

**O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LIM VAZIRLIGI
ABU ALI IBN SINO NOMIDAGI BUXORO DAVLAT TIBBIYOT INSTITUTI
"INGLIZ TILI" KAFEDRASI**

"TASDIQLAYMAN"

O'quv va tarbiyaviy ishlari prorektori

dots.----- G.J.Jarilkasino

«____»____2019 y



XORIJiy TIL (ingliz tili)

**DAVOLASH, PEDIATRIYA, TIBBIY PEDAGOGIKA, OLIY HAMSHIRALIK ISHI,
STOMATOLOGIYA, TIBBIY BIOLOGIYA TIBBIY PROFILAKTIKA
FAKULTETLARI UCHUN**

O'QUV – USLUBIY MAJMUA

I - kurs

Ta'lim yo'nalishi

TA'LIM SHIFRI	500 000 – Sog'liqni saqlash va ijtimoiy ta'minot
TA'LIM YO'NALISHI:	5510100- Davolash Ishi
	5511100- Kasbiy ta'lim (Tibbiy Pedagogika)
	5510200- Pediatriya
	5510700 – Oliy hamshiralik ishi
	5510400 - Stomatologiya
	5510900 – Tibbiy biologiya ishi
	5510300 – Tibbiy profilaktika ishi

BUXORO – 2019

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“INGLIZ TILI” KAFEDRASI

“TASDIQLAYMAN”

O'quv ishlari prorektori

t.f.n. _____ G.J.Jarilkasinova

“ _____ ” _____ 2019-yil

Kafedra yig'ilish bayonnomasi

Fanlararo uslubiy komissiya

_____ 2019 yil

yig'ilish bayonnomasi_____

_____ 2019 yil

Markaziy uslubiy komissiya

yilg'ilish bayonnomasi_____

_____ 2019 yil

DAVOLASH, PEDIATRIYA, TIBBIY PEDAGOGIKA, OLIY HAMSHIRALIK

ISHI, STOMATOLOGIYA, TIBBIY BIOLOGIYA TIBBIY PROFILAKTIKA

FAKULTETLARI I - KURS TALABALARI UCHUN

TIBBIYOTDA XORIJIY TIL FANIDAN

O'QUV-USLUBIY MAJMUASI

Buxoro – 2019 yil

ANNOTATSIYA

Mustaqilligimiz tufayli respublikamizda bo'layotgan iqtisodiy, siyosiy va ijtimoiy o'zgarishlar hayotimizning turli sohalarida, shuningdek ta'lim – tarbiya bo'yicha yuksak ijobiy siljishlarga sabab bo'lmoqda. Har qanday kasbni yaxshi egallash uchun dunyo miqyosida o'sha soha yangiliklaridan xabardor bo'lmoq lozim. Bu niyatga erishish maqsadida bo'lganlar birorta xorijiy tilni, xususan, ingliz tilini o'rganishi darkor.

Ana shu yaxshi niyatni ro'yobga chiqishida tibbiyot instituti talabalariga mo'ljallab yozilgan mazkur majmua o'qitish sifati hamda samaradorligini oshirishga ijobiy samara beradi degan umiddamiz. Bu o'quv majmuadan nafaqat talabalar balki, tibbiyot bilan shug'ullanuvchi kishilar ham foydalanishlari mumkin.

Sizga havola qilinadigan o'quv uslubiy majmua tibbiyot instituti talabalariga ingliz tilini o'rganishni o'z oldiga maqsad qilib qo'ygan.

Majmuaning qimmatli tomonlaridan biri unda ingliz tili mutaxassislik bilan, ya'ni tibbiyot bilan bog'lab berilgan.

Har bir darsga fonetik, leksik hamda grammatik mashqlar kiritilgan. Olingan materiallar tarbiyaviy xarakterga ega bo'lganligi ta'lim va tarbiya birligiga e'tibordan dalolat beradi. Ingliz tilida to'g'ri talaffuzga o'rgatish qiyinligini inobatga olib, majmuada uchraydigan aksariyat so'zlarning transkripsiyasi berilgan.

Istalgan chet tilini ongli o'zlashtirish uchun uni ona tili bilan qiyoslab o'qitish maqsadga muvofiq. Shuning uchun ingliz tilidagi ayrim materiallar o'zbek tili bilan bog'lab berilgan. Ushbu majmua o'z ichiga shu fan bo'yicha o'quv va ishchi dasturlarini, amaliy mashg'ulotlarni o'tish uchun asos bo'ladigan uslubiy materiallarni, jumladan, tayanch konspekti, o'quv qo'llanmasini va ta'lim texnologiyalarini hamda tarqatma materiallarni, talabalar bilimini aniqlash uchun umumiy savollar, nazorat savollari mustaqil ish mavzularini, baholash mezonlari va talabalar shu fanni o'zlashtirishi uchun zarur bo'ladigan o'quv materiallarni, adabiyotlar ro'yxatlarini, mashqlar to'plamini o'z ichiga olgan.

Tuzuvchilar:

O`qituvchi: M.F. Norova _____

O`qituvch: D.Ya. Shigabudinova _____

O`qituvchi: Sh.Sh. Shodiyev _____

(F.I.Sh., lavozimi, ilmiy darajasi, ilmiy unvoni) (imzo)

Taqrizchilar:

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Kafedra mudiri :

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FMUK rahbari:

(F.I.Sh., lavozimi, ilmiy darajasi, ilmiy unvoni) (imzo)

Buxoro davlat tibbiyot instituti o`quv-metodik kengashining 2019-yil “28” avgust 1-son majlisida muhokama etildi va chop etishga tavsiya etildi.

O`quv bo`lim uslubchisi: Jumayeva Sh.B _____

MUNDARIJA

1. O'quv materiallari
2. Nazariy mashg'ulot materiallari.
3. Amaliy mashg'ulot materiallari.
4. Mustaqil ta'lim mavzulari.
5. Glossariy.

6. Ilovalar.

- 6.1. Fan dasturi.
- 6.2. Ishchi o'quv dastur.
- 6.3. Tarqatma materiallar.
- 6.4. Testlar.
- 6.5. Baholash
- 6.6. Foydalaniladigan adabiyotlar.

I. O'quv materiallari

II. Ingliz tili fanidan nazariy mashg'ulot materiallari belgilanmagan.

Amaliy mashg'ulotlarning tarkibiy qismi va ishlanmasi

1. ENGLISH ALPHABET. THE READING OF CONSONANT LETTERS.

Grammar: The auxiliary verbs "to be" in the Present, Past and Future Indefinite Tenses.

Text: The Independence day of Uzbekistan

1. The place of class, equipments for training:

- The Chair of the Pedagogics, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 2 hours

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of the text
- rules of reading of some letter combinations;
- learning the new words;
- to find the right information from the questions;
- using the dictionary.

The students must know:

- the rules of reading of the new words of the text; Independence Day of Uzbekistan
- using the actions in the
- making up questions in the;
- retelling the text

The students must gain skills of:

- translating by dictionary;
- making sentences on the theme;
- reading the text

The students are able to do:

- to retell the main idea of the text Independence Day of Uzbekistan
- to learn by heart new words;
- to put questions to the text the Independence Day of Uzbekistan

4. Motivation

Reading and translating of the text the Independence Day of Uzbekistan contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Informations received on the lesson help to realize some matters in Anatomy, Chemistry, Biology and Physiology. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or other world news:

The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1. The theoretical part

Presentation of a new item

The English Alphabet.

A a	N n
B b	O o
C c	P p
D d	Q q
E e	R r
F f	S s
G g	T t
H h	U u
I i	V v
J j	W w
K k	X x
L l	Y y
M m	Z z.

The verb “to be” in the Present Indefinite Tense

Affirmative	Interrogative	Negative
I am a doctor	Am I a doctor?	I am not a doctor
You are a student	Are you a student?	You are not a student
He is a pupil	Is he a pupil?	He is not a pupil
She is a pupil	Is she a pupil?	She is not a pupil
We are doctors	Are we doctors?	We are not doctors
You are students	Are you students?	You are not students
They are students	Are they students?	They are not students

Verb “to be” in the Past Indefinite Tense.

Affirmative	Interrogative	Negative
I was a doctor	Was I a student?	I was not a student
You were a pupil	Were you a pupil?	You were not a pupil
He was a student	Was he a student?	He was not a student
She was a student	Was she a student?	She was not a student
We were students	Were we students?	We were not students
You were doctors	Were you doctors/	You were not doctors
They were pupils	Were they pupils?	They were not pupils

**“To be”
in the
Future
Indefinite**

Tense.

Affirmative	Interrogative	Negative
I shall be a student	Shall I be a student?	I shall not be a student
You will be a student	Will you be a student?	You will not be a student
He will be a student	Will he be a student?	He will not be a student
She will be a student	Will she be a student?	She will not be a student
We shall be a students	Shall we be a students?	We shall not be a students
You will be a students	Will you be a students?	You will not be a students
They will be a students	Will they be a students?	They will not be a students

6.2. The analytical part.

Let’s begin speaking about Independence Day. It is a holiday of Uzbekistan. This year we are celebrating the 22th anniversary of Independence.

Let’s answer the questions.

1. When was the Independence day of Uzbekistan declared?
2. What can you say about changes after the Independence of Uzbekistan?
3. What anniversary do we celebrate this year?
4. Have you been at the Independence square?
5. What are your impressions?

Independence Day of Uzbekistan

The 1st of September, 1991, is the birthday of new independent republic of Uzbekistan. It is the first and most important public holiday of the country. The whole country celebrates the anniversary of Independence in wide, bright and funny way.

Each region (there are 12 regions in Uzbekistan) prepare various festive programs. Wherever you find yourself this day, you will find a fascinating sight: performances of original folk groups, excitable sports events, various shows and noisy craft fairs. And of course what a holiday is without treats? Festive pilaf is served in the centre of a large table, which gathers members of a family, colleagues, neighbors, friends...

The capital of Uzbekistan is preparing to the celebration in advance, because the festive show, which takes place on the main square of the country, the Independence Square, is so spectacular and grandiose that it just takes one's breath away. Hundreds of extras, dozens of musical and dance groups, the most interesting pop and movie stars participate in it. And in the evening the square is lit up with grandiose fireworks



6.3 The practical part.

1. Read and translate the following words:

In medical journals, scientific work, under the doctors care, to continue study, Foreign Language Society, modern literature.

2. Make sentences from the following words.

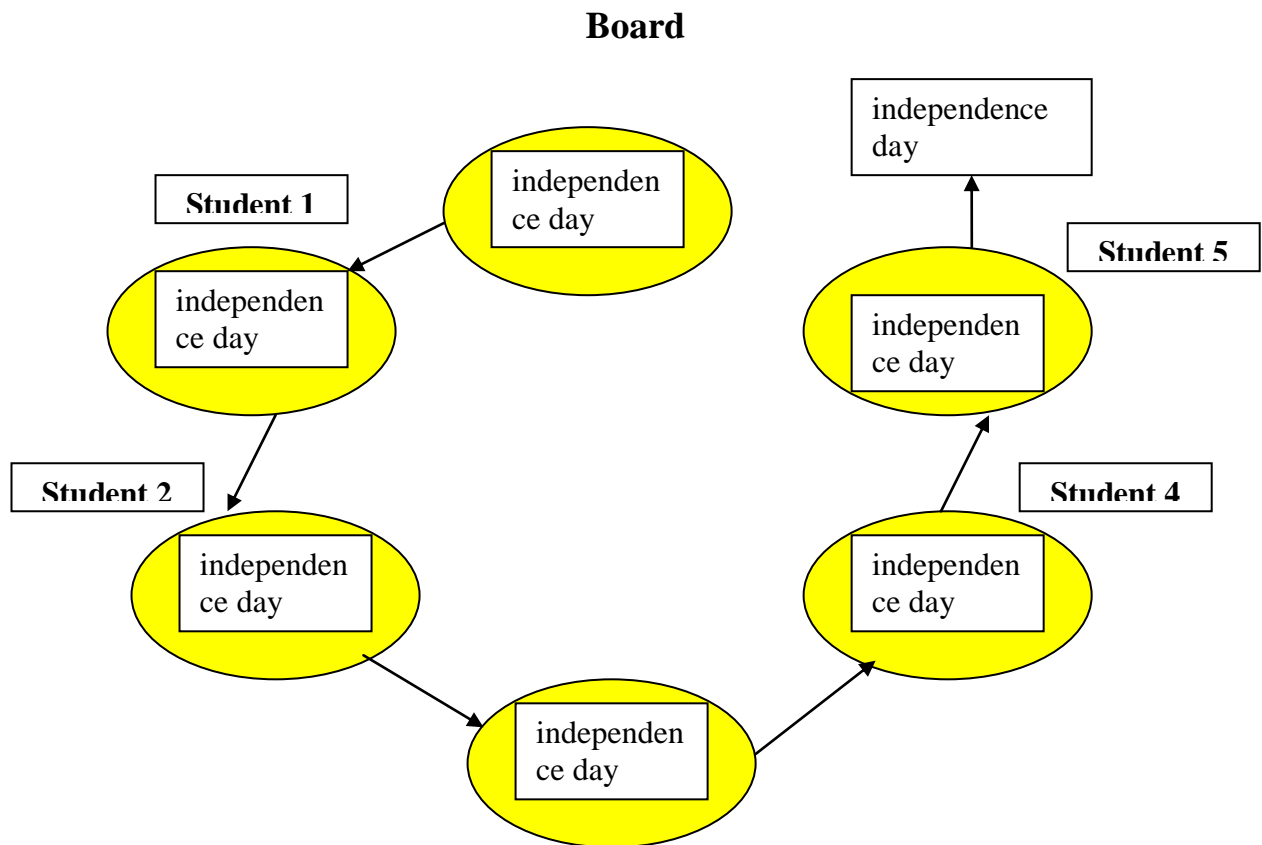
1. in future, become, doctors, shall, we.
2. in Anatomy, yesterday, had, we, a, lecture.
3. the library, take, the, students, from, books.

3. Give full answers to the following questions:

1. Is your sister an adult?
2. Are you at a hostel now?
3. Has your mother a heart disease?
4. Where are your relatives?
5. Is Biology a special subject?
6. Are you under the care of a doctor now?

Use one of the warm-up activities like “Whisper-round”

Ask your students to form a circle. Whisper a sentence to the student on your left. He/she must whisper it, once only, to the student on his/her left. This should continue until the sentence reaches the student on your right. He/she should write the sentence on the board or say it aloud. It is very likely that it has changed out of all recognition. You can make the game more interesting by sending a sentence round the circle in the opposite direction at the same time.



2. READING OF VOWEL LETTERS IN 4 TYPE OF SYLLABLES.

Grammar: The auxiliary verbs “to have” in the Present, Past and Future Indefinite Tenses.

Topic: About myself.

1. The place of class, equipments for training:

- The Chair of the Pedagogies, Psychology and Languages No1
- dictionary.
- tables.
- crosswords.
- distributive materials.

2. The continuation of the lesson: 90 minute

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it:
- to gain practical skills:
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of the text “About myself”;
- rules of reading;
- learning the new words;
- to find the right information from the questions;
- using the dictionary.

The students must know:

- the rules of reading of the new words from the text;
- making the correct order of sentences according “to have”
- making the correct order of sentences according “to have”
- the main idea of the text “About myself”.

The students must gain skills of:

- translating by dictionary;
- making sentences on theme “to have”;
- reading the text “About myself” correctly.

The students are able to do:

- to retell the main idea of the text “About myself”;
- learn by heart new words;
- to put questions to the text.

4. Motivation

Reading and translating of the text “About myself” contributes for developing such skills like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Information received on the lesson helps to realize some matters in Anatomy, Therapy, Physiology. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson.

This part of the lesson is organized into three approximate stages:

1. Greeting:
Good morning students.
How are you feeling?
2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.
What is the weather like today?
Is it warm or cold? Is it sunny or cool?

6.1. The theoretical part.

The verb “to have” in the Present Indefinite Tense.

Affirmative	Interrogative	Negative
I have (got) a book.	Have I (any) a book?	I have not (any) a book.
You have (got) a flat.	Have you a flat?	You have not a flat.
He has (got) a father.	Has he a father?	He has not a father.
She has (got) a cousin.	Has she a cousin?	She has not a cousin.
We have (got) some books.	Have we any books?	We have not any books.
You have (got) some books	Have you any books?	You have not any books.
They have(got) some books.	Have they any books?	They have not any books.

The verb “to have” in the Past Indefinite Tense

Affirmative	Interrogative	Negative
I had a book	Had I a book?	I had not a book.
You had a book	Had you a book?	You had not a book
He had a book	Had he a book?	He had not a book
She had a book	Had she a book?	She had not a book
We had a books	Had we books?	We had not books
You had a books	Had you books?	You had not books
They had a books	Had they books?	They had not books

Verb “to have” in the Future Indefinite Tense.

Affirmative	Interrogative	Negative
I shall have a book	Shall I have a book?	I shall have a book.
You will have a book	Will you have a book?	You will have a book.
He will has a book	Will he has a book?	He will have a book.
She will has books	Will she has a book?	She will have books.

We shall have books	Shall we have books?	We shall have books.
You will have books	Will you have books?	You will have books.
They will have books	Will they have books?	They will have books.

Letters.	Phonetics. The Sounds in English.		Four types of reading.	
	I	II	III	IV
	open	Closed	Closed (r)	Open (re)
a (ei)	fame	Hat	mark	Care
o (ou)	bone	Hot	fork	More
u(ju:)	tune	Lung	burn	Cure
e(i:)	me	Bed	her	Here
i(ai)	fine	Skin	fir	Fire
y(way)	my	Lymph	myrtle	Lyre

6.2. The analytical part.

Let's begin speaking about Independence Day. It is a holiday of Uzbekistan. This year we are celebrating the 17th anniversary of Independence.

Let's answer the questions.

1. When was the Independence day of Uzbekistan declared?
2. What can you say about changes after the Independence of Uzbekistan?
3. What anniversary do we celebrate this year?
4. Have you been at the Independence square?
5. What are your impressions?

1. Build your vocabulary with the new words of the text "About myself"

About Myself

I'm Karim Olimov. I am Uzbek. I was born in 19.. in Tashkent. I can speak Uzbek, Russian and English. I am neither short nor tall. My hair is short and black. I usually wear a dark suit in winter and light shirts in summer. I like to wear clothes made of cotton and wool. I enjoy playing sports. I like to swim and to play chess and football.

At school I study hard. My favourite subjects are literature, mathematics, geography and history. But most of all I like English. I want to become a student of the Tashkent National Economic Institute.

I have a large family. It consists of my parents, two sisters, three brothers and me. I always help my parents about the house. I have a lot of friends. They all are very nice.

Comprehension Questions

1. How old is Karim Olimov?
2. What kind of clothes does he like to wear?
3. What does Karim like to do in his free time?
4. What does he like in school?
5. What languages can he speak?

Discussion Questions

1. When were you born? How old are you?
2. What languages do you know? What languages do you want to know?
3. What sports do you like?
4. What are your favourite subjects in school? Why?
5. Is your family large? What is good about a large family? What is bad?
5. Do you help your parents? How about your brothers or sisters?
5. What kind of clothes do you like to wear? What styles? What materials?

6.3 The practical part.

1. Read and translate the following words:

Adult, increase, become, care, join, heart, absorb.

2. Translate word combinations:

In medical journals, scientific work, under the doctors care, to continue study, Foreign Language Society, modern literature.

3. State the tense of the verbs. Translate the sentences.

1. My relatives got a letter from me a week ago.
2. Every mother cares for her children.
3. He will study many subjects at the Institute.
4. Last year she entered the Institute.
5. We shall read scientific articles in medical journals.

4. Make sentences from the following words.

1. in future, become, doctors, shall, we.
2. in Anatomy, yesterday, had, we, a, lecture.
3. the library, take, the, students, from, books.

5. Translate paying attention to the words in bold type:

He **plans** to begin his scientific work in May.

His scientific **plans** are very interesting.

Professors Ivanov and Smirnov **head** the Students' Scientific Society.

He was the **head** of the delegation at the Congress of Russian Anatomists.

6. Give the Infinitive (the 1st form) of the following verbs:

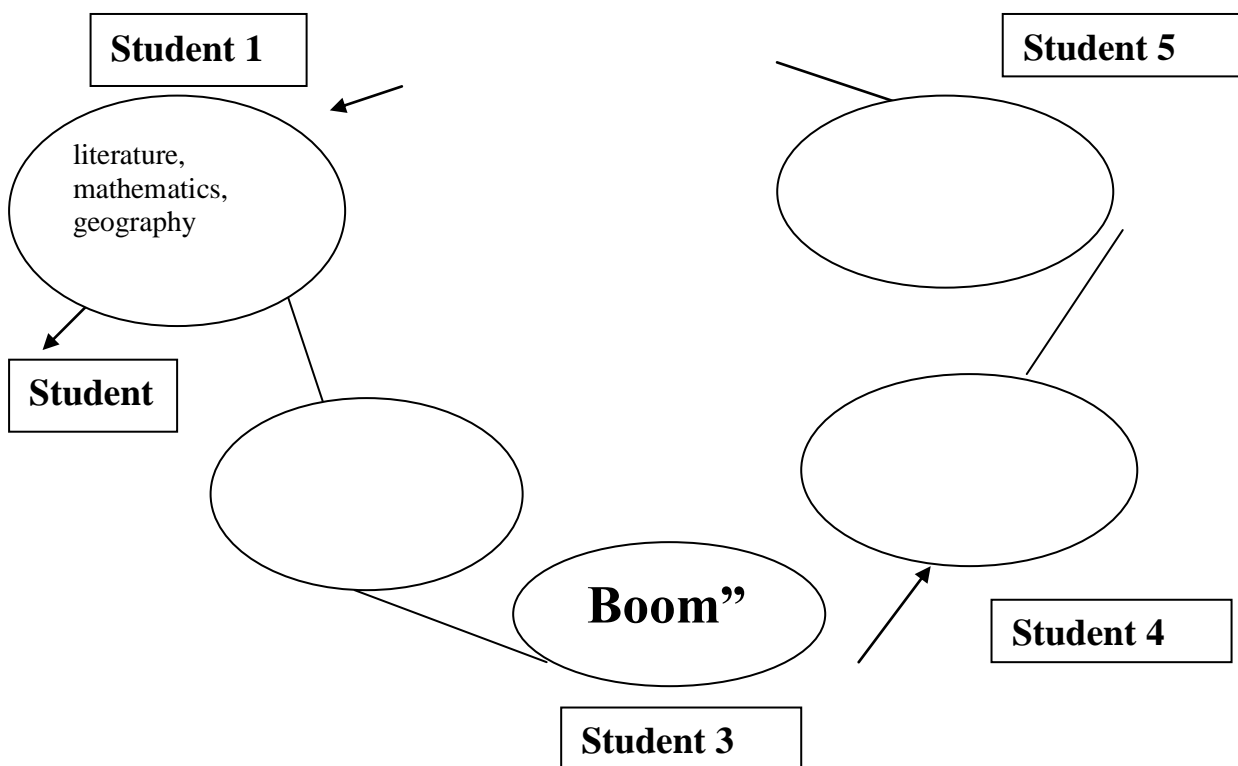
Did, got, became, meant, knew, told, was, had, went, made, took, were, came, taught, understood, paid

7. State the tense of the verbs. Translate the sentences:

- My relatives got a letter from me a week ago.
- Every mother cares for her children.
- He will study many subjects at the Institute.
- Last year she entered the Institute.
- We shall read scientific articles in medical journals.

Use one of the warm – up activities like “**Boom**”.

Structure: The teacher asks the students to form a circle. They will count aloud subsequently. Each player whose count equally or ends with 3 (3-6-9-12) he/she must say “boom” instead of the count. The player who has forgotten to say “boom” will fail. The numbers should be said quickly, if the player will think of it longer he will fail too. This process continues till two students are left and they are considered winners.



3. READING OF LETTER COMBINATION. GRAMMAR: WORD ORDER.

Text: At the Institute.

1. The place of class, equipments for training:

- The Chair of the Pedagogies, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 2 hours

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.

- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of the text "At the Institute";
- rules of reading of some letter combinations;
- learning the new words;
- to find the right information from the questions;
- using the dictionary .

The students must know:

- the rules of reading of the new words of the text;
- making of the correct order of sentences according to the Word Order of the sentence;
- making of the correct order of sentences according to the cases of nouns;
- making of the correct order of sentences with the prepositions;
- making of the correct order of sentences according to the theme "Word order";
- retelling of the text "At the Institute".

The students must gain skills of:

- translating by dictionary;
- making of sentences on the theme;
- Reading of the text "At the Institute".

The students are able to do:

- to retell the main idea of the text "At the Institute";
- to learn by heart new words;
- to put questions to the text "At the Institute".

4. Motivation

Reading and translating of the text "At the Institute" contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Information's received on the lesson help to realize some matters in Anatomy, Chemistry, Biology and Physiology. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1 The theoretical part.

Presentation of a new item.

Word order.

Word order in English is of much greater importance than in Russian. Due to the wealth of inflexions word order in Russian is rather free as the inflexions show the function of each word in a sentence.

Subject+Verb+Object

For example: You speak English very well.

I went to the bank yesterday afternoon.

6.2. The analytical part.

Let's begin speaking About myself.

Let's answer the questions.

Comprehension Questions

1. How old is Karim Olimov?
2. What kind of clothes does he like to wear?
3. What does Karim like to do in his free time?
4. What does he like in school?
5. What languages can he speak?

Discussion Questions

1. When were you born? How old are you?
2. What languages do you know? What languages do you want to know?
3. What sports do you like?
4. What are your favourite subjects in school? Why?

5. Is your family large? What is good about a large family? What is bad?
6. Do you help your parents? How about your brothers or sisters?
7. What kind of clothes do you like to wear? What styles? What materials?

1. Build your vocabulary with the new words of the text “At the Institute”.

Text. At the Institute

Every year many young people who really care for medicine enter medical institutes and become students. A new life begins – it is the life of the adult who has the responsibility for all his actions before the society.

Some students live at the hostel, others do with their relatives.

Many students get stipends. If a student has ‘fives’ in all the subjects at the examinations he gets an increased stipend.

The students work much in class, at the Institute laboratories and libraries. As the students want to become not ordinary but good doctors, they must pay

attention to modern medical literature. It means that must study not only their textbooks, but read many special medical articles in Uzbek and foreign languages. They will continue to study them in class and at the Foreign Language Society.

Already in the first year some students join student’s scientific societies. There they work on those subjects which they care for. It may be Biology, Chemistry or Anatomy. In the Anatomy Scientific Society where they study the functions of the organs. This work in the Scientific Societies will help future doctors to understand better the character of many diseases. It will teach them to be more observant.

Answer the questions.

1. When did they become students?
2. What they will study?
3. Where did they continue their study after classes?
4. Where did they live?

6.3 The practical part.

1. Read and translate the following words:

Adult, increase, become, care, join, heart, absorb.

2. Translate word combinations:

In medical journals, scientific work, under the doctors care, to continue study, Foreign Language Society, modern literature.

3. State the tense of the verbs. Translate the sentences.

1. My relatives got a letter from me a week ago.
2. Every mother cares for her children.
3. He will study many subjects at the Institute.
4. Last year she entered the Institute.
5. We shall read scientific articles in medical journals.

4. Make sentences from the following words.

1. in future, become, doctors, shall, we.
2. in Anatomy, yesterday, had, we, a, lecture.
3. the library, take, the, students, from, books.

5. Give full answers to the following questions:

1. Is your sister an adult?
2. Are you at a hostel now?
3. Has your mother a heart disease?
4. Where are your relatives?
5. Is Biology a special subject?
6. Are you under the care of a doctor now?

6. Translate paying attention to the words in bold type:

- He **plans** to begin his scientific work in May.
- His scientific **plans** are very interesting.
- Professors Ivanov and Smirnov **head** the Students' Scientific Society.
- He was the **head** of the delegation at the Congress of Russian Anatomists.

7. Give the Infinitive (the 1st form) of the following verbs:

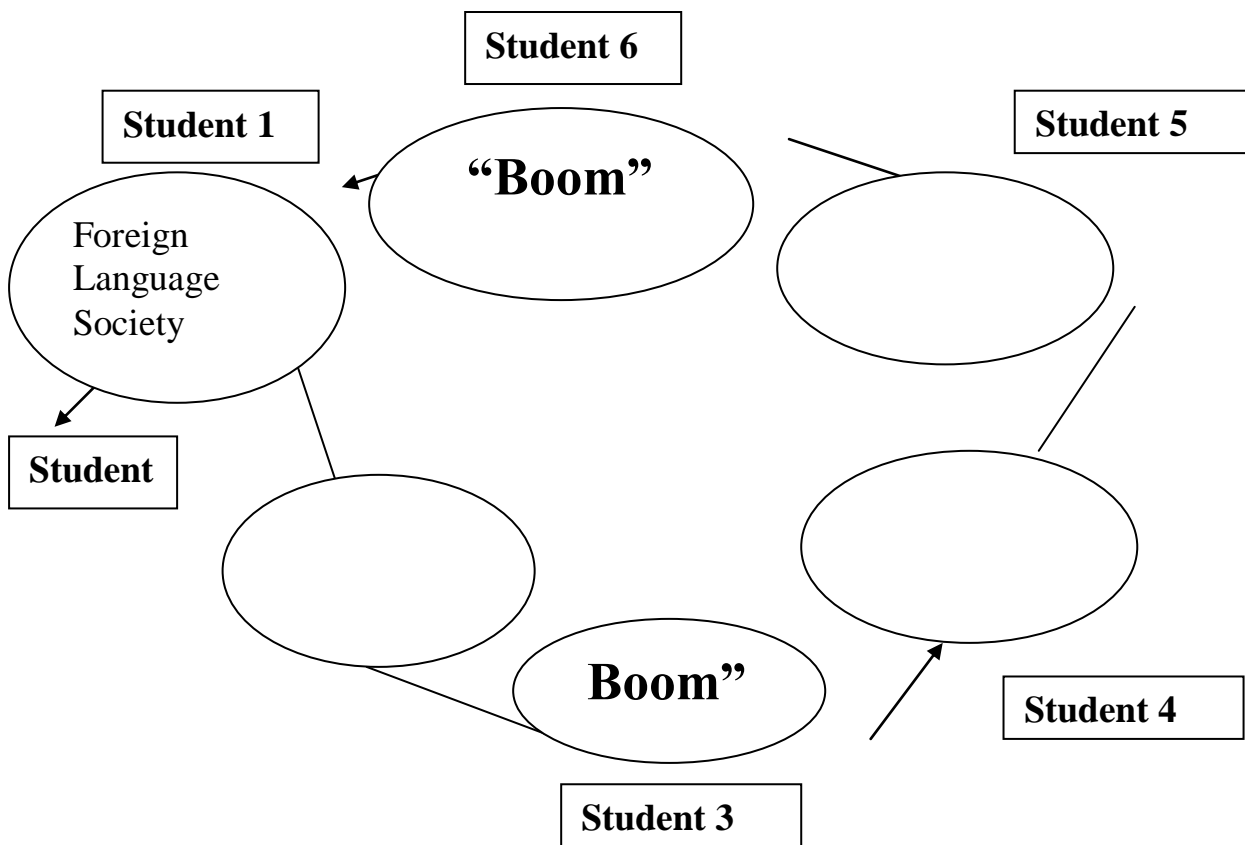
Did, got, became, meant, knew, told, was, had, went, made, took, were, came, taught, understood, paid

8. State the tense of the verbs. Translate the sentences:

- My relatives got a letter from me a week ago.
- Every mother cares for her children.
- He will study many subjects at the Institute.
- Last year she entered the Institute.
- We shall read scientific articles in medical journals.

Use one of the warm – up activities like “Boom”.

Structure: The teacher asks the students to form a circle. They will count aloud subsequently. Each player whose count equally or ends with 3 (3-6-9-12) he/she must say “boom” instead of the count. The player who has forgotten to say “boom” will fail. The numbers should be said quickly, if the player will think of it longer he will fail too. This process continues till two students are left and they are considered winners.



10. Questions for preparation:

How many cases are there in the Personal Pronouns?

What are the forms of the Personal Pronouns in the nominative case?

What are the forms of the Personal Pronouns in the objective case?

What are the forms of the Possessive Pronouns?

- What are the forms of the auxiliary verb “to be” in the Present, Past and Future Indefinite tenses?
- What are the forms of the auxiliary verb “to have” in the Present, Past and Future Indefinite tenses?

Do you get a stipend?

Who gets an increased stipend?

Where do the students work much?

What do the students do at the Foreign Language Society?

- What societies do the students join to?
- What do they study in the Anatomy Scientific Society?
- What will the work in the societies teach the students?
- Does this fellow-student live at the hostel or with his relatives?
- Had you entrance examinations in July or in August?
- Do you read scientific articles in English?

4. READING OF LETTER COMBINATION.

Grammar: Present Simple.

Text: The national flag and the state emblem.

1. The place of class, equipments for training:

- The Chair of the Pedagogics, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 4 hours

3. The aims of the lesson:

- 3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- reading the text “National flag and emblem of Uzbekistan” correctly;
- rules of reading;
- learning the new words;
- finding the right information from the questions;
- translating the text using the dictionary.

The students must know:

- rules of reading of the new words of the text;
- making the correct order of sentences in the Present Simple Tense;
- the formation of the Present Indefinite;
- the ways of its usage;
- the main idea of the text “National flag and emblem of Uzbekistan”;
- to put general questions to the text;
- to put special questions to the text.

The students must gain skills of:

- translating by dictionary;
- making affirmative sentences in the Present Indefinite tense;
- making negative sentences in the Present Indefinite tense;
- making up questions to the text;
- reading the text “National flag and emblem of Uzbekistan” correctly.
- retelling the text scientifically.

The students are able to do:

- to retell the main idea of the text “National flag and emblem of Uzbekistan”;
- to make up sentences with the new words of the text;
- to make situations with the new words of the text;
- to put questions to the text “National flag and emblem of Uzbekistan”.

4. Motivation

Reading and translating the text “National flag and emblem of Uzbekistan” contributes for developing such a skill as pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization. Grammar material makes the learners to use the tenses correctly in speech.

5. Intrasubject connections

Informations received on the lesson help to realize some matters in Anatomy, Chemistry, Biology, Physiology . A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1. The theoretical part

Presentation of a new item

The Simple Present Tense

Here the verb “to speak” in Simple Present Tense.

	Statements	Negatives	Questions

I.	I speak	I don't speak	Do you speak?
II	You speak	You don't speak	Do you speak?
III.	He (she,it) speaks	He (she,it) doesn't speak	Does he (she,it) speak?
I.	We speak	We don't speak	Do we speak?
II.	You speak	You don't speak	Do you speak?
III.	They speak	They don't speak	Do they speak?

The Simple Present Tense describes customary or repeated action.
It also describes a general truth.

- *I always go to the library* (customary).
- *Every morning I read medical articles in English* (repeated).

Generally we use these indefinite adverbs with the Simple Present Tense: always, sometimes, often, usually, seldom;
and adverbs of time: every day (month, week, Monday, morning, year)

Examples.

- A nurse takes the temperature of the patients every morning.
- Sometimes we carry out laboratory analyses.
- Doctors always examine patients.
- We often go to the library.
- A nurse usually gives injections.

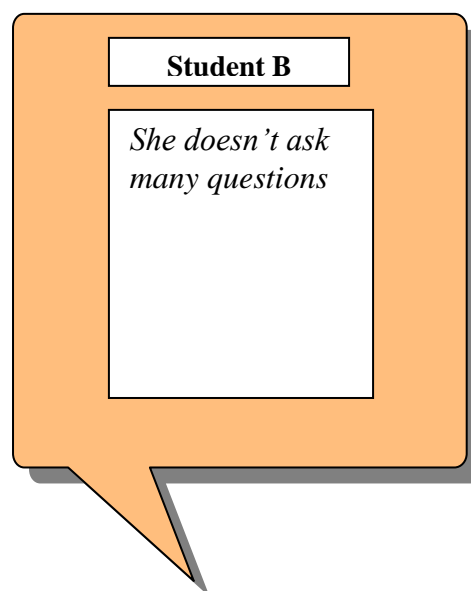
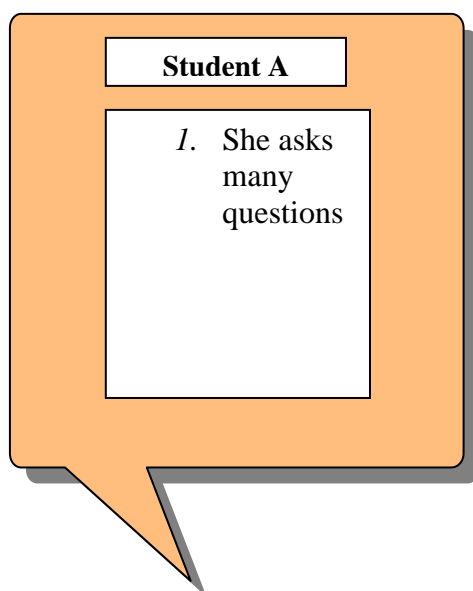
Note the “s” with the 3 rd person singular

Learn	learns	wash	washes
Take	takes	carry	carries
Write	writes	operate	operates
Study	studies	like	likes

Work in pairs.

Make negative and question forms of the sentences in the Present Indefinite.

The structure: the teacher gives the card with some sentences in the Present Indefinite to the Student A and clear card to the Student B. Student B should make negative and question forms of these sentences:



6.2. The analytical part text:

The National Flag and state emblem of Uzbekistan

The flag of our country is a symbol of the sovereignty of the republic. The national flag of the Republic 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 coloured 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 colour of the state flag of Temur. White is the traditional symbol of peace and good luck, as Uzbek people say "Оқ; йул". Green is the colour 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.

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 nourishing 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 bolls on the left side. An eight-pointed star is located at the top of the emblem, symbolizing the unity and confirmation 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 centre 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 "Uzbekistai" written in Uzbek on a ribbon in the national colour of the flag of the republic.

Comprehension Questions

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?
4. What symbols of Islam are in the emblem?

Discussion Questions

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

10. Questions for preparation:

- How is the Present Simple Tense formed?
- The usage of the Present Simple Tense.
- What are the key words of the tense?
- Answer the following questions using the Present Simple Tense:

5. Reading of letter combinations. Grammar: Past Simple.

Text: Bukhara Medical Institute

1. The place of class, equipments for training:

- The Chair of the Pedagogics, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 90 min

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2 educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of the text "Bukhara Medical Institute".
- rules of reading
- learning the new words
- to find the right information from the questions
- using the dictionary.

The students must know:

- the rules of reading of the new words from the text;
- making the correct order of sentences according the Indefinite Tenses;
- using the articles correctly;
- the main idea of the text “Bukhara Medical Institute”.

The students must gain skills of:

- translating by dictionary;
- making sentences according the Indefinite Tenses.
- reading the text “Bukhara Medical Institute” correctly.

The students are able to do:

- to retell the main idea of the text “Bukhara Medical Institute”;
- to learn by heart new words;
- to put questions to the text.

4. Motivation.

Reading and translating of the text “Bukhara Medical Institute” contributes for developing such skills like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson in the situations.

5. Intrasubject connections

Information received on the lesson helps to realize some matters in Anatomy, Therapy and Physiology. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson.

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather like:

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1 The theoretical part.

Presentation of a new item

The Simple Past Tense

The Simple Past Tense expresses a performed action at a definite time in the past.

- The doctor diagnosed a bad cold.
- He worked at a hospital last year.

There are regular and irregular verbs in English. The Past Simple Tense of regular verbs are formed by adding -d, -ed to the end of the infinitive without "to".

To look - looked

To work - worked

To worry - worried

To translate - translated

Irregular verbs are the verbs that do not form their past tense by adding "d" or "ed".

To see - saw

To go - went

To say - said

To read - read

The lists of all the irregular verbs are given below.

The form of the Past Simple Tense is the same in all the persons. To form the question of the Past Simple Tense we use the verb "to do" (did) in the past with the infinitive of the verb.

Did + subject + infinitive + the secondary parts of speech

To form the Simple Past Tense Negative of all verbs except to be, to have, modal verbs and etc. We use the verb **did not** and the infinitive of the verb.

Affirmative	Interrogative	Negative
I cleaned /read.	Did I clean/ read?	I did not (didn't) clean/ read.
You cleaned/ read.	Did you clean /read?	You did not (did n't) clean/read.

He(he, it) cleaned /read.	Did he(he, it) clean/ read?	He(he, it) did not (didn't) clean/read
We cleaned/ read.	Did we clean/ read?	
They cleaned/ read.	Did they clean /read?	We did not (didn't) clean/ read. They did not (didn't) clean/ read.

We use the following adverbs with the Past Indefinite: yesterday, the day before yesterday, last year(week, month, lesson, Monday), in a week(a year, an hour, a day, two hours), ago(a year ago, a month ago) and etc.

New words.

- To find
- subject
- experience
- to continue
- obstetrics
- to graduate
- a clinical training
- Surgery
- Obstetrics
- Gynecology
- High Qualified Nurses

Text:

Bukhara Medical Institute .

The Bukhara Medical Institute is named after Abu Ali ibn Sino. It was founded on the 11 th of October in 1990. Our Institute prepares doctors. It is one of the newest higher schools in our country. Every year a lot of school-leavers come to our Institute in order to take entrance examination which are rather difficult. All of them want to become a doctor too. I think it is one of the most interesting professions.

We have only day-time department. There are Treatment, Stomatological and Medico-Pedagogical faculties at our Institute, which train students in different specialities. There are many chairs at the Institute, such as: Human Anatomy, Pharmacology, Histology, Therapy, Obstetrics, Biochemistry, Medical Physics Foreign languages and so on.

The rector is the head of the Institute and the dean is the head of the faculty. The teaching staff of the Institute includes many experienced teachers.

We have good conditions for our studies at the Institute. There are a lot of modern laboratories, classrooms and lecture halls at our Institute.

There are some language laboratories at our Institute too. They have modern tape-recorders, ear-laps and other special devices where students listen to tape-recording and work at their pronunciations.

We have a rich library and a comfortable reading hall too. In the library there are all the necessary books for our studies.

After graduating from the Institute we shall work at the hospitals and clinics

6.3. The Practical part.

1. Explain the usage of the articles.

1. He gets a stipend.
2. They are adults.
3. Is he ill with tuberculosis?
4. My father works at a surgical department of the clinic.

2. Turn these sentences into the Past Indefinite and Future Indefinite Tenses.

1. Many students want to join the Foreign Language Society.
2. My friend always helps me to learn Anatomy.
3. He does not study French as he studies English.
4. Medical students study many subjects.

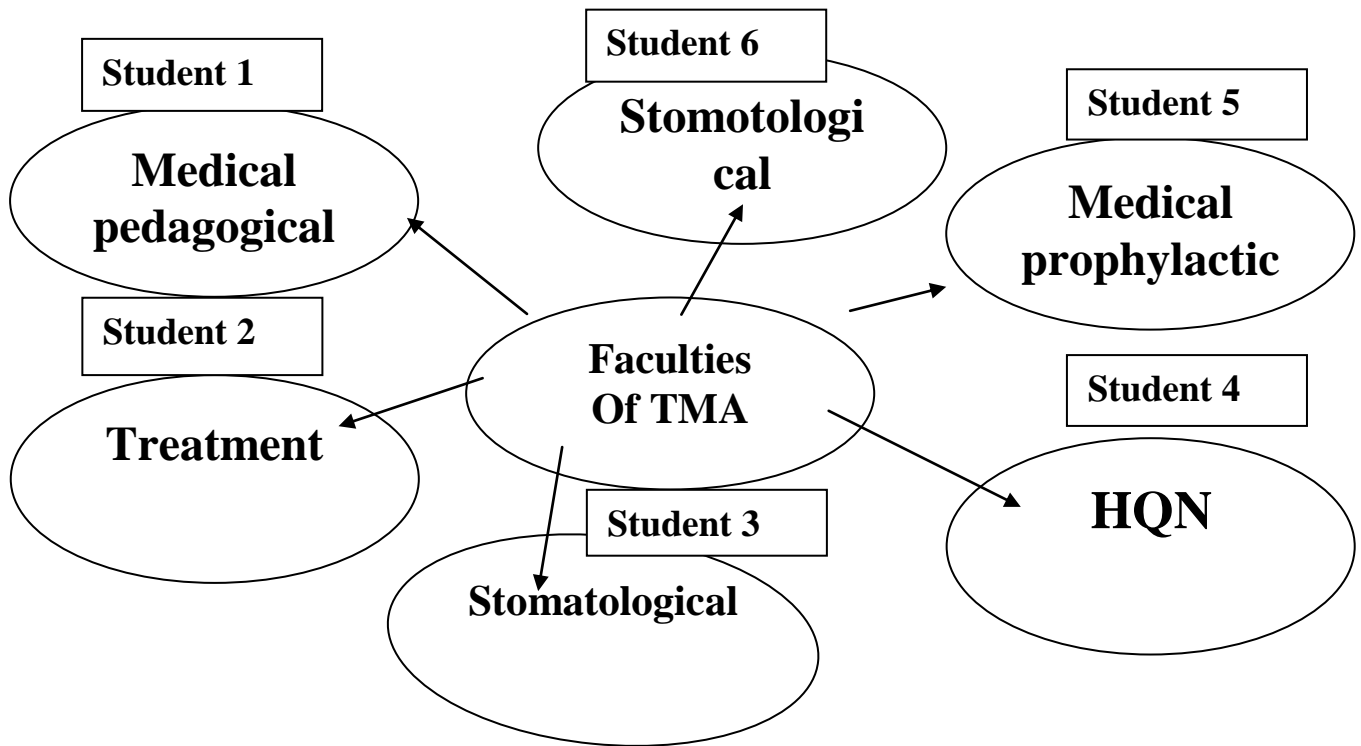
3. Make up sentences using these nouns.

Women, teeth, feet, children, a friend, subject, conference, a student, polyclinic, X-ray, holiday, diagnose, disease.

4. Translate the following sentences.

- **He plans** to begin his scientific work in May.
- His scientific **plans** are very interesting.
- Professors Ivanov and Smirnov **head** the Students' Scientific Society.
- He was the **head** of the delegation at the Congress of Russian Anatomists.

Use one of the warm – up activities like “Whisper - round”.



10. Questions for preparation.

- What action does the Simple Indefinite Tense express?
- How is the Simple Indefinite Tense formed?
- The key words of the Simple Indefinite Tense.
- What action does the Simple Past Tense express?
- How is the Simple Past Tense formed?
- The key words of the Simple Indefinite Tense.
- What action does the Simple Future Tense express?
- How is the Simple Future Tense formed?
- The key words of the Simple Indefinite Tense.
- When was founded the Bukhara Medical Institute”?
- How many chairs are there in the Bukhara Medical Institute”?
- How many faculties are there in the Bukhara Medical Institute”?
- What are they?
- How long do the students of the treatment faculty study?
- How long do the students of the medical pedagogical faculty study?
- How long do the students of the faculty of High Qualified Nurses study?
- How long do the students of the stomatological faculty study?
- Where may they continue their study after graduation?
- What degree do they get after graduation of the Bukhara Medical Institute”?

6. Grammar: Future Simple

Text: The Constitution of the Republic of Uzbekistan.

1. The place of class, equipments for training:

- The Chair of the Pedagogics, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 90 min

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it:
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2 educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of the text “The Constitution of the Republic of Uzbekistan.”.
- rules of reading
- learning the new words
- to find the right information from the questions
- using the dictionary.

The students must know:

- the rules of reading of the new words from the text;
- making the correct order of sentences according the Indefinite Tenses;
- using the articles correctly;
- the main idea of the text “The Constitution of the Republic of Uzbekistan”.

The students must gain skills of:

- translating by dictionary;
- making sentences according the Indefinite Tenses.
- reading the text “The Constitution of the Republic of Uzbekistan” correctly.

The students are able to do:

- to retell the main idea of the text “The Costitution of the Republic of Uzbekistan”;
- to learn by heart new words;
- to put questions to the text.

4. Motivation.

Reading and translating of the text “The Costitution of the Republic of Uzbekistan” contributes for developing such skills like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson in the situations.

5. Intrasubject connections

Information received on the lesson helps to realize some matters in Anatomy, Therapy and Physiology. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson.

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather like:

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1 The theoretical part.

Presentation of a new item

The Simple Future Tense.

We use shall and will with the infinitive of the verb to make the Future Tense, e.g.

- You will give (infinitive) injections tomorrow morning.
- She will tell (infinitive) you about her practice.
- I shall go (infinitive) to the dissecting room tomorrow.

Here is the verb “to read” in the Simple Future Tense.

Affirmative	Interrogative	Negative
I shall read.	Shall I read?	I shall not (shan't) read.
You will read.	Will you read?	You will not (won't) read.
He (she, it) will read.	Will he (she, it) read?	He (she, it) will not (won't) read.
We shall read.	Shall we read?	We shall not (shan't) read.
They will read.	Will they read?	They will not (won't) read.

Sometimes we use **will** and sometimes **shall** with the 1st person. If we want to say that we are going to do something or that something is going to happen in the future and if we want to express nothing but simple **futurity**, we say:

Simple Futurity	
I shall He , she , it will	We shall You shall They shall

But sometimes with the action in the future there is some **feeling** in our mind as well. This feeling may be a promise or willingness.

In this case we use I (we) will instead of I (we) shall. Very often you are marking a promise, e.g.

We will not forget our duties.

At other times you are willing something or to do something, e.g.

I will lend you some.

Here you can compare them:

Simple Futurity	Futurity with Promise, Willingness
He, she, it will	He, she, it will
We shall	We will

You will	You will
They will	They will

We use the following adverbials with the Simple Future Tense:
tomorrow , the day after tomorrow, the next day (a year, two days ,a month ,
a week) , next year (week , month ,Monday) and etc.

The Constitution of the Republic of Uzbekistan

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

v All citizens living in the republic, men and women of all nations and nationalities, have equal rights in the political, economic and cultural spheres. Jv/ The right to work together and the right to choose one's trade or profession is guaranteed to all citizens by article 37 . V

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

Article 39 guarantees 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 guarantees free secondary education. Students of technical schools, institutes and universities receive scholarships.

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

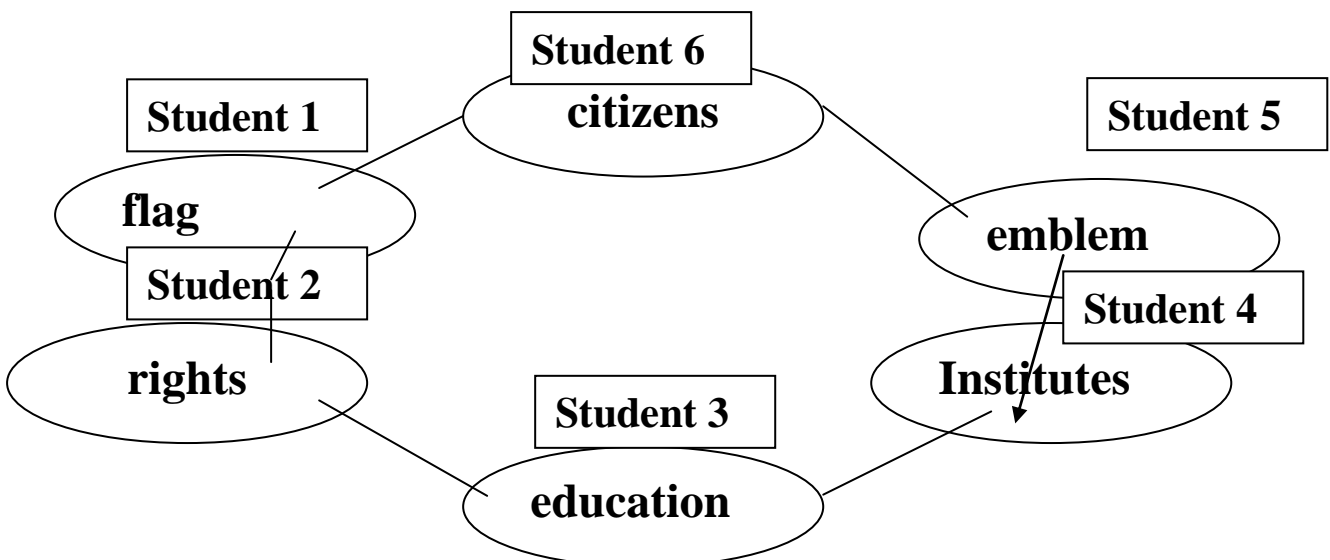
Comprehension Questions

1. Article 1 of the constitution states that Uzbekistan is a sovereign democratic republic. What does that 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?

Discussion Questions

1. What does it mean to be a citizen of a country?
2. What does it mean to have equal rights in the political, economic and cultural spheres?
4. Explain why each of Karimov's three main aims is important to Uzbekistan today.
5. What is reform?
6. Should economics have priority over politics? Why
7. The fifth principle of Karimov's reform is that transition of the economy should proceed in an evolutionary, not a revolutionary, way. What are the differences between evolutionary and revolutionary change?
8. The economy of Uzbekistan is said to be "in transition." What does that mean?
9. Peace plays a very important role in international relations. When is peace impossible? Why?

Use the one of the warm-up activities like "Whisper – round".



10. Questions for preparation.

- What action does the Simple Indefinite Tense express?
- How is the Simple Indefinite Tense formed?
- The key words of the Simple Indefinite Tense.
- What action does the Simple Past Tense express?
- How is the Simple Past Tense formed?
- The key words of the Simple Indefinite Tense.
- What action does the Simple Future Tense express?
- How is the Simple Future Tense formed?
- The key words of the Simple Indefinite Tense.

7. Grammar: Numeral. Articles and their usage.

1. The place of class, equipments for training:

- The Chair of the Pedagogics, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 90 min

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it:
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2 educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of the text “The Constitution of the Republic of Uzbekistan.”.
- rules of reading
- learning the new words
- to find the right information from the questions
- using the dictionary.

The students must know:

- the rules of reading of the new words from the text;
- making the correct order of sentences according the Indefinite Tenses;
- using the articles correctly;
- the main idea of the text “The Constitution of the Republic of Uzbekistan”.

The students must gain skills of:

- translating by dictionary;
- making sentences according the Indefinite Tenses.
- reading the text “The Constitution of the Republic of Uzbekistan” correctly.

The students are able to do:

- to retell the main idea of the text “The Constitution of the Republic of Uzbekistan”;
- to learn by heart new words;
- to put questions to the text.

4. Motivation.

Reading and translating of the text “The Constitution of the Republic of Uzbekistan” contributes for developing such skills like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson in the situations.

5. Intrasubject connections

Information received on the lesson helps to realize some matters in Anatomy, Therapy and Physiology. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson.

This part of the lesson is organized into three approximate stages:

1.Greeting:

Good morning.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather like:

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1 The theoretical part.

The subject matter of the lesson

7.Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1. The theoretical part

Presentation of a new item

Numerals

Cardinal Numbers	Ordinal Numbers (the)	Fractions
One 1	The first 1 st	
Two 2	The second 2 nd	
Twenty 20	Twentieth 20 th	
Three 3	The third 3 rd	A half 1/2
Thirteen 13	Thirteenth 13 th	A third 1/3
Thirty 30	Thirtieth 30 th	A quarter, a fourth 1/4
Four 4	The fourth 4 th	A three fourth 3/4
Fourteen 14	Fourteenth 14 th	An eighth 1/8
Forty 40	Fortieth 40 th	A two third 2/3
Five 5	The fifth 5 th	A three eighth 3/8
Fifteen 15	Fifteenth 15 th	A seven eighth 7/8
Fifty 50	Fiftieth 50 th	A five eighth 5/8
Six 6	The sixth 6 th	
Sixteen 16	Sixteenth 16 th	
Sixty 60	Sixtieth 60 th	
Seven 7	The seventh 7 th	
Seventeen 17	Seventeenth 17 th	
Seventy 70	Seventieth 70 th	
Eight 8	The eighth 8 th	
Eighteen 18	Eighteenth 18 th	
Eighty 80	Eightieth 80 th	
Nine 9	The ninth 9 th	
Nineteen 19	Nineteenth 19 th	
Ninety 90	Ninetieth 90 th	
Ten 10	The tenth 10 th	
A hundred 100	Hundredth 100 th	
A thousand 1000	Thousandth 1000 th	
A million 1000000	Millionth 1000000 th	

The verb **to have** in Present Simple tense.

Affirmative	Interrogative	Negative
I have (I've)	Have I?	I have not (haven't)
You have (you've)	Have you?	You have not (haven't)
He, she, it has	Has he (she, it)?	He (she, it) has not (hasn't)
We have (we've)	Have we?	We have not (haven't)
They have (they've)	Have they?	They have not (haven't)

We use **"have got"** in the same position as **to have**.

8. Work in pairs for revising "Numerals":

The structure: The teacher divides the group into two subgroups and asks the first subgroup to count with the cardinal numbers, the second one should say them in the ordinary form. This context may be repeated for several times. The winner will be chosen by the teacher according to their scores.

Articles

We use article before nouns. Indefinite article has the forms **a** and **an**. We use **a** before a consonant sound. And we use **an** before a vowel sound.

a pen	an egg
a doctor	an apple

The definite article **the** has only one form, but we pronounce it in two ways. **The** is sounded:

1) like [da] before a consonant sound; 2) like [di] before a vowel sound.

The table	the apple
The boy	the egg

The Simple Present Tense

The Simple Present Tense describes customary or repeated action.

It also describes a general truth.

1. I always go to the library (customary).
2. Every morning I read medical articles in English (repeated).

Here are the verb "to speak" in Simple Present Tense.

	1. Statements	2. Negatives	Questions
I.	I speak	I don't speak	Do you speak?
II.	You speak	You don't speak	Do you speak?
III.	He (she,it) speaks	He (she,it) doesn't speak	Does he (she,it) speak?
I.	We speak	We don't speak	Do we speak?
II.	You speak	You don't speak	Do you speak?
III.	They speak	They don't speak	Do they speak?

Generally we use these indefinite adverbs with the Simple Present Tense: **always, sometimes, often, usually, seldom;** and adverbs of time: **every day (time, month, week, Monday, morning, year)**

Examples.

1. A nurse takes the temperature of the patient every morning.
2. Sometimes we carry out laboratory analyses.
3. Doctors always examine patients.
4. We often go to the library.
5. A nurse usually gives injections.

Note the "s" with the 3rd person singular

Learn	learns	wash	washes
Take	takes	carry	carries
Write	writes	operate	operates
Study	studies	like	likes

The Simple Past Tense

The Simple Past Tense expresses a performed action at a definite time in the past.

- The doctor diagnosed a bad cold.
- He worked at a hospital last year.

There are regular and irregular verbs in English. The Past Simple Tense of regular verbs are formed by adding -d, -ed to the end of the infinitive without "to".

To look - looked
 To work - worked
 To worry - worried
 To translate - translated

Irregular verbs are the verbs that do not form their past tense by adding "d" or "ed".

To see - saw	To go - went
To say - said	To read - read

The lists of all the irregular verbs are given below.

The form of the Past Simple Tense is the same in all the persons. To form the question of the Past Simple Tense we use the verb "to do" (did) in the past with the infinitive of the verb.

Did + subject + infinitive + the secondary parts of speech

To form the Simple Past Tense Negative of all verbs except to be, to have, modal verbs and etc. We use the verb **did not** and the infinitive of the verb.

Affirmative	Interrogative	Negative
I cleaned /read.	Did I clean/ read?	I did not (didn't) clean/ read.
You cleaned/ read.	Did you clean /read?	You did not (did n't) clean/read.
He(she,it) cleaned /read.	Did he(she,it) clean/ read?	He(she,it) did not (didn't) clean/read
We cleaned/ read.	Did we clean/ read?	
They cleaned/ read.	Did they clean /read?	We did not (didn't) clean/ read. They did not (didn't) clean/ read.

We use the following adverbs with the Past Indefinite: yesterday, the day before yesterday, last year(week, month, lesson, Monday), in a week(a year, an hour, a day, two hours), ago(a year ago, a month ago) and etc.

The Simple Future Tense.

We use shall and will with the infinitive of the verb to make the Future Tense, e.g.

- You will give (infinitive) injections tomorrow morning.
- She will tell (infinitive) you about her practice.
- I shall go (infinitive) to the dissecting room tomorrow.

Here is the verb “to read” in the Simple Future Tense.

Affirmative	Interrogative	Negative
I shall read.	Shall I read?	I shall not (shan't) read.
You will read.	Will you read?	You will not (won't) read.
He(she,it) will read.	Will he(she,it) read?	He(she,it) will not (won't) read.
We shall read.	Shall we read?	We shall not (shan't) read.
They will read.	Will they read?	They will not (won't) read.

Sometimes we use **will** and sometimes **shall** with the 1st person. If we want to say that we are going to do something or that something is going to happen in the future and if we want to express nothing but simple **futurity**, we say:

Simple Futurity	
I shall He , she , it will	We shall You shall They shall

But sometimes with the action in the future there is some **feeling** in our mind as well. This feeling may be a promise or willingness.

In this case we use I (we) will instead of I (we) shall. Very often you are marking a promise, e.g.

We will not forget our duties.

At other times you are willing something or to do something, e.g.

I will lend you some.

Here you can compare them:

Simple Futurity	Futurity with Promise, Willingness
He, she, it will	He, she, it will
We shall	We will

You will	You will
They will	They will

We use the following adverbials with the Simple Future Tense:
tomorrow , the day after tomorrow, the next day (a year, two days ,a month ,
a week) , next year (week , month ,Monday) and etc.

6.2. The analytical part.

New words.

- To find
- subject
- experience
- to continue
- obstetrics
- to graduate
- a clinical training
- Surgery
- Obstetrics
- Gynecology
- High Qualified Nurses

5. Turn these sentences into the Past Indefinite and Future Indefinite Tenses.

5. Many students want to join the Foreign Language Society.
6. My friend always helps me to learn Anatomy.
7. He does not study French as he studies English.
8. Medical students study many subjects.

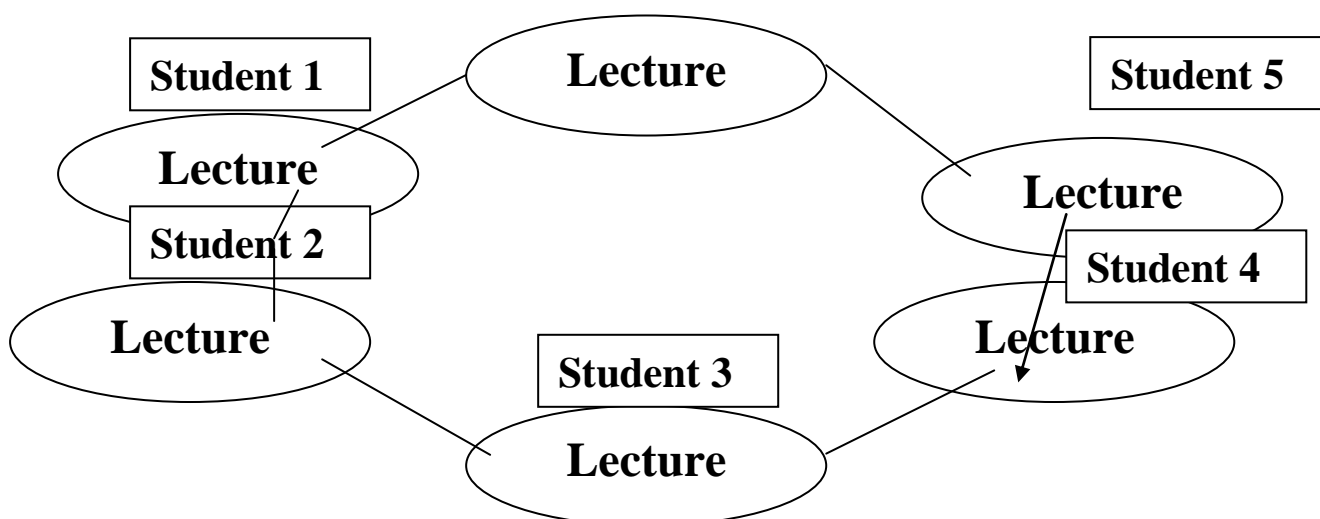
6. Make up sentences using these nouns.

Women, teeth, feet, children, a friend, subject, conference, a student, polyclinic, X-ray, holiday, diagnose, disease.

7. Translate the following sentences.

- **He plans** to begin his scientific work in May.
- His scientific **plans** are very interesting.
- Professors Ivanov and Smirnov **head** the Students' Scientific Society.
- He was the **head** of the delegation at the Congress of Russian Anatomists.

Use one of the warm – up activities like “Whisper - round”.



10.1. Translate the following word combinations into Russian:

1. into the lecture hall; from the lecture hall;
2. at the window; to the window; between the windows;
3. among the students;
4. at the lesson;
5. at about 5 o'clock;
6. on the 8th of March;

7. from 10 a. m. (ante meridiem) till 2 p. m. (post meridiem);
8. during the session;
9. in April; 10. on Tuesday

2. Make up questions using the words given in brackets:

1. There are different scientific societies at our Institute, (*what*)
2. There was an interesting meeting in our group, (*where*)
3. There are many articles in this journal, (*how many*)

8. Grammar: Plural forms of the nouns.

Text: Tashkent Medical Academy

1. The place of class, equipments for training:

- The Chair of the Pedagogics, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 90 min

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it:
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2 educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of the text "The Tashkent Medical Academy".
- rules of reading
- learning the new words
- to find the right information from the questions
- using the dictionary.

The students must know:

- the rules of reading of the new words from the text;
- making the correct order of sentences according the Indefinite Tenses;
- using the articles correctly;
- the main idea of the text "The Tashkent Medical Academy".

The students must gain skills of:

- translating by dictionary;
- making sentences according the Indefinite Tenses.
- reading the text "The Tashkent Medical Academy" correctly.

The students are able to do:

- to retell the main idea of the text "The Tashkent Medical Academy";
- to learn by heart new words;
- to put questions to the text.

4. Motivation.

Reading and translating of the text "The Tashkent Medical Academy" contributes for developing such skills like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson in the situations.

5. Intrasubject connections

Information received on the lesson helps to realize some matters in Anatomy, Therapy and Physiology. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson.

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather like:

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.2 The theoretical part.

Presentation of a new item

The Noun.

The noun is a word expressing the substance in the widest sense of the word.

Nouns that can be counted have two numbers:

1. Singular (e.g: singular: a girl).

2. Plural. (e.g: plural: girls)

Singular + s = Plural	
Singular	Plural
a boy	The boys
a window	The windows
a tree	The trees
Exception	
A man	Men
A woman	Women
A child	Children

6.2. The analytical part.

New words.

To find

subject

experience

to continue

obstetrics

to graduate

a clinical training

Surgery

Obstetrics

Gynecology

High Qualified Nurses

Text. The Tashkent Medical Academy

The TMA was founded in 2005 by the order of the President of Uzbekistan I. A. Karimov on the base of two medical institutes. There are over 65 chairs and 5 departments. They are: treatment, medical prophylactic, medical pedagogical, stomatological and department of High Qualified Nurses. The students of the treatment and medical pedagogical departments study for 7 years: the students of medical prophylactic faculty study for 6 years: the students of stomatological faculty study for 5 years and the students of HQN study for 3 years.

The 1st and 2nd year students study preclinical subjects such as: Physics, Chemistry, Anatomy and others.

From the 3rd year the students have clinical subjects. At the end of this course the students have their clinical training.

In the 6th year the students have clinical experience on the subjects of Surgery, Obstetrics, and Gynecology.

Those students who want to continue their studying after the graduation from "Bachelor" can enter the department of Magistracy. Only those who get good marks at the entrance examinations can study there. The studying at the Magistracy department is for 2 or 3 years. Only those who graduate from the Magistracy can begin their scientific work.

6.3. The Practical part.

8. Explain the usage of the articles.

1. He gets a stipend.

2. They are adults.

3. Is he ill with tuberculosis?

4. My father works at a surgical department of the clinic.

9. Turn these sentences into the Past Indefinite and Future Indefinite Tenses.

9. Many students want to join the Foreign Language Society.
10. My friend always helps me to learn Anatomy.
11. He does not study French as he studies English.
12. Medical students study many subjects.

10. Make up sentences using these nouns.

Women, teeth, feet, children, a friend, subject, conference, a student, polyclinic, X-ray, holiday, diagnose, disease.

11. Translate the following sentences.

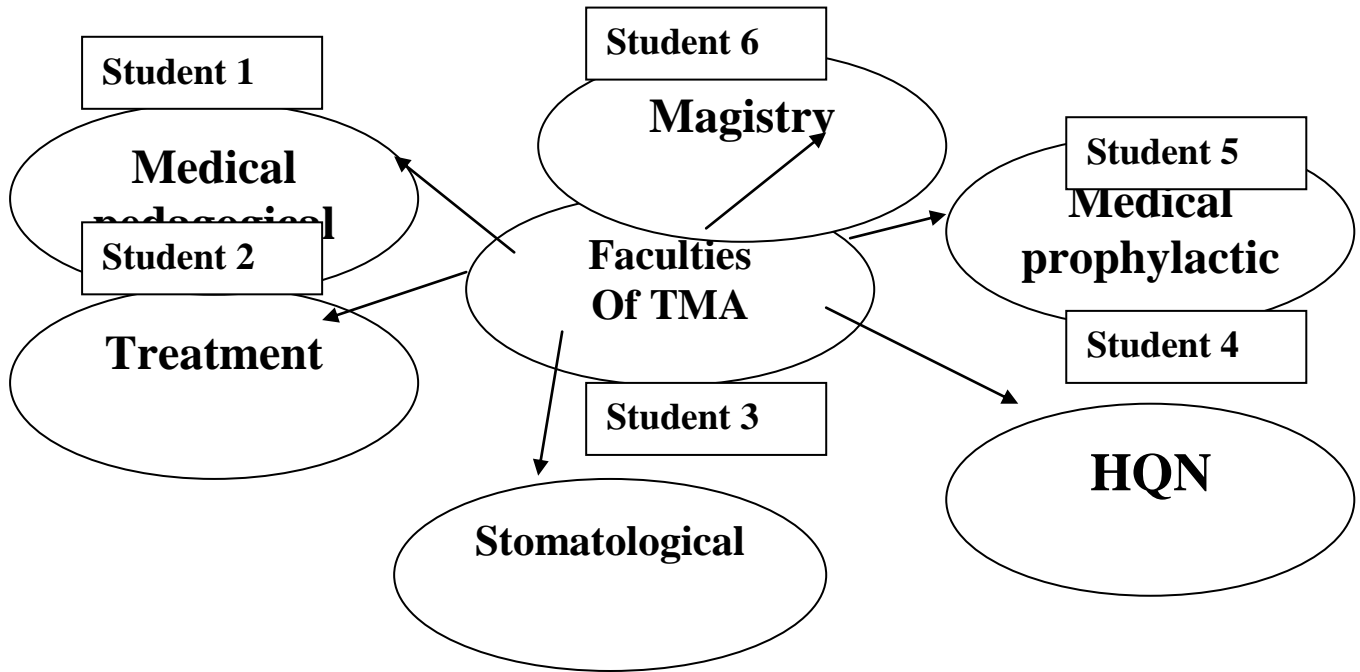
He **plans** to begin his scientific work in May.

His scientific **plans** are very interesting.

Professors Ivanov and Smirnov **head** the Students' Scientific Society.

He was the **head** of the delegation at the Congress of Russian Anatomists.

Use one of the warm – up activities like “Whisper - round”.



10. Questions for preparation.

- For what nouns is the Indefinite article used?
- For what nouns is the Definite article used?
- How is the plural form of nouns formed?
- What action does the Simple Indefinite Tense express?
- How is the Simple Indefinite Tense formed?
- The key words of the Simple Indefinite Tense.
- What action does the Simple Past Tense express?
- How is the Simple Past Tense formed?
- The key words of the Simple Indefinite Tense.
- What action does the Simple Future Tense express?
- How is the Simple Future Tense formed?
- The key words of the Simple Indefinite Tense.
- When was founded the Tashkent Medical Academy?
- How many chairs are there in the TMA?
- How many faculties are there in the TMA?
- What are they?
- How long do the students of the treatment faculty study?
- How long do the students of the medical prophylactic faculty study?
- How long do the students of the medical pedagogical faculty study?
- How long do the students of the faculty of High Qualified Nurses study?
- How long do the students of the stomatological faculty study?
- Where may they continue their study after graduation?
- What degree do they get after graduation of the Tashkent Medical Academy?

9. Grammar: Cases. Personal Pronouns. Possessive pronouns.

Text: Our classes.

1. The place of class, equipments for training:

- The Chair of the Pedagogies, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 2 hours

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of the text "Our classes";
- rules of reading of some letter combinations;
- learning the new words;
- to find the right information from the questions;
- using the dictionary .

The students must know:

- the rules of reading of the new words of the text;
- making of the correct order of sentences according to the Word Order of the sentence;
- making of the correct order of sentences according to the cases of nouns;
- making of the correct order of sentences with the prepositions;
- retelling of the text "Our classes".

The students must gain skills of:

- translating by dictionary;
- making of sentences on the them;.
- Reading of the text “Our classes”.

The students are able to do:

- to retell the main idea of the text “Our classes”;
- to learn by heart new words;
- to put questions to the text “Our classes”.

4. Motivation

Reading and translating of the text “Our classes” contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Information’s received on the lesson help to realize some matters in Anatomy, Chemistry, Biology and Physiology. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.
How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1 The theoretical part.

Presentation of a new item.

Cases.

The personal pronouns have two cases:

the nominative case: I, he, she, it, we, you, they.

the objective case: me, him, her, it, us, you, them.

Personal and Possessive Pronouns

Personal pronouns	Possessive pronouns
Singular	
I	My, mine
You	Your, yours
He, She, It.	His, her, its, hers
We	Our, ours
You	Your, yours
They	Their, theirs

Possessive pronouns

Personal pronouns	Possessive form
I	My
You	Your
He, she, it	His, her, its
We	Our
They	Their

Personal pronouns can be a subject of the sentence. But possessive adjectives can be an attribute of the sentence.

Examples.

- | | |
|------------------------------|--------------------------------------|
| 1. I am a nurse. | <i>My</i> profession is a nursing. |
| 2. You teach pupils. | <i>Your</i> profession is a teacher. |
| 3. He drives a bus. | <i>His</i> profession is a driver |
| 4. She sings a song. | <i>Her</i> profession is a singer. |
| 5. It is a car. | <i>Its</i> color is red. |
| 6. We operate patients. | <i>Our</i> profession is a surgeon. |
| 7. They play at the theatre. | <i>Their</i> profession is an actor. |

6.2. The analytical part.

Build your vocabulary with the new words of the text “Our classes”

Several

Numerous
Perform
Middle
Possibility
Deliver
Term
Successfull

Text. Our Classes

Every day we have practical classes in numerous theoretical and special subjects. We perform different laboratory works and attend lectures in Biology, Anatomy and others. It is useful to us to listen to the lectures because the professors always deliver them clearly and scientifically.

We know that we shall need deep knowledge of Anatomy in our future work. Only hard work in the dissecting-room will give us the possibility to gain this knowledge. That is why there are always many students in the dissecting-room.

There are two terms in the first year. Each of them lasts for about 16-19 weeks. At the end of the winter term we shall take examinations in Physics and Chemistry. We shall have several credit tests, too. The winter holidays last from the end of January till the middle of February. At the end of the spring term we shall take some examinations.

It is necessary for us to work hard during the whole academic year if we want to pass our first examination session successfully, for "A good beginning makes a good ending".

Answer the questions.

1. What subjects do you have in your practical classes?
2. Who delivers the lectures?
3. Where do the students work after classes?
4. How many terms are there in the 1st year?
5. How many weeks does each term last?
6. When do the winter holidays begin?
7. What will the students do in order to pass their examination successfully?

6.3. The practical part.

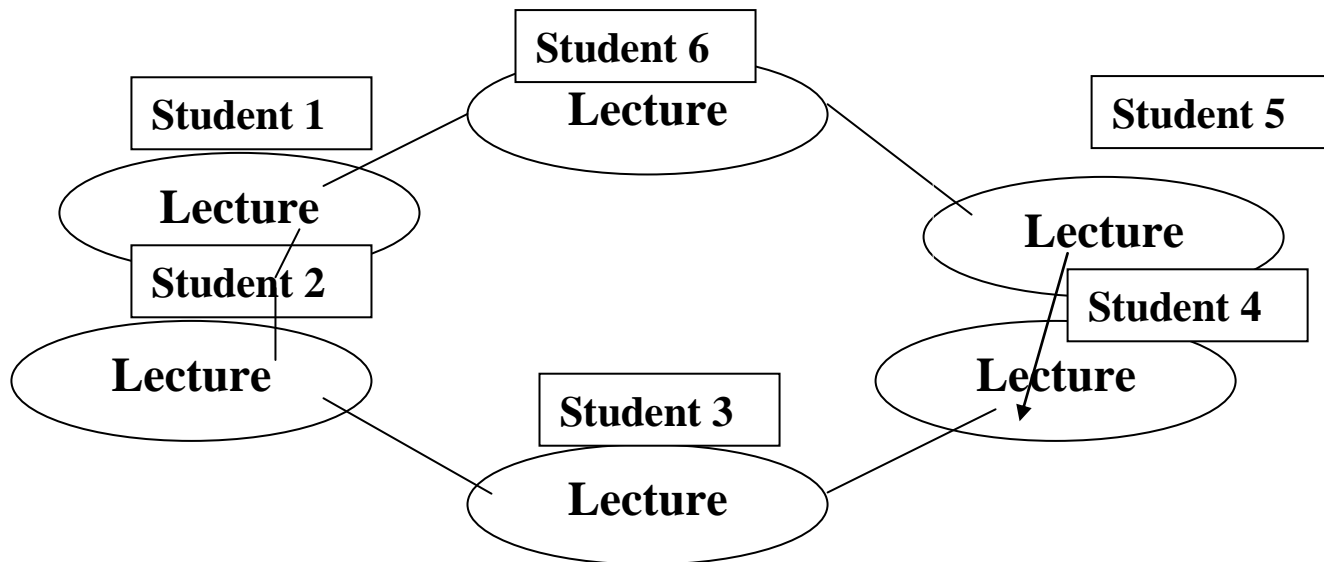
1. Translate the following word combinations into Russian:

10. into the lecture hall; from the lecture hall;
11. at the window; to the window; between the windows;
12. among the students;
13. at the lesson;
14. at about 5 o'clock;
15. on the 8th of March;
16. from 10 a. m. (ante meridiem) till 2 p. m. (post meridiem);
17. during the session;
18. in April; 10. on Tuesday

2. Make up questions using the words given in brackets:

1. There are different scientific societies at our Institute, (*what*)
2. There was an interesting meeting in our group, (*where*)
3. There are many articles in this journal, (*how many*)

Use the one of the warm-up activities like "Whisper – round".



10. Questions for preparation.

- How is the word order formed in English?
- How many cases are there in English?
- What subjects do you have in your practical classes?
- Who delivers the lectures?
- Where do the students work after classes?
- What is the dissecting-room?
- What will the hard work give the students in the dissecting-room?
- How many terms are there in the 1st year?
- How many weeks does each term last?
- When do the winter holidays begin?
- What will the students do in order to pass their examination successfully?

10. Grammar: ***“Prepositions.” “There is, there are” constructions.*** ***Text: Traditions and holidays of Uzbekistan***

1. **The place of class, equipments for training:**

- The Chair of the Pedagogies, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. **The continuation of the lesson:** 2 hours

3. **The aims of the lesson:**

3.1. **training aim:**

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. **educational aim:**

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. **developing aim:**

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of the text “Our classes”;
- rules of reading of some letter combinations;
- learning the new words;
- to find the right information from the questions;
- using the dictionary .

The students must know:

- the rules of reading of the new words of the text;
 - making of the correct order of sentences according to the Word Order of the sentence;
 - making of the correct order of sentences according to the cases of nouns;
 - making of the correct order of sentences with the prepositions;
 - making of the correct order of sentences according to the constructions “there is” and “there are”;
- retelling of the text “Traditions and holidays of Uzbekistan”.

The students must gain skills of:

- translating by dictionary;
- making of sentences on the them,;
- Reading of the text ““Traditions and holidays of Uzbekistan”.”.

The students are able to do:

- to retell the main idea of the text “Traditions and holidays of Uzbekistan”.
- to learn by heart new words;
- to put questions to the text “Traditions and holidays of Uzbekistan”.”.

4. **Motivation**

Reading and translating of the text “Traditions and holidays of Uzbekistan”.” contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Information’s received on the lesson help to realize some matters in Anatomy, Chemistry, Biology and Physiology. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather liketoday?

Is it warm or cold? Is it sunny or cool?

6.1 The theoretical part.

Presentation of a new item.

Prepositions.

The preposition is a part of speech which denotes the relations between objects and phenomena.

According to their meaning prepositions may be divided into prepositions of place (duration):

(in, on, below, under, until, between, from, to)

Prepositions of time: (after, before, at, in, since

- There are some big trees in the garden.
- There are 11 players in a football team.

, for).

Constructions “there is(there are)”

Singular:

- There is a big tree in the garden.

Plural:

Interrogative form

- Is there a big tree in the garden?
- Are there any big trees in the garden?
- Are there any players in a football team?

6.2. The analytical part.

Build your vocabulary with the new words of the text ““Traditions and holidays of Uzbekistan”1

Anniversary

Celebrate

Presents

Important

victory

wheat sprouts.

Successfull

TEXT: TRADITIONS AND HOLIDAYS OF UZBEKISTAN.

The anniversary **of the Independence** of Uzbekistan, which we **celebrate on** September 1, is a holiday. But there are **other dates which** are holidays in Uzbekistan.

On December 8 we celebrate Constitution Day.

We celebrate New Year's Day on January 1. Before New Year's Day **we** send **New Year** wishes to our friends, or we ring them up in the evening on December 31, New Year's Eve. On that night we are usually at home with our family or with some friends. At 12 o'clock we say to each other, "Happy New Year!" and we answer, "Thanks, the same to you." We give presents to members of our family, and we have a New Year tree with lights and decorations.

There are two muslim holidays, Ramadan Khait and Kurban Khait. The dates of these holidays change every year.

March 8 is Women's Day. On that day we give presents to our mothers and sisters. The most common present for women is flowers, and on Women's Day many men buy flowers to give to their mothers and wives.

March 21 is the spring festival of Navruz, which people celebrate with flowers, dancing, music and traditional foods. Among the most important of the foods is sumalak, a dish made from boiled wheat sprouts.

May 9 is Victory Day, the anniversary of the victory over fascist Germany. It is one of the greatest holidays, and all the countries which fought together against the fascists celebrate it.

Comprehension Questions

1. What holidays are celebrated in Uzbekistan?
2. What religious holidays are celebrated? What national holidays are celebrated?

Discussion Questions

2. What are the newest Uzbek holidays? What are the oldest?
3. What is your favourite holiday? Why?
4. Why is Women's Day celebrated?
5. What are your favourite holiday traditions?

6.3. The practical part.

Write a or an or the before each word.

a lady	...nose	...doctor
...car	...heart	...woman
...coat	...lungs	...egg
...men	...muscle	...apple
...eyes	...lips	...teeth

Make these plural.

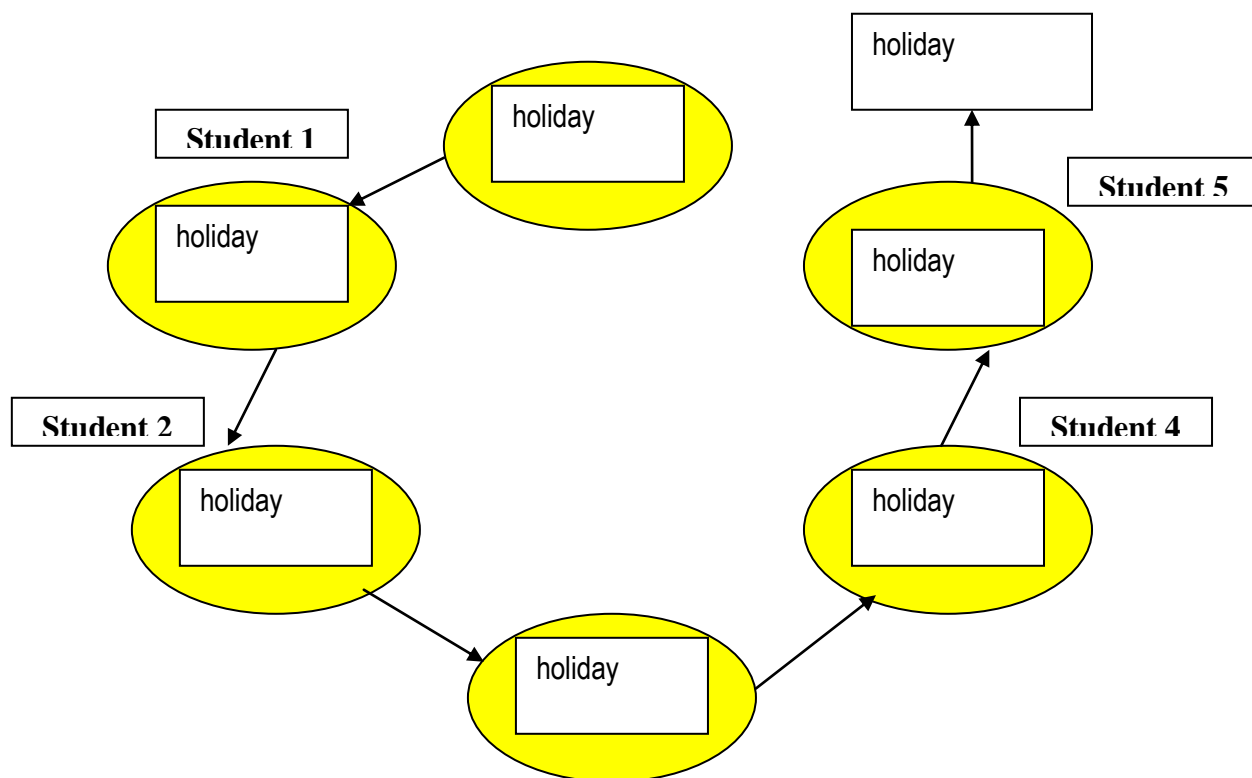
1. This is a bone ____ these are bones.
2. That is a lung.
3. He is a boy.
4. It is flower.
5. This is an eye.
6. That is an ear.
7. This is a foot.
8. That is a tooth.
9. She's is a woman.
10. This is a child.

Make these negative.

1. This is a man. ____ Is this a man?
2. That is a mouth.
3. These are lips.
4. It is a boy.
5. These are people.
6. The Heart is a motor of the body.
7. Tohir is my best friend.
8. This man is good.
9. Those people are interesting.
10. These hairs are black.

Use one of the warm-up activities like "Whisper-round"

Ask your students to form a circle. Whisper a sentence to the student on your left. He\she must whisper it, once only, to the student on his\her left. This should continue until the sentence reaches the student on your right. He\she should your write the sentence on the board or say it aloud. It is very likely that it has changed out of all recognition. You can make the game more interesting by sending a sentence round the circle in the opposite direction at the same time.



10. Questions for preparation.

1. What kind of country is Uzbekistan?
2. How many national holidays are there in Uzbekistan?
3. What holidays are they?
4. When do you celebrate Ramazan Khait this year?
5. Where do men go?
6. What do they bring for their children?
7. What does a new bride do?
8. Do you like Kurban Khayit?

Exercise 1. Write the following words in the plural form and translate into Uzbek.

Place, hospital, card, language, eye, party, ear, head, company, leaf, leg, patient, nurse, key, life, day, man, woman, goose, child, mouse, foot.

11. Grammar: Indefinite Personal Sentences.

Text: Our future profession.

1. The place of class, equipments for training:

- The Chair of the Pedagogies, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 2 hours

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of the text “Our future profession”;
- rules of reading of some letter combinations;
- learning the new words;
- to find the right information from the questions;
- using the dictionary .

The students must know:

- the rules of reading of the new words of the text;
- making of the correct order of sentences according to the Word Order of the sentence;
- making of the correct order of sentences according to the cases of nouns;
- making of the correct order of sentences with the prepositions;
- making of the correct order of sentences according to the Indefinite Personal Pronouns;

-retelling of the text “Our future profession”

The students must gain skills of:

- translating by dictionary;
- making of sentences on the theme;
- Reading of the text ” “Our future profession”.

The students are able to do:

- to retell the main idea of the text ““Our future profession”
- to learn by heart new words;
- to put questions to the text “Our future profession”

4. Motivation

Reading and translating of the text ““Our future profession”.” contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Information’s received on the lesson help to realize some matters in Anatomy, Chemistry, Biology and Physiology. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson**Organization of the lesson**

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1 The theoretical part.**Presentation of a new item.****Indefinite Personal Sentences**

In English the Indefinite Personal Sentences are composed of the formal subjects **it, one, they** (that is: pronouns) and **predicates** in the proper persons and tenses.

The pronoun **it** is always used in the Passive Voice.

In the translation into Russian and Uzbek the formal subject is not translated.

Here are some examples:

1. They know that he works here. *Известно, что он работает здесь.*

It is known that he works here. *Маълумки, у шу ерда ишлайди.*

One knows that works here.

2. They say that he lives here.

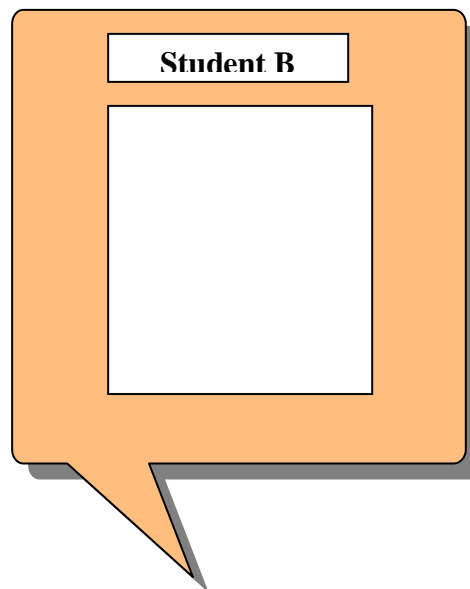
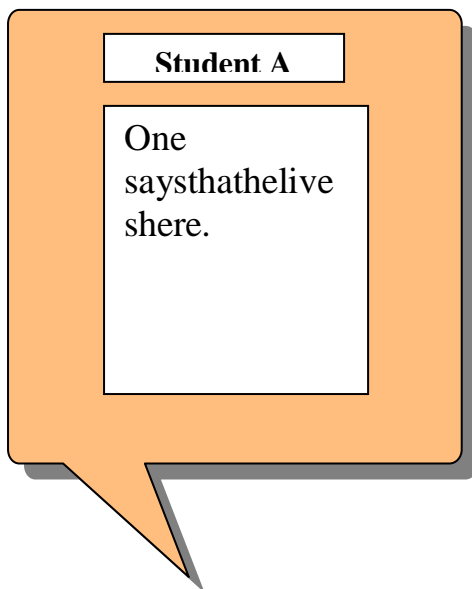
It is said that he lives here.

One says that he lives here.

Use one of the warm-up activities like “Hot-cards”:

The structure: the teacher gives the card with the Indefinite Personal Sentences to the Student A and clear card to the Student B. Student B should translate

thesentences.



Translate the following indefinite personal sentences:

1. It is known that blood becomes oxygenated in the lungs.
2. They say that patient Smirnov's health will be restored soon.
3. One knows that pulse rate becomes rapid on physical exertion.
4. It is estimated that his body weight considerably decreased during the prolonged illness.

6.2. The analytical part

1. Build your vocabulary with the new words of the text:

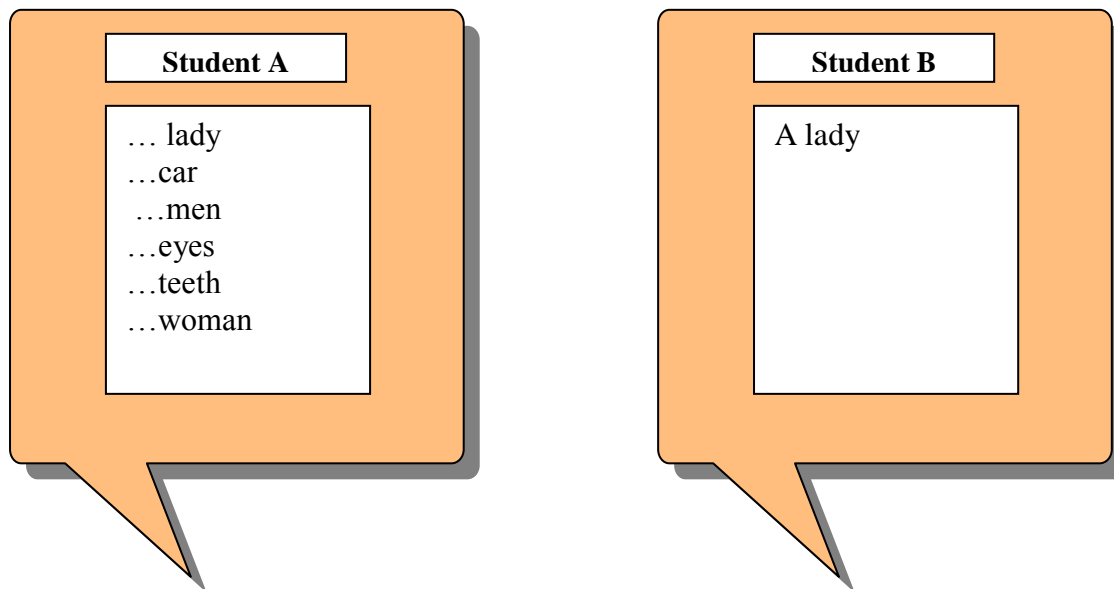
fluid *n*
place *n*
take place
white *a*
platelet *n*
generally *adv*
sex *n*
exist *v*
count *n*
do (make) smb's
blood count
mental *a*
mild *a*
range *v*
meal *n*
feature *n*
average *a*
volumen
state *v*
sound *n*

2. Translate the following word combinations and make up sentences with them:

corpuscle
erythrocyte
leucocyte
thrombocyte
reservoir
flexibility
reservoir
hemoglobin

Work in pairs for revising articles.

The structure: the teacher gives the card with some nouns to the Student A and clear card to the Student B. Student B should put the articles



6.2. The analytical part.

New words.

- prominent
- protection
- consider
- ability
- remedy
- require
- sometimes
- valuable

Text **Our Future Profession**

Hundreds of thousands of young people study at different medical institutes. They study numerous theoretical and special subjects. They have practical training during which they do the work of nurses and assistant doctors. Such a course of studies helps the students to gain much knowledge of medicine, which will give them the possibility to diagnose different diseases and treat people.

But medical students must remember that it is not easy to be a good doctor. A good doctor must have not only deep knowledge of a particular field of medicine such as surgery or therapy. He must love people and have a kind heart. He must give all his knowledge, all his abilities, all his talent, and all his time to people, to the protection of their health.

A person may be a poor writer, he may be a bad painter or an actor but a man cannot and must not be a bad doctor. Medical students must understand well all the difficulties of their future profession. They must remember that often it will be difficult to diagnose a disease, sometimes it to gain his patient's confidence. And the confidence of a patient in his doctor is a "valuable remedy".

Did you hear about Hippocrates Oath before you entered the Institute? What does it read? It reads, "I shall enter any house for the good of the patient. I shall not do my patient any harm" - these are the words from Hippocrates Oath. And they must be not only words for medical students. They must become the motto of their life.

Medical students must remember that to treat patients is a great art but not an ordinary trade. It is one of the professions which require a real calling for it.

Answer the questions.

1. Where do the thousands of young people enter after graduation from the school?
2. What kind of subjects do they study?
3. What do they do during their practical training?
4. What must the medical students do in order to be a good doctor?
5. What does "valuable remedy" mean?
6. What was written in Hippocrates Oath?
7. What do they must remember?
8. What field of medicine will you choose?

6.3 The practical part.

Explain the use or omission of articles:

1. The doctor treats him for tuberculosis.
2. They specialized as nurses.

3. The doctor asked the nurse to prepare all the analyses necessary for the diagnosis.
4. Medical students study general subjects in the first and second year.
5. He is the best student among us.

Put questions to the sentences.

- We need this particular time for the experiment.
- We entered the Institute last year.
- Sometimes professors deliver lectures at the clinic.
- He is in poor health.
- We must give all our knowledge and abilities to people.

Complete these sentences. Use the modal verbs: can, may, must.

1. Ann -----speak Italian.
2. ----- you open the door(for me) please.
3. I----- go to the cinema this evening.
4. She ----- phone this afternoon.
5. I ----- go to the bank now.
6. The windows are very dirty . I ----- clean them.
7. It's a fantastic film. You -----see it.
8. I forgot to phone Sarah last night. I ----- phone her today.

10. Control questions

- How are the general questions formed?
- How are the special questions formed?
- What verbs are called “modal verbs”?
- For what actions is the modal verb “can” used?
- For what actions is the modal verb “may” used?
- For what actions is the modal verb “must” used?
- Can we use the modal verbs without infinitive?
- Where do the thousands of young people enter after graduation from the school?
- What kind of subjects do they study?
- What do they do during their practical training?
- What must the medical students do in order to be a good doctor?
- What does “valuable remedy” mean?
- What was written in Hippocrates Oath?
- What do they must remember?
- What field of medicine will you choose?
- Do you really feel all the difficulties of your future profession?
- What field of medicine do you respect best of all?

12. Grammar:Modal verbs:can,may,must

Text:Tashkent.

1. The place of class, equipments for training:

- The Chair of the Pedagogies, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2.The continuation of the lesson: 2 hours

3.The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

correct reading of the text “

1. The place of class, equipments for training:

- The Chair of the Pedagogies, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 2 hours

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of the text “Tashkent”;
- rules of reading of some letter combinations;
- learning the new words;
- to find the right information from the questions;
- using the dictionary .

The students must know:

- the rules of reading of the new words of the text;
- making of the correct order of sentences according to the Word Order of the sentence;
- making of the correct order of sentences according to the cases of nouns;
- making of the correct order of sentences with the prepositions;
- making of the correct order of sentences according to the Indefinite Personal Pronouns;

-retelling of the text “Tashkent”

The students must gain skills of:

- translating by dictionary;
- making of sentences on the theme;
- Reading of the text ” “Tashkent”.

The students are able to do:

- to retell the main idea of the text “Tashkent”
- to learn by heart new words;
- to put questions to the text Tashkent.

4. Motivation

Reading and translating of the text “Tashkent”;.” contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Information’s received on the lesson help to realize some matters in Anatomy, Chemistry, Biology and Physiology. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1 The theoretical part.

Presentation of a new item.

Modal verbs

Modal verbs are followed by the Infinitive without particle "to". All of them form negative and question forms without the verb "to do".

Can has two forms: **can** for the Present tense, **could** for the Past tense.

May has also two forms: **may** for the Present tense and **might** for the Past tense.

Must has only one form. The expression to have to can be used to supply the missing tense forms of the verb must.

The verb can

Can expresses mental and physical ability of doing something.

Examples.

1. I can eat. (Because my teeth are strong.)
2. He can speak English. (He has learnt it.)
3. You can read English very well.
4. I can't go to the cinema
5. Can you go for a walk?
6. I can't work as a doctor.

Affirmative	Interrogative	Negative
I can run.	Can I run?	I cannot (can't) run.
You can run.	Can you run?	You can't run.
He (she, it) can run.	Can he (she, it) run?	He (she, it) can't run.
We can run.	Can we run?	We can't run.
They can run.	Can they run?	They can't run.

The verb may

Affirmative	Interrogative	Negative
I may go.	May I go?	I may not go.
You may go.	May you go?	You may not go.
He (she, it) may go.	May he (she, it) go?	He (she, it) may not go.
We may go.	May we go?	We may not go.
They may go.	May they go?	They may not go.

May expresses permission, possibility, of doing something.

Examples.

1. You may go home, (permission)
2. May I come in?

The verb must

Must suggests a command or an obligation; in the negative form a prohibition

Affirmative	Interrogative	Negative
I must go.	Must I go?	I must not (mustn't) go.
You must go.	Must you go?	You must not go.
He (she, it) must go.	Must he (she, it) go?	He (she, it) must not go.
We must go.	Must we go?	We must not go.
They must go.	Must they go?	They must not go.

6.2. The analytical part.

New words.

old city

to be located

to lie

foothill

avenue

square

decorate

cotton harvester

scientific centre

electrical equipment

TASHKENT

Tashkent is the capital of the independent Republic of Uzbekistan. It is a very old city. It was founded more than 2000 years ago. The city is located at the foothills of the Tian Shan mountain range and lies in the Chirchick river valley. The population of the city has already grown to more than 2 million people.

There are several muslim monuments and historical buildings such as the Kokaldosh madrasah and the Barakkhan mosque which were built in the 16th century.

Tashkent, which has new avenues, squares, high buildings and fountains, has become the most modern city in Uzbekistan. The city is flourishing as never before. The transport facilities are good. There are buses, trolley-buses, trams, taxis and a subway with many beautiful metro stations decorated with traditional Uzbek art.

Tashkent is the educational and scientific centre of Uzbekistan, where there are a lot of universities, institutes, schools and special secondary schools. The city has the republic's academy of sciences, which unites dozens of research institutes. It is also a cultural centre with many libraries, theatres and cinemas. Tashkent's industrial establishments, which produce cotton fabric, textile machinery, electrical equipment, cotton harvesters and other products, are well known not only in the CIS but in the world.

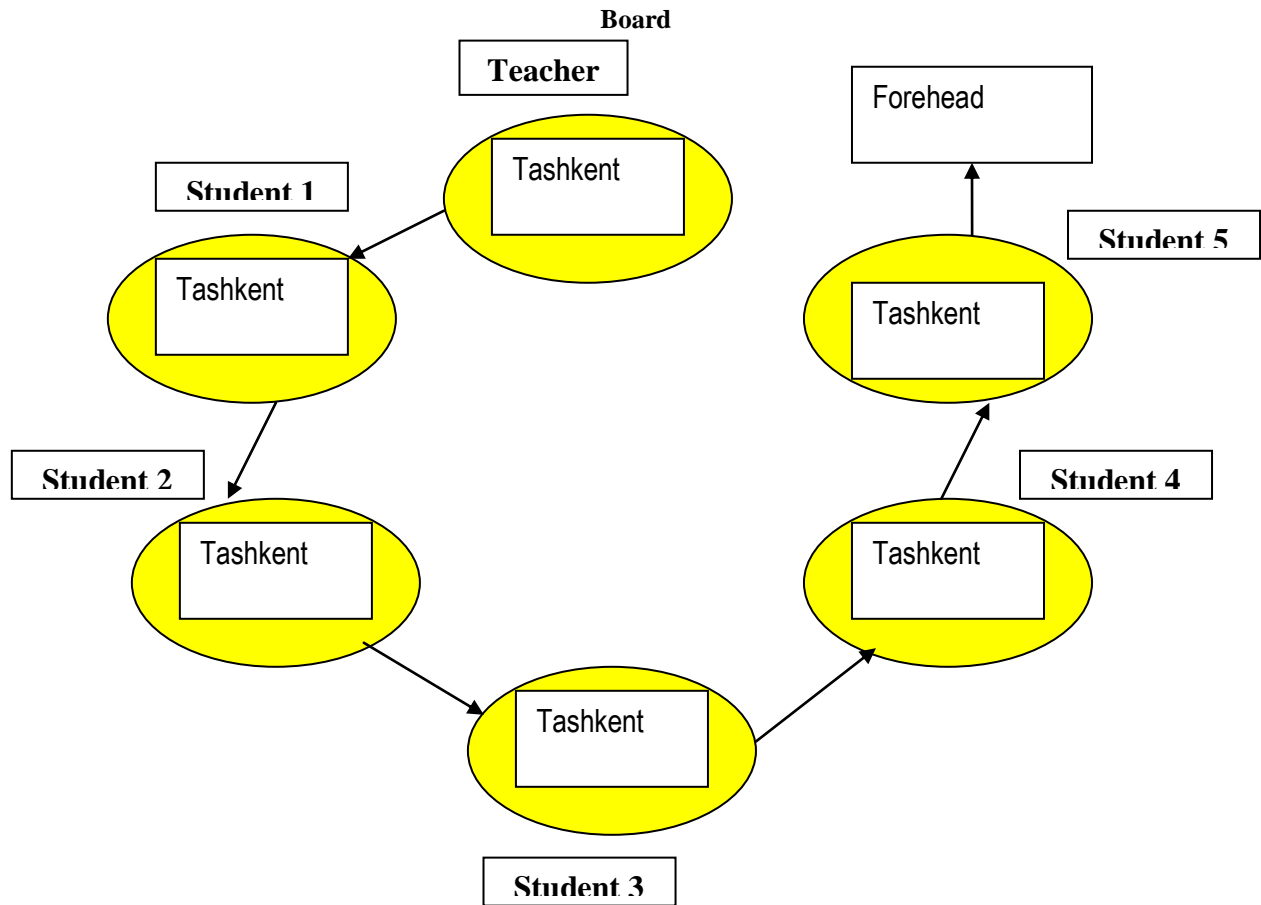
Tashkent is often called a city of peace and friendship. Recently Tashkent became well-known in the world as the capital of our new sovereign, independent state. A number of summit talks have been held in Tashkent. A lot of embassies and offices of many international organizations, companies and firms have opened in the city. It has become a tradition to hold film festivals of Asian, African and Latin American cinema in Tashkent.

Comprehension Questions

1. Where is Tashkent located geographically?
2. How old is Tashkent?
3. How do you know Tashkent is a modern city?
4. What events bring foreigners to Tashkent?

. Use one of the warm-up activities like “Whisper-round”

Ask your students to form a circle. Whisper a sentence to the student on your left. He\she must whisper it, once only, to the student on his\her left. This should continue until the sentence reaches the student on your right. He\she should write the sentence on the board or say it aloud. It is very likely that it has changed out of all recognition. You can make the game more interesting by sending a sentence round the circle in the opposite direction at the same time.



6.3. The practical part

Write a or an or the before each word.

a lady	...nose	...doctor
...car	...heart	...woman
...coat	...lungs	...egg
...men	...muscle	...apple
...eyes	...lips	...teeth

Make these plural.

1. This is a bone ____ these are bones.
2. That is a lung.
3. He is a boy.
4. It is flower.
5. This is an eye.
6. That is an ear.
7. This is a foot.
8. That is a tooth.
9. She's is a woman.
10. This is a child.

Make these negative.

1. This is a man. ____ Is this a man?
2. That is a mouth.
3. These are lips.
4. It is a boy.
5. These are people.
6. The Heart is a motor of the body.
7. Tohir is my best friend.
8. This man is good.
9. Those people are interesting.
10. These hairs are black.

Use in on, or under

1. The students are in the classroom now.
2. The hairs are in the head.
3. The child is ____ the kindergarten.

4. The teeth are _____ the mouth.
5. The mouth is _____ the nose.
6. The lungs are _____ the chest.
7. Muscles are _____ the skin.
8. The cheeks are _____ the face.

10. Control questions

Discussion Questions

1. Have you ever **visited Tashkent**? If **no, why**? What did you like? **What did you not like**?
 2. What are the differences **between** Tashkent and your town?
 3. Does your community host **guests** from other countries? Why do these **visitors** come?
 4. What higher education is available in Tashkent?
 5. What embassies or international organizations do you know that are located in Tashkent?
- What should a capital city be like? Why?

13. Grammar: General and special questions.

Text: Our first examination session.

1. The place of class, equipments for training:

- The Chair of the Pedagogies, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. **The continuation of the lesson:** 2 hours

3. **The aims of the lesson:**

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of the text "Our first examination session";
- rules of reading of some letter combinations;
- learning the new words;
- to find the right information from the questions;
- using the dictionary .

The students must know:

- the rules of reading of the new words of the text;
- making of the correct order of sentences according to the Word Order of the sentence;
- making of the correct order of sentences according to the cases of nouns;
- making of the correct order of sentences with the prepositions;
- making of the correct order of sentences according to the special and general questions;

-retelling of the text "Our first examination".

The students must gain skills of:

- translating by dictionary;
- making of sentences on the them,;
- Reading of the text "Our first examination."

The students are able to do:

- to retell the main idea of the text "Our first examination".
- to learn by heart new words;
- to put questions to the text "Our first examination"

4. Motivation

Reading and translating of the text "Our first examination". contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Information's received on the lesson help to realize some matters in Anatomy, Chemistry, Biology and Physiology. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1 The theoretical part.

Presentation of a new item.

General questions

An auxiliary verb+ the subject +(the predicate) + the secondary parts of the sentence

Statements	General questions
I am a doctor	Am I a doctor?
She is a girl	Is she a girl?
I have a car	Have you a car?
They are old	Are they old?
I read a book	Do you read a book?
He speaks English.	Does he speak English?
You are a teacher	Are you a teacher?

So, to form a general question of the sentences with auxiliary verbs "to be" "to have" you need to change their places with a subject of the sentence.

Special questions

Special questions are given to every part of the sentence.

A special word + a general question

General questions	Statements
What is this?	It is a table
What is it?	It is a dog
What is he (she)?	He (she) is a doctor
What do you do?	I am teacher
Who learns English?	I do.
Who is he?	He is Mr. Brown
Who works at the hospital?	Mr. Brown does.
Where is Tom?	He is in his room
Where does he go every day?	He goes to school.
When do you go to the hospital?	We go to the hospital in the morning.
When does he go to the library?	He goes to the library every morning.

Change to *he* and *she*.

1. I examine the patient.
2. I am not ready yet.
3. I give the patients medicines.
4. I always take temperature.
5. I prescribe a medicine.
6. I try to observe any changes.
7. I don't give many injections.

6.2. The analytical part.

1. Build your vocabulary with the new words of the text "Our first Examination Session".

Read and learn these new words

1. admission
2. graduation
3. addition
4. decide
5. achieve
6. contain
7. rest
8. tired

Read and translate the text “Our first Examination Session”.

Our First Examination Session

To be a good doctor in future means to study well at the Institute from the day of admission till the day of graduation.

We must remember that we cannot be bad doctors as we shall be responsible for the protection of people's health and their lives. Our future work will require deep knowledge and all our abilities.

To achieve these high aims the students of our group decided not to waste (sarf qilmoq) any time and prepare well for our first examinations at the Institute.

The dean fixed all the dates of our examinations. But in addition to examinations we had some credit tests. The most difficult test was in Physics but we passed it successfully ahead of time. The first examination was in inorganic Chemistry. We consider that this subject is the most difficult of all the subjects in the first year. So we began to work hard to pass it successfully.

The examination began. The students who entered the room took the examination cards and had some time to prepare for their answers. The cards contained all the things studied during the term. Most of the students answered well and got good and excellent marks. It was easier to take the next examination and all the students of our group passed it well.

We were a little tired after the examinations and credit tests but happy that the first session was over. Winter rest at a sports camp was waiting for us.

Answer the questions.

1. What will you do to be a good doctor?
2. What is required from your future work?
3. Who fixed the dates of your examination?
4. From what subject was your first examination?
5. What subject is more difficult from others?
6. Where are you going after your examination?

6.3. The practical part.

Write these words in comparative degree and superlative degree of adjectives.

well, responsible, deep, happy, high, early, great, easy, much, new, bad, clear, interesting, little:

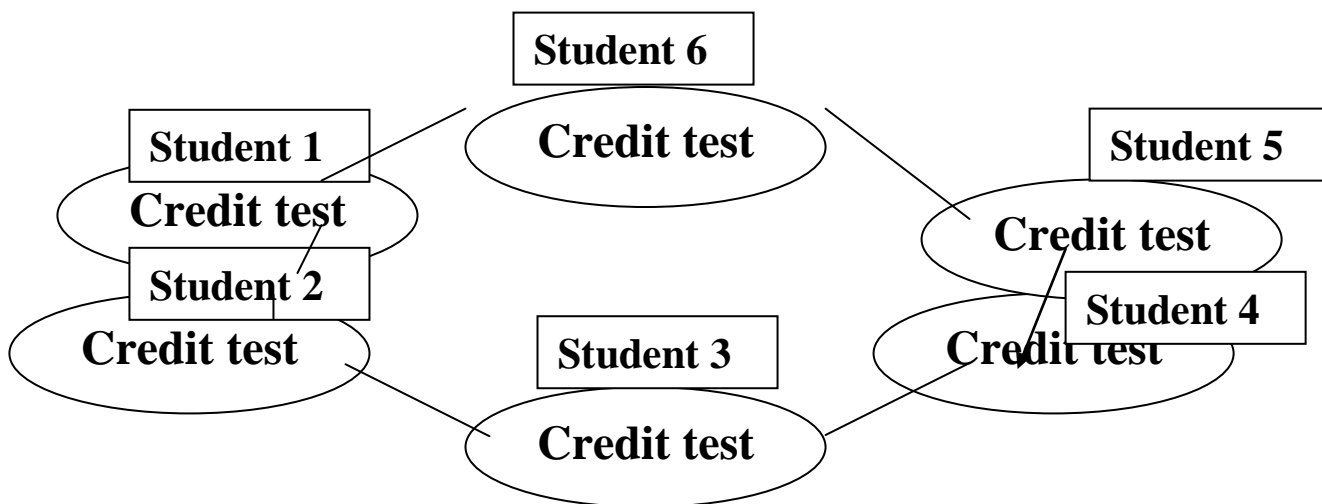
Translate these sentences

1. There are two terms in the academic year.
2. There will be a meeting at the Institute.
3. There is a hostel near our Institute.
4. There was no medical article in the yesterday's newspaper.
5. There were entrance examinations at the Institute in August.

Explain the use of prepositions.

1. We attend lectures in Biology **on** Mondays.
2. The third-year students had practice **at** the therapeutic department **in** March.
3. The winter session lasts **from** the beginning **till** the end of January.
4. I shall go **to** my parents **during** my summer holidays.

Use the one of the warm-up activities like “Whisper – round”.



10. Questions for preparation.

1. What will you do to be a good doctor?
2. What is required from your future work?

3. Who is fixed the dates of your examination?
4. From what subject was your first examination?
5. What subject is more difficult from others?
6. Where are you going after you examination?

14. Grammar: Demonstrative pronouns.

Text: Samarkand

1. The place of class, equipments for training:

- The Chair of the Pedagogies, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 2 hours

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of the text "Samarkand";
- rules of reading of some letter combinations;
- learning the new words;
- to find the right information from the questions;
- using the dictionary .

The students must know:

- the rules of reading of the new words of the text;
- making of the correct order of sentences according to the Word Order of the sentence;
- making of the correct order of sentences according to the cases of nouns;
- making of the correct order of sentences with the prepositions;
- making of the correct order of sentences according to the demonstrative pronouns";

-retelling of the text "Samarkand".

The students must gain skills of:

- translating by dictionary;
- making of sentences on the them,;
- Reading of the text "Samarkand".

The students are able to do:

- to retell the main idea of the text "Samarkand".
- to learn by heart new words;
- to put questions to the text "Samarkand".

4. Motivation

Reading and translating of the text "Samarkand" contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Information's received on the lesson help to realize some matters in Anatomy, Chemistry, Biology and Physiology. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1 The theoretical part.

Presentation of a new item.

Demonstrative pronouns

This – these That – those.

We use this or these when we are near the speaker.

This boy _____ these boys

This apple _____ these apples

We use that or those not near the speaker.

That boy – those boys.

That apple – those apples.

Examples: This is the skeleton.

These are eyes.

This is a nose.

These are lips.

That is a bone.

Those are ears.

That is a mouth.

Those are teeth.

Prepositions in or on

- In**
1. The table is in the room.
 2. The flowers are in the garden.
 3. John lives in the UN.
 4. The teeth are in the mouth.

- On**
1. The picture is on the wall.
 2. The nose is on the face.

3. The book is on the table.

- Under**
1. The girl is under the umbrella.
 2. The head is under the hairs.

6.2. The analytical part.

1. Build your vocabulary with the new words of the text "Samarkand".

Read and learn these new words

contradictory history

to associate

to create

amazing structure

to comprise

picturesque

elsewhere

tremendous

SAMARKAND

Samarkand had a difficult and, at times, contradictory history. The city is associated with the names of Alexander the Great, the Arab general Kuteib ibn Muslim, the terrible conquerors Genghis Khan and Amir Temur and the astronomer Ulugbek. Visitors who come to this city admire the artistic talent and skill of the ancient architects who created such amazing structures as the Shakhi-Zinda ensemble, the Bibikhanim mosque, the Gur-Emir mausoleum, the Ishrat-khana mausoleum and the Ulugbek, Sherdor and Tillya-Kari madrasahs in Registan square. The creations of the people's genius and skills have deservedly become part of the treasury of world architecture.

Samarkand today is a regional administrative centre of Uzbekistan. The city also stands on the highway from Tashkent to Termez.

The population of Samarkand is more than 525,000. It is a multinational city and its population is comprised of people of 90 nationalities. The city occupies an area of 15,000 hectares. It sprawls in the picturesque valley of the Zarafshan River.

The main waterways in the city are the Zarafshan River and the Darghom, Siab and Shaudor canals.

It is a major scientific and industrial centre of Uzbekistan. It has a university and seven other institutions of higher learning, eight research centres, many plants and factories, libraries, museums and theatres.

As elsewhere in the country housing construction in Samarkand is making tremendous progress.

10. Questions for preparation.

1. Why did Samarkand play an important role in the economic ties between the East and the West?
2. Who are some of the famous people who lived in or passed through Samarkand?
3. In what river valley does Samarkand lie?
4. How many different nationalities live in Samarkand?

Discussion Questions

1. Have you ever visited Samarkand? What sights did you see? What are the differences between Samarkand and your town?
2. Why do you think Samarkand is one of the best known Uzbek cities in other countries?
3. What nationalities live in your community?

15. Grammar: The adjective. Degrees of adjectives.

Text: My working day

1. The place of class, equipments for training:

- The Chair of the Pedagogics, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 2 hours

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of the text **My working day**
- rules of reading of some letter combinations;
- learning the new words;
- to find the right information from the questions;
- using the dictionary.

The students must know:

- the rules of reading of the new words of the text;
- making the correct order of sentences according to the defining pronouns: *other, another*.
- retelling the text **My working day**

The students must gain skills of:

- translating by dictionary;
- making sentences on the theme
- reading Text **My working day**

The students are able to do:

- to retell the main meaning of the text **My working day**
- learn by heart new words;
- to put questions to the text **My working day**

4. Motivation

Reading and translating of the text **My working day** contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Informations received on the lesson help to realize some matters in Anatomy, Chemistry, Biology and Physiology.

6. The subject matter of the lesson

Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.
How are you feeling?

2. Talking about the weather or other world news:

The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1. The theoretical part

Presentation of a new item

The Adjectives. The degrees of adjectives

A word used with a noun to describe or point out the person animal, place or thing which the noun names or to tell the number or quantity, called an **Adjective**.

Adjectives change in form to show comparison. They are called the three **Degrees of Comparison**.

The Adjective sweet is said to be in the Positive Degree

The adjective sweeter is said to be in the Comparative Degree

The adjective sweetest is said to be in the Superlative Degree

Most Adjectives of one syllable and some of more than one form the Comparative by adding er and the Superlative by adding est

Positive	Comparative	Superlative
Small	Smaller	Smallest
Young	Yonger	Youngest
Difficult	more difficult	most difficult
proper	more proper	most proper

The following adjectives are compared irregularly that is their Comparative and Superlative are formed from the positive:

Positive	Comparative	Superlative
Good, well	Better	Best
Bad	Worse	Worst
Little	less	least
Much	more	most
Many	more	most

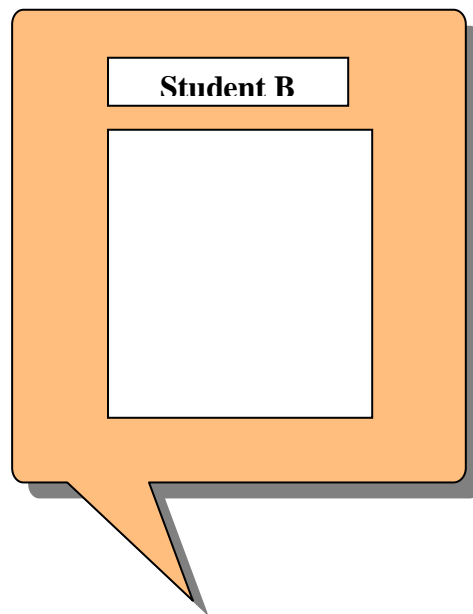
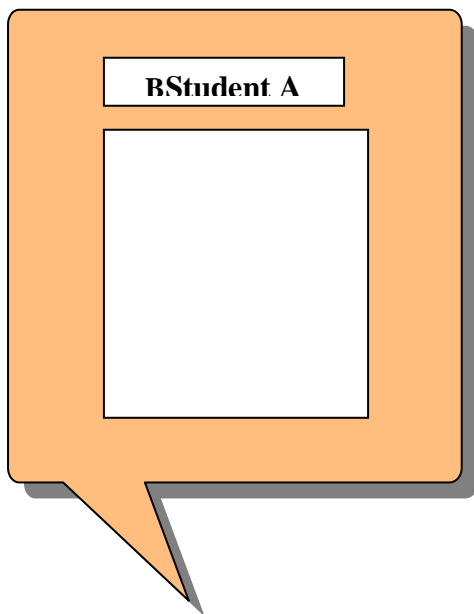
6.2. The analytical part

1. Build your vocabulary with the new words of the text

- rubdown
- consider
- remedy
- valuable
- particularly
- protection
- additional
- deliver
- waste
- against
- attend
- practical
- deliver
- application

Use one of the warm-up activities like “Hot-cards”:

The structure: the teacher gives the card with the defining pronouns to the Student A and clear card to the Student B. Student B should make up sentences with them



TEXT.MY WORKING DAY

Every day I have much interesting and necessary work to do. I always remember that the lost time is never gained and that is why I do not like to waste even a minute.

I get up early in the morning – at about 6.⁰⁰ a.m., do my morning exercises and have a cold rubdown. As we are medical students we consider that physical exercises are ‘‘ a good remedy’’ for the protection of our health against diseases. We must remember the Latin saying ‘‘ Mens sana in corpora sano’’.

After my breakfast at our canteen I go to the main building of our Institute on foot as it is near our hostel.

Our classes usually begin at 8.⁰⁰ a.m. In addition to several practical classes we have a lecture or two every day.

On Fridays we usually have a lecture in Physics. Long before its beginning there are always many students in the hall – even the students of the senior courses often attend these lectures. Our new professor is not only a very good specialist in his field of science but also a qualified teacher. He delivers lectures in his own way and gives us many new and interesting facts about the applications of physics in medicine. The professor shows us that at present deep knowledge of this subject will be particularly valuable in our future work. That is why we work hard in physics laboratory and read additional literature on this subject at the library as well.

From the library I usually come back to the hostel. I am often tired but I understand that every day which passes by gives me such valuable and necessary knowledge.

6.3. The practical part

Make up sentences using the following adjectives:

Thin,	courageous
hotter,	splended
saddest,	farthest
fatter,	foremost
merriest,	nigher
most proper	inner

Translate the following word combinations:

Responsible decision, good results, short rest, lost time, morning exercises, senior courses, a good remedy, the application of physics

10. Questions for preparation:

What do you do every morning?

What lectures do you attend every day?

How does your professor deliver lectures?

What do you do at the laboratory?

16. Grammar: Possessive case of nouns.

Text: Vitamins.

1. The place of class, equipments for training:

- The Chair of the Pedagogics, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 4 hours

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- reading the text "Vitamins";
- rules of reading;
- learning the new words;
- finding the right information from the questions;
- translating the text using the dictionary.

The students must know:

- rules of reading of the new words of the text;
- making the correct order of sentences using Possessive adjectives;
- making the correct order of the sentences in the Future indefinite;
- learning to make general questions in the Future indefinite;
- learning the ways of making special questions in the Future indefinite;
- the main idea of the text "Vitamins";
- to put general questions to the text;
- to put special questions to the text.

The students must gain skills of:

- translating by dictionary;
- making affirmative sentences with the Future indefinite;
- making negative sentences with the Future indefinite;
- making up questions to the text;
- reading the text "Vitamins" correctly.
- retelling the text scientifically.

The students are able to do:

- to retell the main idea of the text "Vitamins";
- to make up sentences with the new words of the text;
- to make situations with the new words of the text;
- to put questions to the text "Vitamins".

4. Motivation

Reading and translating the text "Vitamins" contributes for developing such a skill as pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization. Grammar material makes the learners to use the futurity correctly in the speech.

5. Intrasubject connections

Informations received on the lesson help to realize some matters in Anatomy, Chemistry, Biology, Physiology and "A nurse work". A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1. The theoretical part

Presentation of a new item

The Possessive Case of nouns.

In the forms, John`s book, the boy`s football, you have examples of the **Possessive Case**. With singular nouns we add an apostrophe (') and s. With plural nouns ending in -s we add only the apostrophe.

Singular

The boy`s football = the football of the boy

The girl`s dress = the dress of the girl.

Plural

The boys` football = the football of the boys

The girls` dress = the dress of the girls

With plural nouns not ending in s we add an apostrophe (') and s. There are only a few nouns with plurals not ending in s. Here are examples:

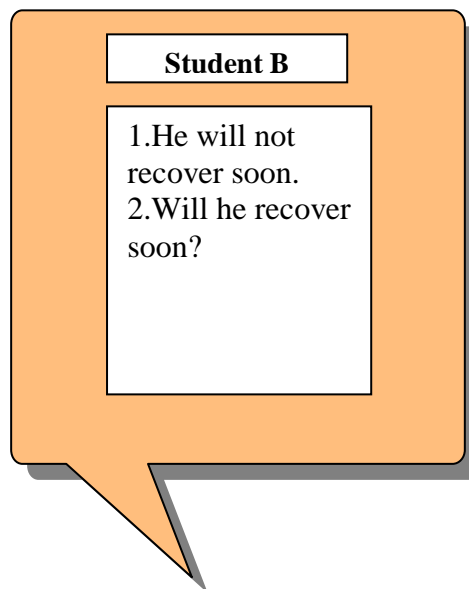
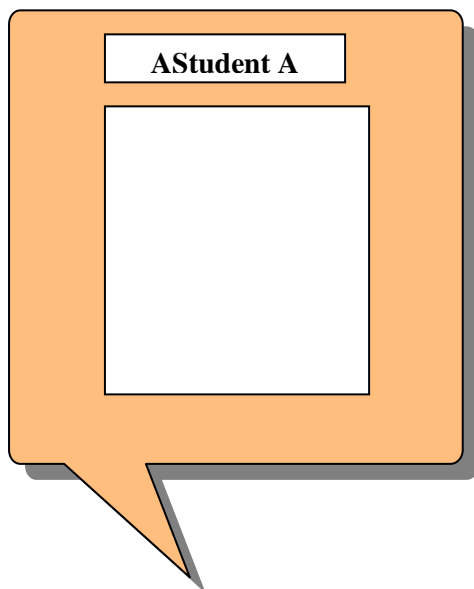
The man`s suit. *The men`s suits.*

The woman`s dress *The women`s dresses.*

Work in pairs.

Use the Future Indefinite in the negative sentences and questions.

The structure: the teacher gives the card with some sentences with the positive form of the Future Indefinite to the Student A and clear card to the Student B. Student B should make their negative and interrogative forms:



6.2. The analytical part

1. Build your vocabulary with the new words of the text "Vitamins":

- | | |
|-------------|----------------|
| overdosage | dozadan yuqori |
| harmful | zararli |
| dose | me`yor, doza |
| cold | shamollash |
| flu | gripp |
| resistance | qarshilik |
| to protect | himoya qilmoq |
| eyesight | ko`rish |
| to increase | yuqarilatmoq |
| yeast | hamirturish |
| to destroy | buzmoq |

to recover	tuzalmoq
illness	kasallik
treatment	davolamoq
to improve	yaxshilamoq

Text. VITAMINS

Vitamins play a very important role in human health. Overdosage of some vitamins may be harmful, so people must take normal doses of vitamins. When the winter months come your food becomes poor of vitamins.

Winter is the time for virus infections, colds and flu and your resistance is especially low. Take vitamins A, D, C every day. They are often called winter vitamins. You will find vitamin A in carrot, fish oil liver, yeast eggs. This vitamin protects eyesight, increases resistance to infection. Vitamin A, S of ten combined with other vitamins, especially vitamin D.

Vitamin C you will find in cherry, orange, lemon and other fruits and vegetables. Vitamin C increases resistance to infection. It helps to recover at ten illnesses. Take it daily.

Vitamin D you will find in milk, eggs, fish and yeast. This vitamin helps the body in formation of bones and strong teeth.

Vitamin E you will find in Soya and fruits. This vitamin improves poor blood circulation, in treatment of thrombosis.

Exercise 4. Answer the question.

What kind of role in human health do vitamins play?

Why must people take normal doses of vitamins?

When does your food become poor of vitamins?

What season is the time for virus infections?

Which vitamins are the winter vitamins?

Where can you find Vitamine A?

What does it protect?

Where can you find Vitamine C?

What process does it increase?

Where will you find Vitamine D?

In what process does it help?

What does Vitamine E improve?

Exercise 5. Fill in with necessary words.

You can find Vitamine C in (fish, orange).

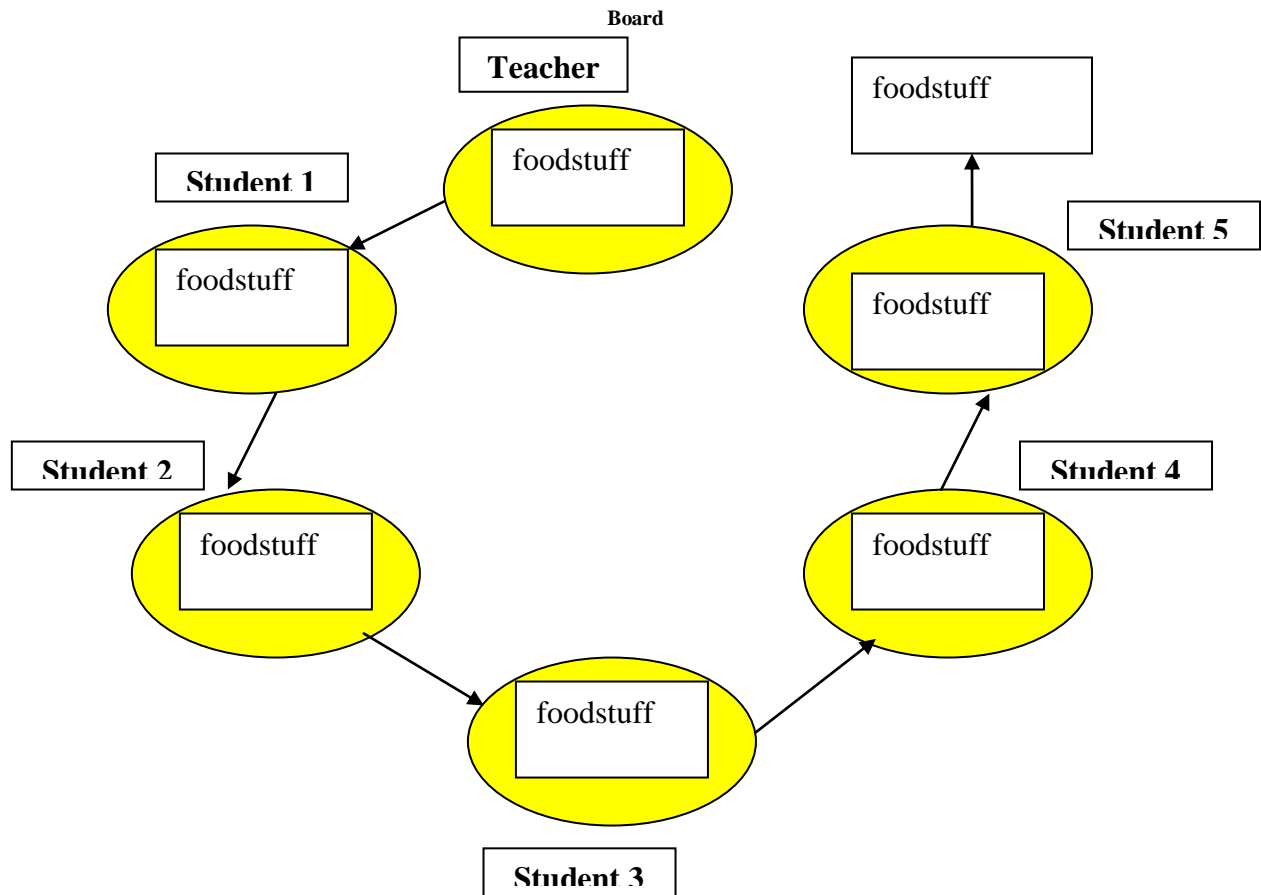
You can find Vitamine E in (a lemon, soya).

You can find Vitamine D in (vegetables, fish, fruits).

You can find Vitamine A in (fish, soya, a lemon).

Use one of the warm-up activities like "Whisper-round"

Ask your students to form a circle. Whisper a sentence to the student on your left. He/she must whisper it, once only, to the student on his/her left. This should continue until the sentence reaches the student on your right. He/she should write the sentence on the board or say it aloud. It is very likely that it has changed out of all recognition. You can make the game more interesting by sending a sentence round the circle in the opposite direction at the same time.



6.3. The practical part

Exercise 1. Put the verb in brackets into the Future Tense

1. I (to write) my lessons in my new book. **I shall write my lessons in my new book.**
2. They (to tell) us about vitamins.
3. It (to destroy) the microbe cells.
4. Helen (to cook) the breakfast for us.
5. The nurse (to give) an injection.
6. I (to operate) certainly him. I promise.
7. She (to take) blood analyses.
8. I (to be) 18 year old next year.
9. We (to treat) you from your illness.
10. You (to find) vitamin A in the carrot.
11. Vitamin C (to help) you to recover after illness. Take it daily.
12. You (to improve) poor mood circulation.
13. We (to have) dinner at 6 o'clock.
14. You (to clean) the operating-room.
15. They (to go) to the institute.
16. He (to work) in hospital.
17. We (to have) a bath in the morning.
18. The men (to be) here at 2:30 sharp.
19. His wife (to buy) the fruit and vegetables.

Exercise 2. Change these statements to the questions and negatives.

1. The surgeon will operate.
2. The teacher will speak to them this afternoon.

3. The nurse will give you some medicine.
4. We will meet them at the hospital.
5. There will be some new students in the class.
6. I will open the door myself.
7. This nurse will take after you for a while.
8. The nurse on duty will fill in to your patient's card.

Exercise 3. Answer the following questions using the verbs given below.

1. *What will you do tomorrow evening (morning)?*
2. *What won't you do tomorrow evening (morning)?*

To go for a walk, to take a vitamin, to cut the grass, to have supper, to watch TV, to brush one's shoes to have some coffee, to go to bed, to go to the party, to improve a reading skill, to Vitamins the flowers.

10. Questions for preparation:

- What kind of role in human health do vitamins play?
- Why must people take normal doses of vitamins?
- When does your food become poor of vitamins?
- What season is the time for virus infections?
- Which vitamins are the winter vitamins?
- Where can you find Vitamine A?
- What does it protect?
- Where can you find Vitamine C?
- What process does it increase?
- Where will you find Vitamine D?
- In what process does it help?
- What does Vitamine E improve?
- learning to make general questions in the Future indefinite;
- learning the ways of making special questions in the Future indefinite;
- Try to make situations to the text " Vitamines ".

17. Grammar: Indefinite pronouns.

Text: Water

1. The place of class, equipments for training:

- The Chair of the Pedagogics, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 2 hours

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- reading the text "Water";
- rules of reading;
- learning the new words;
- finding the right information from the questions;

- translating the text using the dictionary.

The students must know:

- rules of reading of the new words of the text;
- making the correct order of sentences using the indefinite pronouns;
- the ways of usage of the indefinite pronouns;
- learning the ways of making special questions with the indefinite pronouns;
- the main idea of the text “Water”;
- to put general questions to the text;
- to put special questions to the text.

The students must gain skills of:

- translating by dictionary;
- making affirmative sentences with the indefinite pronouns;
- making negative sentences with the indefinite pronouns;
- making up questions to the text;
- reading the text “Water” correctly.
- retelling the text scientifically.

The students are able to do:

- to retell the main idea of the text “Water”;
- to make up sentences with the new words of the text;
- to make situations with the new words of the text;
- to put questions to the text “Water”.

4. Motivation

Reading and translating the text “Water” contributes for developing such a skill as pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization. Grammar material makes the learners to use the indefinite pronouns correctly in the speech.

6. Intrasubject connections

Informations received on the lesson help to realize some matters in Anatomy, Chemistry, Biology, Physiology and “A nurse work”. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1. The theoretical part

Presentation of a new item

Indefinite Pronouns.

Indefinite pronouns point out some person or thing indefinitely. Pronouns some, someone, somebody, something and somewhere in the affirmative sentences. For example:

I have some books.

I think something is wrong.

Somebody is knocking the door.

I feel someone is touching me.

We use any, anybody, anyone, anything, anywhere in the interrogative and negative sentences. Any may be used in the affirmative sentences with the meaning of “every”

There isn't any water in the kettle.

I haven't any books.

There isn't any body (anyone) in the class.

Have you anything to read.

You may go anywhere you want.

Negative indefinite pronouns no, one, nobody, nothing no one, nowhere form the negative meaning but in this case we use them in affirmative sentences.

I have no books.

Nobody wants to operate him.

Nothing is easy.

He is going nowhere.

None of you is right.

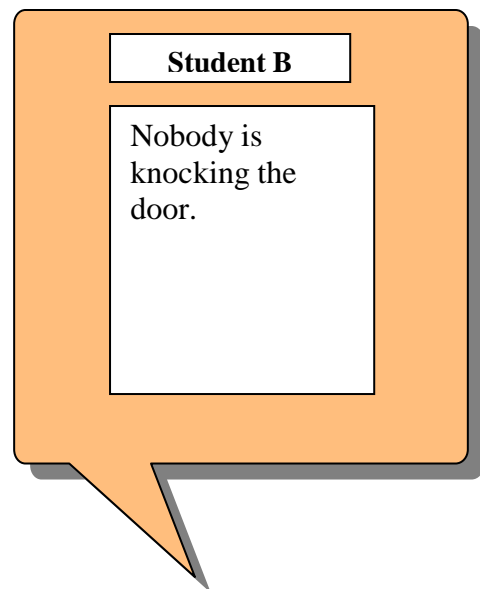
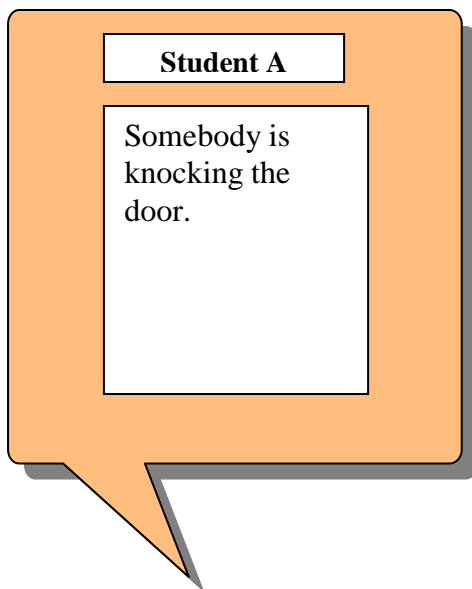
In the positive sentences	In the	In the negative sentences	In all type of
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			interrogative sentences			sentences
	some	Any	Any	Not...any	No	Every
Thing	Something <i>нимадир</i>	Anything <i>Нима бўлса ҳам</i>	Anything <i>нимадир</i>	Not...anything <i>Ҳеч нарса</i>	Nothing <i>Ҳеч нарса</i>	Everything <i>Ҳамма нарса</i>
Body one	Somebody Someone <i>қимдир</i>	Anybody Anyone <i>Қим бўлса ҳам</i>	Anybody Anyone <i>Қимдир</i>	Not...anybody Not...anyone <i>Ҳеч қим</i>	Nobody No one None one <i>Ҳеч қим</i>	Everybody Everyone <i>ҳамма</i>
where	Somewhere <i>Қаердадир қаергадир</i>	Anywhere <i>Қаерда(қаерга) бўлса ҳам</i>	Anywhere <i>Қаердадир қаергадир</i>	Not...anywhere <i>Ҳеч қаерда Ҳеч қаерга</i>	Nowhere <i>Ҳеч қаерда Ҳеч қаерга</i>	Everywhere

Work in pairs.

Use the Indefinite Pronouns in the negative sentences and questions.

The structure: the teacher gives the card with some sentences with the positive indefinite pronouns to the Student A and clear card to the Student B. Student B should use them in the negative and interrogative sentences:



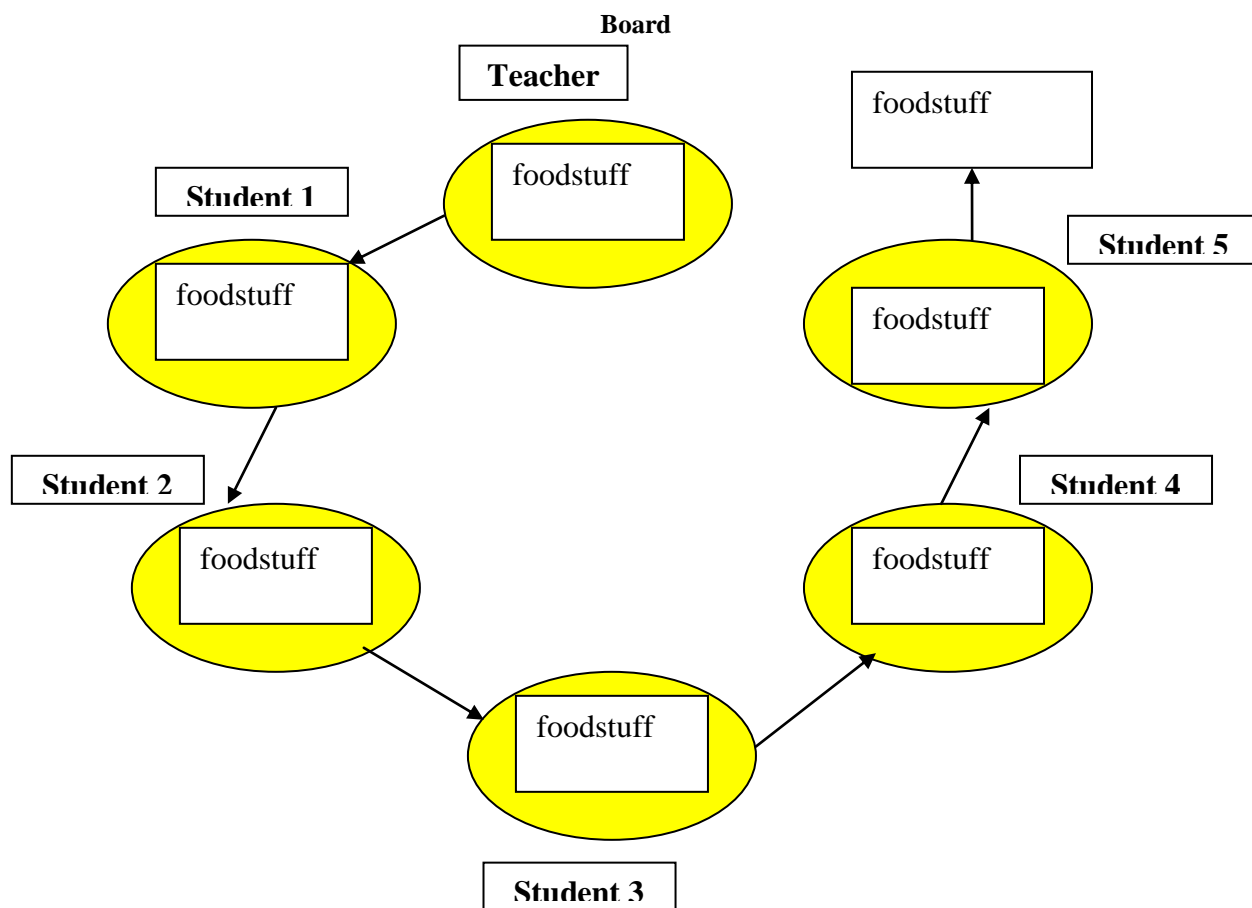
6.2. The analytical part

1. Build your vocabulary with the new words of the text “ Water ”:

1. living tiriklik
2. to carry tashimoq
3. foodstuff iste`mol mahsulotlari
4. to lose yo`qatmoq
5. pint (0.5 liter) pinta
6. to replace joylashtirmoq
7. replacement joylashuv
8. serious jiddiy
9. sign belgi
10. illness kasallik
11. to die vafot etmoq
12. sweat ter
13. gland bez

Use one of the warm-up activities like “Whisper-round”

Ask your students to form a circle. Whisper a sentence to the student on your left. He/she must whisper it, once only, to the student on his/her left. This should continue until the sentence reaches the student on your right. He/she should write the sentence on the board or say it aloud. It is very likely that it has changed out of all recognition. You can make the game more interesting by sending a sentence round the circle in the opposite direction at the same time.



Text. Water

Water is very important to all living things. There are a few amount of drinkable water in our planet. It is one of the important recourses of the nature. So there are uncountable functions of the water.

In the living body water carries foodstuffs from one part of the body to another. Man gets one half of his water in the food he eats, especially in fruit and vegetables.

More than 70 per cent of the body is composed of water. Daily we lose some water.

The human body gives off (yo'qatadi) about 5 pints of water every twenty- four hours through the lungs, sweat, glands and kidneys. We must replace it. If a person loses 10 per cent of the body water without replacements, there will be serious signs of illness. If a person 20 per cent of the body water is lost a person may die.

The maximum time that a person can go without water is about 7-10 days.

6.3. The practical part

Exercise 1. Choose the correct word.

1. (Something, anything) is wrong with this patient.
2. Is the nurse feeding (some one, any one)?
3. The doctor is examining (some one, any one) now.
4. We are not going to.(any where, now have)
5. (Everything, some thing) is all right.
6. (No one, any one) can live without water.
7. (Nobody, some body) can smoke here.
8. (There is nothing, anything) new in the report.

Exercise 2. Translate into Uzbek. Pay attention to the indefinite pronouns.

1. She can do nothing but dancing.
2. The nurse is taking someone's temperature.
3. She wants to drink some water.
4. After the operation the patients mustn't drink anything for a while.
5. Everything is sterile in the operating room.
6. Every organ of the body has its function.

7. Somebody is coughing in the next room.
8. Anyone can buy medicines at the chemist's.
9. His friends live everywhere.
10. Do you want anything to read?
11. Everyone may carry out experiments at the laboratory.
12. I can read anything you want.
13. Someone is looking for his child in the street.
14. None of you are speaking well.
15. You may go anywhere.
16. I know everything about this patient's condition.
17. Some children like to play tennis but some of them like playing football very much.
18. You can find sport's clubs everywhere.

10. Questions for preparation:

- Is water important substance for all living things?
- Why is it important for?
- What does water carry around the body?
- Where does a man get one half of his body water?
- What part of the body is composed of water?
- How much of water does the human body give off every 24 hours?
- Which organs are responsible for losing of water?
- What may happen if a person loses 10 per cent of the body water?
- What may happen if a person loses 20 per cent of the body water?
- How many days can a person go without water?
- revise the usage of the indefinite pronouns;
- Make up the sentences with the indefinite pronouns;
- Make up negative sentences with the indefinite pronouns;
- Make up the general questions with the indefinite pronouns;
- Make up the special questions with the indefinite pronouns;
- Make up the sentences with the new words.
- Try to make situations to the text "Water".

18. Grammar: Present Continuous Tense. Text: English – speaking countries

1. The place of class, equipments for training:

- The Chair of the Pedagogics, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 2 hours

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- reading the text "English-speaking countries" correctly.
- rules of reading;
- learning the new words;
- finding the right information from the questions;

- translating the text using the dictionary.

The students must know:

- rules of reading of the new words from the text;
- making the correct order of sentences in the Present Continuous Tense;
- the formation of the Present Continuous Tense;
- the ways of its usage;
- the main idea of the text “English-speaking countries”;
- to put general questions to the text;
- to put special questions to the text.

The students must gain skills of:

- translating by dictionary;
- making affirmative sentences in the Present Continuous Tense;
- making negative sentences in the Present Continuous Tense;
- making up questions to the text;
- reading the text ““English-speaking countries” correctly.
- retelling the text scientifically.

The students are able to do:

- to retell the main idea of the text ““English-speaking countries”;
- to make up sentences with the new words of the text;
- to make situations with the new words of the text;
- to make a little dialogues on theme “English-speaking countries”
- to put questions to the text “English-speaking countries”.

4. Motivation

Reading and translating the text ““English-speaking countries contributes for developing such a skill as pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization. Grammar material makes the learners to use the tenses correctly in speech.

5. Intrasubject connections

Informations received on the lesson help to realize some matters in Anatomy, Chemistry, Biology, Physiology and “A nurse work”. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1. The theoretical part

Presentation of a new item

The Present Continuous Tense.

The Continuous Present Tense expresses the action that is doing at the present moment.

To be (am, is, are) + verb + ing

Here is the verb *to clean* in the Present Continuous Tense.

Affirmative	Interrogative	Negative
I am cleaning. You are cleaning. He(she, it) is cleaning. We are cleaning. They are cleaning.	Am I cleaning? Are you cleaning? Is he(she, it) cleaning? Are we cleaning? Are they cleaning?	I am not cleaning. You are not cleaning. He(she, it) is not cleaning. We are not cleaning. They are not cleaning.

It also expresses a temporary action with definite time limits.

I am studying English this semester.

This man is writing a book about Robert Koch.

We can't use the verbs of common sense and mind in this tense. They usually occur in the Continuous:

present: believe, belong, contain, cost, desire, dislike, feel, forget, forgive, happen, hate, have, hear, know, like, love, need, mean, notice, occur, owe, own, prefer, possess, recognize, refuse, remember, see, smell, suppose, taste, think, understand, want.



Text: English speaking countries

Many centuries ago English was spoken in England only. Today English is the mother tongue of several hundred millions of people in different countries. English is spoken throughout the continent of north America , in the British Isles, South Africa, Australia, New Zealand and many other countries.

Though it is not the language spoken by the greatest number of native speakers English is widely spoken in the world.

For a long time English was the most important of the languages of colonization in Africa, Asia, Australia and Oceania.

English served as the only means of communication. Most of the British colonies became independent states, however, English is still spoken in many of those countries. Local languages are also spoken there.

English is also an international language and a

English is one of few languages used in the United



English throughout Uzbekistan in the Uzbeks They are While in is Uzbekistan Uzbek is a Later we



much about English speaking countries.

second language of many nations.

Nations organization.

learned as a foreign language

the world. In the Republic of

several foreign languages are taught

system of education. Most of

learn English as a foreign language.

none-native speakers.

above-mentioned countries English

considered as a state language, in

it is one of the foreign languages,

state language here.

shall read texts and shall speak

Exercise2. Read through and write out offers, emphasizing Infinitives:

1. I am going to see a new play at the Navoi Theatre.
2. What made you do that?
3. It is very nice of you to come to see me.
4. Have you decided what to do?
5. Let me help you with your mathematics.
6. He will have to do his lessons better to be able to enter the University.
7. It seems to be raining since we came here.
8. There are a hundred of things to be done.

Exercise3. Fill in the right form of the verb given. Use -ing or to + infinitive.

Example: I want (go) ___ to the cinema tonight. (key = to go)

1. He never could abide (see) people enjoying themselves.
 2. I just adore (lie) in a hot bath.
 3. He advocates (take) a more long-term view.
 4. They anticipate (receive) several applications for the job.
- This exercise is brought to you by www.nonstopenglish.com
5. Religious leaders have appealed to the government (halt) the war.
 6. They assigned me (interview) the candidates.
 7. He's attempting (swim) across the Channel next month.
 8. They have banned (smoke) in this restaurant.
 9. Taking the bus sure beats (walk) there. (informal)
 10. She begrudged (pay) so much for such a small pie.
 11. Don't bother (do) the dishes.
 12. He hasn't even bothered (write).
 13. She walked out of the room without bothering (say) goodbye.
 14. Tom was bursting (tell) everyone the news.
 15. Would you care (join) us for dinner? (formal)
 16. Farmers will cease (be) liable for tax.
 17. We must cease (dump) waste into rivers and the sea.
 18. She is always clamoring (go) home as soon as she gets to school.
 19. How exactly did she come (be) naked in the first place?
 20. Unfortunately, the Queen commenced (speak) before all the guests had finished eating.

Exercise1. Choose the correct variant.

1. I enjoyed (to swim, swimming) in the morning.
2. He was looking forward (to go, to going) to Tashkent.
3. Instead of (to correct, correcting) the defects they replaced the whole unit.
4. They decided (to ship, shipping) the goods ahead of schedule by all means possible.
5. The children were told to avoid (to cross, crossing) the street there.
6. The firm undertook (to notify, notifying) us of the shipping date as soon as possible.
7. We are experiencing great difficulties (to dispatch, in dispatching) the last shipment.
8. They objected (to make, to making) modifications.

Exercise 2. Translate into Uzbek.

1. He does not like to waste time vainly.
2. They have stopped to sell the goods on credit.
3. We are interested in carrying out of preliminary tests.
4. We experience difficulties with chartering the tonnage.
5. Under the circumstances we object to that you translated money in the second quarter.
6. I believe I will still have an opportunity of introducing you to my school buddies.
7. While washing up, she dropped a plate and nearly broke it.
8. The teacher had to stop several times to explain the rule because she saw that it was difficult for the children to understand it.

6.2. The analytical part

1. Build your vocabulary with the new words of the text “ English-speaking countries ”:

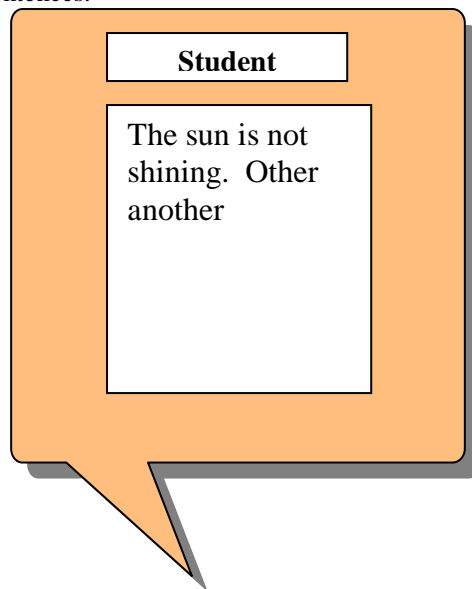
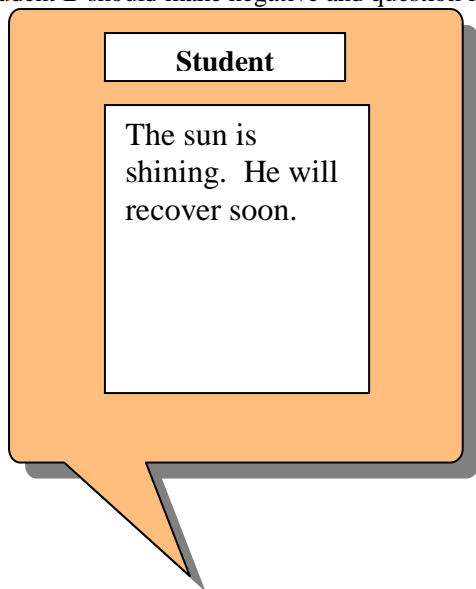
However – biroq	education – ta’lim
Throughout – bo’ylab	means - vosita
Above-mentioned – zikr etilgan	only - faqat
Consider – hisoblamoq	local - mahalliy
Few – oz	native – ona, o’z
Communication – aloqa	foreign - chet
Still – hanuz	state - davlat
Position – o’rin, joy	language – til
Several – bir qancha	century - asr

1. What English speaking countries do you know?
2. Have you ever been in London?
3. What countries do you know where English is spoken as a second language?
4. Why these countries called as the English speaking countries?
5. What is the official language of Uzbekistan?
6. What languages are taught at schools in Uzbekistan?

Work in pairs.

Make negative and question forms of the sentences in the Present Continuous Tense.

The structure: the teacher gives the card with some sentences in the Present Continuous to the Student A and clear card to the Student B. Student B should make negative and question forms of these sentences:

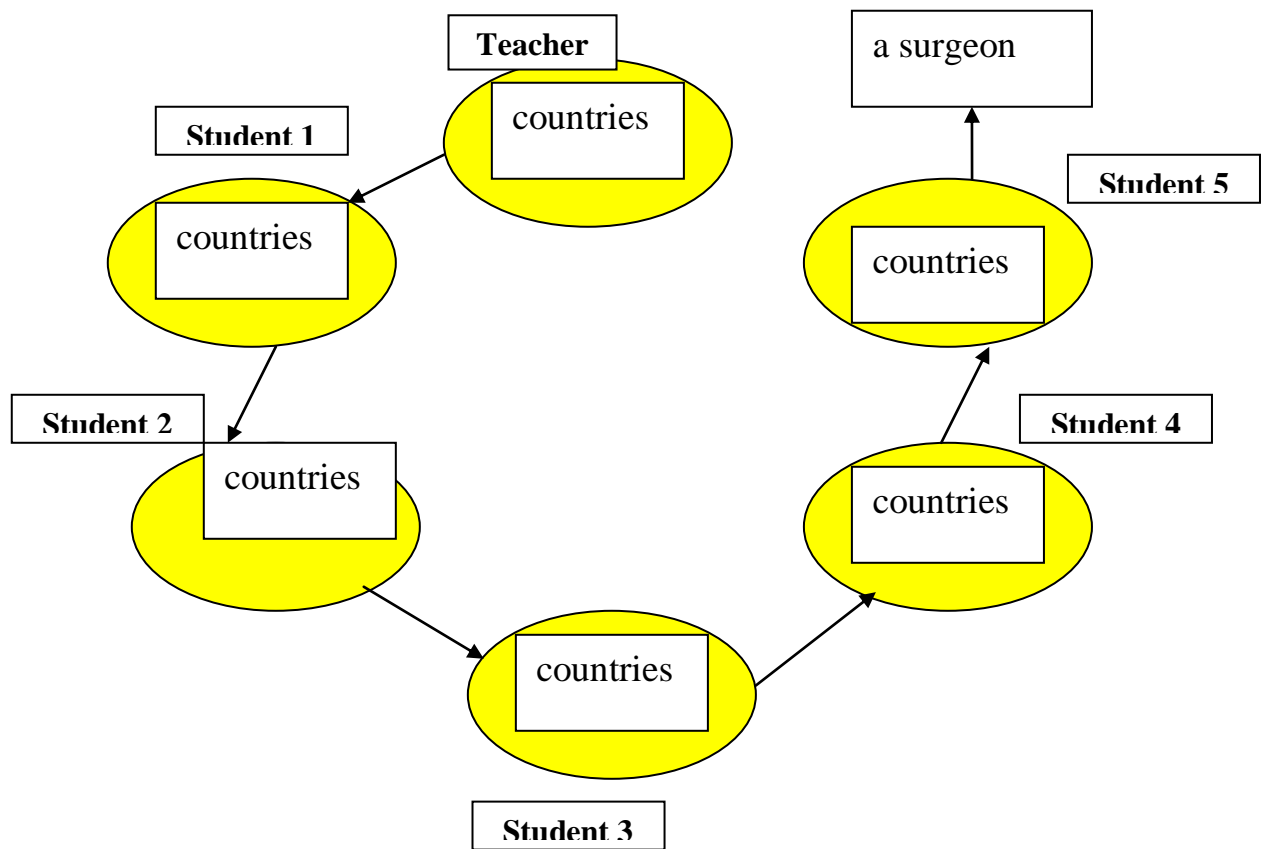


6.2. The analytical part

1. Build your vocabulary with the new words of the text:

Use one of the warm-up activities like “Whisper-round”:

Ask your students to form a circle. Whisper a sentence to the student on your left. He\she must whisper it, once only, to the student on his\her left. This should continue until the sentence reaches the student on your right. He\she should your write the sentence on the board or say it aloud. It is very likely that it has changed out of all recognition. You can make the game more interesting by sending a sentence round the circle in the opposite direction at the same time.



6.3. The practical part

Use am/is/are+ one of these verbs: playing, taking, operating, coming, swimming, building.

1. Listen! John is playing the piano.
2. They ... a new hospital in our street.
3. Look! Somebody ... in the river.
4. Be quiet! The surgeon ... the patient.
5. Hurry up! The bus
6. Where is the nurse? She ... a temperature of the patient.

10. Questions for preparation:

- How is the Present Continuous Tense formed?
- The usage of the Present Continuous Tense.
- What are the key words of the tense?
- Where do we ring up when we fall ill?
- Whom do we call in when we fall ill?
- Who works at the polyclinic?
- Are there a lot of patients at the polyclinic now?
- What are the patients doing?
- Are they standing
- Are they sitting?
- Are they waiting?
- What are the doctors doing?
- What are the nurses doing

19. Grammar: Infinitive and its functions. The Oath of the Future doctors.

1. The place of class, equipments for training:

- The Chair of the Pedagogics, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 90 min

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2 educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of the text “The Oath of Future Doctors.”.
- rules of reading
- learning the new words
- to find the right information from the questions
- using the dictionary

The students must know:

- the rules of reading of the new words from the text;
- making the correct order of sentences according to the “Infinitive and its functions”
- the meaning of the text “The Oath of Future Doctors.”.

The students must gain skills of:

- translating by dictionary;
- making sentences on theme “Infinitive and its functions”.
- reading Text “The Oath of Future Doctors.” correctly.

The students are able to do:

- to retell the main meaning of the text “The Oath of Future Doctors”
- learn by heart new words;
- to put questions to the text.

4. Motivation.

Reading and translating of the text “The Oath of Future Doctors” contributes for developing such skills like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization and give more knowledge about the etiology, the course and symptoms of this disease.

5. Intrasubject connections

Information received on the lesson helps to realize some matters in Anatomy, Therapy Physiology. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson.

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

3. Revising the last home task.

6.1. The theoretical part.

Presentation of a new item.

Indefinite and its functions.

In Modern English the infinitive has the following forms:

	Active	Passive
Indefinite	to write	to be written
Continuous	to be writing	-----
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	-----

1. **The Indefinite Infinitive:** expresses an action simultaneous with the action expressed by the finite verb, so it may refer to the Present, Past or Future.

for example: I am glad to meet you.

I was glad to see Mr Paul.

2. Continuous Infinitive: also denotes an action simultaneous with that expressed by the finite verb, but it is an action in progress. Continuous Infinitive – is not only a tense form, but also an aspect form, expressing both time relations and the manner in which the action is presented.

for example: They happened, at the moment, to be standing near a small conservatory at the end of the garden.

3. Perfect Infinitive: denotes an action prior to the action expressed by the finite verb.

for example: "I am glad to have seen you," he said.

The functions of the infinitive in the sentence.

The infinitive can be used in different syntactic functions:

1. **The infinitive as a subject.**

for example: It is useless to discuss the question.

It was pleasant to be driving a car again.

The Infinitive as a predicative.

for example: My intention is to get into parliament.

3. The Infinitive as part of a compound verbal predicate:

for example: Clare continued to observe her.

4. The Infinitive as an object.

for example: He found it utterly impossible to leave the spot.

5. The Infinitive as part of a complex object.

for example: I never saw you act this way before.

6.2. The analytical part.

1. Build your vocabulary with the new words of the text. "The Oath of Future Doctors"

Read and learn by heart these new words.

1. return
2. appen.
3. former
4. devote
5. fight
6. strength
7. excited
8. true

Read and translate the text "The Oath of Future Doctors".

Text F. The Oath of Future Doctors

K.: Hallo! Where are you going from, Bahrom?

B.: Hallo, Karim! I am returning home from the Institute.

K.: Why so late?

B.: I was at the meeting.

K.: What meeting?

B.: The meeting was held to mark the graduation from the Institute of our sixth-year students.

K.: And how did you happen to be there?

B.: I was invited (meni taklif qilishdi) to attend the meeting.

K.: Tell me, please, was there anything interesting at the meeting?

B.: First of all I must say that it was a very solemn (tantanali) ceremony. Our former sixth-year students, now young specialists, looked very happy and excited.

K.: Who made a speech?

B.: The rector did. While he was making his speech everybody was listening to him with great attention. You know, our rector is a brilliant speaker. I shall always remember the words of the professional oath which the young specialists were repeating after the rector.

K.: What is the essence (mohiyati, ma'nosi) of this oath?

B.: The young specialists promised (va'da berdilar) to give all their strength, knowledge and abilities to people who need their help. They promised to devote all their life to the protection of people's health, to the fight against diseases, not to do any harm to their patients. They promised to be true to their profession.

K.: Really, it is a great oath.

B.: Then one of the former sixth-year students handed over our Institute banner (bayroq) to a first-year student. When he was doing that I felt great excitement. Now I understand still better all the responsibility which I am going to take after my graduation, that great responsibility which my future work of a doctor will require.

6.3 The practical part.

Make up sentences with these words.

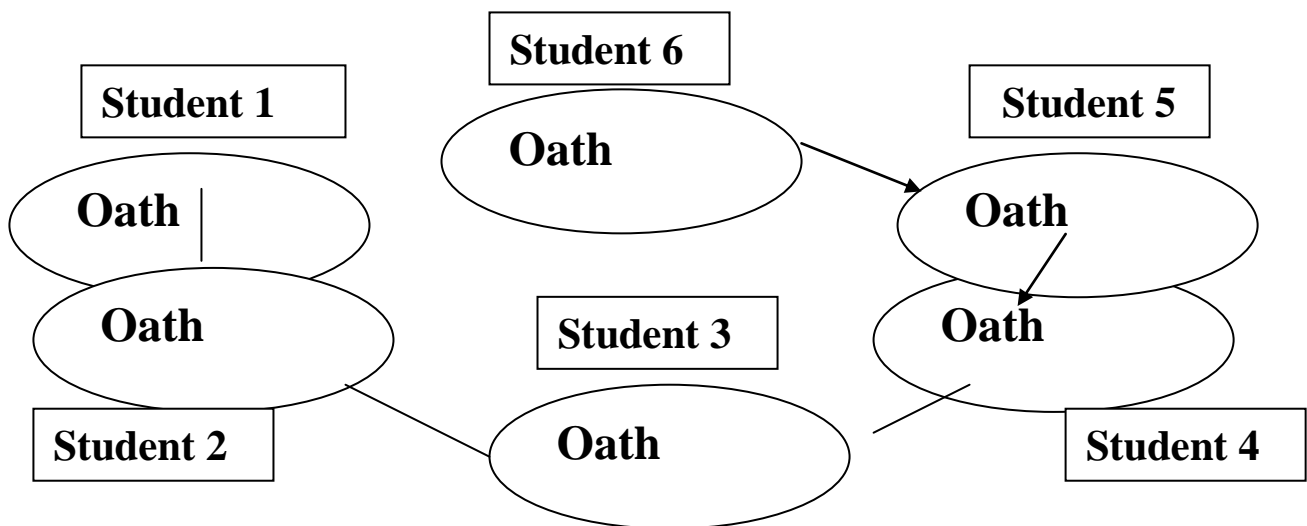
to perform, to get, to treat, to enter, to die, to study, to return, to leave, to be going to.

Answer the following questions.

1. Are the doctors fighting for the life of this patient?
2. Who save the patient's life?
3. What are the doctors doing?

4. What are the doctors fighting for?

Use the one of the warm-up activities like “Whisper- round”



10. Questions for preparations.

1. Where was the meeting?
2. Who was at the meeting?
3. Who made a speech at the meeting?
4. What is the essence of this Oath?
5. What is the students promised?
6. What is require from the future doctors?

20. Grammar: Infinitive and its functions.

Dialogue : The Oath of Future Doctors.

1. The place of class, equipments for training:

- The Chair of the Pedagogics, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 90 min

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it:
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2 educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form resp nsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of the text “The Oath of Future Doctors.”.
- rules of reading
- learning the new words
- to find the right information from the questions
- using the dictionary

The students must know:

- the rules of reading of the new words from the text;
- making the correct order of sentences according the “Infinitive and its functions”
- the meaning of the text “The Oath of Future Doctors.”.

The students must gain skills of:

- translating by dictionary;
- making sentences on theme “Infinitive and its functions”.
- reading Text “The Oath of Future Doctors.” correctly.

The students are able to do:

- to retell the main meaning of the text “**The Oath of Future Doctors**”
- learn by heart new words;
- to put questions to the text.

4. Motivation.

Reading and translating of the text “**The Oath of Future Doctors**” contributes for developing such skills like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization and give more knowledge about the etiology, the course and symptoms of this disease.

5. Intrasubject connections

Information received on the lesson helps to realize some matters in Anatomy, Therapy Physiology. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson.

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

3. Revising the last home task.

6.1. The theoretical part.

Presentation of a new item.

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2. The Indefinite Infinitive: expresses an action simultaneous with the action expressed by the finite verb, so it may refer to the Present, Past or Future.

for example: I am glad to meet you.

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for example: They happened, at the moment, to be standing near a small conservatory at the end of the garden.

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The Infinitive as a predicative.

for example: My intention is to get into parliament.

3. The Infinitive as part of a compound verbal predicate:

for example: Clare continued to observe her.

4. The Infinitive as an object.

for example: He found it utterly impossible to leave the spot.

5. The Infinitive as part of a complex object.

for example: I never saw you act this way before.

6.2. The analytical part.

1. Build your vocabulary with the new words of the text. “**The Oath of Future Doctors**”

Read and learn by heart these new words.

9. return
10. appen.
11. former
12. devote

13. fight
14. strength
15. excited
16. true

Read and translate the text “The Oath of Future Doctors”.
Text F. The Oath of Future Doctors

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K.: Why so late?

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K.: What meeting?

B.: The meeting was held to mark the graduation from the Institute of our sixth-year students.

K.: And how did you happen to be there?

B.: I was invited (meni taklif qilishdi) to attend the meeting.

K.: Tell me, please, was there anything interesting at the meeting?

B.: First of all I must say that it was a very solemn (tantanali) ceremony. Our former sixth-year students, now young specialists, looked very happy and excited.

K.: Who made a speech?

B.: The rector did. While he was making his speech everybody was listening to him with great attention. You know, our rector is a brilliant speaker. I shall always remember the words of the professional oath which the young specialists were repeating after the rector.

K.: What is the essence (mohiyati, ma'nosi) of this oath?

B.: The young specialists promised (va'da berdilar) to give all their strength, knowledge and abilities to people who need their help. They promised to devote all their life to the protection of people's health, to the fight against diseases, not to do any harm to their patients. They promised to be true to their profession.

K.: Really, it is a great oath.

B.: Then one of the former sixth-year students handed over our Institute banner (bayroq) to a first-year student. When he was doing that I felt great excitement. Now I understand still better all the responsibility which I am going to take after my graduation, that great responsibility which my future work of a doctor will require.

6.3 The practical part.

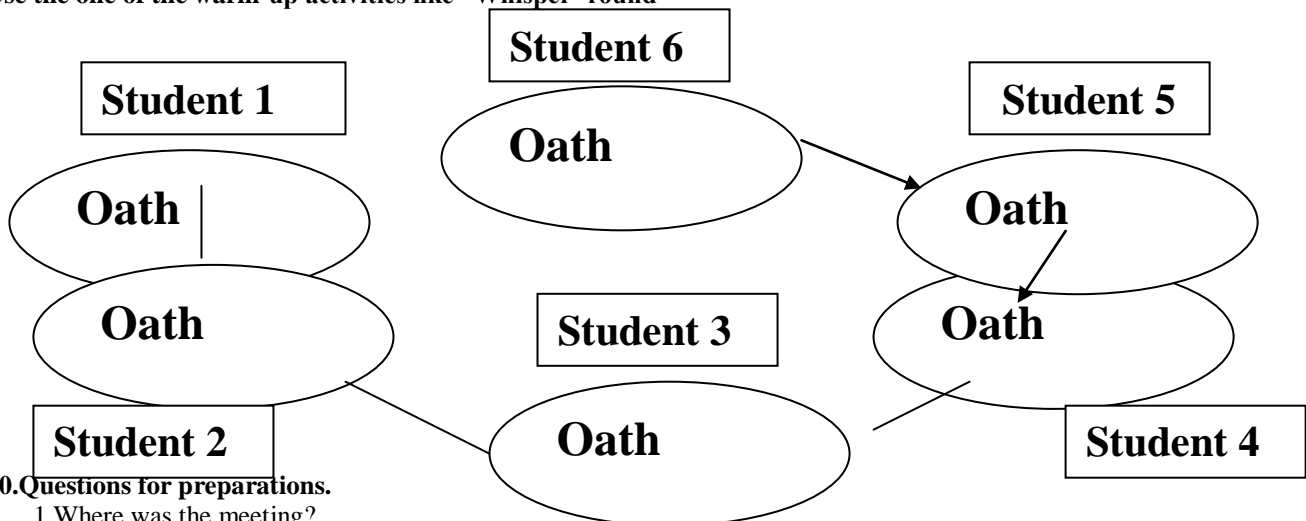
Make up sentences with these words.

to perform, to get, to treat, to enter, to die, to study, to return, to leave, to be going to.

Answer the following questions.

1. Are the doctors fighting for the life of this patient?
2. Who save the patient's life?
3. What are the doctors doing?
4. What are the doctors fighting for?

Use the one of the warm-up activities like “Whisper-round”



10. Questions for preparations.

1. Where was the meeting?
2. Who was at the meeting?
3. Who made a speech at the meeting?
4. What is the essence of this Oath?
5. What is the students promised?
6. What is require from the future doctors?

21. Revision of the grammar and lexical materials.

Text: Uzbekistan's Relations with Other Countries.

1. The place of class, equipments for training:

- The Chair of the Pedagogies, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 2 hours

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

correct reading of the text "Uzbekistan's Relations with Other Countries"

- rules of reading of some letter combinations;
- learning the new words;
- to find the right information from the questions;
- using the dictionary .

The students must know:

- the rules of reading of the new words of the text;
- making of the correct order of sentences according to the Word Order of the sentence;
- making of the correct order of sentences according to the cases of nouns;
- making of the correct order of sentences with the prepositions;
- making of the correct order of sentences according to the grammar and lexical materials

-retelling of the text "Uzbekistan's Relations with Other Countries".

The students must gain skills of:

- translating by dictionary;
- making of sentences on the them;.

Reading of the text "Uzbekistan's Relations with Other Countries".

-

The students are able to do:

to retell the main idea of the text "Uzbekistan's Relations with Other Countries".

- to learn by heart new words;

to put questions to the text "Uzbekistan's Relations with Other Countries".

- 4. Motivation

Reading and translating of the text "Uzbekistan's Relations with Other Countries".

contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Information's received on the lesson help to realize some matters in Anatomy, Chemistry, Biology and Physiology. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1 The theoretical part.

Presentation of a new item.

Word order.

Word order in English is of much greater importance than in Russian. Due to the wealth of inflexions word order in Russian is rather free as the inflexions show the function of each word in a sentence.

Subject+Verb+Object

For example: You speak English very well.

I went to the bank yesterday afternoon.

Cases.

The personal pronouns have two cases:

the nominative case: I, he, she, it, we ,you, they.

the objective case: me, him, her, it, us, you, them.

Possessive Case of Nouns.

for example: The room of my sister. – My sister’s room.

The son of my friend. – My friend’s son.

Prepositions.

The preposition is a part of speech which denotes the relations between objects and phenomena.

According to their meaning prepositions may be divided into prepositions of place (duration):

(in, on, below, under, until, between, from, to)

Prepositions of time: (after, before, at, in, since, for).

Constructions “there is(there are)”

Singular:

- There is a big tree in the garden.

Plural:

- There are some big trees in the garden.
- There are 11 players in a football team.

Interrogative form

- Is there a big tree in the garden?
- Are there any big trees in the garden?
- Are there any players in a football team?

General questions

An auxiliary verb+ the subject +(the predicate) + the secondary parts of the sentence

Statements	General questions
I am a doctor	Am I a doctor?
She is a girl	Is she a girl?
I have a car	Have you a car?
They are old	Are they old?
I read a book	Do you read a book?
He speaks English.	Does he speak English?
You are a teacher	Are you a teacher?

So, to form a general question of the sentences with auxiliary verbs "to be" "to have" you need to change their places with a subject of the sentence.

Special questions

Special questions are given to every part of the sentence.

A special word + a general question

General questions	Statements
What is this?	It is a table
What is it?	It is a dog
What is he (she)?	He (she) is a doctor
What do you do?	I am teacher

Who learns English?	I do.
Who is he?	He is Mr. Brown
Who works at the hospital?	Mr. Brown does.
Where is Tom?	He is in his room
Where does he go every day?	He goes to school.
When do you go to the hospital?	We go to the hospital in the morning.
When does he go to the library?	He goes to the library every morning.

Change to *he* and *she*.

- I examine the patient.
- I am not ready yet.
- I give the patients medicines.
- I always take temperature.
- I prescribe a medicine.
- I try to observe any changes.
- I don't give many injections.

Modal verbs

Modal verbs are followed by the Infinitive without particle "to". All of them form negative and question forms without the verb "to do".

Can has two forms: **can** for the Present tense, **could** for the Past tense.

May has also two forms: **may** for the Present tense and **might** for the Past tense.

Must has only one form. The expression to have to can be used to supply the missing tense forms of the verb must.

The verb can

Can expresses mental and physical ability of doing something.

Examples.

- I can eat. (Because my teeth are strong.)
- He can speak English. (He has learnt it.)
- You can read English very well.
- I can't go to the cinema
- Can you go for a walk?
- I can't work as a doctor.

The Adjectives. The degrees of adjectives

A word used with a noun to describe or point out the person, animal, place or thing which the noun names or to tell the number or quantity, called an **Adjective**.

Adjectives change in form to show comparison. They are called the three **Degrees of Comparison**.

The Adjective sweet is said to be in the Positive Degree

The adjective sweeter is said to be in the Comparative Degree

The adjective sweetest is said to be in the Superlative Degree

Most Adjectives of one syllable and some of more than one form the Comparative by adding er and the Superlative by adding est

Positive	Comparative	Superlative
Small	Smaller	Smallest
Young	Younger	Youngest
Difficult	more difficult	most difficult
Proper	more proper	most proper

The following adjectives are compared irregularly that is their Comparative and Superlative are formed from the positive:

Positive	Comparative	Superlative
Good, well	Better	Best
Bad	Worse	Worst
Little	less	least
Much	more	most
Many	more	most

6.2. The analytical part

1. Build your vocabulary with the new words of the text

rubdown
consider
remedy
valuable
particularly
protection
additional
deliver
waste
against
attend
practical
deliver
application

TEXT: UZBEKISTAN'S RELATIONS WITH OTHER COUNTRIES

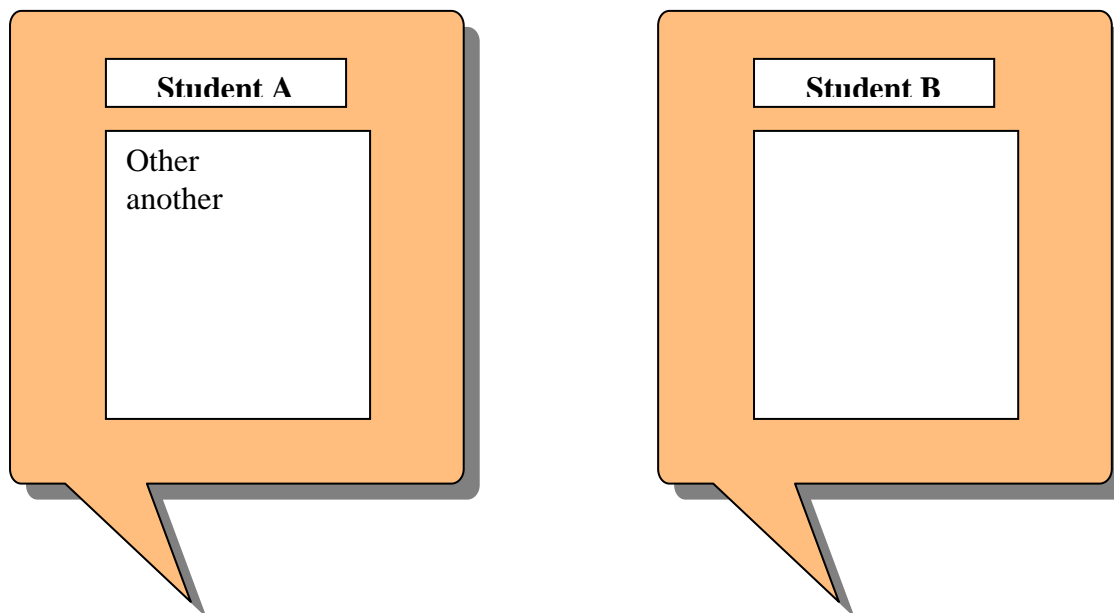
After becoming an independent state, Uzbekis was recognized by 131 countries, and diplomati relations were established with more than 103 othem.

The president of Uzbekistan visited many countries in order to strengthen economic, cultural and security relations. Different agreements with Turkey, China, India, Saudi Arabia, France and other countries have been signed.

No state can live without foreign economic relations. Uzbekistan maintains foreign economic ties with many countries in the world and participates in different international festivals, exhibitions and so on. Many industrial enterprises are trying to in-dependently sell their products on the world market. Import greatly exceeds export in foreign economic relations. Uzbekistan has trade relations with many countries, including the USA, the United kingdom, France, Japan, India, Singapore, Thai- Mtul and Turkey.

Use one of the warm-up activities like “Hot-cards”:

The structure: the teacher gives the card with the defining pronouns to the Student A and clear card to the Student B. Student B should make up sentences with them



6.3. The practical part

Make up sentences using the following adjectives:

Thin,	courageous
hotter,	splended
saddest,	farthest
fatter,	foremost
merriest,	nigher
most proper	inner

Translate the following word combinations:

Responsible decision, good results, short rest, lost time, morning exercises, senior courses, a good remedy, the application of physics

10. Questions for preparation:

1. How many countries have recognized Uzbekistan as tin independent country?
2. Many countries have established diplomatic relations with Uzbekistan. What does that mean?

3. Why does the president visit other countries?
4. How does Uzbekistan take part in the world market?

Discussion Questions

1. Are there firms in your community that sell their products in other countries?
2. Are there firms in your community that buy products from other countries?
3. There is an English proverb, "No man is an island unto himself." What does this mean and why is it true for countries?

22. Grammar: Past Continuous Tense. It is interesting: "Mouth"

. The place of class, equipments for training:

- The Chair of the Pedagogics, Psychology and Languages
- dictionary;
- tables;
- crosswords;
- distributive materials;
- cards.

2. The continuation of the lesson: 2 hours

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of Text "The Mouth".
- rules of reading
- learning the new words
- to find the right information from the questions
- using the dictionary

The students must know:

- the rules of reading of the new words of the text;
- making the correct order of sentences according to the Past Continuous Tense;
- the meaning of the text "The Mouth".

The students must gain skills of:

- translating by dictionary;
- making sentences on the Past Continuous Tense;
- reading Text "The Mouth" correctly.

The students are able to do:

- to retell the main meaning of the text "The Mouth".
- learn by heart new words;
- to put questions to the text "The Mouth".

4. Motivation

Reading and translating Text “The Mouth” contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization. Learning of the grammar task “The Past Continuous Tense” helps the students to describe continuous actions in the past.

5. Intrasubject connections

Informations received on the lesson help to realize some matters in Anatomy, Chemistry, Biology, Physiology and “A nurse work”. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.
How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather like today?
Is it warm or cold? Is it sunny or cool?

3. Revising the last home task.

The last home task was the retelling Text “Plastics for health”. If there any difficulties in retelling the teacher asks questions on the text:

6.1. The theoretical part

Presentation of a new item

The Past Continuous

The formation of the Past Continuous.

- The Past Continuous is formed by means of the Past Indefinite of the auxiliary verb *to be* and Participle I of the notional verb.
- In the interrogative form the auxiliary verb is placed before the subject.
In the negative form the negative particle *not* is placed before the auxiliary verb.

Affirmative	Interrogative	Negative
I was reading	Was I reading?	I was not reading
He was reading	Was he reading?	He was not reading
She was reading	Was she reading?	She was not reading
We were reading	Were we reading?	We were not reading
You were reading	Were you reading?	You were not reading
They were reading	Were they reading?	They were not reading

2. The contacted negative forms are:

He wasn't reading
They weren't reading

3. The negative-interrogative forms are”

Was he not reading?
Wasn't he reading?
Were they not reading?
Weren't they reading?

The use of the Past Continuous.

1. The Past Continuous is used to denote an action which was going on at a definite moment in the past.

It was twelve and he **was still sitting**, when the presence of Cooperwood was announced. (Dreiser)

The definite moment is indicated either by another past action expressed by a verb in the Past Indefinite or by an adverbial phrase.

When I returned, she **was operating** the floor. (Bennet)

At midnight he **was** still **working**, through he **was feeling** ill and **was longing** to go to bed.
 The definite moment is often not expressed, but understood from the situation.
 He did not notice what **was going on** around him – he **was reading**.

The Past continuous is used to denote a certain state or quality peculiar to the person at a given moment in the past.

He knew he **was being** scientific and restrained. (Cronin)

2. The Past Continuous or the Past Indefinite is often used after such phrases as *the whole day, all day long*.

They **were working in the garden all day long**.

They **worked** in the garden all day long.

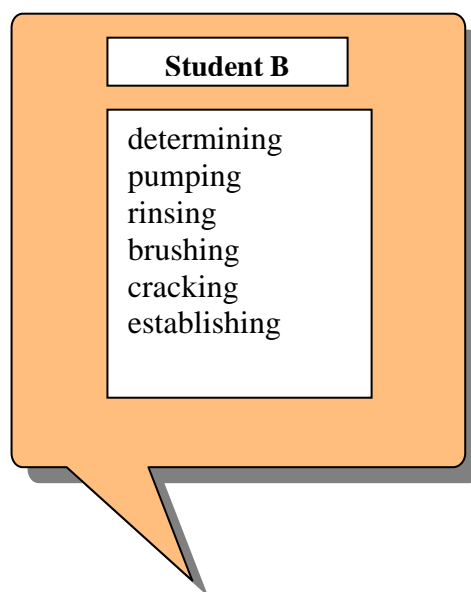
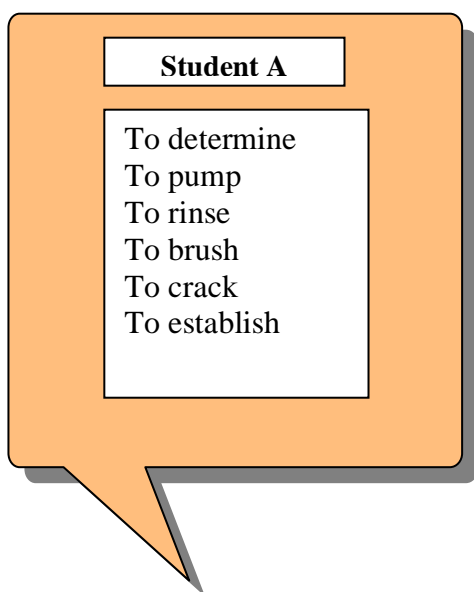
3. The Past Continuous is used to denote an action thought of as a continual process. In this case the adverbs *always, ever, constantly* are used. The Past Continuous in this use is often to be found in emotional speech.

She **was** constantly **complaining** of the toothache. (Shaw)

He was never able to look after his flowers at all, for his friend, the Miller, **was** always **coming round** and **sending** him of on long errands or **getting** him to help on the mill. (Wilde)

Work in pairs for revising Present Participle.

The structure: the teacher gives the card with the infinitive to the Student A and clear card to the Student B. Student B should make Present Participle and form the Past Continuous of every person of the given infinitives.



6.2. The analytical part

1. Build your vocabulary with the new words of Text “The Mouth”.

Division	кўриниш	отражение
Alimentary tract	овқат ҳазм қилиш тракти	пищеварит. тракт
Structure	тузилиши	структура
Tooth (pl. teeth)	тиш	зубы
Gum	милк	десна
Tongue	тил	язык
Palate (soft, hard)	танглай	нёбо
Salivary gland	сўлак безлари	слюнные железа
Oral cavity	оғиз бўшлиғи	полости рта
Brush; to brush	чўтка; чўткада тозаламоқ	щётка; чистить с щёткой
To rinse	чаймоқ	полоскать
To chew	чайнамоқ	жевать
To crack nuts	ёнғоқ чақмоқ	грызть орехи
Dentist	тиш шифокори	стоматолог
Twice	икки мартаба	дважды

Text: The Mouth

The first division of the alimentary tract is the mouth. Important structures of the mouth are the teeth and the tongue. They are organs of taste. Gums, the soft and the hard palates, salivary glands are also in the oral cavity. These organs have an important role in the process of the alimentary tract. So in order not to be ill, one must follow some rules.

You must keep the mouth, gums and teeth in healthy condition. Brush your gums and teeth. Rinse your mouth in the morning and after every meal. Do not use metal things to clean your teeth after meal. See your dentist regularly twice a year. Use food which you must chew.

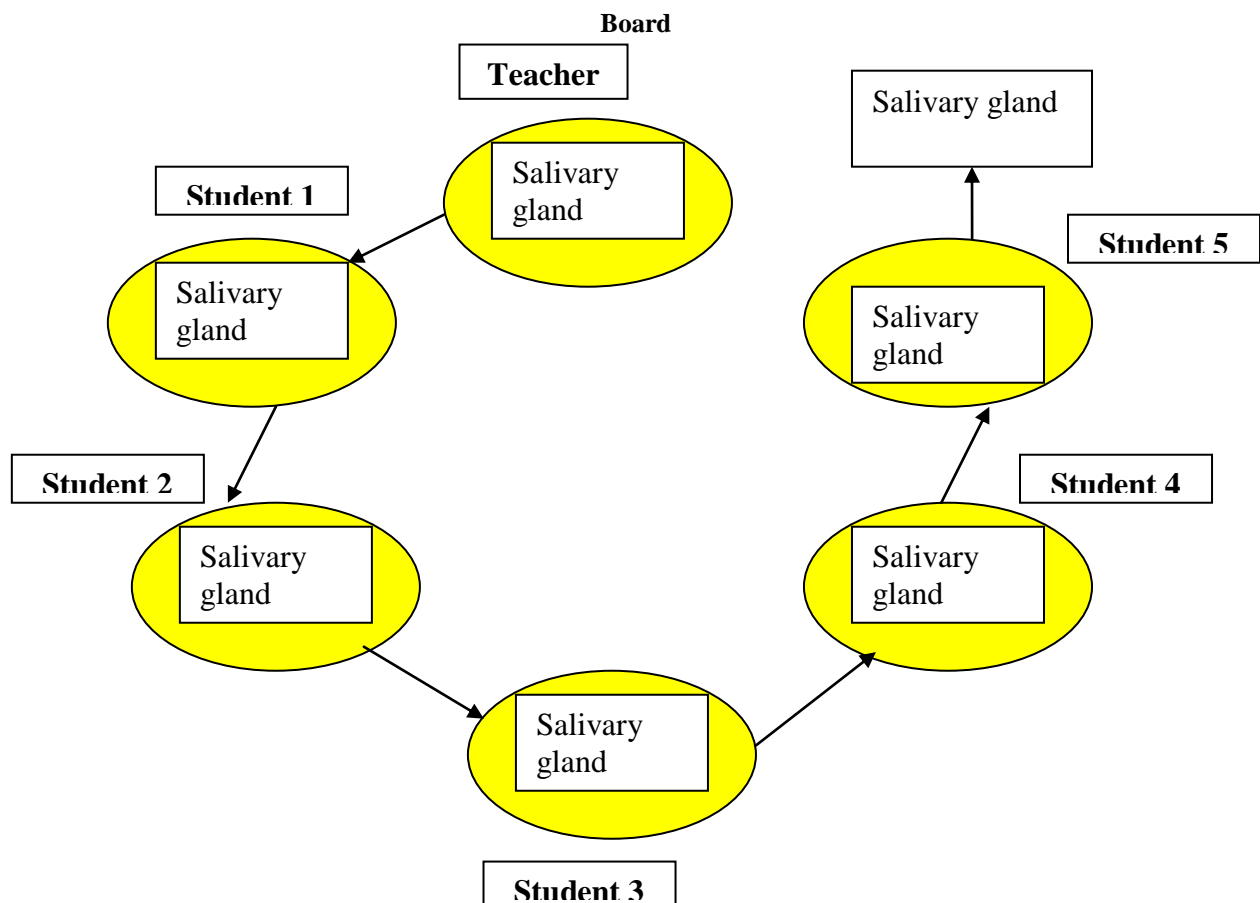
Do not eat much sugar. Never crack nuts with teeth. Follow these rules and you will never have a toothache.

Answer the questions.

1. What is the first division of the alimentary tract?
2. What organs are the parts of the mouth?
3. What are the organs of taste?
4. Why is it necessary to clean the mouth?
5. How do you clean your mouth?
6. What do you do to keep your mouth clean?

Use one of the warm-up activities like “Whisper-round”

Ask your students to form a circle. Whisper a sentence to the student on your left. He\she must whisper it, once only, to the student on his\her left. This should continue until the sentence reaches the student on your right. He\she should write the sentence on the board or say it aloud. It is very likely that it has changed out of all recognition. You can make the game more interesting by sending a sentence round the circle in the opposite direction at the same time.

**6.3. The practical part**

Exercise 1. Write negative and interrogative forms

1. I was reading - *I was not reading/ Were you reading?*
2. He was eating.
3. He was cracking.
4. He was cleaning his teeth
5. We were examining.

6. They were talking.
7. She was watching.
8. You were operating.

Exercise 2. Answer the question using verbs and word combinations below (your answer can be positive or negative): **What were you doing yesterday at midday?**

1. to eat hamburgers. *I was eating hamburgers / or I was not eating hamburgers*
2. to watch TV.
3. to speak to teacher.
4. to crack nuts.
5. to rinse the mouth
6. to listen to the music
7. to prepare lessons
8. to take one's pulse rate

Exercise 3. Translate sentences in Past Continuous into Uzbek /Russian/

1. The surgeon was operating him when I came in.
2. I was reading a newspaper yesterday morning
3. He was cracking nuts with his teeth last night.
4. We were discussing our plan at dinner-time.
5. They were meeting their guests last Monday morning.
6. The professor was delivering the lecture when the dean entered

Exercise 5. Translate this word combinations:

Organs of taste; important structures; twice a year; in healthy condition; after every meal; metal things; strong and healthy teeth.

Exercise 6. Choose the right variant.

1. Brush your _____ after meals.
a) teeth; b) feet;
2. If you have a toothache, see _____.
a) a surgeon; b) a dentist;
3. We speak with the help of our _____.
a) tongue; b) gums and teeth;
4. We chew foods with our _____.
a) glands; b) teeth.

10. Home assignments for the next class.

Questions for preparation:

- get ready for retelling Text "The Mouth"

- to make sentences on theme.

- to learn by heart new words from the text.

- make up the sentences with the new words.

What is the first division of the alimentary tract?

What organs are the parts of the mouth?

What are the organs of taste?

Why is it necessary to clean the mouth?

How do you clean your mouth?

What do you do to keep your mouth clean?

23. Grammar: Indefinite Tenses in Passive Voice.

Topic: Skeleton.

1. The place of class, equipments for training:

- The Chair of the Pedagogies, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials

- **The continuation of the lesson:** 2 hours

2. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of Text “The Skeleton”
- rules of reading of some letter combinations;
- learning the new words;
- to find the right information from the questions;
- using the dictionary .

The students must know:

- the rules of reading of the new words of the text;
- making the correct order of sentences according Past Participle. Present and Future Indefinite Tenses in Passive
- retelling the text “The Skeleton”

The students must gain skills of:

- translating by dictionary;
- making sentences on the theme
- Reading Text “The Skeleton”

The students are able to do:

- to retell the main idea of the text “The Skeleton”
- learn by heart new words;
- to put questions to the text “The Skeleton”.

4. Motivation

Reading and translating of the text “The Skeleton» contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Informations received on the lesson help to realize some matters in Anatomy, Chemistry, Biology, Physiology.

6.1 The theoretical part. Presentation of a new item.

Past Participle.

Present and Future Indefinite Tenses in Passive.

Past Participle

Participle II, as well as Participle I, can be used in pre-position (without any accompanying words) and in post-position (with one or more accompanying words) Participle II of intransitive verbs which denote passing into anew state, corresponds to the Russian(or to an adjective). However, only in a few cases Participle II of an intransitive verb may used attributively, mostly Participle II of the verbs *to fade, to wither, to retire, to fall, to vanish, e.g. faded leaves.*

for ex.: The operation **were performed** by surgeons.

This book **was published** in 1986.

The report **was followed** by a discussion

Infinitive	Past Indefinite	Past Participle
be	was, were	been
know	knew	known
take	took	taken
give	gave	given

Present Indefinite in Passive.

For ex.: The upper extremity **is connected** with the trunk by the shoulder girdle.

Affirmative	Interrogative	Negative
I <u>am</u> He <u>is</u> invited She <u>is</u> We You } are invited They	<u>Am</u> I invited? Is he } invited? Is she } Are We Are You invited? Are They	I <u>am not</u> invited. He is not invited She is not invited We You } are not invited They

The lectureres in Physiology **are attended** by all the students.

On each side of the chest the breastbone **is connected** with seven ribs.

Future Indefinite in Passive.

Affirmative	Interrogative	Negative
I <u>shall be</u> invited. He <u>will be</u> invited She <u>will be</u> invited We <u>shall</u> be invited You <u>will be</u> invited They <u>will be</u> invited	<u>Shall</u> I be invited? <u>Will</u> he be invited? <u>Will</u> she be invited? <u>Shall</u> we be invited? Will you be invited ? <u>Will</u> they be invited?	I <u>shall not be</u> invited. He <u>will not de</u> invited. She <u>will not de</u> invited. We <u>shall not be</u> invited. You will not be invited They <u>will not de</u> invited.

For ex.: 1) A new school **will be built** in our village in spring.
2) They **will be** happy to see me again.

6.2. The analytical part.

1. Build your vocabulary with the new words of the text "The Skeleton".

1. cartilages
2. substance-
3. thorax-
4. vertebra-
5. bone-
6. compose-
7. breastbone-
8. ligament-
9. skull-
10. spinal column-

TEXT . THE SKELETON

The skeleton is composed of bones. In the adult the skeleton has over 200 bones.

The bones of the skull consist of cranial and facial parts. There are 26 bones in the skull.

The bones of the trunk are the spinal column or the spine and the chest (ribs and the breastbone). The spine consists of the cervical, thoracic, lumbar and sacral vertebrae and the coccyx.

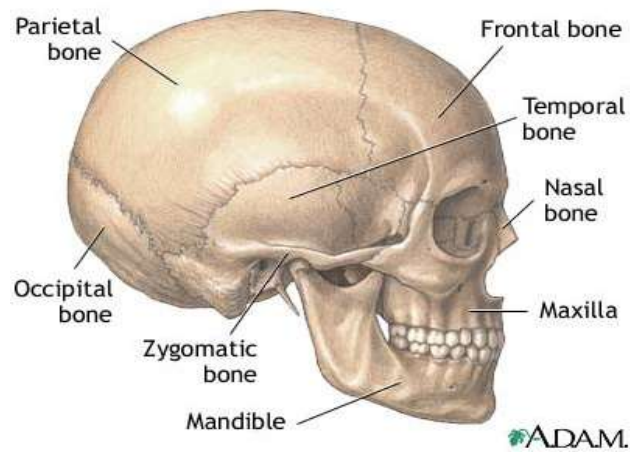
The vertebra is a small bone, which is formed by the body and the arches. All the vertebrae compose the spinal column or the spine. There are 32 or 34 vertebrae in the spine of the adult. In the spinal column there are seven cervical vertebrae, twelve thoracic vertebrae, five lumbar, five sacral vertebrae and from one to five vertebrae which form the coccyx. The cervical part of the spine is formed by seven cervical vertebrae. Twelve thoracic vertebrae have large bodies. The lumbar vertebrae are the largest vertebrae in the spinal column. They have oval bodies.

The chest (thorax) is composed of 12 thoracic vertebrae, the breastbone and 12 pairs (juft) of ribs. The breastbone is a long bone in the middle of the chest. It is composed of three main parts. The basic part of the chest is formed by the ribs. On each side of the chest seven ribs are connected with the breastbone by cartilages. The cartilages of three other ribs are connected with each other and with the seventh rib. But the cartilages of these ribs are not connected with the breastbone. The eleventh and the twelfth ribs are not connected with the breastbone either (ham). They are not connected with other ribs, they are free. Each rib is composed of a head, neck and body.

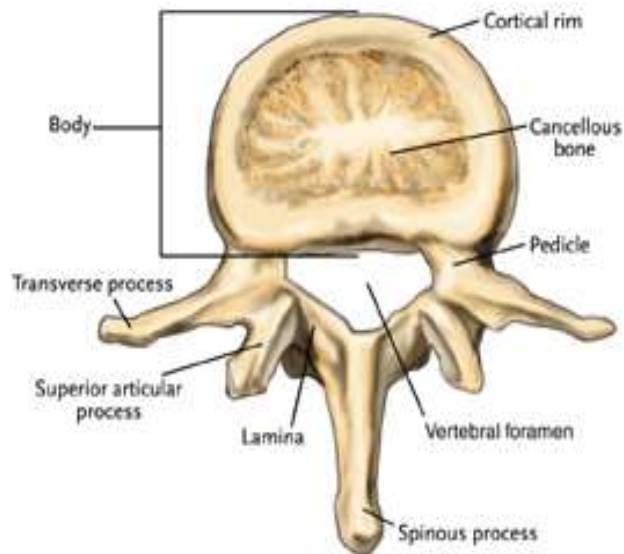
The lower extremity consists of the thigh, leg and foot. It is connected with the trunk by the pelvis. The upper extremity is formed by the arm, forearm and hand. It is connected with the trunk by the shoulder girdle (kamar).

The bones of the skeleton are connected together by the joints or by the cartilages and ligaments. The bones consist of organic and inorganic substance.

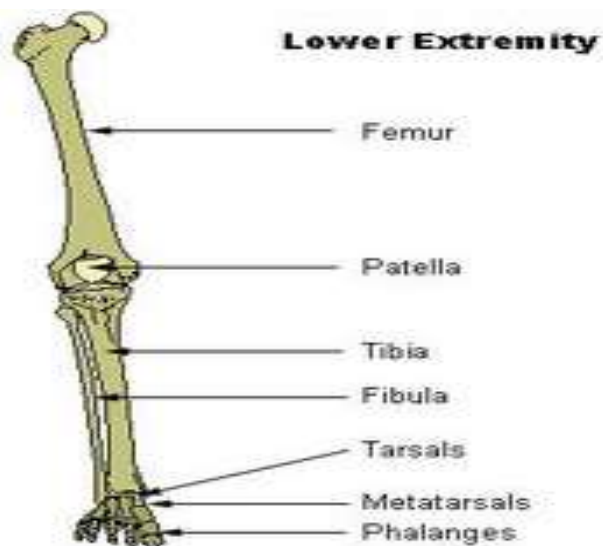
Picture 1.
The skull



Picture 2.
The vertebra



Picture 3.



Answer the q

1. What is the skeleton composed of?
2. What are the parts of the skull? (pic.1)
3. How many bones are there in the skull?
4. What are the bones of the trunk?
5. What does the chest consist of?
6. What does the spine consist of?
7. What is the vertebra formed by? (pic.2)
8. How many vertebrae are there in the spinal column?
9. What is the largest vertebra in the spinal column?
10. What are the parts of the lower extremity? (pic.3)

6.3. The practical part.

Read and translate these words.

Village, cartilage, bandage, language, hemorrhage, usage, damage.:
 Important, irregular, unhappy,

Make these sentences interrogative:

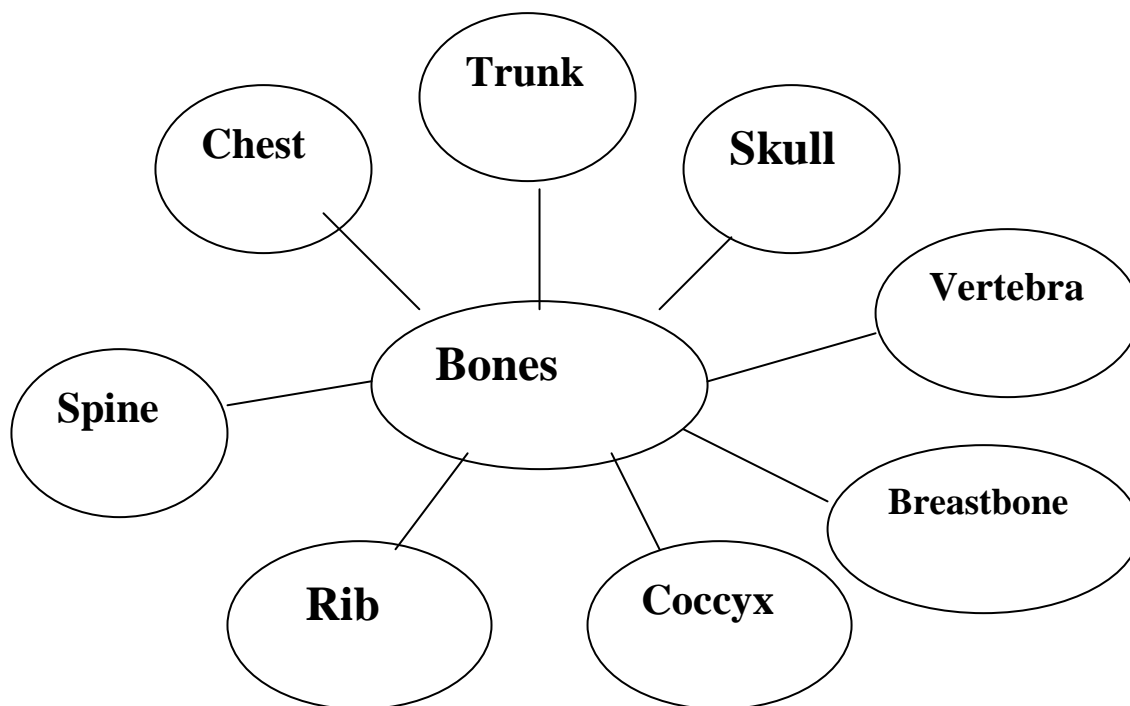
1. The pictures in Physiology are attended by all the students.
2. The pelvis connects the lower extremity with trunk.
3. The upper extremity is connected with trunk by the shoulder girdle.
4. Seven cervical vertebrae compose the cervical part of the spine.

Make up sentences with the following words

Called	discuss <u>ed</u>
Filled	connect <u>ed</u>
Applied	treat <u>ed</u>
Felt	read
Heard	writt <u>en</u>
Carried	take <u>n</u>
Knew	ma <u>de</u>

The structure: The teacher asks the students the translation of all the bones in the human body.

The teacher divides the group students into two subgroups and asks them to write down the translation of all the bones in the human body on the blackboard. One of the students go to the blackboard from each subgroup and begin writing. They must write down during 5- minutes .And at the end of this game teacher will count those words. Who has many words their subgroup will be winner.



10. Questions for preparation:

11. How is the Present Indefinite Passive formed?
12. How is the question form of the Present Indefinite Passive formed?
13. How is the negative form of the Present Indefinite Passive formed?
14. For what action is the Present Indefinite Passive used?
15. How is the Future Indefinite Passive formed?

16. How is the question form of the Future Indefinite Passive formed?
17. How is the negative form of the Future Indefinite Passive formed?
18. For what action is the Future Indefinite Passive used?
19. What is the skeleton composed of?
20. What are the parts of the skull?
21. How many bones are there in the skull?
22. What are the bones of the trunk?
23. What does the chest consist of?
24. What does the spine consist of?
25. What is the vertebra formed by?
26. How many vertebrae are there in the spinal column?
27. What is the largest vertebra in the spinal column?
28. How are the ribs connected with the breastbone and each other?
29. What is each rib composed of?
30. What does the upper extremity consist of?
31. How is the upper extremity connected with trunk?
32. What does the lower extremity consist of?
33. How is the lower extremity connected with trunk?
34. What substances do the bones consist of?

24. Grammar: Past Participle Indefinite Tenses in Passive Voice.

Text: Great Britain.

1. The place of class, equipments for training:

- The Chair of the Pedagogics, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 2 hours

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of the text Great Britain.
- rules of reading of some letter combinations;
- learning the new words;
- to find the right information from the questions;
- using the dictionary.

The students must know:

- the rules of reading of the new words of the text;
- using the actions in the Past Participle Indefinite Tenses in Passive Voice. correctly;
- making up questions in the Past Participle Indefinite Tenses in Passive Voice.;
- retelling the text Great Britain.

The students must gain skills of:

- translating by dictionary;
- making sentences on the theme;
- reading the text.

The students are able to do:

- to retell the main idea of the text Great Britain.

- to learn by heart new words;
- to put questions to the text the Great Britain.

4. Motivation

Reading and translating of the text the spinal column contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Informations received on the lesson help to realize some matters in Anatomy, Chemistry, Biology and Physiology. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or other world news:

The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1. The theoretical part

Presentation of a new item

Past participle. Indefinite tenses in Passive Voice

Participle is that form of the Verb which partakes of the nature both of a Verb and of an adjective.

Past participle represent a completed action or state of the thing spoken of. The past participle usually ends in **-ed, -d, -t, -en, -n**

The following are examples of Past Participles:

Driven by hunger he stole a piece of bread.

for ex.: The operation **were performed** by surgeons.

This book **was published** in 1986.

The report **was followed** by a discussion

Infinitive	Past Indefinite	Past Participle
be	was, were	been
know	knew	known
take	took	taken
give	gave	given

A Verb is in the **Passive Voice** when its form shows that something is done to the person or thing denoted by the Subject.

The **Passive Voice** is so called because the person or thing denoted by the Subject is not active passive that is suffers or receives some action.

The doors are always opened by our teacher.

Past Indefinite in Passive Voice

Affirmative	Interrogative	Negative
I was He was invited } She was	Am I invited?	I <u>was not</u> invited.
We You } were invited	Was he } invited? Was she }	He is not invited She is not invited
They	Were We } Were You invited? Were They }	We } You were } not invited They }

6.2.
The analytical part.
1.

Build your vocabulary with the new words of the text

to associate

colonial empire

national anthem

currency

administrative unit

sparsely
pouring rain
to get a local opinion

GREAT BRITAIN

The United Kingdom of Great Britain and Northern Ireland (the U.K.) has been the official name of the British Kingdom since 1922. It includes England, Scotland, Wales, Northern Ireland and a number of smaller inlands. Other names for the U.K. are Great Britain and the British Isles? A poetic name for Britain is Albion. It is an ancient name given to Britain by the Romans. The Romans associated this term with albus, which means white, and identified it with the Dover chalk cliffs. Not long ago Britain was the home country of a huge colonial empire. Almost 500 million people were subjects of the British Empire. The term the British Commonwealth of Nations was used starting in 1931 to describe the relations between Great Britain and its colonies. Now the days of colonialism are over. The former colonies have become politically independent. But they still have some links with Great Britain. These countries are associated under the British Crown.; The British Queen is proclaimed to be the head of state and is represented by a governor general.

The flag of Britain is called the Union Jack. It has the red cross of St. George of England, the white cross of St. Andrew of Scotland and the red cross of St. Patrick of Ireland, all on a blue background.

"God save the Queen/King" is the British national anthem. The words and tune probably date to the 16th century. The tune has also been used for patriotic songs in the USA and Germany.

The British currency is the pound sterling. One pound consists of 100 pence.

The British Isles lie off the northwest coast of the continent of Europe. They include Great Britain (England, Scotland and Wales), Ireland (Northern Ireland and the Independent Irish Republic) and some 5000 smaller islands. The biggest island is Great Britain, which lies between the Atlantic Ocean and the North Sea. It is separated from the European continent by the English Channel. To the west the Irish Sea separates Great Britain from Ireland.

The chief rivers are the Thames, the Severn (the longest river at 350 km), the Clyde and the Mersey. The highest point on the British Isles is Ben Nevis, a mountain in Scotland. The northern part of Scotland is called the Highlands and the southern part is the Lowlands. Most of the lakes are found in Scotland and northwest England. Northern Ireland contains many plateaus and hills.

The U.K. can be divided into four large historical areas: England, Scotland, Wales and Northern Ireland. The chief regional administrative units are called "countries" in England and Wales, "regions" in Scotland, and "districts" in Northern Ireland.

Britain has a temperate climate due to the influence of the Gulf Stream. During the winter months, eastern winds may blow and bring a cold, dry continental type of weather. The British Isles as a whole are not the best place to sunbathe. The sun is visible for only one third of daylight hours. The rest of the time it is hidden by clouds and mists.

The weather changes so frequently that it is a favourite topic -of conversation in Britain. When people are planning to do anything they will often say "...if it's fine," or "... if it's nice weather."

There are a lot of jokes and stories about the British climate. British people say, "Other countries have a climate; in England we have weather." A good example of English humour is the following story. A Londoner, who was going to the west of England for a holiday, arrived by train at a town and found that it was pouring rain. He called a porter to carry his bags to a taxi. On the way out of the station, partly to make conversation and partly to get a local opinion about the weather prospects for the holiday, he asked the porter, "How long has it been raining like this?" "I don't know, sir. I have only been here for 15 years," was the reply.

The population of the United Kingdom is more than 56 million people^ The British population is mostly urban and suburban. The areas with large populations are the Central Lowlands of Scotland, southeastern Wales and a belt across England. England is the most densely populated part of the U.K. Scotland and Wales have wide open spaces. England is more crowded. On the other hand, most of the mountainous parts of Britain, including much of Scotland, Wales and Northern Ireland, are very sparsely populated. Four of every five people in the U.K. live in towns. There are about 106 females to every 100 males.

Great Britain is one of the most important industrial countries in the world. One of the extensive industries of Great Britain is the textile industry. Large quantities of textiles are produced and exported. Textiles exported from Great Britain can be found in most parts of the world.

Great Britain has also been noted for coal, iron and steel. It also supplies many countries with machinery. Another leading industry in Great Britain has been ship-building, and the automobile industry is highly developed. Major industrial and business centres of the country include Birmingham, Glasgow, Belfast and London.

7. Controlling ways of students knowledge

- oral form
- written form
- discussion
- problematic

10. Questions for preparation:

1. What are some of the names for Great Britain?
2. What islands and regions comprise Great Britain?
3. What is the Commonwealth of Nations?
4. What is the nickname for the British flag?
5. What three symbols make up the flag?
6. How old is the national anthem of Great Britain?
7. What is the money in Britain called?
8. What bodies of water surround the British Isles?
9. What are the Highlands?
10. What is the weather usually like in Britain?
11. How big is the population of the United Kingdom in comparison with the population of Uzbekistan?
12. What are some of Great Britain's exports?

Discussion Questions

1. How are some members of the Commonwealth of Nations?
2. What is the significance of the fact that Britain's flag is made up of these three crosses?
3. Why is weather often talked about in Britain?
4. Is weather often talked about in Uzbekistan? Why?
5. What goods does Uzbekistan import from Great Britain?
6. Do you know anyone who has visited Great Britain. Would you like to visit Great Britain? Why?

25. Grammar: Infinitive and its functions.

Text: The Heart and Vascular System.

The place of class, equipments for training:

- The Chair of the Pedagogies, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. **The continuation of the lesson:** 2 hours

3. **The aims of the lesson:**

3.1. **training aim:**

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. **educational aim:**

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. **developing aim:**

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

correct reading of the text "The Heart and Vascular System";

- rules of reading of some letter combinations;
- learning the new words;
- to find the right information from the questions;
- using the dictionary .

The students must know:

- the rules of reading of the new words of the text;
 - making of the correct order of sentences according to the Word Order of the sentence;
 - making of the correct order of sentences according to the cases of nouns;
 - making of the correct order of sentences with the prepositions;
 - making of the correct order of sentences according to the constructions "there is" and "there are";
- retelling of the text "The Heart and Vascular System".

The students must gain skills of:

- translating by dictionary;
- making of sentences on the them;.

Reading of the text “The Heart and Vascular System”.

The students are able to do:

to retell the main idea of the text “The Heart and Vascular System”;

- to learn by heart new words;

to put questions to the text “The Heart and Vascular System”.

4. Motivation

Reading and translating of the text “The Heart and Vascular System” contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Information’s received on the lesson help to realize some matters in Anatomy, Chemistry, Biology and Physiology. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.
How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather like today?
Is it warm or cold? Is it sunny or cool?

6.1 The theoretical part.

Presentation of a new item.

Infinitive and its functions.

In Modern English the infinitive has the following forms:

	Active	Passive
Indefinite	to write	to be written
Continuous	to be writing	-----
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	-----

1.

The Indefinite Infinitive: expresses an action simultaneous with the action expressed by the finite verb, so it may refer to the Present, Past or Future.

for example: I am glad to meet you.

I was glad to see Mr Paul.

6.2. The analytical part.

1. Build your vocabulary with the new words of the text The Heart and Vascular System

the interspace
apex
right ventricle
the septum
atrioventricular
The arteries dilate
simultaneously with

Text. The Heart and Vascular System

The heart is an inner hollow muscular organ placed within the chest and included in the pericardium. The base of the heart is against the third rib.

Its apex is against the interspace between the fifth and sixth costal cartilages. The weight of the heart about 300 grams in the male and about 220 gr in the female.

The heart consists of two separate chambers divided by the septum. Each of the chambers has two connected parts: the atrium and ventricle. The atrioventricular valves separate the atria from the ventricles

The right atrium is larger than the left one, but the walls of the left atrium are thicker than those of the right one. The right ventricle is triangular in form and has thick walls. The ventricle is in the anterior part of the heart. The left ventricle is longer and more conical than the right one. The walls of the left ventricle are three times as thick as the walls of the right one. The valves are located at the entrance and exit of each ventricle. The muscular structure of the heart consists of fibrous bands divided into two groups- the first ones are right ventricle band of the atria and the second ones are the fibrous bands of the ventricles. The vascular system consists of three of vessels -atries veins and capillaries. The vessels carrying blood to and from the tissues of the body compose the general system. They are called the systemic vessels. The pulmonary system is formed by the vessels carrying blood to and from the lungs. The portal system is formed by the veins passing to the liver. Most of the arteries are composed of three coats. The arteries dilate and contract simultaneously with the action of the heart.

Make these sentences interrogative:

1. The pictures in Physiology are attended by all the students.
2. The pelvis connects the lower extremity with trunk.
3. The upper extremity is connected with trunk by the shoulder girdle.
4. Seven cervical vertebrae compose the cervical part of the spine.

7. Controlling ways of students knowledge

- oral form
- written form
- discussion;
- problematic .

10. Control questions for preparation.

1. How many chambers does the consist of?
2. How many parts has every chamber?
3. What does the vascular system consist of?
4. What is the pulmonary system?

Topic: The famous world medical scientists

26. Grammar: The Sequence of Tenses.

Text: The USA.

1. The place of class, equipments for training:

- The Chair of the Pedagogics, Psychology and Languages
- dictionary.
 - tables
 - crosswords
 - distributive materials.

2. The continuation of the lesson: 2 hours

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking

List of practical skills on theme:

- correct reading of Text: The USA.
- rules of reading of some letter combinations;
- learning the new words;
- to find the right information from the questions;
- using the dictionary .

The students must know:

- the rules of reading of the new words of the text;
- making the correct order of sentences according "Sequence of Tenses".
- retelling the text: The USA.

The students must gain skills of:

- translating by dictionary;
- making sentences on the theme
- reading Text: The USA

The students are able to do:

- to retell the main meaning of the text : “The USA”
- learn by heart new words;
- to put questions to the text: “The USA”

4. Motivation

Reading and translating of the text “The USA” contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Informations received on the lesson help to realize some matters in Anatomy, Chemistry, Biology and Physiology

6. The subject matter of the lesson**Organization of the lesson**

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1. The theoretical part*Presentation of a new item**The Sequence of Tenses*

The sequence of tenses is a certain dependence of the tense of the verb in a subordinate clause on that of the verb in the principal clause: if the verb in the principal clause is in one of the past tenses, a past tense (or future in the past) must be used in the subordinate clause. The rule is generally observed in object clauses (a more detailed treatment of the question will be found in).

I thought he felt better.

She realized that she caught a cold.

I've seen which way the wind is blowing.

If the past action expressed in the subordinate clause is simultaneous

with that expressed in the principal clause, the Past Indefinite or the Past Continuous is used in the subordinate clause:

The doctor thought the patient was playing a role

I found out that she had rheumatic endocarditis.

If the past action expressed in the subordinate clause is prior to that expressed in the principal clause, the Past Perfect is used in the subordinate clause:

He knew that she had not had time to read the letter.

If the action expressed in the subordinate clause lasted a certain time before the action expressed in the principal clause, the Past Perfect Continuous or the Past Perfect Inclusive is used in the subordinate clause

He realized that the pain he had felt since 10 years was ended after the operation.

If the action expressed in the subordinate clause is posterior to that of the principal clause the Future in the Past is used.

He knew they would read the book the following year.

He knew they would have read the book by the 1st of June.

Occasionally we find examples of should being used with the 3rd person and would with the 1st. This generally occurs when the speaker wants to preserve the same verb that was used by the original speaker.

See! Here's his writing; I made him put it down this morning

When he told me he shouldn't be back before I came here.

He asked me if there wasn't any hope that I would change.

TEXT: THE USA

The United States of America lies in the central part of the North American continent. It is one of the biggest countries in the world. The population of the USA is over 240 mln. The cities of America are very beautiful.

If you travel to San Francisco, California, Chicago and New York you will find many interesting and beautiful things and get a good impression. The south part of Americans was agricultural region for many years. But now the Americans are building new factories there.

There are many high mountains and deserts in America. During the period of its development the USA achieved great successes in fields of life in industry, agriculture and art. Now different computers are widely used in many spheres of national economy and social life. There is a variety of natural resources in the country, including water resources. The greatest, rivers of the USA are the Mississippi, the Colorado and Columbia. The capital of the USA is Washington.

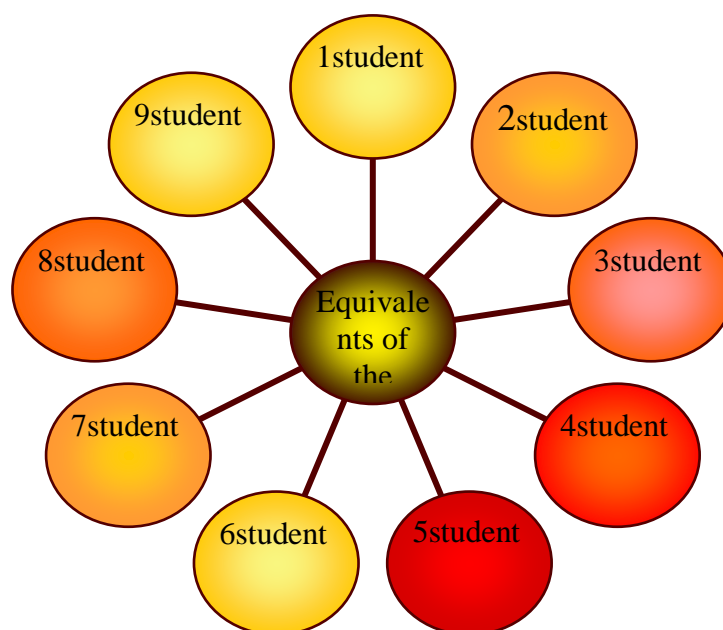
6.2. The analytical part

1. Build your vocabulary with the new words of the text

1. to get a good impression
2. locality
3. desert
4. to proclaim
5. recourse
6. to achieve
7. world
8. agriculture
9. art
10. in the central part
11. mountain

Use one of the warm-up activities like "Snow-ball"

The structure: The teacher divides the group into two subgroups and asks them to give equivalents of the new words. If any of them gives wrong examples their subgroup will fail. This context may be repeated for several times. The winner will be chosen by the teacher according to their scores.



6.3. The practical part

1. Learn by heart words and word combinations:

1. **prove** : to prove facts, to prove to smb that, he proved that he was right, he was able to prove that
2. **conclusion** : a right conclusion, in conclusion, to come to the conclusion that..., to draw a conclusion
3. **accomplish** : accomplishment, to accomplish the observation, the accomplishment of the respiratory process
4. **dueto**: due to his illness, due to a high temperature, in due time, his bad condition was due to a high blood pressure
5. **investigate** : investigation, to accomplish the investigation, the investigation of the blood cells

2. Translate the sentences, define the tenses of predicates.

1. The patient had restored his health by the end of September. 2. He had slept well before the surgeon came. 3. The male patient had had the gripe before he was admitted to the hospital. 4. The doctor had observed an unusual case of a manual valve disease before he reported on it at the conference.

3. Define type of subordinate clauses and translate them.

1. We know well Servet was the first anatomist to describe the pulmonary circulation in the first half of the 16th century (1536-1538).

2. The phenomenon of the transfer of carbon dioxide from the blood into the lungs Sechenov investigated is due to the law of diffusion of gas from the fluid into the air.

3. The vital capacity of the lungs many physiologists have studied changes in some cardiac and pulmonary diseases.
4. The great English anatomist W Harvey found out that the heart changed its color during the contractions

4. Complete the sentences choosing the appropriate clause:

1. The patient stated that ... (a) he had had pneumonia two years before;
(b) he has pneumonia.
2. The doctor thought that ... (a) the white blood cell count will be normal;
b) the white blood cell count would be normal)
3. The scientists established that ... (a) hemoglobin was the carrier of oxygen; b) hemoglobin is the carrier of oxygen)

5. Translate the following sentences. Explain the choice of tense forms while translating the predicates of the Object Clauses:

1. The doctor stated that the patient had pneumonia.
2. The surgeon considered that the patient would feel well in two or three days.
3. The professor found out that the patient had had tuberculosis two years before.
4. They came to the conclusion that the atmospheric pressure was an important factor for patients with cardiac diseases.
5. The researchers said that they had observed new phenomena.

6. Put the verbs in brackets in the proper tense:

1. The patient (to be) under medical care before the surgeon began the operation.
2. They (to isolate) the patient with the grippe from the others before they were infected.
3. My experiments not yet (to prove) anything since I started them.
4. We (to complete) our observations on the changes in the blood erythrocytes by tomorrow.

7. Answer the following questions:

What do we call a person who?

1. discovers something?
2. finds some new theories?
3. investigates some phenomena?
4. researches in some field of science?
5. observes some changes in the experiments?

8 Controlling ways of students knowledge

- oral form;
- written form.
- discussion;
- problematic

9. Questions for preparation:

1. Where does the USA lie?
2. What cities of America do you know?
3. Each region of the USA has its characteristics, has not it?
4. Do you get any impression after your trip to the cities of America?
5. When was the USA founded?
6. What successes did the USA achieve during its development?
7. What successes did the USA achieve during its development?
8. Are there any natural resources in America?
9. What rivers of America do you know?
10. Is the capital of America New York or Washington?

***27. Grammar: The Sequence of Tenses.
Dialogue. Text C. The Spinal Column.***

1. The place of class, equipments for training:

- The Chair of the Pedagogics, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 2 hours

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of the dialogue The Spinal column
- rules of reading of some letter combinations;
- learning the new words;
- to find the right information from the questions;
- using the dictionary.

The students must know:

- the rules of reading of the new words of the text;
- using the actions in the Perfect tenses correctly;
- making up questions in the Past Perfect Tense Active;
- retelling the text The spinal column

The students must gain skills of:

- translating by dictionary;
- making sentences on the theme;
- reading the text.

The students are able to do:

- to retell the main idea of the text spinal column
- to learn by heart new words;
- to put questions to the text the spinal column

4. Motivation

Reading and translating of the text the spinal column contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Informations received on the lesson help to realize some matters in Anatomy, Chemistry, Biology and Physiology. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson

The sequences of tenses.

The sequences of tenses is a certain dependence of the tense of the verb in a subordinate clause on that of the verb in the principal clause:

If the verb in the principal clause is in one of the past tenses, a past tense (or future in the past) must be used in the subordinate clause.

For example: I said that I lived in Moskow.

I knew (that) he played tennis every day.

John said he would leave for London early in the morning

He told me he he had lost his glasses

He was sure Tom Ann were ill

They were sure the children were at school

Roger asked if Ben was ready

I asked if Alice was busy

We asked if her friends were angry

The Browns asked if they were free.

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or other world news:

The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1. The theoretical part

6.2. The analytical part

1. Build your vocabulary with the new words of the text

Coccyx	flexible
Spine	sacral
Column	connection
Rapidly	grow
Vertebrae	skull

Text The Spinal Column

Two students meet after classes. They want to prepare their homework in Anatomy.

A.: How do you do, Bobur!

B.: How do you do, Adham!

A.: Are you free now?

B.: Yes, I am. Let us prepare our Anatomy lesson for tomorrow.

A.: Tomorrow we shall have the lesson on the bones.

B.: I do not know well the spinal column.

A.: I can help you if you like. Can you answer my questions?

B.: I am ready.

A.: So, at what age does the spine grow most rapidly?

B.: In the girls the spine grows most rapidly to the age of 15. In the boys it grows to the age of 19. After the age of 19 the spine grows very slowly. The length of the spinal column is about 40% of the body.

A.: That's all right. Now the second question. What do you know about the number of the vertebrae in the spine?

B.: The number of the vertebrae may be 32 or 34. Sometimes it may be 37. But I don't know why. Can you tell me?

A.: It is because the number of the sacral vertebrae may be five and the number of the vertebrae which compose the coccyx may be from one to five.

B.: Thank you. Can you tell me which of the vertebrae have the form different from the others?

A.: They are the first and the second cervical vertebrae. The form of these two vertebrae is different because they take part in the flexible connection of the skull and the spine.

B.: Thank you. I think tomorrow I shall answer well.

6.3. The practical part.

Make these sentences interrogative:

1. The pictures in Physiology are attended by all the students.
2. The pelvis connects the lower extremity with trunk.
3. The upper extremity is connected with trunk by the shoulder girdle.
4. Seven cervical vertebrae compose the cervical part of the spine.

10. Questions for preparation:

35. How is the Present Indefinite Passive formed?
36. How is the question form of the Present Indefinite Passive formed?
37. How is the negative form of the Present Indefinite Passive formed?
38. For what action is the Present Indefinite Passive used?

28. Grammar: Functions of the Past Participle.

Topic: Amur Temur

The place of class, equipments for training:

- The Chair of the Pedagogies, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 2 hours

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.

- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

correct reading of the text “The Heart and Vascular System”;

- rules of reading of some letter combinations;
- learning the newwords;
- to find the right information from the questions;
- using the dictionary .

The students must know:

- the rules of reading of the new words of the text;
- making of the correct order of sentences according to the Word Order of the sentence;
- making of the correct order of sentences according to the cases of nouns;
- making of the correct order of sentences with the prepositions;
- making of the correct order of sentences according to the function of the Past Participle.

-retelling of the text “Amur Temur”.

The students must gain skills of:

- translating by dictionary;
- making of sentences on the them;.

Reading of the text “Amur Temur”.

The students are able to do:

to retell the main idea of the text “Amur Temur”;

- to learn by heart new words;

to put questions to the text “Amur Temur”.

4. Motivation

Reading and translating of the text “Amur Temur” contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Information’s received on the lesson help to realize some matters in Anatomy, Chemistry, Biology and Physiology. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1 The theoretical part.

Presentation of a new item.

Past Participle

Participle II, as well as Participle I, can be used in pre-position (without any accompanying words) and in post-position (with one or more accompanying words) Participle II of intransitive verbs which denote passing into a new state, corresponds to the Russian (or to an adjective). However, only in a few cases Participle II of an intransitive verb may be used attributively, mostly Participle II of the verbs *to fade, to wither, to retire, to fall, to vanish, e.g. faded leaves.*

for ex.: The operation **were performed** by surgeons.

This book **was published** in 1986.

The report **was followed** by a discussion

Infinitive	Past Indefinite	Past Participle
be	was, were	been
know	knew	known
take	took	taken
give	gave	given

6.2. The analytical part.

1. Build your vocabulary with the new words of the text **The Heart and Vascular System**

the interspace

apex

right ventricle

the septum

atrioventricular

The arteries dilate

simultaneously with

Text. Amur Temur

7. Controlling ways of students knowledge

- oral form
- written form
- discussion;
- problematic .

10. Control questions for preparation.

1. How many chambers does the consist of?
2. How many parts has every chamber?
3. What does the vascular system consist of?
4. What is the pulmonary system?

Topic: The famous world medical scientists

29. Grammar: Usage of one-ones, that-those as equivalents of nouns.

Text: The lecture on muscles.

The place of class, equipments for training:

- The Chair of the Pedagogies, Psychology and Languages
 - dictionary.
 - tables
 - crosswords
 - distributive materials.

- **The continuation of the lesson:** 2 hours

- **The aims of the lesson:**

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of Text **The Lecture on muscles**
 - rules of reading of some letter combinations;
 - learning the new words;
 - to find the right information from the questions;
 - using the dictionary .
- **The students must know:-** the rules of reading of the new words of the text;
- making the correct order of sentences according The Sequences of tenses

retelling the text **The Lecture on muscles**

The students must gain skills of:

- translating by dictionary;
- making sentences on the theme

Reading Text **The Lecture on muscles**

- **The students are able to do:**
 - to retell the main meaning of the text learn by heart new words;" **The Lecture on muscles**

- to put questions to the text

- 4. Motivation

Reading and translating of the text” **The Lecture on muscles** contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Information’s received on the lesson help to realize some matters in Anatomy, Chemistry, Biology, Physiology and “**Our future Profession**” A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or

other world news: The teacher makes a language area

asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

3. Revising the last home task.

6.1 The theoretical part

Presentation of a new item

Equivalents of nouns: one-ones, that-those:

Rule: The pronouns as one-ones, that-those are used instead of nouns not to be repeated for many times.

Pronouns one-ones are used in singular forms of the nouns.

Pronouns that-those are used in plural forms of the nouns.

They are require questions as a noun and adjective, What? Which?

For example:

Which car is yours? - This one or that one?

Which one do you want? - This one.

Don't buy those apples. - Buy the other ones.

My shoes are very old. - I must buy some new ones.

Which flowers do you want? - These or those?

Which ones do you want? - The white one.

6.2. The analytical part.

1. Build your vocabulary with the new words of the text “The Lecture on Muscles”

Read and translate the new words

1. muscle
2. establish
3. introduce
4. change
5. weight
6. divide
7. direction
8. tissue
9. vessel
10. blood
11. contraction
12. determine

Read and translate the text

The Lecture on Muscles

Yesterday the students of our group came to the Institute to listen to a lecture on muscles. The lecture was attended by all of us. The lecture was delivered by Prof. Smirnov. To listen to it was very interesting. Prof. Smirnov was the first to tell us about the anatomical terms.

The names of all the muscles in the body and all other anatomical terms were established at three Congresses in Basel [‘baizal], Jena [‘jema:] and Paris. In 1895 the *Basel Nomina Anatomica*¹ was introduced; in 1935 it was greatly changed at the Congress of Anatomists in Jena. In 1955 the IV International Federal Congress of Anatomists in Paris established new universal anatomical terms, the so-called *Paris Nomina Anatomica*.

In his lecture Prof. Smirnov said that the body was composed of about 600 skeletal muscles. The students learned that in the adult about 35%-40% (per cent) of the body weight was formed by the muscles. According to the basic parts of the skeleton all the muscles were divided into the muscles of the trunk, head, and extremities.

When Prof. Smirnov spoke about the form of the muscles he said that all the muscles were divided into three basic groups: long, short and wide muscles; the free extremities were formed by the long muscles; wide muscles lay on the trunk; the walls of the body cavities were formed by wide muscles.

Some muscles were called according to the structure of their fibers, for example radiated muscles; others according to their uses, for example extensors (разгибательные мышцы) or according to their direction, for example oblique (косая).

When Prof. Smirnov spoke about the structure of the muscles he said that the muscles were formed by a mass of muscle cells, the muscular fibers were connected together by connective tissue, the blood vessels and the nerves were in the muscles.

Great research work was carried out by many scientists to determine the functions of the muscles. Three basic methods of study were used: experimental work on animals, the study of the muscles on a living human body and on the corpse.

Their work helped to establish that the muscles were the active agents of motion (движение) and contraction

Answer the questions:

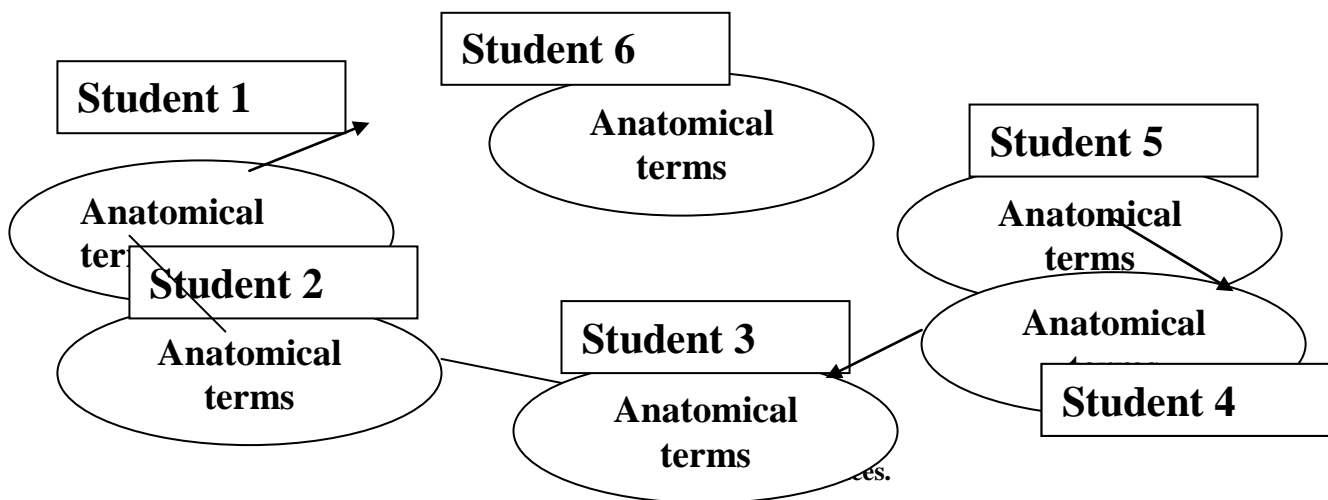
1. When were established the anatomical terms ?
2. What percent of body weight is formed by muscles?
3. How many groups of muscles do you know?
4. What is the connection of muscles?
5. What methods of studying were used by scientists to determine the function of muscles?

Read and translate the following word-combinations:

The contraction of the muscles, the blood vessel wall, the body weight, connective tissue cells, to determine the blood group, a rapid change, to divide into groups, according to the structure

Use one of the warm-up activities like "Whisper-round".

Ask your students to form a circle. Whisper a sentence to the students on your left. He/she must whisper it, once only, to the student on his/her left. This should continue until the sentence reaches the student on your right. He/she should write the sentence on the board or say it aloud. It is very likely that it has changed out of all recognition. You can make game more interesting by sending a sentence round the circle in the opposite direction at the same time.



1. The doctor was sure, that in this case it was very easy to find out the reason of disease.
2. Professor said in his lecture that blood vessels were divided into artery, vein and capillary.
3. The structure of the muscular fibers is different in different groups of muscles
4. The long muscles compose of the free parts of extremities.
5. The muscular fibers are connected together by connective tissue.
6. The muscles are the active agents of motion and contraction.

Finish the sentences.

1. The muscles were divided into three basic groups:
 - a. long, short and wide muscles.
 - b. connective tissue, the blood vessels and nerves.
2. Wide muscles lay on the -----
 - a. trunk.
 - b. free extremities.
3. According to the basic parts of the skeleton all the muscles were divided into the muscles of -----
 - a. the trunk, and extremities
 - b. the head, free extremities, and connective tissue.

Pick out and translate the sentences with the Infinitive used as an attribute:

1. He can perform this operation in the morning.
2. My friend was the last to come to the lecture.
3. He wants to determine the direction of muscular fibers.
4. Microbiology is one of the most interesting subjects to study.

Make these sentences interrogative. Translate them:

1. The atlas on Anatomy was composed by R. D. Sinelnikov.
2. These children will be given vitamin therapy.
3. The chest of the patient is examined by the doctor.
4. At this clinic the operations on the skull are carried out successfully.

Control questions for preparation.

1. Who was attended the lecture?
2. Who was delivered the lecture?
3. About what told us professor Alimov?
4. When was introduced The Basel Nomina Anatomica?
5. What was established in Paris?
6. What's composed of the body?
7. What was divided all the muscles?

30. Grammar: Revision. Interogative Sentences. Topic: Alisher Navoi

1. The place of class, equipments for training:

- The Chair of the Pedagogics, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 2 hours

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of the text "Alisher Navoi";
- rules of reading of some letter combinations;
- learning the new words;
- to find the right information from the questions;
- using the dictionary.

The students must know:

- the rules of reading of the new words of the text;
- using the actions in the Continuous Tenses correctly;
- making up questions in the Indefinite Tenses ;

- retelling the text "Alisher Navoi".

The students must gain skills of:

- translating by dictionary;
- making sentences on the theme;
- reading the text "Alisher Navoi".

The students are able to do:

- to retell the main idea of the text "Alisher Navoi";
- to learn by heart new words;

- to put questions to the text "Alisher Navoi".

4. Motivation

Reading and translating of the text "Alisher Navoi" contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Information received on the lesson help to realize some matters in Anatomy, Chemistry, Biology and Physiology.

6. The subject matter of the lesson

Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1. The theoretical part

Presentation of a new item

Interrogative sentences

There are 4 types of interrogative sentences in English. They are:

- 1.General questions.
- 2.Special questions.
- 3.Alternative questions.
- 4.Disjunctive questions.

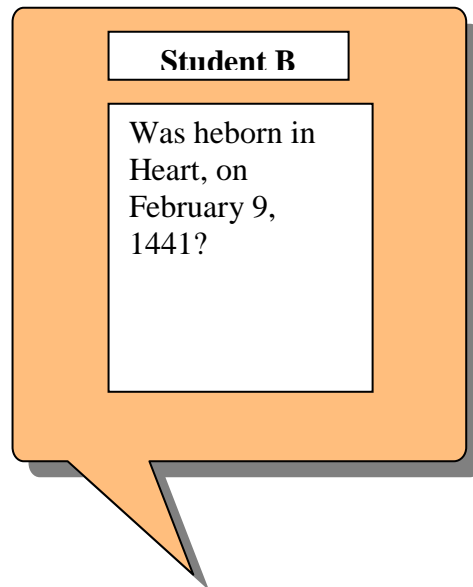
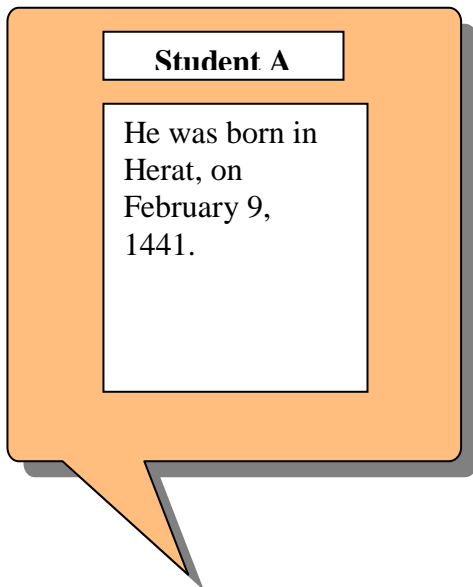
Here in the following table you can see the sentence structure of the affirmative and interrogative sentences

The sentence structure of the affirmative and interrogative sentences

The place of Sentence parts	?	0	1	2	3	4	
Sentence and Question types	The question word	The auxiliary verb	The subject	The predicate	The object	Adverbial modifier	
						place	time
Affirmative Sentence			My father	reads	books	at home	in the evening
Special question To the subject			Who	reads	books	at home	in the evening?
			Whose father	reads	books	at home	in the evening?
		Does	my father	read	books	at home	in the evening?
Special questions to the: 1. predicate 2. object 3. adverbial modifier of time 4. adverbial modifier of place	What	does	my father	do		at home	in the evening?
	What	does	my father	read		at home	in the evening?
	When	does	my father	read	books	at home?	
	Where	does	my father	read	books		in the evening?

Use one of the warm-up activities like “Hot-cards”:

The structure: the teacher gives the card with the affirmative sentences to the Student A and clear card to the Student B. Student B should make up interrogative form (general questions) of these sentences.



Is a cardiac cycle composed of the wave of contraction and a period of rest?

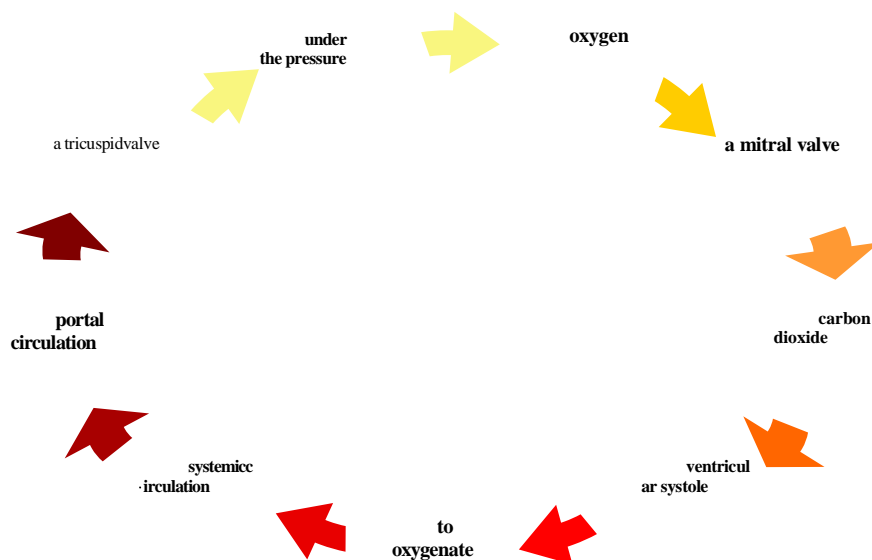
6.2. The analytical part

1. Build your vocabulary with the new words of the text

- A heart sound
- the atrio-ventricular valves
- aortic semilunar valves
- over the surface of the ventricles
- a mitral valve
- a tricuspid valve
- pulmonic sound.

Use one of the warm-up activities like “Whisper-round”:

The structure: The teacher whispers one of the new words of the lesson to one of the students and that student whispers another word to the next student. This action lasts while all the new words are finished.



TEXT: ALISHER NAVOI

Alisher Navoi was a great poet, statesman and the founder of Uzbek literature. He was born in Herat, on February 9, 1441. Navoi became a very famous poet. He was active for many years in the society which was torn by endless wars after the death of Temur. Alisher Navoi got a very good education for those days. He knew all poetic forms. Navoi wrote mostly in Turkic and used Persian very little.

Navoi was well known as a literary scholar. He supported poets, scientists and artists. He was a great master of fine arts and knew how to handle a painter's brush himself. He was a very good architect, and designed many schools, hospitals, inns, bridges, roads and channels.

Navoi's poems in old Uzbek were collected into four parts, which were called "Chor-Devon". His poems in Persian were collected and called "Devo- ni-Foni". His most important work is the "Quintuple", five poems written between 1483 and 1485.

The first, "Khairat ul-Abror" is a philosophical work. The second poem is "Farhod and Shirin". The tragic destiny of his work. Books and source materials written in Arabic script became completely foreign and unknown to the generations born after 1920. But some materials were kept by intellectuals.

In 1991 on September 25 he was posthumously given an Alisher Navoi Republic State Award for his great contribution to Uzbek literature.

6.3. The practical part

Comprehension Questions

- 1: What does "Fitrat" mean? Where did Abdurauf Fitrat get that name?
2. What did he write?
3. What do we know about Fitrat's later life?
4. How did the change from Arabic script affect the fate of Fitrat's works?

Discussion Questions

1. Why did Fitrat want his people to be educated? Why do you think people should be educated?
 2. For what might he have been called an "enemy of the people"? How can a work of literature be considered "an enemy of the people"?
 3. What do you know about the politics of the late 1930s? How did this affect literature and culture?
- What do you know about the history of the alphabets that have been used to write Uzbek? Why were they changed and when? How does the change to the Latin alphabet affect you? What effect will it have on works written before now? How will it affect people's ability to read?

7. Controlling ways of students knowledge

- oral form;
- written form
- discussion;
- problematic

8. Control questions:

- How many types of questions in English do you know?
- What questions are called general questions?
- What questions are called special questions?
- How do you put the special questions to the subject of the sentence?
- How do you put the special questions to the subject of the sentence?
- How do you put the special questions to the predicate of the sentence?
- How do you put the special questions to the object of the sentence?
- How do you put the special questions to the attribute of the sentence?
- How do you put the special questions to the adverbial modifier of the sentence?

31. Grammar: Usage of one-ones, that-those as equivalents of nouns. Text: Professor Lestgaft's Scientific Research.

The Chair of the Pedagogies, Psychology and Languages

- dictionary.
- tables
- crosswords
- distributive materials.
-
- **The continuation of the lesson:** 2 hours
- **The aims of the lesson:**
- 3.1. training aim:
- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;

- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of Text “**Professor Lesgaf’t Scientific Research**”
- rules of reading of some letter combinations;
- learning the new words;
- to find the right information from the questions;
- using the dictionary .

-

The students must know:

- the rules of reading of the new words of the text;
- making the correct order of sentences according **Usage of one-ones, that-those as equivalents of nouns.**

-retelling the text “**Professor Lesgaf’t Scientific Research**”

The students must gain skills of:

- translating by dictionary;
- making sentences on the theme
- Reading Text “**Professor Lesgaf’t Scientific Research**”

The students are able to do:

- to retell the main meaning of the text “**Professor Lesgaf’t Scientific Research**”
- learn by heart new words;”
- to put questions to the text “**Professor Lesgaf’t Scientific Research**”

4. Motivation

Reading and translating of the text “**Professor Lesgaf’t Scientific Research**” contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Information’s received on the lesson help to realize some matters in Anatomy, Chemistry, Biology, Physiology and “**Professor Lesgaf’t Scientific Research** A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

What is the weather today?

Talking about the weather or other world news: ?

3. Revising the last home task.

6.1 The theoretical part

Presentation of a new item

Equivalents of nouns: one-ones, that-those:

Rule: The pronouns as one-ones, that-those are used instead of nouns not to be repeated for many times.

Pronouns one-ones are used in singular forms of the nouns.

Pronouns that-those are used in plural forms of the nouns.

They are require questions as a noun and adjective, What? Which?

The demonstrative pronouns: that-those, one-ones are used as subjects, predicatives, objects, and attributes.

For example:

1. It’s all right, but I’d rather try my hand at brokerage, I think **that** appeals to me. (subject)

2. The **only** honest people –if they existed- were **those** who said:

3. “If **that** young fellow wanted a place, I’d give it to him” he thought (attribute)

Which car is yours? - This one or that one?

Which one do you want? - This one.

Don’t buy those apples. - Buy the other ones.

My shoes are very old. - I must buy some new ones.

Which flowers do you want? - These or those?
Which ones do you want? - The white one.

6.2. The analytical part.

1. Build your vocabulary with the new words of the text “Professor Lesgaft’s Scientific Research”.

Read and translate these new words.

1. establish-
2. introduce -
3. direction-
4. change -
5. contraction-
6. determine-
7. sometimes-
8. blood vessel –

Read and translate the text “Professor Lesgaft’s Scientific Research”.

Professor Lesgaft’s Scientific Research

. Professor P.F. Lesgaft was born in 1837. He was a prominent Russian anatomist and a talented teacher. He was the first scientist in our country to work out the science of physical culture. He studied at the Medical Academy. After he graduated from the Academy he worked for the Degree of Doctor of Medicine. This degree was given to him in 1865 and in 1868 he received the Degree of Doctor of Surgery. Then he worked as the Professor of Anatomy at Kazan University. In 1886 he began to deliver lectures in Anatomy in Petersburg.

About 130 scientific works were written by Prof. Lesgaft. Many of them were translated into foreign languages. One of his main works was the book called *The Basis of Theoretical Anatomy*.

In one of his works which was written in 1892 Prof. Lesgaft divided the muscles into two basic groups - static and dynamic [dai'nzemik]. In his work they were called strong and skilled (ловкие). He determined that the static muscles were connected with large surfaces of the bones far from the point of their origin; they were formed by short bands of muscular fibers; the dynamic muscles were composed of the bands of long muscular fibers.

His studies on static and dynamic muscles were continued by Professor A.K.. Koveshnikova, who received many interesting findings. In 1954 it was determined by her experiments on animals that static and dynamic muscles were different in the number of nerve fibers and the form of nerve endings.

Answer the questions.

1. When was born Prof. Lesgaft?
2. Where did he study?
3. What degree was given to him?
4. How many scientific works were written by Lesgaft?
5. What was determined by Professor Lesgaft?
6. Where did he delivered his lectures?

6.3 The practical part.

Translate these sentences.

1. The **bands** of muscular fibers may be long or short.
2. The human leg has a large **surface**.
3. Show us in the picture the **point** of connection of the rib and the breastbone.
4. The **origin** of some diseases is not well studied.
5. He is the Ukrainian by **origin**.
6. He received the **degree** of Doctor of Medicine at the age of 45.
7. The patient had a very high temperature - it was 39,5°C.
8. The patient's health was **restored** after the course of treatment.

Finish these sentences.

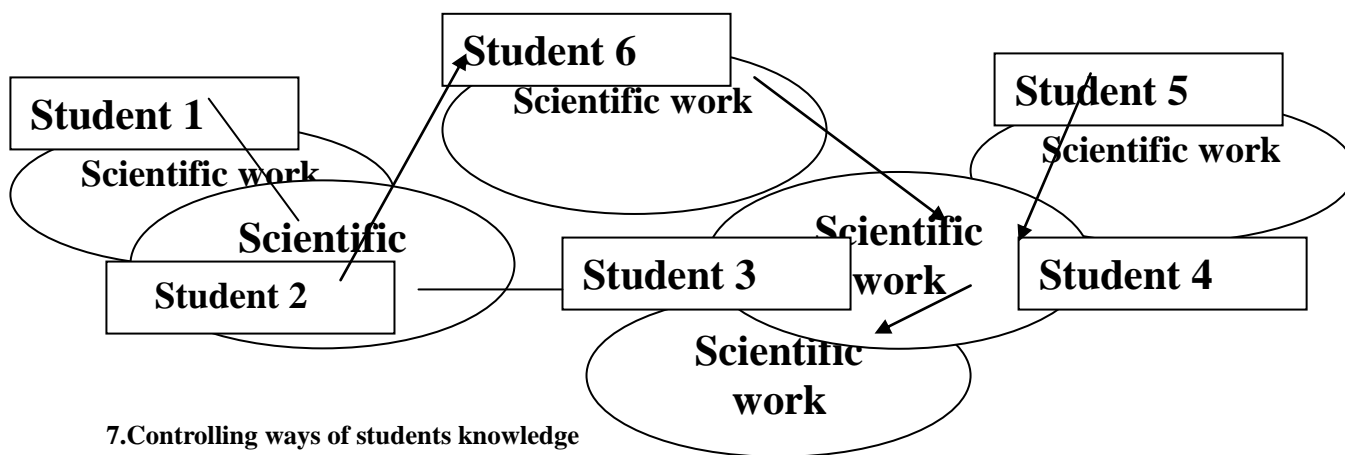
1. Lesgaft was a prominent researcher who... (a) studied the structure of the human bones; (b) worked out the science of physical culture; (c) was born in the 20th century)
2. Static muscles are ... (a) formed by long bands of muscular fibers; (b) the muscles which have a large amplitude of motion; (c) connected with large surfaces of the bones)
3. The wide muscle form ... (a) the walls of the body cavities; (b) the free parts of the extremities; (c) the main parts of the trunk)

Write down these sentences in Past Indefinite Passive.

1. On Friday Prof. Smirnov delivered a lecture on the structure of the muscles.
2. During the operation the surgeon introduced an artificial metal joint.
3. Many scientists studied the tissues, blood vessels and nerves of the muscles.

Use one of the warm-up activities like “Whisper-round”.

Ask your students to form a circle. Whisper a sentence to the students on your left. He/she must whisper it, once only, to the student on his/her left. This should continue until the sentence reaches the student on your right. He/she should write the sentence on the board or say it aloud. It is very likely that it has changed out of all recognition. You can make game more interesting by sending a sentence round the circle in the opposite direction at the same time.



7. Controlling ways of students knowledge

- oral form
- written form
- discussion;
- problematic .

8. Control questions for preparation.

1. Where did Prof. Lesgaft study?
2. What is called his main book?
3. What did he divide the group of muscles?
4. Who is continued his scientific work?
5. On what did Koveshnikova carried out her experiment?

Topic: William Shakespeare

***32. Grammar: Imperative sentence
The Work of a laboratory assistant***

1. The place of class, equipments for training:

- The Chair of the Pedagogics, Psychology and Languages ;
- dictionary;
- tables;
- crosswords;
- distributive materials;
- cards.

2. The continuation of the lesson: 2 hours

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- reading of the text **The Work of a laboratory assistant** correctly;
- rules of reading of some diphthongs;
- learning the new words;
- to find the right information from the questions;
- using the dictionary.

The students must know:

- the rules of reading of the new words of the text;
- making the correct order of sentences according the;
- the context of the text **The Work of a laboratory assistant**

The students must gain skills of:

- translating by dictionary;
- making sentences on theme the Gerund;
- reading the text “**The Work of a laboratory assistant** correctly.

The students are able to do:

- to retell the main idea of the text **The Work of a laboratory assistant**
- learn by heart new words;
- to put questions to the text **The Work of a laboratory assistant**

4. Motivation

Reading and translating of the text **The Work of a laboratory assistant** contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Informations received on the lesson help to realize some matters in Anatomy, Chemistry, Biology, Physiology and “A nurse work”. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson**Organization of the lesson**

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1. The theoretical part*Presentation of a new item***Work in pairs for revising The Work of a laboratory assistant**

The structure: The teacher divides the group into two subgroups and asks them to give some examples with the Imperative sentence but only with regular verbs .If any of them gives examples with the Imperative sentences with irregular verbs their subgroup will fail. This context may be repeated for several times. The winner will be chosen by the teacher according their goals.

6.2. The analytical part**1. Build your vocabulary with the new words of the text: The Work of a laboratory assistant**

bacteria

to produce

slide

jar

to moisten

to heat

Inoculating needle

flame

Report-book

description

TEXT. THE WORK OF A LABORATORY ASSISTANT

A laboratory assistant must remember that the bacteria with which he is working can produce disease. So he must be very careful when he works with cultures, slides and all materials that may be in contact with living organisms. When he works

at the laboratory he must remember the following rules: 1. Microscope slides and cover-slips must be put into jars of disinfectant solution.

2. He must not moisten labels with tongue.

3. He must wear a laboratory coat

4 He must not eat, drink or smoke in the laboratory

5. He must sterilize inoculating needles before and after use. He must heat them in the flame until red hot

6. He must always test –tubes with cultures in test-tube racks.

The laboratory assistant must write down all the work carried out in the laboratory into the laboratory report-book. The notes must be full. All the observations during an experiment must be written down into the report-book.

Answer the questions:

1. What must a laboratory assistant remember?
2. What must he do when he works with cultures?
3. What must be put into the jars of disinfectant solutions?
4. Where can you find these elements?
5. May he eat, drink or smoke in the laboratory?
6. What form must the report be written in?
7. What must he wear?

Exercise 5. Make up sentences using the following words:

1. Important, everyone, for, the, is diet.
2. Different, there, forms, of, are, the, diet.
3. Follow, you, do, any diet?
4. Proteins, carbohydrates, consist of, must, fats, minerals, a, diet, vitamins, water, and.
5. **6.3. The practical part**

Exercise 1. Change the following sentences from first Person into the third.

1. I shall be taking about you.
2. I shall be flying to London.
3. I shall be giving an injection to the patient.
4. I shall be putting a filling to the patient's tooth.
5. We shall be having a headache.

Exercise 2. Answer the question: "What will you be doing next Sunday evening?"

Use these verbs:

1. to watch TV.
2. not to see a dentist.
3. to water the flowers.
4. to have a rest.
5. not to give smb. an injection.
6. to cook some dish.

7. Controlling ways of students knowledge

- oral form;
- written form
- discussion;
- problematic

8. Questions for preparation:

What must laboratory assistant remember?

What must he do when he works with cultures?

What must be put into jars of disinfectant solution?

Where can you find these elements?

In what disease must patients have a high caloric diet?

In what disease must patients have a low caloric diet?

What is the role of the diet in treating the disease?

1. The place of class, equipments for training:

- The Chair of the Pedagogics, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 2 hours

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of the text Andreas Vesalius
- rules of reading of some letter combinations;
- learning the new words;
- to find the right information from the questions;
- using the dictionary.

The students must know:

- the rules of reading of the new words of the text; Andreas Vesalius

- making up questions according the one-ones

- retelling the text Andreas Vesalius

The students must gain skills of:

- translating by dictionary;
- making sentences on the theme;
- reading the text

The students are able to do:

- to retell the main idea of the text Andreas Vesalius
- to learn by heart new words;
- to put questions to the text Andreas Vesalius

4. Motivation

Reading and translating of the text Andreas Vesalius contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Informations received on the lesson help to realize some matters in Anatomy, Chemistry, Biology and Physiology.

6. The subject matter of the lesson

Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather like today?

Is it warm or cold? Is it sunny or cool?

6.1. The theoretical part

Read and repeat “wa” [wo]

wash [wo]

watch [wot]

want [wont]

was [woz]

“war” [wo:]

war [wo:]

ward [wo:d]

warn [wo:n]

warp [wo:p]
 warm [wo:m] warden
 [wo:dn]
 warship [wo:ʃip]
 “wor” [wə:]
 word [wə:d] work [we:k]
 world [wə:ld]
 worst [wə:st]
 worth [we:θ]
 “wh” [h] [w]
 who? - kim? what? - nima?
 whom? – kimga? why? - nima uchun?
 whose? – kimning? when? - qachon?

1. want, watch, was, wander, water;
2. war , warn, warp, ward, warder, warty;
3. work, world, worm, worst, worth, worse;
4. who, what, whose, why, where, when, which;
6. talk, salt, fall, chalk, all, small, call, hall, also

6.2. The analytical part.

1. Build your vocabulary with the new words of the text “Andreas Vesalius

TEXT F. ANDREAS VESALIUS

Andreas Vesalius (1514-1563) is one of the greatest anatomist. He studied medicine in France. In 1537 he got the degree of Doctor of Medicine. In 1538 his first scientific works in Anatomy were published. In 1543 his most important book “On the structure of the Human Body” was written.

His work “On the structure of the Human Body” consist of seven books. The bones of the skeleton, the joints and cartilages were described in the first book; the muscles were in the second; the vessels were in the third; the nerves were in the fourth; the alimentary tract was in the fifth; the heart and respiratory system were in the sixth; the brain was in the seventh.

In all his works Vesalius studied the anatomy of the human body on corpses. He studied the structure of the inner organs of the human body taking into consideration their functions. Vesalius was the first scientist to give a proper description of the human skeleton. He also determined that the right and left ventricles of the heart were not connected. He determined that there were no opening in the septum between the left and right heart chambers. It was a great discovery. Before Vesalius all the scientist considered that the left and right heart chambers were connected by the opening in the septum. His discovery opened the way to the discovery of the pulmonary and systemic blood circulations in the future. Vesalius did much to establish new and exact anatomical terms.

The great Russian scientist Pavlov said the that the works written by VESALIUS composed first anatomy of the human body in which everything was based on scientific research work

Translate the sentences:

1. His work “On the structure of the Human Body” consist of seven books.
2. In all his works Vesalius studied the anatomy of the human body on corpses. He studied the structure of the inner organs of the human body taking into consideration their functions.
3. His discovery opened the way to the discovery of the pulmonary and systemic blood circulations in the future. Vesalius did much to establish new and exact anatomical terms.
4. The great Russian scientist Pavlov said the that the works written by VESALIUS composed first anatomy of the human body in which everything was based on scientific research work

6.3. The practical part.

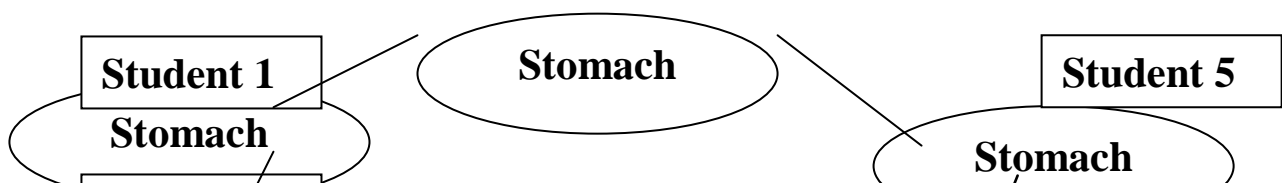
Find equivalents of nouns 'one', 'that' in these sentences.

1. One of the lungs has three lobes, the other one only two.
2. The brain of the man is heavier than that of any lower animal.
3. That portion of the alimentary tract which forms the large intestine consists of caecum, colon and rectum.
4. The valve that separates the atrium and the ventricle of the right chamber is called the tricuspid valve.

Use the one of the warm-up activities like “ Whisper – round”.

“Boom”.

Structure: The teacher asks the students to form a circle. They will count aloud subsequently. Each player whose count equally or ends with 3 (3-6-9-12) he/she must say “boom” instead of the count. The player who has forgotten to say “boom” will fail. The numbers should be said quickly, if the player will think of it longer he will fail too. This process continues till two students are left and they are considered winners.



7. Controlling ways of students knowledge

- oral form
- written form
- discussion
- problematic

8. Control questions:

1. Who was Andreas Vesalius?
2. When did he get the degree of Doctor of Medicine ?
3. What is his most important book?
4. Which of his books does consist of 7 books?

34. Grammar: The Present Tense with since, for. Structure of the Heart.

1. The place of class, equipments for training:

- The Chair of the Pedagogics, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

2. The continuation of the lesson: 2 hours

3. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of the text "Structure of the Heart";
- rules of reading of some diphthongs;
- learning the new words;
- to find the right information from the questions;
- using the dictionary.

The students must know:

- the rules of reading of the new words of the text;
- making the correct order of sentences according to the Present Perfect Tense;
- the context of the text "Structure of the Heart".

The students must gain skills of:

- translating by dictionary;
- making sentences with the prepositions **since, for in** Present Perfect;
- reading Text “Structure of the Heart” correctly.

The students are able to do:

- to retell the main meaning of the text “Structure of the Heart”;
- learn by heart new words;
- to put questions to the text “Structure of the Heart”.

4. Motivation

Reading and translating of the text “Structure of the Heart” contributes for developing such a skill as pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Informations received on the lesson help to realize some matters in Anatomy, Chemistry, Biology, Physiology and “A nurse work”. A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.
How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather like today?
Is it warm or cold? Is it sunny or cool?

3. Revising the last home task:

The last home task was the retelling Text “The work of the human heart”. If there any difficulties in retelling the teacher asks questions on the text: “The work of the human heart”:

- What is the function of the blood?
- What is the total weight of the blood pumped by the heart daily?
- How many beats does the heart make per minute?
- Is the rate of the heart beat in children higher?
- What compose a “cardiac cycle”?
- What part of the person’s life does the heart muscle contract or work?

6.1. The theoretical part *Presentation of a new item*

The Present Tense with since, for.

Use since or for in each sentence.

- We have lived here 1945.
- We have lived here eight years.
- We lived there five years before that.
- They have been here five years before that.
- They have been here two month.
- She studied French there one year.
- They were in Japan six month last year.
- Then she studied Japanese a long time.

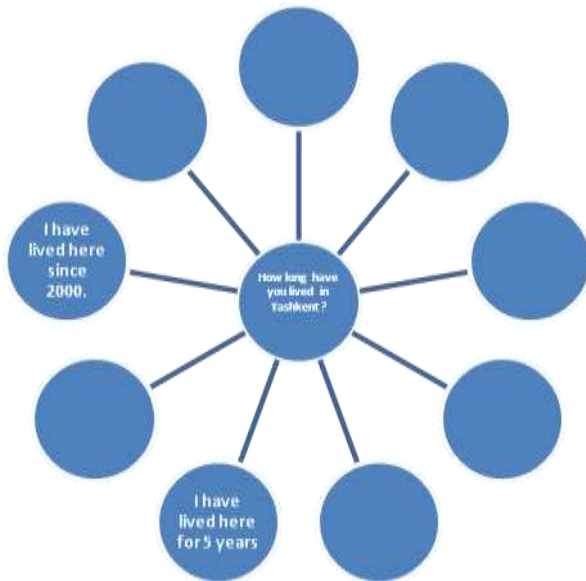
- The weather has been good last Thursday.
- They were very busy two or three hours.

Warm-up activity: Teacher-students

The teacher asks the following question every student:

- How long have you lived in Tashkent?
- How long has your friend lived in Tashkent? And so on...

Each of them gives their own answers using the prepositions since or for in the Present Perfect Tense.



6.2. The analytical part

1. Build your vocabulary with the new words of the text “Structure of the Heart”:

Vessel	томир	сосуд
Coat	кобиқоболочка,	налет
Tube	труба,	трубка тубик
Conclusion	хулоса	вывод
Tissue	тўқима	ткань
Intricate	мураккаб	сложный

TEXT: STRUCTURE OF THE HEART

In the 20th century anatomy became an exact science. Since that time scientists have considered that they made all discoveries. But in 1968 Prof. Seraphima Samoiloва began to study the heart vessels.

Physiologists have determined that the heart is mainly a muscular organ. Many scientists have described. The Heart chambers, the valves the muscular bands and the coats in their research work. But nobody has studied the heart vessels.

Prof. Samoiloва determined that the heart consisted of thin vascular tubes. Bands of vessels compose a half of the heart weight. She came to the conclusion that the heart was a dilated large vessel included in muscular tissues.

The structure of the heart as a band of vessels is very intricate and varies with age and diseases.

Seraphima Samoiloва included all the findings of her research work into the book called “The Anatomy of Cardiac Blood Vessels”. It helps the surgeon to perform operations on the heart.

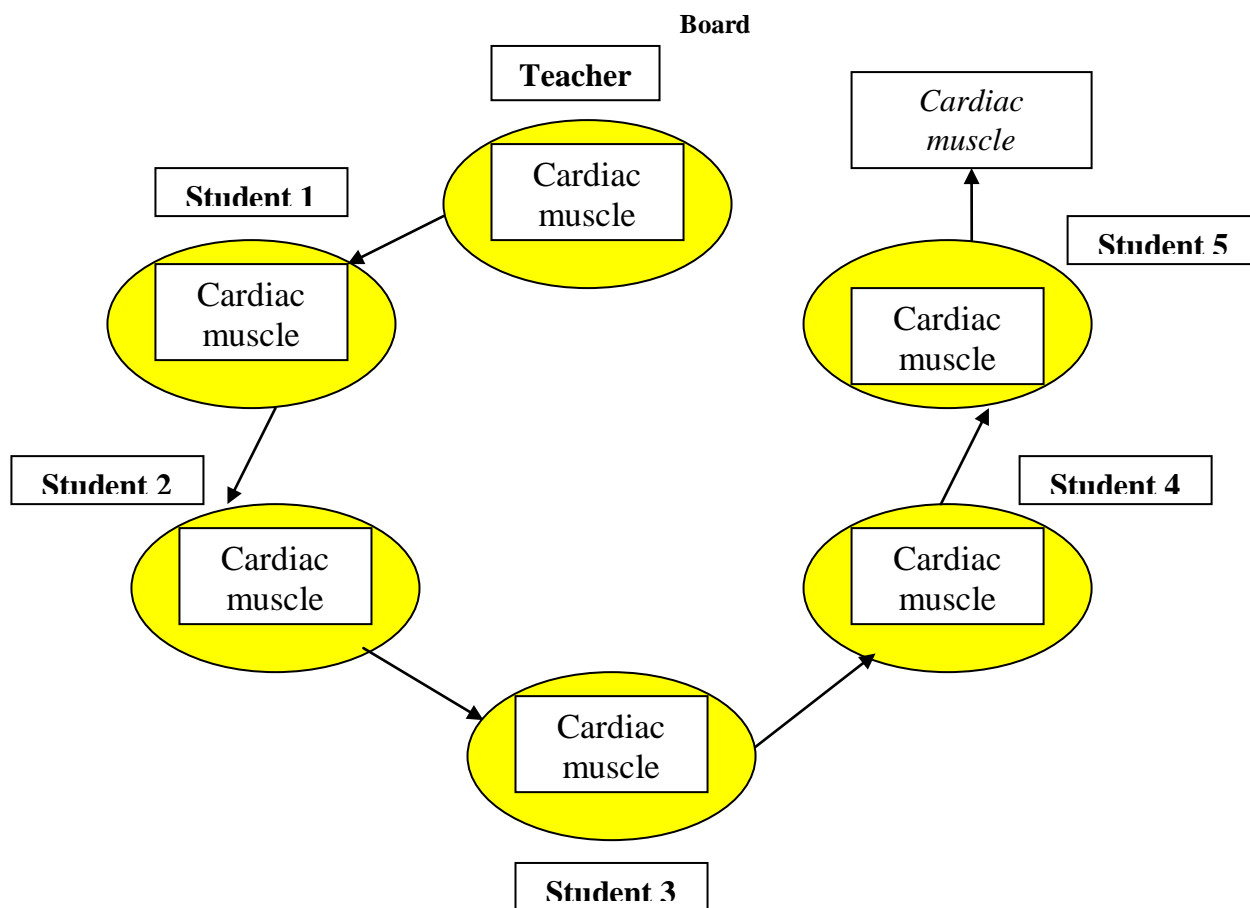
Answer the questions:

- When did the Anatomy become an exact science?
- When did Prof. Samoiloва begin to study the heart vessels?
- Has anybody studied the heart vessels before Prof. Samoiloва?
- What is structure of the heart by Prof. Samoiloва?
- What does the structure of the heart as a band of vessels vary with?
- Does this finding help the surgeons to perform operations on the heart?

Use one of the warm-up activities like “Whisper-round”

Ask your students to form a circle. Whisper a sentence to the student on your left. He\she must whisper it, once only, to the student on his\her left. This should continue until the sentence reaches the student on your right. He\she should your

write the sentence on the board or say it aloud. It is very likely that it has changed out of all recognition. You can make the game more interesting by sending a sentence round the circle in the opposite direction at the same time.



6.3. The practical part

Exercise 1. Translate into Uzbek /Russian/

- Since**
1. He has lived in this city since 1948.
 2. They have been here since last week.
 3. We have seen him only once since January.
 4. The weather has been bad since Wednesday.
 5. He has written two books since the war.

- For**
1. He has lived in this city for six years.
 2. They have been here for five days.
 3. She has been sick for several days' now.
 4. He has studied English for five years.
 5. I worked for two month last year.

Exercise 2. Use since or for in each sentence.

1. We have lived here 1945.
2. We have lived here eight years.
3. We lived there five years before that.
4. They have been here five years before that.
5. They have been here two month.
6. She studied French there one year.
7. They were in Japan six month last year.
8. Then she studied Japanese a long time.
9. The weather has been good last Thursday.
10. They were very busy two or three hours.

Exercise 3. Use only the Past Tense of the correct verb. // Shut, graduate, wear, pass, last //

1. I passed my exams well last week.
2. The boy the door quietly.
3. He from the Institute last year.
 4. The surgeon his gloves.
 5. The lecture for two hours yesterday.

Exercise 4. Use only the Present Perfect tense of the correct verb.// Clean, take, find, send, learn //

1. The nurse has taken out the switches quickly.
2. She just the classroom.
3. I my lost friend.
4. We new words.
5. She the telegram.

Exercise 5. Use the Past Indefinite or Present Perfect Tense.

- | | |
|---|--|
| 1. We /see/ that film already. | <u>We have seen that film already.</u> |
| 2. We /see/ it last Thursday night. | <u>We saw it Thursday night.</u> |
| 3. They /be/ in Samarkand last week. | |
| 4. They /be/ there twice since Christmas. | |
| 5. He /have/ a good time at the party last night. | |
| 6. He /have/ a good time ever since his arrival. | |
| 7. I /finish/ the work about two hours ago. | |
| 8. --- you ever /eat/ at that café? | |
| 9. --- you /eat/ there the day before yesterday? | |
| 10. He --- not /study/ French last summer either. | |

7. Controlling ways of students knowledge

- oral form;
- written form
- discussion;
- problematic

10. Home assignments for the next class.

Questions for preparation:

- get ready for retelling the text “Structure of the Heart”;
- When did the Anatomy become an exact science?
- When did Prof. Samoilova begin to study the heart vessels?
- Has anybody studied the heart vessels before Prof. Samoilova?
- What is structure of the heart by Prof. Samoilova?
- What does the structure of the heart as a band of vessels vary with?
- Does this finding help the surgeons to perform operations on the heart?
- to make sentences with the prepositions *since* and *for*;
- to learn by heart new words from the text.
- make up the sentences with the new words.

35. Text: Alimentary tract.

Grammar: Equivalent of nouns: one-ones, that-those.

1. The place of class, equipments for training:

- The Chair of the Pedagogies, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.
- **The continuation of the lesson:** 2 hours
- **The aims of the lesson:**
 - 3.1. training aim:
 - to gain theoretical knowledge and to fix it;
 - to gain practical skills;
 - to use gained knowledge and skills;
 - to form the deontological education;
 - to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;
- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of Text “**The Alimentary Tract**”
- rules of reading of some letter combinations;
- learning the new words;
- to find the right information from the questions;
- using the dictionary .
- **The students must know:**
 - the rules of reading of the new words of the text;
- making the correct order of sentences according Equivalents of nouns: one-ones, that-those.
- retelling the text “**The Alimentary Tract**”

The students must gain skills of:

- translating by dictionary;
- making sentences on the theme“**The Alimentary Tract**”
- Reading Text “**The Alimentary Tract**”

The students are able to do:

- to retell the main meaning of the text “**The Alimentary Tract**” learn by heart new words;”
- to put questions to the text “**The Alimentary Tract**”

- 4. Motivation

Reading and translating of the text “**The Alimentary Tract**”

contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Information’s received on the lesson help to realize some matters in Anatomy, Chemistry, Biology, Physiology and“**The Alimentary Tract**”

A grammar material is explained with the comparison of the Russian and Uzbek grammars

6. The subject matter of the lesson

Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or other world news:

The teacher makes a language area asking such questions about the weather.

What is the weather liketoday?

Is it warm or cold? Is it sunny or cool?

3. Revising the last home task.

6.1. The theoretical part.

Presentation of a new item

Equivalents of nouns: one-ones, that-those:

Rule: The pronouns as one-ones, that-those are used instead of nouns not to be repeated for many times.

Pronouns one-ones are used in singular forms of the nouns.

Pronouns that-those are used in plural forms of the nouns.

They are require questions as a noun and adjective, What? Which?

The demonstrative pronouns: that-those, one-ones are used as subjects, predicatives, objects, and attributes.

For example:

1. It’s all right, but I’d rather try my hand at brokerage, I think **that** appeals to me. (subject)

2. The only honest people –if they existed- were **those** who said:

3. ‘If **that** young fellow wanted a place, I’d give it to him’ he thought (attribute)

Which car is yours? - This one or that one?

Which one do you want? - This one.

Don’t buy those apples. - Buy the other ones.

My shoes are very old. - I must buy some new ones.

Which flowers do you want? - These or those?

Which ones do you want? - The white one.

6.2. The analytical part.

1. Build your vocabulary with the new words of the text

“The Alimentary Tract”

Read and learn by heart following new words and word combinations

1. alimentary

2. soft palate
3. esophagus
4. pancreas
5. gland
6. duodenum
7. salivary
8. gall-bladder

Text E. The Alimentary Tract

The alimentary tract is a musculomembraneous canal about 8 V₂ m (metres) in length. It extends from the oral cavity to the anus. It consists of the mouth, pharynx, esophagus, stomach, small intestine, and large intestine. The liver with gallbladder and pancreas are the large glands of the alimentary tract.

The first division of the alimentary tract is formed by the mouth. Important structures of the mouth are the teeth and the tongue, which is the organ of taste (вкyca). The soft and hard palates and the salivary glands are also in the oral cavity.

From the mouth food passes through the pharynx to the esophagus and then to the stomach.

The stomach is a dilated portion of the alimentary canal. It is in the upper part of the abdomen under the diaphragm. It measures about 21-25 cm in length, 8-9 cm in its greatest diameter. It has a capacity of from 2.14 to 4.28 l (litres).

The small intestine is a thin-walled muscular tube about 6.5 metres long. It is located in the middle portion of the abdominal cavity. The small intestine is composed of the duodenum, jejunum and ileum.

The large intestine is about 1.5 metres long. It is divided into caecum, colon, sigmoid and rectum.

The liver is the largest gland in the human body. It is in the right upper part of the abdominal cavity under the diaphragm. The weight of the liver is 1,500 gr.

The gallbladder is a hollow sac (мешок) lying on the lower surface of the liver.

The pancreas is a long thin gland lying behind the stomach.

TRANSLATE

Translate the sentences

1. The soft palate is a continuation of the soft tissues covering the hard palate.
2. The small intestine composed of three main portions is a thin-walled muscular tube.
3. The weight of the largest of the salivary glands is 28 gr.
4. The liver consists of small lobules connected together by connective tissue, different vessels and nerves.
5. The duodenum is called so because its length measures about the length of twelve fingers.
6. The liver consisting of lobes is covered with a fibrous coat.

6.3. The practical part.

Find out the nouns of "one"-ones and 'that – those". Translate these sentences

1. One of the lungs has three lobes, the other one only two.
2. The brain of the man is heavier than that of any lower animal.
3. That portion of the alimentary tract which forms the large intestine consists of caecum, colon and rectum.
4. The valve that separates the atrium and the ventricle of the right chamber is called the tricuspid valve

Translate these word- combinations

the lower portion of the stomach, let me see your tongue, the intestines are in the abdominal cavity, to measure the length of the bone, the tongue was coated

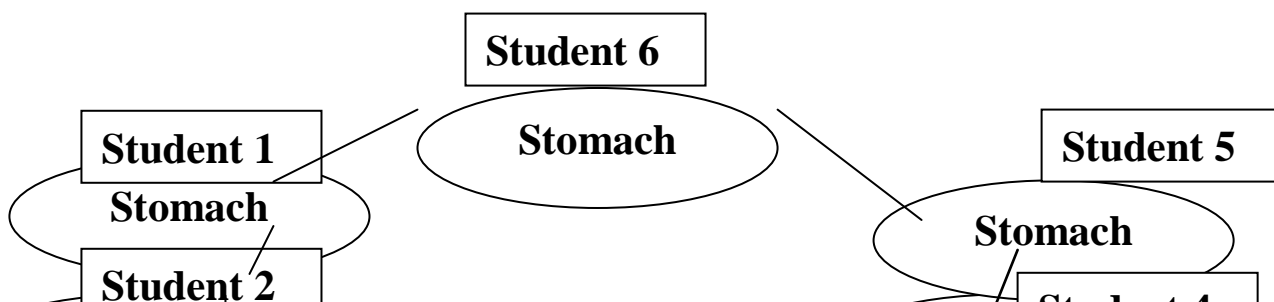
Find equivalents of nouns 'one', 'that' in these sentences. Translate

1. One of the lungs has three lobes, the other one only two.
2. The brain of the man is heavier than that of any lower animal.
3. That portion of the alimentary tract which forms the large intestine consists of caecum, colon and rectum.
4. The valve that separates the atrium and the ventricle of the right chamber is called the tricuspid valve.

Use the one of the warm-up activities like "Whisper – round".

"Boom".

Structure: The teacher asks the students to form a circle. They will count aloud subsequently. Each player whose count equals or ends with 3 (3-6-9-12) he/she must say "boom" instead of the count. The player who has forgotten to say "boom" will fail. The numbers should be said quickly, if the player will think of it longer he will fail too. This process continues till two students are left and they are considered winners.



Make up sentences using these new words.

Soft palate,
Calcum,
Pancreas,
Esophagus,
Salivary,
Intestine,
Small intestine,
Large intestine,
Hard palate,

7. Controlling ways of students knowledge

- oral form
- written form
- discussion
- problematic

10. Control questions

1. where is located the liver?
2. What is consisted of small intestine?
3. What is the pancrease?
4. What is the weight of the liver?
5. Where is located of small intestine?
6. What is the large glands of the alimentary tract?
7. What is divided the large intestine ?
8. What is the important structures of the mouth ?

Presentasionon theme: “What do you know about Uzbekistan”

***36. Reading of letter combinations.
The theme: “The Lungs”***

1. The place of class, equipments for training:

- The Chair of the Pedagogies, Psychology and Languages
- dictionary.
- tables
- crosswords
- distributive materials.

3. The continuation of the lesson: 2 hours

4. The aims of the lesson:

3.1. training aim:

- to gain theoretical knowledge and to fix it;
- to gain practical skills;
- to use gained knowledge and skills;
- to form the deontological education;
- to educate practical communication and cultural responsibility.

3.2. educational aim:

- to form interests and feelings of responsibility.
- to form the humanity;

- to form responsibility for the practical training.

3.3. developing aim:

- to grow mental ability;
- to develop logical thinking.

List of practical skills on theme:

- correct reading of Text “**The Lungs**”
- rules of reading of some letter combinations;
- learning the new words;
- to find the right information from the questions;
- using the dictionary .
- **The students must know:**
- the rules of reading of the new words of the text;
- making the correct order of sentences according Equivalents of nouns: one-ones, that-those.
- retelling the text “**The Lungs**”

The students must gain skills of:

- translating by dictionary;
- making sentences on the theme“**The Lungs**”

- Reading Text “**The Lungs**”

The students are able to do:

- to retell the main meaning of the text “**The Lungs**” learn by heart new words;"
- to put questions to the text “**The Lungs**”

- **4. Motivation**

Reading and translating of the text “**The Lungs**”

contributes for developing such a skill like pronunciation, retelling the text on the learning language, using the new words and word combinations of the lesson on the specialization.

5. Intrasubject connections

Information’s received on the lesson help to realize some matters in Anatomy, Chemistry, Biology, Physiology and“**The Lungs**”

A grammar material is explained with the comparison of the Russian and Uzbek grammars.

6. The subject matter of the lesson

Organization of the lesson

This part of the lesson is organized into three approximate stages:

1. Greeting:

Good morning students.

How are you feeling?

2. Talking about the weather or other world news: The teacher makes a language area asking such questions about the weather.

What is the weather liketoday?

Is it warm or cold? Is it sunny or cool?

3. Revising the last home task.

6.1. The theoretical part.

Presentation of a new item

-**th** warm - warmth

grow - growth

strong - strength

-(**i**)**ty** quantity - quality

activity

ability

possibility

responsibility

humanity

6.2. The analytical part.1. Build your vocabulary with the new words of the text “The Lungs”

New words.

Respiratory

Mediastinum

Pleura

Lobe

External

Serous
Lateral
Visceral
subserous

TEXT A. "THE LUNGS"

The lungs are the main organs of the respiratory system. There are two lungs in the human body located in the lateral cavities of the chest. The lungs are separated from each other by the mediastinum. The lungs are covered with the pleura. They are conical in shape. Each lung has the base, apex, two borders and three surfaces.

The lung has the apex extending upward 3-4 centimetres (cm) above the level of the first rib.

The base of the lung is located in the convex (выпуклый) surface of the diaphragm.

The posterior borders of the lungs are on each side of the spinal column. The anterior borders are thin and overlap (перекрывать) the pericardium,/.

The weight of the lungs varies according to many conditions. In the adult male the weight of the lungs is about 1,350 gr. The right lung is about 15% heavier than the left one. The vital capacity of the lungs is 3.5-4 litres in the male and it is 3-3.5 litres in the female.

The right lung consisting of three lobes is heavier than the left one because the latter consists only of two lobes. The lower lobe of the left lung is larger than the upper one.

In infants the lungs are of a pale rose colour, but later they become darker.

The lung is covered with an external serous coat, i.e. with visceral layer of the pleura. The parenchyma or proper substance of the lungs consists of the bronchial tree with elastic tissue and vessels.

Answer the questions.

1. What is the structure of the lung?
2. Where is located the organ lung in the human body?
3. What is covered the lungs?
4. What is consisted of each lung?
5. What is the weight of the lung in the male?
6. What is the vital capacity of the lungs in the male and in the female?
7. What is the colour of the lung in infants?
8. What is consisted of the right lung?

6.3. The practical part.

Read and translate the text

Text D

The aorta is the main vessel of the systemic arteries or the arteries of the general system. It begins at the upper part of the left ventricle, goes up, arches over the root (корень) of the left lung to the left side of the trunk at the level of the fourth thoracic vertebra. On its way from the fifth thoracic vertebra to about the level of the last thoracic vertebra it is called the thoracic aorta. Then it goes down through the diaphragm. From the point of the last thoracic vertebra to the level of the fourth lumbar vertebra it is called the abdominal aorta.

It then goes to the border of the fourth lumbar vertebra and here it finishes dividing into the left and right iliac arteries.

Say in which sentences Present Participle is not the part of the predicate:

1. The fibrous bands **forming** the muscular structure of the heart are divided into two groups.
2. **Carrying** blood to and from the lungs the vessels of the pulmonary system dilate and contract simultaneously with the action of the heart.
3. Now my sister is **receiving** the treatment at the surgical department.
4. The semilunar valve of the aorta is the **dividing** portion at the point of origin of the aorta in the left ventricle.

2. Read and translate these sentences.

- A: Which hotel did you stay at?
B: The one near the station.
-Don't buy that camera. Buy the other one.
-Which books are yours?
-The ones on the table.
-Who are those people?
-Those people are tourists.
-Who is that girl? -I don't know.
-That house is very beautiful.
-Those shoes are very old. You may buy other one.

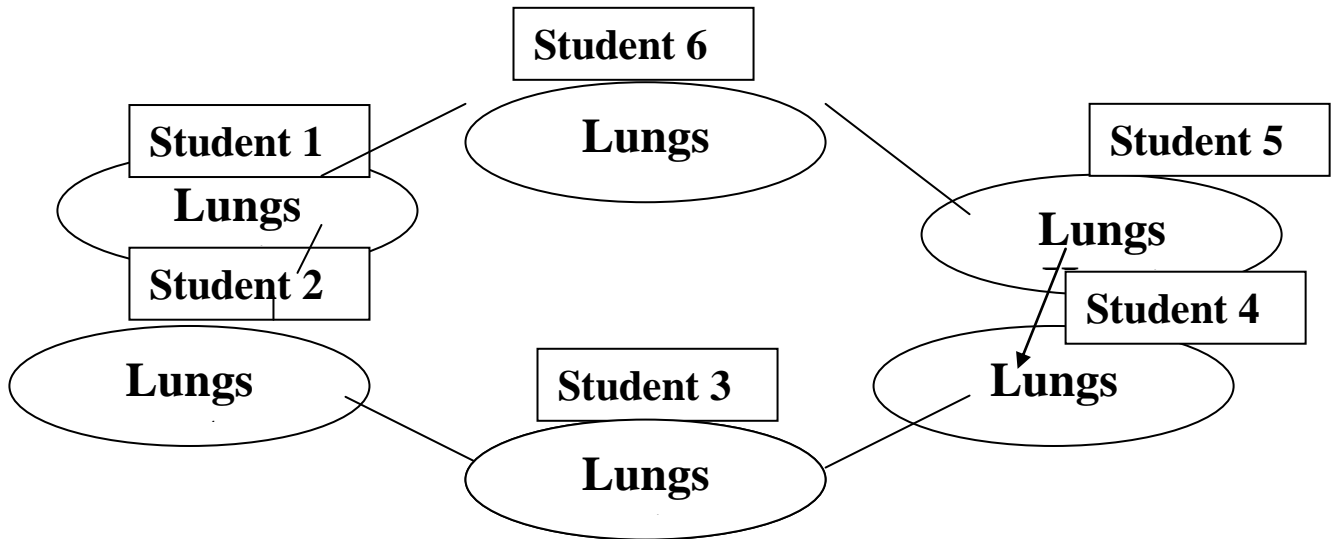
3. Complete the sentences use one/ones, that/those.

1. We stayed at a hotel which The Near the station.
2. Shoes are nice
3. I like coat. Give me the black one.
4. Can you lend me a pen? I'm sorry, I haven't got one.

Use the one of the warm-up activities like "Whisper – round".

"Boom".

Structure: The teacher asks the students to form a circle. They will count aloud subsequently. Each player whose count equals or ends with 3 (3-6-9-12) he/she must say "boom" instead of the count. The player who has forgotten to say "boom" will fail. The numbers should be said quickly, if the player will think of it longer he will fail too. This process continues till two students are left and they are considered winners.



7. Controlling ways of students knowledge

- oral form
- written form
- discussion
- problematic

IV. Mustaqil ta'lim mavzulari.

1. Mustaqil ta'limni tashkil etishning shakli va mazmuni

Talaba mustaqil ishining asosiy maqsadi – o'qituvchining rahbarligi va nazorati ostida muayyan o'quv ishlarini mustaqil ravishda bajarish uchun bilim va ko'nikmalarni shakllantirish va rivojlantirish. Talaba mustaqil ishini tashkil etishda quyidagi shakllardan foydalaniladi:

- * ayrim nazariy mavzularni o'quv adabiyotlari yordamida mustaqil o'zlashtirish ;
- * berilgan mavzuar bo'yicha axborot (referat) tayyorlash; назарий билимларни амалиётда қўллаш;
- * avtomatlashtirilgan o'rgatuvchi va nazorat qiluvchi tizimlar bilan ishlash;
- * Ilmiy maqola, anjumanga ma'ruza tayyorlash va h.k.

2. Mustaqil ta'limni tashkil etishning shakli va mazmuni

Talaba mustaqil ishining asosiy maqsadi – o'qituvchining rahbarligi va nazorati ostida muayyan o'quv ishlarini mustaqil ravishda bajarish uchun bilim va ko'nikmalarni shakllantirish va rivojlantirish. Talaba mustaqil ishini tashkil etishda quyidagi shakllardan foydalaniladi:

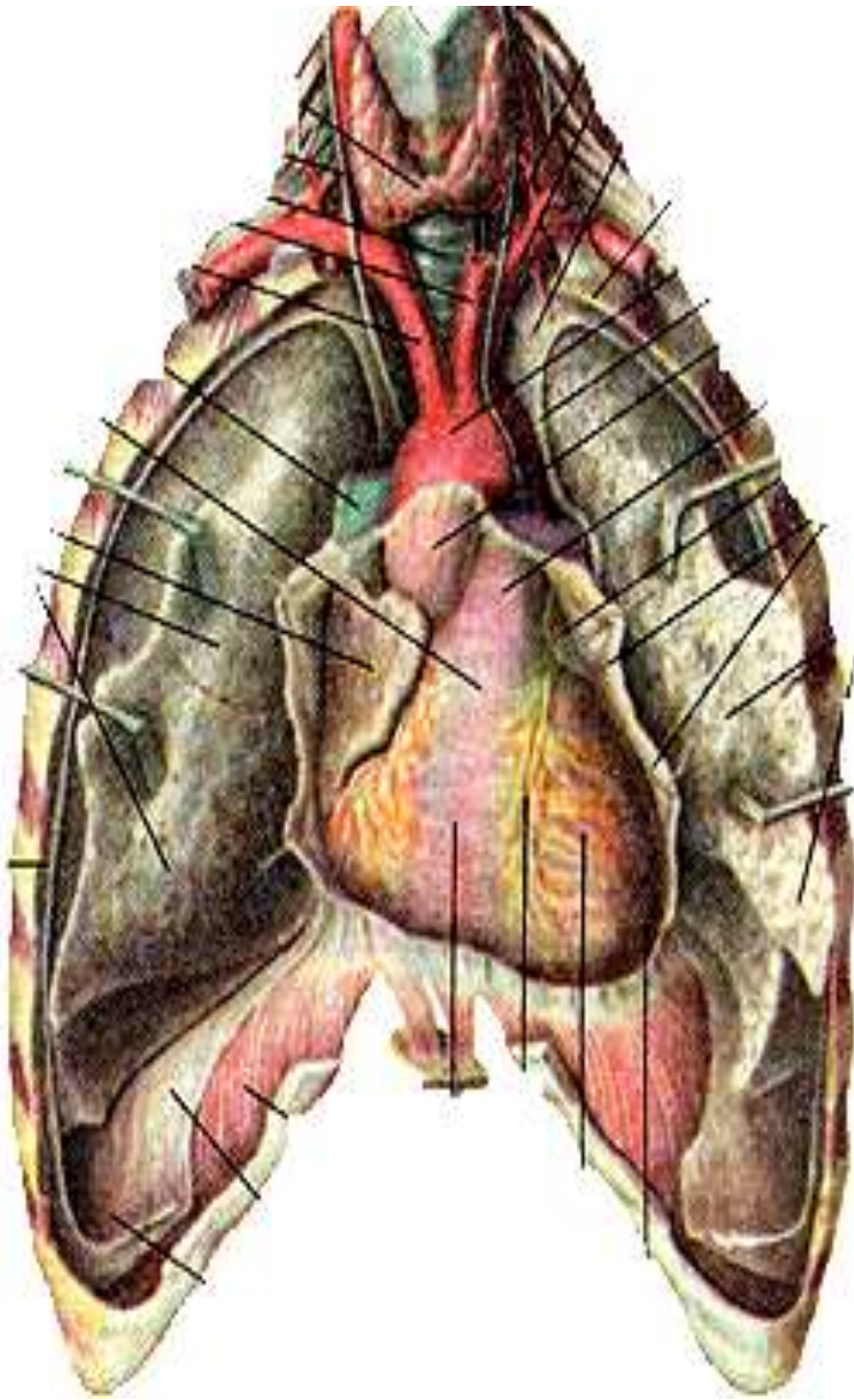
- * ayrim nazariy mavzularni o'quv adabiyotlari yordamida mustaqil o'zlashtirish ;
- * berilgan mavzuar bo'yicha axborot (referat) tayyorlash; назарий билимларни амалиётда қўллаш;
- * avtomatlashtirilgan o'rgatuvchi va nazorat qiluvchi tizimlar bilan ishlash;
- * Ilmiy maqola, anjumanga ma'ruza tayyorlash va h.k.

5.1. Talabalar mustaqil ishlarining tematik rejasi

№	Mavzu	Soat	Mustaqil ish shakli
1	Bukhara is an ancient city.	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
2	The population of Great Britain	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
3	A visit to London	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
4	Holidays in Great Britain.	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
5	Education system in Great Britain.	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
6	The English Climate	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
7	An Englishman's day	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
8	The geography of the United States	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
9	About my friend.	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
10	A visit to the Doctor	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
11	At the Dentists	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash

12	At the Chemist's	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
13	Mark Twain	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
14	Cardio surgery	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
15	Surgery	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
16	The heart	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
17	The physiology of Cardiovascular system	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
18	The physiology of respiration	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
19	The circulation of the blood	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
20	The oath of the Doctor of Uzbekistan.	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
21	Work of the human heart	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
22	Lecture on muscles	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
23	Dialog tuzish	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
24	My Future Profession	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
25	Air pollution	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
26	Holidays in Uzbekistan	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
27	The first president of Uzbekistan I.A.Karimov	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
28	Medical Service in Uzbekistan	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
29	Medical service in USA	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
30	National health service in England	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
31	The conquest of small-pox	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
32	They study medicine	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
	Jami	64	

V. Glossariy.



АВАТЕ [ə`beit] КУЧСИЗЛАНТИРМОҚ (of a pain) To make or камайтирмоқ become less	ОСЛАБЛЯТЬ (боль) сделать (боль) слабой	KUCHSIZLANTIRMOQ Og`riqni kamaytirmoq Oғрикни
ABDOMEN [æbdəmen] A part of body including the abdominal cavity ибо- and abdominal wall тана қисми	ЖИВОТ Часть тела, включаю- щая брюшную стенку и брюшную полость	QORIN ҚОРИН Qorin devori va Қорин девори ва qorin bo`shlig`idan iborat қорин бўшлиғидан bo`lgan tana qismi рат бўлган
ABDOMINAL [æbdəminl] adj. in. of, for the қорин бўшлиғига abdomen қорин парда. abdominal pains Қорин оғриқлари	БРЮШНОЙ относящийся к полости живота. Брюшные боли	QORIN PARDA qorin bo`shlig`iga tegishli qorinparada. Qorin og`riqlari
ABERITHYMIA АНОРЕКСИЯ [æbirioi`miə] Lack of appetite Иштаҳанинг йўқлиги. Ovqatdan yuz o`girish	АНОРЕКСИЯ Отсутствие аппетита Ovqatdan yuz o`girish	ANOREKSIYA Ishtahaning yo`qligi.
ABILITY [ə`biliti] n. ҚОБИЛИЯТ Intelligence, talent Талант	СПОСОБНОСТЬ Iqtidor, iste`dod Иқтидор, истеъдод	QOBILIYAT
ABLACTATION КЎКРАКДАН АЙИРИШ (AJATISH) [æblək`tei[n] n. Weaning a child ko`krakdanajratish Болани кўкракдан ажратиш	ОТНЯТИЕ ОТ ГРУДИ (АЖРАТИШ) (Emizishni to`xtatish) (Эмизишни тўхтатиш) Отнятие ребенка от груди Bolani	КО`КРАКДАН АЙИРИШ
ABLE BODIED СОҒЛОМ [eibl`bodid] adj. Physically strong бақувват	ЗДОРОВЫЙ Физически сильный	SOG`LOM Jismoniy baquvvat Жисмоний
ABLEPSIA [əb`lepsiə] КЎРЛИК n. Loss of ability қобилиятининг	СЛЕПОТА Отсутствие способности	КО`РЛИК Ko`rish qobiliyatining Кўриш

of seeing	видеть	bo'lmasligi	булмаслиги
ABLUTION [ə`blu:ʃn] ЮВИШ	ПРОМЫВАНИЕ	YUVISH	
n. Washing the body ёки кўлларни or hands	Промывание тела или рук	Tanani yoki qo'llarni yuvish ювиш	Танани
ABNORMALITY [əbno:mæləti] n. Mental disease хасталик	СЛОБАУМИЕ Душевная болезнь	AQLPASTLIKAҚЛПАСТЛИК Ruhiy xastalik	Рухий
ABORT [ə`bo:t] v. ТУШИРМОҚ	ВЫКИДЫВАТЬ	BOLA TUSHIRMOQБОЛА	
To bear prematurely туғмоқ	Преждевременнородить.	Muddatdan oldin tug'moқ	Муддатдан олдин
ABORTION [ə`bo:ʃn] n. TASHLASHБОЛАТАШЛАШ	АБОРТ. ВЫКИДЫШ	BOLA	
Expulsion of the етмаган хомила- foetus from the womb тушиши. during the first 28 туғилган weeks of pregnancy нежизнеспособен	Прерываниеберемен- ностивтечениепервых 28 недель, родившийся до этого периода плод	Homilani 28 haftasida hali hayotga layoqatsiz davrida homiladorlikni uzilishi	28 хафтага нингбачадондан 28 хафтадан олдин бола яшамайди
ABRACHIA [`æbrəkiə] n. АБРАХИЯ	АБРАХИЯ	АБРАХИЯ	
Congenital lack of upper extremities	Врожденное отсутствие верхних конечностей	Panja qo'lining tug'ma bo'lmasligi	Панжа кўлининг туғма бўлмаслиги
ABSORPTION SO'RILISHI	АБСОРБЦИЯ, ВСАСЫ- АБСОРБЦИЯ, СЎРИЛИШИ	АБСОРБСИЯ,	
[əb`so:pʃn] n. Penetration of the matters to the lymph and blood through каватидан ўтиб лимфа ва кон- the layer of cells сўрилиши	Проникновение веществ через слой клеток в лимфу и кровь	Moddalarning hujayralar qavatidan o'tib limfa va qonga so'rilishi	Моддаларнинг га
ABSTERGENT СЮВИШ ВОСИТАСИ	МОЮЩЕЕ СРЕДСТВО	YUVISH VOSITA	
[əb`stə:dʒənt] n. Detergent	Детергент	Detergent Детергент	
ABSTERSION ЮВИШ; ТОЗАЛАШ	ПРОМЫВАНИЕ; ОЧИЩЕНИЕ	YUVISH; TOZALASH	
[əb`stə:ʃən] n. Bathing (a wound);	Промывание (ран);	(Yarani) yuvish;(Ярани) ювиш;	

lavage of the stomach; ювиш;	промывание желудка;me'dani yuvish;	меъдани
evacuate the stomach тозаламоқ	очищать желудок me'dani tozalamoq	меъдани

ABUSE [ə`bju:s] n. **НЕПРАВИЛЬНОЕ,** **NOTO'G'RI, ХАТО**
НОТЎҒРИ , ХАТО

Wrong usage (for ex. **ОШИБОЧНОЕ УПОТРЕБ-** **ISTE'MOL QILISH**
ИСТЕЪМОЛ ҚИЛИШ
drugs)**ЛЕНИЕ**

(нап: лекарственных средств) (mas.dorilarni)(мас. дориларни)

АСНЕ [eik] n. **БОЛЬ** **OG'RIQ**
ОҒРИҚ

Syn. Pain.

Continuous dull pain Продолжительная Davomli simillovchi og'riq
Давомли симилловчи оғриқ

тупая боль

Toothache Зубная боль Tish og'rig'i Тиш оғриғи

Pain-killer Болеутоляющее средство Og'riqniqoldiruvchidori Оғриқни колдирувчи
дори

ACID [æsid] n. **КИСЛОТА** **KISLOTA**
КИСЛОТА

Chemical substance Химическое соединение, O'ztarkibida vodorod ioniyЎз таркибида водород
иони

that contains hydrogen, содержащее ионы водорода, bo'lganva metallar bilan biri-бўлган ва
металлар билан

which can react with способное соединяться с kib tuz hosil qiluvchi ximiya-бирикиб туз ҳосил
қилувчи

metals to form a salt металлом и образовывать viy modda химиявий модда
соль

ACIDIFY [ə`sidifai] v. **ОКИСЛЯТЬСЯ** **OKSIDLANISH**
ОКСИДЛАНИШ

To make or become acid Окисляться или подвергнуть-Elektronlarni yo'qitish.

KislorodЭлектронларни йўқотиш. Кис-

of some elements окислениюкакого-либо билан birikish yoki vodorodлород билан бирикиш ёки
элемента потеря электронов ajratishводород ажратиш

Образование соединения с кислородом или выделе-
ние водорода

ACNE [ækni] n. **АКНЕ** **AKNE AKNE**

Disease in which there are Заболевание, характери- Bo'yin va yuzda donacha Бўйин ва юзда
донача

pimples and blackheads on зующееся возникнове - va husnbuzarlar paydo bo' - ва хуснбuzарлар
пайдо бў-

the face and neck нием угрей и прыщей lishi bilan kechadigan лиши билан кечадиган
на лице и шее kasallikкасаллик

ACOREA **АКОРИЯ** **AKORIYA** **АКОРИЯ**

n. Congenital lack of iris Врожденное отсутствие Ko'z rangdor pardasining Кўз
рангдор пардасининг

радужной оболочки tug'ma bo'lmasligi туғма бўлмаслиги

ACUITY [ə'kju:əti] n. ЎТКИРЛИК	ОСТРОТА	О'ТКИРЛИК
Acuteness of hearing; Ўткирлиги; Acuteness of sight	Острота слуха: Острота зрения	Eshitish o'tkirligi; Кўриш ўткирлиги
ACUTE [ə'kju:t] adj.	ОСТРЫЙ	О'ТКИР
An acute pain; Acute gastritis	Острая боль; Острый гастрит	О'tkir og'riq; О'tkir gastrit
		ЎТКИР Ўткир оғриқ; Ўткир гастрит
ADDICT [ædikt] n.	НАРКОМАН	GIYOHVANDLIK ГИЁҲВАНДЛИК
A person who is addicted Кўкнори ичишга (наша to narcotics habitually kishi. чекишга) одатланган киши. ляет наркотик	Лицо, которое постоянно но принимает и употреб- Narkotik moddalarni iste'mol	Ко'knori ichishga (nasha chekishga) odatlangan Наркотик моддаларни истеъ- qilishga o'rgangan kishi
	мол қилишга ўрганган киши	
ADDUCTION [ə'dʌkʃn]	АДДУКЦИЯ, ПРИВЕДЕНИЕ	ADDUKSIYA (mushaklar)
АДДУКЦИЯ (мушаклар) (of muscles) n. Setting ЯҚИН КЕЛТИРИШ	(мышцы) Притягивание конечнос- тей средней линии тела tirish. Bu harakatda ishtirok etgan	TANAGA YAQIN KELITIRISH ТАНАГА ЯҚИН КЕЛТИРИШ Tanaga yaqin kel- tirish. Bu harakatda ishtirok etgan
extremities to the central o'qni tanaga yaqinlash- part of body muskullar adduktorlar deyiladi	Qo'l va oyoqni tanaga yaqinlash- tirish. Bu harakatda ishtirok etgan muskullar adduktorlar deyiladi	Qo'l va oyoqni tanaga yaqinlash- tirish. Bu harakatda ishtirok etgan muskullar adduktorlar deyiladi
ADENOIDS [ˈædənoɪdz]	АДЕНОИДЫ	ADENOIDLAR
АДЕНОИДЛАР n. A soft growth between the back of nose and throat. In some cases it makes breathing and speaking difficult	Мягкий отёк излишнее раз- растание глоточной миндали- ны. В некоторых случаях за- трудняет дыхание и речь	Халқумнинг бурун қисми Халқумнинг бурун қисми orasida burun murtagining ortiqcha o'sib ketishi. Ba'zi holatda nafas olish va nutq faoliya- tini qiyinlashtiradi
oliqsh va nutq faoliya- tini qiyinlashtiradi		naфас олиш ва нутқ фаолия- тини
ADEPT [ˈædept] n.	ЭКСПЕРТ	EKSPERT
ЭКСПЕРТ An expert giving conclusion at the time of examination of some problem	Специалист, дающий заключение при расмот- рени какой-нибудь проблемы	Бирор муаммони текшириш yuzasidan xulosa chiqaruvchi mutaxassis
ADHERENCE TO MASLAHAT-	СОБЛЮДЕНИЕ УКАЗАНИЙ ШИФОКОР МАСЛАҲАТ-	SHIFOKOR

[əd'hiərənstə] n. (напр.) **ВРАЧА**
КЎРСАТМА-
 Observance of (for ex.)
ЛАРИГА АМАЛ ҚИЛИШ
 a doctor's instruction

LARIGA, KO'RSATMA-LARIGA,

LARIGA AMAL QILISH.

ADHESIVE PLASTER
ЎПИШҚОҚ ЕЛИМЛИ

[əd'hi:siv plɑ:stə(r)]
 n. A plaster for sticking on
 Жароҳат, кесилган жойни
 and protecting a cut or in-
 ўраш
 jury
 қоқ тасма

ЛЕЙКОПЛАСТЫРЬ

TASMATASMA

Пластырь для защиты
 и прикрытия пореза, ран
 uchun ishlatiladigan yopish-
 қоқ тасма

YOPISHQOQ YELIMLI

Jarohat, kesilgan joyni

himoya qilish va o'rash химоя қилиш ва

ADIPOSE [ˈædɪpəʊs]

n. An organic substance
 Ўсимлик ва ҳайвон тўқи-
 contained in the tissues
 таркибига кирази-
 of animals and plantsных и растительных тканях
 модда

ЖИР

Органическое вещество,
 содержащееся в живот-
 gan organik modda

YOG' ЁҒ

O'simlik va hayvonto'qi-

malari tarkibigakiradi-

малари

ган органик

ADIPOSITIY

СЕМИРИШ, СЕМИЗЛИК

[ˈædɪˈpɒsɪti] n.
 Steatosis
 Adipose of heart
 Юракни ёғ босиши ёки

ОЖИРЕНИЕ

Становиться жирным
 Ожирение сердца

SEMIRISH, SEMIZLIK

Semirish
 Yurakni yog' bosishi yoki
 qoplashi

Семириш

қоплаши

ADMISSION [əd'mɪʃn]

n. Reception of the patients
 қабул қилиш

ПРИЕМ

Прием больных

QABUL QILISHҚАБУЛ ҚИЛИШ

Bemorlarni qabul qilish Беморларни

VI. Ilovalar.

6.1. Fan dasturi.

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
СОҒЛИҚНИ САҚЛАШ ВАЗИРЛИГИ

Рўйхатга олинди:

Соғлиқни сақлаш вазирлиги

№ БД –

201_ йил “ ___ ” _____

201_ йил “ ___ ” _____

“ТИББИЁТДА ХОРИЖИЙ ТИЛ”
ФАН ДАСТУРИ

Билим соҳаси: 500000 – Соғлиқни сақлаш ва ижтимоий таъминот

Таълим соҳаси: 510 000 – Соғлиқни сақлаш

Таълим йўналиши:

- 5510100 – Даволаш иши
- 5111000 Касб таълими (5510100 –даволаш иши)
- 5510200 – Педиатрия иши
- 5510300 – Тиббий профилактика
- 5110700 - Олий хамширалик иши
- 5510400 – Стоматология
- 5511000 –Болалар стоматологияси
- 5510900 – Тиббий биология иши
- 5510500 – Фармация (турлари бўйича)
- 5510600 – Саноат фармацияси (турлари бўйича)
- 5320500 бўйича)
- 5310900 – Биотехнология (тармоқлари бўйича)
- Метрология, стандартлаштириш ва маҳсулот сифати менежменти (тармоқлари бўйича)

Тошкент – 201_

Ўзбекистон Республикаси Соғлиқни сақлаш вазирлигининг 201__ йил “__” _____ даги “__” – сонли буйруғининг __-иловаси билан фан дастури рўйхати тасдиқланган.

Фан дастури Соғлиқни сақлаш вазирлигининг Тиббиёт таълим муассасалараро Мувофиқлаштирувчи услубий Кенгашининг 201__ йил “__” _____ даги “__” – сонли баённомаси билан маъқулланган.

Фан дастури Ўзбекистон Республикаси Соғлиқни сақлаш вазирлигининг Тиббиёт таълим муассасалараро ишчи гуруҳ аъзолари томонидан ишлаб чиқилди.

Тузувчилар:

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Фан дастури Олий ва ўрта махсус, касб-хунар таълими йўналишлари бўйича Ўқув-услубий бирлашмалар фаолиятини Мувофиқлаштирувчи Кенгашнинг 201__ йил “__” _____ даги __-сонли баённомаси билан маъқулланган.

I. Ўқув фанининг долзарблиги ва олий касбий таълимдаги ўрни

Глобаллашув ва халқаро алоқаларнинг илмий, техник ва маданий соҳадаги улкан тараққиёти инсон фаолиятининг барча соҳаларига, шу жумладан, тиббиёт

соҳасига ҳам ўзининг таъсирини кўрсатиши шубҳасиздир. Тиббиёт ва фармацевтика мутахассислари учун чет тилларини мукамал эгаллаш мамлакат тараққиётида муҳим аҳамиятга эга. Мазкур соҳа мутахассисларини олий таълимда чет тиллари бўйича билимларни мустаҳкамлаш ҳамда бу борада маҳорат ва кўникмаларини шакллантириш Ўзбекистон Республикасининг "Таълим тўғрисида", "Кадрлар тайёрлаш миллий дастури тўғрисида"ги қонунлари, Ўзбекистон Республикаси Президентининг "Чет тилларни ўрганиш тизимини янада такомиллаштириш чоратадбирлари тўғрисида" 2012 йил 10 декабрдаги ПҚ-1875-сон қарори, Ўзбекистон Республикаси Вазирлар Маҳкамасининг "Умумий ўрта таълим давлат стандартларини тасдиқлаш тўғрисида" 1999 йил 16 августдаги 390-сон ва "Ўрта махсус таълим давлат стандартларини тасдиқлаш тўғрисида" 2000 йил 16 октябрдаги 400-сон қарорлари ҳамда бошқа тегишли меъёрий ҳужжатлар асосида амалга оширилмоқда.

Мазкур дастур чет тилларига ўқитиш жараёнининг турли босқичларида ихтисослик йўналиши, билим даражаси ва касбий эҳтиёжи каби хусусиятларини ҳисобга олган ҳолда кенгайтирилиб, ўқув якунида олий таълим муассасасининг бакалаврият босқичи битирувчилари учун чет тилларини ўзлаштиришнинг CEFR (Common European Framework of Reference) - Умумевропа халқаро стандартлари даражаларини инобатга олинган тизими доирасидаги B2 - чет тилини ўрганишнинг мустақил мулоқот даражасининг эгалланиши кўзда тутилган. Кўрсатилган стандартлар асосида чет тиллари бўйича тиббиёт ва фармацевтика таълим муассаси хусусиятларига эътибор берган ҳолда янги дастур ва календар-тематик режалар тузилиши, янги адабиётлар киритилиши ва мунтазам равишда такомиллаштириб борилиши мақсадга мувофиқдир.

II. Фаннинг мақсад ва вазифалари

Фаннинг мақсади бугунги илм ва фан тараққиёти шароитида тиббиёт ва фармацевтика йўналишидаги олий таълимнинг бакалаврият босқичида чет тилини ўқитиш доирасида ўрганувчиларнинг кундалик, илмий ва касбга оид соҳаларда фаолият олиб боришлари учун чет тилида коммуникатив компетенцияларини шакллантиришдан иборат. Бунда лингвистик, социолингвистик, прагматик компетенцияларнинг ўзига хос хусусиятларидан келиб чиққан ҳолда, ўрганувчиларнинг тинглаш, гапириш, ўқиш ва ёзиш кўникмаларини кўп маданиятли дунёда кундалик, илмий ва касбга оид соҳаларда фаолият олиб бориши учун чет тилини эгаллаши назарда тутилади.

Фаннинг асосий вазифаси соҳа бўйича чет тилларини ўрганишни янада ривожлантириш, талабаларнинг мазкур йўналишдаги билимларини халқаро стандартларга мувофиқ равишда эгаллашини таъминлаш, чет тилида мустақил ўқиш ҳамда тиббий ва фармацевтик матнларни тушуниш, танланган мутахассислик бўйича илмий адабиётлардан олинган маълумотларни тушуна олишни ўзида мужассамлаштиради.

III. Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар

“Таълимнинг барча босқичлари битирувчиларининг чет тиллари бўйича

тайёргарлик даражасига қўйиладиган талаблар”¹ га мувофиқ, олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалаврият босқичи талабалари (ОТМда ўқув курси бошланишида В1 даражага эга бўлган ҳолда) ўқиш якунида чет тили бўйича В2 даражани эгаллашлари лозим. Унга кўра битирувчи талабалар мазкур даражани таъминловчи тегишли коммуникатив компетенцияларни эгаллашлари, яъни ўрганилаётган чет тили бўйича эгаллаган билим, кўникма ва малакаларни мулоқот жараёнида қўллаш қобилиятига эга бўлишлари лозим. Бунда олий таълим бўйича нутқ кўникма ва малакаларининг грамматик, лексик, фонетик ва орфографик кўрсаткичларининг таълим мазмунига мувофиқ равишда мослаштирилиши ва соҳа бўйича чет тилларни билишнинг умумевропа тизимига мувофиқ, улар содда ва тушунарли шаклда берилиши мақсадга мувофиқдир.

IV. Асосий қисм

4.1. Умумий босқич

Босқичнинг асосий мақсади:

- узлуксиз таълим тизимининг аввалги босқичлари (умумий ўрта таълим мактаблари, академик лицей ва касб-ҳунар коллежлари)да талабалар хорижий тилда эгаллаган малака ва кўникмаларини коррекция қилиш ва тенглаштириш;
- талабаларни нутқ фаолияти турлари бўйича касбий мулоқотга тайёрлаш.

Тинглаш:

- маъруза, тақдимот ва мунозаралар, радио ва телевидение эшиттиришлари, янгиликлар, интервьюлар, ҳужжатли фильм ва шу каби оғзаки матнлар;
- реклама ва эълонлар;
- тил соҳиблари нутқ ёзувлари (бадий, ҳужжатли фильмлар, оммавий чиқиш ва ҳоказо);
- тил соҳибларининг ижтимоий мавзулардаги ўзаро суҳбати;
- тингланган ахборотнинг асосий мақсади, тўлиқ мазмунини тинглаб тушуниш малака ва кўникмаларини ривожлантириш.

Гапириш:

Диалогик нутқ

- ижтимоий мавзуларда суҳбат ва норасмий диалог;
- касбий ёки бошқа мавзуларда расмий ва норасмий мунозаралар;
- мунозарани бошқариш, интервью, музокаралар ва телефон орқали мулоқот олиб бориш.

Монологик нутқ

- ихтисосликка оид мавзуларда маъруза тайёрлаш ва ўқиш;
- мунозара, далил ва исботларни олға суриш, фикрни асослаб бериш;
- реклама ва махсус мавзуларда тақдимот тайёрлаш ҳамда чиқиш қилиш;
- маълумотларни умумлаштириш, мақолалар ёзиш, муҳокама қилиш.

Ўқиш:

- танишув ўқиш, кўз югуртириб ўқиш ва синчиклаб ўқиш кўникма ва малакаларини ривожлантириш;

¹ Вазирлар Маҳкамасининг 2013 йил 8 майдаги 124-сон қарорига 1-Илова. "Ўзбекистон Республикаси қонун ҳужжатлари тўплами", 2013 йил 20 май, 20-сон, 251-модда

- хат-хабар, ёзишмалар ва электрон почтани ўқиш;
- махсус материалларни ўзида акс эттирган аутентик матнларни ўқиш;
- махсус сўз ва терминларга эга матнларни, илмий ва касбга оид адабиётларни, электрон манбалар ва матбуот материалларини ўқиш.

Ёзув:

- турли ёзишмалар, хат-хабарлар ва махсус докладлар (эслатма, CV ва ҳоказо) ёзиш;
- эссе, баён, резюме, тадқиқот иши (мақолалар, битирув малакавий ишлар) ёзиш.

4.2. Касбга йўналтирилган босқич

Касбга йўналтирилган босқичнинг асосий мақсади:

- нутқ турлари бўйича касбий соҳада чет тилини амалий эгаллаш;
- талабани ижодий шахс сифатида ривожлантириш;
- соҳа бўйича адабиётларни таржима қилиш малака ва кўникмаларини ривожлантириш;

Тинглаш:

- касбга йўналтирилган аутентик материалларни бир марта эшитиб асосий мазмунини тушуниш ва зарур ахборотни олиш;
- кундалик воқеалар ҳақида янгиликлар, репортажларни тушуниш, фильм қаҳрамонлари нутқини тушуниш.

Гапириш:

Диалогик нутқ

- тил соҳиблари билан эркин мулоқотда бўлиш ва касбий мавзуларда ўз фикр ва мулоҳазаларини исботлаб бериш;
- суҳбатни бошлаш ва тугатишни билиш, суҳбатдошига таклиф ва маслаҳат бериш, саволларига жавоб бериш, ахборот алмашиш, муҳокама қилинаётган далилларни аниқлаштириш, ўқиган ёки эшитганларини муҳокама қилиш;
- матн асосий мазмунини ифодаловчи лексик ва синтактик қурилмаларга асосланиб гапириб бериш;
- ассоциатив тафаккурга асосланиб мулоҳаза, танқид, баҳолаш далиллар билан исботлаш орқали ўз нутқини тузиш;
- риторик характерга эга диалог нутқ малакаларини такомиллаштириш;
- касбий мулоқотлар, конференция, симпозиум, учрашув ва мунозараларда қатнашиш учун нутқ фаолияти, кўникма ва малакаларини такомиллаштириш.

Монологик нутқ:

- долзарб муаммо юзасида барча “Тарафдор” ва “Қарши” далилларни келтирган ҳолда ўз фикрини баён қилиш;
- тинглаган ва ўқиган матн мазмунини гапириш;
- мазмунга баҳо бериш;
- ўрганилган мавзулар бўйича ахборот бериш
- ўқиган матнни таҳлил қилиш ва шарҳлаш;
- ўқиган ёки тинглаган матнни қисқача мазмунини баён этиш;
- ўрганилган мавзуда чиқиш қилиш;
- ижтимоий –сиёсий матнларни ўқиб шарҳлаб бериш.

Ўқиш:

Танишув ўқиш

- матнни луғатсиз, берилган савол ёки умумий мазмунини тушуниш мақсадида ўқиш;
- 10 % гача нотаниш сўз бўлган илмий-оммабоп, ижтимоий-сиёсий, махсус бадиий матнлар;
- матн мазмунини чет тилида ёки она тилида сўзлаб бериш, параграфларни номлаш, тест топшириш.
- таълим мазмунига мувофиқ хорижий адабиётдан олинган аутентик матинни уқиб тушиниш.

Синчиклаб (ўрганиб) ўқиш

- матнни асосий ахборотни ажратиб олган ҳолда мазмунини тўлиқ ва аниқ тушуниб ўқиш.
- мутахассислик йўналишдаги тиббий матинда берилган атамаларини ўрганилаётган чет тилида изоҳлаб ўқиш.

Ўқиш тезлиги, ҳажми:

- махсус, 12% гача нотаниш сўзга эга бўлган 1600 босма белгили илмий-оммабоп матнни луғатдан фойдаланиб 1,0 академик соатда ўқиш.

Кўз югуртириб ўқиш:

- матн мазмуни хусусиятларини аниқлаш;
- зарур ахборотни матндан топиш;
- сўз (матн) маъно мазмунини контекст асосида фаҳмлаб олиш;
- матндаги бирламчи (асосий) иккинчи даражали ахборотни ажратиш;
- матн калит сўзларини ажрата олиш;
- матн қисмларига сарлавҳа қўйиш.

Ёзув:

- касбга йўналтирилган босқичда шаклланган малакаларни такомиллаштириш;
- реферат, аннотация ёзиш техникасини такомиллаштириш;
- ҳужжатларни расмийлаштиришни билиш (тузилиши, услуби, ҳужжат тили) ва у асосида ҳужжатларни намунага қараб, схемага кўра, клише ва ибораларни қўллаб, ахборотни ҳисобга олиб, иш юритиш вазиятлари талабларига мос равишда расмийлаштириш;
- берилган мавзуда баён, эссе, резюме тузиш, соҳага оид адабиётлар бўйича реферат ёзиш.

4.3. Нутқ мавзулари

Нутқ мавзулари бўйича олиб бориладиган ишларнинг асосий мақсади кўйидагилардан иборат:

- узлуксиз таълим тизимининг аввалги босқичларида талабалар чет тилида эгаллаган малака ва кўникмаларини мустаҳкамлаш;
- талабаларни нутқ фаолияти турлари бўйича касбий мулоқотга тайёрлаш.

Нутқ мавзулари тиббиёт ва фармацевтика йўналишидаги таълим соҳалари доирасида, фаннинг асосий талабларига мослаштирилган ҳолда тузилади:

1. **Ижтимоий мавзу** (атроф-муҳит маиший ва касбий йўналишда ижтимоий муносабат).

2. **Таълим мавзуси** (ўқув муассасаси, ўқув куроллари ва унга муносабат, ихтисослик фанларининг ҳозирда ўқитилиши ва ҳоказо).
3. **Ижтимоий-маданий мавзу** (Ўзбекистон Республикаси ва тили ўрганилаётган мамлакатнинг тарихий, географик, иқлимий, маданий, маиший хусусиятлари).
4. **Касбга йўналтирилган мавзу** (ўрганилаётган ихтисослик тарихи, йўналишлари, соҳанинг буюк намояндалари, долзарб муаммолари, касбий этика ва ҳоказо).

Изоҳ: Олий таълим муассасаси фан йўналишлари ва ўзига хос хусусиятларини инобатга олган ҳолда намунавий ўқув режаларини ишлаб чиқишида нутқ мавзуларига 10%гача қўшимча ва ўзгартиришлар киритилиши мумкин.

4.4. Тил компетенцияси.

Лексик компетенция.

- касбий лексика ва атамаларини тушуниш ва қўллаш;
- умумий қисқартмаларни кенгайтира билиш;
- сўз ясаши (қўшма сўзлар ва аффиксация), ўзлашма сўзлар (байналминал сўзлар)ни қўллаш;
- антонимлар, синонимлар ва бошқа умумлексик муносабатларни ўзлаштириш.

Грамматик компетенция.

- ўтилган грамматик материал (олмош ва унинг турлари, феъл шакллари, синтаксис, муаммоли сўзлар ва иборалар, модал феъллар ва ҳоказо)ни кундалик ва соҳадаги контекстларда тўғри қўллаш олиш;
- ўз соҳаларига оид дискурс моделларининг грамматик, лексик ва мазмун жиҳатдан қандай тузилганини тушуниш мақсадида таҳлил қила олиш.

V. Амалий машғулотлар бўйича тавсия ва кўрсатмалар

Тиббиёт ва фармацевтика соҳасига оид чет тилидаги малака ва кўникмалар қўйидаги асосий мезонларни ўзида мужассамлаштиради:

- таълим жараёнида чет тилини соҳага оид мукамал ўзлаштиришда янги педагогик технологиялардан унумли фойдаланиш, бунда интерактив услублар, график кўргазмалар, роль ўйнаш, баҳс-мунозара каби услубларни кенг қўллаш;
- тиббиёт ва фармацевтикага оид терминларни талаффуз қилишга эътибор бериш: талабанинг махсус терминларни аниқ ва раво талаффуз қилиши ҳамда луғат билан ишлашни ўзлаштириши;
- тинглаб тушуниш кўникмаларини ривожлантириш;
- аутентик манбалардан фойдаланиш, тарқатма материалларни кенг қўллаш;
- чет тилида мунтазам мулоқотни йўлга қўйиш ҳамда тил муҳитини яратиш, чет тилида ўз фикрини эркин намоён эта олиш;
- талаба нутқини тугатганидан сўнг хатоларни таҳлил қилиш;
- чет тилида маъруза, маълумот ва презентацияларни тайёрлаш, саволларга тўғри жавоб бериш;
- ёзма вазифаларда матнга режа туза олиш;
- тингланган матн бўйича вазифа бажариш ва қисқа равишда фикрини ёзма ёки оғзаки баён этиш;

- “шифокор–шифокор”, “шифокор–бемор”, “шифокор–ота-она”, “фармацевт–бемор”, “фармацевт–шифокор”, “стоматолог–бемор” каби суҳбатларни туза олиш;
- ўқиш компетенциясини ўзлаштиришга қаратилган матннинг асосий маъносини тушуна олиш, вазифаларни аниқ тушуниш ва бажариш.

Таълим жараёнида фанга оид дарсликлар, электрон дарсликлар, презентациялар, видео-аудио воситалар ишлатилиши, бунда янги маълумотни интернет сайтларда соҳага оид аутентик материалларни қўллаш мақсадга мувофиқ. Бунда берилган топшириқларнинг мураккаблик даражаси талабаларнинг билим даражасига мос келишига эътибор қаратиш муҳим .

Амалий машғулот давомида замонавий педагогик усуллар: БББ жадвали, балиқ скелети, PRESS formula, Case study, Венн диаграммаси, кластер, бинго, SWOT таҳлил, синквейн ва бошқа технологияларнинг қўлланилиши амалий кўникмаларни мукамал эгаллаш учун имконият яратади.

VI. Вақт тақсимоти

Чет тилларини ўзлаштиришнинг ўқиш, ёзиш, тинглаш ва гапириш компетенциялари бўйича малака ва кўникмаларни эгаллашни баҳолаш қуйидагича тақсимланиши тақдим этилади:

Гапириш – 30%

Тинглаш – 25%

Ўқиш – 25%

Ёзиш – 20%

VII. Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

Тиббиёт ва фармацевтика соҳасининг турли йўналишлари ўзига хос хусусиятлари ва тараққиёт даражасига кўра алоҳида ёндошувни талаб қилади. Бугунги кунда чет тили фанини соҳалар билан боғлаш ва узвийликни таъминлаш мазкур соҳа мутахассислари билан ҳамкорликни, тажриба ва амалиётни талаб қилади. Шу билан бирга, мамлакатнинг ижтимоий, иқтисодий, сиёсий тараққиёти, тиббиёт ва фармакология соҳадаги ислохотлар ва тараққиёт босқичлари ҳам зарур билимлар мажмуини ўзлаштиришни тақозо этади.

Масалан, анатомия фанидаги тана органларининг жойлашуви ва тузилиши, физиологияда органларнинг функциялари ва тана учун аҳамияти; ички органлар ва тишларнинг соғломлиги ўртасидаги алоқа, кимёвий элементлар, кислоталар, оксидлар ва тузларнинг номлари, доривор ўсимликларнинг номлари ва хусусиятлари ва ҳақозо. Мазкур боғлиқлик даражасига эътибор қаратар эканмиз, соҳанинг чет тили фани билан интеграциялашуви, лексик бирликлар ва тегишли грамматик бўлимларнинг ўзига хос хусусиятлари алоҳида эътиборни талаб қилади. Бунда қуйидаги мутахассислик фанлари билан узвийликни санаб ўтиш мумкин:

1. Анатомиа
2. Микробиология
3. Нормал физиология
4. Патологик физиология

5. Терапия
6. Биофизика
7. Умумий кимё
8. Биокимё
9. Стоматология
10. Фармакогнозия
11. Фармацевтик кимё
12. Биотехнология
13. Метрология ва стандартлаштириш
14. Экология
15. Фармакология
16. Фармацевтика иқтисодиёти
17. Фармакокинетика
18. Дори воситаларини ишлаб чиқариш
19. Фармацевтикада бошқарув
20. Токсикологик кимё
21. Ботаника
22. Тиббиёт ва фармацевтика товаршунослиги

Мазкур рўйхат олий таълим муассасасининг ўзига хос хусусиятларини инобатга олган ҳолда қисқартирилиши ёки тўлдирилиши мақсадга мувофиқдир.

VIII. Мустақил таълимни ташкил этишнинг мазмуни ва шакли

Мустақил таълим деганда талабаларнинг тилларни эгаллаш бўйича ўзлаштирган билим, кўникма ва малака даражаларига қўшимча равишда уларнинг билимларини сезиларли орттириш мақсадида олиб бориладиган фаолият тушунилади. Мустақил таълимнинг топшириқ ва вазифалари фанни ўқитишга қўйиладиган талаблар ҳамда таълим мазмунига мувофиқ равишда ишлаб чиқилади. Чет тили фани бўйича мустақил таълимнинг асосий мақсади касбий мулоқот маданиятини шакллантириш, коммуникатив компетенцияни ривожлантириш, соҳа бўйича ижодий фаолиятни ўстириш ҳамда чет тилида мустақил ишлай олиш малака ва кўникмаларини ҳосил қилиш ва ривожлантиришдан иборат.

Мустақил таълимни шакллантиришда таълим ва билим олиш манбалари, ахборот-ресурс марказлари, мультимедия ресурслари, компьютерлар ва мобиль ускуналар, видео ва аудио ресурслар каби воситалардан фойдаланган ҳолда, Интернет, чет тилида ўқув ва бадиий адабиётлар, ихтисослаштирилган илмий адабиётлар, газеталар, журналлар ва бошқа манбалардан кенг фойдаланилади. Шу билан бирга, чет тили фани ўқитилаётган кафедралар қошидаги клуб ва тўғараклар мазкур фаолиятнинг ажралмас қисми шаклида юритилиши мақсадга мувофиқдир.

IX. Тавсия этилаётган мустақил ишларнинг мазмуни

Мустақил ишлар асосан коммуникатив компетенцияни такомиллаштиришга қаратилган бўлиб, ўқиш, ёзиш, гапириш ва тинглаш бўйича талабалар билимларини такомиллаштириш мақсадида қўшимча манбалар, масалан, ўтилган мавзулар бўйича рефератларни ёзма равишда тайёрлаш, кутубхона ва Интернет маълумотларини ўқиш ҳамда йиғилган маълумотлар асосида презентациялар тайёрлаш ва гапириб

бериш, қўшимча аудио материалларни тинглаш ва шу каби бошқа қўшимча фаолиятни қамраб олади. Нутқ компетенциясини такомиллаштириш мақсадида видео материаллари, мультимедиа дастурлари ва онлайн технологияларни кенг қўллаш мақсадга мувофиқдир.

Мустақил иш аудиториядан ташқари шаклда олиб борилади, бунда соҳага оид ҳамда адабий, илмий-оммабоп, ижтимоий-сиёсий адабиётлар тавсия этилади.

Шу билан бирга, талабаларнинг илмий тадбирларда маъруза билан иштироки, олимпиада ва кўрик-танловлардаги қатнашуви мустақил ишнинг сифатли мазмун ва моҳиятини белгилайди.

Мустақил ишни текшириш асосан савол-жавоб, баҳс-мунозара, эссе, презентация шаклда амалга оширилади.

Х. Яқуний қоидалар

Чет тилларга ўқитиш замонавий таълимнинг педагогика, психология, ахборот коммуникацион технологиялари ҳамда бошқа ижтимоий-иқтисодий ва ихтисослик фанларига таянган ҳолда зарур билимлар, кўникма ва малакаларни эгаллашга қаратилган. Бунда коммуникатив компетенцияни шакллантиришнинг лингвистик, социолингвистик, прагматик, ижтимоий-лингвистик ва бошқа турдаги компетенцияларнинг ўқув жараёнига интеграциялашувини ривожлантириш чет тилларини эгаллашнинг етарли даражасини эгаллашнинг самарасини таъминлайди.

Мазкур дастур чет тилларига ўқитишнинг тиббиёт ва фармацевтика соҳасида чет тилларига ўқитишда барча усуллар ва самарали механизмларни қўллаш асосида фанни ўзлаштириш учун қулай шарт-шароитлар яратишга қаратилган экан, олий таълим муассасаларининг ўзига хос хусусиятлари, шунингдек, чет тилларини ўқитишга қаратилган ислоҳот ва янгиланишлар, тиббиёт ва фарматцевтика соҳаларининг ривожланиш динамикаси каби хусусиятларга эътибор қаратишни тақозо этади. Шу асосда дастурнинг асосий талабларига мувофиқ равишда, олий таълим муассасида чет тиллари ўқитилаётган кафедралар томонидан белгиланган тартибда фанга ўқитиш жараёнида 10 % гача айрим ўзгартириш ва қўшимчалар киритиш мумкин.

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O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LIM
VAZIRLIGI

SOG'LIQNI SAQLASH VAZIRLIGI

BUXORO DAVLAT TIBBIYOT INSTITUTI

“INGLIZ TILI” KAFEDRASI

O'quv bo'limi
tomonidan ro'yhatga

olindi № _____

« _____ » _____ 2019 y.

«TASDIQLAYMAN»

O'quv va tarbiyaviy ishlari prorektori

t.f.n. dots. _____ G.J.Jarilkasinova

« _____ » _____ 2019 y.

DAVOLASH, TIBBIY PEDAGOGIKA, PEDIATRIYA YO'NALISHLARI I - KURS TALABALARI UCHUN TIBBIYOTDA XORIJIY TIL FANI BO'YICHA ISHCHI DASTUR

Ta'lim shifri - 510000 “Sog'liqni saqlash”

Ta'lim yo'nalishi :

5510100 – Davolash ishi

5510200 – Tibbiy pedagogika

5510200 – Pediatriya ishi

5111000 – Mutaxassislik ta'limi (5510100 - Davolash ishi)

Soat hajmi - 108

Shu jumladan :

Amaliy mashg'ulot - 72

Mustaqil ish - 36

Tuzuvchilar:

O`qituvchi: M.F. Norova _____

O`qituvch: D.Ya. Shigabudinova _____

O`qituvchi: Sh.Sh. Shodiyev _____

(F.I.Sh., lavozimi, ilmiy darajasi, ilmiy unvoni) (imzo)

Taqrizchilar:

f.f.dok. prof. Q.B.Shodmonov

(F.I.Sh., lavozimi, ilmiy darajasi, ilmiy unvoni) (imzo)

Kafedra mudiri :

f.f.dok. prof. Q.B.Shodmonov

(F.I.Sh., lavozimi, ilmiy darajasi, ilmiy unvoni) (imzo)

FMUK rahbari:

(F.I.Sh., lavozimi, ilmiy darajasi, ilmiy unvoni) (imzo)

Ushbu ishchi dastur namunaviy o`quv dasturi va o`quv reja asosida davolash, stomatologiya va tibbiy pedagogika yo`nalish bo`yicha tuzilgan va Buxoro davlat tibbiyot instituti markaziy uslubiy kengashida muhokama qilingan va tasdiqlangan.

Bayonnoma ----- “ “ 2019 y.

Uslubchi: Jumayeva Sh.B

IV. Ўқув фанининг долзарблиги ва олий касбий таълимдаги ўрни

Глобаллашув ва халқаро алоқаларнинг илмий, техник ва маданий соҳадаги улкан тараққиёти инсон фаолиятининг барча соҳаларига, шу жумладан, тиббиёт соҳасига ҳам ўзининг таъсирини кўрсатиши шубҳасиздир. Тиббиёт ва фармацевтика мутахассислари учун чет тилларини мукамал эгаллаш мамлакат тараққиётида муҳим аҳамиятга эга. Мазкур соҳа мутахассисларини олий таълимда чет тиллари бўйича билимларни мустақамлаш ҳамда бу борада маҳорат ва кўникмаларини шакллантириш Ўзбекистон Республикасининг "Таълим тўғрисида", "Кадрлар тайёрлаш миллий дастури тўғрисида"ги қонунлари, Ўзбекистон Республикаси Президентининг "Чет тилларни ўрганиш тизимини янада такомиллаштириш чоратадбирлари тўғрисида" 2012 йил 10 декабрдаги ПҚ-1875-сон қарори, Ўзбекистон Республикаси Вазирлар Маҳкамасининг "Умумий ўрта таълим давлат стандартларини тасдиқлаш тўғрисида" 1999 йил 16 августдаги 390-сон ва "Ўрта махсус таълим давлат стандартларини тасдиқлаш тўғрисида" 2000 йил 16 октябрдаги 400-сон қарорлари ҳамда бошқа тегишли меъёрий ҳужжатлар асосида амалга оширилмоқда.

Мазкур дастур чет тилларига ўқитиш жараёнининг турли босқичларида ихтисослик йўналиши, билим даражаси ва касбий эҳтиёжи каби хусусиятларини ҳисобга олган ҳолда кенгайтирилиб, ўқув якунида олий таълим муассасасининг бакалаврият босқичи битирувчилари учун чет тилларини ўзлаштиришнинг CEFR (Common European Framework of Reference) - Умумевропа халқаро стандартлари даражаларини инобатга олинган тизими доирасидаги B2 - чет тилини ўрганишнинг мустақил мулоқот даражасининг эгалланиши кўзда тутилган. Кўрсатилган стандартлар асосида чет тиллари бўйича тиббиёт ва фармацевтика таълим муассаси хусусиятларига эътибор берган ҳолда янги дастур ва календар-тематик режалар тузилиши, янги адабиётлар киритилиши ва мунтазам равишда такомиллаштириб борилиши мақсадга мувофиқдир.

V. Фаннинг мақсад ва вазифалари

Фаннинг мақсади бугунги илм ва фан тараққиёти шароитида тиббиёт ва фармацевтика йўналишидаги олий таълимнинг бакалаврият босқичида чет тилини ўқитиш доирасида ўрганувчиларнинг кундалик, илмий ва касбга оид соҳаларда фаолият олиб боришлари учун чет тилида коммуникатив компетенцияларини шакллантиришдан иборат. Бунда лингвистик, социолингвистик, прагматик компетенцияларнинг ўзига хос хусусиятларидан келиб чиққан ҳолда, ўрганувчиларнинг тинглаш, гапириш, ўқиш ва ёзиш кўникмаларини кўп маданиятли дунёда кундалик, илмий ва касбга оид соҳаларда фаолият олиб бориши учун чет тилини эгаллаши назарда тутилади.

Фаннинг асосий вазифаси соҳа бўйича чет тилларини ўрганишни янада ривожлантириш, талабаларнинг мазкур йўналишдаги билимларини халқаро стандартларга мувофиқ равишда эгаллашини таъминлаш, чет тилида мустақил ўқиш ҳамда тиббий ва фармацевтик матнларни тушуниш, танланган мутахассислик бўйича илмий адабиётлардан олинган маълумотларни тушуна олишни ўзида

мужассамлаштиради.

VI. Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар

“Таълимнинг барча босқичлари битирувчиларининг чет тиллари бўйича тайёргарлик даражасига қўйиладиган талаблар”² га мувофиқ, олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалаврият босқичи талабалари (ОТМда ўқув курси бошланишида В1 даражага эга бўлган ҳолда) ўқиш якунида чет тили бўйича В2 даражани эгаллашлари лозим. Унга кўра битирувчи талабалар мазкур даражани таъминловчи тегишли коммуникатив компетенцияларни эгаллашлари, яъни ўрганилаётган чет тили бўйича эгаллаган билим, кўникма ва малакаларни мулоқот жараёнида қўллаш қобилиятига эга бўлишлари лозим. Бунда олий таълим бўйича нутқ кўникма ва малакаларининг грамматик, лексик, фонетик ва орфографик кўрсаткичларининг таълим мазмунига мувофиқ равишда мослаштирилиши ва соҳа бўйича чет тилларни билишнинг умумевропа тизимига мувофиқ, улар содда ва тушунарли шаклда берилиши мақсадга мувофиқдир.

IV. Асосий қисм

4.1. Умумий босқич

Босқичнинг асосий мақсади:

- узлуксиз таълим тизимининг аввалги босқичлари (умумий ўрта таълим мактаблари, академик лицей ва касб-ҳунар коллежлари)да талабалар хорижий тилда эгаллаган малака ва кўникмаларини коррекция қилиш ва тенглаштириш;
- талабаларни нутқ фаолияти турлари бўйича касбий мулоқотга тайёрлаш.

Тинглаш:

- маъруза, тақдимот ва мунозаралар, радио ва телевидение эшиттиришлари, янгиликлар, интервьюлар, ҳужжатли фильм ва шу каби оғзаки матнлар;
- реклама ва эълонлар;
- тил соҳиблари нутқ ёзувлари (бадий, ҳужжатли фильмлар, оммавий чиқиш ва ҳоказо);
- тил соҳибларининг ижтимоий мавзулардаги ўзаро суҳбати;
- тингланган ахборотнинг асосий мақсади, тўлиқ мазмунини тинглаб тушуниш малака ва кўникмаларини ривожлантириш.

Гапириш:

Диалогик нутқ

- ижтимоий мавзуларда суҳбат ва норасмий диалог;
- касбий ёки бошқа мавзуларда расмий ва норасмий мунозаралар;
- мунозарани бошқариш, интервью, музокаралар ва телефон орқали мулоқот олиб бориш.

Монологик нутқ

- ихтисосликка оид мавзуларда маъруза тайёрлаш ва ўқиш;
- мунозара, далил ва исботларни олға суриш, фикрни асослаб бериш;
- реклама ва махсус мавзуларда тақдимот тайёрлаш ҳамда чиқиш қилиш;
- маълумотларни умумлаштириш, мақолалар ёзиш, муҳокама қилиш.

² Вазирлар Маҳкамасининг 2013 йил 8 майдаги 124-сон қарорига 1-Илова. "Ўзбекистон Республикаси қонун ҳужжатлари тўплами", 2013 йил 20 май, 20-сон, 251-модда

Ўқиш:

- танишув ўқиш, кўз югуртириб ўқиш ва синчиклаб ўқиш кўникма ва малакаларини ривожлантириш;
- хат-хабар, ёзишмалар ва электрон почтани ўқиш;
- махсус материалларни ўзида акс эттирган аутентик матнларни ўқиш;
- махсус сўз ва терминларга эга матнларни, илмий ва касбга оид адабиётларни, электрон манбалар ва матбуот материалларини ўқиш.

Ёзув:

- турли ёзишмалар, хат-хабарлар ва махсус докладлар (эслатма, CV ва ҳоказо) ёзиш;
- эссе, баён, резюме, тадқиқот иши (мақолалар, битирув малакавий ишлар) ёзиш.

4.2. Касбга йўналтирилган босқич

Касбга йўналтирилган босқичнинг асосий мақсади:

- нутқ турлари бўйича касбий соҳада чет тилини амалий эгаллаш;
- талабани ижодий шахс сифатида ривожлантириш;
- соҳа бўйича адабиётларни таржима қилиш малака ва кўникмаларини ривожлантириш;

Тинглаш:

- касбга йўналтирилган аутентик материалларни бир марта эшитиб асосий мазмунини тушуниш ва зарур ахборотни олиш;
- кундалик воқеалар ҳақида янгиликлар, репортажларни тушуниш, фильм қаҳрамонлари нутқини тушуниш.

Гапириш:

Диалогик нутқ

- тил соҳиблари билан эркин мулоқотда бўлиш ва касбий мавзуларда ўз фикр ва мулоҳазаларини исботлаб бериш;
- суҳбатни бошлаш ва тугатишни билиш, суҳбатдошига таклиф ва маслаҳат бериш, саволларига жавоб бериш, ахборот алмашиш, муҳокама қилинаётган далилларни аниқлаштириш, ўқиган ёки эшитганларини муҳокама қилиш;
- матн асосий мазмунини ифодаловчи лексик ва синтактик қурилмаларга асосланиб гапириб бериш;
- ассоциатив тафаккурга асосланиб мулоҳаза, танқид, баҳолаш далиллар билан исботлаш орқали ўз нутқини тузиш;
- риторик характерга эга диалог нутқ малакаларини такомиллаштириш;
- касбий мулоқотлар, конференция, симпозиум, учрашув ва мунозараларда қатнашиш учун нутқ фаолияти, кўникма ва малакаларини такомиллаштириш.

Монологик нутқ:

- долзарб муаммо юзасида барча “Тарафдор” ва “Қарши” далилларни келтирган ҳолда ўз фикрини баён қилиш;
- тинглаган ва ўқиган матн мазмунини гапириш;
- мазмунга баҳо бериш;
- ўрганилган мавзулар бўйича ахборот бериш
- ўқиган матнни таҳлил қилиш ва шарҳлаш;
- ўқиган ёки тинглаган матнни қисқача мазмунини баён этиш;

- ўрганилган мавзуда чиқиш қилиш;
- ижтимоий –сиёсий матнларни ўқиб шарҳлаб бериш.

Ўқиш:

Танишув ўқиш

- матнни луғатсиз, берилган савол ёки умумий мазмунини тушуниш мақсадида ўқиш;
- 10 % гача нотаниш сўз бўлган илмий-оммабоп, ижтимоий-сиёсий, махсус бадиий матнлар;
- матн мазмунини чет тилида ёки она тилида сўзлаб бериш, параграфларни номлаш, тест топшириш.
- таълим мазмунига мувофиқ хорижий адабиётдан олинган аутентик матинни ўқиб тушиниш.

Синчиклаб (ўрганиб) ўқиш

- матнни асосий ахборотни ажратиб олган ҳолда мазмунини тўлиқ ва аниқ тушуниб ўқиш.
- мутахассислик йўналишдаги тиббий матинда берилган атамаларини ўрганилаётган чет тилида изоҳлаб ўқиш.

Ўқиш тезлиги, ҳажми:

- махсус, 12% гача нотаниш сўзга эга бўлган 1600 босма белгили илмий-оммабоп матнни луғатдан фойдаланиб 1,0 академик соатда ўқиш.

Кўз югуртириб ўқиш:

- матн мазмуни хусусиятларини аниқлаш;
- зарур ахборотни матндан топиш;
- сўз (матн) маъно мазмунини контекст асосида фаҳмлаб олиш;
- матндаги бирламчи (асосий) иккинчи даражали ахборотни ажратиш;
- матн калит сўзларини ажрата олиш;
- матн қисмларига сарлавҳа қўйиш.

Ёзув:

- касбга йўналтирилган босқичда шаклланган малакаларни такомиллаштириш;
- реферат, аннотация ёзиш техникасини такомиллаштириш;
- ҳужжатларни расмийлаштиришни билиш (тузилиши, услуби, ҳужжат тили) ва у асосида ҳужжатларни намунага қараб, схемага кўра, клише ва ибораларни қўллаб, ахборотни ҳисобга олиб, иш юритиш вазиятлари талабларига мос равишда расмийлаштириш;
- берилган мавзуда баён, эссе, резюме тузиш, соҳага оид адабиётлар бўйича реферат ёзиш.

4.3. Нутқ мавзулари

Нутқ мавзулари бўйича олиб бориладиган ишларнинг асосий мақсади кўйидагилардан иборат:

- узлуксиз таълим тизимининг аввалги босқичларида талабалар чет тилида эгаллаган малака ва кўникмаларини мустаҳкамлаш;
- талабаларни нутқ фаолияти турлари бўйича касбий мулоқотга тайёрлаш.

Нутқ мавзулари тиббиёт ва фармацевтика йўналишидаги таълим соҳалари доирасида, фаннинг асосий талабларига мослаштирилган ҳолда тузилади:

5. **Ижтимоий мавзу** (атроф-муҳит маиший ва касбий йўналишда ижтимоий муносабат).

6. **Таълим мавзуси** (ўқув муассасаси, ўқув куроллари ва унга муносабат, ихтисослик фанларининг ҳозирда ўқитилиши ва ҳоказо).
7. **Ижтимоий-маданий мавзу** (Ўзбекистон Республикаси ва тили ўрганилаётган мамлакатнинг тарихий, географик, иқлимий, маданий, маиший хусусиятлари).
8. **Касбга йўналтирилган мавзу** (ўрганилаётган ихтисослик тарихи, йўналишлари, соҳанинг буюк намояндалари, долзарб муаммолари, касбий этика ва ҳоказо).

Изоҳ: Олий таълим муассасаси фан йўналишлари ва ўзига хос хусусиятларини инобатга олган ҳолда намунавий ўқув режаларини ишлаб чиқишда нутқ мавзуларига 10%гача қўшимча ва ўзгартиришлар киритилиши мумкин.

4.4. Тил компетенцияси.

Лексик компетенция.

- касбий лексика ва атамаларини тушуниш ва қўллаш;
- умумий қисқартмаларни кенгайтира билиш;
- сўз ясаши (қўшма сўзлар ва аффиксация), ўзлашма сўзлар (байналминал сўзлар)ни қўллаш;
- антонимлар, синонимлар ва бошқа умумлексик муносабатларни ўзлаштириш.

Грамматик компетенция.

- ўтилган грамматик материал (олмош ва унинг турлари, феъл шакллари, синтаксис, муаммоли сўзлар ва иборалар, модал феъллар ва ҳоказо)ни кундалик ва соҳадаги контекстларда тўғри қўллаш олиш;
- ўз соҳаларига оид дискурс моделларининг грамматик, лексик ва мазмун жиҳатдан қандай тузилганини тушуниш мақсадида таҳлил қила олиш.

V. Амалий машғулотлар бўйича тавсия ва кўрсатмалар

Тиббиёт ва фармацевтика соҳасига оид чет тилидаги малака ва кўникмалар куйидаги асосий мезонларни ўзида мужассамлаштиради:

- таълим жараёнида чет тилини соҳага оид мукамал ўзлаштиришда янги педагогик технологиялардан унумли фойдаланиш, бунда интерактив услублар, график кўргазмалар, роль ўйнаш, баҳс-мунозара каби услубларни кенг қўллаш;
- тиббиёт ва фармацевтикага оид терминларни талаффуз қилишга эътибор бериш: талабанинг махсус терминларни аниқ ва равон талаффуз қилиши ҳамда луғат билан ишлашни ўзлаштириши;
- тинглаб тушуниш кўникмаларини ривожлантириш;
- аутентик манбалардан фойдаланиш, тарқатма материалларни кенг қўллаш;
- чет тилида мунтазам мулоқотни йўлга қўйиш ҳамда тил муҳитини яратиш, чет тилида ўз фикрини эркин намоён эта олиш;
- талаба нутқини тугатганидан сўнг хатоларни таҳлил қилиш;
- чет тилида маъруза, маълумот ва презентацияларни тайёрлаш, саволларга тўғри жавоб бериш;
- ёзма вазифаларда матнга режа туза олиш;
- тингланган матн бўйича вазифа бажариш ва қисқа равишда фикрини ёзма ёки оғзаки баён этиш;

- “шифокор–шифокор”, “шифокор–бемор”, “шифокор–ота-она”, “фармацевт–бемор”, “фармацевт–шифокор”, “стоматолог–бемор” каби суҳбатларни туза олиш;
- ўқиш компетенциясини ўзлаштиришга қаратилган матннинг асосий маъносини тушуна олиш, вазифаларни аниқ тушуниш ва бажариш.

Таълим жараёнида фанга оид дарсликлар, электрон дарсликлар, презентациялар, видео-аудио воситалар ишлатилиши, бунда янги маълумотни интернет сайтларда соҳага оид аутентик материалларни қўллаш мақсадга мувофиқ. Бунда берилган топшириқларнинг мураккаблик даражаси талабаларнинг билим даражасига мос келишига эътибор қаратиш муҳим .

Амалий машғулот давомида замонавий педагогик усуллар: БББ жадвали, балик скелети, PRESS formula, Case study, Венн диаграммаси, кластер, бинго, SWOT таҳлил, синквейн ва бошқа технологияларнинг қўлланилиши амалий кўникмаларни мукамал эгаллаш учун имконият яратади.

VI. Вақт тақсимоти

Чет тилларини ўзлаштиришнинг ўқиш, ёзиш, тинглаш ва гапириш компетенциялари бўйича малака ва кўникмаларни эгаллашни баҳолаш қуйидагича тақсимланиши тақдим этилади:

Гапириш – 30%

Тинглаш – 25%

Ўқиш – 25%

Ёзиш – 20%

VII. Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

Тиббиёт ва фармацевтика соҳасининг турли йўналишлари ўзига хос хусусиятлари ва тараққиёт даражасига кўра алоҳида ёндошувни талаб қилади. Бугунги кунда чет тили фанини соҳалар билан боғлаш ва узвийликни таъминлаш мазкур соҳа мутахассислари билан ҳамкорликни, тажриба ва амалиётни талаб қилади. Шу билан бирга, мамлакатнинг ижтимоий, иқтисодий, сиёсий тараққиёти, тиббиёт ва фармакология соҳадаги ислохотлар ва тараққиёт босқичлари ҳам зарур билимлар мажмуини ўзлаштиришни тақозо этади.

Масалан, анатомия фанидаги тана органларининг жойлашуви ва тузилиши, физиологияда органларнинг функциялари ва тана учун аҳамияти; ички органлар ва тишларнинг соғломлиги ўртасидаги алоқа, кимёвий элементлар, кислоталар, оксидлар ва тузларнинг номлари, доривор ўсимликларнинг номлари ва хусусиятлари ва ҳақозо. Мазкур боғлиқлик даражасига эътибор қаратар эканмиз, соҳанинг чет тили фани билан интеграциялашуви, лексик бирликлар ва тегишли грамматик бўлимларнинг ўзига хос хусусиятлари алоҳида эътиборни талаб қилади. Бунда қуйидаги мутахассислик фанлари билан узвийликни санаб ўтиш мумкин:

23.Анатомия

24.Микробиология

25.Нормал физиология

26.Патологик физиология

27.Терапия

28.Биофизика

29.Умумий кимё

30. Биокимё

31. Стоматология
32. Фармакогнозия
33. Фармацевтик кимё
34. Биотехнология
35. Метрология ва стандартлаштириш
36. Экология
37. Фармакология
38. Фармацевтика иқтисодиёти
39. Фармакокинетика
40. Дори воситаларини ишлаб чиқариш
41. Фармацевтикада бошқарув
42. Токсикологик кимё
43. Ботаника
44. Тиббиёт ва фармацевтика товаршунослиги

Мазкур рўйхат олий таълим муассасасининг ўзига хос хусусиятларини инобатга олган ҳолда қисқартирилиши ёки тўлдирилиши мақсадга мувофиқдир.

VIII. Мустақил таълимни ташкил этишнинг мазмуни ва шакли

Мустақил таълим деганда талабаларнинг тилларни эгаллаш бўйича ўзлаштирган билим, кўникма ва малака даражаларига қўшимча равишда уларнинг билимларини сезиларли орттириш мақсадида олиб бориладиган фаолият тушунилади. Мустақил таълимнинг топшириқ ва вазифалари фанни ўқитишга қўйиладиган талаблар ҳамда таълим мазмунига мувофиқ равишда ишлаб чиқилади. Чет тили фани бўйича мустақил таълимнинг асосий мақсади касбий мулоқот маданиятини шакллантириш, коммуникатив компетенцияни ривожлантириш, соҳа бўйича ижодий фаолиятни ўстириш ҳамда чет тилида мустақил ишлай олиш малака ва кўникмаларини ҳосил қилиш ва ривожлантиришдан иборат.

Мустақил таълимни шакллантиришда таълим ва билим олиш манбалари, ахборот-ресурс марказлари, мультимедия ресурслари, компьютерлар ва мобиль ускуналар, видео ва аудио ресурслар каби воситалардан фойдаланган ҳолда, Интернет, чет тилида ўқув ва бадиий адабиётлар, ихтисослаштирилган илмий адабиётлар, газеталар, журналлар ва бошқа манбалардан кенг фойдаланилади. Шу билан бирга, чет тили фани ўқитилаётган кафедралар қошидаги клуб ва тўғараклар мазкур фаолиятнинг ажралмас қисми шаклида юритилиши мақсадга мувофиқдир.

IX. Тавсия этилаётган мустақил ишларнинг мазмуни

Мустақил ишлар асосан коммуникатив компетенцияни такомиллаштиришга қаратилган бўлиб, ўқиш, ёзиш, гапириш ва тинглаш бўйича талабалар билимларини такомиллаштириш мақсадида қўшимча манбалар, масалан, ўтилган мавзулар бўйича рефератларни ёзма равишда тайёрлаш, кутубхона ва Интернет маълумотларини ўқиш ҳамда йиғилган маълумотлар асосида презентациялар тайёрлаш ва гапириб бериш, қўшимча аудио материалларни тинглаш ва шу каби бошқа қўшимча фаолиятни қамраб олади. Нутқ компетенциясини такомиллаштириш мақсадида видео материаллари, мультимедиа дастурлари ва онлайн технологияларни кенг қўллаш мақсадга мувофиқдир.

Мустақил иш аудиториядан ташқари шаклда олиб борилади, бунда соҳага оид ҳамда адабий, илмий-оммабоп, ижтимоий-сиёсий адабиётлар тавсия этилади.

Шу билан бирга, талабаларнинг илмий тадбирларда маъруза билан иштироки, олимпиада ва кўрик-танловлардаги қатнашуви мустақил ишнинг сифатли мазмун ва моҳиятини белгилайди.

Мустақил ишни текшириш асосан савол-жавоб, баҳс-мунозара, эссе, презентация шаклда амалга оширилади.

X. Яқуний қондалар

Чет тилларга ўқитиш замонавий таълимнинг педагогика, психология, ахборот коммуникацион технологиялари ҳамда бошқа ижтимоий-иқтисодий ва ихтисослик фанларига таянган ҳолда зарур билимлар, кўникма ва малакаларни эгаллашга қаратилган. Бунда коммуникатив компетенцияни шакллантиришнинг лингвистик, социолингвистик, прагматик, ижтимоий-лингвистик ва бошқа турдаги компетенцияларнинг ўқув жараёнига интеграциялашувини ривожлантириш чет тилларини эгаллашнинг етарли даражасини эгаллашнинг самарасини таъминлайди.

Мазкур дастур чет тилларига ўқитишнинг тиббиёт ва фармацевтика соҳасида чет тилларига ўқитишда барча усуллар ва самарали механизмларни қўллаш асосида фанни ўзлаштириш учун қулай шарт-шароитлар яратишга қаратилган экан, олий таълим муассасаларининг ўзига хос хусусиятлари, шунингдек, чет тилларини ўқитишга қаратилган ислоҳот ва янгиланишлар, тиббиёт ва фарматцевтика соҳаларининг ривожланиш динамикаси каби хусусиятларга эътибор қаратишни тақозо этади. Шу асосда дастурнинг асосий талабларига мувофиқ равишда, олий таълим муассасида чет тиллари ўқитилаётган кафедралар томонидан белгиланган тартибда фанга ўқитиш жараёнида 10 % гача айрим ўзгартириш ва кўшимчалар киритиш мумкин.

II. Fanni o'qitishda foydalanilgan "Zamonaviy pedagogik usullar".

1. Use one of the warm-up activities like "Snow-ball"

The structure: The teacher divides the group into two subgroups and asks them to give equivalents of the new words. If any of them gives wrong examples their subgroup will fail. This context may be repeated for several times. The winner will be chosen by the teacher according their scores.

Group 1. Special questions

1. Use one of the warm-up activities like "Hot-cards":

The structure: the teacher gives the card with the affirmative sentences to the Student A and clear card to the Student B. Student B should make up interrogative form (general questions) of these sentences.

III. O'quv soatlari miqdori

Soat hajmi	O'quv yuklama miqdorining auditoriya mashg'ulotlari bo'yicha taqsimlanishi 72 (soat)					Mustaqil ish
	Jami	Ma'ruza	Amaliy mashg'u ulot	Seminar	Laboratoriya ishlari	
108	72	-	72	-	-	36

4. Amaliy mashg'ulotlar

4.1. Amaliy mashg'ulotlarning tematik rejalari

№	Amaliy mashg'ulotlari mavzu nomlari	Soat
1	English alphabet. The reading of consonant letter The auxiliary verbs "to be" in the Present,Past and Future Indefinite Tenses. Text:The Independence day of Uzbekistan.	2
2	Reading of vowel letters in 4 type of syllable The auxiliary verbs "to have" in the Present,Past and Future Indefinite Tenses. Topic:About myself.	2
3	Reading of letter combinations Grammar. Word Order.Text: At the Institute	2
4	Reading of letter combinationsPresent Simple. Text:The national flag and the state emblem.	2
5	Reading of letter combinationsPast Simple.Text: Bukhara Medical Institute	2
6	Grammar:Future SimpleText:The Costitution of the republic of Uzbekistan	2
7	Grammar:Numeral. Articles and their usage. Word and word combinations according to the text "Tashkent Medical Academy"	2
8	Grammar: Plural forms of the nouns.Text:Tashkent Medical Academy	2
9	Grammar:Cases.Personal Pronouns.Possessive pronounsText:Our classes.	2
10	Grammar:"Prepositions"There is, there are" constructions.Text:Traditions and holidays of Uzbekistan	2
11	Grammar:Indefinite Personal Sentences.Text:Our future profession	2
12	Grammar:Modal verbs:can,may,mustText:Tashkent	2
13	Grammar:General and special questions.Text:Our first examination session.	2
14	Grammar:Demonstrative pronouns.Text:Samarkand	2
15	Grammar:The adjective.Degrees of adjectives.Text: My working day	2
16	Grammar:Possessive caes of nouns.Text:Vitamins.	2
17	Grammar:Indefinite pronouns.Text:Water	2
18	Grammar:Present Participle.Text: English – speaking countries.	2

Jami**36 soat**

Amaliy mashg'ulot mavzusi
(2019 - 2020 o'quv yili) II – semestr 36 soat

№	Amaliy mashg'ulotlari mavzu nomlari	soat
19	Grammar:Continuous Tenses in Active Voice. Dialogue. The Oath of the Future doctors	2
20	Grammar: Infinitive and its functions. Text A: The Oath of the Doctor of Uzbekistan.	2
21	Revision of the grammar and lexical materials. Text: Uzbekistan's Relations with Other Countries.	2
22	Grammar:Past Continuous Tense.It is interesting: Mouth.	2
23	Grammar:Indefinite Tenses in Passive Voice.Text:Skeleton	2
24	Grammar:Past Participle Indefinite Tenses in Passive Voice.Text: Great Britain.	2
25	Grammar:Infinitive and it's functions.Text:The Heart and Vascular System	2
26	Grammar:The sequence of tenses.Text:The USA.	2
27	Grammar:The sequence of tenses.Dialogue.Text C.The Spinal Column	2
28	Grammar:Functions of the Past Participle.Topic: Amur Temur	2
29	Grammar:Usage of one-ones, that-those as equivalents of nouns. Text:The lecture on muscles	2
30	Grammar:Revision.Interogative Sentences.Topic:Alisher Navoi	2

31	Grammar:Usage of one-ones, that-those as equivalents of nouns. Text: Professor Lestgaft's Scientific Research.	2
32	Grammar:Imperative sentences.The work of a laboratory assistant	2
33	Phonetic drills.Topic:Andreas Vesalius.	2
34	The Present Tense with since, for.Text: Structure of the Heart.	2
35	Suffixes.Text:Alimentary tract	2
36	Reading of letter combinations.Text:The Lungs.	2

Jami: 72 s

4.2.Amaliy mashg'ulotlar mavzulari mazmuni

1.English alphabet. The reading of consonant letters.

Grammar

The auxiliary verbs "to be" in the Present,Past and Future Indefinite Tenses.

Text:The Independence day of Uzbekistan.

English alphabet. The reading of consonant letters:

b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,z,

The verb "to be" in the Present Indefinite Tense

Affirmative	Interrogative	Negative
I am a doctor	Am I a doctor?	I am not a doctor
You are a student	Are you a student?	You are not a student
He is a pupil	Is he a pupil?	He is not a pupil
She is a pupil	Is she a pupil?	She is not a pupil
We are doctors	Are we doctors?	We are not doctors
You are students	Are you students?	You are not students
They are students	Are they students?	They are not students

Verb "to be" in the Past Indefinite Tense.

Affirmative	Interrogative	Negative
I was a doctor	Was I a student?	I was not a student
You were a pupil	Were you a pupil?	You were not a pupil
He was a student	Was he a student?	He was not a student
She was a student	Was she a student?	She was not a student
We were students	Were we students?	We were not students
You were doctors	Were you doctors/	You were not doctors
They were pupils	Were they pupils?	They were not pupils

Independence Day of Uzbekistan

The 1st of September, 1991, is the birthday of new independent republic of Uzbekistan. It is the first and most important public holiday of the country. The whole country celebrates the anniversary of Independence in wide, bright and funny way.

Each region (there are 12 regions in Uzbekistan) prepare various festive programs.

Useone of the warm-up activities like "Whisper-round"

Ask your students to form a circle. Whisper a sentence to the student on your left. He\she must whisper it, once only, to the student on his\her left. This should continue until the sentence reaches the student on your right. He\she should your write the sentence on the board or say it aloud. It is very likely that it has changed out of all recognition. You can make the game more interesting by sending a sentence round the circle in the opposite direction at the same time.

Foydalanilgan adabiyotlar

1. A.M.Maslova, Z.I.Winestein, L.S.Plebeyskaya Essential English for medical students.-M.2002.

2. L.U.Xo'jayeva va boshqalar. „Ingliz tili." Toshkent – 2005.3. Исмаилов А.А., Саттаров Т.К., Жалолов Ж.Ж., Ибрагимхўжаев И.И.Инглиз тили амалий курсидан ўқув-услубий мажмуа

2.Reading of vowel letters in 4 type of syllables.

Grammar

The auxiliary verbs "to have" in the Present,Past and Future Indefinite Tenses.

Topic:About myself.

Phonetics. The Sounds in English. Four types of reading.

Letters.	I	II	III	IV
	open	Closed	Closed (r)	Open (re)

a (ei)	fame	hat	mark	Care
o (ou)	bone	Hot	fork	More
u(ju:)	tune	Lung	burn	Cure
e(i:)	me	Bed	her	Here

About Myself

I'm Karim Olimov. I am Uzbek. I was born in 19..in Tashkent. I can speak Uzbek, Russian and English. I am neither short nor tall. My hair is short and black. I usually wear a dark suit in winter and light shirts in summer.

Use one of the warm – up activities like “Boom”.**Structure:** The teacher asks the students to form a circle. They will count aloud subsequently. Each player whose count equally or ends with 3 (3-6-9-12) he/she must say “boom” instead of the count. The player who has forgotten to say “boom” will fail. The numbers should be said quickly, if the player will think of it longer he will fail too. This process continues till two students are left and they are considered winners.

Foydalanilgan adabiyotlar

1. A.M.Maslova, Z.I.Winestein, L.S.Plebeyskaya Essential English for medical students.-M.2002.
2. L.U.Xo'jayeva va boshqalar. „Ingliz tili.” Toshkent – 2005.3. Исмаилов А.А., Саттаров Т.Қ., Жалолов Ж.Ж., Ибрагимхўжаев И.И.Инглиз тили амалий курсидан ўқув-услубий мажмуа

3 .Reading of letter combinations.

Grammar: Word Order. Text: At the Institute

[tʃ]
chest [tʃest]
[k]
ache [eɪk]

Word order.

Word order in English is of much greater importance than in Russian. Due to the wealth of inflexions word order in Russian is rather free as the inflexions show the function of each word in a sentence.

I went to the bank yesterday afternoon.

Text. At the Institute

Every year many young people who really care for medicine enter medical institutes and become students. A new life begins –it is the life of the adult who has the responsibility for all his actions before the society.

Use one of the warm – up activities like “Boom”.

Structure: The teacher asks the students to form a circle. They will count aloud subsequently. Each player whose count equally or ends with 3 (3-6-9-12) he/she must say “boom” instead of the count. The player who has forgotten to say “boom” will fail. The numbers should be said quickly, if the player will think of it longer he will fail too. This process continues till two students are left and they are considered winners.

Foydalanilgan adabiyotlar

1. A.M.Maslova, Z.I.Winestein, L.S.Plebeyskaya Essential English for medical students.-M.2002.
2. L.U.Xo'jayeva va boshqalar. „Ingliz tili.” Toshkent – 2005.3. Исмаилов А.А., Саттаров Т.Қ., Жалолов Ж.Ж., Ибрагимхўжаев И.И.Инглиз тили амалий курсидан ўқув-услубий мажмуа

4.Reading of letter combinations

Grammar

Present Simple.

Text:*The national flag and the state emblem.*

The Simple Present Tense

The Simple Present Tense describes customary or repeated action.

It also describes a general truth.

3. I always go to the library (customary).
4. Every morning I read medical articles in English (repeated).

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 nourishing valley. Two rivers run through the valley, representing the Syr Daryo and Amu Daryo.

Work in pairs.Make negative and question forms of the sentences in the Present Indefinite.

The structure: the teacher gives the card with some sentences in the Present Indefinite to the Student A and clear card to the Student B. Student B should make negative and question forms of these sentences:

Foydalanilgan adabiyotlar

1. A.M.Maslova, Z.I.Winestein, L.S.Plebeyskaya Essential English for medical students.-M.2002.
2. L.U.Xo'jayeva va boshqalar. „Ingliz tili.” Toshkent – 2005.3. Исмаилов А.А., Саттаров Т.Қ., Жалолов Ж.Ж., Ибрагимхўжаев И.И.Инглиз тили амалий курсидан ўқув-услубий мажмуа

5.Reading of letter combinations.Grammar Past Simple.

“kn” [n] knee [ni:]

The Past Simple Tense

The Simple Past Tense expresses a performed action at a definite time in the past.

- The doctor diagnosed a bad cold.
- He worked at a hospital last year.

There are regular and irregular verbs in English. The Past Simple Tense of regular verbs are formed by adding -d, -ed to the end of the infinitive without "to".

To look - looked
 To work - worked

The form of the Past Simple Tense is the same in all the persons. To form the question of the Past Simple Tense we use the verb "to do" (did) in the past with the infinitive of the verb.

Did + subject + infinitive + the secondary parts of speech Bukhara Medical Institute.

The Bukhara Medical Institute is named after Abu Ali ibn Sino. It was founded on the 11 th of October in 1990. Our Institute prepares doctors. It is one of the newest higher schools in our country. Every year a lot of school-leavers come to our Institute in order to take entrance examination which are rather difficult. All of them want to become a doctor too. I think it is one of the most interesting professions.

Work in pairs. Make negative and question forms of the sentences in the Present Indefinite.

The structure: the teacher gives the card with some sentences in the Present Indefinite to the Student A and clear card to the Student B. Student B should make negative and question forms of these sentences:

Foydalanilgan adabiyotlar

1. A.M.Maslova, Z.I.Winestein, L.S.Plebeyskaya Essential English for medical students.-M.2002.
2. L.U.Xo'jayeva va boshqalar. „Ingliz tili.” Toshkent – 2005.3. Исмаилов А.А., Саттаров Т.К., Жалолов Ж.Ж., Ибрагимхўжаев И.И.Инглиз тили амалий курсидан ўқув-услубий мажмуа

6.Grammar:Future Simple

Text:The Constitution of the republic of Uzbekistan

The Simple Future Tense.

We use shall and will with the infinitive of the verb to make the Future Tense, e.g.

- You will give (infinitive) injections tomorrow morning.
- She will tell (infinitive) you about her practice.
- I shall go (infinitive) to the dissecting room tomorrow.

Here is the verb “to read” in the Simple Future Tense. Sometimes we use **will** and sometimes **shall** with the 1st person. If we want to say that we are going to do something or that something is going to happen in the future and if we want to express nothing but simple **futurity**, we say:

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.

Foydalanilgan adabiyotlar

1. A.M.Maslova, Z.I.Winestein, L.S.Plebeyskaya Essential English for medical students.-M.2002.
2. L.U.Xo'jayeva va boshqalar. „Ingliz tili.” Toshkent – 2005.3. Исмаилов А.А., Саттаров Т.К., Жалолов Ж.Ж., Ибрагимхўжаев И.И.Инглиз тили амалий курсидан ўқув-услубий мажмуа

7.Grammar:Numeral. Articles and their usage.

Word and word combinations according to the text “Tashkent Medical Academy”

Cardinal Numbers	Ordinal Numbers (the)	Fractions
One 1	The first 1st	
Two 2	The second 2nd	
Twenty 20	Twentieth 20th	
Three 3	The third 3rd	A half ½
Thirteen 13	Thirteenth 13th	A third ⅓
Thirty 30	19th	A quarter, a fourth

Four	4	Ninetieth	90th	$\frac{1}{4}$	
Fourteen	14	The tenth	10th	A three fourth	$\frac{3}{4}$
Forty	40	Hundredth			
Five	5	100th			

Articles

We use article before nouns. Indefinite article has the forms **a** and **an**. We use **a** before a consonant sound. And we use **an** before a vowel sound.

a pen **an** egg
a doctor **an** apple

The definite article **the** has only one form, but we pronounce it in two ways. **The** is sounded:

1) like **[da]** before a consonant sound; 2) like **[di]** before a vowel sound.

The table the apple

The boy the egg

Use one of the warm – up activities like “Boom”. **Structure:** The teacher asks the students to form a circle. They will count aloud subsequently. Each player whose count equally or ends with 3 (3-6-9-12) he/she must say “boom” instead of the count. The player who has forgotten to say “boom” will fail. The numbers should be said quickly, if the player will think of it longer he will fail too. This process continues till two students are left and they are considered winners.

Foydalanilgan adabiyotlar

1. A.M.Maslova, Z.I.Winestein, L.S.Plebeyskaya Essential English for medical students.-M.2002.
2. L.U.Xo'jayeva va boshqalar. „Ingliz tili.” Toshkent – 2005.3. Исмаилов А.А., Саттаров Т.Қ., Жалолов Ж.Ж., Ибрагимхўжаев И.И.Инглиз тили амалий курсидан ўқув-услубий мажмуа

8.Grammar: Plural forms of the nouns.Text:Tashkent Medical Academy

The Noun.

The noun is a word expressing the substance in the widest sense of the word.

Nouns that can be counted have two numbers:

- 1.Singular (e.g: singular: a girl).
- 2.Plural. (e.g: plural: girls)

The Tashkent Medical Academy

The TMA was founded in 2005 by the order of the President of Uzbekistan I. A. Karimov on the base of two medical institutes. There are over 65 chairs and 5 departments. They are: treatment, medical prophylactic, medical pedagogical, stomatological and department of High Qualified Nurses.

Foydalanilgan adabiyotlar

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9.Grammar:Cases.Personal Pronouns.Possessive pronouns.Text:Our classes.

Cases.

The personal pronouns have two cases:

the nominative case: I, he, she, it, we ,you, they.

the objective case: me, him, her, it, us, you, them.

Possessive Case of Nouns.

Text. Our Classes

Every day we have practical classes in numerous theoretical and special subjects. We perform different laboratory works and attend lectures in Biology, Anatomy and others. It is useful to us to listen to the lectures because the professors always deliver them clearly and scientifically.

Foydalanilgan adabiyotlar

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10. Grammar:

“Prepositions”There is, there are” constructions.

Text:Traditions and holidays of Uzbekistan.

Prepositions.

The preposition is a part of speech which denotes the relations between objects and phenomena.

(in, on, below, under, until, between, from, to)

Prepositions of time: (after, before, at, in, since, for).

Constructions “there is(there are)”

Singular:

- There is a big tree in the garden.

Plural:

- There are some big trees in the garden.

TEXT: TRADITIONS and HOLIDAYS IN UZBEKISTAN.

Uzbekistan is a large country. There are lots of holidays in Uzbekistan. They are Ramazon Khayit and Kurban Khayit and Navruz. There are two muslim holidays in Uzbekistan. They are: Ramazan Khayit and Kurban Khayit. The dates of these holidays change every year. In 2007 year we celebrate Ramazan Khayit on October 30.

Foydalanilgan adabiyotlar

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11. Grammar:

Indefinite Personal Sentences.Text:Our future profession

Indefinite Personal Sentences

In English the Indefinite Personal Sentences are composed of the formal subjects **it, one, they** (that is: pronouns) and **predicates** in the proper persons and tenses.

The pronoun **it** is always used in the Passive Voice.

Text:Our Future Profession

Hundreds of thousands of young people study at different medical institutes. They study numerous theoretical and special subjects. They have practical training during which they do the work of nurses and assistant doctors. Such a course of studies helps the students to gain much knowledge of medicine, which will give them the possibility to diagnose different diseases and treat people.

Foydalanilgan adabiyotlar

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12. Grammar:Modal verbs:can,may,must Text:Tashkent

Modal verbs

Modal verbs are followed by the Infinitive without particle "to". All of them form negative and question forms without the verb "to do".

Can has two forms: **can** for the Present tense, **could** for the Past tense.

May has also two forms: **may** for the Present tense and **might** for the Past tense.

Tashkent

Tashkent is the capital of the independent Republic of Uzbekistan. It is a very old city. It was founded more than 2000 years ago. The city is located at the foothills of the Tian Shan mountain range and lies in the Chirchick river valley. The population of the city has already grown to more than 2 million people.

Use one of the warm – up activities like “Boom”. **Structure:** The teacher asks the students to form a circle. They will count aloud subsequently. Each player whose count equals or ends with 3 (3-6-9-12) he/she must say “boom” instead of the count. The player who has forgotten to say “boom” will fail. The numbers should be said quickly, if the player will think of it longer he will fail too. This process continues till two students are left and they are considered winners.

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13. Grammar:General and special questions.

Text:Our first examination session.

General question.

I am a doctor. Am I a doctor? Yes, I am.

Special question.

Special questions are given to every part of the sentence.

Our First Examination Session

To be a good doctor in future means to study well at the Institute from the day of admission till the day of graduation.

We must remember that we cannot be bad doctors as we shall be responsible for the protection of people's health and their lives. Our future work will require deep knowledge and all our abilities.

Use one of the warm – up activities like “Boom”. **Structure:** The teacher asks the students to form a circle. They will count aloud subsequently. Each player whose count equals or ends with 3 (3-6-9-12) he/she must say “boom” instead of the count. The player who has forgotten to say “boom” will fail. The numbers should be said quickly, if the player will think of it longer he will fail too. This process continues till two students are left and they are considered winners.

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14. Grammar: Demonstrative pronouns.

Text: Samarkand

Demonstrative pronouns

This, that, these, those

This is a pen

Samarkand

Samarkand had a difficult and, at times, contradictory history. The city is associated with the names of Alexander the Great, the Arab general Kuteib ibn Muslim, the terrible conquerors Genghis Khan and Amir Temur and the astronomer Ulugbek. Visitors who come to this city admire the artistic talent and skill of the ancient architects who created such amazing structures as the Shakhi-Zinda ensemble, the Bibikhanim mosque, the Gur-Emir mausoleum, the Ishrat-khana mausoleum and the Ulugbek, Sherdor and Tillya-Kari madrasahs in Registan square.

Foydalanilgan adabiyotlar

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15. Grammar: The adjective. Degrees of adjectives. Grammar:

Indefinite Personal Sentences. Text: My working day

The Adjectives. The degrees of adjectives

A word used with a noun to describe or point out the person animal, place or thing which the noun names or to tell the number or quantity, called an **Adjective**.

Adjectives change in form to show comparison. They are called the three **Degrees of Comparison**.

The Adjective sweet is said to be in the Positive Degree

The Adjectives. The degrees of adjectives

A word used with a noun to describe or point out the person animal, place or thing which the noun names or to tell the number or quantity, called an **Adjective**.

Adjectives change in form to show comparison. They are called the three **Degrees of Comparison**.

The Adjective sweet is said to be in the Positive Degree

The adjective sweeter is said to be in the Comparative Degree

The adjective sweetest is said to be in the Superlative Degree

Most Adjectives of one syllable and some of more than one form the Comparative by adding **er** and the Superlative by adding **est**

Positive	Comparative	Superlative
Small	Smaller	Smallest
Young	Younger	Youngest
Difficult	more difficult	most difficult
proper	more proper	most proper

Work in pairs. Make negative and question forms of the sentences in the Present Indefinite.

The structure: the teacher gives the card with some sentences in the Present Indefinite to the Student A and clear card to the Student B. Student B should make negative and question forms of these sentences:

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16. Grammar: Possessive cases of nouns. Text: Vitamins

The Possessive Case of nouns.

In the forms, John's book, the boy's football, you have examples of the **Possessive Case**. With singular nouns we add an apostrophe (') and **s**. With plural nouns ending in **-s** we add only the apostrophe.

The boy's football = the football of the boy

The girl's dress = the dress of the girl.

Text. VITAMINS

Vitamins play a very important role in human health. Overdosage of some vitamins may be harmful, so people must take normal doses of vitamins. When the winter months come your food becomes poor of vitamins.

Foydalanilgan adabiyotlar

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17. Grammar:Indefinite pronouns.Text:Water

The Indefinite pronouns.

Indefinite pronouns point out some person or thing indefinitely. The indefinite pronouns are some, *any, somebody, anybody someone, anyone, something, anything, one*.

The pronoun*somebody, anybody, someone, anyone, one* have **two cases:** the **common** case and the **genitive** case.

Text. Water

Water is very important to all living things. There are a few amount of drinkable water in our planet. It is one of the important recourses of the nature. So there are uncountable functions of the water.

The maximum time that a person can go without water is about 7-10 days

Use one of the warm-up activities like “Whisper-round” Ask your students to form a circle. Whisper a sentence to the student on your left. He\she must whisper it, once only, to the student on his\her left. This should continue until the sentence reaches the student on your right. He\she should your write the sentence on the board or say it aloud. It is very likely that it has changed out of all recognition. You can make the game more interesting by sending a sentence round the circle in the opposite direction at the same time.

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18. Grammar:Present Participle.Text: English – speaking countries.

In Modern English the infinitive has the following forms:

	Active	Passive
Indefinite	to write	to be written
Continuous	to be writing	-----
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	-----

Use one of the warm-up activities like “Whisper-round” Ask your students to form a circle. Whisper a sentence to the student on your left. He\she must whisper it, once only, to the student on his\her left. This should continue until the sentence reaches the student on your right. He\she should your write the sentence on the board or say it aloud. It is very likely that it has changed out of all recognition. You can make the game more interesting by sending a sentence round the circle in the opposite direction at the same time.

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19. Grammar:Continuous Tenses in Active Voice.

Dialogue. The Oath of the Future doctors.

Text F. The Oath of Future Doctors

K.:Hallo! Where are you going from, Bahrom?

B.:Hallo, Karim! I am returning home from the Institute.

K.: Why so late?

B.: I was at the meeting.

K.: What meeting?

B.:The meeting was held to mark the graduation from the Institute of our sixth-year students.

Use one of the warm-up activities like “Whisper-round”

Ask your students to form a circle. Whisper a sentence to the student on your left. He\she must whisper it, once only, to the student on his\her left. This should continue until the sentence reaches the student on your right. He\she should your write the sentence on the board or say it aloud. It is very likely that it has changed out of all recognition. You can make the game more interesting by sending a sentence round the circle in the opposite direction at the same time.

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20. Grammar: Infinitive and its functions.Dialogue : The Oath of Future Doctors.

Text F. The Oath of Future Doctors

K.: Hallo! Where are you going from, Bahrom?
B.: Hallo, Karim! I am returning home from the Institute.
K.: Why so late?
B.: I was at the meeting.
K.: What meeting?

B.: The meeting was held to mark the graduation from the Institute of our sixth-year students.

K.: And how did you happen to be there?

Use one of the warm-up activities like “Whisper-round”

Ask your students to form a circle. Whisper a sentence to the student on your left. He/she must whisper it, once only, to the student on his/her left. This should continue until the sentence reaches the student on your right. He/she should write the sentence on the board or say it aloud. It is very likely that it has changed out of all recognition. You can make the game more interesting by sending a sentence round the circle in the opposite direction at the same time.

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21. Revision of the grammar and lexical materials. Text: Uzbekistan's Relations with Other Countries.

The practical part.

Make up sentences with these words.

to perform, to get, to treat, to enter, to die, to study, to return, to leave, to be going to.

Uzbekistan's Relations with Other Countries

After becoming an independent state, Uzbekis was recognized by 131 countries, and diplomati relations were established with more than 103 othem.

The president of Uzbekistan visited many countries in order to strengthen economic, cultural and security relations. Different agreements with Turkey, China, India, Saudi Arabia, France and other countries have been signed.

Work in pairs. Make negative and question forms of the sentences in the Present Indefinite.

The structure: the teacher gives the card with some sentences in the Present Indefinite to the Student A and clear card to the Student B. Student B should make negative and question forms of these sentencesю

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22. Grammar: Past Continuous Tense. It is interesting: Mouth.

4. The Past Continuous is formed by means of the Past Indefinite of the auxiliary verb *to be* and Participle I of the notional verb.

The Mouth

The first division of the alimentary tract is the mouth. Important structures of the mouth are the teeth and the tongue. They are organs of taste. Gums, the soft and the hard palates, salivary glands are also in the oral cavity. These organs have an important role in the process of the alimentary tract. So in order not to be ill, one must follow some rules.

Work in pairs. Make negative and question forms of the sentences in the Present Indefinite.

The structure: the teacher gives the card with some sentences in the Present Indefinite to the Student A and clear card to the Student B. Student B should make negative and question forms of these sentences.

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23. Grammar: Indefinite Tenses in Passive Voice. Text: Skeleton

Indefinite Tenses in Passive Voice.

The operation **were performed** by surgeons.

This book **was published** in 1986.

The report **was followed** by a discussion

Infinitive	Past Indefinite	Past Participle
be	was, were	been
know	knew	known
take	took	taken
give	gave	given

Work in pairs. Make negative and question forms of the sentences in the Present Indefinite.

The structure: the teacher gives the card with some sentences in the Present Indefinite to the Student A and clear card to the Student B. Student B should make negative and question forms of these sentences:

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24. Grammar:Past Participle Indefinite Tenses in Passive Voice. Grammar:

Usage of one-ones, that-those as equivalents of nouns.

Text:Great Britain

Past participle. Indefinite tenses in Passive Voice

Participle is that form of the Verb which partakes of the nature both of a Verb and of an adjective.

Past participle represent a completed action or state of the thing spoken of. The past participle usually ends in **-ed, -d,-t, -en,-n**

The following are examples of Past Participles:

Great Britain

The United Kingdom of Great Britain and Northern Ireland (the U.K.) has been the official name of the British Kingdom since 1922. It includes England, Scotland, Wales, Northern Ireland and a number of smaller inlands. Other names for the U.K. are Great Britain and the British Isles? A poetic name for Britain is Albion. It is an ancient name given to Britain by the Romans.

Work in pairs.Make negative and question forms of the sentences in the Present Indefinite.

The structure: the teacher gives the card with some sentences in the Present Indefinite to the Student A and clear card to the Student B. Student B should make negative and question forms of these sentences.

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25. Grammar:Infinitive and it's functions.Text:The Heart and Vascular System

Infinitive and its functions.

In Modern English the infinitive has the following forms:

	Active	Passive
Indefinite	to write	to be written
Continuous	to be writing	-----
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	-----

Text. The Heart and Vascular System

The heart is an inner hollow muscular organ placed within the chest and included in the pericardium. The base of the heart is against the third rib.

Its apex is against the interspace between the fifth and sixth costal cartilages. The weight of the heart about 300 grams in the male and about 220 gr in the female.

Work in pairs.Make negative and question forms of the sentences in the Present Indefinite.

The structure: the teacher gives the card with some sentences in the Present Indefinite to the Student A and clear card to the Student B. Student B should make negative and question forms of these sentences.

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26. Grammar:The sequence of tenses.Text:The USA.

The sequences of tenses.

The sequences of tenses is a certain dependence of the tense of the verb in a subordinate clause on that of the verb in the principal clause;

For example:I said that I lived in Moskow.

I knew (that) he played tennis every day.

John said he would leave for London early in the morning

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27. Grammar:The sequence of tenses.Dialogue.Text C.The Spinal Column

Text The Spinal Column

Two students meet after classes. They want to prepare their homework in Anatomy.

A.: How do you do, Bobur!

B.: How do you do, Adham!

A.: Are you free now?

B.: Yes, I am. Let us prepare our Anatomy lesson for tomorrow.

Work in pairs. Make negative and question forms of the sentences in the Present Indefinite.

The structure: the teacher gives the card with some sentences in the Present Indefinite to the Student A and clear card to the Student B. Student B should make negative and question forms of these sentences

Foydalanilgan adabiyotlar

1. A.M.Maslova, Z.I.Winestein, L.S.Plebeyskaya Essential English for medical students.-M.2002.

2. L.U.Xo'jayeva va boshqalar. „Ingliz tili.” Toshkent – 2005.3. Исмаилов А.А., Саттаров Т.Қ., Жалолов Ж.Ж., Ибрагимхўжаев И.И. Инглиз тили амалий курсидан ўқув-услубий мажмуа

28. Grammar: Functions of the Past Participle. Topic: Amur Temur

Past Participle

Participle II, as well as Participle I, can be used in pre-position (without any accompanying words) and in post-position (with one or more accompanying words) Participle II of intransitive verbs which denote passing into a new state, corresponds to the Russian (or to an adjective).

Work in pairs. Make negative and question forms of the sentences in the Present Indefinite.

The structure: the teacher gives the card with some sentences in the Present Indefinite to the Student A and clear card to the Student B. Student B should make negative and question forms of these sentences.

Foydalanilgan adabiyotlar

1. A.M.Maslova, Z.I.Winestein, L.S.Plebeyskaya Essential English for medical students.-M.2002.

2. L.U.Xo'jayeva va boshqalar. „Ingliz tili.” Toshkent – 2005.3. Исмаилов А.А., Саттаров Т.Қ., Жалолов Ж.Ж., Ибрагимхўжаев И.И. Инглиз тили амалий курсидан ўқув-услубий мажмуа

29. Grammar: Usage of one-ones, that-those as equivalents of nouns. Text: The lecture on muscles

Usage of one-ones, that-those as equivalents of nouns.

Equivalents of nouns: one-ones, that-those:

Rule: The pronouns as one-ones, that-those are used instead of nouns not to be repeated for many times.

Pronouns one-ones are used in singular forms of the nouns.

Pronouns that-those are used in plural forms of the nouns.

They require questions as a noun and adjective, What? Which?

Use one of the warm – up activities like “Boom”. **Structure:** The teacher asks the students to form a circle. They will count aloud subsequently. Each player whose count equals or ends with 3 (3-6-9-12) he/she must say “boom” instead of the count. The player who has forgotten to say “boom” will fail. The numbers should be said quickly, if the player will think of it longer he will fail too. This process continues till two students are left and they are considered winners.

Foydalanilgan adabiyotlar

1. A.M.Maslova, Z.I.Winestein, L.S.Plebeyskaya Essential English for medical students.-M.2002.

2. L.U.Xo'jayeva va boshqalar. „Ingliz tili.” Toshkent – 2005.3. Исмаилов А.А., Саттаров Т.Қ., Жалолов Ж.Ж., Ибрагимхўжаев И.И. Инглиз тили амалий курсидан ўқув-услубий мажмуа

30. Grammar: Revision. Interrogative Sentences. Topic: Alisher Navoi

Interrogative sentences

There are 4 types of interrogative sentences in English. They are:

1. General questions.
2. Special questions.
3. Alternative questions.
4. Disjunctive questions.

Here in the following table you can see the sentence structure of the affirmative and interrogative sentences

The sentence structure of the affirmative and interrogative sentences

The place of Sentence parts	?	0	1	2	3	4	
Sentence and Question types	The question word	The auxiliary verb	The subject	The predicate	The object	Adverbial modifier	
						place	time
Affirmative Sentence			My father	reads	books	at home	in the evening

Use one of the warm – up activities like “Boom”.

Structure: The teacher asks the students to form a circle. They will count aloud subsequently. Each player whose count equals or ends with 3 (3-6-9-12) he/she must say “boom” instead of the count. The player who has forgotten to say “boom” will fail. The numbers should be said quickly, if the player will think of it longer he will fail too. This process continues till two students are left and they are considered winners.

Foydalanilgan adabiyotlar

1. A.M.Maslova, Z.I.Winestein, L.S.Plebeyskaya Essential English for medical students.-M.2002.
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31. Grammar: Usage of one-ones, that-those as equivalents of nouns. Text: Professor Lestgaft's Scientific Research.

Find equivalents of nouns 'one', 'that' in these sentences. Translate

1. One of the lungs has three lobes, the other one only two.
2. The brain of the man is heavier than that of any lower animal.

Use one of the warm-up activities like “Whisper-round” Ask your students to form a circle. Whisper a sentence to the student on your left. He\she must whisper it, once only, to the student on his\her left. This should continue until the sentence reaches the student on your right. He\she should write the sentence on the board or say it aloud. It is very likely that it has changed out of all recognition. You can make the game more interesting by sending a sentence round the circle in the opposite direction at the same time.

Foydalanilgan adabiyotlar

1. A.M.Maslova, Z.I.Winestein, L.S.Plebeyskaya Essential English for medical students.-M.2002.
2. L.U.Xo'jayeva va boshqalar. „Ingliz tili.” Toshkent – 2005.3. Исмаилов А.А., Саттаров Т.К., Жалолов Ж.Ж., Ибрагимхўжаев И.И.Инглиз тили амалий курсидан ўқув-услубий мажмуа

32. Grammar: Imperative sentences. The work of a laboratory assistant. Text. The Work of a laboratory assistant

A laboratory assistant must remember that the bacteria with which he is working can produce disease. So he must be very careful when he works with cultures, slides and all materials that may be in contact with living organisms. When he works at the laboratory he must remember the following rules: 1. Microscope slides and cover-slips must be put into jars of disinfectant solution.

2. He must not moisten labels with tongue.
3. He must wear a laboratory coat

Use one of the warm-up activities like “Whisper-round” Ask your students to form a circle. Whisper a sentence to the student on your left. He\she must whisper it, once only, to the student on his\her left. This should continue until the sentence reaches the student on your right. He\she should write the sentence on the board or say it aloud. It is very likely that it has changed out of all recognition. You can make the game more interesting by sending a sentence round the circle in the opposite direction at the same time.

Foydalanilgan adabiyotlar

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33. Phonetic drills. Topic: Andreas Vesalius.

Andreas Vesalius (1514-1563) is one of the greatest anatomist. He studied medicine in France. In 1537 he got the degree of Doctor of Medicine. In 1538 his first scientific works in Anatomy were published. In 1543 his most important book “On the structure of the Human Body” was written.

His work “On the structure of the Human Body” consist of seven books. The bones of the skeleton, the joints and cartilages were described in the first book; the muscles were in the second; the vessels were in the third; the nerves were in the fourth; the alimentary tract was in the fifth; the heart and respiratory system were in the sixth; the brain was in the seventh.

Use one of the warm-up activities like “Whisper-round” Ask your students to form a circle. Whisper a sentence to the student on your left. He\she must whisper it, once only, to the student on his\her left. This should continue until the sentence reaches the student on your right. He\she should write the sentence on the board or say it aloud. It is very likely that it has changed out of all recognition. You can make the game more interesting by sending a sentence round the circle in the opposite direction at the same time.

Foydalanilgan adabiyotlar

1. A.M.Maslova, Z.I.Winestein, L.S.Plebeyskaya Essential English for medical students.-M.2002.
2. L.U.Xo'jayeva va boshqalar. „Ingliz tili.” Toshkent – 2005.3. Исмаилов А.А., Саттаров Т.К., Жалолов Ж.Ж., Ибрагимхўжаев И.И.Инглиз тили амалий курсидан ўқув-услубий мажмуа

34. The Present Tense with since, for. Text: Structure of the Heart.

Use since or for in each sentence.

- We have lived here 1945.
- We have lived here eight years.
- We lived there five years before that.

Work in pairs.

Make negative and question forms of the sentences in the Present Indefinite.

The structure: the teacher gives the card with some sentences in the Present Indefinite to the Student A and clear card to the Student B. Student B should make negative and question forms of these sentences.

Foydalanilgan adabiyotlar

1. A.M.Maslova, Z.I.Winestein, L.S.Plebeyskaya Essential English for medical students.-M.2002.
2. L.U.Xo'jayeva va boshqalar. „Ingliz tili.” Toshkent – 2005.3. Исмаилов А.А., Саттаров Т.К., Жалолов Ж.Ж., Ибрагимхўжаев И.И.Инглиз тили амалий курсидан ўқув-услубий мажмуа

35. Suffixes. Text: Alimentary tract.

The alimentary tract is a musculomembraneous canal about 8 V₂ m (metres) in length. It extends from the oral cavity to the anus. It consists of the mouth, pharynx, esophagus, stomach, small intestine, and large intestine. The liver with gallbladder and pancreas are the large glands of the alimentary tract.

The first division of the alimentary tract is formed by the mouth. Important structures of the mouth are the teeth and the tongue, which is the organ of taste (вкyca).

Foydalanilgan adabiyotlar

1. A.M.Maslova, Z.I.Winestein, L.S.Plebeyskaya Essential English for medical students.-M.2002.
2. L.U.Xo'jayeva va boshqalar. „Ingliz tili.” Toshkent – 2005.3. Исмаилов А.А., Саттаров Т.К., Жалолов Ж.Ж., Ибрагимхўжаев И.И.Инглиз тили амалий курсидан ўқув-услубий мажмуа

36. Reading of letter combinations. Text: The Lungs.

The lungs are the main organs of the respiratory system. There are two lungs in the human body located in the lateral cavities of the chest. The lungs are separated from each other by the mediastinum. The lungs are covered with the pleura. They are conical in shape. Each lung has the base, apex, two borders and three surfaces.

The lung has the apex extending upward 3-4 centimetres (cm) above the level of the first rib.

Foydalanilgan adabiyotlar

1. A.M.Maslova, Z.I.Winestein, L.S.Plebeyskaya Essential English for medical students.-M.2002.
2. L.U.Xo'jayeva va boshqalar. „Ingliz tili.” Toshkent – 2005.3. Исмаилов А.А., Саттаров Т.К., Жалолов Ж.Ж., Ибрагимхўжаев И.И.Инглиз тили амалий курсидан ўқув-услубий мажмуа

5. Mustaqil ta'limni tashkil etishning shakli va mazmuni

Talaba mustaqil ishining asosiy maqsadi – o'qituvchining rahbarligi va nazorati ostida muayyan o'quv ishlarini mustaqil ravishda bajarish uchun bilim va ko'nikmalarni shakllantirish va rivojlantirish. Talaba mustaqil ishini tashkil etishda quyidagi shakllardan foydalaniladi:

- * ayrim nazariy mavzularni o'quv adabiyotlari yordamida mustaqil o'zlashtirish ;
- * berilgan mavzular bo'yicha axborot (referat) tayyorlash; назарий билимларни амалиётда қўллаш;
- * avtomatlashtirilgan o'rgatuvchi va nazorat qiluvchi tizimlar bilan ishlash;
- * Ilmiy maqola, anjumanga ma'ruza tayyorlash va h.k.

5.1. Talabalar mustaqil ishlarining tematik rejasi

№	Mavzu	Soat	Mustaqil ish shakli
1	Bukhara is an ancient city.	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
2	The population of Great Britain	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
3	A visit to London	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
4	Holidays in Great Britain.	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
5	Education system in Great Britain.	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
6	The English Climate	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
7	An Englishman's day	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
8	The geography of the United States	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
9	About my friend.	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
10	A visit to the Doctor	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
11	At the Dentists	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
12	At the Chemist's	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
13	Mark Twain	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
14	Cardio surgery	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
15	Surgery	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
16	The heart	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash

17	The physiology of Cardiovascular system	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash
18	The physiology of respiration	2	Internetdan ma'lumotlar yig'ib referat, multimedia, doklad tayyorlash

Jami: 36 soat

6. Fan bo'yicha bilimlar, malaka va ko'nikmalarning reyting nazorati va baholash mezonlari

Talabani tayyorgarlik darajasini belgilashda asosiy mezon sifatida uning joriy, oraliq, yakuniy nazoratlarda olgan baholar reytingi hisobga olinadi.

Fan uchun qo'yiladigan 100 ball quyidagi shaklda taqsimlanadi:

№	Nazorat turi	Maksimal ball	Koeffisenti	O'tish ball
1.	Joriy nazorat TMI bilan birgalikda	50	0,5	27,5
2.	Oraliq nazorat	20	0,2	11,0
3.	Yakuniy nazorat	30	0,3	16,5
	JAMI	100	1	55,0

Semestrlar bo'yicha ballar fan o'qitilishining davomiyligiga qarab taqsimlanadi.

7. Amaliy ko'nikma o'tiladigan fanlarda baholash mezonlari.

№	Baholash turi	Maksimal bal	Saralash bali	Koeffisient
1	Joriy baholash	45	24.75	0.45
2	T M I	5	2.5	0.05
3	Oraliq baholash	20	11.0	0.2
4	Yakuniy baholash	30	16.5	0.3
	Jami	100	55.0	1

Talabalarning fan bo'yicha o'zlashtirish ko'rsatkichini nazorat qilishda quyidagi namunaviy mezonlar tavsiya etiladi:

a) 86-100 ball uchun talabalarning bilim darajasi quyidagilarga javob berishi lozim:

- a. xulosa va qarorlar qabul qilish;
- b. ijodiy fikrlar olish;
- c. mustaqil mushohada yurita olish;
- d. olgan bilimlarini amalda qo'llay olish;
- e. mohiyatini tushunish;
- f. bilish, aytib berish;
- g. tasavvurga ega bo'lish;

b) 71-85 ball uchun talabani bilim darajasi quyidagilarga javob berishi lozim:

1. mustaqil mushohada yurita olish;
1. olgan bilimlarini amalda qo'llay olish;
2. mohiyatini tushunish;
3. bilish, aytib berish;
4. tasavvurga ega bo'lish;
5. c) quyidagi hollarda talabani bilim darajasi 0-54 ball bilan baholanishi mumkin;
6. aniq tasavvurga ega bo'lmaslik;
7. bilmaslik;

Talabani fan bo'yicha bir semestrda reytingi quyidagicha aniqlanadi:

$$R_f = \frac{V \cdot O'}{100}$$

$$R_f = 100$$

Bu yerda:

V – semestrda fanga ajratigan umumiy o'quv yuklamasi (soatlarda);

O' – fan bo'yicha o'zlashtirish darajasi (ballarda)

c) Talabalarning joriy va yakuniy nazoratlarda erishgan va tegishli hujjatlar (guruh jurnali, o'qituvchining shaxsiy jurnali, reyting qaydnomasi)da qayd etilgan o'zlashtirish ko'rsatkichlari dekanatlar va o'quv-metodik boshqarmalarida kompyuter xotirasiga kiritilib, muntazam ravishda tahlil qilib boriladi. Joriy va yakuniy nazorat natijalari kafedra yig'ilishida muntazam ravishda muhokama etib boriladi va tegishli qarorlar qabul qilinadi

8. Tavsiya etilgan adabiyotlar ruyxati

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- 10.English language course books. <http://www.oup.com/elt.com>
- 11.Teaching English CLIL <http://www.teachingenglish.org.uk.train>
- 12.Web site for English Teachers of Uzbekistan. <http://www.uztea.uz>
- 13.<https://www.bsmi.uz>

6.3. Tarqatma materiallar.

TARQATMA MATERIALLAR:

Card

Translate the following words:

қайғурмоқ
 назарий ва амалий фанлар
 умуртқа поғонаси
 томирга оид
 тиббий проф. факультети
 юқориги қисмлар
 сўлак безлари
 бажармоқ
 кўкрак қафаси
 тутам.тўплам
 ётоқхона
 чуқур билим
 энг катта без бу жигар
 қискармоқ
 ўпкага тегишли
 касаллик
 12 бармоқли ичак
 химояламоқ, сақламоқ
 илмий мақола
 кизилўнгач ва ҳалқум

Translate and retell the following text:

At the Institute

Card №2.

Translate the following words:

умуртқа поғонаси
 ўнг ва чап елка
 бўйин ва бел умуртқаси
 танага бирикмоқ
 тўш суяги
 қон томир
 елкаолди
 юмшоқ танглай
 юрак чегаралари
 бириктирувчи тўқима
 сунъий бўғим
 елка камари
 кўкрак қафаси
 суяк узунлиги
 тана оғирлиги
 сон,миқдор
 оч ва ёнбош ичаклар
 тиббий фанлар
 бошланиш нуқтаси
 пастки қисмлар

Translate and retell the following text:

Our classes

Card №3.

Translate the following words:

илмий даража
 қон томир
 ҳазм қилиш йўллари
 оғиз бўшлиғи
 тана оғирлиги
 ички органлар
 кенг мускуллар
 касаллик
 тўсиқ
 қискармоқ
 нафас олиш йўли
 калла суяги
 орқа мия
 толали
 бириктирувчи тўқима
 секин ўсмоқ
 мускулларқисқариши
 оч пушти ранг
 юзга оид
 ингичка,нозик

Translate and retell the following text: Our first Examination session

Card №4.

Translate the following words:

юраколди халтачаси
 плевра қобиғи
 ён,ёнга тегшли
 ўт пуфағи
 алоҳида клапан
 юрак чўққиси
 белга оид
 серозости қавати
 равоқ ва қоринча
 юқориги ва пастки учлар
 одамларнинг сони
 қийшиқ муск
 ул
 предмет
 2 ёшгача бўлган гўдак
 калла қутиси
 қискармоқ
 елка бўғини ва елкаолди
 ҳажм
 копламоқ
 ингичка ичак

Translate and retell the following text:
An interesting meeting

Card №5.*Translate the following words:*

бирктирувчи тўқима
 қон томир системаси
 муқкул тола тутамлари
 уйга кеч қайтмоқ
 узун суяк
 скелет суяклари
 бўғимлар орқали бириккан
 нерв охирлари
 умуртқа поғонаси
 15 ёшли бемор
 елкаолди
 сунъий бўғим
 бош кутиси
 юқориги қисмлар
 кўкрак умуртқаси
 ўпканинг вазифаси
 хар бир томонида
 юрак қисқариши
 бошланиш нуқтаси
 бўйинга оид
 белга оид

*Translate and retell the following text: The skeleton***Card №6.***Translate the following words:*

қорин бўшлиғи
 тана оғирлиги
 тўсик
 чанок
 юракка тегишли
 оғирроқ
 суяк юзаси
 тўш суяги
 уйга кеч қайтмоқ
 қон томир
 пастки қисмлар
 нафас олиш системаси
 ошқозон ости беzi
 қават ва қатлам
 бўйин умуртқаси
 ташки
 қизилўнғач ва тил
 оқарган тил
 хазм қилиш йўли
 кўкракка оид ва белга оид

*Translate and retell the following text:
Prof.Lesgaft Scientific research***Card №7.***Translate the following words:*

бириктирмоқ
 ўпкага оид
 кенгаймоқ
 кўкрак қафаси
 йўғон ичак
 хар томонида
 курашмоқ
 энг катта без
 юмшоқ танглай
 скелет суяклари бўғимлар орқали
 бириккан
 тиббиётга оид билим
 елка камари
 ковак коп
 юқориги қисмлар
 тола
 бўғим
 панжа ва биллак
 йўқотилган вақт
 уйга кеч қайтмоқ
 биз ҳаяжонда эдик

*Translate and retell the following text: The heart and the vascular system***Card №8.***Translate the following words:*

чап елка ва бел умуртқаси
 маъсул бўлмоқ
 ёш бемор
 муқкул тола тутамлари
 дум ва чанок
 қисқаришлар
 яхши дам олмоқ
 пастки ва юқориги қисмлар
 бошланиш нуқтаси
 елкаолди
 тана оғирлиги
 умуртқа
 қасаллик
 йўқотилган вақт
 сунъий бўғим
 сон суяги
 назарий фанлар
 катта ёшдагиларда
 амалиёт
 тиббиётга қизиқмоқ

*Translate and retell the following text:
The lecture on muscles*

Card№9.

Translate the following words:

кўричак
 хазм қилиш йўли
 бўлиниш
 ичак узунлиги
 ўт қопи
 қизилўнғач
 безлар
 оғиз бўшлиғи
 йўғон ичак
 эркак ва аёл
 қаттиқ танглай
 нерв хужайралари
 нерв охирлари
 ўлчамоқ
 камера
 ташимоқ
 қон томир
 ўпканинг оғирлиги
 оч пушти ранг
 нозик,ингичка

Retell the following text:
 Tashkent Medical Academy

Card0.

Translate the following words:

ўпкага тегишли моддалар
 ўнг бўлмача
 алохида камера
 ўпка клапани
 у кўп вақтни талаб қилади
 мускул толаси
 ўпка циркуляцияси
 оғиз бўшлиғи
 қоринча
 йўғон ичак
 бўйин умуртқаси
 ингичка ичак
 ошқозон
 скелет суяклари бўғимлар орқали бириккан
 сон суяги
 ухламоқ
 қаттиқ уйку
 тикламоқ
 айнан шу мақола
 уйга кеч қайтмоқ

Translate and retell the following text:
 The skeleton

Card1.

Translate the following words:

эгалламоқ
 керакли билим
 даволаш ва ОМХфакультети
 белгиламоқ
 кириш имтихонлари
 машғулотлар
 қасамёд
 бўлажак докторлар
 қатта ёшдагилар
 қайғурмоқ
 мурда
 ётоқхона
 илмий мақола
 кучли мускуллар
 даража
 тутам
 лекция ўқимоқ
 ўпка артерияси
 атоқли олим
 қорин бўшлиғи

Retell the following text:
 My Working Day

Card2.

Translate the following words:

бош қутиси
 бўлмача
 кенг мускуллар
 суяк узунлиги
 ўлчамоқ
 юрак клапанлари
 эркин коворға
 қон томир
 бириктирувчи тўқима
 юқориги қисмлар
 клапан
 зарар етказмоқ
 хатто
 сезмоқ
 ошқозон
 атоқли олим
 бириккан
 тоғай
 тутамлар
 бошланиш нуқтаси

Translate and retell the following text:
 The lungs

Card3.

Translate the following words:

елка камари
сон суяги
кўкракка оид
дум суяги
Тилингизни куриб қўй!
қопламоқ
оч пушти ранг
оғирроқ
ичаклар
без
калла суяги
.хазм йўли узунлиги
бўйин умуртқаси
мускуллар бўлинади
изланишлар
муваффақиятли
қайғурмоқ
хайдамоқ
насос
юррак уриши

Retell the following text:

Tashkent Medical Academy

Card 4.

Translate the following words:

минутига
тана
оғиз бўшлиғи
ошқозон
оч ичак
тўғри ичак
тонна
систола
аниқламоқ
тингламоқ
1. лекция ўқимоқ
узун мускуллар
тиббий мақолалар
изланишлар
юррак чегаралари
чўккиси
елкага оид
гўдақларда
катта ёшдагиларда
илмий ишлар

Translate and retell the following text: The alimentary tract

Card 5.

Translate the following words:

оддий фан
назарий фан
доктор бўлмоқ
томирга оид
факультет
юқори қисмлар
дори
беморларга ғамхўрлик қилмоқ
оширилган стипендия
мускул тутамлари
этибор бермоқ
чуқур билим
умуртқа поғонаси
қисқармоқ
ўпкага тегишли
касаллик
илмий мақола
химояламоқ, сақламоқ
юррак касаллиги
махсус

Retell the following text:

My Working Day

Card6.

Translate the following words:

юмшоқ танглай
юррак чегаралари
бириктирувчи тўқима
умуртқа поғонаси
фанларга кизикмоқ
бўйин умуртқаси
танага бирикмоқ
тўш суяги
кекса ота-онага ғамхўрлик қилмоқ
елкаолди
сунъий
елка камари
кўкрак қафаси
суяк узунлиги
тана оғирлиги
сон,микдор
доктор назорати остида
тиббий фанлар
тўгаракка аъзо бўлмоқ
хароратнинг кўтарилиши

Retell the following text:

Tashkent Medical Academy

Card7.

Translate the following words:

илмий даража
 қон томир
 амалий машғулот
 юқориги қисмлар
 тана оғирлиги
 ички органлар
 кенг мускуллар
 терапевтик, даволовчи
 керакли билим
 қисқармоқ
 тиббиёт соҳаси
 калла суяги
 орқа мия
 толали
 бириктирувчи тўқима
 камера
 мускулларқисқариши
 плевра
 умумий фанлар
 турли хил

Translate and retell the following text: An interesting meeting

Card8.

Translate the following words:

ишни тугатмоқ
 плевра қобиғи
 ён, ёнга тегшли
 ўт пуфаги
 клапан
 юрак чўққиси
 белга оид
 серозости қавати
 жаррохлик соҳасида ишламоқ
 қоринча
 юзга оид
 қийшиқ мускул
 предмет
 2 ёшгача бўлган гўдак
 калла қутиси
 қисқармоқ
 жаррохлик клиник фан
 ҳажм
 копламоқ
 тўлиқ дам олиш даври

Translate and retell the following text: Our first Examination session

Card9.

Translate the following words:

утмоқ
 лекцияга қатнашмоқ
 имтихонлардан муваффақиятли
 бирктирувчи тўқима
 қон
 лекция ўқимок
 семестр ўртасида
 узун суяк
 гавда
 нерв охирлари
 умуртқа поғонаси
 15 ёшли бемор
 бутун йил
 сунъий бўғим
 бутун имконият
 ўпканинг вазифаси
 ҳар бир томонида
 юрак қисқариши
 бошланиш нуқтаси
 бўйинга оид
 бир қанча, кўплаб

Translate and retell the following text: Our Future Profession

Card № 20.

Translate the following words:

терапевт
 тана оғирлиги
 қобилиятни талаб этмоқ
 ёдда тутиш керак
 юракка тегишли
 оғирроқ
 баъзан қийин бўлади
 тўш суяги
 тўлиқ тузалмоқ
 куп вақтни талаб қилмоқ
 алоҳида эътибор
 пастки қисмлар
 нафас олиш системаси
 ошқозон ости беши
 ёмон доктор
 бўйин умурткаси
 ташқи
 қизилўнғач
 қимматбаҳо дори
 ҳазм қилиш йўли

Translate and retell the following text: Andreas Vesalius

Card № 1

1. Read the passage.

Uzbekistan is one of the independent countries in the world. In 1991 the Independence of Uzbekistan was proclaimed. Therefore every year on the 1st of September we celebrate the independence day of Uzbekistan. Uzbekistan has its own Constitution, state flag and the emblem. State language is Uzbek with Latin alphabet.

2. Translate these sentences and make up 3 questions to the first sentence.

- a) Any minute virulent microorganisms may invade the human body.
b) Трахея ikki shoxaga ajralgan.

Трахея разделена на две ветви.

3 Grammar rule: Noaniq artikl.

4. Retell the topic: Robert Koch

Card № 2

1. Read the passage.

Robert Koch is a prominent German bacteriologist, the founder of modern microbiology. He was born in 1843, died in 1910. When Koch became a doctor he carried on many experiments on mice (sichqonlar) in a small laboratory. In 1882 Koch discovered tuberculosis bacilli.

2. Translate these sentences and make up 3 questions to the first sentence.

- a) Neither the blood pressure nor the heart sounds were abnormal.
b) О'пка ko'krak qafasida joylashgan bir juft organlardan iborat.

Легкие формируют пару органов, лежащих в груди.

3. Grammar rule: Aniq artikl

4. Retell the topic: My future profession

Card № 3

1. Read the passage.

Great Britain consists of England, Wales and Scotland. Great Britain is a densely populated country. Its population is more than 58 ml. people (in 1985). More than half of the people of Great Britain live in large cities. Eighty per cent of British population is urban and twenty per cent is rural. The capital of Great Britain is London. It is a large city.

2. Translate these sentences and make up 3 questions to the first sentence.

- a) The climate of Great Britain is typical with frequent rains, cloud-covered skies and strong winds.
b) Буюк Британияда кўплаб кўллар, дарёлар тепаликлар ва тоғлар бор.

В Великобритании много озёр, рек, равнин и гор.

3. Grammar rule: Modal verbs

4. Retell the topic: "The USA"

Card № 4

1. Read the passage.

The United States of America lies in the central part of the North American continent. It is one of the biggest countries in the world. The population of the USA is over 240 mln. The cities of America are very beautiful. If you travel to San Francisco, California, Chicago and New York you will find many interesting and beautiful things and get a good impression. The south part of America was an agricultural region for many years.

2. Translate these sentences and make up 3 questions to the first sentence.

- a) If a person falls ill he will ring up his local polyclinic and call in a doctor.
b) Буюк Британияда кўплаб машхур тарихий бинолар бор.

В Великобритании много исторических зданий.

3. Grammar rule: Otlarda ko'plik.

4. Retell the topic: Well known doctors of the East

Card № 5

1. Read the passage.

Uzbekistan has established a wide network of medical institutions to protect the health of people. One of such medical institutions is the polyclinic. If a person falls ill he will ring up his local polyclinic and call in a doctor. When his condition isn't very poor and he has no high temperature, he will go to the local polyclinic and a physician will examine him there.

2. Translate these sentences and make up 3 questions to the first sentence.

- a) On the basis of all findings the physician made the diagnosis of acute bronchitis in a mild form.
b) Мен узбек, тожик, рус ва инглиз тилларини биламан.

Я знаю узбекский, таджикский, русский и английский языки.

3. Grammar rule: Otlarda kelishik kategoriyasi

4. Retell the topic: “National Holidays”

Card № 6

1 Read the passage.

After independence it progresses towards building a democratic law-governed state and civil society, an equal member of the world community of nations. For 20 years of Independence we obtained many important things have a respectful position in World Market. On 2 March 1992 we obtained many important things have a respectful position in World Market. On 2 March 1992 we became a member of UNO (United Nations Organization). It has its state law, Oliy Majlis. So many things changed for 20 years.

Banking system is practically being set up a new.

2. Translate these sentences and make up 3 questions to the first sentence.

a) If you travel to San Francisco, California, Chicago and New York you will find many interesting and beautiful things and get a good impression.

b) Харийли куплаб талабаларанчакий инбулганкиришимтихонларинитопширишмаксадида институтимизга келадилар.

Каждый год очень много абитуриентов приходят в наш институт чтобы сдать вступительные экзамены, которые бывают очень трудными.

3. Grammar rule: “to be” fe’lining ishlatilishi.

4. Retell the topic: „Well known doctors of the East”

Card № 7

1. Read the passage.

Uzbekistan is a land of ancient culture. There were many famous scientists in Uzbekistan. One of the most well – known scientists of the East is Avicenna. Avicenna was born in 980 in the province of Bukhara in Afshana. At the age of 10 Avicenna was well – acquainted with Koran and Arabic classics. At 17 his medical knowledge enabled him to cure the Samani ruler Nuh Ibn Mansur from dangerous illness.

2. Translate these sentences and make up 3 questions to the first sentence.

a) At about nine o’clock in the morning the doctors begin the daily rounds of the wards during which they examine all the patients.

b) Бизда бой кутубхона ва кулай укув зали хам мавжуд.

Также у нас есть богатая библиотека и удобным читальный зал.

3. Grammar rule: “to have” fe’lining ishlatilishi.

4. Retell the topic: My Native Town”

Card № 8

1 Read the passage.

Patient Smirnov called in a physician from the local polyclinics. He could not go to the polyclinic himself because his temperature was about 38 C. In a few hours doctor Belova, a good therapist came to the call. Doctor Belova wanted to know the patient’s complains. When the patient was being questioned asked by the physician on his condition he said that a short, painful dry cough associated with rapid respiration had developed two days before.

2. Translate these sentences and make up 3 questions to the first sentence.

a) You may find this book – in the Bukhara Regional library named after Abu Ali ibn Sino.

b) Институтимизда куплаб замонавий лабораториялар, синф хоналари ва маърузалар укладиган заллар бор.

В нашем институте очень много современных лабораторий, аудиторий и лекционных залов.

3. Grammar rule: Sanoq sonlar va ularning yasalishi

4. Retell the topic: “My Family”

Card № 9

1. Read the passage.

When patients are admitted to the hospital first of all they are received by a nurse on duty at the reception ward. Those patients who are to be hospitalized have already received the direction from the polyclinic. The nurse on duty fills in patient’s case histories in which she writes down their names, age, place of work, occupation, address and the initial diagnosis made by a doctor at the polyclinic.

2. Translate these sentences and make up 3 questions to the first sentence.

a) I want to become a real doctor like my father.

b) Менинг отам, онам, укам ва кичкина синглим бор.
У меня есть папа, мама, брат и маленькая сестрёнка.

3. Grammar rule: Prepositions

4. Retell the topic: "Sport"

Card 10

1. Read the passage.

The Constitution of the Republic of Uzbekistan was adopted on December 8, 1992 at the 11th session of the Supreme Soviet of the Republic of Uzbekistan. Uzbekistan is a multinational country. Representative of more than one hundred nations and folks live on its territory. The population of Uzbekistan is more than 28 million people. Uzbekistan has its currency, Machine – building industry, light industry, bank system.

2. Translate these sentences and make up 3 questions to the first sentence.

a) The nurses begin to take the patient's temperature at 7 o'clock.

b) Шуйилитиббӣётолийгохигауқишгакирдим.

В этом году я поступил в медицинский институт.

3. Grammar rule: Tartib sonlar va ularning yasalishi.

4. Retell the topic: "Uzbekistan is an independent country"

Card 11

1. Read the passage.

Sometimes I go there to learn some methods of treatment. There are many experienced nurses and highly qualified doctors in this department. This department is very large and comfortable. Work at the hospital begins at 7 a.m. o'clock in the morning. The nurses begin to take the patient's temperature at 7 o'clock. They write it down in temperature charts. Then the nurses give the patients medicines and carry out other prescription of the doctors.

2. Translate these sentences and make up 3 questions to the first sentence.

a) My sister takes the temperature of the children twice a day.

b) Биз хар хил лаборатория ишларини бажарамиз ва биология, анатомия ва бошқа фанлардан маърузаларга қатнашамиз.

Мы проводим различные лабораторные работы и посещаем лекции по биологии, анатомии и по другим предметом.

3. Grammar rule: Present Indefinite Tense

4. Retell the topic: "Great Britain"

Card 12

1. Read the passage.

Bukhara is one of the most ancient cities in the world. That is why many tourists come to see our town all the year round. Back in ancient times it was a part of one of the Central Asia regions-Sogd, where troops of Alexander the Great have passed. After the independence Bukhara has greatly changed. Many new buildings have sprung up in our town. The streets are wide and straight. One can see green parks, many squares in Bukhara.

2. Translate these sentences and make up 3 questions to the first sentence.

a) He is tossing in his bed.

b) Менинг купгина дустларим бор.

У меня есть много друзей

3. Grammar rule: to have 'fe'lihozirginoaniqzamonda.

4. Retell the topic: "The USA"

Card 13

1. Read the passage.

Uzbekistan is a large country. There are lots of holidays in Uzbekistan. They are Ramazon Khayit and Kurban khayit and Navruz. There are two muslim holidays in Uzbekistan. They are: Ramazan Khayit and Kurban Khayit. The dates of these holidays change every year. In 2007 year we celebrate Ramazan Khayit on October 30.

2. Translate these sentences and make up 3 questions to the first sentence.

a) The blood analysis revealed leucocytosis in the range of 12.000 to 15.000 per cu mm of blood and an accelerated erythrocyte sedimentation rate (ESR).

b) Тошкент – Ўзбекистоннинг пойтахти.

Ташкент - это столица Узбекистана.

3. Grammar rule: Past Indefinite Tense

4. Retell the topic: "Medical Education in Uzbekistan"

Card 14

1. Read the passage.

The next holiday is Kurban Khayit. This year we celebrate it on the 19-th of December. Kurban Khayit is very popular holiday for muslim. Before beginning of this holiday more than 5000 prayers visit Makka and Madina. This holiday also celebrates as Ramasan Khayit. The next holiday is Navruz, which is celebrated on the 21 st of March

2. Translate these sentences and make up 3 questions to the first sentence.

a) The patient had been receiving 1 gr of this drug every six hours for the following 10 days when he began to feel better.

b) 1991 йил 1 сентябрда Ўзбекистоннинг мустақиллиги эълон қилинди.

1 сентября 1991 года Узбекистан был провозглашён независимой страной.

3. Grammar rule: to have "fe'li o'tgan noaniq zamonda."

4. Retell the topic: "Our Institute"

Card 15

1. Read the passage.

There are many holidays in our country as: The anniversary of the independence of Uzbekistan, we celebrate on September 1. In December 8 we celebrate Constitution Day.

We celebrate New Year's Day on January 1. Before New Year's Day we send New Year wishes to our friends, or we ring them up in the evening on December 31, New Year Eve. On that night we usually sit at home with our family or with our friends.

2. Translate these sentences and make up 3 questions to the first sentence.

a) The electrocardiogram showed the changes in the most important readings.

b) Тошкент – Ўзбекистоннинг пойтахти.

Ташкент - это столица Узбекистана.

3. Grammar rule: Future Indefinite Tense

4. Retell the topic: "The USA"

Card 16

1. Read the passage.

There are many famous historical buildings in Great Britain. Great Britain is separated from the European continent by the North Sea and English Channel. The climate of Great Britain is typical with frequent rains, cloud covered skies and strong winds. Some parts of Great Britain are really beautiful. There are many lakes, rivers, hills and mountains in Great Britain. The mountains of Great Britain are not very high.

2. Translate these sentences and make up 3 questions to the first sentence.

a) He was also administered Adonis preparations to control cardiovascular insufficiency.

b) Трахея ikki shoxaga ajralgan.

Трахея разделена на две ветви.

3. Grammar rule: to have "fe'li kelasi noaniq zamonda."

4. Retell the topic: "Great Britain"

Card 17

1. Read the passage.

English is spoken practically all over the world. It is spoken as the mother tongue in Great Britain, the United States of America, Canada, Australia and New Zealand. A lot of people speak English in China, Japan, India, Africa and other countries. It is one of 6 official languages of the United Nations. It is studied as a foreign language in many schools.

2. Translate these sentences and make up 3 questions to the first sentence.

a) He had been suffering from pain of various intensity in the chest and behind the breastbone for several weeks.

b) О'пка ko'krak qafasida joylashgan bir juft organlardan iborat.

Легкие формируют пару органов, лежащих в груди.

3. Grammar rule: Umumiy so'roq gap.

4. Retell the topic: "Our Institute"

Card 18

1. Read the passage.

New York is one of the largest cities of the world with a population more than eight million. It is situated on several islands and has five districts. There are many bridges between all the districts.

2. Translate these sentences and make up 3 questions to the first sentence.

a) By using the artificial blood circulation apparatus the heart is excluded from the blood circulation and the surgeon is able to work on the "dry" heart for a longer period of time achieving better results.

b) Буюк Британияда кўплаб кўллар, дарёлар тепаликлар ва тоғлар бор.

В Великобритании много озёр, рек, равнин и гор.

3 Grammar rule: Maxsus so'roq gap

4. Retell the topic: "Uzbekistan is an independent country"

Card 19

1. Read the passage.

There are many medical Institutes in Uzbekistan. The aim of all Institutes is to prepare highly qualified specialists. Every year many young people, who want to become a doctor, come to the Medical Institute and take their examinations successfully, they become Medical students. The students of the Medical Institutes study different subjects such as Biology, Physiology, Chemistry, Anatomy, English and many others.

2. Translate these sentences and make up 3 questions to the first sentence.

- a) In old persons the incidence of ulcers is known to be rate.
b) Буюк Британияда куплаб машхур тарихий бинолар бор.

В Великобритании много исторических зданий.

3. Grammar rule: Alternativ so'roq gap.

4. Retell the topic: "Sport"

Card № 20

1. Read the passage.

Some students take an active part in the scientific circle. Many students go in for sports. They are members of different sports societies and take part in sporting contests. Our Republic needs many nurses too. That's why there are many medical schools in Uzbekistan.

2. Translate these sentences and make up 3 questions to the first sentence.

- a) Chronic gastritis is known to occur as a separate or primary disease or it may be associated with other diseases, particularly chronic liver and kidney disease.

- b) Мен узбек, тожик, рус ва инглиз тилларини биламан.

Я знаю узбекский, таджикский, русский и английский языки.

3. Grammar rule: Ajratilgan so'roq gap.

4. Retell the topic: "My Family"

Card № 21

1. Read the passage.

Every year many young people who really care for medicine enter medical institutes and become students. A new life begins-it is the life of the adult who has the responsibility (javobgarlik) for all his actions before the society.

Some students live at the hostel, others do with their relatives. Many students get stipends. If a student has 'fives' in all the subjects at the examinations he gets an increased stipend.

2. Translate these sentences and make up 3 questions to the first sentence.

- a) But such pathologic conditions as benign tumors, ulcer of the stomach, gastritis and stomach polyps have been determined to contribute considerably to its development.

- b) Харйиликуплабталабаларанчакийинбулганкиришимтихонларинитопширишмаксадидаинститутимизгакеладилар.

Каждый год очень много абитуриентов приходят в наш институт чтобы сдать вступительные экзамены, которые бывают очень трудными.

3. Grammar rule: There is, there are iboralari.

4. Retell the topic: "My Native Town"

Card № 22

1. Read the passage.

The students work much in class, at the Institute laboratories libraries. As the students want to become not ordinary but good doctors they must pay attention to modern medical literature. It means that they must study not only their textbooks, but read many special medical articles in Uzbek and foreign languages. They will continue to study them in class and at the Foreign Language Society.

2. Translate these sentences and make up 3 questions to the first sentence.

- a) The pain becomes worse on deep breathing in and coughing, it does not radiate and is accompanied by nausea, retention of stools and gases.

- b) Бизда бой кутубхона ва кулай укув зали хам мавжуд.

Также у нас есть богатая библиотека и удобный читальный зал.

3. Grammar rule: "to be" fe'li hozirgi noaniq zamonda.

4. Retell the topic: "My Family"

Card № 23

1. Read the passage.

In the USA students also learn psychology which teaches them to deal with patients and understand human behavior. In his third or fourth years the student gets instruction and practical experience in the treatment and care of the patient. During these years the student has the possibility to work in the hospital and learn much of main medical procedures and different diseases to be well prepared for his work.

2. Translate these sentences and make up 3 questions to the first sentence.

a) In the USA the young man, who has the secondary education must pass through seven or eight years of hard study before he begins his work as a doctor.

b) Институтимизда куплаб замонавий лабораториялар, синф хоналари ва маърузалар укиладиган заллар бор.

В нашем институте очень много современных лабораторий, аудиторий и лекционных залов.

3. **Grammar rule:** “to be” fe’li o’tgan noaniq zamonda.

4. **Retell the topic:** “National Holidays”

Card № 24

1. Read the passage.

Already in the first year some students join students’ scientific societies.

There they work on those subjects which they care for. It may be Biology, Chemistry or Anatomy. In the Anatomy Scientific Society where they study the functions of the organs. This work in the Scientific Societies will help future doctors to understand better the character of many diseases. It will teach them to be more observant (kuzatuvchi).

2. Translate these sentences and make up 3 questions to the first sentence.

a) Being highly virulent the virus survives in water, food, and on hands for days and weeks.

b) Менинг отам, онам, укам ва кичкина синглим бор.

У меня есть папа, мама, брат и маленькая сестрёнка.

3. **Grammar rule:** “to be” fe’li kelasi noaniq zamonda.

4. **Retell the topic:** My future profession

Card № 25

1. Read the passage.

In Uzbekistan hundreds and thousands of young people study at different medical institutes. They study numerous theoretical and special subjects. They have practical training during which they do the work of nurses and assistant doctors. Such a course of studies helps them to gain much knowledge of medicine, which will give them the possibility to diagnose different diseases and treat people.

2. Translate these sentences and make up 3 questions to the first sentence.

a) During the attack of pain the face is moist with cold perspiration, the skin is pale, the tongue and lips are dry.

b) Шуйилитиббиейтолийгохигаукишгакирдим.

В этом году я поступил в медицинский институт.

3. **Grammar rule:** There is, there are iboralari.

4. **Retell the topic:** “My Family”

6.4. Testlar.

Variant 101.

1. Choose the answer which correctly completes the sentence.

The two official languages of New Zealand are English and Maori...Maoris are native people of New Zealand.

A) A

B) an

C) the

D) this

2. Choose the answer which correctly completes the sentence.

Barbara Cartland is one of the world’s most popular writers. She has sold about 400 million...of her novels.

A) Copy’s

B) copies’

C) copies

D) copy

3. Choose the answer which correctly completes the sentence.

I have an urgent message for Jane. I’ve tried phoning, but every time I phone there’s...in.

A) Anybody

B) everybody

C) nobody D) somebody

4. Choose the answer which correctly completes the sentence.

-Do you know how...teeth an adult person has an average?

-Thirty two.

A) little B) many
C) much D) any

5. Choose the answer which correctly completes the sentence.

The plov prepared for Navruz holiday was...and the team of builders enjoyed it very much.

A) Wonderfully B) wonderful
C) wonder D) wonders

6. Choose the answer which correctly completes the sentence.

Jim climbed the...of all the climbers. He saw a wonderful view.

A) Highly B) high
C) higher D) highest

7. Choose the answer which correctly completes the sentence.

Oranges, tomatoes, fresh strawberries, cabbage and lettuce...rich in vitamin C.

A) Are B) being
C) been D) is

8. Choose the answer which correctly completes the sentence.

Sit down and fasten your sit belt. We...in a few minutes.

A) Took off B) are taking off
C) have taken off D) takes off

9. Choose the answer which correctly completes the sentence.

Many of the UK traditional dishes have connections...ancient customs and traditions.

A) With B) for
C) in D) at

10. Choose the answer which correctly completes the sentence.

Philip went to Jordan hoping to find a teaching post, for he had been out of job...a long time.

A) In B) during
C) since D) for

11. Choose the answer which correctly completes the sentence.

An island is a piece of land ...by water.

A) Situated B) settled
C) made D) surrounded

12. Choose the answer which correctly completes the sentence.

If you decide to cook it, remember, this...is best served with boiled rice and crisp green salad.

A) Course B) dish
C) plate D) saucer

13. Choose the answer which correctly completes the sentence.

What did you...at the interview? Did you look impressive?

A) Wear B) clothe
C) put D) dress

14. Choose the answer which correctly completes the sentence.

You remember my sister Jane?...one who has always been afraid of...spiders.

- A) An/a B) -/the
C) the/the D) -/the

15. Choose the answer which correctly completes the sentence.

I'm fond of...painting, especially landscapes.Levitan is hanging in my living room.

- A) A/the B) -/a
C) the/the D) -/the

16. Choose the answer which correctly completes the sentence.

Carrie reached Dearborn Street. Here was the Great Fair Store with its...of shoppers. She thought she would drop in and have a look at the jackets.

- A) Crowds B) crowdingly
C) crowded D) crowding

17. Choose the answer which correctly completes the sentence.

The companies are collaborating with...to produce an electric car. It's good to see them working together at last.

- A) Each other B) no other
C) every other D) one other

18. Choose the answer which correctly completes the sentence.

Let's sell this car. We've had...trouble with it already.

- A) Enough B) many
C) several D) any

19. Choose the answer which correctly completes the sentence.

When we met Mike yesterday, he looked...and unhappy.

- A) Sadness B) sadden
C) sadly D) sad

20. Choose the answer which correctly completes the sentence.

There was a big party last night. You...hear the music half a mile away.

- A) Could B) were able
C) managed D) can

21. Choose the answer which correctly completes the sentence.

He's a terrific soccer player! Did you see him...that goal? It was very impressive.

- A) To make B) makes
C) made D) make

22. Choose the answer which correctly completes the sentence.

Tony...to have children until his little daughter was born. After she won his heart, he decided he wanted a big family.

- A) Wasn't wanting B) hasn't wanted
C) doesn't want D) hadn't wanted

23. Choose the answer which correctly completes the sentence.

Success in one's work is a ...experience.

- A) Satisfy B) satisfaction
C) satisfying D) to satisfy

24. Choose the answer which correctly completes the sentence.

Ink has been used for writing and drawing throughout history. No one knows when the first ink... The ancient Egyptians and Chinese made ink from various natural substances, such as berries, soot, and tree bark.

- A) Was developed B) is developed

- C) will be developed D) has been developed

25. Choose the answer which correctly completes the sentence.

When I felt ill, I had...choice but to cancel my trip.

- A) - B) no
C) any D) some

26. Choose the answer which correctly completes the sentence.

Andrew: I haven't to party for ages.

Jessica: ... I hate crowded rooms.

- A) And I B) so did I
C) neither have I D) I have either

Read the text. Then choose the correct answer for the gaps 27-28 in the text.

The word beef, which refers to the (27)...of a cow or an ox, did not come to England with William the Conqueror, as many people believe, it was first (28)...over from France towards the end of the thirteenth century.

27. A) Butter B) bread
C) meat D) milk

28. A) To bring B) brought
C) bring D) brings

Read the text. Then choose the correct answer for the gaps 29-30 in the text.

In Britain, children write their letters to Father Christmas and (29)...throw them into the fireplace so they will float up the chimney and fly to the North Pole. If the letters (30)...fire first, they have to rewrite them.

29. A) Then B) suddenly
C) soon D) already

30. A) Will catch B) would catch
C) catch D) catching

Read the text. Then choose the correct answer for questions 31-32.

The Perfect Excuse

A Taiwanese bank robber has just won an award for the most absurd robbery. 45-year-old Mr. Sun Cruk turned up at a bank demanded money using a toy gun to threaten the bank staff. Then, instead of running away, he just stands and waited to be arrested. When the police arrived at the bank, they found Cruk sitting on a chair holding 230.000 New Taiwan dollars (about 6.800 euros). Cruk later told journalists: "I didn't mean to rob the bank. I wanted the police to arrest me and send me to prison because there were some guys who wanted me to pay back some money they'd lent me." But the police doubted the story. Police officer Lee said: "If we hadn't arrived so soon, he would grab the money and run away".

31. What happened after Mr. Cruk got some money from the bank staff?

- A) The police called journalists for the press conference
B) The police found the guys who demanded money from him
C) He dropped his gun and ran away
D) He waited the police in the bank

32. According to the text, what did the police think about Mr.Cruk's story?

- A) They trusted his words
B) They believed him
C) That his gun was real

D) That his excuse was perfect

Read the text. Then choose the correct answer for questions 33-34.

Is there life beyond planet Earth?

Astronomers revealed a new lead in the search for extraterrestrial life last Tuesday. For the first time, they have discovered a planet outside of our solar system that could possibly sustain life. The planet, named Gliese 581 c, was found by a European Southern Observatory telescope located in La Silla, Chile. "It's a significant on the way to finding possible life in the universe," says Michel Mayor, one of the 11 European astronomers on the team that discovered the planet.

The planet has Earth-like temperatures, even though the star it closely orbits, known as a red dwarf, is much smaller than our sun. Astronomers do not yet know if there's liquid water on Gliese581 c. "Liquid water is critical to life as we know it," says Xavier Delfosse, an astronomer on the discovery team.

33. What is the main idea of the text?

- A) Scientists are working hard to find new planets
- B) A planet should contain liquid water to sustain life
- C) The newly find planet will attract many scientists
- D) A newly planet, which many contain life, has been found

34. In comparison to the "red dwarf" our Sun is...

- A) Almost the same size
- B) cooler
- C) much bigger
- D) much smaller

Read the text. Then choose the correct answer for questions 35-36.

Your thoughts-do they help or hinder you?

The person it is almost important to have the right thoughts and attitude to is you. Are your thoughts about yourself helpful? That is, do they support all you want to have, become or do? There's little point in having a goal to achieve something, whatever that's gaining promotion at work or completing a qualification that will help you in your career, if you constantly tell yourself "I'll never able to do this or I'm not good enough."

At best, you'll make the process more difficult and more unpleasant than it need be, and at worst you'll discourage yourself altogether by your low self-esteem thoughts. These thoughts can also be picked up by others, however much of an outer show of confidence and bravado you put on. And conversely when you do feel you're good enough, when you do feel good about yourself, yet you won't need to try so hard to impress: people will know.

35. According to text in order to really succeed you need to...

- A) Ask for promotion
- B) always have goals
- C) think positively
- D) gain another qualification

36. According to the text, other people can...

- A) Destroy your work
- B) make you feel more confident
- C) Depress you altogether
- D) know how you feel about yourself

6.5. Baholash

Fan bo'yicha bilimlar, malaka va ko'nikmalarning reyting nazorati va baholash mezonlari

Talabaning tayyorgarlik darajasini belgilashda asosiy mezon sifatida uning joriy, oraliq, yakuniy nazoratlarda olgan baholar reytingi hisobga olinadi.

Fan uchun qo'yiladigan 100 ball quyidagi shaklda taqsimlanadi:

№	Nazorat turi	Maksimal ball	Koeffisenti	O'tish ball
1.	JoriynazoratTMIbil anbiralikda	50	0,5	27,5
2.	Oraliq nazorat	20	0,2	11,0
3.	Yakuniy nazorat	30	0,3	16,5
	JAMI	100	1	55,0

Semestrlarbo'yichaballarfan'o'qitilishiningdavomiyligigaqarabtaqsimlanadi.

Amaliy ko'nikma o'tiladigan fanlarda baholash mezonlari.

№	Baholash turi	Maksimal bal	Saralash bali	Koeffisient
1	Joriy baholash	45	24.75	0.45
2	T M I	5	2.5	0.05
3	Oraliq baholash	20	11.0	0.2
4	Yakuniy baholash	30	16.5	0.3
	Jami	100	55.0	1

Talabalarning fan bo'yicha o'zlashtirish ko'rsatkichini nazorat qilishda quyidagi namunaviy mezonlar tavsiya etiladi:

a) 86-100 ball uchun talabalarning bilim darajasi quyidagilarga javob berishi lozim:

1. xulosa va qarorlar qabul qilish;
2. ijodiy fikrlar olish;
3. mustaqil mushohada yurita olish;
4. olgan bilimlarini amalda qo'llay olish;
5. mohiyatini tushunish;
6. bilish, aytib berish;
7. tasavvurga ega bo'lish;

b) 71-85 ball uchun talabaning bilim darajasi quyidagilarga javob berishi lozim:

1. mustaqil mushohada yurita oilsh;
1. olgan bilimlarini amalda qo'llay olish;
2. mohiyatini tushunish;
3. bilish, aytib berish;
4. tasavvurga ega bo'lish;
5. c) quyidagi hollarda talabaning bilim darajasi 0-54 ball bilan baholanishi mumkin;
6. aniq tasavvurga ega bo'lmaslik;
7. bilmaslik;

Talabaning fan bo'yicha bir semestrda reytingi quyidagicha aniqlanadi:

$$R_f = \frac{v \cdot O'}{100}$$

Bu yerda:

V – semestrda fanga ajratigan umumiy o'quv yuklamasi (soatlarda);

O' - fan bo'yicha o'zlashtirish darajasi (ballarda)

c) Talabalarning joriy va yakuniy nazoratlarda erishgan va tegishli hujjatlar (guruh jurnali, o'qituvchining shaxsiy jurnali, reyting qaydnomasi)da qayd etilgan o'zlashtirish ko'rsatkichlari dekanatlar va o'quv-metodik boshqarmalarida kompyuter xotirasiga kiritilib, muntazam ravishda tahlil qilib boriladi. Joriy va yakuniy nazorat natijalari kafedra yig'ilishida muntazam ravishda muhokama etib boriladi va tegishli qarorlar qabul qilinadi

6.6. Foydalaniladigan adabiyotlar.

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