

AMIR TEMUR

"AMIR TEMUR" TECHNOLOGY OF TEACHING AT THE PRACTICAL LESSON

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| <i>NUMBER OF STUDENTS: NO MORE THAN 15</i> | <i>TIME OF THE LESSON: 2 HOURS</i> |
| <i>FORM OF THE LESSON</i> | <i>PRACTICAL WITH ELEMENTS OF RESEARCH AND ANALYZE</i> |
| <i>PLAN OF THE LESSON</i> | <i>1 .PRESENTATION OF THE LESSON PLAN: DEFINITION OF THE SUBJECT AIMS AND EXPECTED RESULTS OF THE STUDENT'S ACTIVITY. 2.CHECKING OF HOME TASK (GRAMMAR EXERCISES AND REPORTS) 3. STUDY THE TEXT "AMIR TEMUR". 4.DISCUSS MEANING OF NEW WORDS USING PICTURES.</i> |
| <i>PURPOSE OF THE LESSON</i> | <i>1. CONTRIBUTE TO KNOWLEDGE OF STUDENTS ABOUT "AMIR TEMUR". 2. ASSIST THE STUDENTS IN MAKING A CHOICE OF FURTHER POST-GRADUATE STUDY. 3.DEVELOP STUDENTS ANALYTICAL SKILLS AND ABILITIES TO MAKE RESEARCH.</i> |

PEDAGOGICAL TASKS:

- **DISCUSS THE BEFOREHAND GIVEN TASKS OF MAKING RESEARCH OF "AMIR TEMUR" MAKE STUDENTS WORK WITH TEXT VOCABULARY, MATCH APPROPRIATE MEANINGS OF NEW WORDS**
- **DIRECT STUDENTS IN LEARNING THE HANDOUT MATERIALS.**
- **GIVE THE TASK TO ANALYZE AND EXPRESS OWN OPINION**

RESULTS OF THE STUDENTS ACTIVITY:

- **COMPREHEND THE TEXT WITH NEW WORDS SO THAT TO BE ABLE TO DISCUSS ITS MAIN ISSUES.**
- **MAKING CONCLUSIONS AND EXPRESS PERSONAL POINT OF VIEW.**

- **GIVE THE HOME TASK.**

LO.METHODS OF TEACHING

VISUAL, SLIDE SHOW, GROUP WORK.

11 .FORMS OF TEACHING

TEXT WITH EXERCISES, HANDOUT, DATA TABLES

12.MEANS OF TEACHING

WORKING IN GROUPS.

13. CONDITION OF THE

CLASSROOMS, SUFFICIENT NUMBER OF STUDENTS.

LESSON 14.MONITORING AND MARKS

ORAL CONTROL, MARKING, CORRECTION.

«AMIR TEMUR» TECHNOLOGY OF TEACHING AT THE PRACTICAL LESSON

| STEPS, TIME | ACTIVITY | |
|--|--|---|
| | PROFESSOR | STUDENTS |
| 1. INTRODUCTION IN TO STUDYING PROCESS (5-10 MIN) | <p>1.1. PRESENTATION OF THE SUBJECT AND MAIN PURPOSE OF THE LESSON</p> <p>1.2. FORMING OF LANGUAGE ATMOSPHERE IN CONNECTION WITH THE ACTUALITY OF THE PRESENT LESSON'S SUBJECT.</p> <p>1.3. PRESENTATION OF THE LESSON PLAN AND THE MARKING SYSTEM.</p> | <p>1.1. LISTEN, ASK QUESTIONS, EXCHANGE OPINIONS.</p> <p>1.2. ORAL SPEECH TRAINING.</p> <p>1.3. TAKING FEEDBACK.</p> |
| 2. ACTUALIZATION OF KNOWLEDGE (10-15 MIN) | <p>2.1. CHECKING HOMEWORK CONCERNED WITH PRESENT LESSON'S SUBJECT</p> <p>2.2. PRESENTATION OF NEW WORDS CONCERNING THE SUBJECT.</p> <p>2.3. CHECKING OF STUDENT'S VOCABULARY ON THE GIVEN TEXT BY METHOD OF USING PICTURES.</p> | <p>2.1.REPORT HOME TASKS</p> <p>2.2.FIND OUT NEW WORDS MEANING</p> <p>2.3.EXCHANGE OPINIONS.</p> <p>2.4.LISTEN, WRITE.</p> <p>2.5.SHOW KNOWLEDGE.</p> |
| 3. THE MAIN PART (55-60 MIN) | <p>3.1. EXPLAINING AND SHOWING THE STRUCTURE OF "AMIR TEMUR".</p> <p>3.2. GIVING HANDOUT MATERIALS TO MAKE A VISUAL RESEARCH</p> <p>3.3. DIVIDING THE GROUP INTO SUBGROUPS TO ACHIEVE THE BRAINSTORMING EFFECT.</p> | <p>3.1.FULFILL TASKS.</p> <p>3.2.READ, TRANSLATE, ANALYZE ANDCOMMUNICATE.</p> <p>3.3.LISTEN, READ, DO SOME EXERCISES.</p> <p>3.4.PERSONAL CONCLUSIONS AND PRESENTATION OF THEIR ACTIVITY.</p> |
| 4. CONCLUSION (10-15 MIN) | <p>4.1. RESUME THE RESULTS.</p> <p>4.2. EVALUATE STUDENTS' ACTIVITY.</p> | <p>4.1. LISTEN, WRITE.</p> <p>4.2. TAKING FEEDBACK.</p> |

AMIR TEMUR

**IN THE MIDDLE OF THE 14TH
CENTURY, A FIGHT FOR
INDEPENDENCE AGAINST THE
MONGOL EMPIRE WHICH HAD BEGUN
IN HOROSON REACHED
MOVOROUNNAHR. THE MAIN REASON
FOR THE FATE OF THE MONGOL
IMPARE WAS THE CENTRAL ASIAN
PEOPLE'S FIGHT FOR THEIR
FREEDOM**



**IN THIS FIGHT THE GREAT LEADER AND
MILITARY STRATEGIST AMIR TEMUR MADE HIS
CONTRIBUTION.**

AMIR TEMUR

*HE SPENDT HIS WHOLE
LIFE FIGHTING
AGAINST OPPRESSION,
ENDING THE BATTLES
BETWEEN THE KHANS
AND BEKS AND
ESTABLISHING STRONG
CENTRALIZED STATE.*





**HIS NAME WAS
KNOWN NOT ONLY
IN TURON BUT ALL
OVER THE WORLD.
HE BECAME A
FAMOUS
STATEMAN AND
GREAT MILITARY
LEADER OF THE
UZBEK PEOPLE.**



**AMIR TEMUR WAS BORN ON APRIL 9, 1336,
IN THE VILLAGE OF HOJAILGOR NEAR
SHAHRISABZ.**

**HIS FATHER WAS AN
AUTHORITATIVE RICH MAN
WHOSE NAME WAS AMIR
TARAGAY. HIS MOTHER
TEGUNA WAS A NOBLE
WOMAN. SO HE WAS WELL
EDUCATED IN HIS FAMILY. HE
WAS STRONG AND
HANDSOME.**

AS HIS FATHER WAS A RICH MAN, HE HAD MANY SERVANTS. WHEN HE WAS 12 YAERS OLD HE BEGAN TO RULE OVER THEM. HE KNEW HOW TO PROTECT THE PROPERTY AND HOW TO OVERSEE IT. IN HIS EARLY YAERS HE WAS INTERESTED IN STATE AFFAIRS AND MILITARY ACTIVITIES. HE SPEND MUCH TIME IN MILITARY TRAINING AND GETTING A SECULAR EDUCATION.

**WHEN HE WAS A YOUNG MAN, HE
TOOK PART IN WARS BETWEEN
VARIOUS LAND OWNERS. HE WAS
A COURAGEOUS HORSEMAN AND
HE KNEW MILITARY AFFAIRS
VERY WELL. DURING ONE OF
THE BATTLES HIS LEG AND
HAND WERE INJURED. HIS HAND SOON
FULLY RECOVERED BUT HIS LEG
REMAINED LAME.**

AMIR TEMUR

IN EUROPE HE
WAS CALLED
TAMERLANE.

HIS
KNOWLEDGE OF
GEOGRAFY,
MEDICINE,
HISTORY AND
ASTRONOMY
ALWAYS
ASTONISHED
SCHOLARS.

