

O‘ZBEKISTON RESPUBLIKASI

OLIY TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

**SAMARQAND DAVLAT VETERINARIYA MEDITSINASI,
CHORVACHILIK VA BIOTEXNOLOGIYALAR
UNIVERSITETI**

**“O‘ZBEK, RUS TILLARI ADABIYOTI VA XORIJIY TILLAR”
KAFEDRASI**

**Ingliz tili fani katta o‘qituvchisi
Tursunova Manzura Umirzokovnaning
“About my university. Must / have to”
mavzusidagi**

OCHIQ DARS ISHLANMASI

Fakultet: Biotexnologiya va ekologiya

Yo‘nalish: Biotexnologiya

Fan: Xorijiy til 1,2

Guruh: 101



Samarqand – 2026

Tuzuvchi: Tursunova M.U. – Samarqand davlat veterinariya meditsinasi, chorvachilik va biotexnologiyalar universiteti O‘zbek, rus tillari adabiyoti va xorijiy tillar kafedrası katta o‘qituvchisi

Taqrizchilar:

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**Mavzu: “About my university. Must / have to”
(Mening universitetim haqida)**

O‘quv mashg‘ulotida ta‘lim texnologiyasi modeli

Vaqt: 80 daq.	Talabalar soni: 15
O‘quv mashg‘ulotining turi va shakli	Amaliy-yangi bilimlarni egallash va mustahkamlash bo‘yicha o‘quv mashg‘uloti
O‘quv mashg‘ulotining rejasi	<ol style="list-style-type: none"> 1. Talabalarga universitet haqida gapira olishni o‘rgatish. 2. Speaking (gapirish) ko‘nikmalarini rivojlantirish. 3. Yangi so‘z va iboralarni o‘zlashtirish. 3. Talabalarga “must va have to” ni to‘g‘ri qo‘llashni o‘rgatish 4. Majburiyat va qoidalarni ifodalash ko‘nikmasini rivojlantirish 5. Gap tuzish va speaking malakasini oshirish
O‘quv mashg‘ulotining maqsadi: talabalarga bizning universitetimiz haqida tushuncha berish hamda “must va have to” ni qo‘llashni o‘rgatish, olingan bilim, ko‘nikma va malakalarni nazorat qilish.	
Pedagogik vazifalar	O‘quv faoliyati natijalari
<ul style="list-style-type: none"> - so‘zlashuv, ilmiy, ommabop, badiiy, rasmiy uslublar va ularning o‘ziga xos xususiyatlari haqida ma‘lumotlar berish; - uslubiy xoslangan va uslubiy betaraf so‘zlar haqida tushuncha berish. 	<ul style="list-style-type: none"> - so‘zlashuv, ilmiy, ommabop, badiiy, rasmiy uslublar va ularning o‘ziga xos xususiyatlari haqida ma‘lumotlarga ega bo‘lishadi; - uslubiy xoslangan va uslubiy betaraf so‘zlar haqida ma‘lumotlarga ega bo‘lishadi
O‘qitish usullari	ko‘rsatma berish, taqdimot, manbalar bilan ishlash, kahoot, jumbled reading, guessing.
O‘quv faoliyatini tashkil etish shakli	Ommaviy, yakka tartibli
O‘qitish vositalari	O‘quv-uslubiy majmua, darslik, tarqatma materiallar, yozuv taxtasi, kompyuter, proyektor.
O‘qitish shart sharoitlari	Guruh bilan ishlashga qulay bo‘lgan jihozlangan xona
Qaytar aloqaning usul va vositalari	Taqdimot, og‘zaki so‘rov, tezkor savol-javob, misol va mashqlar, test.

O‘quv mashg‘ulotining texnologik xaritasi

Bosqichlar vaqti	Faoliyat mazmuni	
	Ta’lim beruvchi	Ta’lim oluvchi
<p>1-bosqich. O‘quv mashg‘ulotiga kirish (15 daqiqa)</p>	<p>Tashkiliy qism. Salomlashish, davomatni aniqlash.</p> <p>1.1. Tayanch bilimlarni faollashtiruvchi aqliy hujum va “Guess the topic” (Mavzuni toping)</p> <p>1.2. Yangi mavzuning nomi, maqsad va kutilayotgan natijalarni yetkazadi. Mavzu bo‘yicha asosiy tushunchalarni va adabiyotlar ro‘yxatini aytadi. O‘quv mashg‘uloti davomida o‘quv ishlarni baholash mezonlarini tanishtiradi.</p> <p>Uyga vazifani so‘rash:</p> <p>1.3. Talabalar bilimini o‘tilgan mavzu bo‘yicha berilgan uy vazifalarini tekshirish orqali aniqlab olinadi.</p>	<p>Javob beradilar</p> <p>Tinglaydilar va rasmga qarab javob beradilar</p> <p>Tinglaydilar va yozib oladilar Aniqlashtiradilar va savol beradilar</p> <p>Baholash mezonlari bilan tanishtiradilar</p> <p>Javob beradilar, bajaradilar</p>
<p>2-bosqich. Asosiy bosqich (55 daqiqa)</p>	<p>Yangi mavzuni o‘tish.</p> <p>2.1. Mavzu bo‘yicha o‘quvchilar bilimini faollashtirish uchun suhbat o‘tkazadi.</p> <p>2.2. Yangi mavzu mazmunini ochib beradi, mohiyatni ochib beradigan slaydlarni ko‘rsatadi va tushuntiradi.</p> <p>2.3. Mavzuning har bir rejasi bo‘yicha asosiy tushuncha va jihatlariga e’tibor qaratadi.</p> <p>Mavzuni mustahkamlash.</p> <p>2.4. O‘qituvchi talabalarga o‘quv topshiriqlarini beradi, yo‘riqnomalari bilan tanishtiradi. O‘quv topshiriqlarini tarqatadi, talabalar ishini kuzatadi, javoblarini tinglaydi.</p>	<p>Savollarga javob beradilar, sharhlaydilar</p> <p>Yozadilar Mavzuni tinglaydilar</p> <p>Mavzuni tinglaydilar</p> <p>Mustaqil ishlaydilar Topshiriqni bajaradilar, test savollarini bajaradilar</p>

3-bosqich. Yakuniy bosqich (10 daqiqa)	Dars yakuni 3.1. Mavzuni umumlashtiradi, umumiy xulosalar qiladi, yakun yasaydi, savollarga javob beradi. 3.2. Uyga vazifa berish. O'tilgan mavzu yuzasidan qo'shimcha mashqlar beriladi	Tushunib oladilar, baholar bilan tanishadilar, topshiriqlarni yozib oladilar
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Foydalanilgan adabiyotlar

1. Boqieva G. H., Rashidova F. M. va boshqalar. Scale up. Teacher's book. Course 1, 2, 3.– T.: Go'fur G'ulom, 2015
2. H.Q.Michell-Marileni Malkogianni Double Plus Cambridge Univerisity Press 2015.- 126 pages.
3. H.Q.Michell-Marileni Malkogianni Full Blast plus. Cambridge Univerisity Press 2018.- 167 pages.
4. . Neil O`Sullivan , James D. Libbin. Agriculture . Express Publishing 2015
5. 5. S.Yu. Dmitriyeva, E.M.Karpuzova. English for technologists and veterinarians. Penza 2017
6. N.B.Nesterova. Английский язык Food technology. Санкт- Петербург 2015
7. Steven B. Kayne, Michael H. Jepson 2004. Veterinary Pharmacy.Walter H.

Topic: About my university

Lesson Length: 80–90 minutes

Grammar: Must / have to

Skills: Speaking, Listening, Grammar, Critical Thinking

🎯 Lesson Objectives

- Develop speaking, listening, reading, and writing skills
 - Practice modal verbs **must** / **have to**
 - Expand vocabulary related to university life
-

1. Warm-up – 10 minutes

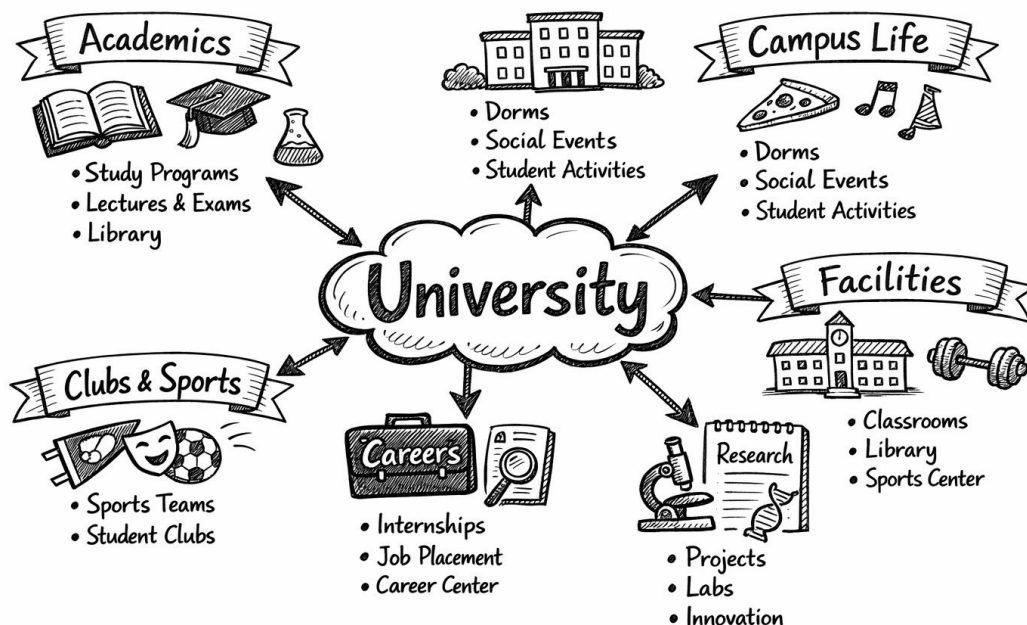
Aim: engage students and introduce the topic

Activity (pair work):

- What do you like about your university?
- Why did you choose it?
- What facilities does your university have?

Extra:

Create a mind map on the board: *University* (departments, campus, exams, teachers, rules)



2. Vocabulary Introduction – 10–15 minutes

Aim: introduce and practice topic-related vocabulary

Key words:

EDUCATION – PEOPLE

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 1	 2	 3	 4
HEADTEACHER (UK) PRINCIPAL (US)	LECTURER	PROFESSOR	ACADEMIC
 5	 6	 7	 8
GRADUATE	UNDERGRADUATE /UNDERGRAD	POSTGRADUATE	RESEARCHER
 9	 10	 11	 12
PRIVATE TUTOR	BOOKWORM	DROPOUT	PEERS

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A 1 headteacher (UK) or principal (US) is a person who runs a school and is responsible for all its staff and pupils.

- The **principal** gave a speech at the graduation ceremony.

A 2 lecturer is a person who teaches at a college or university on a part-time or freelance basis.

- Our **lecturer** in Sociology is very engaging.

A **3 professor** is an experienced lecturer who teaches full-time at a university, and an **4 academic** is someone with a degree who teaches or does research at a university or college.

- The **professor** published a groundbreaking paper.
- She became an **academic** after completing her PhD.

A **5 graduate** is a person who has completed a degree at a university or college and has received a certificate, and an **6 undergraduate** is a person who has not yet completed their first university degree.

- After four years of study, he became a **graduate** with honors.
- As an **undergraduate**, she majored in Biology.

A **7 postgraduate** is a person who is engaged in further studies after completing a first degree.

- She decided to become a **postgraduate** student to specialize in her field.

A **8 researcher** is someone who studies a particular topic carefully and tries to discover facts about it, and a **9 private tutor** is a person who gives students supplementary lessons individually or in small groups.

- The **researcher** spent months in the library for her project.
- He hired a **private tutor** to improve his math skills.

A **10 bookworm** is a person who enjoys reading and studying, so they can usually be found immersed in a book, while a **11 dropout** is a person who leaves school, college, or university before graduating or completing a degree.

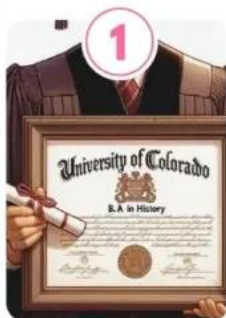
- She's a real **bookworm**, always buried in her studies.
- Despite being a **dropout**, he found success in the tech industry.

Your **12 peers** are people studying at the same level as you at a school, college, or university.

- Working in groups with her **peers** helped her understand the material better.

EDUCATION – STUDIES

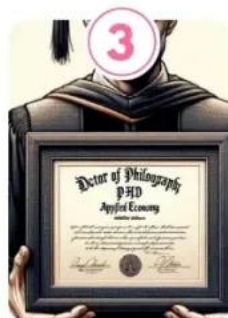
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BACHELOR'S DEGREE



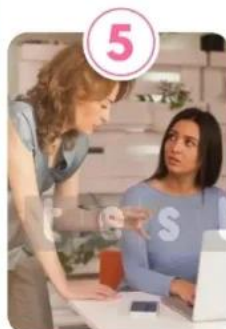
MASTER'S DEGREE



DOCTORATE (PhD)



QUALIFICATIONS



INTERNSHIP



APPRENTICESHIP



COURSEWORK



ASSIGNMENT



PROJECT WORK



RESEARCH



CURRICULUM



SYLLABUS

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EDUCATION – VERBS

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1 GRADUATE



2 MAJOR IN



3 KEEP UP WITH



4 FALL BEHIND



5 TAKE PART IN



6 ATTEND



7 SKIP CLASSES/
PLAY TRUANT



8 PROCRASTINATE



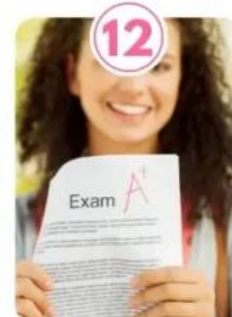
9 APPLY FOR A
STUDENT LOAN



10 WIN/GET A
SCHOLARSHIP



11 DO WORK
EXPERIENCE



12 EXCEL

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When you **1 graduate** from school or university, you successfully complete a course of study, usually after several years, and if you **2 major in** something, you have a specific subject as your main area of study.

- He **graduated** with honors in Physics.
- She chose to **major in** Environmental Science.

If you **3 keep up with** school or coursework, you manage to progress at the same rate as others in your class or course, whereas if you **4 fall behind**, you fail to make progress as fast as your peers.

- She struggles to **keep up with** the coursework.
- She **fell behind** in math and sought extra tutoring.

If you **5 take part in** something (a play, competition, or sporting event), you participate in it, and if you **6 attend** classes, lectures, or seminars, you are present in them. On the other hand, if you **7 play truant** or you **skip class** you fail to attend classes or lectures without providing an explanation.

- She was excited to **take part in** the science fair.
- Regularly **attending** lectures is crucial for understanding the subject matter.
- She **played truant** and missed an important exam.
- He keeps **skipping classes** and missing important lectures.

When you **8 procrastinate**, you delay doing something you don't want to do for as long as you can.

- Most college students **procrastinate** and complete their assignments at the last minute.

If you **9 take out** or **apply for a student loan**, you apply to borrow money from the government to cover the costs of your studies, and if you **10 win** or **get a scholarship**, you win free tuition from a school or university because of your abilities.

- She **took out a student loan** to finance her university education.
- **Winning a scholarship** reduced her financial burden significantly.

When you **11 do work experience**, you do short-term, unpaid work in a position related to your field of study to gain experience.

- The **work experience** she **did** at the local hospital was invaluable for her medical career.

If you **12 excel in** something, like a subject or skill, you are very good at it.

- He always **excelled in** languages at school.

3. Grammar Presentation – 15 minutes

Topic: Must vs Have to

Must and *have to* both express obligation or necessity, with *must* generally used for internal, personal opinions ("I must stop smoking"), while *have to* usually refers to external rules, laws, or obligations imposed by others ("I have to wear a uniform at work"). *Have to* is more common in conversation and can be used in past, future, and perfect tenses, whereas *must* is primarily used for the present and future.

Key Differences and Usage:

- **Positive (Must vs. Have to):** They are often interchangeable, but *have to* is generally preferred for impersonal, external rules.
 - *I must work harder.* (Personal opinion)
 - *I have to work at 9 a.m.* (External rule)
- **Negative (Mustn't vs. Don't Have To):** The meanings are very different.
 - **Mustn't (Must not):** Expresses prohibition or something you are not allowed to do.

You mustn't touch that.

- **Don't have to (Don't/Doesn't have to):** Expresses a lack of obligation or necessity (you can do it if you want, but it's not required).

You don't have to pay.

- **Past Tense:** *Must* does not have a past form; use *had to* instead.
 - *I had to call her yesterday.*

- **Questions:** *Have to* is preferred in questions.
 - *Do I have to go?* (More common)
 - *Must I go?* (More formal)
- **Have got to:** Used in informal spoken English to mean the same as *have to*.
 - *I've got to go now.*

MUST VS HAVE TO – FORM

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MUST	HAVE TO
<p>+ We must call early.</p> <p>- We mustn't call early.</p> <p>? Must we call early?</p> <p>A Yes, we must. No, we mustn't.</p>	<p>+ He has to wear a uniform.</p> <p>- He doesn't have to wear a uniform.</p> <p>? Does he have to wear a uniform?</p> <p>A Yes, he does. No, he doesn't.</p>
<p>MUST is an auxiliary verb. Use MUST/MUSTN'T in negatives/questions.</p>	<p>HAVE TO is not an auxiliary verb. Use DO/DID in negatives and questions.</p>
<p>✗ We don't must arrive early. ✓ We mustn't arrive early.</p>	<p>✗ He hadn't to wear a uniform. ✓ He didn't have to wear a uniform.</p>
<p>MUST has no past or future forms. Use HAD TO and WILL HAVE TO.</p>	<p>Use HAD TO to talk about the past and WILL HAVE TO to talk about the future.</p>
<p>✗ Yesterday I must go to the dentist. ✗ I will must speak to her tomorrow.</p>	<p>✓ Yesterday I had to go to the dentist. ✓ I will have to speak to her tomorrow.</p>
<p>NOT very common in questions.</p>	<p>More common in questions.</p>
<p><i>Must we call early?</i> (Not very common.)</p>	<p><i>Do we have to call early?</i> (More common.)</p>

t e s t - e n g l i s h . c o m

Explanation:

Must

Internal obligation

I must study harder

Have to

External obligation/rules

I have to follow university rules

Examples:

- Students **must** respect teachers
- We **have to** attend lectures

Negatives:

- mustn't = prohibition
- don't have to = no obligation

Must/Have to, Mustn't/Don't have to

<h3 style="text-align: center;">MUST</h3> <p>Usage</p> <ul style="list-style-type: none">• Express personal obligation• Express what the speaker thinks is necessary• Express subjective obligation  <p>Examples</p> <ul style="list-style-type: none">• <i>You must work hard.</i>• <i>All passengers must wear seat belts.</i>	<h3 style="text-align: center;">HAVE TO</h3> <p>Usage</p> <ul style="list-style-type: none">• Express impersonal obligation• The subject is obliged or forced to act by a separate, external power (for example, the Law or school rules)• Express objective obligation  <p>Examples</p> <ul style="list-style-type: none">• <i>I have to leave early today.</i>• <i>You will have to pay for the excess.</i>
<h3 style="text-align: center;">MUSTN'T</h3> <p>Usage</p> <ul style="list-style-type: none">• It is prohibited; it is not allowed. It is important that you do NOT do something. The prohibition can be subjective (the speaker's opinion) or objective.  <p>Examples</p> <ul style="list-style-type: none">• <i>Children mustn't talk to strangers.</i>• <i>Cars mustn't park in front of the entrance.</i>	<h3 style="text-align: center;">DON'T HAVE TO</h3> <p>Usage</p> <ul style="list-style-type: none">• There is no obligation; you are not required to do something, especially if you don't want to.  <p>Examples</p> <ul style="list-style-type: none">• <i>You don't have to make excuses for her.</i>• <i>You don't have to whisper, no one can hear us.</i>

4. Controlled Practice – 10–15 minutes

Exercises:

A. Underline the correct verb form in the sentences below.

1. You *mustn't go* / *don't have to go* in there. It's for staff only.
2. Stan *has to work* / *must to work* tonight, so he can't come to the pub with us.
3. The homework is optional. We *mustn't do* / *don't have to do* it if we don't want to.
4. Children under 16 *must be* / *must to be* accompanied by an adult.
5. Sara's car was being fixed, so she *had to take* / *has to take* the bus to school.

B. Complete each sentence using MUST or HAVE TO, followed by the verb in brackets in the correct form.

1. I have a meeting at 7am tomorrow, so I to bed early tonight. (go)
2. When I was at school, we a terrible uniform. (wear)
3. Tomorrow is a holiday, so Sam to school. (not / go)
4. You the dog in here. It says no pets are allowed. (not / bring)
5. My first class isn't until noon tomorrow, so I up early. (not / get)
6. The homework is due tomorrow, so I it tonight. (finish)
7. Now that we have a dishwasher, I the washing up. (not / do)
8. Although our flight wasn't until 5:00, we at 3:30. (check in)
9. The baby is sleeping, so we any noise. (not / make)
10. Entrance to the park was free, so we to enter. (not / pay)

C. Complete the sentences using MUST or HAVE TO with one of the verbs below.

not / bring *turn off* *not / be* *go* *show*

1. Before the lesson starts, we our phones.
2. Lunch is included, so we any food.
3. If you want to enter the club, you some identification.
4. When I was a child, I to church every Sunday.

5. The exam starts at 9:00. You late.

5. Speaking Practice – 15–20 minutes

Task 1: Pair Work

- Discuss:
 - What rules do students have to follow?
 - What must students do to succeed?

Task 2: Role-play

- Student & Freshman
 - Explain university rules
-

6. Reading / Listening – 10–15 minutes

Text: “My University Life”

My University Life

My name is Anvar and I am a student of Samarkand State University of Veterinary Medicine, Livestock and Biotechnologies, and my university life has become one of the most important and memorable periods of my life. Every day here brings new knowledge, challenges, and opportunities that help me grow both academically and personally.

From the very first day, I was impressed by the atmosphere of the university. It is a place where science, innovation, and tradition come together. Our university specializes in veterinary medicine, livestock development, and biotechnology, which makes it unique and highly important for the agricultural future of our country. I feel proud to study here because I know that my future profession will contribute to society.

My daily routine usually starts early in the morning. I have to wake up early to get ready for my classes and arrive on time. I attend lectures and practical classes where experienced professors share their knowledge with us. Subjects like animal anatomy, microbiology, genetics, and biotechnology are not always easy, so I have to study a lot at home to understand them better. Practical lessons are especially exciting because we work in laboratories, conduct experiments, and sometimes even interact with animals. During these classes, we must follow safety rules carefully.

Apart from studying, university life is full of social activities. I have made many friends from different regions, and we often spend time together discussing our studies or simply enjoying campus life. There are also various student clubs and events organized by the university. Sometimes we have to prepare presentations or participate in group projects, which helps us develop communication skills, teamwork, and confidence.

One of the most valuable aspects of my university life is the opportunity to learn responsibility. As a student of veterinary medicine and biotechnology, I understand that I

must take my studies seriously because my future work will directly affect the health of animals and people. This motivates me to study harder and become a professional specialist.

Of course, university life is not always easy. We have exams, deadlines, and sometimes stress. Before exams, I have to revise a lot of material, and I must manage my time properly to succeed. However, these challenges teach me discipline and time management.

In conclusion, my university life at Samarkand State University of Veterinary Medicine, Livestock and Biotechnologies is a journey of growth, discovery, and self-development. I am grateful for the knowledge I gain, the people I meet, and the experiences I have. I believe that these years will shape my future and help me become a qualified specialist who can contribute to the development of my country.

Tasks:

- **Answer comprehension questions**

Where does the student study?

Why is university life important for the student?

What makes the university unique?

Why is the student proud of studying at this university?

What subjects does the student study?

When does the student's day usually start?

- **Find examples of must / have to**

7. Production (Speaking/Writing) – 10–15 minutes

Task options:

Speaking:

- Mini-presentation (1–2 minutes):
“About My University”
(use at least 3 sentences with must/have to)

OR Writing:

- Write 8–10 sentences:
“Rules at My University”
-

8. Feedback & Wrap-up – 5 minutes

- Error correction
 - Reflection questions:
 - What did you learn today?
 - When do we use must vs have to?
-

🏠 Homework

- Write an essay (120–150 words):
“Rules Students Must Follow at University”
- Underline all examples of **must** / **have to**

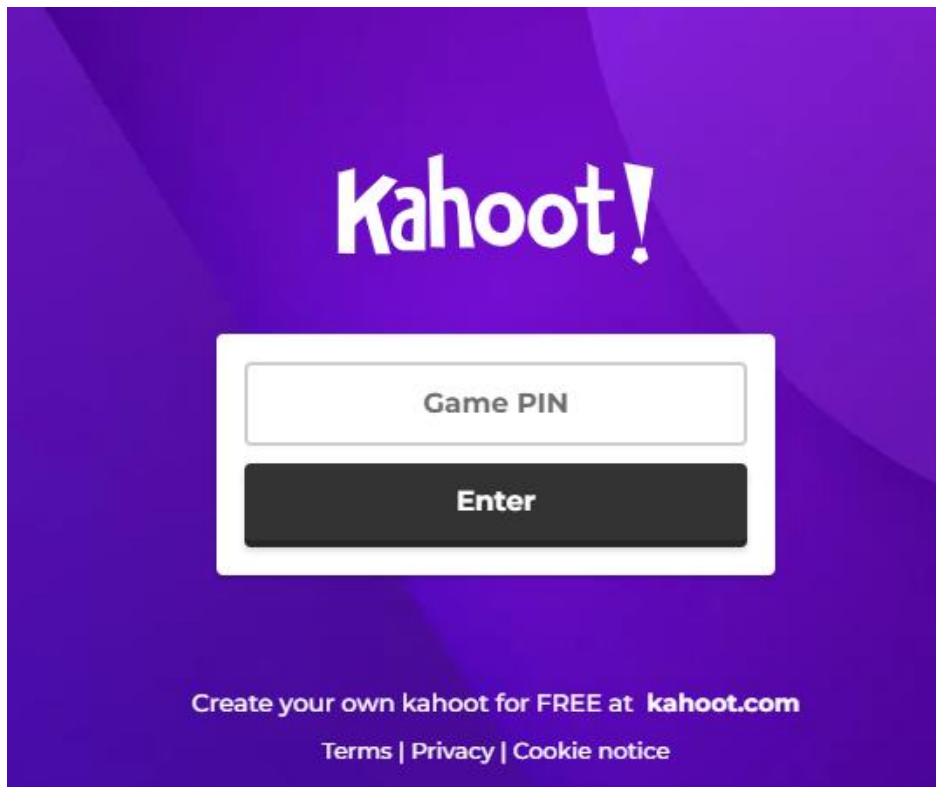
Interactive games for the lesson.

🎯 1. “Kahoot”

Time: 10–15 minutes

Instructions:

- **Join Game:** Go to kahoot.it in a browser or open the Kahoot! app.
- **Enter PIN:** Type the unique PIN displayed on the main screen.
- **Nickname:** Enter a nickname to appear on the screen.
- **Answer:** Select the corresponding color/shape on your device that matches the correct answer on the shared screen.



2. “University Rules Challenge”

Time: 10–15 minutes

Instructions:

Divide students into small groups. Give each group a situation:

- In the classroom
- In the dormitory
- During exams
- In the library

Task:

Each group writes 5 rules using:

- must
- have to
- mustn't
- don't have to

Example:

- Students must be quiet in the library
- You mustn't use your phone

Game element:

Groups present → class votes for the *best / funniest / strictest rules*

3. “Grammar Cards Game”

Time: 10 minutes

Preparation:

Create cards:

- Subject cards (Students / Teachers / Freshmen)
- Action cards (attend lectures / wear uniform / do homework)

Task:

Students pick 2 cards and make sentences:

- Students + attend lectures → Students have to attend lectures
- Teachers + be polite → Teachers must be polite

Variation:

Add “negative” cards → mustn't / don't have to
