

**ZULXUMOR MAMITXONOVNA  
RAHMATOVA**

# **O‘ZBEK TILI (ingliz tilida)**

**O„QUV QO„LLANMA**

**ANDIJON -2022**

# O'QUV ADABIYOTINING NASHR RUXSATNOMASI

O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligi  
Andijon davlat tibbiyot instituti rektorining 2022 yil "1" noyabrda  
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\_\_\_\_\_ning  
talabalari (o'quvchilari) uchun tavsiya etilgan.

*O'zbek tili (ingliz tilida) nomli o'quv qo'llanmasi*

(o'quv adabiyotining nomi va turi: darslik, o'quv qo'llanma)

\_\_\_\_\_ga

O'zbekiston Respublikasi Vazirlar Mahkamasi tomonidan  
litsenziya berilgan nashriyotlarda nashr etishga ruxsat berildi.



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Ro'yxatga olish raqami:



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

**ANDIJON DAVLAT TIBBIYOT INSTITUTI**

**ZULXUMOR MAMITXONOVNA  
RAHMATOVA**

*O‘ZBEK TILI (ingliz tilida)*

*nomli*

*O„QUV QO„LLANMA*

*Ta’lim yo‘nalishi: 60910200 - Davolash fakulteti*

**ANDIJON -2022**

## **Annotatsiya**

Mazkur qoʻllanma tibbiyot sohasida oʻzbek tilini oʻrganishni boshlagan xorijiy talabalarga movljallangan. Oʻquv qoʻllanmada xorijiy talabalarga oʻzbek tili oʻqitilishida zamonaviy yondashuvlar: intensivlik, kommunikativlik, taʼlim berishga amaliy yoʻnalishlar yoritilgan.

Qoʻllanma tuzilishi oʻquv materialini oʻzlashtirishni ijodiy modellashtirish va boshlangʻich darajada individual va jamoaviy shugʻullanishni tashkillashtirish imkonini beradi.

Qoʻllanmaning maqsadi –tibbiyot institutlarining xorijiy talabalarida kasbiy nutq koʻnikmalarini shakllantirish, bemorlar bilan boʻladigan ogʻzaki muomalaga ularni tayyorlash, tibbiyot kartasida bemor haqidagi subyektiv va obyektiv maʼlumotlarni yozishni oʻrgantishdan iborat.

## **АННОТАЦИЯ**

Данное учебное пособие адресовано иностранным студентам, изучающим узбекский язык. В нём освещены современные аспекты обучения узбекскому языку: интенсивность, коммуникативность, практическая направленность.

Структура учебного пособия даёт возможность организовать обучение для индивидуального, так и коллективного усвоения материала на уровне начального и творческого моделирования. Цель пособия – формирование профессиональных речевых навыков иностранных студентов медицинских вузов, подготовка их к устному общению с больными и написанию в истории болезни субъективных, объективных сведений о больном.

## **ANNOTATION**

This educational manual is addressed to foreign students studying the Uzbek language. It highlights the modern aspects of teaching the Uzbek language: intensity, communication, practical focus.

The structure of the textbook makes it possible to organize training for individual and collective assimilation of the material at the level of initial and creative modeling. The purpose of the manual is the formation of professional speech skills of foreign students of medical universities, their preparation for oral communication with patients and writing subjective, objective information about the patient in the medical history.

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## **SO‘Z BOSHI**

Mazkur o„quv-uslubiy qo„llanma tibbiyot oliygohlarida ta‘lim olayotgan 1-kurs xorijiy talabalar uchun mo„ljallangan. Qo„llanmaning asosiy maqsadi talabalarga leksik-grammatik materialni o„zlashtirishlariga yordam berish. Qo„llanma xorijiy talabalarning notanish til muhitidagi dastlabki kunlarida o„zbek tilining tovush -harf tizimi, leksik birliklari va grammatik qoidalarining minimal zahirasi bilan o„zlashtirishga yaqindan yordam beradi. Qo„llanma o„zbek tilining fonetik, morfologik qoidalarini qay darajada o„zlashtirilganligini tekshirish uchun misollar, ovyinlar bilan boyitilgan. Qo„llanmada o„yinlar, qiziqarli misollar berilgan bo„lib, dars oxirida relaksatsiya uchun qo„llash mumkin. Mazkur qo„llanma o„zbek tili xorijiy talabalarga xorijiy til sifatida o„qitilishga yo„naltirilgan. Qo„llanmada o„zbek tilida berilgan qoidalarning ingliz tilida tarjimasi ham berilgan.

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## 1-dars / lesson 1

### **Fonetika: Alifbo. Imlo va talaffuz. Unli va undosh tovushlar/ Phonetics: Alphabet. Spelling and pronunciation. Vowels and consonants**

Fonetika (gr. "fono" – tovush) tilshunoslikning bir boʻlimi boʻlib, tilning tovush tomonini, yaʼni nutq tovushlarini oʻrganadi. Fonetika tovushlarning hosil boʻlishi, talaffuzi, boʻgʻin va urgʻuning xususiyatlari haqida ham maʼlumot beradi. Tilimizdagi barcha soʻzlar nutq tovushlaridan tashkil topgan. Nutq tovushlari maʼno ajratish uchun xizmat qiladi. Ana shu jihati bilan tabiatdagi boshqa tovushlardan farq qiladi. Nutq tovushlarini nutq aʼzolarimiz hosil qiladi. Phonetics (gr. "Fono" - sound) is a branch of linguistics that studies the phonetic side of language, that is, the sounds of speech. Phonetics also provides information about the formation of sounds, pronunciation, syllables and accents. All words in our language consist of speech sounds. Speech sounds serve to separate meaning. It is in this respect that it differs from other sounds in nature. Speech sounds are created by our

speech organs.

Tovushlarni aytamiz va eshitamiz. Harflarni esa koʻramiz, yozamiz va oʻqiyamiz. Harflar nutq tovushlarining yozuvdagi shartli belgisidir. Harflarning qatʼiy bir tartibda joylashtirilgan yigʻindisi alfavit (alifbo) deyiladi.

We say and hear sounds. We see, write and read the letters. Letters are a conditional sign of speech sounds in writing. The set of letters arranged in a strict order is called the alphabet.

Lotin yozuviga asoslangan oʻzbek alifbosida 26 ta harf va 3 ta harflar birikmasi mavjud boʻlib, ular quyidagi tartibda joylashtirilgan: Aa, Bb, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Xx, Yy, Zz, Oʻ, oʻ, Gʻ, gʻ, Shsh, Chch, Ngng.

Nutq tovushlari ovoz va shovqindan iborat. Shunga koʻra ular ikki xildir.

Unli tovushlar sof ovozdan iborat boʻlib, un paychalarining oʻpkadan chiqayotgan havo oqimi taʼsirida tebranishi va ogʻiz boʻshligʻida hech qanday toʻsiqqa uchramay oʻtishidan hosil boʻladi. Hozirgi oʻzbek adabiy tilida 6 ta unli tovush bor: O, A, Oʻ, E, U, I.

The Uzbek alphabet based on the Latin script consists of 26 letters and 3 letter combinations, which are arranged

in the following order: Aa, Bb, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn , Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Xx, Yy, Zz, O`o`, G`g`, Sh sh, Ch ch, Ng ng.

Speech sounds consist of sound and noise. Accordingly, they are of two kinds. Vocal sounds are natural sounds, formed by the vibration of the flour strands under the influence of air flow from the lungs and their passage in the oral cavity without any obstruction. There are 6 vowels in modern Uzbek literary language: O, A, O`, E, U, I.

Tilning tik harakatiga ko,,ra	Tilning yotiq harakatiga ko,,ra		Lablarning ishtirokiga ko,,ra
	Old qator	Orqa qator	
Yuqori (tor) unlilar	I		Lablanmagan
		U	Lablangan
O,,rta (keng) unli	E		Lablanmagan
		O`	Lablangan
Quyida (keng) unlilar	A		Lablanmagan
		O	Lablangan

**Vowel sounds are classified in three ways.**

According to the vertical	According to the horizontal movement	According to the lips

movement of the tongue	of the tongue		involvement
	Front row	Back row	
High (narrow) vowels	I		non labial
		U	labial
Medium (wide) vowel	E		non labial
		O`	labial
Lower (wide) vowels	A		non labial
		O	labial

Undosh tovushlar o,,pkadan chiqayotgan havo oqimining og,,iz bo,,shlig,,ida ayrim to,,siqlarga uchrashi natijasida hosil bo,,ladi. Undosh tovushlar ham 3 tomonlama tasnif etiladi.

Ovoz va shovqinning ishtirokiga ko,,ra	Hosil bo,,lish o,,rniga ko,,ra	Hosil bo,,lish usuliga ko,,ra
Jarangli: b, v, g, d, j, dj, z, g,, y, l, m, n, ng, r	Lab undoshlari:	Portlovchilar : b, p, d, t, g, k, j, q, m, n, ng
	Lab-lab – b, p, m	
	Lab-tish – v, f	
	Til undoshlari:	
Jarangsiz: p, f, k, t, ch, h, s, x, q, sh	Til oldi – d, t, j, dj, ch, sh, z, s, n, l	Sirg,,aluvchilar: v, f, z, s,

	Til o,,rta: y	y, r, l, sh, g,, x, h
	Til orqa: g, k, ng	Qorishqlar: ch, j (dj), ts
	Chuqur til orqa: q, g,,x	
	Bo,,g,,iz undoshi: h	

Consonant sounds are formed as a result of the obstruction of the air flow from the lungs in the oral cavity. Consonant sounds are also classified in 3 ways

According to the presence of sound and noise	According to the formation place	According to the method of formation
voiced consonants: b, v, g, d, j, dj, z, g ,, y, l, m, n, ng, r	Labial consonants:	Explosives: b, p, d, t, g, k, j, q, m, n, ng
	Lip-lip - b, p, m	
	Lip-tooth - v, f	
	Consonants:	
voiceless consonants: p, f, k, t, ch, h, s,	Front-tongue - d, t, j, dj, ch, sh, z, s, n, l	Slidings: v, f, z, s, y, r, l, sh, g,, x, h
	Mid-tongue: y	

x, q, sh		
	Back-tongue: g, k, ng	Mixtures: ch, j (dj), ts
	Deep back-tongue: q, g ,,x	
	Throat consonant: h	

**Nazariy bilimlarni mustahkamlash uchun mashqlar.**

**/Exercises to strengthen theoretical knowledge.**

**1-mashq./ an exercise 1.** Nuqtalar o,,rniga "u" yoki "o,," harflaridan mosini qo,,yib, so,,zlarni ko,,chiring./**Copy the words, substituting the letters “u” or “o,,” instead of dots.**

...nga, b...l, ...q, t...n, g...l, ...y, k...l, q...l, ...zun,  
...tin, q...r, d...st, k...z, s...z, ...rmon.

**2-mashq./ an exercise 2.** Nuqtalar o,,rniga "i" yoki "u" harflaridan mosini qo,,yib, so,,zlarni ko,,chiring. / **Copy the words, substituting the letters “i” or “u” for the dots.**

Butk...l, but...n, yo`r...q, ko`r...k, tuz...m, uchq...n,  
tut...n, ko,,p...k, bur...n, butk...l, tanov...l, qut...l,  
qult...m.

**3-mashq / an exercise 3.** Berilgan so,,zlarni o,,qing.



**Unlilarni to,,g,,ri talaffuz qiling./ Read these words.**

**Pronounce vowels correctly.**

**Qo,,l – hand**

**bol -copper**

**kul - ashes**

**Ko,,l – lake**

**bor - there is**

**gul - flower**

**Ko,,z- eye**

**bog,,- garden**

**pul- money**

**Ko,,p - a lot**

**bosh -head**

**nur -shine**

**O,,zingiz haqingizda gapiring. –Tell about yourself.**

### **Lug,,at–dictionary**

**ahvol– condition**

**bilim– knowledge**

**ish–work**

**mamlakat–country**

**so,,rovnomat–survey**

**yil–year**

**qolmoq–to stay**

**atamoq–to name**

**buyurmoq–to order**

**damolmoq–to have a rest**

**rivojlanmoq–to develop**

**baxtli–happy**

**ahmoq–stupid**

**iliq – warm**

**bahorgi–spring**

**kuzgi–autumn**

**begona–strainger**

**qisqa–short**

**issiq–hot**

**yozgi–summer**

**qishki – winter**

**ajoyib–wonderful**

**xorijiy–foreign**

**kunduzi – in the afternoon**

**ertadan so,,ng – after**

**kechasi–at night**

tomorrow

**ertalab** – in the morning

**Assalomu –alaykum** – Hello

**Xush kelibsiz** - Welcome

**Keling tanishaylik** - May I introduce

**Mening ismim.....** My name is.....

**Men talabaman** I am a student

**Men ADTI da o.,qiyman** I study in AGMI

**Men Andijonda yashayman** I live in Andijan

**Men 22 yoshdaman** I'm 22

**Ismingiz nima?** What's your name

**Qayerdan keldingiz?** here are you from?

**Qayerda o.,qiysiz?** Where do you study?

**Yoshingiz nechada?** How old are you?

**Tanishganimdan xursandman** Nice to meet you

**Siz qayerda yashaysiz?** Where do you live?

**Andijonni bilib oldingizmi?** Did you know Andijan

**Institutingizda nechta fakultet bor?** How many faculties  
does your institute have

**Institutda xorijlik talabalar ko.,pmi?**

Are there many foreign students at the institute?

**Institutda axborot-resurs markazi bormi?**

Is there an information resource center at the institute?

**U yerda mutaxassislikka oid kitoblar ko'pmi?**

Are there many specialty books out there?

**Elektron adabiyotlar ham bormi?**

Are there any electronic publications?

#### **4-mashq/ an exercise 4**

Matni o'qing, matn bo'yicha savollarga javob bering. Namuna sifatida matndan foydalanib, o'zingiz haqingizda sozlab bering.- Read the text and answer questions about it. Introduce yourself using text as a guide

Mening ismim Ra'no. Men talabaman. Men birinchi bosqichda o'qiyman. Men Andijon davlat tibbiyot institutida o'qiyman. Institut Andijon shahrida joylashgan. Men kelajakda jarroh bo'laman. Shuning uchun anatomiya va biologiya fanlarini o'rganyapman.

#### **Savollar/ questions on the text:**

1. Siz kimsiz?
2. Nechanchi bosqichda o'qiyasiz?
3. Siz qayerda o'qiyasiz?
4. Institutingiz qayerda joylashgan?
5. Siz kelajakda kim bo'lasiz?
6. Siz qaysi fanlarni o'rganyapsiz?

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## 2-dars / lesson 2

**Mavzu: Leksikologiya. Soʻzlarning toʻgʻri va koʻchma maʼnosi (omonim, sinonim, antonim, paronim soʻzlar).**

**Lexicology. Direct and figurative meaning of words ( homonyms, synonyms, antonyms, paronyms) .**

Leksikologiya tilshunoslikning bir boʻlimi boʻlib, tilning lugʻat tarkibini, soʻzning lugʻaviy (leksik) maʼnosini tekshiradi. **Lexicology is a branch of linguistics that studies the lexical structure of a language, the lexical meaning of a word.**

Soʻzning maʼnosi ikki xil boʻladi:

Leksik maʼno – soʻz ifodalagan maʼlum bir predmet, belgi, harakat va hokazo. **Lexical meaning - the meaning of a word considered in isolation from the sentence containing it, and regardless of its grammatical context. For example, *ishlamoq, kitob, oq.***

Grammatik maʼno – bir turkumdagi soʻzlarning koʻpchiligiga xos boʻlgan umumiy maʼno. Grammatical meaning is the meaning conveyed in a sentence by word order and other grammatical signals. Also called structural meaning. Linguists distinguish grammatical meaning from lexical meaning (or denotation) - that is, the dictionary meaning of an individual word.

Soʻzlar shakli va maʼno munosabatiga koʻra quyidagi turlarga boʻlinadi:

**Omonimlar** – shakli bir xil, maʼnosi har xil soʻzlardir. Masalan, soch – boshdagi tola, soch – feʼl; oʻt – olov, oʻt – feʼl, oʻt – maysa.

Words are divided into the following types according to the form and meaning:

**Homonyms** are words that have the same form but different meanings. For example, hair is a fiber in the head, hair is a verb; grass - fire, grass - verb, grass - grass.

**Paronimlar** – omonimlarning bir koʻrinishi boʻlib, talaffuzi bir xil, ammo yozilishi va maʼnolari har xil boʻlgan soʻzlar. Masalan, asr – asir, asl – asil, yuvindi – yuvindi, yondosh – yondash.

**Paronyms** are words that are a form of homonyms and have the same pronunciation but different spellings and meanings.

For example, asr - captive, asl - asil, yuvindi - yuvundi, yandosh - yandash

**Sinonimlar** (*maʼnodosh soʻzlar*) – shakli, aytilishi va yozilishi har xil, ammo maʼnolari bir xil **boʻlgan** soʻzlar. Yuz, bet, aft, bashara, ruxsor, chehra, oraz, jamol.

**Synonyms** (synonyms) - words that have different forms, pronunciation and spelling, but the same meaning. Yuz, bet, aft, bashara, ruhsor, chehra, oraz, jamol

**Antonimlar** – maʼnosi bir-biriga qarama-qarshi soʻzlar. Masalan, oq-qora, shirin-achchiq, yaxshi-yomon.

**Antonyms** are words that have opposite meanings. For example, black and white, sweet and bitter, good and bad.

**Nazariy bilimlarni mustahkamlash uchun mashqlar. Exercises to strengthen theoretical knowledge**

**5-mashq. /an exercise 5.** Quyidagi soʻzlarning omonimlarini topib, ular ishtirokida gap tuzing. **Find the homonyms of the following words and make up sentences with them:** Yoz, yot, toʻr, koʻk, tuz, oshiq, surma, bogʻ, qoʻy.

**6-mashq. /an exercise 6.** Quyidagi soʻzlarning sinonimini topib, ular ishtirokida gaplar tuzing. **Find the synonyms of the following words and make up sentences**

**with them:** O,,rtoq, osmon, yordam, chiroyli, nochor, yolg,,iz, yuz, uzoq, g,,am, jilmaymoq, diyor, chidam.

**7 –mashq./ an exercise 7. Antonimlarga misollar toping. Find examples of antonyms.**

Nuqtalar o,,rniga berilgan so,,zlarning mosiniqo,,yib, gaplarni to,,ldiring. Complete the sentences by substituting the given words for the dots. **So,,zlar:** *qiziqarli, bemaza, sariq, pakana, baland, inoq,ikkichi, mazali, xafa.*

Menda qizil olma bor.

Menda qizil olma emas, .....olma bor.

Sen baland bo,,yli emas, .....bolasan.

Anvar .....kitob o,,qidi.

Salima .....ovqat pishirdi.

Malika a"lochi talaba emas,.....

Guruhimiz juda ham .....

Qadirxan ..... ovozda qo,,shiq kuyladi.

Biz kecha juda ..... bo,,ldik.

Muzqaymoq juda .....

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### 3-dars / lesson 3

#### **Mavzu: So,,z va atama. Til va terminologiya/ Words and terms. Language and terminology**

So,,zlar aytilishi yoki yozilishi mumkin. Bular har doim ko,,pchilik tushunadigan maʼnoga ega bo,,ladi. Biroq, atama har doim ham bir xil maʼnoga ega emas. Ko,,pgina atamalar ham so,,zlardir. Bu bitta so,,z yoki boshqa so,,zlar birikmasi bo,,lishi mumkin. Madaniyat, qadriyat, jinoyat, qiz, hayvon deganda, bu so,,zlarning barchasi o,,quvchi uchun umumiy maʼnoga ega. Biroq, atamada bunday xususiyat mavjud emas. U maʼlum bir kontekstda alohida maʼnoga ega

Words can be said or written. These will always have a meaning that most people understand. However, the term does not always have the same meaning. Many terms are also words. It can be a single word or a combination of other words. When we say

culture, value, crime, girl, animal, all of these words have a common meaning for the reader. However, the term does not have such a feature. It has a special meaning in a



particular context

Termin grekcha terminus soʻzidan olingan boʻlib, chek, chegara degan maʼnoni bildiriadi. U fan-texnika, qishloq xoʻjaligi, sanʼat va madaniyat sohasiga xos soʻz hisoblanadi. Terminologiya - terminlar haqidagi taʼlimot va terminlar majmui degan maʼnolarni anglatadi.

The word “term” is derived from the Greek word “terminus”, meaning boundary. It is a word specific to science and technology, agriculture, arts and culture. Terminology is the study of terms and means a set of terms

Til deb murakkab muloqot tizimiga yoki shu tizimni oʻrganish va ishlatish qobiliyatiga aytiladi. Tilni oʻrganuvchi sohaga tilshunoslik deyiladi.

Language = is a community wealth, it interacts with the members of society, summarizes and informs about all the events that take place in the material and spiritual life of man; language, in the same sense, has been formed and existed for centuries.

**Nazariy bilimlarni mustahkamlash uchun mashqlar./ Exercises to strengthen theoretical knowledge**

**8-mashq./ an exercise 8.** Terminlarga 10 misol yozing. **Write ten examples of terms.**

**9-mashq. /an exercise 9.** O,,zingiz tanlagan yo,,nalishda 10 termin yozing. / **Write ten of the terms related to your chosen specialty.**

**10-mashq./ an exercise 10.** O,,qutuvchilik kasbiga oid terminlarni davom ettiring. **Continue the terms related to the teaching profession**

O,,quv xona, ovquvchi, qalam, kitob.....

#### **4-dars / lesson 4**

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**Mavzu: Morfologiya. So,,z turkumlari. Ot so,,z turkumi Otga xos grammatik kategoriyalar. Morphology. Parts of speech. Noun and it"s grammatical categories.**

Grammatika (yunon. «gramma»-yozuv, «tike»-quti) so,,z va gap qurilishi, gapda so,,zlarning o,,zgarishi va o,,zaro birikishi haqidagi ta"limot bo,,lib, ikki qismdan iborat. Har bir qism o,,z tekshirish obyektiga ega.

Grammar (Greek. "Grammar" -writing) is a doctrine of word and sentence construction, the change and interconnection of words in a sentence, and consists of two parts. Each section has its own object.

1. Morfologiya (yunon. «morfo»-shakl, «logos»-so,,z). Unda so,,zning grammatik xususiyatlari, so,,zlarning

yasalishi, soʻzlarning tuzilishi va oʻzgarishi, soʻz turkumlari oʻrganiladi.

2. Sintaksis (yunon. «sintaksis»- tuzish). Soʻzlarning birikishi, gap va uning tuzilishi hamda turlari oʻrganiladi.

1. Morphology (Greek. "Morpho" - shape, "logos" - word). It studies the grammatical features of words, word formation, word structure and change, word categories.

2. Syntax (Greek. "Syntax" - to compose). The combination of words, speech and its structure and types

Soʻzlar umumiy leksik va grammatik maʼnolari hamda vazifalariga koʻra maʼlum guruhlariga boʻlinadi. Soʻzlarning umumiy grammatik maʼnolari, morfologik belgilari va gapdagi vazifasiga koʻra guruhlariga ajratilishi soʻz turkumlari deyiladi. Soʻzlarni turkumlarga ajratishda quyidagi xususiyatlar hisobga olinadi:

A) lugʻaviy va grammatik maʼno bildirishi ; B) morfologik xususiyatlari; C) sintaktik vazifalari;

Words are divided into certain groups according to their general lexical and grammatical meanings and functions. The grouping of words according to their general grammatical meanings, morphological features, and function in a sentence is called word grouping. The following features are taken into account when dividing words into categories: A) lexical and grammatical

meaning; B) morphological features; C) syntactic functions;

Shunga ko,,ra ular quyidagicha turkumlarga ajratiladi:

1. Mustaqil so,,zlar: ot, sifat, son, olmosh, fe‘l, ravish.

2. Yordamchi so,,zlar: ko,,makchi, boq,,lovchi, yuklama.

3. Alohida so,,zlar guruhi : modal so,,zlar, undov so,,zlar, taqlid so,,zlar.

Mustaqil so,,zlar ham luq,,aviy, ham grammatik ma‘no ifodalaydi, gapda alohida sintaktik vazifa bajaradi.

Accordingly, they are divided into the following categories:

1. Independent words: noun, adjective, number, verb,

2. Auxiliary words: auxiliary, connecting, loading.

3. Separate group of words: modal words, exclamation words, imitation words.

Independent words represents both lexical and grammatical meaning, and performs a separate syntactic function in speech.

Ot – shaxs, predmet, voqea - hodisaning nomini ifodalovchi mustaqil so,,z turkumi bo,,lib, kim? nima? so,,roqlariga javob bo,,ladi. Ot predmetlik tugunchasini

grammatik maʼno-son, egalik va kelishik maʼnolari bilan ifodalaydi. Otning asosiy sintaktik vazifasi ega boʻlsa-da, toʻldiruvchi, hol, undalma vazifasida ham keladi.

Noun is an independent part of speech that express the name of an event, person, an object and answers the questions who? what? The noun represents the subject with grammatical meanings such as number, possession, and agreement. Although the noun has a basic syntactic function, it also comes in the function of complement, case, motivation.

### *Otning maʼno jihatdan turlari*

Turdosh otlar bir turdagi predmet yoki hodisalarning umumiy nomini bildiradi: dengiz, olma, daryo, bola.

Atoqli otlar bir turdagi narsalarning birini aytib koʻrsatadi. Atoqli otlarga quyidagilar kiradi:

- shaxslarning ismi, familiyasi, taxallusi (Karim, Julqinboy, Alisher Navoiy);
- hayvonlarga qoʻyilgan nomlar (Olapar, Mosh);
- geografik nomlar (Andijon, Moskva, Amerika, Volga);
- planeta, sayyoralar nomi ( Mars, Yupiter, Oy);
- gazeta, jurnallar nomi (“Sihat-salomatlik”, “Saodat”, “Adolat”);

Aniq otlar borliqdagi mavjud narsa, buyum va

shaxslarni anglatuvchi otlardir. Masalan: gul, piyola, daftar, kitob.

Mavhum otlar bizning hissiy aʼzolarimizga taʼsir etolmaydigan tushuncha, holat va xususiyatlarni ifodalaydi. Masalan: oqibat, sevgi, doʻstlik.

Yakka otlar birlik shaklda bir turga mansub predmetning bittasini ifodalash uchun qoʻllaniladi. Masalan: kishi, qalam, gul.

Jamlovchi otlar - birlik shaklda bir turdagi predmetning toʻldasini, jamini anglatadi. Masalan: xalq, guruh, olomon, el, poda.

Semantic types of horses Related horses denote the common name of an object or event of the same type: sea, apple, rever, child.

Famous horses are one of a kind. Famous horses include: names, surnames, nicknames of persons (Karim, Zulqarnayn, Alisher Navoiy); animal names (Olapar, Mosh); geographical names (Andijon, Moskva, Amerika); names of planets (Mars, Yupiter); names of newspapers and magazines (“Happiness”, ”Justice” ). Specific horses are horses that represent things, objects and individuals in existence. For example: flower, notebook, book.

Abstract horses represent concepts, states, and characteristics that do not affect our emotional organs. For

example: fate, love, friendship. Singular nouns are used in the singular to denote one object of the same species. For example: oerson, pen, flower.

Aggregate nouns are a group of objects of the same type. For example:people, group, crowd, hand, herd.

***Otga xos grammatik kategoriyalar***

Otlarda son kategoriyasi. Otlar, odatda, birlik va ko,,plik shaklda qo,,llaniladi. Birlik shakli uchun maxsus qo,,shimcha yo,,q, – lar ko,,plik maʼnosidan tashqari boshqa maʼnolarni (hurmat, piching, noaniqlik, maʼnoni kuchaytirish, mavhum otlarga qo,,shilib uslubiy vazifa bajaradi) ham ifodalaydi.

Otlardagi egalik kategoriyasi predmetning uch shaxsdan biriga qarashlilikini ko,,rsatadi. U so,,z o,,zgartiruvchi qo,,shimchalar sanalgan egalik qo,,shimchalari bilan ifodalandi. Masalan, onam, onang, onasi (birlik) onamiz, onangiz, onasi (ko,,plik).

So,,zning so,,nggi tovushi unli yoki undosh bilan tugashiga ko,,ra ikki xil shaklga ega.

Shaxs	Birlikda		Ko,,plikda	
	Unli	Undosh	Unli	Undosh
I shaxs	Otam	Daftarim	Otamiz	Daftarimiz
II shaxs	Otang	Daftaring	Otangiz	Otangiz
III shaxs	Otasi	Daftari	Otasi	Daftari

	Vowel	Consonant	Vowel	Consonant
Person	Singula		Plural	
I person	Otam	Daftarim	otamiz	Daftarimiz
II person	Otang	Daftaring	otangiz	daftaringiz
III person	Otasi	Daftari	otalari	Daftarlari

Otlarga egalik qo,,shimchasi qo,,shilganda so,,zda fonetik o,,zgarish yuz beradi. Masalan: burun, qorin, o,,rin, ko,,ngil, og,,iz kabi so,,zlarga egalik qo,,shimchasi qo,,shilganda unli tushib qoladi. So,,z oxirida kelgan **k** tovushi **g** tovushiga, **q** tovushi **g**, tovushiga almashadi. Masalan: taroq – tarog,,im, tilak-tilagim, yurak-yuragim, qishloq-qishlog,,im, bilak-bilagim, o,,rtoq-o,,rtog,,im.

Otlarga kelishik kategoriyasi. Otning boshqa so,,zlarga grammatik bog,,lanishini ifodalovchi kategoriya bo,,lib, otning gapdagi vazifasini belgilaydi.

Otlarning kelishik qo,,shimchalarini olib o,,zgarishi **turlanish** deyiladi. Otlarda oltita kelishik mavjud. Ularni quyidagi jadval asosida ifodalash mumkin.

The so-called phonetic change occurs when a possessive suffix is added to Noun. For example: in words like *burun, qo"rin, o"rin, ko"ngil, og"iz*, the vowel falls when the possessive suffix is added. The k sound at the end of a word is replaced by the g sound, and the q sound is



replaced by the g sound. For example: taroq – tarogʻim, tilak-tilagim, yurak-yuragim, qishloq-qishlogʻim, bilak-bilagim, oʻrtoq-oʻrtogʻim.

Case category of Nouns. It is a category that represents the grammatical connection of a Noun to other words and defines the function of the Noun in speech.

The variation of Noun with the addition of conjunctions is called conjugation. Nouns have six cases. They can be expressed in the following

Kelishiklar	Qoʻshim - chalari	Soʻrogʻi	Sintaktik vazifasi
1.Bosh kelishik	-	Kim? Nima? Qayer?	Ega
2.Qaratqich kelishigi	-ning	Kimning? Nimaning? Qayerning?	Aniqllovchi
3.Tushum kelishigi	-ni	Kimni? Nimani? Qayerni?	Toʻldiruvchi
4.Joʻnalish kelishigi	-ga	Kimga? Nimaga? Qayerga?	Toʻldiruvchi Oʻrin holi

5.O,,rin-payt kelishigi	-da	Kimda? Nimada? Qayerda? Qachon?	To,,ldiruvchi O,,rin va payt holi
6.Chiqish kelishigi	-dan	Kimdan? Nimadan? Qayerdan? Qachondan ?	To,,ldiruvchi Hol

Cases	Suf- fixes	Question	Syntactic function
1.Bosh kelishik	-	Kim? Nima? Qayer?	The subject
2.Qaratqich kelishigi	-ning	Kimning? Nimaning? Qayerning?	The Attribute
3.Tushum kelishigi	-ni	Kimni? Nimani? Qayerni?	The Object
4.Jo,,nalish Kelishigi	-ga	Kimga? Nimaga? Qayerga?	The Object & Adverbial Modifier of place

5.O,,rin- payt kelishigi	-da	Kimda? Nimada? Qayerda? Qachon?	The Object & Adverbial Modifier of place and time
6.Chiqish kelishigi	-dan	Kimdan? Nimadan? Qayerdan? Qachondan?	Adverbial Modifier

**Tayanch so,,zlar:** morfologiya, grammatika, sintaksis, ot, o,,zak, morfema, shaxs, egalik, son, kelishik, mavhum, yakka, jamlovchi.

Nazariy bilimlarni mustahkamlash uchun mashqlar

**11-mashq / an exercise 11** Quyidagi so,,zlarga egalik qo,,shimchasini qo,,shib yozing, o,,zakda yuz bergan o,,zgarishni ko,,rsating. . **Add the possessive suffix to the following words:**

Yurak, qishloq, singil, taroq, o,,rtoq, og,,iz, o,,g,,il, bag,,ir, bilak, tilak, o,,rin, burun, tuproq.

**12-mashq /an exercise 12** Quyidagi qisqartma otlarni to,,liq shaklda yozing. **Write the following acronyms in fullè**

**ADTI, BMT, AQSH, ToshMI, FarDU, ADU, O,,zR, NamDU**

**13- mashq /an exercise 13.** Quyidagi otlarga egalik qoʻshimchalaridan mosini qoʻyib, gaplarni daftaringizga yozing. *Write the sentences in your notebook, matching the possessive suffixes to the following names.*

Bu mening instituti...

Ziloloning dugona..... shahardan keldi.

Sobirning dada.... Mashina haydaydi.

Zahro sening kitob.....ni olgan edi.

Zebo bizning uy.....ga keldi.

Sening bogʻ“ .....da qanday mevalar pishdi?

Uning ona... ..... shirin ovqat pishirdi.

Uning kitob..... juda koʻp.

**Guruhlar boʻyicha taqsimlang**

olma, kartoshka, nok, kabob, choy, gazlangan suv, uzum, sabzi, piyoz, qulupnoy, qalampir, malina, tarvuz, banan, lavlagi, mandarin, karam, sharbat, pomidor, shashlik, sarimsoqpiyoz, baqlajon, tovuq, qahva, qovun, bodring, ananas, oshqoboq, gilos, oʻrik

<b>Meva lar</b>	<b>Sabza- votlar</b>	<b>Goʻsht mah- sulotlari</b>	<b>Ichim- liklar</b>	<b>Poliz ekinlari</b>
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## 5-dars / lesson 5

### Mavzu; SIFAT -Adjective

Predmet va shaxs belgisini bildiruvchi soʻz turkimi sifat deyiladi. Oʻzbek tilida ular quyidagi savollarga javob beradi. –The part of speech that denotes a sign of a person or object is called an adjective. In Uzbek they answer questions. **qanday? qanaqa?**–*how? which one?* **qaysi?**–*which ? qizil – red; koʻk – blue; katta – large; suvsiz – without water; aqlli – clever;*

Gapda sifat odatda aniqlovchi boʻlib keladi *katta bog*, (large garden), shuningdek kesim boʻlib kelishi ham mumkin. Masalan, *Bog, katta.*–The garden is big. – In a sentence, an adjective is usually a definition of *katta bog*, (large garden), and can also act as a predicate, for predicate, for example: *Bog, katta – The garden is big.*

Sifat aniqlovchi vazifasida kelganda doim aniqlanmishdan oldin keladi va u shaxsda, sonda, kelishik bilan mos kelmaydi. The adjective in the function of definition is always placed before the word being defined and does not agree with it either in person, or in number, or in case:

Yaxshi kitob- a good book, yaxshi kitoblar – good books,

### 14-mashq/ an exercise -14

Nuqtalar oʻrniga berilgan sifatlardan mosini qoʻyib, koʻchiring. / Fill in blanks by choosing the desired adjectives from the list provided.

*Issiq -warm, bahorgi-spring, oppoq-white, baland-tall, qizil-red, qiziqarli-interesting, katta -big, yashil- green.*

1. Bogʻimizda...olmalar bor.
2. Qishloqimiz yonida...park bor.
3. Andijon shahrida 5 ta institut va 2 ta universitet bor
4. Men kecha doʻkondan ..... kitoblar sotib oldim.
5. Bahorning oxirlarida .....kunlar boshlanadi.
6. .... yomgʻir daraxtlarning tez oʻsishiga yordam beradi.

### **15-mashq/ an exercise -15**

Quyidagi sifatlarning antonimlarini toping. /

Choose the antonyms for the indicated adjectives.

katta – big...	baland – high....	chchiq –bitter
yaxshi–good...	uzun – tall...	issiq – hot...
oq – white...	yosh – age...	ogʻir –heavy ...

### **16-mashq/ an exercise -16**

Oʻtilgan darslardan foydalanib, gap va soʻz birikmalarini oʻzbek tiliga tarjima qiling. / Translate words into Uzbek language, using new material.

*Gold autumn. Harsh winter. Early spring. Hot*

*Summer. Handsome guy. Clever boy. Beautiful girl. Old man. Interesting book. Wonderful evening.*

### **17- mashq / an exercise -17**

Matni o,,zbek tiliga tarjima qiling. Sizga tanish bo,,lgan sifatlardan foydalaning. -Translate the text into Uzbek. Use adjectives you know.

### **Yoz - Summer**

After spring comes summer. In summer the days are very hot and long and the nights are short. In summer sweet cherries, early pears, yellow and red apples and other fruits ripen in the gardens.

On hot days people swim in large ditches, in cold rivers, blue lakes and pools. Sometimes black clouds appear in the sky, heavy thunder roars and it rains. After the rain comes the coolness. June, July and August are considered the hottest summer months.

### **18- mashq / an exercise 18**

Quyida berilgan so,,z birikmalaridan ko,,rsatish olmoshi ishtirokida gaplar tuzing. / Make sentences with the indicated phrases using demonstrative pronouns.

*Namuna / Sample:* Bu qayer?—Bu—Andijon davlat tibbiyot instituti.

Bu kim?—Bu tibbiyot instituti talabasi.

Bu kim? – Bu kardiolog

Bu onkolog

Bu uning singlisi

Andijon davlat tibbiyot instituti, madaniyat va istirohat bogʻi, A.Navoiy koʻchasi, uning akasi, uning oʻrtogʻi, uning qoʻshnisi, mening doʻstim, mening ustozim, mening shahrim.

### **19- mashq / an exercise 19**

Quyidagi soʻz birikmalarini oʻzbek tiliga tarjima qiling, ushbu soʻz birikmalaridan foydalanib, oʻzingiz yoki doʻstlaringiz haqida soʻzlab bering. -Translate the following phrases into Uzbek. Tell about yourself or your friends using these phrases.

Nice guy, beautiful girl, smart person, good friend, big street, delicious food, cold water, favorite toy, loving mother, kind grandmother.

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## **6-dars / lesson 6**

### **Mavzu: Son soʻz turkumi / The Numerals**

Predmetning miqdorini, sanogʻini, tartibini ifodalovchi mustaqil soʻz turkumi son deyiladi. Qancha? necha? nechanchi? soʻroqlariga javob boʻladi. Son koʻproq otga bogʻlanib, ot ifodalagan predmetning



miqdorini ko,,rsatadi: beshta (kitob), uchta (daftar). Sonlar harf bilan ham, raqam bilan ham yoziladi. Matematik hisob uchun, vaqt hisobi uchun ko,,proq raqam ishlatiladi. Yozuvda ikki xil raqam ishlatiladi. /

An independent part of speech that express the quantity, number, order of an object is called Numerals. It can be answer for the questions How much? How many? Which one? The Numeral is more attached to the noun and indicates the amount of the object represented by the noun: beshta (kitob), uchta (daftar). Numerals are written in both letters and numbers. For mathematical calculations and time calculations more often numbers are used. Two versions of numbers are used when writing.

The Arabic numerals are used in calculations and to indicate the day and year: May 14, 1969.

The Roman numerals are used to indicate the century, the month, the date of the sessions: XX century, XXII session.

The Numerals are divided into two groups according to their meaning and grammatical features:

1. Cardinal Numerals
2. Ordinal Numerals.

The Cardinal Numerals represent the number and

quantity of the object, for ex: bir (hafta), uch (yosh), besh qop (shakar), ikkita (kitob), oʻn beshta (talaba), minglab, yuzlab, beshtacha, yuzlarcha, uchchalasi, ikkovi, oltovlon, oʻntadan, ikkitadan, chorak, oʻn bir.

The Ordinal numerals indicate the order, the sequence of an object. The Ordinal numerals are formed by adding the suffixes -nchi, -inchi to the Cardinal Numerals: birinchi, oltinchi

When ordinal numerals are indicated in Arabic numerals, a hyphen is used instead of a suffix: 5 - sinf, 8 – qavat, 8 – mart. If in Roman numerals, no punctuation is used: XXI asr, XVII sessiya.

Numbers in a sentence are mainly expressed by attribute, sometimes by predicate, adverbial modifier, subject. There are mainly 23 numbers which are actively used in the Uzbek language. They are represented by words, Arabic and Roman numerals: bir, ikki, uch, toʻrt, besh, olti, yetti, sakkiz, toʻqqiz oʻn, yigirma, oʻttiz, qirq, ellik, oltinchi, yetmish, sakson, toʻqson, yuz, ming million, milliard, trillion.

**15-mashq./ an exercise 15.** Quyidagi sonlardan sanoq son turlarini yasang va yozing. Make and write the Ordinal numerals from the following Cardinal numerals:

Yuz, oʻn ikki, qirq, yetmish olti, uch, sakson, oʻttiz

uch, yigirma, to,,qson besh.

**16-mashq./ an exercise 16.** Savollarga yozma javob bering. Tartib sonlarni arab raqamlari bilan yozing./ **Answer the questions in writing. Write ordinal numerals in Arabic numerals.**

1. Nechanchi yilda qaysi maktabga o,,qishga kirdingiz? 2. Oilada nechanchi farzandsiz? 3. Institutga nechanchi yilda kirgansiz? 4. Hozir nechanchi kursda o,,qiysiz?

**Siz qachon tug,,ilgansiz? –When were you born?**

yil –year yili– in the year
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2002-yil – 2002 year (ikki ming ikkinchi yil)

1995-yil–1995 year (bir ming to,,qqiz yuz to,,qson beshinchi yil)

2000-yil– 2000 year (ikki minginchi yil)

Qaysi yili? – 1991- *yil*

What year?– *1991 -year.*

Nechanchi yil?–1998-yil.

*What (which) year–1998 year.*

Qachon?–2002-yili.

*When?–In 2002.*

Qaysi yilda?– 1984-yilda.

*What year?– In1984.*

## 20-mashq / an exercise 20

Berilgan savollarga oʻzbek tilida javob bering, oʻzbek tilida matn tuzing. –Compose a story by answering the suggested questions in Uzbek.

1. What do you do in your free time?
2. What interests you?
3. What folk games do you know?
4. Are you interested in nature?
5. What kind of people do you respect?
6. Do you like what you do?
7. What dishes do you like best?
8. What Uzbek dishes do you like best?
9. What time of the year do you like to relax?

## 21-mashq / an exercise 21

Quyidagi soʻz va soʻz birikmalarini oʻrniga qoʻyib, gaplar tuzing va ularga savollar bering. –Make sentences with the following words and ask questions about them.

1. Boshlandi, institutda, mashgʻulotlar.
2. Boshlandi, ishlar, dalalarda.
3. Musobaqa, talabalarimiz, oʻynaydilar.
4. Institutda, oʻqiyman, men.
5. Qaytdik, biz, ishdan.

## Lugʻat - vocabulary

Boshlandi – started

Ishlar - works

**SOAT NECHA? / What time is it now?**

The word soat is combined with cardinal numbers. If a numeral comes before the word soat, then this combination denotes the amount of time (hours) or the number of hours (devices). For example:

*Biz olti soat ishladik.–We worked six hours.*

If the word soat comes before a number, then it denotes the time of the day and is the answer to the question soat necha? “What time is it now” or “What time is it”? For example:

*Hozir soat yetti.–It’s seven o’clock now.*

*Soat ikkida dars tamom bo’ladi.–At two o’clock (in the afternoon), classes end.*

*Vaqt soat va daqiqalarda quyidagicha ifodalanadi.*

Time in hours and minutes is expressed as follows:

*Kunning birinchi yarmida soat so,,zidan keyin son chiqish kelishigida kelib, o,,tmoq so,,zi fe’lning mos zamonida daqiqani ko,,rsatadi*

*/ in the first half of the hour, the word soat is followed by a numeral in the case, denoting hours, a numeral indicating the number of minutes, and the corresponding tense forms of the verb o'tmoq.*

Hozir soat beshdan o,,n daqiqa o,,tdi./ It is now ten minutes past five

Kunning ikkinchi yarmida soat so,,zidan keyin kam so,,zi, keyin yana to,,liq vaqtga yaqinlashayotgan daqiqani ko,,rsatuvchi son keladi / In the second half of the hour, the word soat is followed by a numeral indicating the number of minutes missing for an additional hour,

And the word kam (without), then a numeral indicating which full hour the time is approaching

Masalan/ for example

Hozir soat yigirma daqiqa kam (yigirmata kam) to,,rt./ It's now twenty minutes to four.

Dars o,,n daqiqa kam to,,qqizda boshlanadi./ Classes begin at ten to nine.

**Modellarni yodda saqlang! Remember the models**

### **1- Модел -model**

\_\_\_\_\_ + dan \_\_\_ minut (daqiqa) o,,tdi / minutes passed

Bir, ikki, olti, sakkiz, o,,n.

Ikkidan besh daqiqa o,,tdi.

Sakkizdan o,,n daqiqa o,,tdi.

Uchdan o,,n besh daqiqa ovtdi.

O,,ndan besh daqiqa o,,tdi.

O,,n birdan o,,n besh daqiqa ovtdi.

## 2-Модел

\_\_\_\_\_ + ta kam \_\_\_\_\_ bo,,ldi

Beshta kam o,,n bo,,ldi. O,,nta kam o,,n bovlldi.

O,,n beshta kam o,,n bir bo,,ldi. Yigirmata kam ovn bir bovlldi

## 3-Модел

Soat \_\_\_\_\_ yarim bo,,ldi

Soat sakkiz yarim bo,,ldi.

Soat to,,qqiz yarim bo,,ldi.

Soat ,,n yarim bo,,ldi.

Soat o,,n ikki yarim bo,,ldi.

Rasmlarga qarab soat necha bo,,lganini ayting./What are the times shown in the pictures?



**22- mashq./ an exercise 22.** Gaplarni o,,zbek tiliga tarjima qiling. Sonning qo,,llanishiga, vaqtni ifodalash

usullariga eʻtibor qarating. Translate the sentences into Uzbek. Pay attention to the use of numbers, the ways of expressing time.

1. It was 11 o'clock in the morning
2. A bus with 60 students arrived.
3. The conversation ended at about 8 p.m.
4. A book with 40 illustrations has been published.
5. The school has an orchard with 20 pears, 50 cherries, 80 apple trees.
6. On the table lay a large album with 70 photographs.
7. There were more than 400 passengers on the ship.
8. The auditorium can accommodate over 700 people.
9. I arrived at 7.20.
10. After 9 I will be gone.

### **23- mashq /an exercise 23**

Dialogni tinglang, uni rollarga boʻlib oʻqing. Listen to the dialogue. Read it for the role.

- Kechirasiz, soat necha boʻldi? Aytib yuboring!
- Soat 4 boʻldi.
- Rahmat.
- Kechirasiz, vaqt qancha boʻldi? Ayta olasizmi?
- Soatim yoʻq, kechirasiz.



- Hechqisi yo,,q, hijolat bo,,lmang.

**Quyidagi so,,z birikmalariga e`tibor bering / pay attention to the following phrases**

.....  
**Pokiston vaqti** –Pakistani time

**Toshkent vaqti** –Tashkent time

**Koreya vaqti** –Korean time

Moskva vaqti bilan soat o,,n yarim bo,,ldi. –It is half past one in Moscow time.

Toshkent vaqti bilan soat 10 dan yigirma daqiqa o,,tdi.  
–It is twenty minutes past 10 o`clock Tashkent time.

#### **24- mashq /an exercise 24**

Dialogni rollarga bo,,lib o,,qing. Suhbatdoshlarning bir-birlariga berayotgan savol va javoblariga e`tibor bering.  
Read the role dialogue. Pay attention to how the interlocutors ask each other questions and answer them.

- Hozir soat necha?
- Hozir soat o,,n.
- Ish qachon tamom bo,,ladi?
- Ish soat oltida tamom bo,,ladi?
- Bugun nechada qancha erta kelding?
- Bugun yarim soat erta keldim.
- Necha daqiqa yo,,l yurding?

- Ellik daqiqa yoʻl yurdim.
- Quyosh qachon chiqadi?
- Quyosh soat besh-u olti daqiqada chiqadi.
- Quyosh qachon botadi?
- Quyosh yigirma bir-u qirq daqiqada botadi.

## **25- mashq /an exercise 25**

Matnlarni oʻqing, mazmuniga koʻra ularning farqini tushuntiring, ularni soʻzlab bering. [Read the texts and explain the differences in their content, retell them.](#)

### **1-Variant**

Men soat yettida uyqudan turaman. Soat sakkizda darsimga boraman.

Darslar soat ikkida tugaydi. Men soat uchda uyga kelaman.

### **2-Variant**

Men soat olti yarimda turaman. Mashgʻulotlarim soat sakkizda boshlanadi. Oʻqishim soat ikkida tugaydi. Tushlik qilaman va oʻquv zaliga boraman. Soat oltigacha oʻquv topshiriqlariga tayyorlanaman. Soat yettida uyga kelaman.

### **3-Variant**

Men soat yettida turaman. Darslarim soat sakkiz yarimda boshlanadi, soat ikki yarimda tugaydi. Tushlikdan soʻng axborot resurslari markaziga boraman. Seminarlarga

tayyorlanaman, besh yarimda yo,,lga chiqaman, soat olti yarimda uyda bo,,laman.

### **yodda saqlang/ remember**

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## **axborot resurslari markazi–information resource center**

### **26-mashq /an exercise 26**

Dialogni rollarga bo,,lib o,,qing va uni davom ettirishga harakat qiling. Read the dialog by asting, try to continue it

- Bugun qaysi kun?
- Seshanba.
- Hozir soat necha (nechi) bo,,ldi?
- To,,rtdan yigirma daqiqa o,,tdi.(16.20)
- Dars qachon tugaydi?
- Soat oltida.(18.00)
- Uyga soat nechada ketasiz?
- O,,n beshta kam yettida. (18.45)

### ***O‘zingizni tekshiring –Check yourself***

1. Juftlikda ishleng. Quyidagi savollarga asoslanib dialog tuzing. **Work in pairs. Ask each other and answer the following questions**

1. Mening ish haftam.
2. Soat necha bo,,ldi?

3. Siz qayerda o,,qiysiz?
4. Sizning tanlagan kasbingiz?

## 7-dars / lesson 7

### **Mavzu: Olmosh so,,z turkumi / Pronouns**

Ot, sifat, son, o,,rnida qo,,llanadigan so,,zlar turkumi olmosh deyiladi.

Ot o,,rnida kelgan olmoshlar otlar kabi kelishiklar bilan turlanadi, gapda ega, kesim, to,,ldiruvchi vazifasini bajaradi. An Independent part of speech expressed in words which are used instead of a noun, adjective, numeral is called the Pronoun.

Son o,,rnida kelgan olmoshlar sonlar kabi qo,,llaniladi. Olmoshlar ma"no jihatdan 7 turga bo,,linadi.

1. Kishilik olmoshi – nutq jarayonidagi shaxsni ko,,rsatadi. Personal pronouns - refer to the person in the speech process: **men, sen, u, biz, siz, ular**. Kishilik olmoshlari otlar kabi turlanadi. Personal pronouns decline as nouns.

2. Ko,,rsatish olmoshi predmetlarni ko,,rsatish uchun ishlatiladi. Demonstrative pronouns are used to indicate objects: **bu, shu, u, o,,sha, ana, mana, bu, ushbu**

3 So,,roq olmoshlari – predmetning **Kimga?**

**Nimaga?** qarashli ekanligi haqidagi soʻroqni anglatadi.  
Interrogative pronouns Represents the questions.

4. Oʻzlik olmoshi- predmetni aniqlab, yakkalab koʻrsatish uchun ishlatiladigan oʻz soʻzi orqali ifodalanadi. Egalik qoʻshimchalarini olib har uchala shaxsni ham koʻrsatadi: **Oʻzim, ovzing, oʻzi** otga bogʻlanib xoslikni, alohida yolgʻiz kelib tanholikni bildiradi. Reflexive pronoun is expressed by the word “**oʻz**”, which is used to identify and indicate the object individually. Reflexive pronouns are used with the possessive suffixes and indicate all three persons:

5. Belgilash olmoshi – predmet yoki uning belgisini ajratish , jamlash orqali umumlashtirib koʻrsatish uchun ishlatiladi. Attributive pronouns used to summarize the object or identify its sign by summing: **har qaysi, har kim, hamma, barcha, bari.**

6. Boʻlishsizlik olmoshi – inkor, mavjud emaslik Maʼnosini bildiradi. Negative pronouns mean negation, non-existence: **hech kim, hech bir, hech narsa, hech qaysi.**

7. Gumon olmoshi – nomaʼlum boʻlgan narsa belgini anglatadi : Gumon olmoshlari soʻroq olmoshlariga –dir, -alla qoʻshimchasini qoʻshish orqali hosil boʻladi. Indefinite pronouns identify the sign of something

unknown: Indefinite pronouns are formed by adding the suffixes –dir, alla- to the interrogative pronouns: kimdir, allanima, allaqaysi, bir qancha, nimadir, qaysidir.

### **Nazariy bilimlarni mustahkamlash uchun mashqlar**

**27-mashq. an exercise 27.** Olmoshlarni qatnashtirib 6 ta gap tuzing. /**Write in your notebook 6 sentences with the pronouns:** shu, o,,sha, hamma, o,,z, bu, ana

**28-mashq. an exercise 28.** Bo,,lishsizlik olmoshlari ishtirokida to,,rtta gap tuzing. Make four sentences with negative pronouns.

Gaplarni diqqat bilan o,,qing, olmoshlarning qo,,llanishiga e`tibor bering. *Read the sentences carefully, pay attention to the use of rhymes.*

Bu o,,sha qiziqarli kitob.

Sen mening do,,stimsan.

Hamma talabalar ma`ruza tingladilar.

O,,sha shifokor bu bemorga tashxis qo,,ygan.

Hech narsa abadiy emas.

Biz Vatan qahramonlari bilan uchrashdik.

Kimdir eshikni ochdi.

Allaqayerdan qandaydir ovoz eshitildi.

Siz ularni taniysizmi?

**Topshiq.** Olmoshlarni mosini qoʻyib koʻchiring

U nonushta qilyapti – He having breakfast

\_\_\_ ish qilyapmiz

\_\_\_ do

\_\_\_ yozishyapti

\_\_\_ write

\_\_\_ sevasanmi

\_\_\_ love

\_\_\_ yashayman

\_\_\_ live

\_\_\_ yozyapsizmi

\_\_\_ write

\_\_\_ oʻylayapman

\_\_\_ think

\_\_\_ bilasanmi

\_\_\_ you know

\_\_\_ oʻqitadi

teach

\_\_\_ yeysanmi

eat

**Oʻzingizni tekshiring. /Check yourself**

*Nuqtalar oʻrniga mos olmosh qoʻyib, gaplarni oʻqing./*

*Read the sentences, substituting the appropriate diamonds for the dots*

1.....hamma narsani tushundi.

2. musobaqada gʻolib boʻldim.

3.....ukasi Angliyada oʻqiydi.

4. ishingiz yaxshi boʻlmabdi.

5. bemorlarga yordamlashdik.

6. opang chiroyli qiz.

Quyida berilgan soʻzlarga olmoshlarning mosini

qo,,yib, ustunlarga yozing

- A) Men
- B) Sen
- C) U
- D) Biz
- E) Siz
- F) Ular

A	O,,qiyapman,....
B	Uxlayapsan, ....
C	Tayyorlayapti,...
D	Sovg,,a berdik,...
E	Baliq tutdingiz,...
F	Suhbatlashdilar

**Uxlayapsan,** sovg,,a berdik, tayyorlayapti, suhbatlashdilar, rasm chizdingiz, o,,qiyapman, dam olyapmiz, raqsga tushyapti, ovqat pishirding, baliq tutdingiz, tozaladim, musiqa tingladi,televizor ko,,rding, kitob o,,qidingiz, xat yozdim, sayohatga chiqdilar, gul ekdik, javob berdingiz.



## 7-dars / lesson 7

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### Mavzu: Fe,,l so,,z turkumi. - The Verb.

Harakat va holat maʼnolarini bildiradigan mustaqil so,,z turkumi feʼl deyiladi. Feʼl nima qildi? Nima qilyapti? Nima qilmoqchi kabi so,,roqlarga javob bo,,ladi. Feʼllar shaxs va predmetlar harakatini ifodalashdan tashqari, turlicha holatlarni ham harakat tarzida ifodalaydi: bola yig,,ladi, gul ko,,kardi, bodom gulladi kabi.

Feʼl gap tuzishda ot kabi sintaktik asos bo,,lib xizmat qiladi. Ikkinchi darajali bo,,laklar - hol va to,,ldiruvchi asosan feʼlga bog,,lanadi. Feʼl gapda faqat kesim bo,,lib keladi. Baʼzan ega, aniqlovchi, toʻldiruvch , hol vazifasida ham kelishi mumkin.

Feʼllar maʼno jihatdan ikki guruhga bo,,linadi:

- 1) mustaqil feʼllar;
- 2) yordamchi feʼllar.

Mustaqil feʼllar harakat va holat manosini anglatadi, feʼlga xos barcha grammatik xususiyatlarga ega.

Yordamchi feʼllar mustaqil feʼllarga qo,,shilib , turli maʼno anglatuvchi shakllar hosil qiladi. **Qil, et, ayla, bo,,l** yordamchi feʼllari qo,,shma feʼl yasash uchun xizmat qiladi: ado etmoq, yaxshi bo,,lmoq, xafa qilmoq.

Feʼl bo,,lishlilik va bo,,lishsizlik, o,,timlilik va

o,,timsizlik, mayl, zamon, nisbat kabi o,,ziga xos morfologik xususiyatlarga ega.

An independent part of speech that denotes action and state is called the verb. What did the verb do? The verb answers the questions: what to do? what is going to do? In addition to expressing the movement of persons and objects, verbs also express different situations in the form of action, for example: *bola yig,,ladi, gul ko,,kardi, bodom gulladi.*

The verb serves as a syntactic basis for speech, like a noun. The secondary parts of speech adverbial modifier and object are mainly dependent on the verb. The verb performs the function of only a predicate. Sometimes it can be used in the function of subject, attribute, object and adverbial modifier.

Verbs are semantically divided into two groups: 1) independent verbs; 2) auxiliary verbs.

### **Bo,,lishli va bo,,lishsiz fe"llar**

F"ellar ish harakatning bajarilishi yoki bajarilmaganligini ifodalash jihatdan ikki guruhga bo,,linadi.

1. Bo,,lishli fe"llar bajarilgan, bajarilayotgan va bajarilishi lozim bo,,lgan ish- harakatni bildiradi., *o,,qidi, o,,qiyapti, o,,qimoqchi.* Bo,,lishlilikni ifodalovchi maxsus shakl yo,,q.

2. Bo,,lishsiz fe"llar bajarilmagan, bajarilmayotgan,

bajarilmaydigan ish-harakatni ifodalaydi. Hozirgi o,,zbek tilida bo,,lishsizlik maʼnosi –**ma, yo,,q, emas** kabi shakllar orqali ifodalanadi : *kelmadi, kelgani yo,,q, kelgan emas.*

Agar qo,,shma feʼlning ikkala qismiga bo,,lishsizlik qo,,shimchasi qo,,shilsa, bo,,lishsiz feʼl bo,,lishliga aylanadi. Masalan, *kelay qo,,ma, aytmay qo,,yma.*

Independent verbs mean action and state, and have all the grammatical features of the verb. Auxiliary verbs combine with independent verbs to form different meanings. The auxiliary verbs *qil, et, ayla, bo,,l* serve to form a compound verb: *ado etmoq, yaxshi bo,,lmoq, xafa qilmoq.*

The verb has its own morphological features, such as positivity and negativity, transitivity and intransitivity, mood, tense, voice.

Verbs are divided into two groups in terms of whether the action is performed or not. Feʼl anglatgan harakat va holatning predmetga munosabatiga ko,,ra o,,timli va o,,timsiz feʼllarga bo,,linadi. O,,timli feʼllar harakatning biror predmetga to,,la yoki qisman o,,tganligini bildiradi. O,,timli feʼl tushum va chiqish kelishigidagi otni boshqarib keladi. Harakat predmetga to,,la o,,tsa, tushum kelishigidagi ot bilan bog,,lanadi. Masalan, *kitobni o,,qidi, derazani artdi.*

Agar harakat predmetga qisman oʻtsa, chiqish kelishigidagi ot bilan bogʻlanadi. Masalan, *nondan oling, choydan iching.*

Biror predmetga oʻtmay, bajaruvchining oʻzida qoladigan harakatni bildiradigan feʻllar oʻtimsiz feʻllar deyiladi. Oʻtimsiz feʻllar tushum kelishigidagi soʻzlarni boshqarolmaydi. Oʻtimli feʻllar oʻtimsiz feʻlga aylanishi mumkin: *maʼruzani tingladi – maʼruza tinglandi, vazifani bajardi – vazifa bajarildi*

1. Positive verbs denote an action that has been done, is being done, and needs to be done, ex: *oʻqidi, oʻqiyapti, oʻqimoqchi*. **There is no special form of positivity.**

2. Negative verbs denote an action that has not been done, isn't being done, and needn't to be done. In modern Uzbek, the meaning of negativity is expressed in the form of *–ma, yoʻq, emas: kelmadi, kelgani yoʻq, kelgan emas.*

If the negative suffix is added to both parts of a compound verb, it becomes a positive verb. For example, *kelmay qoʻyma, aytmay qoʻyma*

Transitive and intransitive verbs

The verbs are divided into transitive and intransitive verbs according to the relation of the action and state to the subject.

Transitive verbs indicate that the action is completely or partially transited to an object. Transitive verb controls

the noun in “tushum” and “chiqish” cases . When the action is completely transited to the object, it is associated with the noun in the “tushum” case. For example, *kitobni o,,qidi, derazani artdi.*

**If the action is partially transited to the object, it is associated with the noun in the “chiqish” case. For example, *nondan oling, choydan iching.***

Verbs that denote an action that remains within the performer without transiting to an object are called intransitive verbs. Intransitive verbs cannot control the words in the “tushum” case. Transitive verbs can become intransitive verbs, **example:** *ma`ruzani tingladi – ma`ruza tinglandi, vazifani bajardi – vazifa bajarildi.*

Keywords: positive, negative, transitive, intransitive, completely, partially, verb, action, state.

### **Fe`l zamonlari.**

Fe`ldagi zamon ma`nosi ish – harakatining nutq so,,zlanib turgan paytga munosabatini bildiradi. Ish – harakat nutq so,,zlanib turgan paytdan oldin, nutq so,,zlanib turgan bir paytda, nutq so,,zlanib turgan paytdan so,,ng bajarilishi mumkin. Shunga ko,,ra, fe`lning uch zamonifarqlanadi.

1. O,,tgan zamon
2. Hozirgi zamon
3. Kelasi zamon

Fe`lning o,,tgan, hozirgi va kelasi zamon shakllarining

har biri, o,,z navbatida, yana bir necha turlarga bo,,linadi. Chunki bu shakllar, vaqtning alohida katta qismlarini ko,,rsatish bilan birga, qismlar ichidagi kichik paytlarni ham aks ettiradi.

**O,,tgan zamon fe"li** – ish-harakatning nutq so,,zlanib turgan paytdan ilgari yuz berganligini bildiradi va quyidagi turlarga bo,,linadi:

*Yaqin o,,tgan zamon fe"li* o,,zakka – **di** qo,,shimchasini qi,,shish va tushlash orqali hosil bo,,lib, ish-harakatni nutq so,,zlanib turgan paytdan oldin bajarilgan yoki bajarilmaganini bildiradi. Masalan, Men bugun kutubxonaga bordim.

### **Birlik**

I shaxs yozdim  
II shaxs yozding  
II shaxs yozdi

### **Ko,,plik**

yozdik  
yozdingiz  
yozdi(lar)

*Uzoq o,,tgan zamon fe"li* ish-harakatni nutq so,,zlanib turgan paytdan ancha ilgari bajarilgan yoki bajarilmaganini bildiradi. Uzoq o,,tgan zamon fe"l negiziga – **gan** qo,,shimchasini qo,,shish va tushlash, hamda o,,tgan zamon sifatdoshidan keyin **edi, emish** to,,liqsiz fe"llaridan birini tushlab keltirish orqali hosil bo,,ladi. Masalan, tinglaganman.

### **Birlik**

I Shaxs tinglaganman, tinglagan edim, tinglagan emishman

II Shaxs tinglagansan, tinglagan eding, tinlagan emishsan

III Shaxs tinglagan, tinglagan edi, tinglagan emish

### **Ko,,plik**

I Shaxs tinglaganmiz, tinglagan edik, tinglagan emishmiz

II Shaxs tinglagansiz, tinglagan edingiz, tinglagan emishsiz

III Shaxs tinglaganlar, tinlagan edilar, tinglagan emishlar

**Hozirgi zamon fe‘li** – ish-harakatning nutq so,,zlanib turgan paytda bajarilayotgan yoki bajarilmayotganini anglatadi. Hozirgi zamon fe‘li ma‘no jihatdan ikki turga bo,,linadi.

#### **Birlik**

I Shaxs quraman, ishlayman

II Shaxs qurasan, ishlaysan

III Shaxs quradi, ishlaydi

#### **Ko,,plik**

quramiz, ishlaymiz

qurasiz, ishlaysiz

quradi (-lar),

ishlaydi (-lar)

#### **Birlikda**

I Shaxs kuylayapman

II Shaxs kuylayapsan

#### **Ko,,plikda**

kuylayapmiz

kuylayapsiz

**Kelasi zamon fe‘li** ish-harakatning nutq so,,zlanib turgan paytdan keyin bajarilganligi yoki bajarilmaganligini bildiradi. Kelasi zamon fe‘li ma‘no jihatdan ikki turga bo,,linadi.

*Kelasi zamon gumon fe‘li – r (-ar)* qo,,shimchalarini qo,,shish va tushlash orqali hosil bo,,lib, harakatning bajarilishini gumon, taxmin yo,,li bilan ifodalaydi. Masalan: aytarman, chiqarman

	<b>Birlikda</b>	<b>Ko,,plikda</b>
I Shaxs	aytarman, chiqarman	aytarmiz, chiqarmiz
II Shaxs	aytarsan, chiqarsan	aytarsiz, chiqarsiz
III Shaxs	aytar, chiqar	aytar(lar), chiqar(lar)

	<b>Birlikda</b>	<b>Ko,,plikda</b>



<b>I Shaxs</b>	bormoqchiman, boradiganman	bormoqchimiz, boradiganmiz
<b>II Shaxs</b>	bormoqchisan, boradigansan	bormoqchisiz, boradigansiz
<b>III Shaxs</b>	bormoqchi, boradigan	bormoqchi, boradigan(lar)

### **Verb tenses.**

The tense of the verb refers to the relation of the action to the time when the speech is spoken. An action may be performed before

the time when the speech is spoken, at the time when the speech is being spoken, and after the time when the speech is spoken. Accordingly, the three tenses of the verb differ.

1. The past tense
2. The present tense
3. The future tense

Each of the past, present and future tense forms of the verb, in turn, is divided into several types. This is because these forms not only represent large parts of time, but also small parts of time.

Verbs of past tense - mean that the action took place before the time of speech and is divided into the following types:

- the recent past
- a long time ago
- past tense story verb
- past continuous
- past purpose

The recent past tense verb is formed by adding and subtracting the suffix -di to the stem, indicating whether the action was performed before the time the speech was spoken.

**For example, *Men bugun kutubxonaga bordim.***

**Singular**

**Plural**

I person yozdim

yozdik

II person yozding

yozdingiz

II person yozdi

yozdi(lar)

The verb in the past tense indicates whether the action was performed long before the speech was spoken. The long past tense is formed by adding and subtracting the suffix gan to the base of the verb, as well as by substituting one of the incomplete verbs for the past tense adjective. For example, *tinglaganman.*

	<b>Singular</b>	<b>Plural</b>
--	-----------------	---------------

<b>I person</b>	tinglaganman, tinglagan edim, tinglagan emishman	tinglaganmiz, tinglagan edi k, tinglagan emishmiz
<b>II person</b>	tinglagansan, tinglagan eding, tinglagan emishsan	Tinglagansiz, tinglaganedingiz, tinglagan emishsiz
<b>III person</b>	tinglagan, tinglagan edi, tinglagan emish	tinglaganlar, tinglagan edilar,tinglagan emishlar

The past tense story verb is expressed by adding and subtracting the suffix **-b**, (**-ib**) to the stem, as well as by attaching the incomplete verb **edi** to the past participle where the action is expressed by telling the story whether it was done before the time the speech was spoken. For example, **boribman**

	<b>Singular</b>	<b>Plural</b>
I person	boribman, borib edim	Boribmiz, borib edik
II person	boribsan, borib eding	Boribsiz, borib edingiz
III person	boribdi, borib edi	Boribdilar, borib edilar

The past continuous tense of the verb is formed by attaching the incomplete verb *edi* to the participle formed with the suffix *-r (ar)*, indicating that the action is continuous or repeated. The past continuous tense of the verb is also formed by adding one of the suffixes *yotgan, -moqda* and by adding the incomplete verb *edi*. For example, *kutar edim*.

	<b>Singular</b>	<b>Plural</b>
I person	Kutar edi,	kutar edik,
	kutayotgan edim, kutmoqda edim	kutayotgan edik, kutmoqda edik
II person	kutar eding, kutayotgan eding, kutmoqda eding	kutar edingiz, kutayotgan edingiz, kutmoqda edingiz
III person	kutar edi, kutayotgan edi, kutmoqda edi	kutar edilar, kutayotgan edilar, kutmoqda edilar.

In the past purpose tense is formed by attaching the incomplete verb *edi* to the form of the verb with the suffix *moqchi, -digan*, which means the action to be performed. For example, *olmoqchi*

	<b>Singular</b>	<b>Plural</b>
I person	Olmoqchi edim	olmoqchi edik
II person	olmoqchi eding	olmoqchi edingiz
III person	olmoqchi edi	olmoqchi edi(lar)

The present tense verb means whether an action is performed or not while the speech is being spoken. Modern verbs are semantically divided into two types.

The present-future tense is expressed by adding and subtracting the suffix *a* (-y), which forms the base of the verb, to indicate that the action occurs during and after the speech. For example, *ishlayman, quraman*.

	<b>Singular</b>	<b>Plural</b>
I person	quraman, ishlayman	quramiz, ishlaymiz
II person	qurasan, ishlaysan	qurasiz, ishlaysiz
III person	quradi, ishlaydi	quradi(-lar), ishlaydi

The present continuous verb is formed by adding one of the *suffixes* *-yap,-yotir,-yotib* the suffix *-moq* to the stem of the verb, indicating that the action is continuing. For example, *kuylayapman, o‘ynamoqdaman*.

	<b>Singular</b>	<b>Plural</b>
I person	Kuylayapman	kuylayapmiz
II person	Kuylayapsan	kuylayapsiz
III person	kuylayapti	kuylayapti(lar)

The future tense of the verb indicates whether the action was performed or not at the moment the speech was spoken. The future tense of the verb is semantically divided into two types.

The future tense of indefinite verb is formed by adding and subtracting suffixes- *r (-ar)*, and expresses the execution of the action by suspicion, guessing. For example, *aytarman, chiqarman*

	<b>Singular</b>	<b>Plural</b>
I person	aytarman, chiqarman	aytarmiz, chiqarmiz
II person	aytarsan, chiqarsan	aytarsiz, chiqarsiz
III person	aytar, chiqar	aytar (lar), chiqar (lar)

The future tense of the purpose verb is formed by adding and subtracting the suffix *-moqchi* to the stem of the verb or the suffix *-digan* to the Past Participle and denotes the action intended to be performed after the

moment of speech. For example, *bormoqchiman*, *boradiganman*.

	<b>Singular</b>	<b>Plural</b>
I person	Bormoqchiman	bormoqchimiz
II person	Bormoqchisan	bormoqchisiz
III person	Bormoqchi	bormoqchi(lar)

<b>Shaxs/ face</b>	<b>Birlik/ singular</b>	<b>Ko.,plik / plural</b>
I	kel-di- <b>m</b>	kel-di- <b>k</b>
II	kel-di- <b>ng</b>	kel-di- <b>ngiz</b>
III	kel-di	kel-di- <b>lar</b>

Aniq oʻtgan zamon feʻlining boʻlishsiz shakli feʻl oʻzagiga **–ma** qoʻshimchasi va undan keyin **–di** va shaxs-son qoʻshimchalarini qoʻshish orqali yasaladi. The negative form of the obvious past tense is formed by adding the negative affix **–ma** to the stem of the verb, followed by the affix **0di** and then the personak affixes of the conjugation:

Ular hali ekskursiyadan qaytmadilar. / *They have not returned from their excursion yet.*

Shaxs / face	Birlik / singular	Ko,,plik / plural
I	ayt-ma-di- <b>m</b>	ayt-ma-di- <b>k</b>
II	ayt-ma-di- <b>ng</b>	ayt-ma-di- <b>ngiz</b>
III	ayt-ma-di	ayt-ma-di- <b>(lar)</b>

Gaplarni o,,qing, fe‘l zamoniga, shakllariga e‘tibor bering. /

Read phrases and sentences, pay attention to the verb forms.

**1. Bo,,lishli shakli / Affirmative form**

Men bordim—*I walked*

Sen kelding—*you came*

U so,,zladi—*he (she) spoke*

Ular kulishdi — *they laughed*

Siz unutdingiz — *you forgot*

Siz ochdingiz— *you opened*

Biz tanishdik—*We met*

Ular uchrashdilar—*They met*

Men suhbatlashdim—*I talked*

**2. Bo,,lishsiz shakli / Negative form**

Shohruh bugun kelmadi. — *Shohrukh didn‘t come today*

Gulnora biznikida qolmadi.—*Gulnara didn‘t stay with us.*



Men bu kitobni o,,qimadim.–*I have not read this book.*

Siz buni bilmaysiz.–*You don't know this.*

Doniyor inshoni yozmadi.–*Doniyor did not write the essay.*

Siz eshikni ochmadingiz.–*You didn't open door.*

Ular bu yerda bo,,lmadilar.–*They weren't here*

Azimjon buni eshitmadi.–*Azim did not hear that.*

Dildora sinovda qatnashmadi.–*Dildora did not participate in the tests.*

Siz nega tanishmadingiz?–*Why haven't you met?*

## **29-mashq / an exercise 29**

Quyidagi fe'llardan aniq o,,tgan zamon shaklini hosil qilib, gaplar tuzing. / **Form the obvious past tense of the following verbs**

yozmog–write

bormog–to go

aytmog–to tell

so,,zlamog–speak

salomlashmog–greet

uylanmog–marry

tug,,ilmog–to be born

bilmog–know

o,,ylamog–think

chiqmog–go out

tinglamog–listen

kulmog–laugh

kelmog–come

ishlamog–work

### **30-mashq / exercise 30**

Quyidagi gaplarni ingliz tiliga, fe‘l zamonlari, shaxs va son shakllariga e‘tibor qilgan holda tarjima qiling. /Translate the following sentences into English, pay attention to the form of tense, person and number of the verb.

1. Men o,,z shahrimga qaytib keldim.2.Mening bobom rus tilini yaxshi biladi.3.Kecha yig,,ilish bo,,lmadi.4.Biz qishki sessiyaga puxta tayyorlandik. 5.Men unga javob bermadim.6. Biz ovqatlanmadik. 7. Asad maktabga bormadi.

### **31-mashq / an exercise 31**

Quyidagi gaplarni fe‘l zamonlariga e‘tibor qilgan holda, o,,zbek tiliga tarjima qiling. / Translate the following sentences into Uzbek, pay attention to the tense of the verb.

1. We remembered a poem by Erkin Vakhidov.. 2. Great Amir Timur (Tamerlane) was born in the city of Shakhrisabz.3.My father was born in 1961. 4.We went to the theate yesterday.5.They met at the exhibition.6.We listened to the speaker with amazement. 7. We were preparing lessons.8. They were tired during the trip. 9. We rested in Antalya. 10.We listened to the opera. 11. They watched this

program. 12. My friend graduated from university.13.We respected our teacher very much. 14.We made repairs in the apartment. 15. He entered to our institute.

### 32- mashq / an exercise 32

Gaplarni aniq oʻtgan zamon shakli feʼllari yordamida tugallang. / **Complete sentences with obvious past tense verbs.** Berilayotgan soʻzlar:/ Words for insertions. *koʻrsatmoq, koʻkarmoq, boʻlmoq, davom etmoq, oʻtirmoq,qatnashmoq.*

1. Bizning sayohatimiz yetti kun      2. Musobaqada Said bilan Lola alohida chaqqonlik.... 3.Kechgacha biz suhbatlashib.... 4.Shaxmat musobaqasida birinchi bosqich talabasi Dilnoza..... 5.Bogʻimizda yosh olma daraxtlari yaxshi ... . 6. Shanba kuni fakultetimizda oʻzbek shoirlari bilan uchrashuv ... .

### Lugʻat / vocabulary

Sayohat –travel	Shaxmat – chess
Qatnashmoq –to participate	Bogʻimizda- in our garden
Musobaqa – competition	Olma daraxtlari – apple
Alohida - separately	Oʻzbek shoirlari - Uzbek
Chaqqonlik –agility	poets

Kechgacha –until the evening

Suhbatlashmoq – to talk

Uchrashuv- meeting

Ko,,rsatmoq – to show

Ko,,karmoq – to bruise

### 33- mashq / an exercise 33

Savollarni o,,qing. Ularga yozma ravishda javob bering./

Read the questions. Answer them in writing.

1. Qanday yil fasllarini bilasiz? / What seasons do you know?
2. Bir yilda qanday oylar bor? / How many months are there in a year?
3. Bir oyda necha hafta bor? / How many weeks are there in a month?
4. Haftada necha kun bor?/ How many days a week are there?
5. Hafta kunlarining nomlarini bilasizmi?/ Do you know days of the week?
6. Siz hafta kunlarini qanday rejalashtirasiz? / How do you plan your days of the week?

Lug,,at –vocabulary

#### Yil fasllari – seasons

Bahor –spring

Kuz- autumn

Yoz – summer

Qish –winter

Yanvar -january

Fevral -february

Mart -march

Aprel -april

May – may

iyun – june

iyul -july

avgust – august

sentabr -septemberoktabr –ocrober

noyabr -novemberdekabr –december

### **Hafta kunlari -weeks**

Dushanba – Monday

Payshanba –Thursday

Seshanba – Tuesday

Juma –Friday

Chorshanba – Wednesday

Shanba –Saturday

Yakshanba - Sunday

### **34- mashq / an exercise 34**

a) Matni o„qing va savollarga javob bering.  
So„zlarning shakllariga e„tibor bering./ [Read the text and answer the questions. Pay attention to the word form.](#)

b) Matn asosida o„z ish haftangiz haqida so„zlab bering./ [Tell us about your work week, opirayas na tekst.](#)

Men har kuni darsga boraman. Dushanba, seshanba, chorshanba, payshanba, juma, shanba kunlari 6 soatdan oʻqiyman. Yakshanbada esa dam olaman. Dushanba, payshanba kunlari til oʻrganaman. Chorshanba, shanba kunlari esa suzishga boraman. Juma kuni esa darsdan soʻng doʻstlarim bilan dam olaman. Seshanba kuni anatomiya va biologiya fanlari bilan shugʻullanaman. Kechqurunlari esa televizor koʻraman.

### 35-mashq / an exercise 35

Suhbatni rollarga boʻlib oʻqing. Salomlashishga doir jumalarning ifodalanishiga eʼtibor bering./ **Read the role dialog. Pay attention to the ability to expressions welcome remarks.**

- Salom Rashidxan!
- Salom Sevara!
- Qalaysan?
- Yaxshi rahmat! Oʻzing-chi?
- Juda yaxshi, bugun bizni darsimiz 14 00 da tugaydi.
- Sizlarniki-chi?
- Biz soat 15 00 boʻshaymiz.
- Darsdan keyin oshxonaga borasanmi?
- Senga qaysi taomlar yoqadi?

- Palov,manti, lag,,mon, tandirgo,,sht, somsa...
  - Sen ham bu taomlardan birortasini tayyorlashni bilasanmi?
  - Yaqinda do,,stlarim bilan andijoncha palov tayyorlashni o,,rgandim.
  - Andijoncha deysanmi?
  - Ha,
  - Unda bugun palov yeymizmi?
- Iye,ishtahamni ochib yubording,qani ketdik

*Kuyladi, o,,ynadi, so,,zladi, tigladi, uxladi, so,,zlarini aniq o,,tgan zamonda tuslang. Conjugate the verbs kuyladi, o"ynadi, so"zladi in the obvious past tense.*

***Namuna:***

	<i>Birlik</i>	<i>Ko,,plik</i>
I shaxs	kuylad <b>im</b>	Biz kuylad <b>ik</b>
II shaxs	kuylad <b>ing</b>	Siz kuylad <b>ingiz</b>
III shaxs	kuylad <b>di</b>	Ular kuylad <b>di(lar)</b>

	<i>Birlik</i>	<i>Ko,,plik</i>
I shaxs	o,,ynad....	o,,ynad....
II shaxs	o,,ynad....	o,,ynad....
III shaxs	o,,ynad....	o,,ynad....

	Birlik	Ko,,plik
I shaxs	uxlad....	uxlad....
II shaxs	uxlad....	uxlad....
III shaxs	uxlad....	uxlad....

## **9-dars / lesson-9**

### **Mavzu: Ravish –so,,z turkumi / Adverb**

Ish – harakat, holatning belgisini bildirgan so,,zlar turkumi ravish deyiladi. Ravish qanday? qachon? qancha? qayerga? kabi so,,roqlarga javob bo,,ladi.

Ravish ko,,pincha fe‘lga bog,,lanib, harakatning qay holda bajarilishini, paytini, o,,rnini, daraja – miqdorini bildiradi. Ayrim hollarda sifat va otga, shuningdek ravishning o,,ziga bog,,lanib kelishi mumkin. Masalan, Kecha kun issiq edi.

Ravishning turlanish va tuslanish xususiyatiga ega emasligi, ko,,pincha fe‘lga bog,,lanib, hol vazifasida kelishi uning asosiy grammatik belgisi hisoblanadi. Ravish belgi bildiruvchi so,,z bo,,lganligidan sifatga yaqin turadi.

An independent part of speech which identify the sign



or condition of an action is called the Adverb. It can be the answer for the questions as how? when? how much? How many? where(to)?

Adverb (Ravish) is often connected to verb and indicates how the action is performed, its time, place, degree. In some cases it can depend on the Adjective and the Noun, as well as the Adverb itself. For example: Kecha kun issiq edi.

The main grammatical feature of the adverb is that it does not have the function of declension and conjugation, it is often used in the function of Adverbial modifier. Adverb(Ravish) is similar to Adjective because it is a signifying word.

### **Ravishlarning yasalishi va yozilishi**

Ravishlar ikki xil usul bilan yasaladi.

1. Ravish yasovchi qo,,shimchalar bilan.
2. So,,zlarni qo,,shish va juftlash bilan.

Ravish yasovchi qo,,shimchalar:

- **cha:** qishloqcha, o,,zgacha, qisqacha;
- **ona, -larcha:** o,,rtoqlarcha,
- mardlarcha, qahramonlarcha, qahramonona.
- **chasiga:** dehqonchasiga, eskichasiga.
- **lay, - ligicha:** butunligicha, xomligicha, tiriklay.
- **incha:** ko,,pincha, aksincha.
- **an:** asosan, majburan, tahminan.

- **lab:** ertalab, ko,,plab, yaxshilab.
- **dek, day:** begonalarday, arslondek, ko,,rganday.

### **Formation and writing Adverbs**

**Adverbs** are made in two different ways.

1. With Adverb-forming suffixes.
2. By doubling and pairing words.

Adverb-forming suffixes:

- **cha:** qishloqcha, o,,zgacha, qisqacha;
- **ona,-larcha:**o,,rtoqlarcha, mardlarcha, qahramonlarcha, qahramonona.
- **chasiga:** dehqonchasiga, eskichasiga.
- **lay, - ligicha:** butunligicha, xomligicha, tiriklay.
- **incha:** ko,,pincha, aksincha.
- **an:** asosan, majburan, tahminan.
- **lab:** ertalab, ko,,plab, yaxshilab.
- **dek, day:** begonalarday, arslondek, ko,,rganday.

### **Payt ravishi / adverbs of time**

Payt ravishi odatda gap boshida keladi va vaqt holi vazifasini bajaradi.Ular quyidagi savollarga javob beradi:/

Adverbs of tense usually apperar at the beginning of a sentence and are the circumstances of the time. They answer the questions: **qachon?–when? qachongacha?–How long?**

**Qachondan beri?**—since when?

**Masalan:** / For nstance:

**Bugun** Zahro o,,zbek tilida so,,zga chiqadi./ **Today** Zahro will speak in Uzbek.

**Yaqinda** institutimizda o,,zbek tili va madaniyati markazi ochiladi. /*A center for the Uzbek language and culture will soon open at our institute.*

esda saqlang / remember

<b>allaqachon</b> — long since anc	<b>shu yili</b> – this year
<b>azaldan</b> – times this year	<b>o,,sha kecha</b> —that evening
<b>har yili</b> –yearly	<b>o,,shanda</b> —then
<b>ertadan so,,ng</b> – the day after tomorrow	<b>o,,shandan buyon</b> —since
<b>bu yilda</b> – this year	<b>kelgusida</b> —in future
<b>bultur</b> - – last year	<b>jarohat</b> —wound
<b>namozshom</b> —in the evening	<b>rohat</b> —delight
<b>tongda</b> —in the morning	<b>g,,am</b> — care
	<b>yopinchiq</b> —cover

### 36- mashq /an exercise 36

Quyidagi soʻzlarni va soz birikmalarini ingliz tarjima qiling./ **Translate the following sentences into English**

Har kuni, har doim, kunduzi, kechasi, ertalab, hozir, ilgari, bugun, yaqinda, kundan-kunga, oʻtgan yili.

### 37- mashq / an exercise 37

.Quyidagi soʻzlarni oʻzbek tiliga tarjima qiling. / **Translate the following sentences into Uzbek**

Now, From what time, how long, after tomorrow,long,temporarily,from day to day.

### 38- mashq / an exercise 38

Nuqtalar oʻrniga mos soʻzlarni qoʻyib, gaplarni yozingva ingliz tiliga ogʻzaki tarjima qiling. / Fill in the .....in the sentences by inserting **the desired words, orally translate the sentences into English.**

**Berilayotgan soʻzlar/ Words for insertions:**

*hozir, kundan-kunga, ilgari,bugun,hozircha, yaqinda, oʻtgan yili.*

1. ...men oʻzbek tilini bilmas edim
2. ...oʻzbek tilini oʻrgana boshladim.
3. ...sen yangi matnning mazmunini yaxshi

tushundingmi?

4. Matnlarning mazmunini aytib bera olasanmi?
5. Institutimizda o,,zbek tili to,,garagi ochildi.
6. ... to,,garak ishlari yaxshilanmoqda.

## **Oilangiz haqida gapirib bering.**

### **Tell about your family.**

#### **lug,,at / vocabulary**

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<b>atrof</b> –neinhborhood	<b>ayvon</b> – veranda, terrace
<b>bahor</b> – Spring	<b>daraxt</b> –wood
<b>dunyo</b> – peace	<b>idish</b> –dishes
<b>ko,,z</b> –eyes	<b>mashg,,ulot</b> – ossupation
<b>nuqta</b> –point	<b>quyosh</b> –the sun
<b>rang</b> –color	<b>tong</b> –dawn
<b>ustoz</b> – teacher, mentor	<b>yig,,ilish</b> – collecrion
<b>almashtirmoq</b> –change	<b>intilmoq</b> –try
<b>o,,rganmoq</b> –to study	<b>o,,rgatmoq</b> –teach
<b>o,,ylamoq</b> –think	<b>o,,ynamoq</b> –play, dance
<b>chalmoq</b> –play an instrument	<b>yaqinda</b> –soon
<b>Ajoyib</b> - astonishing	<b>aniq</b> –specific
<b>bosiq</b> –calm	<b>ulkan</b> –big

**xunuk**–ugly

**yirik**– large

**chiroyli**– beautiful

**to,,satdan**–suddenly

**Ba“zan**–sometimes

**birdaniga**–at once

### **39- mashq/ an exercise**

Quyidagi so,,zlarni modellar bo,,yicha o,,zgartiring./

Change the following words by model

**Modellar:** 1) *Men talabaman.*

1) *Sen talabasan.*

2) *U talaba.*

Olim, o,,quvchi, aka, singil, qarindosh, do,,st, sotuvchi.

**40- mashq / an exercise 40.** Nuqtalar o,,rniga ot va fe“llarning qo,,shimchalarini qo,,ying, gaplarni tugallang. Gaplarni ingliz tiliga tarjima qiling.

1. Men talaba... . 2. Sizing aka... qayerda o,,qiydi? 3. Biz ertaga teatrga bora... . 4. Uning dada... olim. 5. Biz ertaga teatrga bora... . 6. Mening baholar...“a“lo”. 7. Sizing xona... katta. 8. Uning kitoblar... ko,,p. 9. Bizning oila... ahil. 10. Ular bizning qo,,shni.... 11. She“rni yod ol. 12. Siz Ra“noga qo,,ng,,iroq qil... .

### **41- mashq / an exercise 41.**

Quyida berilgan gaplarni qiyoslang. Compare the content of the following sentences

1. Menga qo,,ng,,iroq qil. Menga qo,,ng,,iroq qiling.
2. Uning akasi bor. Uning akalari bor.
3. Ular mening sinfdoshlarim. U mening sinfdoshim.
4. Shahrimiz go,,zal. Go,,zal shaharlarimiz ko,,p.
5. Ular bizning stozimiz. Ular bizning ustozlarimiz.

#### **42- mashq / an exercise 42**

Quyidagi so,,z birikmalaridan gaplar tuzing, otlarning egalik qo,,shim-chalariga e"tibor qarating. / Make sentences from the following phrases, pay attention to the possessive endings of nouns.

Mening do,,stlarim, aqlli bola, chiroyli qiz, moskvalik mehmon, toshkentlik do,,stlarimiz, ertakdagi qahramonlar, uch bahodir, qiziqarli kitob, filmni ko,,rmoq.

#### **43- mashq / an exercise 43**

**Matni ovoz chiqarib o,,qing, tovushlarinng talaffuziga va intonatsiyasiga e"tibor bering. /Read the text by ear, pay attention to the pronunciation of sounds and intonation**

Bu bizning institutimiz. Bu Andijon davlat tibbiyot instituti. Men kelajakda shifokor bo,,laman. Guruhimizda o,,n to,,rt nafar talaba bor. Biz juda ahilmiz. Darslarga yaxshi tayyorlanamiz. Bizning darslarimiz juda qiziqarli o,,tadi. Barchamiz «a"lo» va «yaxshi» baholarga o,,qiymiz.

Ahmed, Hasan, Indira faqat «a`lo» baholarga o,,qishadi. UZR, o,,zimni tanishtirmabman. Ismim, Nilufar.Yana uchrashguncha! Sog,, bo,,ling!

#### **44- mashq / an exercise 44**

**Quyidagi so,,z va so,,z birikmalaridan foydalanib, o,,z oilangiz haqida matn tuzing. / Compose a story about your family using the following words and phrases.**

Mening oilam, oyim, dadam, buvim, bobom, singlim, oila a`zolari, nonushta qilmoq, ishga ketmoq, darsga ketmoq, qiziqarli darslar, uyga qaytmoq, kechki ovqat, televizor ko,,rmoq, dam olish kunlari, sayrga chiqmoq, ahil oila.

#### **45- mashq / an exercise 45**

**Boshlangan matnlarni o,,qing va ularni davom ettiring (o,,zingiz haqida so,,zlab bering) / Read the beginning of the storu about and continue them (tell yourself).**

1) Mening ismim Nodira. Men talabaman. Mening oilam Toshkentda yashaydi. Otam, onam, singlim bor... Bobom va buvim Chirchiq shahrida yashaydi. Bizning oilamiz ...

2) Mening ismim Asror. Men talabaman. Men



musiqa maktabida ham o„qiyman. Do„stlarim ko„p ...

#### 46- mashq / an exercise 46

Savollarga javob bering va dialoglarni tugallang. / Answer the questions and end the dialogues.

- Do„stingizning ismi nima?–Uning ismi...
- U qayerda o„qiydi? – U.....o„qiydi.
- Do„stlaringiz ko„pmi?–Mening do„stlarim...
- Ish kuningiz qanday boshlanadi?–Ish kunim...
- Qaysi tillarni o„rganyapsiz?–Men...
- Qanday qiyinchiliklar bor?–Qiyinchiliklar...

#### 47- mashq / an exercise 47 .

Quyidagi gaplarni tugallang. / Complete the following sentences

Mening... bor. Oilamiz... emas. Sizning... bormi? U....mi?  
Siz qaysi...o„qiysiz. Do„stlaringiz ...mi? Darslardan ...  
baholarga o„qiysizmi? Sizning ...bormi? Sening ...bormi?  
Ularning ... bormi? Siz ... ga borganmisiz? Siz ...ni  
ko„rganmisiz? Men...ni ko„rganman. U...ga keldimi? U...  
tayyorlandimi?

Men yigirma yoshda + **man** *yoki* Men yigirma + **da** + **man**.

Sen yigirma yoshda + **san** *yoki* Sen yigirma + **da** + **san**.

Siz yigirma yoshda + **siz** *yoki* Siz yigirma + **da** + **siz**?

U yigirma yoshda *yoki* U yigirmada.

#### 48- mashq / an exercise 48 .Modellarni ingliz tiliga

tarjima qiling. / Translate the models into English.

*Namuna :U 18 yoshda–He/she is 18 years old*

1. U besh yoshdami? – U besh yoshda.
2. U o,,n besh yoshdami?– U o,,n beshda.
3. U o,,n to,,rt yoshda.
4. U o,,n to,,rtida.
5. U to,,qqizda.
6. U yettida.
7. U sakkizda.

**49- mashq / an exercise 49** Savollarga javob bering./

Answer the questions.

1. Siz necha yoshdasiz?
2. Ukangiz necha yoshda?
3. Do,,stingiz Bobur necha yoshda?
4. Opangiz necha yoshda?
5. Dadangiz necha yoshda?
6. Oyingiz necha yoshda?
7. Bobongiz necha yoshda?
8. Buvingiz necha yoshda?
9. Qarindoshingiz necha yoshda?
10. Akangiz necha yoshda?
11. Kelinoyingiz necha yoshda?

## Qiziqarli maʼlumot

Sharqiy taqvimga koʻra, oʻzbeklar tugʻilgan kunlarni bir necha sanada nishonlaydilar. Ushbu sana “Muchal” deb nomlanadi va har 12 yilda takrorlanadi . [According to the eastern calendar, Uzbeks celebrate birthdays on several dates. These dates are called “Muchal” and are repeated every 12 years.](#)

Bola 12 yoshga toʻlganida oʻzining birinchi “Muchal toʻyini nishonlaydi. 24,36,48,60 yoshlarda vaundan keying yoshlarda bayramdek nishonlanadi. Tugʻilgan kunga odamlar 18,25,40,50,60,63 va 80 yoshlarida alohida ahamiyat berishadi. Ushbu sanalar inson hayotining maʼlum davrkari bilan bogʻliq. [When a child turns 12, he celebrates his first “Muchal to`y”. At 24,36,48,60 years old, etc, holidays are also celebrated. The people attach special importance to nirhdays when they are 18, 25, 40, 50, 60, 63 and 80. These dates are associated with certain periods of a person`s life.](#)

### **50- mashq / an exercise 50**

Oʻzbek tiliga tarjima qiling./ [Translate Uzbek language](#)

1.I am twenty years old. 2. My brother is twenty three years old. 3.How old are you? 4. How old is she? 5. Younger sister is fifteen years old. 7. My father is

fortynine years old. 8. My mom is forty four years old.  
9. Grandpa is seventy years old.

### **51- mashq / an exercise 51**

Savollarga javob bering. / Answer the questions.

1. Alisher Navoiy necha yoshida sheʼrlar yoza boshlagan?

*At what age did Alisher Navoi start writing poetry?*

2. Ibn Sino necha yoshida mashhur tabib boʻlgan?

*At what age did Ibn Sina become a famous physician?*

3. Bobur necha yoshida taxtga oʻtirgan?

*How old was Babur when he ascended the throne?*

4. Bobur Hindistonda qanday sulolaga asos slogan?

*What dynasty was the main slogan of Babur in India?*

### **52- mashq / an exercise 52**

Berilgan soʻz birikmalaridan foydalanib, gaplar tuzing. /

*Make sentences using the specified phrases.*

- 1) Bir kuni, biroy, bir yil, bir hafta
- 2) Ikki quloq, ikki koʻz, ikki doʻst
- 3) Uch bahodir, uch oʻgʻil, uchta shart
- 4) toʻrt tomon, toʻrt fasl
- 5) besh baho, besh doston
- 6) yetti moʻjiza, yetti kun, yetti nota
- 7) toʻqqiz oy, toʻqqiz kun

**53 - mashq / an exercise 53** Suhbatni rollarga boʻlib oʻqing. *toʻldi, kirdi, yoshda, tugʻilgan kun, oʻn sakkiz yosh soʻzlari va soʻz birikmalariga eʼtibor bering.*

- Bugun mening tugʻilgan kunim.
- Nechaga kirdingiz?
- Yigirma birga.
- Bugun uning tugʻilgan kuni.
- Nechaga kiribdi?
- Yigirma yoshga.

#### **54 - mashq / an exercise 54**

Nutqimizda faol qoʻllanadigan sonlarni soʻz bilan yozib chiqing./**Writi in words the most commoly used numbers.**

0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 1000, 10000.

#### **55 - mashq / an exercise 55**

**Matnni ingliz tiliga tarjima qiling./ Translate the text into English.**

Oʻzbekistonda quyidagi sanalar qonuniy bayram kunlari hisoblanadi: 1-yanvar Yangi yil, 8-mart – Xalqaro xotin-qizlar kuni, 21-mart – Navroʻz, 9-may– Xotira va qadrlash kuni,1-sentabr–Mustaqillik kuni,1-oktabr Oʻqituvchi va murabbiylar kuni, 8-dekabr – Konstitutsiya kuni, Ramazon va Qurbon hayitlari hijriy

hisobga koʻra har yili oʻn kun farq bilan nishonlanadi. Bulardan tashqari, 14-yanvar – respublika qurolli kuchlari kuni, 1-iyun – bolalarni himoya qilish kuni, 21-oktabr – oʻzbek tiliga davlat tili maqomi berilgan tarixiy sana sifatida nishonlanadi.

## **Doʻstingiz haqida soʻzlab bering / Tell about a friend**

### **Lugʻat/ Vocabulary**

<p>choyxona–café (oriental afé)</p> <p>oshxona–dining room,</p> <p>oʻrin –a place</p> <p>afzal– best</p> <p>mashhur –famous</p> <p>xalqaro–international</p> <p>chaqirmoq–call, invite</p> <p>faxrlanmoq–to be proud</p> <p>qoʻngʻiroq qilmoq– to call</p> <p>taklif qilmoq–invite</p> <p>Xursand boʻlmoq–rejoice</p>	<p>doʻstlik–friendship</p> <p>tashkilot– organization</p> <p>ilmiy– scientific</p> <p>muvaffaqiyatli–successful</p> <p>ogʻir–heavy</p> <p>etmoq–get there</p> <p>ishonmoq–believe</p> <p>qutlamoq–congratulate</p> <p>yordambermoq–to help</p> <p>tarqatmoq–distribute</p>
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## **56 - mashq / an exercise 56**

Matni oʻqing va savollarga javob bering. (Sizning

do,,stingiz bormi? U nima bilan shug,,ullanadi? Sizlarning munosabatlaringiz qanday?) [Read the text and answer the questions: Do you have a friend? What does he do? What’s your relationship like?](#)

Mening do,,stim bor. Uning ismi Jahongir.U universitetda o,,qiydi. U judda aqlli yigit. Jahongir sport bilan shug,,ullanadi va badiiy adabiyotni ko,,p o,,qiydi. U yigirma birinchi martda tug,,ilgan.

### **57 - mashq / an exercise 57**

Do,,stingiz haqida o,,zbek tilida so,,zlab bering.56-mashqdan foydalaning. Tell us about your friend in Uzbek. Build on exercise 56

Mening ajoyib do,,stim bor. Do,,stim juda aqlli yigit.

Do,,stimning ismi Sherzod. Sherzod bilan birinchi bosqichda tanishganmiz. Biz o,,shanda do,,stlashganmiz. Men unga juda ishonaman. Biz birgalikda mashg,,ulotlarga qatnashamiz. Har doim bir-birimizga yordam beramiz. Sherzod mening eng ishonchli do,,stim. Men u bilan faxrlanaman.

## 10-dars / lesson-10

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### **Mavzu: Yordamchi soʻzlar. / Auxiliary words**

Leksik maʼno ifodalamay, mustaqil soʻzlar oʻrtasidagi grammatik munosabatni ifodalaydigan, baʼzan soʻzga qoʻshimcha maʼno qoʻshadigan soʻzlar *yordamchi soʻzlar* deyiladi. Yordamchi soʻzlar mustaqil soʻzlar va gaplarni bir-biriga bogʻlash uchun xizmat qiladi, soʻz va gaplarga qoʻshimcha maʼno yuklaydi. Hech qanday gap boʻlagi vazifasini bajarmaydi.

Yordamchi soʻzlar uch turga boʻlinadi:

1. Koʻmakchilar
2. Bogʻlovchilar
3. Yuklamalar

Auxiliary words are words that express the grammatical relationship between independent words without expressing lexical meaning, and sometimes add additional meaning to the word. Auxiliary words serve to connect independent words and phrases, adding additional meaning to words and phrases. It doesn't function as a part of sentence.

Auxiliary words are divided into three types:

1. Koʻmakchilar (auxiliaries)
2. Bogʻlovchilar (conjunctions)



### 3. Yuklama (suffixes)

*Ko,,makchilar* gapda ot yoki otlashgan so,,zdan keyin kelib, so,,zlar orasidagi birgalik, payt, sabab, maqsad kabi turli maʼno munosabatlarni ifodalash uchun xizmat qiladi.

*Ko,,makchilar* vazifasiga *ko,,ra* kelishik qo,,shimchalariga yaqin. Shuning uchun, ba,,zan *ko,,makchi* o,,rnida kelishik qo,,shimchasi ham ishlatilishi mumkin. Masalan, qalam bilan yozdim // qalamda yozdim, onam uchun oldim // onamga oldim kabi.

*Ko,,makchilar* maʼno va grammatik xususiyatiga *ko,,ra* uch turga bo,,linadi:

- a) asl *ko,,makchilar*
- b) ot *ko,,makchilar*
- c) feʼl *ko,,makchilar*

*Ko,,makchilar (auxiliaries)* come after a noun or a verbal noun in a sentence and serve to express different semantic relationships between words, such as connection, time, cause, purpose.

The function of *ko,,makchilar (auxiliaries)* is close to that of case suffixes. Therefore sometimes case suffixes can be used instead of *ko,,makchilar (auxiliaries)*. For example, qalam bilan yozdim // qalamda yozdim, onam uchun oldim // onamga oldim.

*Ko,,makchilar (auxiliaries)* are divided into three

types according to their meaning and grammatical features:

*a) original auxiliaries (asl ko,,makchilar)*

*b) noun auxiliaries (ot ko,,makchilar)*

*c) verb auxiliaries( fe"l ko,,makchilar)*

*Asl ko,,makchilar* o,,z leksik ma"nosini yo,,qotgan bo,,lib, boshqa so,,zlar bilan birikkanda turli munosabatni ifodalaydigan yordamchi so,,zlar: kabi, bilan, uchun, singari, sayin, xuddi, qadar va h. k.

*Ot ko,,makchilar* ot va ravishning ko,,makchi vaz,,ifasida kelgan shakli: tomon, yoqa, taraf, so,,ng, burun, tashqari, ichida va h. k. Ular gapda o,,z vazifasida ham, ko,,makchi vazifasida ham kela oladi.

*Fe"l ko,,makchilar* fe"lning ravishdosh, sifatdosh shakllaridan o ko,,makchilar o,,sib chiqqan ko,,makchilar : ko,,ra, yarasha, qaraganda, boshlab, tartib, bo,,ylab va h. k.

Ko,,makchilar asosan, bosh, jo,,nalish, chiqish, kelishigidagi ot yoki otlashgan so,,z bilan bog,,lanadi. Masalan, og,,ir ishdan keyin cho,,zilib uxlasang, dam olasan.

Bilan, uchun ko,,makchisi she"riyatda -la, -chun kabi qisqargan shaklda ishlatiladi. Masalan, mehr-la boqaman, ukam-chun oldim.

Gap bo,,laklarini va gaplarni bir-biriga bog,,laydigan yordamchi so,,zlar *bog,,lovchilar* deyiladi.

Bog,,lovchilar grammatik ma"no va vazifasiga ko,,ra ikki turga bo,,linadi.

1. Teng bog,,lovchilar
2. Ergashtiruvchi bog,,lovchilar

*Teng bog,,lovchilar* teng grammatik munosabatdagi gap bo,,laklari va gaplarni bir-biriga bog,,laydi. Teng bog,,lovchilar to,,rt turga bo,,linadi:

- 1) biriktiruv bog,,lovchilar: *va, ham, hamda*
- 2) zidlov bog,,lovchilar: *ammo, lekin, biroq, -u(-yu)*
- 3) ayiruv bog,,lovchilar: *yo, yoki, goh, dam, ba"zan,*
- 4) inkor bog,,lovchisi: *na.*

Ergashtiruvchi bog,,lovchilar qo,,shma gap tarkibidagi soda gaplarni grammatik jihatdan bir-biriga tobelash yo,,li

bilan bog,,laydi, shuning uchun ergashgan qo,,shma gaplarda ishlatiladi. Ergashtiruvchi bog,,lovchilarga -*ki(kim), chunki, negaki, toki, shuning uchun, agarda, go,,yoki, garchi, basharti* kabi bog,,lovchilar kiradi.

So,,z va gaplarga qo,,shimcha ma"no qo,,shadigan yordamchi so,,zlar *yuklamalar* deyiladi. Yuklamalar tuzilishiga ko,,ra ikki xil: affiks yuklamalar: *-mi, -chi, -a, -ya, -da, -u(-yu), -oq(-yoq), -gina, -ku* kabilar;

a) so,,z yuklamalar: *faqat, axir, xuddi, nahotki, hatto, hattoki* kabilar.

Yuklamalar ma"nolari jihatdan quyidagi turlarga

bo,,linadi:

1. So,,roq va taajjub yuklamalar: *-mi, -chi, -a(-ya)*.
2. Kuchaytiruv va ta'kid yuklamalar: *-ku, -u(-yu), -da, -a, -oq(-yoq), -ki; axir, nahotki*.
3. Ayiruv va chegaralov yuklamalari: *-gina(-kina), faqat, faqatgina*.
4. Aniqlov yuklamasi: *xuddi*.
5. Gumon yuklamasi: *-dir*.

*-mi, -oq(-yoq), -gina(-qina, -kina)* kabi yuklamalar o,,zidan oldin kelgan so,,zga qo,,shib yoziladi. Masalan, o,,qidingmi?, bugunoq, oppoqqina, kechagina. Qolgan turlari o,,zidan oldin kelgan so,,zdan chizqcha bilan ajratib yoziladi: *sen-chi?, aytdim-ku, keladi-da, men-a!* kabi.

Auxiliary words that connect parts of speech and sentences are called *conjunctions (bog,,lovchilar)*. *Conjunctions (bog,,lovchilar)* are divided into two types according to their grammatical meaning and function.

1. *Peer conjunctions (Teng bog,,lovchilar)*
2. *Forwarding conjunctions (Ergashtiruvchi bog,,lovchilar)*

Peer conjunctions (Teng bog,,lovchilar) connect parts of speech and sentences in an equal grammatical relationship. There are four types of them:

- 1) connecting conjunctions (biriktiruv bog,,lovchilar):

*va, ham, hamda*

2) opposite conjunctions (zidlov bog,,lovchilar):

*ammo, lekin, biroq, -u(-yu)*

3) disjunctive conjunctions (ayiruv bog,,lovchilar): *yo,*

*yoki, goh, dam, ba''zan, bir.*

4) negative conjunctions (inkor bog,,lovchilar): *na.*

Connecting conjunctions connect simple sentences in a compound sentence by grammatically subordinating them, so they are used in compound sentences. Connecting conjunctions are: *-ki(kim), chunki, negaki, toki, shuning uchun, agarda, go,,yoki, garchi, basharti.*

Auxiliary words that add meaning to words and phrases are called “*yuklama*”. There are two types of “*yuklama*” according to the structure:

a) suffix-*yuklama*: *-mi, -chi, -a, -ya, -da, -u(-yu), -oq(-yoq), -gina, -ku;*

b) words-*yuklama*: *faqat, axir, xuddi, nahotki, hatto, hattoki.*

“*Yuklama*” is divided into the following types in terms of meaning:

1. “*yuklama*” of question and surprise: *-mi, -chi, -a(-ya).*

2. “*yuklama*” of emphasis: *-ku, -u(-yu), -da, -a, -oq(-yoq), -ki; axir, nahotki.*

3. “yuklama” of separation and limiting: *-gina(-kina), faqat, faqatgina*.

4. “yuklama” of identification: *xuddi*.

5. “yuklama” of suspicious: *-dir*.

“Yuklama” such as *-mi, -oq(-yoq), -gina(-qina, -kina)* added to the word that comes before it and written together. For example, *o,,qidingmi?, bugunoq, oppoqqina, kechagina*.

The rest of “yuklama” are separated by a hyphen from the word that comes before it: *sen-chi?, aytdim-ku, keladi-da, men-a!*

## **Nazariy bilimlarni mustahkamlash uchun mashqlar**

**58-mashq. an exercise 58** Gaplarni ko,,chiring. Ko,,makchilar ni topib, turlarini ayting. **Copy the sentences. Find helpers and name them.**

1. Xuddi bezgak tutganday titraydi. 2. Zal odamlar bilan to,,ldi. 3. Anvar yuzidagi kulguni yashirish uchun chetga qaradi. 4. Yig,,ilgan xaloyiq suron bilan yangi shahar tomon qo,,zg,,aldi. 5. Siddiqjon sukut qilganicha qimirlamay o,,tirar ekan, qizargan peshonasi bilan burnining uchi terdan yaltirardi. (A. Q.) 6. Siddiqjon bu chog,, qiz bolaning taqdiri to,,g,,risida o,,ylar edi. (A. Q.) Soqoli

oqargan, sochi oqargan, tirish bilan toʻlgan qari peshona. (U. Nosir) 7. Oʻktam uning orqasidan ancha tikilib, koʻngli qandaydir gʻash boʻldi. (O.) 8. Mustaqillikdan soʻng Toshkent shahri tanib boʻlmasdarajada oʻzgardi, sanoat va madaniy markazga aylandi.

**59 -mashq. an exercise 59.** Gaplarni oʻqing. Qaysi gaplarda koʻmakchi oʻrinda kelishik qoʻshimchasini qoʻllash mumkunligini ayting. **Read the sentences. Indicate which of the following statements can be used instead of the auxiliary.**

1. Institut kutbxonasi uchun yangi gazeta va jurnallar keltirildi. 2. U onasi bilan telefon orqali gaplashdi. 3. Biz tinchlik uchun kurashamiz. 4. Men yoz boʻyi dam oldim. 5. Yoshlar uchun ilm eshiklari har vaqt ochiq. 6. Daryoning u tarafiga koʻprik orqali oʻtdik. 7. Bahor kelib, qir-adirlar koʻm-koʻk maysalar bilan qoplandi. 8. Vatanimizning kuch-qudrati kun sayin ortib bormoqda. 9. Paxtakorlar dala tomon yoʻl oldilar. 10. Darsdan keyin kurs majlisi oʻtkazildi.

**60 -mashq. an exercise 60.** Gaplarni oʻqing. Bogʻlovchilarni topib, qaysi gaplarda uyushiq boʻlaklarni, qaysilarida sodda gaplarni bir-biriga bogʻlash uchun qoʻllanganligini ayting. **Read the sentences. Find the conjunctions and tell which sentences are used to connect**

cohesive parts and which are used to connect simple sentences.

1. Qo,,ng,,iroq chalindi va dars boshlandi. 2. Talabalar darsda o,,qiydilar, yozadilar va javob beradilar. 3. Bahor keldi va hamma yoq ko,,m-ko,,k tusga kirdi. 4. Oy yoritadi, biroq isitmaydi. 5. Goh yomg,,ir yog,,adi, goh quyosh chiqadi. 6. Shahar va qishloqlar obod bo,,ldi. 7. Shamol goh och bo,,riday uvillar, o,,lim changaliga tushgan mushukday pihillar, big,,illar, hech narsa ko,,rinmas edi. (A. Q.) 8. Bola juda sho,,x: dam yuguradi, dam sakraydi, tinim bilmaydi.

**61-mashq. an exercise 61.** Gapalarni ko,,chiring. Yuklamalarni topib, turini ayting. [Copy the sentences. Find the downloads and say the type.](#)

1. Siddiqjon etagini qoqib o,,rnidan turdi-yu, jadallaganicha ko,,cha eshigiga qarab ketdi. (A.Q.) 2. Yigit sevinib ketganidan hatto gapirolmay qoldi. (O.) 3. Darsga faqat Ilhom kechikib keldi. 4. Yomg,,ir-ku tindi, lekin havo biroz sovidi. 5. Men institutga boraman. Sen-chi? 6. Boshqa ishlarni keyinga qoldirib, bugun kela qolsa bo,,lmasmidi axir! 7. Papirosning zahari hatto filni ham o,,ldiradi. 8. – Nega bording? – O,,zim bordim-da.

**62 -mashq. an exercise 62.** –gina, -oq(-yoq), -ku, -



*a(-ya), -mi* yuklamalari ishtirokida beshta gap tuzing. – *gina, -oq(-yoq), -ku, -a(-ya), -mi make five sentences with prepositions.*

## **10-dars / lesson-10**

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### **Mavzu: Modal soʻzlar. Undov va taqlid soʻzlar/ Modal words. Exclamatory and imitative words**

Gapda ifodalangan fikrning voqelikka munosabatini koʻrsatuvchi modallik kategoriyasi har bir gapning muhim konstruktiv belgilaridan biri hisoblanadi. Oʻzbek tilida modal maʼno bir qancha yoʻllar bilan – ot, feʼl va ravishlarning ayrim shakllari, shuningdek, yuklama va modal soʻzlar bilan ifodalanadi.

Oʻzbek tilida fikrning voqelikka munosabatini ifodalash uchun xizmat qiluvchi alohida soʻzlar *modal soʻzlar* deyiladi.

Modal (lotincha modus – “usul”, “oʻlchov”) soʻzlar soʻzlovchining gapda anglatilgan fikriga, voqea-hodisalarga munosabatini ifodalaydi. Modal soʻzlar umuman soʻzga tegishli boʻlib, gap boʻlaklari bilan grammatik aloqaga kirishmaydi, shuning uchun gap boʻlagi boʻlib kelmaydi. Modal soʻzlar bir butun leksik birlik boʻlib, tarkibi morfologik elementlarga ajratilmaydi.

Masalan, shubhasiz, soʻzsiz soʻzlari kelib chiqishiga koʻra sifat. Bu soʻzlar aniqlik, qatʼiylilik kabi maʼnolarni

anglatadi. Ammo, ular tarkibiy jihatdan qismlarga ajratilmaydi, yaʼni *-siz* affiksi ajratilmaydi.

Modal soʻzlar morfologik, sintaktik va semantik belgilarga ega:

1. Morfologik belgisi: modal soʻzlarning oʻzgarmasligi;

2. Sintaktik belgisi: butun gapga taalluqli boʻlib, kirish soʻz vazifasida kelishi;

3. Semantik belgisi: turli maʼno va munosabat ifodalashi.

Modal soʻzlar maʼno jihatdan quyidagi guruhlariga boʻlinadi:

1. Gapda ifodalangan fikrning aniqligini tasdiqlovchi modal soʻzlar: *albatta, shubhasiz, soʻzsiz, shaksiz, haqiqatdan, darhaqiqat.*

2. Gapda ifodalangan fikrning tahminiy, gumon, noaniqligini bildiruvchi modal soʻzlar: *ehtimol, chamasi, shekilli, aftidan, haytovur, chogʻi.*

3. Biror voqea-hodisani afsuslanish, ajablanish kabi maʼnolarni bildiruvchi modal soʻzlar: *afsuski, ajabo, attang.*

4. Fikrning oʻzaro munosabatini va tartibini bildiruvchi modal soʻzlar: *demak, xususan, masalan, jumladan, chunonchi, binobarin, xullas, avvalo.*

Bundan tashqari *lozim, mumkin, shart, zarur, kerak* soʻzlari ham modallikni ifodalashga xizmat qiladi.

Modal soʻzlar quyidagi soʻz turkumlari bilan bogʻliq, shulardan oʻsib chiqqan:

- ot bilan: *afsus, aftidan, chamasi;*
- sifat bilan: *shubhasiz, soʻzsiz, shekilli;*
- feʼl bilan: *demak, demoqchi;*
- ravish bilan: *avvalo, albatta, ayniqsa;*
- yordamchi soʻzlar bilan: *balki, koshki, hatto,*

*haytovur;*

Modal soʻzlar gapda quyidagi sintaktik vazifalarda keladi:

1. Dialoglarda soʻz -gap vazifasida keladi: “Kinoga borasanmi?” – “Yoʻ, q”

2. Kirish soʻz vazifasida keladi. Bunday vazifada kelgan modal soʻzlar ohang yoki yozuvda ham alohida belgilar bilan ajratilmaydi: Darvoqe, Nigoraga nima boʻlibdi?

3. Kesim vazifasida keladi: Dugonalarim orasida yolgʻonchilar yoʻq, ishonchim komil.

The category of modality, which reflects the attitude of the idea expressed in the sentence to reality, is one of the important constructive features of each sentence. In

Uzbek, modal meaning is expressed in several ways - some forms of nouns, verbs and forms, as well as prepositions and modal words.

In Uzbek, modal words are words that serve to express the attitude of thought to reality.

Modal words (Latin *modus* - "method", "measure") express the attitude of the speaker to the idea expressed in his speech. Modal words are generally word-related and do not enter into grammatical connections with parts of speech, so they do not become part of sentence. Modal words are a single lexical unit the structure of which is not divided into morphological elements.

For example, *shubhasiz*, *so, zisiz* are originally adjectives. These words mean clarity, determination. However, they are not structurally subdivided, that is to say *-siz* affix is not subdivided.

Modal words have morphological, syntactic and semantic features:

1. Morphological feature: invariance of modal words;
2. Syntactic sign: applies to the whole sentence and comes as an introductory word;
3. Semantic sign: expression of different meanings and attitudes.

Modal words are semantically divided into the following

groups:

1. Modal words that confirm the accuracy of the idea expressed in the sentence, for ex: *albatta, shubhasiz, so,,zsiz, shaksiz, haqiqatan, darhaqiqat.*

2. Modal words denoting the conjecture, suspicion, uncertainty of an idea expressed in a sentence: *ehtimol, chamasi, shekilli, aftidan, haytovur, chog‘i.*

3. Modal words denoting regret, surprise: *afsuski, ajabo, attang.*

4. Modal words that express the relationship and order of thought: that is, in particular, for example: *demak, xususlan, masalan, jumladan, chunonchi, binobarin, xullas, avvalo.*

Also the words *lozim, mumkin, shart, zarur, kerak* serve to express modality.

Modal words are related to the following parts of speech:

-nouns: *afsus, aftidan, chamasi;*

-adjectives: *shubhasiz, so,,zsiz, shekilli;*

-verbs: *demak, demoqchi;*

-adverbs: *avvalo, albatta, ayniqsa;*

-auxillary words: *balki, koshki, hatto, haytovur;*

Modal words perform the following syntactic functions in sentences:

1. In dialogues in the function of word-sentence:  
*“Kinoga borasanmi?” – “Yo,,q”*
2. In the function of introductory words: *Darvoqe,*  
*Nigoraga nima bo,,libdi?*
3. In the function of predicate: *Dugonalarim orasida*  
*yolg,,onchilar yo,,q, ishonchim komil.*

### **Undovlar.**

His-hayajon, haydash-chaqirish kabi maʼnolarni ifodalovchi soʻzlar *undov* deyiladi.

Undovlar leksik maʼnoga ega emas, gap boʻlagi vazifasida qoʻllanmaydi va gap boʻlamlari bilan grammatik jihatdan bogʻlanmaydi. Undovda ohang muhim ahamiyatga ega. Chunki undov maʼlum ohang bilan aytilmasa, u his-tuygʻuni ifodalay olmaydi.

Undovlar maʼno jihatdan ikki turga boʻlinadi:

1. His-hayajon bildiruvchi undovlar.
2. Buyruq-xitob undovlar.

His-hayajon bildiruvchi undovlar shodlik, sevinch, koʻtarinki ruhiy holat, kayfiyatni, xafalikni, ogʻir ruhiy holatni, taajjublanish, shubha, ikkilanish, eʼtiroz kabi maʼnolarni ifodalaydi. Bunday undovlarga *O, ah, oh, voy, voh, ob-bo, uh, eu, uf, hay, o,,ho,, ana, barakalla, ofarin, salom, dod, be, ha-* kabilar kiradi.

Buyruq-xitob undovlari chaqirish, haydash, buyruq kabi maʼnolarni bildiradi. Ularga *bah-bah, mah-mah, pish-pish, beh-beh, ey, hay, hey, tu-tu, qurey-qurey, kisht, chu, xo,,sh-xo,,sh, tak, ish, pisht, kisht, xayr, salom, ofarin, rahmat, hormang, balli* kabilar.

Undovlar fonetik shakllanishi, morfologik butunligi, ekspressivligi va maxsus ohangi bilan, kelishik, egalik, shaxs, zamon kabi grammatik maʼnolarni anglatmasligi bilan boshqa so,,z turkumlaridan farq qiladi

### **Exclamatory words.**

Words that express emotion, expelling or call are called exclamatory words.

Exclamatory words have no lexical meaning, are not used as part of sentence, and are not grammatically related to parts of sentence. The tone of the exclamatory word is important. Because when a call is not made in a certain tone, it cannot express emotion.

Exclamatory words are semantically divided into two types:

1. Emotional exclamations.
2. Command exclamations.

Emotional exclamations express joy, happiness, high spirits, mood swings, sadness, heavy moods, surprises, doubts, hesitations, and protests.

Examples: *O, ah, oh, voy, voh, ob-bo, uh, eu, uf, hay, o,ho,, ana, barakalla, ofarin, salom, dod, be, ha-*.

Command exclamations express expelling, call or command. Examples: *bah-bah, mah-mah, pish-pish, beh-beh, ey, hay, hey, tu-tu, qurey-qurey, kisht, chu, xo,,sh-xo,,sh, tak, ish, pisht, kisht, xayr, salom, ofarin, rahmat, hormang, balli.*

### **Taqlidiy so,,z lar.**

*Taqlidiy so,,zlar* shaxs, predmet va turli jonivorlar tovushiga, ularning harakat va holatiga taqlidini bildiruvchi so,,z lardir. Ular fikrni aniq va obrazli qilib ifodalashda muhim o,,rin tutadi. Taqlidiy so,,zlar ikki guruhga bo,,linadi:

1. Tovushga taqlidiy so,,z lar;
2. Harakat va holatga taqlidiy so,,z lar;

Tovushga taqlidiy so,,zlar odamlarning ixtiyorsiz chiqargan tovushlariga taqlid qilish, har xil jonsiz narsa va predmetlarning tovushiga taqlid qilish, turli parranda, hayvon va jonivorlarning tovushiga taqlidini bildiradi: *qiqir-qiqir, tars-turs, gumbur-gumbur, bitbildiq, miyov, vish-vish, chiy-chiy, taqur-tuqur, taq-tuq* kabi.

Harakat va holatga taqlid so,,zlar shaxs va narsaning harakat, holatini tasvirlash, ularga taqlid qilish orqali ifodalanadi: *yalt-yalt, yalt-yult, yarq, bilq, milt-milt, lip-lip,*



*lapang-lapang, dir-dir, g,,uj-g,,uj* kabi.

Taqlidiy so,,zlar tuzilishiga ko,,ra uch turga bo,,linadi:

a) yakka – *paq, g“iyt, taq, tars, chars;*

b) takror – *g,,ir-g,,ir, duv-duv, piqir-piqir, dukur-dukur;*

c) juft – *taqa-tuq-taq, tum-taka-tum;*

Taqlidiy so,,z lardan ot, fe“l va boshqa turkum so,,zlar yasaladi. Taqlidiy so,,zlar gapda ega, aniqlovchi, to,,ldiruvchi, hol vazifasida keladi.

**Tayanch so,,zlar:** voqelik, modallik, fikr, tasdiq, inkor, gumon, his-hayajon, undov, taqlid, holat, harakat, haydash-chaqirish.

### **Imitative words.**

Imitative words are words that mimic the sounds, movements, and states of a person, object, or animal. They play an important role in expressing ideas clearly and figuratively. They are divided into two groups:

1. Words that imitate sounds, examples: *qiqir-qiqir, tars-turs, gumbur-gumbur, bitbildiq, miyov, vish-vish, chiy-chiy, taqur-tuqur, taq-tuq.*

2. Words that imitate state or condition, examples: *yalt-yalt, yalt-yult, yarq, bilq, milt-milt, lip-lip, lapang-lapang, dir-dir, g,,uj-g,,uj.*

## Nazariy bilimlarni mustahkamlash uchun mashqlar.

**63 -mashq. an exercise 63.** Gaplarni o,,qing. Modal so,,z larni topib, 3 ma"nolarini tushuntiring. [Read the sentences.](#)  
[Find modal words and explain their meanings.](#)

1. Ha, shunday, ayb mendan o,,tgan edi. (A. Q.) 2. Rahimjonningni ko,,rsang menga uch taloqsan, dedi-da, axir! (A. Q.) 3. – Yo,,q, afandim! Ichki ko,,ylaklaringizni yuvdirib, dazmollatib qo,,yganman. (A. Q.) 4. – Hech shubhasiz, biz moxov emasmiz, - dedi Saidiy ko,,chaga chiqishganda. 5. Mayli, bir piyola sut bering, tuzalib ketar. 6. To,,g,,ri, Soraxon kishidan qochadi, basharti qochmaganda ham, Saidiy uni Ehsanning oldiga olib kirgani nomus qilar edi. 7. ... sizni bir ko,,rish orzusida edim, nasib bo,,ldi. Afsuski, ketaman deysiz. 8. Meningcha, klassiklar yashagan davrda turmushning o,,zi salbiy faktlarga to,,la bo,,lgan.

**64 -mashq. an exercise 64.** Quyidagi modal so,,zlar va undovlar ishtirokida gap tuzing. [Use the following modal words and phrases.](#)

Shekilli, shubhasiz, so,,z siz, attang, ehtimol. Ofarin, eh, ey, kisht, tu-tu, oh.

**65 -mashq. an exercise 65.** Gaplarni ko,,chiring.

Taqlid soʻzlarni ajratib, maʼnolarni ayting. **Copy the sentences. Separate the imitation words and say the types of meanings.**

1. Shu on arava birdan chayqalib, taraqa-turuq boʻlib ketdi. (M. Ism.) 2. Uning xotini ertadan kechgacha gʻuv-gʻuv charx yigirar edi. (A. Q.) 3. Ufqdagi togʻlarning ustiga, ira-shira oqargan, lekin osmonda, siyrak bulutlar orasida, hamon milt-milt yongan yulduzlar koʻrinardi. (O. Yo.) 4. U eshakdan agʻdarildi, ammo darrov turdi, boʻyniga musht tushdi – munkib ketdi. Churrr ... - Mirshab! 5. Atrofda piqir-piqir kulgi boshlandi. (A. Q.) 6. Suv shildir-shildir oqmoqda. 7. Sidiqjonning yuragi jiz etdi. (A. Q.) 8. Chaqaloqning inga-ingasi eshitildi. 9. Ha, ana! Oʻsha yoqda lip-lip etgan oʻt koʻrindi. (S. Ayn.) 10. Bir ikkitasi jiydani tepasiga chiqib, shoxlarini silkitmoqda, qolganlari, oyoqlarida botmon-botmon loy boʻlsa ham, xuddi yosh bolalarday bir-biri bilan quvlashib, talashib-tortishib, duv-duv toʻkilayotgan jiydalarni terishmoqda edi. (O. Yo.)

**66-mashq. an exercise 66.** Quyidagi soʻz birikmalari ishtirokida gaplar tuzing. **Make up sentences using the following phrases.**

lip-lip uchmoq, dagʻ-dagʻ, qaltiramoq, duk-duk urmoq, gʻir-gʻir esmoq, qars-qurs sinmoq.

*O‘zingizni sinab ko‘ring. Mustaqil holda jadvalni to‘ldiring.*

Jadvalni berilgan soʻzlarni olmoshlarga moslab, to‘ldiring – **Fill in the table by matching the given words to the rhymes: tinglamoq –listen, oʻynamoq – play, dam olmoq –relax, ishlamoq- work, yozmoq –write, bilmoq- know, qilmoq –be able to**

*namuna:*

Soʻzlarga savol bering, qaysi savolga javob berishiga qarab, jadvalga yozing.

Kunduzi, institutda, qarindosh, ertalab, kechqurun, dada, ot, tun, qishda, bobo, bahorgi, kuzgi, mushuk, yoz, dushanba, er, seshanbada, ona, yakshanba, inson, it, shanba kuni, kun, sayr qil, oq, koʻz, uy, bor, mehmon, bola, oʻqimoq, yozmoq, opa, dam olmoq, oldinda, yashamoq, dengiz, oʻng, nonushta qilmoq, momo, ism, suv, u yerda, oʻzgartirmoq.

**Namuna:**

Ot		Ravish		Fe‘l
Kim?	Nima?	Qachon?	Qayerda?	Nima qildi?

<b>Bobo</b>	<b>Suv</b>	<b>Ertalab</b>	<b>Institutda</b>	<b>Yozmoq</b>
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Siz nimani bilasiz, nimani bilmaysiz; nima qilishni yoqtirasiz, nima qilishni yoqtirmaysiz , yozing - **Write what you know or don't know; what do you like or dislike to do:**

Men dorixona qayerdaligini bilaman- <b>I know where the</b>	Men gapirishni yoqtiraman – <b>I like to</b>
<b>pharmacy is</b>	<b>Talk</b>
Men muzey qayerdaligini bilmayman - <b>I don't know where the</b>	Men tinglashni yoqtirmayman – <b>I don't</b>
<b>museum is</b>	<b>like to listen</b>

Fe'llarni o,,tgan zamon shaklida yozing - **Write verbs in the past tense:**

Orzu qilmoq – **dream**, o,,ylamoq – **think**, o,,qimoq – **read**, kechqurun ovqatlanmoq – **dine**, yurmoq – **walk**

O,,tgan zamon fe''li /	
<b>Men nima qildim?</b>	
<b>Sen nima qilding?</b>	
<b>U nima qildi?</b>	

## TESTLAR/TESTS

1. Sening..... nima?

A) yoshing

B) sog,,lig,,ing

C) oilang

D) isming

2. Bolalar .....

A) yaxshimisizlar

B) sog,,misizlar

C) salomatmisiz

E) salom

3.ismingiz nima?

A) uning

B) bizning

C) mening

F) sizning

4. Men.....

A) o,,quvchimisiz

B) talabaman

C) talabasan

D) talabamiz

5. ko,,rding.

A) kimning

B) nimaga

C) kinga

D) kimni

6. Hozir.....yil fasli?

A) qish

B) nechta

C) nima

D) qanday

7. U .....o,,qiydi.

A) maktabni

B) universitetni

C) institutda

D) maktabga

7. Men Navoiy ..... yashayman.

A) teatrida

B) muzeyida

C) ko,,chasida

D) hovlisida

8. U juda yaxshi .....

A) yozamiz

B) o,,qiyamiz

C) o,,qiydi

D) yozmaysan

9. Ular..... go,,lib bo,,lishdi.

A)musobaqada

B)musobaqani

C)musobaqaga

D)musobaqadan

10. Osmonda ..... ko,,p.

A) yulduzlar

B) qor

C) yomg,,ir

D) odamlar

11.Bugun qor .....

A) keladi

B) quyadi

C) turadi

D) yog,,adi

12.Men bu yigitni.....

A) taniyman

B) taniymiz

C) taniysan

D) tanishdi



13.U men bilan .....

- A) o,,qiydi
- B) o,,qiydilar
- C) o,,qiyman
- D) o,,qiysan

14. Aqlli–.....

- A) dono
- B) bilimdon
- C) chiroyli
- D) aqlsiz

15. Yaxshi–.....

- A) bilimli
- B) go,,zal
- C) to,,g,,ri so,,z
- D) yomon

16.Baland – .....

- A)uzun
- B)qisqa
- C) yaxshi
- D) past

17.Chiroyli –.....

- A)go,,zal
- B)dono

C) yaxshi

D) xunuk

18. Katta– .....

A) baland

B) past

C) yaxshi

D) kichik

19. Yosh–.....

A) chiroyli

B) qari

C) kichik

D) katta

20. Chiroyli,.....

A) aqlli

B) dono

C) xunuk

D) go,,zal

21. Aqlli,.....

A) sog,,lom

B) katta

C) go,,zal

D) dono

22. Tirishqoq,.....

A) yaxshi

B) yomon

C) aqlli

D) harakatchan

23. So,,z lamoq,.....

A) o,,qimoq

B) yozmoq

C) gapirmoq

D) ko,,rmoq

24. O,,ylamoq,.....

A) bormoq

B) kelmoq

C) ketmoq

D) fikrlamoq

25. .... do,,stim!

A) omonmisizlar

B) salomatmisizlar

C) yaxshimisizlar

D) salomatmisan

26. Ob– havo ..... ?

A) nechta

B) qaysi

C) qancha

D) qanday

27. Saraton oyi .....keladi.

A) qishda

B) ahorda

C) kuzda

D) yozda

28. Navro,,z..... nishonlanadi.

A) yozda

B) kuzda

C) Qishda

D) bahorda

29. Yanvarda ..... chiqamiz.

A) yozgi ta`tilga

B) kuzgi ta`tilga

C) qishki ta`tilga

D) bahorgi ta`tilga

30. Men o,,zbekcha so,,zlashni.....

A) ozayapman

B) o,,ryapman

C) boryapman

D) o,,rganyapman

31. Siz kelajakda kim bo„lishni ..... ?

- A) o„qiysiz
- B) yozasiz
- C) istaymiz
- D) istaysiz

### **Matni davom ettiring**

32. Men bugun juda xursandman. chunki, .....

- E) darsga bormayman.
- F) uyga vazifani bajarmadim.
- G) bugun tug„ilgan kunim.
- H) stipendiy aoldim.

34. Men juda xushchaqchaqman. Bolalarni juda yaxshi ko„raman,.....

- I) ularga doim yordam beraman.
- J) ularga ertak aytib beraman.
- K) ularga qo„shi qaytib beraman.
- L) ularga konfet beraman.

35. U juda quvnoq yigit. Doim jilmayib turadi. Uni ko„rsam,.....

- M) kayfiyatim ko„tariladi.
- N) qo„shiq aytgim keladi.
- O) kulib turaman.
- P) o„ylab qolaman.

## Nuqtalar o,,rniga mos so,,zni qo,,ying

36. Kitobim.

- A) sening
- B) mening
- C) uning
- D) bizning

37. Mening .....qayerda?

- A) kitobim
- B) hovlimiz
- C) uyimiz
- D) daftar

38. .... Siz tug,,ilgansiz?

- a. qaysi
- b. qayer
- c. nechanchi
- d. qayerda

39. Siz ..... borasizmi?

- e. biznikiga
- f. qachon
- g. siznikiga
- h. qayerga

40. .... Toshkentga.....

- A) ko,,rdingizmi?
- B) borasizmi?

- C) yashaysizmi?
- D) so,,zlashdingizmi?

41.Men o,,qishga.....

- A) o,,qidim
- B) borasiz
- C) keldi
- D) boraman

42.Biz Moskvada.....

- A) kelganmiz
- B) yashaymiz
- C) o,,qiyman
- D) yashayman

43.Biz “Yangiliklar” ni.....

- A) o,,qiyapman
- B) ko'ryapman
- C) ko,,ramiz
- D) ko,,rasiz

44.Men “Yoshlar” kanalini.....

- A) yaxshi ko,,raman
- B) bilmayman
- C) yaxshi bilamiz
- D) o,,qiyman

45 .....juda issiq bo,,ladi.

- A) Qishda

- B) Bahorda
- C) Yozda
- D) Kuzda
- E)

46. Bu nima?      A) piyoz; B) kartoshka; C) karam; D) sabzi



47. Sabzi qanday rangda?

- a) Qizil;
- b) Jigarrang;
- c) Yashil;
- d) Sariq.

48. Sabzi qaysi ovqatlarda ishlatiladi?

- a) Salat tayyorlashda ishlatiladi;
- b) Asosan oʻzbeklarda osh (palov) tayyorlashda ishlatiladi;
- c) Somsa tayyorlashda ishlatiladi;
- d) A va B

49. Oʻzbekistonda qanday sabzavotlar yetishtiriladi?

- a) Olma, piyoz, oshqovoq;
- b) Kartoshka, sabzi, piyoz;



- c) Karam, kartoshka, uzum;
- d) Sabzi,piyoz,uzum.

50. Home so,,zi o,,zbek tiliga qanday tarjima qilinadi?

- a) Hovli;
- b) Uy;
- c) Dala hovli;
- d) Oromgoh/

51. Unli-Vowel tovushlar to,,g,,ri berilgan qatorni toping.

- a) A,u,r,d,i,o;
- b) O,i,y,s,a,e;
- c) A,o,i,e,o`u;
- d) A,o,n,c,l,e.

52. Berilgan gap qaysi qatorda o,,zbek tiliga to,,g,,ri tarjima qilingan? “I live in Andijan”

- a) Men andijonlikman.
- b) Men Andijonda yashayman.
- c) Men Andijonda tug,,ilganman.
- d) Men Andijonda yashamayman.

53. to live, to come, to talk, to play to,,g,,ri tarjima qilingan qatorni toping.

- a) Yashamoq, kelmoq, gaplashmoq, o,,ynamoq;
- b) Yashamoq,kulmoq,o,,ynamoq, bormoq;
- c) Yashamoq, gapirmoq, aytmoq, uxlamoq;

d) Yashamoq, bormoq, gapirmoq, tezlamoq.

54.



Bu nima?

- a) Pomidor;
- b) Achchiq qalampir;
- c) Bulg,,or qalampiri;
- d) Gul karam.

55. O,,zbekistonda qanday mevalar yetishtiriladi?

- a) Olma , anor, uzum, nok,behi,o,,rik;
- b) Olma, sabzi, karam, uzum,gilos,shaftoli;
- c) Olma, uzum,piyoz,nok,gilos,kartoshka;
- d) Olma, anor, uzum,nok,qovun.

56. “Bog”da oq va qizil .....pishdi.”Nuqtalar o`niga tushirib qoldirilgan meva nomini qo,,ying.

- a) Olma;
- b) Nok;
- c) Uzum;
- d) Anor.

57. Gapni toʻldiring. “Bu pishmagan, nordon .....”



- a) Sabzi;
- b) Anjir;
- c) Qulupnoy;
- d) Gilos.

58. O`rik qanday?



- a) Shirin;
- b) Pishgan;
- c) Sariq;
- d) Barcha javoblar toʻgʻr.

59. Bu qanaqa tarvuz?



- a) Pishgan;
- b) Pishmagan;
- c) Qizil va dumaloq;

d) A va C

60. Poliz ekinlarini sanab bering.

a) Olma, uzum, oshqovoq, tarvuz;

b) Oshqovoq, tarvuz, qovun, handalak;

c) Pomidor, bodring, qovun, tarvuz;

d) Oshqovoq, tarvuz, qovun, o,,rik;

61. Kartoshkada qanday vitaminlar bor?

a) C, B, Pp, K;

b) A, B, D, E;

c) C, E, A, D;

d) B, A, Pp, K;

62. Inson yuz qismida qanday a"zolar bor?

a) Qosh-ko,,z, burun, og,,iz, jag,,;

b) Quloq, soch, og,,iz, bo,,yin;

c) Peshona, og,,iz, bo,,yin, yelka;

d) Qosh-ko,,z, burun, bo,,yin, barmoq;

63. Sochlar qanday rangda?



a) Sariq , qora, qo,,ng,,ir,jigarrang;

b) Sariq,uzun, kalta,chiroyli;

c) A va D

d) Uzun,tekis, jingalak,taralgan;



64. Bu nima?

a) Kiprik;

b) Ko,,z;

c) Qosh;

d) Qovoq.

65. Qizning qoshi qanday?



a) Qora; b) Uzun;c) Qalin;d) Kalta.

66. “My eyebrow is black” gapi o,,zbek tiliga to,,g,,-ri tarjima qilingan qatorni toping.

a) Mining ko,,zim qora.

b) Mening qoshim qora.

c) Mening kiprigim qora.

d) Mining qoshim uzun.

67. “Her eyelashes are long and black” gapi o,,zbek tiliga to`g,,ri tarjima qilingan qatorni toping.

a) Uning kipriklari uzun va qora.

b) Uning qoshi qalin va uzun.

c) Uning ko,,zi qora va chiroyli.

d) Uning kipriklari uzun va jigarrang.

68. Bu kishining qoshi qanday?



- a) Bu kishining qoshi yo,,q;
- b) Bu kishining qoshi kalta;
- c) Bu kishining qoshi uzun;
- d) Bu kishining qoshi qora emas.

69. Bu kishining kiprigi qanday?



- a) Uzun;
- b) Qora;
- c) To,,mtoq;
- d) Uzun va qora.

70. “My daughter“s hair is much and thick” gapi o,,zbek tiliga to,,g,,ri tarjima qilingan qatorni toping.

- a) Qizimning sochi qora va kalta.
- b) Qizimning sochi sariq va kalta.
- c) Qizimning sochi qora va uzun.
- d) Qizimning sochi sariq va uzun.

71. “My son“s eyes are tight” gapi o,,zbek tiliga to,,g,,ri tarjima qilingan qatorni toping.

- a) O,,g,,limning ko,,zlari katta.
- b) O,,g,,limning ko,,zlari chiroyli.
- c) O,,g,,limning ko,,zlari qisiq.
- d) O,,g,,limning ko,,zlari qora.

72. “My hair is long and brouwn” gapi o,,zbek tiliga to,,g,,ri tarjima qilingan qatorni toping.

- a) Mening sochim kalta va qora.
- b) Mening sochim uzun va qora.
- c) Mening sochim kalta va jigarrang.
- d) Mening sochim uzun va jigarrang.

Qizning ko,,zi qanday?



- a) Moviy ko,,z;
- b) Qora ko,,z;
- c) Jigarrang ko,,z;
- d) Dumaloq ko,,z;



73. Uning sochi qanday?

- a) Sochi yo,,q kal;

- b) Mallarang;
- c) Qora soch;
- d) Kalta soch.

74. Qizning sochi qanday?



- a) Uzun va qora;
- b) Kalta va qora;
- c) Kalta va jigarrang;
- d) Uzun va sariq.

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