

**O'ZBEKISTON RESPUBLIKASI
OLIV VA O'RTA MAXSUS TA'LIM
VAZIRLIGI**

NAMANGAN DAVLAT UNIVERSITETI

FILOLOGIYA FAKULTETI

LEKSIKA – STILISTIKA KAFEDRASI

“INGLIZ TILI”

fani bo'yicha

“TASHKENT”

mavzusida

**AMALIY
MASHG'ULOT
ISHLANMASI**



NAMANGAN - 2010

The plan of the lesson for the second year students on English composed by

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-Objectives:

1. Introduce students with Tashkent. Give a little information about Tashkent.
2. Improve the student's language abilities and enlarge their terms of mathematical vocabulary.

Aids: several cards, pictures devoted to the motion, tables on word formation, tape, textbook, and additional information.

Students will accurately survey, record, and analyze their course mates' opinions.

Students will read and conclude individual opinions from text.

Course of the lesson:

1. Organizing moment of the lesson.
2. Discussion about Tashkent.
3. Reading and translating the text.
4. Questionnaire students answer the questions about of Tashkent.
5. Doing grammar exercises
6. Scoring the students

I. Organizing moment of the lesson.

Greeting with students.

Choose two of students and ask them to explain about of Tashkent.

II. Discussion:

Teacher asks the students to read the text "Tashkent" on the text-book and then she begins questionnaire. The group try to answer fast Questions are given on text below.

Tashkent - The Capital of Uzbekistan

The main city of Uzbekistan is a huge metropolis with a population of over 3 million. The city is lined with a grid of straight and wide streets and avenues, decorated with "emerald deposits of" parks, gardens, fountains imbued with crystal strands...

This wonderful city is a very embodiment of modern elegance that is inherent in many world capitals. At the same time it remains to be an oriental city. Tashkent has its own unique flavor. Medieval buildings, though descended from the pages of old Oriental tales, the elegant European architecture from the time of the Turkestan governor-generalship, standard concrete "boxes" of the Soviet era and, finally, the glittering skyscrapers of glass and concrete (modern business centers and banks) elegantly combine here.

Tashkent, Uzbekistan – Pictures



Alisher Navoi Theater Amir Timur Monument Amir Timur Museum

[More pictures of Tashkent, Uzbekistan](#)

Tashkent, Uzbekistan - History

In general, the age of Tashkent is 2200 years. In the ancient time Tashkent oasis was called Chach, or Sass.

At the beginning of the XIII century, before the Mongols came, an oasis of Shash was almost completely destroyed by the troops of Muhammad Khorezm Shakh. Between XIV-XV centuries the city was reborn as a trade and cultural center of the Timurid Empire. It turned into one of the largest cities of that time. In the Middle Ages the city was surrounded by fences, and it was possible to enter the city through 12 gates (“darvoza”). Now, of course, the gate went to the past but there are streets in the city called "Samarkand Darvoza", "Karasaroy Darvoza" *etc.*

Until the 19th century Tashkent was a part of various independent states and khanates that existed on the territory of Uzbekistan. In the second half of the 19th century Tashkent had been annexed to the Russian Empire and became a center of Turkestan province that was formed in 1867. In 1924 the Uzbek SSR was created. In 1930 Tashkent became its capital (before that time Samarkand was its capital).

In 1966 a serious earthquake almost completely destroyed the city. However, thanks to the assistance of the Union Republics, the city was virtually rebuilt and became more beautiful and colorful.

[More on History of Tashkent, Uzbekistan](#)

Tashkent, Uzbekistan - Sights of Interest

[Zangiota mausoleum](#)

[Kukeldash Madrasah](#)

[Khast Imam](#)

[Anbar-bibi mausoleum](#)

[Shayhantaur ensemble](#)

[Yunus-khan mausoleum](#)

[Barak-khan Madrasah](#)

[TV Tower](#)

[Exhibition Hall](#)

[Tashkent Metro](#)

[Tashkent Zoo](#)

[Amir Temur Museum](#)

[Kaffal-Shashi mausoleum](#)

[Tillya Sheikh Mosque](#)

New words

Ancient – қадимий

Population - аҳоли

Wide - кенг

Decorate - безатмоқ

Modern - замонавий

Building - бино

Architecture - архитектура

III. Questions.

After reading the text discussing about Tashkent.

IV. Questionnaire:

Teacher writes the words and asks in which situation it uses in the text.

- avenues
- modern
- ancient
- independent

V. Introducing with “The Past Indefinite tense.

The Past Indefinite tense

The Formation 1. The Past Indefinite tense is formed by adding –ed or-d to the stem of the regular verbs or by changing the root vowel, or in some other ways of the irregular verbs(Noaniq o'tgan zamon fe'lini yasash uchun to'g'ri fe'l negiziga-ed yoki –d qo'shish bilan, noto'g'ri fe'l negizini o'zida ozgarish sodir bo'lishi bilan yoki boshqa yo'llar bilan yasaladi).

The Affirmative form.

person	Singular	Plural
I reg.	I explained new Lesson.	We explained new Lesson.
irregular	I understood new Lesson.	We understood new Lesson .
II reg.	You explained new Lesson.	You explained new Lesson.
irregular	You understood new Lesson.	You understood new Lesson.
III reg.	He (she, it) explained new Lesson.	They explained new Lesson.
irregular	He (she, it) understood new Lesson.	They understood new Lesson.

The interrogative and negative forms are formed by means of the auxiliary verb to do (did) in the Past Indefinite tense and the infinitive of the notional verb without the particle to.

The Interrogative form

p	Singular	Plural
I	Did I explain new Lesson?	Did we explain new Lesson?
	Did I understand new Lesson?	Did we understand new Lesson?
II	Did you explain new Lesson?	Did you explain new Lesson?
	Did you understand new Lesson?	Did you understand new Lesson?
III	Did He (she, it) explain new Lesson?	Did they explain new Lesson?
	Did He understand new Lesson?	Did they understand new Lesson?

The Negative form

p	Singular	Plural
I	I did not explain new Lesson.	We did not explain new Lesson.
	I did not understand new Lesson.	We did not understand new Lesson.
II	You did not explain new Lesson.	You did not explain new Lesson.
	You did not understand new Lesson.	You understand new Lesson.
III	He (she, it) did not explain new Lesson.	They did not explain new Lesson.
	He (she, it) did not understand new Lesson.	They did not understand new Lesson.

The Use of the Present Indefinite tense.

1. an action performed in the past.(O'tgan zamonda bo'lib o'tgan ish harakatni ufodalash uchun);
In March, she came to our university library.

2. repeated action in the past.(ish-harakathi takrorlanib turganligini ko'rsatish uchun); My friend always wanted to be lawyer.

VI. Vocabulary exercises reducing the grammar

Exercise: 1. Put the sentences into interrogative and negative forms.

- 1) They worked at a large factory then.
- 2) My sister stayed at her friend's yesterday.
- 3) You lived in that house ten years ago.
- 4) Peter decided to go to a medical school last year.
- 5) My friend wrote an interesting article last month.
- 6) My sun was born in 2004.

Exercise: 2. Put the verbs into the Past Indefinite form and make up sentences.

To look, to play, to spend, to be, to do, to get, to know, to dance, to begin, to read, to write, to listen.

Exercise: 3. Translate into English.

- 1) Biz maktabda Nyutonning qonunlarini o'rganganmiz.
- 2) O'tgan yili men talaba emas edim.
- 3) Ikki soat avval men magazindan qaytdim.
- 4) Xorazmiy ko'p yangiliklarni fanga kiritgan edi.
- 5) Studentlar o'tgan darsda ko'p so'zlarni yodlashdi.
- 6) Siz ikki oy oldin qayerda edingiz?
- 7) Men Toshkentga singlimni ko'rishga ketgan edim.
- 8) Do'stim ingliz tilini o'tgan yili yaxshi bilmas edi.

VII Suggested homework

- 1) To learn new words and word combinations from the text.
- 2) Translate the sentences. Exercise 3.
- 3) Answer the questions from the text.

VIII. Scoring the students

The teacher scores the groups paying attention their answers in each part of the lesson. The maximum score is 5 and minimum is 1. So after containing them the score divides into the number of students. In this way students learn to work in a group and the passive students also try to work harder.

Namangan Davlat Universiteti Leksika stilistika
kafedrası o'qituvchisi Sh.Yaxshibayevaning
"Tashkent" mavzusida 2-soat uchun mo'ljallangan
amaliy dars mashg'ulotiga

T A Q R I Z

Mustaqil Respublikamiz shiddat bilan rivojlanib borayotgan bur vaqtda har bir soha rivojiga katta ahamiyat berilmoqda. Kadrlar Tayyorlash Milliy Dasturi va Ta'lim to'g'risidagi Qonunni bajarilishi yuzasidan salmoqli ishlar olib borilmoqda. Jumladan, Oliy Ta'lim muassasalarida ta'lim sifatini yaxshilash, o'quv jarayonini zamonaviy bilimlar bilan to'ldirish zamon talabi bo'lib qolmoqda. Hozirgi vaqtda oily ta'lim muassasalarida ochiq darslar tashkil etish to'g'risidagi Oliy Ta'lim Vazirligining qarori ta'lim sifatiga e'tiborni yuksakligidan dalolat beradi. Bu jarayon fanlarni usluban va mazmunan boyitish uchun salmoqli hissa qo'shadi. Bu borada Nam.DU "Ingliz tili" kafedrasida tashkil etilayotgan ochiq darslar muhim ahamiyatga egadi.

Ingliz tili kafedrası o'qituvchisi Sh.Yaxshiboyeva tomonidan o'tkazilgan "Ingliz tili" fani bo'yicha "Tashkent" mavzusidagi amaliy dars ishlanmasi o'zining ilmiyligi, qiziqarliligi va mavzuning dolzarbligi bilan ajralib turadi. Mavzuni muammoli masalalar bilan boyitish, dars jarayonida ta'limning ilg'or pedagogic texnologiyalardan, interfaol usullaridan keng foydalanishga katta ahamiyat berilgan.

Ushbu dars juda yaxshi tashkillangan va talabalarni darsga ishtiroki a'lo darajada. Ko'gazmali qurol sifatida foydalanilgan texnik vositalar, kartochkalar, grammatik jadvallar, tarqatma materiallar darsni qiziqarli o'tishiga yordam berdi. O'qituvchi dars davomida guruhni kichik guruhlarga bo'lib olib dars o'tishi hozirgi kunda barcha o'qituvchilarimiz foydalanishi zarur bo'lgan metodlardandir. Dars rejasi qat'iy bayonda va boshqa fanlar bilan aloqa qilgan holda tuzilgan. O'qituvchining nutq madaniyati, fikrni aniq ifodalay olishi, dars davomida o'zini tutishi a'lo darajada.

Lekin o'qituvchi dars jarayonini tashkillashda ayrim kamchiliklarga yo'l qo'ygan, ularni bartaraf etishda o'qituvchidan yanada ko'p tajriba talab qilinadi. Men ushbu darsni uslubiy jihatdan ijobiy baholayman.

Taqrizchi:

**Ingliz tili kafedrası
mudiri, p.f.n.S.Misirov**

Namangan Davlat Universiteti Leksika stilistika kafedrası o'qituvchisi Sh.Yaxshibayevaning "Tashkent" mavzusida 2-soat uchun mo'ljallangan amaliy dars mashg'ulotiga

T A Q R I Z

O'zbek xalqida "Til bilgan-el biladi" degan hikmat bor va bu bejiz emas. Mustaqil Respublikamizning dunyoga yuz tutayopgan hozirgi sharoitida xorijiy tilga e'tibor, talab juda o'rinlidir. Namangan Davlat Universitetida yuqoridagi talablarni qondirish borasida talabalarning yetuk kadrlar bo'lib yetishishida katta ishlar qilinmoqda. amaliy dars ishlanmasini tashkillash ham o'qituvchilar foydalanayotgan ilg'or pedagogik usullarni targ'ib etish va ommalashtirish uchun xizmat qilmoqda.

Ingliz tili kafedrası o'qituvchisining mutaxassisligi chet tili bo'lmagan talabalarga ingliz tilida o'tkazilgan amaliy dars ishlanmasi aynan zamon talabiga mos dars bo'ldi desam mubolag'a emas. Dars davomida poytahtimiz tarixi, aholisi va uning ta'lim jarayonlari haqida malumot berildi. Mavzu asosan talabalarning mutaxassisliklariga bog'langan holda tushintirildi va talabalar katta qiziqish bilan darsda faol ishtirok etdilar. Dars mobaynida qo'llanilgan yangi so'z va iboralar yordamida "Word chain" o'yini o'tkazildi. Bunda talabalar ikki guruhga bo'linib, "Tashkent" matni asosida tez va to'g'ri gaplar tuzishdi. Dars jarayonida qo'llanilgan turli ko'gazmali qurollar, tarqatma materiallar va texnik vositalar talabalarni darsga bo'lgan qiziqishlarini yanada oshirgan bo'lsa, guruhni kichik guruhchalarga bo'lib dars o'tish hozirgi kundagi eng so'nggi pedagogik uslub sifatida ko'plab o'qituvchilarimiz uchun muhim yangilik bo'ldi.

O'qituvchi-o'quvchi munosabatidagi uyg'unlik dars muvaffaqiyatining asosi bo'ldi. Men darsni maroq bilan kuzatdim va darsga ijobiy baho qo'ydim.

Taqrizchi:

**NamDU, Filologiya fanlari
doktori X.Usmanova**