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# ENGLISH

**A.Qodiriy nomidagi Toshkent davlat madaniyat instituti “Kasbiy  
pedagogik ta’lim” fakulteti talabalari uchun ingliz tilidan  
O’QUV QO’LLANMA**

**TOSHKENT – 2010**

Mazkur o'quv qo'llanma Abdulla Qodiriy nomidagi Toshkent davlat madaniyat institutining ilmiy kengashida muhokama qilingan va nashrga tavsiya etilgan.

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## SO'Z BOSHI

Mazkur o'quv qo'llanma Toshkent davlat madaniyat institutining o'zbek tilida o'qitilayotgan guruhlarida ingliz tilini davom ettirayotgan "Kasbiy pedagogika ta'limi" bo'limi talabalariga mo'ljallangan o'quv qo'llanmaning asosiy xususiyatlaridan biri shundaki, mualliflar ko'p yillik tajribalari asosida yaratdilar.

O'quv dasturlari va rejalari asosida o'qitilayotgan ingliz tili darslari uchun pedagogika va ta'limga oid maxsus matnlar, o'lkashunoslik, ekologiya sohasidagi mavzulardan iborat.

Mazkur qo'llanma talabalarni lug'at yordamida maxsus matnlarni tarjima qilishga o'rgatadi, shuningdek og'zaki nutqni rivojlantirish turli matnlar berilgan.

Har bir matndan keyin berilgan vazifa, topshiriqlar tinglab tushunishga, fikr almashishga, o'zaro muloqot qilishga yordam beradi.

Matnda ko'p uchraydigan so'zlar lug'atga kiritilgan vaqt talabi bilan ko'p mavzular talabalarni mustaqil ravishda dastur talabiga binoan berilgan.

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## **The National Anthem of the Republic of Uzbekistan**

*Poem by Abdula Oripov*

*Translation by Ibrahim Yuksel*

My country, sunny and fo\*. salvation to your people,  
You are a warmhearted companion to the frieids  
Flourish eternally with knowledge and inventions,  
May your fame shine as long as the world exists!

Refrain:

These golden valleys-dear Uzbekistan,  
Manly spirit of ancestors is companion to you!  
When the great power of people became exuberant  
You are the country that amazes the world!

Belief of generous Uzbek does not die out,  
Free, young children are a strong wing for you!  
The torch of independence, guardian of peace,  
Just motherland be eternally prosperous!

Refrain:

These golden valleys-dear Uzbekistan,  
Manly spirit of ancestors is companion to you!  
When the great power of people became exuberant  
You are the country that amazes the world!

## **The National Flag of the Republic of Uzbekistan**

The flag of our country is a symbol of the sovereignty of the republic. The nationality flag of Uzbekistan represents the country internationally when official delegations from Uzbekistan visit foreign countries, as well as at conferences, world exhibitions and sports competitions.

The national flag of the Republic of Uzbekistan is a right-angled colored cloth consisting of three horizontal stripes: blue, white and green.

Blue is the symbol of the sky and water, which are the main sources of life. Mainly blue was the color of the state flag of Tetur. White is the traditional symbol of peace and good luck, as Uzbek people say "Ок иул". Green is the color of nature and new life and good harvest. Two thin red stripes symbolize the power of life. There is a new moon which symbolizes the newly independent Republic. There are twelve stars which represent the 12 provinces in Uzbekistan.

### **I. Savollarga javob bering:**

1. Where is the flag of Uzbekistan flown internationally?
2. Why is the flag of Uzbekistan has three colors?
3. Why are there stars and a crescent moon on the flag?

### **II. Muhokama qiling:**

1. What places do you see the flag of Uzbekistan?
2. What do you like about the flag? Why?

## **The State Emblem of the Republic of Uzbekistan**

The new state emblem of the Republic of Uzbekistan was created to reflect the many centuries of experience of the Uzbek people. The state emblem of the Republic of Uzbekistan presents the image of the rising sun over a flourishing valley. Two rivers run through the valley, representing the Syr Daryo and Amu Daryo. The emblem is bordered by wheat on the right side and branches of cotton with opened cotton dolls on the "left side.

An eight-pointed star is located at the top of the emblem symbolizing the unity and conformation of the republic. The crescent and star inside the eight-pointed star are the sacred symbols of Islam. The mythical bird Semurg with outstretched wings is placed in the center of the emblem as the symbol of the national renaissance. The entire composition aims to express the desire of the Uzbek people for peace, happiness and prosperity. At the bottom of the emblem is inscribed the word "Uzbekistan" written in Uzbek on a ribbon in the national colors of the flag of the republic.

### **I. Savollarga javob bering:**

1. What parts of the emblem represent parts of Uzbekistan's geography?
2. How is nature represented in the emblem?
3. What is the name of the bird in the emblem? Where is it from? What does it represent?

### **II. Muhokama qiling:**

1. Where is the emblem of Uzbekistan displayed?
2. What items on the emblem have you seen in the real life?
3. What would add to Uzbekistans emblem and why?

## **The Constitution of the Republic of Uzbekistan**

The new constitution of the Republic of Uzbekistan was adopted on December 8, 1992.

Article 1 of the constitution says that Uzbekistan is a sovereign democratic republic. The constitution sets the task of creating a democratic rule of law. All citizens of the Republic of Uzbekistan, regardless of their nationality, constitute the people of Uzbekistan.

All citizens living in the republic, men and women of all nations and nationalities, have equal rights in the political, economic and cultural spheres.

The right to work together and the right to choose one's trade or profession is guaranteed to all citizens by article 37.

All citizens have the right to rest. The right is guaranteed in practice by the systems of sanatoriums boarding houses, holiday homes and clubs where people may spend their free time.

Article 39 guaranteed pensions for people who are ill or unable to work. A very important right is the right to education, which is guaranteed to all citizens by article 41 of the constitution of the Republic of Uzbekistan. The state guaranteed free secondary education. Students of technical schools, institutes and university receive scholarships.

While guaranteeing these rights to all citizens, the constitution at the same time imposes duties on them, such as the duty to work, to keep labor discipline and to defend their country.

### **I. Savollarga javob bering:**

1. Article 1 of the constitution states that Uzbekistan is a sovereign democratic republic. What does it mean?
2. Which nationalities are citizens of Uzbekistan?
3. All citizens are guaranteed the right to rest. What does that mean?
4. All citizens are guaranteed the right to education. What does that mean?
5. Who receives pensions?
6. According to the constitution, what must citizens do in return for their rights?

### **II. Muhokama qiling:**

1. What does it mean to be citizen of a country?
2. What does it mean to have equal rights in the political, economic and cultural spheres?

## **September 1, 1991 Independent day of the Republic of Uzbekistan**

More than 190 foreign states have recognized Uzbekistan. More than 100 countries have embassies or representation in Tashkent, our capital. More and more often Uzbekistan is selected to be the place to conduct world scale political and scientific forums, musical festivals and sports competitions. The positive changes in the political and the most important peace and national consent observed in the country are attractive for establishing mutual cooperation. Uzbekistan has much to offer to foreign partners. Foreign experts estimate that the total mineral and raw material resources potential is over 3,3 trillion US dollars. The world biggest deposits of gold, silver. Some rare-earth metals are also located here. Uzbekistan is the only center Asian republic producing ferrous metal and rolled steel, tractor trailers. Machines silk production, lefts hydraulic pumps, caprolactam crystal. Only two counties of world, Uzbekistan and the USA have enterprises producing the whole set of machines for cotton cultivating and cotton processing more than 100 joint-stock plants represent the machine-building complex. One of the biggest CIS aircraft construction amalgamations is located in Tashkent. What for the national air company, it took the merited place in the world aviation community, and Uzbekistan is right fully calle "winged power".

Many joint ventures have been working in the country with projects worth over 5 billion US dollars in foreign capital; the biggest investments are those from Russia, Korea, Japan, the USA, Germany and some other countries. During the past years great changes took place in the spiritual life of the Republic. Cultural development and youth education standards increased and one among the government's priority programs. The year 2000 is the year of healthy Generation, The dates connected with the names of the prominent scientists, war leaders and statesmen of the past centuries, who contributed greatly into the people's history, are widely celebrated in Uzbekistan Having understood their roots, and while reviving their national heritage, the people of Uzbekistan build a new society so as to face the future optimism..

### **Yangi so'zlar**

Embassy - elchixona

Representation - vakolat

Conduct - o'tkazmoq

Consent - rozilik

Observe - kuzatmoq

Mutual - o'zaro

Ferrous - rangli

Enterprise - korxonona

Amalgamation - birlashma

Merited - xizmat ko'rsatgan

Joint venture - qo'shma korxonona

Spiritual - ma'naviy

Contribute - hissa qo'shmoq

### **I. Savollarga javob bering:**

- 1) How many countries have recognized Uzbekistan?
- 2) What kind of events is conducting in Uzbekistan?
- 3) What is attractive for establishing mutual cooperation?
- 4) What deposits are there in Uzbekistan?
- 5) How many plants represent machine building complex?
- 6) What peace does national air company take in the world?
- 7) What countries are the biggest investments?

### **Matnni o'qib muhokama qiling:**

#### **Historical cities of Uzbekistan**

**SAMARKAND** is one of the oldest cities in the world, established during the middle of the first century BC under the name Marakanda, later it was Afrosiab. The city was conquered by the troops of Alexander the Great, the Arab Khaliphate and Genghis Khan. It was the capital of the powerful state Sogd, the centre of Amir Timur's great empire. Timur was the one who cared about the beauty of the city and its strength as a major capital city in the region. The numerous monuments of Samarkand and its suburbs impress tourists with their beauty and splendour. The refined architectural shapes, intricate ornamentation, mosaics, blue-tile domes and facades are interesting for all who visit these beautiful buildings. Blue is important in decorating buildings, it blends in with the blue sky.

The majestic Registan square consists of three madrassahs namely the Ulugbek, Shir-Dor and Tilya-Kari Madrassahs. Other places of interest are the Shakh-i-Zinda necropolis — most remarkable monument in Samarkand and the Ghur-Emir mausoleum — the grave of Timur, his sons and grandsons. The history of the city boasts the names of outstanding writers, scientists and artists from the East including astronomers Kazyzade and Rumi and poets Djami and Navoi.

**Noble BUKHARA**, was known in the Muslim East since ancient times. More than 140 architectural monuments can be found here, and of the major blue-domed minarets one would have to start with the Kalyan Minaret constructed in 1127. This unique construction rises into the sky for 47 metres. The most striking feature of the minaret is its intricate ornamentation. The world-famous architectural ensemble Lyabi-khauz, **which** includes the Kukeldash madrassah, the Khanaka and the Nadira Divan-begi Madrassah is listed in the world catalogue of significant historical buildings. The most unique one, however, is **the** mausoleum of the Samanids for their ruler Ismail, his father and his grandchild. Baked bricks were used to create a lattice design. The trading domes are equally important as monument, still operating in Bukhara today. Of course, every tourist is recommended to visit the beautiful palace of the last Emir of Bukhara!

**KHIVA — the museum-city in the open sky is unique in its beauty known as "The Pearl of the Khorezm Oases".**

Important spiritual and cultural values came from the large scientific centres of astronomy, mathematics and medicine that operated in this area centuries ago. A valuable heritage of knowledge was left here by internationally famous scholars such as Beruni, Agakhi and Nadjmiddin. One can stroll through the narrow streets of Khiva, peeking into the small courtyards through the wooden carved doors. The

life inside the gardens assures the visitor that it is not just a museum, but a living city.

The leader of a tourist group from Japan, Yokheo Saban, after a visit to this country said with delight: "In Japan we have read much about the Great Silk Road and its major cities — Samarkand, Bukhara and Khiva. I was shocked to actually see these ancient cities, monuments... and the blue sky — it is so remarkable!".

Many tourists, some of who have only visited Uzbekistan once are of the same opinion. We can sing the praises of these unique cities infinitely. Even though many books and brochures have been written about these cities.

**Yangi so'zlar:**

conquer – bosib olmoq

troop – jangchi

blend – tovlanmoq

boast – maqtanmoq

feature – xususiyat

spiritual – ma'naviy

wood carving – yog'och o'ymakorligi

to be shocked – lol qolmoq

remarkable – ajoyib

**I. Matnlarga savollar yozing:**

**II. Samarqand, Buxoro va Xivalardagi qaysi obidalarni bilasiz? Shular haqida so'zlab bering.**

**III. Siz yashaydigan shahardagi muqaddas joylar yoki obidalar va ularning tarixi haqida qisqacha ma'lumot bering.**

**IV. Quidagi sifatlarni tarjima qilib, qiyosiy va ortirma darajasini ayting:**

Interesting, famous, popular, good, many, remarkable, narrow, small, beautiful, important, large, unique, significant, great, outstanding.

**V. Gaplarni ingliz tiliga tarjima qiling.**

1. Samarqand qadimiy shahar.

2. Samarqand tarixi buyuk yozuvchilar, olimlar, musavvirlar nomi bilan bog'liq.

3. Xiva o'zining betakrorligi bilan mashhur.

4. Xivada astronomiya, matematika va tibbiyotning bebaho ilm markazi bo'lgan. Buyuk allomalar o'zlarining ulkan ilmiy meroslarini qoldirganlar.

**VI. Matnlarning qisqacha mazmunini so'zlab bering!**

**Matnni o'qib muhokama qiling:**

**An epic hero**

The 1000th anniversary of the "Alpomish" epic poem was celebrated on a large scale under the auspices of UNESCO. These poems, and others in the same category, are of great artistic value, their vivid originality plays a very important part in the spiritual development of Mankind. "Alpomish" serves as a source of national self-development, a basis for the moral principles of the Uzbek people, this

ancient writing has a remarkable feel for national colour, liberation ideals, kindness and justice.

Many folklore specialists from Japan, China, Egypt, Iran, Kazakhstan, Kyrgyzstan, Turkmenistan, Tadjikistan, Azerbaijan and Russia took part in an international scientific conference entitled: "Alpomish — the epic poem and the epic heritage of the people of the world", held in Termez. A monument in honour of the legendary hero was erected in the centre of Surkhandarya (I).

There is a strong element of freedom, love and pride in "Alpomish". The hero struggles for the freedom and independence of his land, for the unification of his tribe, *kungmd*. Epic poems like "Alpomish" were written during the last stages of the tribal system or the early stages of feudalism when the gradual consolidation of different tribes was taking place. The plight to maintain freedom and independence was accompanied by an undaunted struggle for independence and many poems depict the heroism of this struggle.

At the age of 7, young Khakim (the first name of the hero) accomplishes his first deed: he draws an old bow of his grandfather, Alpinbiy, made of 14 copper *batman*\*, the arrow he shoots from this bow flies with lightning speed and brings down the top of the Askar mountain. For this deed Khakim was nicknamed *Alpomish* (*alp* means "giant"). This renaming is an echo of an ancient custom of the Turkic people — a young man was given his "real" name only after his first heroic deed. His real courage will be revealed in the name of his native land, freedom and humanity.

A description of *baygi* (horserace) and a wrestling match form most of the content of this poem. Many very descriptive pages are dedicated to the struggle of Alpomish and Kalmak Kokaldosh, another athlete for the hand of the beautiful Barchinoy. This fight lasted for many hours when at last, Alpomish grabs his rival and throws him into the sky.

As we can see in the poem, the tremendous physical strength of Alpomish is emphasised. This is not by chance, in ancient times and in the middle ages physically powerful people were highly revered because their strength played a significant part in the struggle against outside adversaries. That is why the national image of a hero would be one who could win a battle against hordes of enemies and powerful monsters single-handedly. Such a hero is Alpomish a millennium away.

**Yangi so'zlar:**

scale – miqyos

liberation – ozodlik

justice – haqiqat

heritage – maros

struggle – kurash

tribe – qabila

freedom – ozodlik

consolidation – birdamlik

courage – jasurlik

humanity – insoniyat

content – mazmun

image – obraz

### **I. Savollarga javob bering:**

1. What countries took part in an international conference?
2. Where was the monument to Alpomish was erected?
3. What does the hero struggle for?
4. What are dedicated to the struggle of Alpomish?
5. When did the events take place?
6. What can you say about Alpomish arrow and bow?
7. Why physically powerfull people were highlt revered in the middle ages?
8. Have you seen the film about Alpomish?
9. Did you like the film?
10. What else can you tell about Alpomish?
11. What another hero like Alpomish do you know?

### **II. So'zlarni tarjima qilib, ular yordamida gaplar tuzing:**

Anniversary, liberation, freedom, heritage, struggle, courage, consalidation, tribe, image, content, justice, battle.

### **III. So'zlarni matndan topib, tarjima qiling:**

Meros, mustaqillik, jasorat, kurash, birdamlik, yillik, ozod etish, qabila, mazmun, obraz.

### **IV. Gaplarni tarjima qiling:**

1. Ko'p dunyo folkloreshunoslari Alpomishga bag'ishlangan ilmiy konferensiyada ishtirok etadilar.
2. Surxondaryo markazida bu afsonaviy qahramonga atab haykal o'rnatilgan.
3. Alpomish o'z yerining ozodligi va mustaqilligi uchun kurashgan.
4. Alpomish qabila tuzimining oxiri va feodalizmning boshlanish davrida yozilgan.

### **V. Nuqtalar o'rniga much yoki many qo'ying:**

1. She didn't devote ... time to studying English.
2. Was ... space reseach carried out in the late bo's?
3. I haven't had ... spare time.
4. Do you have ... friends?

### **Navruz holiday of spring**

Navruz is the most popular holiday in Central Asia. Its history goes back more than 2500 years. The ancient holidays of Sogd and Khorezm were always connected with the four seasons. The highlight was always Navruz marking the beginning of a new year.

“Navruz” means “a new day” (from the Persian words “nau” - new and “ruz” - day), “a new day of a new year”.

In Sogd New Year was marked according to the solar calendar. It coincided with the day of the vernal equinox, in the course of time Navruz was coordinated with the start of farming after a long winter. Navruz celebrations lasted a month.

Abu Rayhon al-Beruniy (973-1048) noted that the first five days were celebrated by the Padishah and his court, the second five days were celebrated by the clergy, the third by employees and educated persons, the fourth five days were devoted to public celebrations and the last five days belonged to celebrations of *ofdehkans*. Indeed, Navruz was a nationwide holiday.

Navruz provided for the holding ceremonies to commemorate the dead. According to the legend, the souls of the dead came back to earth when nature revived in spring. Beruni who knew the religions and customs of the ancient peoples wrote: "On the last days of *hshum* (the 12\* month of the Sogdian calendar) the Sogdians mourned over their dead ancestors. They expressed their feelings making the symbolical cuts on their faces and putting food and drink out for the dead as the Persians did".

Navruz was declared a public holiday in independent Uzbekistan. Each family prepares national dishes and sets a holiday table fit for a king. According to tradition, the night before the holiday the people cook the legendary *sumalyak* a ritual meal from the flour and germinating wheat. This represents a symbol of life eternal. The major Navruz dishes are *pilau*, *shurpa*, mutton or beef and *kuk-samas*. According to tradition, the future crop will be rich and nature will be generous if everyone has a full belly and feels cheerful on Navruz.

### **Yangi so'zlar:**

ancient – qadimiy  
to connect – bog'lamoq  
to mean – anglatmoq  
to coincide – mos tushmoq  
court – saroy  
clergy – din ahli  
employee – xizmatchi  
to declare – e'lon qilmoq

### **I. Savollarga javob bering.**

1. When do you celebrate Navruz?
2. How do you celebrate it?
3. What does Navruz mean?
4. Is it an ancient holiday?
5. Was Navruz declared a public holiday in your country?
6. Can you cook legendary *sumalak*?
7. What else do you cook?
8. Do you like *sumalak*?

### **II. Matndan o'tgan zamon majhul nisbatdagi fe'llarni topib, tarjima qiling:**

### **III. Matnga reja tuzib reja asosida gapirib bering:**

#### **IV. Quidagi gaplarni majhul nisbatga aylantiring:**

1. Our people celebrate Navruz every spring.
2. They cook different dishes last year.
3. Abu-Rayhon al Beruniy said that padishah and his court celebrated first five days of Navruz.
4. Traditionally people cook legendary sumalak.

#### **V. 1. Try to explain how you cook sumalak:**

2. If you can cook independently.
3. Explain please how you do it.

#### **VI. Nuqtalar o'rniga good, well qo'ying:**

1. His translation are always ... done.  
He is a ... translator.
2. He is ... prepared for the contest.  
He is such a ... sportsman.
3. The rules of this game are generally ... understood by the beginners
4. The view of the field is very ... from this section.

### **AMIR TIMUR**

History of any state has own heroes. They are heroes not only because they made these or that exploits, but because they are personalities.

Our history is not exception in this plan. Uzbek people will be proud of for a long time personalities as AMIR TIMUR, Mirzo Ulugbek, Alisher Navoi, who were and will be heroes of their epoches, who engaged deserving place in our history. It was said a lot about Timur, there were many version about his origin about his life and death. But there are unfortunately many misteries and blanks, in our "History book". In spite of multitude opinions about Timur, we could say with confidence that he was properly greatest.

Timur embodied himself political economical and cultural legacy of previous progress of Middle Asia. He was born in Mouse year in 1336 in oasis situated between Samarkand and Gindukush mountains. These spaces were witness of campaign of Alexander Makedonsky, his traditions still are living there.

The Timur's grandson was named Iscander in honor Alexander. Timur was continuer of imperial and cultural traditions, which rooted in Middle Asia. His origin was from region, where was shining works on philosophy, medicine, mathematics, astronomy, geography, history, literature on Arabic and Persian languages. Timur is cultivated military skill, which inherited from Chingizkhan. He was the most clever representative of his time. Timur had brave character of nomade, he was in eternal motion. Great Timur hadn't received an education, but you can't say an ignorant man about him. he was physical robust and possess of high welth of spiritual life. He had many talks with courtiers-scientist and cultural benefactors. Timur was a great strategist, combination of interest of nomadic and

no nomadic population was basis of his rule in Maveranahr. At the age of 34 Timur became owner of South regions of Maveranahr.

Military power, which created centralized state was founded on the nomads. Timur's family always and everywhere was with him. We know his 4 sons: Djakhangir, Amir Sheikh, Miranshan, Shakhruh.

Timur's life ended in deep old age. How as a real warrior, he spent his last days of life on the field of battle. But after himself he had left great Imperia. Great's not only at scales, but at cultural legacy. He died with words: "There is no God except Allah". It happened at night of 18 february 1405 on plains of Otrar near Syrdarya.

### **Yangi so'zlar:**

Exemption – istezno

to engage – egallamoq

origin – kelib chiqishi

unfortunately – baxtga qarshi

blank – bo'shliq

in spite of - qaramay

to witness – guvoh bo'lmoq

to create – ijod qilmoq

to inherit – meros qilmoq

nomade – ko'chmanchi

eternal – bir umrga

robust – mustahkam

### **I. Savollarga javob bering:**

1. Whom uzbek people are proud of personalities?
2. What place did they engage in the history?
3. Where there many versions about Amir Timur's life and his origin?
4. What else are there in our History Book?
5. What could we say about Timur confidently?
6. When and where was he born?
7. What was his grandsons name?
8. Who was continuer of imperial and cultural traditions?
9. From what region was Timur origin?
10. From whom did Timur inherit military skill?
11. Was he the most clever representative of his time?
12. What was the character of Timur?
13. What education had Timur received?
14. With whom had he talks?
15. When did he become owner of South regions of Maveranahr?
16. How many son he had?
17. What was the behavior of gratest warriar at last days of his life?
18. What had he left after himself?
19. When was Timur died?

## **II. Fe'llarning zamonini aniqlang:**

The Timur's grandson was named Iskandar Alexander in Honour.

Timur was continuer of imperial and cultural traditions.

Military power was founded on the nomads.

4. Timur's life ended in deep age.

5. After himself he had left a great imperia.

## **III. Gapga turli savollar qo'ying.**

Uzbek people will be proud of for a long time personalities as Amir Timur.

### **ABU ALI IBN SINA (AVICENNA)**

Abu Ali Ibn-Sina (Avicenna) was born in 980-th year in the settlement Afshana near Bukhafa in the family of a financial official.

As early as in his childhood ibn-Sina aiong with his father arrived in Bukhara. He familiarized him seif with Koran in his very early days, weht the same into the Greek philosophy, geometry and Indian calculation.

Ibn-Sma's scientific interests evolved in the two direction: in medecine and philosophy. By the age of seventeen he became a fully developed scholar and had a big prestige as a physician.

Ibn-Sino's scientific interests evolved in the two directions: in medecine and philosophy. By the ago of seventeen he became a fully developed scholar and had a big prestige as a phesician.

Once he had been invited to the sick Nukh Ibn-Mansur, who ruled Bukhara, and cured him. In reward the Ibn-Sina got the permission to use the palace library.

After the oveillirrow of the Samamds and the capture of Bukhara by the Karakhanids (in 992 and 999 years) ibn-Sina went to Urganch to the palace of a Khorezm Shah were a good deal of prominent scholars was.

At the time in Khorezm there ruled Abul-Abbas Mamum (999-1016 years) who patronized sholar, poets and painters.

Ibn-Sina's philosophy expounded in the «Kitab ash-Shifa» («The book of healing») is a whole epoch in the history of oriental philosophy. However, it is his classic consolidated work on medicine that has created him a world reputation, «Kitab al-Kanun fit-Tib» (The canon of medical science). The translation of this work into Latin language was made in the end of XV-th century among the incunabula, in one hundred years, in 1593, its Arabic original published in Rome. Then it used to be published many times up to 17-th century and became one of the most popular works on medicine in the West. The west medicine was under a direct impact of the Canon.

### **Yangi so'zlar:**

Arrive - kelmoq	families - tanishmoq
Scholar – olim	direction – yo'nalish
Permission – ruxsat	Reward - munofot
Overthrow – ag'darib tashlamoq	Place - saroi
Ruie – boshqarmoq	Cure – davolamoq
Reputation – obro'	Impact – ta'sir
Infusion – muolija	Cheek - yonoq
Moustache – muylov	Apprentice - shogird
Drop – tushirib yubormoq	Ampoule - ampula

### **I. Savollarga javob bering :**

1. When and where was Abu Ali Ibn-Sina born?
2. How many directions did Abu Sino's scientific interests involve in ?
3. Why was Abu Sino permitted to use the place library?
4. When did Abu Sina go to the place of Khorezm Shah?
5. What was Abu-Abbas Mamun?
6. When was Abu Sino's work translated into Latin?
7. Was the west medicine under impact of the Canon?
8. What was the legend about?

### **II. So'zlarni tarjima qiling:**

1. Memorize the following terms and give these Uzbek equivalents: familiarize, calculation, Incunabula, apprentice, infection, overthrow.
2. Entitle the paragraphs of the text and comment on the.

### **III. Gaplarni davom ettiring:**

- 3.1 He familiarized honesty ... .
- 3.1 Abu Sino's scientific interest ... .
- 3.3 Once he had been invited ... .
- 3.4. After the overthrow of ... .
- 3.5. At the time in Khorazm there ... .
- 3.6. Abu-Sino's philophy expounded ... .

### **IV. So'zlarning sinonimlarini bering:**

To arrive, familiarize, scholar, sick, cure, capture, epoch, prominent, reputation, incunabula, popular.

### **V. Gaplarni tarjima qiling:**

1. Ibn Sino bolaligida otasi bilan Buxoroga boradi.
2. Uyoshligidanoq qur'onni, yunon folasofiyasi, geometriya va hind hisobi tanishadi.
3. Ibn Sinoning ilmiy qiziqishlari ikki yo'nalishga meditsina va filasofiyaga mujassamlashgan.
4. Bir kuni uni betob yotgan Nuh ibn Mansurnikiga taklif etiladi.
5. Munofotiga Ibn Siniga saroy kutubxonasidan foydalanishga ruxsat berishadi.

6. Ibn Sino tabibliği haqida ko'p afsonalar tug'ilgan.

**Matni o'qib muhokama qiling:**

**Science and moral in the work of Ibn Sino "Tadbiri manzil"**

The "Tadbiri manzil" is dedicated to problems of moral and science. According to Ibn-Sino the scientific and moral merits of a man do not appear from out of nothing. The Lord had enlightened by his light a body and a soul of a man therefore the science and moral are considered as a spiritual Values. A man is created by God as a weak creature. But the Lord had gifted a man with a mind that differs from the animals. As a humanist Ibn-Sino admits the limitless of a human moral upgrading. But its implementation in the society depends upon the opportunities of each particular person.

The contradictions in the development among the people are explained by the level of knowledge, moral qualities and positions in the society. The inequality of men in social life is quite natural, for training everybody into the rulers or servants. Each man achieves his objectives due to his own abilities. The scholar confirms that the justice can be achieved only through laws which are compulsory for all members of the society without any exclusions. If the ruler himself is acting against the law and justice, then the society due to a scholar, shall have rights to take any decisions in favour of their interests.

Many ideas and opinions of Abu Ali Ibn Sino written are matching to contemporary ideology, therefore they may be used for younger generation.

**Yangi so'zlar:**

compulsory – majburiy

confirm – ta'kid qilmoq

exclusion – iste'sno

contradiction – qarama qarshilik

inequality – tengsizlik

servant – xizmatkor

to dedicate – bag'ishlamoq

spiritual value – manaviy boylik

**I. Savollarga javob toping:**

1. What had Lord gifted a man?
2. It human moral upgrading of a man limited?
3. How are the contradictions in the development among the peoples explained?
4. What does the scholar confirm?
5. What is compulsory for the members of the society?
6. What is scholars opinion about law?

**II. Ibn Sinoning “Tadbiri manzili” haqida yana nimalarni bilishingizni ona tilingizda gapirib bering.**

**III. Matnda uchragan so’zlar yordamida qisqacha matnni gapirib bering.**

**IV. Yana qanday alloma o’z asarlarida Ibn Sino ko’targan mavzu bor, shular haqida gapiring**

## **MIRZO ULUG’BEK**

Alter the deatli of Tamerlane internecine wars and feudal disturbances burst but. It ends with the victory of Tamerlane's son Shakhrukh. who chose his residence not to be in Samarkand, but in Gherat. He gave Maveounah as a crown domain to his elder son Ulugbek (1394-1449 years).

Forty years from 1409 up to his tgical death in 1449 Ulugbek ruled the country and it was in his times when Samarkand became one of the world centers of the science of the Middle Ages. In Samarkand of the first half of the 15-th century around Ulugbek there arose a whole sciential school united prominent astronomers and mathematicians uch as Ghiyas-ad-din Jemshid Kashi, Kazy-zade Rumi, Ali Kuhchi.

At that time in Samarkand there lived a historian Khafiz-i-Abbru who wrote a remarkable work on the History of Central Asia: a famous medical man Mavlono Nefis, the poets Siraj-ad-din Samarkandi, Sakkaki, Lutfi, Badakhshi and others. Those were progressive people of thai time who had faith in powder of the human, and in power of science.

There scarcely is anv other town in Central Asia besides Samarkand, which unewent as many hectic events, upheavals, and oppressive ordeals as Samarkand and Samarkandians were fated to experience. The gand metropolis of Tamelane, its wealth and greatness allured avid eyes of feudal conquerors and each of them considered for himself a big honour to seat on Samarkand's throne.

Early in 16 - th century the Central Asian domains of Timurida were conquered by the nomadic Uzbeks. The chief of theirs was Mohammed Sheibani-khan(1451-1510).

In the very beginning of the 16-th century Samarkand for a short term was seized by Fergana feudal lord Zakhiriddin Rabur. In the renowned memoirs Babur has left a description of Samarkand of that time.

"Samarkand is an amazingly beautiful town", - Babur writes, - "it has one peculiarity that can be found in a limited number of towns: each sort of a trade and of an

industry is carried out in the special subdivision of stalls or workshops, that is to say, categories of craft, commerce and retail never mingle. A lovely custom. Here are good bake-houses and eating-houses. The best paper in the world is produced in Samarkand... there is one manufacture in Samarkand-the crimsons velvet that they export to all the countries.... Samarkand produces fine (and in a large amount) fruit: grapes, melons, apples, pomegranates; good are all the rest of the fruit. But especially glorious are Samarkand's apples and the "sanibi" (a variety of grape) ".

### **Yangi so'zlar:**

Disturbance – halaqit qilmoq	Crown - toj
Rule – boshqarmoq	Unite - birlashtirmoq
Remarkable – ajiyib	Power - kuch
Faith – vafo	Conqueror - bosqinchi
Throne – taxt	Consider - hisoblamoq
Nomadic – ko'chmachi	Honour - sharf
Seize – egallamoq	Description – ta'sir
Pecularity – xususiyat	Trade - savdo
Bake-house-nonvoyxona	Craft - hunarmandlik

### **I. Savollarga javob bering:**

1. Who led Samarkand for forty years?
2. What scientists around Ulug'bek in the first half of the 15-th century?
3. Who wrote a remarkable work on the history of Central Asia?
4. By whom was Fergana seized?
5. What did Babur write about Samarkand?

### **II. Quyidagi so'zlar ishtirikida gaplar tuzing:**

disturbance, residence, rule, prominent, historian, power, experience, consider, conqueror, seize, nomadic, produce, subdivision, description.

### **III. So'zlarning sinonimlarini bering:**

wealth, end, scientist, prominent, scare, great, century, begin, seize, carry, out, commerce, produce, faith, power, famous, whole, write, conqueror.

### **IV. Gaplarni davom ettiring.**

1. He gave Maveorunahr as a .... .

2. forty years up to tragically death Ulug'bek ....
3. In Samarkand of the first half of the 15- th century ....
4. Early in 16- th century the Central Asia ....
5. In the very beginning of the 16-th century Samarkand ....

## **V. Matndan noto'g'ri fel'larni topib uchta shaklini bering:**

### **An Ancient temple of Science.**

Mamun Academy, which functioned in Khorazm in early XI century. "The House of Wisdom", as it was also called, is associated with the names of many prominent scientists of the East, who through research boosted science. The global discoveries they made have become basis for further development of science all over the world.

Khorazm, situated in the lower current of the Amudarya, Aral Sea basin, is a country of ancient culture, a country whose state system emerged three millenniums ago and played a critical role in the ancient history of Eurasia. According to sources, in XI century through the endeavors of Khorazmshoh Mamun a scientific centre was founded, which was later named after him. Here Khorazmshoh gathered many famous scientists of the ancient east. Luminaries of science such as Abu Raikhon Beruni, Abul Hasan Mamun and Abu Muhammad Khorazmi worked in the academy. They conducted research in mathematics, astronomy, chemistry, medicine, philosophy, history, literature, geography, geodesy and other sciences thereby creating rudiments of development for diverse sectors of sciences thereby creating rudiments of development for diverse sectors of science on a global scale. Here Avicenna completed his work on medicine "Daf al-mador", that is Elimination of harm". Beruni put a lot of effort into the study of hydrology, mineralogy and geography. He was the first person to make a globe and ways of calculating certain co-ordinates, which were successfully used for a considerable length of time by geographers and travelers. In particular, the correspondence between Abu Raikhon Beruni and Avicenna about philosophical topics that contain polemics concerning Aristotle's works is a vital source to study that period. The Academy houses a huge collection of works by many renowned scientists of the world. The collection includes the works of Al Beruni, who is the author of over 150 books, of which only 33 fundamental scientific research works have survived to this day. These include works on astronomy, mathematics, geography, geodesy and ethnography, as well as such works as "The famous people of Khorazm" or "The History of Khorazm". In 1997 at the initiative of the President of Uzbekistan Islam Karimov, Mamun Academy was restored, which has become a new step in the development of cultural and scientific progress of Uzbekistan. In 2003 the 32<sup>nd</sup> general conference of UNESCO made a decision to celebrate the 1000<sup>th</sup> anniversary of the academy. In 2004 The Cabinet of Ministers of the republic of Uzbekistan passed a resolution "On preparations for and celebration of the 1000<sup>th</sup> anniversary of Mamun Academy".

Presently, the Academy is “home” to a number of scientists and students who also participate in joint surveys and research works. Today Mamun Academy and its stocks are available for everyone wishing to study science and enrich his or her knowledge.

**Yangi soʻzlar:**

prominent – koʻzga koʻringan  
to boast – maqtanmoq  
discovery – kashfiyot  
current – oqim  
to conduct – olib bormoq  
joint – oʻzaro, qoʻshma

**I. Savollarga javob bering:**

1. How is Mamun Academy called in other words?
2. What becomes basis for further development of science?
3. When did Khorazm state system emerge?
4. Whom did Khorazmshoh gather?
5. In what field of science scientists conduct research?
6. What work did Avicenna complete?
7. Did they study Aristotels works?
8. What does Academy house?
9. Who was the indicator of restoring Mamun Academy?
10. What resolution the cabinet of Ministers of the republic of Uzbekistan passed?

II. Quyidagi soʻzlarning oʻqilishiga etibor bering: prominent, ancient, endeavor, luminar, rudiment, to calculate, vital, renowned, anniversary.

III. Berilgan iboralarni tarjima qiling ular ishtirokida gaplar tuzing:

to be called, to be associated, to be successful, to be available to enrich knowledge, to celebrate anniversary.

IV. Mas predloqlarni qoʻying:

1. What is your attitude ... the latest book written ... this author?
1. She teaches children literature ... school.
2. He hates her habit ... leaving the child alone.
3. Nobody likes to be laughed ... .

IV. Nuqtalar oʻrniga many, much soʻzlarini qoʻying.

1. She didnt devote ... time to studying English.
2. Was ... space research carried out in the late 60s?
3. I haven't ... sports time.
4. Lately very ... new sports facilities have been built in Tashkent.

VI. Gaplarni davom ettiring :

1. Khorazm is a counter of ... .
2. Khorazmshoh gathered many famous ..... .

3. They conducted research in . . . .
4. Avicenna completed his work . . . .
5. The Academy houses . . . .
6. The collection includes . . . .

### **ZAKHRITDIN MUHAMMAD BABUR**

Zakhritdin Muhammad Babur was born on 14 February 1483 in Andizhan, in the family of the ruler of Fergana Ulus whose name was Ulmar Sheikh Mirzo. At the time in Central Asia and Khurasan a fierce internecine war between brother, relatives, - descendants of the Great Tamerlane, - were fought.

Zakhritdin being from his childhood in love with literature, art, nature's beauties, like all the princes - Timurid was getting familiarized with the achievements of that knowledge under the leading of eminent teachers in his father's palace. But his untroubled childhood didn't last long; in 1494, after his father's death, Babur aged 12, when he sat himself on the throne of Fergana Ulus was forced to struggle for the Andizhan's throne against his brother Gahangir Mirzo. Babur divided Fergana Ulus and gave away to him sharp the half. Then he entered a struggle against with the feudal groups for Samarkand. The powerful, Shebani-khan, who possessed an enormous military strength impelled Babur to leave Samarkand. After the conquest by Shebani-khan of Aiuli-khan in 1504, Babur set off south and set his rule in Kabul Ulus. In 1505-1515 Babur several times tried to get back to Central Asia. But these attempts proved to be futile. Later, on purpose to strengthening his power, for the space of the period of 1519-1525 Babur led aggressive struggle against India. In 1526-27 he conquered it. The power of "Baburid dynasty" known in Europe "Great Moguls" lasted in India more than 300 years.

After that victory Babur didn't live long - died in the town Agra in December 1530; later, according to his testament his remains were carried by his descendant to Kabul and buried there.

Babur for that short time he had been ruling the state promoted a stabilization of the political situation in India, unification of Indian land, improvement of towns, organization of trade relations, planting with trees, shrubs and gardens. Building of libraries, caravanserais was widely practiced especially in the years of his sons "and descendants" governing. The Central Asian style appeared in the arts and architecture of India,

Jawaharlal Neru wrote that after Babur's arrival to India big changes, had taken place there, enriched, arts and architecture.

Side by side with the enormous State affairs Babur performed literary-art activity in India and created his most exclusive work that became popular all over the world, "Baburnama".

"Baburnama" is the book including not only historical facts but a unique information on economic, political and geography-the information that is of

tremendous world importance in the capacity of unique historical and literary heritage.

### **ABDULLA AVLONIY (1878-1934)**

Abdulla Avloniy was born on the 12 nd of June in 1878 in Tashkent. He got education in madrasah.

In 1904 Avloniy established a school based on the methods of jadid in Mirobod. In 1914-1915 he worked with Ubaydulla Xo'jayev in cooperation in "Saodati Turkiston" newspaper. He wrote most of his articles and poems for the newspapers under pen-name "Hijron" he wrote poems. He published his articles under the name "Avloniy". "Indamas" was his last pen-name which he used very often. In 1919 he found the fund "Jamiyati hayriya" in order to support jadid schools.

Avloniy was one of the establishments of "Turon"society. At the society there was founded "Turon" theatrical troupe Behbudiy's play "Padarkush" was staged for the first time.

Avloniy wrote such dramas as "Isit easy to be lawyer?", "A wink of sleep", "We and you", "Two loves", "Portugal revolution".

In 1917 after February events in Russia he founded newspaper "Turon" under the motto "Young live peoples revolution!".

In 1910 he wrote such books as "First teacher", "Second teacher", "Ethics", "National poems" and others.

#### **I. Savollarga javob bering:**

1. Where and when was A. Avloniy born?
2. What languages did he use for his literary works?
3. What is he?
4. How many articles did he write?
5. What dramas and books did he write?
6. What can you say about Avloniy's theatrical activity?

#### **II. Matni ingliz tilida gapirib bering!**

### **MAHMUDXOJA BEHBUDIY (1875 – 1919)**

Behbudiy was the leader of the jadid movement in Turkistan. He was brought up by his uncle Mohammad Sodiq. His uncle's contribution in his getting education was immense. He worked as a secretary and later as a mufti. He was one of the agitators and founders of jadid schools in Turkistan. He was the author of several books for school in geography, history, literacy, Islam. He wrote mainly in Turkic, Farsi and Tajik languages. Behbudiy was the first Uzbek dramatist and theatre man. He wrote the play "Padarkush" which was staged in Samarkand and in Tashkent by the troupe "Turon".

Since 1909 as a publicist Behbudiy wrote more than 300 articles and published them in Turkistan and other newspapers.

They say he was arrested in 1919 with the help of Amir of Bukhara and members of Soviet chekists in Qarshi. The city of Qarshi was named after Behbudiy in 1926-1937. Many scientific works were written about Behbudiy's activity.

Konstantin Dmitriyevich Ushinskiy

(1824-1870)-the Russian pedagogue, founder of the Russian pedagogical science, lived and worked in Yaroslavl.

After he graduated from the law department of the Moscow University in 1846 Konstantin Ushinskiy was appointed acting as professor of "cameral sciences"(economics, finances, etc.) of the Yaroslavl Demidov Law Lyceum. In his lectures Ushinskiy exposed the leading for his time ideas and was loved by students. From March to May 1848 he edited the informal part of the newspaper "The Yaroslavl Guberniya Gazette" and promoted natural-science and historical knowledge. Articles written by Ushinskiy for the Yaroslavl newspapers were his first literary works. The Yaroslavl period of Ushinskiy's life was really important: he perfected his pedagogical skills here, elaborated leading pedagogical views.

Konstantin Ushinskiy is the founder of the Russian pedagogics, in particular pre-school pedagogics; he greatly endowed to development of the world pedagogical conception. Ushinskiy deeply analyzed theory and practice of upbringing including pre-school upbringing, and education in other countries, showed progress and shortcomings in this field, and this summed up other countries pedagogics development issues.

One of the closest Ushinskiy's companions-in-arms wrote: "Ushinskiy is a really national pedagogue, standing in one row with Lomonosov as the first national scientist, Suvorov-the national commander, Pushkin-the national poet, Glinka-the national composer."

The Yaroslavl State Pedagogical University named after K.D. Ushinskiy-one of the oldest pedagogical higher educational institutions of Russia. The history of the University began in 1908, when the teacher's institute opened. The institute was named after Konstantin Dmitriyevich Ushinskiy in 1945.

1. Konstantine Dmitriyevich Ushinskiy (1824-1870) was born in Tula. Having finished Novgorod - Severinskaya grammar school Ushinskiy has acted in the founder of deep harmonious pedagogical system, the author of remarkable educational books with the help of them ten millions person were trained in Russia. He developed system of preparation of national teachers. In Ushinskiy's opinion moral education should develop humanity, honesty and truthfulness, discipline and feeling of the responsibility, the self respect combined with modesty in the child. Education should develop firm character and will, stability, feeling of a duty of a child. Education of patriotism, active, love, to native land borrows in the system of moral education recommended by Ushinskiy. Ushinskiy highly estimated a role of the teacher. He considered that influence of the teacher on pupils makes educational force with which it is impossible to replace with any charters and programs, any organization of educational institutions. Ushinskiy considered that the society should concern to the teacher with great respect, care and constant attention.

Yangi so'zlar:

Remarkable – ajoyib

Humanity – insoniylik

Responsibility – masuliyat

To respect – hurmat qilmoq

Modesty – kamtarlik  
To recommend – tavsiya qilmoq  
To consider – hisoblamoq  
To appoint – tayinlamoq

I. Savollarga javob bering:

1. What is D.K. Ushinskiy?
2. When and where was he born?
3. Where did he study?
4. What system did he develop?
5. What was his opinion?
6. What did he think about education?
7. How did he estimate role of a teacher?
8. What was D.K. Ushinskiy first literary work?
9. What did he analyze?
10. What other famous Russian pedagogists do you know?

II. Quyidagi so'z va iboralarni O'zbek tiliga tarjima qiling:

To be appointed, to be trained, to feel responsibility, will modesty, to recommend, to replace, concern, to consider, constant attention.

III. Matndan quyidagi iboralarni toping:

Haqiqiy milliy pedagog, pedagogik mahoratlari, adabiy ishlar, pedagogikasining asoschisi, qonun bo'limi, pedagogik tizimning asoschisi, ma'suliyatni his qilmoq, tavsiya qilmoq.

IV. Gaplarni O'zbek tiliga tarjima qiling:

1. On political views he was a bourgeois democrat.
2. He considered that a necessary condition of direct development is work.
3. Moral education should respect and love to people.
4. Education should develop firm character and will, stability, feeling of a duty of a child.

V. Gaplarni davom ettiring:

1. D.K.Ushinskiy is ... .
2. He deeply analyzed ... .
3. In 1846 he was appointed ... .
4. From march to may 1848 he edited ... .
5. In Ushinskiys opinion moral education ... .
6. Ushinskiy considered that the society should ... .

IV. Antonimini bering:

Impossible, truth, love, important, real, deep, close, constant, to finish, firm, high.

## **Matni o'qib muhokama qiling:**

### **Anton Makarenko**

**Anton Semenovych Makarenko** (January 13, 1888 - f April 1, 1939) was a Ukrainian and Soviet educator and writer, who fought actively to establish democratic ideas and principles in educational theory and practice. As one of the founders of Soviet pedagogy, he elaborated the theory and methodology of upbringing in self-governing child collectives and introduced the concept of productive labor into the educational system. Makarenko figures high among the world's great educators, and his books, published in editions of millions on ail the continents of the globe, enjoy enormous popularity in the widest circles.

In the aftermath of the Russian Revolution he established selfsupporting orphanages for street children - including juvenile delinquents - left, orphaned by the Russian Civil War. Among these establishments were the Gorky corrective labor colony and later the Dzerzhinsky labor commune in Kharkiv, where the FED camera was produced. Although there was some opposition by the authorities at the early stages of Makarenko<sup>1</sup> s "experiments", the Soviet establishment eventually came to hail his colonies as a grand success in communist education and rehabilitation. Among his key ideas were "as much exigence towards the person as possible and as much respect for him as possible", the use-of positive peer pressure on the individual by the collective, and institutionalised self-government and self-management of that collective. He-ailso rejected physical punishment. Makarenko was one of the first Soviet educators to urge that the activities of various educational institutions—i.e., the school, the family, clubs, public organizations, production" collectives and the comntanity existing at the place, of residence—should be integrated. Makarenko wrote several books, of which *The Pedagogical Poem*, a fictionalized story of the Gorkiy Colony, was especially popular in the USSR

### **Yangi so'zlar:**

to introduce – tanishtirmoq, kiritmoq

edition – nashr

orphan – yetim

juvinele delinquent – yosh jinoyatchi

commune – kommuna

exigence –

positive – ijobiy

peer –

pressure – bosim

to rejest – rad etmoq

### **I. Savollarga javob bering**

1. What is Anton Makarenko?

2. What did he elobrate?

3. How does Makarenko figure among the word's great educators?

4. What did he established after the Russian revolution?

5. What was his key ideas?
6. What did he reject?

## **II. Berilgan so'z va iboralarni matndan topibtarjima qiling:**

educator, educational theory, productive labour, self-governing, orphanage, self-supporting, street children, collective labour colony, communist education, self-management, physical punishment

## **III. Tarjima qiling:**

Jismoniy jazo, rad etmoq, ko'cha bolalari, kollektiv mehnat koloniyasi, o'z-o'zini boshqarish, o'z-o'zini ta'minlash, unumli mehnat, qarama-qarshilik, yoshlar orasidagi jinoyat.

## **IV. Gaplarni ingliz tiliga tarjima qiling:**

1. Anton Semyonovich Makarenko ukrain sovet ma'rifatchisi va yozuvchisi.
2. U ta'lim nazariyasi va amaliyoti prinsiplarini va demokratik g'oyalarni yaratishda faol kurashdi.
3. U Sovet pedagogikasi asoschilaridan biri.
4. U ta'lim tizimiga unumli mehnat konsepsiyasini kiritdi.
5. Makarenko ko'cha bolalaridan o'z-o'zini boshqaradigan o'z-o'zini ta'minlaydigan yetimxonalar barpo qildi.
6. Uning koloniyalari kommunistik ta'limdagi katta yutug'i edi.
7. U jismoniy jazoga qarshi edi.

## **V. Gaplarni davom ettiring.**

1. His books published in editions of ...
2. Among these establishment were...
3. There were some opposition by the ...
4. He was one of the first Soviet educators to urge that ...
5. Makarenko wrote several books, of which ...

## **VI. Mos artikllarni qo'ying:**

1. This actress has been ... success in all performances.
2. All the newspapers wrote about ... success of the exhibition.
3. We are proud of ... progress which is made by our country.
4. ... industry of Sibiriyaya has achieved much progress.

## **VII. Mos predloglarni qo'llang:**

1. Early ... the morning. I set ... the lonely streets ... town.
2. ... time ... time the girl looked ... the window ... the train in order to see her native town.
3. ... last we were ... the train.
4. When he heard the news he burst ... tears.
5. ... spite ... all I had some warm feeling ... this unhappy man.
6. She was a woman ... 60 ... grey hair and blue eyes.

## **Matnni o'qib muhokama qiling:**

### **Iogann Henrich Pestalozzi**

He was born on January 12, 1746 in Zurich. His father died when he was young, and he was brought up by his mother at the University of Zurich. His earliest years were spent in scheme for improving the condition of the people. His first published book was "The evening Hours of a Hemrit a series of aphorisms and reflections.

During the French invasion of Switzerland in 1798, a member of orphaned children had been left without food or shelter in the Conton of Nidwalden. Pestalozzi took some of them under his charge, and he covered a deserted convent into a school for them.

In 1801 Pestalozzi gave an exposition of his ideas on education in his book. His method is to proceed from the easier to the more difficult. To begin with observation, to pass from observation to consciousness, then from consciousness to speech. In 1799 he was able to establish a school at Burgdorf where he remained until 1804 he went as deputy to Paris, and did his best to interest Napoleon in a scheme of national education, but the great conqueror said that he could not trouble himself about the alphabet. He did not believe in psychological method of instruction that was in line with the laws of human nature, as a result he placed a special emphasis on spontaneity and self-activity children shouldn't be given ready-made answers but should arrive at answers themselves. To do this their own powers of seeing, judging and reasoning should be cultivated, their self-activity encouraged. He said that real work of his life didn't lie in observation, the training of the whole person, and the sympathetic way of dealing with students, of which he left an example in his this month's labour at Stans. He had the deepest effect on all branches of education, and his influence is far from being exhausted Pestalozzi made a significant contribution to the establishment of the school as a central educational force.

### **Yangi so'zlar:**

to bring up – tarbiyalamoq  
to improve – yaxshilamoq  
invasion – bosib olmoq  
observation – kuzatish  
consciousness –  
to remain – qolmoq  
to trouble – bezovta qilmoq  
to believe – ishonmoq  
punishment – jazo  
purpose – maqsad  
to shape – shakllantirmoq  
interference – aralashuv  
to pursue – ishontirmoq  
conclusion – xulosa

labour – mehnat  
influence – ta’sir  
contribution – hissa  
significant – salmoqli  
force – kuch  
to train – tayyorlamoq, o’rgatmoq

### **I. Savollarga javob bering:**

1. When and where was Pestalozzi born?
2. By whom was he brought up?
3. What was his first published book?
4. What happened during French invasion?
5. When did he give an exposition of his ideas on education?
6. What was his method?

### **II. Iboralarni tarjima qiling:**

Human nature, ready-made, self activity, to be exhausted, to give an exposition, corporal punishment, instructional purpose, to combine, education, to draw conclusions, initial influence.

### **III. Sifatlarning ortirma va qiyosiy darajalarini yozing.**

Young, early, difficult, good, deep, significant, important, bad, little, much, beautiful, small, short, hard.

### **IV. Tarjima qiling:**

1. Pestalotsiy ta’limning barcha sohalariga o’z hissasini qo’shgan.
2. O’quvchilar o’zlarining xulosalarini erkin chiqarishlari kerak.
3. O’qituvchi predmetni emas bolalarni o’qitishi kerak.
4. Maktab ishlab chiqarish bo’limi bo’lib, o’quvchilar o’zlarining o’qishlarini moliyaviy ta’minlay olishlari kerak.

### **V. Tarjima qiling.**

Chuqur ta’sir, ma’orif sohasi, salmoqli hissa, tayyor javoblar, pedagogik uslub, jazo, ma’suliyat, davlat aralashyvi, xulosa chiqarmoq.

### **VI. Matnning asosiy mazmunini qisqacha gapirib bering.**

#### **History 1450-1789: Jan Amos Comenius**

Comenius, Jan Amos (Jan Amos Komensky; 1592-1670), Czech theologian, educator, and encyclopedic philosopher. Comenius’s influence on later centuries is even greater than it was during his lifetime. He was born in Moravia, and would later describe himself as “from Nivnice” as well as “from Uhersky Brod.” He was taught by the Community of Brethren, acquiring both Brethren, he was sent to

complete his education at Herborn and Heidelberg. He returned to Moravia in 1614, was ordained a pastor in 1616, and promoted to head teacher of the school at Fulnek in 1618. In the Bohemian crisis of that year, Comenius sided with the confederate estates and, with the disastrous defeat of their forces two years later, was forced to take shelter while his wife and two sons died of plague and his books were publicly burned in the town square of Fulnek in May 1623. Comenius's early works from this period have only partially survived. Among them is *The Labyrinth of the World and the Paradise of the Heart* (*Labyrint sveta a raj srdce*), a masterpiece of Czech literature that centered on the gulf between human folly and capacity for good.

In the late 1620s and 1630s, now based at Leszno in Poland and a Senior of the Brethren, Comenius completed the Czech version of the *Didactics*, his first important vision of a universal educational system, one that drew on the innate interest of the learner through innovative textbooks, games, and interactive learning. His textbooks turned out to be his greatest success. That on the teaching of Latin (the *Janua linguarum reserata* [Gateway of languages opened]) abandoned memorization of texts in favor of a direct explanation of vocabulary drawing on daily life. This was followed by an even more elementary textbook for the beginner, first published in 1633, the *Vestibulum linguarum* (Antechamber of languages). These regularly reprinted works earned Comenius his wider reputation. Behind these publications lay a bigger project for a *Janua rerum* (Gateway of things), an encyclopedia of the physical world intended to unite our understanding of the physical world with that of God. Comenius termed this project *pansophia* ('pansophy'), and a sketch of his ideas that he sent to a correspondent in England, Samuel Hartlib, was published there in 1637.

The decade from 1648 to 1658 was a sequence of personal defeats and catastrophes for Comenius that he interpreted in an increasingly millennial light. It was accompanied by a stream of writings. The pictorial version of his language-teaching method, the *Orbis sensualium pictus* (The world in pictures)-written in Sarospatok but only finally published in Nuremberg in 1658-was one of his most enduring and successful legacies.

Comenius eventually retired to Amsterdam and spent the last fourteen years of his life under the protection of the de Geer family. His productivity in these last years was remarkable. He published a compendium of his educational writings and set about rewriting the *Consultatio*, the two volumes of which were printed in his lifetime. In the preface, Comenius addressed himself to the Republic of Letters of his day, seeking a profound reform of the organization of human affairs through a right philosophy, religion, and method that would produce harmony and enlightenment rather than division and chaos. The remainder of the work remained in manuscript and was only rediscovered in 1935, a remarkable testimony to the complex, universalist tendencies of Renaissance thought that had survived the Reformation.

**Yangi sozlar:**

defeat-halokat  
to survive-  
masterpiece-durdona  
interactive-interfaol  
explanation-tushuntirish  
to settle-joylashmoq  
to intend-intilmoq  
to prit-chop etmoq  
enlightment-ma'rifat  
to remain-qolmoq  
manuscript-qo'l yozma  
testimony-isbot

### **I.Sozlarga javob bering:**

1. What is Jan Amos Comenius?
2. Where was he born?
3. Where did he take name from?
4. What books by Comenius survived?

### **Yangi so'zlar:**

Leisure - hordiq chiqarish  
According to - binoan  
Ability - qobiliyat  
beer cans - pivo idishi  
valuable - qimmatbaho  
pleasure – rohat

opportunity – imkoniyat  
ancient – qadimiy  
impossible – iloji yoq  
relatively – nisbatan  
to occupy – egallamoq  
possibilities – imkoniyat

### **I. Savollarga javob bering.**

1. What is your hobby?
2. What would you like to do in your spare time.
3. What would you like to collect?
4. Did you collect beer cans or stumps?
5. How would you like to occupy your spare time.
6. What would you prefer: to watch TV or play computer games?

7. What kind of hobby is very useful in your opinion?
8. Are your friends engaged in any kind of hobby if yes, tell us please.

**II. So'zlardan gap tuzing.**

1. impossible, without, life, is, theatre, of, kinds, ancient, the.
2. one, the, is, most, of, art, theatre, of, kinds, ancient, the.
3. how, people, their, begin, time, to forget how, free, occupy.
4. possibility, education, and, too, TV wonderful, getting, for, education, in.

**III. Sifatlarning qiyosiy va ortirma darajasini yozing.**

Busy, little, good, favourite, lucky, many, young, impossible, much, useful, new, wonderful.

**IV. Matnga savil qo'ying.**

**V. Qiziqadigan mashg'ulotingiz haqida gapirib bering.**

## EDUCATION

Education is very important in our life. An educated person is one who knows a lot about many things. He always tries to learn, find out, discover more about the world around him. He gets knowledge at school, from books, magazines, from TV educational programs. The pupils can get deeper knowledge in different optional courses in different subjects and school offers these opportunities. They can deepen and improve their knowledge by attending different optional courses in different subjects. The result of the educative process is the capacity for further education. Nowadays the students of secondary schools have opportunities to continue their education by entering, gymnasiums, lyceums, colleges. But the road to learning is not easy. There is no royal road to learning. To be successful in studies one must work hard. It's for you to decide to learn and make progress or not to learn lose your time. The role of foreign languages is also increasing today. Thanks to the knowledge of foreign languages one can read books, magazines in the original, talk to foreigners, translate various technical articles. Moreover, joint ventures which have recently appeared in our country need specialists with profound knowledge of foreign languages like English, German or French. To know foreign languages is absolutely necessary for every educated person, for good specialists. Our country is transferring to a market economy. Research and innovations should improve living, working conditions of our people. That is why it is so important to be persistent in students. English is a world language. It is the language of progressive science and technology, trade and cultural relations, commerce and business. It's the language of international aviation, shipping and sports. It's also the major language of diplomacy. Geographically it is the most widespread language on earth, second only to Chinese in the number of people who speak it hearing a foreign language is- not an easy thing. It's a long and slow process that takes a lot of time and practice. A foreign language is not just a subject learnt in the classrooms. It's something which is used in real life situations. There are many reasons why we begin to study foreign languages. First of all it's an effective medium of international communication. I'm convinced if we are working in any branch of science we must read books and magazines in other languages. Learning foreign languages opens up opportunities and careers that didn't even exist some years ago.

### **Matnii o'qib muhokama qiling:**

#### **The process of education in the secondary special, professional-vocational education system and its relationship with production**

Curricula and syllabuses for secondary special, professional-vocational colleges have been created and are being piloted in experimental places. Branch educational standards in 34 directions of professional-vocational colleges and in 4 directions of academic lyceums have been developed and introduced for secondary special, professional-vocational education system from 2001-2002 academic year. 20 secondary education subject standards and syllabuses for academic lyceums and professional-vocational colleges have been approved. Curricula in 223 directions,

more than 3000 special, subject syllabuses for professional-vocational colleges and 69 deepened syllabuses for academic lyceums have been written

The process of writing the new generation of textbooks and teaching aids began while creating the educational standards for academic lyceums and professional-vocational colleges. Current year, more than 243000 copies of textbooks - educational literature by 40 names have been created on the basis of the State educational standards for secondary special, professional-vocational education.

More than 200 authors have been contracted besides the authors whose work was published the process of in creating the new generation of textbooks and educational literature.

Teachers of higher educational institutions are being attracted as well, in order to take an advantage of existing scientific potentials.

At present, totally 40569 teachers and engineer-teachers are working in secondary special, professional vocational education establishments. 19320 out of them are subject teachers, 11697 out of them are special subject teachers and 7016 out of them are engineer-teachers. 1247 out of them science candidates and doctors.

In 1998-99 the teachers and engineer-teachers of the academic lyceum and professional-vocational colleges improved their skills in supportive higher educational institutions and in the Institute of developing secondary special, professional-vocational education, and beginning from 2000 in in-service center opened for 39 areas and 394 directors, teachers and engineer-teachers exchanged experiences in foreign countries, such as the USA, Germany, France, the Netherlands, Japan and Korea on learning new educational standards, modern pedagogic and information technologies and modern lesson methods.

### **Yangi so'zlar:**

curricula- o'quv rejasi  
syllabus – dastur  
to create – yaratmoq  
direction – yo'nalish  
develop – rivojlantirmoq  
introduce – tanishtirmoq, kiritmoq  
approve – joriy qilmoq  
generation – avlod  
existing – mavjud  
establishment – muassasa  
exchange – almashmoq  
experience – tajriba

### **I. Savollarga javob bering.**

1. How many directions of colleges and academic lyceums have been developed from 2001-2002 academic year?

2. When did the process of writing textbooks and teaching aids begin?
3. How many copies of textbooks have been created?
4. What is the number of teachers working in secondary special professional vocational education establishments?
5. Where did the teachers improve their skills?
6. Where did our teachers exchange their experiences?

## **II. So'z va iboralarni o'zbek tiliga tarjima qiling:**

Professional vocational, secondary special, branch educational standard, to develop, new generation textbooks, teaching aids, to create educational standard, educational literature, higher educational institution, existing scientific potentials, special subject teacher, to exchange experience, modern pedagogic and information technology.

## **III. So'z va iboralarni ingliz tiliga tarjima qiling:**

Yaratmoq, yo'nalish, fan dasturlari, chuqurlashtirilgan o'quv dasturlari, ta'lim standartlari, darslik, o'quv qo'llanmasi, yangi avlod, o'quv adabiyoti, jalb qilmoq, fan o'qituvchisi, muhandis-pedagog, malaka oshirish markazi.

## **IV. Gaplarni o'zbek tiliga tarjima qiling:**

1. 34 directions of professional vocational colleges and 4 directions of academic lyceums have been developed.
2. Many copies of textbooks have been created in current year.
3. At present 40569-teachers and engineer-teachers are working in secondary special, professional vocational education establishments.
4. In 1998-99 the teachers improved their skills.
5. Teachers exchanged experience in foreign countries.
6. They studied new educational standards, modern lesson methods.

## **V. Gaplarni majhul nisbatga aylantiring.**

1. They often speak of him.
2. Everybody laughed at this funny animal.
3. We received this letter.
4. Bees gather honey from flowers.
5. The old man showed us the way to the metro station.
6. They offered her some interesting work.

## **VI. Mos predloqlarni qo'ying.**

1. We live ... the county.
2. We tried to speak ... him, but he did not want to listen ... us.
3. He didn't look ... us and didn't answer ... our questions.
4. When I entered ... the room, everybody looked ... me with surprise.
5. At the end ... the street she turned ... the corner.
6. My mother is afraid ... rats.

## **VII. Matnning qisqacha mazmunini gapirib bering.**

### **International cooperation on developing professional-vocational education**

Programmes on attracting investments are being implemented by the ministry of Higher and secondary special education of the Republic of Uzbekistan and Secondary special, professional-vocational education Centre, and the following projects are being carried out which are financed on the basis of the grants and privileged long-term credits of the developed countries including furnishing educational establishments, creating textbooks, syllabuses and curricula, the issues of teacher and engineer-teacher skills improvement:

41 million US dollars out of 57 million US dollars credit of Asian Development Bank will be spend in buying equipment and the rest of money will be spend in writing textbooks, syllabuses and curricula and skills improvement as well.

In January 2001, an agreement was signed with Cambridge Educational Company(CEC) to implement the project and beginning from February the company started its activities. The cost of the project is 5,6 million US dollars.

According to this agreement 19 international and 11 local experts are planned to act At present tendering is being performed to buy equipment.

33 million dollars out of 35 million US dollars privileged long-term credit of the Republic of Korea are planned to be spend in equipping educational establishments and the rest of money for programmes ons kills improvement trainings.

Up to the present day, equipment costing 32 million dollars has been brought to the Republic. 51 million dollars out of 6347 billion yens (58 million US dollars) privileged long-term credit of Japan government; are planned to buy equipment and the rest for 'soft components'. Recently a tender has been hold to select a consulting firm which implements the project on the basis of this credit and the implementation activities will be begar fully after the results of the tender are approved by certain organizations.

Work is being done in 3 educational institutions on the project which is being implemented in cooperation with European Education Foundation and financed by 1 million euro of European Union TACIS programme.

The project, which is being implemented under the leadership of GTZ organization on the basis of Germany's 5 million deutsche marks grant, includes the activities of six professional-vocational colleges.

At present a lot of work is being carried out on attracting the grants and privileged credits of several countries and international financial organizations to equip the educational establishments.

**Yangi so'zlar:**

cooperation - hamkorlik  
implement – amalgam oshirmoq  
carry out – ishlab chiqarmoq  
equipment – jihoz  
agreement – shartnoma  
local – mahalliy  
skill – malaka  
cost – narx  
approve – tasdiqlamoq  
select –tanlamoq

### **I. Savollarga javob bering:**

1. What programmes are being implemented by the ministry of Higher and secondary education?
2. How much money will be sent in buying equipment?
3. When does the company start its activities?
4. Why has the tender been hold?
5. What does the project include?
6. What is being done at present?

### **II. Matndan quyidagi so'z va iboralarni inglizcha variantini toping:**

Xalqaro hamkorlik, kasb hunar ta'limi, uzoq muddatli kredit, rivojlangan mamlakatlar, o'quv muassasalari, malaka oshirish, grantlarni jalb qilish, moliyaviy tashkilotlar, loyihani amalgam oshirish.

### **III. Soz va iboralarni o'zbek tiliga tarjima qiling:**

International cooperation, professional vocational education, long term credits developed countries, to create textbook, improvement of skills, according to agreement, local expert, to equip educational establishment, to improve training, to select a consulting firms, to attract grant.

### **IV. Mos sifat darajalarini qo'ying:**

1. Her eyes are (grey) than mine.
2. He was the (fat) man in the village.
3. My sister is the (tall) girl in the group.
4. Which is the (hot) month of the year.
5. Today the weather is (cold)than the Urals.

### **V. Matnni qisqacha mazmunini so'zlab bering.**

## **The Structure of higher educational establishments**

Higher educational establishments include universities, institutes: polytechnical, agricultural, medical, peoples economy, pedagogical, culture and others. Some of the higher educational establishments are called academies, high schools and conservatoires. The right to education is guaranteed by the constitution of Uzbekistan for all citizens of Uzbekistan irrespective of their sex, nationality who have a secondary education. The course of studies lasts for 4-6 years Rector is at the head of the Higher educational establishment. There are two deputy of Rector: on spiritual-educational and scientific research works and on curricula and informational technologies.

The higher educational establishments consist of faculties where students are trained in different speciality. A dean is at the head of faculty.

Specialists are trained according to the plans and curriculum. Which are worked out by the scientists and they are signed by the ministry of higher and special secondary education Republic of Uzbekistan.

To attend all the classes at the higher educational establishments is obligatory. The academic year consists of two semesters. The course of studies is completed by the students by passing state examinations and defending diploma works. On graduation higher educational establishment the students are given qualification on their speciality. General leadership of high school is implemented by the Ministry of higher and secondary special education of the Republic of Uzbekistan.

### **Yangi so'zlar:**

establishments – muassasa

irrespective – qat'iy nazar

curricula – dastur

according to – binoan

to train – tayyorlamoq

### **I. Savollarga javob bering**

1. What do higher educational establishments include?
2. Who is at the head of the institute?
3. What deputy Rectors do you have at the institute?
4. How are specialists trained?
5. How many semesters does the academic year consist of?
6. What is obligatory?
7. How do students complete course of studies.?

### **III. Tahsil olayotgan institutingiz haqida gapirib bering?**

### **IV. Matnning qisqacha mazmunini so'zlab bering?**

### **V. Matnda ko'p qaytarilgan so'zlarga gaplar tuzing.**

## **System of education in Uzbekistan**

Budget constraints and other transition problems following the collapse of the Soviet Union, have made it difficult to maintain and update educational buildings, equipment, texts, supplies, teaching methods, and curricula. Foreign aid for education is desperately needed, but has not been sufficient to compensate for the loss of central funding.

When viewed in general, the Uzbekistan educational system includes:

- Preschool training (preprimary-from three to six years old )
- General secondary education (from 6 to 15years old )
- Secondary vocational education (from 15 to 18 years old )
- Higher education (undergraduate and graduate-from 18 years old )

Girls and boys are legally considered equal and study in the same classes and schools.

Schools are open to all ethnic groups, and minorities in schools are rarely an issue.

The academic year begins on 2 September (the first of September is the Independence Day) or the first working day of September. The academic year ends in June for secondary schools and in July for higher education.

Examinations in the educational system of Uzbekistan are primarily oral. Universities, institutes, and some colleges still have entrance exams occur only at the end of the course (semester). State exams are taken at higher education institutions at the completion of all coursework.

Because compulsory education is freely provided to all children of Uzbekistan, private school have a difficult time justifying their existence. In fact, they were banned in 1993. Also, since Uzbekistan Law declares the separation of education from religion, there are no religious schools. However, in 1999, the establishment of Tashkent Islamic University was allowed.

In the Soviet-type higher education institution, most students studied for a full working week (five to six days a week, six to eight hours of classes a day). Evening and correspondence courses were also popular. The first and the second year of the curriculum usually included the study of social science with similar course requirements for a;; students. Specialization began in the third year and continued in the fourth year.

Curriculum included general subjects like philosophy and economy, specialized subjects determined by the chosen profession, and very specific courses depending on the deeper specialization. Curriculum was very rigid and equal for all students.

In 1997, President Karimov founded “Umid,” a program providing students with educational fellowships for obtaining education abroad. By the year 2000, over 700 students have been awarded the “Umid” Presidential Scholarship to pursue graduate and undergraduate degrees in the United States, the United Kingdom, Germany, France, Italy, and Japan.

### **Yangi so'zlar:**

Law – qonun  
to guarantee – kafolot bermoq  
citizen – fuqaro  
article – modda  
to develop – rivojlantirmoq  
to implement – amalga oshirmoq  
similar – o'xshash  
to reduce – qisqartirmoq  
exception – iste'sno  
quality – sifat  
to be awarded – taqdirlamoq  
admission – kirish  
department – bo'lim  
simultaneously – bir vaqt o'zida

#### I Savollarga matindan javob toping:

1. What reforms has independence brought?
2. What is the difference between Soviet type of higher education and higher education after Independence of the Republic?
3. How long does the study for bachelor' degree and Master's degree last?
4. What should scholars do in order to receive Doctor's degree?

#### I. Yangi so'zlar:

collapse – qulash  
to maintain – taminlamoq  
equipment – jihoz  
aid – yordam  
sufficient – yetarli  
loss – yo'qotish  
minority – kamchilik  
to provide – taminlamoq

#### II. Saviolarga javob bering:

1. What is desperately needed for education?
2. For whom are schools open?

3. When does academic year begin and end?
4. When do state exams occur?”
5. When were private schools banned?
6. Whet courses were popular in Soviet time?
7. What subjects did cusriculum include?
8. What do you know about programme “Umid”?
9. Who founded programme “Umid”?

III. So’z birikmalarini matindan topib ular ishtirok etgan gaplarni O’zbek tilida tarjima qiling:

transition problems, undate educational building, foreign aid, preschool training, general secondary education, secondary vocational educational, higher education, ethnic group, academic year.

IV. Quyidagilarni tarjima qiling :  
 boshlang’ich ta’lim, umumiy talim, o’rta kasb-hunar ta’lim, oily ta’lim, majburiy talim, o’quv muassasalari, ta’lim tizimi, kirish imtihonlari, davlat imtihonlari, tekin ta’lim.

V. Quyidagi baynalminal so’zlarni tarjima qiling:  
 Specialization, course, profession, examination, college, religion, budget, method, central, group, class,academic year.

VI. Gaplarni davom ettiring:  
 1. The academic year begins ... .  
 2. Universities, institutes still have ... .  
 3. Curriculum includes ... .  
 4. Over 700 students have been awarded ... .

## 2 qisim

### Higher Education in Uzbekistan

When Uzbekistan became in independent state in 1991, a new law of education was written guaranteeing its citizens secondary and higher education. This article should serve as a guide, rather than a definitive source of information, as the educational system in Uzbekistan in still developing and changing and many institutions are changing their names.

Independence has brought many reforms many reforms within Uzbekistan, especially educational reforms. A new degree structure is being implemented

gradually by many higher institutions throughout Uzbekistan. In the past, universities and some institutes were five years in duration and graduates received the first university level degree (diploma), issued by the authority of the US's bachelor's institutes with 5-6 year programs depending on the speciality. Individuals interested in graduate study can pursue two to three year master's degrees. At the end of study, the student defend their dissertation to earn the Kandidat's degree which is somewhere between a master degree and Ph. D. in the US.

Next comes the Doctor of Science Ph. D. degree. The scholars should have several years monitoring experience and have several publications in major scientific journals. After 3-4 years of research. work, .they defend their dissertation and earn the Doctor of Science degree. In case were the duality of the research and dissertation is high, a doctor degree may be awarded immediately following the kandidat degree. The last degree of "Professo rship" comes years of leadership position, publications and experience.

At present, there are 62 higher educational establishments including 2 academies, 16 universities, and 44 institutes. Univesities are prestigious institutions that prepare skilled personal as well as academic staff. The university of disciplines and focuses on preparing future researchers and teachers.

Institutes prepare specialists in specific fields of study such as: engineering, law, agriculture, etc. The academies coordinate research and retraining of specialists.

Univesities and institutes are divided into faculties which reflect major fields of specializations. There are specialized institutions in education (Pedagogical Institute); economics (Tashkent State Economic University); in law (law Institute) etc. Each institution is headed by a rector, with faculties by deans.

Since 1995, admission to some institutions is on a contractual bases with tuition charges. In Uzbekistan, students choose their field of specialization before entrance to institution of higher education. Students apply to a specific department rather than to the institution.

An institutional admission commission is organized by the rector and consists of the pro-rector for instruction and research and the deans of faculties. In 1993,entrance exams were changed to tests. With the exception of the University of Economy and Diplomacy, entrance tests take place simultaneously, on August 1, throughout the republic. Admission to higher educational institutions is based primarily on merit. In some institutions an interview is also required to determine the student's aptitude and motivation in a given field.

Yangi so'zlar:  
definite - aniq  
level – daraja  
to reduce – qisqarmoq  
publication – nashr  
skilled – malakali  
to divide into – bo'linmoq

to dedicate – bag’ishlamoq  
to require – talab qilmoq  
to determine – aniqlamoq

I. Savollarga javob bering:

1. When was a new law of education written?
2. What is being implemented by many higher institutions throughout Uzbekistan?
3. What is the Doctor of Science Degree?
4. How is the Doctor of higher educational establishments in Uzbekistan?
5. Are universities and institutes are divided into faculties?
6. When do students choose their field of specialization?
7. When were entrance exams changed to tests?

II. Quyidagi fellardan otlar yasang va tarjima qiling:

namuna – to educate – education  
to infarim, to define, to inestitute,  
to implement to examine, to specialize,  
to graduate, to coordinate, to reflect,  
to admit, to organize, to motivate.

III. Quyidagi noto’gri fe’llarning shakillarini bering:

na’muna: to go – went-gone.  
to bring, to be, to come to become,  
to choose, to get ,to put, to make, to tell.  
to opend, to buy, to sell, to take, to send.

IV. Gaplarni davom ettiring:

1. Universities and institutes are divided ... .
2. Since 1995, admission to more institutions is ... .
3. Admission to higher educational institutions is based ... .
4. At present there are 62 higher educational establishments including ... .
5. An institutional admission commission is organized ... .

V. Felning majhul nisbati ishlatilgan gaplarni matindan topib tajima qiling;

VI. Matinga rejalar tuzib gapirib bering:

**Matnni o’qib muhokama qiling:**

**The Tashkent state Institute of Culture after A.Qodiriy**

The Tashkent State Institute of Culture after A.Qodiriy was established in 1974 on the basis of three institutes: Pedagogical, Conservatoire, Theatre and art. It is situated in Yalangach massive far from the center of the city.

At present the institute has 6 faculties: management of Information Library activity, Socio-cultural activity, People's performing art, Social work, Peoples art Creativity and Professional Pedagogical Training. The Library faculty trains specialists of book trade, archive works, librarians and bibliographers.

The People's Performing art faculty trains specialists for folklore-ethnographic ensembles and directors of mass holidays. The faculty Sosio-cultural activity trains specialists in the sphere of Culture, organizers of leisure and sociologists.

According to the National program on training personal of the Republic of Uzbekistan, where is remarked to change radically the process of education and on the base of it. It sets in secondary special professional training process.

The main aim of the fakulty in cultural field is to supply the secondary special training colleges by highly skilled specialists.

The faculty was organized in 2001. Lectures are delivered by experienced professors, dosents, senior teachers. The Institute course lasts for four years. The curriculum consists of the subjects the students specialize in sotcial subjects and physical training. Twice a year we have examinalational sessions. During this period we study different subjects: History of Uzbekistan, ecology the theory of Economy, psychology, pedagogics, literature and foreign languages. Mothods of instruction are smilar to any other institutes, that is lectures, discussions, examinations, practical work.

The institute has library where students borrow books in various field of subjects. Alphabetical and systematic catalogues help to find necessary books they want.

There is a reding hall at the library. There are two students hostels next to the Institute. The students have good conditions for their study and rest.

The sports hall has different sections. In the conference hall of the Institute concerts, debates, meetrings are held.

The students of our Institute have every opportunity to get knowledge on their speciality.

**Yangi so'zlar:**

to train – tayyorlamoq  
management – boshqaruv  
curriculum – dastur  
process – jarayon  
condition – sharoit  
hecessary – kerakli  
opportunity – imkoniyat

**I. Savollarga javob bering:**

1. What Institute do you study at?

2. Where is the institute situated?
3. When was the Institute established?
4. What faculties has the Institute?
5. What subjects do you study?
6. Whom does your faculty train?
7. How is your faculty called?

## **II. Quyidagi so'z va iboralarni tarjima qiling va matndan qidirib toping!**

Toshkent Davlat Madaniyat instituti; kunduzgi bo'lim; fakultet; ijtimoiy-madaniy faoliyat; teatr tomosha san'ati; kasbiy pedagogik tayyorgarlik fakulteti; alfavit va sistematik kataloglar; o'quv zali, bilim.

## **III. Passive voice ishlatilgan gaplarni topib, tarjima qiling.**

### **IV. Gaplarni tarjima qiling. Passive Voice ishlatilishiga e'tibor bering:**

1. 1974 yilda Toshkent davlat madaniyat instituti tashkil topdi.
2. Fakultet 2001 yili tashkil etilgan.
3. Talabalarni har yili amaliyotga jo'natishadi.
4. Talabalarni tajriba almashtirishga boshqa Respublika universitetlariga jo'natishadi.
5. Har yili ko'plab konsertlar talabalar tomonidan beriladi.
6. Institut yo'laklari chiroyli bezatilgan.
7. Ko'plab daraxtlar talabalar tomonidan institut hovlisiga ekilgan.
8. Institut binosi qayta ta'mirlandi.

### **V. Matnni ma'noli bo'laklarga bo'ling:**

### **VI. Har bir fakultet faoliyati haqida inglizcha ma'lumot bering.**

### **VII. Matnning mazmunini so'zlab bering.**

#### **Matnni o'qib gapirib bering!**

### **The Academy of Sciences**

The Academy of Sciences of Uzbekistan was formed on November 4, 1943, on the basis of 10 scientific-research institutes involving scientists of the evacuated scientific institutions from Ukraine, Byelorussia, and western regions of Russia. Today the Academy of Sciences is a supreme scientific institution in the republic and a center of research. The scientific institutions are incorporated into seven branches depending on the profile of their research: physico-mathematical sciences; mechanics and management processes; earth sciences; chemical-engineering sciences; biological sciences; philosophical, economic and juridical sciences; history, linguistics and literature. During the years of independence the scientists of Uzbekistan have scored great accomplishments in different branches of science. The Academy of Sciences has instituted Gold Medals named after al-Khorezmi, Khabib Abdulayev and Zakhiriddin Babur. Academician Kh. F.

Fazylov, in 1993, has become the first holder of the Gold Medal named after al-Khorezmi in the field of natural and engineering sciences. Corresponding member of the Academy of Sciences of the Republic of Uzbekistan, U.I. Karimov, was the first to be awarded with the Gold Medal named after Z. Babur for his great contribution in the humanities.

In 1992 academician I. Kh. Khamrabayev became the first knight of the Gold Medal named after Kh. Abdullayev for his merits in the field of geology and geophysics.

**Yangi so'zlar:**

research – ilmiy tekshirish

to be awarded – taqdirlanmoq

contribution – hissa

merit – xizmat

accomplishment –

to incorporate –

to depend on – bog'liq bo'lmoq

supreme – oily, yuqori

to evacuate – ko'chirmoq

**I. Savollarga javob bering:**

1. When was the academy of Sciences of Uzbekistan formed?
2. From where were the scientific institutions evacuated?
3. How are these scientific institutions incorporated?
4. Who were awarded with Gold medal?

**II. Mavzunin g qisqacha mazmunini gapirib bering.**

**III. Majhul nisbatga ahamiyat berib, gaplarni tarjima qiling:**

1. O'zbekiston Fanlar akademiyasi 4-noyabr 1943 yil tashkil qilingan.
2. 10 ta ilmiy-tadqiqot institutlari Toshkentga evakuatsiya qilingan.
3. Ko'p olimlar oltin medal bilan taqdirlangan.
4. Olimlar tamonidan fanga va texnikaga ko'plab hissa qo'shildi.

**IV. Namunaga qarab mashqni bajaring:**

1. Your aunt would like to help me. So should I.
2. She would like to give you a call. So ...
3. They would like to go to the country. So ...
4. I should like to explain you the situation. So ...
5. We would like to plant some trees. So ...
6. He would like to finish his work earlier. So ...
7. They would like to invite you to their party. So ...

## **Matni o'qib muhokama qiling:**

### **The British Education System. State Education in Britain**

All state schools in Britain are free, and schools provide their pupils with books and equipment for their studies.

Nine million children attend 35.000 schools in Britain. Education is compulsory from 5 till 16 years. Parents can choose to send their children to a nurseiy school or a pre-school playgroup to prepare them for the start of compulsory education. Children start primary school at 5 and continue until they are 11. Most children are taught together, boys and girls in the same class. At 11 most pupils go to secondary schools called comprehensives which accept a wide range of children from all backgrounds and religious and ethnic groups. Ninety per cent of secondary schools in England, Scotland and Wales are co-educational.

At 16 pupils take a national exam called "GCSE" (General Certificate of Secondary Education) and then they can leave school if they wish. This is the end of compulsory education.

Some 16-year-olds continue their studies in the sixth form at school or at a sixth form college. The sixth form prepares pupils for a national exam called "A" level (advanced level) at 18. You need "A" level to enter a university. Other 16-year-olds choose to go to a college of further education to study for more practical (vocational) diplomas relating to the world of work, such as hairdressing, typing or mechanics.

Universities and colleges of higher education accept students with "A" levels from 18. Students study for a degree which takes on average three years of full-time study. Most students graduate at 21 or 22 and are given their degree at a special graduation ceremony.

### **Yangi so'zlar:**

Compulsory - majburiy  
primary comprehensive – boshlang'ich  
to graduate - tugatmoq  
to accept – qabul qilmoq

### **Savollarga javob bering**

1. What do state schools in Britain provide their pupils with?
2. What can parents choose?
3. When do children start primary school?
4. When do pupils take a national exam called GCSE?
5. What prepares pupils for a national exam called "A" level?
6. How long do students study for a degree?
7. Whom do universities and colleges of higher education accept?

## **Matni o'qib muhokama qiling:**

### **The British Education System. Private Education (2)**

Seven per cent of British schoolchildren go to private schools called independent schools. There are 2.400 independent schools and they have been growing in number and popularity since the mid-1980s.

Parents pay for these schools, and fees vary from about 250 pounds a term for a private nursery to 3.000 pounds a term or more for a secondary boarding school. Most independent schools are called prep (preparatory) schools because they prepare the children for the Common Entrance Exam which they take at the age of 11. This exam is for entry into the best schools.

The most famous schools are called "public schools" and they have a long history and traditions. It is often necessary to put your child's name on a waiting list at birth to be sure he or she gets a place. Children of wealthy or aristocratic families often go to the same public school as their parents and their grandparents. Eton is the best known of these schools.

The majority of independent secondary schools, including public schools, are single-sex, although in recent years girls have been allowed to join the sixth forms of boys' schools. Independent schools also include religious schools (Jewish, Catholic, Muslim etc.) and schools for ethnic minorities.

### **Yangi so'zlar:**

Fee - to'lov

to prepare - tayyorlamoq

pound - funt (sterling)

boarding school - maktab internat

### **I. Savollarga javob bering:**

1. How many independent schools are there in Britain?
2. Why are most independent schools called preparatory schools?
3. What school is the best known public school?



## Matni o'qib muhokama qiling:

### Education in the United States

There is some difference between the system of public education in Great Britain and in the United States of America.

American education is more practical and less "academic" or abstract than British.

Most American children attend the state supported public schools. **However**, one must mention that the United States education is a function of each individual state. Each state provides money and **controls** education. There are 19,160 school districts in the United States and the character and **quality** of a school system **depends on** where it is, who pays for it and how much. When a child enters a school in the United States he begins **a process** of education which may **last** for many years.

A child has to begin his formal education at about the age of five if he attends kindergarten. The **following** year he enters the first grade<sup>1</sup> of primary or grammar school and each year afterwards he advances one grade. He finishes the sixth grade and **graduates** from grammar school at about the age of 12. Primary school children in the US have to learn much the **same** things as do children of the same age in other countries. They learn to read and write, **to count** and paint, to sing. They learn geography and history too. They also study the world and its people. Some schools teach modern languages, such as French, Spanish, Russian or German.

In most school systems junior **high school** follows primary one. This school, which serves as a connection between primary and high school, consists of three grades and serves children of 12 to 14 years of age. The subjects studied in junior school are more **detailed**. Children get more advanced knowledge and begin to concentrate on their special interests. They may choose to study foreign languages, advanced mathematics or sciences such as physics and chemistry. The high school prepares young people either to work **immediately** after **graduation** or for more advanced study in a college or university.

An American college is an institution of higher learning which lasts over a four year period and which grants Bachelor's degree at the conclusion of studies.

The students may gain a Master's degree with a year or two of further study. After another year or two of study and research, they may gain a **still** higher degree of study and research as Doctor of Philosophy.

Students of the **establishments** of higher education are freshmen, sophomores, juniors and seniors. A freshman is a first-year student, a sophomore —a second-year student, a junior —a third-year student and **a senior** — a fourth-year student. Sometimes a few students who show great progress in their studies **obtain grants**. They **take part** in the **development** of scientific or technical problems.

Most American college trained students go into business or industry.

### I. Matnga savollar qo'ying.

## **II. So'zlar yordamida gaplar tuzing.**

to control, to depend on, to count, graduation, conclusion, establishment, development.

## **III. Nuqtalar o'rniga in, at, of, for, to, into, without, from, on predloglarini qo'ying.**

1. When a child enters ... a school ... USA he begins a process ... education which may last ... many years.

2. This book consists ... fifty pages.

3. He began his education ... the age ... five.

4. He goes ... school ... eight ... the morning and comes ... home ... four... the afternoon.

5. Most American college trained students go ... business or industry.

## **IV. Quidagi reja asosida matnni gapiring:**

1. Primary school education.

2. Secondary school education.

3. College education.

4. Young people's life after finishing school education.

## **Matnni o'qib muhokama qiling:**

### **MASS MEDIA**

Mass media are one of the most characteristic features of modern civilizations. People are united into one global community with the help of mass media. People can learn about what is happening in the world very fast using mass media.

The mass media include newspapers, magazines, radio, TV.

The earliest kind of mass media was newspaper. The first newspaper was Roman called "ActaDiurna" started in 59 B.C.

Magazines appeared in 15th century.

The most exciting and entertaining kind of mass media is television. It brings moving pictures and sounds directly to people's homes. So one can see events in faraway places.

Radio is widespread for its portability. It can be easily carried around. People like to listen to the Radio in the park, on the beach, at the seaside, in the car, while driving a car, on the picnic. The main kind of radio entertainment is music, news, musical quiz.

Newspapers can present all comment on the news in much detail in compares on to radio and TV.

Magazines are designed to be kept for a long time. So it have cover and binding. They are printed on better paper than newspapers.

The youngest kind of mass media is global computer net called Internet. I think that Internet is kind of mass media of the future. People can find on world wide web. Whole information about all things from sport to travel, from music to shopping. Internet is the most advanced and fast-growing kind of digital media. It gives people the freedom of speech and self-expression unavailable before, at the same time allowing many new and unforeseen combinations of different media types. Internet is also the foundation of new technologies that will impact the society in numerous ways, such as e-commerce and virtual multi-user communities.

### **Yangi so'zlar**

Feature - xususiyat

to appear – paydo bo'lmoq

event - voqea

widespread – keng tarqalgan

entertainment – ko'ngil ochish

comment - izoh

cover - muqova

advanced – ilg'or

to allow – ruhsat bermoq

unforeseen – ko'z ko'rmagan

impact – ta'sir

### **I. Savollarga javob bering:**

1. What is mass media?
2. What does mass media include?
3. What is TV?
4. Where do people listen to radio?
5. What is Internet?
6. What does Internet give the people?

### **II. Gaplarni tugallang**

1. The mass media include...
2. It brings moving pictures and...
3. People like to listen to the radio...
4. The main kind of radio entertainment is...
5. Magazines are designed...
6. The youngest kind of mass media...
7. Internet is the most advanced and...
8. Internet is also the foundation of new technology.

### **III. So'z va iboralarni tarjima qiling.**

in detail, to be united, mass media, in detail, to be widespread, to be designed, to be printed, to be advanced, self-expression, cover, unforeseen, to impact, freedom of speech.

#### **IV. Passive voiceishlatilgan gaplarni topib, tarjima qiling:**

#### **V. Gaplarning kesimini “passive voice”da ishlating:**

1. People can fund on word web whole information.
2. Internet gives the frudon of speech and self-expression unavailable before.
3. TV brings moving pictures and sounds dergency to peoples homes.
4. Newspapers can present all comment on the news in much detail in compares on to radio and TV.

### **COMPUTER REVOLUTION**

50 years ago people didn't even heard of computers, and today we cannot imagine life without them.

Computer technology is the faster-growing industry in the world. The first computer was the size of a minibus and weighed a ton. Today, its job can be done by a chip the size of a pin head. And the revolution is still going on.

Very soon we'll have computers that we'll wear on our wrists or even in our glasses and earrings.

The next generation of computers will be able to talk and even think for themselves. They will contain electronic “neural networks”. Of course, they'll be still a lot simpler than human brains, it will be a great step forward. Such computers will help to diagnose illnesses, find minerals, identify criminals and control space travel.

Some people say that computers are dangerous, but I don't agree with them.

They save a lot of time. They seldom make mistakes. Its much faster and easier to surf the Internet than to go to the library.

On- line shopping makes it possible to find exactly what you want at the best price, saving both time and money.

E-mail is a great invention, too. Its faster than sending a letter and cheaper than sending a telegram .

All in all. I strongly believe that computers are a useful tool. They have changed our life for the better. So why shouldn't we make them work to our advantage?

Yangi so'zlar:

to imagine – tasavvur qilmoq.

pin – to'nog'ich.

wrist – bilac.

to contain – tarkibiga kirmoq.

to indentify – aniqlamoq.

dangerous- havfli.

inveintion –ixtiro

to believe –ishonmoq

advantage - afzallik.

I. Savollarga javob bering:

1. What kind of industry is computer technology?
2. What was the size of first computers?
3. Where can we wear computers soon?
4. How do you imagine the next generation of computers?
5. What is the advantage of computers?

II. Quyidagi iboralar ishtirokida gaplar tuzing:

I. Quyidagi iboralar ishtirokida gaplar tuzing:

to save time, to identify criminal,  
to be useful, to be good, to be a great invention, to make mistakes ;  
to agree with,

II. Qavs ichidagi fe'llarning mos zamonini tanlang:

1. Next year she (graduates, will graduate) from the institute.
2. Yesterday my father (but, bought) a computer for me.
3. It (rains, is raining) outside now.
4. He just (is entering, has entered) the room.
5. Computers (is changing, has changed) our life for the better.

IV. Gaplarni davom ettiring:

1. Computer technology is ... .
2. Computers will contain ... .
3. E-mail is ... .
4. All in all, I strongly believe that ... .
5. Such computers will help to diagnose ... .
6. It's much faster and easier ... .

V. Gaplarni tarjima qiling.

1. Uyda menda kompyuter bor.
2. Men undan kerakli ma'lumot olish uchun foydalanaman.
3. Sizing vaqtingizni tejashning tez va oson usuli.
4. Kompyuterlar bizning hayotimizni yaxshi tomonga o'zgartirdi.
4. Men hayotimizni kompyutersiz tasavvur qila olmayman.

VI. Kompyuter haqida o'z fikringizni bayon qiling.

## TV

The name "Television" Comes from Greek word meaning "far" and Latin word meaning "to see" so it means "to see far".

There are commercial stations, they sell advertising time to pay for their operating costs and to make profit. The public stations are nonprofit organizations.

Commercial TV stations broadcast mostly entertainment programs to attract larger number of viewers.

These programs include light dramas called situation comedies, action-packed dramas about life of detectives, police officers, lawyers and doctors, show dancers and singers, movies, quiz shows, soap operas, cartoons, talk shows. On talk shows a host interviews politicians, TV, movie stars athletes. There are also sport programs, brief summaries of local, national and international news.

Advertising is an important part of commercial TV. Commercials appear between and during most programs. They urge viewers to buy different kinds of products-from dog food to hair spray, from cars to insurance policies.

Public TV focuses mainly on education and culture. Public TV also broadcasts plays, ballets, symphonies as well as programs about art and history. It attracts less viewers than commercial TV.

### **Yangi so'zlar**

Profit - foyda

to broadcast - uzatish

brief summary – qisqa sharh

to appear – paydo bo'lmoq

to urge - undamoq

insurance policy -

to attract – jalb qilmoq

viewer - tomashabin

daily life – kundalik hayot

to provide – ta'minlamoq

### **I. Savollarga javob bering**

1. What does the word "television" mean?
2. Does commercial TV stations broadcast entertainment programs?
3. What do commercial programs include?
4. What is talk show?
5. Is advertising an important part of commercial TV?
6. What does public TV focus?
7. What are four major developments of TV?

### **II.**

profit and nonprofit organizations, light dramas, quiz show, soap opera, talk show, brief summary insurance policy to broadcast, to cover, daily life, sound and vision, to be sold, to be available.

### **III.**

1. mainly public TV, education and culture, on focuses.
2. is, part, advertising, an, TV, commercial, important.
3. a host, athletes, TV, politicians, interviews, stars, shows, on talk.

4. black and white, were, in, TV sets, first.
5. are, organizations, the stations, public nonprofit.

### **Books in our life**

Despite the increase in TV watching and the developing of World Wide Web, reading is still very important. So I don't think books need to be rescued. Reading both entertains and educates people. Books help us to discover new things and explore new ideas.

A book is one of the greatest wonders in the world. It gives a unique chance to link up with authors who lived hundreds and thousands years ago. Thanks to books we can talk to people who lived in different ages and countries. Through reading books we hear their voices, thoughts and feelings. Books can tell us a lot about arts and fashion. From them we can learn about the rest of the world. The book is the surest way to bring nations together. It gives us an insight not only into the past, but also into the future.

The book is a faithful and undemanding friend: it can be put aside and taken up again at any moment. Reading is the perfect way to relax and spend your free time. Books portray life in its richness, so they develop reader's imagination and arouse curiosity, admiration. Sometimes they even can help to solve difficult problems of life.

I become very keen on literature early in life. This probably happened because we had a very good and widely read library in home. Books stirred my imagination, expanded the boundaries of the familiar world and filled my life with great expectations of joy and happiness. Since childhood I have been enchanted by A. Volkov and his "Magician of the Emerald City" and its sequels. I also was delighted with Pushkin's fairytales. Later my heart was won by Chehov, Russian writer, and J. Ronie, French author who wrote a lot of adventure novels about ancient times. Luckily this world is rich in remarkable authors. I'm fond of reading and I've read a lot of books of different genres. And certainly I have my favorite book. It is the story by Agatha Christie - "The murder of Roger Ackroyd". Agatha Christie was born in 1890. She is the famous English detective writer, and almost everyone knows her as creator of Miss Marple and Hercules Poirot. This book was written in 1926. Some critics say that Agatha Christie introduced a novelty in this work, because the murder is a storyteller. In the "The murder of Roger Ackroyd" the main characters and environment are typical for 1920th in England. The action takes place in a country house. The authors shows us it's owner with his habits, relatives and neighbors. All this is presented vividly and brightly. One of the main heroes of the book Hercules Poirot gets over a lot of problems before catching a murder. Excitement, suspense, horror, revenge, and extraordinary talent, astounding calmness of Hercules Poirot fill this book. "The murder of Roger Ackroyd" has made a great impression on me. And nowadays it makes really unforgettable impressive reading.

### **I. Savollarga javob bering:**

1. What is important in our life?
2. What is a book?
3. Why do I become very keen on literature?
4. Who wrote a lot about ancient times?
5. What did you read?
6. Do you like books if yes why?
7. What is favorite writer or poet?
8. Do you have your own library at home?
9. What books do you have at home?
10. What books do you recommend to read?

### **Matni o'qib muhokama qiling:**

#### **THE BRITISH PRESS**

Probably in no other country are there such great differences between the various national daily newspapers — in the type of news they report and the way they report it.

On the one hand, there are the "quality" newspapers: The Times, The Independent, The Guardian, the Financial Times and The Daily Telegraph. These concern themselves, as far as possible, with factual reports of major national and international events, with the world of politics and business and with the arts and sport.

On the other hand, there are the "populars" and "tabloids," so-called because of their smaller size. The tabloids — the most widely read of which are The Daily Mail, The Daily Express, the Daily Mirror, The Sun and The Daily Star — concentrate on more emotive reporting of stories often featuring sex, violence, the Royal Family, film and pop stars, and sport. It's often said that the popular press aims to entertain its readers rather than inform them.

The tabloid press is much more popular than the quality press.

In some countries, newspapers are owned by government or by political parties. This is not the case in Britain. Newspapers here are mostly owned by individuals or by publishing companies, and the editors of the papers are usually allowed considerable freedom of expression. This is not to say that newspapers are without political bias. Papers like The Daily Telegraph, The Daily Express and The Sun, for example, usually reflect Conservative opinions in their comment and reporting, while the Daily Mirror and The Guardian have a more left-wing bias.

In addition to the 12 national daily newspapers there are nine national papers which are published on Sundays. Most of the "Sundays" contain more reading matter than daily papers, and several of them also include "colour supplements" — separate colour magazines which contain photographically illustrated feature articles. Reading a Sunday paper, like having a big Sunday lunch, is an important tradition in many British households.

Besides, nearly every area in Britain has one or more local newspapers.

The British are one of the biggest newspaper-reading nations in the world.

**Yangi so'zlar:**

to concern – qiziqmoq, shug'ullanmoq

tabloid – kichik formatdagi gazeta

to feature – joylashtirmoq

editor – redactor

to allow – ruxsat bermoq

to reflect – aks ettirmoq

in addition to – bundan tashqari

matter – material

feature article – ocherk

household – oila

local – mahalliy

**I. Savollarga javob bering:**

1. What are “quality” papers?

2. What are “tablois” like?

3. By whom are newspapers owned in some countries?

4. In what newspaper are Conservative opinions reflectod?

5. What newspapers are published on Sundays?

6. What do Sunday newspapers mainly contain?

**II. Fe'llardan otlar yasang va tarjima qiling: masalan, to addition, to reflect, to edit, to express, to inform, to publish, to include, to illustrate, to consider.**

**III. Quidagi so'zlar ishtirok etgan so'zlarni matndan qidirib topib, o'qing va tarjima qiling:** uport, event “populars”, “tabloids”, entertainment, government, freedom, magazine, tradion.

**IV. Iboralarni tarjima qiling:**

Daily newspaper, type of news, quality newspapers, factual report, national and international events, world of politics, pop stars, publishing companies, freedom of expression, political bias, national papers, separate colour, illustrated feature, article, important tradition, local newspaper, newspaper reading nation.

**V. Gaplarni tarjima qiling:**

1. “Sifatli” ro'znomalarda milliy va xalqaro voqealar, siyosat dunyosi, san'at va sport yoritiladi.

2. “Popular” va “tabloid”larda asosan turli hikoyalar, filmlar kino yulduzlari va sport xabarlarini yoritiladi.

3. Ba'zi mamlakatlarda hukumat siyosiy partiyalar boshqaradi.

4. Britaniyada ro'znomalar ayrim shaxslar yoki nashiriyot kompaniyalari qo'lida.

5. Yakshanba kuni 12 ta milliy ro'znoma nashr etiladi.

6. Britaniyaliklar dunyoda eng ko'p ro'znoma o'qiydigan millat.

#### **VI. Gaplarni yakunlab, tarjima qiling:**

1. There are tabloids and populars ...
2. It's often said that the popular press aims to ...
3. The tabloid press is much more ...
4. This is not to say that ...
5. Nearly every area in Britian has ...
6. The british are one of the biggest ...

#### **VII. Quidagi mavzularda suhbat quring:**

1. Sizning shahringizda chop etiladigan ro'znomalar.
2. Mening sevgan ro'znomam.
3. Men yoqtirgan mavzu.
4. Eng ko'p o'qiladigan ro'znoma.

### **NEWSPAPERS**

In the past people learnt about news from newspapers. Nowadays we usually learn what is happening in the country and in the world from radio news programmes or from the internet.

Still we cannot imagine our life without newspapers. There are dozens them on every news-stand. There are newspapers for professionals, for businessmen, for children and teenagers, for men and women, for sports fans, for those who are interested in gardening and for those who keep pets.

Some newspapers publish serious articles on politics, economy and finance, some aim to entertain their readers. Many newspapers express certain political opinion and people choose them according to their own political beliefs. In short, you can always find a paper which suits your interests.

Besides, there are many free local newspapers which are put into your postbox whether you ask for it or not. Probably they are not interesting, because they consist mainly of advertisements, but you can find a lot of useful telephone numbers and addresses there.

My parents subscribe to Arguments» a Facts. I also like this weekly. I don't read all the articles, but in every issue I find something interesting. I think that most articles are very well written, they give a detailed and well-balanced analysis of current events and trends in economy. I like to read articles on social issues, interviews, reviews of new books, plays and TV shows. One of my favourite columns is The Quotation of the Day, where they quote our popular politicians and give their comments. Sometimes it's very funny.

Quite often I buy Sovershenno Secretno (Top Secret) and practically in each issue there are some fascinating stories which you read like a detective story.

Sometimes they uncover things I have not heard about, sometimes they show well-known events in a completely new light.

From time to time I read Moskovsky Komsomolets. It's one of the most popular daily papers, but I don't consider it serious. However, I never miss an article written by Minkin. I think he is a very good journalist. I also like Merinov's cartoons. Sometimes they publish good reviews of new films, new CDs and so on.

In short, I think that TV, radio and the Internet have their advantages, but nothing can substitute newspapers.

**Yangi so'zlar:**

to imagine – tasavvur qilmoq

advertisement – reklama

to subscribe – yozilmoq

trend – oqim

review – sharx

comment – izoh

event – voqea

advantage – afzallik

to substitute – o'zini bosmoq

**I. Savollarga javob bering:**

1. What do people learn from newspapers?
2. Can we imagine our life without newspapers?
3. What do many newspapers express?
4. What newspapers do you subscribe to?
5. What articles do you prefer to read?
6. What can substitute newspapers?

**II. So'z va iboralarni tarjima qiling:**

current events, interview, review, comment, a detective story, to subscribe a newspapers, advertisement, sports faus, political belief, favourite column, political opinion, to suit interest.

**III. So'zlarni ingliz tiliga tarjima qiling:**

Afzallik, sharx, izoh, reklama, oqim, voqea, maqola, fikr, moliya, iqtisod, tanlamoq, bog'dorchilik, uy hayvonlari.

**IV. Gaplarni ingliz tiliga tarjima qiling:**

1. Biz hayotimizni gazetalarsiz tasavvur qila olmaymiz.
2. Dunyoda sodir bo'layotgan voqealarni biz gazetalardan bilamiz
3. Ba'zi gazetalar iqtisod, siyosat va moliyaga doir maqolalarni chop etadi.
4. Men "O'zbekiston today" gazetasini ingliz tilida o'qiyman.
5. Men ayniqsa madaniyat va sa'nat sahifasini o'qishni yoqtiraman.
6. Menimcha ko'p maqolalar yaxshi yozilgan va ular kundalik voqealarni batafsil yoritib beradi.

**V. Gaplarga turli savollar qo'ying:**

1. I think he is a very good journalist.

2. I usually buy newspapers in the bookstall once a week.

#### **VI. Mos fe'l shaklini yozing:**

1. I (to read) a newspaper now.
2. I ... just ... (to look through) the newspaper.
3. We usually (to read) at home.
4. People (to read) newspapers at home, at the library, in the street.
5. Many newspapers (to express) a certain political opinion.
6. Now we (to discuss) an article.

#### **VII. Matnning mazmuni gapirib bering!**

### **Ecology and environment**

"If you don't think about the future you will not have it" John Galsworthy.

Ecology is a science which studies the relationship between all forms of life on our planet with its environment. This word came from the Greek "oikos" which means "home". This idea of "home" includes the whole planet of ours, its population, the Nature, animals, birds, fish, insects, all other living beings and even the atmosphere around our planet. But, many territories, water basins, lakes, rivers, seas, oceans - and the atmosphere are polluted with all kinds of technological, agricultural, chemical, nuclear and other wastes. The intensive development of sciences, industry and chemistry in the 20th century has made the pollution of our environment a global problem which should be solved by all means.

Our land is full of beautiful flowers, plants, trees which grow and blossom in the meadows, on the banks of the rivers and lakes, in the forest and in our gardens.

Many flowers have become rare and vanish. Our useful insects: bees, bumblebees, butterflies, dragonflies, grasshoppers, can not live in the atmosphere of chemicals and pesticides. Excessive radiation and transport are harmful to people and animals. But industry is developing sometimes without any care of the environment.

We know that a great number of people all over the world are taking part in the policy of controlling the atmosphere, the water, the climatic changers, because of mans interference in nature.

These problems become very pressing, the subject of many scientific meetings. Let everybody remember: we live only once and not a very long life. We have one earth for all those who love it and who do not.

And in conclusion all of us should always remember the wise advice of a great English writtg§ John Galsworthy who said: "If you don't think about the future you will not have it." ,

**Yangi so`zlar:**

relationship – aloqa

basin – havza

waste – chiqindi

meadow – bodiy

bumble-bee – qovog`ari

dragonfly – ninachi

grasshopper – chigirtka

harmful – zararli

to interfere – aralashmoq

pressing – dolzarb

conclusion – hulosa

advise – maslhat

**I. Matni mustaqil tarjima qiling.****II. Matnga savollar qo`ying.****Matni o`qib muhokama qiling:****ARAL SEA**

By the end of 1996 the Aral's total area had decreased by 57 percent to 31,220 sq km (12,050 sq mi), and its water volume had decreased by 80 percent. The water level of\* the Large Aral in the south, which receives the flow of the Amu Darya, had dropped 18 m (59 ft), and the level of the Small Aral in the north, which receives the flow of the Syr Darya, had dropped 13 m (43 ft). Salinity in the Large Aral rose to that of the ocean, or about 35 parts per thousand. KYRGYZSTAN

The environment of Kyrgyzstan suffers from the results of decades of ecological mismanagement. Industrial pollution is a problem in the cities. Water pollution is also a major problem, especially in the south, where water-borne diseases are prevalent. In agricultural areas, excessive irrigation and unrestrained use of agricultural chemicals have severely degraded soil quality. Overgrazing of livestock has also contributed to soil degradation, and a significant portion of Kyrgyzstan's available grasslands has disappeared. Kyrgyzstan contains many abandoned uranium mines that are a potential threat to the environment.

**Environmental Issues**

Turkmenistan suffers from a number of serious environmental problems, many of which stem from decades of economic mismanagement under Soviet planning. Excessive irrigation has severely degraded soil and water quality in Turkmenistan. Irrigation of the naturally saline soil has brought underground salts

to the surface, making the soil even more saline while also making irrigation more necessary. Thus, excessive irrigation has contributed to desertification (a process whereby arable land becomes desert, or arid salt flats). In addition, Turkmenistan's soil has become heavily contaminated with agricultural chemicals, such as pesticides and herbicides, that are applied in large doses to cotton crops. These agricultural chemicals also contaminate the water supply, mainly through irrigation runoff. Untreated wastewater also pollutes groundwater, although there has been some improvement in northern Turkmenistan since the 1995 opening of a new water-treatment plant near Dashowuz, constructed with aid from the United States. Since the late 1980s environmental awareness has been growing in Turkmenistan. The government has a ministry in charge of environmental protection, but only a small portion of the national budget is allocated for this purpose.

Turkmenistan is also involved in a regional effort to address the problem of the Aral Sea. This saltwater lake in Uzbekistan and Kazakhstan has shrunk to less than half of its former size since the early 1960s. The greatest single contributor to the drying of the Aral is Turkmenistan's Garagum Canal, which receives more water from the Amu Darya (one of two inflow sources for the Aral) than any other irrigation structure in the Aral Sea basin. The drying of the Aral Sea is considered one of the worst ecological disasters in the world.

### **Yangi so'zlar:**

to suffer – azob chekmoq

to decrease – qisqarmoq

mis management – noto'gri boshqarish

threat – tahlika

crop – hosil

to improve – yaxshilamoq

protection – himoya

to address – murojat qilmoq

### **I. Savollarga javob bering:**

1. Why does Kyrgyzstan suffer?
2. What is major problem in Kyrgyzstan?
3. What became the reason of bringing salts to the surface?
4. What does the soil contain?
5. Is the Aral sea considered one of the worst ecological problems in the world?

### **II. Matnga mos so'z va iboralarni tarjima qiling:**

Ecological mis management, industrial pollution, excessive irrigation, agricultural chemicals, soil quality, soil degradation, potential threat, cotton crops, regional effort, ecological disaster, source.

### **III. Orol dengizi haqida yana nimalarni bilasiz? Ekologiyamizga yana nimalar havf soladi?**

## **Animals need help. Earth is in danger.**

People have lived on our planet for many years. They lived and live on different continents, in different countries. People depend on their planet, on the sun, on animals and plants around them. People must take care of Earth. Our ecology becomes worse and worse with every new day. Many species of animals and birds are disappearing nowadays. People destruct wildlife, cut down trees to make furniture. They forget that people can't live without trees and plants, because they fill air with oxygen. And, of course, great problems are population and animals destruction. The main reason of pollution is rubbish. Most of our rubbish goes to big holes in the ground, called 'dumps'. But dumps are very dangerous for our life 'cause they are full of rats, which can carry infections away from dumps. Another way to get rid of rubbish is to burn it. But the fires make poisons, which go into the air and pollute it. But pollution isn't the only actual problem. Every day a big number of animals disappear. People kill animals for different aims: e.g. people hunt whales for their meat and oil; elephants for their tusks, crocodiles for their leather and so on. And also animals are used for medical experiments. The most wide — spread from such animals are monkeys. Modern life is bad for animals, birds, fish. The air isn't fresh and the water isn't pure. They don't have good meal and facilities for the life. You can find their names in the Red Book.

Of course, people can't stay indifferent to these problems. There are a lot of special organizations, which try to save our nature. The most known are: The Royal Society for the prevention of cruelty to animals (The RSPCA), the World Wildlife Fund (WWF) and Greenpeace. The RSPCA tries to protect animals from bad use. It operates big nation campaigns aimed at lost pets, circus animals. The WWF rescued several species of animals, mammals as well as birds. These organization also helped to create more than 250 National parks. Greenpeace began its work 20 years ago from saving whales. And now Greenpeace is a world-famous organization, which saves plants, animals and people. These organization, want to rescue animals, to help them to survive and to save jungle rain forests, which are in danger of destruction. And they also help animals 'cause many of them have already gone as they have nowhere to live. Their homes, the trees, have disappeared. We must save wild animals. And we must find the right way to save land, people and animals. We must take care of nature, because we are part of it.

Savollarga javob bering:

- 1 What do people depend on?
- 2 whu must take care of earth?
- 3 what do people forget ?
- 4 why do people kill animals ?
- 5 what problems cant people stay indifferent?
- 6 what oranization is ehernpeace?

2 So`z va iboralarni o`zbek tiliga tarjima qiling:

To get rid of, to take care of, to keep safe, to depend on, to take part of, to make poison, to cause, to help, to survive

3 gaplarni tarjima qiling

1 People always polluted their surroundings.

2 Air, water, soil are necessary for existence of all living things.

3 Pollution is a complicated serious problem.

4 Factories pollute the air and water.

5 Pollution can be reduced gradually.

### **Save our planet before it's too late!**

As a result of man's careless interaction with nature some rare species of animals, birds, fish and plants disappear forever. For example, the Blue Whale, the Panda, the California Big Tree are on the verge of extinction now. Many animals have gone forever, as their habitats have been destroyed at an alarming rate, 340 miles a day!

The truth is that we use animals or parts of animals for jewellery, clothes, soaps, etc. All the moment we are using a lot of animals every year for tests of things, like shampoos to find out if they cause any irritation. Some of them go blind or even die from these tests. We kill whales for their oil, which we use for cosmetics and soaps. A lot of expensive jewellery is made from Ivory, from the horns of elephants and rhinos. African elephants are disappearing fast. People continue to kill animals to wear fur coats. Some of these animals like fox are in danger of extinction.

Believe it or not but every ten-minute one kind of animal or plant dies forever. If nothing is done about it one million species that are alive today will have become extinct twenty years from now.

One of the most important problems now is the rubbish problem. Many people find it easy to drop anything on the ground. They think that it is very little but very big garbage heaps appear from small wrappers. Littering isn't very dangerous, but trash in the streets looks ugly, in nature it spoils the view, littering is very awful when wind carries scraps of paper and cans go under one's feet, rotting food attracts birds and rats, which carry disease. There are many countries, which have a law against littering. But in Russia there isn't such law. That is why many cities in our country are as garbage heaps.

One of the most horrible ecological problems is nuclear power, because nuclear weapons could destroy the world. Nuclear weapon tests increase the amount of radiation in the atmosphere. Nuclear power produces high-level radioactive waste, which can be dangerous for thousands of years. Nuclear explosions on the ground caused irreversible changes in the chemical composition of the upper atmosphere. 'S»

### **Environmental Pollution**

People have always polluted their surroundings. But until now pollution was not a serious problem. People lived in uncrowded rural areas and did

not have pollution — causing machines. With the development of crowded industrial cities which put huge amounts of pollutants into small areas, the problem has become more important. Automobiles and other new inventions make pollution steadily worse. Since the late 1960's people have become alarmed with the danger of pollution.

Air, water, and soil are necessary for existence of all living things. But polluted air can cause illness, and even death. Polluted water kills fish and other marine life. On polluted soil, food can not be grown. In addition environmental pollution spoils the natural beauty of our planet.

Pollution is as complicated as serious problem. Automobiles are polluting the air but they provide transportation for the people. Factories pollute the air and the water but they provide jobs for people and produce necessary goods. Fertilizers and pesticides are important for growing crops but they can ruin soil. Thus, people would have to stop using many useful things if they wanted to end pollution immediately. Most people do not want that of course. But pollution can be reduced gradually. Scientists and engineers can find the ways to reduce pollution from automobiles and factories. Government can pass the laws that would make enterprises take measures for reducing of pollution. Individuals and groups of people can work together to persuade enterprises to stop polluting activities.

### **Yangi so'zlar:**

Environment – tashqi muhit

Pollution - ifloslanish

invention - kashfiyot

existence - mavjud

goods - mahsulot

fertilizer – o'g'it

to grow – o'stirmoq

to ruin – vayron qilmoq

immediately - darxol

to reduce - qisqartirmoq

enterprise - tashkilot

to take measures – chora ko'rmoq

to persuade - ishontirmoq

activity - faoliyat

### **I. Savollarga javob bering:**

1. Why wasn't pollution such as a serious problem earlier?
2. When have people become alarmed with the danger of pollution?
3. What can environmental pollution cause?
4. Why is pollution a complicated problem?
5. Can pollution be stopped immediately?
6. What can government and individuals do to reduce pollution?



## II

### Matnni o'qib muhokama qiling:

#### Table Manners

Good table maimers avoid ugliness. All rules of table manners are made to avoid ugliness. To let anyone see what you have in your mouth is offensive (оскорбительно, неприятно), so is to make a noise and to make a mess is disgusting (отвратительно). On the other hand there are a number of things in table etiquette that are merely unreasonable and silly.

Fingers or forks? All juicy or soft fruit or cake is best eaten with, a fork. If you are able to eat a peach (персик) or ripe pear (груша) with your fingers and not smear (измазать) your face, let the juice run down, or make sucking noises, you are one in a thousand who may continue to do so. But if you cannot eat something—no matter what it is — without getting it all over your fingers, you must use a fork, and when necessary, a spoon or knife also.

Elbows are never put on the table while one is eating. Don't encircle a plate with the left arm while eating with the right hand. Don't push back your plate when finished. It remains exactly where it is until whoever is waiting on you removes it. Don't lean back and announce "I'm through." The fact that you have put your fork or spoon down shows that you have finished.

Don't ever put liquid into your mouth if it is already filled with food.

#### Yangi so'zlar

to avoid – qutulish, tashlash

offensive – haqoratli

noice - shovqin

disgusting – jirkanchli

peach – shaftoli

pear – nok

smear – surkamoq

#### I. Savollarga javob bering:

1. What are rules of table manners made for?
2. What things are considered offensive and disgusting at the table?
3. What things in table etiquette do you considred unreasonable and silly?
4. Are you able to eat peach or watermelon with you fingers without loking messy?
5. Waht is more convinient eating fruit with you fingers or with a fork and a knife?

#### II.Gaplarni tarjima qiling:

1. Ovqatlanayotganingizda tirsaklaringizni hech qachon stol ustiga qo'ymang.
2. Tort va pishgan ho'l mevani yaxshisi vilka bilan tanovvul qilish kerak.
3. O'ng qo'lingiz bilan ovqatlanayotganingizda chap qo'lingiz bilan tarelkani ushlab olmang.
4. Agar og'zingizda ovqat bo'lsa yana ichimlik bilan to'ldirib olmang

**III. Matnga qarab bolalar stol atrofida yana nima qilishlari mumkin yoki mumkin emasliklarini muhokama qiling. Hamma o'z fikrini aytsin.**

**Matnni o'qib muhokama qiling:**

### **Tea**

The trouble with tea is that originally it was quite a good drink. So a group of the most outstanding British scientists put their heads together, and made complicated biological experiments to find a way of spoiling (портить) it. They suggested that if you don't drink it clear, or with lemon and sugar, but pour a few drops of cold milk into it and no sugar at all the desired object is achieved.

There are some occasions when you must not refuse a cup of tea, otherwise you are judged an exotic and barbarous bird without any hope that you'll ever be able to take your place in civilized society.

If you are invited to an English home, at five o'clock in the morning you get a cup of tea.

When you are disturbed in your sweetest sleep you must not say "Madam, I believe you are a cruel person who deserves to be shot." On the contrary, you have to declare with your best five o'clock smile: Thank you so much. I do adore (обожать) a cup of early morning tea, especially early in the morning." If they leave you alone with the liquid, you may pour it down the washbasin."

Then you have tea for breakfast, then you have tea at eleven o'clock in the morning, then after lunch; then you have tea for tea; then after supper; and again at eleven o'clock at night.

You must not refuse any additional cups of tea under the following circumstances: if it is hot; if it is cold; if you are tired; if anybody thinks that you might be tired; if you are nervous; if you are gay; before you go out; if you are out; if you have just returned home; if you feel like it; if you do not feel like it; if you have had no tea for some time; if you have just had a cup.

#### **Yangi so'zlar:**

to spoil – buzmoq

drop – tomchi

to achieve – erishmoq

occasion – holat, voqea

to disturb – bezovta qilmoq

cruel – johil

to deserve – sazovor bo'lmoq

to refuse – rad qilmoq

### **I. Savollarga javob bering:**

1. What must/mustn't you do if you are invited to an English home?
2. When must/mustn't one refuse an additional tea?

### **II. Quidagi so'zlar yordamida gaplar tuzing:**

To spoil, to suggest, to achieve, to invite, to be disturbed, to believe, to deserve, to leave, to pour, to refuse, to be nervous, circumstance, to be tired.

### **III. Siz nimalarni tavsiya qilar edingiz?**

**IV. Modal fe'llar ishlatilgan gaplarni topib, ularga o'xshash gaplar tuzishga harakat qiling.**

## **AT THE DOCTOR'S**

Is there anything more important than health? I don't think so. "Health is the greatest wealth," wise people say. You can't be good at your studies or work well when you are ill.

If you have a headache, heartache, toothache, backache, earache or bad pain in the stomach, if you complain of a sore throat or a bad cough, if you run a high temperature and have a bad cold in your head, or if you suffer from high or low blood pressure, I think you should consult a doctor.

The doctor will examine your throat, feel your pulse, test your blood pressure, take your temperature, sound your heart and lungs, test your eyes, check your teeth or have your chest X-rayed.

After that he will prescribe some treatment, pills, tablets or some other medicine which we can buy at the chemist's. He will recommend you to stay in bed for some time, because there might be serious complications. The only thing you have to do is to follow his recommendations.

Speaking about doctors' recommendations, I can't help telling you one funny story.

An old gentleman came to see the doctor. The man was very ill. He complained of weakness, insomnia, memory loss and serious problems with his heart, lungs and liver. The doctor examined the patient and said that no medicine could cure his disease.

Do you want to know what the doctor's advice was?

He told his patient to go to a quiet place for a month and have a good rest. He also advised him to eat a lot of meat, drink two glasses of red wine every day and take long walks. In other words, the doctor recommended him to follow the rule: "Eat at pleasure, drink with measure and enjoy life as it is."

The doctor also said that if the man wanted to be well again, he shouldn't smoke more than one cigarette a day.

A month later the gentleman came into the doctor's office. He looked cheerful and happy. He thanked the doctor and said that he had never felt a healthier man.

"But you know, doctor," he said, "it's not easy to begin smoking at my age."

**Yangi so'zlar:**

headache - bosh og'rig'i  
toothache - tish og'rig'i  
backache - bel og'rig'i  
pain - og'riq  
to complain - shikoyat qilmoq  
sore throat - tomoq og'rig'i  
blood pressure – qon bosimi  
heart - yurak  
lung - o'pka  
to cure - davolamoq  
disease - kasallik  
measure - me'yor

**I. Savollarga javob bering:**

1. When a person should consult a doctor?
2. What does a doctor examine?
3. What does a doctor prescribe?
4. Who complained of weakness?
5. What did the doctor advice?
6. What happened a month later?

**II. Ingliz tiliga tarjima qiling:**

1. Mening isitmam baland.
2. Mening boshim, tomog'im o'g'riyapti.
3. Doktor mening qon bosimimni o'lchab dori yozib berdi.
4. Men aptekadan dorilarni sotib oldim.
5. Doktor menga ba'zi narsalarni tavsiya qildi.

**TRAVELLING**

Those who live in the country like to find themselves in large cities with their shops, cinemas, crowds of people. City-dwellers usually like a quiet holiday by the sea or in the mountains with nothing to do but walking and bathing, lazying in the sun. Most travelers and holiday makers take a camera with them and take pictures of everything that interests them - beautiful views of waterfalls, forests, unusual plants and animals. These photos will remind them of the happy time of holiday.

Modern life is impossible without travelling. Of course the fastest way of travelling is by plane. But many people make their choice on travelling by train as with a train you have speed, comfort and pleasure combined. Travelling by train is of course slower than by air but it also has its advantages.

If you are going to travel by train you'd better book seats beforehand because many people are fond of travelling by train. There are some reasons why people choose railroad. Train is the cheap means of travelling. If it is summer outside it

will be better to think of your trip before the vacation starts. To understand how true this is, you only have to go to a railway station. There you will see hundreds of people hurrying to catch a train. You'll waste a lot of time standing near the booking-office trying to buy a ticket.

Modern trains have very comfortable seats in all passenger cars, and there are sleeping-cars and dining-cars which make even the longest journey enjoyable. You can buy first-class, second-class and third-class sleepers in a separate compartment. If you are early before the train starts you can leave your suit-cases in the compartment and walk up and down the platform. Some people forget when and from which platform and track their train will be off. They can always ask for the track, platform and train numbers at the railroad station information bureau and also get information about next trains and their schedules. There are express, slow and long-distance trains. If you want to go somewhere and get there as quickly as possible you'd better know that express trains only stop at the largest stations while slow trains stop at all stations. You can get to far countries only by a long-distance train.

Once you are in your compartment you have to ask the guide to bring in the bedding. There are usually two lower and two upper berths in a third-class sleeper compartment. Some people like to occupy upper berths because it is more convenient and exciting to travel. During your way on the train you can read newspapers, books, look out of the window, drink the tea, communicate with your neighbors or sleep. I prefer to look out of the window, because you can see the country you are passing through, and not only the clouds as when you are flying. You can have something to eat at the stations when the train makes stops.

These are many ways of traveling - by train, by plain, by ship, on foot. Everyone chooses his favourite one. My favourite way is traveling by plain. And not because it is very comfortable. It is exciting. I also like traveling by train. I've traveled this way a lot. When you are in the train you can see the beauty of nature.

I envy the tourists because I think that they study geography traveling and visiting different parts of the world. They can tell you many things which you didn't know before.

They are interesting people from whom you can learn much new for yourself. Any kind of travel helps you to understand many things that you can never see or learn at home. Though you may read about them in books and newspapers.

As for me I'd like to have a coach tour to some foreign country. Coach tours are planned and I'll have a chance to do a lot of sightseeings and have a good rest at the same time

**Yangi so'zlar:**

Crowd - olomon

City - dweller - shaharlik

Waterfall - sharshara

To remind - eslatmoq

Impossible - iloji yo'q

Speed - tezlik

Schedule - jadval  
Compartment - kupe  
To occupy - egallamoq

### **I. Savollarga javob bering:**

2. Where do city-dwellers spend their holiday?
3. What pictures do traveller take?
4. How do you buy tickets for train?
5. What train may be?
6. Where can you set information about railway service?
7. What can you do during your way on the train?
8. What is your favourite way of travelling?

### **II. Iboralarni tarjima qiling:**

A holiday maker asitu- dweller to be impossible, to book tickets beforehand , booking office, to get schedule, long distance train, coach tour , to do sightseeing, to have a good rest.

### **III. Gerundiy ishlatilgan gaplarni topib tarjima qiling:**

### **IV. Quyidagi gaplarda gerundiyning ishlatilishiga e'tibor bering:**

1. The book is worth reading.
2. She left the room without saying good bye.
3. Speaking English is the best way of learning it.
4. She dreams of her son's becoming a director of the company.
5. Before traveling you should pack your things.
6. Smoking is a bad habit.
7. During the journey he stopped eating something.
8. We are looking forward to discussing the problems with expert.

### **Matnni o'qib muhokama qiling:**

## **TEACHERS AND ACTORS**

To be a good teacher, you need some of the gifts of the good actor: you must be able to hold the attention and interest of your audience; you must be a clear speaker, with good, strong, pleasing voice which is fully under your control; and you must be able *to act what you are teaching*,\* in order to make its meaning clear.

Watch a good teacher, and you will see that he does not sit motionless before his class: he stands the whole time he is teaching; he walks about, using his arms, hands and fingers to help him in his explanations, and his face to express feelings. Listen to him, and you will hear the loudness, the quality and the musical note of his voice always changing according to what he is talking about.

The fact that a good teacher has some of the gifts of a good actor does not mean that he will indeed be able to act well on the stage: *for*<sup>2</sup> there are very

important differences between the teacher's work and the actor's. The actor has to speak words which he has learned by heart; he has to repeat exactly the same words each time he plays a certain part; even his movements and *the ways in which he*<sup>z</sup> uses his voice are usually fixed before. What he has to do is *to make* all these carefully learnt *words* and actions *seem natural*<sup>4</sup> on the stage.

A good teacher works in quite a different way. His audience takes an active part in his play; they ask and answer questions, they obey orders, and if they do not understand something, they say so. The teacher therefore has to suit his act to the needs of his audience, which is his class. He cannot learn his part by heart, but must invent it as he goes along.

### **I. Savollarga javob bering:**

1. Why does a good teacher need some of the gifts of good actor?
2. Is there anything in common between the teachers work and the actors?
3. What are the differences between the actors work and the teachers?
4. Why must a good teacher be able to improvise in the course of the lesson?

### **II. Iboralarni o'zbek tiliga tarjima qilib, ular yordamida gaplar tuzing:**

The attention of the audience; to be a clear speaker; a pleasing voice; important differences; to learn by heart; to take part in; to obey orders; exactly the same.

### **III. Gaplarni tarjima qiling must va to have to modal fe'lining ishlatilishiga e'tibor bering:**

1. People have to waste much time doing house work.
2. Actors have to learn their parts by heart.
3. Both teachers and actors have to repeat the same things many times.
4. Unlike the actor, a teacher doesn't have to learn his manner to the needs of his audience.

## **Choosing a career**

When you leave school you understand that the time to choose your future profession has come, it's not an easy task to make the right choice of a job. I have known for a long time that leaving school is the beginning of a far more serious examination of my abilities and character. As the years passed I have changed my mind a lot of times about which science or field of industry to specialize in. It was difficult to make up my mind and choose one of hundred of jobs to which I might be better suited.

Everyone needs at least one profession in his life. So when you begin spending sleepless nights thinking about a job and money, when you think

longingly of the plans for the future it's no doubt about it you're ready to choose most suitable career for you.

So in the world there are very and very many different professions: you can work with people as a doctor, a lawyer, a receptionist, a teacher, etc.; on the enterprise, bank, school, state institution. And what kind of a profession you choose is mainly depend on yourself. And i think it's very difficult task for everybody.

And now there is such situation in the life that it is very difficult to find some worthy job especially suitable for you. So if you want some-how to get a job, you can make plans for the future when you study still at school. It's a good idea to take different factors into account: job satisfaction - your future job must satisfy you; money - it's important that your future profession must be well-paid or you must have a high salary to support the family, etc; good conditions; training; travelling and so on; the place of work -in the office, from home, in the open area, abroad, etc.

In the past, when I was at age of 10, i dream of becoming a lawyer. Because a lawyer should be very energetic, talkative, inventive, enterprise, creative, adventurous and enthusiastic, i wanted to work with people and help them. But now I can say that I made up my mind what to do in the future. I think I have an aptitude for working with figures and solving financial problems and I am interested in knowing how money is made. So i think I can work as an economist in the financial field. I think that it is more in demand now especially in banks where a really good specialist can have a lot of money. The success of this profession depends on, mainly my education. So i want to enter to the Vyatka State Technical University on the social-economics faculty in spite of the very high competition, i think I'll be able to enter there because I have a good knowledge of English and mathematics to pass the exams. So when I'll finish the University I'm going to work in the father's office as a financial consultant and specialist in this field. I think I will not disappoint my father about this job because I'm energetic, communicative, enterprise and quick by nature.

Our society is made up of all kinds of organizations, such as companies, government departments, unions, hospitals, schools, libraries and the like. They are essential to our existence, helping to create our standard of living and our quality of life. In all the organizations there are people carrying out the work of the manager although they do not have that title. The vice-chancellors of a university, the president of a students union or a chief librarian are all managers. They have the responsibility to use the resources of their organization effectively and economically to achieve its objectives.

Managers are to forecast, plan, organize, coordinate control and motivate other workers. In most companies the activities of managers depend on the level at which he (she) is working. Top managers such as the chairmen and directors, will be more involved in long range planning, policy making and the relations of the company with the outside world. They will be making decisions on the future of the company, the sort of product lines it should develop, the way it should face up to the competition, the means of diversifying, etc.

On the other hand, middle management and supervisions are generally making the day- to-day-decisions, which help an organization to run efficiently and smoothly. They must respond to the pressure of the job, which may mean dealing with unhappy customers, chasing up supplies, meeting an urgent order or sorting out technical problems. Managers at this level spend a great deal of time communicating, coordinating and making decisions affecting the daily operation of their organization.

In carrying out management functions, such as planning, organizing, motivating and controlling, a manager will be continually making decisions. Decision-making is a key management responsibility. Some decisions are often the routine kind. They are decisions, which are made fairly quickly and are based on judgement. Other decisions are often intuitive ones. Before making a decision the manager will carefully assess the options, considering the advantages and disadvantages of each one. Thus any manager is to be a bit challenging person.

**Yangi soʻzlar:**

no doubt – shubhasiz

suitable – mos

to take into account – hisobga olmoq

enterprise – ishchan

responsibility – majburiyat

**I. Matni lugʻat yordamida tarjima qiling!**

**II. Matnga savollar tuzing:**

**III. Matnga rejalar tuzing:**

**IV. “Mening kasbim mavzusida suhbat qiling.**

**Matni oʻqib muhokama qiling:**

**What are the Universities For?**

The primary and central purpose of the university is the search for knowledge and fundamental understanding in all intellectual disciplines and the transmission of that knowledge and understanding.

It has also been a function of universities to give to young people from a relatively narrow age group an education designed to develop their capacities more particularly their intellectual capacities, that is, the ability, to judge evidence

critically, to develop independence of mind, the ability to communicate, curiosity, reasoning power and factual accuracy.

The important thing on the one hand is to educate intellectually mobile specialists capable of renewing and endlessly adapting themselves to new problems and, on the other hand, organize co-operation on specific problems between specialists. To meet these varying needs some universities divide their training into two parts: the first three years are devoted to basic education of a rather general and fundamental nature, and the last year to specific research work, together with the preparation of a diploma paper. They try to give students a civic and social formation which will enable them to be aware of the problems facing Society and have a wish to solve them.

**Yangi so'zlar:**

purpose – maqsad

search – qidiruv

transmission – uzatish, o'tish

relatively – nisbatan

capacity – qobiliyat

mobile – egiluvchan

cooperation – hamkorlik

to devote – bag'ishlamoq

to be aware – anglamoq

society – jamiyat

**I. Savollarga javob bering:**

1. What are the three components that make up the primary and central purpose of the university?
2. Can you recognize the difference between knowledge and understanding?
3. What intellectual capacities is a university education designed to develop?
4. What are necessary qualities of a university graduate?
5. What are the first three years devoted to?

**II. Find sentences where Infinitive is used and translate them into your native language.**

**Matni o'qib muhokama qiling:**