O'ZBEKISTON RESPUBLIKASI OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

O'ZBEKISTON RESPUBLIKASI SOG'LIQNI SAQLASH VAZIRLIGI

TOSHKENT DAVLAT TIBBIYOT UNIVERSITETI

«TASDIQLAYMAN»
Toshkent davlat tibbiyot universiteti
rektori Sh. A. Boymuradov

_____

20___ yil «___»_____

Ro'yxatga olindi:
№ Bakalavriat
MEN 60410800 1.04

XORIJIY TIL
O'QUV (MODUL) DASTURI

Bilim sohasi:	400 000	–	Biznes, boshqaruv va huquq
Ta'lim sohasi:	410 000	–	Biznes va boshqaruv
Ta'lim yo'nalishi:	60410800	–	Menejment

Toshkent -2025

Fan/Modul kodi	O‘quv yili	Semestr	ECTS-Kreditlar
XT 11210	2025-2026	1-2	10
Fan/Modul turi	**Ta’lim tili**		**Haftadagi dars soatlari**
Majburiy	Ingliz		6/4

1.	Fan/Modul nomi	Auditoriya mashg‘ulotlari (soat)	Mustaqil ta’lim (soat)	Jami yuklama (soat)
	Xorijiy til 1,2	120	180	300

2.

I. Fanning mazmuni

Fanni o‘qitishdan maqsad – talabalar ingliz tili bo‘yicha mavjud bilimlarini menejment va biznes boshqaruvi sohasi bilan uzviy bog‘lab kengaytirish hamda rivojlantirishdan iborat. Dastur talabalarga sohaga oid terminologiya va kommunikativ birliklarni chuqur o‘zlashtirish, ularni turli kasbiy vaziyatlarda to‘g‘ri qo‘llash, shuningdek, yozma va og‘zaki nutqda muloqot madaniyatini shakllantirish imkonini beradi. Har bir modul zamonaviy interfaol usullar asosida tashkil etilib, unda o‘qish, tinglab tushunish, gapirish va yozish ko‘nikmalari sohaga oid amaliy matnlar, suhbatlar, muhokamalar, hujjatlar va loyihalar orqali rivojlantiriladi. Ushbu jarayon natijasida talabalar ingliz tilida menejment va biznes boshqaruvi bo‘yicha kasbiy muloqot olib borish, amaliy topshiriqlarni bajarish hamda xalqaro ta’lim va professional muhitda samarali faoliyat yuritishga tayyor bo‘ladilar.

Fanning vazifasi – talabalarning ingliz tili bo‘yicha asosiy til ko‘nikmalarini (tinglab tushunish, gapirish, o‘qish, yozish) hamda grammatik bilim, leksika va talaffuz malakalarini puxta o‘zlashtirish asosida ularning kasbiy kompetensiyalarini rivojlantirishdir. Jarayon davomida ishga oid muloqot, biznes madaniyati va etikasi, menejment sohasida boshqaruv kabi yo‘nalishlar qamrab olinadi, culture project shaklidagi mustaqil ishlar orqali sohaga oid bilimlar chuqurlashtiriladi. Fan talabalarga menejment va biznes boshqaruvi mavzularida ingliz tilida erkin muloqot qilishni, ilmiy va kasbiy adabiyotlar bilan ishlashni hamda sohaga oid terminlarni to‘g‘ri qo‘llashni o‘rgatadi.

II. Asosiy nazariy qism(ma'ruza mashg'ulotlari)

Ma'ruza mashg'ulotlari o'quv rejada ko'zda tutilmagan

III. Amaliy mashg'ulotlar bo'yicha ko'rsatma va tavsiyalar

Amaliy mashg'ulotlar uchun quydagi mavzular tavsiya etiladi:

1-SEMESTR

1-mavzu. Unit 1: First impressions
What presentation is?
Working with words: Talking about first impressions
Business communication: Arranging a meeting
Practically speaking: Exchanging contact details
Language at work: Present simple and continuous
Talking point: The life overlap
Research project: Conduct a comparative study of first impressions in different business cultures (e.g., USA, Japan, Uzbekistan). Write a research paper (5–7 pages) analyzing similarities and differences in greetings, small talk, and meeting etiquette.

2-mavzu. Unit 2: Motivation
Presentation
Working with words: Motivation at work
Business communication: Encouraging conversation
Practically speaking: Ending and leaving a conversation
Language at work: Question forms
Talking point: Ten magically motivating words
Research project: Investigate major theories of motivation (Maslow, Herzberg, McClelland) and analyze their application in modern management. Provide real business examples where these theories succeeded or failed.

3-mavzu. Unit 3: On schedule
Presentation
Working with words: Managing projects
Business communication: Running an update meeting
Practically speaking: Questioning a decision
Language at work: Present perfect and past simple
Talking point: Five most common problems on projects
Analytical project: Select one large international project (e.g., construction of the Burj Khalifa, launch of SpaceX, or FIFA World Cup preparation). Analyze its scheduling strategy, delays, and management solutions. Write a critical report with recommendations.

4-mavzu. Unit 4: New ideas

	Presentation **Working with words:** Ideas and innovations **Business communication:** Presenting a product or service **Practically speaking:** Referring to evidence **Language at work:** Present, past and future ability **Talking point:** "Yes, but…" or "Yes, and…" **Research project:** Study the innovation strategies of three multinational companies (e.g., Apple, Tesla, Samsung). Compare how they foster creativity and bring ideas to market. Propose a framework of "best practices" for innovation management. **5-mavzu. Unit 5: Ethical business** **Presentation** **Working with words:** Ethical business **Business communication:** Planning arrangements **Practically speaking:** Responding to invitations **Language at work:** Talking about the future **Talking point:** A set of personal standards **Case analysis:** Choose a real ethical dilemma in business (e.g., child labor, environmental pollution, corruption). Prepare a case study report including problem description, stakeholders, ethical frameworks, and proposed solutions. **6-mavzu. Unit 6: Making decisions** **Presentation** **Working with words:** Personality and decision-making **Business communication:** Decision-making **Practically speaking:** Talking about social plans **Language at work:** Countability / Expressions of quantity **Talking point:** The decision gap **Research project:** Review decision-making models (rational model, bounded rationality, intuitive model). Apply these models to one real management decision taken by a famous company (e.g., Kodak's decline, Netflix's digital transition). Analyze outcomes. **7-mavzu. Unit 7: Outsourcing** **Presentation** **Working with words:** Outsourcing **Business communication:** Presenting factual information **Practically speaking:** Asking questions after a presentation **Language at work:** The passive **Talking point:** Outsourcing to robots **Analytical project:** Investigate the impact of outsourcing on one specific industry (IT, manufacturing, healthcare). Collect data on advantages, disadvantages, cost efficiency, and social consequences. Present findings in a structured research paper.

8-mavzu. Unit 8: Employees
Presentation
Working with words: Employers and employees
Business communication: Negotiating with colleagues
Practically speaking: Making quick requests
Language at work: If clauses
Talking point: Flow
Survey project: Design and conduct a small-scale survey (real or hypothetical) on employee satisfaction and workplace conditions. Analyze results, compare them with international HR research, and propose recommendations for management.

9-mavzu. Unit 9: New business
Presentation
Working with words: Starting up a new business
Business communication: Maintaining contacts
Practically speaking: Avoiding saying 'no'
Language at work: Present perfect simple and continuous
Talking point: The long tail
Business research project: Study three successful start-ups in different countries. Analyze factors that contributed to their success (funding, leadership, innovation, market demand). Develop a comparative table and a written report.

10-mavzu. Unit 10: Communications
Presentation
Working with words: Communications technology
Business communication: Dealing with information on the phone
Practically speaking: Resolving problems on the phone
Language at work: Phrasal verbs on word order
Talking point: The telephone card game
Research project: Investigate the role of modern communication technologies (Zoom, Slack, AI tools) in global business. Provide an academic-style report discussing benefits, risks, and future trends.

11-mavzu Unit 11: Change
Presentation
Working with words: Talking about change
Business communication: Presenting future plans
Practically speaking: Giving both sides of the argument
Language at work: Future tenses and probability
Talking point: Fun theory
Case study: Select a company that underwent a major organizational change (e.g., Microsoft under Satya Nadella, Nokia, IBM). Analyze change

	management strategies, employee resistance, and outcomes using Lewin's or Kotter's model. **12-mavzu. Unit 12: Data** **Presentation** **Working with words:** Dealing in data **Business communication:** Discussing data **Practically speaking:** Describing trends **Language at work:** Reporting **Talking point:** Statisticalisation **Analytical project:** Collect real business data (annual reports, market surveys, or public statistics). Analyze trends (e.g., e-commerce growth, sustainability investments) using graphs and descriptive statistics. Write an analytical report. **13-mavzu Unit 13: Culture** **Presentation** **Working with words:** Cultural differences **Business communication:** Narrating past events **Practically speaking:** Talking about news **Language at work:** Narrative tenses **Talking point:** The power of storytelling **Comparative research:** Choose two multinational corporations (e.g., McDonald's and Starbucks) and analyze how they adapt their corporate culture and marketing to different countries. Focus on Hofstede's cultural dimensions. **14-mavzu. Unit 14: Performance** **Presentation** **Working with words:** Staff appraisals **Business communication:** Evaluating performance **Practically speaking:** Raising difficult issues **Language at work:** Third and mixed conditionals / Perfect modals **Talking point:** Competition in the workplace **Evaluation project:** Study performance appraisal systems in three global companies (Google, Toyota, Deloitte). Compare approaches, strengths, and weaknesses. Write a research-based recommendation paper for improving performance evaluation. **15-mavzu. Unit 15: Career breaks** **Presentation** **Working with words:** Taking a career break **Business communication:** Putting forward a case **Practically speaking:** Taking forward a case **Language at work:** 'To' and '-ing' form / Infinitive? **Talking point:** Goodbye and see you next year **Research project:** Investigate the concept of "career breaks" and "sabbaticals"

	in modern organizations. Compare how different countries and companies implement these policies. Discuss advantages, challenges, and their impact on employee productivity. **<u>2-SEMESTR</u>** **16-mavzu. Leadership styles** **Presentation** **Project:** Compare autocratic, democratic, and laissez-faire leadership styles. Analyze which style works best in start-ups vs. large corporations. **17-mavzu. Conflict management** **Presentation** **Project:** Study a real workplace conflict (Airbus vs. Boeing, Uber strikes, etc.) and propose conflict resolution strategies based on theory. **18-mavzu. Strategic planning** **Presentation** **Project:** Prepare a short strategic plan for a small business entering a new market (define mission, goals, SWOT). **19-mavzu. Risk management** **Presentation** **Project:** Identify three major risks in an industry of your choice (e.g., banking, aviation, IT). Propose a mitigation plan. **20-mavzu. Human resource management** **Presentation** **Project:** Analyze recruitment methods (traditional vs. AI-based). Which approach is more effective for young professionals? **21-mavzu. Teamwork and collaboration** **Presentation** **Project:** Research famous successful teams (e.g., NASA Apollo, Pixar creative team) and explain factors of effective teamwork. **22-mavzu. Innovation management** **Presentation** **Project:** Select one innovative company (Tesla, Dyson, Apple) and briefly analyze how it manages innovation pipelines. **23-mavzu. Decision-making** **Presentation** **Project:** Compare intuitive vs. data-driven decision-making. Which one is more effective in fast-changing industries?

24-mavzu. Globalization and management
Presentation
Project: Investigate how globalization changes management practices (outsourcing, cross-cultural leadership). Provide 3 examples.

25-mavzu. Corporate governance
Presentation
Project: Study the concept of corporate governance and analyze one corporate scandal (e.g., Enron, Wirecard).

26-mavzu. Time management
Presentation
Project: Research time management techniques (Eisenhower Matrix, Pomodoro, SMART goals) and recommend the best one for managers.

27-mavzu. Change management
Presentation
Project: Analyze a small-scale organizational change (remote work transition, new technology adoption) and evaluate results.

28-mavzu. Business ethics
Presentation
Project: Debate case: "Should companies prioritize profit or sustainability?" Prepare short arguments for both sides.

29-mavzu. Customer relationship management
Presentation
Project: Study CRM systems (Salesforce, HubSpot). How do they transform customer experience and retention?

30-mavzu. Future of management
Presentation
Project: Research AI and automation in management. Predict how the manager's role will change in the next 20 years.

IV. Mustaqil ta'lim va mustaqil ishlar

Mustaqil ta'lim uchun tavsiya etiladigan mavzular (1-semestr):

1. Conduct a SWOT and PESTLE analysis for a global company and predict its strategic challenges in the next 5 years.

2. Prepare a business model canvas for an innovative startup (e.g., in health tech, green energy, or digital education).

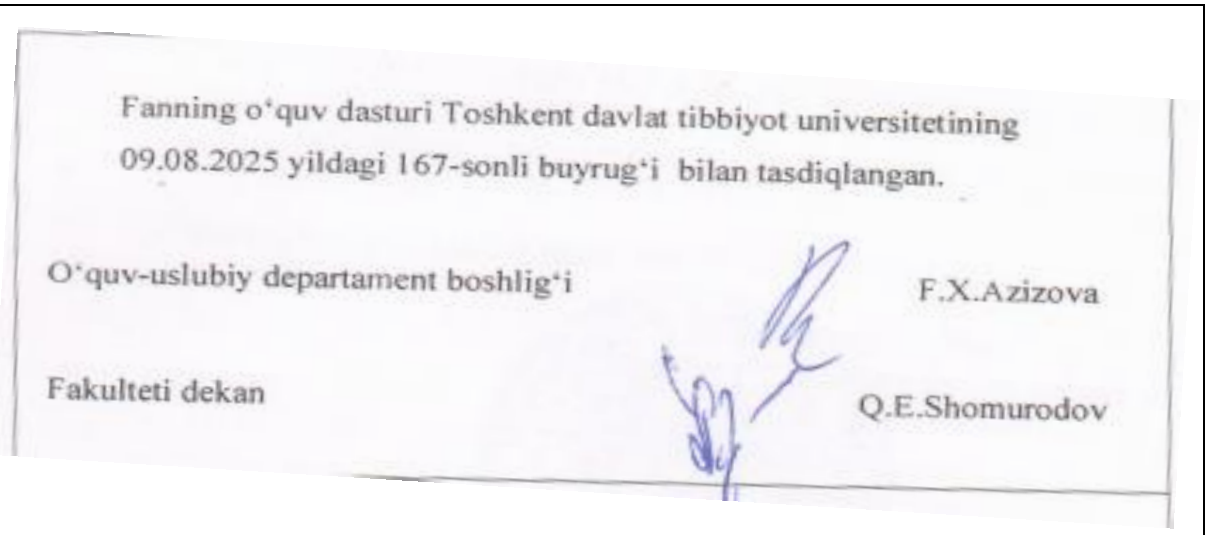
	3. Analyze the leadership style of an inspirational entrepreneur (e.g., Elon Musk, Indra Nooyi, or Jack Ma) and discuss its influence on innovation. *4. Design an agile organizational structure for a startup that is rapidly scaling internationally.* *5. Evaluate the sustainability and CSR practices of a multinational company and suggest improvements.* *6. Write a reflection paper on how cross-cultural communication and emotional intelligence shape successful management in international teams.* *7. Prepare a personal productivity and time management toolkit for managers using modern apps and digital platforms.* *8. Compare transformational, transactional, and servant leadership, and explain which is most effective in the digital economy.* *9. Investigate a real-world business crisis or failure (e.g., Nokia, Theranos, or WeWork) and identify key management mistakes.* *10. Develop a remote team motivation plan, focusing on hybrid or virtual work environments.* *11. Illustrate the decision-making process using a case study of a recent global business challenge (e.g., COVID-19 supply chain disruption).* *12. Conduct a market entry analysis for an international company planning to enter the Uzbek market.* *13. Write a report on how artificial intelligence and digital transformation are reshaping traditional management.* *14. Create a 360-degree performance appraisal system and explain its advantages over traditional evaluation methods.* *15. Compare functional, matrix, and flat organizational structures, and propose which is best for startups vs. established corporations.* *2-semestr* *16. Evaluate the importance of ethical decision-making in management using real-life examples such as Volkswagen emissions scandal or Johnson & Johnson Tylenol case.* *17. Develop a training and onboarding program for new employees in a multinational customer service department.* *18. Research and present a report on the benefits and challenges of hybrid/remote working for managers in global companies.* *19. Prepare a budget and financial forecast for a startup project (e.g., a mobile app or eco-friendly product).* *20. Analyze the role of innovation in companies like Google, Tesla, or Netflix for maintaining long-term competitive advantage.* *21. Write a case study analysis on how Starbucks, Toyota, or Airbnb*

	managed a major crisis and what lessons can be learned. *22. Discuss the role of intercultural communication in effective international team management.* *23. Compare autocratic and democratic leadership by analyzing historical leaders (e.g., Steve Jobs vs. Satya Nadella).* *24. Research the concept of corporate culture and analyze how it influences employee behavior in Zappos, Amazon, or Toyota.* *25. Propose a conflict resolution strategy for a workplace scenario involving cross-cultural misunderstanding.* *26. Prepare a strategic plan for entering a new international market (e.g., launching an Uzbek healthcare startup in Europe).* *27. Explain the importance of supply chain management with examples of best practices from Apple, Walmart, or Zara.* *28. Analyze how diversity and inclusion programs impact organizational performance in leading companies like Microsoft or Google.* *29. Design a customer feedback and satisfaction system for a retail chain or e-commerce platform.* *30. Evaluate how management theories evolved from classical approaches (Taylorism, Fayol) to modern concepts (Agile, Lean, Design Thinking).* Amaliy mashg‘ulotlarni tashkil etish – barcha darslar multimedia vositalari bilan jihozlangan auditoriyalarda, har bir akademik guruh bilan bitta o‘qituvchi tomonidan olib boriladi. Hozirgi texnologiyalar asri ushbu modulni o‘qitish jarayonida zamonaviy interfaol usullarni, pedagogik yondashuvlarni hamda axborot-kommunikatsiya texnologiyalarini keng qo‘llash imkonini beradi. Amaliy mashg‘ulotlarda “aqliy hujum”, “klaster”, “blits-so‘rov”, “group work”, “insert”, “Venn diagramma”, “mind-mapping”, “fishbone”, “prezentatsiya” kabi yuzdan ortiq interfaol metodlardan mavzuga mos tanlab foydalanish, talabalarda kasbiy ingliz tili ko‘nikmalarini shakllantirish va modul oldiga qo‘yilgan maqsadlarga erishish uchun mustahkam zamin yaratadi.
3.	**V. Ta’lim natijalari/ kasbiy kompetensiyalar** **Talaba bilishi kerak:** • chet tilida akademik yozuv asoslari va lug‘at bilan ishlash ko‘nikmalarini; • biznes va boshqaruvga oid asosiy terminologiya hamda xalqaro atamalarni; • menejment sohasida qo‘llaniladigan kasbiy leksika va terminologiyani. **Talaba ega bo‘lishi kerak (ko‘nikma):** • boshqaruv va biznesga oid manbalarni yozuvda qo‘llash; • chet tilidagi mutaxassislik matnlarini tahlil qilish va ularning mazmunini tushunish;

	• boshqaruv mavzularida bahs va suhbatlar uyushtirish, munozaralarda faol qatnashish; • biznesga oid xalqaro so‘zlarning ma’nosini bilish va ulardan foydalanish. **Tinglab tushunish jarayonida:** a) kasbga yo‘naltirilgan autentik materiallarni bir marta eshitib asosiy mazmunini tushunish va zarur axborotni ajratib olish; b) kundalik voqealar, yangilik va reportajlarni tushunish; c) filmlar va biznes suhbatlaridagi asosiy mazmunni anglash. **Nutq jarayonida:** a) kursda o‘rganilgan menejment va biznes terminlarini to‘g‘ri talaffuz qilish; b) tinglagan va o‘qigan matn mazmunini qisqacha so‘zlab berish; v) matn asosiy g‘oyalarini leksik va sintaktik qurilmalarga tayanib ifodalash; g) suhbatni boshlash va tugatish, taklif va maslahat berish, savollarga javob bera olish; d) “Menejer va boshqaruvchi” mavzusida etik tamoyillarga asoslangan dialogni olib borish; e) kasbiy muloqot, konferensiya, uchrashuv va munozaralarda qatnashish uchun nutq faoliyatini rivojlantirish. **O‘qish jarayonida:** a) mutaxassislikka oid matnlarda uchraydigan atamalarni izohlab o‘qish; b) matn mazmunini chet tilida yoki ona tilida qayta hikoya qilish, paragraflarga sarlavha qo‘yish; v) matnga oid savollar tuzish va kalit so‘zlarni ajratib olish. **Yozuv jarayonida:** a) qisqa matnlar va yozma topshiriqlarni mustaqil bajarish; b) qisqa matnlarni ingliz tiliga tarjima qilish; v) berilgan mavzuda esse va rezyume yozish, sohaga oid adabiyotlar asosida project tayyorlash. **Talabalarda rivojlanadigan kasbiy kompetensiyalar:** ***1. Leksik kompetensiya:*** *• kasbiy leksika va atamalarni tushunish hamda nutqda qo‘llash;* *• keng qo‘llaniladigan qisqartmalarni to‘g‘ri ochib bera olish;* *• so‘z yasalishi jarayonlarini (qo‘shma so‘zlar, affiksatsiya) hamda o‘zlashma (baynalminal) so‘zlarni qo‘llash;*

	• *antonim, sinonim va boshqa umumleksik munosabatlarni amalda qo‘llay olish.* ***2. Grammatik kompetensiya:*** • berilgan grammatik materialni kundalik, kasbiy va sohaga oid kontekstlarda to‘g‘ri ishlata olish; • menejment sohasiga oid diskurs modellarni grammatik, leksik va mazmuniy jihatdan tahlil qila olish. ***3. Kommunikativ va kasbiy kompetensiya:*** ***a) Tinglab tushunish:*** • ilmiy va ommabop nutqni tushunish; • tinglangan matndan asosiy axborotni ajratib olish; • OAVdagi dolzarb axborotlar mazmuni va maqsadini idrok etish; • nutqning to‘g‘riligi, mantiqiy izchilligi, aniqligi va ta’sirchanligini anglash; • barqaror atamalar va kasbiy so‘zlarning ma’no xususiyatlarini farqlash; • ilmiy-tibbiy manbalardagi o‘rtacha murakkablikdagi matnlarni tinglab tushunish. ***b) Gapirish (Speaking):*** • tibbiy va boshqaruv mavzularidagi nutqni ravon, mazmunli va ta’sirchan tarzda ifoda eta olish; • leksik, grammatik va stilistik me’yorlarga amal qilish; • nutqda mantiqiy urg‘uni to‘g‘ri qo‘yish; • kasbiy suhbat, munozara va bahslarni samarali olib borish. ***c) O‘qish (Reading):*** • turli janrdagi matnlarni ifodali va ta’sirchan o‘qiy olish; • matnlardagi uslubiy vositalarning ahamiyatini aniqlash va tahlil qilish; • menejment bo‘yicha matnlarni tushunish va asosiy g‘oyalarni ajratib ko‘rsatish. ***d) Yozish (Writing):*** • biznes va boshqaruvga oid hujjatlar hamda hisobotlarni tuza olish; • imlo va uslubiy qoidalarga amal qilish; • ixtisoslikka oid matn yaratish va til birliklaridan o‘rinli foydalanish; • rasmiy va shaxsiy xatlarni to‘g‘ri farqlay olish; • 400 gapdan iborat ijodiy matn (bayon, insho, esse) yozish.

4.	**VII. Fanni/Modulni o‘qitishda qo‘llaniladigan ta’lim texnologiyalari va metodlari** • Interfaol o‘yinlar; • Seminar (mantiqiy fikrlash, tezkor savol-javoblar); • Guruhlarda ishlash; • Taqdimotlarni kiritish; • Individual loyihalar; • Jamoa bo‘lib ishlash va himoya qilish uchun loyihalar; • Keys texnologiya, muammoga asoslangan ta’lim (PBL, CBL, POL)
5.	**VIII. Kreditlarni olish uchun talablar:** Fanga oid nazariy va uslubiy tushunchalarni to‘la o‘zlashtrish, tahlil natijalarini to‘g‘ri aks ettira olish, o‘rganilayotgan jarayonlar haqida mustaqil mushohada yuritish va nazorat uchun berilgan vazifa va topshiriqlarni bajarish, nazorat turlari bo‘yicha yozma, og‘zaki, test topshiriqlarini muvaffaqiyatli topshirish.
6.	**IX. Asosiy va qo‘shimcha o‘quv adabiyotlar, hamda axborot manbalari ro‘yxati** **9.1. Asosiy adabiyotlar ro‘yxati:** 1. Duckworth, M., Hughes, J., & Turner, R. (2012). Business Result: Upper-intermediate Student’s Book (2nd ed.). Oxford: Oxford University Press. **9.2. Qo‘shimcha adabiyotlar ro‘yxati:** 1. Е.В. Крылов, Е.С. Пристром, Н.Ф. Шевцова, О.Н. Разумова, Т.И. Сугоняко, Н.В. Ващинская, М.В. Васильева, И.А. Попова-English for business managers. BSU 2010 2. Агабекян Игорь Петрович -English for managers. Moscow. 2018 **9.3. Internet saytlari:** 1. https://learnenglish.britishcouncil.org/business-english 2. https://www.businessenglishpod.com/ 3. https://www.coursera.org/learn/management-leadership-english

7.	
8.	**Tuzuvchilar:** FIO — Ish joyi, lavozimi, ilmiy darajasi va unvoni I.X.Israilova — 1-son O‘zbek va xorijiy tillar kafedrasi katta o‘qituvchisi
9.	**Taqrizchilar:** FIO — Ish joyi, lavozimi, ilmiy darajasi va unvoni Ichki taqrizchi: Tashxodjayeva P.B. — 1-son O‘zbek va xorijiy tillar kafedrasi katta o‘qituvchisi Tashqi taqrizchi: PhD M.X.Boboyeva — Oriental universiteti G‘arb tillari kafedrasi katta o‘qituvchisi

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"TASDIQLAYMAN"
Toshkent davlat tibbiyot universiteti
O'quv ishlari bo'yicha
prorektor Q.N.Xaitov
_____
20__ yil _____" _____

"Tibbiyotda xorijiy til" fanidan

O'QUV USLUBIY MAJMUA

Bilim sohasi:	400 000	–	Biznes, boshqaruv va huquq
Ta'lim sohasi:	410 000	–	Biznes va boshqaruv
Ta'lim yo'nalishi:	60410800	–	Menejment

TOSHKENT - 2025

Fanning o‘quv-uslubiy majmuasi…….. “____”
_____20___ yil №____-sonli buyruqning ____-ilovasi bilan tasdiqlangan “Tibbiyotda xorijiy til” fan dasturi asosida tayyorlangan.

Tuzuvchilar:

Israilova I.X. Tosh DavTU, 1 - son o‘zbek va xorijiy tillar kafedrasi (PhD), katta o‘qituvchi

Taqrizchilar:

Ichki taqrizchi:
Tashxodjayeva P.B. TDTU, 1 son o‘zbek va xorijiy tillar kafedrasi, katta o‘qituvchi
Tashqi taqrizchi:
Abdullayeva M. – O‘zDJTU Xorijiy tillar va adabiyot kafedrasi,
O‘zbekiston Davlat Jahon Tillari Universiteti,
PhD, Katta o‘qituvchi

Fanning O‘quv uslubiy majmuasi Toshkent Davlat Tibbiyot Universitetining Markaziy uslubiy kengashining 2025 yil “___”_dagi “____”-son qarori bilan tasdiqlandi.

O‘QUV-USLUBIY MAJMUA MUNDARIJASI

	Bo‘lim nomlari	Betlar
1	O‘quv materiallar	
1.1	Amaliy mashg‘ulotlar	
1.2	Adabiyotlar ro‘yxati	
2.	Mustaqil ta’lim	
3.	Glossari	
4.	Ilovalar	
4.1	Tibbiyotda xorijiy til bo‘yicha modul dastur	
4.2	Tibbiyotda xorijiy til bo‘yicha ishchi modul dastur	
4.3	Tarqatma materiallar	
4.4	Tibbiyotda xorijiy til bo‘yicha testlar	
4.5	Baxolash mezonlari	
4.6	Qo‘shimcha materiallar	
4.7	O‘UM elektron variant	

№	Theme	Hours	Date	Signature
1	**1-mavzu. Unit 1:** First impressions **What presentation is?** **Working with words:** Talking about first impressions **Business communication:** Arranging a meeting **Practically speaking:** Exchanging contact details **Language at work:** Present simple and continuous **Talking point:** The life overlap **Research project:** Conduct a comparative study of first impressions in different business cultures (e.g., USA, Japan, Uzbekistan). Write a research paper (5–7 pages) analyzing similarities and differences in greetings, small talk, and meeting etiquette.	6		
2	**2-mavzu. Unit 2: Motivation** **Presentation** **Working with words:** Motivation at work **Business communication:** Encouraging conversation **Practically speaking:** Ending and leaving a conversation **Language at work:** Question forms **Talking point:** Ten magically motivating words **Research project:** Investigate major theories of motivation (Maslow, Herzberg, McClelland) and analyze their application in modern management. Provide real business examples where these theories succeeded or failed.	6		
3	**3-mavzu. Unit 3: On schedule** **Presentation** **Working with words:** Managing projects **Business communication:** Running an update meeting **Practically speaking:** Questioning a decision **Language at work:** Present perfect and past	6		

	simple **Talking point:** Five most common problems on projects **Analytical project:** Select one large international project (e.g., construction of the Burj Khalifa, launch of SpaceX, or FIFA World Cup preparation). Analyze its scheduling strategy, delays, and management solutions. Write a critical report with recommendations.			
4	**4-mavzu. Unit 4: New ideas** **Presentation** **Working with words:** Ideas and innovations **Business communication:** Presenting a product or service **Practically speaking:** Referring to evidence **Language at work:** Present, past and future ability **Talking point:** "Yes, but…" or "Yes, and…" **Research project:** Study the innovation strategies of three multinational companies (e.g., Apple, Tesla, Samsung). Compare how they foster creativity and bring ideas to market. Propose a framework of "best practices" for innovation management.	6		
5	**5-mavzu. Unit 5: Ethical business** **Presentation** **Working with words:** Ethical business **Business communication:** Planning arrangements **Practically speaking:** Responding to invitations **Language at work:** Talking about the future **Talking point:** A set of personal standards **Case analysis:** Choose a real ethical dilemma in business (e.g., child labor, environmental pollution, corruption). Prepare a case study report including problem description, stakeholders, ethical frameworks, and proposed solutions.	6		
6	**6-mavzu. Unit 6: Making decisions** **Presentation** **Working with words:** Personality and decision-	6		

	making **Business communication:** Decision-making **Practically speaking:** Talking about social plans **Language at work:** Countability / Expressions of quantity **Talking point:** The decision gap **Research project:** Review decision-making models (rational model, bounded rationality, intuitive model). Apply these models to one real management decision taken by a famous company (e.g., Kodak's decline, Netflix's digital transition). Analyze outcomes.			
7	**7-mavzu. Unit 7: Outsourcing** **Presentation** **Working with words:** Outsourcing **Business communication:** Presenting factual information **Practically speaking:** Asking questions after a presentation **Language at work:** The passive **Talking point:** Outsourcing to robots **Analytical project:** Investigate the impact of outsourcing on one specific industry (IT, manufacturing, healthcare). Collect data on advantages, disadvantages, cost efficiency, and social consequences. Present findings in a structured research paper.	6		
8	**8-mavzu. Unit 8: Employees** **Presentation** **Working with words:** Employers and employees **Business communication:** Negotiating with colleagues **Practically speaking:** Making quick requests **Language at work:** If clauses **Talking point:** Flow **Survey project:** Design and conduct a small-scale survey (real or hypothetical) on employee satisfaction and workplace conditions. Analyze results, compare them with international HR research, and propose recommendations for management.	6		

9	**9-mavzu. Unit 9: New business** **Presentation** **Working with words:** Starting up a new business **Business communication:** Maintaining contacts **Practically speaking:** Avoiding saying 'no' **Language at work:** Present perfect simple and continuous **Talking point:** The long tail **Business research project:** Study three successful start-ups in different countries. Analyze factors that contributed to their success (funding, leadership, innovation, market demand). Develop a comparative table and a written report.	6		
10	**10-mavzu. Unit 10: Communications** **Presentation** **Working with words:** Communications technology **Business communication:** Dealing with information on the phone **Practically speaking:** Resolving problems on the phone **Language at work:** Phrasal verbs on word order **Talking point:** The telephone card game **Research project:** Investigate the role of modern communication technologies (Zoom, Slack, AI tools) in global business. Provide an academic-style report discussing benefits, risks, and future trends.	6		
11	**11-mavzu Unit 11: Change** **Presentation** **Working with words:** Talking about change **Business communication:** Presenting future plans **Practically speaking:** Giving both sides of the argument **Language at work:** Future tenses and probability **Talking point:** Fun theory	6		

	Case study: Select a company that underwent a major organizational change (e.g., Microsoft under Satya Nadella, Nokia, IBM). Analyze change management strategies, employee resistance, and outcomes using Lewin's or Kotter's model.			
12	**12-mavzu. Unit 12: Data** **Presentation** **Working with words:** Dealing in data **Business communication:** Discussing data **Practically speaking:** Describing trends **Language at work:** Reporting **Talking point:** Statisticalisation **Analytical project:** Collect real business data (annual reports, market surveys, or public statistics). Analyze trends (e.g., e-commerce growth, sustainability investments) using graphs and descriptive statistics. Write an analytical report.	6		
13	**13-mavzu Unit 13: Culture** **Presentation** **Working with words:** Cultural differences **Business communication:** Narrating past events **Practically speaking:** Talking about news **Language at work:** Narrative tenses **Talking point:** The power of storytelling **Comparative research:** Choose two multinational corporations (e.g., McDonald's and Starbucks) and analyze how they adapt their corporate culture and marketing to different countries. Focus on Hofstede's cultural dimensions.	6		
14	**14-mavzu. Unit 14: Performance** **Presentation** **Working with words:** Staff appraisals **Business communication:** Evaluating performance **Practically speaking:** Raising difficult issues **Language at work:** Third and mixed conditionals / Perfect modals	6		

	Talking point: Competition in the workplace **Evaluation project:** Study performance appraisal systems in three global companies (Google, Toyota, Deloitte). Compare approaches, strengths, and weaknesses. Write a research-based recommendation paper for improving performance evaluation.			
15	**15-mavzu. Unit 15: Career breaks** **Presentation** **Working with words:** Taking a career break **Business communication:** Putting forward a case **Practically speaking:** Taking forward a case **Language at work:** 'To' and '-ing' form / Infinitive? **Talking point:** Goodbye and see you next year **Research project:** Investigate the concept of "career breaks" and "sabbaticals" in modern organizations. Compare how different countries and companies implement these policies. Discuss advantages, challenges, and their impact on employee productivity.	6		

1 son O'zbek va xorijiy tillar

kafedrasi mudiri prof. R.M. Abdullayeva

Lesson 1.

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Business communication: Arranging a meeting
Practically speaking: Exchanging contact details
Language at work: Present simple and continuous
Talking point: The life overlap

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UNIVERSAL MODEL OF
TECHNOLOGY STUDYING ON THE LESSON

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1

First impressions

Starting point

1 Why are first impressions so important in business?

2 What gives us a first impression of a company or a person?

Working with words | Talking about first impressions

1 When you want to know more about other companies or about colleagues and clients before you meet them, where do you normally start looking?

2 Read this text about online impressions. Which paragraph (1–3) is about ...?

a how companies need to make sure their website maintains a visitor's interest ___

b how people get their first impression of you or your business by going online first ___

c how people looking for work need to check their digital history before applying for a job ___

VIRTUAL IMPRESSIONS

1 These days creating a good impression is more than just shaking hands and presenting a well-designed business card when you first meet someone. That's because before you even attended a meeting with a prospective client or a potential employer, you can guarantee that they've already searched your name, checked to see if your company has a good reputation via online review sites and even searched your personal online history.

2 To manage your online profile, start with your company's website. According to researchers at the Missouri University of Science and Technology, it takes under three seconds for an online visitor to start to form an opinion of your brand from the website. The researchers also tracked eye movements and discovered that visitors tend to gain their first impressions from the logo, photographs, menus and, in particular, the opportunity to make contact via social media. In other words, projecting the right kind of online image is not just about looking good, but companies should also make sure their customers can interact with them and start building a relationship.

3 Individuals such as freelancers and job-seekers also need to think carefully about their social media image before posting photos and comments online. A recent survey of 450 employers showed that more than 40% had taken a dislike to a potential employee as soon as they'd checked the person's Facebook page. One typical reason for rejection was finding out that the information on the CV didn't match the applicant's online profile. It's a good idea for anyone who is self-employed or looking for a job to think about how they come across to people and to make sure their online profile promotes a positive and truthful image.

3 Underline the answers to questions 1–3 in the text.

1 What are the different ways we can find out more about companies/people?

2 Which parts of a website are especially important to focus on?

4 Complete questions 1–8 with the correct verbs from the list. Check your answers by finding the words in **bold** in the article.

build come create form have manage project take

1 What kind of **impression** would your company like to _____ on its website?

2 What sort of **reputation** do you or your company _____?

3 How does your company _____ the right kind of **image** through its advertising?

4 How important is it to _____ your own online **profile**?

5 When you meet someone for the first time face-to-face, how do you _____ an **opinion** of them?

6 How do you think you _____ **across** to people you meet for the first time?

7 In your line of work, how important is it for you to _____ a close **relationship** with customers or clients?

8 Do you ever _____ an instant **dislike** to someone when you meet them for the first time? What are the reasons?

5 Work with a partner. Choose five of the questions in 4 to ask and answer.

6 ▶1.1 Listen to Zhifu Li, a website designer in Hong Kong, talking about adapting websites to local needs. Answer questions 1–2.

1 In what way is website localization like other forms of advertising?

2 What differences between Western and Asian websites does Zhifu mention?

7 Match each of these adjectives from audio script 1.1 to an adjective with a similar meaning from 1–12.

expensive ineffective arrogant trustworthy suspicious complex functional rudest ostentatious successful wary favourable

1 reliable _____	7 practical _____
2 unsuccessful _____	8 complicated _____
3 showy _____	9 simple _____
4 positive _____	10 effective _____
5 costly _____	11 over-confident _____
6 mistrustful _____	12 cautious _____

8 Work with a partner.

1 Which of the adjectives in 7 are positive and which are negative? Explain your choices.

2 Using as many of the adjectives as possible, discuss what makes an effective website in your culture.

3 What aspects of a website would give a negative first impression?

» For more exercises, go to **Practice file 1** on page 106.

9 Work with a partner. Look at these things which can create a good or bad first impression of a company.

- uniform
- office / business premises
- telephone answering system
- reception area
- meeting / conference rooms
- quality of product / service
- warm greeting
- dress code
- website
- advertisements in the media
- brochures / printed materials
- price
- speaking customer's language
- reputation

1 Which four are the most important and why?

2 Choose two of the factors that create a good impression of your company. Explain how.

3 Choose two of the factors that are less successful at creating a good impression of your company. How could they be improved?

Business communication | Arranging a meeting

1 What percentage of your time is spent in meetings? What kinds of meetings do you attend? How do normally arrange them (e.g. by email or by phone)?

2 Read this email from Ivan Formanek, owner of a translation agency in Prague.
1 How did he find out about Sean McFee?
2 Why is he contacting him?
3 What does he ask Sean to do?

To: sean.mclee@sfdesign.com
From: ivanformanek@sspeaking.cz
Subject: Designer for new website needed

Dear Mr McFee

My name's Ivan Formanek and I have my own translation agency – Simply Speaking. I was given your details by one of your former colleagues, Ursula Vladikova. She recommended you to me as we are planning to renew our website.

If you are interested in discussing this further, could you either call us or send an email in reply and we will arrange a meeting with you?

Best regards

Ivan Formanek

3 ▶1.2 Sean sends an email in reply to Ivan and then calls him. Listen to their conversation and answer questions 1–3.
1 What is the purpose of the call?
2 What is the outcome?
3 Why is there a delay before the meeting can take place?

4 ▶1.2 Listen again and put sentences a–j in the correct order (1–10).
a Yes. I, remember. ___
b I'm calling about the email I sent you ... 1
c Thanks for responding so quickly. ___
d We can meet when I get back. ___
e Let's say, provisionally, Tuesday the 13th at eleven o'clock. ___
f See you in a couple of weeks. ___
g I wondered if you'd had time to look through the portfolio I sent. ___
h I suggest we meet to discuss things further. ___
i When would you like to meet? ___
j Fine, whatever's best for you. ___

Tip | actually and currently

Don't confuse actually with currently. Use actually as an alternative to in fact or as a matter of fact.
I'm **actually** going to be in Prague already.
Use currently to express something you are doing at the moment.
We're **currently** updating our corporate image.

Key expressions

Introducing self (email)
My name's ... and I (have / work for / represent) ...
I was given your details by ...
(She) recommended you to me as ...

Making a follow-up call
Hello ... This is ...
I'm calling about the email I sent you regarding ...
I wondered if you'd had time to ...?
I wanted to see if you are still interested in ...

Responding to a follow-up call
Yes, I remember.
Thanks for responding so quickly.
Thanks. I wanted to speak to you about ...

Arranging to meet
I suggest we meet to discuss things further.
When would you like to meet?
We can meet ...
Fine, whatever's best for you.
Let's say, provisionally, Tuesday the 13th at 11.00.
I'll get my assistant to call you later today to confirm.
See you (in a couple of weeks).

Discussing travel arrangements
You'll be travelling in from ..., won't you?
Can you tell me how I get to ...?
Is it best by taxi or public transport?
Let me know where you're staying and I'll email you a map and directions from your hotel.
There's a train that leaves at ...
Will I have time to catch that one?
It only takes ... to get to ...
Let me know if you need a taxi and I'll book one for you.

5 ▶1.3 Listen to a call Sean receives and answer questions 1–3.
1 Who is calling Sean and why?
2 How will Sean know how to find Simply Speaking?
3 What transport is he going to use to get to the meeting?

6 ▶1.3 Listen again.
1 What phrase does Sean use to ...?
a enquire about transport
b refer to the time of the train
c discuss the possibility of catching the train
2 What phrase does Catherine use to offer help with ...?
a directions
b a taxi

» For more exercises, go to **Practice file 1** on page 106.

7 Write a short introductory email to your partner, following steps 1–3.
1 Introduce yourself and your company.
2 Explain that your partner was recommended to you.
3 Suggest a meeting to discuss some future business.

8 Work with a partner. Exchange your emails from 7 and take turns to make a follow-up call. Remember to:
- introduce yourself and explain why you are calling
- arrange to meet
- discuss the travel arrangements

Practically speaking | Exchanging contact details

1 Are you good at remembering people's names and contact details? Do you have any special techniques for helping you remember names when you meet people for the first time? In what situations do you have to exchange names and contact details?

2 ▶1.4 Listen to three conversations and answer questions 1–2 for each one.
1 How does each speaker give their contact details?
2 Why do they want to keep in contact with each other?

3 ▶1.4 Listen again and match these phrases to each call in 2.
1 Let me take your name and number. Call 1
2 I have an email address for you, but I'm not sure if it's current. ___
3 I'll send you her contact details by text. ___
4 Can I have Suzy's number and email address? ___
5 It's probably easiest if I email you when I get back to the office. ___
6 Here's my card. ___

4 Match phrases 1–6 in 3 to categories a–c.
a asking for details ___
b giving details ___
c promising details ___

5 Stand up and walk around the class talking to each person. Ask each person for their contact details. Either give your details straightaway or promise to give them.

Language at work | Present simple and continuous

1 Work with a partner. Read sentences a–i and discuss why each sentence uses either the present simple or present continuous tense in **bold**.
a **I'm calling** about the email I sent you ...
b Yes, I **remember**.
c We're currently **updating** our corporate image.
d I **go** to Berlin once a month.
e It only **takes** 20 minutes to get to the station.
f **I'm leaving** the day after tomorrow.
g There's a train that **leaves** at 3.00.
h We can meet when I **get** back.
i **I'm covering** for a colleague who's on maternity leave.

2 Answer the questions in the *Language point*.

LANGUAGE POINT

In which sentence in 1 is the present simple used to refer to ...?
1 a routine ___
2 something always or permanently true ___
3 a thought / feeling / reaction rather than an action ___
4 an item on a timetable ___
5 the future after a time word ___

In which sentence in 1 is the present continuous used to refer to ...?
6 an action in progress at the moment of speaking ___
7 a current (unfinished) project ___
8 an arrangement in the future ___
9 a temporary situation ___

» For more information, go to **Grammar reference** on page 107.

3 You want to find out this information from someone you meet for the first time. What questions would you ask?
who they work for
their responsibilities at work
their daily routine
how their English studies are going
the department or area they work in
a current project they are involved in
how regularly they need English at work
what their schedule is next week.

TALKING POINT

The life overlap

These two Venn diagrams compare how the overlap between our working life and personal life can affect us. The first diagram highlights how frustrated we can become when we try to separate our personal life from our working life; there is very little overlap in the diagram and so this person is leading two separate lives which often leads to frustration. In contrast, the second Venn diagram shows a much larger overlap. This kind of person tends to be reconciled to the fact that their work is also part of their personal life; they don't change their character at work and in general they work on things that interest them and so aren't frustrated by their situation.

Discussion

1 Are you able to stop working when you leave your place of work or do you often continue dealing with work from home (or on your phone)?
2 How easy do you think it is to separate your work and non-work life?
3 How much do you agree with the solution of allowing your personal

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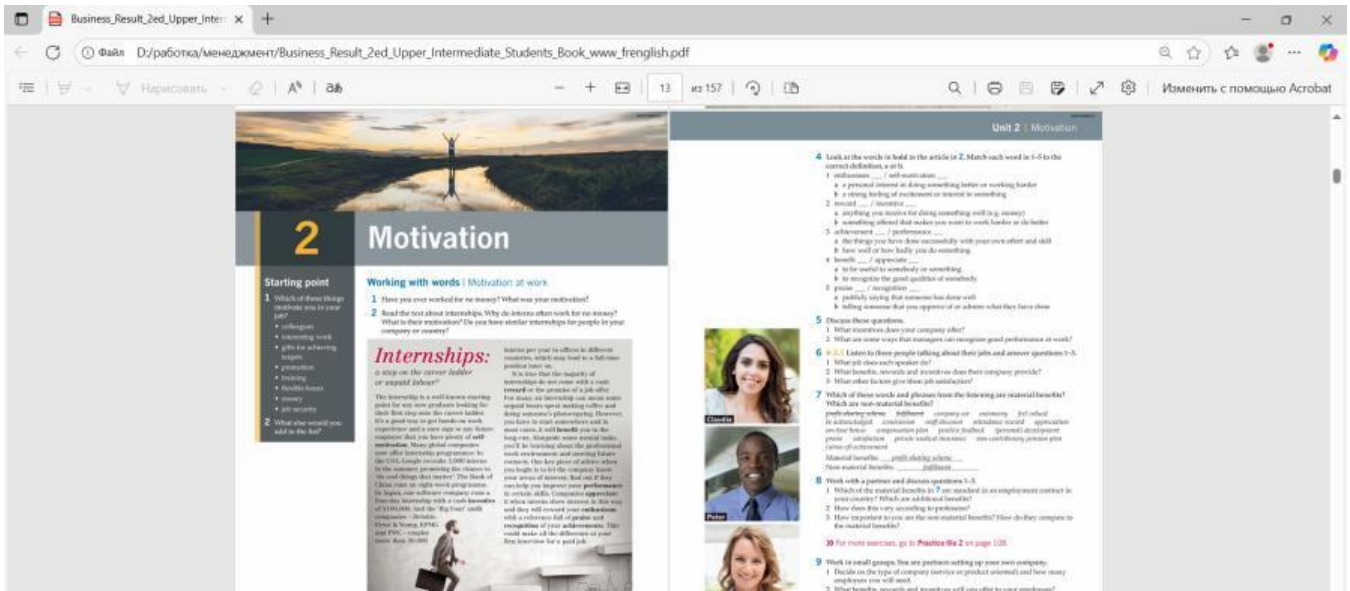

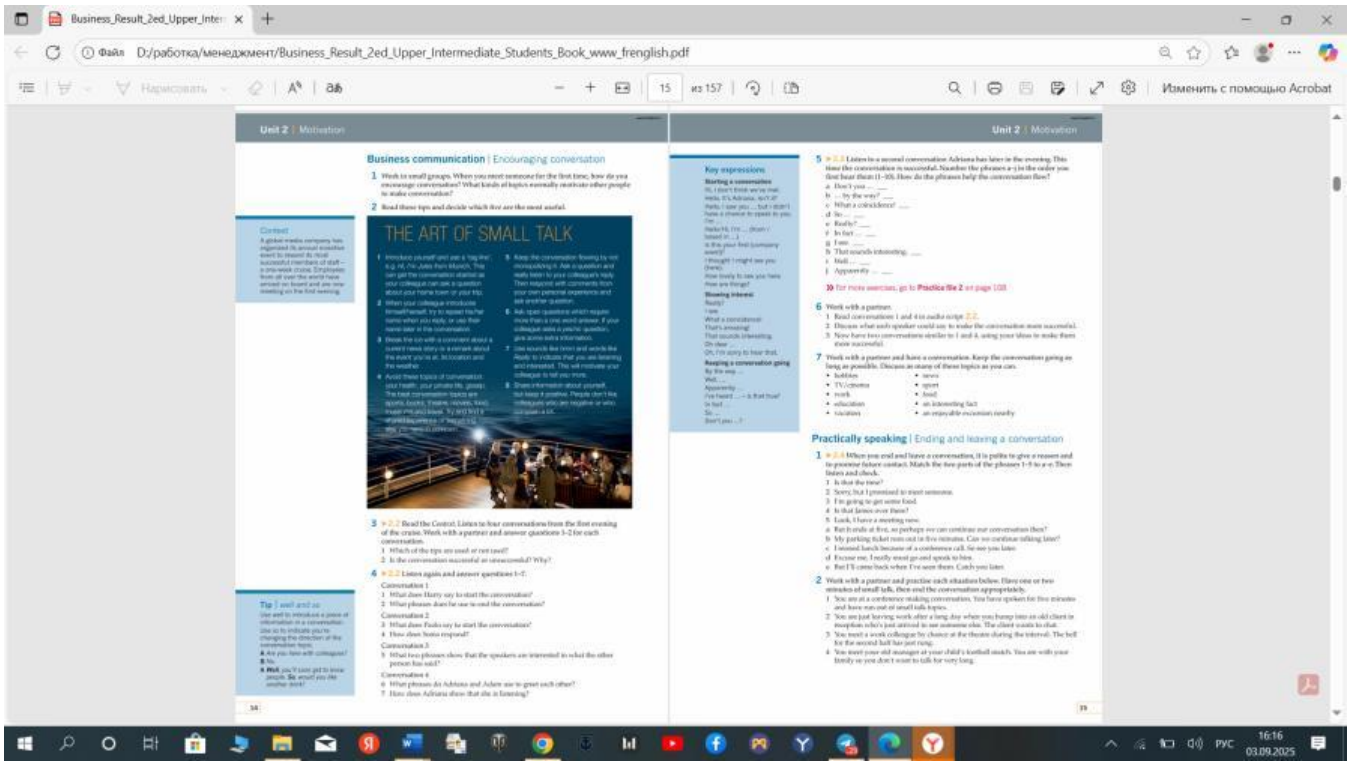
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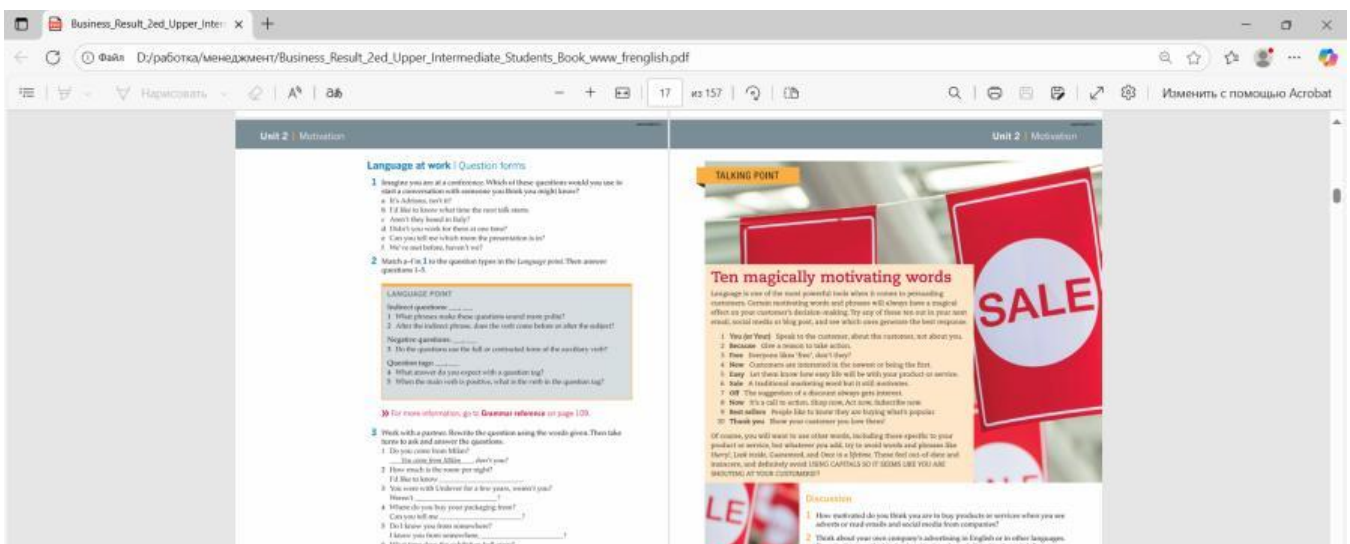
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Unit 2 | Motivation
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TALKING POINT
Ten magically motivating words
SALE

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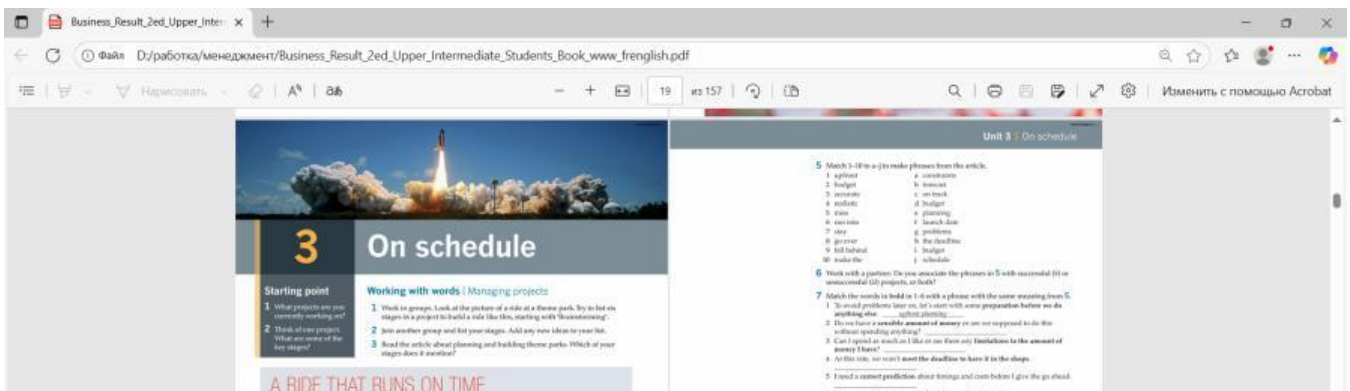

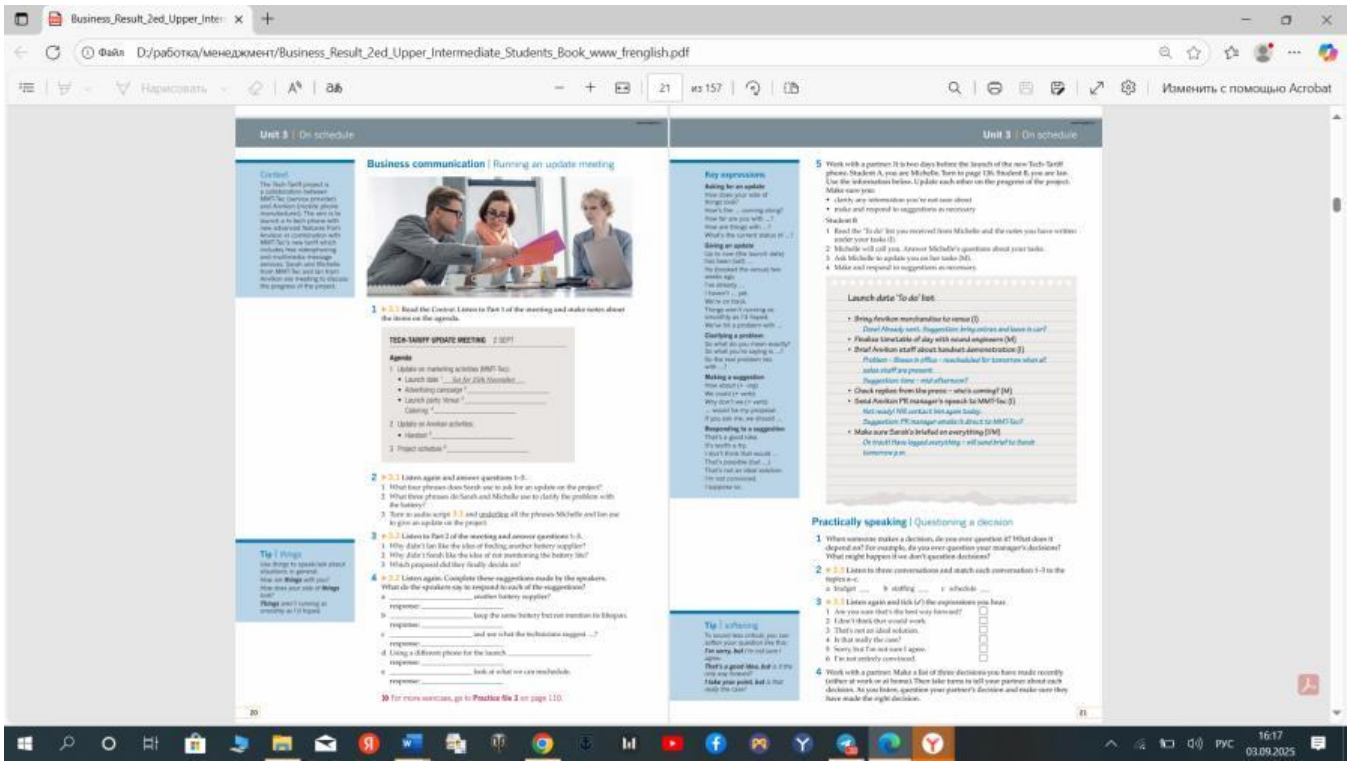
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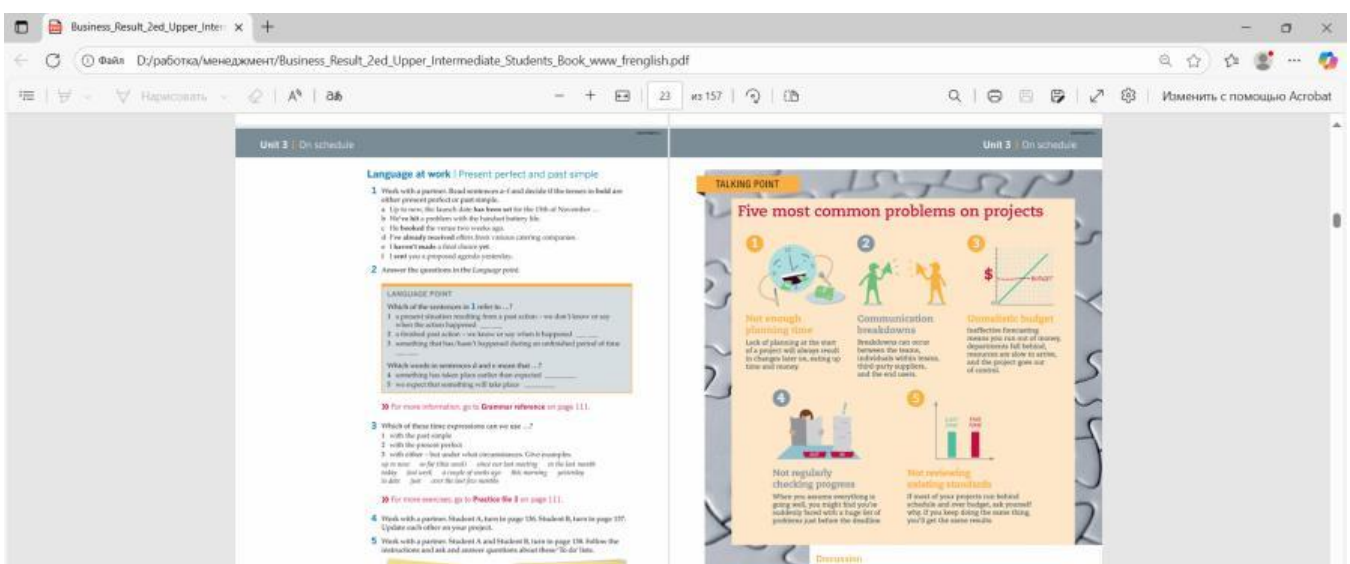
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Unit 3 | On schedule
Language at work | Present perfect and past simple
TALKING POINT
Five most common problems on projects

Lesson 4.

4-mavzu. Unit 4: New ideas
Presentation
Working with words: Ideas and innovations
Business communication: Presenting a product or service
Practically speaking: Referring to evidence
Language at work: Present, past and future ability
Talking point: "Yes, but…" or "Yes, and…"
Research project: Study the innovation strategies of three multinational companies (e.g., Apple, Tesla, Samsung). Compare how they foster creativity and bring ideas to market. Propose a framework of "best practices" for innovation management.

UNIVERSAL MODEL OF
TECHNOLOGY STUDYING ON THE LESSON

Studying hour – 6 hours **The structure of the lesson**	Organizing moment Presentation Introducing the new theme Explanation/discussion of the theme Vocabulary and terminology work Practical communication skills (role-plays, simulations, case studies) Grammar focus (relevant to the unit) Talking point / group discussion Research project / independent study task Checking understanding and marking students' answers Explanation and assignment of homework

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Methods of studying	• Interactive discussion and brainstorming • Vocabulary-building activities • Business communication simulations (meetings, negotiations, presentations) • Grammar practice through contextual tasks • Case studies and problem-solving • Research project and report writing
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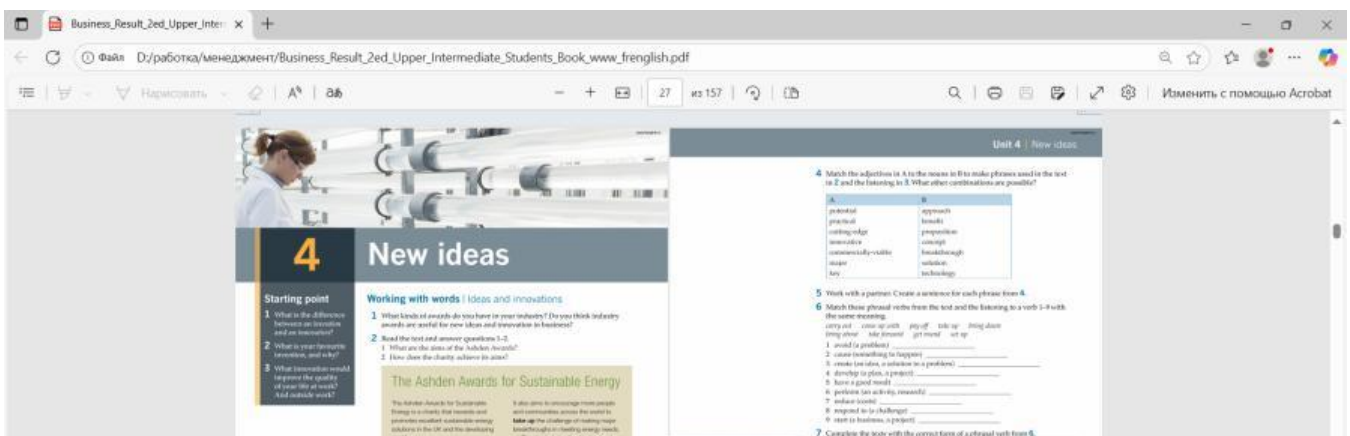

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Business communication | Presenting a product or service

1 When you enter your place of work, what different types of security are used, e.g. CCTV, electronic name tags? Do you think there is enough or not enough security at your company?

Context
PharmaLab is a medical research company seeking to increase security in its research centre. Securitep develop and supply hi-tech security systems. Shireen Casey from Securitep has been invited to present her company's solution to PharmaLab's management team.

2 ▶ 4.2 Read the Context. Listen to Part 1 of Shireen's presentation and make notes to complete the slides.

Presentation to PharmaLab
Shireen Casey

1. _____
2. _____
3. _____

Questions

What is DiScan2?

A ¹_____ system, based on ²_____

How does DiScan2 work?

Employees ³_____
The system ⁴_____
and ⁵_____

3 ▶ 4.2 Listen again and complete these phrases.

1 What I'd like to do in this presentation is ...
2 First, I'll _____ the new DiScan product.
3 After that, I _____ a short video.
4 Then that _____.
5 Basically, DiScan2 _____ based on iris recognition.
6 _____? Well, it's a pretty simple concept.

Tip | Linking ideas
Use *although*, *however*, or *whereas* to link contrasting ideas or facts.
Although it may sound radical, it's up to you how far-reaching you want it to be.
It's a very sophisticated system. **However**, it's really easy to use.
This means that DiScan2 is extremely secure **in comparison to** systems where a code is needed.
You can find out someone else's code, **whereas** you can't copy their iris.

Key expressions

Introducing a talk
What I'd like to do in this presentation is ...
First, I'll give you a brief overview of ...
Then I'll talk about ...
After that I'd like to show you ...

Introducing an idea, product or service
We call this new system (the DiScan2).
Basically, (DiScan2) is a ...
It is already being used in ...
Well, it's a pretty simple concept.

Explaining the benefits
There are two main benefits of using (DiScan2).
The biggest potential benefit of (iris recognition) is ...
This means that ...
The other major advantage of (DiScan2) is ...
And here is another great thing about (DiScan2) ...

Comparing products and systems
... in comparison to your current system where ...
However, with ... it will/won't be able to ...
Whereas you can/can't ...

Checking and moving on
Does that sound OK?
OK, let's look at what (DiScan2) has to offer.
Now I'd like to move on to ...

4 ▶ 4.3 Listen to Part 2. What are the main advantages of DiScan2?

5 ▶ 4.3 Listen again. What words and phrases does Shireen use to ...?
a explain the benefits of DiScan2
b compare the current system with the new system
c move on to the next point

» For more exercises, go to **Practice file 4** on page 112.

6 Work with a partner. Take turns to use the slides in 2 and the *Key expressions* to give a similar short presentation about DiScan2.

7 Prepare a short presentation about a new idea, a product, a system or a service that you know about, or are interested in. It doesn't have to be connected with work, but it can be. Make sure you:
- introduce your talk and the idea / product / service
- talk about the benefits
- compare the current situation with the new idea / product / service

Practically speaking | Referring to evidence

1 When you give presentations, is it important to support your ideas with evidence? Do you ever refer to the following types of evidence in your presentations? In what type of presentation would each one be useful?
- academic studies
- market research
- interviews and questionnaires
- examples of existing users
- medical evidence
- personal experience

2 ▶ 4.4 Listen to two questions from the audience after the presentation about iris recognition security in Business communication. Shireen answers each question by referring to evidence from different sources. Which of the types of evidence in 1 does she refer to?

3 ▶ 4.4 Listen again and write the verbs Shireen uses to refer to evidence.
1 Academic studies _____ that we feel more comfortable with iris scans than retinal scans.
2 All the medical evidence _____ that it's safe for the human eye.
3 Iris recognition is already being used in government security, which _____ how effective it is.

4 Think of one of your company's products or services, or a product or service that you know well.
- List the types of evidence you can give to explain the benefits of the product or service.
- Write some sentences using some of these reporting verbs for referring to the evidence:

show suggest demonstrate illustrate prove reports

5 Work with a partner. Take turns to read your sentences to your partner and refer to evidence. Does your partner's evidence make the benefits of the product or service sound more convincing?

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Language at work | Present, past and future ability

1 ▶ 4.5 Listen to Richard Lake talking about his new business idea to some potential investors and answer questions 1–4.
1 What is Beamer?
2 What is the current situation for boat owners who want to use the Internet?
3 What will Beamer enable them to do in the future?
4 What protection does Beamer have against competitors?

2 Read extracts 1–10 from the presentation. Which ones refer to ...?
a present ability _____
b past ability _____
c future ability _____

1 I could see that there was definitely a market.
2 Boat owners want to be able to access the Internet.
3 You still can't access the Internet from your boat.
4 Our subscribers will be able to access the Internet for a basic monthly fee.
5 We were able to test the system extensively.
6 We can offer the service for £25 a month.
7 We'd like to be able to increase this.
8 Have you been able to get any sort of protection for it?
9 We couldn't get a patent.
10 So other companies won't be able to compete with you?

3 Use the extracts in 2 to help you complete 1–5 in the *Language point* with the words and phrases in the box.

LANGUAGE POINT

Incorrect: can can't / can't / can/can't able to be able to / could / was able to / wasn't/weren't able to

1 Use _____ or _____ to talk about general or present ability.
2 To talk about future ability, we use _____ after will, might and may, and verbs like *want to* or *would like to*.
3 Use _____ to talk about past ability with a connection to the present.
4 Use _____ to talk about general ability in the past, and below *two*, *six*, etc.
5 To talk about a specific situation in the past, if we mean 'tried and succeeded', we use _____. But if the sentence is negative we can use _____ or _____.

TALKING POINT

Are you a 'Yes, but...' or a 'Yes, and...' person?

In the working world, we are usually rewarded for getting things right and knowing the correct answers. For this reason, many business people are by nature careful and not big risk-takers. So when someone has a new idea or suggests a possible solution, colleagues might often respond positively, compliment the person on their idea, but then proceed to tell them why it might not work. These are 'Yes, but...' people. They like new ideas, but they often stop them before they can be fully explored. For new ideas to emerge, you need people who respond positively and then explore them in greater detail. The people who do this are 'Yes, and...' people.

Brainstorming meetings need 'Yes, and...' people. So that when a new idea is suggested, the next person follows on with a sentence starting with the words, 'Yes, and...'. Then the next person continues with another sentence starting, 'Yes, and...'. In this way, you can generate plenty of new ideas very quickly. To demonstrate how effective this type of brainstorming is, try the same activity with everyone in the meeting, but starting a sentence with 'Yes, but...' and see how quickly the new idea gets dropped.

That isn't to say we should never say 'no' in business, only that saying 'yes' is probably a better starting point – especially when it comes to new ideas.

Discussion

1 Read the text. Overall, would you say that you are more naturally a 'Yes, but ...' person or a 'Yes, and...' person? Why?
2 Do you ever attend brainstorming meetings? What makes them successful? Why can they go wrong?
3 In your type of business or work, do you think most people are under pressure not to make mistakes and always to get the correct answer?

Lesson 5.

5-mavzu. Unit 5: Ethical business
Presentation
Working with words: Ethical business
Business communication: Planning arrangements
Practically speaking: Responding to invitations
Language at work: Talking about the future
Talking point: A set of personal standards
Case analysis: Choose a real ethical dilemma in business (e.g., child labor, environmental pollution, corruption). Prepare a case study report including problem description, stakeholders, ethical frameworks, and proposed solutions.

UNIVERSAL MODEL OF
TECHNOLOGY STUDYING ON THE LESSON

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	Explanation and assignment of homework
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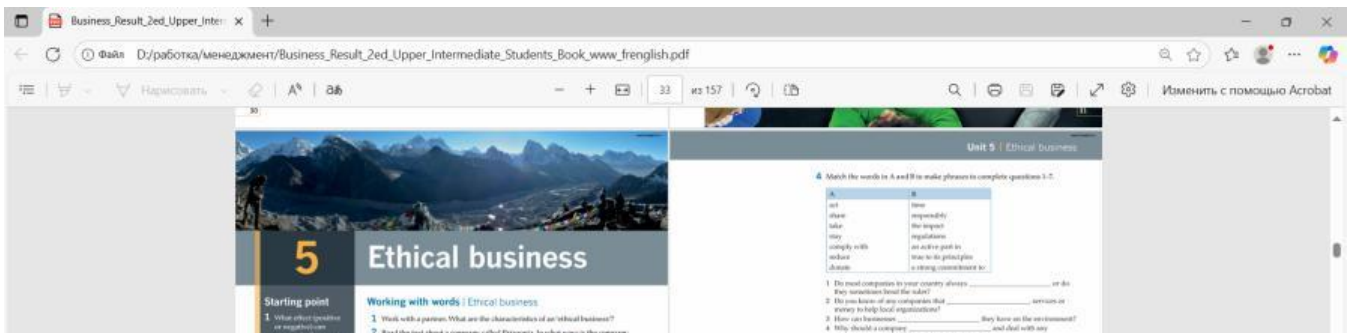

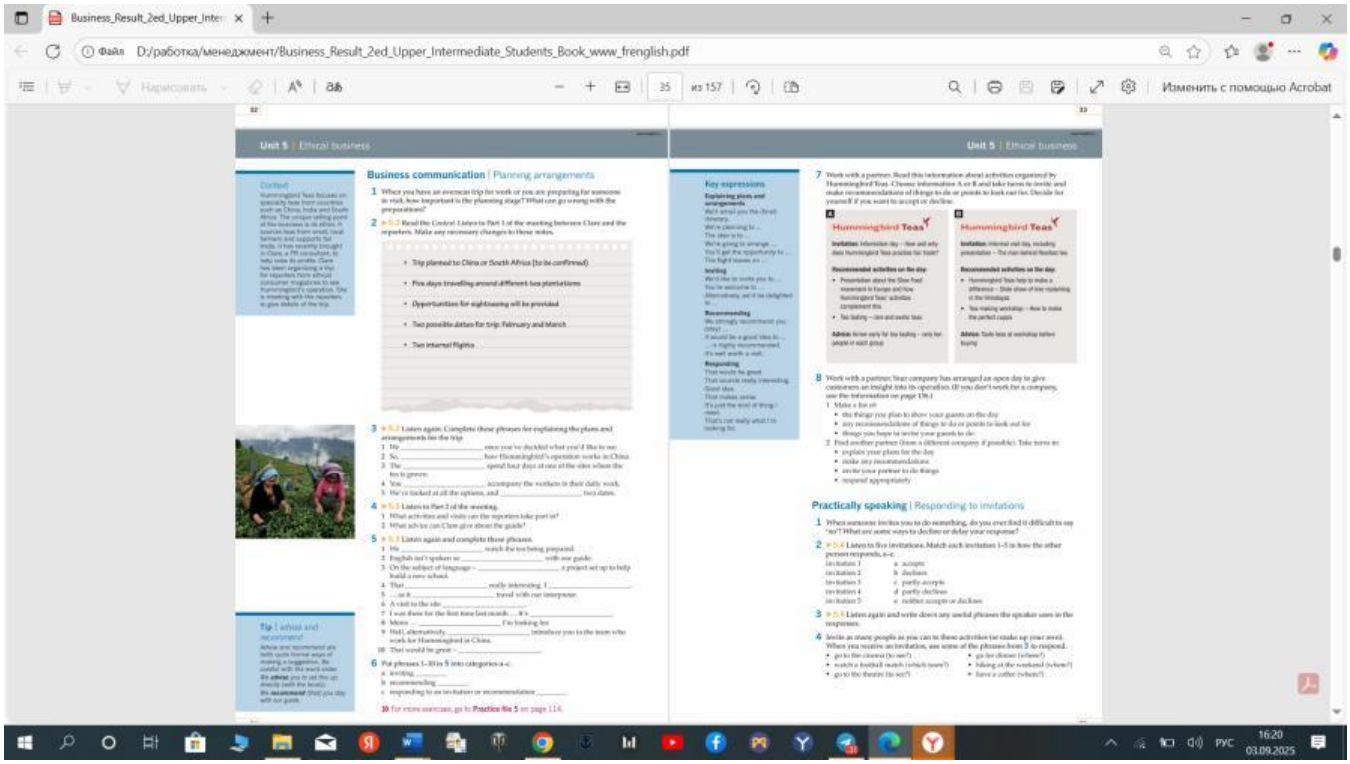
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Unit 5 | Ethical business
Business communication | Planning arrangements
Practically speaking | Responding to invitations
Unit 5 | Ethical business
Key expressions
Hummingbird Teas
Hummingbird Teas
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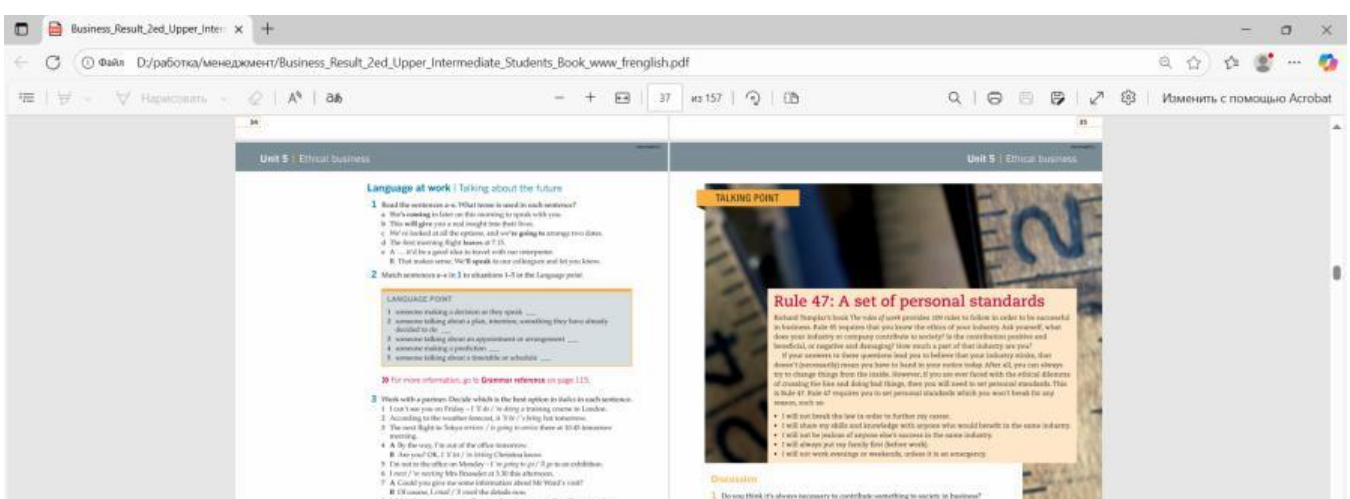
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Unit 5 | Ethical business
Language at work | Talking about the future
Unit 5 | Ethical business
TALKING POINT
Rule 47: A set of personal standards
Discussion

Lesson 6.

6-mavzu. Unit 6: Making decisions
Presentation
Working with words: Personality and decision-making
Business communication: Decision-making
Practically speaking: Talking about social plans
Language at work: Countability / Expressions of quantity
Talking point: The decision gap
Research project: Review decision-making models (rational model, bounded rationality, intuitive model). Apply these models to one real management decision taken by a famous company (e.g., Kodak's decline, Netflix's digital transition). Analyze outcomes.

UNIVERSAL MODEL OF
TECHNOLOGY STUDYING ON THE LESSON

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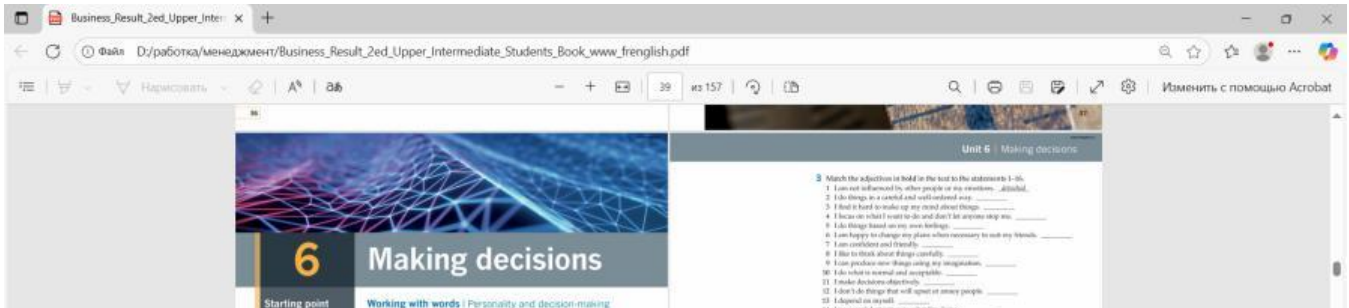

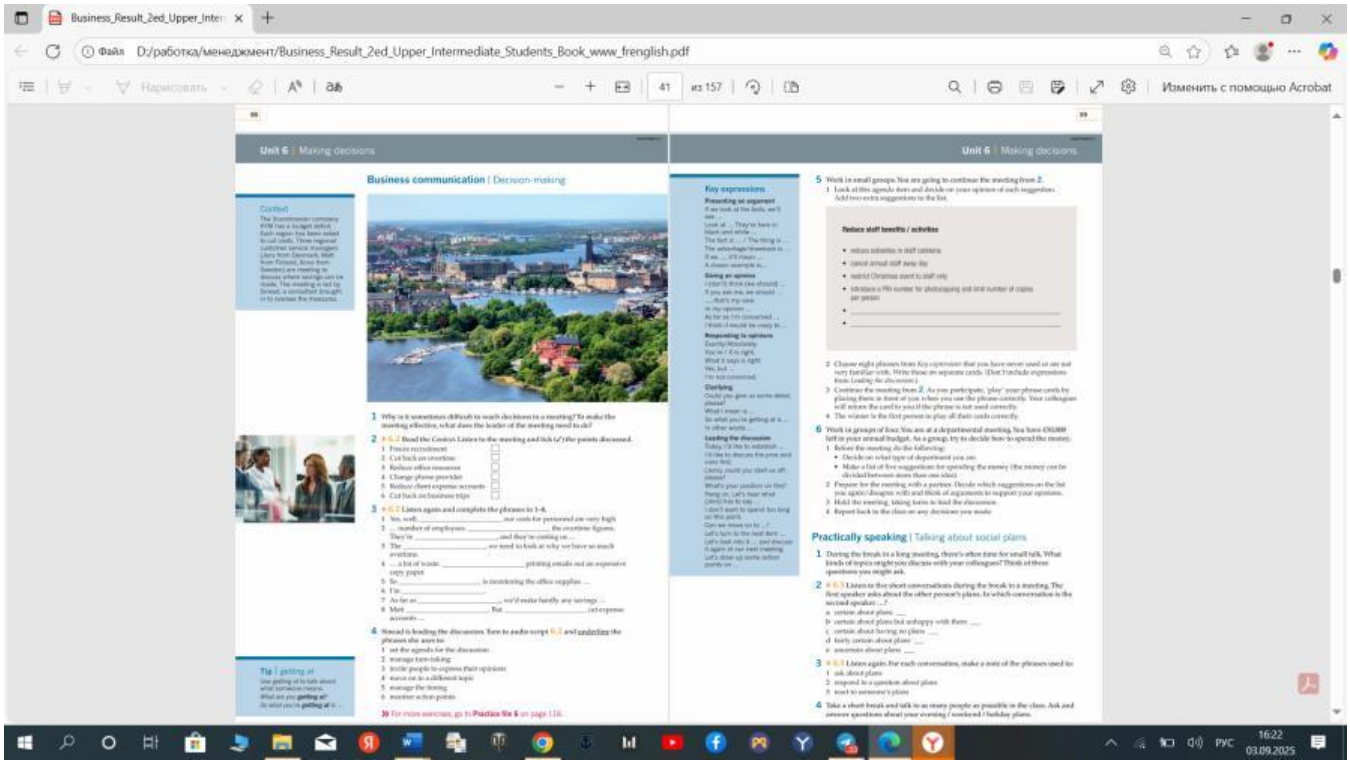
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Unit 6 | Making decisions
Business communication | Decision-making
Unit 6 | Making decisions
Practically speaking | Talking about social plans
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Изменить с помощью Acrobat
The decision gap

Lesson 7.

7-mavzu. Unit 7: Outsourcing
Presentation
Working with words: Outsourcing
Business communication: Presenting factual information
Practically speaking: Asking questions after a presentation
Language at work: The passive
Talking point: Outsourcing to robots
Analytical project: Investigate the impact of outsourcing on one specific industry (IT, manufacturing, healthcare). Collect data on advantages, disadvantages, cost efficiency, and social consequences. Present findings in a structured research paper.

UNIVERSAL MODEL OF
TECHNOLOGY STUDYING ON THE LESSON

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	Talking point / group discussion Research project / independent study task Checking understanding and marking students' answers Explanation and assignment of homework
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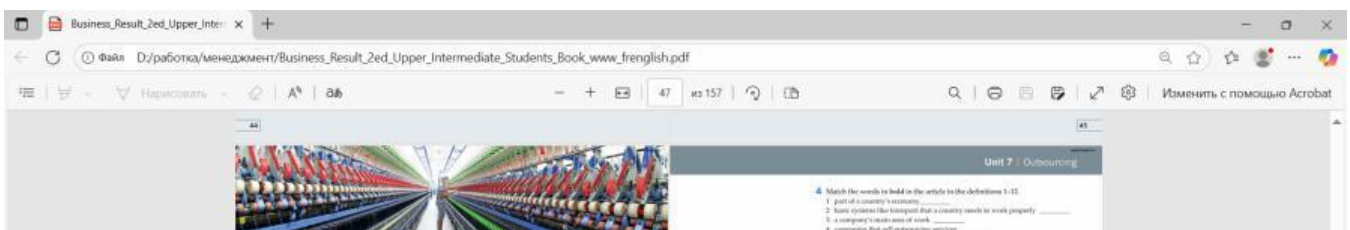

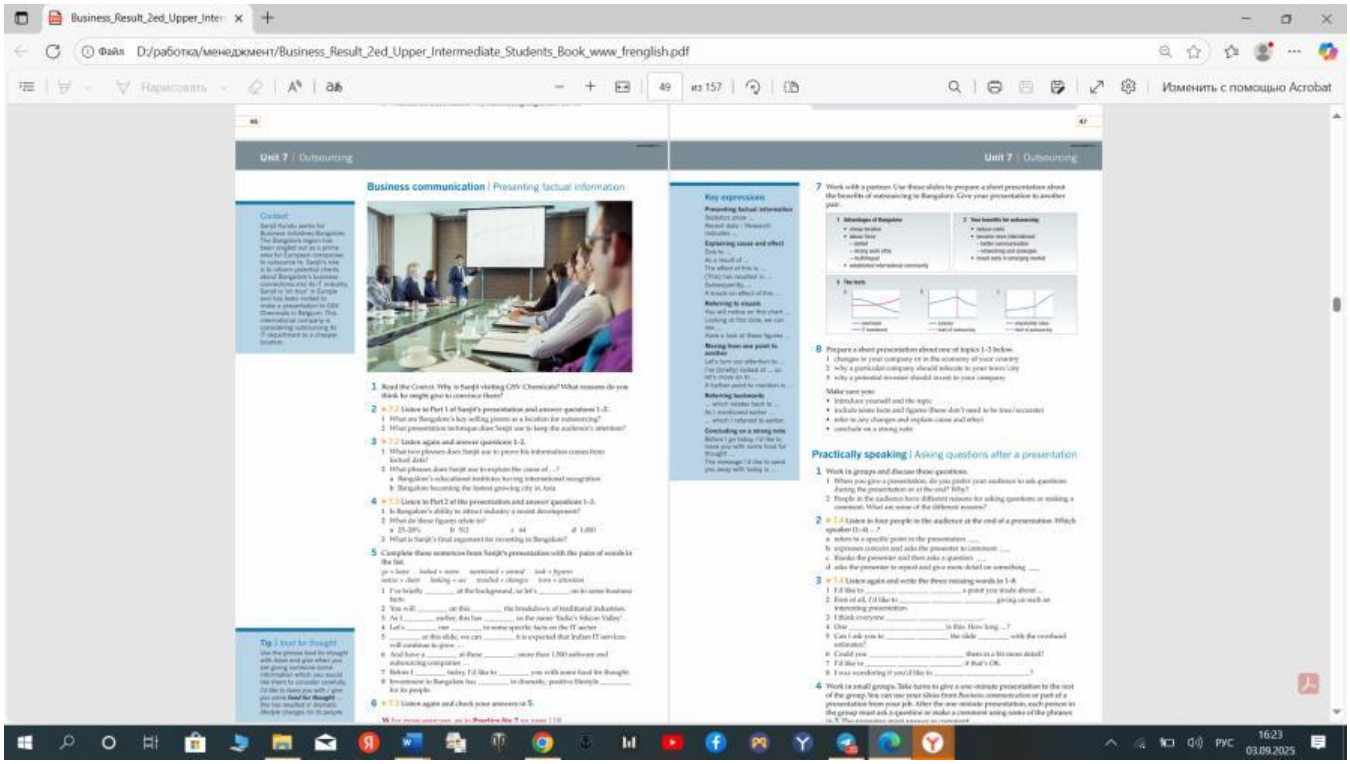
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Unit 7 | Outsourcing
Business communication | Presenting factual information
Practically speaking | Asking questions after a presentation
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Unit 7 | Outsourcing
Language at work | The passive
TALKING POINT

Lesson 8.

8-mavzu. Unit 8: Employees
Presentation
Working with words: Employers and employees
Business communication: Negotiating with colleagues
Practically speaking: Making quick requests
Language at work: If clauses
Talking point: Flow
Survey project: Design and conduct a small-scale survey (real or hypothetical) on employee satisfaction and workplace conditions. Analyze results, compare them with international HR research, and propose recommendations for management.

UNIVERSAL MODEL OF
TECHNOLOGY STUDYING ON THE LESSON

Studying hour – 6 hours **The structure of the lesson**	Organizing moment Presentation Introducing the new theme Explanation/discussion of the theme Vocabulary and terminology work Practical communication skills (role-plays,

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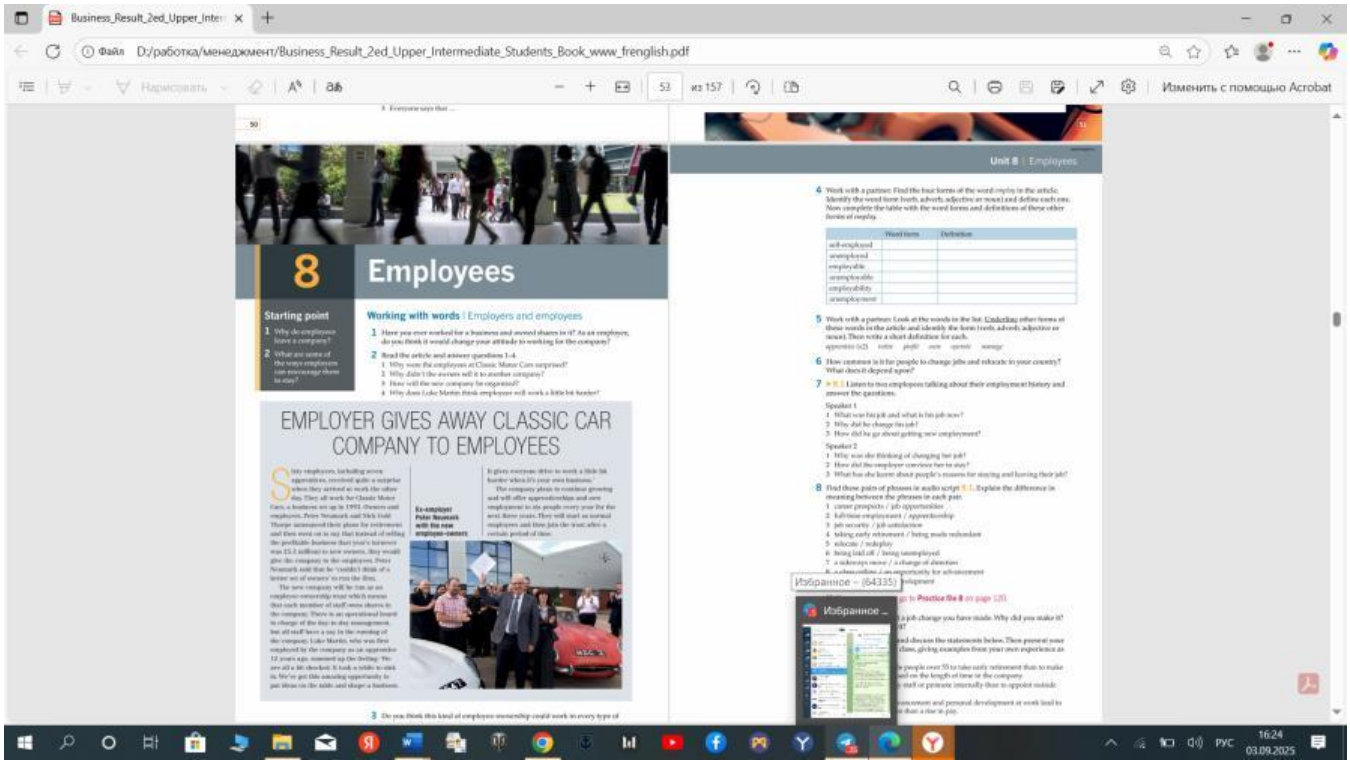
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8 Employees
Starting point
Working with words | Employers and employees
EMPLOYER GIVES AWAY CLASSIC CAR COMPANY TO EMPLOYEES
Unit 8 | Employees
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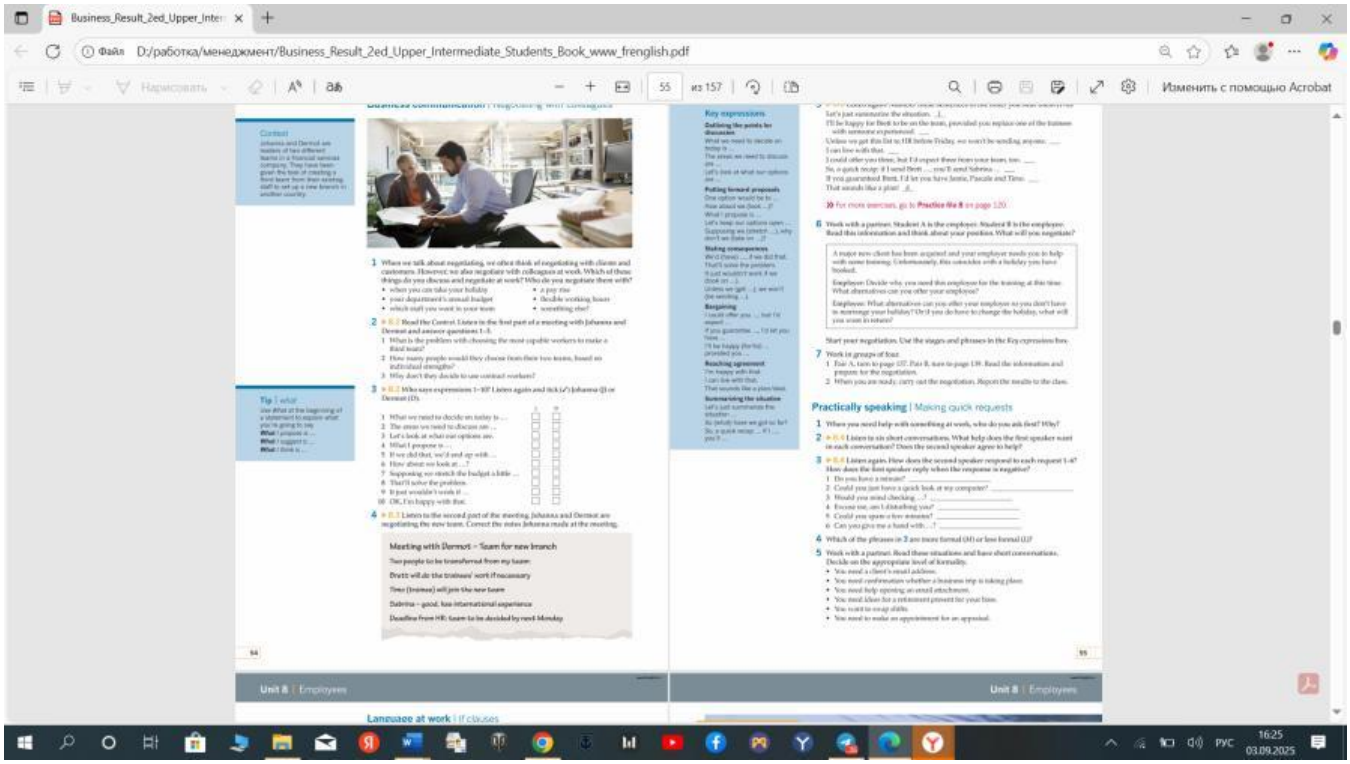
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Key expressions
Practically speaking | Making quick requests
Unit 8 | Employees
Language at work | If clauses
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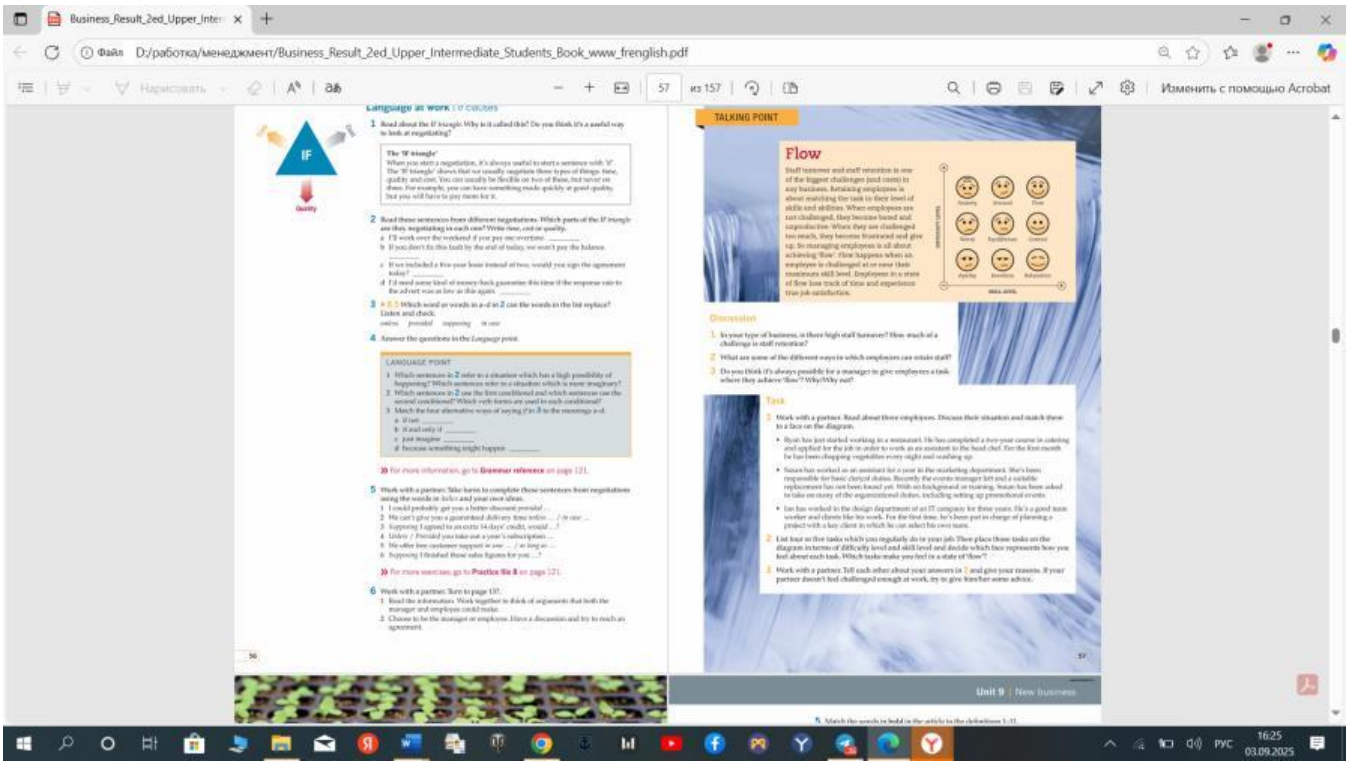

Lesson 9.

9-mavzu. Unit 9: New business
Presentation
Working with words: Starting up a new business
Business communication: Maintaining contacts
Practically speaking: Avoiding saying ‘no’
Language at work: Present perfect simple and continuous
Talking point: The long tail
Business research project: Study three successful start-ups in different countries. Analyze factors that contributed to their success (funding, leadership, innovation, market demand). Develop a comparative table and a written report.

UNIVERSAL MODEL OF
TECHNOLOGY STUDYING ON THE LESSON

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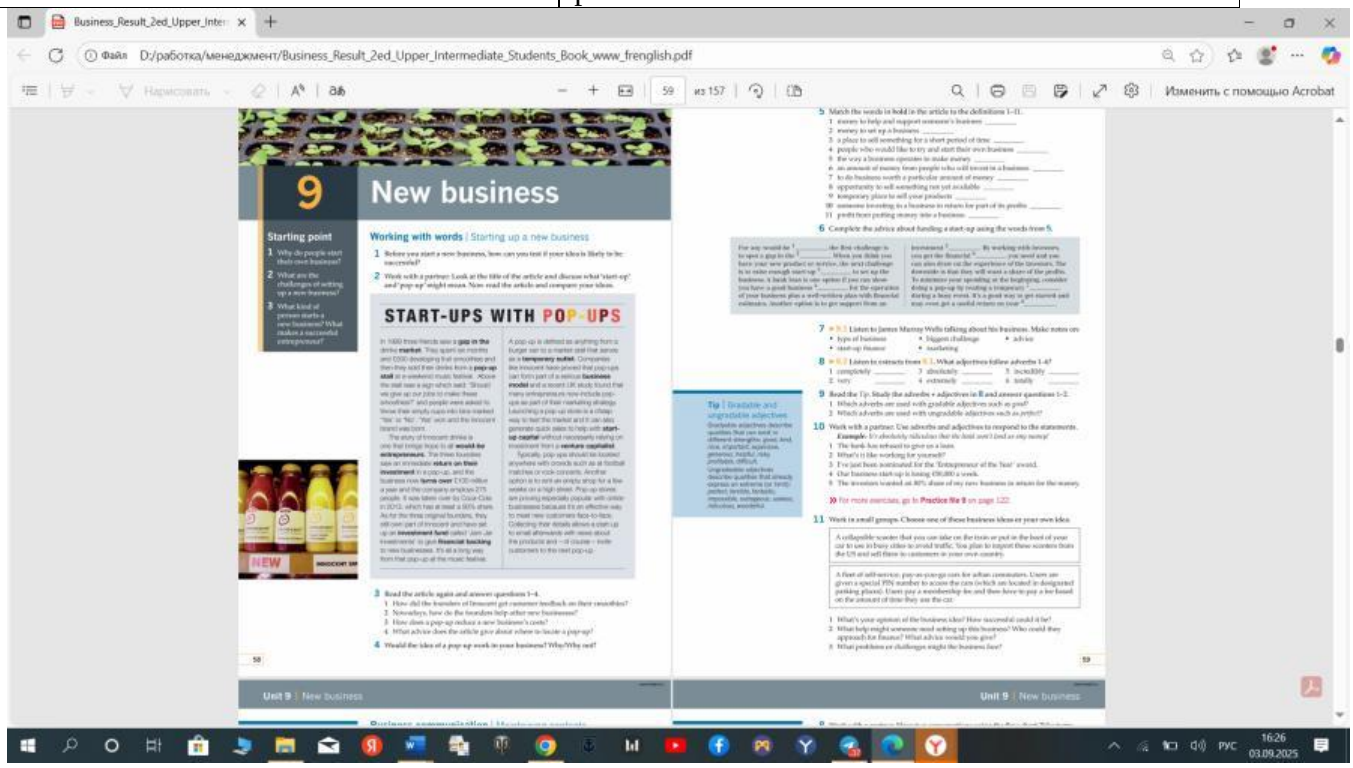
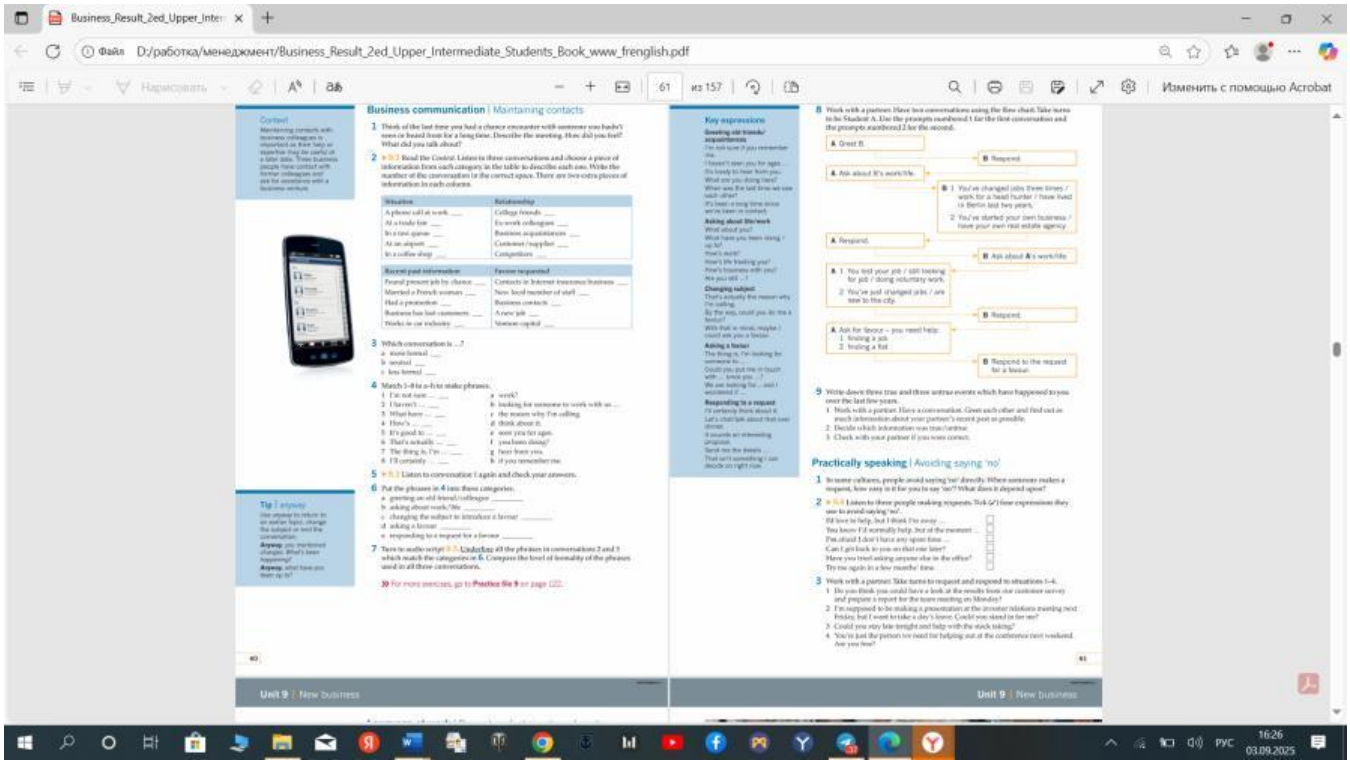
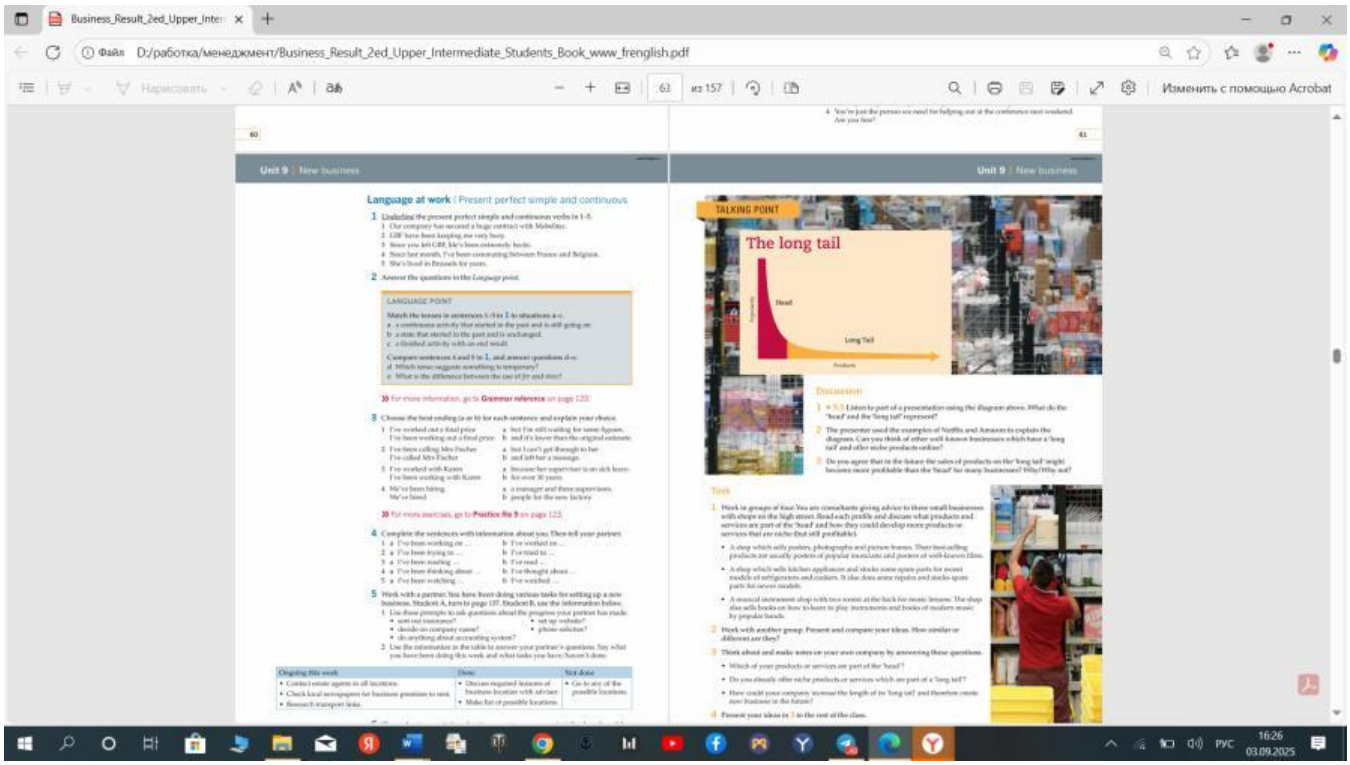
Methods of studying	• Interactive discussion and brainstorming • Vocabulary-building activities • Business communication simulations (meetings, negotiations, presentations) • Grammar practice through contextual tasks • Case studies and problem-solving • Research project and report writing
The forms of organization of study action	• Individual work • Pair work • Group work • Collaborative project work
Study material	• Textbook/teaching manual • Handouts, slides, charts, diagrams • Audio/video business materials • Case studies, articles, reports from open sources • Students' notebooks and project outputs
Ways of marking	• Rating system (based on participation, communication, accuracy, creativity, research quality)

	• Ongoing formative assessment during class • Final evaluation of research projects and presentations







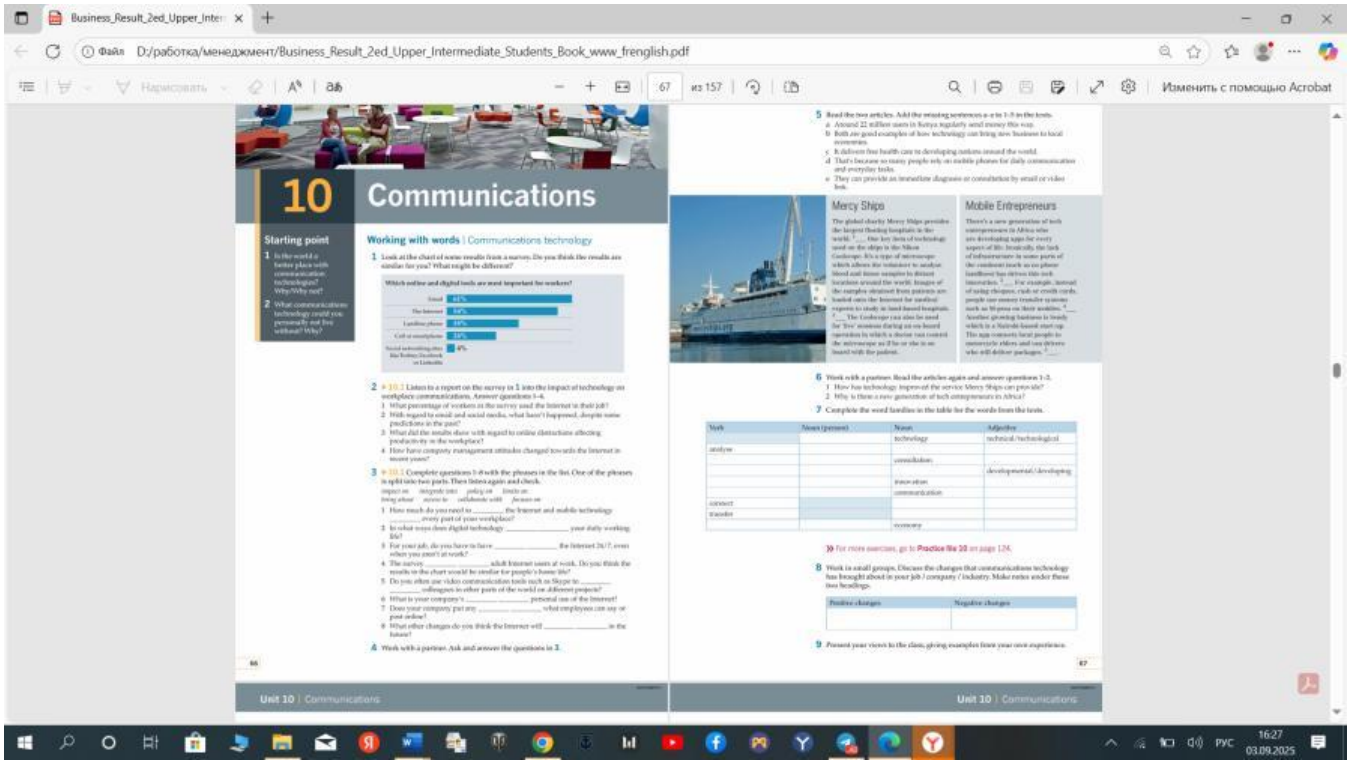
Lesson 10.

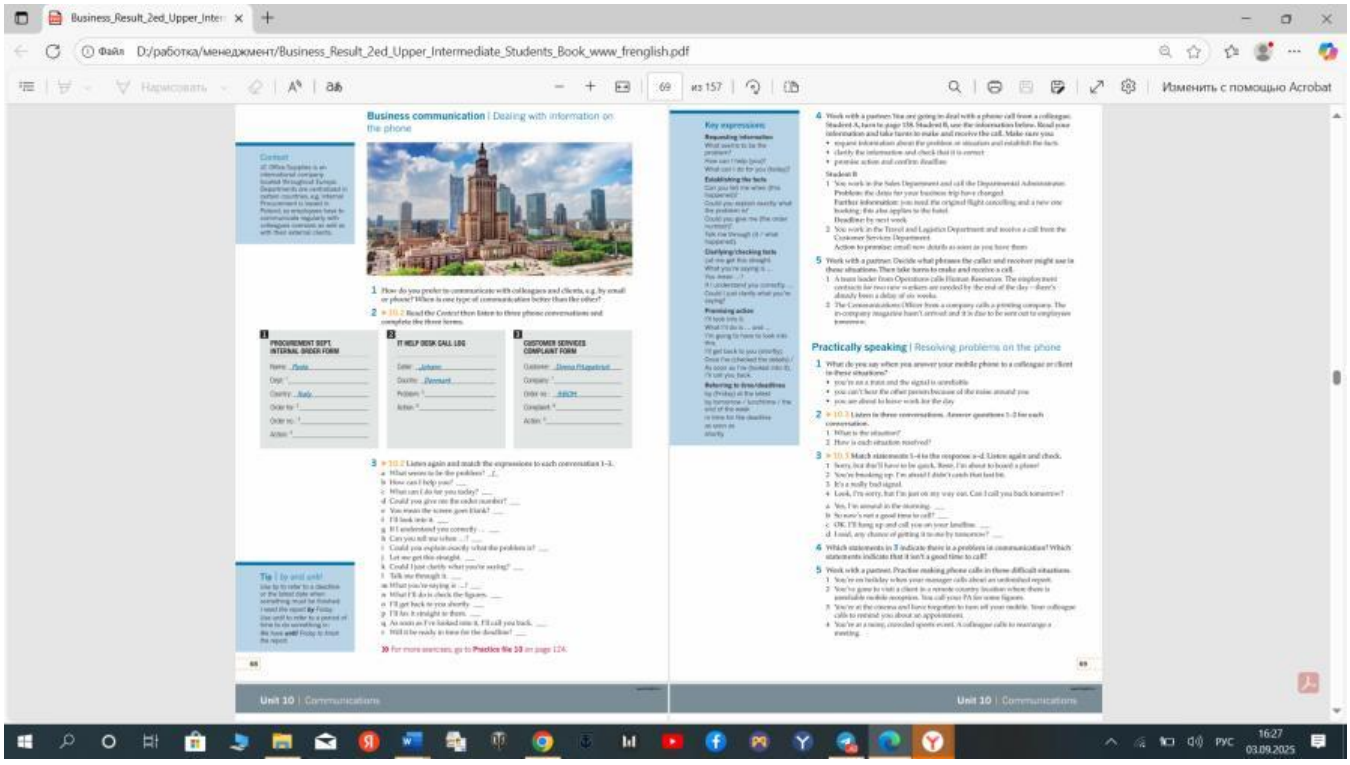
10-mavzu. Unit 10: Communications
Presentation
Working with words: Communications technology
Business communication: Dealing with information on the phone
Practically speaking: Resolving problems on the phone
Language at work: Phrasal verbs on word order
Talking point: The telephone card game
Research project: Investigate the role of modern communication technologies (Zoom, Slack, AI tools) in global business. Provide an academic-style report discussing benefits, risks, and future trends.

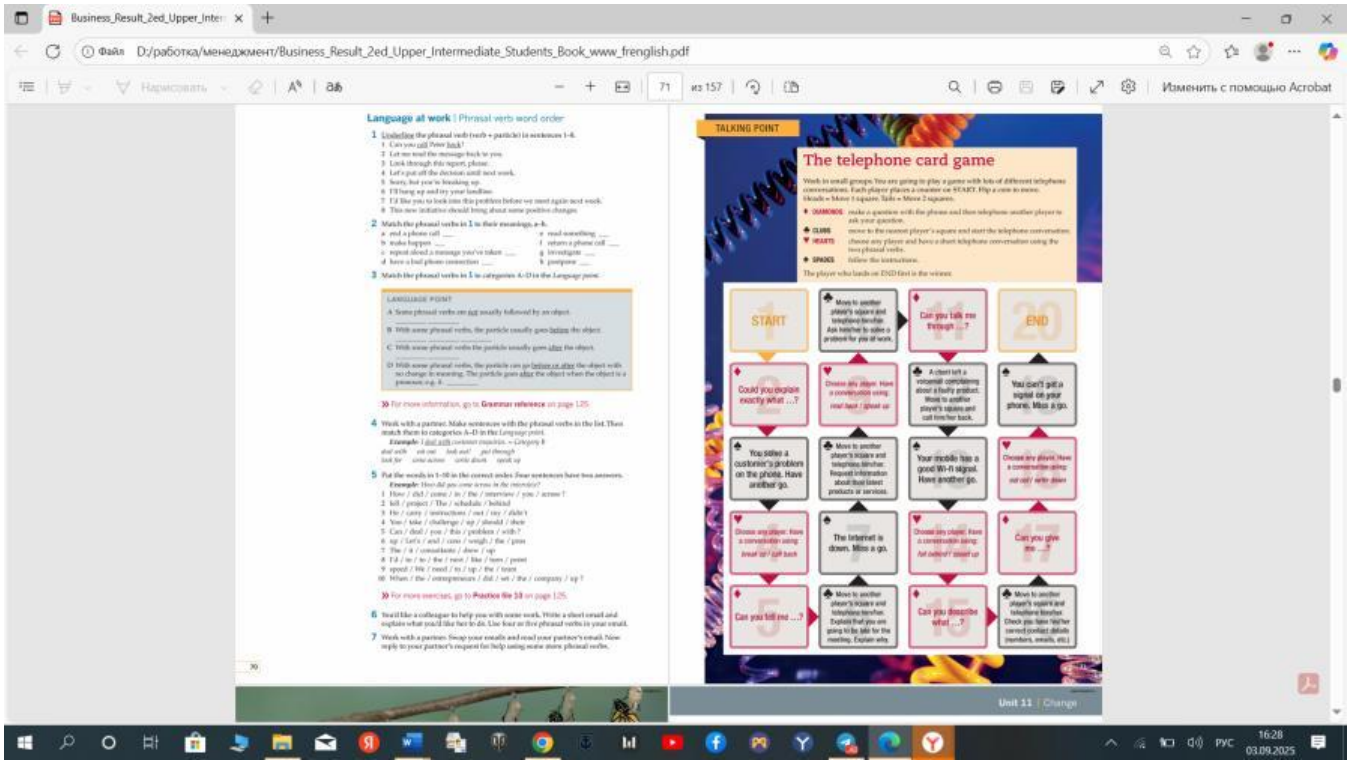
UNIVERSAL MODEL OF
TECHNOLOGY STUDYING ON THE LESSON

Studying hour – 6 hours **The structure of the lesson**	Organizing moment Presentation Introducing the new theme Explanation/discussion of the theme Vocabulary and terminology work Practical communication skills (role-plays, simulations, case studies) Grammar focus (relevant to the unit) Talking point / group discussion Research project / independent study task Checking understanding and marking students' answers Explanation and assignment of homework
The aim of the lesson; To develop students' professional competence in business and management through the integration of vocabulary, communication practice, grammar usage, and research-based tasks, with emphasis on cross-cultural awareness and practical application.	
Pedagogic tasks	**The results of study actions**
• Expand and consolidate thematic vocabulary. • Develop practical communication skills in business contexts. • Strengthen grammar competence in applied situations. • Encourage critical thinking and cross-cultural comparison. • Foster independent research skills through project work.	• Students confidently use new terminology in speech and writing. • Students can role-play or simulate real business communication. • Students apply grammar structures accurately. • Students demonstrate cultural awareness in professional interaction. • Students complete a research-based project with analysis and conclusions.
Methods of studying	• Interactive discussion and brainstorming • Vocabulary-building activities • Business communication simulations (meetings, negotiations, presentations) • Grammar practice through contextual tasks • Case studies and problem-solving • Research project and report writing
The forms of organization of study action	• Individual work • Pair work • Group work • Collaborative project work
Study material	• Textbook/teaching manual • Handouts, slides, charts, diagrams • Audio/video business materials • Case studies, articles, reports from open sources • Students' notebooks and project outputs

Ways of marking	• Rating system (based on participation, communication, accuracy, creativity, research quality) • Ongoing formative assessment during class • Final evaluation of research projects and presentations







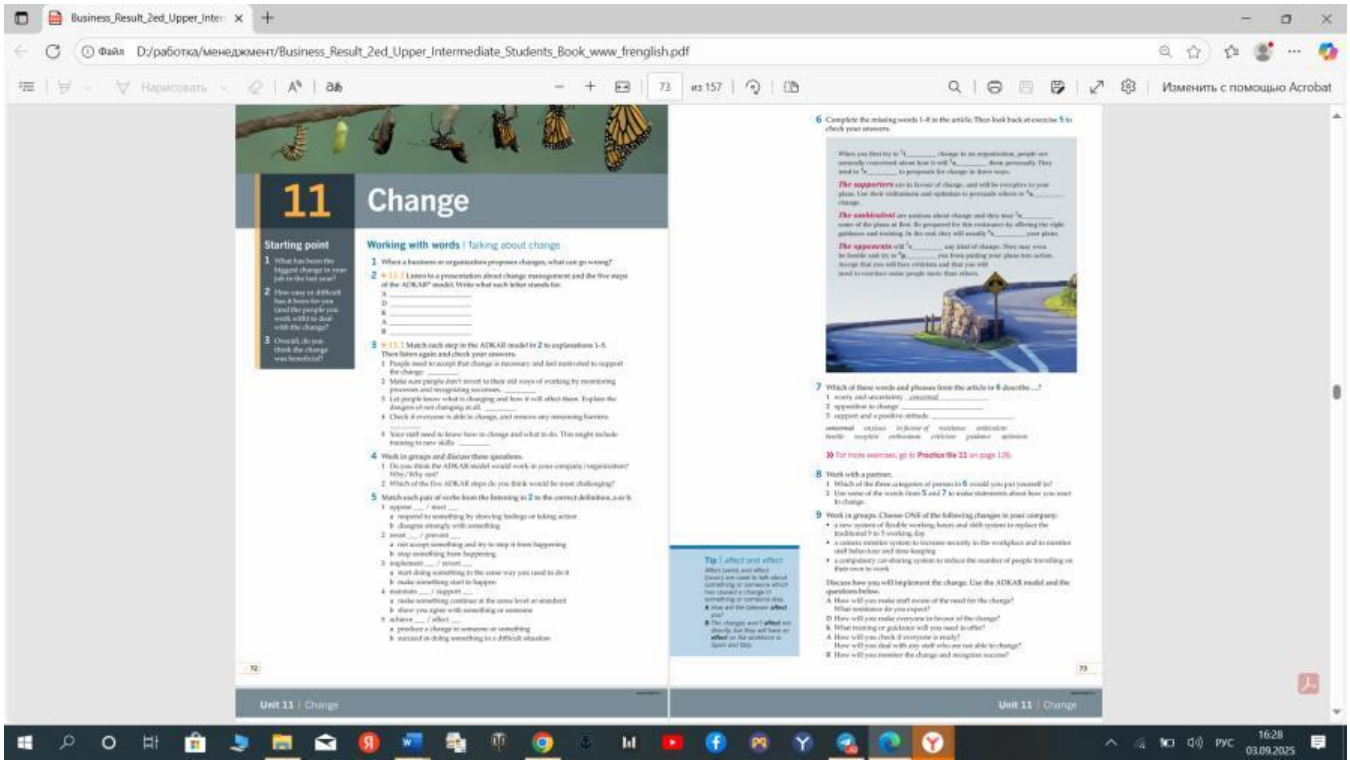
Lesson 11.

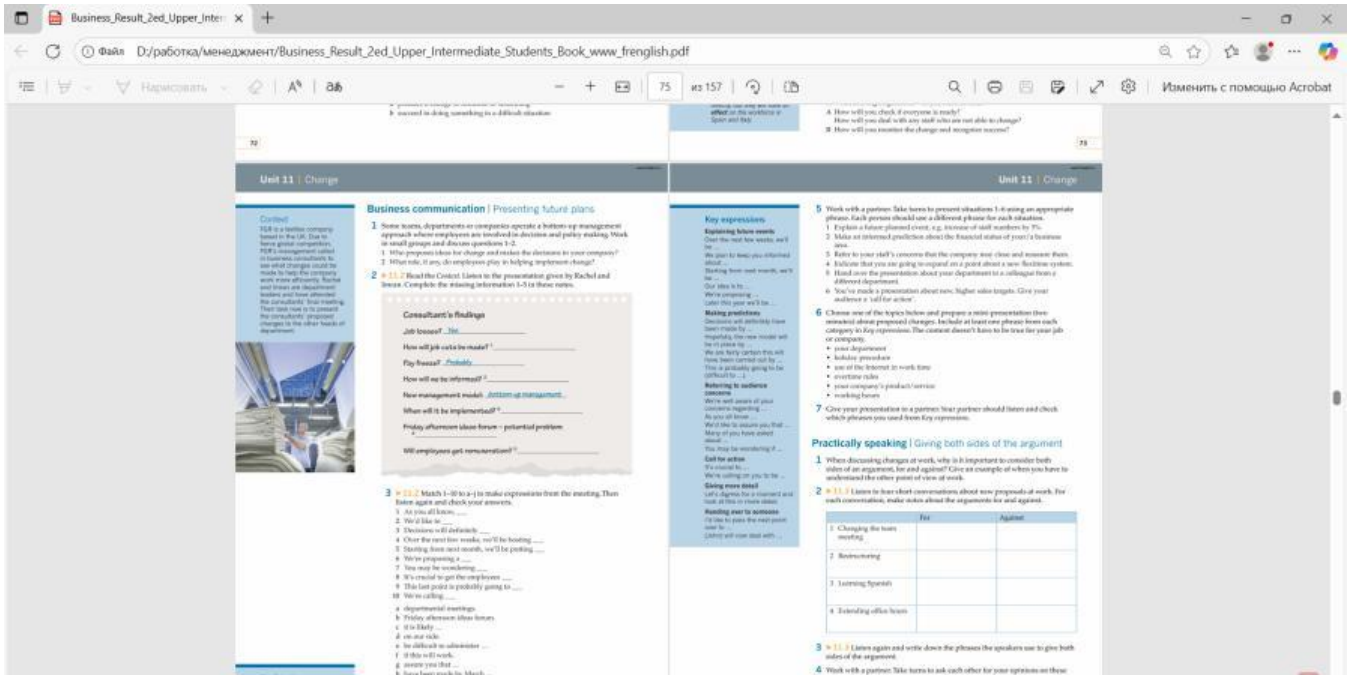
11-mavzu Unit 11: Change
Presentation
Working with words: Talking about change
Business communication: Presenting future plans
Practically speaking: Giving both sides of the argument
Language at work: Future tenses and probability
Talking point: Fun theory
Case study: Select a company that underwent a major organizational change (e.g., Microsoft under Satya Nadella, Nokia, IBM). Analyze change management strategies, employee resistance, and outcomes using Lewin's or Kotter's model.

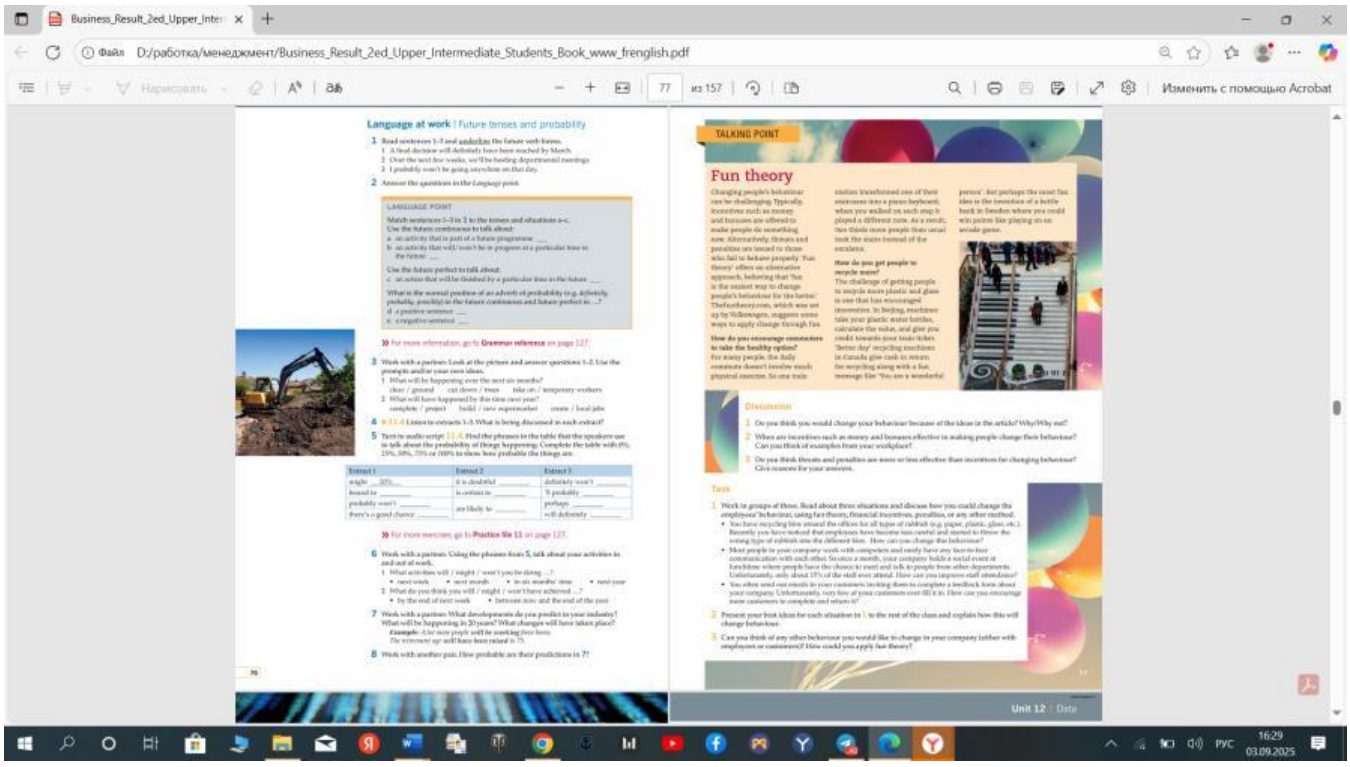
UNIVERSAL MODEL OF
TECHNOLOGY STUDYING ON THE LESSON

Studying hour – 6 hours **The structure of the lesson**	Organizing moment Presentation Introducing the new theme Explanation/discussion of the theme Vocabulary and terminology work Practical communication skills (role-plays, simulations, case studies) Grammar focus (relevant to the unit) Talking point / group discussion Research project / independent study task Checking understanding and marking students' answers Explanation and assignment of homework
The aim of the lesson; To develop students' professional competence in business and management through the integration of vocabulary, communication practice, grammar usage, and research-based tasks, with emphasis on cross-cultural awareness and practical application.	
Pedagogic tasks	**The results of study actions**
• Expand and consolidate thematic vocabulary. • Develop practical communication skills in business contexts. • Strengthen grammar competence in applied situations. • Encourage critical thinking and cross-cultural comparison. • Foster independent research skills through project work.	• Students confidently use new terminology in speech and writing. • Students can role-play or simulate real business communication. • Students apply grammar structures accurately. • Students demonstrate cultural awareness in professional interaction. • Students complete a research-based project with analysis and conclusions.
Methods of studying	• Interactive discussion and brainstorming • Vocabulary-building activities • Business communication simulations (meetings, negotiations, presentations) • Grammar practice through contextual tasks • Case studies and problem-solving • Research project and report writing
The forms of organization of study action	• Individual work • Pair work • Group work • Collaborative project work
Study material	• Textbook/teaching manual • Handouts, slides, charts, diagrams

	• Audio/video business materials • Case studies, articles, reports from open sources • Students' notebooks and project outputs
Ways of marking	• Rating system (based on participation, communication, accuracy, creativity, research quality) • Ongoing formative assessment during class • Final evaluation of research projects and presentations







Lesson 12.

12-mavzu. Unit 12: Data
Presentation
Working with words: Dealing in data
Business communication: Discussing data
Practically speaking: Describing trends
Language at work: Reporting
Talking point: Statisticalisation
Analytical project: Collect real business data (annual reports, market surveys, or public statistics). Analyze trends (e.g., e-commerce growth, sustainability investments) using graphs and descriptive statistics. Write an analytical report.

UNIVERSAL MODEL OF
TECHNOLOGY STUDYING ON THE LESSON

Studying hour – 6 hours **The structure of the lesson**	Organizing moment Presentation Introducing the new theme Explanation/discussion of the theme Vocabulary and terminology work Practical communication skills (role-plays, simulations, case studies) Grammar focus (relevant to the unit) Talking point / group discussion Research project / independent study task Checking understanding and marking students' answers Explanation and assignment of homework
The aim of the lesson; To develop students' professional competence in business and management through the integration of vocabulary, communication practice, grammar usage, and research-based tasks, with emphasis on cross-cultural awareness and practical application.	
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• Expand and consolidate thematic vocabulary. • Develop practical communication skills in business contexts. • Strengthen grammar competence in applied situations. • Encourage critical thinking and cross-cultural comparison. • Foster independent research skills through project work.	• Students confidently use new terminology in speech and writing. • Students can role-play or simulate real business communication. • Students apply grammar structures accurately. • Students demonstrate cultural awareness in professional interaction. • Students complete a research-based project with analysis and conclusions.
Methods of studying	• Interactive discussion and brainstorming • Vocabulary-building activities • Business communication simulations (meetings, negotiations, presentations) • Grammar practice through contextual tasks • Case studies and problem-solving • Research project and report writing
The forms of organization of study action	• Individual work • Pair work • Group work • Collaborative project work
Study material	• Textbook/teaching manual

	• Handouts, slides, charts, diagrams • Audio/video business materials • Case studies, articles, reports from open sources • Students' notebooks and project outputs
Ways of marking	• Rating system (based on participation, communication, accuracy, creativity, research quality) • Ongoing formative assessment during class • Final evaluation of research projects and presentations

Lesson 2.

2-mavzu. Unit 2: Motivation

Presentation

Working with words: Motivation at work

Business communication: Encouraging conversation

Practically speaking: Ending and leaving a conversation

Language at work: Question forms

Talking point: Ten magically motivating words

Research project: Investigate major theories of motivation (Maslow, Herzberg, McClelland) and analyze their application in modern management. Provide real business examples where these theories succeeded or failed.

UNIVERSAL MODEL OF
TECHNOLOGY STUDYING ON THE LESSON

Studying hour – 6 hours **The structure of the lesson**	Organizing moment Presentation Introducing the new theme Explanation/discussion of the theme Vocabulary and terminology work Practical communication skills (role-plays, simulations, case studies) Grammar focus (relevant to the unit) Talking point / group discussion Research project / independent study task Checking understanding and marking students' answers Explanation and assignment of homework
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Methods of studying	• Interactive discussion and brainstorming • Vocabulary-building activities • Business communication simulations (meetings, negotiations, presentations) • Grammar practice through contextual tasks • Case studies and problem-solving • Research project and report writing
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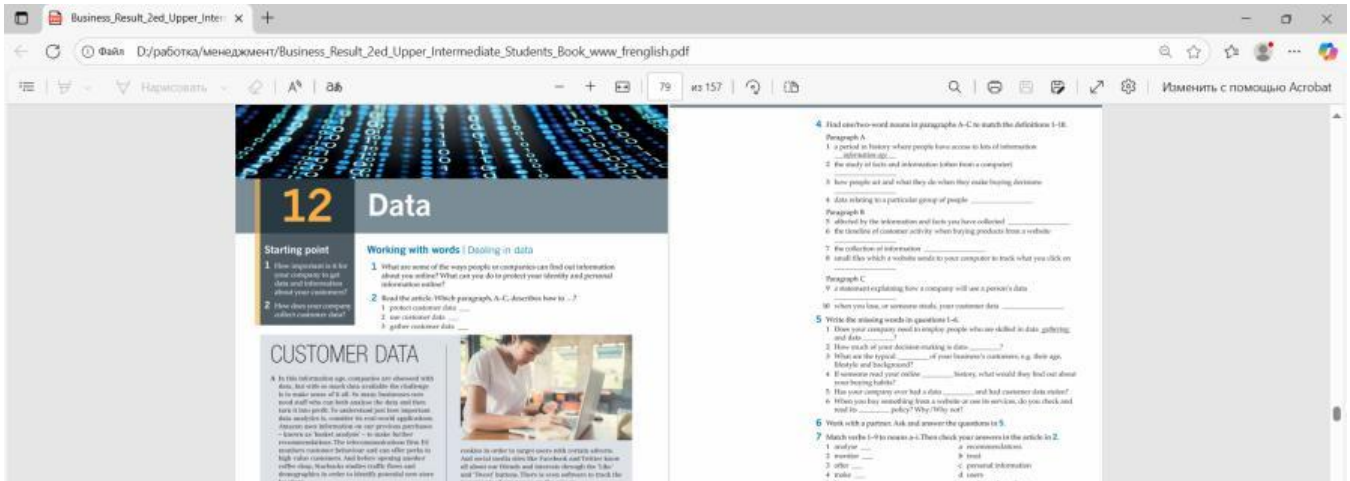

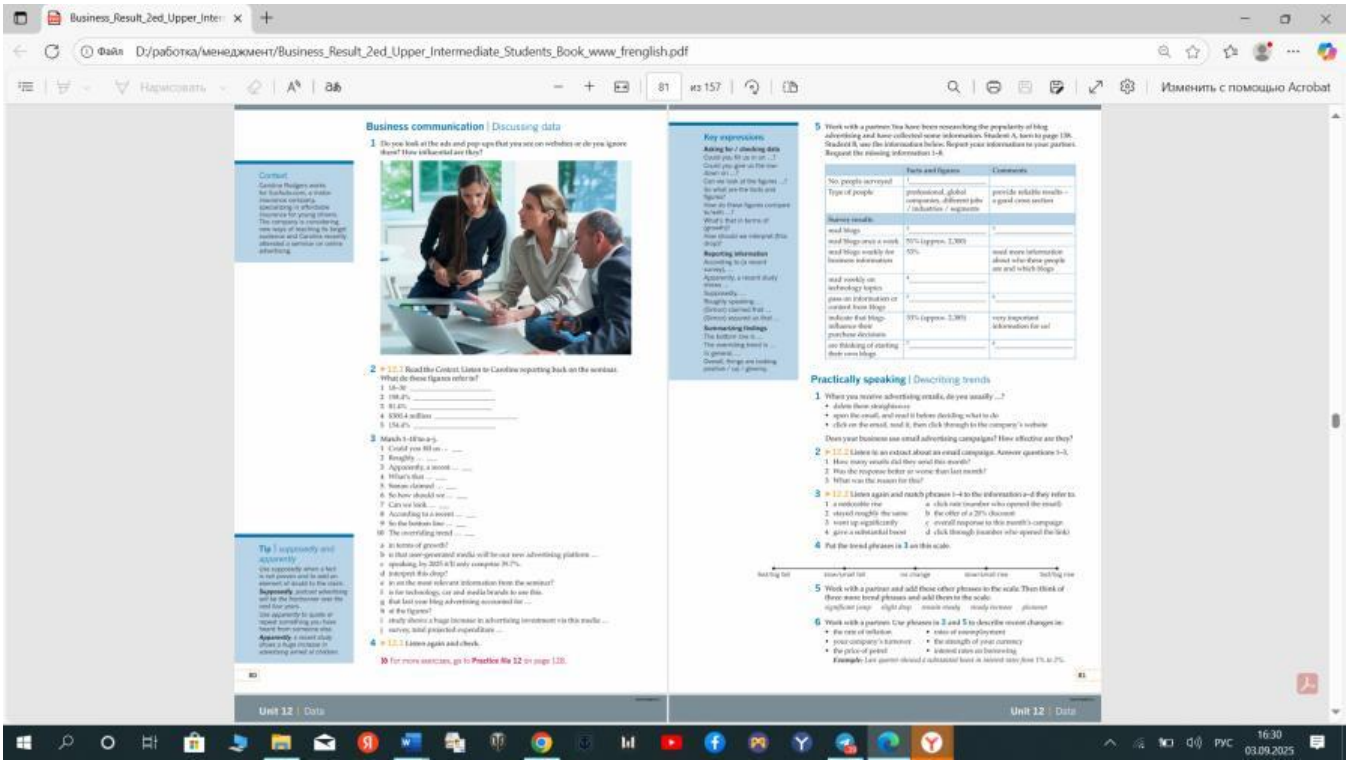
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Business communication | Discussing data
Practically speaking | Describing trends
Unit 12 | Data
Unit 12 | Data
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Language at work | Reporting
TALKING POINT
Statisticulation

Lesson 13.

13-mavzu Unit 13: Culture
Presentation
Working with words: Cultural differences
Business communication: Narrating past events
Practically speaking: Talking about news
Language at work: Narrative tenses
Talking point: The power of storytelling
Comparative research: Choose two multinational corporations (e.g., McDonald's and Starbucks) and analyze how they adapt their corporate culture and marketing to different countries. Focus on Hofstede's cultural dimensions.

UNIVERSAL MODEL OF
TECHNOLOGY STUDYING ON THE LESSON

Studying hour – 6 hours **The structure of the lesson**	Organizing moment Presentation Introducing the new theme Explanation/discussion of the theme Vocabulary and terminology work Practical communication skills (role-plays, simulations, case studies) Grammar focus (relevant to the unit) Talking point / group discussion Research project / independent study task

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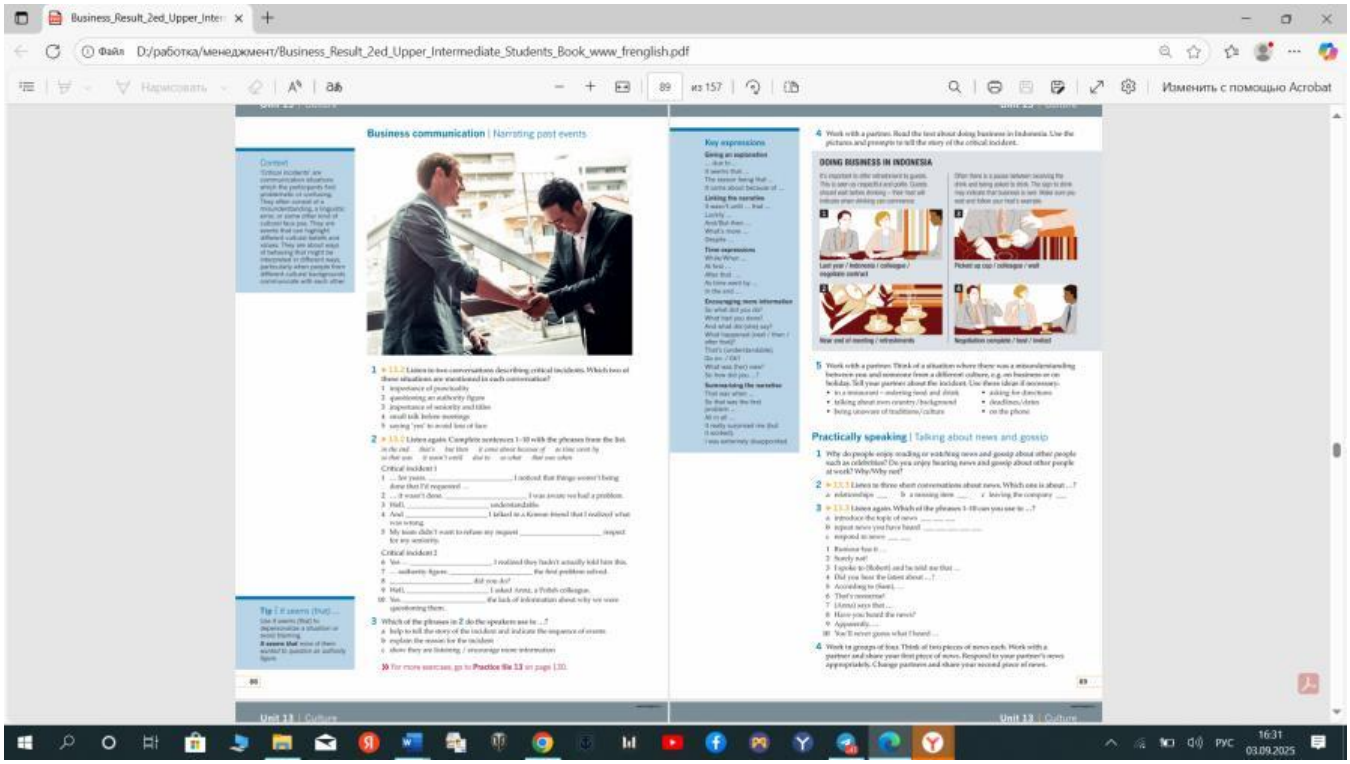
Ways of marking	• Rating system (based on participation, communication, accuracy, creativity, research quality) • Ongoing formative assessment during class • Final evaluation of research projects and presentations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89 из 157
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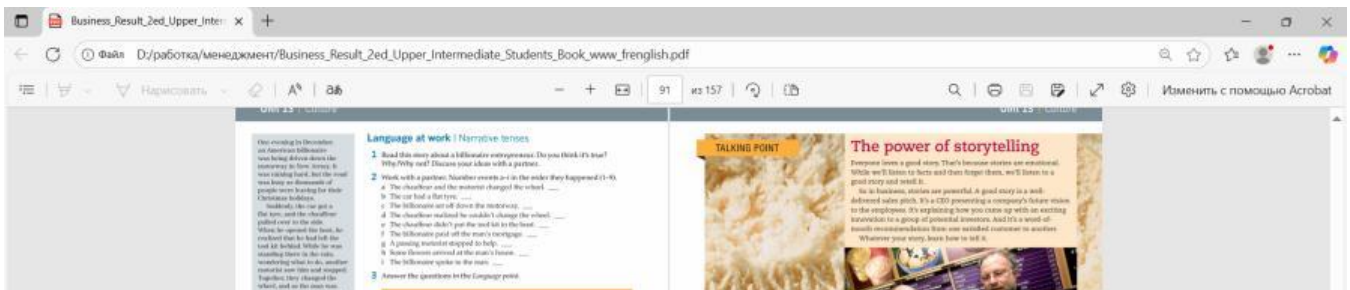
Business communication | Narrating past events
Practically speaking | Talking about news and gossip
DOING BUSINESS IN INDONESIA
Unit 13 | Culture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Language at work | Narrative tenses
TALKING POINT
The power of storytelling
Unit 13 | Culture

Lesson 14.

14-mavzu. Unit 14: Performance
Presentation
Working with words: Staff appraisals
Business communication: Evaluating performance
Practically speaking: Raising difficult issues
Language at work: Third and mixed conditionals / Perfect modals
Talking point: Competition in the workplace
Evaluation project: Study performance appraisal systems in three global companies (Google, Toyota, Deloitte). Compare approaches, strengths, and weaknesses. Write a research-based recommendation paper for improving performance evaluation.

UNIVERSAL MODEL OF
TECHNOLOGY STUDYING ON THE LESSON

Studying hour – 6 hours **The structure of the lesson**	Organizing moment Presentation Introducing the new theme Explanation/discussion of the theme Vocabulary and terminology work Practical communication skills (role-plays,

	simulations, case studies) Grammar focus (relevant to the unit) Talking point / group discussion Research project / independent study task Checking understanding and marking students' answers Explanation and assignment of homework
The aim of the lesson; To develop students' professional competence in business and management through the integration of vocabulary, communication practice, grammar usage, and research-based tasks, with emphasis on cross-cultural awareness and practical application.	
Pedagogic tasks	**The results of study actions**
• Expand and consolidate thematic vocabulary. • Develop practical communication skills in business contexts. • Strengthen grammar competence in applied situations. • Encourage critical thinking and cross-cultural comparison. • Foster independent research skills through project work.	• Students confidently use new terminology in speech and writing. • Students can role-play or simulate real business communication. • Students apply grammar structures accurately. • Students demonstrate cultural awareness in professional interaction. • Students complete a research-based project with analysis and conclusions.
Methods of studying	• Interactive discussion and brainstorming • Vocabulary-building activities • Business communication simulations (meetings, negotiations, presentations) • Grammar practice through contextual tasks • Case studies and problem-solving • Research project and report writing
The forms of organization of study action	• Individual work • Pair work • Group work • Collaborative project work
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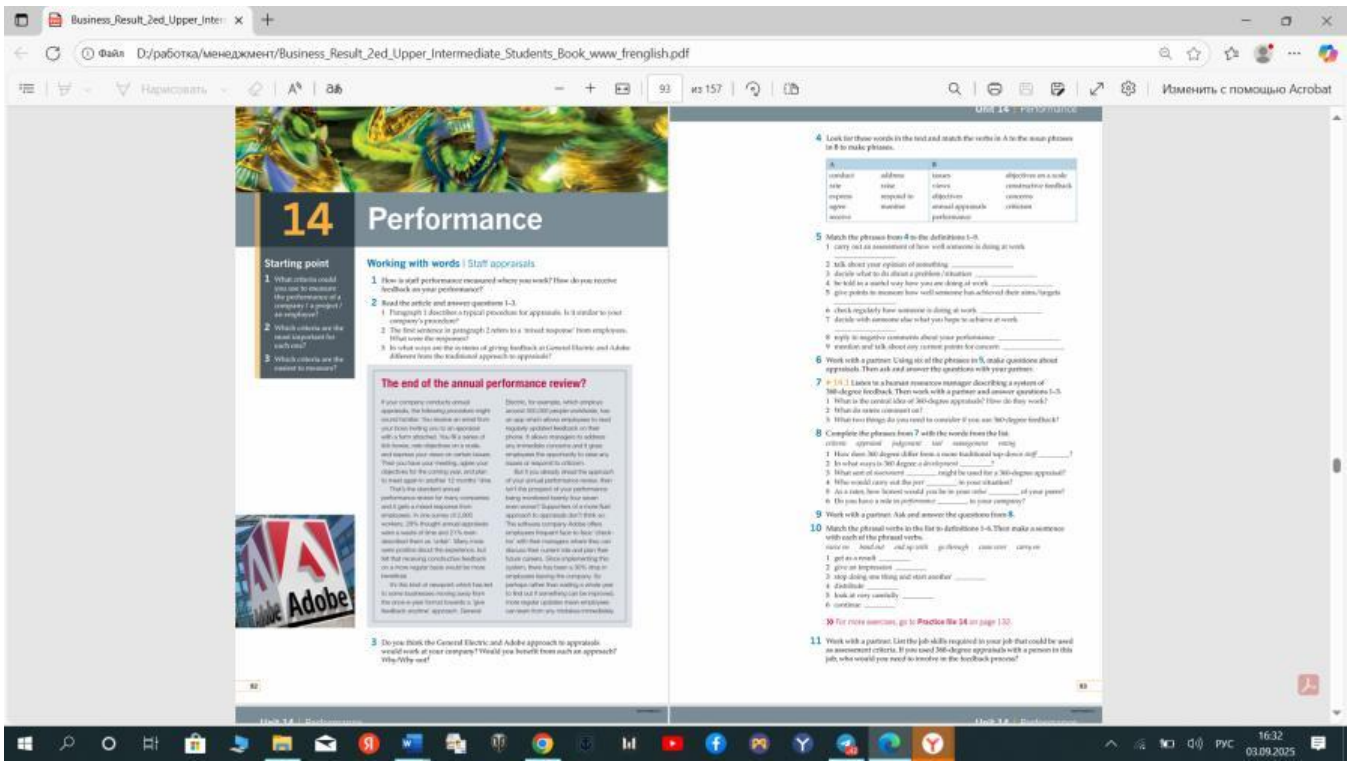
Ways of marking	• Rating system (based on participation, communication, accuracy, creativity, research quality) • Ongoing formative assessment during class • Final evaluation of research projects and presentations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14 Performance
Starting point
Working with words | Staff appraisals
The end of the annual performance review?
Unit 14 | Performance
Practice file 14 on page 132
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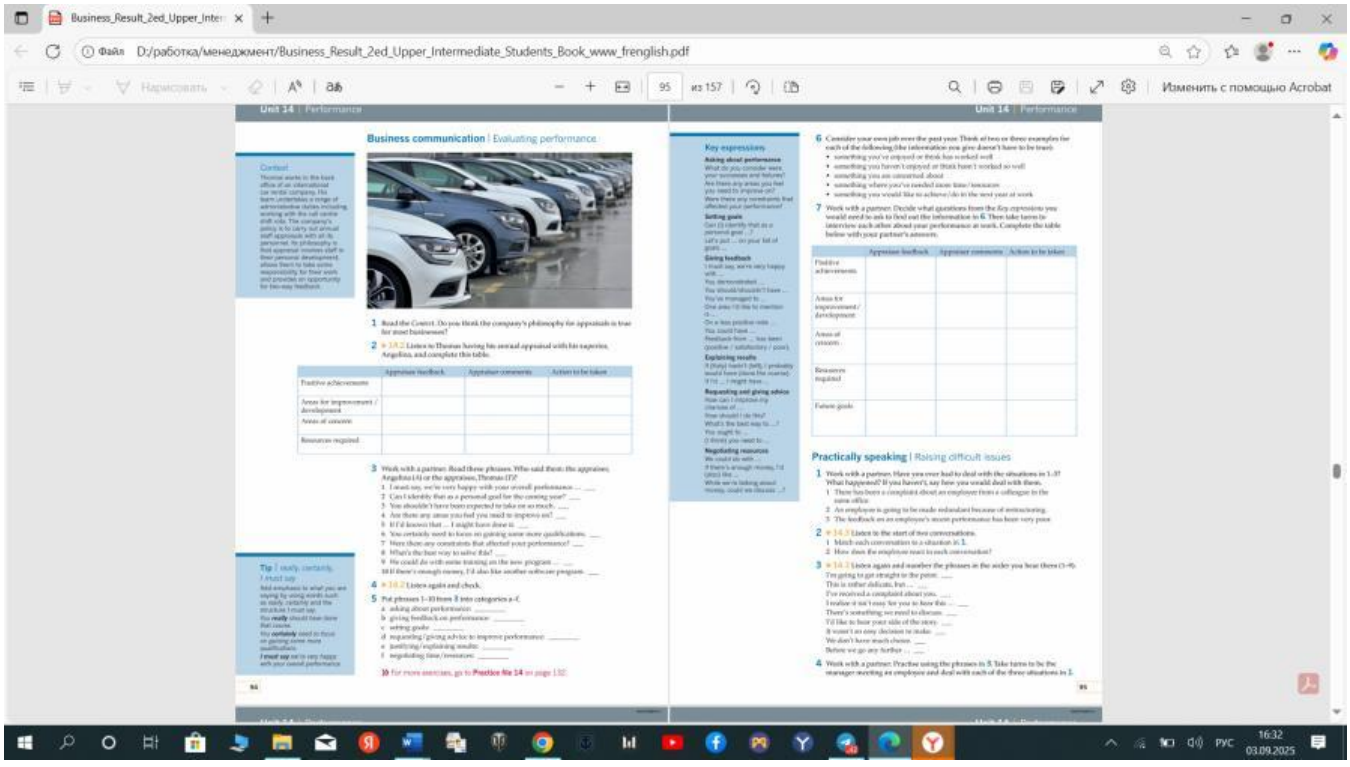
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Unit 14 | Performance
Business communication | Evaluating performance
Practically speaking | Raising difficult issues
Practice file 14 on page 132
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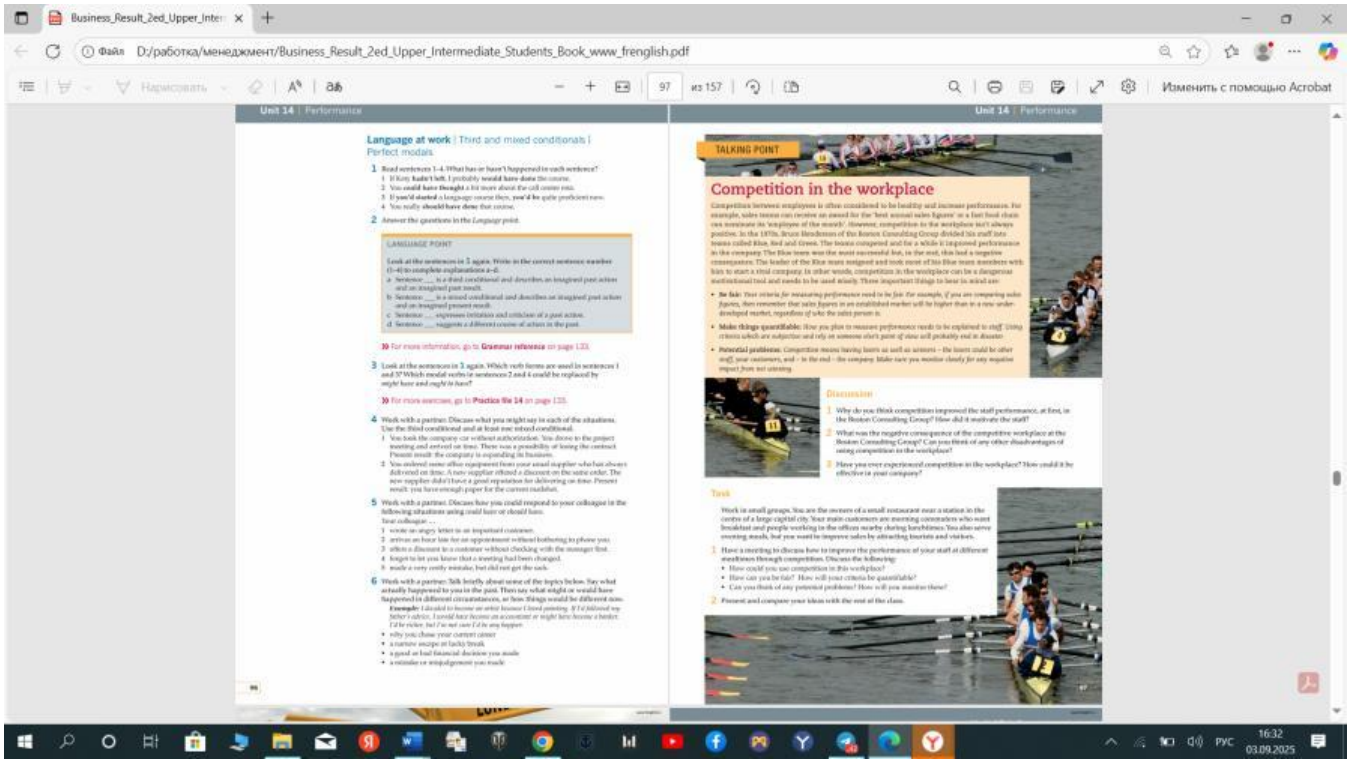

Lesson 14.

15-mavzu. Unit 15: Career breaks
Presentation
Working with words: Taking a career break
Business communication: Putting forward a case
Practically speaking: Taking forward a case
Language at work: 'To' and '-ing' form / Infinitive?
Talking point: Goodbye and see you next year
Research project: Investigate the concept of "career breaks" and "sabbaticals" in modern organizations. Compare how different countries and companies implement these policies. Discuss advantages, challenges, and their impact on employee productivity.

UNIVERSAL MODEL OF
TECHNOLOGY STUDYING ON THE LESSON

Studying hour – 6 hours **The structure of the lesson**	Organizing moment Presentation Introducing the new theme Explanation/discussion of the theme Vocabulary and terminology work Practical communication skills (role-plays, simulations, case studies) Grammar focus (relevant to the unit) Talking point / group discussion

	Research project / independent study task Checking understanding and marking students' answers Explanation and assignment of homework
The aim of the lesson; To develop students' professional competence in business and management through the integration of vocabulary, communication practice, grammar usage, and research-based tasks, with emphasis on cross-cultural awareness and practical application.	
Pedagogic tasks	**The results of study actions**
• Expand and consolidate thematic vocabulary. • Develop practical communication skills in business contexts. • Strengthen grammar competence in applied situations. • Encourage critical thinking and cross-cultural comparison. • Foster independent research skills through project work.	• Students confidently use new terminology in speech and writing. • Students can role-play or simulate real business communication. • Students apply grammar structures accurately. • Students demonstrate cultural awareness in professional interaction. • Students complete a research-based project with analysis and conclusions.
Methods of studying	• Interactive discussion and brainstorming • Vocabulary-building activities • Business communication simulations (meetings, negotiations, presentations) • Grammar practice through contextual tasks • Case studies and problem-solving • Research project and report writing
The forms of organization of study action	• Individual work • Pair work • Group work • Collaborative project work
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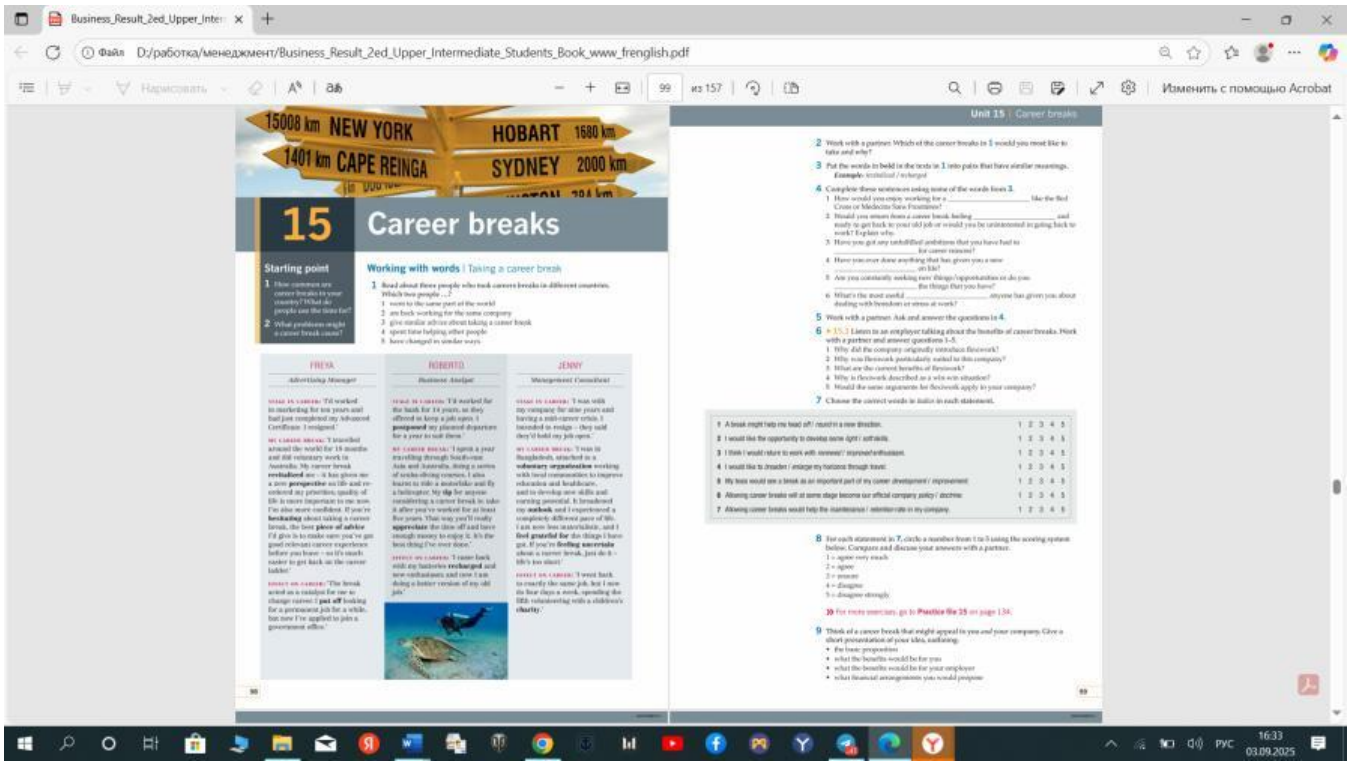
Ways of marking	• Rating system (based on participation, communication, accuracy, creativity, research quality) • Ongoing formative assessment during class • Final evaluation of research projects and presentations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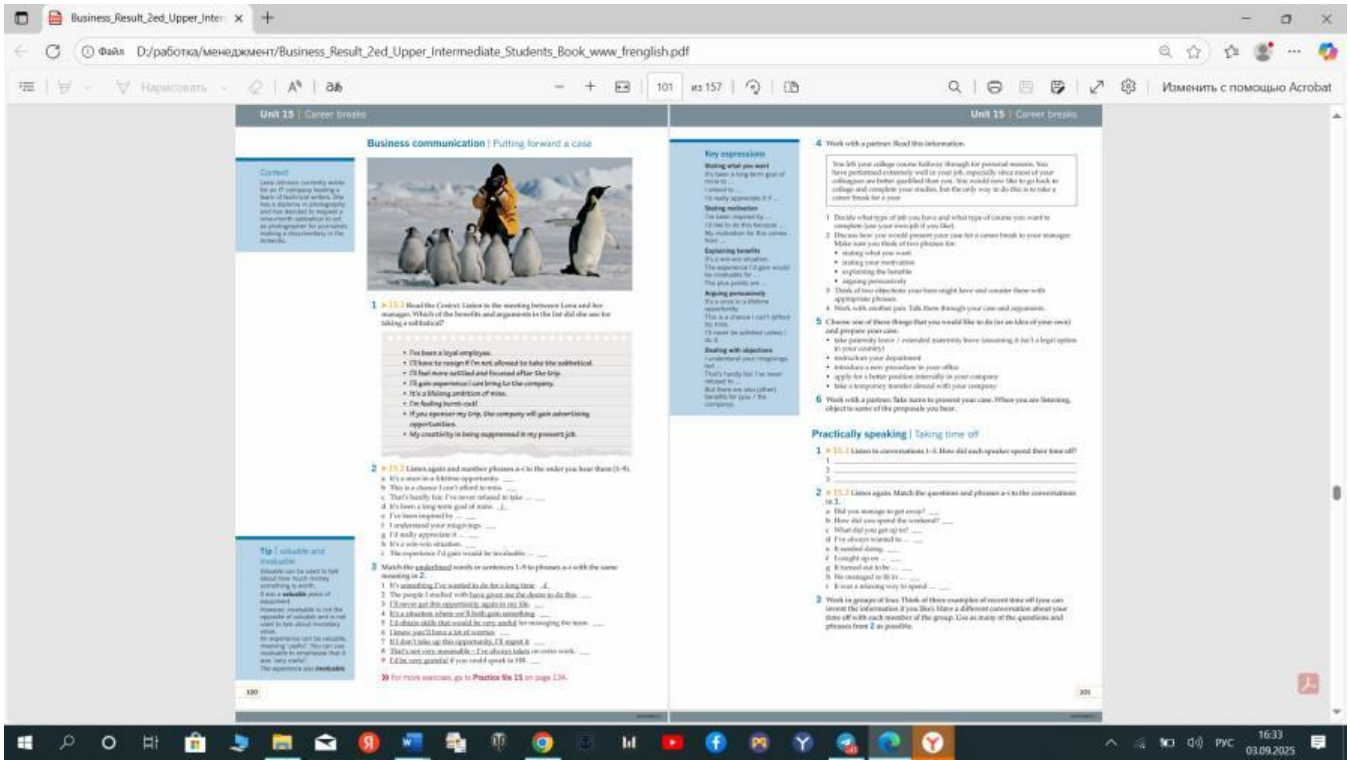
SYDNEY 2000 km
15
Career breaks
Starting point
Working with words | Taking a career break
FREYA
ROBERTO
JENNY
Unit 15 | Career breaks
Practice file 15 on page 134.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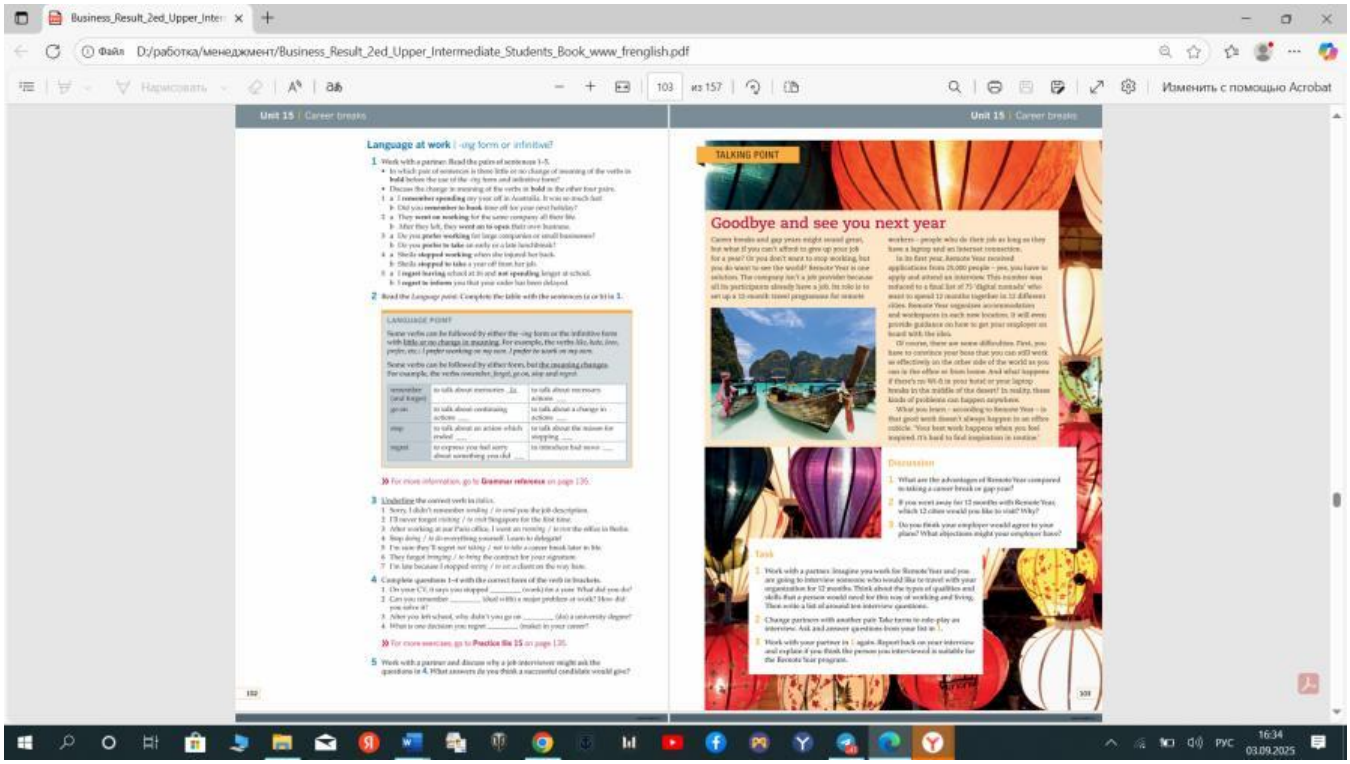
Unit 15 | Career breaks
Business communication | Putting forward a case
Practically speaking | Taking time off
Practice file 15 on page 134.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103 из 157
Изменить с помощью Acrobat
Unit 15 | Career breaks
Language at work | -ing form or infinitive?
1 Work with a partner. Read the pairs of sentences 1–5.
• In which pair of sentences is there little or no change of meaning of the verbs in bold before the use of the -ing form and infinitive form?
• Discuss the change in meaning of the verbs in bold in the other four pairs.
1 a I remember spending my year off in Australia. It was so much fun!
b Did you remember to book your off for your next holiday?
2 a They went on working for the same company all their life.
b After they left, they went on to open their own business.
3 a Do you prefer working for large companies or small businesses?
b Do you prefer to take an early or a late lunchbreak?
4 a Sheila stopped working when she injured her back.
b Sheila stopped to take a year off from her job.
5 a I regret leaving school at 16 and not spending longer at school.
b I regret to inform you that your order has been delayed.
2 Read the Language point. Complete the table with the sentences (a or b) in 1.
LANGUAGE POINT
Some verbs can be followed by either the -ing form or the infinitive form with little or no change in meaning. For example, the verbs like, hate, love, prefer, etc: I prefer working on my own. I prefer to work on my own.
Some verbs can be followed by either form, but the meaning changes. For example, the verbs remember, forget, go on, stop and regret:
remember (and forget) | to talk about memories | to talk about necessary actions
go on | to talk about continuing actions | to talk about a change in actions
stop | to talk about an action which ended | to talk about the reason for stopping
regret | to express your full sorry about something you did | to introduce bad news
For more information, go to Grammar reference on page 136.
3 Underline the correct verb in italics.
1 Sorry, I didn't remember sending / to send you the job description.
2 I'll never forget visiting / to visit Singapore for the first time.
3 After working at our Paris office, I went on running / to run the office in Berlin.
4 Stop doing / to do everything yourself. Learn to delegate!
5 I'm sure they'll regret not taking / not to take a career break later in life.
6 They forgot bringing / to bring the contract for your signature.
7 I'm late because I stopped seeing / to see a client on the way here.
4 Complete questions 1–4 with the correct form of the verb in brackets.
1 On your CV, it says you stopped _____ (work) for a year. What did you do?
2 Can you remember _____ (find) with a major problem at work? How did you solve it?
3 After you left school, why didn't you go on _____ (do) a university degree?
4 What is one decision you regret _____ (make) in your career?
For more exercises, go to Practice file 15 on page 126.
5 Work with a partner and discuss why a job interviewer might ask the questions in 4. What answers do you think a successful candidate would give?
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Unit 15 | Career breaks
TALKING POINT
Goodbye and see you next year
Career breaks and gap years might sound great, but what if you can't afford to give up your job for a year? Or you don't want to stop working, but you do want to see the world? Remote Year is one solution. The company isn't a job provider because all its participants already have a job. Its role is to set up a 12-month travel programme for remote workers – people who do their job as long as they have a laptop and an Internet connection.
In its first year, Remote Year received applications from 20,000 people – yes, you have to apply and attend an interview. This number was reduced to a final list of 75 'digital nomads' who want to spend 12 months together in 12 different cities. Remote Year organizes accommodation and workspaces in each new location. It will even provide guidance on how to get your employer on board with the idea.
Of course, there are some difficulties. First, you have to convince your boss that you can still work as effectively on the other side of the world as you can in the office or from home. And what happens if there's no Wi-fi in your hotel or your laptop breaks in the middle of the desert? In reality, these kinds of problems can happen anywhere.
What you learn – according to Remote Year – is that good work doesn't always happen in an office cubicle. 'Your best work happens when you feel inspired. It's hard to find inspiration in routine.'
Discussion
1 What are the advantages of Remote Year compared to taking a career break or gap year?
2 If you went away for 12 months with Remote Year, which 12 cities would you like to visit? Why?
3 Do you think your employer would agree to your plans? What objections might your employer have?
Task
1 Work with a partner. Imagine you work for Remote Year and you are going to interview someone who would like to travel with your organization for 12 months. Think about the types of qualities and skills that a person would need for this way of working and living. Then write a list of around ten interview questions.
2 Change partners with another pair. Take turns to role-play an interview. Ask and answer questions from your list in 1.
3 Work with your partner in 1 again. Report back on your interview and explain if you think the person you interviewed is suitable for the Remote Year program.
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РУС
16:34
03.09.2025

HIGHER EDUCATION OF THE REPUBLIC OF UZBEKISTAN,
MINISTRY OF SCIENCE AND INNOVATIONS

REPUBLIC OF UZBEKISTAN
MINISTRY OF HEALTHCARE

TASHKENT STATE MEDICAL UNIVERSITY

"CONFIRMED"
Deputy rector for academic affairs
of Tashkent State Medical University
K.Xayitov
_____

20___ y «____» _____

FOREIGN LANGUAGE IN MEDICINE
MODULE PROGRAM

Bilim sohasi:	400 000	–	Biznes, boshqaruv va huquq
Ta'lim sohasi:	410 000	–	Biznes va boshqaruv
Ta'lim yo'nalishi:	60410800	–	Menejment

.

Tashkent -2025

Fan/Modul kodi	O‘quv yili	Semestr	ECTS-Kreditlar
XT 11210	2025-2026	1-2	10
Fan/Modul turi	**Ta’lim tili**		**Haftadagi dars soatlari**
Majburiy	Ingliz		6/4

1.	Fan/Modul nomi	Auditoriya mashg‘ulotlari (soat)	Mustaqil ta’lim (soat)	Jami yuklama (soat)
	Xorijiy til 1,2	120	180	300

2.

I. Fanning mazmuni

Fanni o‘qitishdan maqsad – talabalar ingliz tili bo‘yicha mavjud bilimlarini menejment va biznes boshqaruvi sohasi bilan uzviy bog‘lab kengaytirish hamda rivojlantirishdan iborat. Dastur talabalarga sohaga oid terminologiya va kommunikativ birliklarni chuqur o‘zlashtirish, ularni turli kasbiy vaziyatlarda to‘g‘ri qo‘llash, shuningdek, yozma va og‘zaki nutqda muloqot madaniyatini shakllantirish imkonini beradi. Har bir modul zamonaviy interfaol usullar asosida tashkil etilib, unda o‘qish, tinglab tushunish, gapirish va yozish ko‘nikmalari sohaga oid amaliy matnlar, suhbatlar, muhokamalar, hujjatlar va loyihalar orqali rivojlantiriladi. Ushbu jarayon natijasida talabalar ingliz tilida menejment va biznes boshqaruvi bo‘yicha kasbiy muloqot olib borish, amaliy topshiriqlarni bajarish hamda xalqaro ta’lim va professional muhitda samarali faoliyat yuritishga tayyor bo‘ladilar.

Fanning vazifasi – talabalarning ingliz tili bo‘yicha asosiy til ko‘nikmalarini (tinglab tushunish, gapirish, o‘qish, yozish) hamda grammatik bilim, leksika va talaffuz malakalarini puxta o‘zlashtirish asosida ularning kasbiy kompetensiyalarini rivojlantirishdir. Jarayon davomida ishga oid muloqot, biznes madaniyati va etikasi, menejment sohasida boshqaruv kabi yo‘nalishlar qamrab olinadi, culture project shaklidagi mustaqil ishlar orqali sohaga oid bilimlar chuqurlashtiriladi. Fan talabalarga menejment va biznes boshqaruvi mavzularida ingliz tilida erkin muloqot qilishni, ilmiy va kasbiy adabiyotlar bilan ishlashni hamda sohaga oid terminlarni to‘g‘ri qo‘llashni o‘rgatadi.

II. Asosiy nazariy qism(ma’ruza mashg‘ulotlari)

Ma’ruza mashg‘ulotlari o‘quv rejada ko‘zda tutilmagan

III. Amaliy mashg‘ulotlar bo‘yicha ko‘rsatma va tavsiyalar

Amaliy mashg‘ulotlar uchun quydagi mavzular tavsiya etiladi:

1-SEMESTR

1-mavzu. Unit 1: First impressions
What presentation is?
Working with words: Talking about first impressions
Business communication: Arranging a meeting
Practically speaking: Exchanging contact details
Language at work: Present simple and continuous
Talking point: The life overlap
Research project: Conduct a comparative study of first impressions in different business cultures (e.g., USA, Japan, Uzbekistan). Write a research paper (5–7 pages) analyzing similarities and differences in greetings, small talk, and meeting etiquette.

2-mavzu. Unit 2: Motivation
Presentation
Working with words: Motivation at work
Business communication: Encouraging conversation
Practically speaking: Ending and leaving a conversation
Language at work: Question forms
Talking point: Ten magically motivating words
Research project: Investigate major theories of motivation (Maslow, Herzberg, McClelland) and analyze their application in modern management. Provide real business examples where these theories succeeded or failed.

3-mavzu. Unit 3: On schedule
Presentation
Working with words: Managing projects
Business communication: Running an update meeting
Practically speaking: Questioning a decision
Language at work: Present perfect and past simple
Talking point: Five most common problems on projects
Analytical project: Select one large international project (e.g., construction of the Burj Khalifa, launch of SpaceX, or FIFA World Cup preparation). Analyze its scheduling strategy, delays, and management solutions. Write a critical report with recommendations.

4-mavzu. Unit 4: New ideas
Presentation

Working with words: Ideas and innovations
Business communication: Presenting a product or service
Practically speaking: Referring to evidence
Language at work: Present, past and future ability
Talking point: "Yes, but…" or "Yes, and…"
Research project: Study the innovation strategies of three multinational companies (e.g., Apple, Tesla, Samsung). Compare how they foster creativity and bring ideas to market. Propose a framework of "best practices" for innovation management.

5-mavzu. Unit 5: Ethical business
Presentation
Working with words: Ethical business
Business communication: Planning arrangements
Practically speaking: Responding to invitations
Language at work: Talking about the future
Talking point: A set of personal standards
Case analysis: Choose a real ethical dilemma in business (e.g., child labor, environmental pollution, corruption). Prepare a case study report including problem description, stakeholders, ethical frameworks, and proposed solutions.

6-mavzu. Unit 6: Making decisions
Presentation
Working with words: Personality and decision-making
Business communication: Decision-making
Practically speaking: Talking about social plans
Language at work: Countability / Expressions of quantity
Talking point: The decision gap
Research project: Review decision-making models (rational model, bounded rationality, intuitive model). Apply these models to one real management decision taken by a famous company (e.g., Kodak's decline, Netflix's digital transition). Analyze outcomes.

7-mavzu. Unit 7: Outsourcing
Presentation
Working with words: Outsourcing
Business communication: Presenting factual information
Practically speaking: Asking questions after a presentation
Language at work: The passive
Talking point: Outsourcing to robots
Analytical project: Investigate the impact of outsourcing on one specific industry (IT, manufacturing, healthcare). Collect data on advantages, disadvantages, cost efficiency, and social consequences. Present findings in a structured research paper.

8-mavzu. Unit 8: Employees

Presentation
Working with words: Employers and employees
Business communication: Negotiating with colleagues
Practically speaking: Making quick requests
Language at work: If clauses
Talking point: Flow
Survey project: Design and conduct a small-scale survey (real or hypothetical) on employee satisfaction and workplace conditions. Analyze results, compare them with international HR research, and propose recommendations for management.

9-mavzu. Unit 9: New business
Presentation
Working with words: Starting up a new business
Business communication: Maintaining contacts
Practically speaking: Avoiding saying 'no'
Language at work: Present perfect simple and continuous
Talking point: The long tail
Business research project: Study three successful start-ups in different countries. Analyze factors that contributed to their success (funding, leadership, innovation, market demand). Develop a comparative table and a written report.

10-mavzu. Unit 10: Communications
Presentation
Working with words: Communications technology
Business communication: Dealing with information on the phone
Practically speaking: Resolving problems on the phone
Language at work: Phrasal verbs on word order
Talking point: The telephone card game
Research project: Investigate the role of modern communication technologies (Zoom, Slack, AI tools) in global business. Provide an academic-style report discussing benefits, risks, and future trends.

11-mavzu Unit 11: Change
Presentation
Working with words: Talking about change
Business communication: Presenting future plans
Practically speaking: Giving both sides of the argument
Language at work: Future tenses and probability
Talking point: Fun theory
Case study: Select a company that underwent a major organizational change (e.g., Microsoft under Satya Nadella, Nokia, IBM). Analyze change management strategies, employee resistance, and outcomes using Lewin's or Kotter's model.

12-mavzu. Unit 12: Data

Presentation
Working with words: Dealing in data
Business communication: Discussing data
Practically speaking: Describing trends
Language at work: Reporting
Talking point: Statisticalisation
Analytical project: Collect real business data (annual reports, market surveys, or public statistics). Analyze trends (e.g., e-commerce growth, sustainability investments) using graphs and descriptive statistics. Write an analytical report.

13-mavzu Unit 13: Culture
Presentation
Working with words: Cultural differences
Business communication: Narrating past events
Practically speaking: Talking about news
Language at work: Narrative tenses
Talking point: The power of storytelling
Comparative research: Choose two multinational corporations (e.g., McDonald's and Starbucks) and analyze how they adapt their corporate culture and marketing to different countries. Focus on Hofstede's cultural dimensions.

14-mavzu. Unit 14: Performance
Presentation
Working with words: Staff appraisals
Business communication: Evaluating performance
Practically speaking: Raising difficult issues
Language at work: Third and mixed conditionals / Perfect modals
Talking point: Competition in the workplace
Evaluation project: Study performance appraisal systems in three global companies (Google, Toyota, Deloitte). Compare approaches, strengths, and weaknesses. Write a research-based recommendation paper for improving performance evaluation.

15-mavzu. Unit 15: Career breaks
Presentation
Working with words: Taking a career break
Business communication: Putting forward a case
Practically speaking: Taking forward a case
Language at work: 'To' and '-ing' form / Infinitive?
Talking point: Goodbye and see you next year
Research project: Investigate the concept of "career breaks" and "sabbaticals" in modern organizations. Compare how different countries and companies implement these policies. Discuss advantages, challenges, and their impact on employee productivity.

	2-SEMESTR **16-mavzu. Leadership styles** **Presentation** **Project:** Compare autocratic, democratic, and laissez-faire leadership styles. Analyze which style works best in start-ups vs. large corporations. **17-mavzu. Conflict management** **Presentation** **Project:** Study a real workplace conflict (Airbus vs. Boeing, Uber strikes, etc.) and propose conflict resolution strategies based on theory. **18-mavzu. Strategic planning** **Presentation** **Project:** Prepare a short strategic plan for a small business entering a new market (define mission, goals, SWOT). **19-mavzu. Risk management** **Presentation** **Project:** Identify three major risks in an industry of your choice (e.g., banking, aviation, IT). Propose a mitigation plan. **20-mavzu. Human resource management** **Presentation** **Project:** Analyze recruitment methods (traditional vs. AI-based). Which approach is more effective for young professionals? **21-mavzu. Teamwork and collaboration** **Presentation** **Project:** Research famous successful teams (e.g., NASA Apollo, Pixar creative team) and explain factors of effective teamwork. **22-mavzu. Innovation management** **Presentation** **Project:** Select one innovative company (Tesla, Dyson, Apple) and briefly analyze how it manages innovation pipelines. **23-mavzu. Decision-making** **Presentation** **Project:** Compare intuitive vs. data-driven decision-making. Which one is more effective in fast-changing industries? **24-mavzu. Globalization and management** **Presentation**

Project: Investigate how globalization changes management practices (outsourcing, cross-cultural leadership). Provide 3 examples.

25-mavzu. Corporate governance
Presentation
Project: Study the concept of corporate governance and analyze one corporate scandal (e.g., Enron, Wirecard).

26-mavzu. Time management
Presentation
Project: Research time management techniques (Eisenhower Matrix, Pomodoro, SMART goals) and recommend the best one for managers.

27-mavzu. Change management
Presentation
Project: Analyze a small-scale organizational change (remote work transition, new technology adoption) and evaluate results.

28-mavzu. Business ethics
Presentation
Project: Debate case: "Should companies prioritize profit or sustainability?" Prepare short arguments for both sides.

29-mavzu. Customer relationship management
Presentation
Project: Study CRM systems (Salesforce, HubSpot). How do they transform customer experience and retention?

30-mavzu. Future of management
Presentation
Project: Research AI and automation in management. Predict how the manager's role will change in the next 20 years.

IV. Mustaqil ta'lim va mustaqil ishlar

Mustaqil ta'lim uchun tavsiya etiladigan mavzular (1-semestr):

1. Conduct a SWOT and PESTLE analysis for a global company and predict its strategic challenges in the next 5 years.

2. Prepare a business model canvas for an innovative startup (e.g., in health tech, green energy, or digital education).

3. Analyze the leadership style of an inspirational entrepreneur (e.g., Elon Musk, Indra Nooyi, or Jack Ma) and discuss its influence on innovation.

4. Design an agile organizational structure for a startup that is rapidly scaling

	internationally. *5. Evaluate the sustainability and CSR practices of a multinational company and suggest improvements.* *6. Write a reflection paper on how cross-cultural communication and emotional intelligence shape successful management in international teams.* *7. Prepare a personal productivity and time management toolkit for managers using modern apps and digital platforms.* *8. Compare transformational, transactional, and servant leadership, and explain which is most effective in the digital economy.* *9. Investigate a real-world business crisis or failure (e.g., Nokia, Theranos, or WeWork) and identify key management mistakes.* *10. Develop a remote team motivation plan, focusing on hybrid or virtual work environments.* *11. Illustrate the decision-making process using a case study of a recent global business challenge (e.g., COVID-19 supply chain disruption).* *12. Conduct a market entry analysis for an international company planning to enter the Uzbek market.* *13. Write a report on how artificial intelligence and digital transformation are reshaping traditional management.* *14. Create a 360-degree performance appraisal system and explain its advantages over traditional evaluation methods.* *15. Compare functional, matrix, and flat organizational structures, and propose which is best for startups vs. established corporations.* *2-semestr* *16. Evaluate the importance of ethical decision-making in management using real-life examples such as Volkswagen emissions scandal or Johnson & Johnson Tylenol case.* *17. Develop a training and onboarding program for new employees in a multinational customer service department.* *18. Research and present a report on the benefits and challenges of hybrid/remote working for managers in global companies.* *19. Prepare a budget and financial forecast for a startup project (e.g., a mobile app or eco-friendly product).* *20. Analyze the role of innovation in companies like Google, Tesla, or Netflix for maintaining long-term competitive advantage.* *21. Write a case study analysis on how Starbucks, Toyota, or Airbnb managed a major crisis and what lessons can be learned.* *22. Discuss the role of intercultural communication in effective international team management.*

	23. Compare autocratic and democratic leadership by analyzing historical leaders (e.g., Steve Jobs vs. Satya Nadella). *24. Research the concept of corporate culture and analyze how it influences employee behavior in Zappos, Amazon, or Toyota.* *25. Propose a conflict resolution strategy for a workplace scenario involving cross-cultural misunderstanding.* *26. Prepare a strategic plan for entering a new international market (e.g., launching an Uzbek healthcare startup in Europe).* *27. Explain the importance of supply chain management with examples of best practices from Apple, Walmart, or Zara.* *28. Analyze how diversity and inclusion programs impact organizational performance in leading companies like Microsoft or Google.* *29. Design a customer feedback and satisfaction system for a retail chain or e-commerce platform.* *30. Evaluate how management theories evolved from classical approaches (Taylorism, Fayol) to modern concepts (Agile, Lean, Design Thinking).* Amaliy mashg‘ulotlarni tashkil etish – barcha darslar multimedia vositalari bilan jihozlangan auditoriyalarda, har bir akademik guruh bilan bitta o‘qituvchi tomonidan olib boriladi. Hozirgi texnologiyalar asri ushbu modulni o‘qitish jarayonida zamonaviy interfaol usullarni, pedagogik yondashuvlarni hamda axborot-kommunikatsiya texnologiyalarini keng qo‘llash imkonini beradi. Amaliy mashg‘ulotlarda “aqliy hujum”, “klaster”, “blits-so‘rov”, “group work”, “insert”, “Venn diagramma”, “mind-mapping”, “fishbone”, “prezentatsiya” kabi yuzdan ortiq interfaol metodlardan mavzuga mos tanlab foydalanish, talabalarda kasbiy ingliz tili ko‘nikmalarini shakllantirish va modul oldiga qo‘yilgan maqsadlarga erishish uchun mustahkam zamin yaratadi.
3.	**V. Ta’lim natijalari/ kasbiy kompetensiyalar** **Talaba bilishi kerak:** • chet tilida akademik yozuv asoslari va lug‘at bilan ishlash ko‘nikmalarini; • biznes va boshqaruvga oid asosiy terminologiya hamda xalqaro atamalarni; • menejment sohasida qo‘llaniladigan kasbiy leksika va terminologiyani. **Talaba ega bo‘lishi kerak (ko‘nikma):** • boshqaruv va biznesga oid manbalarni yozuvda qo‘llash; • chet tilidagi mutaxassislik matnlarini tahlil qilish va ularning mazmunini tushunish; • boshqaruv mavzularida bahs va suhbatlar uyushtirish, munozaralarda faol qatnashish; • biznesga oid xalqaro so‘zlarning ma’nosini bilish va ulardan foydalanish. **Tinglab tushunish jarayonida:**

	a) kasbga yo‘naltirilgan autentik materiallarni bir marta eshitib asosiy mazmunini tushunish va zarur axborotni ajratib olish; b) kundalik voqealar, yangilik va reportajlarni tushunish; c) filmlar va biznes suhbatlaridagi asosiy mazmunni anglash. **Nutq jarayonida:** a) kursda o‘rganilgan menejment va biznes terminlarini to‘g‘ri talaffuz qilish; b) tinglagan va o‘qigan matn mazmunini qisqacha so‘zlab berish; v) matn asosiy g‘oyalarini leksik va sintaktik qurilmalarga tayanib ifodalash; g) suhbatni boshlash va tugatish, taklif va maslahat berish, savollarga javob bera olish; d) “Menejer va boshqaruvchi” mavzusida etik tamoyillarga asoslangan dialogni olib borish; e) kasbiy muloqot, konferensiya, uchrashuv va munozaralarda qatnashish uchun nutq faoliyatini rivojlantirish. **O‘qish jarayonida:** a) mutaxassislikka oid matnlarda uchraydigan atamalarni izohlab o‘qish; b) matn mazmunini chet tilida yoki ona tilida qayta hikoya qilish, paragraflarga sarlavha qo‘yish; v) matnga oid savollar tuzish va kalit so‘zlarni ajratib olish. **Yozuv jarayonida:** a) qisqa matnlar va yozma topshiriqlarni mustaqil bajarish; b) qisqa matnlarni ingliz tiliga tarjima qilish; v) berilgan mavzuda esse va rezyume yozish, sohaga oid adabiyotlar asosida project tayyorlash. **Talabalarda rivojlanadigan kasbiy kompetensiyalar:** ***1. Leksik kompetensiya:*** *• kasbiy leksika va atamalarni tushunish hamda nutqda qo‘llash;* *• keng qo‘llaniladigan qisqartmalarni to‘g‘ri ochib bera olish;* *• so‘z yasalishi jarayonlarini (qo‘shma so‘zlar, affiksatsiya) hamda o‘zlashma (baynalminal) so‘zlarni qo‘llash;* *• antonim, sinonim va boshqa umumleksik munosabatlarni amalda qo‘llay olish.* ***2. Grammatik kompetensiya:*** • berilgan grammatik materialni kundalik, kasbiy va sohaga oid kontekstlarda to‘g‘ri

	ishlata olish; • menejment sohasiga oid diskurs modellarni grammatik, leksik va mazmuniy jihatdan tahlil qila olish. ***3. Kommunikativ va kasbiy kompetensiya:*** ***a) Tinglab tushunish:*** • ilmiy va ommabop nutqni tushunish; • tinglangan matndan asosiy axborotni ajratib olish; • OAVdagi dolzarb axborotlar mazmuni va maqsadini idrok etish; • nutqning to‘g‘riligi, mantiqiy izchilligi, aniqligi va ta’sirchanligini anglash; • barqaror atamalar va kasbiy so‘zlarning ma’no xususiyatlarini farqlash; • ilmiy-tibbiy manbalardagi o‘rtacha murakkablikdagi matnlarni tinglab tushunish. ***b) Gapirish (Speaking):*** • tibbiy va boshqaruv mavzularidagi nutqni ravon, mazmunli va ta’sirchan tarzda ifoda eta olish; • leksik, grammatik va stilistik me’yorlarga amal qilish; • nutqda mantiqiy urg‘uni to‘g‘ri qo‘yish; • kasbiy suhbat, munozara va bahslarni samarali olib borish. ***c) O‘qish (Reading):*** • turli janrdagi matnlarni ifodali va ta’sirchan o‘qiy olish; • matnlardagi uslubiy vositalarning ahamiyatini aniqlash va tahlil qilish; • menejment bo‘yicha matnlarni tushunish va asosiy g‘oyalarni ajratib ko‘rsatish. ***d) Yozish (Writing):*** • biznes va boshqaruvga oid hujjatlar hamda hisobotlarni tuza olish; • imlo va uslubiy qoidalarga amal qilish; • ixtisoslikka oid matn yaratish va til birliklaridan o‘rinli foydalanish; • rasmiy va shaxsiy xatlarni to‘g‘ri farqlay olish; • 400 gapdan iborat ijodiy matn (bayon, insho, esse) yozish.
4.	**VII. Fanni/Modulni o‘qitishda qo‘llaniladigan ta’lim texnologiyalari va metodlari** • Interfaol o‘yinlar; • Seminar (mantiqiy fikrlash, tezkor savol-javoblar);

	• Guruhlarda ishlash; • Taqdimotlarni kiritish; • Individual loyihalar; • Jamoa bo‘lib ishlash va himoya qilish uchun loyihalar; • Keys texnologiya, muammoga asoslangan ta’lim (PBL, CBL, POL)
5.	**VIII. Kreditlarni olish uchun talablar:** Fanga oid nazariy va uslubiy tushunchalarni to‘la o‘zlashtrish, tahlil natijalarini to‘g‘ri aks ettira olish, o‘rganilayotgan jarayonlar haqida mustaqil mushohada yuritish va nazorat uchun berilgan vazifa va topshiriqlarni bajarish, nazorat turlari bo‘yicha yozma, og‘zaki, test topshiriqlarini muvaffaqiyatli topshirish.
6.	**IX. Asosiy va qo‘shimcha o‘quv adabiyotlar, hamda axborot manbalari ro‘yxati** **9.1. Asosiy adabiyotlar ro‘yxati:** 1. Duckworth, M., Hughes, J., & Turner, R. (2012). Business Result: Upper-intermediate Student’s Book (2nd ed.). Oxford: Oxford University Press. **9.2. Qo‘shimcha adabiyotlar ro‘yxati:** 2.Е.В. Крылов, Е.С. Пристром, Н.Ф. Шевцова, О.Н. Разумова, Т.И. Сугоняко, Н.В. Ващинская, М.В. Васильева, И.А. Попова-English for business managers. BSU 2010 3. Агабекян Игорь Петрович -English for managers. Moscow. 2018 **9.3. Internet saytlari:** 4. https://learnenglish.britishcouncil.org/business-english 5. https://www.businessenglishpod.com/ 6. https://www.coursera.org/learn/management-leadership-english
7.	O‘quv-uslubiy departament boshlig‘i Fakulteti dekani Kafedra mudiri

O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM,
FAN VA INNOVATSIYALAR VAZIRLIGI

O‘ZBEKISTON RESPUBLIKASI
SOG‘LIQNI SAQLASH VAZIRLIGI

TOSHKENT TIBBIYOT AKADEMIYASI

«TASDIQLAYMAN»
Toshkent tibbiyot akademiyasi
rektori v.v.b. Sh.A.Boymuradov
_____

20___ yil «____» _____

XORIJIY TIL
FANI BO‘YICHA SILLABUS

Bilim sohasi:	400 000	Biznes, boshqaruv va huquq
Ta’lim sohasi:	410 000	Biznes va boshqaruv
Ta’lim yo‘nalishi:	60410800	Menejment

Toshkent -2025

Modul/FAN SILLABUSI

60410800 -Menejment

Fan nomi:	**XORIJIY TIL**
Fan turi:	Majburiy
Fan kodi:	XT 11210
Yil:	**2025/2026**
Semestr:	**1-2**
Ta’lim shakli:	**Kunduzgi**
Mashg‘ulotlar shakli va semestrga ajratilgan soatlar:	
Ma’ruza	**-**
Amaliy mashg‘ulotlar	**120**
Laboratoriya mashg‘ulotlari	**-**
Seminar	**-**
Mustaqil ta’lim	**180**
Kredit miqdori:	**10**
Baholash shakli:	**Sinov**
Fan tili:	**Ingliz**

Fan maqsadi (FM)	
FM1	Talabalarning xorijiy til bo‘yicha bilimlarini ixtisoslik yo‘nalishi va kasbiy ehtiyojlarini inobatga olgan holda menejment va biznes boshqaruviga oid atamalarni ingliz tilida o‘rgatish orqali kengaytirish va rivojlantirish, shuningdek, ularning kundalik, ilmiy va kasbiy faoliyatda samarali ishlashi uchun chet tilida kommunikativ kompetensiyalarini shakllantirishdir. Ingliz tilida professional fanlarni o‘rganish uchun yetarli darajadagi tayyorgarlikni va menejment terminologiyasini joriy etish ko‘zda tutiladi.

Fanni o‘zlashtirish uchun zarur boshlang‘ich bilimlar	
1.	General english

Ta’lim natijalari (TN)	
	Bilim jihatidan:
TN1	Ingliz tilida menejment va biznes boshqaruviga oid atamalardan og‘zaki va yozma nutqda foydalanishni bilishi kerak;
TN2	Ingliz tilida korporativ boshqaruv, tashkilot tuzilmasi va biznes jarayonlarini ifodalovchi so‘zlarni bilishi va ulardan amalda foydalana olishi lozim;
TN3	Berilgan kompaniya yoki tashkilot boshqaruviga oid sxema va diagrammalarni ingliz tilida rasmga qarab tasvirlab bera olish;
TN4	Ingliz tilida biznes va menejment mavzularida qisqa suhbatlar (dialoglar) va bahs-munozaralar uyushtirishni bilishi kerak;
TN5	Menejment va biznes boshqaruviga oid yozma hujjatlarni (hisobot, memorandum, biznes-reja va boshqalar) ingliz tilida to‘ldira olish ko‘nikmasiga ega bo‘lishi lozim.
	Ko‘nikmalar jihatidan:
TN6	**Tinglab tushunish jarayonida:** a) kasbga yo‘naltirilgan menejment va biznesga oid materiallarni bir marta eshitib asosiy mazmunini tushunish va zarur axborotni olish; b) faol leksik birliklarni kerakli vaziyatlarda to‘g‘ri ishlata olish.
TN7	**- Nutq jarayonida:** a) kursda o‘tilgan menejment va biznes boshqaruviga oid terminlarni to‘g‘ri talaffuz qila olish; b) tinglagan va o‘qigan matn mazmunini qayta gapirib bera olish; v) matn asosiy mazmunini ifodalovchi leksik va sintaktik birliklarga asoslanib so‘zlab berish; g) suhbatni boshlash va tugatishni bilish, suhbatdoshiga taklif va maslahat bera olish, savollarga javob bera olish.
TN8	**O‘qish jarayonida:** a) mutaxassislik yo‘nalishidagi menejment va biznes matnida berilgan atamalarni ingliz tilida izohlab o‘qish; b) matn mazmunini ingliz tilida yoki ona tilida so‘zlab berish; v) berilgan matnlarga savollar tuzish, grammatik qoidalarni amalda qo‘llay olish; g) matn kalit so‘zlarini ajrata olish; d) matnlarga sarlavha qo‘yish.
TN9	**Yozuv jarayonida:** a) qisqa matnlarni mustaqil yoza olish; b) qisqa matnlarni ingliz tiliga tarjima qila olish; v) rasmiy e-mail xat yozish texnikasini takomillashtirish ko‘nikmalariga ega bo‘lish.

Fan mazmuni

Mashg‘ulotlar shakli: amaliy mashg‘ulot (A)	
1-semestr	
A1	First impressions
A2	Motivation
A3	On schedule
A4	New ideas
A5	Ethical business
A6	Making decisions
A7	Outsourcing
A8	Employees
A9	New business
A10	Communications
A11	Change
A12	Data
A13	Culture
A14	Performance
A15	Career breaks
2-semestr	
A16	Leadership styles
A17	Conflict management
A18	Strategic planning
A19	Risk management
A20	Human resource management
A21	Teamwork and collaboration
A22	Innovation management
A23	Decision-making
A24	Globalization and management
A25	Corporate governance
A26	Time management
A27	Change management
A28	Business ethics
A29	Customer relationship management
A30	Future of management

Mustaqil ta’lim (MT)	
1	Conduct a SWOT and PESTLE analysis for a global company and predict its strategic challenges in the next 5 years.
2	Prepare a business model canvas for an innovative startup (e.g., in health tech, green energy, or digital education).
3	Analyze the leadership style of an inspirational entrepreneur (e.g., Elon Musk, Indra Nooyi, or Jack Ma) and discuss its influence on

	innovation.
4	Design an agile organizational structure for a startup that is rapidly scaling internationally.
5	Evaluate the sustainability and CSR practices of a multinational company and suggest improvements.
6	Write a reflection paper on how cross-cultural communication and emotional intelligence shape successful management in international teams.
7	Prepare a personal productivity and time management toolkit for managers using modern apps and digital platforms.
8	Compare transformational, transactional, and servant leadership, and explain which is most effective in the digital economy.
9	Investigate a real-world business crisis or failure (e.g., Nokia, Theranos, or WeWork) and identify key management mistakes.
10	Develop a remote team motivation plan, focusing on hybrid or virtual work environments.
11	Illustrate the decision-making process using a case study of a recent global business challenge (e.g., COVID-19 supply chain disruption).
12	Conduct a market entry analysis for an international company planning to enter the Uzbek market.
13	Write a report on how artificial intelligence and digital transformation are reshaping traditional management.
14	Create a 360-degree performance appraisal system and explain its advantages over traditional evaluation methods.
15	Compare functional, matrix, and flat organizational structures, and propose which is best for startups vs. established corporations.
16	Evaluate the importance of ethical decision-making in management using real-life examples such as Volkswagen emissions scandal or Johnson & Johnson Tylenol case.
17	Develop a training and onboarding program for new employees in a multinational customer service department.
18	Research and present a report on the benefits and challenges of hybrid/remote working for managers in global companies.
19	Prepare a budget and financial forecast for a startup project (e.g., a mobile app or eco-friendly product).
20	Analyze the role of innovation in companies like Google, Tesla, or Netflix for maintaining long-term competitive advantage.
21	Write a case study analysis on how Starbucks, Toyota, or Airbnb managed a major crisis and what lessons can be learned.
22	Discuss the role of intercultural communication in effective international team management.
23	Compare autocratic and democratic leadership by analyzing

	historical leaders (e.g., Steve Jobs vs. Satya Nadella).
24	Research the concept of corporate culture and analyze how it influences employee behavior in Zappos, Amazon, or Toyota.
25	Propose a conflict resolution strategy for a workplace scenario involving cross-cultural misunderstanding.
26	Prepare a strategic plan for entering a new international market (e.g., launching an Uzbek healthcare startup in Europe).
27	Explain the importance of supply chain management with examples of best practices from Apple, Walmart, or Zara.
28	Analyze how diversity and inclusion programs impact organizational performance in leading companies like Microsoft or Google.
29	Design a customer feedback and satisfaction system for a retail chain or e-commerce platform.
30	Evaluate how management theories evolved from classical approaches (Taylorism, Fayol) to modern concepts (Agile, Lean, Design Thinking).

Asosiy adabiyotlar	
1	1. Duckworth, M., Hughes, J., & Turner, R. (2012). Business Result: Upper-intermediate Student's Book (2nd ed.). Oxford: Oxford University Press.
Qo‘shimcha adabiyotlar	
1	Е.В. Крылов, Е.С. Пристром, Н.Ф. Шевцова, О.Н. Разумова, Т.И. Сугоняко, Н.В. Ващинская, М.В. Васильева, И.А. Попова-English for business managers. BSU 2010
2	Агабекян Игорь Петрович -English for managers. Moscow. 2018

Talabaning fan bo‘yicha o‘zlashtirish ko‘rsatkichini nazorat qilishda quyidagi mezonlar tavsiya etiladi:

Ball	**ECTS baho**	**ECTS ning ta’rifi**		**Baho**	**Ta’rifi**
90-100	A	«a’lo»	Talaba mustaqil xulosa va qaror qabul qiladi, ijodiy fikrlay oladi, mustaqil mushohada yuritadi, olgan bilimini amalda qo‘llay oladi, fanning (mavzuning) mohiyatini tushunadi, biladi, ifodalay oladi, aytib bera oladi hamda mavzu bo‘yicha to‘liq tasavvurga ega. Modul dasturining barcha bo‘limlari bo‘yicha tizimli, chuqur bilimga ega, zarur dalillar bilan asoslay oladi.	5	A’lo

			Terminologiyadan (jumladan, ilmiy va xorijiy til atamalaridan) aniq va o‘z o‘rnida foydalanadi, savollarga mantiqan to‘g‘ri va stilistik savodli javob beradi. Har qanday topshiriqqa yuqori darajada mustaqil va analitik yondosha oladi; nazariyalar va konsepsiyalar mohiyatini anglaydi, ularga tanqidiy baho bera oladi va boshqa fanlarda o‘rgangan bilimlarini qo‘llay oladi. Guruhli muhokamalarda faol qatnashadi, ijodiy loyihalarda yetakchilik qiladi, vazifalarni bajarishda yuqori madaniyat va professional yondashuvni namoyon etadi.		
85-89	B+	«juda yaxshi»	Talaba mustaqil qaror qabul qila oladi, fikrini mantiqan asoslay oladi, olgan bilimini amaliyotga tatbiq eta oladi, mavzuning mohiyatini tushunadi, aytib bera oladi hamda mavzu bo‘yicha tasavvurga ega. Modul dasturining asosiy bo‘limlari bo‘yicha chuqur bilimga ega, dalillar bilan o‘z fikrini asoslay oladi. Atamalarni to‘g‘ri va o‘rinli qo‘llaydi, javoblarni mantiqan va savodli ifodalaydi. Guruhli muhokamalarda faol, amaliy mashg‘ulotlarda ijodiy va mustaqil qatnashadi. Turli vaziyatlarda nazariy bilimlarni qo‘llab, samarali yechimlar taklif qila oladi.	4	yaxshi
71-84	B	«yaxshi»	Talaba mustaqil mushohada yurita oladi, o‘rgangan bilimlarini amalda qo‘llaydi, mavzuning asosiy mohiyatini tushunadi va ifodalaydi. Modul dasturining ko‘pchilik bo‘limlari bo‘yicha tizimli bilimga ega, zarur hollarda dalillar bilan asoslashga harakat qiladi. Atamalarni asosan to‘g‘ri qo‘llaydi, javoblarni mantiqan ifodalashga intiladi.		

			Guruhli muhokamalarda qatnashadi, topshiriqlarni mustaqil bajaradi, biroq ayrim hollarda tahliliy yondashuv sust bo‘lishi mumkin. Amaliy mashg‘ulotlarda faol, lekin ijodiy yondashuv doimo yuqori darajada emas.	3,5	
60-70	C	«qoniqarli» – sust natija, qo‘pol kamchiliklar bilan	Talaba olgan bilimini cheklangan darajada qo‘llay oladi, mavzuning asosiy jihatlarini tushunadi, ammo ifodalashda va amaliy qo‘llashda kamchiliklarga yo‘l qo‘yadi. Modul bo‘yicha bilimlari qisman tizimlashtirilgan, dalillar bilan asoslashda xatolarga yo‘l qo‘yadi. Atamalarni qo‘llashda noaniqliklar bo‘ladi, javoblari qisqa va to‘liq emas. Mustaqil va analitik yondashuv sust, nazariy tushunchalarni to‘liq tahlil qila olmaydi. Guruhli ishlarda qatnashadi, biroq faol emas; amaliy topshiriqlarni bajarishda qo‘pol kamchiliklar mavjud.	3	Qoniqarli
0-59	F	«qoniqarsiz»	Talaba modul dasturini o‘zlashtirmagan, mavzuning mohiyatini tushunmaydi va amalda qo‘llay olmaydi. Bilimlari yuzaki, dalillar bilan asoslay olmaydi. Atamalarni noto‘g‘ri qo‘llaydi, javoblari mantiqsiz va savodsiz. Mustaqil va ijodiy yondashuv ko‘rinmaydi.	2	Qoniqarsiz

			Guruhli mashg‘ulotlarda qatnashmaydi, topshiriqlarni bajarishda jiddiy qiyinchiliklarga duch keladi.		

Fan o‘qituvchisi to‘g‘risida ma’lumot

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Mazkur sillabus TTA o‘quv-uslubiy kengashining 2025 yil_____ -sonli yig‘ilish bayoni bilan tasdiqlangan. Mazkur sillabus 1-son O‘zbek va xorijiy tillar kafedrasining 2025 yil _____ -sonli yig‘ilish bayoni bilan ma’qullangan.

Fakultet dekani **J.X.Tursunov**

Kafedra mudiri **R.M.Abdullayeva**

Tuzuvchi **I.X. Israilova**

MANAGEMENT TEST BANK (Large Set)

Unit 1. First Impressions & Presentations

Multiple Choice

1. A presentation is best described as:
   a) A written report
   b) A structured delivery of ideas to an audience
   c) A casual conversation
   d) A negotiation session
2. Which factor most influences first impressions in business?
   a) Appearance and body language
   b) Product quality only
   c) Length of speech
   d) Number of employees

True/False
3. First impressions in business cannot be changed later. (False)
4. Presentations always require visual aids. (False)

Unit 2. Leadership Styles

Multiple Choice
5. Which style encourages participation in decision-making?
a) Autocratic
b) Democratic
c) Laissez-faire
d) Bureaucratic

6. An autocratic leader is most effective in:
   a) Creative industries
   b) Crisis management
   c) Collaborative projects
   d) Academic research

Matching
7. Match leadership styles with their key features:

- Autocratic —
- Democratic —
- Laissez-faire —

a) Minimal control, high independence
b) Collective decision-making
c) Top-down decisions without consultation

Unit 3. Conflict Management

Multiple Choice
8. Which conflict resolution strategy seeks a “win-win” outcome?
a) Avoiding
b) Compromising
c) Collaborating
d) Competing

9. The main cause of workplace conflict is often:
   a) Lack of communication
   b) High salaries
   c) Too much teamwork
   d) Clear job descriptions

True/False
10. Mediation always involves a neutral third party. (True)
11. Avoiding conflict is the most effective long-term solution. (False)

Unit 4. Strategic Planning

Multiple Choice
12. Which of the following is part of a SWOT analysis?
a) Sales
b) Weaknesses
c) Trends
d) Marketing mix

13. A mission statement should:
   a) Define purpose and values
   b) Be a financial report
   c) Change every month
   d) Be kept secret

Short Answer
14. Explain the difference between “vision” and “mission.”

Unit 5. Risk Management

Multiple Choice
15. Which is NOT a type of risk?
a) Financial
b) Operational
c) Strategic
d) Decorative

16. Transferring risk is usually done through:
   a) Brainstorming
   b) Insurance

c) Innovation
d) Training

True/False
17. Risk management eliminates all risks completely. (False)
18. Identifying risks is the first step in risk management. (True)

Unit 6. Human Resource Management

Multiple Choice
19. Recruitment is the process of:
a) Selecting suppliers
b) Hiring employees
c) Marketing products
d) Analyzing competitors

20. Which HR practice improves employee performance?
a) Training and development
b) Ignoring feedback
c) Job rotation only
d) Increasing conflict

Matching
21. Match HR terms:

- Recruitment —
- Selection —
- Training —
- Retention —

a) Keeping employees long-term
b) Teaching skills for performance
c) Attracting candidates
d) Choosing the right candidate

Unit 7. Teamwork and Collaboration

Multiple Choice
22. Synergy means:
a) Teams working against each other
b) The whole is greater than the sum of its parts
c) Independent work
d) Lack of coordination

23. Which factor is most important in teamwork?
a) Poor communication
b) Trust and clear goals

c) Individual competition
d) Hierarchy only

True/False
24. Team roles are always fixed and cannot change. (False)

Unit 8. Innovation Management

Multiple Choice
25. Disruptive innovation is:
a) Improving existing products
b) Creating a new market and value network
c) Small process improvement
d) Marketing only

26. Which company is a modern example of innovation?
a) Blockbuster
b) Tesla
c) Kodak
d) Yahoo

Short Answer
27. Give one reason why companies invest in R&D.

Unit 9. Business Communication

Multiple Choice
28. The most formal way to start a business email is:
a) Hi guys
b) Dear Mr. Smith
c) Yo, team
d) Hello buddy

29. Active listening means:
a) Interrupting politely
b) Giving full attention and feedback
c) Thinking of your next response
d) Avoiding eye contact

True/False
30. Non-verbal communication is irrelevant in business. (False)

Unit 10. Decision-Making

Multiple Choice
31. Rational decision-making includes:
a) Ignoring data
b) Collecting and analyzing information
c) Guessing solutions
d) Emotional reaction only

32. A group decision-making disadvantage is:
a) More perspectives
b) Time-consuming
c) Higher creativity
d) Shared responsibility

Unit 11. Negotiation

Multiple Choice
33. BATNA stands for:
a) Best Alternative To a Negotiated Agreement
b) Business Agreement for Team Negotiation
c) Basic Analysis of Team Needs
d) Balanced Approach To Negotiation Activities

34. Win-win negotiation means:
a) Both sides gain mutual benefits
b) Only one side wins
c) Both sides lose
d) No agreement is reached

Unit 12. Time Management

Multiple Choice
35. Which tool is commonly used in time management?
a) SWOT matrix
b) Gantt chart
c) PESTEL analysis
d) Porter’s 5 Forces

36. The Pareto Principle (80/20 rule) means:
a) 80% of results come from 20% of efforts
b) 20% of time is wasted
c) 80% of tasks are urgent
d) 20% of employees are effective

Unit 13. Corporate Social Responsibility

Multiple Choice
37. CSR stands for:
a) Corporate Social Responsibility
b) Customer Service Role
c) Company Strategy Rules
d) Corporate System Regulation

38. One main goal of CSR is:
a) Maximizing pollution
b) Reducing costs only
c) Contributing to society
d) Ignoring stakeholders

Unit 14. Business Ethics

Multiple Choice
39. Business ethics refers to:
a) Legal contracts only
b) Moral principles guiding business behavior
c) Marketing techniques
d) Employee salaries

40. A conflict of interest occurs when:
a) A person's personal interest interferes with professional duty
b) Two firms compete in the market
c) An employee disagrees with a colleague
d) A project is delayed

Unit 15. Global Business

Multiple Choice
41. Which is NOT a trade organization?
a) WTO
b) IMF
c) EU
d) CIA

42. Globalization in business means:
a) Limiting trade to local markets
b) Integration of world economies and cultures
c) Isolating companies from competition
d) Avoiding foreign markets

True/False
43. Cross-cultural competence is essential in international business. (True)

Unit 1. First Impressions & Presentations (extra)

Multiple Choice
44. Which of the following is *not* part of a good presentation?
a) Clear structure
b) Engaging delivery
c) Irrelevant details
d) Visual support

45. Which phrase is most appropriate when exchanging business cards?
a) “Here you go, buddy!”
b) “Let me give you my contact details.”
c) “Catch this.”
d) “Take it if you want.”

True/False
46. Eye contact is an important part of creating trust in first impressions. (True)
47. Cultural differences never affect first impressions. (False)

Unit 2. Leadership Styles (extra)

Multiple Choice
48. Transformational leaders are known for:
a) Focusing on routine tasks only
b) Inspiring and motivating employees
c) Avoiding innovation
d) Using strict rules

49. Which leadership style is most associated with high employee autonomy?
a) Autocratic
b) Laissez-faire
c) Bureaucratic
d) Transactional

Short Answer
50. Name one advantage and one disadvantage of democratic leadership.

Unit 3. Conflict Management (extra)

Multiple Choice
51. Which method of conflict resolution emphasizes compromise?
a) Both parties give up something to reach agreement
b) One party dominates
c) The conflict is ignored
d) Parties avoid communication

52. The Thomas-Kilmann model describes:
    a) Five conflict-handling styles
    b) Four stages of leadership
    c) Six steps of planning
    d) Seven principles of HR

True/False
53. Collaboration in conflict management usually takes more time than avoidance. (True)

Unit 4. Strategic Planning (extra)

Multiple Choice
54. PESTEL analysis includes:
a) Political, Economic, Social, Technological, Environmental, Legal factors
b) People, Energy, Sales, Technology, Earnings, Logistics
c) Planning, Evaluation, Strategy, Training, Execution, Leadership
d) None of the above

55. Strategic objectives should be:
    a) SMART (Specific, Measurable, Achievable, Relevant, Time-bound)
    b) Flexible and vague
    c) Undefined and abstract
    d) Confidential only

Short Answer
56. Give one example of a company vision statement.

Unit 5. Risk Management (extra)

Multiple Choice
57. Operational risk usually refers to:
a) Natural disasters only
b) Failures in internal processes, systems, or people
c) Changes in law
d) Exchange rate fluctuations

58. Which strategy *accepts* risk without taking further action?
    a) Avoidance
    b) Mitigation
    c) Acceptance
    d) Transfer

True/False
59. Buying insurance is an example of risk avoidance. (False)
60. Reputation risk can affect customer trust. (True)

Unit 6. Human Resource Management (extra)

Multiple Choice
61. Job analysis is the process of:
a) Measuring job satisfaction
b) Studying tasks, duties, and responsibilities of a position
c) Interviewing applicants
d) Comparing salaries

62. Which method is most effective for evaluating employee performance?
a) Ignoring complaints
b) 360-degree feedback
c) Random selection
d) Monthly gossip reports

True/False
63. Employee motivation is influenced only by salary. (False)
64. HR departments are responsible for compliance with labor law. (True)

Unit 7. Teamwork and Collaboration (extra)

Multiple Choice
65. According to Belbin's model, which is a team role?
a) Plant (creative innovator)
b) Mediator
c) Controller
d) Accountant

66. Virtual teams often face challenges in:
a) Time zones and communication
b) Face-to-face trust building
c) Technology use
d) All of the above

True/False
67. Team diversity can increase creativity. (True)

Unit 8. Innovation Management (extra)

Multiple Choice
68. Incremental innovation refers to:
a) Small improvements in existing products
b) Radical changes in industry structure
c) Mergers and acquisitions
d) Cost-cutting only

69. The first stage of the innovation process is usually:
    a) Implementation
    b) Idea generation
    c) Commercialization
    d) Marketing

True/False
70. Open innovation involves sharing ideas across organizations. (True)

Unit 9. Business Communication (extra)

Multiple Choice
71. Which is an example of upward communication?
a) Manager gives instructions to employees
b) Employee reports feedback to supervisor
c) Company publishes annual report to society
d) Department sends memo to another department

72. Which medium is most formal?
    a) Social media
    b) Instant messaging
    c) Business letter
    d) Casual talk

True/False
73. Listening skills are as important as speaking in communication. (True)

Unit 10. Decision-Making (extra)

Multiple Choice
74. Intuitive decision-making is based on:
a) Detailed data only
b) Past experience and gut feeling
c) Formal models
d) Group consensus

75. A decision tree helps managers:
    a) Visualize options and consequences
    b) Reduce company size
    c) Avoid decisions
    d) Focus only on competitors

Unit 11. Negotiation (extra)

Multiple Choice
76. A distributive negotiation is often described as:
a) Win-win
b) Zero-sum (one wins, one loses)
c) Collaborative
d) Integrative

77. Which skill is most important in negotiation?
a) Active listening
b) Ignoring the other side
c) Talking only about price
d) Withdrawing quickly

Unit 12. Time Management (extra)

Multiple Choice
78. Which tool helps prioritize tasks?
a) Eisenhower Matrix
b) Risk Register
c) Porter's Forces
d) Balance Sheet

79. Which is an example of time waster?
a) Delegating tasks
b) Constant interruptions
c) Planning daily schedule
d) Setting deadlines

True/False
80. Delegation is a way to save managers' time. (True)

Unit 13. Corporate Social Responsibility (extra)

Multiple Choice
81. Triple bottom line in CSR stands for:
a) Profit, People, Planet
b) Price, Promotion, Place
c) Profit, Product, Process
d) Policy, Practice, Performance

82. Philanthropy in CSR means:
a) Complying with law
b) Voluntary support for community or charity
c) Cutting costs
d) Tax avoidance

Unit 14. Business Ethics (extra)

Multiple Choice
83. Whistleblowing means:
a) Reporting unethical behavior within an organization
b) Firing employees
c) Celebrating success
d) Signing contracts

84. Which is an example of unethical business practice?
a) Insider trading
b) Transparent reporting
c) Fair wages
d) Environmental protection

True/False
85. Ethical codes are optional for companies. (True/False, depends on context)

Unit 15. Global Business (extra)

Multiple Choice
86. Which factor is NOT part of Hofstede's cultural dimensions?
a) Power distance
b) Individualism vs. collectivism
c) Time management
d) Uncertainty avoidance

87. A global company is also called:
a) Domestic firm
b) Multinational corporation
c) Local enterprise
d) Regional agency

True/False
88. Exchange rates have no impact on international trade. (False)