



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

**ALISHER NAVOIY NOMIDAGI TOSHKENT DAYLAT
O'ZBEK TILI VA ADABIYOTI UNIVERSITETI**

TARJIMA NAZARIYASI VA AMALIYOTI KAFEDRASI

A.M. BUMATOVA

TARJIMA AMALIYOTI

FANI BO'YICHA

O'QUV – USLUBIY MAJMUA

TOSHKENT-2016



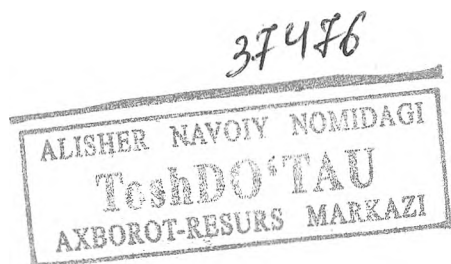
ALISHER NAVOIY NOMIDAGI TOSHKENT DAVLAT O'ZBEK TILI VA
ADABIYOTI UNIVERSITETI

O'ZBEK-INGLIZ TARJIMA FAKULTETI
TARJIMA NAZARIYASI VA AMALIYOTI KAFEDRASI

TARJIMA AMALIYOTI

FANIDAN

O'QUV-USLUBIY MAJMUA



Toshkent-2016

Mazkuro'qov-uslubimajmua Oliyva o'rta maxsustalimvazirligining 2016 - sonlibuyrug'ibilantasdiqlangano'qov reja va dastur asosida tayyorlandi.

Tuzuvchi:

A.M. Bumatova - ToshDO'TAU, Tarjima nazariyasi va amaliyoti kafedrasi o'qituvchisi

Taqrizchilar:

Sh.Usmanova - ToshDO'TAU, filologiya fanlari doktori, professor.
R.Shirinova -O'zMU, filologiya fanlari nomzodi, dotsent.
A.Mamadalimov - JIDU qoshidagi Shayxontohur akademik litseyi chet tillar bo'yicha direktor o'rinbosari.

O'qov-uslubimajmua ToshDO'TAUkengashining 2016 yil _____dagi _____sonliqaroribilantasdiqqa tavsiyaqilingan.

So'z boshi 4

Tarjima amaliyoti fani bo'yicha namunaviy o'quv dasturi 5

Amaliy tarjima fani bo'yicha ishchi o'quv dasturi	20
Tarjima amaliyoti fani bo'yicha amaliy mashg'ulot mavzulari	31
Module 1. The translation of english fairytales into Uzbek.....	31
Module 2. The translation of aesop fables from English into Uzbek.....	51
Module 3. The translation of the English proverbs into Uzbek	59
Module 4. The translation of English children literature into Uzbek.....	66
Module 5. The translation of the English texts in different styles into the Uzbek languages.....	83
Module 6. The translation of uzbek fairytales into English.....	91
Module 7. The translation of the uzbek short stories into English.....	105
Module 8. The translation of uzbek texts in different styles into English	118
Glossary.....	127

SO'Z BOSHI

Ushbu o'quv-uslubiy qo'llanma yettita qismdan iborat bo'lib, ular namunaviy va ishchi o'quv dastur, mavzular uchun o'quv-metodik material (amaliy mashg'ulot materiallari, adabiyotlar ro'yxati, mustaqil ta'lim mavzulari), glossariy, fan bo'yicha xorijiy adabiyotlar, taqdimotlar hamda qo'shimcha o'quv va ilmiy materiallar, video, keys-stadilardan tashkil topgan. "Tarjima amaliyoti" fanining o'quv dasturi O'zbekiston Respublikasi Prezidentining 2016-yil 13-maydagi "Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetini tashkil etish to'g'risida"gi PF-4797-son Farmonida keltirilgan tarjima muammosi bilan bog'liq vazifalar asosida tuzilgan bo'lib, unda asosan ilmiy, badiiy va boshqa sohalardagi adabiyotlarni o'zbek tilidan ingliz va boshqa xorijiy tillarga, shuningdek, jahon tillaridan ona tilimizga yuksak sifat va mahorat bilan tarjima qiladigan tarjimonlar tayyorlash masalasiga alohida e'tibor berilgan.

Tarjima nazariyasi kursida o'rganilayotgan til vositasida tarjimaning nazariy muammolari va ularning amaliy yechimi borasida tarjimashunoslik nuqtai nazaridan tahlil qilish mazkur fan doirasida amalga oshiriladi. Zamonaviy tarjima nazariyasi va amaliyotida umume'tirof etilgan tendensiyalar, tarjima turlari va usullari, tarjimaning rivojlanish bosqichlari, leksik semantik va grammatik muvofiqlik kategoriyalari, tarjimaning janr xususiyatiga ko'ra turlari va ularda qo'llaniladigan uslublar, tillarning lingvomadaniy va lingvogeografik xususiyatlari mazkur fan doirasida o'rganiladi.

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

Ro'yxatga
olindi:

№ BD-5120900 - 3
2016-yil, "8". 08



Oliy va o'rtta maxsus
ta'lim vazirligi

2016-yil "25" 08

TARJIMA AMALIYOTI
FAN DASTURI

Bilim sohasi: 100 000 – Gumanitar soha

Ta'lim sohasi: 120 000 – Gumanitar fanlar

Ta'lim yo'nalishi: 5120900 – O'zbek-ingliz tili tarjima
nazariyasi va amaliyoti

Toshkent-2016

O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 2016-yil "25" 08 dagi 355-sonli buyrug'ining 2 -ilovasi bilan fan dasturi ro'yxati tasdiqlangan.

Fanning dasturi Oliy va o'rta maxsus, kasb-hunar ta'limi yo'nalishlari bo'yicha O'quv-uslubiy birlashmalar faoliyatini Muvofiqlashtiruvchi Kengashning 2016- yil 8 oktabrdagi 3-sonli bayonnomasi bilan ma'qullangan.

Fan dasturi Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetida ishlab chiqildi.

Tuzuvchilar:

M.A.Bumatova

- ToshDO'TAU, o'qituvchi

Taqrizehilar:

Sh.Usmanova

- ToshDO'TAU, filologiya fanlari doktori, professor.

R. Shirinova

- O'zMU, filologiya fanlari nomzodi, dotsent.

A.Mamadalimov

- JIDU qoshidagi Shayxontohur akademik litseyi
chet tillar bo'yicha direktor o'rinbosari.

Fan dasturi Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universiteti Kengashida ko'rib chiqilgan va tavsiya qilingan (2016 yil 29-avgustdagi 1- sonli bayonnoma).

O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 201_yil "___"___dagi __-sonli buyrug'ining ___-ilovasi bilan fan dasturi ro'yxati tasdiqlangan.

Fanning dasturi Oliy va o'rta maxsus, kasb-hunar ta'limi yo'nalishlari bo'yicha O'quv-uslubiy birlashmalar faoliyatini Muvofiqlashtiruvchi Kengashning 201_yil " "dagi " "-sonli bayonnomasi bilan ma'qullangan.

Fan dasturi Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetida ishlab chiqildi.

Tuzuvchilar:

Sh.S.Sirojiddinov -ToshDO'TAU, filologiya fanlari doktori, professor.

G.K.Odilova - ToshDO'TAU, Tarjima nazariyasi va amaliyoti kafedrasini mudiri, filologiya fanlari nomzodi, dotsent.

A.M. Bumatova - ToshDO'TAU, Tarjima nazariyasi va amaliyoti kafedrasini o'qituvchisi

Taqrizchilar:

R. Shirinova - O'zMU, filologiya fanlari nomzodi, dotsent.

Fan dasturi Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universiteti Kengashida ko'rib chiqilgan va tavsiya qilingan (201__ yil " "dagi" " - sonli bayonnomasi).

Fanning dolzarbligi

“Tarjima amaliyoti” fanining o‘quv dasturi O‘zbekiston Respublikasi Prezidentining 2016-yil 13-maydagi “Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetini tashkil etish to‘g‘risida”gi PF-4797-son Farmonida keltirilgan tarjima muammosi bilan bog‘liq vazifalar asosida tuzilgan bo‘lib, unda asosan ilmiy, badiiy va boshqa sohalaridagi adabiyotlarni o‘zbek tilidan ingliz va boshqa xorijiy tillarga, shuningdek, jahon tillaridan ona tilimizga yuksak sifat va mahorat bilan tarjima qiladigan tarjimonlar tayyorlash masalasiga alohida e‘tibor berilgan.

O‘rganilayotgan til vositasida tarjimaning nazariy muammolari va ularning amaliy yechimi borasida tarjimashunoslik nuqtai nazaridan tahlil qilish mazkur fan doirasida amalga oshiriladi. Zamonaviy tarjima nazariyasi va amaliyotida umume‘tirof etilgan tendensiyalar, tarjima turlari va usullari, tarjimaning rivojlanish bosqichlari, leksik semantik va grammatik muvofiqlik kategoriyalari, tarjimaning janr xususiyatiga ko‘ra turlari va ularda qo‘llaniladigan uslublar, tillarning lingvomadaniy va lingvogeografik xususiyatlari mazkur fan doirasida o‘rganiladi. Ushbu bosqichda avvalgi o‘quv yillarida egallangan malaka va mahorat takomillashtiriladi.

Fanning o‘quv rejadagi boshqa fanlar bilan o‘zaro bog‘liqligi va uslubiy jihatdan uzviyligi

Bu dasturni amalda bajarish uchun talabalar ingliz tili, tarjima nazariyasi, hamda tarjima amaliyotifanlaridan yetarli bilim va ko‘nikmalarga ega bo‘lishlari talab etiladi.

Asosiy qismda fanning amaliy mavzulari mantiqiy ketma-ketlikda keltiriladi. Har bir mavzuning mohiyati asosiy tushunchalar va tezislar orqali ochib beriladi. Bunda mavzu bo‘yicha talabalarga DTS asosida yetkazilishi zarur bo‘lgan bilim va ko‘nikmalar to‘la qamrab olinishi kerak.

Asosiy qism sifatiga qo‘yiladigan talab mavzularning dolzarbligi, ularning ish beruvchilar talablari va ishlab chiqarish ehtiyojlariga mosligi, mamlakatimizda bo‘layotgan ijtimoiy-siyosiy va demokratik o‘zgarishlar, iqtisodiyotni erkinlashtirish, iqtisodiy-huquqiy va boshqa sohalaridagi islohotlarning ustuvor masalalarini qamrab olishi hamda fan va texnologiyalarning so‘nggi yutuqlari e‘tiborga olinishi tavsiya etiladi.

Fanning ilm-fan, ishlab chiqarish va iqtisodiyotdagi o‘rni

O‘zbekiston Respublikasi Prezidenti I.A.Karimovning “Yuksak mav‘naviyat – yengilmas kuch” asarida tarjimashunoslikni rivojlantirishga, badiiy tarjima amaliyotini kuchaytirishga oid bergan ko‘rsatmalariga asosan mazkur fan negizida aslyatdan badiiy tarjima qilish amaliyotini shakllantirish vazifasi belgilangan.

Fanni o‘qitishda zamonaviy axborot va pedagogik texnologiyalar hamda o‘quv mashg‘ulotlarini loyihalash

Ma‘ruza va amaliy mashg‘ulotlarda mos ravishda ilg‘or pedagogik texnologiyalardan foydalaniladi. Fanni o‘qitishda ta‘limning zamonaviy metodlaridan, pedagogik va axborot kommunikatsiya texnologiyalaridan keng foydalaniladi.

Interfaolmetodlarning quyidagi turlaridan keng foydalaniladi:

1. guruhli muzokaralar (group discussion);
2. jamoa loyihalari (project work);
3. juftliklar bo'lib topshiriqlarnibajarish;
4. yakka holda ma'lum mavzu bo'yicha prezentatsiyalar qilish (individualpresentation);
5. davra suhbatlarior'tkazish (round – table discussion);
6. inserttexnikasi (Insert technique);
7. pinbord texnikasi (Pin board);
8. keys – stadi (Case - study);
9. aqliy hujum (brain storming);
10. bahs – munozara (debate);
11. loyihalash usuli;
12. kichik himoya (mini dissertation);
13. roli o'yinlar (role play).

Fan modulining dasturi (module syllabus)

O'quv kursining to'liq nomi:	Tarjima amaliyoti		
Kursning qisqacha nomi:	TA	Kod:TA	
Kafedra	Tarjima nazariyasi va amaliyoti		
O'qituvchi haqida ma'lumot	A.M. Bumatova	aidakhon.uzb@mail.ru	
Semestr va o'quv kursining davomiyligi	2-8 semestrlar 114 hafta		
O'quv soatlari hajmi	jami:	456	
	shuningdek:		
	ma'ruza	-	
	seminar	-	
	amaliy	268	
	mustaqil ta'lim	188	
O'quv kursining statusi	Umumkasbiy fanlar		
Dastlabki	Bu dasturni amalda bajarish uchun talabalar ingliz tili va		

tayyorgarlik:	tarjima amaliyoti fanlaridan yetarli bilim va ko'nikmalarga ega bo'lishlik talab etiladi.
----------------------	---

Fanning predmeti va mazmuni- tarjima nazariyasi va amaliyoti muammolari ushbu fanning predmetini tashkil qilib, talabalarga ushbu muammolar yuzasidan bilim beriladi.

Fanni o'qitishdan maqsad- filologiya yo'nalishida tahsil olayotgan talabalarga mazkur fan borasida umumiy nazariy tushunchalar berish. Til sohasida to'plangan nazariy bilimlarni tarjimachilikning muayyan turlariga yo'naltirish. Tarjimonlik sohasiga qobiliyati bor yoshlarda dastlabki fundamental tushunchalarni hosil qilish.

Fanning vazifasi - zamonaviy tarjima metodlarini o'quv jarayonida tatbiq eta olish, tarjima qilingan asarlarni originali bilan solishtirib tahlil qilish, qilingan tarjima sifatini aniqlash mezonini o'rganish, zamonaviy va an'anaviy usullarini farqlay olishdan iborat.

Fan bo'yicha talabalarning bilimiga, ko'nikma va malakasiga

qo'yiladigan talablar

Tarjima nazariyasi va amaliyoti fani bo'yicha bakalavr *quyidagi malaka va ko'nikmalariga* ega bo'lishi kerak:

1. turli matnlardagi leksik-semantik farqlarni tushuna olish;
2. tarjimadagi grammatik nomuvofiqlik kategoriyalarini tushuntirib berish;
3. matnlarni interpretatsiya qila olish;
4. tarjima metodlarini bilish va amaliyotda qo'llay olish;
5. og'zaki va yozma tarjima uslublarini farqlay olish;
6. amaliy ta'limni o'rganilayotgan tillar vositasida ma'naviy ma'rifiy va kasbiy pedagogik maqsadlarga erishish;
7. lingvo kommunikativ va lingvo mamlakatshunoslik to'g'risidagi tushunchaga ega bo'lish;
8. lingvistik bilimlar saviyasi, til haqida tushunchaga ega bo'lishi shart;
9. chet tilidagi nutqiy qobiliyatni xotirlash turlarini belgilash;
10. o'tilgan mavzu bo'yicha o'z fikrini erkin, og'zaki va yozma bayon qila olish;
11. ko'rsatilgan vaqt mobaynida (30 daqiqa) fan doirasidagi test savollariga javob topa olish;
12. chet tilidan ona tiliga va aksincha ona tilidan chet tiliga erkin tarjima qila olish.

Kursning tematik tarkibi

№	Mavzu	Amaliy	Mustaqil

1	Ingliz ertaklarining o'zbek tiliga tarjimasi	4	4
2	Ezop masallarining ingliz tilidan o'zbek tiliga tarjimasi	4	2
3	Ingliz maqollarining o'zbek tiliga tarjimasi	4	4
Joriy nazorat (JN)			
4	Ingliz bolalar hikoyalarining o'zbek tiliga tarjimasi	6	4
5	Ingliz tilidagi turli mavzuga oid matnlarning o'zbek tiliga tarjimasi.	6	2
Joriy nazorat (JN)			
6	O'zbek ertaklarining ingliz tiliga tarjimasi	4	2
7	O'zbek bolalar hikoyalarining ingliz tiliga tarjimasi	4	4
Joriy nazorat (JN)			
8	O'zbek tilidagi turli mavzuga oid matnlarning ingliz tiliga tarjimasi.	6	4
Yakuniy nazorat(YN)			
2-semestr bo'yicha jami		38	26
9	Amerika adabiyotidan hikoyalar tarjima qilish	4	4
10	Ingliz adabiyotidan hikoyalar tarjima qilish	4	2
11	Avstraliya, Yangi Zellanduya va Kanada adabiyotidan hikoyalar tarjima qilish	4	4
Joriy nazorat (JN)			
12	Ingliz adabiyotidan she'riy asar tarjimasi	6	4
13	Amerika adabiyotidan she'riy asar tarjima qilish	6	2
Joriy nazorat (JN)			

14	O'zbek hikoyalarini ingliz tiliga tarjima qilish	8	6
	Joriy nazorat (JN)		
15	O'zbek OAV matnlarini ingliz tiliga tarjima qilish	6	4
	Yakuniy nazorat(YN)		
	3-semestr bo'yicha jami	38	26
16	Ingliz OAV matnlarini o'zbek tiliga tarjima qilish	4	4
17	Iqtisodiy matnlarini o'zbek tilidan ingliz tiliga tarjima qilish	4	2
18	Ijtimoiy matnlarini o'zbek tilidan ingliz tiliga tarjima qilish	4	4
	Joriy nazorat (JN)		
19	Siyosiy matnlarini o'zbek tilidan ingliz tiliga tarjima qilish	6	4
20	Iqtisodiy matnlarini ingliz tilidan o'zbek tiliga tarjima qilish	6	2
	Joriy nazorat (JN)		
21	Ijtimoiy matnlarini ingliz tilidan o'zbek tiliga tarjima qilish	4	2
22	Ingliz bolalar she'riyatini o'zbek tiliga tarjima qilish	4	4
	Joriy nazorat (JN)		
23	O'zbek bolalar she'riyatini ingliz tiliga tarjima qilish	6	4
	Yakuniy nazorat(YN)		
	4-semestr bo'yicha jami	38	26
24	Ingliz bolalar she'riyatini o'zbek tiliga tarjima qilish	4	4
25	O'zbek bolalar she'riyatini ingliz tiliga tarjima qilish	4	2
26	O'zbek tilidagi turli sohaga oid matnlarni	4	4

	ingliz tiliga tarjima qilish		
	Joriy nazorat (JN)		
27	O'zbek hikoyalarini ingliz tiliga tarjima qilish	12	6
	Joriy nazorat (JN)		
28	Zamonaviy o'zbek hikoyalarini ingliz tiliga tarjima qilish	12	6
	Joriy nazorat (JN)		
29	Texnik matnlarni o'zbek tilida ingliz tiliga tarjima qilish	2	4
	Yakuniy nazorat(YN)		
	5-semestr bo'yicha jami	38	26
30	Texnik matnlarni tarjima qilish	6	4
31	Tibbiy matnlarni tarjima qilish	8	4
32	Yuridik matnlarni tarjima qilish	8	4
	Joriy nazorat (JN)		
33	Siyosiy nutqlarni tarjima qilish	6	4
	Joriy nazorat (JN)		
34	O'zbek she'riyatini ingliz tiliga tarjima qilish	12	8
	Joriy nazorat (JN)		
35	Ingliz she'riyatini o'zbek tiliga tarjima qilish	12	8
	Yakuniy nazorat(YN)		
	6-semestr bo'yicha jami	52	32
36	O'zbek mumtoz adabiyoti namunalarini tarjima qilish	6	4
37	Ruboiylar tarjimasi	8	2
38	G'azallar tarjimasi	8	4
	Joriy nazorat (JN)		

39	A.Navoiy asarlarini ingliz tiliga tarjimasi	6	4
	Joriy nazorat (JN)		
40	A.Navoiy "Hamsa"si hikoyalari tarjimasi	16	12
	Joriy nazorat (JN)		
	Yakuniy nazorat(YN)		
	7-semestr bo'yicha jami	44	26
41	A.Navoiy "Xamsa"si hikoyalari tarjimasi	10	10
	Joriy nazorat (JN)		
42	A.Navoiy hikmatli so'zlarining tarjimasi	8	10
	Joriy nazorat (JN)		
43	Turli sohaga oid matnlar tarjimasi	2	6
	Joriy nazorat (JN)		
	Yakuniy nazorat(YN)		
	8-semestr bo'yicha jami	20	26
	Umumiy	268	188
Ta'lim berish va o'qitish uslubi:	Ma'ruza, amaliy mashg'ulotlar, mustaqil ishlar (keys study, master klasslar)		
Mustaqil ishlar:	O'quv loyihalar, guruhli taqdimot, referatlar, krossvordlar, keyslar		
Maslahatlar va topshiriqlarni topshiriq vaqti	Kunlar	Vaqti	Auditoriya
1. Oktabr	Dushanba	15:00	317
2. Noyabr	Seshanba	15:00	317
3. Dekabr	Chorshanba	15:00	317

4.	Fevral	Payshanba	15:00	317
5.	Mart	Juma	15:00	317
6.	Aprel	Shanba	15:00	317
Bilimlarni baholash usullari va tartibi:				
JN va ON ning ballari ishchi dasturda beriladi				
Baholash usullari		Testlar, yozma ishlar, og'zaki so'rov, prezentatsiyalar		
Fan bo'yicha talabalar bilimini nazorat qilish va baholash		Nazorat shakllari		
		Baholash turlari fan xususiyatidan kelib chiqqan holda so'rovlar, og'zaki savol-javob, yozma ish, test yoki boshqa ko'rinishda o'tkazilishi mumkin.		
		Fan bo'yicha talabalar bilimini baholash mezon		
		Ball	Talabaning bilim darajasi	
		86-100 ball	<p>-talaba mashg'ulotlarga doimo tayyorlangan, juda faol, dasturiy materiallarni yaxshi biladi, xulosa va qarirlar qabul qila oladi, ijodiy fikrlaydi, bilimlarni amaliyotda qo'llay oladi;</p> <p>- talab ijodoiy masalalarni hal qilish mobaynida tegishli bilimlarni qo'llash doirasini maqsadga muvofiq tanlab, yechimini topishga xizmat qiluvchi yangi usul va yo'nalishlarni topa oladi, o'quv materialining mohiyatini tushunadi;</p> <p>-talaba taqdim etilgan o'quv masalarini yechish yo'llarini izlaydi va turli materiallarni biladi, aytib bera oladi hamda tasavvurga ega bo'ladi.</p>	

	<p>71-85 ball</p>	<p>-Talaba o'rganilayotgan hodisalaraloqadorligini bilish hamda obyektни tavsiflay olish ko'nikmasiga ega bo'lishi bilan birgalikda, qo'yilgan masalalranni sabab-oqibat aloqadorligini ochib bergan holda yecha oladi, o'rganilayotgan nazariy bilimlarni amaliyot bilan bog'lay oladi va mustaqil mushohada qila oladi;</p> <p>- bilim va ko'nikmalar mazmunini tatbiq qila olish mahorati, bir tipdagi masalalarni yecha olish, yozib olish va eslab qolish faoliyatini amalga oshiradi, bilimlarni amaliyotda qo'llay oladi;</p> <p>-talaba mashg'ulotlarga tayyorlangan, dasturiy materiallarni biladi, mohiyatini biladi va tasavvurga ega.</p>
	<p>55-70 ball</p>	<p>-talabaning eshitganlari, ularga berilgan namunalar, taqdim etilgan algoritm va ko'rsatmalar asosida topshiriqlarni bajara oladi, mohiyatini tushunadi;</p> <p>-talaba qator belgilar asosida ma'lum obyektни farqlay bilish bilan birgalikda unga ta'rif bera oladi va o'quv materialini tushuntirib bera oladi va tasavvurga ega.</p>
	<p>0-54 ball</p>	<p>-talaba tasavvurga ega emas;</p> <p>-talaba dasturiy materiallarni bilmaydi.</p>

Asosiy qism

Fanning amaliy mashg'ulotlari mazmuni

- 1-modul. Ingliz ertaklarining o'zbek tiliga tarjimasi
- 2-modul. Ezop masallarining ingliz tilidan o'zbek tiliga tarjimasi
- 3-modul. Ingliz maqollarining o'zbek tiliga tarjimasi
- 4-modul. Ingliz hikoyalarining o'zbek tiliga tarjimasi
- 5-modul. Ingliz tilidagi turli mavzuga oid matnlarning o'zbek tiliga tarjimasi
- 6-modul. O'zbek ertaklarining ingliz tiliga tarjimasi
- 7-modul. O'zbek hikoyalarining ingliz tiliga tarjimasi
- 8-modul. O'zbek tilidagi turli mavzuga oid matnlarning ingliz tiliga tarjimasi
- 9-modul. Amerika adabiyotidan hikoyalar tarjima qilish
- 10-modul. Ingliz adabiyotidan hikoyalar tarjima qilish
- 11-modul. Avstraliya, Yangi Zelandiya va Kanada adabiyotidan hikoyalar tarjimasi
- 12-modul. Ingliz adabiyotidan she'riy asar tarjimasi
- 13-modul. Amerika adabiyotidan she'riy asar tarjima qilish
- 14-modul. O'zbek hikoyalarini ingliz tiliga tarjima qilish
- 15-modul. O'zbek OAV matnlarini ingliz tiliga tarjima qilish
- 16-modul. Ingliz OAV matnlarini o'zbek tiliga tarjima qilish
- 17-modul. Iqtisodiy matnlarini o'zbek tilidan ingliz tiliga tarjima qilish
- 18-modul. Ijtimoiy matnlarini o'zbek tilidan ingliz tiliga tarjima qilish
- 19-modul. Siyosiy matnlarini o'zbek tilidan ingliz tiliga tarjima qilish
- 20-modul. Iqtisodiy matnlarini ingliz tilidan o'zbek tiliga tarjima qilish
- 21-modul. Ijtimoiy matnlarini ingliz tilidan o'zbek tiliga tarjima qilish
- 22-modul. Ingliz bolalar she'riyatini o'zbek tiliga tarjima qilish
- 23-modul. O'zbek bolalar she'riyatini ingliz tiliga tarjima qilish
- 24-modul. Ingliz bolalar she'riyatini o'zbek tiliga tarjima qilish
- 25-modul. O'zbek bolalar she'riyatini ingliz tiliga tarjima qilish
- 26-modul. O'zbek tilidagi turli sohaga oid matnlarni ingliz tiliga tarjima qilish
- 27-modul. O'zbek hikoyalarini ingliz tiliga tarjima qilish
- 28-modul. Zamonaviy O'zbek hikoyalarini ingliz tiliga tarjima qilish
- 29-modul. Texnik matnlarni o'zbek tilida ingliz tiliga tarjima qilish
- 30-modul. Texnik matnlarni tarjima qilish
- 31-modul. Tibbiy matnlarni tarjima qilish
- 32-modul. Yuridik matnlarni tarjima qilish
- 33-modul. Siyosiy nutqlarni tarjima qilish
- 34-modul. O'zbek she'riyatini ingliz tiliga tarjima qilish
- 35-modul. Ingliz she'riyati namunalarini o'zbek tiliga tarjima qilish
- 36-modul. O'zbek mumtoz adabiyoti namunalarini tarjima qilish
- 37-modul. Ruboiylar tarjimasi
- 38-modul. G'azallar tarjimasi
- 39-modul. A.Navoiy asarlarini ingliz tiliga tarjimasi

40-modul. A.Navoiy "Xamsa"si hikoyalari tarjimasi

41-modul. A.Navoiy "Xamsa"si hikoyalari tarjimasi

42-modul. A.Navoiy hikmatli so'zlarining tarjimasi

43-modul. Turli sohaga oid matnlar tarjimasi

Mustaqil ta'limni tashkil etishning shakli va mazmuni

Talaba "Tarjima amaliyoti" fanidan mustaqil ta'limni tashkil etishda muayyan fanning xususiyatlarini hisobga olgan xolda quyidagi shakllardan foydalanish tavsiya etiladi va joriy nazorat sifatida baholanadi:

1. mavzular bo'yicha konspekt (referat, taqdimot) tayyorlash. Nazariy materialni puxta o'zlashtirishga yordam beruvchi bunday usul o'quv materialiga diqqatni ko'proq jalb etishga yordam beradi. Talaba konspekti turli nazorat ishlariga tayyorgarlik ishlarini osonlashtiradi, vaqtni tejaydi;

2. o'qitish va nazorat qilishning avtomatlashtirilgan tizimlari bilan ishlash. Talabalar ma'ruza va amaliy mashg'ulotlar davomida olgan bilimlarini o'zlashtirishlari, turli nazorat ishlariga tayyorgarlik kurishlari uchun tavsiya etilgan elektron manbalar, innovatsion dars loyihasinamunalari, o'z-o'zini nazorat uchun test topshiriqlari v.b;

3. fan bo'yicha qo'shimcha adabiyotlar bilan ishlash. Mustaqil o'rganish uchun berilgan mavzular bo'yicha talabalar tavsiya etilgan asosiy adabiyotlardan tashqari qo'shimcha o'quv, ilmiy adabiyotlardan foydalanadilar. Bunda rus va xorijiy tillardagi adabiyotlardan foydalanish rag'batlantiriladi;

4. INTERNET tarmog'idan foydalanish. Fan mavzularini o'zlashtirish. Kurs ishi, bitiruv malakaviy ishlarini yozishda mavzu bo'yicha INTERNET manbalarini topish. Ular bilan ishlash nazorat turlarining barchasida qo'shimcha reyting ballari bilan rag'batlantiriladi;

5. mavzuga oid masalalar. Keys-stadilar va o'quv loyihalarini ishlab chiqish va ishtirok etish;

6. amaliyot turlariga asosan material yig'ish, amaliyotdagi mavjud muammolarnng yechimini topish. Hisobotlar tayyorlash;

7. ilmiy seminar va anjumanlarga tezis va maqolalar tayyorlash va ishtirok etish;

8. mavjud laboratoriya ishlarini takomillashtirish. Masofaviy (distansion) ta'lim asosida mashg'ulotlarni tashkil etish bo'yicha metodik ko'rsatmalar tayyorlash va h.k.

Uyga berilgan vazifalarni bajarish. Yangi bilimlarni mustaqil o'rganish. Kerakli ma'lumotlarni izlash va ularni topish yo'llarini aniqlash, Internet tarmoqlaridan foydalanib ma'lumotlar to'plash va ilmiy izlanishlar olib borish. Ilmiy to'garak doirasida yoki mustaqil ravishda ilmiy manbalardan foydalanib ilmiy maqola (tezis) va ma'ruzalar tayyorlash kabilar talabalarning darsda olgan bilimlarni chuqurlashtiradi. Ularning mustaqil fikrlash va ijodiy qobiliyatini rivojlantiradi. Uy vazifalarini tekshirish va baholash amaliy mashg'ulot olib boruvchi o'qituvchi tomonidan, konspektlarni va mavzuni o'zlashtirish darajasini tekshirish va baholash esa ma'ruza darslarini olib boruvchi o'qituvchi tomonidan har darsda amalga oshiriladi.

Mustaqil ishni tashkil etish bo'yicha uslubiy ko'rsatma va tavsiyalar, keys- stadi, vaziyatli masalalar to'plami ishlab chiqiladi. Unda talabalarga asosiy ma'ruza mavzulari bo'yicha amaliy topshiriq. keys-stadilar yechish uslubi va mustaqil ishlash uchun vazifalar belgilanadi.

Mustaqil ta'lim mavzulari

- 1.OAV matnlarini xorijiy yoki ona tiliga tarjima qilish
 - 2 Ilmiy uslubga xos matnlarni xorijiy yoki ona tiliga tarjima qilish
 - 3.Tibbiy uslubga xos matnlarni xorijiy yoki ona tiliga tarjima qilish
 - 4.Turli sohaga oid matnlarning leksik va garmmatik xususiyatarini aniqlash
 - 5.Texnikaga oid matnlar ustida ishlab, faol so'zlar lug'atini tuzish
 - 6.Texnika, yurisprudensiya, ijtimoiy hayot va iqtisodiyotga oid matnlarni chet tiliga tarjima qilish va tarjima muammolari haqida referat yozish
- Jahon ommaviy axborot vositalari haqida taqdimot tayyorlash
7. Badiiy matn vauning tarjimasi bilan ishlash
 - 8.
 - 9.Mumtoz adabiyot asarlari tarjimasi

Dasturning informatsion – metodik ta'minoti

Mazkur fanni o'qitish jarayonida ta'limning zamonaviy metodlari, pedagogik va axborot-kommunikatsiya texnologiyalari qo'llanilishi nazarda tutilgan.

- Tarjima amaliyoti fani ma'ruza darslarida zamonaviy kompyuter texnologiyalari yordamida prezentatsion va elektron-didaktik texnologiyalardan;

- O'tkaziladigan amaliy mashg'ulotlarda aqliy hujum, "bumerang", guruhli fikrlash pedagogik texnologiyalarini qo'llash nazarda tutiladi.

Foydalaniladigan adabiyotlarro'yxati

Asosiy adabiyotlar:

1. Baker Mona, Carol Maier. Ethics in Interpreter & Translator Training. 2011. 114 pp.
2. Douglas Robinson. An Introduction to the Theory and practice of translation. Second Edition. 2003 New York. 318 pp.
3. Translation in practice. British Centre for Literary Translation, Arts Council England, The Society of Authors, British Council, and Dalkey Archive Press, 2009
4. Teaching translation from spanish to english Allíson Beeby Lonsdale
5. Gill Paul . Translation in practice Nikiforos Karamanis . Saturnino Luz. Gavin Doherty. Translation Practice in the Workplace

Qo'shimcha adabiyotlar:

1. Sh.Sirojiddinov, G.Odilova. Badiiy tarjima asoslari. Toshkent, 2011.
2. G.Odilova, U.Mahmudova. O'zbek tarjimonlari va badiiy tarjimalar. Toshkent, 2012

Internet va Ziyonet saytlari:

1. www.linguistic.ru
2. www.englspase.com
3. www.youreng.narod.ru
4. www.teneta.ru
5. www.translation.net
6. www.translationzone.com
7. www.translator-tips.com
8. www.google.ru

O‘ZBEKISTON RESPUBLIKASI
OLIV VA O‘RTA MAXSUS TA‘LIM VAZIRLIGI

Ro‘yxatga
olindi:

№ BD-5120900 - 3.04

4.09

2016-yil

“TASDIQLAYMAN”

o‘quv ishlari bo‘yicha

prorektor

I.Yo‘ldoshev



TARJIMA AMALIYOTI
FANI
ISHCHI O‘QUV DASTURI

Ta‘lim yo‘nalishi: 5120900- O‘zbek-ingliz tarjima

nazariyasi va amaliyoti

O‘QUV SOATLARI

Umumiy o‘quv soati	- 62
Shu jumladan:	
Ma‘ruza	-
Amaliy	- 38
Mustaqil ta‘lim	- 24

Fanning ishchi o'quv dasturi Oliy va o'rta maxsus ta'lim vazirligi tomonidan tasdiqlangan namunaviy o'quv dasturi asosida ishlab chiqildi.

Tuzuvchilar:

M.A.Bumatova - ToshDO'TAU, o'qituvchi

Taqrizchilar:

Sh.Usmanova - ToshDO'TAU, filologiya fanlari doktori,
professor.

R. Shirinova - O'zMU, filologiya fanlari nomzodi, dotsent.

A.Mamadlimov - JIDU qoshidagi Shayxontohur akademik litseyi
chet tillar bo'yicha direktor o'rinbosari.

Fanning ishchi o'quv dasturi Tarjima nazariyasi va amaliyoti kafedrasining 2016-yil 26-avgustdagi № 1-sonli majlisida muhokama etilgan va ma'qullangan.

Kafedra mudiri



G.K.Odilova

Fanning ishchi o'quv dasturi O'zbek-ingliz tarjima fakulteti kengashining 2016-yil «27»-avgustdagi № 1-sonli yig'ilishida muhokama qilinib, tasdiqqa tavsiya etilgan.

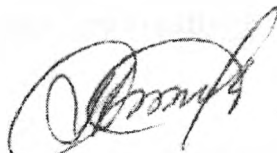
Dekan



Sh.R.Usmanova

Mazkur ishchi o'quv dasturi Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universiteti o'quv-uslubiy kengashining 2016-yil 29-avgustdagi № 1-son majlisida tasdiqlangan.

O'quv-uslubiy boshqarma boshlig'i



A.Sayfullayev

Fanning dolzarbligi

Mazkur fanning o'quv dasturi O'zbekiston Respublikasi Prezidentining 2016-yil 13-maydagi PF-4797-son Farmonida belgilab berilgan vazifalar asosida tuzilgan. Ushbu fan doirasidatarjimonlik mutaxassisligining talablari, tarjima jarayoni va tarjimonning vazifalari, tarjima ishini tashkil qilish, tarjimonning mahorati, tarjimon etikasi, tarjimonning qurollari, tarjimonning lug'atlar va elektron resurslar bilan ishlashi, badiiy tarjima uchun munosib adabiyotni tanlab olish va baholash, tanlangan material uchun ma'noviy bilimlarni yig'ish yo'llari jahon tarjimashunoslari tajribasidan kelib chiqib o'rganiladi. Ushbu fan "tarjimon" mutaxassisligining asosiy maqsad va vazifalari, kelajakdagi faoliyatini aniq tasavvur qilishga yordam beradi.

Fanning o'quv rejadagi boshqa fanlar bilan o'zaro bog'liqligi va uslubiy jihatdan uzviyligi

Bu dasturni amalda bajarish uchun talabalar universitetgacha bo'lgan til haqida yetarlicha bilimga ega bo'lishlari lozim. "Tarjima amaliyoti" fani o'quv fani hisoblanib, filologiya yo'nalishi bakalavr bosqichining 1-2 semestrlarda o'qitiladi. Dasturni amalga oshirish o'quv rejasida rejalashtirilgan. Mazkur fan tarjima nazariyasi va amaliyoti, badiiy tarjima fanlariga kirish hisoblanadi.

Asosiy qismda amaliy mashg'ulot mavzulari mantiqiy ketma-ketlikda keltiriladi. Har bir mavzuning mohiyati asosiy tushunchalar va tezislar orqali ochib beriladi. Bunda mavzu bo'yicha talabalarga DTS asosida yetkazilishi zarur bo'lgan bilim va ko'nikmalar to'la qamrab olinishi kerak.

Asosiy qism sifatiga qo'yiladigan talab mavzularning dolzarbligi, ularning ish beruvchilar talablari va ishlab chiqarish ehtiyojlariga mosligi, mamlakatimizda bo'layotgan ijtimoiy-siyosiy va demokratik o'zgarishlar, iqtisodiyotni erkinlashtirish, iqtisodiy-huquqiy va boshqa sohalaridagi islohotlarning ustuvor masalalarini qamrab olishi hamda fan va texnologiyalarning so'nggi yutuqlari e'tiborga olinishi tavsiya etiladi.

Fanning ilm-fan, ishlab chiqarish va iqtisodiyotdagi o'rni

O'zbekiston Respublikasi Prezidenti I.A.Karimovning "Yuksak mav'naviyat-yengilmas kuch" asarida tarjimashunoslikni rivojlantirishga, badiiy tarjima amaliyotini kuchaytirishga oid bergan ko'rsatmalariga asosan mazkur fan negizida aslyatdan badiiy tarjima qilish amaliyotini shakllantirish vazifasi belgilangan.

Fanni o'qitishda zamonaviy axborot va pedagogik texnologiyalar hamda o'quv mashg'ulotlarini loyihalash

Ma'ruza va amaliy mashg'ulotlarda mos ravishda ilg'or pedagogik texnologiyalardan foydalaniladi. Fanni o'zlashtirishda darslik, o'quv va uslubiy qo'llanmalar, tarqatma materiallar, elektron materiallar, virtual stendlar, jadvallardan foydalaniladi.

Dasturda berilgan mavzular amaliy mashg'ulot shaklida olib boriladi. Shuningdek, fanning dolzarb masalalari mustaqil ish sifatida talabalarga o'zlashtirish uchun beriladi. Fan zamonaviy pedagogik texnologiyaning "Bumerang", "Klaster" singari uslublari orqali olib boriladi.

Fan modulining dasturi (module syllabus)

O'quv kursining to'liq nomi:	Tarjima amaliyoti	
Kursning qisqacha nomi:	AT	Kod: AT
Kafedra	Tarjima nazariyasi va amaliyoti	

O'qituvchi haqida ma'lumot	A.M. Bumatova	aidakhon.uzb@mail.ru	
Semestr va o'quv kursining davomiyligi	2-semestr 19 hafta		
O'quv soatlari hajmi	jami:	64	
	shuningdek:		
	amaliy	38	
	mustaqil ta'lim	26	
O'quv kursining statusi	Umumkasbiy fanlar		
Dastlabki tayyorgarlik:	Bu dasturni amalda bajarish uchun talabalar Integrallashgan ingliz tili, Mamlakatshunoslik, Stilistika, Nazariy grammatika, Til tarixi va Tarjima nazariyasi fanlaridan yetarli bilim va ko'nikmalarga ega bo'lishi talab etiladi.		
Fanning predmeti va mazmuni- tarjimonlik ishi, tarjimonning shaxsiy va kasbiy sifatlari ushbu fanning predmetini tashkil etib, talabalarga tarjima nazariyasi va amaliyoti bo'yicha dastlabki bilimlar beriladi.			
Fanni o'qitishdan maqsad - tarjima nazariyasi va amaliyoti yo'nalishida tahsil olayotgan talabalarga mazkur fan borasida umumiy nazariy tushunchalar berishdir. Tarjima sohasida faoliyat yuritishni maqsad qilgan talabalarga mazkur yo'nalishning professional talablari haqida yorqin tasavvur hosil qilishga yordam beradi.			
Fanning vazifasi - zamonaviy tarjimachilikda tarjimon mutaxassisligiga qo'yiladigan talablar, tarjima ishini to'g'ri tashkil qila olish, zamonaviy o'zbek-ingliz tarjimachiligida tarjimon etikasi va muallif oldidagi huquq va burchlarini aniq anglay olish ko'nikmalarini, tarjima metodlarini o'quv jarayonida tatbiq eta olishdan iborat.			
<p>“Tarjima amaliyoti” fani bo'yicha talaba quyidagi malaka va ko'nikmalariga ega bo'lishi kerak:</p> <ul style="list-style-type: none"> – G'arb va Sharq tarjima maktablari Bobil, Bag'dod, Rim, Venetsiya tarjima maktablari haqida ma'lumot bera oladi; – tarjima nazariyasining fan sifatida o'qitilishi, jahon tajribasida, O'zbekistonda; tarjima fani bilan bevosita bog'liq fundamental fanlari bilan bog'liqligini ko'rsatib bera oladi; – zamonaviy tarjimashunoslikdagi yangicha nazariyalari haqida ma'lumotlarga ega bo'ladi; – tarjima jarayoni va tarjimonning vazifalari, tarjimonning burchlari va muallif bilan ko'rinmas raqobati haqida tasavvurga ega bo'ladi; – tarjima ishini tashkil qila oladi, nashriyotlar va badiiy asar mualliflari, gazeta va jurnallar bilan hamkorlik qila oladi; – yaxshi tarjimonning sifatlari, professional mahorati haqida to'la tasavvurga ega bo'ladi; – tarjima uchun kerakli materiallar, tarjimon qurollaridan foydalana oladi; – badiiy tarjimada qo'l keladigan eng yetakchi elektron resurslar, tarjimonlar portallari, forumlar, she'riy teskari lug'atlardan foydalana oladi; – tarjima adabiyotini tanlash, xorijiy kitobxon auditoriyasi va ehtiyojlarini o'rganish; – tarjima uchun ma'lum adabiyot va mavzu tanlab olingach, shu adabiyotga tegishli ma'lumotlar: tarixiy, geografik, lisoniy, maishiy kabi bilim, ko'nikma va malakaga ega bo'ladi. 			

Kursning tematik tarkibi

№	Mavzu	Amaliy	Mustaqil
1	Ingliz ertaklarining o'zbek tiliga tarjimasi	4	4
2	Ezop masallarining ingliz tilidan o'zbek tiliga tarjimasi	4	2
3	Ingliz maqollarining o'zbek tiliga tarjimasi	4	4
Joriy nazorat (JN)			
4	Ingliz bolalar hikoyalarining o'zbek tiliga tarjimasi	6	4
5	Ingliz tilidagi turli mavzuga oid matnlarning o'zbek tiliga tarjimasi.	6	2
Joriy nazorat (JN)			
6	O'zbek ertaklarining ingliz tiliga tarjimasi	4	2
7	O'zbek bolalar hikoyalarining ingliz tiliga tarjimasi	4	4
Joriy nazorat (JN)			
8	O'zbek tilidagi turli mavzuga oid matnlarning ingliz tiliga tarjimasi.	6	4
Yakuniy nazorat(YN)			
2-semestr bo'yicha jami		38	26

Ta'lim berish va o'qitish uslubi:	Amaliy mashg'ulotlar, mustaqil ishlar (keys study, master klasslar)		
Mustaqil ishlar:	O'quv loyihalar, guruhli taqdimot, referatlar		
Maslahatlar va topshiriqlarni topshiriq vaqti	Kunlar	Vaqti	Auditoriya
1. Oktabr	Dushanba-chorshanba	14:00	311
2. Noyabr	Seshanba-payshanba	14:00	311
3. Dekabr	Juma-shanba	14:00	311
Bilimlarni baholash usullari va tartibi:			
Reyting nazorati va baholash mezonlari			
Reyting nazorati jadvali			

No	Reyting nazorati shakli/Maksimal ballari	1-JN	2-JN	3-JN	YN	Ballar yig'indisi
1	Maksimal ball	23	23	24	30	100
2	Shakli	Yozma	Yozma	Yozma	Yozma	
3	Muddati (haftalarda)	6	12	15	19	

“Tarjima amaliyoti” fani bo'yicha joriy nazoratni baholash mezonlari

Joriy nazoratni bir semestrda 2 marta yozma tarzda o'tkazish ko'zda tutilgan. Har bir joriy nazorat uchun maksimal 23-24 ball qo'yiladi. Jami umumiy 70 ballni tashkil etadi.

55-70 ball olishning tartibi quyidagicha:

1. Talaba ko'zda tutilgan 2 joriy nazoratda qatnashsa.
2. Talaba o'z vaqtida mustaqil ta'limda o'zlashtirishi kerak bo'lgan topshiriqlarni bajarsa.
3. Ko'zda tutilgan barcha amaliy mashg'ulotlarda berilgan savollarga batafsil, to'liq javob bersa.

39-54 ball olishning tartibi quyidagicha:

4. Talaba ko'zda tutilgan 2 joriy nazoratda qatnashsa.
5. Ikki joriy nazorat savollarining ayrimlariga etarlicha javob bersa.
6. Talaba o'z vaqtida mustaqil ta'limda o'zlashtirishi kerak bo'lgan topshiriqlarning 80 % ini bajarsa.
7. Ko'zda tutilgan barcha amaliy mashg'ulotlarda berilgan 20 savoldan 16 tasiga to'liq javob bersa.
8. Talaba berilgan adabiyotlarni o'zlashtirishda va amaliy mashg'ulotlardagi savollarga javob berishda faol ishtirok etsa.

22-38 ball olishning tartibi quyidagicha:

9. Talaba ko'zda tutilgan 2 joriy nazoratda ishtirok etsa;
10. Joriy nazorat savollarining ayrimlariga qisman javob bersa;
11. Talaba o'z vaqtida mustaqil ta'limda o'zlashtirishi kerak bo'lgan topshiriqlarning 50%ini bajarsa;
12. Ko'zda tutilgan barcha amaliy mashg'ulotlarda berilgan 20 savoldan 10 tasiga to'liq javob bersa;
13. Talaba berilgan adabiyotlarni o'zlashtirishda va amaliy mashg'ulotlardagi savollarga javob berishda etarlicha ishtirok etmasa.

0-21 ball olishning tartibi quyidagicha:

14. Talaba ko'zda tutilgan joriy nazoratning 1 tasida qatnashsa;
15. joriy nazorat savollarining ko'p qismiga javob bera olmasa;
16. Ko'zda tutilgan barcha amaliy mashg'ulotlarda berilgan topshiriqlarning ayrimlarini bajarsa;
17. Talaba berilgan adabiyotlarni o'zlashtirishda va amaliy mashg'ulotlardagi savollarga javob berishda qoniqarsiz ishtirok etsa.

“Tarjima amaliyoti” fani bo‘yicha yakuniy nazoratni baholash mezonlari

Yakuniy nazorat bir semestrda 1 marta yozma o‘tkaziladi. Yakuniy nazoratda 3 ta savol bo‘lishi ko‘zda tutilgan. Yakuniy nazorat uchun maksimal 30 ball qo‘yiladi.

26-30 ball uchun talabani faoliyati quyidalarga javob berishi lozim:

1. talaba javob berishi kerak bo‘lgan 3 ta savolga hajman to‘liq javob yozgan bo‘lsa;
2. mavzu to‘liq yoritilgan bo‘lsa;
3. berilgan savollarga javob yozishda izchillik va mantiqlik kuzatilsa;
4. istiloh va atamalarni qo‘llashda xatoliklar bo‘lmasa;
5. savollarga javob yozishda talabani mustaqil yondashuvi sezilib tursa;
6. yozilgan matn imlo xatolari va uslubiy g‘alizliklarga ega bo‘lmasa;
7. shaxsiy fikr va mulohazalarga ega bo‘lsa;
8. javoblar to‘liq xulosalangan bo‘lsa

22-25 ball uchun talabani faoliyati quyidagi talablarga javob berishi lozim:

9. talaba javob berishi kerak bo‘lgan 3 ta savoldan 2 tasiga to‘liq 1 tasiga qisman javob yozgan bo‘lsa;
10. mavzu atroflicha yoritilgan bo‘lsa;
11. talaba savollarga javob yozishda mavzuga doir istiloh va atamalarni to‘g‘ri qo‘llay bilsa;
12. mavzuga doir adabiyotlar bilan tanish bo‘lsa;
13. yozilgan matnda juz‘iy bo‘lmagan ba‘zi imloviy xatolar bo‘lsa;
14. shaxsiy fikr va mulohazalarga ega bo‘lsa;
15. javoblar yetarlicha xulosalangan bo‘lsa.

17-21 ball uchun talabani faoliyati quyidagi talablarga javob berishi lozim:

16. talaba javob berishi kerak bo‘lgan 3 ta savoldan 2 tasiga to‘liq 1 tasiga kam javob yozgan bo‘lsa;
17. mavzu qisman bo‘lsada yoritilgan bo‘lsa;
18. nazorat ishida ba‘zi savollarga javob to‘liq bo‘lmasa;
19. imloviy va uslubiy xatolarga yo‘l qo‘yilgan bo‘lsa;
20. javoblar hajmida mutanosiblik saqlanmagan bo‘lsa;
21. shaxsiy fikr va mulohazalarga etarli bo‘lmasa;
22. javoblar yetarlicha xulosalanmagan bo‘lsa.

0-16 ball bilan quyidagi hollarda talabani yakuniy nazorat ishlari baholanadi:

23. talaba javob berishi kerak bo‘lgan 3 ta savoldan 1 tasiga to‘liq 1 tasiga kam javob yozgan bo‘lsa;
24. mavzu yoritilmagan bo‘lsa
25. imloviy va uslubiy xatolar ko‘p kuzatilsa;
26. yozilgan matn nazorat talablariga javob bermasa;
27. shaxsiy fikr va mulohazalarga ega bo‘lmasa;
28. javoblar xulosalanmagan bo‘lsa;
29. talaba mavjud adabiyotlardan ko‘chirgan bo‘lsa;
30. mavzuga aloqasi bo‘lmagan, o‘qituvchini chalg‘itish uchun fikrlar yozsa;
31. umuman savollarga javob yozmasa.

Baholash usullari	Testlar, yozma ishlar, og‘zaki so‘rov, prezentatsiyalar
Fan bo‘yicha talabalar bilimni nazorat qilish va baholash	Nazorat shakllari Baholash turlari fan xususiyatidan kelib chiqqan holda so‘rovlar, og‘zaki savol-javob, yozma ish, test yoki boshqa ko‘rinishda o‘tkazilishi mumkin.

Fan bo'yicha talabalar bilimni baholash mezonlari

Ball	Talabaning bilim darajasi
86-100 ball	<p>-talaba mashg'ulotlarga doimiy tayyorlangan, juda faol, dasturiy materiallarni yaxshi biladi, xulosa va qarirlar qabul qila oladi, ijodiy fikrlaydi, bilimlarni amaliyotda qo'llay oladi;</p> <p>- talab ijodiy masqalalarni hal qilish mobaynida tegishli bilimlarni qo'llash doirasini maqsadga muvofiq tanlab, yechimini topishga xizmat qiluvchi yangi usul va yo'nalishlarni topa oladi, o'quv materialining mohiyatini tushunadi;</p> <p>-talaba taqdim etilgan o'quv masalarini yechish yo'llarini izlaydi va turli materiallarni biladi, aytib bera oladi hamda tasavvurga ega bo'ladi.</p>
71-85 ball	<p>-Talaba o'rganilayotgan hodisalar aloqadorligini bilish hamda obyektini tavsiflay olish ko'nikmasiga ega bo'lishi bilan birgalikda, qo'yilgan masalalarni sabab-oqibat aloqadorligini ochib bergan holda yecha oladi, o'rganilayotgan nazariy bilimlarni amaliyot bilan bog'lay oladi va mustaqil mushohada qila oladi;</p> <p>- bilim va ko'nikmalar mazmunini tatbiq qila olish mahorati, bir tipdagi masalalarni yecha olish, yozib olish va eslab qolish faoliyatini amalga oshiradi, bilimlarni amaliyotda qo'llay oladi;</p> <p>-talaba mashg'ulotlarga tayyorlangan, dasturiy materiallarni biladi, mohiyatini biladi va tasavvurga ega.</p>
55-70 ball	<p>-talabaning eshitganlari, ularga berilgan namunalar, taqdim etilgan algoritm va ko'rsatmalar asosida topshiriqlarni bajara oladi, mohiyatini tushunadi;</p>

		-talaba qator belgilar asosida ma'lum obyektни farqlay bilish bilan birgalikda unga ta'rif bera oladi va o'quv materialini tushuntirib bera oladi va tasavvurga ega.
	0-54 ball	-talaba tasavvurga ega emas; -talaba dasturiy materiallarni bilmaydi.
Fanga doir video ma'ruzalar, video roliklar:		
Glossariylar:		
Axborot resurs baza:		

ASOSIY QISM

Fanning nazariy mashg'ulotlari mazmuni

1-modul. Ingliz ertaklarining o'zbek tiliga tarjimasi. Modulda talabalarga bolalar adabiyotining eng qiziqarli turidan biri bo'lgan, ertaklar – ularning tuzilishi, stilistikasi, tili, va albatta, tarjima qilish usullarini o'rgatadi. Talabalar mazkur modulni o'zlashtirishgach, ingliz va o'zbek tillarida, ertak matnlarida ko'p qo'llaniladigan so'z, ibora va qurilmalarni o'rganadilar.

2-modul. Ezop masallarining ingliz tilidan o'zbek tiliga tarjimasi. Modulda talabalarga mashhur masalchi – Ezopning masallarining ingliz tilidan o'zbek tiliga tarjimasi o'rgatiladi. Masallar– ularning tuzilishi, stilistikasi, tili, va albatta, tarjima qilish usullarini o'rgatiladi. Talabalar mazkur modulni o'zlashtirishgach, ingliz va o'zbek tillarida, Ezop masallari matnlarida ko'p qo'llaniladigan so'z, ibora va qurilmalarni o'rganadilar.

3-modul. Ingliz maqollarining o'zbek tiliga tarjimasi. Modulda talabalarga maqollarning ingliz tilidan o'zbek tiliga tarjimasi o'rgatiladi. Maqollar– ularning tuzilishi, stilistikasi, tili, va albatta, tarjima qilish usullarini o'rgatiladi. Talabalar mazkur modulni o'zlashtirishgach, ingliz va o'zbek tillarida, maqollarda ko'p qo'llaniladigan so'z, ibora va qurilmalarni o'rganadilar.

4-modul. Ingliz hikoyalarining o'zbek tiliga tarjimasi. Modulda talabalarga ingliz hikoyalarining o'zbek tiliga tarjimasi o'rgatiladi. Ingliz hikoyalari– ularning tuzilishi, stilistikasi, tili, va albatta, tarjima qilish usullarini o'rgatiladi. Talabalar mazkur modulni o'zlashtirishgach, ingliz hikoya matnlarida ko'p qo'llaniladigan so'z, ibora va qurilmalarni o'rganadilar.

5-modul. Ingliz tilidagi turli mavzuga oid matnlarning o'zbek tiliga tarjimasi. Modulda talabalarga ingliz tilidagi turli mavzuga oid matnlarning o'zbek tiliga tarjimasi o'rgatiladi. Bunda turli mavzuga oid matnlarning tuzilishi, stilistikasi, tili, va albatta, tarjima qilish usullarini o'rgatiladi. Talabalar mazkur modulni o'zlashtirishgach, ingliz matnlarida ko'p qo'llaniladigan so'z, ibora va qurilmalarni o'rganadilar.

6-modul. O'zbek ertaklarining ingliz tiliga tarjimasi. Modulda talabalarga bolalar adabiyotining eng qiziqarli turidan biri bo'lgan, ertaklar – ularning tuzilishi, stilistikasi, tili, va albatta, tarjima qilish usullarini o'rgatadi. Talabalar mazkur modulni o'zlashtirishgach, ingliz va o'zbek tillarida, ertak matnlarida ko'p qo'llaniladigan so'z, ibora va qurilmalarni o'rganadilar.

7-modul. O'zbek hikoyalarining ingliz tiliga tarjimasi. Modulda talabalarga o'zbek hikoyalarining ingliz tiliga tarjimasi o'rgatiladi. Ingliz hikoyalari– ularning tuzilishi, stilistikasi, tili, va albatta, tarjima qilish usullarini o'rgatiladi. Talabalar mazkur modulni

o'zlashtirishgach, ingliz hikoya matnlarida ko'p qo'llaniladigan so'z, ibora va qurilmalarni o'rganadilar.

8-modul. O'zbek tilidagi turli mavzuga oid matnlarning ingliz tiliga tarjimasi. Modulda talabalarga o'zbek tilidagi turli mavzuga oid matnlarning ingliz tiliga tarjimasi o'rgatiladi. Bunda turli mavzuga oid matnlarning tuzilishi, stilistikasi, tili, va albatta, tarjima qilish usullarini o'rgatiladi. Talabalar mazkur modulni o'zlashtirishgach, o'zbek matnlarida ko'p qo'llaniladigan so'z, ibora va qurilmalarni o'rganadilar.

Laboratoriya ishlarini tashkil etish bo'yicha tavsiyalar

Mazkur fan bo'yicha laboratoriya ishlari namunaviy dasturda ko'zda tutilmagan.

Kurs ishini tashkil etish

Mazkur fan namunaviy dasurida kurs ishi nazarda tutilmagan.

Mustaqil ta'limni tashkil etishning shakli va mazmuni

Talaba "Tarjima amaliyoti" fanidan mustaqil ta'limni tashkil etishda fanning xususiyatlarini hisobga olgan xolda quyidagi shakllardan foydalanish tavsiya etiladi va joriy nazorat sifatida baholanadi:

32. **mavzular bo'yicha** konspekt (referat, taqdimot) **tayyorlash.** Nazariy materialni puxta o'zlashtirishga yordam beruvchi bunday usul o'quv materialiga diqqatni ko'proq jalb etishga yordam beradi. Talaba konspekti turli nazorat ishlariga tayyorgarlik ishlarini osonlashtiradi, vaqtni tejaydi;

33. **o'qitish va nazorat qilishning avtomatlashtirilgan tizimlari bilan ishlash.** Talabalar ma'ruza va amaliy mashg'ulotlar davomida olgan bilimlarini o'zlashtirishlari, turli nazorat ishlariga tayyorgarlik kurishlari uchun tavsiya etilgan elektron manbalar, innovatsion dars loyihasinamunalari, o'z-o'zini nazorat uchun test topshiriqlari v.b;

34. **fan bo'yicha qo'shimcha adabiyotlar bilan ishlash.** Mustaqil o'rganish uchun berilgan mavzular bo'yicha talabalar tavsiya etilgan asosiy adabiyotlardan tashqari qo'shimcha o'quv, ilmiy adabiyotlardan foydalanadilar. Bunda rus va xorijiy tillardagi adabiyotlardan foydalanish rag'batlantiriladi;

35. **INTERNET** tarmog'idan foydalanish. Fan mavzularini o'zlashtirish. Kurs ishi, bitiruv malakaviy ishlarini yozishda mavzu bo'yicha INTERNET manbalarini topish. Ular bilan ishlash nazorat turlarining barchasida qo'shimcha reyting ballari bilan rag'batlantiriladi;

36. mavzuga oid masalalar. Keys-stadilar va o'quv loyihalarini ishlab chiqish va ishtirok etish;

37. amaliyot turlariga asosan material yig'ish, amaliyotdagi mavjud muammolarnng yechimini topish. Hisobotlar tayyorlash;

38. ilmiy seminar va anjumanlarga tezis va maqolalar tayyorlash va ishtirok etish;

39. mavjud laboratoriya ishlarini takomillashtirish. Masofaviy (distansion) ta'lim asosida mashg'ulotlarni tashkil etish bo'yicha metodik ko'rsatmalar tayyorlash va h.k. Uyga berilgan vazifalarni bajarish. Yangi bilimlarni mustaqil o'rganish. Kerakli ma'lumotlarni izlash va ularni topish yo'llarini aniqlash, Internet tarmoqlaridan foydalanib ma'lumotlar to'plash va ilmiy izlanishlar olib borish. Ilmiy to'garak doirasida yoki mustaqil ravishda ilmiy manbalardan foydalanib ilmiy maqola (tezis) va ma'ruzalar tayyorlash kabilar talabalarining darsda olgan bilimlarni chuqurlashtiradi. Ularning mustaqil fikrlash va ijodiy qobiliyatini rivojlantiradi. Uy vazifalarini tekshirish va baholash amaliy mashg'ulot olib boruvchi

o'qituvchi tomonidan, konspektlarni va mavzuni o'zlashtirish darajasini tekshirish va baholash esa ma'ruza darslarini olib boruvchi o'qituvchi tomonidan har darsda amalga oshiriladi.

Mustaqil ishni tashkil etish bo'yicha uslubiy ko'rsatma va tavsiyalar, keys- stadi, vaziyatli masalalar to'plami ishlab chiqiladi. Unda talabalarga asosiy ma'ruza mavzulari bo'yicha amaliy topshiriq, keys-stadilar yechish uslubi va mustaqil ishlash uchun vazifalar belgilanadi.

Tavsiya etilgan mustaqil ish mavzulari

1. O'rta Osiyodagi tarjima maktablari haqida taqdimot tayyorlash.
2. O'rta Osiyodagi ilk tarjima asarlari haqida ma'lumotlar to'plash.
3. O'zbek va ularning tarjimalari haqida taqdimot tayyorlash.
4. O'zbekistondagi tarjimachilik tarixi haqida ko'rgazmali portfolio tayyorlash.
5. Ingliz tilida yaxshi sifatlarga ega professional tarjimon CV(ma'lumotnoma)sini tayyorlash.
6. Guruhdoshingiz bilan tarjimonga ish beruchi tashkilot rahbari sifatida og'zaki intervyu so'rovnoma o'tkazish.
7. Tarjimon etikasining buzilishi holatiga oid muammoli vaziyat yarating va uning echimi haqida axborot tayyorlang.
8. Tarjima ishini loyihalashtiring.

Dasturning informatsion - metodik ta'minoti

Mazkur fanni o'qitish jarayonida ta'limning zamonaviy metodlari, pedagogik va axborot-kommunikatsiya texnologiyalari qo'llanilishi nazarda tutilgan.

- Mutaxassislikka kirish fani ma'ruza darslarida zamonaviy kompyuter texnologiyalari yordamida prezentatsion va elektron-didaktik texnologiyalardan;
- O'tkaziladigan amaliy mashg'ulotlarda aqliy hujum, "bumerang", guruhli fikrlash pedagogik texnologiyalarini qo'llash nazarda tutiladi.

Foydalanilgan adabiyotlar ro'yxati

Asosiy adabiyotlar

1. Douglas Robinson. An Introduction to the Theory and practice of translation. Second Edition. 2003 New York. 318 pp.
2. Nancy Matis. How to manage your translation projects/Translation of French book: Comment gerer vos projects de traduction.(c)Edi.pro.2010. 211 pp.
3. Salomov G'.Tarjima nazariyasiga kirish. Toshkent, 1978. 232 b.
4. G'afurov I.Tarjimashunoslik mutaxassisligiga kirish.T., 2008. 232 b.

Qo'shimcha adabiyotlar

1. G.Odilova, U.Mahmudova. O'zbek tarjimonlari va badiiy tarjimalar. Toshkent, 2012. 119b.
2. Lawrence Venuti. The translators Invisibility. London&New York.2004. 366 pp.
3. Douglas Robinson. An Introduction to the Theory and practice of translation. Second Edition. 2003 New York. 318 pp.
4. Cinderella in America - A Book of Folk and Fairy Tales Compiled and edited by William Bernard McCarthy Copyright © 2013 by University Press of Mississippi;
5. 28 short stories - by William McCarthy © 2014 by University Press of Mississippi;
6. English proverbs and sayings - by William Bernard McCarthy © 2014 by University Press;

Internet saytlari

1. <http://webcache.googleusercontent.com/search?q=cache:JiVGDDOwUwsJ:www.englspace.com/+&cd=1&hl=ru&ct=clnkwww.youeng.narod.ru>
2. http://www.translation.net/languages/english_translation_software.html
3. <https://translate.google.com/translate?hl=ru&sl=en&u=http://www.translationzone.com/&prev=searchwww.translator.tips.Com>
4. teneta.rinet.ru/rus/pe/parshin-and_teoria-i-praktika-perevoda.htm
5. <http://www.translatortips.net/tranfreearchive/tf07.htmlwww.google.ru>

TECHNOLOGICAL MAP OF THE MODULE

MODULE1. THE TRANSLATION OF ENGLISH FAIRYTALES INTO UZBEK;

Aim: To improve reading, listening, writing and speaking;

Course: 1; Semester 2;Time: 160 min.

Activity	Objectives	Procedure	Duration	Mode of Interaction	Methodics	Material
Pre-activity	-to get students to think about the topic -to show them two pictures and ask them to tell the difference the two	-discussion of the pictures -practicing the pronunciations of new words from the text. -referring to transcription -introducing the new vocabulary words	40 min.	group work	Think-Pair-Share With students seated in teams of 4, have them number them from 1 to 4. Announce a discussion topic or problem to solve. (Example: What are the SP of the given texts? How could we define them?) Give students at least 10 seconds of think time to think of their own answer. Using student numbers, announce discussion partners. (Example: For this discussion, Student #1 and #2 will be partners. At the same time, Student #3 and #4 will talk over their ideas.)Ask students to PAIR with their partner to discuss the topic or solution. Finally, randomly call on a few students to SHARE their ideas with the class	- Book: Listening Extra -black board -posting the pictures on the board
While-activity	-to introduce the topic	-read, translate and analyze	80 min.	-group work -pair work		-handouts -black board

		<p>the text</p> <ul style="list-style-type: none"> -working on the exercises: translating the following sentences; fill in the blanks with suitable words; matching the definition; -working on the vocabulary notes 		-individual work		- dictionaries
Post-activity	<ul style="list-style-type: none"> -to sum up the topic -to give a brief statement of the topic 	<ul style="list-style-type: none"> -answering the questions -to have a discussion about stylistic problems -characterize the situation -give an example to show how man is affecting the ecology 	40 min.	group work		<ul style="list-style-type: none"> -handouts -black board

THE TECHNOLOGY OF THE MODULE 1

Theme	The translation of the English fairytales into the Uzbek languages
Duration	4 hours
Goals and tasks	To found the knowledge skills of the students of the translation theory and practice department; Introduce the students to the English fairytale's style; Work-out the set-structures for the fairytales translation;
The content of educational process	To introduce the new information on the given topic by means of practical material. To solve debatable problems during practical activities.
The technology of educational process	Method: interactive method. Form: group discussion. Facilities: getting into the role of native speaker. It is necessary to think and answer both in English and Uzbek. Control: Teacher listens carefully and sums up, taking into account the activity of each student.
Expectations	The achieved results: by means of this method teacher enables the students to think freely and to express their point of view. Student develops logical thinking and orator abilities.
Perspective (analysis, correction)	Teacher: to use new pedagogical technologies at other lessons. Student: to develop a discussion through other methods (cluster, boomerang), to write a report.

1. Translate the texts and write out the new vocabulary.
2. Discuss the stylistical peculiarities of the given texts and outline the general idea;
3. Work out the set structures vastly used in the texts;

1. Clever Crispin and the Calf: A True Story¹

A butcher who had purchased a calf sat out with it on a horse at a public house door, which a shoe-maker, remarkable for his drollery, observing, and knowing that the butcher had to pass through a wood, offered the landlord to steal the calf, provided he would treat him with sixpence worth of grog. The landlord agreed, and the shoe-maker set off and dropt one new shoe in the path near the middle of the wood and another near a quarter of a mile from it. The butcher saw the shoe but did not think it worth getting down for. However, when he discovered the second he thought the pair an acquisition and accordingly dismounted, tied his horse to the hedge, and walked

back to where he had seen the first shoe. The shoe-maker in the meantime unstrapped the calf and carried it across the fields to the landlord, who put it in his barn. The butcher, missing his calf, went back to the inn and told his misfortune, at the same time observing that he must have another calf, cost what it would, as the veal was bespoke. The landlord told him he had a calf in the barn which he would sell him. The butcher looked at it and asked the price. The landlord replied, "Give me the same as you did for the calf you lost, as I think it is full as large." The butcher would by no means allow the calf to be as good, but agreed to give him within six shillings of what the other cost, and accordingly put the calf a second time on his horse. Crispin, elated with his success, undertook to steal the calf again for another sixpenny worth; which being agreed on, he posted to the woods and hid himself; where, observing the butcher come along, he bellowed so like a calf that the butcher, conceiving it to be the one he had lost, cried out in joy, "Ah! are you there! Have I found you at last!" and immediately dismounted and ran into the woods. Crispin, taking the advantage of the butcher's absence, entrapped the calf and actually got back to the tavern before the butcher arrived to tell his mournful tale, who attributed the whole to witchcraft. The tavern keeper unraveled the mystery, and the butcher, after paying for and partaking of a crown's worth of punch, laughed heartily at the joke. And the shoe-maker got applauded for his ingenuity.

2. The Fortune Teller²

There lived a schoolmaster in a certain village, who formed a particular satisfaction in the study of astrology or the art of telling by the position of the stars things to come. His prophesying of the weather proved to be more true, in general, than what was commonly put down in the almanac; for which reason the villagers reported him to be a fortune-teller. The nobleman to whom the village belonged, hearing of the abilities of this schoolmaster, sent for him. The schoolmaster accordingly made his appearance one morning very early, before the nobleman was out of his bed.

"I have been told," said the nobleman, "that you pretend to be a fortune-teller."

¹Cinderella in America – A Book of Folk and Fairy Tales Compiled and edited by William Bernard McCarthy Copyright © 2013 by University Press of Mississippi;

²Cinderella in America – A Book of Folk and Fairy Tales Compiled and edited by William Bernard McCarthy Copyright © 2013 by University Press of Mississippi;

The schoolmaster answered that he had never done the like, but as he was a lover of astrology, it so happened now and again that certain things came to pass as he, by the aspects, conjunctions, and influence of the heavenly bodies, had prognosticated. But the nobleman, who was an ignoramus, understood nothing of these words. "Hear me," said the nobleman in a passion: "If you do not answer me four questions which I am going to ask, you shall be treated as an imposture. First, you are to tell me where the center of the earth is. Secondly, how much I am worth. Thirdly, what I think. And, fourthly, what I believe."

The schoolmaster wanted to get clear of all this by telling the nobleman that it was God alone that was able to search the hearts of men and disclose their thoughts. But the nobleman insisted on having the above questions answered. The schoolmaster, seeing he could not disengage himself, requested the favour of having one day's time allowed him that he might consult his books. This being granted, the schoolmaster made his respects, and departed.

On his way home, he met a miller who lived in the same village. The miller, perceiving him to look much dejected, asked him what was the matter. The schoolmaster related all that had passed between the nobleman and himself. The miller laughed heartily at it, but at the same time promised that he would take the affair on himself. "For," said he to the schoolmaster, "as you made your appearance before the nobleman in a dark bedchamber so early in the morning, it was impossible for him to take a strict observation of your face. As for me, he don't know at all. It will therefore be very easy for me to represent your person after I have dressed myself in your clothes. As for his questions, I shall, no doubt, be able to answer them all completely." The schoolmaster very willingly consented, as he knew the artful miller was better able to satisfy the demands of the nobleman than himself. Accordingly, the next morning the miller dressed himself in the schoolmaster's clothes, and, with a cane in his hand, repaired to the nobleman's house and let him know that the schoolmaster was come, in obedience to his orders, to answer his queries. The nobleman ordered him immediately before him, and asked him whether he really thought himself capable of answering his queries? The miller said he would stake his life for the performance.

"Well," said the nobleman, "where is the center of the earth?"

"I will not only tell you," said the miller, "but I will also show you the very spot, if you will follow me." They both went therefore into the adjoining field, and after the miller had measured the ground for a while with his cane,

he stuck it in the earth. "Here, Sir, is the very spot," said the miller. "How will you prove that?" says the nobleman.

"Have you it measured," replied the miller, "and if it fails one inch, I will forfeit my life!" The nobleman knew it was out of his power to have it done. He therefore dropped that query, and came to the second, that is, how much

he was worth. The miller answered, "Our Saviour was valued at thirty pieces of silver, and, he was undoubtedly worth more than you. I hope you will not take it amiss if I value you at twenty-nine pieces of silver."

"You are right, my friend," says the nobleman. "But now let us hear if you can tell me what I think. I vow that will be somewhat heavier for you."

"Not at all," said the miller. "I would lay any wager that you think more on your own interest than on mine."

"That is very true," says the nobleman. "But what say you to my fourth query? Do you know what I believe?"

"O yes," said the miller, "you believe that I am the schoolmaster. Is it not so?"

"I certainly do," said the nobleman.

"But you are mistaken, Sir," replied the other, "for I am the miller in the village." So saying, he made a low bow to his honour, and departed.

3. The Three Wishes³

A poor man was asked what three things he would have, could he have them for the wishing?

"Why, in the first place," says he, "I would have as much good strong ale as I could drink."

"Very well, what next?"

"Then I would have as much fat beef as I could eat."

"And what's your third wish?"

But now he was puzzled, for with him all happiness lay in fat beef and strong ale. At last, after much consideration, "Hang it," says he, "I'll have a little more ale still."

4. Lady Featherflight⁴

A poor woman, living on the edge of a wood, came at last to where she found nothing in the cupboard of the next day's breakfast. She called her boy Jack and said, "You must now go into the wide world. If you stay here, there will

be two of us to starve. I have nothing for you but this piece of black bread. On the other side of the forest lies the world. Find your way to it, and gain your living honestly." With that she bade him good-by and he started. He knew the way some distance into the thickest of the forest, for he had often been there for fagots. But after walking all day, he saw no farm, path, or tree, and knew that he was lost. Still he traveled on and on, as long as the daylight lasted, and then lay down and slept. The next morning he ate the black bread, and wandered on all day. At night he saw lights before him, and was guided by them to a large palace, where he knocked for a long time in vain. At last the door was opened, and a lovely lady appeared, who said as she saw him, "Go away as quickly as you can. My father will soon come home, and he will surely eat you."

Jack said, "Can't you hide me, and give me something to eat, or I shall fall down dead at your door?"

At first she refused, but afterwards yielded to Jack's prayers, and told him to come in and hide behind the oven. Then she gave him food, and told him that her father was a giant, who ate men and women. Perhaps she could keep

³Cinderella in America – A Book of Folk and Fairy Tales Compiled and edited by William Bernard McCarthy Copyright © 2013 by University Press of Mississippi;

⁴Cinderella in America – A Book of Folk and Fairy Tales Compiled and edited by William Bernard McCarthy Copyright © 2013 by University Press of Mississippi;

him overnight, as she had already supper prepared. After a while, the giant came banging at the door, shouting, "Featherflight, let me in, let me in!" As she opened the door he came in, saying, "Where have you stowed the man? I smelt him all the way through that wood."

Featherflight said, "Oh father, he is nothing but a poor little thin boy!

He would make but half a mouthful, and his bones would stick in your throat; and beside he wants to work for you; perhaps you can make him useful. But sit down to supper now, and after supper I will show him to you." So she set before him half of a fat heifer, a sheep, and a turkey, which he swallowed so fast that his hair stood on end. When he had finished, Featherflight beckoned to Jack, who came trembling from behind the oven. The giant looked at him scornfully and said, "Indeed, as you say, he is but half a mouthful. But there is room for flesh there and we must fatten him up for a few days; meanwhile he must earn his victuals. See here, my young snip, can you do a day's work in a day?"

And Jack answered bravely, "I can do a day's work in a day as well as another." So the giant said, "Well, go to bed now. I will tell you in the morning your work." So Jack went to bed, and Lady Featherflight showed him, while the giant lay down on the floor with his head in Featherflight's lap, and she combed his hair and brushed his head till he went fast asleep. The next morning Jack was called bright and early, and was taken out to the farmyard, where stood a large barn, unroofed by a late tempest. Here the giant stopped and said, "Behind this barn you will find a hill of feathers. Thatch me this barn with them, and earn your supper, and, look you! if it be not done when I come back tonight, you shall be fried in meal and swallowed whole for supper." Then he left, laughing to himself as he went down the road. Jack went bravely to work and found a ladder and basket; he filled the basket, and ran up the ladder, and then tried hard to make a beginning on the thatch. As soon as he placed a handful of feathers, half would fly away as he wove them in. He tried for hours with no success, until at last half of the hill was scattered to the four winds, and he had not finished a hand-breadth of the roof. Then he sat down at the foot of the ladder and began to cry, when out came Lady Featherflight, with the basket on her arm, which she set down at his feet, saying, "Eat now, and cry after. Meantime, I will try to think what I can do to help you." Jack felt cheered, and went to work, while Lady Featherflight walked round the barn, singing as she went:

Birds of land and birds of sea,
Come and thatch this roof for me.

As she walked round the second time, the sky grew dark, and a heavy cloud hid the sun and came nearer and nearer to the earth, separating at last into hundreds and thousands of birds. Each, as it flew, dropped a feather on the roof and tucked it neatly in. And when Jack's meal was finished the roof was finished, too.

Then Featherflight said, "Let us talk and enjoy ourselves till my father the giant comes home." So they wandered round the grounds and the stables, and Lady Featherflight told of the treasure in the strong room, till Jack wondered why he was born without a sixpence. Soon they went back to the house, and Jack helped, and Lady Featherflight prepared supper, which tonight was fourteen loaves of bread, two sheep, and a jack-pudding, by way of finish, which would almost have filled the little house where Jack was born. Soon the giant came home, thundered at the door again, and shouted, "Let me in, let me in!" Featherflight served him with the supper already laid, and the giant ate it with great relish. As soon as he had finished, he

called to Jack, and asked him about his work. Jack said, "I told you I could do a day's work in a day as well as another. You'll have no fault to find." The giant said nothing, and Jack went to bed. Then, as before, the giant lay down on the floor with his head in Featherflight's lap. She combed his hair and brushed his head till he fell fast asleep.

The next morning the giant called Jack into the yard, and looked at his day's work. All he said was, "This is not your doing," and he proceeded to a heap of seed, nearly as high as the barn, saying, "Here is your day's work. Separate the seeds, each into its own pile. Let it be done when I come home tonight, or you shall be fried in meal, and I shall swallow you, bones and all." Then the giant went off down the road, laughing as he went. Jack seated himself before the heap, took a handful of seeds, put corn in one pile, rye in another, oats in another, and had not begun to find an end of the different kinds when noon had come, and the sun was right over head. The heap was no smaller, and Jack was tired out, so he sat down, hugged his knees, and cried. Out came Featherflight, with a basket on her arm, which she put down before Jack, saying, "Eat now, and cry after." So Jack ate with a will, and Lady Featherflight walked round and round the heap, singing as she went:

Birds of earth and birds of sea,
Come and sort this seed for me.

As she walked round the heap for the second time, still singing, the ground about her looked as if it was moving. From behind each grain of sand, each daisy stem, each blade of grass, there came some little insect, gray, black, brown, or green, and began to work at the seeds. Each chose some one kind, and made a heap by itself. When Jack had finished a hearty meal, the great heap was divided into countless others; and Jack and Lady Featherflight walked and talked to their hearts' content for the rest of the day.

As the sun went down the giant came home, thundered at the door again, and shouted, "Let me in; let me in!" Featherflight greeted him with his supper, already laid, and he sat down and ate, with a great appetite, four fat pigs, three fat pullets, and an old gander. He finished off with a jackpudding. Then he was so sleepy he could not keep his head up; all he said was, "Go to bed, youngster; I'll see your work to-morrow." Then, as before, the giant laid his head down on the floor with his head in Featherflight's lap. She combed his hair and brushed his head, and he fell fast asleep.

The next morning the giant called Jack into the farmyard earlier than before. "It is but fair to call you early, for I have work more than a strong man can well do." He showed him a heap of sand, saying, "Make me a rope to tether my herd of cows, that they may not leave the stalls before milking time." Then he turned on his heel, and went down the road laughing.

Jack took some sand in his hands, gave a twist, threw it down, went to the door, and called out, "Featherflight! Featherflight! This is beyond you. I feel myself already rolled in meal, and swallowed, bones and all."

Out came Featherflight, saying with good cheer, "Not so bad as that. Sit down, and we will plan what to do." They talked and planned all the day.

Just before the giant came home, they went up to the top of the stairs to Jack's room; then Featherflight pricked Jack's finger and dropped a drop of blood on each of the three stairs. Then she came down and prepared the

supper, which tonight was a brace of turkeys, three fat geese, five fat hens, six fat pigeons, seven fat woodcocks, and half a score of quail, with a jackpudding. When he had finished, the giant turned to Featherflight with a growl,

“Why so sparing of food tonight? Is there no good meal in the larder? This boy whets my appetite. Well for you, young sir, if you have done your work.

Is it done?”

“No, sir,” said Jack boldly. “I said I could do a day’s work in a day as well as another, but no better.”

The giant said, “Featherflight, prick him for me with the larding needle, hang him in the chimney corner well wrapped in bacon, and give him to me for my early breakfast.”

Featherflight says, “Yes, father.” Then, as before, the giant laid his head down on the floor with his head in Featherflight’s lap. She combed his hair, and brushed his head, and he fell fast asleep. Jack goes to bed, his room at the top of the stairs. As soon as the giant is snoring in bed, Featherflight softly calls Jack and says, “I have the keys of the treasure house; come with me.”

They open the treasure house, take out bags of gold and silver, and loosen the halter of the best horse in the best stall in the best stable. Jack mounts with Featherflight behind, and off they go. At three o’clock in the morning, not thinking of his order the night before, the giant wakes and calls, “Jack, get up.”

“Yes, sir,” says the first drop of blood. At four o’clock the giant wakes, turns over, and says, “Jack, get up.”

“Yes, sir,” says the second drop of blood.

At five o’clock the giant wakens, turns over, and says, “Jack, get up.”

“Yes, sir,” says the third drop of blood.

At six o’clock the giant wakens, turns over, and says, “Jack, get up” . . . and there was no answer. Then with great fury he says, “Featherflight has overslept herself; my breakfast won’t be ready.” He rushes to Featherflight’s room; it is empty. He dashes downstairs to the chimney corner, to see if Jack is hanging there, and finds neither Jack nor Featherflight. Then he suspects they have run away, and rushes back for his seven-leagued boots, but cannot find the key under his pillow. He rushes down, finds the door wide open, catches up his boots and rushes to the stable. There he finds that the best horse from the best stall from the best stable has gone. Jumping into his boots, he flies after them, swifter than the wind. The runaways had been galloping for several hours, when Jack hears a sound behind him, and, turning, sees the giant in the distance.” O Featherflight! Featherflight! all is lost!”

But Featherflight says, “Keep steady, Jack. Look in the horse’s right ear, and throw behind you over your right shoulder what you find.” Jack looks and finds a little stick of wood, throws it over his right shoulder, and then

there grows up behind them a forest of hard wood.

“We are saved,” says Jack.”

“Not so certain,” says Lady Featherflight, “but prick up the horse, for we have gained some time.” The giant went back for an axe, but soon hacked and hewed his way through the wood, and was on the trail again. Jack again heard a sound, turned and saw the giant, and said to Lady Featherflight, “All is lost.” “Keep steady, Jack,” says Featherflight. “Look in the horse’s left ear, and throw over your left shoulder what you find.”

Jack looked, found a drop of water, throws it over his left shoulder, and between them and the giant there arises a large lake, and the giant stops on the other side, and shouts across, "How did you get over?"

Featherflight calls, "We drank, and our horses drank, and we drank our way through."

The giant shouts scornfully back, "Surely I am good for what you can do," and he threw himself down, and drank and drank and drank, and then he burst.

Now they go on quietly till they come near to a town. Here they stop, and Jack says, "Climb this tree, and hide in the branches till I come with the parson to marry us. For I must buy me a suit of fine clothes before I am seen with a gay lady like yourself."

So Featherflight climbed the tree with the thickest branches she could find, and waited there, looking between the leaves into a spring below. Now this spring was used by all the wives of the townspeople to draw water for breakfast. No water was so sweet anywhere else; and early in the morning they all came with pitchers and pails for a gossip, and to draw water for the kettle. The first who came was a carpenter's wife, and as she bent over the clear spring, she saw, not herself, but Featherflight's lovely face reflected in the water. She looks at it with astonishment and cries, "What! I, a carpenter's wife, and I so handsome? No, that I won't," and down she threw the pitcher, and off she went.

The next who came was the potter's wife, and as she bent over the clear spring she saw, not herself, but Featherflight's lovely face reflected in the water. She looks at it with astonishment and cries, "What! I, a potter's wife, and I so handsome? No, that I won't," and down she threw the pitcher, and off she went. In the same manner come the wives of the publican, scrivener, lace-maker, etc., etc.

All the men in the town began to want their breakfast, and one after another went out into the market-place to ask if any one by chance had seen his wife. Each came with the same question and all received the same answers.

All had seen them going, but none had seen them returning. They all began to fear foul play, and all together walked out toward the spring. When they reached it, they found the broken pitchers all about the grass, and the pails

bottom upwards floating on the water. One of them, looking over the edge, saw the face reflected and, knowing that it was not his own, looked up. Seeing Lady Featherflight, he called to his comrades, "Here is the witch, here is the

enchantress. She has bewitched our wives. Let us kill her." And they began to drag her out of the tree, in spite of all she could say. Just at this moment Jack comes up, galloping back on his horse, with the parson up behind. You would not know the gaily dressed cavalier to be the poor, ragged boy who passed over the road so short a time before. As he came near he saw the crowd and shouted, "What's the matter? What are you doing to my wife?"

The men shouted, "We are hanging a witch; she has bewitched all our wives, and murdered them, for all we know."

The parson bade them stop, and let the Lady Featherflight tell her own story. When she told them how their wives had mistaken her face for theirs, they were silent a moment, and then one and all cried, "If we have wedded such fools, they are well sped," and turning walked back to the town. The parson married Jack and Lady Featherflight on the spot, and christened them

from the water of the spring, and then went home with them to the great house that Jack had bought as he passed through the town. There the newly married pair lived happily for many months, until Jack began to wish for more of the giant's treasure, and proposed that they should go back for it. But they could not cross the water. Lady Featherflight said, "Why not build a bridge?" And the bridge was built. They went over with wagons and horses, and brought back so heavy a load that, as the last wagonful passed over the bridge, it broke, and the gold was lost. Jack lamented and said, "Now we can have nothing more from the giant's treasure-house."

But Lady Featherflight said, "Why not mend the bridge?"
So the bridge was mended,
And my story's ended.

5. Jack and the Animals Seek Their Fortune

Once on a time there was a boy named Jack, who set out to seek his fortune. He had not gone but a little way when he came to a horse. The horse said, "Where are you going, Jack?"

He said, "I'm going to seek my fortune. Won't you go along too?"

"Don't know, guess I will." So they walked along together.

By and by they came to a cow. The cow said, "Where are you going, Jack?"

He said, "I'm going to seek my fortune. Won't you go along too?"

"Don't know, guess I will." So they walked along together.

By and by they came to a ram. The ram said, "Where are you going, Jack?"

He said, "I'm going to seek my fortune. Won't you go along too?"

"Don't know, guess I will." So they walked along together.

By and by they came to a dog. The dog said, "Where are you going, Jack?"

"I am going to seek my fortune. Won't you go too?"

"Don't know, don't care if I do."

So they all walked along together. By and by they came to a cat. The cat said, "Where are you going, Jack?"

Jack said, "I'm going to seek my fortune. Won't you go too?"

"Don't know, guess I will." So they all walked along together.

By and by they came to a rooster. The rooster said, "Where are you going, Jack?"

"I'm going to seek my fortune. Won't you go too?"

"Don't know, don't care if I do." So they all walked along together. They traveled along until it began to grow dark, and then they were looking for a place to spend the night, when they saw a log cabin in the edge of a woods.

Jack went up to the house and found the door unlocked, and went in. After looking about he found a good bed upstairs and plenty of good food in the cupboard. There was a fire on the hearth. As he could see no one living

there, after he had eaten a good supper and fed all the animals, he began to make preparations for the night. First he led the horse out into the stable, and fed him some hay, for he found plenty of good hay on the mow. Then he took all the other animals into the house, and he found the door closed into the locker, so he stationed the dog under the table near the door, so that he might bite any one who might chance to enter the house. The cat lay down on the hearth, and the rooster perched on a large crossbeam, and then he stationed the cow at the foot of the stairs, and the ram at the top of the stairs that led to the loft. Then he covered up the fire, put out the light, and went to bed, and was soon fast asleep. Now it happened that this valley was the home of two wicked robbers, who had gone out during the day in search of plunder. Late in the night Jack was awakened by a great noise, for the robbers had returned and opened the door, expecting to find things as usual.

They were suddenly grabbed by the dog, who bit them furiously, barking all the while. At last they managed to escape from him, and started to the fireplace, thinking to strike a light. One of the robbers tried to light a match by a coal which he thought he saw shining in the ashes; but this was the cat's eyes and as soon as she was molested she flew on them and scratched their faces dreadfully, till they were glad to escape from the fireplace. They went from the fireplace toward the stairs, but as they passed under the rooster's perch he dropped very disagreeable material [*these words to be whispered*] upon them.

The robbers groped their way through the dark to the foot of the stairs, meaning to creep up to the bed and rest till morning, but just as they reached the stairs they were suddenly caught on the horns of the cow, and tossed up in the air. The ram called out, "Toss 'em up to me!" Before they lighted he caught them on his horns and tossed them up in the air.

And the cow called out, "Toss 'em down to me!" Before they lighted she caught them on her horns and tossed them up in the air.

Then the ram called out, "Toss 'em up to me!" And before they lighted he caught them on his horns [*etc., to be repeated ad libitum*]. And so they tossed them back and forth until they were all mangled and bloody.

At last they managed to escape from the cow's horns, and thought they would crawl off to the barn and spend the rest of the night. As they passed the dog in going to the door he gave them a parting snip, but they escaped from him and found the way out to the barn. When they tried to creep in at the door the horse began to kick them so dreadfully that they had to give that up, and were only just able to creep off to a fence corner, where they laid down and died.

As soon as Jack found that everything was quiet he went to sleep, and slept soundly till morn. After, he got up and dressed himself. By and by he looked about and found there was a large bag of gold under his bed, which had been stolen from time to time by the robbers. So Jack kept the gold, was well provided for, and lived happily forever after with his faithful animals.

6. The Forgetful Boy⁶

A man had a boy who when he was sent on errands would forget what he was sent for. So one day, when he sent him to the butcher's to get a sheep's pluck, to make him remember he told him to keep a-saying, "Heart, liver, and lights." So the boy started saying:

Heart, liver, 'n' lights!

Heart, liver, 'n' lights!

By and by he came across a man puking. He took him and gave him a whipping, and said, "You want I should puke up my heart, liver, and lights, do you?"

"No," said the boy; "what shall I say?"

And the man told him to say, "I wish they may never come up!" So the boy went on, saying, Wish 'ey may never come up!

Wish 'ey may never come up!

By and by he came across a man planting beans, and he took and whipped him and said, "You wish my beans should never come up, do you?"

The boy said, "No, what shall I say?"

"Say, 'I wish fi fty-fold this year, and a hundred-fold next!'"

So the boy went on, saying:

Wish fi fty-fold this year,

'N' a hundred-fold next!

Wish fi fty-fold this year

'N' a hundred-fold next!

By and by he came across a funeral, and they took and whipped him, and said, "You wish fi fty-fold to die this year and a hundred-fold next, do you?"

The boy said, "No, what shall I say?"

"Say, 'I wish they may never die!'"

So the boy went on, saying:

Wish 'ey may never die!

Wish 'ey may never die!

By and by he came across a man who was trying to kill two dogs, and he took and whipped him and said, "You wish the dogs should never die, do you?"

The boy said, "No, what shall I say?"

"Say, 'The dog and the bitch are going to be hanged!'"

So the boy went on, saying:

The dog 'n' the bitch are go'n ter be hanged!

The dog 'n' the bitch are go'n ter be hanged!

By and by he came across a wedding party, and they took and whipped him and said, "You call us a dog and a bitch, do you?"

The boy said, "No, what shall I say?"

⁶Cinderella in America – A Book of Folk and Fairy Tales Compiled and edited by William Bernard McCarthy Copyright © 2013 by University Press of Mississippi;

"Say, 'I wish you may live happily together!"

So the boy went on, saying:

Wish y' may live happily together!

Wish y' may live happily together!

By and by he came across two men who had fallen into a pit, and one of them had got out and was trying to get the other out. And he took and whipped him and said, "You wish we may live happily together in this pit, do you?"

The boy said, "No, what shall I say?"

"Say, 'One's out and I wish the other was out!"

So the boy went on, saying:

One's out 'n' I wish t' other w's out!

One's out 'n' I wish t' other w's out!

By and by he came across a man with only one eye, and he took and whipped him till he killed him.

7. The Three Brothers and the Hag⁷

Once upon a time there were three brothers who lived together. They were very poor. One day one of them said, "I will go and try to make my fortune." He went and travelled about for a long time. Finally he reached a house in

which an old woman lived. He asked, "May I stay here over night?" She said, "Yes, come in." He entered. She showed him to the room in which he was to rest and he soon went to sleep. During the night he heard a noise. He arose and crept softly to a chink, through which he saw a light shining. Then he saw the old crone sitting at a table and counting heaps of money which she kept hidden in her house. He crept back to bed and listened to the clinking of money. Soon he heard the old woman snoring, and when everything was quiet, he ran and searched for the treasure. He found it and carried it away.

While he was running to get far away from the old woman, he came to a meeting-house. The meeting-house said: "Sweep me."

"No," said he, "I cannot stay."

He walked on and soon he came to a field which said: "Weed me."

"No," said he, "I have no time," and went on.

Soon he came to a well which said: "Clean me."

"No," said he, "I cannot stay." He went on. At noon he came to a field in which there was a tree. He sat down under the tree and counted the money.

When the crone awoke and found both the treasure and the young man whom she had allowed to sleep under her roof gone, she went to pursue them. She passed the meeting-house and asked:

Have you seen a boy

With a wig, with a wag,

With a long leather-bag,
Who stole all the money
Ever I had?

The meeting-house replied: "You will find him in yonder field under a tree counting his money." She went on and passed the field, which she asked:

Have you seen a boy
With a wig, with a wag,
With a long leather-bag,
Who stole all the money
Ever I had?

The field replied: "You will find him in yonder field under a tree counting his money." She went on and came to the well. She asked the well:

Have you seen a boy
With a wig, with a wag,
With a long leather-bag,
Who stole all the money
Ever I had?

The well replied: "You will find him in yonder field under a tree counting his money." She went on and finally reached the field. There she found the boy asleep under the tree. She cut off his head, took her treasures and carried them back home.

After some time the second boy said, "I will go and try to make my fortune."

He went and travelled about for a long time. Finally he reached the house in which the old woman lived. He asked, "May I stay here over night?"

She said, "Yes, come in." He entered. She showed him to the room in which he was to rest and he soon went to sleep. During the night he too heard a noise. He arose and crept softly to the same chink, through which he saw a light shining. Then he saw the old crone sitting at the table and counting the heaps of money which she kept hidden in her house. He crept back to bed and listened to the clinking of money. Soon he heard the old woman snoring, and when everything was quiet, he ran and searched for the treasure. He found it and carried it away. While he was running to get far away from the old woman, he came to the meeting-house. The meeting-house said: "Sweep me."

"No," said he, "I cannot stay."

He walked on and soon he came to the field which said: "Weed me."

"No," said he, "I have no time," and went on.

Soon he came to the well which said: "Clean me."

"No," said he, "I cannot stay." He went on. At noon he came to the field in which there was a tree. He sat down under the tree and counted the money. When the crone awoke and found both the treasure and the young man

whom she had allowed to sleep under her roof gone, she went to pursue them. She passed the meeting-house and asked:

Have you seen a boy
With a wig, with a wag,

With a long leather-bag,
Who stole all the money
Ever I had?

The meeting-house replied: "You will find him in yonder field under a tree counting his money. She went on and passed the field, which she asked:

Have you seen a boy
With a wig, with a wag,
With a long leather-bag,
Who stole all the money
Ever I had?

The field replied: "You will find him in yonder field under a tree counting his money." She went on and came to the well. She asked the well:

Have you seen a boy
With a wig, with a wag,
With a long leather-bag,
Who stole all the money
Ever I had?

The well replied: "You will find him in yonder field under a tree counting his money." She went on and finally reached the field. There she found the boy asleep under the tree. She cut off his head, took her treasures and carried them back home.

After some time the third boy said, "I will go and try to make my fortune." He went and travelled about for a long time. Finally he reached the house in which the old woman lived. He asked, "May I stay here over night?"

She said, "Yes, come in." He entered. She showed him to the room in which he was to rest and he soon went to sleep. During the night he too heard a noise. He arose and crept softly to the chink through which he saw a light shining. Then he saw the old crone sitting at a table and counting heaps of money which she kept hidden in her house. He crept back to bed and listened to the clinking of money. Soon he heard the old woman snoring, and

when everything was quiet, he ran and searched for the treasure. He found it and carried it away. While he was running to get far away from the old woman he came to a meeting-house. The meeting-house said: "Sweep me." It was a large meeting-house, and he knew it would take a long time to sweep it. Nevertheless, he stopped, and swept and cleaned it carefully. Then he went on. He came to a field which said: "Weed me." It was a large field, and although he knew that it would take him a long time to weed it, he stopped and weeded the whole field.

He went on and came to a well which said: "Clean me." Although he was afraid the old woman would overtake him, he stopped and cleaned it thoroughly. He went on. At noon he came to a field in which there was a tree. He sat down under the tree and counted his money. When the crone awoke and found all her treasure and the young man, whom she had allowed to sleep under her roof, gone, she went to pursue him. She passed the meeting-house and asked:

Have you seen a boy
With a wig, with a wag,

With a long leather-bag,
Who stole all the money
Ever I had?

The meeting-house did not reply, but threw stones at her and had almost killed her. It was all she could do to get away. She came to the field and asked:

Have you seen a boy
With a wig, with a wag,
With a long leather-bag,
Who stole all the money
Ever I had?

But the field made a cloud of dust and stones which drifted into her face and almost blinded her. It was all she could do to get away. She went on and came to the well. She asked:

Have you seen a boy
With a wig, with a wag,
With a long leather-bag,
Who stole all the money
Ever I had?

Then the water in the well began to rise and overflow. It took her down into the well, where she was drowned.

The boy went home with his treasure, and lived happily ever after.

8. The Cat and the Mouse⁸

The cat and the mouse went into the oven together. The cat bit off the mouse's tail, and the mouse bit off the cat's thread. The mouse said, "Aye, gi' me my own taiiil again."

"I woont without you go to the cow and get me some milk."

"Titty mouse hop, and titty mouse run,
To the cow I come.

Do cow gi' me milk, I give cat milk,
Cat gi' me my own taiiil again."

"I woont without you go to the barn and get me some hay."

"Do titty mouse hop, and titty mouse run,
To the barn I come.

Do barn gi' me hay,
I give cow hay, cow gi' me milk,
I give cat milk, cat gi' me my own taiiil again."

"I woont without you go to the blacksmith and get me a lock and key."

"Titty mouse hop, and titty mouse run,
To the blacksmith I come.

Do blacksmith gi' me lock and key,
I give barn lock and key, barn gi' me hay,

⁸Cinderella in America – A Book of Folk and Fairy Tales Compiled and edited by William Bernard McCarthy Copyright © 2013 by University Press of Mississippi;

I give cow hay, cow gi' me milk,
 I give cat milk, cat gi' me my own taiiil again."
 "I woont without you go to the sea and get me some coal."
 "Titty mouse hop, and titty mouse run,
 'To the sea I come.
 Do sea gi' me coal,
 I give blacksmith coal, blacksmith gi' me lock and key,
 I give barn lock and key, barn gi' me hay,
 I give cow hay, cow gi' me milk,
 I give cat milk, cat gi' me my own taiiil again."
 "I woont without you go to the cock and get me a feather."
 "Titty mouse hop, and titty mouse run,
 'To the cock I come.
 Do cock gi' me feather,
 I give sea feather, sea gi' me coal,
 I give blacksmith coal, blacksmith gi' me lock and key,
 I give barn lock and key, barn gi' me hay,
 I give cow hay, cow gi' me milk,
 I give cat milk, cat gi' me my own taiiil again."
 "I woont without you go to the miller and get me some corn."
 "Titty mouse hop, and titty mouse run,
 'To the miller I come.
 Do miller gi' me corn,
 I give cock corn, cock gi' me feather,
 I give sea feather, sea gi' me coal,
 I give blacksmith coal, blacksmith gi' me lock and key,
 I give barn lock and key, barn gi' me hay,
 I give cow hay, cow gi' me milk,
 I give cat milk, cat gi' me my own taiiil again."
 'The miller gave him some corn, and he gave it to the cock.
 'The cock gave him a feather, and he gave it to the sea.
 'The sea gave him some coal, and he gave it to the blacksmith.
 'The blacksmith gave him a lock and key, and he gave it to the barn.
 'The barn gave him some hay, and he gave it to the cow.
 'The cow gave him some milk, and he gave it to the cat.
 And the cat gave him his own taiiil again.
 But after all his trouble, the tail was of no use to the poor mouse.

9. Johnny-Cake⁹

⁹Cinderella in America – A Book of Folk and Fairy Tales Compiled and edited by William Bernard McCarthy Copyright © 2013 by University Press of Mississippi;

Once upon a time, there was an old man, and an old woman, and a little boy. One morning the old woman made a Johnny-cake and put it in the oven to bake. And she said to the little boy, "You watch the Johnny-cake while your father and I go out to work in the garden." So the old man and old woman went out and began to hoe potatoes and left the little boy to tend the oven. But he didn't watch it all the time, and all of a sudden he heard a noise and he looked up and the oven door popped open, and out of the oven jumped Johnny-cake and went rolling along, end over end, towards the open door of the house. The little boy ran to shut the door, but Johnny-cake was too quick for him and rolled through the door, down the steps, and out into the road, long before the little boy could catch him. The little boy ran after him as fast as he could clip it, crying out to his father and mother, who heard the uproar and threw down their hoes and gave chase too. But Johnny-cake outran all three a long way and soon was out of sight, while they had to sit down, all out of breath, on a bank to rest. On went Johnny-cake, and by and by he came to two well-diggers, who looked up from their work and called out: "Where ye going, Johnny-cake?"

He said: "I've outrun an old man, and an old woman, and a little boy, and I can outrun you too-o-o!"

"Ye can, can ye? we'll see about that!" said they, and they threw down their picks and ran after him, but they couldn't catch up with him, and soon they had to sit down by the roadside to rest.

On ran Johnny-cake, and by and by he came to two ditch-diggers, who were digging a ditch. "Where ye going, Johnny-cake?" said they. He said: "I've outrun an old man, and an old woman, and a little boy, and two well-diggers, and I can outrun you too-o-o!"

"Ye can, can ye? we'll see about that!" said they, and they threw down their spades, and ran after him too. But Johnny-cake soon outstripped them also, and seeing they could never catch him they gave up the chase and sat

down to rest. On went Johnny-cake, and by and by he came to a bear. The bear said:

"Where ye going, Johnny-cake?"

He said: "I've outrun an old man, and an old woman, and a little boy, and two well-diggers, and two ditch-diggers, and I can outrun you too-o-o!"

"Ye can, can ye?" growled the bear; "we'll see about that!" and trotted as fast as his legs could carry him after Johnny-cake, who never stopped to look behind him. Before long the bear was left so far behind that he saw he might as well give up the hunt first as last, so he stretched himself out by the roadside to rest.

On went Johnny-cake, and by and by he came to a wolf. The wolf said:

"Where ye going, Johnny-cake?"

He said: "I've outrun an old man, and an old woman, and a little boy, and two well-diggers, and two ditch-diggers, and a bear and I can outrun you too-o-o!"

"Ye can, can ye?" snarled the wolf; "we'll see about that!" and he set into a gallop after Johnny-cake, who went on and on so fast that the wolf, too, saw there was no hope of catching him and lay down to rest. On went Johnny-cake, and by and by he came to a fox that lay quietly in a corner of the fence. The fox called out in a sharp voice, but without getting up: "Where ye going, Johnny-cake?"

He said: "I've outrun an old man, and an old woman, and a little boy, and two well-diggers, and two ditch-diggers, and a bear and a wolf, and I can outrun you too-o-o!"
The fox said: "I can't quite hear you, Johnny-cake, won't you come a leetle closer?" turning his head a little to one side. Johnny-cake stopped his race, for the first time, and went a little closer and called out in a very loud voice: "*I've outrun an old man, and an old woman, and a little boy, and two well-diggers, and two ditch-diggers, and a bear, and a wolf, and I can outrun you too-o-o!*"

"Can't quite hear you; won't you come a *leetle* closer?" said the fox in a feeble voice, and he stretched out his neck towards Johnny-cake and put one paw behind his ear.

Johnny-cake came up close, and leaning toward the fox screamed louder than before: "I'VE OUTFRAN AN OLD MAN, AND AN OLD WOMAN, AND A LITTLE BOY, AND TWO WELL-DIGGERS, AND TWO DITCH-DIGGERS, AND A BEAR, AND A WOLF, AND I CAN OUTFRAN YOU 'TOO-O-O!"

"You can, can you?" yelped the fox, and he snapped up Mr. Johnny-cake in his sharp teeth in a twinkling of an eye.

10. The Three Little Pigs¹⁰

Once, an old sow had three little pigs. The first little pig said, "Mother, may I go out and seek my fortune?"

"No, no, the Old Fox'll eat you ALL up."

"No, he won't if you build me a house of straw."

So she posted off and built him a house of straw.

Then along came the Old Fox, and said,

"Piggy, Piggy, *please* let me in."

But Piggy would not.

"If you don't, I'll go up on top of your house, and blow and blow and knock it down, and eat you ALL up."

Piggy would not. So he went up on top of the house, and blew and blew and knocked it down, and ate Piggy ALL up.

The second little pig said, "Mother, may I go out and seek my fortune?"

"No, no, the Old Fox'll eat you ALL up, as he did your little brother."

"No, he won't if you build me a house of wood."

So she posted off and built him a house of wood.

Then along came the Old Fox, and said, "Piggy, Piggy, *please* let me in." But Piggy would not.

"If you don't, I'll go up on top of your house, and blow and blow and knock it down, and eat you ALL up."

Piggy would not. Then he went up on top of the house, and blew and blew and knocked it down, and ate poor Piggy ALL up. Then the third little pig said, "Mother, may I go out and seek my fortune?"

¹⁰Cinderella in America – A Book of Folk and Fairy Tales Compiled and edited by William Bernard McCarthy Copyright © 2013 by University Press of Mississippi;

"No, no, the Old Fox'll eat you ALL up as he did your little brothers."

"No, he won't if you build me a house of stone."

So she posted off and built him a house of stone. Then along came the Old Fox and said, "Piggy, Piggy, please let me in." But Piggy would not. "If you don't, I'll go up on top of your house, and blow and blow and

knock it down, and eat you ALL up." Piggy would not.

So he went up on top of the house, and blew and blew till he blew his whistle off, but he couldn't blow it down, so he came down, and said:

"Piggy, Piggy, don't you want some nice apples?"

Piggy said, "Yes, I do."

"Well! come over to my house in the morning, and I'll give you ALL you can pack home."

So Piggy went over in the morning, before he was up, and stole ALL he had, and took 'em home, and peeled 'em, and threw the peelings out the door, and turned the key just as Old Fox came along.

"Piggy, Piggy, where did you get such nice apples?"

"I went over to your house before you were up, and stole ALL you had."

"Piggy, Piggy, don't you want some nice potatoes?"

Piggy said, "Yes, I do."

"Well! come over to my house in the morning, and I'll give you ALL you can pack home."

So Piggy went over in the morning, before he was up, and stole ALL he had, and took 'em home, and peeled 'em, and threw the peelings out the door, and turned the key just as Old Fox came along.

"Piggy, Piggy, where did you get such nice potatoes?"

"I went over to your house before you were up, and stole ALL you had."

"Piggy, Piggy, don't you want some nice fish?"

Piggy said, "Yes, I do."

"Well! come over to my house in the morning, and I'll give you ALL you can pack home."

So Piggy went over in the morning, before he was up, and stole ALL he had, and took 'em home, and scaled 'em, and threw the scales out the door, and turned the key just as Old Fox came along.

"Piggy, Piggy, where did you get such nice fish?"

"Why, I went down to the river, and held my tail in all night, and when they nibbled, I jerked."

"Do you think I could catch any?"

"Yes, you could."

So he went down to the river, and held his tail in ALL night, and in the morning it was frozen fast, and he couldn't get it out.

By an' by Piggy came down with her tea-kettle to get water to make her coffee, and there he was frozen in, tight and fast.

"Piggy, Piggy, please chop me out."

"No, no, you'd eat me ALL up."

"No, no, Piggy. I wouldn't disturb you anymore."

So at last, she went back to the house, and got her hatchet, and chopped and chopped till she got him out.

"Now-I've-got-you! Now-I'll-eat-you-ALL-up."

But Piggy ran and ran, and banged the door, and put her back against it just as Old Fox came up.

"Piggy, Piggy, please let my nose in, it's so cold," he kept saying.

So, at last, she let his nose in.

"Oh, Piggy! it smells so nice in here, please let my eyes in."

So she let his eyes in.

"Oh, Piggy! it looks so beautiful in here, please let my ears in."

So she let his ears in.

"Oh, Piggy! the kettle sounds so nice, please let my whole head in."

So she let his whole head in.

"Oh, Piggy! my head's so good and warm, please let my fore legs in."

So she let his fore legs in.

"Oh, Piggy! my fore legs are so good and warm, please let my body in."

So she let his body in.

Then he jumped, and his hind legs and tail came in.

"Now-I've-got-you. NOW-I'll-eat-you-ALL-up!" (*Accompanied by a jump.*)

"Oh! what's that I hear coming? A pack of hounds!"

"Oh, Piggy! where'll I hide? Where'll I hide?"

"Just jump into my churn."

So he jumped into her churn, and she took the kettle of boiling water, and poured it over him, and then she churned and she churned till he went ALL to butter.

INDEPENDENT WORK:

1. 1. The main problems in the theory of translation
2. 2. The adequacy as a criterion in translation

CORE LITERATURE:

1. Barkhudarov L.S. Language and Translation. M. 1975.
2. Catford I.C. A Linguistic theory of translation. L.N/Y.
3. Shvaytser A.D. Translation and Linguistics. M.1973.
4. Levitskaya T.R, Fiterman A.M. The problems of translation on the material of the contemporary English language. M.1974.
- 3.

ADDITIONAL LITERATURE:

1. Nida.E. Towards a science of translation. Leiden. 1964.
2. Roger. N. Bell. Translation and translating . Theory and practice. London, New York. 1995.
3. Salomov G. Tarjimanazariyasigakirish. T. 1978.
4. Salomov G. Tarjimanazariyasiasoslari. T. 1983.

TECHNOLOGICAL MAP OF THE MODULE

MODULE 2. The translation of Aesop fables from English into Uzbek

Aim: To improve reading, listening, writing and speaking

Course: 1; Semester 2;

Time: 160 min.

Activity	Objectives	Procedure	Duration	Mode of Interaction	Methodics	Material
Pre-activity	-to get students to think about the topic -to show them two pictures and ask them to tell the difference the two	-discussion of the pictures -practicing the pronunciations of new words from the text. -referring to transcription -introducing the new vocabulary words	40 min.	group work	Think-Pair-Share With students seated in teams of 4, have them number them from 1 to 4. Announce a discussion topic or problem to solve. (Example: What are the SP of the given texts? How could we define them?) Give students at least 10 seconds of think time to think of their own answer. Using student numbers, announce discussion partners. (Example: For this discussion, Student #1 and #2 will be partners. At the same time,	- Book: Listening Extra -black board -posting the pictures on the board

					Student #3 and #4 will talk over their ideas.)Ask students to PAIR with their partner to discuss the topic or solution. Finally, randomly call on a few students to SHARE their ideas with the class	
While-activity	-to introduce the topic	-read, translate and analyze the text -working on the exercises: translating the following sentences; fill in the blanks with suitable words; matching the definition; -working on the vocabulary notes	80 min.	-group work -pair work -individual work		-handouts -black board -dictionaries
Post-activity	-to sum up the topic -to give a brief statement of the topic	-answering the questions -to have a discussion about stylistic problems -characterize the situation -give an example to	40 min.	group work		-handouts -black boar

		show how man is affecting the ecology				
--	--	---------------------------------------	--	--	--	--

1. **Translate the texts and write out the new vocabulary.**
2. **Discuss the stylistical peculiarities of the given texts and outline the general idea;**
3. **Work out the set structures vastly used in the texts;**

The Cock and the Pearl

A cock was once strutting up and down the farmyard among the hens when suddenly he espied something shinning amid the straw. 'Ho! ho!' quoth he, 'that's for me,' and soon rooted it out from beneath the straw. What did it turn out to be but a Pearl that by some chance had been lost in the yard? 'You may be a treasure,' quoth Master Cock, 'to men that prize you, but for me I would rather have a single barley-corn than a peck of pearls.' Precious things are for those that can prize them.

The Wolf and the Lamb 11

Once upon a time a Wolf was lapping at a spring on a hillside, when, looking up, what should he see but a Lamb just beginning to drink a little lower down. 'There's my supper,' thought he, 'if only I can find some excuse to seize it.' Then he called out to the Lamb, 'How dare you muddle the water from which I am drinking?'

'Nay, master, nay,' said Lambikin; 'if the water be muddy up there, I cannot be the cause of it, for it runs down from you to me.'

'Well, then,' said the Wolf, 'why did you call me bad names this time last year?'

'That cannot be,' said the Lamb; 'I am only six months old.'

'I don't care,' snarled the Wolf; 'if it was not you it was your father;'¹¹ and with that he rushed upon the poor little Lamb and WARRA WARRA WARRA WARRA WARRA ate her all up. But before she died she gasped out. 'Any excuse will serve a tyrant.'

The Dog and the Shadow¹²

It happened that a Dog had got a piece of meat and was carrying it home in his mouth to eat it in peace. Now on his way home he had to cross a plank lying across a running brook. As he crossed, he looked down and saw his own shadow reflected in the water beneath. Thinking it was another dog with another piece of meat, he made up his mind to have that also. So he made a snap at the shadow in the water, but as he opened his mouth the piece of meat fell out, dropped into the water and was never seen more. Beware lest you lose the substance by grasping at the shadow.

The Lion's Share¹³

¹¹[http://www.planetpdf.com/aesop's fables](http://www.planetpdf.com/aesop's%20fables)

¹²[http://www.planetpdf.com/aesop's fables](http://www.planetpdf.com/aesop's%20fables)

The Lion went once a-hunting along with the Fox, the Jackal, and the Wolf. They hunted and they hunted till at last they surprised a Stag, and soon took its life. Then came the question how the spoil should be divided. 'Quarter me this Stag,' roared the Lion; so the other animals skinned it and cut it into four parts. Then the Lion took his stand in front of the carcass and pronounced judgment: The first quarter is for me in my capacity as King of Beasts; the second is mine as arbiter; another share comes to me for my part in the chase; and as for the fourth quarter, well, as for that, I should like to see which of you will dare to lay a paw upon it.'

'Humph,' grumbled the Fox as he walked away with his tail between his legs; but he spoke in a low growl. 'You may share the labours of the great, but you will not share the spoil.'

The Wolf and the Crane¹⁴

A Wolf had been gorging on an animal he had killed, when suddenly a small bone in the meat stuck in his throat and he could not swallow it. He soon felt terrible pain in his throat, and ran up and down groaning and groaning and seeking for something to relieve the pain. He tried to induce every one he met to remove the bone. 'I would give anything,' said he, 'if you would take it out.' At last the Crane agreed to try, and told the Wolf to lie on his side and open his jaws as wide as he could. Then the Crane put its long neck down the Wolf's throat, and with its beak loosened the bone, till at last it got it out.

'Will you kindly give me the reward you promised?' said the Crane.

The Wolf grinned and showed his teeth and said: 'Be content. You have put your head inside a Wolf's mouth and taken it out again in safety; that ought to be reward enough for you.'

Gratitude and greed go not together.

The Man and the Serpent¹⁵

A Countryman's son by accident trod upon a Serpent's tail, which turned and bit him so that he died. The father in a rage got his axe, and pursuing the Serpent, cut off part of its tail. So the Serpent in revenge began stinging several of the Farmer's cattle and caused him severe loss. Well, the Farmer thought it best to make it up with the Serpent, and brought food and honey to the mouth of its lair, and said to it: 'Let's forget and forgive; perhaps you were right to punish my son, and take vengeance on my cattle, but surely I was right in trying to revenge him; now that we are both satisfied why should not we be friends again?'

'No, no,' said the Serpent; 'take away your gifts; you can never forget the death of your son, nor I the loss of my tail.' Injuries may be forgiven, but not forgotten.

The Town Mouse and the Country Mouse¹⁶

13[http://www.planetpdf.com/aesop's fables](http://www.planetpdf.com/aesop's%20fables)

14[http://www.planetpdf.com/aesop's fables](http://www.planetpdf.com/aesop's%20fables)

15[http://www.planetpdf.com/aesop's fables](http://www.planetpdf.com/aesop's%20fables)

16[http://www.planetpdf.com/aesop's fables](http://www.planetpdf.com/aesop's%20fables)

Now you must know that a Town Mouse once upon a time went on a visit to his cousin in the country. He was rough and ready, this cousin, but he loved his town friend and made him heartily welcome. Beans and bacon, cheese and bread, were all he had to offer, but he offered them freely. The Town Mouse rather turned up his long nose at this country fare, and said: 'I cannot understand, Cousin, how you can put up with such poor food as this, but of course you cannot expect anything better in the country; come you with me and I will show you how to live. When you have been in town a week you will wonder how you could ever have stood a country life.' No sooner said than done: the two mice set off for the town and arrived at the Town Mouse's residence late at night. 'You will want some refreshment after our long journey,' said the polite Town Mouse, and took his friend into the grand dining-room. There they found the remains of a fine feast, and soon the two mice were eating up jellies and cakes and all that was nice. Suddenly they heard growling and barking. 'What is that?' said the Country Mouse. 'It is only the dogs of the house,' answered the other. 'Only!' said the Country Mouse. 'I do not like that music at my dinner.' Just at that moment the door flew open, in came two huge mastiffs, and the two mice had to scamper down and run off. 'Good-bye, Cousin,' said the Country Mouse, 'What! going so soon?' said the other. 'Yes,' he replied;

'Better beans and bacon in peace than cakes and ale in fear.'

The Fox and the Crow¹⁷

A Fox once saw a Crow fly off with a piece of cheese in its beak and settle on a branch of a tree. 'That's for me, as I am a Fox,' said Master Reynard, and he walked up to the foot of the tree. 'Good-day, Mistress Crow,' he cried. 'How well you are looking to-day: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds.' The Crow lifted up her head and began to crow her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox. 'That will do,' said he. 'That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future. 'Do not trust flatterers.'

The Sick Lion¹⁸

A Lion had come to the end of his days and lay sick unto death at the mouth of his cave, gasping for breath. The animals, his subjects, came round him and drew nearer as he grew more and more helpless. When they saw him on the point of death they thought to themselves: 'Now is the time to pay off old grudges.' So the Boar came up and drove at him with his tusks; then a Bull gored him with his horns; still the Lion lay helpless before them: so the Ass, feeling quite safe from danger, came up, and turning his tail to the Lion kicked up his heels into his face. 'This is a double death,' growled the Lion. Only cowards insult dying majesty.

The Ass and the Lapdog¹⁹

A Farmer one day came to the stables to see to his beasts of burden: among them was his favourite Ass, that was always well fed and often carried his master. With the Farmer came his Lapdog, who

¹⁷<http://www.planetpdf.com/aesop's fables>

¹⁸<http://www.planetpdf.com/aesop's fables>

¹⁹<http://www.planetpdf.com/aesop's fables>

danced about and licked his hand and frisked about as happy as could be. The Farmer felt in his pocket, gave the Lapdog some dainty food, and sat down while he gave his orders to his servants. The Lapdog jumped into his master's lap, and lay there blinking while the Farmer stroked his ears. The Ass, seeing this, broke loose from his halter and commenced prancing about in imitation of the Lapdog. The Farmer could not hold his sides with laughter, so the Ass went up to him, and putting his feet upon the Farmer's shoulder attempted to climb into his lap. The Farmer's servants rushed up with sticks and pitchforks and soon taught the Ass that clumsy jesting is no joke.

The Lion and the Mouse²⁰

Once when a Lion was asleep a little Mouse began running up and down upon him; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. 'Pardon, O King,' cried the little Mouse: 'forgive me this time, I shall never forget it: who knows but what I may be able to do you a turn some of these days?' The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go. Some time after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the Beasts. 'Was I not right?' said the little Mouse. Little friends may prove great friends.

The Swallow and the Other Birds²¹

It happened that a Countryman was sowing some hemp seeds in a field where a Swallow and some other birds were hopping about picking up their food. 'Beware of that man,' quoth the Swallow. 'Why, what is he doing?' said the others. 'That is hemp seed he is sowing; be careful to pick up every one of the seeds, or else you will repent it.' The birds paid no heed to the Swallow's words, and by and by the hemp grew up and was made into cord, and of the cords nets were made, and many a bird that had despised the Swallow's advice was caught in nets made out of that very hemp. 'What did I tell you?' said the Swallow.

Destroy the seed of evil, or it will grow up to your ruin.

The Frogs Desiring a King²²

The Frogs were living as happy as could be in a marshy swamp that just suited them; they went splashing about caring for nobody and nobody troubling with them. But some of them thought that this was not right, that they should have a king and a proper constitution, so they determined to send up a petition to Jove to give them what they wanted. 'Mighty Jove,' they cried, 'send unto us a king that will rule over us and keep us in order.' Jove laughed at their croaking, and threw down into the swamp a huge Log, which came downrplashto the swamp. The Frogs were frightened out of their lives by the commotion made in their midst, and all rushed to the bank to look at the horrible monster; but after a time, seeing that it did not move, one or two of the boldest of them ventured out towards the Log, and

²⁰[http://www.planetpdf.com/aesop's fables](http://www.planetpdf.com/aesop's_fables)

²¹[http://www.planetpdf.com/aesop's fables](http://www.planetpdf.com/aesop's_fables)

²²[http://www.planetpdf.com/aesop's fables](http://www.planetpdf.com/aesop's_fables)

even dared to touch it; still it did not move. Then the greatest hero of the Frogs jumped upon the Log and commenced dancing up and down upon it, thereupon all the Frogs came and did the same; and for some time the Frogs went about their business every day without taking the slightest notice of their new King Log lying in their midst. But this did not suit them, so they sent another petition to Jove, and said to him, 'We want a real king; one that will really rule over us.' Now this made Jove angry, so he sent among them a big Stork that soon set to work gobbling them all up. Then the Frogs repented when too late.

Better no rule than cruel rule.

The Mountains in Labour²³

One day the Countrymen noticed that the Mountains were in labour; smoke came out of their summits, the earth was quaking at their feet, trees were crashing, and huge rocks were tumbling. They felt sure that something horrible was going to happen. They all gathered together in one place to see what terrible thing this could be. They waited and they waited, but nothing came. At last there was a still more violent earthquake, and a huge gap appeared in the side of the Mountains. They all fell down upon their knees and waited. At last, and at last, a teeny, tiny mouse poked its little head and bristles out of the gap and came running down towards them, and ever after they used to say:

'Much outcry, little outcome.'

The Hares and the Frogs²⁴

The Hares were so persecuted by the other beasts, they did not know where to go. As soon as they saw a single animal approach them, off they used to run. One day they saw a troop of wild Horses stampeding about, and in quite a panic all the Hares scuttled off to a lake hard by, determined to drown themselves rather than live in such a continual state of fear. But just as they got near the bank of the lake, a troop of Frogs, frightened in their turn by the approach of the Hares scuttled off, and jumped into the water. 'Truly,' said one of the Hares, 'things are not so bad as they seem:

'There is always someone worse off than yourself.'

The Wolf and the Kid²⁵

A Kid was perched up on the top of a house, and looking down saw a Wolf passing under him. Immediately he began to revile and attack his enemy. 'Murderer and thief,' he cried, 'what do you here near honest folks' houses? How dare you make an appearance where your vile deeds are known?'

'Curse away, my young friend,' said the Wolf.

'It is easy to be brave from a safe distance.'

The Woodman and the Serpent

²³[http://www.planetpdf.com/aesop's fables](http://www.planetpdf.com/aesop's_fables)

²⁴[http://www.planetpdf.com/aesop's fables](http://www.planetpdf.com/aesop's_fables)

²⁵[http://www.planetpdf.com/aesop's fables](http://www.planetpdf.com/aesop's_fables)

One wintry day a Woodman was tramping home from his work when he saw something black lying on the snow. When he came closer he saw it was a Serpent to all appearance dead. But he took it up and put it in his bosom to warm while he hurried home. As soon as he got indoors he put the Serpent down on the hearth before the fire. The children watched it and saw it slowly come to life again. Then one of them stooped down to stroke it, but the Serpent raised its head and put out its fangs and was about to sting the child to death. So the Woodman seized his axe, and with one stroke cut the Serpent in two. 'Ah,' said he,

'No gratitude from the wicked.'

The Bald Man and the Fly

There was once a Bald Man who sat down after work on a hot summer's day. A Fly came up and kept buzzing about his bald pate, and stinging him from time to time. The Man aimed a blow at his little enemy, but his palm came on his head instead; again the Fly tormented him, but this time the Man was wiser and said:

'You will only injure yourself if you take notice of despicable enemies.'

The Fox and the Stork

At one time the Fox and the Stork were on visiting terms and seemed very good friends. So the Fox invited the Stork to dinner, and for a joke put nothing before her but some soup in a very shallow dish. This the Fox could easily lap up, but the Stork could only wet the end of her long bill in it, and left the meal as hungry as when she began. 'I am sorry,' said the Fox, 'the soup is not to your liking.'

'Pray do not apologise,' said the Stork. 'I hope you will return this visit, and come and dine with me soon.' So a day was appointed when the Fox should visit the Stork; but when they were seated at table all that was for their dinner was contained in a very long-necked jar with a narrow mouth, in which the Fox could not insert his snout, so all he could manage to do was to lick the outside of the jar.

'I will not apologise for the dinner,' said the Stork:

'One bad turn deserves another.'

The Fox and the Mask²⁶

A Fox had by some means got into the store-room of a theatre. Suddenly he observed a face glaring down on him and began to be very frightened; but looking more closely he found it was only a Mask such as actors use to put over their face. 'Ah,' said the Fox, 'you look very fine; it is a pity you have not got any brains.'

Outside show is a poor substitute for inner worth.

The Jay and the Peacock²⁷

²⁶[http://www.planetpdf.com/aesop's fables](http://www.planetpdf.com/aesop's%20fables)

²⁷[http://www.planetpdf.com/aesop's fables](http://www.planetpdf.com/aesop's%20fables)

A Jay venturing into a yard where Peacocks used to walk, found there a number of feathers which had fallen from the Peacocks when they were moulting. He tied them all to his tail and strutted down towards the Peacocks. When he came near them they soon discovered the cheat, and striding up to him pecked at him and plucked away his borrowed plumes. So the Jay could do no better than go back to the other Jays, who had watched his behaviour from a distance; but they were equally annoyed with him, and told him:

‘It is not only fine feathers that make fine birds.’

The Frog and the Ox²⁸

‘Oh Father,’ said a little Frog to the big one sitting by the side of a pool, ‘I have seen such a terrible monster! It was as big as a mountain, with horns on its head, and a long tail, and it had hoofs divided in two.’

‘Tush, child, tush,’ said the old Frog, ‘that was only Farmer White’s Ox. It isn’t so big either; he may be a little bit taller than I, but I could easily make myself quite as broad; just you see.’ So he blew himself out, and blew himself out, and blew himself out. ‘Was he as big as that?’ asked he.

‘Oh, much bigger than that,’ said the young Frog.

Again the old one blew himself out, and asked the young one if the Ox was as big as that.

‘Bigger, father, bigger,’ was the reply.

So the Frog took a deep breath, and blew and blew and blew, and swelled and swelled and swelled. And then he said: ‘I’m sure the Ox is not as big as But at this moment he burst.

Self-conceit may lead to self-destruction.

Androcles²⁹

A slave named Androcles once escaped from his master and fled to the forest. As he was wandering about there he came upon a Lion lying down moaning and groaning. At first he turned to flee, but finding that the Lion did not pursue him, he turned back and went up to him. As he came near, the Lion put out his paw, which was all swollen and bleeding, and Androcles found that a huge thorn had got into it, and was causing all the pain. He pulled out the thorn and bound up the paw of the Lion, who was soon able to rise and lick the hand of Androcles like a dog. Then the Lion took Androcles to his cave, and every day used to bring him meat from which to live. But shortly afterwards both Androcles and the Lion were captured, and the slave was sentenced to be thrown to the Lion, after the latter had been kept without food for several days. The Emperor and all his Court came to see the spectacle, and Androcles was led out into the middle of the arena. Soon the Lion was let loose from his den, and rushed bounding and roaring towards his victim. But as soon as he came near to Androcles he recognised his friend, and fawned upon him, and licked his hands like a friendly dog. The Emperor, surprised at this, summoned Androcles to him, who told him the whole story. Whereupon the slave was pardoned and freed, and the Lion let loose to his native forest.

Gratitude is the sign of noble souls.

²⁸http://www.planetpdf.com/aesop's_fables

²⁹http://www.planetpdf.com/aesop's_fables

The Bat, the Birds, and the Beasts³⁰

A great conflict was about to come off between the Birds and the Beasts. When the two armies were collected together the Bat hesitated which to join. The Birds that passed his perch said: 'Come with us'; but he said: 'I am a Beast.' Later on, some Beasts who were passing underneath him looked up and said: 'Come with us'; but he said: 'I am a Bird.' Luckily at the last moment peace was made, and no battle took place, so the Bat came to the Birds and wished to join in the rejoicings, but they all turned against him and he had to fly away. He then went to the Beasts, but soon had to beat a retreat, or else they would have torn him to pieces. 'Ah,' said the Bat, 'I see now, 'He that is neither one thing nor the other has no friends.'

INDEPENDENT WORK:

1. The main problems in the translation fables.
2. The adequacy as a criterion in translation of fables.

CORE LITERATURE:

1. Barkhudarov L.S. Language and Translation. M. 1975.
2. Catford I.C. A Linguistic theory of translation. L.N/Y.
3. Shvaytser A.D. Translation and Linguistics. M.1973.
4. Levitskaya T.R, Fiterman A.M. The problems of translation on the material of the contemporary English language. M.1974.

ADDITIONAL LITERATURE:

1. Nida.E. Towards a science of translation. Leiden. 1964.
2. Roger. N. Bell. Translation and translating . Theory and practice. London, New York. 1995.
3. Salomov G. Tarjimanazariyasigakirish. T. 1978.
4. Salomov G. Tarjimanazariyasoslari. T. 1983.

TECHNOLOGICAL MAP OF THE MODULE

MODULE 3. The translation of the English proverbs into the Uzbek languages

Aim: To improve reading, listening, writing and speaking; **Course:** 1; **Semester:** 2; **Time:** 160 m.

Activity	Objectives	Procedure	Duration	Mode of Interaction	Methodics	Material
Pre-activity	-to get students to think about the topic -to show	-discussion of the pictures -practicing the pronunciations of new words	40 min.	group work	Think-Pair-Share With students seated in teams of 4, have them	- Book: Listening Extra -black board

³⁰http://www.planetpdf.com/aesop's_fables

	<p>them two pictures and ask them to tell the difference the two</p>	<p>from the text. -referring to transcription -introducing the new vocabulary words</p>			<p>number them from 1 to 4. Announce a discussion topic or problem to solve. (Example: What are the SP of the given texts? How could we define them?) Give students at least 10 seconds of think time to think of their own answer. Using student numbers, announce discussion partners. (Example: For this discussion, Student #1 and #2 will be partners. At the same time, Student #3 and #4 will talk over their ideas.)Ask students to PAIR with their partner to discuss the topic or solution. Finally, randomly call on a few students to SHARE their ideas with the class</p>	<p>-posting the pictures on the board</p>
<p>While-activity</p>	<p>-to introduce</p>	<p>-read, translate and analyze</p>	<p>80 min.</p>	<p>-group work</p>		<p>-handouts -black</p>

	the topic	the text -working on the exercises: translating the following sentences; fill in the blanks with suitable words; matching the definition; -working on the vocabulary notes		-pair work -individual work		board - dictionaries
Post-activity	-to sum up the topic -to give a brief statement of the topic	-answering the questions -to have a discussion about stylistic problems -characterize the situation -give an example to show how man is affecting the ecology	40 min.	group work		-handouts -black boar

Theme	The translation of the English proverbs into the Uzbek languages
Duration	4 hours
Goals and tasks	To found the knowledge skills of the students of the translation theory and practice department; Introduce the students to the English fairytale's style; Work-out the set-structures for the fairytales translation;
The content of educational process	To introduce the new information on the given topic by means of practical material. To solve debatable problems during practical activities.
The technology of educational process	Method: interactive method. Form: group discussion. Facilities: getting into the role of native speaker. It is necessary to think and answer both in English and Uzbek. Control: Teacher listens carefully and sums up, taking into account the activity of each student.
Expectations	The achieved results: by means of this method teacher enables the students to think freely and to express their point of view. Student develops logical thinking and orator abilities.
Perspective (analysis, correction)	Teacher: to use new pedagogical technologies at other lessons. Student: to develop a discussion through other methods (cluster, boomerang), to write a report.

- I. Translate the texts and write out the new vocabulary.
- II. Discuss the stylistical peculiarities of the given texts and outline the general idea;
- III. Work out the set structures vastly used in the texts;

1. A bad beginning makes a bad ending.³¹
2. A bad corn promise is better than a good lawsuit.
3. A bad workman quarrels with his tools.
4. A bargain is a bargain.
5. A beggar can never be bankrupt.
6. A bird in the hand is worth two in the bush.
7. A bird may be known by its song.
8. A black hen lays a white egg.
9. A blind leader of the blind.
10. A blind man would be glad to see.
11. A broken friendship may be soldered, but will never be sound.
12. A burden of one's own choice is not felt.
13. A burnt child dreads the fire.
14. A cat in gloves catches no mice.
15. A city that parleys is half gotten.
16. A civil denial is better than a rude grant.
17. A clean fast is better than a dirty breakfast.
18. A clean hand wants no washing.
19. A clear conscience laughs at false accusations.
20. A close mouth catches no flies.
21. A cock is valiant on his own dunghill.
22. A cracked bell can never sound well.
23. A creaking door hangs long on its hinges.
24. A curst cow has short horns.
25. A danger foreseen is half avoided.
26. A drop in the bucket.
27. A drowning man will catch at a straw.
28. A fair face may hide a foul heart.
29. A fault confessed is half redressed.
30. A fly in the ointment.
31. A fool always rushes to the fore.
32. A fool and his money are soon parted.
33. A fool at forty is a fool indeed.

³¹English proverbs and sayings – by William Bernard McCarthy © 2014 by University Press;

34. A fool may ask more questions in an hour than a wise man can answer in seven years.
35. A fool may throw a stone into a well which a hundred wise men cannot pull out.
36. A fool's tongue runs before his wit.
37. A forced kindness deserves no thanks.
38. A foul morn may turn to a fair day.
39. A fox is not taken twice in the same snare.
40. A friend in need is a friend indeed.
41. A friend is never known till needed.
42. A friend to all is a friend to none.
43. A friend's frown is better than a foe's smile.
44. A good anvil does not fear the hammer.
45. A good beginning is half the battle.
46. A good beginning makes a good ending.
47. A good deed is never lost.
48. A good dog deserves a good bone.
49. A good example is the best sermon.
50. A good face is a letter of recommendation.
51. A good Jack makes a good Jill.
52. A good marksman may miss.
53. A good name is better than riches.
54. A good name is sooner lost than won.
55. A good name keeps its lustre in the dark.
56. A good wife makes a good husband.
57. A great dowry is a bed full of brambles.
58. A great fortune is a great slavery.
59. A great ship asks deep waters.
60. A guilty conscience needs no accuser.
61. A hard nut to crack.
62. A heavy purse makes a light heart.
63. A hedge between keeps friendship green.
64. A honey tongue, a heart of gall.
65. A hungry belly has no ears.
66. A hungry man is an angry man.
67. A Jack of all trades is master of none.

68. A Joke never gains an enemy but often loses a friend.
69. A lawyer never goes to law himself.
70. A lazy sheep thinks its wool heavy.
71. A liar is not believed when he speaks the truth.
72. A lie begets a lie.
73. A light purse is a heavy curse.
74. A light purse makes a heavy heart.
75. A little body often harbours a great soul.
76. A little fire is quickly trodden out.
77. A man can die but once.
78. A man can do no more than he can.
79. A man is known by the company he keeps.
80. A man of words and not of deeds is like a garden full of weeds.
81. A miserly father makes a prodigal son.
82. A miss is as good as a mile.
83. A new broom sweeps clean.
84. A nod from a lord is a breakfast for a fool.
85. A penny saved is a penny gained.
86. A penny soul never came to twopence.
87. A quiet conscience sleeps in thunder.
88. A rolling stone gathers no moss.
89. A round peg in a square hole.
90. A shy cat makes a proud mouse.
91. A silent fool is counted wise.
92. A small leak will sink a great ship.
93. A soft answer turns away wrath.
94. A sound mind in a sound body.
95. A stitch in time saves nine.
96. A storm in a teacup.
97. A tattler is worse than a thief.
98. A thief knows a thief as a wolf knows a wolf.
99. A thief passes for a gentleman when stealing has made him rich.
100. A threatened blow is seldom given

INDEPENDENT WORK:

1. The main problems in the translation of set expressions and proverbs.
2. The adequacy as a criterion in translation of proverbs and set expressions

CORE LITERATURE:

1. Barkhudarov L.S. Language and Translation. M. 1975.
2. Catford I.C. A Linguistic theory of translation. L.N/Y.
3. Shvaytser A.D. Translation and Linguistics. M.1973.
4. Levitskaya T.R, Fiterman A.M. The problems of translation on the material of the contemporary English language. M.1974.

ADDITIONAL LITERATURE:

1. Nida.E. Towards a science of translation. Leiden. 1964.
2. Roger. N. Bell. Translation and translating . Theory and practice. London, New York. 1995.
3. Salomov G. Tarjimanazariyasigakirish. T. 1978.
4. Salomov G. Tarjimanazariyasiasoslari. T. 1983.

TECHNOLOGICAL MAP OF THE MODULE

MODULE 4. The translation of English children literature into Uzbek; **Aim:** To improve reading, listening, writing and speaking **Course: 1; Semester 2; Time: 240 min.**

Activity	Objectives	Procedure	Duration	Mode of Interaction	Methodics	Material
Pre-activity	-to get students to think about the topic -to show them two pictures and ask them to tell the difference the two	-discussion of the pictures -practicing the pronunciations of new words from the text. -referring to transcription -introducing the new vocabulary words	80 min.	group work	Think-Pair-Share With students seated in teams of 4, have them number them from 1 to 4. Announce a discussion topic or problem to solve. Finally, randomly call on a few students to SHARE their ideas with the class	- Book: Listening Extra -black board -posting the pictures on the board

While-activity	-to introduce the topic	-read, translate and analyze the text -working on the exercises: translating the following sentences; fill in the blanks with suitable words; matching the definition; -working on the vocabulary notes	160 min.	-group work -pair work -individual work		-handouts -black board - dictionaries
Post-activity	-to sum up the topic -to give a brief statement of the topic	-answering the questions -to have a discussion about stylistic problems -characterize the situation -give an example to show how man is affecting the ecology	80 min.	group work		-handouts -black boar

THE TECHNOLOGY OF THE MODULE 4

Theme	The translation of English children literature into Uzbek
Duration	6 hours
Goals and tasks	To found the knowledge skills of the students of the translation theory and practice department; Introduce the students to the English fairytale's style; Work-out the set-structures for the fairytales translation;
The content of educational process	To introduce the new information on the given topic by means of practical material. To solve debatable problems during practical activities.
The technology of educational process	Method: interactive method. Form: group discussion. Facilities: getting into the role of native speaker. It is necessary to think and answer both in English and Uzbek. Control: Teacher listens carefully and sums up, taking into account the activity of each student.
Expectations	The achieved results: by means of this method teacher enables the students to think freely and to express their point of view. Student develops logical thinking and orator abilities.
Perspective (analysis, correction)	Teacher: to use new pedagogical technologies at other lessons. Student: to develop a discussion through other methods (cluster, boomerang), to write a report.

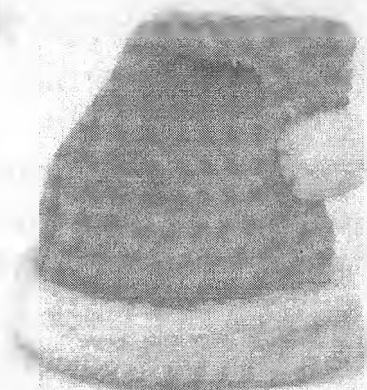
- I. Translate the texts³² and write out the new vocabulary.
- II. Discuss the stylistical peculiarities of the given texts and outline the general idea;
- III. Work out the set structures vastly used in the texts;

³²28 short stories – by William McCarthy © 2014 by University Press of Mississippi;

A British **ambassador** to the US was living in Washington. One December, a radio station phoned him to ask what he would like for Christmas.

He tried to think of something small and not too expensive. In the end he said, "A small box of **crystallised fruits** would be lovely, thank you very much."

On Christmas Day the radio station had a special international Christmas **programme**. "We asked **different ambassadors** what they **wished** for at Christmas," the reporter began. "The Russian Ambassador wanted world **peace**, the French Ambassador wanted an end to hunger, and the British Ambassador, well, he wanted a small box of crystallised fruits." ♦



Info

Christmas Day is 25th December. This is when people give each other presents and eat their special Christmas dinner. 24th December is called Christmas Eve and is a day for last minute shopping and getting ready for Christmas Day. 26th December is called Boxing Day and is a day for **resting** and relaxing.

It started with the 'Get well soon' card. That was the first one. It came in the morning post, addressed to her: *Lucy Morgan, 12 Witney St.* Her name, at the right address, but why would someone send her a 'Get well soon' card? She wasn't ill. And who was it from? There was no name in the card. Very **strange**.

She went to college and forgot about it. But at lunchtime she felt ill and by 3 o'clock she was so ill that her teacher sent her home. She **stood** the card **up** next to her bed and looked at it. Had the sender known she would be ill? Or was it a **coincidence**?

The next greetings card came a few months later, on the morning of her first big exam at college. This time, above a picture of a bottle of champagne, it said 'Congratulations on your exam results. Best in the class!'. She hoped it was a **good sign**, and went to college with a smile. And, yes, she did really well in her exams. She was the best in the class. Who could have known that she would have the best exam results in the class? Mysterious.

The cards brought more good news over the next few years. One correctly congratulated her on **passing** her **driving test**, the day before she took it. Another knew that she would need 'Good luck in your new job' before she'd had the job interview. 'Bon voyage' came the day before James, her boyfriend, gave her tickets for a weekend in Paris. 'Congratulations on your **engagement**' arrived one morning. She put her best dress on that night. At dinner, James got down on one knee and gave her a diamond ring. The cards always seemed to know the future.

When she and James started looking for a house to buy together, another card arrived. The sort of card that people send to inform you of their new address. This one had an address that she didn't know. But when the **estate agent** phoned and told them 'I've found the perfect house for you', she wasn't at all surprised to hear him give the same address. And the house was perfect.

So far, the cards had always brought good news. But a few months after their **wedding**, that changed. Another card came, with a picture of white flowers. 'In **sympathy** on the **death** of your husband'. She felt **sick**. What could she do? She couldn't tell James. She **tore** the card into little pieces.

Luckily it was a Saturday, so he didn't have to go to work. "I'm going to **look after** you today, darling," she said. "Get back into bed and I'll bring you breakfast." All day long they stayed in the house. She wouldn't **let** him go out. She sat with him on the sofa. She brought him cups of tea. She gave him a foot massage. They watched television together. They played Scrabble. Nothing **dangerous**. Nothing **exciting**. Nothing that could **cause** an **accident** or a **heart attack**.

"Thanks for looking after me so wonderfully today," he said. "But there's one job you can't do for me," he laughed. "I need the toilet! It must be all these cups of tea."

Two minutes later, she heard his feet coming back through the **hall**. And then there was a strange *thud*. Then silence. She ran into the hall, and there he was. Lying on the floor. With blood coming from his head. She already knew, before she felt for a pulse, that she would not find one. Yes, he was dead. He must have **slipped** and hit his head on the hall table. But why had he slipped? She looked at his feet. And there, under his foot, was something small. Something small and white. A piece of paper? No, a piece of card. A piece of torn card with white flowers on. ♦



It was Jeff's first day of **retirement** and he was already **driving** his wife Jean **crazy**. Everyone had warned them that it would be difficult for Jeff to change overnight from an important businessman to a retired person. Last Friday he had said goodbye to his office, to his team and to his old life of meetings, business trips and colleagues. And now, on Monday, he was an old man. An old retired man, with nothing to do. His work had been his life, and now he felt lost. He didn't know what to do.

He got up early, as usual, and at eight o'clock he cleaned all the windows. Jean knew he wanted to help, but he didn't really do them very well. Then at nine o'clock he took the back off the washing machine to clean it inside. This meant that Jean couldn't do her usual Monday morning washing. At ten o'clock he phoned the office, to see if they needed any help, but no, they were doing fine without him. At eleven o'clock he decided to cook lunch. He used every knife, plate and **pan** in the kitchen! Again, it was very nice of him, but Jean just wanted him to get out of the kitchen.

After lunch, and after they **had done the washing up** together, Jeff said that he was going to start painting the bathroom. This was just too much for Jean. "Put your coat on, Jeff. We're going out."

They went out of the house, along the road, out of the village and up onto **Winton Hill**. It was a big hill and it took them half an hour to climb it.

"We haven't been up here for years," said Jeff.

"You're right. And why? Because you were always working," replied Jean. The walk took longer than before. "We're not as fit as we were," commented Jean.

When they **reached** the top, they sat down on a **bench** and **rested**. "Look at us, Jean. Two old people sitting on a bench. I **suddenly** feel very old."

"Well, we are quite old. And we've worked hard to get here. Just like walking up this hill, we've had to work hard to get where we are in life. And now we've **reached** the top, we can sit and rest for a while. We can relax and enjoy life, without work or **worries**."

"But I don't want to sit and rest. I need something to do," said Jeff, frustrated.

"Well then, just look at that **view**. Look how high we are. Look how far we can see. Look at all the houses and buildings down there. There must be a **challenge** for you somewhere down there. A church that needs someone to write its newsletter, a drama group that needs a new actor, a **charity** that could use some of your **skills**. Or what about Daisy's school?" Daisy was their eight-year-old granddaughter. She went to the school in the next village.

"I'm sure they would be happy to have some help. Maybe with the music activities or the Christmas **play**," suggested Jean.

"No, no, that's not my idea of fun. Playing the tambourine and singing *Silent Night*." Jeff thought for a moment. "Jean, do you think a grandparent can be a **school governor**?"

"Oh, yes, of course. Anyone can **volunteer** to be a school governor. Parents, grandparents, **local** people, anyone. What an excellent idea! You'd be great at it. It's a very important job. You could use all your **experience**."

"Yes, it's not a bad idea. The governors have to make a lot of **decisions** about finances and school **policies**. Yes, I think that really would be something for me. I'll phone the school secretary this afternoon. This walk has done me so much good. Come on, Jean. Let's go!" ♦



The street was **dark** and quiet. Mike looked left and right, **along** the line of shops. He had to turn his head to look because he couldn't see easily, with his hat **pulled** down and his **scarf** pulled up over his nose. No-one was coming. He felt in his **pockets**. The **bricks** were there, one in each pocket, enough for two shops.

Which ones tonight? Not the jeweller's; it had a good **security system**. Not the electrical shop or the little supermarket; he'd done them before. It seemed unfair to **hit** one shop more than once. It would have to be the **newsagent's** and the baker's. He was ready.

He **threw** the first brick at the big shop window of the newsagent's. The glass **smashed**. Then he quickly did the same to the baker's window next door. As the alarms started **ringing**, he ran. Straight down the road, away from the shops. Round the corner into a side street, away from any security cameras, to where his **van** was parked. He jumped into the van and drove off.

"A good night's work," he thought to himself as he parked his van safely outside his house. "I should get a call from a **customer** or two in the morning." And in the moonlight he could see the words on the side of the van. "Mike's Glass **Ltd**". ♦

Jimmy McTavish was a young Scottish student. He came from a small village in the Highlands of Scotland. He had just **left** home to start studying at university in England. His mother was **worried** about her boy. How would he **manage** in a big English city? So she phoned him at the end of his first week.

“Are your **neighbours** nice?” she asked him.

“Och, they’re terrible!” he replied. “Really loud. The people on one side **shout** and **scream** all the time. And the people on the other side make a terrible **noise** – bang, bang, bang on the wall.”

“And what do you do about it?” she asked.

“Och, I don’t let them **annoy** me. I just sit here by myself and practise my **bagpipes**.” ♦

Info

The bagpipes are most famous as the traditional musical instrument of Scotland. But different kinds of bagpipes are also traditional in Ireland, the north-east of England and in Brittany, France.

I had to stop for a rest. I hadn't needed to do that in the old days. It was a long time since I'd done this much exercise. I **wondered** how near we were to the top. This was our last **mountain** together.

Our first walks, when I was a boy of seven or eight, were in the Peak District, not far from our home in the north of England. I remember one winter's day, when my father had snow on his beard and the wind tried to **pull** me over the side of the mountain. "Nearly lost you there," he said.

Later, we **spent** weekends in Snowdonia, in the beautiful, blue-grey mountains of North Wales. At the top of Mount Snowdon, we drank coffee from the **thermos flask** my parents had given me for my birthday, and ate chocolate and raisins. We thought it was very funny that most of the other people at the top of the mountain had come up on the little train. They would go back down the same way after a cup of tea and a sandwich in the restaurant.

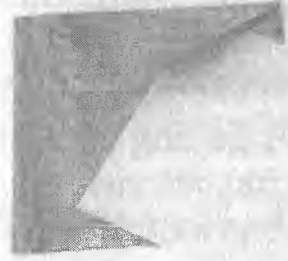
In the summer of my fifteenth birthday, my family stayed at a little **farmhouse** by **Loch** Linnie, in the Highlands of Scotland. In the first few days, we all took a boat out and fished in the loch. Above us was Ben Nevis, the **highest** of all the mountains in the British Isles. My father and I knew that, for us, this was really why we had come here on holiday.

We **climbed** Ben Nevis on the last day of the holiday. We started very early in the morning. The rest of the family were in bed. We soon left the **woods** behind us and began our slow climb. There were only

one or two **clouds** in the sky, but it became cooler and the wind became stronger as we got higher. Below us, the loch got smaller and smaller. Each time we thought we could see the top, we would find the start of another section to climb. The sunshine **disappeared** and in its place came **mist** and light rain. **At last**, we arrived at the top. Tired, we ate our sandwiches and drank hot coffee. Then we carefully made our way down the mountain. It was late in the evening when we arrived back at the farm.

We went back to Scotland every summer after that, until a few years later, when I left home to go to university and no longer went on family holidays. When I started work, I had to travel a lot in my job and I saw more airports than mountains. Then I had a young family of my own and no time for mountains. When my father and I talked on the phone, we spoke of the wonderful places we would go together and we made plans for trips that never happened.

Now this was our last mountain together. Ben Nevis was cold and grey. An angry wind **hurt** my face. My legs were tired and my rucksack felt heavier and heavier. How much **further** could it be? Then **suddenly** we came through the mist into beautiful sunshine. We were at the top of the world and a great sea of cloud **stretched** to the horizon. There, at last, just a few metres above us, was the top of the mountain. A few minutes later, I unpacked a heavy canister from my rucksack and took off the top. I **shook** the canister and watched as my father's ashes were taken by the wind and disappeared into the sunshine. ♦



On his first day in his new job, the new **prime minister** came into his office at 10 Downing Street. He sat down and saw three envelopes on the **desk** in front of him. The envelopes were numbered 1, 2 and 3. There was a **note** with them, which said: *If you have a problem, open an envelope. Good luck!* The note was from the last prime minister.

His job went well at first, but soon he had a serious problem. He opened the first envelope. A note inside said *Blame me*. So he blamed the last prime minister for **causing** the problem, and the **public** accepted it.

A few months later, he had an even more serious problem. So he opened the second envelope. This time the note said *Fire someone*, so he fired one of his ministers and the **public** were happy again.

Then the third problem came. A **crisis** for the government. He opened the third envelope. The note said *Prepare three envelopes ...* ♦

Info

10 Downing Street has been the home of British prime ministers since 1735. It is often just called 'Number 10' in news reports. So, a reporter might talk about 'reactions from Number 10' or 'news from Number 10'. Traditionally, the **Chancellor of the Exchequer** lives at Number 11.

"A, E, Z, Q, J," read Brenda.

"And the next line?" asked the optician.

"B? Or is it D? No, it's no good. I can't read those little ones."

Brenda had come to the optician's because she knew she needed glasses. At 56 she wasn't so old, but her eyes were **weaker** than in her younger days. She had known it for four or five years, but she had **managed** without glasses. What did she need to see well for anyway? Henry had always driven the car. He had thought it was too big and heavy for her to drive.

"Put your **chin** on here please, Mrs Hart, and look straight ahead."

She had never needed to see to use a computer. Henry had always **done the accounts**, paid all the **bills** and written to the bank. He had **taken good care of** her.

"Look up. And down. And left. And right."

What had she needed perfect **eyesight** for? She could see well enough to do the housework and the cooking. Henry had really enjoyed her cooking. "**Homemade** is the best," he always said. "No **rubbish** from the supermarket in my house." It had taken a lot of time and energy, but she had been happy to do it.

"Look into the light please, Mrs Hart."

She had never needed to have a 'real' job. Henry had taken good care of her financially. But now he was gone. She had to take care of herself now. Drive the car. Do the accounts. Pay the bills. Learn to use

the computer. She would need to be able to see clearly for all those jobs. And that meant glasses.

"Now, is that better or worse?" The optician put a glass lens in front of her eyes.

Maybe she would only need reading glasses. Hmm ... reading. When had she last read a book? A real book, that is, not a women's magazine or a cookery book.

"And that one, Mrs Hart? Better or worse?"

She had loved reading as a young woman. She had done well in her English exams at school. She had wanted to go to university to study English literature. But then she met Henry and got married **instead**. And then there had been no time for reading. There was always Henry's dinner to cook, Henry's shirts to **iron**, Henry's shoes to clean. Maybe now that she was alone, there would be time to read again. Yes, she would go to the **library** on her way home from the optician's and find a classic book to start tonight. Why not? Maybe there was an English literature course at the **adult education college**?

"And that one? Better or worse?"

And what about her writing? In her twenties and thirties she had written a few little stories. She had hoped to read them to her own children, but sadly that hadn't happened. But maybe she could write some more now? Do a creative writing course? And maybe a computer course too? She could learn to use the Internet. Perhaps she could find all her old school friends from that website? Yes, she would phone the college this afternoon and find out about courses.

"And how about that one, Mrs Hart? I think that should be about right now."

"Oh yes, that's perfect," answered Brenda. "I can see clearly now. I can see everything clearly for the first time in years." ♦



It was a Friday evening and Lisa was in Tesco, the supermarket near her house. She wasn't looking for bread or milk or bananas. She was looking for a man. She had read in a magazine that the supermarket was the best place to find single men. The article had said that the **ready meals** section and the beer section were the best places to look. Early evenings were the best time, when the single men came in after work to buy something for dinner.

She wasn't having much **luck** this evening. A good-looking man, who was looking at the ready meals, was wearing a **wedding ring**. A well-dressed man of about Lisa's age was carrying a shopping basket with a box of chocolates and some flowers, so he must already have a girlfriend. Another man was wearing dirty jeans and his basket was full of really cheap products – hmmm, no quality there! Another man with long, **greasy** hair had eight cans of strong beer and a motorbike magazine. There was also a very tall, thin man whose basket was full of vegan food, muesli and vitamin tablets – not much fun. None of these men were right.

Where was her dream man, with his nice clothes, his dinner-for-one and his bottle of good wine?

She went to the **checkout** to pay for her shopping. She waited at the 'baskets only' checkout as this was the best one for single men. But the man in front of her was as old as her grandfather.

Suddenly, she heard a **voice** behind her. A rather sexy voice, talking into a **mobile phone**. She tried to hear what he was saying. He was talking to his mother. He said he would see her the next day.

Excellent – a man who is nice to his mother is usually nice to the other women in his life too.

Soon it was her turn to pay. While she was packing her bags, she looked behind her at the man on his mobile. A good-looking man, about 30, well-dressed. He was still talking on his mobile, smiling. And he had a very nice smile. Could this be Lisa's lucky day? She took a quick look at his basket. An **organic** steak, some organic broccoli, a bottle of wine and the *Times* newspaper. A man of good taste and intelligence. It looked good!

She was ready to leave now, but she needed to think of a way to get into conversation with that man. She looked back at him again as she left the checkout ... and *bump!* She crashed into someone's trolley. She fell ... and found herself lying on some children's yoghurts. One of the yoghurt pots had broken and there was pink yoghurt on her jacket.

"I'm so sorry!" said the trolley's driver, a man of about 35, wearing jeans and a T-shirt. "Are you OK?" "Yeah, fine," answered Lisa, angry that this idiot had made her look stupid in front of 'her' man. "Would you like to come to the café in here?" he said. "They'll have something to clean your jacket and I'll buy you a coffee." Lisa looked at the man. He looked quite friendly and he wasn't bad-looking, but his T-shirt and jeans were old and had paint on them. She looked at his large trolley and saw the **nappies**, the baby food and the extra large boxes of cornflakes. A family man. "No, don't worry. It's fine," she said, without a smile. When she looked at the checkout again, she saw that the other man had already left the shop. She **sighed** and went out.

In the car park, the man in the nice suit put his small bag of shopping on the back seat of his car. His mobile was still in his hand and he called another number. "Hi Darling! It's me. I still think it's

INDEPENDENT WORK:

1. The main problems in the translation of English short stories in the Uzbek language
2. The adequacy as a criterion in translation of short stories

CORE LITERATURE:

1. Barkhudarov L.S. Language and Translation. M. 1975.
2. Catford I.C. A Linguistic theory of translation. L.N/Y.
3. Shvaytser A.D. Translation and Linguistics. M.1973.
4. Levitskaya T.R, Fiterman A.M. The problems of translation on the material of the contemporary English language. M.1974.

ADDITIONAL LITERATURE:

1. Nida.E. Towards a science of translation. Leiden. 1964.
2. Roger. N. Bell. Translation and translating . Theory and practice. London, New York. 1995.
3. Salomov G. Tarjimanazariyasigakirish. T. 1978.
4. Salomov G. Tarjimanazariyasiasoslari. T. 1983.

TECHNOLOGICAL MAP OF THE MODULE

MODULE 5. The translation of the English texts in different styles into the Uzbek languages;

Aim: To improve reading, listening, writing and speaking; **Course: 1;**

Semester 2; Time: 240 min.

Activity	Objectives	Procedure	Duration	Mode of Interaction	Methodics	Material
Pre-activity	-to get students to think about the topic -to show them two pictures and ask them to tell the difference the two	-discussion of the pictures -practicing the pronunciations of new words from the text. -referring to transcription -introducing the new vocabulary words	40 min.	group work	Think-Pair-Share With students seated in teams of 4, have them number them from 1 to 4. Announce a discussion topic or problem to solve. (Example: What are the SP of the given texts? How could we define them?) Give students at least 10 seconds of think time to think of their own answer.	- Book: Listening Extra -black board -posting the pictures on the board

					Using student numbers, announce discussion partners. (Example: For this discussion, Student #1 and #2 will be partners. At the same time, Student #3 and #4 will talk over their ideas.) Ask students to PAIR with their partner to discuss the topic or solution. Finally, randomly call on a few students to SHARE their ideas with the class	
While-activity	-to introduce the topic	-read, translate and analyze the text -working on the exercises: translating the following sentences; fill in the blanks with suitable words; matching the definition; -working on the vocabulary notes	80 min.	-group work -pair work -individual work		-handouts -black board - dictionaries
Post-	-to sum up	-answering the	40 min.	group work		-handouts

activity	the topic -to give a brief statement of the topic	questions -to have a discussion about stylistic problems -characterize the situation -give an example to show how man is affecting the ecology				-black boar
----------	--	---	--	--	--	-------------

Theme	The translation of the English texts in different styles into the Uzbek languages
Duration	6 hours
Goals and tasks	<p>To found the knowledge skills of the students of the translation theory and practice department;</p> <p>Introduce the students to the English fairytale's style;</p> <p>Work-out the set-structures for the fairytales translation;</p>
The content of educational process	To introduce the new information on the given topic by means of practical material. To solve debatable problems during practical activities.
The technology of educational process	<p>Method: interactive method.</p> <p>Form: group discussion.</p> <p>Facilities: getting into the role of native speaker. It is necessary to think and answer both in English and Uzbek.</p> <p>Control: Teacher listens carefully and sums up, taking into account the activity of each student.</p>

Expectations	The achieved results: by means of this method teacher enables the students to think freely and to express their point of view. Student develops logical thinking and orator abilities.
Perspective (analysis, correction)	Teacher: to use new pedagogical technologies at other lessons. Student: to develop a discussion through other methods (cluster, boomerang), to write a report.

- I. **Translate the texts and write out the new vocabulary.**
- II. **Discuss the stylistical peculiarities of the given texts and outline the general idea;**
- III. **Work out the set structures vastly used in the texts;**

The FLU

The flu is the common name for influenza. The flu is a respiratory sickness. The flu can be mild. The flu can be bad. Sometimes the flu can even cause death. Each year in the U.S., 5% - 20% of people get the flu. Each year in the U.S., up to 60 million people get the flu. Each year in the U.S., about 200,000 people go to the hospital because of the flu. Each year in the U.S., about 36,000 people die from problems related to the flu.

The flu is caused by a virus. A virus is a germ. People can spread the virus. The virus can live in tiny drops of liquid. If you have the virus, you can spread it by coughing. You can get the virus by touching something that has the virus on it and then touching your eyes, nose, or mouth. A flu shot can prevent the flu. The nasal flu mist can also prevent the flu. The shot and the nose spray are vaccines. Talk to your doctor about getting a vaccine. You can get information about the flu shot and nasal spray from your local health department. If you get the flu, you might get a headache. You might have a fever. You might have a cough and a runny nose. You might have a sore throat. You might feel very tired. Your body might hurt all over. Some people have diarrhea and vomiting. You can help stop the spread of the flu virus. The Centers for Disease Control remind you to cover your cough. You should cough into a tissue and throw the tissue away. Or you can cough into the inside of your elbow, into your own clothing. The Centers for Disease Control also remind you to clean your hands. You can use hand sanitizer. You should use an alcohol based hand sanitizer for the best results. You can use soap and water. You should wash your hands with warm water and soap for at least 20 seconds. Studies show that washing your hands for 2 minutes with hot, soapy water is the best way to get the most germs off your hands. Be sure to wash under your fingernails and between your fingers.

NUTS

There is a small difference between nuts and seeds. Many seeds often are called nuts. For example, hazelnuts are nuts. Chestnuts are nuts. Beechnuts are nuts. Acorns are nuts. But, Brazil Nuts are not nuts. Cashews are not nuts. Peanuts are not nuts. Pistachios are not nuts. So what are nuts? A true nut is a fruit with one seed. True nuts have very hard shells. True nuts do not open on

their own. You must crack a true nut to open it. Cooks often call seeds “nuts.” In addition, English speakers often call seeds, “nuts.” The difference between nuts and seeds is small, so it is not necessarily wrong to call a seed a nut. Nuts are good for your health. Seeds are also good for your health. Nuts and seeds contain a lot of oil. They also contain a lot of energy for your body. Nuts are a good snack food. 10 Seeds are also a good snack food. Nuts are good for the heart. Seeds are also good for the heart. Nuts help you grow. Seeds also help you grow. Nuts are good for the skin. Seeds are also good for the skin.

Many animals eat nuts. Squirrels eat nuts. Mice eat nuts. Chipmunks eat nuts. Raccoons eat nuts. Birds eat nuts. Even some dogs eat nuts. 15 Many animals eat seeds. Birds eat seeds. Mice eat seeds. Even some snakes eat seeds. There are hundreds of nuts that people and animals can eat. There are hundreds of seeds that people and animals can eat. But many nuts and seeds are inedible. Look in a book or check on the internet before trying to eat unfamiliar seeds and nuts. Learn if new foods are safe and healthful by reading about them before tasting them.

PAPER

Paper has many uses. People draw on paper. People paint on paper. People write on paper. People clean with paper. People make boxes out of paper. People blow their noses on paper. Books are made of paper. Magazines are made of paper. Some money is printed on paper. Sandpaper is made of paper. Wallpaper is made of paper.

Some paper is made from plants. Some paper is made from cotton. 5 Some paper is made from bamboo. Some paper is made from wheat. Most paper is made from trees. 95% of paper is made from trees. Some paper is made from pine trees. Some paper is made from oak trees. Some paper is made from maple trees. Some paper is recycled. When paper is recycled, new paper is made from old paper.

10 Some people say they work in paper-free offices. Some people think computers will take away the need for paper. But people will always need to blow their noses. People will want to sand surfaces with sandpaper. People will want to paint or draw on paper. People will want to put things in paper boxes. So, people will probably need to use paper for many more years.

SOAPS AND DETERGENTS

Soaps and detergents are used for washing. Soaps and detergents are used for cleaning. People usually use detergent to wash clothes. People usually use detergent to wash dishes. People usually use soap to wash their bodies. Soap has a long history. There was soap in Ancient Babylon. There was soap in Ancient Egypt. Some people think there was soap before people 5 wrote history. Soap and detergent are similar, but soap and detergent are not exactly the same. Soaps are made of natural products.

Detergents are made of man-made products. In some cases, soap is better than detergent. For example, soap is milder on the skin. Soap is milder on the environment. Soap is biodegradable – nature’s processes clean soap up. 10 Soap does not build up in rivers. Soap does not cause pollution in rivers. Soap does not build up in streams. Soap does not cause pollution in streams.

In some cases, detergent is better than soap. For example, soap builds up in clothes after many washings. Detergent does not build up in clothes after many washings. Soap loses its cleaning power in clothes over time. Detergent does not lose its cleaning power in clothes over 15 time.

THE SUN

The sun is a star. The sun is at the center of the solar system. The sun is the largest object

in the solar system. It is more than 99.8% of the mass of the solar system. More than one million earths could fit inside the sun! From earth, the sun looks like a yellow ball in the sky. A long time ago, people didn't know what the sun was. Many people told stories about the sun. People in many 5 countries told stories about the sun. In some stories, people said the sun was a god. Some people gave names to the sun. The Greeks named it Helios. The Romans named it Sol. The name *Solar System* comes from the Roman name Sol.

The sun is very hot. On the surface, it is about 5,510 ° Celsius. That's equal to about 10,000 ° Fahrenheit. The inside of the sun is even hotter. The core of the sun is 15,000,000 °C! That's 27,000,000 °F! The light from the sun is very bright. People must not look directly at the sun. Looking directly at the sun will hurt your eyes.

People need the sun's heat and light to live. Animals need the sun's heat and light to live. 15 Plants need the sun's heat and light to live. Plants make food with sunlight. People and animals eat the plants. Plants also use the sun to make oxygen. People and animals need to breathe oxygen. Today people do not tell stories about the sun. Today people do not think the sun is a god. But, people know that the sun is necessary for life on earth.

THE WHITE HOUSE

The White House is the home and office of the President of the United States. The White House is located at 1600 Pennsylvania Avenue in Washington, D.C. The first president to live in the White House was John Adams. He moved into the White House in 1800. Now President Barack Obama lives in the White House.

An architect named James Hoban made the plans for the 5 White House. Hoban won a design contest held by Pierre Charles L'Enfant. L'Enfant was the main architect for the capital city of Washington, D.C. The White House was built between 1792 and 1800. It was built of limestone and painted white.

During the War of 1812, the British Army set fire to the White House. President 10 James Madison moved out while the house was rebuilt. In 1817, James Monroe moved into the White House.

At first, people called the building the "President's Palace." However, because kings and queens live in palaces, "President's Palace" was not a good name for the house. President Theodore Roosevelt gave the building the name it has today – The White 15 House.

WATER

Water is the most common liquid in the world. Lakes contain water. Rivers contain water. Ponds contain water. Canals contain water. Oceans contain water. The water in rivers, ponds, and canals is fresh water. The water in oceans is salt water.

About 70% of the world is covered by water. About 97% of water in the world is salt water. Only 3% of the world's water is fresh water. Fresh water 5 is not salty. People usually think of water as a liquid. But water freezes to form a solid. The solid is called ice. And water boils to form a gas. The gas is called steam or vapor.

Clouds are made of water. Water falls from clouds as rain. When it is cold, water falls as snow. Sometimes water falls as sleet. Sleet is partly water and partly ice. Sometimes water falls 10 as hail. Hail is ice.

People need water to live. Animals need water to live. Insects need water to live. Plants need water to live. All living things in the world need water to live. People all over the world need to drink clean water to live. About one billion people in the world do not have clean drinking water. The largest cause of preventable human death in the 15 world is drinking water that is *unsanitary*.

ACCUSED

Elizabeth was brooding in her room. She had sought asylum there since **spurious** gossip about her began circulating at Seagrove Academy last week. Not that Elizabeth had ever been considered a social butterfly. She preferred to live vicariously through the stories of her more **brazen** friends: late night partying, fraternizing with boys, childish pranks. Still, she had taken to being more by herself than usual since the allegations surfaced. She was up for consideration for the highly coveted Blauvelt Award, a sScholarship recognizing “academic integrity and promise.” A student had given headmaster Billings an anonymous “tip” that Elizabeth had cheated on several tests this year. The accusations were laughable.

Elizabeth had long been a stellar student at Seagrove. She lacked a natural intelligence – this was true. However, she compensated for this deficit through **diligence** and **perseverance**; she was very thorough in her studies and exhibited an almost relentless determination. Still, the accusations had given the recommendation committee pause. On Friday Elizabeth had been called to Mr. Billings’ grand office, where she was asked copious questions about her recent exams. The experience was quite traumatic. Seagrove was an elite school. Most of its students came from privileged backgrounds.

This was not the case for Elizabeth. Her family had little money. She attended Seagrove on a full sScholarship. The Blauvelt Award would help her family pay for college. So, it was with the same diligence which she applied to her studies that Elizabeth planned to unmask her accuser. She opened the school directory on her bed and began combing through the names. Seagrove was such a small and insular community. Twenty-one kids would be in her graduating class. Elizabeth knew it was **inevitable** that the person spreading rumors about her would come to light. It was just a matter of time.

BIOMIMETICS

Biomimetics is the billion-dollar industry which draws inspiration from nature to solve problems in engineering, medicine, and other fields. While human beings have always had a natural propensity to observe and try to copy the ingenuity of nature, it is only recently that biomimetics has taken off as a field of its own.

The Renaissance genius Leonardo da Vinci dedicated himself to observing and recording natural phenomena half a millennium ago. His superb graphic renditions of plausible flying machines are based on his direct observations of birds in flight. His renowned Codex Atlanticus, along with smaller codices, includes renderings of animal musculature, revealing a fascination with movement. His erudite studies of flowing hair and water manifest his contemplation of the movement of waves in nature. However, without modern technology, early inventors like da Vinci were unable to implement their biomimetic insights.

On the other hand, contemporary biomimeticists have access to the technology and nanotechnology essential to the industry. One tool of enormous utility to today’s biomimetics is the electron microscope. Being able to see and comprehend the nanoscale construction of natural structures is crucial to synthesizing those miniscule formations.

One person who has taken on the challenge of biomimetics is Robert Fearing, a professor of electrical engineering at the University of California, Berkeley. A modern-day echo of da Vinci's work, Fearing's current challenge is to create a bio-robotic fly which is small, swift, and maneuverable enough to deploy on surveillance or rescue missions. Fearing does not aspire to replicate the fly. Rather, he hopes to isolate the enigmatic natural structures which give it flight, and perhaps find a simpler solution than the 20 muscles which power a fly's wing. Those 20 muscles allow it to make a 90-degree turn from straight-line flight in under 50 milliseconds, something even the most advanced planes are not able to accomplish. "Some things are just too mysterious and complicated to be able to replicate," says Fearing.

25 Engineer Anthony Brennan, professor in the University of Florida's Materials Science and Engineering Department, learned that the pattern of miniscule diamond shapes on shark's skin inhibit the growth of algae and other organisms. He created a surface nanotechnology comprised of billions of microscopic diamond-shaped bumps which repel bacteria and other microorganisms. His biomimetic plastic wrap is being used in hospitals on typically bacteria-laden surfaces such as light switches.

According to MIT chemical engineer Robert Cohen, "The natural structure provides a clue to what is useful in a mechanism. But maybe you can do it better." Cohen recently utilized nanotechnology to mimic the scales of a desert lizard to produce a water collection device. In a National Geographic interview, Cohen says, "Looking at pretty structures in nature is not sufficient. What I want to know is, can we actually transform these structures into an embodiment with true utility in the real world?"

Leonardo would have met today's technologies with a receptive mind. In his own time, he was heralded primarily not as an artist, but as an engineer. His orientation as a biomimeticist might be summed up in his own quotation concerning nature: "Human subtlety will never devise an invention more beautiful, more simple or more direct than does nature because in her inventions nothing is lacking, and nothing is superfluous."

COLONY COLLAPSE

According to a 2007 statement before the Subcommittee on Horticulture and Organic Agriculture Committee of the U.S. House of Representatives by May R. Berenbaum, Professor and Head, Department of Entomology at the University of Illinois Urbana-Champaign, pollination by native bees was recently estimated to be worth 3 billion dollars annually in the United States. Other sources estimate pollination to be a 15 billion dollar industry worldwide. Moreover, approximately 3/4 of the 250,000 + species of flowering plants rely on their insect partners – pollinators – for the vital natural process which transfers pollen grains to receptive female plants to effect fertilization.

However, up to 80% of honeybees in 35 states have suddenly, inexplicably vanished, baffling entomologists, beekeepers, farmers, and governments. About 10% of 2.4 million hives disappeared in the U.S. in late 2006 and early 2007 in an enigmatic calamity that has been named "colony collapse disorder," or CCD. This mysterious killer has wiped out hives in the U.S. and overseas – in Italy, Poland, Portugal, Central, South America, and Croatia. Some have theorized that cell phones disrupt the ability of the insects to navigate – the bees leave the hive, never to return. Others have surmised that a bee virus corresponding to HIV in humans has somehow inculcated itself into the honeybee population. Still others have laid the blame on pesticides, most

notably a neurotoxin called imidacloprid – IMD, which has been shown by French researchers to cause disorientation among honeybees. IMD also affects the ability of bees to forage, affecting hive activity. While most French and some American beekeepers consider IMD to be a major suspect in CCD, their opinion is not corroborated by American researchers. U.S. scientists continue to pursue the cause, or amalgam of causes, of the disorder. On September 7, 2007, American researchers reported in the journal *Science* that a newly discovered virus, the Israeli acute paralysis virus, may be a suspect in the catastrophic loss of honeybees. Meanwhile, U.S. beekeepers are urgently requesting expeditious resolution to the crisis in the form of 25 emergency research funding.

The impact of CCD is almost unfathomable. One-third of all food is provided by the pollination of honeybees. In a world without honeybees, there would be almost no fruits or vegetables, except for those hand-pollinated by humans. At their current rate of disappearance, honeybees will cease to exist by the year 2035.

INDEPENDENT WORK:

1. The main problems in the translation of the texts in different styles into Uzbek.
2. The adequacy as a criterion in translation of the texts in different styles into Uzbek.

CORE LITERATURE:

1. Barkhudarov L.S. Language and Translation. M. 1975.
2. Catford I.C. A Linguistic theory of translation. L.N/Y.
3. Shvaytser A.D. Translation and Linguistics. M.1973.
4. Levitskaya T.R, Fiterman A.M. The problems of translation on the material of the contemporary English language. M.1974.

ADDITIONAL LITERATURE:

1. Nida.E. Towards a science of translation. Leiden. 1964.
2. Roger. N. Bell. Translation and translating . Theory and practice. London, New York. 1995.
3. Salomov G. Tarjimanazariyasigakirish. T. 1978.
4. Salomov G. Tarjimanazariyasiasoslari. T. 1983.

TECHNOLOGICAL MAP OF THE MODULE

MODULE 6. The translation of Uzbek fairytales into English

Course: 1; Semester 2;

Time: 160 min.

Aim: To improve reading, listening, writing and speaking

Activity	Objectives	Procedure	Duration	Mode of Interaction	Methodics	Material

Pre-activity	<p>-to get students to think about the topic</p> <p>-to show them two pictures and ask them to tell the difference the two</p>	<p>-discussion of the pictures</p> <p>-practicing the pronunciations of new words from the text.</p> <p>-referring to transcription</p> <p>-introducing the new vocabulary words</p>	40 min.	group work	<p>Think-Pair-ShareWith students seated in teams of 4, have them number them from 1 to 4. Announce a discussion topic or problem to solve.</p> <p>(Example: What are the SP of the given texts? How could we define them?)</p> <p>Give students at least 10 seconds of think time to think of their own answer.</p> <p>Using student numbers, announce discussion partners.</p> <p>(Example: For this discussion, Student #1 and #2 will be partners. At the same time, Student #3 and #4 will talk over their ideas.)Ask students to PAIR with their partner to discuss the topic or solution.</p> <p>Finally, randomly call on a few</p>	<p>- Book: Listening Extra</p> <p>-black board</p> <p>-posting the pictures on the board</p>
--------------	--	--	---------	------------	---	--

					students to SHARE their ideas with the class	
While-activity	-to introduce the topic	-read, translate and analyze the text -working on the exercises: translating the following sentences; fill in the blanks with suitable words; matching the definition; -working on the vocabulary notes	80 min.	-group work -pair work -individual work		-handouts -black board - dictionaries
Post-activity	-to sum up the topic -to give a brief statement of the topic	-answering the questions -to have a discussion about stylistic problems -characterize the situation -give an example to show how man is affecting the ecology	40 min.	group work		-handouts -black boar

THE TECHNOLOGY OF THE MODULE 6

Bor ekanda yo'q ekan, och ekanda to'q ekan. Bir kiyik bor ekan. U kiyikning tog' kamarida uyasi bor ekan. Uyasining yonida bir terak bor ekan. Bir odam kelib shu terakka kadi osib qo'yibdi. Kadi shamoldan kunin taraqlab, tunin taraqlab turar ekan. Kadi osilgan kundan boshlab kiyik uyasidan chiqqa olmay qolibdi. Kiyik har kuni asta uyasining og'ziga kelib qarab, yana kadining taraqlaganini eshitib, «Mergan bo'lsa kerak» deb qo'rqib, uyning to'riga qochib kirib ketar ekai. Shunday qilib kiyik hafta — o'n kungacha chiqqa olmay, ochlikdan holi ketib.³⁴

«Kel-e, ochdan o'lguncha mergan o'tsa ham yorug' dunyoni ko'rib o'lay» deb, asta uyasining og'zidan chiqib qarasa, shamoldan daraxtga urilib to'q-to'q etib turgan kadi ekan. «Ey, bu kadi ko'pdan beri ishimni qildi-ku. Buni terakning boshidan olib tushib bilganimni qilay» deb terak boshiga chiqib kadini olib tushibdi. Kadini quyrug'iga bog'lab, joni boricha chopib tog'u toshlarga urib taraqlatibdi. Oxiri o'zi charchab: «Endi seni bir bo'ldiqlatay» deb kadini quyrug'iga mahkam bog'lab, buloq yoniga kelib sekin buloqqa solibdi. Kadining ichiga suv to'lib, kiyikni suv tagiga torta boshlabdi. Kiyik yuqoriga tortibdi. Kiyikning quyrug'i shartta uzilib ketibdi. Kiyik bir chekkaga borib: «Voh, mening quyrug'im uzilmaganda, kadi meni suvga cho'ktirib o'ldirgan bo'lar edi. Endi bir nahor qilib olay», deb turganida, yoniga ettita kiyik kelib qolibdi.

— Ha jo'ra, nimaga duming to'mtoq bo'ldi? — debdi. Bu kiyik:

— Ey jo'ralar, bu o'n kun uyimga qamab qo'ydi. Ochlikdan o'lib qolay dedim. Axiri men uni aldab qo'lga tushirdim. Quyrug'umga bog'lab, toqqa olib chiqib taraqlatib yurdim. Keyin suvga olib tushib bo'ldiqlataman deb, quyrug'imga bog'laganimcha suvga solgan edim, menga zo'rlik qildi. «Jon, kadijon, do'stim desam ham quloq solmay, quyrug'imni yulib suv tagiga tushib ketdi. Shunday qilib, to'mtoq bo'lib qoldim», — debdi. Jo'ralari:

— Ey jo'ra, uni bizlarga ko'rsat, undan o'chingni olib beraylik, — deb buloqqa qarab ketishibdi. Yurib-yurib bularning oldidan bir xirmon chiqib qolibdi. Dumi to'mtoq kiyik:

— Ey jo'ralar, menda bir maslahat bor, — debdi.

Jo'ralari:

— Ha, nima maslahat? — deyishibdi. Cho'ltoq kiyik:

— Mana shu xirmonni yanchib olib ketsakchi, — debdi.

Jo'ralari:

— Egasi kelib qolsa, qanday qilamiz, — debdi. Cho'ltoq kiyik:

— Egasini men bilaman, uning uyi olis, — debdi. Jo'ralari:

— Mayli bo'lmasa, xo'bchi 16 kim bo'ladn? — debdi. Cho'ltoq kiyik:

— Xo'bchi men-da, o'lanni yaxshi bilaman, — debdi.

Jo'ralari Cho'ltoq kiyikning maslahatiga kirib, xirmon yoniga kelishibdi. Cho'ltoq kiyik bir-birovini matashtirib bog'lamoqchi bo'libdi. Jo'ralari:

— Ey jo'ra, bo'ynimizdan bog'lamaysanmi? — debdi. Cho'ltoq kiyik:

— Bo'yingizdan bog'lasam, mergan kelib qolsa, bo'shatguncha otib qo'yadi. Quyruqlaringdan bog'layman. Mergan kelgan vaqtda o'zi echilib ketadi, — debdi. Hammasiming quyrug'idan matashtirib bog'lab, bug'doy xirmoniga solib, o'lan aytib hayday beribdi. Bir oz haydagandan keyin:

— Voy, odam isi kelyapti, — debdi. Yana u yoq-bu yoqqa qarab:— Mergan kelib qoldi, — deb turib qochibdi. Bularning hammasi «Mergan kelib qoldi, — deb biri bu yoqqa, biri u yoqqa tortib qochibdi. Shunday qilib, kiyiklarning quyrug'i uzilib, Cho'ltoq bo'lib qolgan ekan. Xo'bchi kiyik qochganicha qochib ketgan ekan.

LAYLAK BILAN TULKI³⁵

³⁴ Ўзбек халқ ижоди Кўп томлик “Ойжамол” *Ҳаётий эртаклар Иккинчи китоб* Ғафур ғулом номидаги Бадий адабиёт нашриёти

³⁵ Ўзбек халқ ижоди Кўп томлик “Ойжамол” *Ҳаётий эртаклар Иккинчи китоб* Ғафур ғулом номидаги Бадий адабиёт нашриёти

Laylak bilan tulki do'st bo'lgan ekan. Qimmatchilik vaqti kelib, ikkisi bola-chaqasi bilan och qolibdi. Bir kun laylak tulkiga:

— Tulki, sen uyga qarab o'tir. Men uchib borib o'zimizga va bolalarimizga ovqat topib kelay, — debdi.

Tulki rozi bo'lib, uyda bolalarga qarab qolibdi. Laylak ovga ketibdi. Tulki uyda o'zining va laylakning bolalariga qarab o'tiraveribdi, oradan besh kun o'tibdi, etti kun o'tibdi, laylakdan darak bo'lmabdi. Tulkining qorni nihoyatda ochib, holidan ketay deb qolibdi, ochdan o'lar holga kelibdi. Tulki u yoq-bu yoqqa qarab, hech kim yo'qligidan foydalanib, laylakning bitta bolasini tappa bosib eb qo'yibdi. Bolani eb bo'lgandan keyin qarasa, laylak ikki toshbaqa, beshta qurbaqa, ikki ilonni ko'rib olib, ovdan kelyapti. Tulki aytibdi:

— Ey attangg-a, bir kun qaragam bo'lar ekan, do'stim ancha oziq olib kelar ekan, nima deb javob beraman, — deb yig'lay boshlabdi.

Laylak uyga kelsa tulki do'sti yig'lab o'tirgan emish. Laylak:

— Ey tulki do'stim, nega yig'laysan? — deb so'rabdi. Tulki yig'i aralash:

— Hay, hay laylak do'stim, bo'yni uzunjonning biri kasal bo'lib o'lib qoldi, shunga yig'layapman, — deb suyaklarini ko'rsatibdi.

Laylak xafa bo'libdi. Yig'labdi va bolasini olib, boshqa yoqqa uchib ketibdi.

ILONNING ISHI ZAHAR SOLMOQ³⁶

Bir cho'pon daladan qaytayotganda, katta ariqning narigi yog'idagi to'qayga o't ketganini ko'ribdi. Bir vaqt suv bo'yiga kelib qarasa, qamish ichida bir katta ilon vishillab kuyib ketayotgan emish. Cho'ponning rahmi kelibdi, qo'lidagi uzun tayoqning uchiga xaltani boylab ilon tomonga uzatibdi. Ilon jon holatda o'zini xaltaga uribdi, cho'pon xaltani tortib olib, og'zini ochibdi, ilonni erga tushiribdi. Shu payt cho'ponning oyog'iga chirmashib olibdi. Cho'pon hayron bo'lib:

— Nima qilmoqchisan? — deb so'rabdi ilon.

— Men seni chaqaman, — debdi. Cho'pon:

— Men yaxshilik qilib seni o'limdan qutqardim-ku, senga yaxshilik qilgan odamni chaqasanmi? — debdi. Shunda ilon:

— Men bilmayman, mening vazifam chaqish, zahar solish, menda bundan boshqa hunar yo'q, — debdi. Cho'pon:

— To'xta, bo'lmasa, birorta odamdan «yaxshilikka yaxshilikmi yoki yomonlikmi?» deb so'rayman, u nima desa, o'shanga qarab ish tutamiz, — debdi.

Cho'pon yo'lda davom etibdi. Ilon esa cho'ponning oyog'iga chirmashib ketaveribdi. yo'lda o'tlab yurgan bir oriq sigir duch kelibdi. Shunda cho'pon:

— Ey sigir, yaxshilikka yaxshilikmi yoki yomonlikmi? — deb so'rabdi. Sigir javob beribdi:

— Albatta yaxshilikka yomonlik. Men yoshligimda har kuni uch mahal sut berardim.

Xo'jayinim yaxshi ko'rar edi. Endi men qaridim, sut bermay qo'ydim, oriqladim. Ertaga meni qassobga sotish uchun bozorga olib boradilar, — debdi. Shunda ilon:

— Ana, mening aytganim to'g'ri chiqdimi?! Endi seni chaqaman, — debdi. Cho'pon:

— Yana bir so'raymiz, keyin chaqsaig ham mayli! — debdi. Ular yo'lda bir olma daraxtiga

duch kelishibdi. Olma daraxtining shoxlari singan, tagi to'la tosh, kesak ekan. Cho'pon olma daraxtidan so'rabdi:

— Ey daraxt, yaxshilikka yaxshilikmi, yoki yomonlikmi? Daraxt:

— Ey, do'stlar, albatta yaxshilikka yomonlik. Masalan, meni oling, yoshligimda ko'p meva berar edim, o'tgan-ketgan odam tosh otib, bolalar ustimga chiqib shoxlarimni sindirib shu ahvolga solishdi. Endi meni kesib o'tin qilishmoqchi. Bu yaxshilikka yaxshilikmi? — debdi.

³⁶ Ўзбек халқ ижоди Кўп томлик “Ойжамол” *Ҳаётий эртаклар Иккинчи китоб* Гафур ғулом номидаги Бадий адабиёт нашриёти

Ilon:

— Ana, eshitdingmi, endi chaqaman, — debdi. Cho'pon:

— Yo'q, yana biror kishidan so'raylik, — debdi. Yo'lda ketishayotsa, bir tulki uchrabdi.

— Hoy tulki, to'xta, bizlar sendan bir savol so'ramoqchimiz? — debdi cho'pon.

Tulki to'xtab qarasa, bir katta ilon odamning oyog'iga chirmashib «chaqaman» deb yopishib turgan emish. Tulki:

— Nima gap? — deb goh ilonga, goh cho'ponga qarabdi. Cho'pon so'z boshlabdi:

— Ey tulkivoy, men mana bu ilonni o'limdan kutqarib qolgan edim. Endi u esa, meni chaqmoqchi, shu ham insofmi? — debdi. Tulki:

— Qanday qilib uni o'limdan qutqarding? — deb so'rabdi.

— To'qayga o't tushgan edi. O't ichida ilonni ko'rib rahmim keldi, bir yog'ochning uchiga mana bu xaltani bog'lab ilon tomon uzatdim, u xaltaga kirdi, tortib oldim, — deb javob beribdi.

Shunda tulki qah-qah urib kulib yuboribdi, cho'ponga:

— Shu kichkina xaltaga katta ilonning siqqaniga men hayron bo'lib kulib yubordim, — debdi. Ilon «ha, men sig dim», — debdi. Tulki:

— Bo'lmasa, yana xaltaga tushib ko'r-chi, sig'armikansan yoki yo'qmi? — debdi. Ilon maqtanib:

— Mana ko'r, men sig'aman, — deb cho'ponning xaltasiga kiribdi. Tulki cho'ponga ko'zini qisib:

— Xaltaning og'zini mahkam bog'la, ko'tarib aylaitirib erga ur! — debdi.

Cho'pon tulkinging aytganini qilib, ilondan qutulibdi. Yana o'z ishiga ravona bo'libdi.

TULKIBOY³⁷

Bir kuni tulkiboy changalzorda ovqat qidirib yurib, bir angishvona topib olibdi. Tulkiboy yurib-yurib bir kampirning uyiga kelib qolibdi. Kampirni ko'rib:

— Ona, senga shu angishvonani ertagacha qoldirib ketaman, ertalab kelib olaman, — deb chiqib ketibdi. O'zi eshikning tirqishidan kampirning angishvonani qaerga qo'yganini ko'rib olibdi.

Tulkiboy kampir uxlagandan keyin sekin uyga kirib angishvonani qo'ygan joyidan olib chiqib ketibdi. Ertasi kampir shoshib-pishib qatlama pishirib turganda, Tulkiboy kirib kelibdi.

— Ona, kechagi omonat qoldirib ketgan angishvonani bering, — debdi.

Kampir yugurib uyga kirib, angishvonani qo'ygan joyidan topa olmabdi.

— Tulkiboy, angishvonang qo'ygan joyimda yo'q, yo'qolib qolibdi, — debdi.

Tulkiboy:

— Topib berasiz, topib bermaganingizga qo'ymayman, — debdi.

Kampir:

— Yo'qolgan narsani qaerdan topib beraman, o'rniga qirq qatlama beraman, — debdi.

Tulkiboy «xo'p» deb, qirqta qatlamani olib tashqariga chiqqanidan keyin:

«Bir angishvona, bir angishvonaga qirq qatlama» deb jo'nabdi. Yo'lda ketayotsa, bir oq echki boqib yurgan kampirni ko'ribdi. Tulkiboy kampirga:

— Ona, shu qirqta qatlamani ertagacha omonat olib qo'ying. Ertalab kelib olaman, — debdi.

³⁷ Ўзбек халқ ижоди Кўп томлик “Ойжамол” Ҳаётний эртаклар Иккинчи китоб Гафур гулом номидаги Бадий адабиёт нашриёти

Kampir qirqta qatlamani uyiga olib kirib ko'rpaning qatiga bekitib qo'yibdi Tulkiboy yana eshik tirqishidan mo'ralab turib qatlama qo'yilgan joyni ko'rib olibdi. Kampir kechasi uxlaganda kelib, lekin kampirning uyiga kirib qirqta qatlamani bitta ham qoldirmay eb ketibdi.

Ertasi ertalab kelib:

— Ona, kechagi omonat qoldirib ketgan qirq qatlamani olib bering, — debdi.

Kampir uyiga kirib ko'rparasining qatini qarasa, bitta ham qatlama qolmabdi. Kampir:

— Tulkiboy, qo'ygan joyimdan qatlamalaring yo'qolib qolibdi, — debdi.

Tulkiboy:

— Topib berasiz, topib bermaganingizga qo'ymayman, — debdi. Kampir tulkiboydan qo'rqib:

— Bisotimda bir donagina oq echkim bor, qirq qatlamang o'rniga shuni berayin, — debdi. Tulkiboy oq echkini etaklab, xursand bo'lib:

«Bir angishvona, bir angishvonaga qirq qatlama, qirq qatlamaga oq echki» deb jo'nabdi. Tulkiboy oq echkini etaklab ketayotlsa, bir nor tuya boqib yurgan cholni ko'ribdi. Tulkiboy cholga yaqin kelib:

— Ota, ertagacha mana shu echkini sizga omonat qoldirib ketaman, ertaga kelib olaman, — debdi.

Chol «xo'p» deb echkini hovlisiga olib kirib bog'lab qo'yibdi. Kechasi chol uxlaganida tulkiboy kelib, oq echkini eb, terisini qoldirib ketibdi. Ertasi tulkiboy cholning oldiga kelib:

— Ota, kecha qoldirib ketgan omonat oq echkini bering, — debdi. Chol tulkiga:

— Kechasi echkini bo'ri eb, terisini qoldirib ketibdi, — debdi.

Tulkiboy:

— Echkini topib berasiz, topib bermaganingizga qo'ymayman, — debdi.

Chol:

— Bisotimda birgina nor tuyam bor, oq echkining o'rniga beraman, — debdi.

Tulkiboy nor tuyani etaklab: «Bir angishvona, bir angishvonaga qirq qatlama, qirq qatlamaga oq echki, oq echkiga nor tuya» deb, xursand bo'lib jo'nabdi. Tulkiboy nor tuyani etaklab yurib, qizi bilan ip yigirib o'tirgan kampirga uchrabdi.

Tulkiboy:

— Ona, mana shu nor tuyani ertagacha sizga omonat qoldirib ketaman, erta bilan kelib olaman, — debdi.

Kampir nor tuyani hovlisiga olib kirib bog'lab qo'yibdi. Kechasi kampir uxlaganda, tulkiboy nor tuyani hovlidan olib chiqib, bir changanzorga olib borib qo'yibdi, ertasi kampirning oldiga kelib:

— Ona, kechagi qo'yib ketgan omonat nor tuyani bering, — debdi. Kampir qarasa, nor tuya bog'langan joyida yo'q, axtarib topa olmabdi.

Tulkiboy:

— Topib berasiz, topib bermaganingizga qo'ymayman, — debdi.

Kampir tulkidan qo'rqib:

— Nor tuyang o'rniga berishga hech qanday molim yo'q. Birgina oydin qizim bor, ona-bola ip yigirib kun kechiramiz, — debdi.

Tulkiboy:

— Nor tuyam o'rniga shu oydin qizingizni bering. Bermasangiz, ona-bola ikkovingizni ham eb ketaman, — debdi.

Kampir nochor, noiloj, yolg'izgina oydin qizini tulkiboyga beribdi.

Tulkiboy oydin qizni olib xursand bo'lib kampirga qarab: «Bir angishvona, bir

angishvonaga qirq qatlama, qirq qatlamaga oq echki, oq echkiga nor tuya, nor tuyaga oydin qiz»

deb, oydin qizni qopga solib, qopning og'zini bo'g'ib, orqasiga ko'tarib jo'nabdi. Bir to'qaydan

o'tib ketayotsa, uzoqdan itini etaklab kelayotgan bir ovchi ko'rinibdi. Tulkiboy orqasidagi qopni

erga qo'yib, o'zi bekinibdi. Ovchi kelib qopni ochib qarasa, ichida bir qiz o'tirgan ekan. Ovchi

qopdan qizni chiqarib olib, qiz o'rniga itini qopga solib og'zini bo'g'ib boylab qo'yibdi. Ovchi

ketgandan keyin tulkiboy kelib «ovchidan qutilib qoldim» deb suyunib, qopni orqalab jo'nabdi

Yo'lda ketayotsa, qopning ichidan ovoz chiqibdi. Tulkiboy: «Yig'lama oydin qiz, yig'lama, hozir

uyga etamiz» deb, qadamini ildam tashlab uyga etib kelibdi. Qopning ichidan yana ovoz kelibdi.

Tulkiboy: «Oydin qiz, qopning ichida zerikkanga o'xshaysan. «Bir angishvona, bir angishvonaga

qirq qatlama, qirq qatlamaga oq echki, oq echkiga nor tuya, nor tuyaga oydin qiz chiq!» deb

qopning og'zini ochibdi. Qopning ichidan quloqlarini shalpaytirib ovchining iti chiqibdi. Oydin qiz

chiqishini kutgan tulkiboy ovchi itning haybatini ko'rib qochib ketibdi. It tulkining ketidan quvlab

ketibdi. Tulki o'zini bir shudgor tomonga

olibdi. Tulki yugurib ketayotib quyon tutish uchun qo'yilgan qopqonga tushib qolibdi. Qopqonning

egasi kelib tulkining terisini shilib olibdi.

BUZOQ, ECHKI VA QO'ZI³⁸

Bor ekanda yo'q ekan, bir dangasa bor ekan, hech ishga tobi yo'q ekan. U hatto shu daraja

dangasa ekanki, kunga chiqib o'tirishni ham xushlamas ekan. Uning birgina xotinidan boshqa hech

kimi yo'q ekan. Bahor kelib, o'tlar ko'karib, yozning issiq kunlari kelmasdan boylar o'z mollari

bilan yaylovga ko'chib ketar ekanlar. Hech qanday moli bo'lmasa ham dangasa xotini bilan ularga

ergashib ko'chib keta berar ekan.

Bir qancha vaqt o'tgach, dangasaning xotini har kimning ishini qilib, bir oz pul topibdi.

Kunlardan bir kun dangasaning xotini topgan pulini berib, aytibdi:

³⁸ Ўзбек халқ ижоди Кўл томлик “Ойжамол” Ҳаётлий эртақлар Иккинчи китоб Ғафур ғулом номидаги Бадиий адабиёт нашриёти

— Biz ham mol qilib, yaylovga ko'chib boraylik, bozordan bir mol sotib oling.

Dangasa bozorga tushib katta hayvonlardan sotib olishga puli ozlik qilibdi, yurib-yurib oxiri bir qo'tir uloqni sotib olibdi.

Yana bir hafta o'tgandan keyin dangasaning xotini uning qo'liga: «mol oling», deb yana bir oz pul beribdi.

Dangasa bozorga borib bir qo'tir qo'zi sotib olibdi.

Yana bir hafta o'tgandan keyin dangasaning xotini uning qo'liga yana pul berib:

— Bozordan bir mol sotib oling, — debdi. Dangasa bozorga borib, bir qo'tir buzoq sotib olibdi.

Shu orada bahor kiribdi. Boylar mol-hollari bilan yaylovga ko'cha boshlabdilar.

Dangasa olib kelgan mollariga qaramay, xotini bilan boylarga qo'shilib ko'chib keta beribdi. Xotini ham «molimiz boylarning mollari ichida yurgandir», deb xotirjam bo'lib keta beribdi. Dangasaning qishi bilan yashagan joyida ham o'tlar chiqib, oradan ko'p vaqt o'tmay uning qarovsiz qolgan mollari semirib ketibdi. Endi buzoq buqa, uloq serka, qo'zi qo'chqor bo'libdi. Uchalasi kunda birga o'tlab kelib uyda yota beribdi. Kunlardan bir kuni uyga bo'ri kirib qolibdi.

Ularni ko'rib o'ziga uch kunlik ovqat deb mo'ljallab xursand bo'lib, ashula aytibdi:

Dingirdik-dingirdik

Buzoqcha ham bir kunlik

Dingirdik-dingirdik

Uloqcha ham bir kunlik.

Dingirdik-dingirdik

Qo'zichoq ham bir kunlik.

Shunda aqlli buzoq o'ylab turib, bo'riga bir siyosat qilib ko'rmoqchi bo'libdi: Buzoq turib:

— Echki, sen eshikni to's, qo'y, sen teshikni to's, — deb buyruq beribdi.

Buzoq tilini chiqarib bo'kira bergandan keyin, bo'ri qo'rqib ketibdi, nima qilishini bilmay, uydan yugurib chiqib qochib ketibdi.

Bo'ri shoshilib qochib ketayotganida sakkizta bo'ri bir erda to'planib turgan ekan. Ulardan biri:

— Ey, og'ayni, nimaga qochib ketayotibsan? — deb so'rabdi.

Bo'ri:

— Mana bu erda buzoq-buqa, serka-taka, qo'zi-qo'chqor uchovi meni o'rtaga olib qolgan edilar, arang ularning oldidan qochib ketayotibman, chaqqonlik va abjirlik qilib qochib qoldim, O'zbek xalq ertaklari. Oyjamol bo'lmasa, o'lar edim, — debdi.

Bo'rilar aytibdi:

— Shoshma, bizni ularning oldiga boshlab bor, ularni bir eylik.

Dangasaning mollari ham bo'rilarning to'dalanib kelishini bilib, o'zlarini panaga olibdilar. Hovlida bir tup o'rik bor ekan. U o'rikning ayrisiga echki bilan qo'zi buzoqni bir amallab ko'tarib chiqazib qo'yibdilar. Uning ketkdan shu o'rikka qo'zi keyin echki chiqib yashirinibdi.

Birdan hovliga to'qqiz bo'ri kirib kelibdi. Bo'rilar uyni, molxonani qarab, qidirib-qidirib buzoq, echki, qo'shni topolmay, boshlab kelgan bo'rini «bizni aldading», deb koyibdilar. Qochib borgan bo'ri:

— Xuddi mana shu erda ko'rgan edim, — deb ularni ishontiribdi.

To'qqiz bo'ri o'rik ostiga to'planib fol ochibdilar. Shu payt o'rik ustidagi buzoq shoxga o'rnanib turolmay sekin-sekin og'a boshlabdi.

Shunda buzoq asta-sekin:

— Ey, og'ib ketyapman, og'ib ketyapman, — debdi. Echki:

— Tilingni tishla, tilingni tishla! — debdi. Axiri buzoq o'rnanib turolmay gumbillab fol ochayotgan bo'rilar ustiga ag'anab tushibdi. Echki bo'lsa, o'rik ustidan turib:

— Fol ochganini ushla, fol ochganini ushla! — deb baqiribdi.

To'qqiz bo'ri qo'rqib, to'qqiz yoqqa qochibdi. Bo'rilar qochib, borib-borib bir erga to'planibdilar. Eson-omon qutulganlari uchun shodlanib bir-biriga:

— Folchisini ushla, deb baqiradi, ular bizning folchimizni ushlab olgandan so'ng avlod-ajdodimizni qo'ymay quritar edi. Yaxshiki vaqtida qochib qoldik, endi boshqalarga ham aytaylik, bu erlarga hech kelmasinlar, — deyishib jo'nab qolishibdi.

Dangasaning mollari bo'rilardan sog'-salomat qutulib, semirib, xursand bo'lib yuribdilar.

Kunlardan bir kuni dangasaning xotini:

— Ey, bizning mollarimiz bor edi, ular qayoqda qoldi? — deb so'rabdi.

Keyin er-xotin mollarini qidirib yo'lga tushibdilar. Dangasaga ham g'ayrat kiribdi.

Ular o'z hovlilariga kelib ko'rsalar, mollari o'tlab yurgan ekan. Shu bilan er-xotin ham molga ega bo'lib murod-maqsadiga etgan ekan.

BOTIR ECHKI³⁹

O'tgan zamonda bir faqir er-xotin bo'lar ekan. Ularning bisotida faqatgina bitta echkisi bor ekan. Echkisiga har kuni bir siqim quruq xashakni berib, elinlariga mushtlab kuniga bir kosa sut sog'ib olishar ekan. Ularning kunlik ovqati shu bir kosa sut bilan o'tar ekan. Lekin bechora echkiga har haftada bir kun dam berishar ekan. Echki shu dam oladigan kuni bo'shalib borib, erkin tirikchilik qilar ekan.

³⁹ Ўзбек халқ ижоди Кўп томлик “Ойжамол” Ҳаётлий эртақлар Иккинчи китоб Гафур ғулом номидаги Бадийй адабиёт нашриёти

Echki erta bahorda, qishloqqa yaqin bir o'rmonzorda o'tlab yurarkan, nogahon unga bir sovluq qo'y kelib salom beribdi. Echki bunday qarasa, shu sho'ring qurg'ur sovluq bechoraning holi xarob, buq'ri kabob ko'rinibdi. Oriq, terisi borib suyagiga yopishib, har qovurg'asi «mana men», deb qonaytib turibdi. Echki sovluqning salomiga alik olib, unga aytibdi:

— Ko'zing o'zini erga solib, yuzingga boqqani uyalib, po'stingda unda-muda bir tuk, u ham bo'lsa, o'zingga og'ir yuk, — debdi. Echkidan bu gapni eshitib, sovluq izza bo'lib, uning yuziga qarab:

— O'rtoq echki, sen oldin o'zingga boq, so'ngra o'zgaga boq. «O'zingni bil, o'zgani qo'y», degan gapni eshitganing yo'qmi, ishtoni yo'q, tizzasi yirtiqqa kulmay qo'ya qolsin. Bu aytgan bayting o'zingga mos keladi, — debdi.

Shundan keyin bular bir-birlari bilan tanish-bilish bo'lib, gaplashib ketibdilar. Har ikkalalari o'zlarining boshlaridan o'tganlarini aytishibdilar. Echki:

— Mening xo'jayinim bor. Xo'jayinimning mendan boshqa hech narsasi yo'q, eydigan ovqati ham yo'q, faqat er-xotin menga zo'rg'a bir tutam quruq xashak topib berib, elinimga mushtlab urib, bolam uchun tayyorlagan bir kosa sutimni sog'ib olib, ovqat qilishadi. Haftasiga zo'rg'a bir kun erkinlikka chiqaradi. Faqat juma kuni erkin yurib o'ynayman, yuragimning chigilini ancha yozib ketaman, — debdi.

Echkidan keyin sovluq qo'y ham boshidan o'tganlarini gapiribdi. Uning turmushi ham echkining turmushiga o'xshash ekan. Uni ham faqat juma kuni boshvog'ini olib, dam berib qo'yib yuborar ekanlar. Shunda bular xo'jayinlarining jabr-zulmlaridan qutulish yo'lini axtaribdilar. Axiri bular bir joyga qochib ketishga maslahat qilishibdi.

— Endi qaerga qochamiz? — debdi sovluq.

Echki butun atrofqa qarab olib:

— Mening otam: «Hu, o'sha ko'ringan tog' juda ham o'tloq joy, suvlari yaxshi, havosi undan ham yaxshi, bolam, bir iloj qilib o'sha joyga etib borsak, umrbod rohatda o'tardik, bu erda ko'rgan azoblarimiz ham esimizdan chiqib ketardi», deguvchi edi. Lekin otam rahmatli u erga etolmay, bizni ham etkizolmay, olamdan o'tib ketdi. Otam menga: «Agar mening bolam bo'lsang, o'sha joylarga barsang, keng yaylovlarda men uchun ham u yoq-bu yoqqa yugurib, mening arvohimni shod qilib qo'yasan», deb vasiyat qilib ketgan edi. Endi shu joyga borsak, ko'p yaxshi bo'ladi, — debdi.

Bu gap sovluqqa ko'p maqul kelibdi. Ikkalasi hayyo-hu, deb o'sha ko'ringan toqqa qarab jo'nashibdi.

Bular yo'lda ketayotganda, uzoqdan bir narsaga ko'zlari tushibdi. «Bu qanday narsa ekan», deb turishganda, u narsa bir ho'kiz bo'b chiqibdi. Ho'kizning tinkasi qurigan, sekin-sekin qadam bosib ketayotgan ekan. Echki bilan sovluq bu yoqdan etib borib qarashsa, bir qo'ng'ir ho'kiz shoxi xuddi

bir quloch keladi. Juda ham oriqlab ketgan. Ko'zlari shokosaday, shafaq bosgan, bo'yni qing'ir tilday erga egilgan, cho'qqisi qirday irg'ib chiqqan, gapirishga ham madori qolmabdi.

Echki salom bergan ekan, bechora ho'kiz boshini bir likanglatib, arang alik olibdi. Gapirgani majoli ham qolmabdi. Ho'kiz bulardan «ha bolalar, yo'l bo'lsin?» deb so'rabdi. Echki:

— Ulug'imiz sizdan bo'lsin? — debdi.

— He bolalar, hafta ishladik, ertaga shanba bo'lsa, bukun bir hordiq chiqarib, sal tiklanib olay deb kelyapman, — debdi. Undan keyin echki bilan sovluq ham boshlaridan o'tkazganlarini aytib, oxirida xo'jayinlari bilan xayr-mazurni nasiya qilib, toqqa qarab ketayotganliklarini aytishibdi. Shunda ho'kiz turib aytibdi:

— Dunyoning g'am-g'ashidan juda chiqdim. Sahardan to namozshomgacha ishlaysan, ancha-ancha emni haydaysan, kech kirib juda darmoningdan ketganingda qo'shdan chiqaradi, o'lganing ustiga ko'mgan deganday, ketishda quruq ketmasin bir arava cho'p-cho'makni ham yuklab ketishadi. Uyg borsang tuzuk-quruq ovqat yo'q. Endi badanda jir tugadi. Quvvat ketdi. Bu jabr-zulmlardan qanaqa qilsam qutular ekanman, deb ko'p vaqtlardan beri o'ylanardim. Yaxshi bo'пти. Sizlar shu maslahatni topibsizlar. Endi men ham sizlar bilan ketaman, — debdi. Ular: «xo'p, bo'пти», — deyishibdi.

Shunday qilib, bular uchalasi toqqa qarab jo'nashibdi.

Bular yo'l yurib, yo'l yursa ham mo'l yurib, mo'l yursa ham ko'l yurib, axiri bir kun toqqa etishibdi. Tokqa borishsa, bu tog' echki aytganday, juda ham obod ekan. Istagan ovqat topilarkan. Havosi juda baland, suvlari tiniq. Bular borishi bilan yaxshilab qorinni to'qlab, adirlikdagi katta chinorning tagida makon qurib yota berishibdi. Shu kuni kechasi oyoqlarini uzatib uxlashibdi. Saharga borganda echki uyqusida bosinqirabdi. Uning tushiga xo'jayinlari kirib: «Sen qayoqqa yo'qolding, sendan necha kunlik sutni sog'ib olaman», deb uni tushovlab, sog'a boshlabdilar. Bir kosa sut chiqqandan keyin, sut chiqmay qolibdi. Shunda xo'jayini: «Sen qolgan sutlarni nima qilding», deb qo'liga katta so'yilni olib hadeb urgani turibdi. Shunda echki ovozining boricha «dod» deb qichqiribdi. Buning ovozini sovluq bilan ho'kiz eshitib, bunga nima bo'ldi, deb uyg'otishibdi. Echki uyg'onib darrov ichiga tupurib:

— Xudoga shukur-ey, tushim ekan! Tushimda hadeb xo'jayinim uryapti, — debdi.

Ho'kiz aytibdi.

— Bu tushing bo'lmay, nima bo'ladi, endi xo'jayining xam yo'q. Xo'jayinning katta so'yili ham o'zi bilan birga qoldi, — debdi. Shunday qilib bular bu erda juda yayrab qolishibdi.

Kundagiday sahar uyg'otish, bo'yniga arqon solish yo'q. Ovqat serob, tergaydigan odam yo'q. Bular tez kunda juda ham tozarib, semirib ketishibdi. Ho'kiz juda ham semiribdi. Uning savlatini

ko'rganda har qanday yovvoyi hayvonlar ham qochadigan bo'libdi. Bir kuni ho'kiz sheriklariga aytibdi:

— Men har kuni ichkarida yotib, issiqlab qolayotibman, bu kun chinorning tagida yotaman, — debdi.

Shu kuni echki bilan sovluk ichkarida yotishibdi. Xo'kiz tashqarida yotibdi.

Shu kuni qattiq sovuq bo'lib ho'kiz yotgan erida shamday qotib qolibdi. Erta bilan o'rtoqlari chiqib, ho'kizni chaqirsa hech tovush bermabdi. Nima bo'ldi ekan, deb borib qarashsa, sovuqdan shodiyangqoqi bo'lib, muzlab qolibdi. «Endi nima qilamiz» deyishibdi. Axiri buni o'tga qizitmasak bo'lmaydi deb, echki darrov chinorning ustiga chiqib u yoq-bu yoqqa qarabdi.

Qarasa yaqin bir pastlikdagi o'ngurdan tutun chiqib turibdi. CHinordan darrov tushibdi, tushib sovluk ikkalasi ho'kizni arang suyashib tutun chiqqan tarafga boshlashibdi. Yo'lda ketayotlsa, birjoyda bir yo'lbars, bir bo'ri, yana bir tulkining terisi yotibdi. Echki terilarni olib ho'kizning ustiga yopibdi. Yana jo'nashibdi. Bular tutun chiqqan erga borib qarashsa, bu joy butun vahshiy hayvonlar o'tiradigan joy ekan. Bular shu erda to'planib olib, gap eyishar ekan.

Sovluq bilan ho'kiz qo'rqib orqalariga qaytmoqchi bo'libdilar. Echki ularni to'xtatib ho'kizning ustidagi boyagi yo'ldan topgan terilarini olib, unurning og'ziga tashlab, ichkariga salom berib kiribdi. Ho'kiz bilan sovluk ham kiribdi. Kirishsa ichkarida bo'ri, arslon, tulki, qoplon va sherdan tortib hamma vahshiy hayvonlar bor. Yo'lbars podshoh ham taxtda o'tiribdi. Shu kuni tulki gap beradigan ekan. Tulkini o'rtaga olib juda ham siqib: «Nimaga bu kun ovqat topib kelmading?» deb turishgan ekan. Tulki: «Hamma joyni qidirib keldim, sira ham ovqat uchramadi, xudo o'zi etkazmasa, bandasi nima qiladi», deb turgan ekan. Shunda birdan bular kirishib qolishibdi. Bularni kirishi bilan tulki juda xursand bo'lib ketib, bir baytni aytibdi.

Tulkining baytini eshitib, echki ham cho'nqayib, podshohga qarab bayt aytibdi.

Namangan shahrida qassob edim, do'stlar,

Oltmish yo'lbars, oltmish bo'ri, oltmish tulki

So'yishga qo'l qo'ygan pudratchi edim.

Xudoyimdan o'rgilay endi keldim koniga.

Ishonmasang chiqib qara, endi bo'ldi bittadan, — debdi.

Shundan keyin, undagi vahshiy hayvonlar birin-ketin chiqib qarab boyagi terilarni ko'rib ichkariga qaytib kirmasdan, shundan nari ketaveribdilar. Axiri yo'lbars podshoh o'zi yakka qolib, qo'rqqanidan u ham chiqib ketayotgan ekan, ho'kiz yugurib yo'lbarsning qornidan suzib borib, jarga taqab turib qolibdi. Buni ko'rib echki bilan sovluk ham hurishga kiribdi. Ular ham borib tisarilib turib, oldinga qarab yugurib, yo'lbarsni suza boshlabdi. Yo'lbars qarasa, bular o'ldirib qo'yadi. Axiri yalingani turibdi. Yo'lbars aytibdi:

— Jon akalar, endi bundan buyoq sizga hech davogarlik qilmayman, sizlar turgan joyga birorta hayvonning qadamini bostirmayman. Meni qo'yib yuboringlar, — debdi.

Ular yo'lbars podshohdan vadani olib, urib-surib haydabdilar. Vahshiy hayvonlar ketgandan keyin bular bu joydagi o'ljalarni olib, ho'kizga yuklashib joylariga qarab ketibdilar.

Boyagi vahshiy hayvonlar ulardan qochib borib, bir erga to'planishibdi. Ular: «Shu uchta go'shtdan qochdikmi?» deb, qochganlariga pushaymon qilib, yana ularni quvib bormoqchi bo'lib jo'nabdilar. Echki ularning kelayotganini bilibdi. Echki darrov qo'y bilan ho'kizning oldiga kelib, ularni chinorga yuboribdi. O'zi bir balandlikka chiqib turibdi. Echki qo'y bilan ho'kizga agar haligi vahshiy hayvonlar bizni izlab topolmay, shu erda o'tirib qolishsa, qattiq ovoz qilib chinordan o'zlarini tashlanglar, deb gap o'rgatgan ekan. Boyagi vahshiy hayvonlar izlab kelib qolibdi. Ular chinorning tagiga kelganda tulkiga yalinibdilar:

— Ana biz ularni topolmadik. Sen romchi eding, bir rom qarab qo'ygin, ular qayda ekan? — deyishibdi.

Tulki ham cho'nqayib o'tirib rom qarab ketibdi. Tulki rom qarab, hamma hayvonlar uning og'ziga tikilib o'tirgan ekan, birdan yuqoridan allaqanday bir ovoz chiqib, bir narsalar tushib kelib qolibdi. Ular boyagi ho'kiz bilan qo'y ekan. Shu holda birdan narigi yoqdan:

— Romchisini ushla, romchisini ushla, — deb ovoz kelib qolibdi.

Bu ahvoldan qo'rqib vahshiy hayvonlar orqa-oldiga qaramasdan qochib ketishibdi. Bundan keyin ular bu joylarga butunlay kelmaydigan bo'lib ketibdilar. Shu bilan ho'kiz, echki, qo'ylar bu joyda umrbod yashab qolishibdi.

INDEPENDENT WORK:

1. The main problems in the translation of Uzbek fairytales into English.
2. The adequacy as a criterion in translation of Uzbek fairytales into English.

CORE LITERATURE:

1. Barkhudarov L.S. Language and Translation. M. 1975.
2. Catford I.C. A Linguistic theory of translation. L.N/Y.
3. Shvaytser A.D. Translation and Linguistics. M.1973.
4. Levitskaya T.R, Fiterman A.M. The problems of translation on the material of the contemporary English language. M.1974.

ADDITIONAL LITERATURE:

1. Nida.E. Towards a science of translation. Leiden. 1964.
2. Roger. N. Bell. Translation and translating . Theory and practice. London, New York. 1995.
3. Salomov G. Tarjima nazariyasiga kirish. T. 1978.

4. Salomov G. Tarjima nazariyasi asoslari. T. 1983.

TECHNOLOGICAL MAP OF THE MODULE

MODULE 7. The translation of the Uzbek short stories into English

Course: 1; Semester 2;

Time: 160 min.

Aim: To improve reading, listening, writing and speaking

Activity	Objectives	Procedure	Duration	Mode of Interaction	Methodics	Material
Pre-activity	-to get students to think about the topic -to show them two pictures and ask them to tell the difference the two	-discussion of the pictures -practicing the pronunciations of new words from the text. -referring to transcription -introducing the new vocabulary words	40 min.	group work	Think-Pair-Share With students seated in teams of 4, have them number them from 1 to 4. Announce a discussion topic or problem to solve. (Example: What are the SP of the given texts? How could we define them?) Give students at least 10 seconds of think time to think of their own answer. Using student numbers, announce discussion partners. (Example: For this discussion, Student #1 and #2 will be	- Book: Listening Extra -black board -posting the pictures on the board

					partners. At the same time, Student #3 and #4 will talk over their ideas.)Ask students to PAIR with their partner to discuss the topic or solution. Finally, randomly call on a few students to SHARE their ideas with the class	
While-activity	-to introduce the topic	-read, translate and analyze the text -working on the exercises: translating the following sentences; fill in the blanks with suitable words; matching the definition; -working on the vocabulary notes	80 min.	-group work -pair work -individual work		-handouts -black board - dictionaries
Post-activity	-to sum up the topic -to give a brief statement of the topic	-answering the questions -to have a discussion about stylistic problems -characterize the situation	40 min.	group work		-handouts -black boar

		-give an example to show how man is affecting the ecology				
--	--	---	--	--	--	--

THE TECHNOLOGY OF THE MODULE 7

Theme	The translation of the Uzbek short stories into English
Duration	4 hours
Goals and tasks	To found the knowledge skills of the students of the translation theory and practice department; Introduce the students to the English fairytale's style; Work-out the set-structures for the fairytales translation;
The content of educational process	To introduce the new information on the given topic by means of practical material. To solve debatable problems during practical activities.
The technology of educational process	Method: interactive method. Form: group discussion. Facilities: getting into the role of native speaker. It is necessary to think and answer both in English and Uzbek. Control: Teacher listens carefully and sums up, taking into account the activity of each student.
Expectations	The achieved results: by means of this method teacher enables the students to think freely and to express their point of view. Student develops logical thinking and orator abilities.
Perspective (analysis, correction)	Teacher: to use new pedagogical technologies at other lessons. Student: to develop a discussion through other methods (cluster, boomerang), to write a report.

- I. Translate the texts and write out the new vocabulary.
- II. Discuss the stylistical peculiarities of the given texts and outline the general idea;
- III. Work out the set structures vastly used in the texts;

O'tkir Hoshimov
DEHQONNING BIR KUNI⁴⁰

Muyassar tong saharda uyg'onib ketadi-yu, Alijonning bir tekis chuqur-chuqur nafas olishiga quloq solib, jimgina yotadi. «Qachon qaytganini bilmabman ham», deb o'yladi u satin ko'rpadan boshini chiqarib. Devordagi osma soat besh marta zang uradi. Uning titroq sadollari uyning shiftiga, zardevorlar, kirpechlar osilgan devorlarga yumshoqqina urilib, singib ketadi. Uy ichi yana jimjit bo'lib qoladi. Soat kaftgiri sukunat qo'ynida goh sekin, goh qattiqroq chiqillayotganday bo'ladi. Oy derazadan o'ychan mo'ralaydi. Muyassar erining yelkasidan quchgisi keladi-yu, o'ylab qoladi. «Charchagan, dam olsin...».

U o'rnidan ohista sirg'alib chiqadi. Sandiq ustida yotgan nimchasini kiyib oladi-da, yana reining tepasiga keladi, uzoq qarab qoladi. Alijonning keng, tarang peshonasiga mayda ter tepchib chiqibdi.

«Bechoraginam, — deb o'yladi Muyassar undan ko'z uzmay, — biram toliqibdiki, do'ppisini ham olib qo'yabdi».

U erining peshonasini kafti bilan avaylab artadi. Keyin ayvonga chiqadi. Ayvon labiga tegib turgan gultojixo'rozlar boshida, hovli etagida uyib qo'yilgan g'o'zapoyalar ustida shabnam yaltiraydi. Yum-yumaloq to'lin oy qishloqni o'zining nurli yo'rgagiga o'rab, uyquga, shirin tong uyqusiga chorlaydi, unda-munda yulduzlar mudraydi. Ammo qishloq allaqachon uyg'ongan. Har qaysi hovlining burchagida tunning baxmal pardasini parchalab o't yaltiraydi: odamlar tandirlariga olov yoqishgan.

Muyassar ham ayvondan chaqqon sakrab tushadi-yu, samovarga o't tashlaydi. Keyin o'choqboshidan suprani olib kelib, cho'kkalab o'tyrgancha xamir qoradi. Tog'orani dasturxon bilan o'rab-chirmab, hovli burchagidagi uyilib yotgan g'o'zapoyalar oldiga boradi. Bir quchoq g'o'zapoya olayotganida, qo'llarini havoda muallaq tutganicha to'xtab qoladi. Dastak devorning orqasidagi, qo'shni hovlidagi bir tup o'rikning duv to'kila boshlagan yaproqlari tong shamolida ohista pirpiraydi.

Muyassarning yaqingina o'tmishini, kechagi kunlarini yodiga solganday shivirlaydi. Bir paytlar mana shu o'rik shoxiga arqon ilib arg'imchoq uchardi. Shu o'rikning g'o'rasini birinchi bo'lib o'zi yerd.

Endi u sho'x qizaloq emas, kelin. Devor-darmiyon qo'shnisiga tushgan. Dadasi ham ularga — Muyassar bilan Alijonga o'z qo'li bilan fотиha bergan. «Alijon yaxshi yigit, o'zimizning sinashta bola.

Yetim o'sgan. Bir-biriga ko'ngil qo'yibdi, bo'ldi-da!», degan.

Muyassar to'y kuni dadasi qanchalik uzundan-uzun duo qilganini eslab jilmayib qo'yadi-yu, g'o'zaloyani olib tez-tez yurib ketadi. Qoq-quruq g'o'zapoya gup etib yonadi, yuziga olov tafti uradi. U endi uy tomonga yurganida buzoq ma'raydi. Sigir ham Muyassarning qadam tovushlaridan uyg'onganday asta mo'rab qo'yadi.

Muyassar ayvon labidagi kattakon sirli chelakni ko'tarib, xashak isi anqib turgan og'ilxonaga kiradi. Nimqorong'i burchakda yotgan sigir pishillab o'rnidan turadi.

1. ⁴⁰ Ўткир Ҳошимов “Ҳикоялар” Ғ.Ғулом номидаги Адабиёт ва санъат нашриёти Тошкент – 2002; 2-10-betlar

«Tagi ho‘l bo‘libdi, tozalash kerak», deb o‘ylaydi u. Keyin sigirning yelinini ho‘llangan eski sochiq bilan tozalab artadi-da, cho‘qqayib o‘tirgancha sog‘a bosh-laydi. Iliq sut tomchilari chelakka shovillab tushib, ko‘pirib ketadi, bilaklariga sachraydi.

Chelak to‘lganidan keyin qoziq atrofida aylanib, onasiga talpinayotgan buzoqchanning arqonini yechib yuboradi. Buzoq shodon dikonglab sigir tagiga kirib ketadi.

Muyassar bolalikdan odat bo‘lib qolgan chaqqonlik bilan non yasaydi. Bir savat qilib tandir oldiga ko‘tarib boradi, bitta-bittadan yopa boshlaydi. Oxirgi nonni yopadi-yu, yengil nafas oladi.

— Muyas!..

U erining ovozi eshitib, chaqqon burilib qaraydi. Beqasam to‘nini yelkasiga tashlab olgan Alijon aivon labida unga qarab turibdi.

— Keling! — deydi Muyassar obdastaga suv quya turib.

Alijon ayvondan ildam tushib, gulzor labiga keladi. Muyassarga tikilib jilmayadi.

— Punktda navbat kutish yomon-da, Muyas... Har kecha yuztalab mashina qatorlashib ketadi.

Qo‘yib bersa tong otguncha turaverasan kishi, — deydi sekingina. Muyassar uning kecha uyga barvaqt qaytolmagani uchun uzr so‘rayotganini tushunadi.

Erining baquvvat yelkasidan ushlab jilmayadi...

— Engashing.

Alijon ham uning arazlamaganini payqaydi-yu, boshini quyi soladi.

— Mana, boshim sizniki, — deydi kulib.

Muyassar suv quya boshlaydi. Alijon muzday suvdan seskanib, pishqira-pishqira yuvinadi.

— Yuvinayotganingizda har doim otga o‘xshab pishqirasiz-a... Qarang, ko‘ylagimni jiqqa suv qilib yubordingiz, — deydi Muyassar ho‘l bo‘lgan etaklarini ko‘rsatib.

Alijon boshini ko‘tarib astoydil yalinadi:

— Hech bo‘lmasa toychoq deng, Muyas.

Muyassar uning yosh bolalarday boshini bir yonga tashlab turishiga qarab, kulib yuboradi.

Shu ondayoq tandirdagi non esiga tushib, yuguradi. Qo‘llari kuya-kuya bir savat non uzib oladi.

Tong yorishadi, tun qushi qop-qora qanotlarini yig‘ib, qishloq ustidan olislarga uchib ketadi-da, choratrof odatdagi qiy-chuvga to‘lib-toshadi.

Ikkovlari shosha-pisha shirchoy ichishadi. Alijon tushlik ovqatini belbog‘iga tugadiyu mashinasining yoniga ketadi. Darvozaxona tomondan motorning guldiragan ovozi eshitaladi. Kabina eshiklari qarsillab yopiladi.

Muyassar uyni naridan-beri yig‘ishtiradi-da, ikki chetida qator-qator teraklar shovillab turgan toshloq yo‘ldan dalaga tomon yurib ketadi. Uzoqda, tog‘ ortidan quyosh bosh ko‘taradi. Qishloq suv quyganday jimib qoladi. Paxtazor katta-kichik hammani, maktab bolalarigacha domiga tortgan. Muyassar etakni beliga bog‘lab olgancha paykalga sho‘ng‘iydi. Paxtalar yonog‘iga ilingan qirov sekin-sekin shudringga aylanadi. U esini taniganidan beri o‘rganib ketgan ishini tag‘in qaytadan boshlaydi. Zum o‘tmay etak to‘lib-toshadi. Bora-bora beli zirqillab og‘riy boshlaydi. Zax, yumshoq egat ichiga etakni ag‘daradi-yu, yana qayta bog‘laydi. Ko‘z o‘ngidan o‘nlab, yuzlab, minglab chanoqlar birma-bir o‘tadi. Goho shunday boshi aylanib ketadiki, ko‘zini yumsa, tasavvurda oppoq chanoqlardan boshqa hech narsa ko‘rinmay qoladi. Ammo u to‘xtamaydi. Engashib oldinga intilaveradi, Peshinga yaqin kun qizdira boshlaydi. Muyassar nimchasini yechib tashlab, tag‘in g‘o‘zalar orasiga sho‘ng‘iydi. Shu payt muloyim kuz quyoshida erigan yumshoqqina havoni titratib, tabelchi Shoqosim akaning tanish ovozi yangraydi.

— Hoy, ho-oy, qizlarov, ovqatga-e-e! Uning tovushi paxtazor ustida anchagacha elas-elas sado berib turadi.

Muyassar tergan paxtalarini uyib, etakka bosadi, yukning og'irligidanmi, o'yga tolibmi, boshini quyi solganicha, xirmonga chiqib boradi.

Rhoqosim aka etakni temir taroziga qo'yib, toshni surarkan, salqi qovoqlarini lipillatib Muyassarga qarab qo'yadi. Burushiq yuzi oqarib ketganday bo'ladi: — Qirq sakkiz kilo... Mazangiz yo'q-ku, kelin!

Muyassar uning nimaga shama qilayotganini bilib g'ijinadi. «O'yin-kulgidan bo'shamay qolding», demoqchi-da!

U bir gap bilan qayirib tashlagisi keladi-yu, yoshini hurmat qilib, o'zini tiyib qoladi. «Mayli, — deb o'ylaydi paxtani xirmonga ag'dara turib. — Bu odamning odati shu. Yuz yil asal bilan boqsangiz ham og'zidan shirin gap chiqmaydi».

Qizlar kattakon qayrag'och soyasida, hovuz labida o'tirib, tushlik qilishadi. Qayrag'och shoxlarida yuz-yuzlab chumchuqlar chirqillaydi. Qayoqdandir shamol kelib, hovuz yuzidagi mayda-mayda jilolar yelkasiga minib oladi.

Orqa tomondan mashina signali eshitaladi.

— Rais buva kelyaptilar! — deydi qaysidir qiz qo'ng'irokday ovoz bilan.

Baland bo'yli, qotma, ammo tetik rais ochiq chehra bilan hayqiradi:

— Hormanglar, qizlar!

Qizlar quvnoq salomlashishadi.

— Barakalla, qizlar! Yashanglar. Plan to'lgan kuni hammangizni Toshkeshta — tomoshaga olib boraman.

— Naq Toshkentning o'zigami? — deydi orqaroqda o'tirgan qizlardan biri ishonqiramay.

— Naq Toshkentning o'ziga!

— Panoramaga ham tushamizmi? Rais beg'araz qahqaha uradi:

— O'sha panoramaga tushamiz-da!

Rais yaxshi odam. Chindan ham har yili qizlarni bir-ikki marta shaharga — teatrga olib boradi.

— Qani, — deydi u hammaga bir-bir qarab. — Kim eng yaxshi ishlasa, o'shani kelin qilaman.

Xohlasa, mexanizatorlar kursiga jo'nataman.

Hovuzda kosasini yuvayotgan qop-qora qiz — E'tibor yelkasi osha o'girilib qarab, bijir-bijir qilib gapirib tashlaydi:

— O'zi bitta o'g'lingiz bor, qaysi birimizni kelin qilasiz. Uyam bo'lsa shaharda o'qiydi. Kim bilsin, hali bola-chaqasini boshlab keladimi.

Hamma qah-qah urib kuladi, rais ham...

... Yana o'sha paykallar, chanoqlar, paxtalar... Muyassar yana ishga sho'ng'ib ketadi... Qo'llari yana chanoqlar ustida o'ynaydi.

Oqshom shafag'i yuziga kul tortganida paykaldan chiqishadi. Muyassar uyga qaytishdan oldin kanal bo'yiga keladi: sigirga o't yulish kerak. Muyassarning yonginasida chigirtka nag'masini boshlaydi. Oromli sukunatni chuqurlashtirib, uzoq tinimsiz chirillaydi. Suv yuzida baliq sakraydi. Cho'lp etgan ovoz eshitaladiyu yana sukunat quyilib keladi. Allaqayoqdan uchib kelgan baliqchi qush suvga sho'ng'iydi. Shu ondayoq qiyqirib havoga ko'tariladi. Muyassar qirg'oqda o'sib yotgan barra maysalarni shart-shurt yulishga tushadi. Allanechuk qadrdon, mast qiluvchi ko'katlar isidan boshi aylanib ketadi. Suv yuzi qop-qorayib qoladi. Eng avval uyg'ongan shoshqaloq bir yulduzcha kanal suviga sho'ng'iydi. Goh jilolarda ko'milib ketadi, goh yana qaytib chiqadi. Orqa tomondan

mototsiklning gurillagan tovushi eshitaladi. Mototsikl sukunatni tilka-pora qilib yaqinlashadi-da, uning yonginasida taqqa to'xtaydi. — Yana kolxozning o'tini yulyapsanmi? Muyassar qayrilib qaramasdan o'q taniydi. O'sha — Shoqosim aka. U sekin boshini ko'tarib qaraydi. Tabelchi mototsiklining egaridan tushgisi kelmay, bir oyoqlab yerga tiralib turgan bo'ladi. Muyassar uning yuzini g'ira-shira qorong'ida aniq ko'rmasa ham, qovoqlari pir-pir uchib turganini payqaydi. U odam shunday o'zi: otdan tushsa ham, egardan tushgisi kelmaydi. Bir vaqtlar rais bo'lgan edi. Unda Muyassar qizaloq edi. Bir kuni sigiri paxtazorga tushib ketgani uchun Qoravoy taqachining to'qqiz yashar o'g'lini o'lar holatda do'pposlagan.

Shoqosim aka haliyam o'sha kunlarini qo'msaydi. Menga odamlarning dimoq-firog'i emas, puxta kerak, deydi. Muyassar bu safar ham olishib o'tirmay, qishloqqa qaytadi.

U endi o'choqqa olov yoqqanida eshikdan ola sigir mo'rab kirib keladi. Muyassar gullarni payhon qilib tashlamasin, deb darrov arqonlaydi. Kattakon sirli chelak yani iliq, serko'pik sutga to'ladi.

Muyassar buzoqchani yechib yuboradi. Taom pishgandan keyingina Muyassar qattiq to'liqqanini sezadi. Uch-to'rt jazni og'ziga soladi-yu, tovoqni berkitib qo'yadi. «Hali Alijon akam kelsa, birgalashib ovqatlanamiz». Lekin Alijon hali-beri qaytmasligini o'zi ham biladi. Terim kunlari shofyorlar kecha-kunduzning farqiga bormay qolishadi.

Guzar tomondan baland muzika ovozi yangraydi. «Klubda kino bo'lyapti, — deb o'ylaydi Muyassar jimgina quloq solib. — Qanaqa kino ekan?» U uyiga kirib, elektr yoqadi. Burchakdagi toshoynaga o'zini soladi. Qora qosh, qora ko'z, mo'jazgina qiz unga qarab jilmayib turadi. Birdan uning sho'xligi tutib ketadiyu o'zining aksini o'zi masxara qila boshlaydi. Tilining uchini chiqarib, boshini likillatib qo'yadi. Keyin mayin jilmayib, oyna tokchasidagi upani oladi. Upaga botirilgan paxtani yuziga yaqinlashtirishi bilan to'xtab qoladi. «Yana qo'lim yorilibdi», G'ozapoya tirnab tashlagan qo'llariga qaraydi. Tag'in jilmayib qo'yadi. Mana shu nozik, chayir barmoqlari, tiqmachoqday qo'llari bilan allaqachon o'ziga haykal bitgulik ishlar qilib qo'yganligi, bugun ham o'sha haykalga yana jilo bergani uning xayoliga ham kelmaydi. Keyin uxlab qolishdan cho'chib, yechinmasdan o'rniga cho'ziladi, kuta boshlaydi. Ana, ko'chadan mashina ovozi keldi. Muyassar ildam qaddini rostlab o'tirib oladi. Motor tovushi kuchaya-kuchaya yaqinlashadi-da, yana sekin-sekin uzokdashib ketadi. «Yo'q, Alijon akam emas, Idora tomonga o'tib ketdi-ku».

U shifta tikilib uzoq yotadi. Lekin endi motor ovozi kelmaydi. Itlar akillamaydi. Bedana ham sayramaydi. Qishloqni uyquning sukunat to'lqinlari o'z bag'riga oladi.

Faqat qaerdadir — uzoqda alla eshitaladi. Qaysidir ona o'z kichkintoyining boshida qo'shiq aytyapti. Muyassar shirin jilmayib qo'yadi. Mana, bir yildan keyinmi, ikki yildan keyinmi o'zi ham ona bo'ladi. O'shanda o'zi ham shunaqa sokin kechalarga jon kiritib alla aytadi. Bir vaqtlar ayasi kenja ukasiga alla aytayotganida quloq solib o'rganib olgan. Uyqu uning ham kipriklarini aldab-aldab qovushtirib ketadi. Muyassar toliqqan oyoq-qo'llarini yozgancha, dong qotib uxlab qoladi.

U tush ko'radi. Tushida jajjigina qizaloq emish. O'rikning shoxiga arqon tashlab arg'imchoq uchayotganmish. O'rik qiyg'os gullaganmish. Arg'imchoq har silkinganida uning boshidan bir dunyo gul sochilarmish. Arg'imchoq borgan sayin qatiroq lopillarmish. U borgan sayin balandga, osmonfalakka chiqib tusharmish. Yer ham, osmon ham, arg'imchoqning arqoni ham — hammayoq gul emish. Oqish pushtigul emish. U xandon urib, qiyqirib-qiyqirib kularmish. Ko'zlaridan yosh chiqib ketarmish... U tush ko'radi. Ammo oy fonusining piligini pasaytira boshlaydi. Kunchiqar tomonda osmon sutday oqish rangga kiradi. Yangi kun boshlanadi.

DEHQONNING BIR TUNI⁴¹

Ikkinchi hikoya

Bundan yigirma ikki yil avval «Guliston» jurnalida «Dehqonning bir kuni» degan hikoya bosilgan edi. Unda oddiy paxtakor oilaning bir kunlik hayoti tasvirlangan...

Hikoya rus tilida «Literaturnaya Rossiya» haftaligida chiqdi, to'plamlarga kirdi, talay qardosh xalqlar tillariga, chet el tillariga o'girildi. Oradan shuncha fursat o'tgach, eski do'stlarim, qariyb o'z tengqurlarim — Muyassar va Alijonni qo'msayverdim... Mana, ular bilan tag'in uchrashdik. (Muallif, 1989 yil, mart.) Yo-yo-tishibdi... O'ng tomonda Alijon. Chap tomonda Muyassar... Yonboshida to'rt yashar Doniyor... Uy ichi salqin, cho'yan pechkaning g'ira qopqog'idan tushayotgan nur devorga qizg'ish chiziq tortgan. Tashqari oydin shekilli, deraza yorug'. Eski toshoyna xira yiltiraydi. Toshoyna burchagiga qistirib qo'yilgan rasm oqarib ko'rinadi. Lekin Muyassar uni ravshan tasavvur qiladi: Valijonning surati. Uni Halimaxon chizgan. Bo'yoq qalam bilan... O'lmasidan yarim yil ilgari...

Tshoyna tokchasidagi soat shoshilinch chiqillaydi. (Valijon Novgorod tomonlardan olib kelgan batareyali soat)... Alijon yonboshiga ag'darilib «imm» deb qo'yadi. «Tag'in beli og'riyapti», deb o'ylaydi Muyassar yuragi achishib. Ammo eridan hol so'rashga botinmaydi: «Uyg'onib ketmasin». Yetti yil bo'ldi. Tuppa-tuzuk mashinasini haydab yurgan odam ayni qish chillasi «pichan obkelmasak bo'lmaydi», deb toqqa ketdi-yu, bir haftada shu dardni orttirib keldi. Bormasa bo'lmasdiyam-da... Fermaning mollari ochlikdan bo'kirib yotgan bo'lsa... Kolxozning o'zi beda sepmasa...

Alijon avvaliga sezdimadi. Ichidan Muyassarning jun ro'molini beliga bog'lab yuraverdi. Keyin yotib qoldi. Qimir etsa joni chiqib ketayotgandek ingraydi. O'shanda «yorildi». Xashak olib qaytishayotganda qor ko'chib, ikki kecha tog'da qolib ketishibdi...

Uy ichi salqin... Cho'yan pechka eshigidan tushayotgan chiziq ojiz miltiraydi. Valijonning soati shoshqin chiqillaydi. Muyassarni xayol olib qochadi. Valijon sog'mikin... U yoqlarda sovuq qattiq bo'larmish. Bugun «Vremya»da aytdi. Moskvada 28—33 daraja... Novgorod Moskvaga yaqin emish. Valijon aytgan. Doniyor quv-quv yo'taladi. Oyoq-qo'lini tipirlatib, ustidagi ko'rpani ochib tashlaydi.

— Aya-a-a! — deydi yig'lamsirab.

Muyassar tirsagiga tayanib, bolaning ustiga ko'rpa tortadi. Peshonasiga kaftini bosib ko'radi.

Хайрият, isitmasi yo'q.

— Uxla, bolam, uxla, — deydi sekin.

— Buning yana yo'talyapti-ku, onasi...

— Sizniyam uyg'otib yubordimi? — Muyassar eriga achinib qaraydi. — Sho'x-da, boya Salimangiz aytdi: pechkada qor eritib, pishillatibdi... Uxlang. Muyassar erining uyqusini o'chirib yuborishdan qo'rqib, qimir etmay yotadi. Soat chiqillaydi. U tag'in Valijonini o'ylaydi. Mo'min bola. Otasiga tortgan. O'nni bitirib institutga kirmoqchi edi.

Yig'lamoqdan beri bo'lib qaytib keldi. Domla aytganmish. «Ekonomist bo'lishni orzu qiladigan odam avval familiyasini to'g'ri yozishni o'rganadi, yigitcha! Qishlog'ingizga borib paxta teravering!»

2. ^{41 41} Ўткир Ҳошимов “Ҳикоялар” Ғ.Ғулум номидаги Адабиёт ва санъат нашриёти Тошкент – 2002; 2-10-betlar

Muyassar kuydi. Otasi kuldi: «Biz tomonlarda paxta terishdan boshqani o'rgatmaydi, demadingmi, o'g'lim... Mayli, parvo qilma, hamma olim bo'lib ketsa, podani kim boqadi». Valijon poda boqmadi-yu, tag'in paxta terdi.

Keyin... Boshqa gap chiqib qoldi. Yangi rais (avvalgi Rais buva qamalib ketdi, uch yil bo'ldi: paxtani qo'shib yozgan ekan) majlis qildi. Xo'p aqlli gaplar aytdi. (Aytadiyam-da, yosh, o'qimishli).

«Ko'rib turibsizlar, biz tomonlarda tug'ilish ko'payib ketyapti, — dedi, — har bitta oilaga o'n besh notixdan tomorqani qaerdan topamiz, paxtaga yer yetmayapti-ku»: Xullas, ayon bo'ldiki, Rossiyaning noqoratuproq yerlari «o'tyurak» dyohqonlarni, iloji bo'lsa, yoshlarni kutib yotgan emish.

Valijon tushmagur shu gapni eshitdi-yu, patagiga qurt tushib qoddi. Muyassar «ketma», deb uvvalo yalinsa ham ko'nmedi. «Tushunsangiz-chi, aya, o'z holimga qo'ying, yosh bola emasman», dedi. Dadasi yonini oldi (har qalay erkak-da). «Bolani o'z holiga qo'y, onasi, rais bir nimani bilmasa gapirmaydi», dedi.

Valijon bir yilchadan keyin kech kuzakda to'satdan kelib qoldi. Otpuskaga. Qarang, Muyassar o'g'lini tanimay qolsa deng... Soqol qo'ygan... Boshida telpak... Ralatiroq bo'lib qolgan. Kamgapmi-ey, odamovimi-ey...

Ikki marta singlisining mozoriga borib keldi-da, tag'in yo'lga o'tlanib qoldi. O'sha kuni dadasiga dilini yordi: «Xo'roz hamma yerda bir xil qichqirarkan, hech kim bizni quchoq ochib kutib olgani yo'q.

O'zlarining turish-turmushi yaxshi bo'lsa, qishlog'ini tashlab qocharmidi, jonimga tegdi, bahorda qaytib kelaman», dedi. Otasi gapini ma'qulladi: «Tentirab yurma begona yurtlarda! Kelaver, ochingdan o'lsang men kafil».

— Uyingda is bormi, onasi?

Xayol surib yotgan Muyassar eri tomon ilkis o'giriladi.

— Uxlamadingizmi?.. O'lsin... ko'mirxonaga kirsam, yakkash kukun qopti. — U bir zum jim yotadida, so'raydi.

— Poezd biletini ertaga olasizmi?

— Olaman, — Alijon negadir xo'rsindi. — Buyam bir qop g'alva shekilli. Avval Moskvaga borilarkan, undan Tbilisiga, undan Kutaisiga...

— Mayli, dadasi. Ko'rmagan joylarni ko'rib kelasiz.

Jimib qolishadi. Yangi rais Alijonning belidagi bodini davolash uchun Kavkaz tomondagi allaqaysi «kurot»ga putyovka beribdi.

— Joningizdan aylansin, — deydi Muyassar osoyishta ohangda. — Qiynalib yurasizmi?

Tag'in jimlik cho'kadi. Allaqaerda it akillaydi.

— Ko'mir olish kerak, — dedi Alijon bo'g'iq ovozd. — Qishning keti ko'rinmayapti.

— O'lsin, anqoning urug'i-ku. — Kechagi voqea da'atan Muyassarning esiga tushadi. — Magazinga qand kelgan ekan. Tumonat odam... Qarasam, Tursunoy xolayam ochiritda turibdi.

«Erimda gunoh yo'q, majbur qilishgan», deydi. Adoyi tamom bo'pti.

— Rais buva insofli edi, — Alijon tag'in xo'rsinadi. — Xalqqa qayishardi.

— O'g'lini qarg'adi, — deydi Muyassar kuyinib. — Toshkentda o'qigan o'g'li bor edi-ku... hozir Qo'qonda ishlayotgan ekan. Sudmishmiej, advokatmi... Tursunoy xola «otangni qamoqdan chiqarib ber, shu odamning pushtikamaridan bo'lgansan-ku, bolam», deb yig'lasa, o'g'li ko'nabdi. «Pripiska qilganlarga chora yo'q, aya», dermish.

— Ungayam osonmas, — deydi Alijon xomushlik bilan. — Nima qilsin, davlatning odami.
— Ularnikidayam ko‘mir ado bo‘lgan ekan, — deydi Muyassar Tursunoy xolaning gapini eslab. — Shotursunga bir mashina ko‘mir obkeb bering, baraka topkur, rahmatli otangiz rais buvaning qadrdoni edi, desa Shotursun jerkib beribdi: «Ikki yuzdan kamiga bo‘lmaydi, men yetimxonaning direktori emasman. Rais buva ko‘mib ketgan tillalarni chiqaring-da, mundoq», dyopti.

— Otasiga o‘xshagan errayim-da, bu bola! — Alijon jahl bilan to‘ng‘illaydi. — Shoqosim aka ham shunaqa xudobexabar odam edi.

Muyassar qovog‘i muttasil uchib turadigan Shoqosim akani, hozir stantsiyadagi ko‘mir iskaladda ishlaydigan Shotursunni eslab, ko‘ngli g‘ash tortadi, rais buvaning xotinigaki shundoq degan bo‘lsa, boshqalarga ikki yuz ellikdan kamiga ko‘nmaydi.

Tursunoy xolaning yig‘lab aytgan gaplari tag‘in xayoliga jonlanadi: «Sizga yolg‘on, Xudoga chin, jon qizim, Cholim bir xil raislarga o‘xshab sandiq-sandiq pul yig‘madi. Boshqalardan nimamiz ortiq, mana, bir paqir ko‘mirga zor bo‘lib o‘tiribman...»

— Rais buva vaqtida pensiyaga chiqib ketsa shu ishlarga aralashmasmidi, — deydi Muyassar o‘ziga o‘zi gapirib.

— A? — Alijon endi mudray boshlagan shekilli, qayta so‘raydi. — Kim deysan?

— Rais buvani aytaman-da.

— Undayam baribir qamalardi...

Muyassar astoydil ajablanadi:

— Nega endi? O‘ziga to‘g‘ri bo‘lsa. Birovga og‘zi tegmasa, tili tegmasa...

— Planni bajarmasa bo‘lmasdi-da, onasi, — deydi Alijon ishonch bilan. — U zamonlarda bajarmasa qamalardi. Endi bajargani uchun qamaypti.

«O‘zing panohingda asra, Xudo!», deydi Muyassar xayolan. Dili yorishadi. Yaxshiyam eri raismi, brigadirmi bo‘lmagani... Ana, qanchasi qamoqda yotibdi.

Narigi xonadan ingroq tovush keladi.

— Qaysi biri? — deydi Alijon xavotir bilan.

— Salimangiz... — Muyassar narigi xonada yotgan uch qizining qaysi biri tushida alahsiragani-yu, qaysi biri ingraganini aniq biladi.

— Yana bannisaga yotqizsakmikan, — deydi Alijon. — Jigar og‘rig‘i qo‘zg‘adi shekilli. Halimaga o‘xshab...

— Nafasingizni issiq qiling! — deydi Muyassar beozor jerkib.

Erining ko‘nglidan o‘tayotganlarni biladi. O‘zining ham ko‘z o‘ngiga lop etib Halimaxon keladi. Valijondan keyin tuqqan qizi. O‘ziyam bu dunyoga sig‘adigan qiz emasdi-da. Sochi yer supurardi. Kiprigi yuziga tushardi. Otasi ham hayron: kimga tortgan bu qiz? Chap qo‘llab rasm chizsa (chapaqay edi), odamning aqli shoshardi. Shunaqa mehnatkash, shunaqa chaqqon. Non yopadi, sigir sog‘adi, pillaga qaraydi, dalaga chiqib chopiq qiladi, yuz kilolab paxta teradi. Yaxshi qiz mahalladan chiqmaydi, degan gap rost ekan. O‘n oltiga to‘lib-to‘lmasdan turnaqator sovchilar qatnasa deng...

Bo‘lmasa to‘qqizinchiga endi ko‘chgan qiz... Bir kuni Muyassar ishdan kelsa, Halimaxon akasini ayvon burchagidagi kursiga o‘tqizib qo‘yib, albomga rasmini chizyapti. Qo‘lida bo‘yoqqalam. «E, buningizga ayting, aya, xit qilib yubordi-ku, odamni, — dedi Valijon do‘rillab. — Nima, men vistavkaga qo‘yilgan echkimanmi? Ikki soatdan beri qoqqan qoziqdek o‘tiribman. E, bor-e!» — Valijon qo‘lini paxsa qilib o‘rnidan turib ketayotgan edi, Halimaxon muloyim jilmaydi. «Qirqiga chidadingiz, qirq birigayam chidang-da, akajon! Besh minut qoldi».

Muyassar qizi chizgan rasmga bunday qarasa... Yo tavba! O'g'li shunaqa katta yigit bo'p qoptimi? Mo'ylovi sabza urgan... Ko'zlarida, qop-qora ko'zlarida allanechuk sho'xlik... Hatto iyagidagi lusunbuzar ham yarashib tushgan.

... Muyassar o'sha kungi gapi uchun hanuz ich-etini yeydi. Nega baqirdi qiziga? «Sen ahmoqqa qachon aql kiradi, qiz o'lgur! Ovqatga unnash o'rniga... Akang bu yil o'nni bitiradi, ahmoq, nima qilasan vaqtini olib? Yig'ishtir qalam-palamingni!» Bilsa edi, olti oy o'tmay g'unchadek qizini tuproqqa topshirishini... Halimaxon dori sepilgan dalada ishlayveribdi jigari ezilib adoyi-tamom bo'pti-yu, ih demabdi. O'zi-chi? «Ayajon, qornim og'riyapti, ko'nglim behuzur bo'lyapti», desa: «Yoqmasroq narsa yegandirsan-da, qatiq ichsang bosiladi», deb qo'ya qolibdi... Bannisaga olib borishganida kasali o'tib ketgan ekan... Yo'lakka, eshik tagiga yotqizishdi.

Muyassar erini bunaqa alpozda birinchi ko'rishi edi. Avval do'xtirlarga yalindi: «Jon akalar, qancha olsangiz oling, qizimni tuzating», dedi. Birov quloq solsa qani! Hammayoq oh-voh, hammayoqda rangi za'faron kasallar. Shunda Alijonning ko'zi g'azabdan yonib ketdi. Qiyomat qo'pdi. «Kattang kim? — dedi o'dag'aylab. — Mening qizim xolasining chorbog'ida ishlab sariq bo'lgani yo'q. Paxtada ketmon chopib shu dardga yo'liqdi!

Tuzatasan! Tuzatmasang, onangni Uchqo'rg'ondan ko'rsataman!»

Rangi zahil, qiltiriq do'xtirning gapi Muyassarning esidan chiqmaydi: «Menga nima deysiz, aka! Bola bog'chasiniyam kasalxonaga bo'shatib bergan bo'lsak, ko'rib turibsiz, koridorgacha to'lib ketdi. Boring, o'sha kattalarning oldiga!» Alijon «kattalarning oldiga bormadi. Boradigan ahvolda emasdi. Bola bola ekan-da. Valijon singlisi bilan ko'p g'ijillashardi. Goh ruchka talashadi, goh daftar... Ammo Halimaxonning o'ligini bannisadan olib kelishganida yerga muk tushib shunaqa yig'ladi, shunaqa yig'ladi... Muyassarning mijjalariga yosh qalqiydi. Tomog'iga yig'i tiqilib, dimog'i achishadi. Erini bezovta qilishdan qo'rqib, labini tishlaydi.

— Ha, onasi? — deydi eri xavotirlanib.

— O'zim... — Muyassar hiqillab, burnini tortadi. — Uxlang... Charchagansiz.

— Qo'y, onasi... — Alijon dag'al qo'li bilan uning boshini silaydi. — Bahorda o'g'ling keladi. Nasib etsa to'y qilamiz... Nevara ko'rasan...

Ajab, bir vaqtlar kelinlik paytida (qarang, shungayam yigirma ikki yil bo'pti) erining qo'li bexosdan tegib ketsa, badani jimirlashib ketardi. Endi bo'lsa eri boshini silasa yosh boladek orom topadi. Nima bu? O'ziyam tushunmaydi.

Narigi xonada tag'in Salima ingraydi. Muyassarning ko'ngliga g'ul-g'ula tushadi. Balki yana bannisaga yotqizish kerakdir. Yo'-o'q, bittasidan ayrilgani yetadi! O't tushsin, o'sha paxtalariga! Sutdan og'zi kuygan qatinqiyam puflab icharkan. Bultur kuzda Salima «ko'nglim ayniyapti, biqinim sanchib og'riydi» deganida er-xotin yugurgilab qolishdi.

Xayriyat, bu safar vaqtida oldini olishdi. Haliyam asorati qolgan shekilli, bu sariq o'lgurning... Alijon inqillab o'rnidan qo'zg'aladi.

— Ha? — deydi Muyassar tashvishlanib. — Belingiz...

Alijon uh tortadi. Yotgan joyida cho'zilib ti-mirskilanady. Namat ustidagi sigaret bilan gugurtni oladi. — Shu odatingiz qolmadi-da, dadasi, — deydi Muyassar dashnom berib. — Bola yotibdi demaysiz. Alijon indamay gugurt chizadi. Chakkasidagi oqargan sochlari, ajin tushgan peshonasi bir lahza yorishib ketadi. «Umr ham o'tdi, — deb o'ylaydi Muyassar. — Ikkovimiz ham o'tin bo'ldik. Qiziq, ko'nglida na alam, na og'riq sezadi. Bu gap shunchaki lip etib xayolidan kechadi. — «Dunyoning ishlari shu ekan». ... Oy botgan shekilli, derazadan tushayotgan nur xiralashadi. Hovli tomonda qo'y ma'raydi. (Valijonning to'yiga atab boqilayotgan qo'y).

— Onasi, — deydi Alijon sigaret kulini yonboshidagi piyolaga chertib. — O'g'ling kelguncha uyni sal epaqaga keltirib qo'ysakmidi... Yaxshi niyat bilan hovli etagiga bir uy, bir ayvon solishgan. Tomini yopishdiyu u yog'iga qo'l qisqalik qilib qoldi. Valijon u yoqda bo'lsa, hali qancha ish bor. Eshik-deraza o'rnatish, somon suvoq, oq suvoq, bo'yoq... Eh-he!

Ajab, Alijon uning dilidan o'tganini darrov sezadi.

— Qo'yaver, onasi, — deydi yupatib, — musulmonchilik — astachilik. Baxtimizga bolalar sog' bo'lsin.

— Shunday deb sigaretni piyolaga bosib o'chiradi. — Uxla, onasi, charchagansan.

Toshoyna yanayam xiraroq yaltiraydi. Soat allalovchi ohangda chiqillayotganga o'xshaydi. Borabora soat ovozi jimlik qo'yniga singib ketadi. Muyassarni uyqu elitadi. Shunda eri yelkasiga ohista turtganini sezib norozilik bilan ko'zini ochadi.

— Nima deysiz? — deydi ozorlanib.

— Onasi... — Alijon yo'talib qo'yadi. — O'ylab qaragam, o'shayoq menga to'g'ri kelmas ekan. Muyassar uyqusirab yaxshi tushunmaydi:

— Qanaqa o'shayoq?

— O'sha-da! Xaltubami, Maltubami... Borish yuz so'm... Kelish yuz so'm... Undan ko'ra ko'mir olaylik... Valijoning kelguncha uyni suvokdan chiqarib qo'yaylik.

Muyassarning uyqusi bir zumda o'chadi.

— Esingiz joyidami, dadasi! — deydi astoydil koyib. — Yetti yil kutib, endi putyovka olgan bo'lsangiz, yarimjon bo'lib qolgan bo'lsangiz... Siz ham umringizda bir marta...

— Ke, qo'y, onasi! — Alijon tag'in uning boshini silaydi. — Oltiariq tomonda issiq suv bormish. Shunga uch marta tushsam, otdek bo'lib ketaman. Mana ko'rasan.

Eri shu qadar ishonch bilan gapirdiki, Muyassar ikkilanib qoldi.

— Qandoq bo'larkin, dadasi, — deydi bo'shshib. — Labzdan qaytsangiz...

— Uxla, — deydi Alijon allanechuk xotirjamlik bilan. Muyassar tushunadi. Bu — erining qat'iy qarori. U bir lahza alag'da bo'lib yotadi. Keyin uyqu uning kipriklarini aldab-suldab qovushtiradi. Qancha fursat o'tganini bilmaydi-yu, ayvonda chiroq yonganini his etadi. «Salima turdi, — deb o'ylaydi uyqu aralash. — Xo'p mehnatkash chiqdi-da, shu qizim.

Umridan baraka tonsin». Paqir bandi daranglaganini ham eshitadi. «Turish kerak, xamir ko'pchib ketgandir... Salima sigir sog'guncha non zuvalab qo'ymasam bo'lmas». Uyg'onmoqchi bo'ladi-yu, ko'zini ocholmaydi. Tush ko'radi... Bahor emish. O'rik gullaganmish. Qizaloq emish. O'rik shoxiga ilingan arg'imchoqda uchayotganmish. Arg'imchoq silkingan sayin boshiga duv-duv gul yog'ilarmish. Oq, pushti gullar... Shunda... Halimaxon paydo bo'pti. Sochlari yer supuradigan, kiprigi yuziga tushadigan qizi Halimaxon... «Kel, qizim, kelaqol! — dermish u qo'l cho'zib. Qizini quchog'iga olibdiyu uchaveribdi-uchaveribdi. Halimaxon uning pinjiga kirib, «ayajon, ayajon» dermish. Arg'imchoq borgan sayin biland havolanarmish... Ona-bola bir-birini quchokdab osmon-falakka uchib ketishayotganmish. Negadir Muyassarning yig'lagisi kelarmish. U tush ko'radi. Oy fonusi allaqachon o'chgan. Kunchiqar tomonda esa ko'kimtir qor bosgan tog'lar ortida osmon yorishadi. Hovli etagida pastak bostirmada «pov-pov» degan ovoz eshitaladi. Salima sigir sog'ayapti. Sog'ib bo'lib, qoziq atrofida betoqat aylanayotgan buzoqchani yechib yuboradi, keyin tandirga o't qalaydi... Non yopadi... Shirchoy qiladi... Yangi kun boshlanadi...⁴²

3. ⁴² Ўткир Ҳошимов “Ҳикоялар” Ғ.Ғулом номидаги Адабиёт ва санъат нашриёти Тошкент – 2002; 2-10-betlar

INDEPENDENT WORK:

1. The main problems in the translation of Uzbek stories into English.
2. The adequacy as a criterion in translation of Uzbek stories into English.

CORE LITERATURE:

1. Barkhudarov L.S. Language and Translation. M. 1975.
2. Catford I.C. A Linguistic theory of translation. L.N/Y.
3. Shvaytser A.D. Translation and Linguistics. M.1973.
4. Levitskaya T.R, Fiterman A.M. The problems of translation on the material of the contemporary English language. M.1974.

ADDITIONAL LITERATURE:

1. Nida.E. Towards a science of translation. Leiden. 1964.
2. Roger. N. Bell. Translation and translating . Theory and practice. London, New York. 1995.
3. Salomov G. Tarjima nazariyasiga kirish. T. 1978.
4. Salomov G. Tarjima nazariyasi asoslari. T. 1983.

TECHNOLOGICAL MAP OF THE MODULE

MODULE 8. The translation of Uzbek texts in different styles into English

Course: 1; Semester 2;

Time: 160 min.

Aim: To improve reading, listening, writing and speaking

Activity	Objectives	Procedure	Duration	Mode of Interaction	Methodics	Material
Pre-activity	-to get students to think about the topic -to show them two pictures and ask them to tell the difference the two	-discussion of the pictures -practicing the pronunciations of new words from the text. -referring to transcription -introducing the new vocabulary words	40 min.	group work	Think-Pair-Share With students seated in teams of 4, have them number them from 1 to 4. Announce a discussion topic or problem to solve. (Example: What are the SP of the given	- Book: Listening Extra -black board -posting the pictures on the board

					<p>texts? How could we define them?) Give students at least 10 seconds of think time to think of their own answer. Using student numbers, announce discussion partners. (Example: For this discussion, Student #1 and #2 will be partners. At the same time, Student #3 and #4 will talk over their ideas.) Ask students to PAIR with their partner to discuss the topic or solution. Finally, randomly call on a few students to SHARE their ideas with the class</p>	
While-activity	-to introduce the topic	-read, translate and analyze the text -working on the exercises: translating the following sentences; fill in the blanks	80 min.	-group work -pair work -individual work		-handouts -black board - dictionaries

		with suitable words; matching the definition; -working on the vocabulary notes				
Post-activity	-to sum up the topic -to give a brief statement of the topic	-answering the questions -to have a discussion about stylistic problems -characterize the situation -give an example to show how man is affecting the ecology	40 min.	group work		-handouts -black board

THE TECHNOLOGY OF THE MODULE 8

- I. Translate the texts and write out the new vocabulary.
- II. Discuss the stylistical peculiarities of the given texts and outline the general idea;
- III. Work out the set structures vastly used in the texts;

Theme	The translation of Uzbek texts in different styles into English
Duration	6 hours
Goals and tasks	To found the knowledge skills of the students of the translation theory and practice department; Introduce the students to the English fairytale's style; Work-out the set-structures for the fairytales translation;
The content of educational process	To introduce the new information on the given topic by means of practical material. To solve debatable problems during practical activities.
The technology of educational process	Method: interactive method. Form: group discussion. Facilities: getting into the role of native speaker. It is necessary to think and answer both in English and Uzbek. Control: Teacher listens carefully and sums up, taking into account the activity of each student.
Expectations	The achieved results: by means of this method teacher enables the students to think freely and to express their point of view. Student develops logical thinking and orator abilities.
Perspective (analysis, correction)	Teacher: to use new pedagogical technologies at other lessons. Student: to develop a discussion through other methods (cluster, boomerang), to write a report.

1. O'zbekiston sobiq ittifoq hududida iqtisodiy integrasiyaning rivojlanishini etibor bilan kuzatishda davom etadi, biroq hozircha Evrosiyo iqtisodiy ittifoqi yoki Bojxona ittifoqiga kirishni o'ziga foydali deb hisoblamaydi, deb aytdi O'zbekiston

tashqi aloqalar, investisiyalar va savdo vaziri o'rinbosari SHavkat To'laganov. Bu haqda RIA "Novosti" axborot agentligi xabar bermoqda.

"O'zbekiston birinchi navbatda bizning manfaatlarni hisobga olgan holda u yoki bu integrasion tashkilotlar, tuzilmalar azosi hisoblanadi. Birinchi asosiy ustuvor vazifa biz O'zbekistonda qaror qabul qilinishiga tasir qiladigan biror tuzilmaga ega bo'lmasligimizdir. Biz erkin savdo hududi, MDH azosi hisoblanamiz. Bu barcha kelishuvlar bizga normal savdo va boshqa munosabatlarni olib borishga imkon beradi. Bizning mutaxassislar tomonidan chuqur o'rganishlar Evrosiyo iqtisodiy ittifoqi yoki Bojxona ittifoqida azolik O'zbekistonga ustunliklar bermasligi yoki aksincha, qandaydir pozisiyalar bo'yicha bizni cheklashi mumkinligini ko'rsatdi", deb tushuntirdi To'laganov.

"Bu integrasion tuzilmalarning rivojlanishini etibor bilan kuzatamiz. Agar biz uchun iqtisodiy tomondan hech qanday qiyinchiliklar yoki cheklashlar bo'lmaydi, deb hisoblasak, unda bu tuzilmalarga kirish masalasini ko'rib chiqamiz. Biroq bugungi kunda bizda bu borada aniq yo'nalish, qaror bor va biz hozircha qandaydir yangi integrasion tuzilmalarga kirishni rejalashtirmayapmiz", deb qo'shimcha qildi To'laganov.

To'laganovning fikricha, bu siyosat 4 dekabrda bo'lib o'tadigan O'zbekiston prezidenti saylovlaridan keyin ham davom ettiriladi.

"Prezidentlikka nomzodlar tashqi siyosat, tashqi iqtisodiyotdagi asosiy yo'nalish bizning birinchi prezidentimiz tomonidan ko'rsatilgan yo'nalishlarga asoslanishini aytib o'tdilar", deb takidlab o'tdi To'laganov.

2. O'zbekistonning yalpi ichki mahsulotida oxirgi vaqtda inqiroz tufayli xorijiy pul o'tkazmalari ulushi 5 foizdan oshmayapti, deb malum qildi O'zbekiston iqtisodiyot vaziri o'rinbosari Shuhrat Ismoilov matbuot-anjumanida. Bu haqda RIA "Novosti" axborot agentligi xabar bermoqda.

"Men buni asosiy tashkil etuvchi ko'rsatkich deb ayta olmayman, u YAIMning 5 foizidan oshmayapti", deb aytdi Ismoilov hozirda mamlakat iqtisodiyotida xorijdan mehnat muhojirlari yuborayotgan pul o'tkazmalari qanday ulushni tashkil qilayotgani haqidagi savolga javoban.

Ismoilovning aytishicha, oxirgi vaqtda bu ulush boshqa davlatlardagi inqirozli vaziyatlar sababli qisqarmoqda, biroq O'zbekiston hukumati bu salbiy jihatni yo'qqa chiqarishga urinmoqda. "Bu holatning iqtisodiyot ahvoliga salbiy tasiri mavjud. Bunday salbiy tasirlarni engib o'tish maqsadida O'zbekistonda aholini, birinchi navbatda ortga qaytayotgan va bu erda – O'zbekistonda ish izlashga majbur bo'layotgan mehnat muhojirlarini bandlik bilan taminlash bo'yicha dastur qabul qilingan. Har yili bu dastur bo'yicha O'zbekistonda 200-300 ming yangi ish o'rne tashkil etiladi", deb aytdi Ismoilov.

O'zbekistonga valyuta kelishining kamayishi iqtisodiyotning eksportga qaratilgan tarmoqlarini rivojlantirish evaziga qoplanmoqda.

"Pul o'tkazmalari nuqtai nazaridan, pul o'tkazmalari hajmining qisqarishiga qaramasdan, shu jumladan Rossiyadan, biz qandaydir salbiy effektlarni, birinchi navbatda, eksport oshayotgani sababli kuzatmayapmiz. O'zbekiston eksporti hajmi ijobiy trendga ega", deb takidlab o'tdi Ismoilov.

Ismoilov shuningdek yangi ishlab chiqarishlar, ish o'rinlari yaratish bo'yicha choralar bu jarayonni tekislashga imkon berishini qo'shimcha qilib o'tdi.

3. O'zbekiston mudofaa vaziri, general-polkovnik Qobul Berdievning bayonot berishicha, Rossiya O'zbekiston uchun asosiy strategik hamkor hisoblanadi. U rossiyalik hamkasbi Sergey SHoygu bilan uchrashuvida shunday fikrni bildirgan.

"Bizni Rossiya bilan juda ko'p narsa bog'lab turadi. Aytish mumkinki, bog'lab turadi emas, balki biz qandaydir bo'linmaganmiz. Balki, o'zaro hamkorligimiz unchalik ham faol bo'lmagan davrlar bo'lgandir, biroq, biz har doim Rossiya bilan birgamiz, Rossiya biz uchun asosiy strategik hamkordir", — degan Berdiev.

U shuningdek, o'zbek ofiserlari va kursantlariga Rossiya harbiy o'quv bilim yurtlarida talim berilishining qayta boshlanishi munosabati bilan ham hamkasbiga minnatdorchilik bildirgan. O'quv jarayonlariga 2012 yilda barham berilgan edi.

O'zbekiston va Rossiya mudofaa vazirlarining uchrashuvida ikki davlat o'rtasida harbiy-texnik hamkorlikni rivojlantirish bo'yicha shartnoma imzolangani haqida avvalroq xabar qilingan edi.

4. Donald Tramp mamuriyatida Eleyn Chao Transport vaziri lavozimini egallaydi. The Guardian xabariga ko'ra, 29 noyabr kuni Trampning o'zi shunday tanlovni amalga oshirgan.

Trampning qayd etishicha, Chaoning etakchilik qobiliyatlari va tajribasi transport infratuzilmasini rivojlantirishda yordam beradi.

21 noyabr kuni Tramp va Chao xonim Nyu-Yorkdagi Trump Tower binosi hududida uchrashgan, ularning suhbat 2 soat davom etgandi.

Eleyn Lan Chao 63 yoshda bo'lib, u Tayvanda xitoylik muhojirlar oilasida dunyoga kelgan. Uning oilasi Eleyn 8 yoshdaligida AQSHga ko'chib kelishgan. U siyosatchi bo'lguniga qadar Citicorp va Bank of America muassasalarida faoliyat yuritgan. 1980-yillar oxirida u respublikachi prezidentlar mamuriyatida muhim lavozimlarni egallagan. 1993 yilda u kentukkilik senator Mitch MakKonnellga turmushga chiqqan (hozirda AQSH Kongressi Senatida respublikachilar etakchisi).

Chao xonim 1989-1991 yillarda transport vaziri, 2001-2009 yillarda — Mehnat vaziri (Jorj Bush prezidentligi davri) bo'lgan. U kelib chiqishi osiyolik bo'lganlar orasida AQSH Vazirlar mahkamasida o'rin egallagan birinchi siyosatchi hisoblanadi.

29 noyabr kuni AQSH parlamentining Vakillar palatasi azosi Lu Barletta malum qildiki, shu kuni Donald Tramp u bilan uni AQSH Mehnat vaziri etib tayinlash masalasini muhokama etgandi. Undan oldinroq, aynan u Transport vaziri etib tayinlanishi haqida xabarlar berilgandi.

18 noyabr kuni AQSHning yangi saylangan prezidenti o'z mamuriyatidagi muhim lavozimlar uchun nomzodlarni belgilab olgani malum bo'lgandi. Unga ko'ra, alabamalik senator Jeff Seshns bosh prokuror, kanzaslik kongressmen Mayk Pompeo Markaziy razvedka boshqarmasi direktori bo'lishi aytilgan.

Hozirda AQSH Davlat kotibi va Mudofaa vaziri bo'lib turgan Jon Kerri va Eshton Karter o'rniga keladigan amaldorlar nomi aniqlab olinmagan.⁴³

OAV bergan malumotlarga ko'ra, AQSH Davlat kotibligiga Massachusets shtatining sobiq gubernatori Mitt Romni, Nyu-Yorkning sobiq meri Rudolf Juliani, Janubiy Karolina shtati gubernatori Nikki Xeyli, AQSHning BMT qoshidagi sobiq maxsus vakili Jon Bolton kabi nomlar davogarlik qilmoqda.⁴⁴

www.usa-gov.uz⁴³

⁴⁴ www.kun.uz/jahon /yangiliklari/ijtimoiy-hayot

Pentagonning yangi rahbari bo'lish imkoniyatlari esa Dengiz piyodalari korpusining istefodagi generali Jeyms Mattis va Nyu-Hempshir shtatidan bo'lgan senator Kelli Eyottda mavjud. Qo'shma shtatlarda 8 noyabr kuni prezidentlik saylovlari bo'lib o'tdi. Unda Respublikachilar partiyasi nomzodi Donald Tramp g'olib chiqdi. U 2017 yilning 20 yanvarida inaugurasiya marosimidan keyin lavozimiga rasman kirishadi.

AQSH vazirlar mahkamasi Amerika hukumatidagi ijro etuvchi organlarning yuqori martabali amaldorlaridan tuziladi. Bunday tuzilmani mamlakatning ilk prezidenti Jorj Vashington davlatni boshqarishda maslahatlar olish uchun tuzgandi.

5. 2016 yil Venesuelada inflyasiya darajasi 720 foizni tashkil etmoqda. Shu bois mahalliy do'konlarda pullarni sanab olishda tarozilardan foydalanishmoqda.

Ayni damda mamlakat milliy valyutasining eng yirik kupyurasi qora bozorda 5 AQSH sentiga teng. Bir bolivar uch tiyindan sal yuqori qiymatda.

Mamlakatda inflyasiya muammosi shu darajaga etdiki, mahalliy aholi do'konlarga pullarini ryukzak yoki sumkalarda olib borishmoqda.

Qimmat pishloq sotuvchi mahalliy savdogar Bloomberg agentligiga so'zlab berishicha, u pullarni hisoblash uchun pishloq tortiladigan tarozidan foydalanadi.

Giperinflyasiya, shuningdek, bankomatlarni ham ishdan chiqargan. Chunki ularni har uch soatda to'ldirib turishga to'g'ri kelmoqda. Ularning ayrimlari hatto ishdan chiqqan.

Mamlakatdagi og'ir vaziyat tufayli elektron to'lov tizimi ommalashdi, biroq kichik biznes vakillari plastik kartalarni qabul qilishni istashmayapti. Shu bois mazkur texnologiyani joriy etish darajasi pastligicha qolmoqda.

6. Jeki Chan kino sanoatidagi 56 yillik faoliyatidan so'ng Akademiya tomonidan sharaflilik mukofotini qo'lga kiritdi. 12 noyabrda jahonga mashhur aktyor va rejissyor Jeki Chan kino sanata qo'shgan hissasi uchun faxriy "Oskar" bilan mukofotlangani haqida xabar bergan edik.

Endi esa afsonaviy aktyor 2 karra Guinness World Records sovrindori bo'ldi. Guinness World Records'ning Facebook'dagi sahifasida aktyorni bunday rekord natijalar bilan qutlashdi.

U 1972 yildan buyon katta ekranlarda 100 martadan ortiq kaskadyor-aktyor sifatida namoyon bo'lgan, shuningdek o'z karerasi davomida ko'plab jarohatlar (burun sinishidan to bosh suyagining sinishigacha) olgan Jeki Chan "Eng ko'p tryuklarni o'zi bajaruvchi aktyor" nomiga ega bo'lgan.

Shuningdek Jeki "Bir kartinada eng ko'p vazifani bajargan inson" sifatida ham rekord natijani qayd etgan - "Xitoycha burj" filmida u ssenariyavis, rejissyor, aktyor, prodyuser, ijrochi direktor, operator, art-direktor, ishlab chiqarish guruhi rahbari, ovqatlanish muvofiqlashtiruvchisi, kaskadyor, tryuklar sahnalashtiruvchisi, mer, bastakor, rekvizit va vokalchi vazifalarini o'zi uddalagan. Jeki Changa topshirilgan mukofot uning mehnatsevarligi va istedodini yana bir bor tasdiqlaydi.

7. Eng uzoq vaqt pianinoda musiqa chalish bo'yicha Ginnes rekordi sohibi, o'n to'qqiz yoshli hind musiqachisi Mrityunjay SHarma (Mrityunjay Sharma) dunyodagi eng tez pianinochi nomini olishni rejalashtirmoqda, deb xabar beradi IANS axborot agentligi.

"Hozirgi rekord 765 klavishani bir daqiqada bosa olgan vengriyalik Bens Piterga (Bence Peter) tegishli. Men juda katta ko'rsatkichga erishishni maqsad qilmadim, ammo u shunday bo'lishi kerakki keyingi rekordni o'rnatish juda qiyin bo'lsin", - deydi musiqachi. Hindistonlik musiqachi 2015 yilda yoshi katta va tajribali raqibi polshalik

Romuald Koperskiyning rekordidan o'zib ketgan. Romuald 103 soat davomida musiqa ijro etgan bo'lsa, SHarmaning ko'rsatkichi 127 soatni tashkil etgan va ajoyib musiqiy marafonni amalga oshira olgan.

8. Baxt har doim hamroxingiz bo'lishini istaysizmi? Unda **Ziyo nur servis** o'quv markazi siz azizlarga ana shunday imkoniyatni taqdim etadi.

Ziyo nur servis o'quv markazida 15 xildan ortiq kurslar mavjud bo'lib, o'qituvchilarning har biri oliy malumotli bo'lishidan tashqari, o'z ishining ustasi va tajribali mutaxassislardir.

Ushbu o'quv markazi aynan siz istayotgan bilim va hunarlarni o'rgatadi. Ziyo nur servis o'quv markaziga kelgan har bir o'quvchi o'zi bilan bir va undan ortiq o'quvchi olib kelsa 5% li chegirmaga ega bo'ladi.

Agarda o'quvchi o'quv dasturini yaxshi o'zlashtirmasa qo'shimcha darslar mavjud. Faqatgina **Ziyo nur servis** o'quv markazida parda kursi bo'yicha tahsil olayotgan o'quvchilar uchun o'qish dasturi tugagandan so'ng, qo'shimcha tarzda 5 ta dars bepul tarzda o'tib beriladi. Barcha kurslar 2 soatdan bo'lib, o'quvchilarning ko'proq vaqti dars jarayonida olgan bilimlarini mustahkamlash maqsadida amaliyotga yo'naltirilgan.

O'qishni to'liq bitirgan o'quvchilarga diplomlar taqdim etiladi. YUqorida aytib o'tganimizdek mazkur o'quv markazida **15 xildan ortiq kurslar mavjud**, jumladan:

Kompyuter kursi

Ushbu kurs 2 oyga mo'ljallangan bo'lib siz bu vaqt davomida kompyuter imkoniyatlaridan foydalanishni o'zlashtiribgina qolmay Office dasturlari: Word, Excel, Power Point, Outlook va global tarmoq internetni o'rganish imkoniyatiga ega bo'lasiz.

Bundan tashqari grafik programmalarga fotoshop (1 oy) va corel draw (1 oy) vaqt ajratilgan bo'lib bu dasturlarda siz rasmlar bilan ishlash dizaynerlik chizmalar chizishni o'rganasiz.

Buxgalteriya kursi

Ishlarga talab kuchli bo'lgan buxgalteriya kursi 3 oylik dastur bo'lib siz 2 oy davomida 0 dan balansgacha bo'lgan hisob kitoblarni o'rganasiz va 3 oyda 1S programmasini amaliyoti bilan to'liq o'rganasiz.

Tikuvchilik kursi

Faqat bizning o'zbek qizlarimiz uchun yarashadigan tikuvchilik kursi 4 oylik dastur bo'lib andozalar olishdan boshlab bichish tikish sirlarigacha to'liq o'rgatiladi. Ushbu kursga qo'shimcha tarzda 4 oy modellashtirish kursi ham mavjud bo'lib, bu dasturda oqshom liboslari yaratish, turli xil modeldagi ko'ylaklar o'rgatiladi.

9. Suzish, aerobika va tennis bilan shug'ullanuvchi kishilar yurak-qon tomir kasalliklari tufayli kamroq vafot etishi aniqlandi. Bu boshqa sportni xush ko'ruvchi insonlar ko'rsatkichidan kelib chiqib malum qilingan. Sidney universiteti mutaxassislarining ilmiy tadqiqoti haqida EurekaAlert! nashri yozmoqda.

Fiziologlar 1994-2006 yillarda o'tkazilgan 11 tadqiqot malumotlarini tahlildan o'tkazishdi. Ularda hammasi bo'lib 80 mingdan ortiq inson qatnashgan.

Respondentlarning o'rtacha yoshi 52 yilni tashkil qilgan bo'lib, tashkilotchilar sportning malum bir turi bilan shug'ullanish hayot davomiyligiga tasir ko'rsatish darajasini aniqlashmoqchi bo'ldi.

Malum bo'lishicha, tennis bilan shug'ullanganlarda, yugurish yoki futbolni xush ko'ruvchilarga qaraganda yurak-qon tomir kasalliklaridan vafot etish xavfi 56 foizga kamroq ekan. Suzish va aerobika olamdan ko'z yumish ehtimolini tegishli ravishda 41 hamda 36 foizga pasaytiradi. Olimlarning umid qilishicha, kelajakdagi tadqiqotlar sport va jismoniy faollikka asoslangan sog'lomlashtirish dasturi samaradorligini oshirishda yordam beradi.

10. «Barselona»ning fransiyalik himoyachisi Samuel YUmtiti mashg'ulotlar vaqtida o'zini Messi uchun tek qotgan ustun rolida his qilishini tan oldi. U bu taqqoslashni jamoadoshi Lionel Messining mashg'ulot vaqtidagi harakatlari haqida gapira turib keltirgan.

«U to'p bilan aqlbovar qilmas darajadagi mohirlik bilan ishlaydi. Unda tug'ma talant bor, bu ham etmagandek u o'z ustida tinim bilmay ishlaydi. Mashg'ulotlar vaqtida u bajaradigan ishlarni anglashga ulgurmay qolaman. Bazida u to'p bilan harakatlangan holda barchani aldab o'tadi, biz xuddi jonsiz ustunlardek», — deya Umtitining so'zlarini keltirgan France Football.

Samul Umtiti «Barselona»ga yozgi transferlar vaqtida Fransiyaning «Lion» klubidan kelib qo'shilgandi.

INDEPENDENT WORK:

1. The main problems in the translation of Uzbek texts into English.
2. The adequacy as a criterion in translation of Uzbek texts into English.

CORE LITERATURE:

1. Barkhudarov L.S. Language and Translation. M. 1975.
2. Catford I.C. A Linguistic theory of translation. L.N/Y.
3. Shvaytser A.D. Translation and Linguistics. M.1973.
4. Levitskaya T.R, Fiterman A.M. The problems of translation on the material of the contemporary English language. M.1974.

ADDITIONAL LITERATURE:

1. Nida.E. Towards a science of translation. Leiden. 1964.
2. Roger. N. Bell. Translation and translating . Theory and practice. London, New York. 1995.
3. Salomov G. Tarjima nazariyasiga kirish. T. 1978.
4. Salomov G. Tarjima nazariyasi asoslari. T. 1983.

ГЛОССАРИЙ

Атама	Термин	Terminology	Изоҳи
Адекват	Адекват	Adequate	“adequate” сўзидан олинга бўлиб, тўла мос, айнан ўша деган маъноларни англатади.
Академик дицилина	Академик дицилина	Academic discipline	академик фан
Аруз	Аруз	Aruz	туркий ғазал системаси
Аналитик билим	Аналитическая навика	Analysis	воқеа-ҳодисаларни аналитик таҳлилдан ўтказиш малакаси
Аслият тили(АТ)	Язык оригинала (ЯО)	Source language	ахборотни узатаётган тил
Ботиний маъно	Имплицидное значение	Implicit meaning	бадий матнда қўлланган шеърӣ санъатлар ва метафоралар ичига яширинган маъно
Воситачи тил (ВС)	Язык посредник (ЯП)	Meta-language	ахборотни бир тилдан қабул қилиб, иккинчи тилга узатаётган тил
Зоҳирӣ маъно	Эксплицитный значения	Explicit meaning	бадий матнни ўқиганда англашиладиган умумӣ маъно
Ички ёндашув	Внутренний подход	Personal view	Таржимага таржимон нигоҳи билан профессионал баҳо бериш

Лойихани назорат қилиш	Контролировать проект	Project controlling	Лойихани жадвал асосида назорат қилишни йўлга қўйиш
Прагматика	Прагматика	Pragmatics	тил коллективларининг бирор ахборотга нисбатан субъектив муносабати
Профессионал маҳорат	Профессиональная компетенция	Professional competence	Таржимоннинг йиллар давомида шаклланган қобилияти
Профессионал ғурур	Профессиональное достоинство	Professionalism	Таржимоннинг ўз касбидан фахрланиши, уни севиши
Процессуал хотира	Процессуальная память	Procession memory	Йиллар давомида йиғилган назарий маълумотлар, эслаб қолинган воқеалар
Рецептор	Рецептор	Recipient	ахборотни қабул қилувчи шахс
Репрезентатив хотира	Репрезентативная память	Representative memory	Элементар воқеа ва ходисаларни эслаб қолиш хотираси
Силлабо-тоник	Силлабо-тоническая	Syllabic-tonic	тоник- инглиз шеърий вазн системаси
Таржимачилик	Переводоведение	Translation studies	таржима қилиш жараёнлари, босқичлари, ютуқ ва нуксонлари, таржимонлар ҳақидаги маълумотларни ўз ичига олади
Таржимашунослик	Язык перевода	Translation science	таржима назарияси ва амалиётини академик фан сифатида қабул қилиш босқичларидан тортиб, мазкур фанни илмий тадқиқ қилиш, фаннинг назарияси ва амалиёти муаммолари, фаннинг тадқиқотчи олимлари ва уларнинг концепцияларини ўз

			ичига олади
Таржима тили (ТТ)		Target language	ахборотни қабул қилаётган тил
Таржимон	Переводчик	Translator	форсча “тарзабон” сўзидан олинган бўлиб чиройли сўзловчи нотик киши деган маънони англатади.
Таржимоннинг сохта дўстлари	Ложные друзья переводчика	False friends of translators	аслият тилидаги сўзларнинг таржима тилида ҳам мазжуд бўлиши аммо бутунлай бошқа маънони билдириши.
Ташқи ёндошув	Взгляд из вне	External attitude	Таржимага нотаржимоннигоҳи билан баҳо бериш
Трансформация	Трансформация	Transformation	таржима амалиётида матнни маълум мақсад учун қайта қуриш
Турок	Турак	Turok	ўзбек шеърий вазн системаси
Фон билимлари	Фоновые знания	Knowledge	аслият тили, миллати, маънавиятига тегишли билимлар мажмуи
Эквивалент	Эквивалент	Equivalent	лотинча “equalence” сўзидан олинган бўлиб, ўхшаш деган маънони англатади

