Chart of educational technology

Time and steps of the lesson	Procedure	
	Teacher	Students
1. Pre-practice activity (20 min)	Brainstorming. Teacher asks the students some questions about education writes the word "education" on the blackboard. Appendix 1.	Students will answer the questions.
2. Main part activity (40 min)	1. Teacher asks the students to give their opinions about education system of the UK.	Students will tell their opinion about the education system of the UK.
	2. Teacher asks the students to look through the worksheets and find information about school system.	Students will read the worksheets and find information about school system and public exams.

	3. Teacher asks the students to tell about famous universities of the UK.	Students will tell about famous universities.
3. Post practice activity. (15 min)	Teacher asks the students to compare educational systems of Uzbekistan and UK	Students will compare two countries educational systems.
4. Follow up. (5 min)	Teacher gives feedback and gives task to do at home.	Students will write their tasks.

Appendix 1.



Complete the table.
Uzbekistan and the UK.

SIMILARITIES	DIFFERENCES
beyond 16.	school age.

Appendix 3.

The Educational System

Great Britain does not have a written constitution, so there are no constitutional provisions for education. The system of education is determined by the National Education Acts. Education in Britain is provided by the Local Education Authority (LEA) in each county. It is financed partly by the Government and partly by local taxes. Until recently planning and organization were not controlled by central government. Each LEA was free to decide how to organize education in its own area. In September 1988, however, "The National Curriculum" was introduced, which means that there is now greater government control over what is taught in schools.

Let's outline the basic features of public education in Britain. Firstly, there are wide variations between one part of the country and another. For most educational purposes England and Wales are treated as one unit, though the system in Wales is a little different from that of England. Scotland and Northern Ireland have their own educational systems.

Secondly, education in Britain mirrors the country's social system: it is class-divided and selective. The first division is between those who pay and those who do not pay. The majority of schools in Britain are supported by public funds and the education provided is free. They are maintained schools, but there is also a considerable number of public schools. Parents must pay fees to send their children to these schools. The fees are high.

Another important feature of schooling in Britain is a variety of opportunities offered to schoolchildren. The English school syllabus is divided into Arts (or Humanities) and Sciences, which determine the division of the secondary school pupils into study groups: a Science pupil will study Chemistry, Physics, Mathematics, Economics, Technical Drawing, Biology, Geography; an Art pupil will do the English Language and Literature, History, foreign languages, Music, Art, Drama. Besides these subjects they must do some general education subjects like Physical Education (PE), Home Economics for girls, and Technical subjects for boys, General Science. Computers play an important part in education.

There is a system of careers education for schoolchildren in Britain. It is a three-year course. The National Education Act of 1944 provided three stages of education: primary, secondary and further education. Compulsory schooling in England and Wales lasts 11 years, from the age of 5 to 16. After the age of 16 a growing number of school students are staying on at school, some until 18 or 19, the age of entry into a higher education in universities and Polytechnics. British university course are rather short,

generally lasting for 3 years. The cost of education depends on the college and specialty which one chooses.

I. Pre-primary and Primary Education

In some areas of England there are nursery schools for children under 5 years of age. Some children between two and five receive education in nursery classes or in infant's classes in primary schools. Many children attend informal pre-school play-groups organized by parents in private homes. Nursery schools are staffed with teachers and students in training. There are all kinds of toys to keep the children busy from 9 o'clock in the morning till 4 o'clock in the afternoon while their parent's are at work. Here the baby's play, lunch and sleep. They can run about and play in safety with someone keeping an eye on them. For day nurseries which remain open all the year rounds the parents' pay according to their income. The local education authority's nurseries are free. But only about three children in 100 can go to them: there aren't enough places, and the waiting lists are rather long. Most children start school at five in a primary school. A Primary school may be divided into two parts-infants and juniors. At infant's school reading, writing and arithmetic are taught for about 20 minutes a day during the first year, gradually increasing to about 2 hours in their last year. There is usually no written timetable. Much time is spent in modeling from clay or drawing, reading or singing. By the time children are ready for the junior school they will be able to read and write, do simple addition and subtraction of numbers. At seven children go on from the infant's school to the junior school. This marks the transition from play to "real work". The children have set periods of arithmetic, reading and composition which are all Eleven Plus subjects. History, Geography, Nature Study, Art and Music, Physical Education, Swimming are also on the timetable. Pupils are streamed, according to their ability to learn, into A, B, C and D streams. The least gifted are in the D stream. Formerly towards the end of their fourth year the pupils wrote their Eleven Plus Examination. The hated 11+ examination was a selective procedure on which not only the pupils future schooling but their future careers depended. The abolition of selection at Eleven - Plus Examination brought to life comprehensive schools where pupils can get secondary education.

II. Schooling

Great Britain does not have a written constitution, so there are no constitutional provisions for education. The system of education is determined by the National Education Acts. Schools in England are supported from public funds paid to the local education authorities. These local education authorities are responsible for organizing the schools in their areas. Let's outline the basic features of public education in Britain. Firstly, there are wide variations between one part of the country and another. For most educational purposes England and Wales are treated as one unit, though the system in Wales is a little different from that of England. Scotland and Northern Ireland have their own education systems. Secondly, education in Britain mirrors the country's social system: it is class-divided and selective. The first division is between those who pay and those who do not pay. The majority of schools in Britain are supported by public funds and the education provided is free. They are maintained Schools, but there is also a considerable number of public schools. Parent's have to pay fees to send their children to these schools. The fees are high. As a matter of fact, only very rich family's can send their children to public schools. In some parts of Britain they still keep the old system of grammar schools, which are selective. But most secondary schools in Britain which are called comprehensive schools are not selective - you don't have to pass an exam to go there. Another important feature of schooling in Britain is the variety of opportunities offered to schoolchildren. The English school syllabus is divided into Arts (or Humanities) and Sciences, which determine the division of the secondary school pupils into study groups: a Science pupil will study Chemistry, Physics, Mathematics (Maths), Economics, Technical Drawing, Biology, Geography; an Art pupil will do English Language and Literature, History, foreign languages, Music, Art, Drama. Besides these subjects they must do some general education subjects like Physical Education (PE), Home Economics for girls, and Technical subjects for boys, General Science. Computers play an important part in education. The system of options exists in all kinds of secondary schools. The National Education Act of 1944 provided three stages of education: primary, secondary and further education. Compulsory schooling in England and Wales lasts II years, from the age of 5 to 16. British schools usually have prayers and religious instruction. The National Curriculum which was introduced in 1988 sets out in detail the subjects that children should study and the levels of achievement they should reach by the ages of 7, 11, 14, and 16, when they are tested. Until that year headmasters and headmistresses of schools were given a great deal of freedom in deciding what subjects to teach and how to do it in their schools so that there was really no central, control at all over individual schools. The National Curriculum does not apply in Scotland, where each school decides what subjects it will teach. After the age of 16 a growing number of school students are staying on at school, some until 18 or 19, the age of

entry into higher education in universities, Polytechnics or colleges. Schools in Britain provide careers guidance. A specially trained person called careers advisor, or careers officer helps school students to decide what job they want to do and how they can achieve it. British university courses are rather short, generally lasting for 3 years. The cost of education depends on the college or university and speciality which one chooses.

Class	School	Age
	Nursery school playgroup or kindergarten	3 4
Reception class		5
Year 1	Infant school	6
Year 2		7
Year 3	Primary school	8
Year 4	Junior school	9
Year 5		10
Year 6		11
Year 7-11	Secondary school	12-16
Year 12	Sixth form college	17
Year 13		18
First year (fresher)		19
Second year	University or Polytechnic	20
Third/final year		21
Post-graduate	University	23

On important occasions such as end of term or national holiday, called in English schools speech-days pupils are gathered in the assembly area or hall. Most of the pupils' time is spent in a classroom equipped with desks and a blackboard, nowadays often called chalkboard because normally it is brown or green. The desks are arranged in rows, the space between the rows is called an aisle. In addition to classrooms there are laboratories for Physics, Chemistry and Biology. Technical rooms are for Woodwork, Metalwork, and Technical Drawing. There are rooms for computer studies. Many young people use them for school exercise. They are now able to write their own games as well. The Physical Education lessons are conducted at the gymnasium, games-hall or at the playground in front of the school building. There are also language laboratories and housecraft rooms. Every school has a library and a school canteen. In student common room boys and girls can relax during the breaks and lunchtime. The Staff common room is for teachers. In case of illness a schoolchild may go to the sick room. Pupils at many secondary schools in Britain have to wear a school uniform. This usually means a white blouse for girls (perhaps with a tie), with a dark-coloured skirt and pullover. Boys wear a shirt and tie, dark trousers and dark-coloured pullovers. Pupils also wear blazers-a kind of jacket-with the school badge on the pocket. They often have to wear some kind of hat on the way to and from school-caps for boys, and berets or some other kind of hat for girls. Shoes are usually black or brown. And no high heels! Young people in Britain often don't like their school uniform, especially the hats and shoes. Sometimes they do not wear the right clothes. Schools will often give them a warning the first time that this happens but then will punish them if they continue not to wear the correct uniform. Senior students don't have to wear their school uniform. It sounds logical to say that the school's function is to train a pupil's mind and his character should be formed at home. Teachers would be pleased if the problem could be solved so easily. But children don't leave their characters at home when their minds go to school. Many of them have personality problems of one kind or another. The pupils who violate various school regulations may be punished in the following ways: for lateness, truancy they may be reported to the Headmaster or named in school assembly. They may be detained in school after ordinary hours. Corporal punishment has recently been banned in state schools. But in most public schools it is still allowed. Caning is the usual punishment for serious misbehavior in class, damage and vandalism. Many teachers remark that standards of discipline have

2.2. School Uniform

The pupils at most secondary schools in Britain, have to wear a school uniform. This usually means a white blouse for girls (perhaps with a tie), with a dark-coloured skirt and pullover. The colours may be

grey, brown, navy blue, dark green or similar. Boys wear a shirt and tie, dark trousers and dark-coloured pullovers. Pupils of both sexes wear blazers - a kind of jacket - with the school badge on the pocket. They often have to wear some kind of hat on the way to and from school - caps for the boys, and berets or some other kind of hat for the girls. Shoes are usually black or brown and should be sensible - no high heels!

Young people in Britain often don't like their school uniform, especially the hats and shoes. Sometimes they do not wear the right clothes. Schools will often give them a warning the first time that this happens but will then punish them if they continue not to wear the correct uniform.

III. Secondary Education

After the age of 11, most children go to comprehensive schools of which the majorities are for both boys and girls. About 90 per cent of all state-financed secondary schools are of this type. Most other children receive secondary education in grammar and secondary modern schools. Comprehensive schools were introduced in 1965. The idea of comprehensive education, supported by the Labour Party, was to give all children of whatever background the same opportunity in education. At 16 students in England and Wales take GCSE examinations. In 1988 these examinations replaced the GCE and O-levels which were usually passed by about 20 per cent of school students. GCSE examinations are taken by students of all levels of ability in any of a range of subjects, and may involve a final examination, and assessment of work done by the student during the two-year course, or both of these things. Of some comprehensive schools, however, do not have enough academic courses for sixth-formers. Students can transfer either to a grammar school or to a sixth-form College get the courses they want. At 18 some students take A-level GCE examinations usually in two or three subjects. But some pupils want to stay on at school after taking their GCSE, to prepare for a vocational course or for work rather than for A-level examinations.

In Scotland students take the SCE examinations. Later, they can take examinations called Highers after which they can go straight to a university. Secondary education in Northern Ireland is organized along selective lines according to children's abilities. One can hardly say that high quality secondary education is provided for all in Britain. There is a high loss of pupils from working-class families at entry into the sixth form you are a working-class child at school today, the chance of your reaching the second year of a sixth-form course is probably less than that for the child of a professional parent. Besides, government cuts on school spending caused many difficulties.

Topics for discussion

4. What is further education?
5. In what other countries we can find such types of the education system?
6. What kind of Universities do you know in the country?

Can you compare the students' life in the UK with other countries?

Тавсия этилган адабиётлар рўйхати

1. N. Sabirova, G. Atakhanova "The United Kingdom of Great Britain and Northern Ireland, The USA" Tashkent., 2008.
2. M. Seviour "Word Wise" Tashkent 1997.
3. M.G. Cummings "Culturally Speaking" Boston 2002
4. Publication by M. Christopher, A. and M. Cusack New York 2003
5. Internet sources.

Model of educational technology

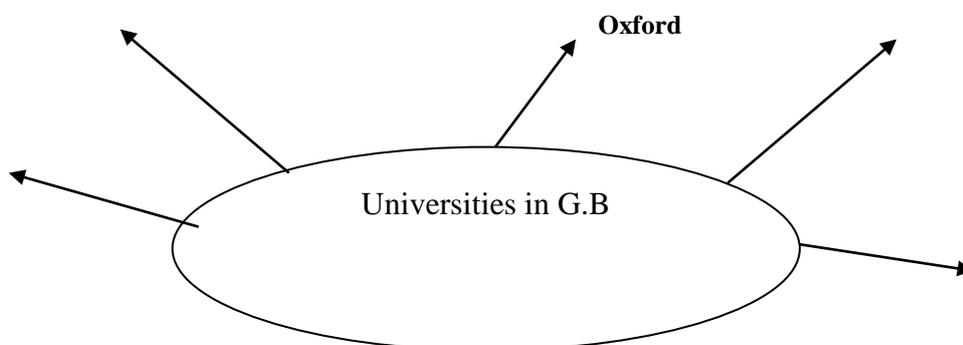
Topic:	Lesson 9 Universities in G.B
Time: 2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	<ul style="list-style-type: none"> ○ Organization. ○ Recent developments. ○ School life. ○ Public exams.
Aim of the lesson:	To introduce Universities in G.B to the students.
Objectives of the lesson: 1. To picture education system of the UK in students mind. 2. To give information about Universities in G.B 3. To present public exams in the UK and university education.	Results of the activities: Students will know about education system of the UK. Students will get information about Universities in G.B. Students will know what exams they have in education system. Students will find out differences and similarities of two

4. To compare educational system of the UK and Uzbekistan.	countries education.
Techniques used:	Brainstorming, T-shirt, cluster.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Blackboard, pictures, worksheets.
Monitoring and assessment:	Observing, question-answer.

Chart of educational technology

Time and steps of the lesson	Procedure	
	Teacher	Students
1. Pre-practice activity (20 min)	Brainstorming. Teacher asks the students some questions about education writes the word "Universities in G.B" on the blackboard. Appendix 1.	Students will answer the questions.
2. Main part activity (40 min)	1. Teacher asks the students to give their opinions about education system of the UK.	Students will tell their opinion about the education system of the UK.
	2. Teacher asks the students to look through the worksheets and find information about school system.	Students will read the worksheets and find information about school system and public exams.
	3. Teacher asks the students to tell about famous universities of the UK.	Students will tell about famous universities.
3. Post practice activity. (15 min)	Teacher asks the students to compare educational systems of Uzbekistan and UK	Students will compare two countries educational systems.
4. Follow up. (5 min)	Teacher gives feedback and gives task to do at home.	Students will write their tasks.

Appendix 1.



Complete the table.
Uzbekistan and the UK.

SIMILARITIES	DIFFERENCES

Appendix 3

Life at College and University

The academic year in Britain's universities, Polytechnics, Colleges of Education is divided into three terms, which usually run from the beginning of October to the middle of December, from the middle of January to the end of March, and from the middle of April to the end of June or the beginning of July.

There are about one hundred universities in Britain. The oldest and best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol, and Birmingham. Good A-Level results in at least two subjects are necessary to get a place at A University. However, good exam passes alone are not enough. Universities choose their students after

interviews. For all British citizens a place at a university brings with it a grant from their local education authority. English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction, and way of student life. After three years of study a university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc. Later he may continue to take a Master's Degree and then a Doctor's Degree. Research is an important feature of university work. The two intellectual eyes of Britain, Oxford and Cambridge Universities, date from the twelfth and thirteenth centuries. The Scottish universities of St. Andrews, Glasgow, Aberdeen and Edinburgh date from the fifteenth and sixteenth centuries. In the nineteenth and the early part of the twentieth centuries the so-called Redbrick universities were founded. These include London, Manchester, Leeds, Liverpool, Sheffield and Birmingham. During the late sixties and early seventies some 20 'new' universities were set up. Sometimes they are called "concrete and glass" universities. Among them are the universities of Sussex, York, East Anglia and some others. During these years the Government set up thirty Polytechnics.

The Polytechnics, like the universities, offer first and higher degrees. Some of them offer full-time and sandwich courses. Colleges of Education provide two-year courses in teacher education or sometimes three years if the graduate specializes in some particular subject. Some of those who decide to leave school at the age of 16 may go to a further education college where they can follow a course in typing, engineering, town planning, cooking, or hairdressing, full-time or part-time. Further education colleges have strong ties with commerce and industry. There is an interesting form of studies which is called the Open University. It is intended for people who study in their own free time and who attend lectures by watching television and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities. Some 80,000 overseas students study at British universities or further education colleges' or train in nursing, law, banking or in industry.

Oxbridge



[Oxford University](#) in [Oxfordshire](#), [England](#)

Oxford and Cambridge are the oldest and most prestigious universities in Great Britain. They are often called collectively Oxbridge. Both universities are independent. Only the education elite go to Oxford or Cambridge. Most of their student's are former public schools leavers. The normal length of the degree course is three years, after which the students take the Degree of Bachelor of Arts (B.A.). Some courses, such as the dreaming spires of Oxford languages or medicine, may be one or two years longer. The students may work for other degree as well. The degrees are awarded at public degree ceremonies. Oxford and Cambridge cling to their traditions such as the use of Latin at degree ceremonies. Full academic dress is worn at examinations. Oxford and Cambridge universities consist of a number of colleges. Each college is different, but in many ways they are alike. Each college has its name, its coat of arms. Each college is governed by a Master. The larger ones have more than 400 members; the smallest colleges have less than 30. Each college offers teaching in a wide range of subjects. Within the college one will normally find a chapel, a dining hall, a library, rooms for undergraduates, fellows and the Master, and also rooms for teaching purposes. Oxford is one of the oldest universities in Europe. It is the second largest in Britain after London. The town of Oxford is first mentioned in the Anglo-Saxon Chronicle in 911 A.D. and it was popular with the early English kings (Richard Coeur de Lion was probably here). The University's earliest charter is dated to 1213. There are now twenty-four colleges for men, five for women and another five which have men and women members, many from overseas studying for higher degrees. Among the oldest colleges are University College, All Souls and Christ Church. The local car industry in East Oxford gives an important addition to the city's outlook. There a great deal of bicycle traffic both in Oxford and Cambridge. Cambridge University started during the 13th century and grew until today. Now there are more than thirty colleges. On the banks of the Cam willow trees drown their branches into the water. The colleges line the right bank. There are beautiful college gardens with green lawns and lines of tall trees. The oldest college is Peterhouse, which was founded in 1284, and the most recent is Robinson College, which was opened in 1977. The most famous is probably King's College because of its magnificent chapel, the largest and the most beautiful building in Cambridge and the most perfect example left of English fifteenth-century architecture.



1. Queen's University, Belfast, built in 1849 and one of the oldest higher education institutions in the United Kingdom

2. King's College, part of the University of Cambridge

Its choir of boys and undergraduates is also very well known. The University was only for men until 1871, when the first women's college was opened. In the 1970s, most colleges opened their doors to both men and women. Almost all colleges are now mixed. Many great men studied at Cambridge, among them Desiderius Erasmus, the great Dutch scholar, Roger Bacon, the philosopher, Milton, the poet, Oliver Cromwell, the soldier, Newton, the scientist, and Kapitza, the famous Russian physicist. The universities have over a hundred societies and clubs, enough for every interest one could imagine. Sport is part of student's life at Oxford. The most popular sports are rowing and punting.



Eton College is probably the most famous public (i.e. private) school in the world

Таянч ибора ва тушунчалар, nursery, primary, secondary, higher education are the pattern of Education in the UK; public school differs from private school; tests, detentions, activities are the cores of student life; scholarship is a lovely thing of students; Universities are the proud of the UK. charter - (written or printed statement of) rights, permission to do something, esp. from a ruler or government (e.g. to a town, city or university) chronicle - record of events in the order of their happening coat of arms - pictorial design used by a noble family, town university, etc. curriculum - course of study in a school, college, etc. day release - the system where someone with a job studies for one day a week, degree - a university qualification, domestic science-cookery and housekeeping, extracurricular - not part of the school timetable, fee - charge or payment for professional advice or services; entrance money for an examination, club, library, etc. fellow - member of a learned society; member of the governing body of some university college, grant - money, given by an organization, e.g. the Local Education Authority, Local Education Authority (LEA) - the education department of local government optional not obligatory, public school - a private school for pupils aged 13-18, registration - a period when pupils answer to their names to see if anyone is absent, selective school - a school which pupils must pass certain exams to enter, set (n) - group of pupils who form a class in a particular subject, study periods - free lessons when pupils can study privately, syllabus - outline or summary of a course of studies; program of school lessons, tuition fee - teaching costs
 tutor - a teacher in a college or university who leads a discussion group
 tutorial classes - period of instruction given by a college tutor
 undergraduate - university student working for a bachelor's degree

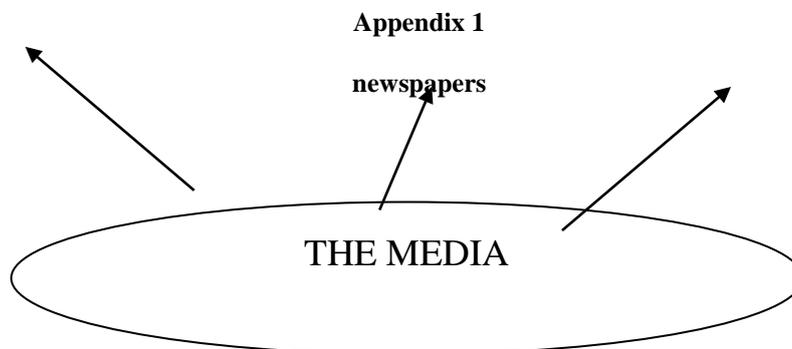
Model of educational technology

Topic:	Lesson 10 The media.
Time: 2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	<ul style="list-style-type: none"> ○ The importance of the national press. ○ The two types of national newspaper. ○ The BBC. ○ Television.

Aim of the lesson:	To introduce the media of the UK to students.
Objectives of the lesson: 1. To explain the importance of the national press. 2. To give information about the BBC. 3. To give information about television broadcasting in the UK. 4. To compare the media of Uzbekistan and the UK.	Results of the activities: Students will know the importance of the national press. Students will get acquainted with the BBC. Students will know about TV channels in the UK. Students will know the differences and similarities.
Techniques used:	Brainstorming, T-shirt, cluster.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Blackboard, pictures, worksheets.
Monitoring and assessment:	Observing, question-answer.

Chart of educational technology practical lesson.

Time and steps of the lesson	Procedure	
	Teacher	Students
1. Pre-practice activity (20 min)	Teacher writes the word "media" on the blackboard and elicits random answers. Teacher divides them into small groups.	Students will give their answers working in small groups.
2. Main part activity (40 min)	1. Teacher gives the names of the national press and asks some questions about them.	Students will find out what newspapers they are.
	2. Teacher asks students to look through worksheets and tell about the BBC. Appendix 2.	Students will tell about the BBC.
3. Post practice activity. (15 min)	Teacher asks to compare the media of Uzbekistan and the UK.	Students will compare two countries mass media.
4. Follow up. (5 min)	Teacher gives feedback and homework.	Students will write their homework.



Appendix 2
Complete the table
The BBC radio and TV channels.

RADIO		TV		
name	broadcasts	Name	started	Shows
Radio 1	Pop music	BBC 1	1936	New, quizzes, soaps various programmes of light entertainment

Appendix 3.
MEDIA IN BRITAIN

The media play a central role in Britain's daily life, informing and educating, questioning and challenging – and of course – entertaining. In recent years the availability of more radio frequencies, together with satellite, cable and microwave transmissions, has already made a greater number of local, national and international services possible. The transition from analogue to digital transmission technology is now expanding this capacity enormously. The Internet is providing, increasingly, an additional medium for information, entertainment and communication.

The UK has a large and diverse media, and the prominence of the English language gives it a widespread international dimension. Britain has about 100 daily newspapers. About 15 have nationwide circulation. Their main offices are in London.

The British Post Office provides many services in addition to handling mail. For example, local post offices sell TV licenses, dog licenses, and national insurance stamps. People can draw pensions and family allowances and also bank their savings at the post offices.

Television (Telly) and Radio

Britain is one of the world's foremost exporters of TV productions which continue to win large numbers of international awards, especially for documentaries, nature programmes and drama serials.

The BBC is the UK's publicly-funded radio and television broadcasting corporation, and is the oldest broadcaster in the world. Funded by the compulsory television licence, the BBC operates several television channels and radio stations both in the UK and abroad.

Do you ever listen to the World Service? It's an international BBC radio station. The BBC World Service radio channel is broadcast in 33 languages around the world. It broadcasts programmes in English, Russian and even in Uzbek.

BBC News is also broadcast around the world.

The BBC channels are commercial free while the other three have commercials. All the channels offer a mixture of drama, light entertainment, films, sport, educational, children's and religious programmes, news and current affairs, and documentaries.

The main, free-to-air television channels in the UK are BBC1, BBC2, ITV1 (STV in Scotland), Channel 4 and Five. The main satellite broadcaster is British Sky Broadcasting, the vast majority of digital cable services are provided by NTL:Telewest (created by the merger of NTL and Telewest in March 2006), and free-to-air digital terrestrial television by Freeview.

1.2. Radio

People in Britain listen to an average 15 hours and 50 minutes of radio each week. The BBC has five national radio networks which together transmit all types of music, news, current affairs, drama, education, sport and a range of feature programmes.

Radio in the UK is dominated by BBC Radio, which operates 10 national and 40 regional radio stations. The most popular radio station, by number of listeners, is BBC Radio 2 which specialises in popular music aimed at the 'middle aged' age bracket; it is closely followed by BBC Radio 1, aimed at the 15-24 aged bracket and the previous market leader. Commercial radio tends to be regionalised, although Virgin Radio, Classic FM and talk SPORT are broadcast nationally. Popular regional stations include Capital Radio in London; Heart in London and Midlands; Galaxy in Birmingham and the north of England; Magic in London and the north of England; and Radio Clyde in Glasgow.

Broadcasting in Britain has traditionally been based on the principle that it is a public service accountable to people. While retaining the essential public service element, it now also embraces the principles of competition and choice:

- The BBC (British Broadcasting Corporation), which broadcasts television and radio programmes;
- The ITC (Independent Television Commission), which licenses and regulates commercial television services, including cable and satellite services.
- The Radio Authority, which licenses and regulates commercial radio services, including cable and satellite.

The three bodies work to broad requirements and objectives defined and endorsed by Parliament, but are otherwise independent in their daily conduct of business.

Television viewing is by far Britain's most popular leisure pastime: over 97 per cent of households have at least one TV set. British television productions are sold world – wide.

The channels:

BBC1 has been broadcasting since 1936. It specialized in general interest programmes, Light entertainment, sports and children's programmes.

BBC2 covers minority and specialist interests as well as music, serious drama, travel programme and foreign films in the original languages.

BBC3 Broadcasting is approximately 33% informative and 66% entertainment, sport and films.

BBC4 Began in 1982. It shows 25% educational programmes and encourages innovation and experiments.

The BBC fact-file.

- The letters BBC stand for the British Broadcasting Corporation.

- The BBC began in 1922.

- It started to make international radio programmes in 1932.

- More than 30.000 people work for the BBC and 3.350 of them help to make radio programmes for countries outside' Britain

- Everyone in Britain with a TV has to buy a license each year. The money from these licenses goes to the BBC but it doesn't pay for the World Service. The British, government pays for all international radio programmes.



BBC Television Centre.

1.3. BBC

The BBC has been providing regular television broadcasts since 1936. The BBC provides two complementary national terrestrial television networks: BBC 1 and BBC 2, which transmit 24 hours a day. It also provides a range of digital channels, including BBC News 24 and BBC Choice. BBC Network Radio serves an audience of 29 each week, transmitting 24 hours a day on its five national networks. BBC has 39 local radio stations serving England and the Channel Islands, and regional and community radio services in Scotland, Wales and Northern Ireland. BBC World Service broadcasts by radio in English and 42 other languages world – wide. It has a global weekly audience of at least 140 million listeners. BBC Worldwide Television is responsible for the BBC's commercial television activity. It is one of Europe's largest exporters of television programmes. It also runs an advertiser – funded, 24 – hour international news and information channel; and an entertainment and drama channel broadcast to subscribers in continental Europe and Africa.

The BBC's domestic services are financed predominantly from the sale of annual television licences; there are no paid advertisements. BBC World Service radio is funded by a government grant, while BBC Worldwide Television is self – financing.

1.4. Independent Television

The ITC licenses and regulates three commercial television services – Channel 3 and Channel 4 (in Wales the corresponding service is S4C), which complement each other, and Channel 5 – all financed by advertising and sponsorship. Channel 3 programmes are supplied by 15 regionally based licensees and an additional licensee providing a national breakfast – time service. Licences for Channel 3 and 5 are awarded for a ten – year period by competitive tender to the highest bidder who has passed a quality threshold.

1.5. Teletext, Cable and Satellite Services

The BBC and independent television both operate a Teletext service, under which information is displayed as “pages” of text and graphics on receivers equipped with the necessary decoders.

Cable services are delivered through underground cables and are paid for subscription. Cable franchises have been granted covering areas comprising 83 per cent of all homes and nearly all urban areas in Britain. In mid – 1999 there were about 12.1 million homes able to receive such services, and 3 million subscribing homes. Digital technology is being introduced which will support up to 500 television channels. Cable also has the capacity for computer – based interactive services, such as home shopping and email.

Many British – based satellite television channels have been set up to supply programmes to cable operators and viewers with satellite dishes. Some offer general entertainment, while others concentrate on specific areas of interest, such as sport, music, children’s programmes and feature films. The largest satellite programmer is BSkyB (British Sky Broadcasting) which, with around 7 million subscribers, dominates paid – for television in Britain. It launched its digital satellite service in 1998, carrying more than 140 channels.

Satellite television and cable services are funded mainly by subscription income.

3 - илова

III. The Press

1.1. Newspapers

There are about 130 daily and Sunday newspapers, over 2,000 weekly newspapers and some 7,000 periodical publications, 10 national morning daily papers and 10 national Sundays – five “qualities”, two “mid – market” and three “populars” in Britain There are about 1,350 regional and local newspapers. The press in Britain is free to comment on matters of public interest, subject to law.

Daily Newspapers sell 322 copies per 1000 people in the UK, the eighth highest rate in the world.

British newspapers include the following:

[The Daily Mail](#)

[The Daily Telegraph](#)

[The Financial Times](#)

[The Independent](#)

[The Scotsman](#)

[The Times](#)

[Western Mail and Echo](#)

[The Sun](#)

[The Mirror](#)

[The Herald](#)



As we said in Britain there are 10 national daily newspapers and most people read one of them every day. Daily newspapers are published on every day of the week except Sunday. Sunday newspapers are larger than daily newspapers. All the Sunday newspapers are national. Most national newspapers in Britain express a political opinion, most of them right-wing, and people choose the newspaper that they read according to their own political beliefs.

Fleet Street in London used to be the home of most national daily and Sunday newspapers and that is why people often say “Fleet Street” to mean “the press” even now. In the 1980s most of the newspapers moved to new buildings in different parts of London to use new printing technologies.

British newspapers, according to their meaning, can be divided into two groups: quality and popular. Quality newspapers are more serious and cover home and foreign news while popular newspapers like shocking, personal stories.

These two groups of papers can be distinguished easily because the quality newspapers are twice the size of the popular newspapers. The quality daily papers are “The Times”, “The Guardian”, “The Daily Telegraph” and the “Financial Times”.

“The Times”, founded in 1785, is considered to be the most authoritative newspaper voice in the country and is said to be the paper of the Establishment.

“The Guardian” appeals to well-educated readers interested in intellectual and social affairs.

“The Daily Telegraph” is bought by educated upper-middle and middle-class readers.

The “Financial Times”, printed on pink papers, is read by businessmen.

The “popular” press consists of the “Daily Mail”, the “Express”, “the Daily Star” and “The Sun”.

National newspapers have an average total circulation of over 13 million on weekdays and about 14 million on Sundays, although the total readership is considerably greater. There is no state control or censorship of the newspaper and periodical press, which caters for a range of political views, interests and level of education. Where they express pronounced views and show obvious political leanings in their editorial comments, these may derive from proprietorial and other non – party influences.

A non – statutory Press Complaints Commission deals with complaints by members of the public about the content and conduct of newspapers and magazines, and advises editors and journalists. In 1995, the Government rejected proposals for statutory regulation of the press and for legislation to give protection to privacy. Instead, it endorsed self – regulation under the Commission and recommended tougher measures to make self – regulation more effective.

Working practices throughout the newspaper industry have become more efficient with the widespread use of advanced computer – based technology. Publishers have been able to reduce production costs by using computer systems for editing and production processes.

1.2. Digital Broadcasting

The country is moving over to digital broadcasting, and the present analogue services will stop in 2012.

1.3. Freeview



You can buy a digital box (costs about £40 to £60 and plugs into TV) or a new TV. Additional free digital services include the existing channels BBC1, BBC2, ITV, Channel 4 and Channel 5, and adds BBC3, BBC4, BBC News 24, as well as ITV2, ITV3, ITV4 and a whole load of other channels including the American Channel ABC1 and the BBC's digital channels BBC6 and BBC7. There are about 30 channels in all, known as 'Freeview' channels. You can also get a wide range of digital radio channels, so you can 'watch' radio on your TV! Many people have to get a better aerial to receive digital television.

Таянч ибора ва тушунчалар

media play a central role in Britain's daily life; Britain is one of the world's foremost exporters of TV productions; radio in the UK is dominated by BBC Radio; The BBC provides regular television broadcasts; there are three independent national services in Britain; many British – based satellite television channels; people pay to watch the television in the UK; the press in Britain is free to comment; one can buy a digital box or a new TV;

Topics for discussion

1. Compare Uzbek and English mass media

Тавсия этилган адабиётлар рўйхати

1. N. Sabirova, G. Atakhanova "The United Kingdom of Great Britain and Northern Ireland, The USA" Tashkent., 2008.
2. M. Seviour "Word Wise" Tashkent 1997.
3. M.G. Cummings "Culturally Speaking" Boston 2002
4. Publication by M. Christopher, A. and M. Cusack New York 2003
5. Internet sources.

Model of educational technology

Topic:	Lesson 11 Transport
Time: 2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	5) On the road. 6) Public transport in towns and cities. 7) The story of the chunnel. 8) Air and water.
Aim of the lesson:	To introduce transport of the UK to students.
Objectives of the lesson: 1. To give information about transports on the read. 2. To introduce the Chunnel to the students. 3. To give information about air and water transports of the UK.	Results of the activities: Students will learn transports on the read. Students will know the history of the Chunnel. Students will find information about air and water transport.

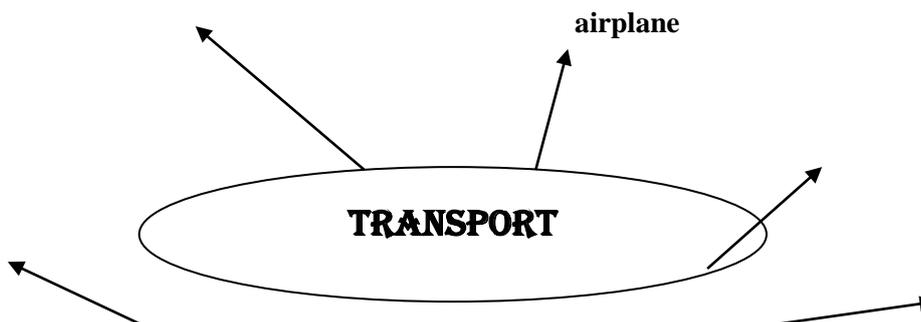
4. To compare transport of Uzbekistan and the UK.	Students will find out differences and similarities
Techniques used:	Brainstorming, cluster, T-shirt.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Blackboard, dchalk, worksheets.
Monitoring and assessment:	Observing, checking marking the task.

Chart of educational technology practical lesson.

Ma'ruza mashg'ulotning ta'lim texnologiyasi xaritasi

Time and steps of the lesson	Procedure	
	Teacher	Students
1. Pre-practice activity (20 min)	Teacher elicits random answers writing the word "transport" on the blackboard.	Students will tell their opinion about transport.
2. Main part activity (40 min)	1. Teacher gives cluster and asks to fill in. appendix 1.	Students will do cluster.
	2. Teacher asks about types of transport and advantage and disadvantage of them. appendix 2.	Students will fill T-shirt table
	Teacher asks about the Chunnel.	Students will answer questions.
3. Post practice activity. (15 min)	Teacher asks to compare two countries transports.	Students will compare two countries transports.
4. Follow up. (5 min)	Teacher gives feed back and home work	Students will write home works.

Appendix 1.



Appendix 2.

T-shirt.
Transport.

ADVANTAGES	DISADVANTAGES
fast	pollution

Appendix 3.

Transport in Britain

You can reach England either by plane, by train, by car or by ship. The fastest way is by plane. London has three international airports: Heathrow, the largest, connected to the city by underground; Gatwick, south of London, with a frequent train service; Luton, the smallest, used for charter flights. If you go to England by train or by car you have to cross the Channel. There is a frequent service of steamers and ferryboats which connect the continent to the south-east of England. People in Britain drive on the left and generally overtake on the right. The speed limit is 30 miles per hour (50 km/h) in towns and cities and 70 m.p.h. (110 km/h) on motorways. When you are in London you can choose from four different means of transport: bus, train, underground or taxi. The typical bus in London is a red double-decker. The first London bus started running between Paddington and

the City in 1829. It carried 40 passengers and cost a shilling for six kms. The next to arrive were the trains; now there are twelve railway stations in London. The world's first underground line was opened between Baker St. and the City in 1863. Now there are ten underground lines and 273 underground stations in use. The London underground is also called the Tube, because of the circular shape of its deep tunnels.

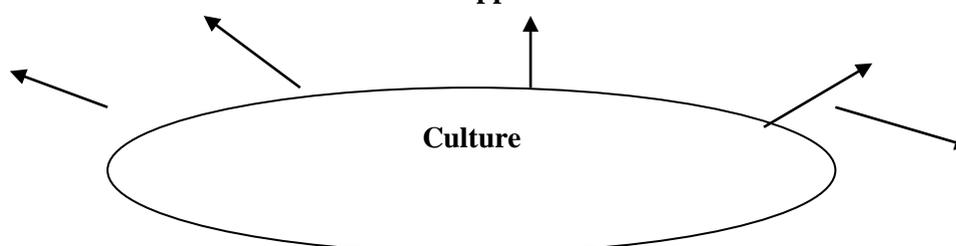
Model of educational technology

Topic:	Lesson 12 Culture of Great Britain.
Time:2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	❖ Custom and traditions of Great Britain. ❖ Famous people of Great Britain. ❖ Social services and charities. ❖ The national health service.
Aim of the lesson:	To introduce British Welfare and allure to students.
Objectives of the lesson: 1. To give information about the national health service. 2. To explain the role of theatre and cinema. 3. To talk about holidays of the UK. 4. To compare holidays and Welfare of Uzbekistan and the UK.	Results of the activities: Students will learn about the national health service. Students will know the role of theatre and cinema in people's life. Students will have an opportunity to express their opinion about holidays Students will compare health service and holidays of Uzbekistan and the UK.
Techniques used:	Brainstorming, T-shirt, cluster
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Blackboard, picture, worksheets.
Monitoring and assessment:	Observing, question-answer.

Chart of educational technology.

Time and steps of the lesson	Procedure	
	Teacher	Students
1.Pre-practice activity (20 min)	Teacher gives an example of holiday not mentioning the name of it. Teacher asks to find what they are going to talk.	Students will find out the topic of the lesson.
2.Main part activity (40 min)	1. Teacher asks students what the word "culture" means.	Students will do cluster.
	2. Teacher asks students to look through the worksheets and to tell the role of theatre and cinema in people's life.	Students will read worksheets and tell about theatre and cinema.
	3. Teacher asks students to tell about the holidays in Great Britain.	Students will tell about holidays in the UK.
3.Post practice activity. (15 min)	Teacher asks students to compare holidays of Uzbekistan and UK, and find out similarities and differences in celebration.	Students will compare T-shirt table.
4.Follow up. (5 min)	Teacher gives feedback, assesses students, home work	Students will write their home works.

Appendix 1.



Appendix 2.

Culture in Uzbekistan and the UK.

SIMILARITIES	DIFFERENCES
Weddings	

Appendix 3

Places of Interest in Great Britain

Britain is rich in its historic places which link the present with the past. The oldest part of London is Lud Hill, where the city is originated. About a mile west of it there is Westminster Palace, where the king lived and the Parliament met, and there is also Westminster Abbey, the coronation church. Liverpool, the "city of ships", is England's second greatest port, ranking after London. The most interesting sight in the Liverpool is the docks. They occupy a river frontage of seven miles. The University of Liverpool, established in-1903, is noted for its School of Tropical Medicine. And in the music world Liverpool is a well-known name, for it's the home town of "The Beatles". Stratford-on-Avon lies 93 miles north-west of London. Shakespeare was born here in 1564, and here he died in 1616. Cambridge and Oxford Universities are famous centres of learning. Stonehenge is a prehistoric monument, presumably built by Druids, members of an order of priests in ancient Britain. Tintagel Castle is King Arthur's reputed birthplace. Canterbury Cathedral is the seat of the Archbishop of Canterbury, head of the Church of England. The British Museum is the largest and richest museum in the world. It was founded in 1753 and contains one of the world's richest collections of antiquities. The Egyptian Galleries contain human and animal mummies. Some parts of Athens' Parthenon are in the Greek section. Madam Tussaud's Museum is an exhibition of hundreds of life-size wax models of famous people of yesterday and today. The collection was started by Madam Tussaud, a French modeller in wax, in the 18th century. Here you can meet Marilyn Monroe, Elton John, Picasso, the Royal Family, the Beatles and many others: writers, movie stars, singers, politicians, sportsmen, etc.

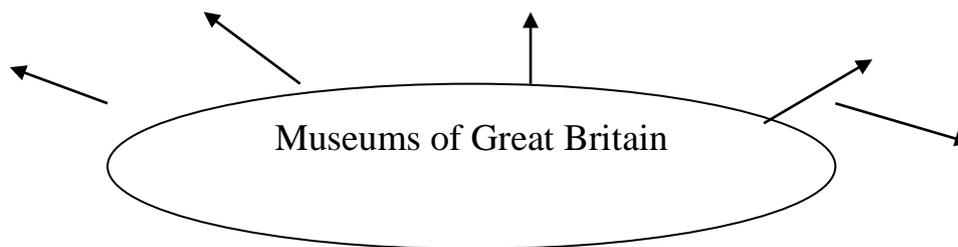
Model of educational technology

Topic:	Lesson 12 Museums in G.B.
Time: 2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	❖ Museums of Great Britain. ❖ Famous people of Great Britain.
Aim of the lesson:	To introduce British Welfare and allure to students.
Objectives of the lesson: 1. To give information about the national health service. 2. To explain the role of theatre and cinema. 3. To talk about holidays of the UK. 4. To compare holidays and Welfare of Uzbekistan and the UK.	Results of the activities: Students will learn about the national health service. Students will know the role of theatre and cinema in people's life. Students will have an opportunity to express their opinion about holidays Students will compare health service and holidays of Uzbekistan and the UK.
Techniques used:	Brainstorming, T-shirt, cluster
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Blackboard, picture, worksheets.
Monitoring and assessment:	Observing, question-answer.

Chart of educational technology

Time and steps of the lesson	Procedure	
	Teacher	Students
1.Pre-practice activity (20 min)	Teacher gives an example of holiday not mentioning the name of it. Teacher asks to find what they are going to talk.	Students will find out the topic of the lesson.
2.Main part activity (40 min)	1. Teacher asks students what the word "culture" means.	Students will do cluster.
	2. Teacher asks students to look through the worksheets and to tell the role of theatre and cinema in people's life.	Students will read worksheets and tell about theatre and cinema.
	3. Teacher asks students to tell about the holidays in Great Britain.	Students will tell about holidays in the UK.
3.Post practice activity. (15 min)	Teacher asks students to compare holidays of Uzbekistan and UK, and find out similarities and differences in celebration.	Students will compare T-shirt table.
4.Follow up. (5 min)	Teacher gives feedback, assesses students, home work	Students will write their home works.

Appendix 1.



Museums in Uzbekistan and the UK.

SIMILARITIES	DIFFERENCES

Appendix 3

British Museums

There are many museums in London. One of them is the Tate Gallery in Millbank, which presents modern masters of England and France. There are some fine examples of modern sculpture. Its collection of French Impressionists is marvellous. There is the Victoria and Albert Museum in Brompton Road. It has an outstanding collection of the applied arts of all countries and periods. The National Gallery in Trafalgar Square has one of the best picture collections in the world. It has the most valuable display of French paintings from the early of the Impressionists, and, of course, the finest English painting, with Gainsborough, Turner, Constable and others. It shows the progress of Italian painting from the medieval to the Renaissance, some outstanding pictures of the old Roman masters. It also has a great variety of Dutch and Flemish masters and an excellent choice of Spanish painters. There are great treasures dispersed in private collections all over the world. The Queen's collection is the most valuable among them.

Appendix 4

Questions:

1. Are there many museums in London?
2. Name British Museums you know.
3. What is the National Gallery famous for?
4. The Queen's collection is the most valuable, isn't it?
5. Tell about the Victoria and Albert Museum.

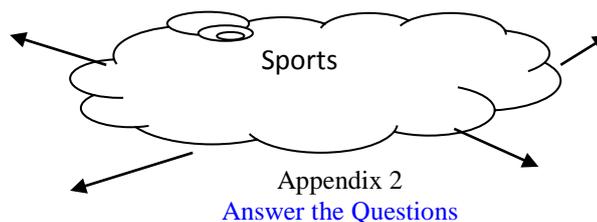
Model of educational technology

Topic:	Lesson 14 Sports
Time: 2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	2) Famous sport types in G.B 2. The national health service.
Aim of the lesson:	To introduce The Southwest to students.
Objectives of the lesson: 1. To give information about the Sports 2. To introduce students with formal arrangements. 3. To create an idea about Sports	Results of the activities: Students will know about the Sports. Students will realize what formal arrangements are done Students will understand Students will compare two countries types of sport and know their differences and similarities.
Techniques used:	Brainstorming, Teacher-shirt, cluster.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Marker, blackboard, worksheets.
Monitoring and assessment:	Observing, question and answer.

Chart of educational technology practical lesson.

Time and steps of the lesson	Procedure	
	Teacher	Students
1. Pre-practice activity (20 min)	Brainstorming. Teacher writes the word "Sports" and elicit the random answers.	Students will give their opinion about "Sports"
2. Main part activity (40 min)	1. Teacher gives some information and asks the students to fill the information. Appendix 1.	Students will listen to the teacher's information and do cluster.
	2. Teacher asks the students to look through the worksheets and to tell about formal arrangements.	Students will read the worksheets and answer to the questions.
	3. Teacher asks the students to look at pictures and find out what they are.	Students will find out what's going on in the picture.
3. Post practice activity. (15 min)	Teacher asks comprehension questions. Appendix 2.	Students will answer the question.
4. Follow up. (5 min)	Teacher assesses students and gives homework.	Students will write homework.

Appendix 1

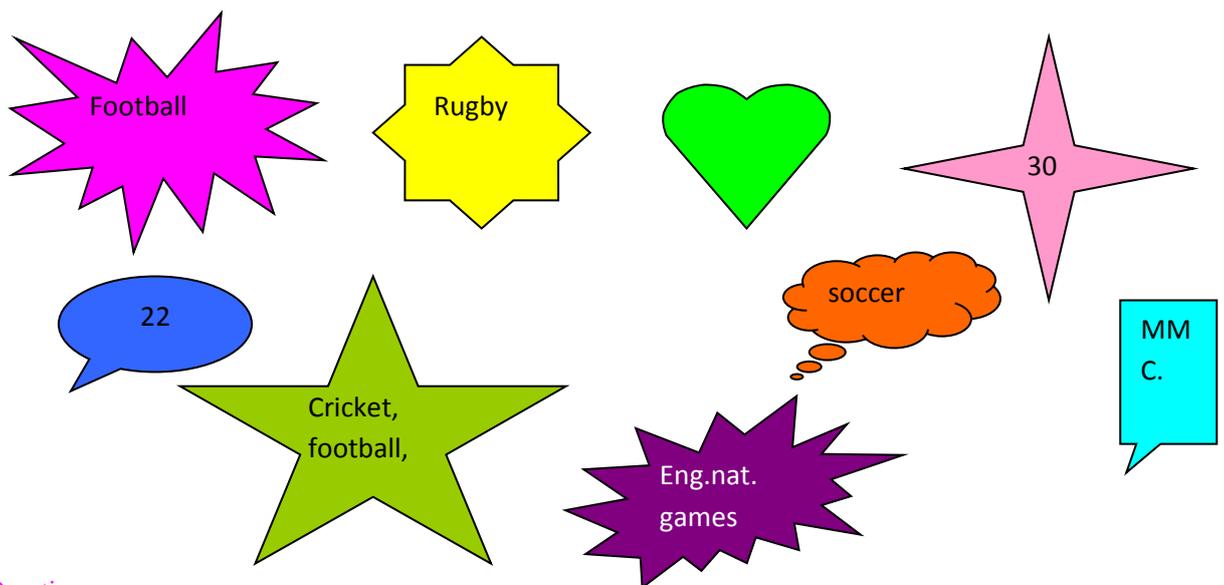


QUESTIONS	
1	Do you like to go in for sport?
2	What kind of sport do you prefer?
3	What kind of sport games do you like?
4	When do you go to the stadium?
5	Who is well-known sportsman in England?
6	What is the difference between Uzbek and English sport?
7	What shows do you prefer?

Appendix № 3

Warm up activity "Yes or no"

Work on warm-up activity. Draw different figures and write some words or numbers according to them inside these figures. Others must ask him in general questions and find their meanings. Student answers only "Yes" or "No".



Questions:

- ❖ –Are there 22 players in soccer?
- ❖ – Are there 30 players in Rugby?
- ❖ –Do you like football best of all?
- ❖ Is M.C.C situated in London?
- ❖ –Is cricket the English national game?

Sports in the UK

Sport probably plays a more important part in people's life in Britain than it does in most other countries. For a very large number it is their main form of entertainment. Millions take part in some kind of sport at least once a week. Many millions more are regular spectators and follow one or more sports. There are hours of televised sport each week. Every newspaper, national or local, quality or popular, devotes several pages entirely to sport.

The British are only rarely the best in the world at particular sports in modern times. However, they are one of the best in the world in a much larger number of different sports than any other country (British individualism at work again). My course paper looks at the most publicized sports with the largest followings. But it should be noted that hundreds of other sports are played in Britain, each with its own small but enthusiastic following. Some of these may not be seen as a sport at all by many people. For

most people with large gardens, for example, croquet is just an agreeable social pastime for a sunny afternoon. But to a few, it is a deadly serious competition. The same is true of the game such as indoor bowling, darts or snooker. Even board games, the kind you buy in a shop, have their national championships. Think of any pastime, however trivial, which involves some element of competition and, somewhere in Britain, there is probably a 'national association' for it which organized contents.

The British are so fond of competition that they even introduced it into gardening. Many people indulge in an informal rivalry with their neighbours as to who can grow the better flowers or vegetables. But the rivalry is sometimes formalized. Though the country, there are competitions in which gardeners enter their cabbage, leeks, onions, carrots or whatever in the hope that they will be judged 'the best'. There is a similar situation with animal. There hundreds of dog and cat shows throughout the country at which owners hope that their pet will win a prize. There are a lot of such specific kinds of sport in the United Kingdom but I want to stop my thought on consideration of more widespread.

The British are great lovers of competitive sports; and when they are neither playing nor watching games they like to talk about them, or when they cannot do that, to think about them. Modern sport in Britain is very different. 'Winning isn't everything' and 'it's only a game' are still well known sayings which reflect the amateur approach of the past. But to modern professionals, sport is clearly not just a game. These days, top players in any sport talk about having a 'professional attitude' and doing their 'job' well, even if, officially, their sport is still an amateur one. The middle-class origins of much British sport means that it began as an amateur pastime - a leisure-time activity which nobody was paid for taking part in. Even in football, which has been played on a professional basis since 1885, one of the first teams to win the FA (Football Association) Cup was a team of amateur players (the Corinthians). In many other sports there has been resistance to professionalism. People thought it would spoil the sporting spirit. May be they are right.

Many kinds of sport originated for England. The English have a proverb, "All work and no play makes Jack a dull boy".



Tennis originated in the UK. The [Wimbledon](#) Championships [Grand Slam](#) tournament is held in London every July.

They do not think that play is more important than work; they think that Jack will do his work better if he plays as well, so he is encouraged to do both. Association football or soccer is one of the most popular games in the British Isles played from late August until the beginning of May. In summer the English national sport is cricket. When the English say: "that's not cricket" it means:"that's not fair", "to play the game" means "to be fair".



[The Royal and Ancient Golf Club of St Andrews](#) regarded as the worldwide "Home of Golf"

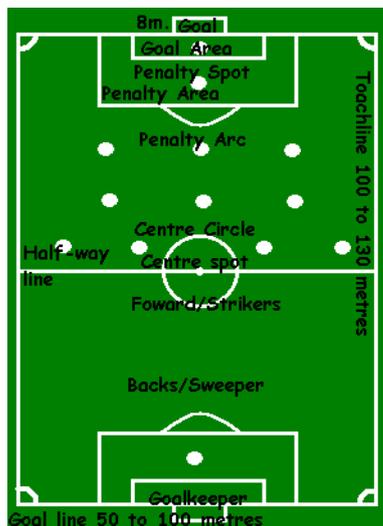
Golf is Scotland's chief contribution to British sport. It is worth noting here an interesting feature of sporting life in Britain, namely, its frequently close connection with the social class of the players or spectators except where a game may be said to be a "national" sport. This is the case with cricket in England which is played and watched by all classes. This is true of golf, which is everywhere in the British Isles a middleclass activity. Rugby Union, the amateur variety of Rugby football, is the Welsh national sport played by all sections of society whereas, elsewhere, it too' is a game for the middle classes. Association football is a working-class sport as are boxing, wrestling, snooker, darts and dog-racing. As far as fishing is

concerned it is, apart from being the most popular British sport from the angle of the number of active participants, a sport where what is caught determines the class of a fisherman. If it is a salmon or trout it is upper-class, but if it is the sort of fish found in canals, ponds or the sea then the angler is almost sure to be working-class. Walking and swimming are the two most popular sporting activities, being almost equally undertaken by men and women. Snooker (billiards), pool and darts are the next most popular sports among men. Aerobics (keep-fit exercises) and yoga, squash and cycling are among the sports where participation has been increasing in recent years. There are several places in Britain associated with a particular kind of sport. One of them is Wimbledon—a suburb to the south of London where the All-England Lawn Tennis Championships are held in July (since 1877). The finals of the tournament are played on the Centre Court. The other one is Wembley—a stadium in north London where international football matches, the Cup Finals and other events have taken place since 1923. It can hold over 100,000 spectators. The third one is Derby, the most famous flat race in the English racing calendar, which has been run at Epsom near London since 1780.



England's new Wembley Stadium.

It is the largest and most expensive football stadium ever built.



1.1 Gambling and Betting.

The English have never been against a gamble though most of them know where to draw the line and wisely refrain from betting too often. Since the war the most popular form of gambling is no doubt that of staking a small sum on the football pools. (The word “pool” is connected with the picture of streams of money pouring into a common fund, or “pool” from which the winner’s are paid after the firm has taken its expense and profit). Those who do so receive every week from one of the pools firms a printed form; on this are listed the week’s matches. Against each match, or against a number of them, the optimist puts down a 1, a 2 or an x to show that he thinks the result of the match will be a home win, an away win or a draw. The form is then posted to the pools firm, with a postal order or cheque for the sum staked (or, as the firms say, “invested”). At the end of the week the results of the matches are announced on television and published in the newspapers and the “investor” can take out his copy of his coupon and check his forecast.

1.2. Football

Football is the most popular team game in Britain. The British invented it and it has spread to every corner of the world. There is no British team. England, Scotland, Wales and Northern Ireland compete separately in European and World Cup matches. The English and Welsh clubs have together formed a League with four divisions. The Scottish League has three divisions. The champions of the English First Division and the Scottish Premier Division qualify to play in the European Cup competition.

British football has traditionally drawn its main following from the working class. In general, the intelligentsia ignored it. But in the last two decades of the twentieth century, it has started to attract wider interest. The appearance of fanzines is an indication of this. Fanzines are magazines written in an informal but often highly intelligent and witty style, published by the fans of some of the clubs. One or two books of literary merit have been written which focus not only on players, teams and tactics but also on the wider social aspects of the game. Light-hearted football programmes have appeared on television which similarly gives attention to 'off-the-field' matters. There has also been much academic interest.



At the 1990 World Cup there was a joke among English fans that it was impossible to find a hotel room because they had all been taken by sociologists.

Many team sports in Britain, but especially football, tend to be men-only, 'tribal' affairs. In the USA, the whole family goes to watch the baseball. Similarly, the whole family goes along to cheer the Irish national football team. But in Britain, only a handful of children or women go to football matches. Perhaps this is why active support for local teams has had a tendency to become violent. During the 1970s and 1980s football hooliganism was a major problem in England. In the 1990s, however, it seemed to be on the decline. English fans visiting Europe are now no worse in their behavior than the fans of many other countries.

For the great mass of the British public the eight months of the football season are more important than the four months of cricket. There are plenty of amateur association football (or 'soccer') clubs, and professional football is big business. The annual Cup Final match, between the two teams which have defeated their opponents in each round of a knock-out contest, dominates the scene; the regular 'league' games, organized in four divisions, provide the main entertainment through the season and the basis for the vast system of betting on the football pools. Many of the graffiti on public walls are aggressive statements of support for football teams, and the hooliganism of some British supporters has become notorious outside as well as inside Britain.

Football has been called the most popular game in the world, and it certainly has a great many fans in Britain. And now I want to mention the English terminology for football.

Association football (or soccer) is the game that is played in nearly all countries. A team is composed of a goalkeeper, two backs, three half-backs and five forwards.

Association football remains one of the most popular games played in the British Isles. Every Saturday from late August until the beginning of May, large crowds of people support their sides in football grounds up and down the country, while an almost equally large number of people play the game in clubs teams of every imaginable variety and level of skill. Over the last 20 years though, the attendance at football matches has fallen away sharply. This is because of changing lifestyles and football hooligans about I have already written but I want to add that violence at and near the football grounds increased, there was an ever-increasing tendency for people to stay away, leaving the grounds to football fans.

After serious disturbances involving English supporters at the European Cup Finals in Brussels in 1985 which led to the deaths of 38 spectators, English clubs were withdrawn from European competitions for the 1985-1986 seasons by the Football Association. The Cup Final at Wembley remains, though, an event of national importance. Here is a drawing of a football field, or "pitch", as it is usually called.

The football pitch should be between 100 and 130 metres long and between 50 and 100 metres wide. It is divided into two halves by the halfway line. The sides of the field are called the touchlines and the ends are called the goal-lines. In the middle of the field there is a centre circle and there is a goal at each end. Each goal is 8 metres wide and between 2 1/2 and 3 metres high. In front of each goal is the goal area and the penalty area. There is a penalty spot inside the penalty area and a penalty arc outside it. A game of football usually lasts for one and a half hours. At half time, the teams change ends. The referee controls the game. The aim of each team is obviously to score as many goals as possible. If both teams score the same number of goals, or if neither team scores any goals at all, the result is a draw.

The final of the football competition takes place every May at the famous Wembley stadium in London. Some of the best-known clubs in England are Manchester United, Liverpool and the Arsenal. In Scotland Rangers, Celtic or Aberdeen usually wins the cup or the championship.

Today, many people are only interested in football because of the pools and the chance of winning a lot of money.

1.3. Rugby

There is another game called rugby football, so called because it originated at Rugby, a well-known English public school. In this game the players may carry the ball. Rugby football (or 'soccer') is

played with an egg-shaped ball, which may be carried and thrown (but not forward). The ball is passed from hand to hand rather than from foot to foot. If a player is carrying the ball he may be 'tackled' and made to fall down. Each team has fifteen players, who spend a lot of time lying in the mud or on top of each other and become very dirty, but do not need to wear such heavily protective clothing as players of American football.

There are two forms of rugby - Rugby Union, which is strictly amateur, and Rugby League, played largely in the north, which is a professional sport. Rugby Union has fifteen players, while Rugby League has thirteen, but the two games are basically the same. They are so similar that somebody who is good at one of them can quickly learn to become good at the other. The real difference between them is a matter of social history. Rugby union is the older of the two. In the nineteenth century it was enthusiastically taken up by most of Britain's public schools. Rugby league split off from rugby union at the end of the century. There are two versions of this fast and aggressive ball game: rugby union and rugby league. Although it has now spread to many of the same places in the world where rugby union is played (rugby union is played at top level in the British Isles, France, Australia, South Africa and New Zealand; also to a high level in North America, Argentina, Romania and some Pacific islands). Rugby can be considered the 'national sport' of Wales, New Zealand, Fiji, Western Samoa and Tonga, and of South African whites. Its traditional home is among the working class of the north of England, where it was a way for miners and factory workers to make a little bit of extra money from their sporting talents. Unlike rugby union, it has always been a professional sport.

Because of these social origins, rugby league in Britain is seen as a working class sport, while rugby union is mainly for the middle classes. Except in south Wales, there, rugby union is a sport for all classes, and more popular than football. In Wales, the phrase 'international day' means only one thing — that the national rugby teams are playing. Since 1970, some of the best Welsh players have been persuaded to 'change codes'. They are 'bought' by one of the big rugby league clubs, where they can make a lot of money. Whenever this happens it is seen as a national disaster among the Welsh.

Rugby union has had some success in recent years in selling itself to a wider audience. As a result, just as football has become less exclusively working class in character, rugby union has become less exclusively middle class. In 1995- it finally abandoned amateurism. In fact, the amateur status of top rugby union players had already become meaningless. They didn't get paid a salary or fee for playing, but they received large 'expenses' as well as various publicity contracts and paid speaking engagements.

1.4. Cricket

Do you know how to play cricket?

If you don't live in England, Australia, New Zealand, South Africa or the West Indies you won't learn it at school. English people love cricket. Summer isn't summer without it. Even if you do not understand the rules, it is attractive to watch the players, dressed in white playing on the beautiful green cricket fields. Every Sunday morning from May to the end of September many Englishmen get up very early, and take a lot of sandwiches with them. It is necessary because the games are very long. Games between two village teams last for only one afternoon. Games between counties last for three days, with 6 hours play on each day. When England plays with one or other cricketing countries such as Australia and New Zealand it is called a test match and lasts for 5 days. Cricket is played in schools, colleges and universities and in most towns and villages by teams which play weekly games. Test matches with other cricketing countries are held annually. Cricket is also played by women and girls. The governing body is Women's Cricket Association, founded in 1926. Women's cricket clubs have regular weekend games. Test matches and other international matches take place. The women's World Cup is held every four years. Cricket is played by two teams of 11 each. One team must bat and the other team must field. When the first team finished batting, the second team must begin. The batsman must all the time guard his "wicket", three rather ridiculous pieces of wood which are pushed into the ground. The game is very slow. In many ways this is the most English of all sports. It is a game for a hot June day with a slight breeze and the feeling that there is no hurry in the world.

1.5. Table Tennis

Eighty years ago, Mr. E. Goode of Putney, South London, went to the chemist's to buy some aspirins. In the shop, he almost forgot about his tablets as he stood looking at the pimpled rubber mat on the counter. It had given him a fantastic new idea. He paid for his aspirins and the rubber mat. Then he rushed home, cut the rubber mat to the right shape and size and stuck it to his plain wooden table tennis bat. The thin layer of rubber helped him put a very fast spin on the ball. When he became the English champion, everyone started.

Copying him, putting rubber layers on their bats, and soon Mr. Goode's clever idea completely changed the style and speed of table tennis.

Table tennis was first invented in England in about 1880. At first the game had several strange names: Gossima, Whiff Whaff and Ping Pong. It wasn't until 1926 that the International Table Tennis Association was formed with international championships and rules. One of the rules was that the rubber linings of the bat (Mr. Goode's invention) couldn't be more than two millimeters thick on each side. Although the game was invented in England British players don't have much chance in international championships. It's the Chinese with their fantastic speed and power who win almost every title. They often use a pen holder grip, not the "shake-hands" technique popular in Europe and the States. Their style is athletic and they often play standing several metres away from the table. Table tennis looks more like gymnastics when the Chinese start playing, with the ball flying over the net at speeds of over 150 kilometers per hour. But don't forget that it's thanks to an Englishman that table tennis is the fast and skilful game it is today. It's the pimped rubber lining that allows players to get a good spin on the ball. Mr. Goode's headache eighty years ago was a turning point in the history of the game!

- Таянч ибора ва тушунчалар** conventional - following what has been customary;
 traditional divorce - legal ending of a marriage so that husband and wife are free to marry again
 dummy - object made to look like and serve the purpose of the real person or thing
 fast - go without food or without certain kinds of food, esp. as a religious duty fee - charge or payment for professional advice or service
 gambling - playing games for money, taking risks for possible advantage
 grant - something given, e g money from a government
 leisure - spare time, time free from work
 license - (written or printed statement giving) permission from someone in authority to do something
 outlook - person's way of looking at smth.
 overlap - partly cover by extending beyond one edge; partly coincide
- pastime - anything done to pass time pleasantly; game
 practitioner - one who practices a skill or art
 purify - make clean; cleanse
 quarrel - angry argument; violent disagreement
 regatta - meeting for boat races
 reunion - meeting of old friends, former colleagues, etc after separation
- revenue - income
 rotten - decayed; having gone bad
 scattered - lying in different directions, not situated together, wide apart

Model of educational technology practical lesson.

Topic:	Lesson 15 Holidays and special occasions
Time: 2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	❖ Organization. ❖ Recent developments. ❖ Public holidays.
Aim of the lesson:	To introduce Holidays and special occasions to the students.
Objectives of the lesson: 1. To picture Holidays and special occasions in students mind. 2. To give information about Holidays and special occasions 3. To present public holidays 4. To compare Holidays and special occasions of GB and Uzbekistan.	Results of the activities: Students will know about Holidays and special occasions Students will get information about Holidays and special occasions Students will know what public holidays Students will find out differences and similarities of two countries special occasions.
Techniques used:	Brainstorming, T-shirt, cluster.
The way of organizing the lesson:	Pair-work, group work.

Equipments:	Blackboard, pictures, worksheets.
Monitoring and assessment:	Observing, question-answer.

Chart of educational technology practical lesson.

Time and steps of the lesson	Procedure	
	Teacher	Students
1. Pre-practice activity (20 min)	Brainstorming. Teacher asks the students some questions about Holidays and special occasions on the blackboard. Appendix 1.	Students will answer the questions.
2. Main part activity (40 min)	1. Teacher asks the students to give their opinions about Holidays and special occasions	Students will tell their opinion about the Holidays and special occasions
	2. Teacher asks the students to look through the worksheets and find information about Holidays and special occasions.	Students will read the worksheets and find information about Holidays and special occasions
3. Post practice activity. (15 min)	Teacher asks the students to compare Holidays and special occasions of Uzbekistan and GB. Appendix 2.	Students will compare two countries Holidays and special occasions.
4. Follow up. (5 min)	Teacher gives feedback and gives task to do at home.	Students will write their tasks.

Appendix № 1

Work on Cluster.

During filling the cluster students must write all words according to the text in different figures. They do not discuss the words which they write in the cluster.



In this method two groups must separate the cards. The first group must find sentences according to the text, the second group must find the cards which are not according to the text and all groups pin their cards to the board. E.g.

Cards with such examples:

1. There are many holidays in Great Britain.
2. Englishmen celebrate Navruz on March

Appendix № 3

Begin to work on translations.

Teacher gives students some cards with Uzbek sentences, they must translate them into English.

E.g.: 1-card

Uels xalqining milliy bayrami qanday?

2-card

Shotlandiya xalqi yangi yil bayramini qachon nishonlaydi?

II.

National days of the UK

Every nation and country has its own customs and traditions. In Britain traditions play a more important part in the life of the people than in other countries. Englishmen are proud of their traditions and carefully keep them up. It has been the law for about 300 years that all the theaters are closed on Sundays. No letters are delivered; only a few Sunday papers are published. Up to this day an English family prefers a house with a garden to a flat in a modern house with central heating. English people like gardens. Sometimes the garden in front of the house is a little square covered with cement painted green in imitation of grass and a box of flowers. Holidays are especially rich in old tradition and are different in Scotland, Ireland, Wales and England. Christmas is a great English national holiday and in Scotland it isn't kept at all, except by clerks in banks; all the shops mills and factories are working. But 6 days later on New Year's Eve the Scottish begin to enjoy them. People invite their friends to their houses and sit.

Scotland's National Day is St. Andrew's Day (30 November), which has now largely been overshadowed by Burns' Night. St. Andrew, one of Christ's twelve apostles, is the patron saint of Scotland. Some of his bones are said to have been brought to what is now St. Andrews in Fife during the 4th century. Since medieval times the X-shaped saltire cross upon which St. Andrew was supposedly crucified has been the Scottish national symbol.

St. David's Day (1 March) is the **National Day of Wales**. St. David (c.520-588), the patron saint of Wales, was the founder and first abbot-bishop of Menvia, now St. David's in Dyfed, South Wales. The wearing of daffodils or leeks by patriotic Welsh people commemorates the day. Both plants are traditionally regarded as the national emblems of Wales.

St. Patrick's Day (17th March) is an official **Bank Holiday in Northern Ireland**. The work of St. Patrick (c.389-c.461) was a vital factor in the spread of Christianity in Ireland. Born in Britain, he was carried off by pirates, and spent six years in slavery before escaping and training as a missionary. The day is marked by the wearing of shamrocks (a clover-like plant), the national badge of both Northern Ireland and the Republic of Ireland.

England's National day is St. George's Day (23 April). St. George is the patron saint of England. A story that first appeared in the 6th century tells that St. George rescued a hapless maid by slaying a fearsome fire-breathing dragon! The saint's name was shouted as a battle cry by English knights who fought beneath the red-cross banner of St. George during the Hundred Years War (1338-1453). Today the red cross of St. George still flies above every English parish church to mark the saint's day.

II. Holidays of the UK

2.1. Christmas Day

In Britain, Christmas Day is normally spent at home, with the family, and it is regarded as a celebration of the family and its continuity. Preparations start well in advance, with the sending of Christmas cards and the decoration of a Christmas tree in a prominent place in the home. Although it is now a firmly established tradition, Queen Victoria's husband, Prince Albert, who introduced the custom from his native Germany in 1840, first popularized the Christmas tree.

Some houses are decorated with evergreens (plants which do not lose their leaves in winter); a wreath of holly on the front door and garlands of holly, ivy and fir indoors. Bunches of mistletoe are often hung above doorways - any couple passing underneath must exchange kisses! Traditional food is prepared: sweet mince pies, a rich Christmas cake and the Christmas pudding. Everyone has their own favorite recipe, but they're all packed full of spices, nuts, dried fruit and brandy.

Presents are bought and wrapped, and traditionally placed under the Christmas tree on Christmas Eve. Christmas is both a secular and a religious holiday, and many families like to attend a midnight service at church on Christmas Eve, or celebrate Christmas in church on Christmas morning.

The excitement begins for children on Christmas Eve, when they hang up their stockings (an old sock or, more ambitiously, pillow cases) around the fireplace or at the foot of the bed for Father Christmas to fill with presents. The English Father Christmas or Santa Claus is first recorded in his traditional red and white outfit in a woodcut of 1653, but the story of Santa arriving in his reindeer-drawn sleigh and descending down the chimney to fill children's stockings with presents derives from the United States.

Practically everyone sits down to a Christmas dinner in the early afternoon of Christmas Day, traditionally roast turkey, but some families prefer goose or roast beef. The Christmas pudding, brought to the table flaming hot, follows the turkey. Brandy is poured over the pudding, and then lit. After dinner, everyone relaxes by going for a walk, playing games, enjoying their presents or watching television.

2.2. Boxing Day

Boxing Day (26 December) is so-called because it's a time when trades people receive a 'Christmas Box' - some money in appreciation of the work they've carried out all year. Traditionally a time for visiting family and friends and indulging in more feasting, Boxing Day is a popular day for football matches and other sporting fixtures. The day is a public holiday, so shops and banks are closed. More recently, some shops have broken with tradition and now open on Boxing Day to encourage shoppers who can't wait to spend their Christmas money.

2.3. New Year

New Year is often launched with a party - either at home with family and friends or a gathering in the local pubs and clubs. Merry-making begins on New Year's Eve and builds up to midnight. The stroke of midnight is the cue for much cheering, hooting, whistling, kissing and the drinking of toasts. Tradition has it that the first person over the threshold on New Year's Day will dictate the luck brought to the household in the coming year. This is known as First Footing. At midnight on 31 December, particularly in Scotland and northern England, 'first footers' (traditionally a tall, dark, good-looking man) step over the threshold bringing the New Year's Luck. The first footer usually brings a piece of coal, a loaf and a bottle of whisky. On entering he must place the fuel on the fire, put the loaf on the table and pour a glass for the head of the house, all normally without speaking or being spoken to until he wishes everyone 'A Happy New Year'. He must, of course, enter by the front door and leave by the back.

In Wales the back door is opened to release the Old Year at the first stroke of midnight. It is then locked up to 'keep the luck in' and at the last stroke the New Year is let in at the front door.

In Scotland the New Year remains the greatest of all annual festivals. Called 'Hogmanay' (a word whose meaning has never been satisfactorily established), it's marked by an evening of drinking and merrymaking, culminating at the stroke of midnight when huge gatherings of people at Edinburgh's Tron Kirk and Glasgow's George Square greet the New Year by linking arms and singing 'Auld Lang Syne'.

2.4. Halloween

Halloween (31 October) and its associations with witches and ghosts derives from the Celtic Old Year's Night - the night of all witches, when spirits were said to walk the earth. Witches and supernatural beings are still remembered all over Britain, when bands of children roam the streets in ghoulish costumes, carrying Halloween lanterns - pumpkins hollowed out with a ghostly face cut into one side, which glows when a candle is placed inside. In recent years the custom of 'trick or treating' has gained in popularity. Although we commonly associate this practice with America, the custom is originated in England as 'Mischief Night' when children declared one 'lawless night' of unpunished pranks (usually May Day eve or Halloween). Halloween parties (usually for children) include games such as apple bobbing, where apples are either floated in water or hung by a string. The object of the game is for the players to put their hands behind their back and try to seize an apple with their teeth alone.

2.5. Easter

Easter day is named after the Saxon goddess of spring, Eostre, whose feast took place at the spring equinox. Easter is now the spring feast of the Christian church, commemorating the resurrection of Jesus. It falls on a Sunday between 22 March and 25 April, according to the church calendar. Traditionally Easter eggs, dyed and decorated or made of chocolate, are given as presents symbolizing new life and the coming of spring.

Egg rolling competitions take place in northern UK on Easter Monday; hard-boiled eggs are rolled down a slope, with the winner being - according to local preference - the one which rolls the furthest, survives the most rolls, or is successfully aimed between two pegs! The best-publicized event takes place at Avenham Park in Preston, Lancashire. Easter parades are also part of the Easter tradition, with those taking part wearing Easter bonnets or hats, traditionally decorated with spring flowers and ribbons.

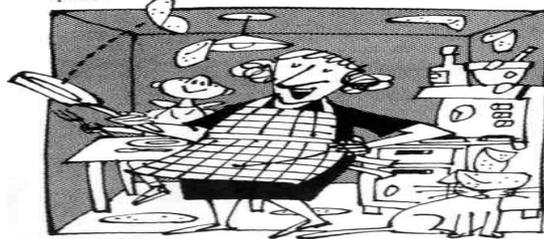
2.6. What and when are 'Bank' Holidays?

Many public holidays in the United Kingdom are known as 'bank' holidays - so called because these are days on which banks are legally closed. Most fall on a Monday. In England and Wales there are six bank holidays: New Year's Day, Easter Monday, May Day (not necessarily 1 May), Spring and Late Summer Holidays at the end of May and August respectively, and Boxing Day. There are also two common law holidays on Good Friday and Christmas Day. In Scotland there are nine public holidays: New Year's Day, January 2, Good Friday, Easter Monday, May Day (not necessarily 1 May), Spring and Summer Holidays at the end of May and the beginning of August respectively, Christmas Day and Boxing Day. In Northern Ireland there are seven bank holidays: New Year's Day, St. Patrick's Day (17 March), Easter Monday, May Day (not necessarily 1 May), Spring and Late Summer Holidays at the end of May and August respectively, and Boxing Day. There are also two common law holidays on Good Friday and Christmas Day and a public holiday on the anniversary of the Battle of the Boyne (12

July). There are holidays in lieu of those public holidays which fall at weekends. Shops, museums and other public attractions, such as historic houses and sports centers, may close on certain public holidays, particularly Christmas Day. As this varies, it is advisable to check with the individual establishment beforehand.

2.7. Pancake Day

Pancake Day
Ash Wednesday is the day in February when the Christian period of Lent begins. This refers to the time when Christ went into the desert and fasted for forty days. Although not many people actually give up eating during this period, on Pancake Tuesday, the day before Ash Wednesday, they eat lots of pancakes. These are made from flour, milk and eggs, and fried in a hot pan.



Pancake Day or 'Shrove Tuesday' (the Tuesday which falls 41 days before Easter) is the eve of the Lenten fast. On this day in earlier times all Christians made their compulsory confessions or 'shriffs' from which the name 'Shrove Tuesday' derives, and took their last opportunity to eat up all the rich foods prohibited during Lent. Thus all eggs, butter and fat remaining in the house were made into pancakes, hence the festival's usual nickname of Pancake Day. Though the strict observance of Lent is now rare, everyone enjoys eating the customary pancakes and some regions celebrate the day with pancake races. The oldest and most famous is held at Olney in Buckinghamshire. The race is run over 415 yards (about 380 metres) by women over sixteen, wearing a cap and apron. They must 'toss' their pancake (flip it over in the frying pan) at least three times during the race. The winner receives a kiss from the Pancake Bell Ringer (church bells were traditionally rung to remind parishioners to come to confession) and a prayer book from the vicar!

2.8. Guy Fawkes Night.

In 1605 Guy Fawkes, a Roman Catholic, and his fellow conspirators attempted to blow up King James I and the Houses of Parliament, as they disagreed with the King's Protestant policies. They succeeded in storing some 30 barrels of gunpowder in a cellar under the Houses of Parliament, but before Parliament opened on November 5th, the 'gunpowder plot', as it has come to be known, was discovered. Guy Fawkes and his colleagues were executed for treason. Since then, the 5th of November has been celebrated in England by the burning of stuffed figures of Guy Fawkes on bonfires, usually accompanied by firework displays. These may be large organized events open to members of the public, or smaller, private gatherings of family and friends held in people's gardens. 'Guy Fawkes Night' is also known as 'Bonfire Night' or 'Firework Night'. In the days leading up to the 5th of November children traditionally take their homemade Guys out onto the streets of their town or village and ask passers-by for 'a penny for the Guy'. This money is supposedly used as a contribution towards their fireworks.

2.9. Remembrance Day (Poppy Day)

Remembrance Day is observed throughout Britain in commemoration of the million or more British soldiers and airmen who lost their lives during the two World Wars. On that day, the second Sunday in November, special services are held in the churches and wreaths are laid at war memorials throughout the country and at London's Cenotaph, where a great number of people gather to observe the two – minute silence and to perform the annual Remembrance Day ceremony. The silence begins at the first stroke of Big Ben 11 o'clock, and is broken only by the crash of distant artillery and perhaps by the murmur of a passing jet. Members of the Royal Family or their representatives and political leaders come forward to lay wreaths at the foot of the Cenotaph. Then comes the march past the memorial of ex-servicemen and women, followed by an endless line of ordinary citizens who have come here with their personal wreaths and their sad memories.

On that day artificial poppies, a symbol of mourning, are traditionally sold in the streets everywhere, and people wear them in their buttonholes. The money collected in this way is later used to help the men who had been crippled during the war and their dependants. In the past the day was known as Armistice Day and was marked on the 11 of November, as that was the day when armistice (agreement to stop military actions) sought by German from Allies, came into force in 1918. Armistice Day was kept since 1919 – 1938. Two minutes silence was observed throughout the British Commonwealth starting at

11 a.m. the ceremony lapsed during the Second World War, but was resumed in 1945. The following year it was decided to observe a Remembrance Day for both World Wars. It was to be held annually on Remembrance Sunday (the second Sunday in November). The most magnificent ceremony is held at the Cenotaph in London, a memorial to those who died during the two world wars. On Remembrance Day the ceremony is attended by the Queen and royal family, statesmen and politicians, representatives of the armed forces and Commonwealth.

2-топширик. Қуйидаги саволларга жавоб беринг.

1. What kinds of holidays are celebrated in the UK?
2. What are the national days of the countries of the UK?
3. Who popularized Christmas tree the first in the UK?
4. Why the 26th of December is called a boxing day?

Таянч ибора ва тушунчалар

every nation and country has its own customs and traditions; houses are decorated with evergreens at Christmas Day; 'Christmas Box' is money; New Year is launched with a party; Halloween associates with witches and ghosts; Easter is spring feast; banks are legally closed in bank holidays; Pancake Day is the eve of the Lenten fast; 'Guy Fawkes Night' is also known as 'Bonfire Night' or 'Firework Night'; Remembrance Day is commemoration of British soldiers and airmen. carol - song of joy or praise, esp. a Christmas hymn, circulation - number of copies of a newspaper or other periodical sold to the public

conventional - following what has been customary; traditional

divorce - legal ending of a marriage so that husband and wife are free to marry again

dummy - object made to look like and serve the purpose of the real person or thing

fast - go without food or without certain kinds of food, esp. as a religious duty

fee - charge or payment for professional advice or service

gambling - playing games for money, taking risks for possible advantage,

Topics for discussion

1. Who is a first footer?
2. When the game apple bobbing is played?
3. When falls the Easter?
4. In the bank holidays banks are And why?
5. Who was Guy Fawkes?
6. What holidays do we have in our country (Uzbekistan) which is like to those holidays given above?

Тавсия этилган адабиётлар рўйхати

1. N. Sabirova, G. Atakhanova “The United Kingdom of Great Britain and Northern Ireland, The USA” Tashkent., 2008.
2. M. Seviour “Word Wise” Tashkent 1997.
3. M.G. Cummings “Culturally Speaking” Boston 2002
4. Publication by M. Christopher, A. and M. Cusack New York 2003
5. Internet sources.

Model of educational technology

Topic:	Lesson 16 Religion
Time:2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	To give a information about Religion
Aim of the lesson:	To introduce Religion.
Objectives of the lesson: 1. To explain the importance of the national press. 2. To give information about the Religion 3. To give information about Religion 4. To compare the Religion of Uzbekistan and GB.	Results of the activities: Students will know the importance of the national press. Students will get acquainted with the Religion Students will know about Religion Students will know the differences and similarities.
Techniques used:	Brainstorming, T-shirt, cluster.

The way of organizing the lesson:	Pair-work, group work.
Equipments:	Blackboard, pictures, worksheets.
Monitoring and assessment:	Observing, question-answer.

Chart of educational technology practical lesson.

Time and steps of the lesson	Procedure	
	Teacher	Students
1.Pre-practice activity (20 min)	Teacher writes the word "Religion" on the blackboard and elicits random answers. Teacher divides them into small groups.	Students will give their answers working in small groups.
2.Main part activity (40 min)	1. Teacher gives some questions about them.	Students will find out what Religion is
	2. Teacher asks students to look through worksheets and tell about Religion. Appendix 2.	Students will tell about the Religion.
3. Post practice activity. (15 min)	Teacher asks to compare the Religion of Uzbekistan and the GB	Students will compare two countries Religions
4. Follow up. (5 min)	Teacher gives feedback and homework.	Students will write their homework.

Appendix 1



Appendix 2

Religion in Great Britain

British religion used to be closely connected with kings, queens and politics. England was a Roman Catholic country until 1534. In 1525 King Henry VIII decided to divorce his queen, Catherine of Aragon, because he fell in love with Anne Boleyn. But when Henry asked the Pope for permission to divorce Catherine, he refused. Henry was so angry with the Pope that he ended all contact between England and Rome. He divorced Catherine of Aragon without the Pope's permission and married Anne Boleyn. In 1534 Parliament named Henry head of the Church of England. This was the beginning of the Anglican Church. The Anglican Church did not start as a Protestant Church and Henry certainly did not regard himself as a Protestant. However the Protestant movement in Europe was growing very strong at that time. When Henry quarreled with Rome and ordered the Bible to be translated into English, the way was open for Protestantism to spread in England.

Over the next years many people changed to this new religion.

In 1553 Mary, Henry's daughter by Catherine of Aragon, became Queen of England. The country re-entered the Roman Church, because she was a Roman Catholic. Protestants were glad when Mary died, because while she was Queen, many Protestants were burned for their beliefs. After Mary, Elizabeth became head of the Anglican Church and Roman Catholicism was never again the official religion in England. The Church of England is still the established church in England nowadays. But in spite of the great variety of forms of worship, only a minority of people regularly go to church in Britain today. Most people see Sunday more as a day for relaxing with the family or for doing jobs around the house and the garden.

Appendix 3

Question:

1. Was England a Roman Catholic country until 1534?

2. Why did Henry decide to divorce the queen?
3. What was the beginning of the Anglican Church?
4. Were Protestants glad when Mary died?
5. What is the established church in England nowadays?

Vocabulary:

to divorce — развестись

permission — разрешение

the Anglican Church — англиканская церковь

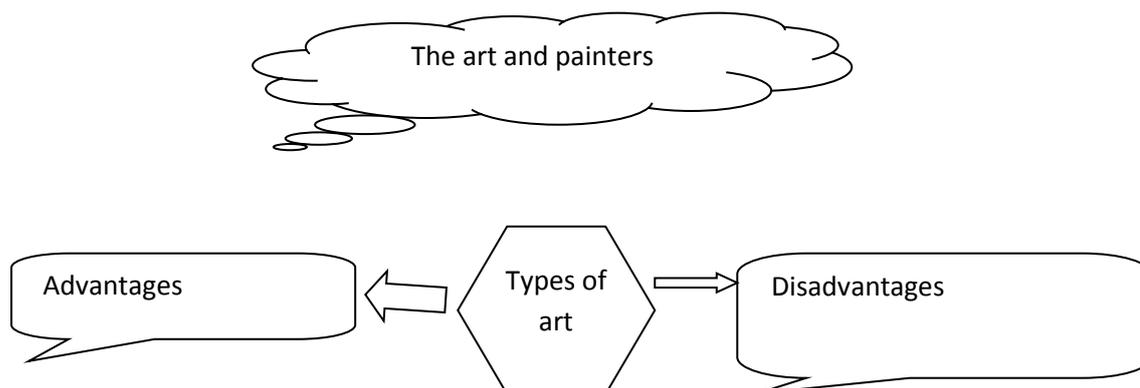
Model of educational technology

Topic:	Lesson 17 The arts
Time: 2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	<ul style="list-style-type: none"> • Custom and traditions of G.B • Famous people of G.B and arts • Social services and charities.
Aim of the lesson:	To introduce the The arts to students.
Objectives of the lesson: 1. To give information about The arts 2. To introduce the The arts to the students. 3. To give information about The arts. 4. To compare art of Uzbekistan and GB	Results of the activities: Students will learn The arts on the read. Students will know the history of the arts. Students will find information about The arts Students will find out differences and similarities
Techniques used:	Brainstorming, cluster, T-shirt.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Blackboard, dchalk, worksheets.
Monitoring and assessment:	Observing, checking marking the task.

Chart of educational technology practical lesson.

Time and steps of the lesson	Procedure	
	Teacher	Students
1. Pre-practice activity (20 min)	Teacher elicits random answers writing the word "art" on the blackboard.	Students will tell their opinion about art.
2. Main part activity (40 min)	1. Teacher gives cluster and asks to fill in. appendix 1.	Students will do cluster.
	2. Teacher asks about types of art and advantage and disadvantage of them. appendix 2.	Students will fill T-shirt table
	Teacher asks about the art.	Students will answer questions.
3. Post practice activity. (15 min)	Teacher asks to compare two countries arts.	Students will compare two countries arts.
4. Follow up. (5 min)	Teacher gives feed back and home work	Students will write home works.

Appendix 1



Appendix 2

The British Painters
(Joseph Mallord William Turner)

William Turner, a great romantic English landscape painter, was born in Devonshire in 1775. He lived with his uncle in Middlesex, where he began to attend school. His first drawings are dated 1787, when he was only twelve years of age. His childish sketch-books, filled with drawings, are still preserved in the British Museum. When he was 21, he began to exhibit oil paintings as well as water-colours at the Royal Academy. The first, "Fishermen at Sea" is now in the Gate Gallery. He traveled much in France, Germany, Switzerland, Italy. But he never lost his interest in his own country. As a landscape painter Turner was interested mainly in light and colour effects. One of his famous paintings is even called "Light and Colour". His work is highly praised by great critics. Turner died in London in 1851. His pictures and drawings became the property of the British nation. William Turner is considered to be one of the world's greatest painters.

Appendix 3

Questions:

1. Where and when was Joseph Turner born?
2. Where did he go to school?
3. At what age did he make his first drawings?
4. When did he begin to exhibit his paintings?
5. Did he stay in his country all his life?
6. What was he interested in as a landscape painter?
7. When and where did he die?
8. Who is the owner of Turner's works?

Model of educational technology

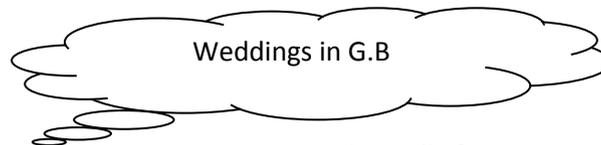
Topic:	Lesson 18 Weddings in G.B
Time: 2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	3. Weddings in G.B 4. Families of G.B
Aim of the lesson:	To introduce the Arts to students.
Objectives of the lesson: 1. To give information about theme 2. To introduce the new theme to the students. 4. To compare weddings of Uzbekistan and GB	Results of the activities: Students will learn Theme. Students will know the parties. Students will find information about families Students will find out differences and similarities
Techniques used:	Brainstorming, cluster, T-shirt.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Blackboard, chalk, worksheets.
Monitoring and assessment:	Observing, checking, marking the task.

Chart of educational technology practical lesson.

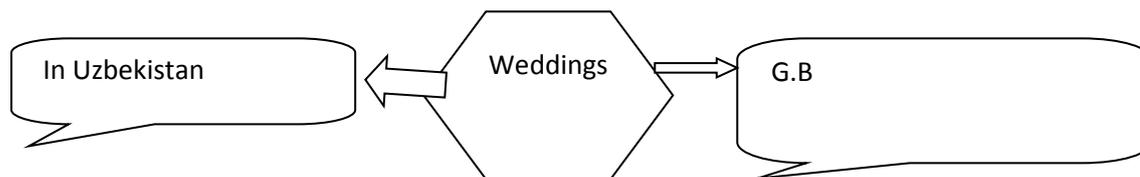
Time and steps of the lesson	Procedure	
	Teacher	Students
1. Pre-practice activity (20 min)	Teacher elicits random answers writing the word "weddings" on the blackboard.	Students will tell their opinion about art.
2. Main part activity (40 min)	1. Teacher gives cluster and asks to fill in. appendix 1.	Students will do cluster.
	2. Teacher asks about types of art	Students will fill T-shirt table

	and advantage and disadvantage of them. appendix 2.	
	Teacher asks about the art.	Students will answer questions.
3. Post practice activity. (15 min)	Teacher asks to compare two countries arts.	Students will compare two countries arts.
4. Follow up. (5 min)	Teacher gives feed back and home work	Students will write home works.

Appendix 1



Appendix 2



Appendix 3

British Homes

There are 22 million homes in Britain — big homes and small homes, old cottages and new buildings, houses and flats. (Americans say "apartment" but British people say "flat"). Many British people love old houses and these are often more expensive than modern ones. They also love gardening and you will see gardens everywhere you go: in towns, villages and out in the country. Some are very small with just one tree and a few flowers. Others are enormous with plenty of flowers and enough vegetables and fruit trees. Two third of the families in Britain own their houses. Millions of these houses are the same with two or three bedrooms and a bathroom upstairs, dining-room and kitchen downstairs. To pay for their house, home owners borrow money from a "building society" and pay back a little every month. There are a great many different kinds of homes in Britain, but there are not enough! It is often very difficult for young people to find a home when they want to start a family. British homes are usually smaller than American homes. But like Americans old people, young families and unmarried people do not usually live together.

Appendix 4

Family Life in Britain

A "typical" British family used to consist of mother, father and two children. But in recent years there have been many changes in family life. For example, since the law made it easier to get a divorce, the number of divorces has increased. That's why 24% of British children live with only one parent, usually their mother. The contemporary British child doesn't have a lot of companionship from brothers and sisters, because the average family has only one or two children. Most British children live with their parents at least until they finish school at the age of 17 or 18. Then many go away to college, leaving some parents sad and lonely in their empty nest and others enjoying their release from parental responsibilities. But many adults stay with their parents during their college years or return home after graduation. Today's parents cannot even be sure that their married children have moved out forever. After a divorce they may return to the parental home temporarily or even on a long-term basis. Older people take pride in their independence, enjoy their freedom and don't want to be a burden to their children. The telephone, the car and the airplane keep them in close contact even when they live in different parts of the country. Members of family — grandparents, aunts, uncles, cousins keep

in touch, but they see less of each other than they used to. This is because people often move away from home town to work and so the family becomes scattered. Christmas is the traditional season for reunions. Although the family group is smaller nowadays than it used to be, relatives often travel many miles in order to spend the holiday together. Family parties may be all the more joyous when they bring together relatives who haven't seen each other for a while.

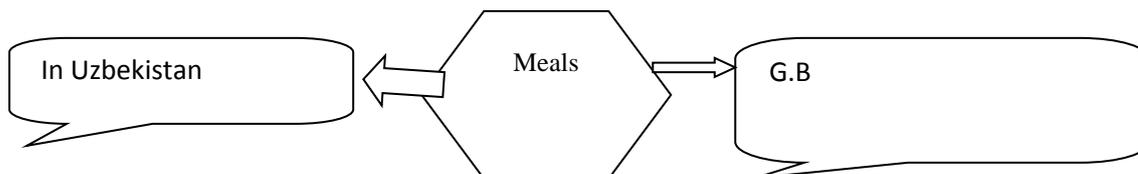
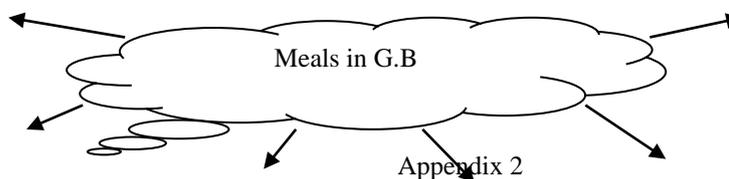
Model of educational technology

Topic:	Lesson 19 Meals in G.B
Time:2 hours	The number of students
Mode of the lesson:	Practical
Stage of the lesson:	3. Meals in G.B 4. Restourans in G.B
Aim of the lesson:	To introduce the Theme to students.
Objectives of the lesson: 1. To give information about theme 2. To introduce the new theme to the students. 4. To compare Meals in Uzbekistan and GB	Results of the activities: Students will learn Theme. Students will know the meals. Students will find information about meals Students will find out differences and similarities
Techniques used:	Brainstorming, cluster, T-shirt.
The way of organizing the lesson:	Pair-work, group work.
Equipments:	Blackboard, dchalk, worksheets.
Monitoring and assessment:	Observing, checking marking the task.

Chart of educational technology practical lesson.

Time and steps of the lesson	Procedure	
	Teacher	Students
1.Pre-practice activity (20 min)	Teacher elicits random answers writing the word "Meals" on the blackboard.	Students will tell their opinion about art.
2.Main part activity (40 min)	1. Teacher gives cluster and asks to fill in. appendix 1.	Students will do cluster.
	2. Teacher asks about types of art and advantage and disadvantage of them. appendix 2.	Students will fill T-shirt table
	Teacher asks about the art.	Students will answer questions.
3. Post practice activity. (15 min)	Teacher asks to compare two countries arts.	Students will compare two countries arts.
4. Follow up. (5 min)	Teacher gives feed back and home work	Students will write home works.

Appendix 1



Appendix 3

Meals in Britain

Since the 1970's eating habits in Britain have undergone a change. People have been encouraged by doctors, health experts and government advertisements to eat less fat and more fibre. Fat is believed to be one of the major causes of obesity and heart disease. Forty per cent of adults in Britain are overweight and Britain has one of the highest death rates due to cardiovascular disease in the world. Britons have also become more aware of calories, the energy value of food. Some people count the number of calories they eat every day, so that they can try to take in fewer calories and lose weight. Food manufactures have started to help the general public to make more informed choices about what they eat. So the traditional British breakfast is bacon, eggs or sausages, preceded by fruit and followed by toasts. Britons may eat this breakfast at weekends or on special occasions but prefer a smaller and healthier meal to start a day. Lunch is a light meal and is eaten at school or work. Lunch takes 30—40 minutes. Dinner is usually the main meal of the day and consists of two courses. In recent years, foreign foods have become a regular part of the British diet. Indian and Chinese dishes are particularly popular for evening meals. Take-aways became extremely popular in the 1980's. The traditional British take-away is fish and chips eaten with salt and vinegar and served in an old newspaper. The British are famous for their love of sweet things and afternoon tea with sandwiches; scones, jam and several kinds of cake, was once a traditional custom. Most working people don't have tea as an afternoon "meal", but they do have a short break in the middle of the afternoon for a cup of tea. Tea is often also drink with lunch and dinner.

Appendix 2

Questions:

1. Eating habits in Britain have undergone a change, haven't they?
2. Why do some of people count the number of calories they eat?
3. What is the traditional British breakfast?
4. What do the British have for the main meal of the day?
5. What are Britons famous for?

Vocabulary:

fat — жир

fibre — грубая пища

obesity — ожирение

cardiovascular disease — сердечно-сосудистое заболевание

to be aware of — быть осведомленным

vinegar — уксус

scone — лепешка

Glossary:

carol - song of joy or praise, esp. a Christmas hymn

circulation - number of copies of a newspaper or other periodical sold to the public

conventional - following what has been customary; traditional

divorce - legal ending of a marriage so that husband and wife are free to marry again

dummy - object made to look like and serve the purpose of the real person or thing

fast - go without food or without certain kinds of food, esp. as a religious duty

fee - charge or payment for professional advice or service

gambling - playing games for money, taking risks for possible advantage

grant - something given, e.g. money from a government

holly - evergreen shrub with dark, shiny, dark-green sharp-pointed leaves and, in winter, red berries

leisure - spare time, time free from work

Lent - (in Christian Churches) period of forty days before Easter

license - (written or printed statement giving) permission from someone in authority to do something

mystery - something of which the cause or origin is hidden or impossible to understand

outlook - person's way of looking at smth.

overlap - partly cover by extending beyond one edge; partly coincide

pastime - anything done to pass time pleasantly; game

pensioner - person who is receiving a regular payment made by the state to somebody old or disabled

practitioner - one who practices a skill or art

purify - make clean; cleanse

quarrel - angry argument; violent disagreement

regatta - meeting for boat races

reunion - meeting of old friends, former colleagues, etc after separation

revenue - income

romance - story or novel of adventure; love story

rotten - decayed; having gone bad

satellite - an artificial object put in orbit for relaying back to the earth telephone messages, radio and TV signals

scattered - lying in different directions, not situated together, wide apart

Фан бўйича оралиқ ва якуний назорат саволномалари
Оралиқ назорат саволлари - 20 балл

1. According to state system, The U K is ...
 - A) ... a constitutional monarchy without written Constitution
 - B) ... a parliamentary monarchy without written Constitution
 - C) ... a constitutional or parliamentary monarchy with a written Constitution
 - D) ABC
2. What is the Head of state called?
 - A) The prime Minister
 - B) The president
 - C) The Monarch
 - D) The Prince
3. How many chambers does the Parliament consist of
 - A) 2
 - B) 3
 - C) 4
 - D) 1
4. Which is true?
 - A) The monarch has strong power to reign the state without any support
 - B) The house of lords is more influential that the House of Commons
 - C) The king (or queen) has very little power and can reign with the support of Parliament
 - D) The monarch can be elected by public according to democratic government law of the U K
5. Which is the legislative branch of the UK?
 - A) The Cabinet
 - B) The Parliament
 - C) The Judiciary
 - D) The House of Commons
6. The Parliament is summoned and dismissed by ...
 - A) The prime Minister
 - B) The House of Lords
 - C) The monarch
 - D) the leaders of the official parties
7. Which is the executive branch of the UK?
 - A) The Cabinet
 - B) The Parliament
 - C) The Judiciary
 - D) The House of Commons
8. Who is the current heir to the throne of the UK
 - A) Elizabeth II' s eldest son, Charles
 - B) Elizabeth II' s eldest daughter, Elena
 - C) The prime Minister
 - D) The is no current heir to the throne
9. Who serves as the head of the Judiciary?
 - A) The Supreme Court
 - B) The Prosecutor in chief
 - C) The barrister
 - D) The Monarch
10. All judges, military officers, diplomats are appointed by ...
 - A) The prime Minister
 - B) The Monarch
 - C) The Minister of military service
 - D) D. The Supreme Court
11. Who Serves as the Commander in chief of the armed forces?
 - A) The Monarch
 - B) the Minister of military service
 - C) The prime Minister
 - D) The heir to the throne

12. Honors and awards, such as knight thoods and peerages are bestowed by ...
 - A) The Cabinet
 - B) The Parliament
 - C) The Monarch
 - D) The prime Minister
13. Which is true?
 - A) The prime Minister declares war and peace
 - B) The prime Minister serves as the ceremonial head of the Commonweal the of Nations.
 - C) C. The prime Minister concludes treaties with foreign states in the name of the Crown
 - D) D. A,C
14. According to the law of the UK ...
 - A) The monarchy may be abolished is a majority of the population decides to do so.
 - B) The monarchy may not be abolished because of being a hereditary position
 - C) The monarch can abolish the monarchy up on the advice of the Prime Minister
 - D) AG`C
15. Who serves in an advisory capacity to the monarch?
 - A) The prime Minister
 - B) The Privy Council
 - C) The Members of royal family
 - D) The leaders of the official parties
16. The prime Minister is ...
 - A) The chief legislative of the government
 - B) The leader of the party that holds the most seats in the House of Commons
 - C) The chief executive of the government
 - D) B,C
17. By whom is the prime Minister elected
 - A) By the monarch
 - B) By majority of population
 - C) By the members of the Parliament
 - D) By the Supreme Court.
18. All the official appointments are made by the monarch upon the advice of ...
 - A) The Privy Council
 - B) the Cabinet members that server as advisor to the Monarch
 - C) The prime Minister
 - D) The archbishop
19. The Cabinet members are selected by ...
 - A) The House of Lords
 - B) The House of Commons
 - C) The Monarch
 - D) The prime Minister
20. In the past, prime ministers came from ...
 - A) The House of Lords
 - B) The House of Commons
 - C) The Cabinet
 - D) The royal family

ЯКУНИЙ НАЗОРАТ ТОРШИРИҚЛАРИ

Choose the right answer and insert it into the graph below

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

1. The lowest population density is in
 - A) England
 - B) Wales

- C) Scotland
 - D) Northern Ireland
2. When is Saint Valentine's Day celebrated?
 - A) March 15
 - B) May 13
 - C) February 14
 - D) April 12
 3. Who usually play netball?
 - A) children
 - B) men
 - C) old people
 - D) women
 4. The place where Kings of England held their Court
 - A) The Bloody Tower
 - B) The White Tower
 - C) The Jewel House
 - D) the Old Tower
 5. The Manx cat is native to the
 - A) Isle of Wight
 - B) Isle of Man
 - C) Hebrides
 - D) Channel Islands
 6. What is jack-o'-lantern?
 - A) A melon with candles in it
 - B) A stick with potato on the top
 - C) A food with pumpkin
 - D) A hallowed out pumpkin with face carved into one side
 7. When does Changing the Guard take place?
 - A) Every Monday, at 8.00
 - B) Every Tuesday, at 9.30
 - C) Every Friday, at 10.30
 - D) Every day, at 11.30
 8. What does the motto of the Sovereign "Dieu et mon droit" mean
 - A) In God we trust.
 - B) God and my right.
 - C) God save us.
 - D) God is good.
 9. The Research Doctorate represents the ... and highest stage of higher education in the United States
 - A) First
 - B) Second
 - C) Third
 - D) Fourth
 10. Most doctoral degrees take at least ... or ... years of full-time study.
 - A) 2,3
 - B) 3,4
 - C) 4,5
 - D) 5,6
 11. The author of "The Great Gatsby"
 - A) M. Twain
 - B) H. Melville
 - C) F. Fitzgerald
 - D) Hemingway
 12. In the years after World War II, a group of New York artists formed the first American movement to exert major influence internationally:
 - A) abstract expressionism
 - B) abstract impressionism
 - C) realism

- D) abstractionism
13. A brand-new building type which influenced architecture around the world from the late 1800s into the 2000s
- A) tower
 - B) skyscraper
 - C) skycap
 - D) skyrocket
14. Musical genres R&B and hip hop in the USA are perceived as inherently
- A) rural
 - B) urban
 - C) local
 - D) classical
15. What is the tallest peak in the USA?
- A) The rocky Great Basin
 - B) The cascade Mountains
 - C) The Mount McKinley
 - D) The Appalachian Mountains
16. When is Halloween Celebrated?
- A) September 30
 - B) October 31
 - C) November 30
 - D) August 31
17. The Cabinet member are selected by ...
- A) The House of Lords
 - B) The House of Commons
 - C) The Monarch
 - D) The prime Minister
18. What kind of place is the new Palace of Westminster?
- A) A place where the Prime Minister seats
 - B) A place where the Parliament can meet
 - C) A place where the Monarch seats
 - D) A place where refers to royal family
19. Those who practice law in Britain are divided into...
- A) Three - solicitors, barristers and the law Lords
 - B) Two- solicitors and barristers
 - C) Three- barristers, the law lords and the Court
 - D) Two- solicitors and the law Lords
20. The school year is divided into...
- A) 5 terms
 - B) 2 terms
 - C) 4 terms
 - D) 3 terms
21. Who Serves as the Commander in chief of the armed forces?
- A) The Monarch
 - B) the Minister of military service
 - C) The prime Minister
 - D) The heir to the throne
22. What holiday is a day of picnics and patriotic parades, a night of concerts and fireworks?
- A) Veterans' Day
 - B) Labor Day
 - C) Washington's Birthday
 - D) Independence Day
23. What Day reminds us that we need to take care of our planet, to promote ecology, and highlight concern over pollution?
- A) Christmas
 - B) Earth Day
 - C) Independence Day
 - D) Labor Day
24. What happens at 11: 00 a. m. on Veterans' Day?
- d. a moment of silence

- e. fireworks
 - f. the president gives a speech
 - g. dancing and singing
25. Where are the Commonwealth of Puerto Rico and the Virgin Islands of the United States Located?
 - A) The Caribbean Sea
 - B) The Pacific Ocean
 - C) The Atlantic Ocean
 - D) The Mediterranean sea
 26. What is the capital of the USA?
 - A) New York
 - B) Los Angeles
 - C) Washington DC
 - D) California
 27. Who does Memorial Day honor?
 - A) all famous American writers
 - B) all American presidents
 - C) the nation's war dead from the Civil war onwards
 - D) military officers in World War II
 28. What holiday marks the official beginning of summer?
 - A) Inauguration Day
 - B) Washington's Birthday
 - C) Memorial Day
 - D) Labor Day
 29. PhD stands for the
 - A) Philology Department
 - B) Doctor of Philosophy
 - C) Doctor of Philology
 - D) Psychology Doctor
 30. Give the definition
 - A) Cymru
 - B) NASA
 - C) crusade
 - D) self-incrimination

MUSTAQIL TA'LIM UCHUN SAVOLLAR
GEOGRAPHY questions

1. Which of the following countries is the nearest continental neighbour to Great Britain: Denmark, Portugal, France or Greece?
2. Which of these cities are close to the same line of latitude as London: Berlin, Moscow, New York, Vancouver, Calcutta, Warsaw, Nairobi?
3. How long would it take for a plane, travelling at 750 kilometres per hour, to fly over Great Britain from the far north to the south coast?
4. Which of these islands is about the same size as Great Britain: Ireland, Iceland, Cuba, Madagascar, Honshu or Greenland?
5. Which areas of the United Kingdom have most rainfall?

PEOPLE questions

1. How many people (to nearest million) live in the UK: 23 million, 48 million or 59 million?
2. What percentage of the British population belong to ethnic minorities: 1%, 5.5%, 10.3% or 15%?
3. Which country has the lowest population density (number of people per sq km: England, Wales, Scotland or Northern Ireland)?
4. Is the birth rate in the UK: 7.4, 12.9 or 19 live births per 1,000 people?
5. What percentage of the population in the UK is under 16 years of age: 10%, 21% or 32%?

HISTORY and POLITICS questions

1. When was last successful foreign military invasion of the United Kingdom: 409, 1066 or 1542?
2. When did Elizabeth II become Queen: 1945, 1952, 1964 or 1977?
3. How often must General Elections be held in the UK: every three years, four years or five years?
4. At what age may citizens vote in the UK: 16, 18, or 21?
5. Name three international organisations to which the UK belongs?

CONSERVATION and the ENVIRONMENT questions

1. What does AONB stand for? Advanced Order of Natural Beauty, Area of Outstanding Natural Beauty or Association of Overseas Nature Boards?
2. What type of environment does the Ramsar Convention protect? national parks, moorlands or wetlands?

3. Which is the main contributing gas to the greenhouse effect: carbon dioxide, oxygen or nitrogen?
4. Which fortification in the United Kingdom dates from the Roman era and is listed in the World Heritage List: the Tower of London or Hadrian's Wall?
5. How many sites in the United Kingdom are on the World Heritage List: 5, 15, or 25?

MUSTAQIL TA'LIM BO'YICHA NAZORAT MEZONLARI

Talabalarning mustaqilmustaqil ishini tashkil etish, nazorat qilish va baholash tartibi universitet Ilmiy Kengashining 2005 yil 25 mart 7-yig'ilishi qarori bilan tasdiqlangan Nizom asosida amalga oshiriladi.

Mustaqil ishga qo'yiladigan umumiy talablar quyidagicha:

1. Talabalarning mustaqilmustaqil ishini tashkil etishda til tarixi fan (kurs)ning xususiyatlarini, shuningdek, har bir talabning akademik o'zlashtirish darajasi va qobiliyatini "isobga olgan holda quyidagi shakllardan foydalaniladi:
 - ayrim nazariy mavzularni o'quv adabiyotlari yordamida mustaqil o'zlashtirish;
 - berilgan mavzu bo'yicha axborot (referat) tayyorlash;
 - seminar va amaliyot mashg'ulotlariga tayyorgarlik ko'rish;
 - nazariy bilimlarni amaliyotda qo'llash;
 - amaliyotdagi mavjud muammolarning yechimini topish (keys-stadi);

Fanning xususiyatlaridan kelib chiqqan holda, talaba mustaqil ishini tashkil etishda boshqa shakllardan ham foydalanilishi ko'zda tutiladi.

- 1 O'quv fanlari bo'yicha namunaviy va ishchi dasturlarda talaba mustaqil ishining shakli, mazmuni va hajmi ifoda etiladi.
- 2 Talaba mustaqil ishi uchun ajratilgan vaqt bo'yichga mos ravishda har bir fan bo'yicha kafedrada mustaqil ishning tashkiliy shakllari, topshiriqlar variantlari ishlab chiqiladi va fakultet ilmiy-uslubiy kengashida tasdiqlanadi.
- 3 Mustaqil ishini bajarish uchun fanlar bo'yicha talabalarga zaruriy metodik qo'llanma, ko'rsatma va tavsiyalar ishlab chiqiladi.

«MAMLAKATSHUNOSLIK»

Fani bo'yicha talabalarning mustaqil ish topshiriqlari

Mazmuni va nazorat mezonlari

№	Mustaqil ish yuzasidan berilgan topshiriqlar mazmuni	Bajarilish shakli	Ajratilgan vaqt	Bajarish vaqti	Topshiriq uchun reyting	Izoh
1	Mamlakatshunoslik faniga doir internetdan ma'lumotlar olish. Mamlakatshunoslik, ingliz tili davlat tili bo'lgan davlatlar haqida ma'lumotlarni aniqlash, to'plash, konspektlashtirish	Konspekt qilish	10	4 hafta	5	3 ta topshiriq bo'yicha 20 ball
2	Olingan ma'lumotlarni darslik, jurnallar va boshqa manbalardan foydalangan holda mavzuni mufassal tavsiflash. Mamlakatshunoslik fani bo'yicha savolnoma asosida baxs munozara o'tkazish	Og'zaki so'rov	10	8 hafta	5	
3	Bajarilgan yozma xulosalarni (referatni) amaliy mashg'ulot darsida, yoki kafedraning fan to'garagida yoki alohida qo'shimcha mashg'ulotda himoya qilish. Yig'ilgan ma'lumotlar asosida mamlakatshunoslik fani sifatida o'z qarashlarini bayon qilish	Referat	22	15 hafta	10	

1-2-MT uchun qo'yiladigan ballar mezonlari

Ball	O'zlashtirish bahosi	Talabning bilimi va faoliyatiga qo'yiladigan talablar
9-10	A'lo O'zlashtiruvchi	Mamlakatshunoslik, ingliz tili davlat tili bo'lgan davlatlar haqida ma'lumotlarni aniqlash, to'plash, konspektlashtirish. Mamlakatshunoslik fani bo'yicha savolnoma asosida baxs munozara o'tkazish oz tushunchalarini kamida 86% ga javob bergan talabaga qoyiladi.
7-8	Yaxshi O'zlashtiruvchi	Mamlakatshunoslik, ingliz tili davlat tili bo'lgan davlatlar haqida ma'lumotlarni aniqlash, to'plash, konspektlashtirish. Mamlakatshunoslik fani bo'yicha savolnoma asosida baxs munozara o'tkazish oz tushunchalarini kamida 71% ga javob bergan talabaga qoyiladi.
5,6-6	Qoniqarli O'zlashtiruvchi	Mamlakatshunoslik, ingliz tili davlat tili bo'lgan davlatlar haqida ma'lumotlarni aniqlash, to'plash, konspektlashtirish. Mamlakatshunoslik fani bo'yicha savolnoma asosida baxs munozara o'tkazish oz tushunchalarini kamida 56% ga javob bergan talabaga qoyiladi.

0-5	Qoniqarsiz O'zlash-tiruvchi	O'quv fani bo'yicha aniq tasavvur va bilimga ega bo'lmagan talabaga qo'yiladi
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Mamlakatshunoslik fanining reyting nazorat jadvali va shakllari

№	Nazorat mazmuni	Nazorat turlari va ballar					Nazorat shakli	Nazorat muddati
		JN 30 ball	ON 20 ball	MT 20 ball	YaN 30 ball	Jamib all		
1	Joriy nazorat – 30 ball 1. Geography of Great Britain, Great Britain, The history of Great Britain. 2. The coming of Normans into the country, Education system of Great Britain, Custom and traditions of Great Britain. 3. The Culture of Great Britain, Industry, economy and agriculture of Great Britain, Dialects of Great Britain and their features.	10				30	Yozma	
		10		10			Og'zaki	
		10		10			Yozma	
2	Oraliq nazorati–20 ball		20			20	Yozma	
3	Mustaqil ta'lim-20 ball 1. The history of Great Britain. 2. The Culture of Great Britain			20		20	Yozma Og'zaki Yozma	
4	Yakuniy nazorat – 30 ball					30	Yozma	
	Jami	30	20	20	30	100		

REYTING NAZORATI JADVALI

Ma'ruza	Amaliy	Mustaqil	Xafta naz tu va ballari	Semestr 5																	
				Nazorat o'qish									yakuniy nazorat								
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
			JN30				10											10			
			ON 20										20								
			MT 20							10							10				
			YAN 30																30		

Mamlakatshunoslik fani bo'yicha reyting tizimi asosida talabalar bilimni nazorat mezonlari 5-semestr

Mamlakatshunoslik fani bo'yicha semestr davomidagi o'zlashtirish ko'rsatkichi 100 ballik tizimda baholanadi. Uning nazorat turlari bo'yicha quyidagicha taqsimlanadi.

t/r	Nazorat turlari	Ajratilgan ball	Nazorat soni	Bir nazoratga ajratilgan ball
1.	JN	30	3	10
2.	MT	20	2	10/10
3.	ON	20	1	20
4.	YA.N	30	1	30
JAMI:		100	7	

Joriy nazorat mezonlari

Joriy nazoratda fanning har bir mavzusi bo'yicha talabaning bilimi va amaliy ko'nikmalarini aniqlab berish nazarda tutiladi u amaliy, seminar mashg'ulotlarida amalga oshiriladi.

Joriy nazorat fanning o'ziga xos xususiyatlarini inobatga olgan holda 6-8 soatda bir marotaba o'tkaziladi.

Amaliy mashg'ulotga 30 soat ajratilgan bo'lib, nazorat mezonni quyidagicha: Har bir nazorat sonida quyiladigan ballar amaliy mashg'ulot o'tadigan o'qituvchining reyting daftarida, umumiy ball esa guruh jurnalida va reyting qaydnomasida ifodalanaadi. Tili o'rganilayotgan mamlakat adabiyoti fani bo'yicha JN uchun qo'yiladigan ballar mezonini quyidagicha ifodalash mumkin.

**“MAMLAKATSHUNOSLIK” fani bo'yicha
JN uchun qo'yiladigan ballar mezonni. Har bir JN uchun 10 ball ajratilgan**

Ball	O'zlashtirish bahosi	Talabani bilimi va faoliyatiga qo'yiladigan talablar
9-10	A'lo O'zlashtiruvchi	Amaliy mashg'ulotlarda muntazam qatnashgan, mavzular bo'yicha bilim va ko'nikmaga ega bo'lgan, ijodiy fikrlay oladigan, bilimlarini amalda qo'llay oladigan, mashg'ulotlar jarayonida yetarlicha ball to'play olgan. O'tiladigan mavzular bo'icha berilgan matnlarni ifodali o'qishi, tarjima qilishi va so'zlab berishi, kalit so'zlar, tayanch iboralar bilan ishlay olgan, joriy nazorat savollarining kamida 86%ga javob bera olgan talabaga qo'yiladi.
7-10	Yaxshi O'zlashtiruvchi	Amaliy mashg'ulotlarda muntazam qatnashgan, mavzular bo'yicha bilim va ko'nikmaga ega bo'lgan, mustaqil fikrlay oladigan, bilimlarini amalda qo'llay oladigan, mashg'ulotlar jarayonida yetarlicha ball to'play olgan. O'tiladigan mavzular bo'icha berilgan matnlarni ifodali o'qishi, tarjima qilishi kalit so'zlar bilan ishlay olgan, joriy nazorat savollarining kamida 71%ga javob bera olgan talabaga qo'yiladi.
5-7	Qoniqarli O'zlashtiruvchi	Amaliy mashg'ulotlarda kamida 90% ishtirok etgan, mavzular bo'yicha bilim va tasavvurga ega bo'lgan va aytib bera oladigan, mustaqil fikrlashga harakat qilgan, joriy nazorat savollarining kamida 55%ga javob bera olgan O'tiladigan bo'icha berilgan matnlarni ifodali o'qishi, kalit so'zlar bilan ishlay olgan mustaqil ishlarni o'z vaqtida va talab darajasida bajarishga harakat qilgan talabaga qo'yiladi
0-5	Qoniqarsiz O'zlashtiruvchi	Mashg'ulotlarni ko'p qoldirgan, o'quv fani bo'yicha aniq tasavvur va bilimga ega bo'lmagan talabaga qo'yiladi

ORALIQ NAZORAT MEZONLARI

Reyting tizimida ON turi muhim o'rin tutadi.

ON turining maruza mashg'ulotlarida olib borilishini inobatga olib, uni 14-20 soat hajmdagi mashg'ulotlardan so'ng o'tkazish tavsiya etiladi. O'qituvchilar tomonidan ON bosqichlarini nazoratda turli usullardan (yozma, og'zaki, test va boshqa) foydalanib o'tkazilishi, talabani shu fan bo'yicha mustaqil fikrini tushuntira olishi, yozma ifodalashi yoki aniq tasavvurga ega bo'lishi haqida batafsilroq malumot olish va natijada adolatli baho qo'yishlari uchun imkoniyat yaratadi.

ON kafedra yig'ilishining qarori bilan yozma ish, test, og'zaki yoki ularni kombinatsiyalaridan tashkil topgan usullarda o'tkazilishi mumkin.

ON uchun amaliyotda 20 ball belgilanib, u 1 marta o'tkaziladi. Agar ON test shaklida o'tkaziladigan bo'lsa, test savollarining va variantlarining miqdori belgilangan ball uchun muayyan muvozanatda bo'lishi kerak. Masalan, 1-ON uchun 20 ta test savollari mavjud bo'lsa, har bir to'g'ri javobga 1 ball belgilanadi. Agar yozma shaklida o'tkaziladigan bo'lsa kamida 2 ta savoldan (2x10=20) iborat bo'lishi lozim.

Kafedrada o'qitiladigan o'quv fanlari bo'yicha ON uchun qo'yiladigan ballar mezonni

Ball	Baho	Talabani bilimi va faoliyatiga qo'yiladigan talablar
17-20	A'lo	Ma'ruzamashg'ulotlarida muntazam ishtirok etgan, o'quv fani bo'yicha aniq bilim va tasavvurga ega bo'lgan, mustaqil ijodiy fikrlay oladigan, bilimlarini amalda qo'llay oladigan, ON savol yoki testlarining kamida 86%ni bajara olgan talabaga qo'yiladi.
14-17	Yaxshi	Maoruza mashg'ulotlarida muntazam ishtirok etgan, o'quv fani bo'yicha aniq bilim va tasavvurga ega bo'lgan, mustaqil fikrlay oladigan, ON savol yoki testlarining kamida 71%ni bajara olgan talabaga qo'yiladi.
11-14	Qoniqarli	Maoruza mashg'ulotlarida kamida 86% ishtirok etgan, o'quv fani bo'yicha bilim va tasavvurga ega bo'lgan, ON savol yoki testlarining kamida 56%ni bajara olgan talabaga qo'yiladi.
0-11	Qoniqarsiz	O'quv fani bo'yicha aniq tasavvurga ega bo'lmagan, aytib bera olmagan talabaga qo'yiladi

Yakuniy nazorat mezonlari

YaN turi yozma ish usulida yoki boshqa usullarda (og'zaki, test, himoya va hokazo) o'tkazilishi mumkin.

YaN da talabaning bilim, ko`nikma va malakalari fanning semestr davomida o`tilgan umumiy mazmuni doirasida baholanadi. YaN semestr yakunida o`tkaziladi. YaN o`tkazish jadvali talabalarga 1 oy oldin ma`lum qilinadi.

Fan bo`yicha yakuniy nazorat tartibi (test, og`zaki, va hokazo) kafedra tomonidan ishlab chiqilib, o`quv yili boshlango`niga qadar kafedra majlislarida muhokama etiladi va kafedra mudiri tomonidan tasdiqlanadi.

Og`zaki va yozma nutq amaliyoti fani bo`yicha YaN ning og`zaki usulida quyidagi mezonlar tavsiya etiladi:

Ball	O`zlashtirish bahosi	Talabaning bilimi va faoliyatiga qo`yiladigan talablar
26-30	A`lo O`zlash-tiruvchi	Talaba berilgan savollar va tayanch tushunchalar mohiyatini ijodiy yondoshgan holda qisqa va lo`nda ifodalab bayonda mantiqiy yahlitlikka erishgan bo`lsa, unga ajratilgan maksimal ballni 86-100 % gacha bo`lgan ball qo`yiladi.
22-25	Yaxshi O`zlash-tiruvchi	Talaba berilgan savollarning mohiyatini yoritib, mantiqiy yahlitlikka erishgan bo`lsa, unga ajratilgan maksimal ballni 71-85% gacha ball qo`yiladi.
17-21	Qoniqarli O`zlash-tiruvchi	Talaba berilgan savol mohiyatini yuzaki yoritib (yoki qisman) bayonda mantiqiy yahlitlikka erishgan bo`lsa, unga ajratilgan maksimal ballning 55-70% gacha ball qo`yiladi. (ballar yahlitlangan)
0-16	Qoniqarsiz O`zlash-tiruvchi	O`quv fani bo`yicha aniq tasavvur va bilimga ega bo`lmagan talabaga qo`yiladi

YaN fanning xususiyatlaridan kelib chiqqan holda kafedra tomonidan belgilanishi bo`yicha og`zaki o`tkaziladi.

Agar YaN yozma tarzda o`tkazilsa yozma nazorat ishi dekanatda ikki yil saqlanishi lozim.