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## Introduction

The present qualification paper deals with the study of the Structure of the E – book on the topic “Sport in Uzbekistan” which presents a certain interest both the theoretical investigation and for the practical language use. The president of the republic of Uzbekistan. Islam Abduganievich Karimov speaking about the future of Uzbekistan underlines that “Harmonious generation is the future guarantee of prosperity”.

It is our task to prepare and teach professionally competent and energetic personnel, real patriots to see them in the world depository of science and culture. In this plan the national program about training personal was worked out on the formation of new generation of specialist. “With the high common and professionally culture, creative and social activity, with the ability to orientate in the social and political life independently, capable to raise and solve the problems to the perspective”.

Here the notable place is assigned to the general applied linguistics which carries responsibility for such socially and scientifically important sphere of knowledge as lexicography text logy dictionary methods of language training, translation theory and so on.

**The actuality** of the investigation is explained on one hand by the profound interest to function of Structure of the E – book on the topic “Sport in Uzbekistan” in the literary text and speech and other hand by the absence of widely approved analysis on the topic from the new methods of teaching structural and translation points of view.

**The novelty** of the qualification paper is defined by concrete results of the investigation special emphasis is laid on various types of rendering structure, E – text book for teaching “Practical English” the stylistic features, and the translation of topic “Sport in Uzbekistan” from English into Russian.

**The aim** of this Qualification paper is to define the specific features of the topic in literary text and in Speech and their rendering in Russian and Uzbek.

**The following tasks** are put forward according to the general aim of this research:

1. Full information about the topic
2. To reveal specific structural peculiarities of the topic.
3. To study specific peculiarities of the topic.
4. To study aspect peculiarities of the topic.

**The methods** of investigation used in this research are follows: semantic, stylistic, structural and translation.

**The practical value** of the research is that the material and the results of the given Qualification Paper can serve as the, material for theoretical courses of lexicology, country study, geographical aspects, translation, comparative typology and grammar as well as can be used for practical lessons in translation home reading, conversational practice and currents events.

**The object** of this research is to study the features and objective peculiarities of E - textbook structure.

**The material** includes:

1. different types of dictionaries;
2. scientific literature on translation of the topic;
3. the practical books of English, American and Russian authors.
4. The information from internet resources

**The theoretical importance** of the Qualification Paper is determined by the necessity of detailed and comprehensive analysis of the topic which forms a big

layer of the vocabulary and is very often used in literature fulfilling various pictures, information, jokes puzzle corner pre-reading vocabularies and discussion questions.

**The structure of work** – the given Qualification Paper consists of introduction, three chapters and a conclusion which are followed by the lists of literature used in the course of the research.<sup>1</sup>

Introduction tells about the aim of the research, methods used in the course of it, explains its actuality novelty, object, practical and scientific value.

The first chapter deals with the review the structure of E – textbook general information the objectives of the E - textbook

In the second chapter analysis of the topic and internet information in English and Russian are presented.

Conclusion presents the result of investigations produced in the Qualification Paper. The list of used literature names all the books and internet recourses used in the course of this research.

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<sup>1</sup> Kadrlar tayyorlash milliy dasturi: Toshkent 1997, 35 bet

# **Chapter I Problems of working out the E – text book for teaching “Practical English”**

## **1:1A brief information about the history of compiling**

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## **1:2 Importance of E – books in the modern of technology**

### **Education**

Probably as a result of the digital era, more and more books are becoming electronic books (e-books). E-books are coming to be a new trend in the world of information technologies. E-books are said to offer a wide range of interesting teaching and learning possibilities, yet the e-book technology is just beginning to be explored. There is still lack of consensus in regards to the real advantages of E - books over regular paper books. Due to the space limitations faced by many libraries, e-books appear to be an efficient means to store and organize information. Thousands of books can be stored in just one computer that can be accessed by many people. In addition, e-books can provide their users with up-to-date content and full-time availability. For this reason, e-book collections are being more frequently accessed than regular book collections. In this sense, e-books support the mission and vision of libraries in the digital age (Rosy, 20002).

Libraries are nowadays changing from being merely warehouses to becoming information portals with the use of e-books (Connaway, 2003). E-books offer many advantages to users. They are easy to access and provide hyper connection among other books. What is more, e-books are less likely to be lost, stolen, or damaged. Nonetheless, libraries must develop policies, procedures, and technologies to deal with e-books and manage this electronic challenge successfully.

Electronic literature can be of great help to the process of teaching and learning. When students register courses at the university, they are required to purchase many books that are discarded at the end of the term. This waste of resources could be minimized by using e-books. In a research study conducted over one semester with 24 college students, Simon (2001) analyzes the effects of replacing standard textbooks with e-books. To do this, the course reading material was converted into digital format. This study found that most students liked the special features included in e-books, such as using glossaries, bookmarking, highlighting, and annotating. Besides, most students in this study said that for ebooks to be useful tools, they must have the easy-to-use features of the printed book. In spite of the obvious advantages of e-books, electronic books still present some weaknesses that deter people from using them. Mooney (2001) refers to the term “interoperability” to highlight the current problems present in e-books. Interoperability basically means compatibility. Many software companies have developed their own e-book technologies which are not compatible among themselves in most cases (Wilson, 2003). Therefore, part of the future success of e-books lies in standardizing their formats to allow full access by users. Some e-books are provided freely by organizations or individual persons. Berglund, Morrison, Wilson, and Wynne (2004) inspected hundreds of free e-books on the Internet in order to assess their advantages and shortcomings. They found out that many free e-book resources are run by amateurs and not by academic institutions. Consequently, the quality of e-books depends, in most cases, on who administers the web sites which store them. The main problem with those

e-books is their many different formats and lack of update owing to copyright restrictions. Only books that are no longer copyrighted can be digitalized and distributed freely. For copyrighted e-books, price constitutes an issue for users. Jatz (2002) asserts that most e-books have the same price as paper books. Thus, this fact discourage people from buying e-books because they do not find that convenient. Jatz also refers to different models to implement the e-book technology in libraries. For instance, libraries and net publishers could work together to provide students with access to e-books. Jatz exemplifies this with the physical library metaphor. Only one copy of a book could be accessed at a time. This will, of course, depend on how many ebooks or electronic licenses are purchased by a library. In addition, course materials could be offered as e-books, and students could download them from their university library web sites.

This review examines the literature to establish a definition of electronic books and discovers this is currently related more to hardware and software (viewing technology) than content. It also reports the potential advantages and disadvantages of this format compared to print. It outlines what is currently known about the use of different types of electronic books by users, examining who the most likely users are, detailing what studies reveal about the use and usability of electronic books and the features users want; as well as what factors are inhibiting their use. Additionally the review details what is known about the opportunities and issues arising from the inclusion of electronic books in library collections. It addresses questions regarding the existing models for the use of e-books in libraries, what studies reveal about the realities of their use and what strategies and policies need to be adopted by libraries for their implementation. Finally it examines the degree of take-up of e-books by individuals and libraries and what trends and predictions for the future are emerging with respect to viewing technology, content and role in libraries.

Hawkins (2000) notes that, despite advances in production and delivery of electronic information, the printed book publishing industry continues to thrive.

People read books actively or passively, focussing on one or multiple texts, for a variety of reasons (Schilit 1999). Printed books are a long-lasting cultural icon because they are easy to use, generally portable and resistant to damage. Furthermore, paper and ink have "excellent characteristics for storing and conveying information" (Hawkins 2000) and are readable in a variety of conditions (Darnton 1999). Despite these attractive qualities, printed books have drawbacks - namely, they are costly to produce, store, distribute and update and are difficult to search (Hawkins 2000). With the convergence of computer and telecommunications technology, and the development of global networks, there has been a recent trend in the book industry towards the development of electronic books. These are cheap to manufacture and easy to store, distribute, update and search (Cline 2000; Hawkins 2000). Also, in the library environment, they make economic sense as printing costs have pushed the prices of books and journals beyond acquisitions budgets (Darnton 1999; Lonsdale & Armstrong 2000).

Definitions of e-books differ. Hawkins (2000) states that "an e-book is the contents of a book made available in an electronic form." Lynch (1999) notes how imprecise terminology results in confusion and, both he and Terry (1999), stress the need to distinguish between a digital book (the content) and the viewing technology (hardware and software). Hawkins (2000) outlines three true electronic publishing implementations of the e-book format to which can be added the dimension of proprietary and non-proprietary technology (Crawford 2000). These are tabulated in Table 1 (see appendix I), with examples drawn from the literature.

Morgan (1999) limits the definition of e-books, as opposed to e-texts, to being a hardware/software combination used to read electronic data on a specially designed portable device (i.e. b in Table 1). According to Lynch (1999) and Terry (1999) this would simply be one type of viewing technology - with

desktop PCs, notebooks and personal digital assistants (PDAs) being others. Balas (2000) focuses on the software needed to read the book, pointing out that e-texts can be read on any computer system whereas e-books require special reader software. In general, implementations a and c (in Table 1) both result in users reading the electronic book on a desktop or portable computer screen or, if the option exists, printing it out onto paper. However, a move towards more flexible "hybrid" systems is evident with proprietary and general purpose software readers enabling the transformation of a portable computer into an e-book reading device (Burk 2000; Lynch 1999; netLibrary 2000-2001; Terry 1999).

Overall, in discussing a definition of e-books it is apparent that both hardware and software issues of both a proprietary and non-proprietary nature feature more prominently than a definition in terms of content. In general, as Ardito (2000) notes, publishers have been digitising books for reading on screens for more than a decade, though hand held devices for reading e-books are a recent phenomenon. Both modes of use will be considered in this review.

The main disadvantages for downloadable e-books to standard hardware and those remaining on the provider's web site include reading from PC screens; unattractive formats; and download times dependent on the speed of data lines (Hawkins 2000). Landoni, Wilson and Gibb (2000) and Lynch (1999) add other technological issues such as the dependency on access to unstable telecommunications networks. With books remaining on a subscription Company's web site, is the added disadvantage of restricted printing and copying limiting portability (Kirkpatrick 2000).

On the other hand, an e-book is an "integration of the classical print structure with an electronic environment giving additional value added features that paper cannot provide" (Landoni, Wilson & Gibb 2000). Some of the advantages are timely and cost efficient distribution; the ability to search and interact with the

text easily; and widespread accessibility through the Internet (Lynch 1999; O'Leary 1999; Schilit 1999). With a desktop PC, the e-book is not as portable as its print counterpart, but with technological developments resulting in increasingly lightweight computers this is changing. Schilit (1999) cogently outlines benefits that dedicated hand held devices introduce to reading. In addition to those already mentioned, these include: mobile access to large amounts of information; organizing e.g. by annotating; filtering by generating personalised queries; and support for different modes of reading. Some of these advantages can be obtained, when using e-books with other types of hardware, through the use of special reader software.

Even with these potentially attractive functions, the quality of the display, and hence legibility of the content, in both dedicated-device dependent and independent cases is a critical issue (Chaiken et al 1998; Darnton 1999; Hawkins 2000; Kristl 2000; Landoni & Gibb 2000; Lynch 1999; Terry 1999). Ardito (2000) notes that "displays are improving, but the development of a device that delivers the brightness and resolution of a printed page may be a long time coming." However, Chaiken et al (1998) found that readers were satisfied with the quality of the display of their prototype appliance. These authors consider that the price of suitable high-resolution displays will determine the economic viability of the device. They also note other factors needed to make reading appliances successful including: the weight, orientation and packaging; well-designed user interfaces; and support for both passive and active reading. Landoni, Wilson and Gibb (2000), studying computer screen-based electronic books, were in agreement with the issue of costs to the user being a limiting factor. They also stress that "the quality aspect is crucial because of cognitive issues related to the ability of the reader to use, appreciate and prefer books in electronic format to paper ones."

Overall, there are differing opinions as to the degree reading devices and

computer screen-based electronic books stack up against their print counterparts. Hawkins (2000) indicates that current e-book readers are generally lightweight, convenient to carry and easy to use, whereas Ardito (2000) includes the size and weight of portable reading devices amongst the disadvantages. Sottong (1999) outlines technical specifications and comparisons with printed paper indicating that current technology is incapable of producing readable, cheap electronic books. User studies are needed to resolve these issues.

Landoni, Wilson and Gibb (Landoni & Gibb 2000; Landoni, Wilson & Gibb 2000) investigate the link between paper books and their electronic computer screen-based counterparts in depth. Their work is one of the few studies of electronic books from a content/cultural metaphor perspective that considers the affective/cognitive impact on users rather than considering just viewing technology, which (as outlined in section I.ii), is the main focus of definition.

The first study, the visual book evaluation tested the hypothesis that appearance is an important factor in the effective presentation of information on a screen (Landoni & Gibb 2000). The results of the experiments suggest that the book metaphor plays an important role in the definition of guidelines for the design of an electronic book. It has to be consistent with, and work according to, the book metaphor. Therefore, when publishing e-books, they propose that the page metaphor should be respected; the logical structure maintained; and titles, pagination, and typographical aspects should be designed carefully to enhance text readability.

These principles are applied in designing and testing a web-based e-book (Landoni, Wilson & Gibb 2000). A control version of an electronic text was reworked to make it more readily scannable. Data was gathered to test the hypotheses that users of the scannable version would make fewer errors on tasks, report higher subjective satisfaction and that this version would have a higher usability score. They state that all three hypotheses were supported based

on the results obtained. However, generalisations made by the authors from such studies using small non-random samples and highly specific text types need to be treated with caution.

A preliminary review of the available literature reveals much recent hype, activity and comment but still little research, especially in the area of electronic books as opposed to journals (Lonsdale & Armstrong 2000). College students have been identified as an ideal starting point for studies (Landoni, Wilson & Gibb 2000; Wearden 1998) for a number of reasons. These include the amount they spend on textbooks; their need for rapid access to large amounts of information; and their level of computer literacy. Portable e-book readers, in particular, offer other features valuable to them; such as portability of a large amount of information and a lightweight, easy to use design (Simon 2001; Tennant 2000). There have also been pilot studies in the use of device independent web-based e-books (Messing 1995; Summerfield & Mandel 1999).

An early study (Messing 1995) reports on the use of web-based e-books as teaching materials in distance education courses. He stresses the importance of looking at the use of these materials from the client's perspective; and comments on the difficulties in measuring how, and determining why, students use such systems. Hence, to obtain a complete picture it is necessary to employ a variety of strategies. In this investigation electronic log files of all user interactions were created for analysis along with manual ones kept by students. Additionally, students were surveyed, focus groups conducted and a sample was interviewed in depth over the phone. Thus, this study exhibited good use of triangulation methods (Williamson 2000, pp.36-37) to improve reliability and validity.

The results indicated reactions of students to use of electronic books did not conform to theoretical predictions. Regarding the critical issue of readability from computer screens, the studies indicated this to be determined by personal preference. Some students had a clear preference for reading from paper and

printed out most of the material (Messing 1995). Surprisingly, the single biggest drawback that students reported was inconvenience of access compared to having a printed copy of the book. This may be because in 1995 even a portable computer wasn't as portable as a book. Also, whilst students commented favourably on the flexibility and interactivity of the electronic materials, the study revealed that these capabilities were not used to their full potential. Hence, training students in the skills required to maximise the potential of this new genre of learning resource is crucial (Messing 1995).

Using a similar mode of access, and also offering users the option to print out the content, Columbia University ran an Online Books Project from 1995 - 1999 (Summerfield & Mandel 1999). One of the purposes of the project was to analyse the user community's adoption of, and reaction to, various on-line books and delivery system features. The results of analysis of data relating to usage (based on hit rates) indicated that "students with a reading assignment that was in the online collection, were looking at the electronic books in some depth" (Summerfield & Mandel 1999, p.292). The authors suggest that this implied they found some value in this means of access, although they acknowledge the limitations of using hit rates as a measure. They hope that future analysis of log-file data linking user and usage information will reveal valuable insights into user behaviour by department, position and age. Mercer (2000), though mostly studying electronic journal use, also stresses the value of analysing log files and obtaining customised reports on usage by individuals and departments. This information is valuable in identifying user groups requiring training, an issue identified by Messing (1995).

Summerfield and Mandel (1999) also compared the use of a particular book that was in both print and online format. The results suggest only a minority used the online version. For a class with an assigned reader available in both formats, the majority of students surveyed used their own print copy. Although less

conclusive, a survey of the same classes for preferred method of reading produced the same results i.e. that print was preferred. As with Messing's study, these researchers found that willingness to read on-line for extended periods varied from person to person, and they suggest that when their project ended it was still not widespread.

Investigating the features users valued with the online version of a book revealed similar findings to Messing (1995). Immediate access to the text; ease of browsing, navigating and searching; and the ability to manipulate the text were all regarded favourably. The investigations also present data indicating that electronic versions of reference books were particularly well used and received (Summerfield & Mandel 1999).

Overall both Messing's and Summerfield & Mandel's studies highlight the need for further research in how students and faculty use, and benefit from access to, electronic books. They also reveal the need to develop reliable measures, and to encourage higher response rates to surveys, to ensure validity of research findings. Conducting similar studies in the context of portable computers and dedicated reading devices, to see if users still felt the need to print out the material, would be valuable.

### **1:3 The aims and the Parts of the E –textbook on practical English for Intermediate and Advanced level students**

Certainly users in one trial were unsatisfied with the need to borrow a particular device for a particular title (Gibbs 1999-2000). Furthermore, e-book suppliers operate independently with differing approaches to encryption to prevent copying of their books (Barnard 1999). This copyright protection raises issues for users as to whether they will be able to do the same things with e-books (lend, copy sections, replace) that they currently do with printed ones (Lynch 1999). The

ability to be able to print out the book for portability or extended reading purposes is also of concern to users (Messing 1995; O'Leary 1999).

### III. E-books and libraries

Libraries have traditionally collected printed books and journals to provide access to educational, literary and recreational texts; and to act as a repository of this material for posterity. Hence, they play a key role in the traditional information chain (Darnton 1989 quoted in Ferguson 1994) and have been one of the main vehicles for "the mass distribution of books directly to readers" (Barnard 1999). Additionally, they have been committed to the public good and equity of access to information. The move to digital information resources in general threatens this role, as libraries no longer have the same kind of control of the material (Coyle 2000). Hence, Tennant (2000) poses the pertinent question "how will e-books and E-book readers fit into the mix of library collections and services?"

Models for collection management of electronic books and their use in libraries. A number of libraries are already in the process of electronic book collection development and running pilot projects in their use (Ardito 2000; Fialkoff 2000; Hawkins 2000). As e-books come in device-dependent formats or device independent formats (Tennant 2000), several models can be described. The models equate with the e-book publishing models and their degree of openness outlined in Table 1. Hence, libraries can opt for any, or all, of the following models: a) open access web-based books using standard hardware/software systems; b) software-based systems; c) hardware-based distribution systems; and d) web server-based distribution systems. They are described in Table 2 (see Appendix II) with some examples of their reported use in libraries.

Librarians (Bryant 2000; Fialkoff 2000) have raised concerns regarding the appropriateness of these models for library e-book collection management and service delivery. Lynch (1999) stresses the importance of the library community

discussing what they want from digital books. He notes that the models outlined in Table 2 (except the first) all emulate physical books in a library with one person at a time viewing, or borrowing, a particular copy. This is very different from site licence to digital content; the primary model for electronic information access over recent years (Flowers 1999; Lynch 1999). The latter allows simultaneous users for an additional fee, permits email delivery of content, and gives users the option to print out or download the text. Both Messing's (1995) and Summerfield and Mandel's studies (1999) indicate that ready access from any location at any hour is a valued feature of the online format. This positive feature is applicable to a site licence model of electronic book access, but would not be applicable to the physical book emulation models, without purchasing multiple copies of the required titles or devices.

Despite these concerns, Barnard (1999) comments on the variety of opportunities that exist for enhancing service to library clientele by combining e-texts and electronic reading devices. These include lending customised packages of electronic texts, inter-library loan requests delivered on a reading device, and electronic reserve delivery to students (Barnard 1999; Burk 2000; Gibbs 1999-2000; Morgan 1999). Likewise, a number of service possibilities have been noted for pseudo-circulating electronic book services including on demand access (provided sufficient copies of a title have been purchased), timely inter-library and inter-campus loans; and support for distance education and remote users (Albanese 2000b; Anon 1999b).

### III.3 Issues for consideration and strategies for successful implementation

Advantages of e-books for libraries include the technical ability for a single copy to be made accessible to multiple users; their durability; their use in preservation; the fact they don't go out of print; their ability to support distance learning; and their potential to provide users with access 24hours a day/7 days a week (Ardito 2000; Fiander 2000; Hawkins 2000). Marcinko (2000) notes other

reasons to allocate some of the budget to e-book collection development. These include the potential to reduce costs associated with maintaining growing print collections, ease of update of rapidly changing material, their suitability as reference books, and improved turnaround time on book circulation. Libraries also have a tradition of experimentation in new ways to meet evolving needs (Marcinko 2000); as well as a commitment to providing equity of access to information in all formats (Burk 2000).

The multiple access advantage is defeated by the "pseudocirculating" (Crawford 2000) models of lending; as is the potential for 24/7 access if the only copy of the book is already on loan to one client (Albanese 2000b; Flowers 1999). Gibbs (1999-2000) notes the necessity to purchase multiple copies of the same title to load on different reading devices. The preservation advantage is disputed by Sottong (1999) who outlines technical arguments for questionable data permanence of electronic media in comparison to paper. He also raises the issue of potential obsolescence in the viewing technology, thus making the information inaccessible.

The issue of ownership raises concern (Anon 2001b; Ardito 2000; Bryant 2000; Fiander 2000; Flowers 1999; Hawkins 2000; Lynch 1999). As Lynch (1999) notes, libraries will need to "ensure that they have copies of works that can be incorporated into permanent collections for continued access". Subscriptions to an electronic book collection are problematic when the library decides not to renew. In a print world the library keeps whatever materials its payments have already purchased, but in a digital one access tends to be lost. For a price netLibrary does allow perpetual access as an option (O'Leary 1999; Rogers 2000b). With dedicated devices, Gibbs (1999-2000) expresses concern as to whether vendors will resupply titles tied to a damaged machine at no extra cost.

With e-books residing on web servers, and the current ability of technical copyright protection systems (Anon 2001b; Lynch 1999), the need to negotiate licence agreements accommodating fair use for research and study is circumvented

(Bryant 2000; Flowers 1999). Dillon (2000) highlights that insufficient attention is given to user needs and that the "excessive and intrusive digital rights management of e-books could decrease their value to libraries as a means of permanently communicating the knowledge contained in them".

As mentioned previously lack of interoperability and open standards are issues of concern for users. This state of "fragmentation" (Dillon 2000) is also of concern to libraries. With "no common access or delivery method" (Fiander 2000) libraries are left with a number of models on which to base service delivery, as outlined in Table 2. As all are limited not only by interoperability but also by the lack of available content, libraries need to adopt several models to provide adequate service to their clients. Indeed, Gibbs (1999-2000) mentions the complementary nature of subscribing to netLibrary in addition to acquiring dedicated reading devices. This, however, means the library needs to put in place appropriate administrative procedures to deal with both. The potential for saving staff time with one service is negated by the labour intensive nature of the other; and the library must incur the costs of complex licencing negotiations arising from both.

Despite the potential for saving money, by reducing the overhead and infrastructure costs associated with growing print collections (Albanese 2000b), costs are also an issue (Bryant 2000; Fialkoff 2000; Gibbs 1999-2000). Concern exists with services such as netLibrary regarding the costs and pricing structure, with ongoing access fees in addition to purchase costs for books (O'Leary 1999). With dedicated reading devices, as well as the need to invest in special hardware, Fialkoff (2000) notes the problem of device dependency resulting in hundreds of dollars worth of books residing on a machine useable by only one patron at a time. Sottong (1999) believes reading appliances will become obsolete resulting in funds being wasted when libraries are forced to buy replacements.

A number of commentators (Albanese 2000b; Gibbs 1999-2000; Lynch 1999), question the policies of content providers, like netLibrary, regarding the privacy of library clients' and usage data compiled when users log onto their web site.

This collision between user's rights to read anonymously as opposed to publisher's interest in gaining business intelligence requires libraries to look closely at agreements they sign with e-book vendors (Anon 2001b).

Lonsdale and Armstrong (2000) highlight the problem of bibliographic access, which is important to librarians engaged in collection management. From their study of the literature, they found this issue had received little attention. Whilst the need to extend legal deposit laws to include web monographs was identified, no action has been taken. Compounding on this, major publishers of trade bibliographies do not currently include web monographs in their bibliographical databases and, according to their survey, it was often difficult to identify electronic titles from publishers web sites.

Overall, Dillon (2000) notes the challenge to incorporate electronic books into existing routines and believes their format and functionality make them a "new breed of information species". Indeed, experiences with device dependent and independent books led his team of librarians to formulate a set of guiding principles for the acquisition of e-books. These cover their integration with other workstation resources, their user-friendliness, their persistence in terms of both content and network accessibility and their compatibility with existing library technological infrastructures.

Highly significant in these guidelines is the importance attached to no proprietary hardware or software being needed to read, or access, the book and the ability to use them both on and offline (Dillon 2000). This highlights the vital role of open standards and gives a cautionary note to libraries engaged in lending proprietary portable reading appliances, loaded with proprietary titles, despite

positive responses from users. However, as Lynch (1999) notes "if important materials are available only for one specific e-book reader, librarians will have some hard decisions to make."

Lamont (1999) stresses that although the technological, administrative and cost considerations of new services should not be discounted, it is human factors that will determine the success or failure of a project. A broad user base is vital to justify funding and lend legitimacy and credence. Managing user expectations, in a digital environment, is challenging and requires knowledgeable, flexible, staff as well as a supportive, informed, management. To these ends, Mercer (2000) stresses the vital importance of measuring usage statistics. Whilst her study focuses mainly on electronic journals, there are a number of points equally applicable to e-book collection development. These include the importance of having usage statistics for both print and electronic formats of the same title; and the need to negotiate with vendors to ensure the statistics, not only for purchasing or cancellation decisions are available, but also those informing on users' habits, are provided to support development of associated services.

#### IV. The future of electronic books - trends and predictions

##### IV1. Viewing technology

Ardito (2000) comments that "e-publishers have a long way to go before they completely satisfy print book lovers", "though industry players believe ubiquitous use of e-books is only a matter of time" (Maack 2001, p.60). Some large academic libraries (General Libraries 2000) are committed to further development of web-based e-book access via e-book vendors, though both Sottong and Hage (Kristl 2000) believe the future will be in hand held devices.

One Australian industry player has indicated that both computer-based and dedicated-device based systems will be used for different purposes (Maack 2001, p.60). Users will prefer a PC for active reading, whereas for recreational

(immersive) reading a dedicated-device will be needed. A recent consumer survey (Anon 2001a; Maack 2001, p.58) revealed 28% of respondents were willing to engage in recreational reading on an e-book device and 66% would read a reference work on a computer. However, only 12% said they were likely to buy an e-book or a reading device in the next year. Despite this, Maack (2001, p.58) notes that e-book manufacturers and e-publishers remain confident and reports that one study predicts 28 million device users by 2005.

There is a question as to which type of device will be adopted. E-books and other texts can be read on a PC, laptop, personal digital assistant (PDA) or dedicated reading device. PDAs are emerging as competition to the dedicated reader (Ditlea 2000; Greiner 2000; Maack 2001). As far as the reading of articles is concerned, the results of a recent poll support this viewpoint, with PalmOS and Pocket PC devices proving more popular than dedicated reading devices (Nuvomedia 2001).

Schilit (1999) notes that "although paper books are a functional and cultural icon, reading appliances as tools that improve the ability to learn and manage written information will prove invaluable for knowledge workers." The technology is being pitched at students and the travelling businessperson (Maack 2001, p.60). One study found 54% of the business travellers surveyed left books behind, due to lack of luggage space; and 75% felt electronic access to books would be useful (Anon 1999a). Surprisingly, few commentators focus on the potential advantages for people with a range of disabilities. Gibbs (Gibbs 1999-2000) mentions the advantage of the ability to increase the font size for the print-disabled and the value of easy page turning for people with physical disabilities.

Overall, there are still unanswered questions about how the e-book and reading device market will develop (Bryant 2000; Maack 2001). High-resolution displays; attractive pricing; improvements in portability and interoperability; and ability to view multimedia may be necessary to encourage widespread use (Ardito 2000; Barnard 1999; Bryant 2000; Cline 2000). Research and development is addressing

some problems to enhance the functionality of newer models (Hawkins 2000). Overall, commentators believe in the short term, advances in viewing technology will drive the evolution of the e-book, though in the long term, it will be content that matters (Cline 2000)

Bryant (2000) reports on a congress at which most industry players conceded that quantity of content had not yet reached critical mass. It was predicted that 2001 would be the turning point following the release of open formatting standards through the Open eBook Forum (OeBF). These should increase the amount and interoperability of content, whilst still allowing manufacturers to encrypt it to protect copyright (Ardito 2000).

There is also interest in the types or genres of material published as e-books. As Cline (2000) comments "the market is currently somewhat bifurcated between very popular materials and the highly technical." Certain genres have been successful in electronic form and are already replacing their print counterparts - namely, bibliographies, indexes, dictionaries, encyclopedias, directories, and technical manuals (Anon 2001b; Lynch 1999; Tennant 2000). Summerfield and Mandel's (1999) study clearly found that reference books were used more heavily on-line than in print. With such texts, their readers want to find and read relatively short chunks and this is a key situation in which producing electronic books is deemed appropriate by researchers (Landoni & Gibb 2000). There is an industry perception that the student textbook market will be sizable (Maack 2001, p. 61) and there are already a number of electronic textbook trials underway (Anon 2000; Minkel 2000). However, little work has been done to determine how other popular print genres, particularly fiction, can evolve successfully into new digitally based formats (Lynch 1999). Burk (2000) identifies a potential audience for e-books as readers of series books, or books in a particular genre. However, the industry (Maack 2001, p.61) believes that fiction is one of the types of e-books least likely to be taken up in the short term.

### IV.3. Role of Libraries

Cline (2000) notes comments by Gibbs that it is somewhat early to determine the impact of e-books on a library collection, though the indications are that they have been reasonably successful to this point. However, as outlined previously, issues of access, preservation, ownership, copyright and fair use, cost, privacy, standards, bibliographic control and adequate content are critical. There is concern over the appropriateness of e-book acquisition and service delivery models and Bryant (2000) mentions the comments of Davenport regarding the lack of "library models either in terms of business prototypes for selling to libraries or in terms of an understanding of the public good libraries provide."

Terry (1999) highlights the need for libraries to assess client interest and usage levels to implement e-books successfully. Preliminary (but inconclusive) studies suggest scholars' preference for print over web-based PC format (Summerfield & Mandel 1999), especially if the book is a major course text or needed for research purposes. However, this may be a reflection of the desktop hardware and software technology used, since other studies indicate users' enthusiasm for content delivered on dedicated reading appliances (Burk 2000; Gibbs 1999-2000; Simon 2001). Furthermore, despite offering very restrictive print options, the web-based pseudobook circulating service, netLibrary, is proving successful. Marketing strategies aimed at both the academic and public library sectors (Breeding 2000; Quint 2000) have resulted in libraries, corporations, US library networks and publishers signing up for service (Breeding 2000; Kirkpatrick 2000; Minkel 1999; Rogers 2000b). It has also successfully targeted large consortia (Flowers 1999), library suppliers (Anon 1999b) and library software vendors (Breeding 2000; Rogers 2000a).

Breeding (2000) stresses the importance of cooperation between library automation vendors and content providers to assist libraries in handling an increasing array of electronic media. Distributors of e-books that operate in the library market are

more likely to bring librarians, and their concerns, into the planning for new formats (Fialkoff 2000). Davenport (quoted in Bryant, 2000) hopes to "incubate new products and a new attitude in a library industry working group that she is setting up under the auspices of the OeBF". There are indications that library book vendors also want interested parties to work together (Cline 2000; Marcinko 2000). "Consolidation of orders, invoicing, facilitating the flow of information between publishers and libraries, and the possibility of a new form of approval plan are some of the services which could be of benefit" (Cline 2000). NetLibrary is working towards providing such services as well as towards a more open one-to-many lending model (Albanese 2000b).

With wrangling over copyrighted material, the provision of access to copyright free texts through public domain digital libraries like University of Virginia (UVA) Etext Centre and the Internet Public Library is important (Albanese 2000a; Crawford 2000). It is noteworthy that netLibrary has now formed an alliance with UVA to preserve historic texts in digital form and distribute them to libraries, some for free, but some only by subscription (Quint 2000). Further, adding to its seamless services, this company is reported as hoping "to allow libraries to load records to enable users to preview information on books and then purchase them on the netLibrary site" (Breeding 2000) as well as "ultimately having print-on-demand" (Albanese 2000b).

Marcinko (2000) indicates many issues and questions remain with regard to funding and budgeting e-book acquisition, how selection decisions will be made, and what staff and user training issues will need to be addressed. The issue of open standards allowing interoperability is a critical issue and may result in some libraries holding back until it is addressed (Lynch 1999). However, Burk (2000) and Hage (in Kristl 2000) believe firmly that libraries should play a part in bringing this new format to the public in response to customer demand and as a reflection of their commitment to equity of access.

Gibbs (1999-2000) raises the question as to whether electronic book technology will mean the end of the library. She believes the traditional book will always have a place in academic libraries. Undoubtedly, it will take years to digitise all the existing materials that scholars depend on for research, let alone produce electronically the approximately 100,000 books that are published in print form in English annually (Albanese 2000b).

The definition of what constitutes an electronic book is still in a state of flux. Both content and viewing technology are components of an e-book. Currently, the focus is on the latter with the quality of the display being a critical component and the issue of open standards pivotal to its future development and adoption. However content should not be overlooked; the print book represents an important cultural icon and, despite the value-added functions possible with an electronic format, the maintenance of the book rhetoric is an important concept in the development of good electronic books in order for psycho-social acceptance by users to occur.

This review reveals some important findings from preliminary user studies with both web-based e-books, viewed on standard hardware and software, and with those read on dedicated reading appliances with software aimed at improving readability. A key finding for books viewed with the former is that personal preference and length affects the extent to which users are unsatisfied with the screen readability, and are thus likely to print out an electronic text. Where printing is an option, the extent of conversion to paper format is quite high, and there is still a preference for print books for texts requiring active reading. Features users value with online electronic books include immediate access to the text; ease of browsing, navigating and searching; and the ability to manipulate the text. For books read using dedicated devices, the literature indicates that users are generally satisfied with the experience. Popular features include backlighting, the ability to change font size, and portability. Negative reactions are reported regarding the key issue of readability and screen clarity, the inability to read graphics, the limited availability of content, the lack of interoperability and in some cases the cost.

However, it should be borne in mind that the majority of these studies involve small (often non-random and highly specific) samples and/or surveys with low response rates and thus limitations are imposed on the reliability and generalisability of the findings. Furthermore, some reports lack any description of the composition or size of the sample population and clear analysis of the results. More rigorous research is needed to establish a more accurate picture of user behaviour and usability of e-books. It needs to include detailed quantitative analysis of log files to track what users do with e-books and qualitative in-depth interviews to gain a deep understanding of user behaviour and user needs. Ways of encouraging higher response rates to surveys need to be found to improve validity, and research should aim to include break down by age, educational background, and degree of familiarity with PCs to give insight into the factors affecting findings.

Conducting and communicating research is vital for libraries that in the near future will be allocating portions of their squeezed budgets to purchase of viewing technology and content. For example, should libraries subscribe to Internet e-book vendors that don't give users the option to print, or will charge them additional fees for this service, when there is still a clear preference amongst some users to do extended reading in this format? Should libraries purchase proprietary reading appliances that may be come obsolete quickly or should they wait until open standards enable books to be downloaded to any device or portable computer?

At the moment viewing technology is a limiting factor but in the future content will become paramount. Currently, the literature indicates that certain genres are successful in electronic form and are replacing their print counterparts. There is confidence that reference and educational materials will prove to be a viable market for e-books. Although some works of fiction now only exist in electronic form, there has been surprisingly little research and market analysis as to how this popular print genre can evolve successfully into a digital format.

Despite much recent media hype, there appears to be only limited take up of e-books by individuals and libraries, and the market is still ill defined. Users and libraries are concerned about issues such as access, preservation, ownership, copyright and fair use, standards, costs, privacy, quantity of available content and bibliographic control. As more libraries venture into e-book lending, the impact these issues have on collection development policies, budget considerations and client service will become increasingly important.

## **Conclusion**

Conclusion presents the result of the investigation produced in the qualification paper. As our president I.A.Karimov said “Continuous education is the main basis system in personal training, the priority, providing, the social economic development of the Republic of Uzbekistan. Continuous education satisfies the economic, social, scientific technical and cultural Requirements of personality, society and state”.

We must follow his suggestion and bring in our contribution to the development in educational process this qualification paper this deal with the study of the structure E – textbook on the topic “Sport in Uzbekistan” which presents a certain interest both for theoretical investigation and for the practical language use.

In my graduation paper I have tried to depict and analyses of the with a helping of E – textbook on the topic

In conclusion, I want to say that the topic with all information concerned only with vocabulary, translation, dictionaries exist and functions at present time main part of E – textbook on the topic.

Anyone can their own ideas, thoughts. This is particularly helpful if you can a teacher wanting your student to think outside the box or a parent want your child to learn new facts in a fun and interesting way. There are such rules that apply when making your own ideas. Pick something you want to talk about but try to keep it in short if you can as many sentences don't lend themselves to long answers.

The aim of this paper is to outline and discuss what do the structure of E – textbooks in modern methods are the attractions and problems may occur with such approach in analyzing words or concepts.

This review reveals some important findings from preliminary user studies with both web-based e-books, viewed on standard hardware and software, and with

those read on dedicated reading appliances with software aimed at improving readability. A key finding for books viewed with the former is that personal preference and length affects the extent to which users are unsatisfied with the screen readability, and are thus likely to print out an electronic text. Where printing is an option, the extent of conversion to paper format is quite high, and there is still a preference for print books for texts requiring active reading. Features users value with online electronic books include immediate access to the text; ease of browsing, navigating and searching; and the ability to manipulate the text. For books read using dedicated devices, the literature indicates that users are generally satisfied with the experience. Popular features include backlighting, the ability to change font size, and portability. Negative reactions are reported regarding the key issue of readability and screen clarity, the inability to read graphics, the limited availability of content, the lack of interoperability and in some cases the cost.

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vendors that don't give users the option to print, or will charge them additional fees for this service, when there is still a clear preference amongst some users to do extended reading in this format? Should libraries purchase proprietary reading appliances that may be come obsolete quickly or should they wait until open standards enable books to be downloaded to any device or portable computer?

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Despite much recent media hype, there appears to be only limited take up of e-books by individuals and libraries, and the market is still ill defined. Users and libraries are concerned about issues such as access, preservation, ownership, copyright and fair use, standards, costs, privacy, quantity of available content and bibliographic control. As more libraries venture into e-book lending, the impact these issues have on collection development policies, budget considerations and client service will become increasingly important.

Understanding, (these problems and questions) this country (topic) may help difference for (translation of these words) information about this topic in develop new approaches in analyzing this subject and avoid them.

# Sport in Uzbekistan

## Post-reading

Uzbek sportsmen have set up many world and national (records) in various sports and they have won outstanding victories at home and abroad. Uzbek football players, boxers weight-lifters, wrestlers track and field athletes, tennis-players, all over the world.

## Sports and games

### History of the Olympic Games

#### I. Check your knowledge

##### Exercise 1

What sports are not included in the Olympics?

1. Horse-racing
2. Frisbee
3. Cricket
4. Baseball
5. Football
6. Hockey
7. Archery
8. Wrestling
9. Mountain
10. discus
11. basketball
12. darts
15. Diving
16. Swimming
17. Biathlon
18. Marathon
19. Figure skating
20. Skiing
21. Boxing
22. Rowing
23. Tobogganing
24. bobsledding
25. billiards
26. Aikido

13. speed skating

27. kurash

14. fencing

28. aerals

### Exercise 2

Now divide the Olympic sports into summer and winter events.

Summer	Winter



**President:** "Children's **sport** is the future of Uzbek **sports**."

## II. Pre-reading

Discuss these questions with your classmates:

- A. What do you know about the Olympics?
- B. Why do you think this competition is called the "Olympics"?
- C. What Olympic sports do you know?
- D. Where have the Olympic Games been held?

## III. Reading

Read the text and if you have difficulties with the words,

Look at the VOCAB BOX and INFORMATION BOARD

### The Olympic Games – The and Now

#### VOCAB BOX

Procession – parade

Feast – large meal with lots of people

Amateur - not professional

The ancient Greek Games were both parts of Greek

religion and society. Originally, the games were a type

of religious ceremony. Some were held in honor of living

the gods, other as offerings of thanksgiving.

Later, the games honored famous living people.

The Greek Games were accompanied by processions, feasts and music. They played an

important role in developing a keen sense of beauty that was reflected in Greek art and literature. At first, the participants were not professional athletes but rather amateurs. The Olympic Games were the most famous of the four ancient games held in Ancient Greece, the other three being the Isthmian, Pythian and Nemean games. principal shrine. The Olympic Games were held in the summer, and early in each year of the games, messengers were sent throughout the Greek world to invite the city-states to compete. The competitions were open only to honorable men of Greek descent. In fact, with the exception of the priestess of the god Demeter, no women were even allowed to watch the games. Pottery from around 550 BC shows men taking part in the games naked or wearing only a thong.

The order of the events is not precisely known, but the first day of the festival was devoted to sacrifices. On the second day, the foot-race, the main event of the games, took place in the stadium, an oblong area enclosed by sloping banks of earth. On other days, wrestling and boxing were held. In wrestling, the aim was to throw the opponent to the ground three times. Boxing became more and more brutal as time went on. At first, the fighters wound straps of leather over their

Deity - a god

Shrine - a holy place

Pottery - ceramic artwork and bowls

Oblong - rectangle

Brutal - violent

Evolve - develop, change

fingers to soften the blows. But later, pieces of metal were used to do more damage to the opponent.

The Olympian Games were the inspiration for the modern Olympic Games, the international athletic competition held every four years at different locations throughout the world. The first modern games were organized by French sportsman and educator Baron Pierre de Coubertin in April, 1896. This competition evolved into the Summer Olympics. The Winter Olympics were begun in 1924. The total number of participating athletes has grown from 285 who competed at Athens in 1896 to the approximately 10,800 who competed in Atlanta in 1996.

#### INFORMATION BOARD

**Zeus** - in Greek mythology, the god of sky and ruler of the gods of Mount

Olympian. He was lord of sky, the rain god, cloud gatherer. His shrine was at

Olympia, where the Olympian Games were celebrated.

**Demeter** - Zeus's sister. In Greek mythology, goddess of corn and

the harvest.

Demeter caused the Earth to bring forth spring flowers and abundant fruit and

grain for the harvest.

(See Unit 4 for more information about Greek mythology.)

#### IV. **Post-reading**

Work in small groups writing seven questions about the text to challenge your classmates

#### QUIZ

Write answers on separate paper these questions.

1. What was the original reason for the Greek Olympian games?

2. Who played in the Olympian games?
3. Why were women not allowed to watch the Olympian games?
4. What happened on the first day of the Olympian games?
5. What happened on the second day?
6. How did the boxing events change over time?
7. Who started the modern Olympics and when?



## Champions and Championships

## 1. Pre-listening

Do you know these champions? Write their sports bellow.

1. Arthur Gregorian	
2. Anatoliy Karpov	
3. Evender Holifield	
4. Rustam Kasimov	
5. Muhammad Ali	
6. Micheael Jordan	
7. Rifat Riskiev	
8. Garry Kasparov	
9. Monica Seles	
10. Mike Tyson	
11. Lina Cheryazova	
12. Akobir Kurbanov	
13. Marat Safin	
14. Renaldo	

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## II. LISTENING

Listen to the information about two famous Boxers and fill in the chart.

Name		
Date of birth		

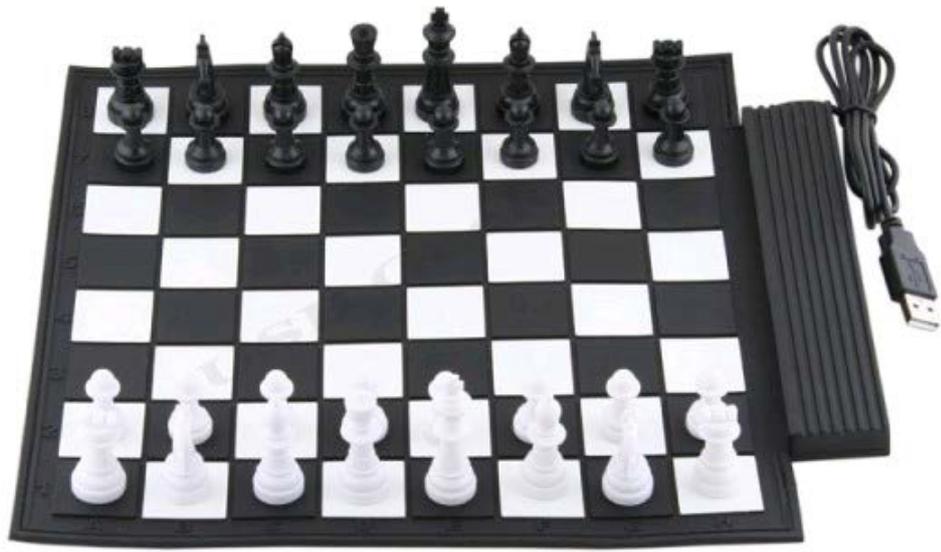
Country		
Championships		
Weight		
Height		
Turned professional		

## How To Play Chess

### 1. Pre-reading

A. Answer the questions:

1. Do you know how to play chess?
2. What is the main idea in chess game?
3. What chess figures do you know?
4. Which figures is more powerful?



Do you know about him?

What is he?



Over the centuries, **Uzbekistan** has had a tradition of fostering equestrians and wrestlers (*palvins*). Some of the sports that originate in the country are the kurash, which is a type of upright wrestling. Other types of wrestling are belbogli kurash, turon, and boyqurgan all having the same origins. Other popular sports in Uzbekistan are football, boxing, wrestling, and judo.

## Contents

- 1 Football
- 2 Ice hockey
- 3 Basketball
- 4 Rugby union
- 5 Handball
- 6 Olympics
- 7 Notable athletes
- 8 External links

## Football

Main article: Football in Uzbekistan

Football is the most popular sport in Uzbekistan. Uzbekistan's premier football league is the Uzbek League, which features 16 teams. The current champions are FC Bunyodkor, and the team with the most championships is FC Pakhtakor Tashkent with eight. The current player of the year (2010) is Server Djeparov. Uzbekistan regularly participates in the AFC Champions League and the AFC Cup. Nasaf won the AFC Cup in 2011, which is the first international club cup for Uzbek football.



## Ice hockey

Uzbekistan used to be part of the Soviet Union national ice hockey team.

## Basketball

Uzbekistan used to be part of the [Soviet Union national basketball team](#).

## Rugby union

Main article: [Rugby union in Uzbekistan](#)

Uzbekistan used to be part of the [Soviet Union national rugby union team](#), but since its independence in 1991, Uzbekistan has created its own [national team](#).

## Handball

[Handball](#) is one of Uzbekistan's most popular sports, but nothing special has been achieved.

# Olympics

Main article: [Uzbekistan at the Olympics](#)

Since its independence in 1991, Uzbekistan has taken part in the [Summer Olympics](#) and [Winter Olympics](#) with increasing success. Uzbekistan has competed four times at the [Summer Olympics](#), collecting one gold medal and five bronze medals in [boxing](#), two gold medals and two silver medals in [wrestling](#), and a silver medal in [judo](#). Uzbekistan's only medal at the [Winter Olympics](#) was a bronze medal in [cross-country skiing](#).

## Notable athletes

- [Djamolidine Abdoujaparov](#), cyclist
  - [Artur Taymazov](#), wrestler
  - [Ruslan Chagaev](#), boxer
  - [Michael Kolganov](#), sprinter
  - [Alexander Shatilov](#), gymnast
- 
- Uzbekistan is home to former racing cyclist Djamolidine Abdoujaparov. Abdoujaparov has won the points contest in the Tour de France three times, each time winning the coveted green jersey. The green jersey is second only to the yellow jersey. Abdoujaparov was a specialist at winning stages in tours or one-day races when the bunch or peloton would finish together. He would often 'sprint' in the final kilometre and had a reputation as being dangerous in these bunch sprints as he would weave from side to side in a sprint. This reputation earned him the nickname 'The Terror of Tashkent'. Artur Taymazov won Uzbekistan's first wrestling medal at the 2000 Summer Olympic Games, as well as gold at the 2008 Summer Olympic Games in Men's 120 kg.

- Ruslan Chagaev is a professional boxer representing Uzbekistan in the WBA. He won the WBA champion title in 2007 after defeating Russian Giant Valuev. Chagaev defended his title twice before losing it to Vladimir Klichko in 2009. Uzbekistan's official sport is soccer. Uzbekistan's premier soccer league is the Uzbek League which features sixteen teams. The current champions are FC Bunyodkor and the team with the most championships is FC Pakhtakor Tashkent with 8. The current Player of the Year is Odil Ahmedov. Uzbekistan also regularly participates in the AFC Champions League and the AFC Cup.

The national sport Kupkari (in some areas of Uzbekistan, namely in Ferghana valley, it is called uloq ) is a team game in which the two mounted teams attempt to deliver a headless and legless goat's or ram's carcass weighing 30 - 40kg over the opposition's goal line. A line of horsemen flies off at the sign of the judge. One of them outrides the others and at full speed picks up the carcass of a goat from the ground. Tat fraction of a second is enough for the other riders to catch up with him and try to take away his trophy. This game called ulak or kupkari in Uzbek, means "the game of many people". In Russian the game is also called "flaying the goat".

Kupkari is the most popular kind of the equestrian sport not only among Uzbeks but also among some neighbouring people such as Kazakhs, Kirghizs, Afghans, Tajiks and Karakalpaks. They have different names for it, but despite some difference, it all boils down to picking up the carcass of a goat and bring it to the finish.

Horses begin to be trained for the kupkari when they are four or five years old, and they remain active until the age of 20 or 25. The largest number of participants competes in the kupkari. The game continues for 60 minutes, three periods of 20 minutes each. Victory goes to the team that succeeds in throwing

the goat's carcass into the rival's finish ring more times than the other teams. And the horseman who throws the greatest number of carcasses into the toy - kaban (finish ring) becomes the champion. The rules are rather strict. Horsemen are allowed to wrestle the goat from an opponent, but physical assault is frowned upon. They are not allowed to ride in the direction of the spectators, and spectators are not allowed to help them pick up the carcass from the ground. No one is permitted to ride over a horseman who has bent to pick the carcass off the ground. The prizes are camels, bulls, goats, car, carpets & household appliances.

Kurash is the traditional upright wrestling originated in Uzbekistan more than 3500 years ago. It is similar to free - style wrestling, but one of the advantages of Kurash rules is that they prohibit ground wrestling. Once the knee of one of the players touches the floor the referee stops the action and players should restart action from the initial upright standing position. It is also not allowed to grapple below the waist. This makes Kurash a truly speedy, dynamic and interesting to watch sport.

Besides that, the rules of Kurash strictly prohibit players to use any armlocks, choking and strangling techniques. It helps players to avoid many injuries and makes Kurash one of the safest types of martial art to practice.

The original translation of the word "Kurash" from the Uzbek language is grappling or wrestling. Kurash as a type of martial art or public sport entertainment is mentioned in many ancient oriental historical sources. The legendary 1000 - year - old Central Asian epos "Alpomish" describes Kurash as one of the most respected and beloved sports widely practiced by the ancient people in Central Asia. The names of the strongest Kurash players became legendary, like the Pahlavan Mahmud who lived in XII century. His grave located in Khiva, is still considered by people of Central Asia as a holy pilgrimage place.

According to the statistics, now there are 2 million wrestlers all over Uzbekistan. On 6th September 1998 representatives of 28 states of Europe, Asia and America gathered in Tashkent to establish the International Kurash Association - the official international sport body to represent and coordinate Kurash in the world of sport. Presently the IKA unites five Continental federations and more than 70 national Kurash federations in Asia, Africa, Europe, Oceania and America.

Other sports are as follows: Football is most popular in Uzbekistan. National football team of Uzbekistan is one of the best in Asia. There is skiing in the mountains above Tashkent.

The martial arts, particularly Taekwon - Do and Boxing are also popular.

Upbringing of healthy young generation is one of the main objectives of state policy in Uzbekistan.

The children's sport in Uzbekistan has gained massive nature for the period of Independence. It has been developing as part of policy to increase the role of young generations and as a component of the National program on professional training. In Uzbekistan traditional sporting contests such as "Umid nikhollari" (amongst pupils of secondary schools), "Barkamol avlod" - among youth of the academic lyceums and professional colleges, and "Universiada" - different games among students of higher educational institutions are held every year. These contests embrace all the youth and serve as important factor in improvement of young generation's health, development of children's physical and mental will, in raising their determination and confidence in themselves and many other positive qualities.

The Decree of the President of the Republic of Uzbekistan adopted in 2002 has brought to the establishment of the Children's Sports Development Fund, which

was an important step in children's sports. In 2004 the Fund became structural branch of the Ministry for Public Education of the Republic of Uzbekistan.

The Fund functions as an effective mechanism in realization of the purposes and goals in the field of children's sports. The primary goals of the Fund are:

-assisting in realization of the state policy in the field of development of physical training and sports among the children, promoting greater interest of young generation in sports, protection of youth from various harmful attitudes and providing a good education to them in patriotic spirit.

The Fund has been authorized to form the material base for children's physical training and sports, to organize construction of the children's sports buildings, especially in rural areas, and to provide technical and equipment assistance with modern sports equipment and etc.

Since the time the Fund was established, about 215 new sports constructions, including more than 70 sports buildings in secondary schools were constructed. Moreover, more than 170 buildings were reconstructed. The farmers and entrepreneurs have sponsored special projects under which 27 children's sports buildings were completed throughout the republic. It is remarkable, that the majority of new sports constructions were erected in countryside. In particular, 85 percent of sports buildings were put into operation in villages in 2005.

Introduction of modern forms and methods of children's physical education and schools sport is acquiring significant importance. Currently more than 23 thousand teachers of physical education and schools sport have been employed within the system of the Ministry of public education. The significant attention is being given to issues of increasing the qualification and training of teachers at leading scientific centers and institutes of the country. The state educational standards developed on the basis of modern requirements and according to

curriculum manuals on physical education. In remote areas, especially in countryside and rural districts the Fund holds practical seminars with participation of Physical education teachers, trainers, sports-veterans, representatives of state and non governmental organizations.

The Fund also makes recommendations after researching main problems in order to set up strategies to improve sports education.

Necessary conditions are created for the young pupils to spend their free time in sports. The number of children, who are regularly attending sports, is constantly increasing. Now they account for 2 mln 423 thousand or 36,4 per cent of all school pupils.

More than 400 youth sports schools within the Ministry of public education organize different sports activities which are held by qualified experts and trainers. The number of sports sections and pupils in such schools has increased significantly.

The sponsors of republican level have transferred 12,5 mlrd.sum in 2006 for the development of The Children's Sports Fund, whereas 9,5 mlrd. sum and 1,5 mln.USD was given by sponsors from remote areas.

Decent attempts in sports education for physically developed generation has begun bringing results. Further enhancement of sports education is important objective both for the state and other nongovernmental organizations.

The sports team of the Republic of Uzbekistan every year expands the numerical structure, winning more and more strong and high positions on international scene. Achievements of athletes of the country convincingly promote strengthening of authority of young Republic on international scene. Protecting colors of a national flag young men and girls, professionals of individual and game

disciplines, showing at representative forums exclusive preparation and phenomenal skill, eloquently confirm, that they represent the country with rich sport traditions.

It is necessary to agree that serious kinds on achievement of heights in sphere of physical training and professional sports demand really great efforts, the due attitude and considerable material efforts. Only at presence of these important components it is necessary to count on impressing successes of athletes on starts of a various rank, to build calculations on stability of sports gains in the future.

Experience of many countries shows that the State care about the fortune of national sports, physical training by all means turns around and repeated the benefit. In fact support of these articles of social sphere first of all creates all necessary preconditions for physic and moral improvement of the youth environment of the society.

It is symbolical, that Uzbekistan does not drop out of the category of the countries where the understanding importance of this truth takes place. The governmental structures, public organizations, sport departments of the country always make common efforts in the solution of such important problems, as forward development of material base of sphere of sports and physical training, achievement of mass character in their organizations, strengthening of base of professional sector and others.

The Cabinet of Ministers of the Republic for years of independence has accepted more than ten resolutions directed to the further development of sport by creation of new societies, construction of sport constructions, development of conditions for transfer into a professional basis of various groups of sportsmen... For years of sovereign development representatives of the country have won 731 gold, 736 silver and 845 bronze medals on Olympic Games, the championships and cups of Asia, the Asian games and at other large international competitions.

The main work on development of sport conducts the Ministry of Culuture and Sport of the Republic of Uzbekistan. Level of actions on the further development of Olympic and participation in it sportsmen of the Republic are provided with National Olympic Committee, since 1993 become with a member of the International Olympics.

Now in 32 kinds of sports national federations of Uzbekistan are members of the international federations, having secured with the right of participation at the various international competitions.

Preparation of experts on physical training and sports is carried out by the Uzbek State Institute of Physical Training. Annually about 2 thousand students are trained in it. The higher educational institution prepares the teachers of physical training and trainers-teachers on sport.

For last years in the Republic the separate kinds of sport which material base is modernized in view of the requirements accepted in the World are developing in accelerated rates. In this line the base of the Uzbek football where participation of 36 teams is recorded which is very indicative. At their order 231 stadium, 5231 football floor, and also numerous platforms for game in mini-football. By the most popular kind of sport in the Republic is conducting Championship and Contests of Uzbekistan, the Cup of Republic.

On mass character almost does not concede the sport "number one" the big tennis. Development of its base, no less than successes of tennis players of Uzbekistan, became regular by virtue of many reasons - to staginess, availability, between national popularity. The big tennis besides is under home nursing of the President of Islam Karimov, by the way, owning steady skills of game in it. Since 1994 in all large cities of the country the international tournaments with participation of the strongest tennis players of the world are annually carries out. And the main thing tennis derby capitals of the Republic here some years are

annual tournament "the Cup of the President". Competitors of its main trophy already became the strongest tennis players of the World, winners and participants of such prestigious international competitions, as "Challenger", "Satellite", "Cup of Device". The winner of "big Tashkent" invariably is celebrated itself by the head of the State...

The increasing popularity is won with the Open international female tournament "TayaKerep" which also collects rather representative circle of participants...

Uzbekistan periodically becomes a place of carrying out of such prestigious competitions and tournaments, as the Championship of Asia on boxing, the Championship of Asia and Ocenia on Taekvondo, the international tournament of a category "A" on free-style wrestling and others.

Every two year in capital of the country the international competitions are conducting on national struggle "Kurash" Amir Temura's memories and Hakim at-Termezi. In 1999 the capital became a place of carrying out of the first World championship by this kind of national struggle against participation of athletes from 50 countries. Nowadays operates International Association of Kurash which conducts purposeful work in interests of inclusion of the given kind of struggle in the program of Olympic Games.

Preparation of sport reserve providing regularity on an axis "the beginner - the sportsmen of a professional class" has now system character. It is conducted by efforts of 522 youth sport schools, 63 specialized youth sports schools of an Olympic reserve, 5 schools of an Olympic reserve, 7 schools of the high sports skills. It is trained about 1500 starting sport talents in it from all regions of the Republic...

Special attention is given development of invalid sports in the Republic. Expansion of its base became a subject of the directed actions not only for corresponding

departments and public structures, but also Ministry of Social Welfare RU, and also the Republican Society of invalids, Regional representation of the International Red Cross...

The main tests for a sports maturity and skill athletes, hand over teams on Olympic starts. On 27 games in Sydney Uzbekistan the team from 77 sportsmen who have acted in 11 kinds of the program - track and field athletics, navigation, boxing, a judo and represented others. It is possible to consider a result excellent, in fact in the general offset Uzbeks among 200 teams-researches have won 41 position, having outstripped many strong combined teams of the world. "The gold athlete" national team became the boxer Muhamadkodir Abdullaev from Andijan who has pulled out on a hailstones of the high advantage among 312 participants, and "silver" and "bronze" - fighter Artur Tajmazov, boxers Sergey Mihajlov and Rustam Saidov.

The Uzbek sportsmen together with them numerous army of compatriots tasted pleasure of greater victories. And all of them are assured, that ahead not less important starts. So also new brilliant victories worthy sportsmen of the country for which it is high and it is proud soaring of a national banner of Uzbekistan on the main arenas of the World - the highest award.

## NATIONAL SPORTS

For many centuries, Uzbek nation has been famous for its strongest palvans (wrestlers) and legendary equestrians, which contributed to create national types of sports in Uzbekistan, such as Kurash, Belbogli-kurash, Turon, and Boyqurgan.

The Independence of the Republic of Uzbekistan created a great opportunity for national sports, which are some of cultural inheritance of Uzbekistan in the sphere of physical culture and sports, to be presented to the world.

Generally, each nation has its own national sports where the certain sport is initiated. Speaking of Japan, in the sports world, it associates as the country of judo, karate, sumo. China is the country of Wu-shu; Korea – taekwondo and sirim; USA – baseball and basketball. Like the other countries in the world, Uzbekistan associates as the country of kurash, belbogli kurash, turon, and boyqurgan.

Today, national sports achieved a great popularity not only in Uzbekistan, but also all over the world. One of the initial achievements was that Kurash, Belbogli-kurash, Turon, and Boyqurgan received international status and being included to Asian Games.

Furthermore, there was established the International Kurash Association, and in as many as 50 countries across the world were established regional federations of Kurash. Today, Kurash is just about to be included to the list of Olympic sports. Since 1999, across the world, there have been being held a number of world championships in this type of sport. You can find more information about kurash from web-page <http://www.kurash-ika.org/> Some of the most famous and active world Kurash champions are as follows:

Bakhrom Avazov

Kamol Muradov

Makhtumquli Makhmudov

Conducting international competitions in Belbogli-kurash and single combat – Turon contribute to preparation of holding the initial world championship in the near future. The presence of national types of sports of the Republic of Uzbekistan in world arenas enabled the country to be at a closer glance of the world and present its invaluable cultural heritage.

Useful links on the theme:

- \* Website of the Ministry of Culture and Sports Affairs of the Republic of Uzbekistan
- \* Website of Eurasia Foundation of children Sport Development
- \* Website of the National Olympic Committee of the Republic of Uzbekistan
- \* Website of International Kurash Association
- \* Website of Football Federation of Uzbekistan

## **Information Recourses**

1. Get in Touch – M Fried 2007
2. Keep in Touch – G Bakiva 2007
3. Stay in Touch G Bakiva 2007
4. Touch the Future G Bakiva 2008
5. O'quv uslubiy majmua – 2011
6. Oxford dictionary – 2007
7. Teacher's Companion (newspapers)

Internet Recourses [www](http://www).

New methods of teaching

structure of E – book

E – book in modern English

Objectives of the E – book

General information about E – book

Distance education of E – book

Distance learning of E – book

The Role of E – textbook in modern education

E – textbook – for real this time

Computer – assisted language learning CALL

Geographical names of the countries.