

O‘ZBEKISTON RESPUBLIKASI
MAKTABGACHA VA MAKTAB TA‘LIMI VAZIRLIGI
HUZURIDAGI IXTISOSLASHTIRILGAN TA‘LIM MUASSASALARI
AGENTLIGI
IS‘HOQXON IBRAT NOMIDAGI

NAMANGAN DAVLAT CHET TILLARI INSTITUTI

TURIZM VA TARJIMA KAFEDRASI

“O‘RGANILAYOTGAN TIL NAZARIY ASPEKTLARI”
FANIDAN

O‘QUV – USLUBIY MAJMUA

Bilim sohasi: 200000 – San‘at va gumanitar fanlar

Ta‘lim sohasi: 230000 – Tillar

Ta‘lim yo‘nalishi: 60230200 - Tarjima nazariyasi va amaliyoti (ingliz tili)

NAMANGAN 2025

O'quv uslubiy majmua O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 2017 yil 1 martdagi "Yangi o'quv-uslubiy majmualarini tayyorlash bo'yicha uslubiy ko'rsatmani tavsiya etish to'g'risida"gi 107-sonli buyrug'i hamda NamDChTI o'quv-uslubiy kengashining 2025 yil 29 avgust dagi 1 - sonli majlisida muhokama qilingan va tasdiqlangan o'quv dasturiga muvofiq ishlab chiqildi.

Tuzuvchi:



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O'quv-uslubiy majmua Turizm va tarjima kafedrasining 2025 yil 27 avgust 1-sonli yig'ilishida muhokamadan o'tgan va fakultet kengashida ko'rib chiqish uchun tavsiya etilgan.

Kafedra mudiri:



A. Ermirzayev

O'quv-uslubiy majmua Til va tarjima fakultetining 2025 yil 28 - avgustdagi 1-sonli kengashida ko'rib chiqilgan va foydalanishga tavsiya etilgan.

Fakultet kengashi raisi:

 **S. Misirov**



MUNDARIJA

№	MAVZULAR NOMI	SAHIFA
1	O'QUV MATERIALLAR	
	Asosiy matn	
	Topshiriqlar variantlari	
	Masala va misollar	
	Keyslar to`plami	
2	MUSTAQIL TA'LIM MASHG'ULOTLARI	
3	GLOSSARIY	
4	ILOVALAR:	
	Fan dasturi	
	Ishchi fan dasturi	
	Testlar	
	Tarqatma materiallar	
	Baholash mezonlarini qo'llash bo'yicha uslubiy ko'rsatmalar	

5-semester

	THEME
	MA'RUZA
1	Phonetics as a linguistic science
2	Phonological theories
3	Principle types of English pronunciation (British based pronunciation)
4	Principles types of English pronunciation (American based pronunciation)
5	The vowel system of english
6	The consonant system of English
7	Modification of phonemes in speech
8	Stress and Intonation
9	The syllabic structure of English
10	Word stress in English
11	Narrow and Broad Definitions of Intonation
12	Intonation of sentences in English
13	Phonostylistics
14	Interaction Between Rules
15	Phonology in the Wider Context
	6-Semester
1	Phonetics as a Branch of Linguistics
2	Phonological Theories in Russia
3	Principle types of English Pronunciation (Canadian Pronunciation)
4	Indian pronunciation
5	The vowel system in English speech
6	Australian pronunciation
7	The Consonant System in English speech
8	Speeches of formal ceremonies
9	The Syllable
10	The abstraction of Underlying Representation
11	The Phonological Status of Factures
12	Word Stress in American English
13	Word Stress in New Zealand English
14	The problem of phonostylistics
15	Stylistics and phonetics in Linguistics
	Mustaqil ta'lim mashg'ulotlari

	Glossary
	- fan dasturi;
	- ishchi dastur;
	- texnologik xarita;
	- tarqatma material;
	- testlar;
	- ishchi fan dasturiga muvofiq baholash mezonlarini qo'llash bo'yicha uslubiy ko'rsatmalar
	- o'quv-uslubiy majmuaning elektron varianti

Modul 1	Theme 1: Phonetics as a linguistic science
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha
soat	2 soat
Fakultet	Jahon tillari fakulteti
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.
Amaliy mashg'ulot	1. Talabalarni yangi mavzu bilan tanishtirish
Rejasi	2. Yangi so'z va iboralar bilan tanishtirish
	3. Matn ustida ishlash
	4. Uyga vazifa berish
O'quv mashg'ulotning maqsadi: yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.	
Pedagogik vazifalar:	O'quv faoliyati natijalari
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;
Ingliz tilida og'zaki nutqni o'stirish;	Ingliz tilida eshitgan matnni tinglab gapira beraolish;
Matn mazmunini ingliz tilida gapirishni o'rgatish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish;
Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Grammatik va leksik materialni mustahkamlash;
Ta'lim berish usullari	Kichik guruhlarda ishlash
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	<p>1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligi va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi .</p> <p>1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi.</p> <p>1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.</p>	<p>Savolga javob beradilar</p> <p>Savolga javob beradilar</p> <p>Vazifani bajaradilar</p>
2. Asosiy bosqich (55 daqiqa)	<p>2.1. Talabalarni 3 ta kichik guruhlarga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi.</p> <p>2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi.</p> <p>2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi.</p> <p>2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.</p> <p>2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi</p>	<p>Kichik guruhlarga bo'linadilar.</p> <p>Topshiriq bo'yicha ishlaydilar</p> <p>Savollarga javob beradilar</p> <p>Tinglaydilar.</p> <p>Talabalar faol ishtirok etadilar.</p>
3. Yakuniy bosqich (10 daqiqa)	<p>3.1. O'quv faoliyati yuzasidan xulosa bildiradi.</p> <p>3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi.</p> <p>3.3 Uyga vazifa beradi.</p> <p>3.4. Faol ishtirok etgan talabalarni rag'batlantiradi</p>	<p>Tinglaydilar.</p> <p>Qayta o'qib chiqadilar</p> <p>Vazifani yozib oladilar.</p> <p>Baho oladilar.</p>

- 1. Find the title for the picture, you have chozen.**
- 2. Use your passive knowledge on the subject.**
- 3. Explain what you expect from the text “At the Embassies”**
- 4. Find key words by brainstorming on this theme.**
- 5. Make logical connections o f the following key words: visa-issuing office, ambassador, Embassy, Fulbright program, encourage, scholarship, strengthen, winners and form an outline of the text.**

Exercise 1. Translate into you r mother tongue after the teacher stops reading the sentence. Work in pairs acting as an ambassordor and an interpreter.

At the Embassy we have worked out a lot o f Exchange Programs. Public Affairs Section administers a broad range of educational exchange programs. These programs are designed for high school students or post-Doctoral candidates, are intended to further the free flow of information and ideas and to enhance mutual understanding. For more than 50 years, the Fulbright Program has given scholarships to college and university faculty as well as independent scholars to lecture and conduct research in the United States, generally for a period of four to ten months. At the same time, the program provides support for American scholars teaching and conducting research overseas. The Fulbright Foreign Student Program enables graduate students, young professionals, and artists from abroad to research study in the United States for one year or longer. The Fulbright Foreign Student Program encourages applications in the humanities, hard sciences such as engineering, and social sciences. International Fulbright Science and Technology Award program provides talented students with an opportunity to pursue Ph.D. study at top U.S. universities. Sponsored by the Bureau of Educational and Cultural Affairs o f the U.S. Department o f State, the Award is designed to be among the most prestigious international scholarships in science and technology. J. William Fulbright Foreign Language Teaching Assistant (FLTA) Program provides an opportunity for young, international teachers of English to refine their teaching skills, increase their English-language proficiency and extend their knowledge of the United States by engaging in a nine-month, non-degree course of studies. Besides studying, FLTA Fellows teach their native languages to students at their host universities. Among others, the program is available to native speakers of Uzbek.

References: 1. the free flow of information- erkin axborot oqimi

2. a service -oriented independent farm association- mustqil qishloq xo' jalik assotsiasiyasiga yo'naltirilgan xizmat

Exercise 3. Read the paragraphs translate them and discuss the translational with your friend. Since independence, Uzbekistan has stalled a gradual transition to a market-based economy. The process of economic reforms was based on a gradual approach, in order to ensure social stability alongside with substantial economic growth. This approach resulted in considerable achievements, recognized by all major international financial institutions. Uzbekistan is a leading industrial country in Central Asia. It possesses a highly developed automobile, airplane and machine building, textiles, food processing, metallurgy, natural gas and oil processing, chemical and other industries. Uzbekistan is a largest agricultural producer o f the region. It is leading producer and exporter o f raw cotton, and, more recently, of cotton yarn and textiles. The country also produces and exports significant quantities o f silk, fruits and vegetables. Mining and minerals is a crucial part of the national economy. Uzbekistan is a major producer of gold with the largest open-pit gold mine in the world and has substantial deposi ts of such strategic minerals as copper, lead, zinc, tungsten, and uranium, as wrell as natural gas and oil. The country has a highly developed transport infrastructure, of 6,5 thousands km of railways, over 43,5 thousands km o f highways and developed air communication network which connects the most remote regions and uninhabited areas of the country to major centers, providing access to international transport systems and basic natural mineral and raw materials resources in the country.

Exercise 4. Listen to the speech and take your notes. Use any symbols you like Note-taking must be directed to the semantic points of the speech (all the students will take part in the discussion

The outcomes o f social and economic development of Uzbekistan. As a result of realization by the government and bodies of state power at the local levels o f policy measures on implementing the most important priorities of social-economic development of the country defined by President for 2008, accomplishment o f purposeful policy programs of development, technical and technological renewal o f strategic sectors of economy in JanuarySeptember 2008, the sustainable dynamics of growth of main indicators of social and economic development o f Uzbekistan has been ensured. On the outcomes of 9 months the GDP growth accounted for 9.4%. The growth in industrial production made up 12.4%, including 18.4% growth in consumer goods production, 8.4% - in construction works, 4.1% - in agriculture. 15% - in retail trade, 19.3% - in paid services to population. The state budget has been executed with 1.9% surplus. Real money income per capita grew by 22.4%. The wain factors o f

economic growth have been as follows: dynamic export activity which led to a 40.9% growth of foreign trade, including 62.9% of exports, positive balance of payments totaled USD 4.5 billion, investment policy which ensured the continuation of structural changes in real sector of economy and the growth in assimilated investments by 22.4%; support of small businesses and entrepreneurship which developed thanks to reduction of tax and administrative burden on business. As a part of measures on developing production infrastructure that ensure creation of favorable conditions for developing the new productions, Uzbekistan took the steps aimed at road construction and reconstruction, development of power supply lines and electrification of railroads, water and gas supply systems. During implementation of the localization Program the localizable goods worth UZS 2187.9 billion were produced that is 1.3 times more in comparison with the same period of 2007. Products worth UZS 726.7 million were exported. For over the past period 45 new companies were commissioned on the basis of unused capacities of restructured enterprises. 106 from abovesaid companies have already launched a production activity and employed over 6.7 thousand people. Growth rate of production of commodity output made up 112.4% in the industry. The growth of exports in the foreign economic activity was ensured mainly by way of chemical production (163.6%), machines and equipments (113.1%), services (126.1%) and other goods and services. Reference: Burden on business- расходы на бизнес (tadbirkorlikka ketgan xarajatlar)

Exercise 5. Use role plays. One student reads the passage, another one listens and retells the other person will be acting as an interpreter

What is the current situation in economic, political, cultural, scientific and technological relations between the United Kingdom and Uzbekistan? There have been many successful examples between the United Kingdom and Uzbekistan in these various fields in the years since independence. It remains important to build on these. Over the past ten years the British Embassy has been involved in many projects here. Over sixty poverty reduction projects were implemented with the support of the British Government's Department for International Development (DfID). These included a four-year micro-credit project to help private farmers in the Bulungur District of Samarkand Region to set up a service-oriented independent farm association. Another important programme worked with the Uzbek Government to improve the quality and accessibility of primary health care to the rural poor through training of general practitioners. At the moment, DfID are contributing to the World Bank's major regional HIV/AIDS programme for Central Asia. In 2005, UK exports to Uzbekistan totaled £21.4 million (\$41 mn). Our imports were worth £29.1 million (\$55mn). British companies are active in many of Uzbekistan's main economic

sectors, including energy, mining and cotton. British experts provide consultancy advice in the construction, automotive and service sectors. I would like to see further strengthening of commercial links between our countries (- including more inward investment to the UK! We have much to offer, ranging from banking, insurance and other financial services, to science and innovation). Whether in Europe or Asia, potential investors will be asking the same questions:

References: inward investment-внутренняя инвестиция(investisiya, sarmoya)
adjustment- установка (qurilma)

Modul 1	Theme 2: Phonological theories
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha
soat	2 soat
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Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.
Amaliy mashg'ulot	1.Talabalarni yangi mavzu bilan tanishtirish
Rejasi	2. Yangi so'z va iboralar bilan tanishtirish
	3. Matn ustida ishlash
	4. Uyga vazifa berish
O'quv mashg'ulotning maqsadi: yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.	
Pedagogik vazifalar:	O'quv faoliyati natijalari
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;
Ingliz tilida og'zaki nutqni o'stirish;	Ingliz tilida eshitgan matnni tinglab gapira beraolish;
Matn mazmunini ingliz tilida gapirishni	

o'rgatish; Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish; Grammatik va leksik materialni mustahkamlash;
Ta'lim berish usullari	Kichik guruhlarda ishlash
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	<p>1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligini va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi .</p> <p>1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi.</p> <p>1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.</p>	<p>Savolga javob beradilar</p> <p>Savolga javob beradilar</p> <p>Vazifani bajaradilar</p>
2. Asosiy bosqich (55 daqiqa)	<p>2.1. Talabalarni 3 ta kichik guruhlarga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi.</p> <p>2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi.</p> <p>2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi.</p> <p>2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib,</p>	<p>Kichik guruhlarga bo'linadilar.</p> <p>Topshiriq bo'yicha ishlaydilar</p> <p>Savollarga javob beradilar</p> <p>Tinglaydilar.</p>

	yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi. 2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi	Talabalar faol ishtirok etadilar.
3. Yakuniy bosqich (10 daqiqa)	3.1. O'quv faoliyati yuzasidan xulosa bildiradi. 3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi. 3.3 Uyga vazifa beradi. 3.4. Faol ishtirok etgan talabalarni rag'batlantiradi va umumiy baholaydi.	Tinglaydilar. Qayta o'qib chiqadilar Vazifani yozib oladilar. Baho oladilar.

1. Find the title for the picture, you have chozen.

2. Use your passive knowledge on the subject.

3. Explain what you expect from the text "United Nations"

4. Find key words by brainstorming on this theme.

5. Make logical connections o f the following key words: United Nations agency, implement, international partners, cultural heritage, contributions, human traffackling (odam savdosi), homonious, refugees and form an outline of the text.

Exercise 1. Read the text and retell what you have recalled. Ask one of your class-mates to act as an interpreter.

UN in Uzbekistan United Nations Educational, Scientific and Cultural Organization (UNESCO). The United Nations Educational, Scientific and Cultural Organization was founded on 16 November 1945. For this specialized United Nations agency, it is not enough to build classrooms in devastated countries or to publish scientific breakthroughs. Education. Social and Natural Science, Culture and Communication are the means to a far more ambitious goal: to build peace in the minds o f men. Today, UNESCO functions as a laboratory o f ideas and a standard-setter to forge universal agreements on emerging ethical issues. The Organization also serves as a clearinghouse - for the dissemination and sharing o f information and knowledge - while helping Member States to build their human and institutional capacities in diverse fields. The main mission o f the UNESCO Tashkent Office is to represent the Secretariat in the country, to ensure that education, science, culture and communications are taken into account within UNIT 13. INTERPRETING UNITED'

NATIONS ORGANIZATIONS ACTIVITIES the planning and implementing activities of the full UN system based in Uzbekistan, to raise funds to promote and implement UNESCO's programme activities, in close cooperation with the National Commission for UNESCO in Uzbekistan and local and international partners. UNESCO office in Tashkent is working to assist the Government to improve quality and access to education in Uzbekistan through technical advice, standard setting, innovative projects and networking. The organization is also dedicated to protecting and promoting the country's tangible and intangible cultural heritage so that such wealth may be received by future generation in the context of sustainable development. Moreover, UNESCO regards cultural diversity and intercultural dialogue as the most effective way of achieving development and peace. UNESCO also considers that the scientific and technological process must be placed in the context of ethical reflection rooted in the cultural, legal, philosophical and religious heritage of the various human communities. It encourages the equitable access to information and knowledge and support the development of the communication field in Uzbekistan.

References: 1. scientific breakthroughs- научные прорывы (ilmiy muhim o'zgarish)

2. networking.- сеть (bogManish, aloqa)

3.tangible and intangible cultural heritage- реальное и нереальное культурное наследие (mavjud va mavjud bo'lmagan madaniy meros)

Exercise 2.Translate the following paragraphs into your mother tongue

United Nations Population Fund (UNFPA) UNFPA, the United Nations Population Fund, is an international development agency that promotes the right of every woman, man and child to enjoy a life of health and equal opportunity. UNFPA supports countries in using population data for policies and programmes to reduce poverty and to ensure that every pregnancy is wanted, every birth is safe, every young person is free of HIV/AIDS, and every girl and woman is treated with dignity and respect. In Uzbekistan, UNFPA work in the following areas: Assisting in strengthening technical, managerial and research capacity of the Ministry of Health and major medical institutions to provide high quality reproductive health services through providing necessary reproductive health (RH) commodities and equipment, training programmes, public events, production of necessary information and education materials, and working with mass media; References: 1. dignity and respect- достоинство и уважение (laxr va hurmat) 2. commodities- потребности (ehtiyoj). Exercise 3. Translate into your mother-tongue sentence by sentence United Nations Office on Drugs and Crime (UNODC) The United Nations Office on Drugs

and Crime (UNODC) is a global leader in the fight against illicit drugs and international crime. Established in 1997, its headquarters are in Vienna and it has 21 field offices as well as offices in New York. UNODC relies on voluntary contributions, mainly from governments, for 90 per cent of its budget. UNODC is mandated to assist Member States in their struggle against illicit drugs, crime and terrorism. In the Millennium Declaration, Member States also resolved to intensify efforts to fight transnational crime in all its dimensions, to redouble the efforts to implement the commitment to counter the world drug problem and to take concerted action against international terrorism. UNODC has been providing assistance in the Central Asian region mostly in the following areas: -institutional building for strengthened national capacities in countering drugs; -creation of law enforcement communications systems; improving border control; -supporting national efforts in creating and strengthening dedicated drug control agencies; -raising of public awareness on drug related issues; -improving drug and HIV prevention, treatment and rehabilitation, including a number of projects that provide specialized training for mass media and NGO representatives in drug and HIV awareness and prevention. The work on combating money laundering, corruption and human trafficking is increasing rapidly as well.

Reference: human trafficking- odam savdosi

public awareness- aholining xabari borligi

headquarters- qarorgoh

Exercise 4. Listen to the passage in Uzbek, recall its main points and retell it in Uzbek

AQSh Prezidentining Birlashgan Millatlar Tashkiloti Bosh Assambleyasida soʻzlagan nutqi Prezident: Xayrli tong. Janob rais, Janob Bosh kotib, hurmatli delegatlar, xonimlar va janoblar, Qoʻshma Shtatlarning Prezidenti sifatida sizga birinchi marta murojaat qilish men uchun katta sharafdir. Men Amerika xalqi zimmasiga yuklagan mas'uliyat tushnib, tarixning hozirgi damlarida yuzaga kelgan ulkan muammolarni anglab. yurtimizda va xorijda adolat va farovonlik hukm surishi uchun qat'iy va bahamjihat harakat qilish niyatida sizning huzuringizda turibman. Ishonchim komilki. bu norozilik joriy vaziyat oqibatida yuzaga kelgan norozilikka ko'proq taalluqlidir. Ammo unda umid ham bor, ya'ni haqiqiy o'zgarishlar bo'lishiga va bu o'zgarishlarni amalga oshirishda Amerika etakchilik qilishiga umid bor. Men, dunyoda ko'pchilik, Amerikaga behafsala va ishonqiramay qarayotgan bir davrda prezident bo'ldim. Bunday bo'lishiga mamiakatim haqidagi xato tasavvurlar va noto'g'ri ma'lumotlar qisman sababchi bo'ldi. Qisman esa muayyan siyosiy qarorlarga bo'lgan qarshiliklar

hamda ma'lum bit muhim masalalar yuzasidan Amerika, boshqalarning manfaatlarini e'tiborga olmagan holda, faqat biryoqlama vondashgan, degan fikr sabab bo'ldi. Bu esa deyarli reflektiv tus olgan -Amerika hissiyotini kuchayib ketishiga olib keldi, natijada bizning jamoa bo'lib harakat qilmasligimizga ko'p hollarda sabab bo'ldi. References: 1. behafsala - apathetic, inattentive, indifferent 2. manfaat -benefit Exercise 5. Translate in chain(You will be working with the group: each student translates one paragraph in turn. Bu koshonaga biz ko'p joylardan tashrif buyurganmiz, ammo barchamizning kelajagimiz umumiydir. Biz birgalikda qilishimiz lozim bo'lgan ishlarga ta'sir etayotgan tafovutlarimiz davom etishiga yo't qo'ym asligim iz kerak. Men bu davlatni Londondan Anqaraga, Port-of-Speyndan Moskvagacha, Akkradan Qohiragacha bo'lgan minbarlarda qildim; bugun ham aynan shu haqida so'z yuritmoqchiman - chunki dunyoning yangi yo'nalish bo'yicha harakat qilish payti etib keldi. 269 Biz o'zaro manfaat va o'zaro hurmat asosiga qurilgan munosabatlarning yangi davriga kirishimiz kerak, bizning ishimiz darhol boshlanishi zarur. Bilamizki, kelajak nafaqat so'zlar bilan, balki amallar bilan shakllanadi. Nutqlarning o'zi bizlarning muammolarimizni hal qilmaydi - bunga shijoatli amallar ham talab etiladi. Mamlakatimning xarakteri va tutgan yo'lini so'roq ostiga olayotganlardan biz to'qqiz oy davomida amalga oshirgan konkret ishlarga nazar tashlashni so'rayman. Biz aniq va ravshan maqsad belgiladik: BMTning barcha a'zolari bilan birgalikda, ko'plab din va xalqlarga mansub minglab insonlarni nobud qilgan, mana shu binoni ham portlatmoqchi bo'lgan tarmoq - "Al-Qoida" va uning ekstremist ittifoqchilari faoliyatiga barham berib, ularni tarqatib, magiub etishdir. Afg'oniston va Pokistonda biz va bu erda namoyandalari hozir bo'lgan ko'plab davlatlar bu ikki mamlakat hukumatlariga ushbu sa'y-harakatlarni olib borish salohiyatlarini rivojlantirishda yordam bermoqdamiz, ayni paytda u erdagi xalqlarning xavfsizligi va imkoniyatlarini kengaytirish ustida ham ish yuritmoqdamiz.

References: bu koshona - this splendid building

o'zaro manfaat va o'zaro hurmat -mutual benefit and mutual respect

Modul 1	Theme 3: Principle types of English pronunciation (British based pronunciation)
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha
soat	2 soat

Fakultet	Jahon tillari fakulteti	
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.	
Amaliy mashg'ulot Rejasi	1. Talabalarni yangi mavzu bilan tanishtirish 2. Yangi so'z va iboralar bilan tanishtirish 3. Matn ustida ishlash 4. Uyga vazifa berish	
O'quv mashg'ulotning maqsadi: yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.		
Pedagogik vazifalar:	O'quv faoliyati natijalari	
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;	
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;	
Ingliz tilida og'zaki nutqni o'stirish;	Ingliz tilida eshitgan matnni tinglab gapira beraolish;	
Matn mazmunini ingliz tilida gapirishni o'rgatish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish;	
Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Grammatik va leksik materialni mustahkamlash;	
Ta'lim berish usullari	Kichik guruhlarda ishlash	
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.	
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor	
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya	
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash	

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar

<p>O'quv mashg'uloti kirish bosqichlari</p> <p>(10 daqiqa)</p>	<p>1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligini va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi .</p> <p>1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi.</p> <p>1.3. Ish guruhlarida o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.</p>	<p>Savolga javob beradilar</p> <p>Savolga javob beradilar</p> <p>Vazifani bajaradilar</p>
<p>2. Asosiy bosqich</p> <p>(55 daqiqa)</p>	<p>2.1. Talabalarni 3 ta kichik guruhlariga bo'ladi va guruhlarida hamkorlikda ishlash usuli, qoidalarini bilan tanishtiradi.</p> <p>2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi.</p> <p>2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi.</p> <p>2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.</p> <p>2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi</p>	<p>Kichik guruhlariga bo'linadilar.</p> <p>Topshiriq bo'yicha ishlaydilar</p> <p>Savollarga javob beradilar</p> <p>Tinglaydilar.</p> <p>Talabalar faol ishtirok etadilar.</p>
<p>3. Yakuniy bosqich</p> <p>(10 daqiqa)</p>	<p>3.1. O'quv faoliyati yuzasidan xulosa bildiradi.</p> <p>3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi.</p> <p>3.3 Uyga vazifa beradi.</p> <p>3.4. Faol ishtirok etgan talabalarni rag'batlantiradi va umumiy baholaydi.</p>	<p>Tinglaydilar.</p> <p>Qayta o'qib chiqadilar</p> <p>Vazifani yozib oladilar.</p> <p>Baho oladilar.</p>

Read the text and discuss:

The translation of the oral communication between users of different languages may be either simultaneous or consecutive. Consecutive interpreter teaching is a frequently

debated question. One argument is that consecutive translation is gradually disappearing. This claim is made mostly in Western Europe but the scientists in Asia and in Eastern Europe do not support this point of view. Those who are against Consecutive interpreter training write that "learning consecutive translation means devoting much time and energy to the acquisition of skills. Time and energy would be better invested in simultaneous". They write that "simultaneous is just an "accelerated consecutive" and that the skills of consecutive are therefore relevant to simultaneous". Consecutive interpreting and Simultaneous interpreting are different types of oral translation. Though they are both oral translations but they have their own specific methods of learning and peculiarities.

Besides, learning interpretation and learning languages are two different things. Before starting to learn interpreting Course, students should have an excellent command of their foreign languages. Knowledge of languages is adequate for reading and speaking purposes and never sufficient for interpreting. Some linguists write that interpreting and translation are not synonymous. Interpreting takes a message from a source language i.e. the language which is translated into (from Uzbek into English) and renders that message into a different target language i.e the language which is translated from (ex: English from Uzbek). In interpreting, the interpreter takes a complex concept from one language into another. He renders the message emotionally and culturally. Translation is the transference of the content of written or recorded text from one language into another. In this case the translator has time and access to dictionaries, glossaries, etc. to produce a correct translation of the document.

In consecutive interpreting the interpreter speaks after the source-language speaker has finished some part of his speech. The speech is divided into segments, and the interpreter sits or stands beside the source-language speaker listening and taking notes. When the speaker pauses or finishes speaking, the interpreter translates the message into the target language. Consecutive interpreting may be as "short consecutive interpreting" or "long consecutive interpretation". In short consecutive interpreting the interpreter relies on memory. In long consecutive interpreting the interpreter takes notes of the message to help rendering long passages. Sometimes, however, depending on the interpreter's capacity to memorize, the interpreter may ask the speaker to pause after each sentence or after each clause. Sentence-by-sentence interpreting requires less memorization. Its disadvantage is that the interpreter does not hear the whole speech or its gist, and the whole message is sometimes difficult to render because of lack of context. This interpretation is often used in interpreting court witness testimony and medical interviews. In full consecutive interpreting the full content of the message of the source-language must be understood before the interpreter renders it in the target language. In whispered interpreting the interpreter sits or, stands next to

the language speaker whispering the main content of the speech of the speaker to a foreigner. In multilingual meetings there may be more than one 'intermediate' language, i.e. Uzbek language could be interpreted into English and then from English to other languages, and, at the same time, it may also be directly interpreted into Russian and from Russian into more languages. One of the most important steps in the consecutive translation is that the interpreter should know not only the norms of the language but the translation rules as well. In Consecutive translation the speaker makes a pause necessary for the interpreter to translate all the above said. At the same time this type of translation requires from the translator a high level of attention, observance of business etiquette, good command of vocabulary of two languages. Among the difficulties of such kind of translation one can say the following: they may be the differences in meanings of phrase logical units, cultural meanings of words in different languages.

The Consecutive translation is one of the official types of interpreting used during business meetings and briefings. It is mostly used in press conferences, after-dinner speeches and similar occasions. The speeches to be interpreted may take long as 20 minutes. The human memory can not provide a consecutive interpreting long speeches. In this case the interpreters take notes to support their memory. It is necessary to clarify the general principles of translation in order to describe the basic ways of translation from English into Uzbek and Russian. Thus, translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language. During the process of translation the speaker should focus on each message: who the sender of the message is, the intention or purpose of the speaker, when and where the action is taken place and how the message is delivered. To express ideas clearly and effectively, you must first have them clear in your own mind. The general view in translation studies is to define the relations of equivalents between texts in different languages. When the languages are non-relative especially Uzbek - English and the grammatical structures are different the interpreter must be more creative and be ready to change the structure of the sentences given in the speech of the speaker. The more interpreters are in a position to express the speaker's ideas in their own words; the better will be the quality of communication between the speaker and the interpreter. The more creative the interpreters they are faithful to the text the more original they are to communication.

Modul 1	Theme 4: Principles types of English pronunciation (American based pronunciation)
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha	
soat	2 soat	
Fakultet	Jahon tillari fakulteti	
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.	
Amaliy mashg'ulot	1. Talabalarni yangi mavzu bilan tanishtirish	
Rejasi	2. Yangi so'z va iboralar bilan tanishtirish	
	3. Matn ustida ishlash	
	4. Uyga vazifa berish	
O'quv mashg'ulotning maqsadi: yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.		
Pedagogik vazifalar:	O'quv faoliyati natijalari	
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;	
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;	
Ingliz tilida og'zaki nutqni o'stirish;	Ingliz tilida eshitgan matnni tinglab gapira beraolish;	
Matn mazmunini ingliz tilida gapirishni o'rgatish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish;	
Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Grammatik va leksik materialni mustahkamlash;	
Ta'lim berish usullari	Kichik guruhlarda ishlash	
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.	
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor	
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya	
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash	

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	<p>1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligini va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi .</p> <p>1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi.</p> <p>1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.</p>	<p>Savolga javob beradilar</p> <p>Savolga javob beradilar</p> <p>Vazifani bajaradilar</p>
2. Asosiy bosqich (55 daqiqa)	<p>2.1. Talabalarni 3 ta kichik guruhlarga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi.</p> <p>2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi.</p> <p>2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi.</p> <p>2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.</p> <p>2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi</p>	<p>Kichik guruhlarga bo'linadilar.</p> <p>Topshiriq bo'yicha ishlaydilar</p> <p>Savollarga javob beradilar</p> <p>Tinglaydilar.</p> <p>Talabalar faol ishtirok etadilar.</p>
3. Yakuniy bosqich (10 daqiqa)	<p>3.1. O'quv faoliyati yuzasidan xulosa bildiradi.</p> <p>3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi.</p> <p>3.3 Uyga vazifa beradi.</p> <p>3.4. Faol ishtirok etgan talabalarni rag'batlantiradi</p>	<p>Tinglaydilar.</p> <p>Qayta o'qib chiqadilar</p> <p>Vazifani yozib oladilar.</p> <p>Baho oladilar.</p>

	va umumiy baholaydi.	
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Exercise 1. Listen in the following speech through headphones, find the key words, guess the main idea of the speech and translate the underlined into Uzbek trying to sequence of the ideas

World Health Organization (WHO) The World Health Organization is the United Nations specialized agency for health. It was established on 7 April 1948. WHO's objective, as set out in its Constitution, is the attainment by all peoples of the highest possible level of health. Health is defined in WHO's Constitution as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. WHO is governed by 193 Member States through the World Health Assembly. The Health Assembly is composed of representatives from WHO's Member States. The main tasks of the World Health Assembly are to approve the WHO programme and the budget for the following biennium and to decide major policy questions. WHO's scope of action in Uzbekistan includes a number of strategic areas of collaboration regularly identified jointly with the Ministry of Health and articulated in a Biennium Collaborative Agreement (BCA).

References: forefront- oldingi muhim o'rin

knowledge-based consulting services infirmity- ilmiy asoslangan maslahat xizmati

commensurate- tegishli

Exercise 2. Use Syntactic compression in translation into your mother tongue

It is achieved by breaking a complex sentence into several simpler ones. Birlashgan Millatlar Tashkiloti er yuzida tinchlikni va xavfsizlikni ta'minlash, davlatlarning va millatlarning o'zaro hamkorligini rivojlantirish maqsadida 3 945 yil 24 oktyabrda tashkil etildi. BMTga a'zo bo'lish har bir mustaqil davlat faxri sanaladi. Sababi bimday voqea ushbu davlatning jahon demokratik davlatlar hamjamiyatiga qabul qilinganini, tan olinganligini bildirib turadida. 1992 yil 2 martda Birlashgan Millatlar Tashkilotining 46-sessiyasida O'zbekiston Respublikasi ovozga qo'yilmasdan, yakdillik bilan ma'qullash asosida ushbu tashkilot a'ziligiga qabul qilindi. Davlatimiz bayrog'i BMTning Nyu-Yorkda joylashgan bosh qarorgoh binosi yonida boshqa davlatlar bayroqlari qatoridan joy oldi. 1993 yili fevral oyida Toshkentda BMTning vakolatxonasi ochildi. Tabiiyki, O'zbekiston. BMTning Nizomi, xalqaro huquqiy me'yorlari talablari yurtimiz tanlagan taraqqiyot yo'li va insonparvarlik siyosatiga

hamohang. O'tgan yillarda mamlakatiraizda qabul qilingan barcha qonunlar va boshqa me'yoriy hujjatlar avvalo inson manfaatlari, uning haq-huquqlarini himoyaiashga xizmat qilmoqda. O'zbekiston Respublikasi BMTning teng huquqli a'zosi sifatida mintaqaviy muammolar va ularning echimi, qolaversa terrorizm va narkotrafik, odam savdosiga qarshi kurash bo'yicha o'z pozitsiyasi, fikriga ega ekanligini amalda namoyon etib kelmoqda. Prezidentiimiz BMT Bosh assambleyasi kongressi va xalqaro tashkilotlar sammitlarida so'zlagan nutqlarida keng jamoatchilikni bu masalalarni hamjihatlikda hal etishga chaqirmoqda. Biz dunyoda tinchlik, raillatlararo totuvlik, xavfsizlik, hamkoflik, harajihatlik, taraqqiyot tarafdorimiz. BMT qarorgohi uzi'a hilpirab turgan bayrog'imiz bu ezgu g'oyalarimiz bardavom ekanligi ifodasidek taassurot uyg'otadi kishida.

References: hamohang- harmonious vakdillik – unanimity

Exercise 3. Write dictation-translation Universal Declaration of Human Rights.

In 1948, two years after the assembly convened its inaugural session, it promulgated the Universal Declaration of Human Rights, which contained thirty articles stating the UN's view on human rights. A historic act. it proclaimed the “inherent dignity” and “equal and inalienable rights of all members of the human family.” The assembly called for the act to be “disseminated, displayed, read, and expounded” in the schools and educational institutions of all member countries. As the Chair of the UN’s Commission on Human Rights, former U.S. First Lady Eleanor Roosevelt helped to draft and pass the declaration, saying it “may well become the international Magna Carta for all men everywhere.” Human rights issues remain contentious, however. And as this CFR Backgrounder points out, the UN Human Rights Council continues to face criticism for, among other things, allowing countries with poor human rights standards to be members.

References: inherent dignity - ajralmas faxr inalienable - dahlsiz expound - bayon qilmoq contentious -munozarali

Answer the following questions

1. Who coined the term « United Nations » ?
2. When was the first formal use of the term «United Nations»?
3. When and where was the United Nations headquarters building constructed?
4. Who donated this construction?
5. Who designed the United Nations headquarters building?
6. How many nations were at the conference in San Francisco in 1945?
7. Why are there 51 founders of the UN instead of 50?
8. What country was not represented at the conference?

Modul 1	Theme 5: The vowel system of english
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha	
soat	2 soat	
Fakultet	Jahon tillari fakulteti	
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.	
Amaliy mashg'ulot	1. Talabalarni yangi mavzu bilan tanishtirish	
Rejasi	2. Yangi so'z va iboralar bilan tanishtirish	
	3. Matn ustida ishlash	
	4. Uyga vazifa berish	
O'quv mashg'ulotning maqsadi: yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.		
Pedagogik vazifalar:	O'quv faoliyati natijalari	
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;	
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;	
Ingliz tilida og'zaki nutqni o'stirish;	Ingliz tilida eshitgan matnni tinglab gapira beraolish;	
Matn mazmunini ingliz tilida gapirishni o'rgatish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish;	
Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Grammatik va leksik materialni mustahkamlash;	
Ta'lim berish usullari	Kichik guruhlarda ishlash	
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.	
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor	
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya	
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash	

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	<p>1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatliligi va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi .</p> <p>1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi.</p> <p>1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.</p>	<p>Savolga javob beradilar</p> <p>Savolga javob beradilar</p> <p>Vazifani bajaradilar</p>
2. Asosiy bosqich (55 daqiqa)	<p>2.1. Talabalarni 3 ta kichik guruhlariga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi.</p> <p>2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi.</p> <p>2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi.</p> <p>2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.</p> <p>2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi</p>	<p>Kichik guruhlariga bo'linadilar.</p> <p>Topshiriq bo'yicha ishlaydilar</p> <p>Savollarga javob beradilar</p> <p>Tinglaydilar.</p> <p>Talabalar faol ishtirok etadilar.</p>
3. Yakuniy bosqich (10 daqiqa)	<p>3.1. O'quv faoliyati yuzasidan xulosa bildiradi.</p> <p>3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi.</p> <p>3.3 Uyga vazifa beradi.</p> <p>3.4. Faol ishtirok etgan talabalarni rag'batlantiradi</p>	<p>Tinglaydilar.</p> <p>Qayta o'qib chiqadilar</p> <p>Vazifani yozib oladilar.</p> <p>Baho oladilar.</p>

Read the article and discuss:

Innovations in medicine: modern challenges, future definitions: A narrative review (Yuryk O., Barabanchyk O., Malets M. Innovations in medicine: modern challenges, future definitions: A narrative review. *Futur Med* [Internet]. 2022;1(2):24-32. Available from: <https://doi.org/10.57125/FEM.2022.06.30.03>)

In the past, doctors used to make their own decisions in various cases based on few and limited tools. However, in the last decades, with the development of modern technology implementation in the healthcare system, medical practice has become more dependent on technology utilisation [12]. The recent innovations in medicine aim not only to improve the condition of patients but also aim to increase preventive medicine by detecting symptoms and risk factors of different diseases before they are developed [11]. Medical technology is the development of instruments with the overall purpose of increasing patients' life quality. There is much anticipation for the new tools that can be created and the outcomes they could enable as diagnostic and treatment equipment constantly improves.

Innovations of diagnostic imaging techniques in medicine

Medical Imaging is a process of visualising the human body's internal organs' structure and function for clinical and therapeutic purposes, as it provides a comprehensive study of the normal and the disturbed body status in addition to treating diseases. There have been intense changes in the medical imaging healthcare sciences in the last decades. Various imaging modalities showed great benefits in modern healthcare systems, such as X-ray radiography, X-ray computed tomography (CT), positron emission tomography (PET), magnetic resonance spectroscopy (MRS), magnetic resonance imaging (MRI), endoscopy, electrical source imaging (ESI), medical photography, thermography, medical optical Imaging, single-photon emission computed tomography (SPECT), digital mammography, magnetic source imaging (MSI), tactile Imaging, and ultrasonic and electrical impedance tomography (EIT) . Some modalities do not produce a diagnostic image but provide the diagnostic contribution through graphs with less accurate results than the standard imaging modalities such as electrocardiography (ECG), magnetoencephalography (MEG), and Electroencephalography (EEG). It is believed that they may be considered a form of medical Imaging but within limits. A previous study reported that till 2010, there were about five billion investigational images had been conducted worldwide, about 3.3 billion of them were imaging that depended on ionizing radiation . A previous study

demonstrated that about 50% of all ionizing radiation exposure in the United States population came from various medical imaging techniques. Nowadays, medical imaging modalities can diagnose almost all major medical diseases and abnormalities, including malignant, neurological, cardiovascular, surgical, and traumatic diseases but also have a crucial role in preventing, managing, and treating various abnormalities. Therefore, integrating highly trained technicians who will perform the imaging technique and the experienced physician who will interpret the result is mandatory to provide the maximum benefits from these recent technologies.

Diseases medical diagnosis is considered a significant challenge in medicine. History taking and patient examination usually require a complementary modality to reach the correct diagnosis. Therefore, there is much use of the newly developed imaging techniques, which have shown great beneficial roles in helping physicians as many diseases may present with similar manifestations. Of all mentioned modalities, a few techniques considered the newly advanced techniques in medicine, such as CT, MRI, PET scan, digital mammography, sonography, and SPECT will be described.

Computed Tomography (CT)

It is first invented in the 1969s by Hounsfield. It may also be defined as X-ray CT, which radiologists utilise to obtain clear cross-sectional images of the scanned part of the patient body. CT scanner systems have been developed over the years to enhance the obtained images. The CT scan works by producing X-rays from different perspectives, which are finally processed by a computer to create a clear image of the diagnosed part. There are great innovations in this computed-based technology which yielded an overall improvement in the final image resolution, that in turn showed great advances in its diagnostic role. The CT scan is considered an effective and reliable method for monitoring and detecting various malignancies, including bladder carcinoma, renal cell carcinoma, and cancers in different body parts. Among the innovations in bone CT scan techniques are high-resolution and volumetric quantitative CT (QCT). These bone imaging modalities can investigate bone abnormalities, particularly bone malignancies and osteoporosis. Advanced CT imaging can also detect bone mineral density (BMD). CT is a safe procedure that usually does not cause harm effect. However, due to this modality's wide popularity, an increased risk of malignancy in those exposed to CT compared with control patients was demonstrated. Brain tumours and leukaemia risk were increased in children exposed to CT radiation. It is well known that children are more sensitive to radiation-induced tumours than adults.

Magnetic Resonance Imaging (MRI)

MRI is one of the best non-invasive imaging modalities to visualise internal body structures and functions. It can be conducted by hardware consisting of multiple mechanical and electrical components that act together and send hydrogen ions and signals to an attached computer system in order to obtain high-resolution MR images. MRI shows a growing beneficial role in modern medical services. It is one of soft tissue's most important medical imaging modalities. Many recent MRI hardware and software improvements have occurred in the last decades. Thus, scientists are looking for new MRI applications that could improve healthcare services. Unlike other imaging modalities, MRI has no risk of ionizing radiation and its adverse effects on the body. Therefore, the whole-body MRI represents one of the most prominent applications of MRI to diagnose bone metastases. MRI can detect skeletal tumours better than bone scintigraphy because there are many protons in the tumour matrix. The most frequent findings made by MRI include cranial tumours, spine disorders, multiple sclerosis, stroke, musculoskeletal abnormalities, bone diseases, and vascular occlusions. Although MRI is a powerful diagnostic and reliable test, it may alter and damage medically implanted devices, except for some stents, heart valves, and artificial joints. Furthermore, it is very expensive and takes much time for scanning and processing compared to the alternative imaging techniques. Additionally, many patients cannot tolerate the scanning and proceeding environment of MRI. In addition to the diagnostic role of MRI, there is increasing therapeutic value in minimally invasive surgeries, such as treating essential tremors by thermally ablating subthalamic nuclei using MR-guided focused ultrasound surgery. More innovations in MRI modality may allow for better-provided healthcare services.

Medical Ultrasound

Although it is considered to be one of the earliest developed imaging techniques since it was first used in the 1960s, it is a reliable diagnostic tool for many diseases. It gained great popularity worldwide due to its many advantages, including that it is radiation-free and has no side effects. Besides, it is much less expensive than other imaging modalities. It is also portable and easy to use. Thus, it is the preferred imaging technique in children, gynaecology, and obstetrics for monitoring pregnancy and foetal health. The ultrasound utilises highly frequent sound waves, which are produced by electrical signals from the ultrasound transducer. After that, the image is created by the reflected sound waves from the internal tissues as different reflected waves yield different reflected echo degrees. Radiologists and special technicians can use ultrasound to visualise the liver, kidneys, urinary bladder, heart, blood vessels, and other tissues in the body. Among the existing innovations in the field of medical imaging techniques are the 4D imaging modalities. It is an enhanced modality that utilises a combination of 4D ultrasound, 4D CT, and 4D MRI. The best techniques for

diagnosing malignancies are 4D ultrasound and 4D CT. While 4D MRI is widely utilized in heart diseases.

Innovations and artificial intelligence (AI)

in medicine There have been rising demands for healthcare services over time which yielded an overall shortage in medical system individuals and materials. This raised the interest in integrating the recent technological facilities in the medical systems to help patients and even physicians reach optimum and sufficient healthcare services. It is well known that AI has a great role in improving all aspects of healthcare services, from diagnosis to treatment. Nowadays, there is evidence that AI has a great beneficial role in analysing medical Imaging, patients' manifestations, and investigations from electronic medical records (EMRs), in addition to correlating these parameters together to reach the diagnosis and prognosis of the disease. The developed smart devices provided an opportunity for healthcare providers to use medical applications and search platforms to reach any medical information at any time with its last updates. It also helped improve telehealth, providing remote healthcare services to everyone worldwide, especially in developing countries lacking specialists . We believe that this technology may also provide better healthcare services in developed countries. Although there are fears that AI will replace human existence, AI actually improves and facilitates the overall work of physicians and all healthcare staff. In 2018, Forbes studied the best medical applications of AI and concluded that AI showed the greatest benefits in analysing images, virtual assistants, robotic-assisted surgeries, and supporting clinical decisions. This is consistent with other recent reports demonstrating AI applications in medical fields.

Modul 1	Theme 6: The consonant system of English
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha
soat	2 soat
Fakultet	Jahon tillari fakulteti
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.
Amaliy mashg'ulot	1.Talabalarni yangi mavzu bilan tanishtirish
Rejasi	2. Yangi so'z va iboralar bilan tanishtirish 3. Matn ustida ishlash

	4. Uyga vazifa berish	
O'quv mashg'ulotning maqsadi: yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.		
Pedagogik vazifalar:	O'quv faoliyati natijalari	
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;	
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;	
Ingliz tilida og'zaki nutqni o'stirish;	Ingliz tilida eshitgan matnni tinglab gapira beraolish;	
Matn mazmunini ingliz tilida gapirishni o'rgatish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish;	
Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Grammatik va leksik materialni mustahkamlash;	
Ta'lim berish usullari	Kichik guruhlarda ishlash	
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.	
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor	
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya	
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash	

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligi va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi . 1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov	Savolga javob beradilar

	o'tkazib talabalar bilimlarini faollashtiradi. 1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.	Savolga javob beradilar Vazifani bajaradilar
2. Asosiy bosqich (55 daqiqa)	2.1. Talabalarni 3 ta kichik guruhlarga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi. 2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi. 2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi. 2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi. 2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi	Kichik guruhlarga bo'linadilar. Topshiriq bo'yicha ishlaydilar Savollarga javob beradilar Tinglaydilar. Talabalar faol ishtirok etadilar.
3. Yakuniy bosqich (10 daqiqa)	3.1. O'quv faoliyati yuzasidan xulosa bildiradi. 3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi. 3.3 Uyga vazifa beradi. 3.4. Faol ishtirok etgan talabalarni rag'batlantiradi va umumiy baholaydi.	Tinglaydilar. Qayta o'qib chiqadilar Vazifani yozib oladilar. Baho oladilar.

Uzbekistan's progress in reforming its health system continues, new WHO report shows (21 September 2023)

Uzbekistan has embarked on an ambitious process to modernize its health system and make progress towards universal health coverage. A new WHO/Europe report outlines a series of recommendations for nationwide reform, supporting the Government's plans to expand health reforms achieved in the region of Syrdarya. "Transforming the health system in Uzbekistan: two-year implementation review" focuses on 3 key areas:

- transforming primary health care

- implementing health financing reforms
- further developing digital tools in the health sector.

At a national policy dialogue in Tashkent on 15 September 2023, over 100 participants, including representatives from government institutions, regional authorities and development partners, concluded that the plan provides practical guidance and timely recommendations on how to proceed with the health system reform rollout by 2026.

“The lessons learned in Syrdarya are a very promising start, and show us that achieving tangible benefits in other regions is possible,” said Dr Natasha Azzopardi-Muscat, Director of the Division of Country Health Policies and Systems at WHO/Europe. “Our new report highlights the importance of strong leadership and strategies to improve outcomes and ease people’s financial burden. We at WHO/Europe continue to stand ready to support the Government of Uzbekistan on this journey.”

Dr Farrukh Sharipov, Deputy Minister of Health of Uzbekistan, emphasized, “This review of Uzbekistan's health reforms lays a promising foundation to identify forthcoming challenges and opportunities that we can capitalize on from the experience in Syrdarya. As plans for expansion to other oblasts are on the horizon, we now have solid groundwork to determine the necessary changes and areas of focus, leading to the development of a more sustainable and efficient health-care system.”

Results achieved in Syrdarya

This new initiative began in 2020, when the country adopted a landmark legislation package that it implemented in Syrdarya in 2021. Through its Universal Health Coverage Partnership, WHO supported the development of the legal foundation for the reforms, including a presidential resolution establishing mandatory health insurance.

Key achievements to date include:

- the establishment of a state health insurance fund as a single purchasing agency contracting health facilities and pharmacies;
- better organized primary health-care (PHC) services in Syrdarya;
- new provider payments and contracts with health facilities; and
- advanced electronic health (e-health) information systems used by pharmacies.

These developments have laid a robust foundation for future changes and have increased capacity to develop a more efficient and responsive national health system.

In addition to detailing the significant progress accomplished, the report consolidates actionable policy recommendations across the 3 core areas. These recommendations

will be pivotal in ensuring effective nationwide rollout and progress towards universal health coverage for the Uzbek population.

A cornerstone of reforms

Now that rollout is set to expand to the city of Tashkent and the region of Karakalpakstan, the new WHO report recommends the establishment of an interagency PHC task force led by the Ministry of Health and involving high-level stakeholders to translate the legislation into action.

“The priority should be to decisively keep building on the initial successes of the PHC reforms in Syrdarya, so these have been fine-tuned and solidified based on accumulated experience and on building capacities at local, oblast and national levels,” said Ms Umida Gazieva, Head of the Department of Organization of Health Care Delivery of the Ministry of Health.

Some notable milestones accomplished in this area include:

- expanded roles and autonomy for practising and patronage nurses;
- capacity for family doctors to devote more time to complex cases;
- evidence-informed clinical guidelines and protocols for priority conditions;
- enhanced teamwork; and
- stronger links between PHC teams and local community organizations (makhallas) through the role of patronage nurses.

The report also emphasizes the importance of strengthening the role of family medicine within the newly established PHC teams. It advocates for reintroducing the family medicine speciality training programme to strengthen family medicine’s competencies, prestige and recognition.

Strengthening health financing

The report praises the role of the state health insurance fund as a crucial transformative force in implementing health system reform in Uzbekistan. It notes that a general tax-funded health insurance system is the most feasible model for the country's context, and recommends careful monitoring of the impact of newly implemented payment systems.

Other recommendations regarding health financing include:

- continued capacity development of the state health insurance fund to support the nationwide rollout;
- a gradual transition towards a national single finance pool under the state health insurance fund to enhance the value of public funds and equitable resource allocation; and

- increased autonomy for providers, following the establishment of accountability mechanisms.

Progress in the e-health system still requires the definition of clear a governance mechanism and priorities. This will involve establishing a legal framework, clarifying roles and responsibilities among stakeholders, and developing collection and analytical tools to facilitate informed decision-making.

Modul 1	Theme 7: Modification of phonemes in speech
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha	
soat	2 soat	
Fakultet	Jahon tillari fakulteti	
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.	
Amaliy mashg'ulot	1. Talabalarni yangi mavzu bilan tanishtirish	
Rejasi	2. Yangi so'z va iboralar bilan tanishtirish	
	3. Matn ustida ishlash	
	4. Uyga vazifa berish	
O'quv mashg'ulotning maqsadi:	yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.	
Pedagogik vazifalar:	O'quv faoliyati natijalari	
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;	
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;	
Ingliz tilida og'zaki nutqni o'stirish;	Ingliz tilida eshitgan matnni tinglab gapira beraolish;	
Matn mazmunini ingliz tilida gapirishni o'rgatish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish;	
Grammatik mavzuga oid misollar tuzish		

va matnni ingliz tilida gapirishga tayyorlanish;	Grammatik va leksik materialni mustahkamlash;
Ta'lim berish usullari	Kichik guruhlarda ishlash
Ta'lim berish metodlari	Organayzerlarbilan ishlash, munozara, suhbat, tezkor so'rov.
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	<p>1.1.Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligi va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi .</p> <p>1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi.</p> <p>1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.</p>	<p>Savolga javob beradilar</p> <p>Savolga javob beradilar</p> <p>Vazifani bajaradilar</p>
2. Asosiy bosqich (55 daqiqa)	<p>2.1. Talabalarni 3 ta kichik guruhlarga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi.</p> <p>2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi.</p> <p>2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi.</p> <p>2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.</p>	<p>Kichik guruhlarga bo'linadilar.</p> <p>Topshiriq bo'yicha ishlaydilar</p> <p>Savollarga javob beradilar</p> <p>Tinglaydilar.</p> <p>Talabalar faol ishtirok etadilar.</p>

	2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi	
3. Yakuniy bosqich (10 daqiqa)	3.1. O'quv faoliyati yuzasidan xulosa bildiradi. 3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi. 3.3 Uyga vazifa beradi. 3.4. Faol ishtirok etgan talabalarni rag'batlantiradi va umumiy baholaydi.	Tinglaydilar. Qayta o'qib chiqadilar Vazifani yozib oladilar. Baho oladilar.

Introduction to Medical Terminology

Medical terminology is language that is used to describe anatomical structures, processes, conditions, medical procedures, and treatments. At first glance, medical terms may appear intimidating, but once you understand the standard structure of medical words and the definitions of some common word elements, the meaning of thousands of medical terms is easily unlocked.

Most medical terms adhere to a fixed structure of a prefix, a root, and a suffix. These word components are assembled like building blocks to create a vast vocabulary.

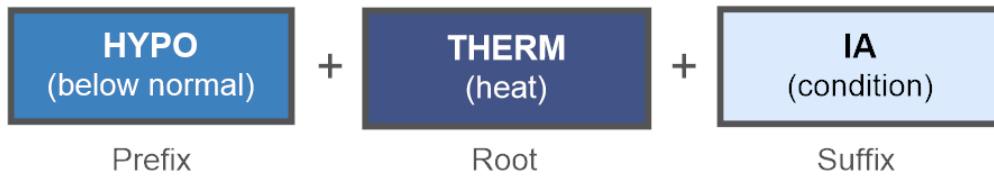
The physicians of Greece are considered the founders of rational medicine, and medical terms are primarily derived from Greek and Latin.¹ Over the centuries, the language of medicine has evolved into multiple national medical languages. Today, medical English is the primary language for international communication. It is used in most influential medical journals and has become the language of choice at international conferences.²

Basic Term Structure

Medical terms are composed of the following standard word parts:

- **Prefix:** When included, the prefix appears at the beginning of a medical term and usually indicates a location, direction, type, quality, or quantity.
- **Root:** The root gives a term its essential meaning. Nearly all medical terms contain at least one root. When a prefix is absent, the term begins with a root.
- **Suffix:** The suffix appears at the end of a term and may indicate a specialty, test, procedure, function, disorder, or status. Otherwise, the suffix may simply define whether the word is a noun, verb, or adjective.
- **Combining vowel:** A combining vowel (usually the letter “o”) may be added between word parts to aid in pronunciation.

Breaking a word down into its component parts should help readers ascertain the meaning of an unfamiliar term. For example, hypothermia has the prefix hypo- (meaning below normal), the root therm (heat or warmth), and the suffix -ia (condition).



Word Roots

A word root is the foundational element of any medical term. Roots often indicate a body part or system.

Common word roots:

Head	
brain	encephal
ear	oto, aur
eardrum	tympan, myring
eye	ophthalm, ocul
face	faci
nose	rhin
skull	crani
tongue	lingu
tooth	odont, dent

Heart and Circulatory System	
aorta	aort
arteries	arteri
blood	hem, sangu
blood vessels	angi
heart	cardi
veins	ven, phleb
Digestive System	
appendix	append
colon	col
esophagus	esophag
intestine (usually small)	enter
kidney	ren, neph
liver	hepat

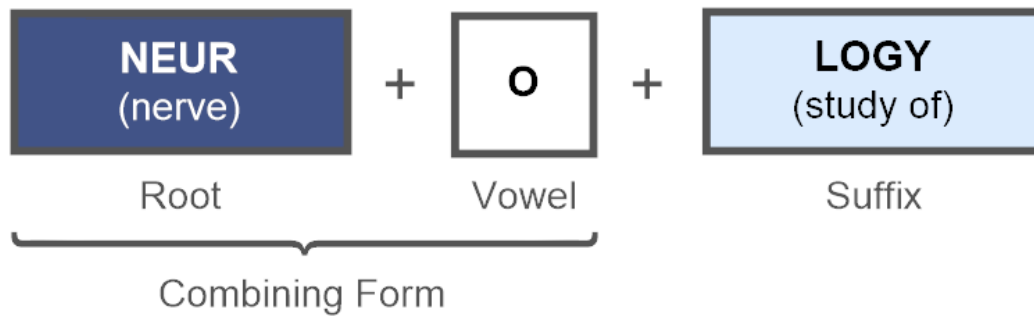
Compound Words

A medical word may include multiple roots. This frequently occurs when referencing more than one body part or system. For example, cardio-pulmo-nary means pertaining

to the heart and lungs; gastro-entero-logy means the study of the stomach and intestines.

Combining Forms

A combining vowel is used when a root is followed by another word part that begins with a consonant. A combining vowel (usually the letter "o") is added after the root (e.g., neur-**o**-logy) to aid pronunciation. The root and vowel together (e.g., neur-o) are called the combining form. For simplicity, the word part tables do not include combining vowel options.



Prefixes

A prefix modifies the meaning of the word root. It may indicate a location, type, quality, body category, or quantity. Prefixes are optional and do not appear in all medical terms.

Common prefixes:

Size	
large	macro-, mega(lo)-
small	micro-
Number	
half	semi-
half (one side)	hemi-

one	mono-, uni-
two three four	bi- tri- quad(ri)-
equal	equi-
many	poly-
Level	
above normal	hyper-
below normal	hypo-
normal/good	eu-

Suffixes

Medical terms always end with a suffix.³ The suffix usually indicates a specialty, test, procedure, function, condition/disorder, or status. For example, “-itis” means inflammation and “-ectomy” means removal.

Alternatively, the suffix may simply make the word a noun or adjective. For example, the endings -a, -e, -um, and -us are commonly used to create a singular noun (e.g., crani-um).

Although the suffix appears at the end of the term, it often comes first in the definition. For example, appendicitis means inflammation (-itis) of the appendix.⁴ Accordingly, it is sometimes helpful to read unfamiliar medical terms from right to left.

Occasionally, medical terms are composed of only a prefix and a suffix. For example, apnea includes the prefix a- (without) and suffix -pnea (breathing).

Common suffixes (letters in parentheses are not always present):

Tests and Procedures

removal of	-ectomy
image/record	-gram
recording instrument	-graph
process of recording	-graphy
cut in	-otomy
visual examination	-scopy
opening	-stomy
Pathology or Function	
blood (condition of)	-emia
breathing	-pnea
inflammation	-itis
condition or disease	-osis
deficiency	-penia
disease	-pathy
excessive flow	-rrhag(e/ia)

Modul 1	Theme 8: The syllabic structure of English
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha	
soat	2 soat	
Fakultet	Jahon tillari fakulteti	
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.	
Amaliy mashg'ulot	1. Talabalarni yangi mavzu bilan tanishtirish	
Rejasi	2. Yangi so'z va iboralar bilan tanishtirish	
	3. Matn ustida ishlash	
	4. Uyga vazifa berish	
O'quv mashg'ulotning maqsadi: yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.		
Pedagogik vazifalar:	O'quv faoliyati natijalari	
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;	
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;	
Ingliz tilida og'zaki nutqni o'stirish;	Ingliz tilida eshitgan matnni tinglab gapira beraolish;	
Matn mazmunini ingliz tilida gapirishni o'rgatish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish;	
Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Grammatik va leksik materialni mustahkamlash;	
Ta'lim berish usullari	Kichik guruhlarda ishlash	
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.	
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor	
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya	

Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash
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Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	<p>1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligi va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi .</p> <p>1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi.</p> <p>1.3. Ish guruhlarida o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.</p>	<p>Savolga javob beradilar</p> <p>Savolga javob beradilar</p> <p>Vazifani bajaradilar</p>
2. Asosiy bosqich (55 daqiqa)	<p>2.1. Talabalarni 3 ta kichik guruhlariga bo'ladi va guruhlarida hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi.</p> <p>2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi.</p> <p>2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi.</p> <p>2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.</p>	<p>Kichik guruhlariga bo'linadilar.</p> <p>Topshiriq bo'yicha ishlaydilar</p> <p>Savollarga javob beradilar</p> <p>Tinglaydilar. Talabalar faol ishtirok etadilar.</p>
3. Yakuniy bosqich (10 daqiqa)	<p>3.1. O'quv faoliyati yuzasidan xulosa bildiradi.</p> <p>3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi.</p> <p>3.3 Uyga vazifa beradi.</p> <p>3.4. Faol ishtirok etgan talabalarni rag'batlantiradi</p>	<p>Tinglaydilar.</p> <p>Qayta o'qib chiqadilar</p> <p>Vazifani yozib oladilar.</p> <p>Baho oladilar.</p>

2023 was a strong year for innovative new drugs, with new medications for Alzheimer’s disease, weight loss, and the first treatment based on the gene-editing technology CRISPR.

But 2024 is also shaping up to be a milestone year for some exciting therapies. Here's what to expect.

Another new Alzheimer's drug

Eli Lilly could debut a new treatment for Alzheimer’s disease that targets amyloid, the protein that builds up in the brains of patients. In studies that the company has submitted to the U.S. Food and Drug Administration (FDA) for approval, people receiving the drug experienced 35% slower cognitive decline according to cognitive tests than those getting placebo, and 40% less decline in their ability to perform daily activities such as driving or holding conversations. That’s a slightly higher efficacy than the existing medications for the neurodegenerative disease, and experts are hoping that if patients start taking it early enough, they might be able to hold off the worst effects of memory loss and cognitive decline for a few years. The FDA is expected to make a decision about the drug in early 2024.

Innovative blood-disorder treatments

After approving the first CRISPR treatment, Casgevy, for sickle cell anemia, the FDA is reviewing the same therapy for another genetic blood disorder called beta thalassemia. In both conditions, people have abnormal blood cells that can’t carry enough oxygen, which leads to painful attacks and frequent blood transfusions and hospitalizations. The gene-editing therapy is a one-time treatment that allows people to make more healthy blood cells, which can reduce the number of painful episodes. U.K. health authorities have granted Casgevy conditional marketing authorization, and the FDA is expected to decide in March whether to approve the treatment for beta thalassemia.

A novel schizophrenia drug

Later in the year, the FDA will review a new drug treatment for schizophrenia—the first for the psychiatric condition in decades. Karuna Therapeutics has improved upon existing antipsychotics by targeting a different brain chemical than existing medications, which focus on dopamine. In a study of a couple hundred people with schizophrenia, the drug, which works on the muscarinic receptors in the brain involved in regulating positive and negative thoughts, helped to reduce the extremes of symptoms that are typical of the condition. If approved, the drug could help more people with schizophrenia relieve their worst symptoms, since many people stop taking the existing medications because of their side effects.

New year, same old questions of access

As exciting as the possible new medications are, they also raise questions about affordability and accessibility. Innovative drug treatments involving gene therapy and CRISPR, for example, are designed to be one-time treatments that can mitigate the need for repeated and often lifelong medical care. But that means higher upfront costs, and it's not clear whether insurers will cover such hefty price tags.

As more therapies reach the market, however, they could change the reimbursement structure as insurers will likely feel increasing pressure to cover treatments that could be not just life-changing but also potentially curative—and save millions in long-term health care costs.

Modul 1	Theme 9: The syllabic structure of English
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha
soat	2 soat
Fakultet	Jahon tillari fakulteti
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.
Amaliy mashg'ulot	1. Talabalarni yangi mavzu bilan tanishtirish
Rejasi	2. Yangi so'z va iboralar bilan tanishtirish 3. Matn ustida ishlash 4. Uyga vazifa berish
O'quv mashg'ulotning maqsadi: yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.	
Pedagogik vazifalar:	O'quv faoliyati natijalari
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;

Ingliz tilida og'zaki nutqni o'stirish; Matn mazmunini ingliz tilida gapirishni o'rgatish; Grammatik mavzuga oid misollar tuzish va matnning ingliz tilida gapirishga tayyorlanish;	Ingliz tilida eshitgan matnning tinglab gapirishga beraolish; Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish; Grammatik va leksik materialni mustahkamlash;
Ta'lim berish usullari	Kichik guruhlarda ishlash
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligini va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi. 1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi. 1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.	Savolga javob beradilar Savolga javob beradilar Vazifani bajaradilar
2. Asosiy bosqich (55 daqiqa)	2.1. Talabalarni 3 ta kichik guruhlarga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalarini bilan tanishtiradi. 2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi. 2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi.	Kichik guruhlarga bo'linadilar. Topshiriq bo'yicha ishlaydilar Savollarga javob

	2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.	beradilar Tinglaydilar.
	2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi	Talabalar faol ishtirok etadilar.
3. Yakuniy bosqich (10 daqiqa)	3.1. O'quv faoliyati yuzasidan xulosa bildiradi. 3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi. 3.3 Uyga vazifa beradi. 3.4. Faol ishtirok etgan talabalarni rag'batlantiradi va umumiy baholaydi.	Tinglaydilar. Qayta o'qib chiqadilar Vazifani yozib oladilar. Baho oladilar.

Note-taking is very useful for consecutive translation. Notetaking is an additional work for the interpreter in doing consecutive translation. Note-taking must be directed to the semantic points of the speech. This task is done by fixing the information with the help of symbols. The symbols are worked out and improved by the interpreters themselves in the process of their work. Note-taking is not obstruction. The interpreter may create his own list of symbols. The main point is that the note-taking must be understandable to the interpreter. "During consecutive interpreting the speaker stops every 1-5 minutes (usually at the end of every "paragraph" or complete thought) and the interpreter then steps into render what was said into the target language. A key skill involved in consecutive interpreting is note-taking, since few people can memorize a full paragraph in one hearing without loss of detail. But interpreter's notes are very different from those of, say, a stenographer, because writing down words in the source language makes the interpreter's job harder when he has to translate the speech into the target language". Sometimes interpreters work out their own symboloc, which allows them to take down not the words, but the thoughts of the speaker in a sort of language-independent form. Then the interpreter's output is more idiomatic and less source-language bound. During pronouncing the speech the interpreter writes the main points of the speakers' speech. This kind of work is called a note taking, The symbols must be economical, i.e. words which are Ncnutnticully close to each other may be marked by one symbol.

Here is a piece of advice on note-taking by M. Belorusev:

- start with “monolingual” consecutive translation. Listen to a speech in your native language; write down your notes, then try to do some reformulation exercises into your native language. This will increase your confidence in reading your notes quickly and broaden your vocabulary:

- take a moment to think about your note-taking technique. You can write a lot, or use only a few written elements - the important thing is that what you write is clear to you. Make your own way through them with your own system of symbols;

-another useful technique to begin with consecutive interpreting is to start listening to one single sentence at a time: listen to it, take your notes, then stop the tape recorder and try and translate the sentence. It seems like a “slow” way to begin, but you gain confidence in what you're saying, you feel no pressure to take notes fastly, and you learn how to do it thinking about what you're writing down;

- writing a few words on the paper is useless if you have not understood the concept itself;

-write if there will be any names or figures that will be mentioned during the speech. We find these to be the most trouble thing;

-while the speaker talks the interpreter must mentally interpret what's being said into the target language;

-try to understand the meaning of the speech what's being said that will make it easier to translate later;

-you must remember that you're not translating words but ideas.

-another idea is to create your own symbols you feel most comfortable with and which you can easily remember; We shall give the following ten basic steps for the improvement of note-taking:

-don't write down everything that you read or hear. Be aware to the main points. Concentrate on the “gist” of the subject;

-notes should consist of key words, or very short sentences;

-take accurate notes. You should usually use your own words, but try not to change the meaning;

-think a minute about your material before you start making notes. Don't take notes just to be taking notes. Take notes that will be of real value to you when you look over them later;

-have a system of punctuation and abbreviation that will make sense to you. Use a skeleton and underline important moments. Leave lots of white space for later additions;

-omit descriptions and full explanations. Keep your notes short and to the point. So you can grasp it rapidly;

-don't worry about missing a point. Leave space and try to pick up the material you miss at a later date, either through reading, questioning, or common sense.

-use dashes for words when the speaker goes too fast. Leave space so that you can fill in details later; -use symbols to call attention to important words: underline, *, !, ?, or > . -when the instructor says, "This is important" get it exactly and * (mark it). Get a reference to the text or other source if you can. Faster writing also must be practiced. One way to do this is to write abbreviations for words. An abbreviation is a shortened form of a word used when writing to represent the complete word. You must be able to recognize the complete word from its abbreviation.

Modul 1	Theme 10: Word stress in English
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha	
soat	2 soat	
Fakultet	Jahon tillari fakulteti	
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.	
Amaliy mashg'ulot	1. Talabalarni yangi mavzu bilan tanishtirish	
Rejasi	2. Yangi so'z va iboralar bilan tanishtirish	
	3. Matn ustida ishlash	
	4. Uyga vazifa berish	
O'quv mashg'ulotning maqsadi:	yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.	
Pedagogik vazifalar:	O'quv faoliyati natijalari	
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;	
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;	

Ingliz tilida og'zaki nutqni o'stirish; Matn mazmunini ingliz tilida gapirishni o'rgatish; Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Ingliz tilida eshitgan matnning tinglab gapira beraolish; Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish; Grammatik va leksik materialni mustahkamlash;
Ta'lim berish usullari	Kichik guruhlarda ishlash
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatli va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi. 1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi. 1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.	Savolga javob beradilar Savolga javob beradilar Vazifani bajaradilar
2. Asosiy bosqich (55 daqiqa)	2.1. Talabalarni 3 ta kichik guruhlarga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi. 2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi. 2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi.	Kichik guruhlarga bo'linadilar. Topshiriq bo'yicha ishlaydilar Savollarga javob

	2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Anqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.	beradilar Tinglaydilar.
	2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi	Talabalar faol ishtirok etadilar.
3. Yakuniy bosqich (10 daqiqa)	3.1. O'quv faoliyati yuzasidan xulosa bildiradi.	Tinglaydilar.
	3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi.	Qayta o'qib chiqadilar Vazifani yozib oladilar.
	3.3 Uyga vazifa beradi.	Baho oladilar.
	3.4. Faol ishtirok etgan talabalarni rag'batlantiradi va umumiy baholaydi.	

Here are some examples of words that have a common abbreviation

Word	Abbreviation	Word	Abbreviation
Department	Dpt	Package	Pkg
Introduction	Int	Negative	Neg
Junior	Jun	Magazine	Mag
Mathematics	Maths	Foot	Ft
Weight	Wt	Highway	Hwy

You can form your own abbreviation for just about any word. **Here are three ways you can do this.**

1. Write just the beginning of a long word. different diff feminine fem incorporated inc population pop elementary elem ambiguous ambig molecular molec separate sep division div hippopotamus hippo

2. Leave out the vowels when writing a word. Here are some examples of words that have been abbreviated by leaving out the vowels when writing the word: century' entry point pnt mountain mntn school schl reason rsn clean cln popular pplr teacher tchr quality qity progress prgrss

3. For words that have just one syllable, write just the first and last letter of the word. Here are some examples of words that have been abbreviated by writing just the first and last letter of the word: quart qt land ld tick tk round rd
girl gl night nt heart ht

Some Hints to consecutive Translation from Uzbek into English

We try to provide the simplest possible model of translation from Uzbek into English. If grammatical structures of the languages do not coincide it is better to use not a long term, or verbose expressions we should see close links of ideas clearly all speaker's ideas. Only in extremely simplified form of the speech of the speaker of a source language we achieve the effective results in translation. The interpreter must avoid being distracted by refinements and corrections. Simply, the interpreter must know the translations of all words are of lesser importance. He must focus his attention on the main ideas of the speaker's speech. The results of the investigation show that the translation from Uzbek into English has its own peculiarities. The syntactic parallel between Uzbek original and its English translation is impossible. One way around this problem is to reconstruct the syntactic structure. Reverse word order of semantic groups, transference or shift the parts of sentences, micro review of the speech, compression and others are the main ways of translation. The identical semantic word order is not relevant to Uzbek and English. English 39 Each sentence has "theme" which often takes the syntactic formation of the subject and "reme" which gives the information about what the theme does. "Reme" on the contrary takes the syntactic formation of secondary parts of the sentence, the transference and shift of the theme "and reme" is the case for the consecutive translation. The analysis of the sentences showed that the homogeneous parts of the sentence in the translation from Uzbek may be changed into the subject in translation into English. Such kind of restructuring of the sentence makes the translation easy for the interpreter. In this case the passive voice is often used in English.

For example: Qishiloqda bozormexanizmlarimrivojlantirish, dehqonlar sohibligini oshirish, shaxsiy yordam xo 'jaliklarini keng rivojlantirish asosida ro 'v berishi mumkin.

■ The development of market mechanism in villages, several of the feeling of ownership among farmers, improving property relation, development of farm and individual subsidiary farms are the ways of development of market mechanisms in villages.

The research revealed several more other ways of translation from Uzbek into English:

1. If the constructions or words with the ending “ligi” (ex ko ‘rmaganligi, yozmaganligi, pastligi, yo ‘qligi, yurmaganligi and so on) are occurred in the speech of the Uzbek speaker, it is better to split the Uzbek complex sentence into several simple sentences in English translation,

For example: O ‘qituvchilar pedagoglar va tarbiyachilarning kattagina qismi yaxshi tayyorgarlik ko ‘rmaganligis ularni bilim va kasbi saviyasi pastligi, jiddiy muammo bo ‘lib qolmoqda, pedagog kadrlar yetishmasligi sezilmoqda. Teachers, pedagogics and educators, majority part o f them are not well trained, their knowledge and educational skill are poor, it is a problem, and the skilled pedagogical personnel is lacking.

The same restructuring maybe applied to the Uzbek complex sentences with the words which have endings “yotgan” \ (muxokama qilinayotgan, e 'tibor berilayotgan, ko 'rib chiqilayolgan, hal qilinayotgan, etc). It is preferable to break the complex sentences into two or three simple sentences in English translation.

For example: Aziz do‘stlar! Oliy majlisning buguigi sessiyasida ko 'rib muhokama qilinayotgan hayotimizni hal qiluvchi muhim masalalar qatorida ta 'lim tarbiya tizimini tubdan o ‘zgartirish uni yangi zamon talabi darajasiga ko ‘tarish, barkamol avlodimiz kelajagiga dahldor qonun loyhalar yaratish.

Dear friends! Oliy M ajlis’s today’s session is discussing the important questions. They are reformation o f the educational system, promotion o f it to homogenously developed generations ’draft laws. U sing “s” instead of the preposition “of” in English translation helps the interpreter to translate the speech of the speaker faster than with the preposition “of”.

2. Our investigation showed that more complicated verbose semantic word group with many words of the Uzbek language may be substituted by a few words in its English translation

Task:

1. Listen to the radio or watch TV news and translate on your mind what you hear;
2. Find lexical units in English which semantically correspond to the Uzbek verbose word groups using dictionaries;

Modul 1	Theme 11: Narrow and Broad Definitions of Intonation
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Ta’lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha
soat	2 soat
Fakultet	Jahon tillari fakulteti
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.
Amaliy mashg'ulot	1. Talabalarni yangi mavzu bilan tanishtirish
Rejasi	2. Yangi so'z va iboralar bilan tanishtirish
	3. Matn ustida ishlash
	4. Uyga vazifa berish
O'quv mashg'ulotning maqsadi: yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.	
Pedagogik vazifalar:	O'quv faoliyati natijalari
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;
Ingliz tilida og'zaki nutqni o'stirish;	Ingliz tilida eshitgan matnni tinglab gapira beraolish;
Matn mazmunini ingliz tilida gapirishni o'rgatish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish;
Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Grammatik va leksik materialni mustahkamlash;
Ta'lim berish usullari	Kichik guruhlarda ishlash
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	<p>1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligi va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi .</p> <p>1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi.</p> <p>1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.</p>	<p>Savolga javob beradilar</p> <p>Savolga javob beradilar</p> <p>Vazifani bajaradilar</p>
2. Asosiy bosqich (55 daqiqa)	<p>2.1. Talabalarni 3 ta kichik guruhlarga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi.</p> <p>2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi.</p> <p>2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi.</p> <p>2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.</p> <p>2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi</p>	<p>Kichik guruhlarga bo'linadilar.</p> <p>Topshiriq bo'yicha ishlaydilar</p> <p>Savollarga javob beradilar</p> <p>Tinglaydilar.</p> <p>Talabalar faol ishtirok etadilar.</p>
3. Yakuniy bosqich (10 daqiqa)	<p>3.1. O'quv faoliyati yuzasidan xulosa bildiradi.</p> <p>3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi.</p> <p>3.3 Uyga vazifa beradi.</p> <p>3.4. Faol ishtirok etgan talabalarni rag'batlantiradi va umumiy baholaydi.</p>	<p>Tinglaydilar.</p> <p>Qayta o'qib chiqadilar</p> <p>Vazifani yozib oladilar.</p> <p>Baho oladilar.</p>

In consecutive interpretation the interpreter must use good listening skills. For example, if you fail to grasp the main meaning of a passage, you will not be able to recall it correctly. "If you allow yourself to be distracted by an unfamiliar word, an idea you disagree with, or an emotional reaction to vulgar language or incorrect usage, you may stop listening to the rest of the passage and you will not be able to recall it accurately". On the other hand, if the interpreter has a personal association with what the speaker is saying, he will be better able to recall the message quickly. Therefore, it is important to have own reactions to the speech which is being translated. Memory exercises show how much you can remember without taking any notes, if the original message is clear and logical. Thus, during translation process the interpreter should pay attention to the main content of each message: who the sender of the message is, the intention or purpose of the speaker, when and where the action is taken place and how the message is delivered. In order to express ideas clearly and effectively the interpreter must first have them clear in his or her own mind. It follows that if you wish to re-express someone else's ideas you must make a clear in your memory then translate what have understood, the interpreter must pay attention to the main ideas of the speech. He must keep in mind the main content of the speaker's speech. Only in this case the interpreter easily retains the information.

1. Listening. The important components of the students' ability in interpreting are to listen, remember the content of the given speech and main points without distorting the original meaning of the speech of the speaker. Listening is "the basic skill in any form of interpretation". It is well-known that the teacher tests not only the students' ability to repeat the information heard but asks also to recall the information, given in the text. Doing different listening and memory exercises in both languages may also help to measure a student's competence in both languages. The listening exercises can be introduced both in the student's native language or foreign language. The students are asked to recall and give the main points in their translation. First of all the recalling of the main points should be trained or exercised in the speech of the native language (the teacher reads an extract from the text ,the students listen to it) and the teacher asks them to tell what they have remembered in the same language. Then the

teacher reads an extract in the native language and asks to retell it in a foreign language. Those skills are: to listen in language 1 and to understand in language 1 and to give the main content of the information in Language 1. Then to listen in language 1-to understand in language 1 and to give the main points in language

2. It is necessary to work on: a good listening and recalling any foreign names and toponyms, figures and measures. Special training is required for all of these skills. Regular dictation on figures, names and measures first in Language exercises include: memorizing poems, prose and radio news; in language 1, then in Language 2 and finally mixing both languages in one dictation

3. The micro review. Using the micro review¹ in consecutive translation can make easy the semantic sequence of the speech of the speaker. Micro review expresses the main content of the information. It develops mainly the guessing and predicting skill. It is a kind of text compression. So, micro review makes an edited sensible text. It has the aim for the students to find the main gist of the speech and to express the main content of it. In micro-review the main attention is concentrated to the main content of the message. For example: Nyuyork yakinidagi bir shaxarda reaktiv samoletlar ishlab chikadigan 4ta «republika avieyshin» zavodining ishchilari ish tashlashdi. Kasaba soyuz ta 'muriyatining aytishicha, to 'qnashuvda 12000 ishchi qatnashgan.

Micro -review: Near New York there was a strike of 12000 workers in four aircraft plants. The omission of some words is allowed in the translation because it does not influence the main content of the message.

For example: "Bu Muqaddas zaminda har qaysi inson o 'z farzandinint baxt saodati fazli kamolini ko 'rish uchun butun hayoti davomida kurashadi mehnat qiladi, o 'zini ayamaydi ". Micro-review: In this sacred land each person does his best for his children

Modul 1	Theme 12: Intonation of sentences in English
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha	
soat	2 soat	
Fakultet	Jahon tillari fakulteti	
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.	
Amaliy mashg'ulot	1. Talabalarni yangi mavzu bilan tanishtirish	
Rejasi	2. Yangi so'z va iboralar bilan tanishtirish	
	3. Matn ustida ishlash	
	4. Uyga vazifa berish	
O'quv mashg'ulotning maqsadi: yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.		
Pedagogik vazifalar:	O'quv faoliyati natijalari	
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;	
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;	
Ingliz tilida og'zaki nutqni o'stirish;	Ingliz tilida eshitgan matnni tinglab gapira beraolish;	
Matn mazmunini ingliz tilida gapirishni o'rgatish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish;	
Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Grammatik va leksik materialni mustahkamlash;	
Ta'lim berish usullari	Kichik guruhlarda ishlash	
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.	
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor	
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya	
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash	

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	<p>1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatliligi va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi .</p> <p>1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi.</p> <p>1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.</p>	<p>Savolga javob beradilar</p> <p>Savolga javob beradilar</p> <p>Vazifani bajaradilar</p>
2. Asosiy bosqich (55 daqiqa)	<p>2.1. Talabalarni 3 ta kichik guruhlarga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi.</p> <p>2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi.</p> <p>2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi.</p> <p>2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.</p> <p>2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi</p>	<p>Kichik guruhlarga bo'linadilar.</p> <p>Topshiriq bo'yicha ishlaydilar</p> <p>Savollarga javob beradilar</p> <p>Tinglaydilar.</p> <p>Talabalar faol ishtirok etadilar.</p>
3. Yakuniy bosqich (10 daqiqa)	<p>3.1. O'quv faoliyati yuzasidan xulosa bildiradi.</p> <p>3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi.</p> <p>3.3 Uyga vazifa beradi.</p> <p>3.4. Faol ishtirok etgan talabalarni rag'batlantiradi</p>	<p>Tinglaydilar.</p> <p>Qayta o'qib chiqadilar</p> <p>Vazifani yozib oladilar.</p> <p>Baho oladilar.</p>

The Pyramids at Giza were built to endure an eternity—but how?

(BRIAN HANDWERK, DECEMBER 21, 2023  NATIONAL GEOGRAPHIC)

How the ancient wonder was built is one of Egypt's biggest mysteries. But archaeologists do have insight into who built them—and what they hold inside.

The Giza Pyramids, built to endure an eternity, have done just that. The monumental tombs are relics of Egypt's Old Kingdom era and were constructed some 4,500 years ago.

Egypt's pharaohs expected to become gods in the afterlife. To prepare for the next world they erected temples to the gods and massive pyramid tombs for themselves—filled with all the things each ruler would need to guide and sustain himself in the next world.

Each of the three massive pyramids is but one part of a larger complex, including a palace, temples, solar boat pits, and other features. Here's what to know about who built them, how they were built—and the treasures we've discovered inside.

Who built the Pyramids of Giza?

Pharaoh Khufu was the first Egyptian king to build a pyramid in Giza, a project he began in circa 2550 B.C. His Great Pyramid is the largest in Giza and originally towered some 481 feet (147 meters) above the plateau—it's a bit shorter now with its smooth casing stones long gone. Its estimated 2.3 million stone blocks each weigh an average of 2.5 to 15 tons.

Khufu's son, Khafre, built the second pyramid at Giza, circa 2520 B.C. His necropolis, or burial ground, stands out on the landscape because it also includes the Sphinx, a mysterious limestone monument with the body of a lion and the head of a pharaoh. The Sphinx, which before the 1800s spent thousands of years buried in the sand with only its head visible, may stand sentinel for the pharaoh's tomb complex, although there's no definitive proof that he built it.

(Who did build the Spinx? 4,500 years later, we took a fresh look.)

The third of the Giza Pyramids is considerably smaller than the first two—less than half their height at about 218 feet. Built by Khafre's son Menkaure circa 2490 B.C. the pyramid's elaborate complex includes two separate temples connected by a long causeway, and three individual queens' pyramids. Menkaure's chambers include

niche decorations unique to Giza and a vaulted ceiling in his burial chamber itself. The pharaoh's elaborate sarcophagus was lost at sea near Gibraltar in 1838.

How were the pyramids built?

The ancient engineering feats at Giza were so impressive that even today scientists and engineers can't be sure exactly how the pyramids were built. Yet they have learned much about the people who built them and the political power necessary to make it happen.

The builders were skilled Egyptian workers who lived in a nearby temporary city sprawling over some 17 acres. The remains of bakeries and piles of animal bones show that they were very well fed for their labor. Archaeological digs on the fascinating site have revealed a highly organized community, rich with resources, that must have been backed by strong central authority.

(Who was the first Pharaoh?)

Archaeological sites across Egypt and records written on ancient papyri show that boatmen used the Nile and a network of artificial waterways to bring materials to the Giza Plateau, including granite from Aswan quarries, copper cutting tools from the Sinai Peninsula, and timber from Lebanon. To sustain the workers, they also delivered cattle from farms near the Nile Delta.

It's likely that communities across Egypt contributed workers, as well as food and other essentials, for what became in some ways a national project to display the wealth and control of the ancient pharaohs.

Scientists and engineers are still debating exactly how the pyramids were constructed. It's generally believed that the Egyptians moved massive stone blocks to the heights along large ramps, greased by water or wet clay, using a system of sledges, ropes, rollers, and levers. Some suggest exterior ramps either zig-zagged or spiraled around each pyramid, while a more controversial theory suggests internal ramps were used.

These secrets of the pyramids' construction may lie below the surface. Perhaps as future imaging technology reveals the arrangements of blocks inside, they will provide a blueprint for how Egyptian builders created these timeless monuments.

Modul 1	Theme 13: Phonostylistics
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha	
soat	2 soat	
Fakultet	Jahon tillari fakulteti	
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.	
Amaliy mashg'ulot	1. Talabalarni yangi mavzu bilan tanishtirish	
Rejasi	2. Yangi so'z va iboralar bilan tanishtirish	
	3. Matn ustida ishlash	
	4. Uyga vazifa berish	
O'quv mashg'ulotning maqsadi: yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.		
Pedagogik vazifalar:	O'quv faoliyati natijalari	
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;	
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;	
Ingliz tilida og'zaki nutqni o'stirish;	Ingliz tilida eshitgan matnni tinglab gapira beraolish;	
Matn mazmunini ingliz tilida gapirishni o'rgatish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish;	
Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Grammatik va leksik materialni mustahkamlash;	
Ta'lim berish usullari	Kichik guruhlarda ishlash	
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.	
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor	
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya	
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash	

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	<p>1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligi va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi .</p> <p>1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi.</p> <p>1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.</p>	<p>Savolga javob beradilar</p> <p>Savolga javob beradilar</p> <p>Vazifani bajaradilar</p>
2. Asosiy bosqich (55 daqiqa)	<p>2.1. Talabalarni 3 ta kichik guruhlarga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi.</p> <p>2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi.</p> <p>2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi.</p> <p>2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.</p> <p>2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi</p>	<p>Kichik guruhlarga bo'linadilar.</p> <p>Topshiriq bo'yicha ishlaydilar</p> <p>Savollarga javob beradilar</p> <p>Tinglaydilar.</p> <p>Talabalar faol ishtirok etadilar.</p>
3. Yakuniy bosqich (10 daqiqa)	<p>3.1. O'quv faoliyati yuzasidan xulosa bildiradi.</p> <p>3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi.</p> <p>3.3 Uyga vazifa beradi.</p> <p>3.4. Faol ishtirok etgan talabalarni rag'batlantiradi</p>	<p>Tinglaydilar.</p> <p>Qayta o'qib chiqadilar</p> <p>Vazifani yozib oladilar.</p> <p>Baho oladilar.</p>

Innovations that are transforming the global healthcare industry

Here are five innovations that are pushing even more boundaries in healthcare.

Artificial intelligence (AI)

The use of algorithms and machine learning in detecting, diagnosing and treating disease has become a significant area of life sciences. Some believe it is the biggest healthcare revolution of the 21st century.

AI can detect diseases early and make more accurate diagnoses more quickly than conventional means. In breast cancer, AI is enabling mammograms to be reviewed 30 times faster with almost 100% accuracy, reducing the need for biopsies.

Meanwhile, a deep-learning algorithm developed by health-tech company Qure.ai is enabling the early detection of lung cancer. The firm says a study demonstrated a 17% improvement when using AI to interpret chest x-rays compared to conventional radiology readings. It has formed a partnership with drug giant AstraZeneca that aims to scale up the technology to reduce lung cancer mortality rates around the world.

3D printing

The use of 3D printing techniques in healthcare is growing rapidly. More than 110 hospitals in the US had facilities for point-of-care 3D manufacturing in 2019, compared with just 3 in 2010, according to data provided by Statista.

The technology is being used for creating dental implants, replacement joints, as well as for made-to-measure prosthetics. Research into using 3D printers for manufacturing skin tissue, organs and even medication is also underway.

One of the main benefits of 3D printing is that it greatly accelerates production processes and, therefore, also reduces the cost of traditionally manufactured products. The technology has reduced the time it takes to produce hearing aids from more than one week to just one day, according to the American Hospital Association.

CRISPR gene editing

Clustered Regularly Interspaced Short Palindromic Repeats (CRISPR) gene-editing technology can potentially transform how diseases are treated. It could help make significant advances against killer diseases like cancer and HIV in a matter of years.

The technology works by “harnessing the natural mechanisms” of invading viruses and then “cutting out” infected DNA strands. By altering cell mutations, CRISPR also has the potential to transform the way rare conditions like cystic fibrosis and sickle cell disease are treated.

However, ethical concerns around its use need to be addressed, as its potential ability to change genomes in children has been raised. A team of scientists was prosecuted in China in 2020 after they claimed to have created the world’s first “designer babies” using CRISPR.

Virtual reality (VR)

The VR and AR (augmented reality) market is booming worldwide, and both technologies are being used increasingly in healthcare applications. The technology can be deployed in various ways, such as performing more advanced surgery, helping with pain relief, and treating mental health conditions.

Surgeons can also use a VR helmet to rehearse procedures, as well as to have full sight of the inside of a patient's body. And the technology can help people to “unlearn” chronic pain by retraining the brain, Forbes says.

VR can also help people with mental disorders overcome their fears by providing them a controlled environment for social interactions. Two hours of exposure to treatment for fear of heights cut patient anxiety by an average of 68%, according to Forbes.

Smart bandages

A bandage that uses sensors to monitor wound healing has been developed by researchers in the US. It “promotes faster closure of wounds, increases new blood flow to injured tissue, and enhances skin recovery by significantly reducing scar formation”, according to the Stanford University team behind it.

A thin electronic layer on the bandage has temperature sensors that monitor a wound. If necessary, they can trigger more electrical stimulation to accelerate tissue closure.

“With stimulation and sensing in one device, the smart bandage speeds healing, but it also keeps track as the wound is improving,” said Artem Trotsyuk, co-author of a study of the bandage.

The device needs to overcome cost and data storage issues before going into mass production. However, it could eventually offer significant help to people with suppressed immune systems and diseases like diabetes, who often suffer from slow-healing wounds

Modul 1	Theme 14: Interaction Between Rules
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha
soat	2 soat
Fakultet	Jahon tillari fakulteti
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.
Amaliy mashg'ulot	1. Talabalarni yangi mavzu bilan tanishtirish
Rejasi	2. Yangi so'z va iboralar bilan tanishtirish
	3. Matn ustida ishlash
	4. Uyga vazifa berish
O'quv mashg'ulotning maqsadi: yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.	
Pedagogik vazifalar:	O'quv faoliyati natijalari
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;
Ingliz tilida og'zaki nutqni o'stirish;	Ingliz tilida eshitgan matnni tinglab gapira

Matn mazmunini ingliz tilida gapirishni o'rgatish;	beraolish;
Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish; Grammatik va leksik materialni mustahkamlash;
Ta'lim berish usullari	Kichik guruhlarda ishlash
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligi va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi . 1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi. 1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.	Savolga javob beradilar Savolga javob beradilar Vazifani bajaradilar
2. Asosiy bosqich (55 daqiqa)	2.1. Talabalarni 3 ta kichik guruhlarga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi. 2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi. 2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi. 2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik	Kichik guruhlarga bo'linadilar. Topshiriq bo'yicha ishlaydilar Savollarga javob beradilar

	kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.	Tinglaydilar.
	2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi	Talabalar faol ishtirok etadilar.
3. Yakuniy bosqich (10 daqiqa)	3.1. O'quv faoliyati yuzasidan xulosa bildiradi. 3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi. 3.3 Uyga vazifa beradi. 3.4. Faol ishtirok etgan talabalarni rag'batlantiradi va umumiy baholaydi.	Tinglaydilar. Qayta o'qib chiqadilar Vazifani yozib oladilar. Baho oladilar.

Olympic Games, athletic festival that originated in ancient Greece and was revived in the late 19th century. Before the 1970s the Games were officially limited to competitors with amateur status, but in the 1980s many events were opened to professional athletes. Currently, the Games are open to all, even the top professional athletes in basketball and football (soccer). The ancient Olympic Games included several of the sports that are now part of the Summer Games program, which at times has included events in as many as 32 different sports. In 1924 the Winter Games were sanctioned for winter sports. The Olympic Games have come to be regarded as the world's foremost sports competition.

The International Olympic Committee

At the Congress of Paris in 1894, the control and development of the modern Olympic Games were entrusted to the International Olympic Committee (IOC; Comité International Olympique). During World War I Coubertin moved its headquarters to Lausanne, Switzerland, where they have remained. The IOC is responsible for maintaining the regular celebration of the Olympic Games, seeing that the Games are carried out in the spirit that inspired their revival, and promoting the development of sports throughout the world. The original committee in 1894 consisted of 14 members and Coubertin.

IOC members are regarded as ambassadors from the committee to their national sports organizations. They are in no sense delegates to the committee and may not accept, from the government of their country or from any organization or individual, any instructions that in any way affect their independence.

The IOC is a permanent organization that elects its own members. Reforms in 1999 set the maximum membership at 115, of whom 70 are individuals, 15 current Olympic athletes, 15 national Olympic committee presidents, and 15 international sports

federation presidents. The members are elected to renewable eight-year terms, but they must retire at age 70. Term limits were also applied to future presidents.

The IOC elects its president for a period of eight years, at the end of which the president is eligible for reelection for further periods of four years each. The executive board of 15 members holds periodic meetings with the international federations and national Olympic committees. The IOC as a whole meets annually, and a meeting can be convened at any time that one-third of the members so request.

The awarding of the Olympic Games

The honour of holding the Olympic Games is entrusted to a city, not to a country. The choice of the city lies solely with the IOC. Application to hold the Games is made by the chief authority of the city, with the support of the national government.

Applications must state that no political meetings or demonstrations will be held in the stadium or other sports grounds or in the Olympic Village. Applicants also promise that every competitor shall be given free entry without any discrimination on grounds of religion, colour, or political affiliation. This involves the assurance that the national government will not refuse visas to any of the competitors. At the Montreal Olympics in 1976, however, the Canadian government refused visas to the representatives of Taiwan because they were unwilling to forgo the title of the Republic of China, under which their national Olympic committee had been admitted to the IOC. This Canadian decision, in the opinion of the IOC, did great damage to the Olympic Games, and it was later resolved that any country in which the Games are organized must undertake to strictly observe the rules. It was acknowledged that enforcement would be difficult, and even the use of severe penalties by the IOC might not guarantee elimination of infractions.

Programs and participation

The Olympic Games celebrate an Olympiad, or period of four years. The first Olympiad of modern times was celebrated in 1896, and subsequent Olympiads are numbered consecutively, even when no Games take place (as was the case in 1916, 1940, and 1944).

Olympic Winter Games have been held separately from the Games of the Olympiad (Summer Games) since 1924 and were initially held in the same year. In 1986 the IOC voted to alternate the Winter and Summer Games every two years, beginning in 1994. The Winter Games were held in 1992 and again in 1994 and thereafter every four years; the Summer Games maintained their original four-year cycle.

The maximum number of entries permitted for individual events is three per country. The number is fixed (but can be varied) by the IOC in consultation with the international federation concerned. In most team events only one team per country is allowed. In general, an NOC may enter only a citizen of the country concerned. There is no age limit for competitors unless one has been established by a sport's

international federation. No discrimination is allowed on grounds of “race,” religion, or political affiliation. The Games are contests between individuals and not between countries.

The Summer Olympic program includes the following sports: aquatics (including swimming, synchronized swimming, diving, and water polo), archery, athletics (track and field), badminton, basketball, boxing, canoeing and kayaking, cycling, equestrian sports, fencing, field hockey, football (soccer), golf, gymnastics (including artistic, rhythmic, and trampoline), team handball, judo, modern pentathlon, rowing, rugby, sailing (formerly yachting), shooting, table tennis, tae kwon do, tennis, triathlon, volleyball (indoor and beach), weightlifting, and wrestling. Women participate in all these sports, whereas men do not compete in synchronized swimming or rhythmic gymnastics. The Winter Olympic program includes sports played on snow or ice: biathlon, bobsledding, curling, ice hockey, ice skating (figure skating and speed skating), luge, skeleton sledding, skiing, ski jumping, and snowboarding. Athletes of either gender may compete in all these sports. An Olympic program must include national exhibitions and demonstrations of fine arts (architecture, literature, music, painting, sculpture, photography, and sports philately).

Modul 1	Theme 15: Phonology in the Wider Context
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Ta’lim berish texnologiyasi

Mashg’ulot vaqti	Talabalar soni 10- 13 gacha
soat	2 soat
Fakultet	Jahon tillari fakulteti
Mashg’ulot shakli	Mavzu bo’yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg’ulot.
Amaliy mashg’ulot Rejasi	<ol style="list-style-type: none"> 1. Talabalarni yangi mavzu bilan tanishtirish 2. Yangi so’z va iboralar bilan tanishtirish 3. Matn ustida ishlash 4. Uyga vazifa berish
O’quv mashg’ulotning maqsadi:	yangi mavzu bo’yicha umumiy tushuncha berish, o’tilgan mavzular yuzasidan savol-javob o’tkazish, og’zaki nutqni rivojlantirish, ingliz tilida so’z boyligini oshirib borish maqsadida lug’at bilan ishlashni o’rganish, fonetik, grammatik va leksik materialni mustahkamlash.

Pedagogik vazifalar:	O'quv faoliyati natijalari
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;
Ingliz tilida og'zaki nutqni o'stirish;	Ingliz tilida eshitgan matnni tinglab gapira beraolish;
Matn mazmunini ingliz tilida gapirishni o'rgatish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish;
Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Grammatik va leksik materialni mustahkamlash;
Ta'lim berish usullari	Kichik guruhlarda ishlash
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqqa)	1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligi va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi . 1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi. 1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.	Savolga javob beradilar Savolga javob beradilar Vazifani bajaradilar
2. Asosiy	2.1. Talabalarni 3 ta kichik guruhlarga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalari	Kichik guruhlarga bo'linadilar.

bosqich (55 daqiqa)	bilan tanishtiradi. 2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi. 2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi. 2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi. 2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi	Topshiriq bo'yicha ishlaydilar Savollarga javob beradilar Tinglaydilar. Talabalar faol ishtirok etadilar.
3. Yakuniy bosqich (10 daqiqa)	3.1. O'quv faoliyati yuzasidan xulosa bildiradi. 3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi. 3.3 Uyga vazifa beradi. 3.4. Faol ishtirok etgan talabalarni rag'batlantiradi va umumiy baholaydi.	Tinglaydilar. Qayta o'qib chiqadilar Vazifani yozib oladilar. Baho oladilar.

Why Memory Training?

Interpreting is defined as "oral translation of a written text" (Shuttleworth & Cowie: 1997:83). Mahmoodzadeh gives a more detailed definition of interpreting:

Interpreting consists of presenting in the target language, the exact meaning of what is uttered in the source language either simultaneously or consecutively, preserving the tone of the speaker (1992:231).

Whether novice or experienced, all interpreters find this profession demanding and challenging. Phelan says that "when an interpreter is working, he or she cannot afford to have a bad day. One bad interpreter can ruin a conference" (2001:4). In discussing the qualifications required for an interpreter, Phelan mentions that:

"The interpreter needs a good short-term memory to retain what he or she has just heard and a good long-term memory to put the information into context. Ability to concentrate is a factor as is the ability to analyze and process what is heard" (2001:4-5).

Mahmoodzadeh also emphasizes that a skillful interpreter is expected to "have a powerful memory." (1992:233). Daniel Gile (1992,1995) emphasizes the difficulties and efforts involved in interpreting tasks and strategies needed to overcome them, observing that many failures occur in the absence of any visible difficulty. He then proposes his *Effort Models* for interpreting. He says that "*The Effort Models* are designed to help them [interpreters] understand these difficulties [of interpreting] and select appropriate strategies and tactics. They are based on the concept of Processing Capacity and on the fact that some mental operations in interpreting require much Processing Capacity."(1992:191) According to Gile, Consecutive Interpreting consists of two phases: a listening and reformulation phase and a reconstruction phase (1992:191, 1995b:179):

Phase One: I=L+M+N

I=Interpreting, L=listening and analyzing the source language speech, M=short-term memory required between the time information is heard and the time it is written down in the notes, and N=note-taking.

Phase Two: I= Rem+Read+P

In this Phase Two of Consecutive Interpreting, interpreters retrieve messages from their short-term memory and reconstruct the speech (Rem), read the notes (N), and produce the Target Language Speech (P). Gile's Effort Model for Simultaneous Interpreting is:

$SI=L+M+P$

SI=Simultaneous Interpreting.

L=Listening and Analysis, which includes "all the mental operations between perception of a discourse by auditory mechanisms and the moment at which the interpreter either assigns, or decides not to assign, a meaning (or several potential meanings) to the segment which he has heard."

M=Short-term Memory, which includes "all the mental operations related to storage in memory of heard segments of discourse until either their restitution in the target language, their loss if they vanish from memory, or a decision by the interpreter not to interpret them."

P=Production, which includes "all the mental operations between the moment at which the interpreter decides to convey a datum or an idea and the moment at which he articulates (overtly produces) the form he has prepared to articulate" (1995a:93).

Gile emphasizes that the memory effort is assumed to stem from the need to store the words of a proposition until the hearer receives the end of that proposition. The storage of information is claimed to be particularly demanding in SI, since both the

volume of information and the pace of storage and retrieval are imposed by the speaker (1995a:97-98).

In both models, Gile emphasizes the significance of Short-term Memory. It is actually one of the specific skills which should be imparted to trainees in the first stage of training. Among all the skills and techniques which are required for a good interpreter, memory skill is the first one which should be introduced to trainee interpreters.

2. Memory in Interpreting

2.1 Short Term vs. Long Term Memory

Psychological studies of human memory make a distinction between Short-Term Memory (STM) and Long-Term Memory (LTM). The idea of short-term memory simply means that you are retaining information for a short period of time without creating the neural mechanisms for later recall. Long-Term Memory occurs when you have created neural pathways for storing ideas and information which can then be recalled weeks, months, or even years later. To create these pathways, you must make a deliberate attempt to encode the information in the way you intend to recall it later. Long-term memory is a learning process. And it is essentially an important part of the interpreter's acquisition of knowledge, because information stored in LTM may last for minutes to weeks, months, or even an entire life. The duration of STM is very short. It is up to 30 seconds. Peterson (1959) found it to be 6 - 12 seconds, while Atkinson and Shiffrin (1968) and Hebb (1949) state it is 30 seconds. Memory in interpreting only lasts for a short time. Once the interpreting assignment is over, the interpreter moves on to another one, often with different context, subject and speakers. Therefore, the memory skills which need to be imparted to trainee interpreters are STM skills.

2.2 Major Characteristics of STM

Input of information: It is generally held that information enters the STM as a result of applying **attention** to the stimulus, which is about a quarter of a second according to the findings of both Sperling(1960) and Crowden(1982). However, McKay's (1973, in Radford and Govier, 1991: 382) findings do not fully support this, asserting that unattended information may enter the STM.

Capacity: As mentioned in the previous section, the capacity of STM is limited and small. Atkinson and Shiffrin (1968) propose that it is seven items of information (give or take two). Miller (1956) says it is seven "chunks." Another possibility may be that the limiting factor is not the STM's storage capacity, but its processing capacity (Gross:1990:55).

Modality: To store information in STM, it must be encoded, and there is a variety of possibilities as to how this operates. There are three main possibilities in STM: (1) **Acoustic (Phonemic) coding** is rehearsing through sub-vocal **sounds** (Conrad, 1964 and Baddeley:1966). (2) **Visual coding** is, as implied, storing information as pictures rather than sounds. This applies especially to nonverbal items, particularly if they are difficult to describe using words. In very rare cases some people may have a "photographic memory," but for the vast majority, the visual code is much less effective than this (Posner and Keele: 1967). (3) **Semantic coding** is applying meaning to information, relating it to something abstract (Baddeley:1990, Goodhead:1999)

Information Loss: There are three main theories as to why we forget from our STM: (1) **Displacement**—existing information is replaced by newly received information when the storage capacity is full (Waugh and Norman:1965) (2) **Decay**—information decays over time (Baddeley, Thompson and Buchanan, 1975). (3) **Interference**—other information present in the storage at the same time distorts the original information (Keppel and Underwood:1962).

Retrieval: There are modes of retrieval of information from STM: (1) **Serial search**—items in STM are examined one at a time until the desired information is retrieved (Sternberg:1966). (2) **Activation**—dependence on activation of the particular item reaching a critical point (Monsell:1979, Goodhead:1999).

3. Memory Training

The purpose of memory (STM) training in interpreting is to achieve a better understanding of the source language, which will lead to adequate interpreting. As Lin Yuru et al. put it, "Memory in consecutive interpreting consists of nothing more than understanding the meaning, which is conveyed by the words" (Lin et al., 1999:9). Understanding is the first step in successful interpreting; therefore, memory training is to be provided in the early stage of interpreter training. Memory functions differently in consecutive and simultaneous interpreting, because the duration of memory is longer in CI than in SI. There are different methods of training STM for CI and SI respectively. Interpreting starts with the encoding of the information from the original speaker. According to Gile's Effort Model, interpreting is an STM-centered activity; the process of interpreting could be re-postulated into:

Encoding of information from the Source Language + Storing Information + Retrieval of Information + Decoding Information into the Target language.

In Consecutive Interpreting, there is probably up to 15 minutes (depending on the speaker's segments) for the interpreter to encode and then store the information. This is the first phase of Gile's *Effort Model* for CI. In the second phase of Gile's Model, the interpreter starts to retrieve information and decode it into the target language. In

SI, encoding and decoding of information happen almost at the same time. The duration for storing the information is very limited. Therefore, in the first step of interpreting, encoding (understanding) information uttered in the SL is the key to memory training.

According to the previous description, there are three main possibilities of storing information in STM: (1) Acoustic Coding; (2) Visual Coding and (3) Semantic Coding. Visual coding may be used by interpreters in conference situations with multimedia. Notes in interpreting are to assist in such visual coding of information. But in most interpreting contexts, interpreters will depend on acoustic and semantic coding. Therefore, exercises should be designed for this purpose. The following methods are recommended:

Retelling in the Source Language: The instructor either reads or plays a recording of a text of about 200 words for the trainees to retell in the same language. The trainees should not be allowed to take any notes. In the first instance, trainees should be encouraged to retell the text in the same words of the original to the largest possible extent. The following tactics should be used by the trainees after a certain time of training on retelling: *Categorization:* Grouping items of the same properties; *Generalization:* Drawing general conclusions from particular examples or message from the provided text; *Comparison:* Noticing the differences and similarities between different things, facts and events; *Description:* Describing a scene, a shape, or size of an object, etc. Trainees are encouraged to describe, summarize, and abstract the original to a large extent in their own words in exercises (2) to (5). *Shadowing Exercise:* Which is defined as "a paced, auditory tracking task which involves the immediate vocalization of auditorily presented stimuli, i.e., word-for-word repetition in the same language, parrot-style, of a message presented through a headphone"(Lambert 1899:381). This kind of exercise is recommended for training of Simultaneous Interpreting, especially the splitting of attention skills and the short-term memory in SI.

There is another tool which is effective in memory training: *Mnemonic to Memory.* Mnemonic is a device, such as a formula or rhyme, used as an aid in remembering. Mnemonics are methods for remembering information that is otherwise quite difficult to recall. A very simple example of a mnemonic is the '30 days hath September' rhyme. The basic principle of Mnemonics is to use as many of the best functions of the human brain as possible to encode information.

The human brain has evolved to encode and interpret complex stimuli—images, color, structure, sounds, smells, tastes, touch, spatial awareness, emotion, and language—using them to make sophisticated interpretations of the environment. Human memory is made up of all these features.

Typically, however, information presented to be remembered is from one source—normally words on a page. While reading words on a page reflects one of the most

important aspects of human evolution, it is only one of the many skills and resources available to the human mind. Mnemonics seek to use all of these resources. By encoding language and numbers in sophisticated, striking images which flow into other strong images, we can accurately and reliably encode both information and the structure of information to be easily recalled later (Manktelow:2003).

It is also advisable that Exercises with Interference (e.g. noises) be provided in order to prevent information loss in the Short-Term Memory, since the environment and other information present in the storage may reduce the information encoded. Recording speeches with specially 'inserted' noises as a background is a recommended classroom practice, since this is a very effective method to enable the students to concentrate and thus strengthen their STM duration.

6-SEMESTR

Modul 1	Theme 1: Phonetics as a Branch of Linguistics
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha	
soat	2 soat	
Fakultet	Jahon tillari fakulteti	
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.	
Amaliy mashg'ulot	1. Talabalarni yangi mavzu bilan tanishtirish	
Rejasi	2. Yangi so'z va iboralar bilan tanishtirish	
	3. Matn ustida ishlash	
	4. Uyga vazifa berish	
O'quv mashg'ulotning maqsadi:	yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.	
Pedagogik vazifalar:	O'quv faoliyati natijalari	
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;	
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;	

Ingliz tilida og'zaki nutqni o'stirish; Matn mazmunini ingliz tilida gapirishni o'rgatish; Grammatik mavzuga oid misollar tuzish va matnning ingliz tilida gapirishga tayyorlanish;	Ingliz tilida eshitgan matnning tinglab gapirib beraolish; Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish; Grammatik va leksik materialni mustahkamlash;
Ta'lim berish usullari	Kichik guruhlarda ishlash
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatlilikini va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi. 1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi. 1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.	Savolga javob beradilar Savolga javob beradilar Vazifani bajaradilar
2. Asosiy bosqich (55 daqiqa)	2.1. Talabalarni 3 ta kichik guruhlarga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi. 2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi. 2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi.	Kichik guruhlarga bo'linadilar. Topshiriq bo'yicha ishlaydilar Savollarga javob

	2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.	beradilar Tinglaydilar.
	2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi	Talabalar faol ishtirok etadilar.
3. Yakuniy bosqich (10 daqiqa)	3.1. O'quv faoliyati yuzasidan xulosa bildiradi. 3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi. 3.3 Uyga vazifa beradi. 3.4. Faol ishtirok etgan talabalarni rag'batlantiradi va umumiy baholaydi.	Tinglaydilar. Qayta o'qib chiqadilar Vazifani yozib oladilar. Baho oladilar.

WHAT IS CODE SWITCHING?

Code switching (or code-switching) is a sociolinguistic concept that describes the use of more than one language or grammatical system, usually by multilingual speakers or writers, in the course of a single conversation or written text (Gumperz 1; Heller 1). The term "code mixing" is also used more or less interchangeably with these terms. The difference is that code mixing emphasizes language structure and linguistic competence (form), whereas code switching stresses linguistic performance (function).

Examples

1. Switches that occur within a clause or sentence: a Yoruba/English bilingual speaker says: *Won o arrest a single person (won o they did not)*.
2. Changes of language occur where each clause or sentence is in one language or the other: a Spanish/English bilingual speaker says: *Sometimes I'll start a sentence in English, y termino en español* (and finish it in Spanish).

Use

The earliest known use of the term "code-switching" in print was by Lucy Shepard Freeland in her 1951 book, *Language of the Sierra Miwok*, referring to the indigenous people of California. In the 1940s and the 1950s, many scholars considered code-switching to be a substandard use of language. Since the 1980s, however, most

scholars have come to regard it as a normal, natural product of bilingual and multilingual language use.

In popular usage and in sociolinguistic study, the term code-switching is frequently used to refer to switching among dialects, styles or registers. This form of switching is practiced, for example, by speakers of African American Vernacular English as they move from less formal to more formal settings. Such shifts, when performed by public figures such as politicians, are sometimes criticized as signaling inauthenticity or insincerity.

The term "code-switching" is also used outside the field of linguistics. Informally, *code-switching* is sometimes used to refer to relatively stable informal mixtures of two languages, such as Spanglish, Taglish, or Hinglish.^[11] Some scholars of literature use the term to describe literary styles that include elements from more than one language, as in novels by Chinese-American, Anglo-Indian, or Latino writers.

As switching between languages is exceedingly common and takes many forms, we can recognize code-switching more often as sentence alternation. A sentence may begin in one language, and finish in another. Or phrases from both languages may succeed each other in apparently random order. Such behavior can be explained only by postulating a range of linguistic or social factors such as the following:

- Speakers cannot express themselves adequately in one language, so they switch to another to work around the deficiency. This may trigger a speaker to continue in the other language for a while.
- Switching to a minority language is very common as a means of expressing solidarity with a social group. The language change signals to the listener that the speaker is from a certain background; if the listener responds with a similar switch, a degree of rapport is established.
- The switch between languages can signal the speaker's attitude towards the listener - friendly, irritated, distant, ironic, jocular and so on. Monolinguals can communicate these effects to some extent by varying the level of formality of their speech; bilinguals can do it by language switching.

Code-switching involves the capacity of bilingual individuals to switch between different languages within a single conversation. John Guiteriz notes that it is important to note that code-switching is most commonly observed among bilingual individuals who are highly skilled in both languages and is actually prevalent in numerous bilingual communities, contrary to common beliefs. The patterns of language switching exhibited by the speaker can be influenced by the listener's level of proficiency in the languages or their personal language preferences.

Some exercises for beginners which do not consist in interpreting as such may be used. Their primary goal at the initial stage of SI training is to teach speaking and listening at the same time. The best known of such exercises is probably shadowing,

which also raises a lot of controversies among interpreter trainers. **Shadowing** is the repetition of the source text in the same language, which is supposed to facilitate simultaneous listening and speaking.

Step by step guide to shadowing Shadowing allows you to train your articulators to produce sounds more accurately. In a real conversation, you have to organise your ideas, find the right words and formulate phrases. But by imitating someone else's speech, you can just focus on the sounds of the language. That's the theory, now it's time to put it into practice:

1. Select a piece of audio Find a short piece of audio (max. 5 minutes) with just one person speaking. It doesn't have to be a native speaker, but they should be proficient. Your Audio Selfie playlist is a good place to start.
2. Listen Before you start shadowing, listen to the audio at least once to get used to the speaker's accent, rhythm and intonation. Don't worry if you don't understand every word, but if it's too fast or complex, look for an alternative.
3. Practise shadowing It can be challenging to begin with, but try to repeat what the speaker says as quickly and as accurately as possible. Start by doing 20-30 seconds and if you get stuck, just stop the audio and start again. Remember, we're not really concerned with meaning, you're just trying mimic speaker's voice.
4. Record yourself Once you've practised and you feel more confident, try recording yourself. Listen to the audio through your headphones and record your voice using your computer or smartphone.
5. Listen back Listen to your recording and compare your speech to the original audio.

Modul 1	Theme 2: Phonological Theories in Russia
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha
soat	2 soat
Fakultet	Jahon tillari fakulteti
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.
Amaliy mashg'ulot	1.Talabalarni yangi mavzu bilan tanishtirish 2. Yangi so'z va iboralar bilan tanishtirish

Rejasi	3. Matn ustida ishlash 4. Uyga vazifa berish
O'quv mashg'ulotning maqsadi: yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.	
Pedagogik vazifalar: Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish; Grammatik qoidani tushuntirish; Ingliz tilida og'zaki nutqni o'stirish; Matn mazmunini ingliz tilida gapirishni o'rgatish; Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	O'quv faoliyati natijalari Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar; Ingliz tilida dialog va hikoyalar tuzadilar; Ingliz tilida eshitgan matnni tinglab gapira beraolish; Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish; Grammatik va leksik materialni mustahkamlash;
Ta'lim berish usullari	Kichik guruhlarda ishlash
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligini va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi. 1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif	Savolga javob beradilar

	berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi. 1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.	Savolga javob beradilar Vazifani bajaradilar
2. Asosiy bosqich (55 daqiqa)	2.1. Talabalarni 3 ta kichik guruhlariga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi. 2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi. 2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi. 2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi. 2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi	Kichik guruhlariga bo'linadilar. Topshiriq bo'yicha ishlaydilar Savollarga javob beradilar Tinglaydilar. Talabalar faol ishtirok etadilar.
3. Yakuniy bosqich (10 daqiqa)	3.1. O'quv faoliyati yuzasidan xulosa bildiradi. 3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi. 3.3 Uyga vazifa beradi. 3.4. Faol ishtirok etgan talabalarni rag'batlantiradi va umumiy baholaydi.	Tinglaydilar. Qayta o'qib chiqadilar Vazifani yozib oladilar. Baho oladilar.

Exercise 1. The teacher reads the paragraph of the speech the students write the translation of it.

After that the teacher asks the students to read their variants of translation and together with the students discusses the mistakes, tries to find the correct variant of the translation of the paragraph. Explain the meaning of words in bold type. On Independence Day outdoor fetes and gala concerts take place in all cities, towns and villages of Uzbekistan. The main show is held on the huge stage of the Alisher Navoiy National Park in Tashkent Following the president's complimentary speech addressed

to the nation, there begins a grand-scale dramatic performance given by the country's best actors, singers and dancers. The night sky is illuminated with a multi-colored fireworks display. It has also become a tradition to hold a folklore festival in one of Tashkent's parks on Independence Day. During this festival ethnic cultural centers of Tashkent present folk songs, dances, arts, crafts, and cuisines of over 130 ethnic groups who live in Uzbekistan in peace and accord. The calendar of the national holidays of Uzbekistan also has Commemoration Day which is celebrated on May 9th. On this day all those Uzbekistan citizens who gave their lives for the freedom of their motherland, who bravely fought in the World War II, who selflessly worked in the home front for the sake of the victory over the fascist Germany, are commemorated. March 8th is celebrated as International Women's Day in Uzbekistan. On this day men of all ages and status show their love and respect to women, give them flowers and presents. October 1st is celebrated as the national Teacher's Day. All the peoples consider spring the time of revival, renewal, great expectations and hopes. The spring holiday Navruz is the incarnation of all this. The holiday is celebrated on March 21st, on the day of the vernal equinox. According to the oriental calendar Navruz marks the beginning of the New Year.

References: Fetes - tantanali bayram

Commemoration - xotirlash kuni

Vernal equinox - bahorda kun bilan tun tenglashish

Exercise 2. Search the Uzbek equivalence for the following words from the list below. Economic reform, legal basis, the privatization of state property, integration with the world economic community, reliable social guarantees, spiritual and moral rejuvenation of nation, social foundation of economic reform, securing economic and socialpolitical independence, achieving macro-economic stabilization. Land: dry land, earth, ground, crust, earth's crust, continent, territory, peninsular, island, terrain, heights, highland, lowland, shore, coast, coastline, seashore, region, continental shelf Ocean: Atlantic o., Pacific o., Indian o., Arctic o., Antarctic o., sea, salt water, deep sea, high seas, ocean floor, sea bed, sea bottom, waves, tide, high tide, low tide, ebb, sea lane, ocean going vessels, maritime, transportation, seafaring, seafaring nations, coastal states, land-locked countries, archipelago states.

Iqtisodiy islohotlar, huquqiy negizlar, davlat mulkini xususiylashtirish, jahon iqtisodiy hamjamiyatiga qo'shilish, ishonchli ijtimoiy kafolatlar, xalqning ma'naviy ruhiy tiklanishi, iqtisodiy islohotlarning iqtisodiy negizi, iqtisodiy va ijtimoiy-siyosiy barqarorlikni ta'minlash, makroiqtisodiyotni barqarorlashtirishga erishish. Yer: quruqlik, yer yuzi; qita, maydon (territoriya), yarim orol, orol, joy, balandlik, tepalik,

pastlik, qirg'oq, qirg'oq bo'yi, qirg'oq bo'ylab, dengiz bo'yi, tuman, mintaqaviy shelf. Okean: Atlantika okean, Tinch okeani, Hind okeani, Shimoliy muz okeani. Antarktikani yuvib turadigan, dengiz, dengiz suvi. ochiq dengiz, chuqur dengiz, okean tubi, dengiz tubi. toTqin, quyulish, suv qaytishi, dengiz y o ii, okean kemalari, dengiz transporti. dengizda suzish, dengiz hukmronligi, dengizbo'yi davlatlari, dengizga chiqa olmaydigan davlatlar, orolda joylashgan mamiakatlar, arxipelag davlatlar

Modul 1	Theme 3: Principle types of English Pronunciation (Canadian Pronunciation)
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha	
soat	2 soat	
Fakultet	Jahon tillari fakulteti	
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.	
Amaliy mashg'ulot	1.Talabalarni yangi mavzu bilan tanishtirish	
Rejasi	2. Yangi so'z va iboralar bilan tanishtirish	
	3. Matn ustida ishlash	
	4. Uyga vazifa berish	
O'quv mashg'ulotning maqsadi:	yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.	
Pedagogik vazifalar:	O'quv faoliyati natijalari	
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;	
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;	
Ingliz tilida og'zaki nutqni o'stirish;	Ingliz tilida eshitgan matnni tinglab gapira beraolish;	
Matn mazmunini ingliz tilida gapirishni o'rgatish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish;	
Grammatik mavzuga oid misollar tuzish		

va matnni ingliz tilida gapirishga tayyorlanish;	Grammatik va leksik materialni mustahkamlash;
Ta'lim berish usullari	Kichik guruhlarda ishlash
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	<p>1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligini va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi .</p> <p>1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi.</p> <p>1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.</p>	<p>Savolga javob beradilar</p> <p>Savolga javob beradilar</p> <p>Vazifani bajaradilar</p>
2. Asosiy bosqich (55 daqiqa)	<p>2.1. Talabalarni 3 ta kichik guruhlariga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi.</p> <p>2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi.</p> <p>2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi.</p> <p>2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.</p>	<p>Kichik guruhlariga bo'linadilar.</p> <p>Topshiriq bo'yicha ishlaydilar</p> <p>Savollarga javob beradilar</p> <p>Tinglaydilar.</p> <p>Talabalar faol ishtirok etadilar.</p>

	2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi	
3. Yakuniy bosqich (10 daqiqa)	3.1. O'quv faoliyati yuzasidan xulosa bildiradi. 3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi. 3.3 Uyga vazifa beradi. 3.4. Faol ishtirok etgan talabalarni rag'batlantiradi va umumiy baholaydi.	Tinglaydilar. Qayta o'qib chiqadilar Vazifani yozib oladilar. Baho oladilar.

Criminal investigation defined

An investigation refers to the process of collecting information in order to reach some goal; for example, collecting information about the reliability and performance of a vehicle prior to purchase in order to enhance the likelihood of buying a good car. Applied to the criminal realm, a *criminal* investigation refers to the process of collecting information (or evidence) about a crime in order to: (1) determine if a crime has been committed; (2) identify the perpetrator; (3) apprehend the perpetrator; and (4) provide evidence to support a conviction in court. If the first three objectives are successfully attained, then the crime can be said to be solved. Several other outcomes such as recovering stolen property, deterring individuals from engaging in criminal behaviors, and satisfying crime victims have also been associated with the process.

Criminal Justice terms related to law enforcement:

1. Arrest

This refers to the process of taking a person into the custody (or control) of the legal system because they have been observed, confessed to, or suspected of committing a crime.

2. Combined DNA Index System (CODIS)

The Federal Bureau of Investigation's database of DNA. CODIS is made up of 3 levels of information: Local DNA Index Systems, where DNA profiles are located; State DNA Index Systems, for labs within states to share information; and National DNA Index System, where states are able to compare DNA information. Contrary to what you might see on TV shows, CODIS itself does not contain any identifying information linked to DNA profiles. When a sample matches another sample in CODIS, the lab which originally uploaded the matching sample is notified and information is shared based upon the local laws governing that laboratory.

3. Cause of Death (COD)

Official description of how an individual physically died, for example, gunshot wound. This is typically determined by trained medical examiners.

4. Community policing

A philosophy of public safety that seeks to break down a distinction between the community and law enforcement so there is mutual trust, understanding and shared goals. Rather than a centralized police system entering into different communities they may have no ties to, community policing theorizes that law enforcement is more effective at promoting public safety when the individuals working in law enforcement are considered part of the communities they serve.

5. Crime

A term used to refer to acts a state or authority has decided are not permitted. Some interpretations argue against using the term “crime” to refer to consensual illegal activities like drug use.

6. Deoxyribonucleic Acid (DNA)

DNA is a molecule that forms a double helix of unique genetic information found in almost every cell in humans and most other organisms. DNA is essentially a blueprint for an organism to build and maintain itself through a fascinating process essential for life. DNA is useful in law enforcement because it is like a fingerprint, unique and identifiable, but present in almost every cell in a human body such as those in a drop of blood, a fingernail clipping, or saliva.

7. Excessive use of force

The use of physical force by law enforcement that goes beyond what is deemed necessary to protect public safety. What counts as “excessive” will vary greatly depending on specific contexts.

8. False arrest

Arrest of a person without probable cause or an order from a competent court.

9. Geo-fence warrant

A search warrant that allows law enforcement to locate all active mobile devices within a “geo-fence” (a virtual geographic perimeter).

10. Homicide

Killing of a human by another human—this act does not have to be intentional.

11. Manner of death (MOD)

The circumstances around a person's death, such as "natural," "accident," "homicide" etc.

12. Missing person

A person whose fate (alive or dead) and location cannot be determined.

13. Scanning, Analysis, Response, and Assessment (SARA)

A simple method of problem solving used for "problem-oriented policing," a philosophy of law enforcement developed in the 1980s. Problem-oriented policing placed an emphasis on research and crime prevention to reduce community problems.

14. Warrant

A document that is essentially an authorization for law enforcement to take an action such as a search or an arrest. A warrant typically requires sign-off from a judge who is presented with a rationale for why it is necessary.

Criminal Justice terms related to the court system:

15. Acquittal

A judgment of not guilty, or to put it more technically, when a defendant has been proven not guilty beyond a reasonable doubt.

16. Affidavit

A document of true facts. The person/party who writes the affidavit must make an oath that it is all true and then have the document notarized by an officer of court. Intentionally misleading or lying in a sworn affidavit is a form of perjury, a criminal offense.

17. Allegation

Something a person or party says occurred. An allegation is not necessarily verified or confirmed.

18. Appeal

After a trial has occurred, an appeal is the process of asking another court to decide if the trial was conducted properly. Grounds for appeal can include mishandling of evidence, ineffective counsel, jury misconduct, or prosecutorial misconduct—to name a few.

19. Arraignment

The process of being brought into a court of law following arrest, being told charges, and pleading guilty or not guilty to those charges.

20. Bail

Usually a sum of money given to the court in exchange for a person's release from custody as a guarantee that they will return to court on an appointed time and date. For serious offenders or for those who may be likely flee the jurisdiction, a judge may opt to withhold bail.

21. Bench trial

A trial where a judge, not a jury, weighs the facts of a case and makes a ruling.

22. Beyond a reasonable doubt

This term refers to the necessary standard prosecutors must meet to convict a person of a crime. This high standard of guilt comes from a principal of the American justice system that a person is considered innocent until proven guilty.

23. Binding precedent

The decision a court has previously come to that must be followed by another court. You'll often see references to this in cases that appear before the Supreme Court—they have the power to set new precedents.

24. Brief

A written statement given to a judge arguing for a particular verdict or decision.

25. Case law

How previous court decisions determine the application of a law in a particular situation.

26. Chambers

The judge's office. Representatives of both sides of a case may be called to meet here in private to discuss elements of a case that may influence the fairness of a trial proceeding, or just to simply discuss the logistics of a trial.

27. Circumstantial evidence

Any evidence that requires analysis to interpret as opposed to direct evidence. For example, circumstantial evidence would be a witness seeing a person fleeing the scene of a crime which leads them to believe the person was involved with the crime, and direct evidence would be a witness seeing a person commit a crime.

28. Conviction

A guilty judgment or verdict.

29. Counsel

Legal advice—can also refer to the individual or firm providing it.

30. Damages

Money paid by a defendant to a plaintiff to compensate for injuries—and that's not just physical injuries.

Modul 1	Theme 4: Indian pronunciation
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha
soat	2 soat
Fakultet	Jahon tillari fakulteti
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.
Amaliy mashg'ulot	1. Talabalarni yangi mavzu bilan tanishtirish 2. Yangi so'z va iboralar bilan tanishtirish
Rejasi	

	3. Matn ustida ishlash
	4. Uyga vazifa berish
O'quv mashg'ulotning maqsadi: yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.	
Pedagogik vazifalar:	O'quv faoliyati natijalari
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;
Ingliz tilida og'zaki nutqni o'stirish;	Ingliz tilida eshitgan matnni tinglab gapira beraolish;
Matn mazmunini ingliz tilida gapirishni o'rgatish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish;
Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Grammatik va leksik materialni mustahkamlash;
Ta'lim berish usullari	Kichik guruhlarda ishlash
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligini va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi .	Savolga javob beradilar
	1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif	

	berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi. 1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.	Savolga javob beradilar Vazifani bajaradilar
2. Asosiy bosqich (55 daqiqa)	2.1. Talabalarni 3 ta kichik guruhlariga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi. 2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi. 2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi. 2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi. 2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi	Kichik guruhlariga bo'linadilar. Topshiriq bo'yicha ishlaydilar Savollarga javob beradilar Tinglaydilar. Talabalar faol ishtirok etadilar.
3. Yakuniy bosqich (10 daqiqa)	3.1. O'quv faoliyati yuzasidan xulosa bildiradi. 3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi. 3.3 Uyga vazifa beradi. 3.4. Faol ishtirok etgan talabalarni rag'batlantiradi va umumiy baholaydi.	Tinglaydilar. Qayta o'qib chiqadilar Vazifani yozib oladilar. Baho oladilar.

The planet is warming, from North Pole to South Pole. Since 1906, the global average surface temperature has increased by more than 1.6 degrees Fahrenheit (0.9 degrees Celsius)—even more in sensitive polar regions. And the impacts of rising temperatures aren't waiting for some far-flung future—the effects of global warming are appearing right now. The heat is melting glaciers and sea ice, shifting precipitation patterns, and setting animals on the move.

Many people think of global warming and climate change as synonyms, but scientists prefer to use “climate change” when describing the complex shifts now affecting our planet's weather and climate systems. Climate change encompasses not

only rising average temperatures but also extreme weather events, shifting wildlife populations and habitats, rising seas, and a range of other impacts. All of these changes are emerging as humans continue to add heat-trapping greenhouse gases to the atmosphere.

Scientists already have documented these impacts of climate change:

- Ice is melting worldwide, especially at the Earth's poles. This includes mountain glaciers, ice sheets covering West Antarctica and Greenland, and Arctic sea ice. In Montana's Glacier National Park the number of glaciers has declined to fewer than 30 from more than 150 in 1910.
- Much of this melting ice contributes to sea-level rise. Global sea levels are rising 0.13 inches (3.2 millimeters) a year. The rise is occurring at a faster rate in recent years and is predicted to accelerate in the coming decades.
- Rising temperatures are affecting wildlife and their habitats. Vanishing ice has challenged species such as the Adélie penguin in Antarctica, where some populations on the western peninsula have collapsed by 90 percent or more.
- As temperatures change, many species are on the move. Some butterflies, foxes, and alpine plants have migrated farther north or to higher, cooler areas.
- Precipitation (rain and snowfall) has increased across the globe, on average. Yet some regions are experiencing more severe drought, increasing the risk of wildfires, lost crops, and drinking water shortages.
- Some species—including mosquitoes, ticks, jellyfish, and crop pests—are thriving. Booming populations of bark beetles that feed on spruce and pine trees, for example, have devastated millions of forested acres in the U.S.

Other effects could take place later this century, if warming continues. These include:

- Sea levels are expected to rise between 10 and 32 inches (26 and 82 centimeters) or higher by the end of the century.
- Hurricanes and other storms are likely to become stronger. Floods and droughts will become more common. Large parts of the U.S., for example, face a higher risk of decades-long "megadroughts" by 2100.
- Less freshwater will be available, since glaciers store about three-quarters of the world's freshwater.
- Some diseases will spread, such as mosquito-borne malaria (and the 2016 resurgence of the Zika virus).
- Ecosystems will continue to change: Some species will move farther north or become more successful; others, such as polar bears, won't be able to adapt and could become extinct.
- **Task 2. Do this environment quiz:**
 - 1. Many factories _____ harmful pollutants into the atmosphere.

- minimize
- donate
- emit
- 2. You can _____ plastic bags again and again until they get holes in them.
- reuse
- resume
- reduce
- 3. Americans _____ many products that are sold with excess packaging.
- consume
- protect
- pollute
- 4. Burning fossil fuels can cause _____ to fall from the clouds.
- smog
- carbon footprints
- acid rain
- 5. You can _____ organic household waste by having a compost bin in the garden.
- protect
- recycle
- fertilize
- 6. Instead of throwing away old clothes, _____ them to organizations that help poor people.
- consume
- donate
- emit
- 7. The company is _____ an ancient forest in order to sell the wood.
- clear-cutting
- reducing
- recycling
- 8. Which is an example of climate change?
- reforestation
- global warming
- air pollution
- 9. Environmentalists understand the importance of _____ forests and wetlands.
- minimizing
- banning
- preserving
- 10. We will _____ if the government supports fossil fuel companies instead of tackling global warming.

- prevent
- protest
- protect

Modul 1	Theme 5: The Vowel System in English speech
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha	
soat	2 soat	
Fakultet	Jahon tillari fakulteti	
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.	
Amaliy mashg'ulot	1. Talabalarni yangi mavzu bilan tanishtirish	
Rejasi	2. Yangi so'z va iboralar bilan tanishtirish	
	3. Matn ustida ishlash	
	4. Uyga vazifa berish	
O'quv mashg'ulotning maqsadi: yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.		
Pedagogik vazifalar:	O'quv faoliyati natijalari	
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;	
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;	
Ingliz tilida og'zaki nutqni o'stirish;	Ingliz tilida eshitgan matnni tinglab gapira beraolish;	
Matn mazmunini ingliz tilida gapirishni o'rgatish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish;	
Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Grammatik va leksik materialni mustahkamlash;	

Ta'lim berish usullari	Kichik guruhlarda ishlash
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	<p>1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligini va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi .</p> <p>1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi.</p> <p>1.3. Ish guruhlarida o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.</p>	<p>Savolga javob beradilar</p> <p>Savolga javob beradilar</p> <p>Vazifani bajaradilar</p>
2. Asosiy bosqich (55 daqiqa)	<p>2.1. Talabalarni 3 ta kichik guruhlariga bo'ladi va guruhlarida hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi.</p> <p>2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi.</p> <p>2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi.</p> <p>2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.</p> <p>2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi</p>	<p>Kichik guruhlariga bo'linadilar.</p> <p>Topshiriq bo'yicha ishlaydilar</p> <p>Savollarga javob beradilar</p> <p>Tinglaydilar.</p> <p>Talabalar faol ishtirok etadilar.</p>

3. Yakuniy bosqich (10 daqiqa)	3.1. O'quv faoliyati yuzasidan xulosa bildiradi. 3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi. 3.3 Uyga vazifa beradi. 3.4. Faol ishtirok etgan talabalarni rag'batlantiradi va umumiy baholaydi.	Tinglaydilar. Qayta o'qib chiqadilar Vazifani yozib oladilar. Baho oladilar.
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Uzbekistan is one of the most energy and resource-intensive countries in the world. With this resource-intensive economic model, the expected rapid population and economic growth will drive a significant increase in emissions, placing excessive strains on the country's natural resources and ecosystems.

Moreover, unless action is taken on adaptation, climate change risks, including the implications of the Aral Sea ecological disaster, water scarcity, droughts, extreme heat, rainfall volatility, dust storms, and other climate change consequences, will have significant negative impacts on the well-being and health of people as well as growth prospects.

Without action on climate adaptation, Uzbekistan's economy is predicted to be 10% smaller by 2050, resulting in significantly lower employment and household incomes.

Decarbonizing the domestic economy by 2060 will require a focus on the energy sector, which is responsible for about 75% of Uzbekistan's GHG emissions. Reducing dependence on depleting natural gas reserves through energy efficiency and renewable energy scale-up will contribute to the country's energy security.

The CCDR proposes a set of urgent actions to advance decarbonization and climate adaptation that will unlock a green transition and underpin Uzbekistan's long-term growth prospects. The report's key messages include:

- **Setting a path to carbon neutrality by 2060 is an ambitious, but achievable goal, and will support Uzbekistan's near-term energy security needs and long-term growth prospects.**
- **Climate adaptation measures have strong induced economic and development benefits in Uzbekistan, making them worthwhile investments even without considering climate risks.** The benefits of adaptation investments are two to three times higher than the costs.
- **Accelerating the development of Uzbekistan's private sector is critical to absorb the costs and take advantage of the opportunities of the green**

transition. Market incentives and financial market development will help bring in the private sector at scale and relieve burdens on public finances.

- **Climate mitigation and adaptation policies need to be complemented with carefully designed and well-implemented social protection policy packages to protect vulnerable groups from harm and to win broad support for policy goals.** Moreover, skill development and climate action at the local level will be essential to enable a just green transition for the people of Uzbekistan.
- **Economy-wide reforms:** The government should accelerate the current reform program to support greater business dynamism and private sector development and establish monitoring, reporting, and verification systems to facilitate the scale-up of climate projects. Strengthening financial and investment regulations will also be critical for promoting green investment and climate risk management. The government also could strengthen market incentives to reduce emissions, such as a carbon tax.
- **Energy sector:** Transitioning to a greener growth model and improving energy security in Uzbekistan requires promoting energy-efficient technologies, eliminating gas, electricity, and heating subsidies, and prioritizing domestic gas use for power generation and industry. Developing a competitive renewable energy sector and investing in energy infrastructure development are also critical.
- **Water resources and irrigation management:** Enhancing water resource management to cope with climate change in Uzbekistan involves promoting water-saving technologies and climate-aligned agricultural policies, transferring irrigation management to the private sector, introducing flexible water allocation mechanisms, and modernizing water infrastructure and accounting systems.
- **Agriculture and land resources management:** To attract investments in climate-smart agriculture, it is important to strengthen the land tenure security of local farmers, improve soil conservation practices, scale up climate-smart agriculture, and develop a clear roadmap underpinned by an investment plan to implement these actions.
- **Air quality, urban development, and public transport:** Uzbekistan will benefit from developing a national program for air quality improvement, green city master plans, urban mobility, and efficient public transport delivery that will curb GHG emissions, reduce congestion, and support climate adaptation measures.
- **Human capital development:** Uzbekistan will need to continue to strengthen its social protection system to safeguard the most vulnerable groups from climate-related risks, and expand on the quality of foundational and technical

skills through education and training opportunities to prepare people for jobs generated by a green economy.

Modul 1	Theme 6: Australian pronunciation
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha	
soat	2 soat	
Fakultet	Jahon tillari fakulteti	
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.	
Amaliy mashg'ulot	1. Talabalarni yangi mavzu bilan tanishtirish	
Rejasi	2. Yangi so'z va iboralar bilan tanishtirish	
	3. Matn ustida ishlash	
	4. Uyga vazifa berish	
O'quv mashg'ulotning maqsadi: yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.		
Pedagogik vazifalar:	O'quv faoliyati natijalari	
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;	
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;	
Ingliz tilida og'zaki nutqni o'stirish;	Ingliz tilida eshitgan matni tinglab gapira beraolish;	
Matn mazmunini ingliz tilida gapirishni o'rgatish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish;	
Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Grammatik va leksik materialni mustahkamlash;	
Ta'lim berish usullari	Kichik guruhlarda ishlash	

Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	<p>1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligi va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi.</p> <p>1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi.</p> <p>1.3. Ish guruhlarida o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.</p>	<p>Savolga javob beradilar</p> <p>Savolga javob beradilar</p> <p>Vazifani bajaradilar</p>
2. Asosiy bosqich (55 daqiqa)	<p>2.1. Talabalarni 3 ta kichik guruhlariga bo'ladi va guruhlarida hamkorlikda ishlash usuli, qoidalarini bilan tanishtiradi.</p> <p>2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi.</p> <p>2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi.</p> <p>2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Anqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.</p> <p>2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi</p>	<p>Kichik guruhlariga bo'linadilar.</p> <p>Topshiriq bo'yicha ishlaydilar</p> <p>Savollarga javob beradilar</p> <p>Tinglaydilar.</p> <p>Talabalar faol ishtirok etadilar.</p>
3. Yakuniy	3.1. O'quv faoliyati yuzasidan xulosa bildiradi.	Tinglaydilar.

bosqich (10 daqiqa)	3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi. 3.3 Uyga vazifa beradi. 3.4. Faol ishtirok etgan talabalarni rag'batlantiradi va umumiy baholaydi.	Qayta o'qib chiqadilar Vazifani yozib oladilar. Baho oladilar.
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Unsurprisingly, Martin Luther King's speech comes up top as the most inspiring speech of all time, especially given the harrowing conditions of African Americans in America at the time. In the post-abolition era when slavery was outlawed constitutionally, African Americans experienced an intense period of backlash from white supremacists who supported slavery where various institutional means were sought to subordinate African American people to positions similar to that of the slavery era. This later came to be known as the times of Jim Crow and segregation, which Martin Luther King powerfully voiced his vision for a day when racial discrimination would be a mere figment, where equality would reign.

“I have a dream that one day down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification – one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed and all flesh shall see it together. This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day, this will be the day when all of God's children will be able to sing with new meaning “My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my father's died, land of the Pilgrim's pride, from every mountainside, let freedom ring!”

In contemporary culture, most people understand Mother Teresa to be the epitome of compassion and kindness. However, if one were to look closer at her speeches from the past, one would discover not merely her altruistic contributions, but her keen heart for social justice and the downtrodden. She wisely and gracefully remarks that ‘love begins at home’ from the individual actions of each person within their private lives, which accumulate into a life of goodness and charity. For this, her speeches served not just

consolatory value or momentary relevance, as they still inform the present on how we can live lives worth living.

“I believe that we are not real social workers. We may be doing social work in the eyes of the people, but we are really contemplatives in the heart of the world. For we are touching the Body Of Christ 24 hours. We have 24 hours in this presence, and so you and I. You too try to bring that presence of God in your family, for the family that prays together stays together. And I think that we in our family don’t need bombs and guns, to destroy to bring peace—just get together, love one another, bring that peace, that joy, that strength of presence of each other in the home. And we will be able to overcome all the evil that is in the world.

There is so much suffering, so much hatred, so much misery, and we with our prayer, with our sacrifice are beginning at home. Love begins at home, and it is not how much we do, but how much love we put in the action that we do. It is to God Almighty—how much we do it does not matter, because He is infinite, but how much love we put in that action. How much we do to Him in the person that we are serving.”

Modul 1	Theme 7: The Consonant System in English speech
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Ta’lim berish texnologiyasi

Mashg’ulot vaqti soat	Talabalar soni 10- 13 gacha 2 soat
Fakultet	Jahon tillari fakulteti
Mashg’ulot shakli	Mavzu bo’yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg’ulot.
Amaliy mashg’ulot Rejasi	1. Talabalarni yangi mavzu bilan tanishtirish 2. Yangi so’z va iboralar bilan tanishtirish 3. Matn ustida ishlash 4. Uyga vazifa berish
O’quv mashg’ulotning maqsadi: yangi mavzu bo’yicha umumiy tushuncha berish, o’tilgan mavzular yuzasidan savol-javob o’tkazish, og’zaki nutqni rivojlantirish, ingliz tilida so’z boyligini oshirib borish maqsadida lug’at bilan ishlashni o’rganish, fonetik, grammatik va leksik materialni mustahkamlash.	
Pedagogik vazifalar: Yangi mavzuga oid so’z va iboralarni ma’nosini tushuntirish;	O’quv faoliyati natijalari Ingliz tilida o’tilgan mavzular yuzasidan gaplar tuzadilar;

Grammatik qoidani tushuntirish; Ingliz tilida og'zaki nutqni o'stirish; Matn mazmunini ingliz tilida gapirishni o'rgatish; Grammatik mavzuga oid misollar tuzish va matnning ingliz tilida gapirishga tayyorlanish;	Ingliz tilida dialog va hikoyalar tuzadilar; Ingliz tilida eshitgan matnning tinglab gapirishga beraolish; Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish; Grammatik va leksik materialni mustahkamlash;
Ta'lim berish usullari	Kichik guruhlarda ishlash
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligi va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi. 1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi. 1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.	Savolga javob beradilar Savolga javob beradilar Vazifani bajaradilar
2. Asosiy bosqich (55 daqiqa)	2.1. Talabalarni 3 ta kichik guruhlarga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi. 2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi. 2.3. Guruhchalarga topshiriqlarni bajarish uchun	Kichik guruhlarga bo'linadilar. Topshiriq bo'yicha ishlaydilar

	<p>yordam beradi.</p> <p>2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.</p> <p>2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi</p>	<p>Savollarga javob beradilar</p> <p>Tinglaydilar.</p> <p>Talabalar faol ishtirok etadilar.</p>
<p>3. Yakuniy bosqich (10 daqiqa)</p>	<p>3.1. O'quv faoliyati yuzasidan xulosa bildiradi.</p> <p>3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi.</p> <p>3.3 Uyga vazifa beradi.</p> <p>3.4. Faol ishtirok etgan talabalarni rag'batlantiradi va umumiy baholaydi.</p>	<p>Tinglaydilar.</p> <p>Qayta o'qib chiqadilar</p> <p>Vazifani yozib oladilar.</p> <p>Baho oladilar.</p>

(WHATEVER THE WEATHER BY ELOISE SACARES PUBLISHED 12 DECEMBER 2023)

Climate change is already a major risk to our health, homes and infrastructure. Flooding, heatwaves and drought are more common than in the past, and they are projected to continue to become more frequent and severe.

As a result, argues Fabian Society researcher Eloise Sacares, reducing emissions is not enough; it is too late to prevent some of the damage resulting from human-induced climate change. Even if the world dramatically reduces its greenhouse gas emissions from now on, we will feel the impact of emissions to date, plus the additional emissions predicted under even the most optimistic decarbonisation scenarios. To adjust to this new reality, we must embark on an ambitious programme of climate adaption.

Yet adaptation is still often overlooked. Conservative government policy in this area is sparse, under-resourced and lacking in urgency. The next government must do better to prepare for a climate-changed future. This publication identifies three key areas of life which will be severely impacted, and in which practical changes in government policy could make a significant difference.

Famous Speech Friday: Nobel Laureate Wangari Maathai's Hummingbird Fable

She started a movement to reforest Kenya, provide jobs for women and stop damaging erosion, paying women a small sum to plant the trees—and eventually, caused 30

million trees to be planted, helping 900,000 women. No wonder Wangari Maathai, who died in late September at age 71, won the Nobel Peace Prize. Maathai, who spoke in forums large and small all over the world, also suffered for speaking out: She was hit with tear gas and beaten unconscious when protesting in Kenya. Her obituary notes that “Her husband, Mwangi, divorced her, saying she was too strong-minded for a woman, by her account. When she lost her divorce case and criticized the judge, she was thrown in jail.”

The same persistence that she showed in her work comes through in a story she told again and again in speeches, a fable about the hummingbird, who alone among the animals affected by a forest fire, attempts to put the fire out, as tiny as it is. Here’s what you can learn from this storytelling speech:

- **A fable works in settings sophisticated and simple:** Fables, an ancient teaching tool, are analogies in story form, replacing humans with animals. They’re the oldest of old-school storytelling tactics, and have fallen out of favor in modern times. But for Maathai—who spoke in tiny Kenyan villages to illiterate women and in major international diplomatic forums—this story worked wherever she went.
- **Move your story forward with your voice and your gestures:** The rise and fall of her voice and her gestures—here, the flitting hummingbird going back and forth, there, the elephant’s trunk—means Maathai needs no slides and no video to put across the story. The gestures underscore what she’s saying, and they make sure the audience will more readily recall parts of the story.
- **A fable makes a strong ending:** Some speakers trail off and ask for questions. But by using a fable to tie her remarks together, Maathai ensures that her audience will be left with strong imagery, an easy-to-repeat story, and a straightforward lesson and call to action. “Be a hummingbird in your community, wherever you are,” Maathai tells the audience.

Modul 1	Theme 8 Speeches of formal ceremonies
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Ta’lim berish texnologiyasi

Mashg’ulot vaqti	Talabalar soni 10- 13 gacha
soat	2 soat
Fakultet	Jahon tillari fakulteti
Mashg’ulot shakli	Mavzu bo’yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg’ulot.
	1.Talabalarni yangi mavzu bilan tanishtirish

Amaliy mashg'ulot	2. Yangi so'z va iboralar bilan tanishtirish
Rejasi	3. Matn ustida ishlash 4. Uyga vazifa berish
O'quv mashg'ulotning maqsadi: yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.	
Pedagogik vazifalar:	O'quv faoliyati natijalari
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;
Ingliz tilida og'zaki nutqni o'stirish;	Ingliz tilida eshitgan matnni tinglab gapira beraolish;
Matn mazmunini ingliz tilida gapirishni o'rgatish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish;
Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Grammatik va leksik materialni mustahkamlash;
Ta'lim berish usullari	Kichik guruhlarda ishlash
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari	1.1.Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligi va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi .	Savolga javob beradilar

<p>(10 daqiqa)</p>	<p>1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi.</p> <p>1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.</p>	<p>Savolga javob beradilar</p> <p>Vazifani bajaradilar</p>
<p>2. Asosiy bosqich</p> <p>(55 daqiqa)</p>	<p>2.1. Talabalarni 3 ta kichik guruhlariga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi.</p> <p>2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi.</p> <p>2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi.</p> <p>2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.</p> <p>2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi</p>	<p>Kichik guruhlariga bo'linadilar.</p> <p>Topshiriq bo'yicha ishlaydilar</p> <p>Savollarga javob beradilar</p> <p>Tinglaydilar.</p> <p>Talabalar faol ishtirok etadilar.</p>
<p>3. Yakuniy bosqich</p> <p>(10 daqiqa)</p>	<p>3.1. O'quv faoliyati yuzasidan xulosa bildiradi.</p> <p>3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi.</p> <p>3.3 Uyga vazifa beradi.</p> <p>3.4. Faol ishtirok etgan talabalarni rag'batlantiradi va umumiy baholaydi.</p>	<p>Tinglaydilar.</p> <p>Qayta o'qib chiqadilar</p> <p>Vazifani yozib oladilar.</p> <p>Baho oladilar.</p>

10 GREAT SPEECHES GIVEN TO STUDENTS BY ACTORS, ARTISTS, AND WORLD LEADERS

.K. ROWLING

The world's richest writer, and the author of the Harry Potter series.

“It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all. In which case, you fail by default.”

ELLEN DEGENERES

Comedian, actress, and talk show host.

“Follow your passion, stay true to yourself, never follow someone else’s path unless you’re in the woods and you’re lost and you see a path then by all means you should follow that.”

OPRAH WINFREY

Talk show host, media tycoon, entrepreneur, and one of the richest women in the world.

“You must have some kind of vision for your life. Even if you don’t know the plan, you have to have a direction in which you choose to go. I never was the kind of woman who liked to get in the car and just go for a ride ... I want to know: Where are we going? Do we have a destination? Is there a plan or are we just riding? What I’ve learned is that’s a great metaphor for life. You want to be in the driver’s seat of your own life because, if you’re not, then life will drive you.”

MICHELLE OBAMA

First Lady of the United States of America and wife of President Barack Obama.

“Finally, graduates, our greatness has never, ever come from sitting back and feeling entitled to what we have. It’s never come from folks who climb the ladder of success, or who happen to be born near the top and then pull that ladder up after themselves. No, our greatness has always come from people who expect nothing and take nothing for granted — folks who work hard for what they have then reach back and help others after them.”

ARNOLD SCHWARZENEGGER

World champion bodybuilder, action movie star, and former Governor of California.

“Know exactly where you want to go, trust yourself, get out there and work like hell, and break some of the rules, and never ever be afraid of failure. I couldn’t have gone through one lifting event in my life if I had been afraid of failure because, of course, there’s a chance that you can fail.”

JIM CARREY

Comedian and star of films such as *Ace Ventura*, *Dumb and Dumber*, and *The Mask*.

“So many of us choose our path out of fear disguised as practicality. What we really want seems impossibly out of reach and ridiculous to expect, so we never dare to ask the universe for it. I’m saying, I’m the proof that you can ask the universe for it — please! And if it doesn’t happen for you right away, it’s only because the universe is so busy fulfilling my order. It’s party size!”

J.K. SIMMONS

Academy Award winning actor and star of films such as *Whiplash*.

“Take care of yourself: Eat your vegetables. Get some exercise. Floss. Use your turn signal. I know that has nothing to do with taking care of yourself. It’s just a pet peeve of mine. I needed to get that off my chest. Be on time. Please have the decency to not make people wait for you.”

SHONDA RHIMES

Creator, writer, and producer of the television series *Grey’s Anatomy*.

“Maybe you know exactly what it is you dream of being, or maybe you’re paralyzed because you have no idea what your passion is. The truth is, it doesn’t matter. You don’t have to know. You just have to keep moving forward. You just have to keep doing something, seizing the next opportunity, staying open to trying something new.”

HILLARY CLINTON

Former First Lady, Secretary of State, and currently the American Democratic Party’s presidential nominee for 2016.

“Life is not easy for anyone. Sometimes you don’t see the challenges on the outside, but every single one of us has both those and everything that goes on inside as well. Give it your all. Dare to be all you can be.

Modul 1	Theme 9: The Syllable
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha	
soat	2 soat	
Fakultet	Jahon tillari fakulteti	
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.	
Amaliy mashg'ulot	1. Talabalarni yangi mavzu bilan tanishtirish	
Rejasi	2. Yangi so'z va iboralar bilan tanishtirish	
	3. Matn ustida ishlash	
	4. Uyga vazifa berish	
O'quv mashg'ulotning maqsadi: yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.		
Pedagogik vazifalar:	O'quv faoliyati natijalari	
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;	
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;	
Ingliz tilida og'zaki nutqni o'stirish;	Ingliz tilida eshitgan matnni tinglab gapira beraolish;	
Matn mazmunini ingliz tilida gapirishni o'rgatish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish;	
Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Grammatik va leksik materialni mustahkamlash;	
Ta'lim berish usullari	Kichik guruhlarda ishlash	
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.	
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor	
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya	

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	<p>1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligini va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi .</p> <p>1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi.</p> <p>1.3. Ish guruhlarida o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.</p>	<p>Savolga javob beradilar</p> <p>Savolga javob beradilar</p> <p>Vazifani bajaradilar</p>
2. Asosiy bosqich (55 daqiqa)	<p>2.1. Talabalarni 3 ta kichik guruhlariga bo'ladi va guruhlarida hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi.</p> <p>2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi.</p> <p>2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi.</p> <p>2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.</p> <p>2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi</p>	<p>Kichik guruhlariga bo'linadilar.</p> <p>Topshiriq bo'yicha ishlaydilar</p> <p>Savollarga javob beradilar</p> <p>Tinglaydilar.</p> <p>Talabalar faol ishtirok etadilar.</p>
3. Yakuniy bosqich (10 daqiqa)	<p>3.1. O'quv faoliyati yuzasidan xulosa bildiradi.</p> <p>3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi.</p> <p>3.3 Uyga vazifa beradi.</p>	<p>Tinglaydilar.</p> <p>Qayta o'qib chiqadilar</p> <p>Vazifani yozib oladilar.</p>

	3.4. Faol ishtirok etgan talabalarni rag'batlantiradi va umumiy baholaydi.	Baho oladilar.
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Political terms:

autonomous (adjective): able to govern oneself without outside control – *Three of our country's regions are autonomous, but the rest are controlled by the central government.*

backbencher (noun): a Member of Parliament who isn't a government minister or an opposition leader – *The education minister lost his portfolio and became a backbencher again.* (also "backbench MP")

bailout (noun): money given to a company, country or an organisation that's in financial trouble – *Should governments give bailouts to failing private companies?*

ballot (noun): a vote to find out what people think about something – *Before going on strike, we held a secret ballot to make sure our members supported it.*

battleground state (noun): a state that doesn't always elect the same party's candidate – *We spent most of our election campaign in three battleground states.* (also "swing state")

bureaucracy (noun): a hierarchy of officials who administer an organisation or a government department – *I hate dealing with government bureaucracies.*

benefits (noun): welfare payments such as sickness benefits and unemployment benefits – *I was out of work, but at least I could get unemployment benefits.*

biased (adjective): unfairly favouring or judging someone or something because of personal preference or prejudice – *Political parties were biased against women and wouldn't let them run for office.*

bill (noun): a document outlining a proposed new law that will be voted on by elected representatives – *Do you think the new environmental protection bill will be passed?* (also "legislation", "legislative proposal")

bipartisan (adjective): involving two political parties or both sides of a political division – *Defence budget increases usually get bipartisan support.*

budget (noun): a government's stated projection on income and spending, most often over the coming year – *Couldn't the government balance the budget by spending less on weapons and other military stuff?*

cabinet (noun): a group of government members who have important jobs like running ministries – *The prime minister will announce the new cabinet next week.*

candidate (noun): someone who's competing for votes in an election – *How many candidates are running in next month's election?*

capitalism (noun): an economic system based on privately-owned businesses that have to make a profit to survive – *If capitalism isn't regulated, the need to make a profit can lead to mistreatment of workers, consumers and the environment.*

caucus (noun): a group of politicians with similar aims or interests – *A bipartisan congressional caucus aims to boost trade with China.*

citizen (noun): a person with the legal right to live in and be part of a country – *If you're a UK citizen you can get a British passport.*

civil rights (noun): rights to equal treatment and equal opportunities regardless of one's race, gender, sexual preference, religion, etc – *Have you heard Martin Luther King's I Have a Dream civil rights speech?*

(the) civil service (noun): government departments and the people who work for them – *My father began his career in the civil service before shifting to journalism.* (also "the Civil Service")

Idioms:

blue-collar (adjective): a blue-collar worker uses manual skills or does physical work – *We lived in a blue-collar neighbourhood, so no-one had much money.* (Note: the opposite of "white-collar")

Brexit (UK noun): used to refer to the United Kingdom leaving the European Union in 2020 – *Most people voted to leave the EU in the Brexit referendum.* (Note: portmanteau of "**British exit**")

buzzword (noun): a word that has become trendy or fashionable – *His speech was full of fancy-sounding buzzwords like "synergistic" and "paradigm shift".*

1. Which type of country has an elected head of state, such as a president?

- a monarchy
- a dictatorship
- a republic

2. Which type of country has a king or queen as its head of state?

- a monarchy
- a dictatorship
- a republic

3. What can we call a country ruled by someone who's taken power by force?

- a monarchy
- a dictatorship
- a republic

4. Which form of government is on *the far right*?

- communism
- liberal democracy
- fascism

5. Which form of government is on *the far left*?

- communism
- liberal democracy
- fascism

6. Which form of government is neither *far left* nor *far right*?

- communism
- liberal democracy
- fascism

7. What can we call a military government that has taken power by staging a coup d'état?

- a congress
- a caucus
- a junta

8. Which kind of state puts funding health care, education and benefits for the old, disabled, unemployed and needy at the top of its list of priorities?

- a welfare state
- a battleground state
- an authoritarian state

9. What do we call countries with a freely and fairly elected government?

- federations
- democracies
- plutocracies

10. Which can we call the use of brutality and violence to control a country's own people?

- anarchy
- patriarchy
- tyranny

Modul 1	Theme 10: The abstraction of Underlying Representation
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha
soat	2 soat
Fakultet	Jahon tillari fakulteti
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.
Amaliy mashg'ulot	1. Talabalarni yangi mavzu bilan tanishtirish
Rejasi	2. Yangi so'z va iboralar bilan tanishtirish
	3. Matn ustida ishlash
	4. Uyga vazifa berish
O'quv mashg'ulotning maqsadi: yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.	
Pedagogik vazifalar:	O'quv faoliyati natijalari
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;
Ingliz tilida og'zaki nutqni o'stirish;	Ingliz tilida eshitgan matnni tinglab gapira beraolish;
Matn mazmunini ingliz tilida gapirishni	

o'rgatish; Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish; Grammatik va leksik materialni mustahkamlash;
Ta'lim berish usullari	Kichik guruhlarda ishlash
Ta'lim berish metodlari	Organayzerlarbilan ishlash, munozara, suhbat, tezkor so'rov.
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	1.1.Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatliligi va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi . 1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi. 1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.	Savolga javob beradilar Savolga javob beradilar Vazifani bajaradilar
2. Asosiy bosqich (55 daqiqa)	2.1. Talabalarni 3 ta kichik guruhlarga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi. 2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi. 2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi. 2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib,	Kichik guruhlarga bo'linadilar. Topshiriq bo'yicha ishlaydilar Savollarga javob beradilar Tinglaydilar.

	yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi. 2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi	Talabalar faol ishtirok etadilar.
3. Yakuniy bosqich (10 daqiqa)	3.1. O'quv faoliyati yuzasidan xulosa bildiradi. 3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi. 3.3 Uyga vazifa beradi. 3.4. Faol ishtirok etgan talabalarni rag'batlantiradi va umumiy baholaydi.	Tinglaydilar. Qayta o'qib chiqadilar Vazifani yozib oladilar. Baho oladilar.

Economics is an engaging and frequently debated social science, making it one of our most sought-after summer courses. Whether you're exploring economics out of curiosity or considering it as a study path at A-Level or university, understanding its fundamental concepts and terminology is crucial. This field boasts an extensive array of terms and ideas, reflecting its rich history dating back to the late 18th century. To aid your introduction to economics, we've compiled a list of 20 basic terms with definitions that will provide a strong foundation for your learning journey.

1. Financial markets encompass a broad category of marketplaces where financial assets like equities, bonds, and currencies are bought and sold. These markets are the lifeblood of capitalist economies, facilitating financial transactions that allow businesses and entrepreneurs to access funds from investors.

2. Gross Domestic Product (GDP) measures a nation's economic performance by summing the monetary value of all goods and services produced within its borders during a specific period. This metric offers a quick snapshot of a country's economic health, making it essential for comparisons and policy decisions.

3. Gross National Product (GNP), closely related to GDP, estimates the total value of all final goods and services produced by a country's residents. It factors in residents' overseas investment income and foreign residents' income within the country.

4. Interest rates are charges applied to borrowed money, goods, or assets, expressed as a percentage of the outstanding loan. They apply to various lending transactions, including mortgages, business loans, and tuition fees.

5. Inflation refers to the gradual decline in the purchasing power of a currency over time, leading to rising living costs. Inflation implies that a unit of currency will buy fewer goods and services compared to a previous period.

6. Economic growth represents an increase in the production of economic goods and services over time, measured through metrics like GDP or GNP. Various factors, including physical and human capital, labour productivity, and technology, contribute to economic growth.

7. Security denotes a financial asset or instrument with economic value that can be bought, sold, or traded. Common types of securities include equity (offering ownership rights), debt (repaid loans), and hybrids (a blend of debt and equity), with examples like stocks, bonds, and mutual fund shares.

8. Bear Market characterises a stock market with pessimistic prospects, where stock prices face a prolonged decline. It can also refer to a period when individual securities drop at least 20% over a sustained period, leading investors to employ short-selling or put options to protect their investments.

9. Bull Market reflects a positive outlook on a market's performance, indicating that stock prices are increasing or expected to rise. This term applies to stock markets but can extend to other traded assets like bonds and currencies.

10. Business Cycle describes the continuous expansion and contraction stages in an economy, measuring the rise and fall of GDP over varying periods of time. Business cycles are universal across capitalist economies but can differ in timing between nations.

11. Fiscal Policy relates to government decisions on spending and taxation policies, influencing aggregate demand, employment, inflation, and economic growth. Expansionary fiscal policy aims to stimulate the economy during periods of high unemployment, while contractionary policy curbs inflation by increasing taxes and reducing spending.

12. Law of Supply and Demand is a fundamental theory in economics that explains how prices and quantities are determined in a market. It comprises two laws: the law of demand (price affects quantity demanded) and the law of supply (price influences quantity supplied), with market equilibrium balancing these forces.

13. Macroeconomics focuses on analysing a nation's overall economic performance and behaviour, including factors like unemployment, GDP, inflation, and growth. It assesses long-term economic growth and shorter-term business cycles.

14. Microeconomics investigates the financial decision-making processes of individuals, households, and businesses, particularly in markets for goods and services. It delves into buying habits, influences on consumer choices, and their impact on pricing, supply, and demand.

15. Monetarism is a macroeconomic theory suggesting that controlling the growth rate of the money supply is essential for maintaining economic stability. An increase in money supply results in higher demand for goods and services, reducing unemployment and promoting growth.

16. Keynesian Economics advocates for government intervention to stabilise the economy, focusing on aggregate demand as a driving force for economic output. It argues that external forces can dampen demand, requiring government action to moderate market fluctuations.

17. Free Market is an economic system driven by supply and demand, with limited government intervention. It allows people to buy and sell goods freely, and property and businesses are typically privately owned. This system operates in countries like the UK, the USA, and Canada.

18. Opportunity Cost represents the potential benefits foregone when choosing one option over another, impacting decisions in economics and everyday life. Recognising opportunity costs leads to more informed and profitable choices.

19. Equity signifies ownership in an asset or company. It represents the portion of ownership left after subtracting any associated debts. Equity is a critical financial metric, especially for shareholders in a firm.

20. Commodity refers to basic materials or products bought in large quantities for producing other goods and services. Commodities are essential for daily life, from crude oil used for energy to agricultural goods like wheat and corn for food production. They can be traded directly or through derivatives like futures and options.

Exercise 9. Match the following English words with the Uzbek ones below

English: fuel, inflammable material, wood, brushwood, shale, peat, anthracite, brown coal, charcoal, chemical fuel, oil, petrol, gas (oline). diesel oil, kerosene, natural gas, condensate, acetylene, fossil fuel. Prosperity, well-being, economic prosperity, boom, economic upturn, booming economy, luxury, favorable trade balance, stable economic growth.

Uzbek: Yonilg‘i: yonadigan material, vog‘och, shox-shabba. slanets. torf, antratsit, ko‘mir. kimyoviv yonilg‘i, neft, benzin. kerosin. dizel yoqilg‘isi, tabiiy gaz, kondensat, atsetilen, qazib olinadigan yonilg‘i turlari. Gullab-yashnash: muvofaqqiyat, iqtisodiy vuksalish; iqtisodiy tez rivojlanish, qimmatbaho qulavlik, savdo balansining ijobiv ko‘rsatkichlari, iqtisodiyotning mustahkam rivojlanishi.

Modul 1	Theme 11: The Phonological Status of Factures
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Ta‘lim berish texnologiyasi

Mashg‘ulot vaqti	Talabalar soni 10- 13 gacha
soat	2 soat
Fakultet	Jahon tillari fakulteti
Mashg‘ulot shakli	Mavzu bo‘yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg‘ulot.
Amaliy mashg‘ulot	1. Talabalarni yangi mavzu bilan tanishtirish
Rejasi	2. Yangi so‘z va iboralar bilan tanishtirish
	3. Matn ustida ishlash
	4. Uyga vazifa berish
O‘quv mashg‘ulotning maqsadi:	yangi mavzu bo‘yicha umumiy tushuncha berish, o‘tilgan mavzular yuzasidan savol-javob o‘tkazish, og‘zaki nutqni rivojlantirish, ingliz

tilida soʻz boyligini oshirib borish maqsadida lugʻat bilan ishlashni oʻrganish, fonetik, grammatik va leksik materialni mustahkamlash.

Pedagogik vazifalar:	Oʻquv faoliyati natijalari
Yangi mavzuga oid soʻz va iboralarni maʼnosini tushuntirish;	Ingliz tilida oʻtilgan mavzular yuzasidan gaplar tuzadilar;
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;
Ingliz tilida ogʻzaki nutqni oʻstirish;	Ingliz tilida eshitgan matnni tinglab gapirib beraolish;
Matn mazmunini ingliz tilida gapirishni oʻrgatish;	Yangi soʻz va iboralarni oʻzbek tilidagi maʼnosini tushuntirish;
Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Grammatik va leksik materialni mustahkamlash;
Taʼlim berish usullari	Kichik guruhlarda ishlash
Taʼlim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor soʻrov.
Taʼlim berish vositalari	Darslik, oʻquv qoʻllanma, proektor
Taʼlim berish sharoiti	Texnik vositalar bilan taʼminlangan auditoriya
Monitoring va baholash	Ogʻzaki nazorat, savol-javob, mustahkamlash

Amaliy mashgʻulotning texnologik xaritasi

Mashgʻulot bosqichlari va vaqti	Faoliyat mazmuni	
	Taʼlim beruvchi	Taʼlim oluvchilar
Oʻquv mashgʻuloti kirish bosqichlari (10 daqiqa)	1.1. Mashgʻulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligini va dolzarbliligini asoslaydi va yangi soʻz va iboralar bilan tanishtiradi .	Savolga javob beradilar
	1.2. Mavzu boʻyicha asosiy tushunchalarga taʼrif berishni taklif qiladi va shu asosda tezkor soʻrov oʻtkazib talabalar bilimlarini faollashtiradi.	Savolga javob beradilar
	1.3. Ish guruhlarda oʻquv topshiriqlarini amalga oshirilishini eʼlon qiladi.	Vazifani bajaradilar

<p>2. Asosiy bosqich (55 daqiqa)</p>	<p>2.1. Talabalarni 3 ta kichik guruhlarga bo'radi va guruhlarda hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi.</p> <p>2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi.</p> <p>2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi.</p> <p>2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.</p> <p>2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi</p>	<p>Kichik guruhlarga bo'linadilar.</p> <p>Topshiriq bo'yicha ishlaydilar</p> <p>Savollarga javob beradilar</p> <p>Tinglaydilar.</p> <p>Talabalar faol ishtirok etadilar.</p>
<p>3. Yakuniy bosqich (10 daqiqa)</p>	<p>3.1. O'quv faoliyati yuzasidan xulosa bildiradi.</p> <p>3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi.</p> <p>3.3 Uyga vazifa beradi.</p> <p>3.4. Faol ishtirok etgan talabalarni rag'batlantiradi va umumiy baholaydi.</p>	<p>Tinglaydilar.</p> <p>Qayta o'qib chiqadilar</p> <p>Vazifani yozib oladilar.</p> <p>Baho oladilar.</p>

Question 1 of 3: A word for inflammation of the throat.

The words ends in -itis, select the beginning.

- ot
- tonsil
- encephal
- rhin
- neur
- pharyng

Question 1 answer is pharyng for pharyngitis.

Question 2 of 3: A word for disease of the nerves.

The word begins with neuro-, select the ending.

- itis
- scopy
- logy
- pathy
- megaly
- gram

Question 2 answer is pathy for neuropathy.

Question 3 of 3: The word for a person working with the nerves.

The word ends in -ologist, select the beginning.

- ophthal
- neur
- cardi
- mamm
- colon
- gastr

Question 3 answer is neur for neurologist.

Medical terms for patient status

1. **Acute:** Patient with a sudden flare-up or potentially severe issue who needs immediate care.
2. **Critical:** Patient's vital signs are out of the normal range and patient may be unconscious.
3. **Inpatient:** Status of a patient who requires hospital admission.
4. **Observation:** A temporary status that allows patients to continue receiving care for a set amount of time in the hospital while the physician determines whether admission or discharge is best.
5. **Outpatient:** Status of a patient who is not admitted to a hospital for overnight care. This can include clinic visits, same-day surgeries, and one-day emergency room visits.

Medical terms for conditions and diseases

6. **Abrasion:** A scrape that typically only affects the skin and can usually be treated at home.
7. **Abscess:** A tender, pus-filled pocket usually due to infection.
8. **Acute:** Signifies a condition that begins abruptly and is sometimes severe, but usually short.
9. **Aneurysm:** A bulge in the wall of an artery that weakens the artery and can lead to rupture.
10. **Aortic dissection:** A tear in the inner layer of the aorta.
11. **Bradycardia:** A slowing of the heart rate—typically less than 60 beats per minute for adults.
12. **Benign:** Usually in reference to tumors or growth, meaning not cancerous or malignant.
13. **Biopsy:** A small sample of tissue that's taken for testing to discover the cause or extent of a disease.
14. **Chronic:** Signifies a recurring, persistent condition, usually more than three months.
15. **Contusion:** A bruise typically from impact or force.
16. **Cyanosis:** Condition resulting bluish skin, stems from lack of oxygen in the blood.
17. **Diagnosis:** Identification of a condition, disease or disorder by evaluation of symptoms, tests and other factors.
18. **Thrombosis:** A blood clot within a blood vessel that affects normal blood flow.
19. **Edema:** Swelling caused by fluid accumulation.
20. **Embolus:** A blood clot, air bubble or other obstruction blocking blood flow in the affected blood vessel.
21. **Fracture:** Broken bone ranging from a crack to a complete break.
22. **Atrial fibrillation:** An uncoordinated, quivering movement of the heart muscle resulting in an irregular pulse and poor blood flow.
23. **Hypertension:** Abnormally high blood pressure.
24. **Hypotension:** Abnormally low blood pressure.
25. **Ischemia:** Characterized by a lack of blood flow to an organ or part of the body. Often refers to the heart-cardiac ischemia.
26. **Malignant:** In reference to tumors or growths—indicating the presence of cancerous cells.
27. **Cancer:** Collection of related diseases where some of the body's cells multiply out of control spreading into surrounding tissues and interfering with normal body function.
28. **Normal sinus rhythm:** A normal heartbeat pattern, usually is between 60 and 80 beats per minute in an adult.
29. **Tumor:** A swelling or mass, often used in relation to cancer.
30. **Tension pneumothorax:** A collapsed lung that occurs when air leaks into the space between the lungs and the chest wall.

- 31.**Pericardial effusion:** Blood or fluid leaking into the pericardium, the sac surrounding the heart.
- 32.**Myocardial infarction:** When an arterial blockage or slow blood flow deprives the heart of blood. Known more commonly as a heart attack.
- 33.**Angina:** A disease in which narrowing of the arteries supplying the heart results in reduced blood flow and chest pain. Usually a symptom of coronary artery disease.
- 34.**Cerebrovascular Accident (CVA):** Commonly called a stroke. Occurs when the brain is deprived of blood and oxygen by either a blockage or the rupture of a blood vessel.
- 35.**Sepsis:** A serious condition caused the body's response to severe infection. Occurs when the body's infection-fighting response gets out of balance and can lead to severe issues like organ failure.

Tools and equipment, and medication terms

- 36.**Endoscope:** A long flexible tube with its own special lighting and camera used to look into the body. There are many specific kinds of endoscopes.
- 37.**Foley:** An indwelling catheter. A thin flexible tube inserted into the urethra to drain the bladder.
- 38.**Fluoroscope:** An X-ray machine—can be used for still images or in motion, like an animation created by x-ray images.
- 39.**Stethoscope:** A small instrument used for listening to a patient's breathing and heartbeat.
- 40.**Intravenous (IV):** Indicates medication or fluid given through the vein.
- 41.**Epidural:** An injection of a local anesthetic to the lumbar level of the spine often used to relieve pain during labor.
- 42.**Sublingual:** Meaning "below the tongue," typically seen with medication that is administered by dissolving it under the patients' tongue.
- 43.**Nocte:** Latin for at night, typically in reference to when medication should be administered.
- 44.**Mane:** Latin for in the morning, typically in reference to when medication should be administered.
- 45.**OD:** When referring to medication instructions, "once daily."
- 46.**BDS :** Latin, "bis die sumendum" meaning take two times per day.
- 47.**TDS:** Latin, "ter die sumendum" meaning take three times per day.
- 48.**QDS:** Latin, "quarter die sumendum" meaning take 4 times per day.
- 49.**PRN:** Latin, "pro re nata" or take as needed.
- 50.**PR:** Latin, "per rectum" to be taken rectally.
- 51.**PO:** Latin, "per orem" to be taken by mouth or orally.
- 52.**IV push:** A direct, rapid injection of medication delivered intravenously.
- 53.**NS:** Normal saline—a mixture of salt and water similar to what's produced by the body.

Modul 1	Theme 12: Word Stress in American English
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha
soat	2 soat
Fakultet	Jahon tillari fakulteti
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.
Amaliy mashg'ulot	1. Talabalarni yangi mavzu bilan tanishtirish
Rejasi	2. Yangi so'z va iboralar bilan tanishtirish
	3. Matn ustida ishlash
	4. Uyga vazifa berish
O'quv mashg'ulotning maqsadi: yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.	
Pedagogik vazifalar:	O'quv faoliyati natijalari
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;
Ingliz tilida og'zaki nutqni o'stirish;	Ingliz tilida eshitgan matnni tinglab gapira beraolish;
Matn mazmunini ingliz tilida gapirishni o'rgatish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish;
Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Grammatik va leksik materialni mustahkamlash;
Ta'lim berish usullari	Kichik guruhlarda ishlash
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	<p>1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligini va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi .</p> <p>1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi.</p> <p>1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.</p>	<p>Savolga javob beradilar</p> <p>Savolga javob beradilar</p> <p>Vazifani bajaradilar</p>
2. Asosiy bosqich (55 daqiqa)	<p>2.1. Talabalarni 3 ta kichik guruhlarga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi.</p> <p>2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi.</p> <p>2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi.</p> <p>2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.</p> <p>2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi</p>	<p>Kichik guruhlarga bo'linadilar.</p> <p>Topshiriq bo'yicha ishlaydilar</p> <p>Savollarga javob beradilar</p> <p>Tinglaydilar.</p> <p>Talabalar faol ishtirok etadilar.</p>
3. Yakuniy bosqich (10 daqiqa)	<p>3.1. O'quv faoliyati yuzasidan xulosa bildiradi.</p> <p>3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi.</p> <p>3.3 Uyga vazifa beradi.</p> <p>3.4. Faol ishtirok etgan talabalarni rag'batlantiradi</p>	<p>Tinglaydilar.</p> <p>Qayta o'qib chiqadilar</p> <p>Vazifani yozib oladilar.</p> <p>Baho oladilar.</p>

	va umumiy baholaydi.	
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Gross Weight – Entire weight of goods, packaging and freight car or container, ready for shipment

Home – Local or domestic; as opposite of foreign (as used in Warehousing below)

Importer – The party who makes (or on whose behalf an agent or broker makes) an import declaration, and who is liable for the payment of liable duties on the imported goods; also known as consignee in the shipping documents and/or as the buyer in the exporter's invoice

Indicator – Any abnormality or inconsistency in information or physical appearance which could create a reasonable suspicion in the mind of a Customs Officer.

Inter alia – among other things

In Bond – Cargo moving under Customs control where duty has not yet been paid.

Invoice – An invoice is a document that itemizes a transaction between a buyer and a seller, specifying the price of goods sold or services provided, terms of sale, delivery date, transport conditions etc. that is prepared by the supplier. Invoices are prepared for both commercial and noncommercial goods and/or services

Landed Cost – The total cost of a good to a buyer, including the cost of transportation

Landing Account – an amended version of the Cargo Declaration with changes done in red ink, showing all cargo landed in excess or short of the original Cargo Declaration that was submitted with the report mandated under Section 25 of the Customs Act

Manifest – Document that lists in detail all the bills of lading issued by a carrier or its agent or master for a specific voyage. A detailed summary of the total cargo of a vessel. Used principally for Customs purposes. This is also known as a Cargo Declaration.

Mule – Someone who smuggles something with him or her (as opposed to sending by mail, etc.) across national border

Net Weight – Weight of the goods alone without any immediate wrappings

Over Carried Goods – cargo not landed that was manifested to do so and was on board the aircraft or vessel when it was last in port in the Federation

Over Landed Goods – cargo landed in excess of the quantity that which has been invoiced, valued or declared

Origin of Goods – the "economic" nationality of goods in international trade. It is necessary to determine the origin of goods as any duties and/or equivalent charges or any customs restrictions or obligations applicable to them will depend on their origin.

Packing List – Itemized list of commodities with marks/numbers but no cost values indicated.

Passenger Baggage – Articles designated by the Comptroller of Customs as personal baggage of a traveler and may include professional apparatus and workman's tools brought in by a passenger for personal use, household effects not exceeding a designated value, brought in for personal use and not for sale, exchange or an implement of commerce and which have been in the use of the passenger for at least one year, and personal effects, not being merchandise, of natives or others domiciled in the Federation but have died abroad

Phytosanitary Certificate – A certificate issued by a government agency (usually Agriculture) to satisfy import regulations of foreign countries; it indicates that a shipment has been inspected and found free from harmful pests and plant diseases

Price Paid/Payable – The aggregate of all payments made or to be made by the purchaser, directly or indirectly, to or for the benefit of the seller

Pro Forma Invoice – A provisional invoice provided by a supplier prior to the shipment of merchandise, informing the buyer of the supplier's commitment to supply the kinds and quantities of goods to be sent, their value, and specifications (weight, size, etc.)

Prohibited Goods – Any goods, the import or export of which is subject to any ban under the Customs Act or any other law for the time being in force

Proper Entry – A correct entry that meets all the necessary criteria on a "proper" declaration

Provisional Entry – a temporary entry which is used to facilitate the release of goods, it is to be followed by a certified or a proper entry

Racking – The process of packing performed in a warehouse, under Customs supervision, by which packages may be repacked into smaller or larger packages

Reefer Container – Refrigerated container

Refund of Duty – Amounts found to be overpaid as duties that may be refunded by Customs to the relevant party within one year on application made by the importer, done on a “G Form”

Registered Baggage – this is baggage which, once registered in the departure airport, is neither accessible to the traveller during the flight nor at the stopover if there is one. This luggage is carried in the baggage hold of the plane

Repacking – The process by which an importer can change the contents of packages under the supervision of Customs by making full packages out of packages that are not full.

Restricted Goods – any goods the import or export of which is subject to any controls or regulations under the Customs Act or any other law for the time being in force

Rummage – The act of searching a vessel or aircraft thoroughly, it includes moving around turning over or looking through contents

Sale – The transfer of ownership and title to property from one person to another for a price

Short-shipped Goods – cargo landed that is less than the quantity which has been invoiced, valued or declared.

Shipper – Person offering the goods for transportation. A person or company which engages ships owners or operators to carry cargo.

Single Administrative Document – A multi-copy form which is used throughout a grouping of countries (Community) for the control of imports, exports and goods in transit; also known as an entry

Specific Duty – duty assessed on an article of a given kind at a flat rate per unit of quantity (as a ton, bushel, or yard) without individual appraisal

D/A Sight Draft – A draft that is payable by the buyer upon presentation of the draft (documents) to the buyer

Stores – Supply of fresh and dry provisions and the supplies for the running of the ship, such as lubricating oil, line and spare parts.

Stripping – A term often used to denote the process for removing cargo from a container.

Stuffing – Denotes the process of loading cargo into a container.

Trade Agreements – Any contractual arrangement between states concerning their trade relations, they may be bilateral or multilateral; they may be reciprocal or non-reciprocal.

Abbreviations

A.C.P. – African-Caribbean-Pacific Grouping

A.C.S. – Association of Caribbean States

A.E.O. – Authorised Economic Operator

A.S.Y.C.U.D.A. – Automated System for Customs Data

CARIBCAN – Caribbean Canada Agreement

C.A.R.I.C.O.M. – Caribbean Community; Caribbean Common Market

C.A.R.I.S.A.D. – CARICOM Single Administrative Document

C.A.R.T.A.C. - Caribbean Regional Technical Assistance Centre

C.E.T. – Common External Tariff

C.B.I. – Caribbean Basin Initiative

C.C.L.E.C – Caribbean Customs Law Enforcement Council

C.D.B. – Caribbean Development Bank

C.D.D. – Customs Duties Deposit

C.E.D.A. – Caribbean Export Development Agency

C.I.C.A.D. – Inter-American Drug Abuse Control Commission

C.I.C.T.E. – Inter –American Committee Against Terrorism

C.I.T.E.S – Convention on the International Trade in Endangered Species of Wild Fauna and

Flora

C.I.F. – Cost, Insurance and Freight

C.O.T.E.D. – Council on Trade and Economic Development

C.P.C. – Customs Procedure Codes

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C.R.C. – Customs Regime Codes

C.R.N.M. – Caribbean Regional Negotiating Machinery

C.S.D. – Customs Security Deposit

C.S.M.E. – CARICOM Single Market and Economy

D.P.V. – Duty Paid Value

E.P.A. – Economic Partnership Agreement

E.C.C.U. – Eastern Caribbean Currency Union

E.L.O. – Enforcement Liaison Officer

F.A.K. – Freight of all kinds

F.C.L. – Full container load

F.D.I. – Foreign Direct Investment

F.O.B. – Free on Board

F.T.A.A. – Free Trade Area of the Americas

G.A.T.T. – General Agreement on Tariffs and Trade

G.S.P. – Generalized System of Preferences

H.S. – The Harmonized Commodity Description and Coding System

I.L.O. – International Labour Organisation

INTERPOL – International Police Organisation

I.M.F. – International Monetary Fund

I.M.O. – International Maritime Organization

J.I.O. – Joint Intelligence Office

L.C.L. – Less the Container Load

L.D.C. – Less Developed Country

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M.D.C. – More Developed Country

M.F.N. – Most Favoured Nation

M.O.U. – Memorandum of Understanding

O.A.S. – Organisation of American States

O.D.S. – Ozone Depleting Substances

O.E.C.S. – Organisation of the Eastern Caribbean States

O.E.C.D. – Organisation for Economic Cooperation and Development

P.A.H.O. – Pan-American Health Organization

P.C.A. – Post Clearance Audit

P.I.V. – Post Import verification

R.E.D.T.R.A.C. – Caribbean Regional Drug Law Enforcement Training Centre

R.C.S. – Regional Clearance System

S.P.S. – Sanitary and Phytosanitary Measures

T.R.I.P.S. – Trade-Related aspects of Intellectual Property Rights

U.N.C.T.A.D. – United Nations Council for Trade and Development

V.A.T. – Value Added Tax

V.F.C.C. – Value for Currency Conversion

V.F.D. – Value for Duty

W.C.O. – World Customs Organization

W.H.O. – World Health Organization

W.T.O. – World Trade Organization

Modul 1	Theme 13: Word Stress in New Zealand English
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti	Talabalar soni 10- 13 gacha
soat	2 soat
Fakultet	Jahon tillari fakulteti
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.
Amaliy mashg'ulot	1. Talabalarni yangi mavzu bilan tanishtirish
Rejasi	2. Yangi so'z va iboralar bilan tanishtirish
	3. Matn ustida ishlash
	4. Uyga vazifa berish
O'quv mashg'ulotning maqsadi: yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.	
Pedagogik vazifalar:	O'quv faoliyati natijalari
Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;
Ingliz tilida og'zaki nutqni o'stirish;	Ingliz tilida eshitgan matnni tinglab gapira beraolish;
Matn mazmunini ingliz tilida gapirishni o'rgatish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish;
Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Grammatik va leksik materialni mustahkamlash;
Ta'lim berish usullari	Kichik guruhlarda ishlash
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	<p>1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligini va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi .</p> <p>1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi.</p> <p>1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.</p>	<p>Savolga javob beradilar</p> <p>Savolga javob beradilar</p> <p>Vazifani bajaradilar</p>
2. Asosiy bosqich (55 daqiqa)	<p>2.1. Talabalarni 3 ta kichik guruhlarga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalarini bilan tanishtiradi.</p> <p>2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi.</p> <p>2.3. Guruhchalarga topshiriqlarni bajarish uchun yordam beradi.</p> <p>2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.</p> <p>2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi</p>	<p>Kichik guruhlarga bo'linadilar.</p> <p>Topshiriq bo'yicha ishlaydilar</p> <p>Savollarga javob beradilar</p> <p>Tinglaydilar.</p> <p>Talabalar faol ishtirok etadilar.</p>
3. Yakuniy bosqich (10 daqiqa)	<p>3.1. O'quv faoliyati yuzasidan xulosa bildiradi.</p> <p>3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi.</p> <p>3.3 Uyga vazifa beradi.</p> <p>3.4. Faol ishtirok etgan talabalarni rag'batlantiradi</p>	<p>Tinglaydilar.</p> <p>Qayta o'qib chiqadilar</p> <p>Vazifani yozib oladilar.</p> <p>Baho oladilar.</p>

20 Important Pieces of Courtroom Terminology

1. Plaintiff

The plaintiff is one side of every legal case. The plaintiff is the person, group, or business who files a complaint with the courts.

2. Defendant

The defendant is the opposite of the plaintiff and the other party in every legal case. The defendant is defending the complaint filed against them by the plaintiff.

3. Depositions

Depositions are spoken statements taken both under oath and outside of court. They give the defendant and plaintiff a broad idea of what the other will be saying during court proceedings. It is not uncommon for the plaintiff to get a deposition from the defendant and vice versa.

4. Discovery Phase

The discovery phase is a phase that occurs prior to the trial, but after the summons has been sent out. The discovery phase is the time when both parties are preparing for trial, collecting all the information they may need for a trial, and writing their arguments.

5. Jurisdiction

The jurisdiction refers to the court that will hear the civil case. For most civil cases, the court that has jurisdiction decides on which court will hear the case. In federal court cases, jurisdiction is decided upon when the plaintiff and defendant are from different states and the claim exceeds \$75,000.

6. Complaint

The complaint is the catalyst of a legal case and the reason that a court appearance must happen. The complaint comes from the plaintiff, is against the defendant, and is a written statement detailing the plaintiff's claims against the defendant.

7. Summons

A summons is a legal document that requests a defendant appear in court. Summons are different than a subpoena in that it requests an appearance and is solely intended for a case defendant. A summons can be hand delivered by a sheriff, a server, or it can be mailed.

8. Pleadings

Pleadings refer to the documents that are filed with the court handling the case that give basic details on where each party stands. The term pleadings isn't very common, but pleadings are important for every civil case.

9. Settlement

A settlement is what occurs when either the plaintiff or defendant decides to come to terms in regards to their dispute outside of court. Settlements are usually in the form of a monetary payment to the affected party that satisfies them but does not require the party offering the settlement to admit fault.

10. Subpoena

A subpoena is similar to a deposition in that it requires the served party to act; however, while a deposition requires the served party to make a statement, a subpoena requires the served party to make an appearance in court and testify under oath.

11. Misdemeanors

A misdemeanor is a crime or punishable offense that requires one year, or less, of imprisonment. Common misdemeanor crimes include DUI, burglary, perjury, an assault that results in bodily injury, some cases of domestic violence, and obscenity.

12. Felonies

Felonies, unlike misdemeanors, are more serious crimes that result in over a year of imprisonment when one is found guilty of the charge. Some felonies that are common include drug abuse, auto theft, arson, assault, manslaughter, rape, fraud, and forgery.

13. Approach the Bench

The term "approach the bench" is one commonly used during court hearings and is used by the prosecutor or defense attorney to request a private discussion with the judge overseeing the court case. When a request to approach the bench is made by

either the prosecutor or defense attorney, if granted, the opposing party is also able to approach the bench to ensure full transparency of the conversation.

14. Direct Examination

A direct examination refers to the time spent by a witness on the stand testifying and answering questions from the attorney who called them. Direct examinations are different than cross examination because a direct examination is a lawyer interviewing a witness they have chosen for the case. A cross examination is when a witness is interviewed by the opposing attorney.

15. Move to Strike

A lawyer can request a “move to strike” when something is said by a witness who is testifying that they do not want the jury to consider during their deliberations. The most common statements that are requested to strike from court records are opinions that witness give when they are not asked to do so.

16. Objection

Anyone who has seen a television show that is based around the court of law or a movie with a courtroom scene has heard a lawyer bellow “objection!” An objection is what an attorney may pose when they have an issue with the way the opposing party is cross-examining a witness or a witness makes a statement that is considered hearsay.

17. Sustained

The term “sustained” is what a judge says when they agree with an objection. A sustained objection requires that the attorney doing the examination must rephrase their question or the witness being examined must restate their answer.

18. Closing Arguments

Closing arguments are the final statements made by the prosecutor and defense attorney after the two parties have made their cases, witnesses have all been called to the stand, and cross-examinations have been completed. These arguments often invoke emotion from the jury to sway their feelings on the case. As a result, this can benefit the prosecutor or defense attorney depending on who is speaking.

19. Mistrial

A mistrial is what occurs when a jury is unable to reach a unanimous decision, or verdict, on a case. A mistrial can be called after a jury has deliberated and is unable to

make a decision as a whole. When a mistrial is declared the case is eligible to be retried in front of a completely different jury. Otherwise, the prosecution can choose to not move forward with the case.

20. Voir Dire

“Voir Dire” refers to the selection of the jury through the process of questioning potential jurors. The questioning is done to ensure that the jury is made up of peers of the defendant who are qualified to form an unbiased opinion based on the facts presented during the trial. Voir Dire is also done to make sure that no juror has any conflicting beliefs or personal relationships with the plaintiff or defendant in the court case.

Modul 1	Theme 14: The problem of phonostylistics
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Ta'lim berish texnologiyasi

Mashg'ulot vaqti soat	Talabalar soni 10- 13 gacha 2 soat
Fakultet	Jahon tillari fakulteti
Mashg'ulot shakli	Mavzu bo'yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg'ulot.
Amaliy mashg'ulot Rejasi	1. Talabalarni yangi mavzu bilan tanishtirish 2. Yangi so'z va iboralar bilan tanishtirish 3. Matn ustida ishlash 4. Uyga vazifa berish
O'quv mashg'ulotning maqsadi: yangi mavzu bo'yicha umumiy tushuncha berish, o'tilgan mavzular yuzasidan savol-javob o'tkazish, og'zaki nutqni rivojlantirish, ingliz tilida so'z boyligini oshirib borish maqsadida lug'at bilan ishlashni o'rganish, fonetik, grammatik va leksik materialni mustahkamlash.	
Pedagogik vazifalar: Yangi mavzuga oid so'z va iboralarni ma'nosini tushuntirish;	O'quv faoliyati natijalari Ingliz tilida o'tilgan mavzular yuzasidan gaplar tuzadilar;

Grammatik qoidani tushuntirish; Ingliz tilida og'zaki nutqni o'stirish; Matn mazmunini ingliz tilida gapirishni o'rgatish; Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Ingliz tilida dialog va hikoyalar tuzadilar; Ingliz tilida eshitgan matnni tinglab gapira beraolish; Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish; Grammatik va leksik materialni mustahkamlash;
Ta'lim berish usullari	Kichik guruhlarda ishlash
Ta'lim berish metodlari	Organayzerlar bilan ishlash, munozara, suhbat, tezkor so'rov.
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash

Amaliy mashg'ulotning texnologik xaritasi

Mashg'ulot bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchilar
O'quv mashg'uloti kirish bosqichlari (10 daqiqa)	1.1. Mashg'ulot mavzusi, uning maqsadi va kutilayotgan natijalar bilan tanishtiradi, ularning ahamiyatligini va dolzarbliligini asoslaydi va yangi so'z va iboralar bilan tanishtiradi. 1.2. Mavzu bo'yicha asosiy tushunchalarga ta'rif berishni taklif qiladi va shu asosda tezkor so'rov o'tkazib talabalar bilimlarini faollashtiradi. 1.3. Ish guruhlarda o'quv topshiriqlarini amalga oshirilishini e'lon qiladi.	Savolga javob beradilar Savolga javob beradilar Vazifani bajaradilar
2. Asosiy bosqich (55 daqiqa)	2.1. Talabalarni 3 ta kichik guruhlarga bo'ladi va guruhlarda hamkorlikda ishlash usuli, qoidalari bilan tanishtiradi. 2.2. Har bir guruhga savollar beriladi va ularga javob berish talab etiladi. 2.3. Guruhchalarga topshiriqlarni bajarish uchun	Kichik guruhlarga bo'linadilar. Topshiriq bo'yicha ishlaydilar

	<p>yordam beradi.</p> <p>2.4. Guruh sardorlari berilgan savollarga komandaning javoblarini bayon qiladi. Aniqlik kiritilishi lozim bo'lsa, guruh sardorini to'xtatib, yana qo'shimcha savollar beradi, muhokamasini jamoaga havola etadi.</p> <p>2.5. Mavzular asosida berilgan ma'lumotlarni umumlashtiradi va xulosalaydi</p>	<p>Savollarga javob beradilar</p> <p>Tinglaydilar.</p> <p>Talabalar faol ishtirok etadilar.</p>
<p>3. Yakuniy bosqich (10 daqiqa)</p>	<p>3.1. O'quv faoliyati yuzasidan xulosa bildiradi.</p> <p>3.2 Mavzular maqsadiga erishishdagi talabalar faoliyatini tahlil qiladi va o'zlashtira olmagan joylarini qayta o'qib chiqishni tavsiya etadi.</p> <p>3.3 Uyga vazifa beradi.</p> <p>3.4. Faol ishtirok etgan talabalarni rag'batlantiradi va umumiy baholaydi.</p>	<p>Tinglaydilar.</p> <p>Qayta o'qib chiqadilar</p> <p>Vazifani yozib oladilar.</p> <p>Baho oladilar.</p>

The Value of International Relations in a Globalized Society

Although international relations has taken on a new significance because of our increasingly interconnected world, it is certainly not a new concept. Historically, the establishment of treaties between nations served as the earliest form of international relations.

The study and practice of international relations in today's world is valuable for many reasons:

- International relations promotes successful trade policies between nations.
- International relations encourages travel related to business, tourism, and immigration, providing people with opportunities to enhance their lives.
- International relations allows nations to cooperate with one another, pool resources, and share information as a way to face global issues that go beyond any particular country or region. Contemporary global issues include pandemics, terrorism, and the environment.
- International relations advances human culture through cultural exchanges, diplomacy and policy development.
- **Human Rights** – Those rights based upon an entitlement by virtue of being human. They are typically considered universal and can be the basis for humanitarian intervention. Since the turn of the century, there has been an increase in the number of institutions and agreements that seek to uphold human rights.

- **Humanitarian Intervention** – Military intervention carried out in the pursuit of humanitarian (rather than geo-strategic) objectives. Humanitarian intervention is likely to be successful when a major global or regional power is prepared to take the lead (such as the French in Mali). Successful intervention also requires an exit strategy and some consideration of nation-building. Humanitarian intervention often reflects double standards and can at times make matters worse.
- **Hyperpower** – A state that is dominant in every domain of international relations. As such, it is of greater importance than a mere superpower. The United States has been described as a hyperpower, although this has in part been undermined by the emergence of China.
- **Hyper-globalisation** – A theoretical perspective which claims that globalisation represents a fundamental and transformative development within international politics. The emergence of a global society may well mark the death knell of the nation-state.
- **Idealism** – A forerunner of liberalism, idealism within International Relations assumes that states are rational actors who recognise the benefits of mutual cooperation. Idealism prescribes a normative foreign policy. According to figures such as Woodrow Wilson, idealism provides a basis for foreign policy, such as the fourteen points and the League of Nations. The academic Michael W. Doyle depicts idealism as a belief that states can trust the positive intentions of others.
- **Imperialism** – Extending power and dominion over territories via acquisition. The three main forms of imperialism are: colonies, protectorates and spheres of influence.
- **Intended Nationally Determined Contributions** – An intended reduction in greenhouse gas emissions as specified under the UNFCCC.
- **Institutional Peace Theory** – A liberal argument that the establishment of international institutions help foster peace and stability. This is closely related to the creation of a global commons. According to liberal theorists, international institutions and organisations can be used to foster a habit of cooperation between states.
- **International Bill of Human Rights** – An overarching term that incorporates the UDHR, the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR). None of these documents are legally binding.
- **International Court of Justice (ICJ)** – The International Court of Justice aims to settle disputes between states in accordance with international law. The ICJ also offers advisory opinions and consists of a panel made up of 15 judges elected by the UN. The effectiveness of the ICJ, also known as ‘The World Court’, is however undermined by the fact that it cannot initiate cases and needs to gain support from the UNSC in order to enforce its decisions.
- **International Criminal Tribunals** – Institutions established to prosecute war criminals in certain war-torn areas. For instance, the international tribunal into the former Yugoslavia brought high-profile prosecutions against Slobodan

Milosevic and Radovan Karadzic. The former was the first Head of State to be placed on trial for war crimes. The International Criminal Tribunal for Rwanda also convicted its former Prime Minister Jean Kambanda.

- **International Monetary Fund (IMF)** – An international financial institution that lies at the epicentre of the Washington Consensus. The chief objectives of the IMF are to facilitate international trade and provide financial assistance. Funding for the IMF derives from quotas and loans.
- **Intra Legem** – A Latin term meaning ‘within the law’.
- **Ipsa Facto** – A legal term meaning by the act (or fact) itself.

Modul 1	Theme 15: Stylistics and phonetics in Linguistics
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Ta’lim berish texnologiyasi

Mashg’ulot vaqti	Talabalar soni 10- 13 gacha
soat	2 soat
Fakultet	Jahon tillari fakulteti
Mashg’ulot shakli	Mavzu bo’yicha bilimlarni kengaytirish va mustahkamlash yuzasidan amaliy mashg’ulot.
Amaliy mashg’ulot	1. Talabalarni yangi mavzu bilan tanishtirish
Rejasi	2. Yangi so’z va iboralar bilan tanishtirish
	3. Matn ustida ishlash
	4. Uyga vazifa berish
O’quv mashg’ulotning maqsadi: yangi mavzu bo’yicha umumiy tushuncha berish, o’tilgan mavzular yuzasidan savol-javob o’tkazish, og’zaki nutqni rivojlantirish, ingliz tilida so’z boyligini oshirib borish maqsadida lug’at bilan ishlashni o’rganish, fonetik, grammatik va leksik materialni mustahkamlash.	
Pedagogik vazifalar:	O’quv faoliyati natijalari
Yangi mavzuga oid so’z va iboralarni ma’nosini tushuntirish;	Ingliz tilida o’tilgan mavzular yuzasidan gaplar tuzadilar;
Grammatik qoidani tushuntirish;	Ingliz tilida dialog va hikoyalar tuzadilar;
Ingliz tilida og’zaki nutqni o’stirish;	Ingliz tilida eshitgan matnni tinglab gapira beraolish;
Matn mazmunini ingliz tilida gapirishni	

o'rgatish; Grammatik mavzuga oid misollar tuzish va matnni ingliz tilida gapirishga tayyorlanish;	Yangi so'z va iboralarni o'zbek tilidagi ma'nosini tushuntirish; Grammatik va leksik materialni mustahkamlash;
Ta'lim berish usullari	Kichik guruhlarda ishlash
Ta'lim berish metodlari	Organayzerlarbilan ishlash, munozara, suhbat, tezkor so'rov.
Ta'lim berish vositalari	Darslik, o'quv qo'llanma, proektor
Ta'lim berish sharoiti	Texnik vositalar bilan ta'minlangan auditoriya
Monitoring va baholash	Og'zaki nazorat, savol-javob, mustahkamlash

VISUAL AIDS FOR USING IN LECTURES

The Invariant of Phonostylistic Characteristics of Informational Educational Descriptive Texts Reading

Timbre		impartial, dispassionate, reserved, resonant
Delimitation		phonopassages — phrases — intonational groups; pauses are mostly at syntactical junctures, normally of medium length but for the end of the passage
Style-marking prosodic features	Loudness	normal (piano) throughout the text, varied at the phonopassage boundaries
	Levels and ranges	decrease of levels and ranges within the passage
	Rate	normal (moderate) or slow, not variable
	Pauses	mostly syntactical of normal length, occasional emphatic ones for the semantic accentuation
	Rhythm	systematic, properly organized isochronic, decentralized accentuation
Accentuation of semantic centres	Terminal tones	common use of final categoric falls; in non-final segments mid-level and low rising tones are often used
	Pre-nuclear patterns	common use of falling and level heads or several falls within one interpausal unit
	Contrast between accented and unaccented segments	not great

Table 25

The Invariant of Phonostylistic Characteristics of Informational Educational Descriptive Spontaneous Monologue

Timbre		dispassionate, businesslike, reserved, occasionally interested
1	2	3
Delimitation		phonopassages – phrases – intonational groups; a number of hesitation and breath-taking pauses (filled and silent) breaks phrases into a great number of intonational groups, destroying their syntactical structure
Style-marking prosodic features	Loudness	normal (or piano); contrastive at the passage boundaries; diminuendo (decrease) towards the end of it; increase of loudness on semantic centres
	Levels and ranges	decrease of levels and ranges within the passage; various ranges and levels bind together several successive sequences into a larger unit
	Rate	variable, allegro on interpolations, lento on emphatic semantic centres
	Pauses	varied, the length depends on the syntactical and semantic value of the segment, the maximum length being at the passage boundaries
	Rhythm	non-systematic, subjective isochrony, centralized stress distribution, the rhythmicity within the phonopassage is achieved by the alternation of all prosodic features

The Correlation Between the Informational Intonational Style Registers and Speech Typology

Speech typology	Varieties of the language		Forms of communication			Degree of preparedness		Number of participants involved		Character of participants' relationship	
	reading	spoken, speaking	monologue	dialogue	polylogue	prepared	spontaneous	public	non-public	formal	informal
Informational style registers											
Educational information	+	+	+	+	+	+	+	+	+	+	+
Press reporting and broadcasting	+	+	+	+	+	+	+	+	+	+	-

Table 23

Spheres of Discourse in which the Informational Intonational Style Can Be Heard in Relation to Forms of Communication and the Number of Participants Involved

Spheres of discourse (Registers)	Varieties of the language and forms of communication									
	Written variety of the language (Reading)				Spoken variety of the language (Speaking)					
	Monologue		Dialogue		Monologue		Dialogue		Polylogue	
	public	non-public	public	non-public	public	non-public	public	non-public	public	non-public
Educational information	Reading in class	Reading to a listener	Reading in class	—	Speaking public	Talking to a listener	Talking in class	Just talking	Round-table talks	—
Press reporting and broadcasting	Reading news coverage over the radio, TV; reading newspaper in class	Reading newspaper to a listener	—	—	Talking on events over the TV	Talking to a listener	Commenting on the events, discussing them	Just discussing the events	Round-table talks of commentators	—

The invariants of phonostylistic characteristics of informational educational descriptive texts reading and descriptive spontaneous monologue are presented in tables 24, 25.

The Invariant of Phonostylistic Characteristics of Informational Spontaneous Dialogues

Timbre		businesslike, detached, occasionally interested
Delimitation		coordinated block – dialogical units (stimulus – response) – phrases – intonational groups, frequent absence of end-of-utterance pauses due to the rapid taking up of cues; frequent use of hesitation pauses (filled and silent), occasional silence for purposes of emphatic pause
Style-marking prosodic features	Loudness	normal or reduced (piano expression); variation of it at block boundaries and also for the accentuation of semantic centres; occasional inaudible lowered mumbles and trailing off into silence occurring by the end of the segments
	Levels and ranges	greatly varied, especially for the contrastive accentuation of semantic centres; narrowed pitch ranges for many monosyllabic responses
	Rate	slow or normal, varied on the accented semantic centres and interpolations, characteristically uneven, as flexible as one wishes it to be
	Pauses	may be of any length; their length being the marker of contact between the speakers; simultaneous speaking is quite common; silence of any stretch occurs for the sake of emphasis and as a temporizer to gain some time before expressing the view
	Rhythm	non-systematic, greatly varied, interpausal stretches have a marked tendency towards the subjective rhythmic isochrony; the rhythmicity within the block is achieved by the variation of all prosodic parameters
Accentuation of semantic centres	Terminal tones	regular use of falling (high and medium) final and categoric tones, the increase of the range of the nuclei on the semantic centres; occasional usage of level and low rising tones in non-final groups, of emphatic tones (High Fall, Fall-Rise, Rise-Fall) on emphatic semantic centres; high proportion of narrowed tones throughout the responses
	Pre-nuclear patterns	common use of level heads, usually with one accented pre-nuclear syllable and high pre-heads, longer pre-nuclear patterns are not frequent, if they do occur, then sudden wide pitch jumps within the segments characterize them
	The contrast between accented and unaccented segments	great, achieved by the variations in all prosodic parameters

Accentuation of semantic centres	Terminal tones	common use of final categoric falls; in non-final segments mid-level and low rising tones are quite common	common use of final categoric falls on semantic centres, non-final falls, mid-level and rising tones in non-final intonation groups. The emphasis is achieved by the use of high falls (very abrupt for a male voice)
	Pre-nuclear patterns	common use of falling and level heads or several falls within one interpausal unit	varied; common use of level heads with one accentuated pre-nuclear syllable; descending falling heads are broken by the "accidental rise"
	The contrast between accented and unaccented segments	not great	great, achieved by the centralized stress pattern; increase of loudness, levels and ranges on semantic centres; high categoric falls, emphatic stress on them and other variations of different prosodic characteristics

Accentuation of semantic centres	Terminal tones	common use of final categoric falls on semantic centres, non-final falls, mid-level and rising tones on non-final intonation group; the emphasis is achieved by the lose of high falls (very abrupt for a male voice)
	Pre-nuclear patterns	varied, common use of level heads with one accentuated pre-nuclear syllable; descending falling heads are often broken by the "accidental rise"
	The contrast between accented and unaccented segments	great, achieved by the centralized stress pattern, increase of loudness, levels and ranges on semantic centres, high categoric falls; emphatic stress on them and other variations of all prosodic characteristics

Table 26

The Opposition of Phonostylistic Invariant Characteristics of Informational Descriptive Monologue

Phonostylistic characteristics		Varieties of the language	
		Reading	Speaking
1		2	3
Timber		impartial, dispassionate, reserved resonant	dispassionate, businesslike, reserved, occasionally interested
Delimitation		phonopassages - phrases - intonation groups; pauses are mostly at syntactical junctures normally of medium length, but for the end of the passage	phonopassages - phrases - intonation groups; a number of hesitation and breath-taking pauses (filled and non-filled) breaks phrases into a great number of intonation groups, destroying their syntactical structure
Other style-marking prosodic features	Loudness	normal (piano) throughout the text, varied at the phonopassage boundaries	normal (piano), contrastive at the boundaries, decrease towards the end of the passage; increase on semantic centres
	Levels and ranges	decrease of levels and ranges within the passage	decrease of levels and ranges within the passage; various ranges and levels bind together several sequences into a larger unit
	Rate	normal (moderate) or slow, not variable	variable; allegro on interpolations, lento on emphatic centres
	Pauses	not greatly varied, mostly syntactical, occasionally emphatic	varied; the length depends on the syntactical and semantic value of the segment, the maximum length being at the passage boundaries
	Rhythm	systematic, properly organized, isochronic, decentralized accentuation	non-systematic, subjective isochrony, centralized stress distribution, the rhythmicity within the passage is achieved by the alternation of all prosodic features

Nazorat savollari

Nazariy nazariy fonetika fani

№ 1. Source –English phonetics a theoretical course. A.A. Abduazizov. English phonetics. A theoretical course. Paragraph: 1.1. Grade 2

The definition of phonetics is ...
1. the study of the sounds of a language
2. the study of the words of a language
3. the study of the vowels of a language
4. the study of the letters of a language

№ 2. Source –English phonetics a theoretical course. A.A. Abduazizov. English phonetics. A theoretical course. Paragraph: 1.1. Grade 1

How many may types of phonetics be distinguished?
1. 4
2. 5
3. 3
4. 2

№ 3. Source –English phonetics a theoretical course. A.A. Abduazizov. English phonetics. A theoretical course. Paragraph: 1.2. Grade 3

What are the principal resonators of the speech organs?
1. The pharynx, the mouth, the nasal cavity, the labial cavity.
2. The mouth, the nasal cavity, the labial cavity.
3. The pharynx, the mouth.
4. The nasal cavity, the labial cavity.

№ 4. Source –English phonetics a theoretical course. A.A. Abduazizov. English phonetics. A theoretical course. Paragraph: 1.2. Grade 2

How many Places of articulation are there?
1. 10
2. 9
3. 11
4. 12

№ 5. Source –English phonetics a theoretical course. A.A. Abduazizov. English phonetics. A theoretical course. Paragraph: 1.2. Grade 2

The term is not scientifically sufficient to express all the articulatory habits which characterize a language.
1. articulatory basis
2. prosodic basis
3. mouth cavity
4. labial cavity

№ 6. Source –English phonetics a theoretical course. A.A. Abduazizov. English phonetics. A theoretical course. Paragraph: 1.3. Grade 1

How many main aspects does Phonetics have?
1. 4
2. 3
3. 5
4. 6

№ 7. Source –English phonetics a theoretical course. A.A. Abduazizov. English phonetics. A theoretical course. Paragraph: 1.3. Grade 2

The articulatory aspect studies
1. the voice-producing mechanism and the way in which we produce speech sounds.
2. the sound energy which passes through 1 sq. cm perpendicular to the direction of the vibration (measured in watts) in a unit of time.
3. the position of the lips
4. the opening of the lower jaw

Tarqatma materiallar

Case study 1.

Imagine you have found a manuscript written in an unknown language. But you are sure that it was in one of the Germanic languages. Think of what should be done to establish the language of the manuscript.

Case study 2.

You used the time machine and you occurred to find yourself in one of the European countries of the VI-VII centuries. Try all the measures to communicate with the native people.

Case study 3.

Some people think that the events described in the first consonant shift took place in the XIX century when Jacob Grimm worked out the statements of the law. Give your reasons to explain that his ideas are wrong.

Case study 4.

Linguists say that the first consonant shift made a great contribution to form a separate group of languages later called Germanic. On what bases this statement is supported by historians?

Case study 5.

Some people are sure that the English language developed from the Latin language. Give reasons to reject this idea.

Case study 6.

We know that the English language was greatly influenced by the French language. Explain on what social conditions the intercourse took place.

Case study 7.

Imagine that you live in the IX century England. You want to know about some events which took place earlier. Where would you go and why.

Case study 8.

Imagine that you are in the village of Ruthwell in Scotland and you have found a tall stone with strange inscriptions. What would you do in order to understand the meaning of this inscription?

Case study 9.

Imagine Caedmon was your friend. Some striking changes took place in his character and behavior. You want to know the reason, what would you do?

Case study 10.

Imagine you are the author of the epic poem "Beowulf" and you want to write the continuation of this poem. What events would you choose as the subject for your creative work?

Case study 11.

Imagine you are King Alfred. You want to translate more works of Greek and Latin philosophers. Whose work would you choose to translate into Old English to begin with?

Case study 12.

Imagine you live in King's court in the XII century England. Would you make attempts to learn the English language spoken by the common people.

Case study 13.

Imagine you are member of House of Lords. It is the XIII century. You are asked to make a speech. What language would you prefer to make your speech?

Case study 14.

Imagine you are an elementary school teacher and you are asked to explain the strange pronunciation of the English "one" to little ones beginning to read. How would you explain?

Case study 15.

Imagine you are a beginning level teacher. One of your pupils used the form "mouses" instead of "mice". First give the right version and then explain why it is so.

Case study 16.

Imagine you are a teacher. One of your pupils mispronounced the word “bought” as [bought]. First give the correct pronunciation then explain why it is pronounced in this way.

Case study 17.

Imagine you are a school teacher. One of your learners asked about the difference between the terms “New English” and “Modern English”. How would you answer this question?

Case study 18.

Imagine you to explain some people the fact why some words in British and American English are used in different meanings. How would you explain?

Case study 19.

Imagine you have to explain how a language spoken by 4 million people on an island became a global language. How would you explain?

GLOSSARY OF TERMS USED IN THIS COURSE

ablaut

The process of inflecting a verb by changing its vowel: *sing* → *sang* → *sung*.

adjective

A part-of-speech category comprising words that typically refer to a property or state: *big, bad, hot*.

adverb

A part-of-speech category comprising words that typically refer to the manner, place, or time of an action: *softly, boldly*.

agrammatism

A symptom of aphasia in which the patient has trouble producing well-formed words and grammatical sentences, as well as understanding syntax-dependent sentences.

agreement

The process in which a verb is altered to match the number, person, or gender of its subject or object: *They smell* vs. *He smells*.

anomia

A symptom of aphasia in which the patient has difficulty retrieving or recognizing words.

aphasia

A family of syndromes in which a person suffers a loss or impairment of language abilities following damage to the brain.

Aristotelian category

See *classical category*.

article

A part-of-speech category comprising words that modify a noun phrase, such as *a, the, some*. Often subsumed in the determiner category.

associationism

The theory that intelligence consists in associating ideas that have been experienced in close succession or that resemble one another. Associated with philosophers such as John Locke, David Hume, David Hartley, and John Stuart Mill; underlies behaviorism and some forms of connectionism.

auxiliary

A special kind of verb used to express concepts related to tense, negation, modality, or interrogation: *can, have, will, be*.

back-formation

The process of extracting a simple word from a complex word that was not originally derived from the simple word: *burgle* (from *burglar*), *edit* (from *editor*).

bahuvrihi

A headless compound that refers to someone by what they have or do rather than by what they are: *flatfoot*, *four-eyes*, *cutthroat*.

behaviorism

A school of psychology (1920s–1960s) that rejected the study of the mind as unscientific and explained behavior using stimulus-response conditioning. Associated with B. F. Skinner.

canonical root

A root that has a standard sound pattern for simple words in the language, a part-of-speech category, and a meaning arbitrarily related to its sound.

case

A distinction among noun forms corresponding roughly to the distinction among subjects, objects, indirect objects, and prepositional objects. In English: *I/me*, *he/him*.

central sulcus

The groove in the brain that separates the frontal lobe from the parietal lobe. Also called the *central fissure* or *Rolandic fissure*.

classical category

A category with well-specified conditions of membership, such as *odd number* or *President of the United States*.

coda

The consonants at the end of a syllable.

cognitive neuroscience

The study of how cognitive processes (language, memory, perception, reasoning, action) are carried out by the brain.

cognate

A word that resembles a word in another language because both descended from a common ancestor, or because of borrowing.

compound

A word formed by joining two words together: *snowman*, *blackboard*.

connectionism

A school of cognitive psychology that models cognition with artificial neural networks trained on experience.

consonant

A phoneme produced with a blockage or constriction of the vocal tract.

conversion

The process of deriving a new word by changing its part-of-speech category: *impact* (noun) → *to impact* (verb).

cortex

The surface of the cerebral hemispheres of the brain, visible as gray matter; the main site of higher cognitive processing.

declension

The process of inflecting a noun, or the set of inflected forms: *witch/witches*, *duck/ducks*.

default

The action taken in a circumstance where no other action is specified: e.g., a local area code being used when dialing without one.

derivation

The process of creating new words out of old ones, either by affixation (*break* → *breakable*) or compounding (*super* + *woman* → *superwoman*).

determiner

The part-of-speech category comprising articles and similar words: *a*, *the*, *this*, *many*.

diphthong

A vowel consisting of two vowels pronounced in quick succession: *hire*, *coin*.

Early Modern English

The English of Shakespeare and the King James Bible (c. 1430–1700).

empiricism

The approach to studying the mind that emphasizes learning and environmental influence over innate structure. Also, in science, the emphasis on observation and experimentation.

eponym

A noun derived from a name: *sandwich* (from the Earl of Sandwich), *shylock*.

family resemblance category

A category whose members share overlapping traits without a single trait common to all, like *games*, *tools*, *furniture*.

fMRI (Functional Magnetic Resonance Imaging)

An imaging technique that depicts metabolic activity in different parts of the brain.

generative linguistics

The school of linguistics (associated with Noam Chomsky) that seeks to discover rules underlying the form and meaning of language.

generative phonology

The branch of generative grammar that studies the sound patterns of languages.

gerund

A noun formed from a verb by adding *-ing*: *running*, *singing*.

Middle English

The language spoken in England from shortly after the Norman invasion (1066) until the Great Vowel Shift (~1400s).

Modern English

The variety of English spoken since the 18th century.

mood

A grammatical category indicating whether a sentence is a statement, command, or subjunctive.

morpheme

The smallest meaningful unit of language.

morphology

The component of grammar that builds words out of morphemes; divided into *inflection* and *derivation*.

MRI (Magnetic Resonance Imaging)

A technique that constructs pictures of cross-sections of the brain or body.

neural network

A computer model, inspired by the brain, consisting of interconnected units that transmit signals.

neuron

An information-processing cell of the nervous system.

neurotransmitter

A chemical released by a neuron at a synapse, which excites or inhibits another neuron.

noun

A part-of-speech category comprising words that refer to things or people: *dog*, *John*, *country*.

nucleus

The vowel(s) at the core of a syllable.

number

The grammatical distinction between singular and plural: *chipmunk/chipmunks*.

Old English (Anglo-Saxon)

The language spoken in England from c. 450 to 1100.

onset

The consonants at the beginning of a syllable.

participle

A verb form that cannot stand alone but appears with auxiliaries: *has eaten* (perfect participle), *was eaten* (passive participle).

part of speech

A syntactic category of words: *noun, verb, adjective, preposition, adverb, conjunction*.

passive

A construction in which the usual object appears as the subject: *I was robbed*.

pattern associator memory

A neural network designed to memorize outputs for specific inputs and generalize to similar ones.

perfect

A verb form indicating an action completed at the time of reference: *He has eaten*.

person

The grammatical distinction among speaker (*I*), addressee (*you*), and others (*he/she/it*).

PET (Positron Emission Tomography)

A brain imaging technique that shows metabolic activity in color-coded maps.

phoneme

A distinct unit of sound (vowel or consonant) that distinguishes meaning: *bat* vs. *pat*.

phonetics

The study of how speech sounds are produced and perceived.

phonology

The component of grammar that determines the sound patterns of a language.

phrase

A group of words functioning as a unit in a sentence: *in the dark, the man in the gray suit*.

pluperfect

A verb form indicating an action completed prior to another past action: *He had eaten before I arrived*.

pluralia tantum

Nouns that appear only in plural form: *scissors, suds, the blues*.

psycholinguist

A scientist who studies how people understand, produce, or learn language.

predicate

A state, event, or relation typically expressed by the verb phrase of a sentence.

preposition

A part-of-speech category comprising words that express spatial or temporal relationships: *in, on, under, before*.

preterite

The simple past tense: *walked, sang*.

productivity

The ability to create and understand new words or sentences not previously encountered.

progressive

A verb form indicating ongoing action: *He is waving*.

recursion

A procedure that invokes itself, allowing structures of potentially infinite size: *A verb phrase can contain a verb phrase*.

regular vs. irregular (verbs)

Verbs that follow standard inflectional patterns (*walk* → *walked*) vs. those that do not (*sing* → *sang*).

umlaut

The process of shifting a vowel's pronunciation toward the front of the mouth. In German, shown with diacritics: *ä, ö, ü*.

verb

A part-of-speech category comprising words that typically refer to actions or events.

weak verb

In Germanic languages, verbs that form the past tense with a dental suffix (*walk* → *walked*).

wug test

A test of linguistic productivity where subjects are given novel words and asked to inflect them: *This is a wug. Now there are two wugs.*