

**O‘ZBEKISTON RESPUBLIKASI
OLIV TA‘LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

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

O‘ZBEK, RUS TILLARI ADABIYOTI VA XORIJIY TILLAR KAFEDRASI

**Ingliz tili fani o‘qituvchisi
Yunusova Diyora Aminovnaning
“Ekologik muammolar” mavzusidagi**

OCHIQ DARS ISHLANMASI

Fakultet: Iqtisodiyot fakulteti

Fan: Ingliz tili.

Guruh: 105



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Tuzuvchi: Yunusova D.A. – Samarqand davlat veterinariya meditsinasi, chorvachilik va biotexnologiyalar universiteti O‘zbek, rus tillari adabiyoti va xorijiy tillar kafedrasida katta o‘qituvchisi f.f.f.d (PhD)

Taqrizchilar: Davronova.F – O‘zbek, rus tillari adabiyoti va xorijiy tillar kafedrasida dotsenti, pedagogika fanlari bo‘yicha falsafa doktori (PhD), dotsent

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Mavzu: Ekologik muammolar

O‘quv mashg‘ulotida ta’lim texnologiyasi modeli

Lesson Plan: Ecological Problems

Level:

Intermediate (B1–B2)

Duration:

80- minutes

Objectives:

By the end of the lesson, students will be able to:

- discuss major ecological problems
- learn and use new vocabulary
- express opinions about environmental protection

Warm-up:

What ecological problems do you know?

Is pollution a big problem in your city?

Vocabulary:

pollution, global warming, deforestation, climate change, recycling, endangered species, waste, environment

Reading:

Today, our planet faces many ecological problems. Air and water pollution are becoming worse every year. Global warming causes climate change, which leads to extreme weather conditions. Forests are cut down, and many animals lose their homes. People must take action to protect the environment.

Speaking:

What is the biggest environmental problem today?

How can people help the planet?

Do you recycle?

Example of General Objectives in Lesson Plan for Students

Lesson Plan

- Objectives
- 1. Students will be able to select and sequence lesson activities according to general objectives of a unit.
- lesson.
- 2. Students will be able to set specific objectives for a lesson.
- 3. Students will be able to select and design material for a lesson.
- 4. Students will be able to make a lesson plan.
- 5. Students will be able to make a detailed lesson plan.



An online demo lesson is a short mock class where you show off your teaching style, skills, and student engagement.



UYGA VAZIFANI TEKSHIRISH UCHUN TOPSHIRIQLAR

Detailed Lesson Plan: Ecological Problems

Level: Intermediate (B1–B2)

Duration: 80 minutes

Objectives

Students will:

- identify ecological problems
- learn new vocabulary
- practice speaking and writing skills
- express opinions about environmental protection

1. Warm-up (5–7 min)

Discuss:

- What ecological problems do you know?
- Is pollution a problem in your city?

2. Vocabulary (10 min)

Words:

pollution, global warming, deforestation, climate change, recycling, endangered species, waste, environment

Task: Match words with meanings or translate.

3. Reading (10–15 min)

Text:

Today, our planet faces many ecological problems. Air and water pollution are becoming worse every year. Global warming causes climate change, which leads to extreme weather conditions. Forests are cut down, and many animals lose their homes. People must take action to protect the environment.

Tasks:

- Answer questions
- True/False exercise

4. Speaking (10–15 min)

Discuss in pairs:

- What is the biggest environmental problem?
- How can people help?
- Do you recycle?

5. Writing (5–10 min)

Write 5–6 sentences:

"How can we protect the environment?"

6. Game Activity (Optional)

Students list eco-friendly actions. The one with the most ideas wins.

Brainstorming in pairs. I ask students to think of as many environmental problems as they can think of in one minute. Then we gather ideas as a class. Typically, the list includes: global warming, ocean pollution, deforestation, acid rain, species extinction, etc. If something is missing, I guide them with questions: Are there any problems related to air? Water? Animals? – and the students fill in the blanks (air pollution, water scarcity, endangered species).

Quiz "Fact or Myth." I prepare 3-5 short statements about the environment, some true, some false. For example: "The Great Pacific Garbage Patch is larger than France" – is this fact or myth? The students vote, and then we quickly discuss the correct answer.

Excitement and lively discussions are guaranteed, and new words are quickly coined (for example, landfill, recycling rate, biodegradable).

Picture questions. If slides are available, I show two or three photographs: a melting iceberg, a city in smog, a mountain of plastic bottles. I ask students to describe what they see and name the problem associated with it. Even the quietest students start talking when looking at expressive images. Gestures, familiar words, and guesses are used, and I help with English terms.

7. Conclusion (3–5 min)

Review vocabulary and discuss what students learned.

Worksheets: Ecological Problems & Wish Sentences

Part 1: Flashcards (Cut and Use)

pollution – dirty air/water

global warming – Earth temperature rising

deforestation – cutting trees

recycling – using materials again

waste – unwanted materials

environment – nature around us

Part 2: Matching Exercise

Match the words with definitions:

1. Pollution

2. Recycling

3. Waste

a) Using materials again

b) Dirty environment

c) Unwanted materials

Part 3: Speaking Cards

Discuss:

- How can we help the environment?
- Do you recycle?
- What problems exist in your city?

Part 4: Wish Sentences (Grammar)

Structure:

I wish + Past Simple (present regret)

I wish + Past Perfect (past regret)

Examples:

I wish I had more free time.

I wish I had recycled more.

Exercises: Wish Sentences

1. Complete:

I wish I ____ (be) more eco-friendly.

I wish people ____ (not throw) rubbish.

2. Rewrite:

I don't recycle → I wish...

I didn't plant trees → I wish...

Дидактическая задача. Подготовить студентов к работе на учебном занятии

T: Good morning, my dear friends! I am glad to see you! How are you? What date is it today? What day is it today? Who is absent today?

Ok, let's start our lesson. How do you think what we shall speak about? What is the aim of our lesson?

II. Разминка.(5мин) Look at the pictures ,please, and try to answer my questions.

Pupils look at the pictures and discuss the following questions:



1. What can you see in these pictures? (a forest, a lake, a seaside)
2. Is the nature beautiful?
3. Do you like to go for a walk in the forest?

4. Do you like to swim in a lake?
5. Would you like to spend holidays at the seaside?
6. Do you like these places? Why?



7. Would you like to spend holidays or go for a walk in these places? Why?
8. What does the word “ecology” mean?
(Ecology is a science about nature and about relations of man with it.)

III. Фонетическая зарядка. Предъявление лексических единиц по теме «Экологические проблемы».(5 мин)

Дидактическая задача. Осуществить переход к новой теме. Отработать правильное произношение новых словосочетаний по теме.

T: Please, boys! You must learn to read the words and words combinations on the board. Try to translate them and to use them during our speaking! I give you 3 minutes to write these words, and try to translate them into Russian. And then, we are to pronounce them and check your translations. (Студенты записывают новую лексику в тетради. Преподаватель читает словосочетания по теме, обучающиеся повторяют)

Air pollution – загрязнение воздуха

To be prohibited – быть запрещённым

Water pollution – загрязнение воды

Recyclable - перерабатываемый

The pollution of the environment- загрязнение окружающей среды

Natural resources – природные ресурсы

To protect from pollution- защитить от загрязнения

Destruction- разрушение

To protect the environment- защищать окружающую среду

Littering - мусор

Chemical waste- химические отходы

To save energy- экономить энергию

Waste paper - макулатура

Acid rain- кислотный дождь

IV. Речевая зарядка. Закрепление лексических единиц (7 мин)

Дидактическая задача. Применение новых словосочетаний по теме в устной речи с целью закрепления.

T: And now we'll start with our conversational warm-up! Please try to make up your own sentences using these words and word combinations. Just one sentence please

(Студенты составляют предложения)

T: Thank you! You are so active today! Great!

V. Первичная проверка понимания студентами нового материала (первичный репродуктивный уровень) Чтение текстов и ответы на вопросы (10 мин)

T: Now let's read the texts. Please try to name ecological problems mentioned in the texts.

Text 1. Thousands of fish die every year because of the illegal dumping in rivers by factories. Investigations are often carried out to discover who is responsible for the ecological disasters, but even when the offenders are found the punishment to this kind of behavior is not as severe as it should be.

Text 2. In big cities cars, buses and factories have polluted the air with carbon dioxide. It also comes from burning coal and wood. This formed a blanket around the Earth. The heat from the Sun cannot escape and so the temperature is rising (the "greenhouse effect"). This means that the level of the sea is rising and the climate is changing.

Text 3. It is no exaggeration to say that the world has become a global village. Modern methods of communication have made the world much smaller and the problems we face such as pollution are not restricted to one country. The destruction of rainforests in Brazil is everyone's problem and the starvation which is common in many African countries is a challenge for Europe too. The extinction of rare species is a tragedy for the planet as a whole.

Text 4. Litter is garbage – like food, paper and cans – on the ground or in the street. Where many people live together litter is a problem. People don't always put garbage in a garbage can. It is easier to drop a paper than to find a garbage can for it. But litter is ugly. It makes the city look dirty, and spoils the view. Litter is a health problem too. Food and garbage bring animals which sometimes carry diseases.

Text 5. In the period since the 17th century to 1914 Russia lost 70 mln hectares of its forests. Forests are constantly cut out. Scientists believe that every year the Earth loses 1% of its forests. If they are destroyed at the same rate as they are being destroyed now, 60 thousand species of plants will disappear. Besides, forests produce oxygen, and their destruction can result in decreasing oxygen in atmosphere.

Text 6. Thanks to the Internet, we are now living in a global village. We have more information about other countries than ever before. We know as much about the situation in the USA as in Russia. Pollution which is produced in one country will affect other countries, too. For example, nuclear power is not dangerous only for one country but is an international problem. If we do not take actions soon. The possibility of a nuclear disaster is very real. We should all recycle our rubbish – not hope “green” people will do it.

Литература:

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2.Planet of English: Учебник английский язык для учреждений СПО: (+ CD): учебник / Г.Т. Бескоровайная, Н.И. Соколова, Е.А. Койранская, Г.Л. Лаврик. - М.: Академия, 2017.- 256 с. - ISBN 978-5-4468-4418-0. - Текст: непосредственный.

O‘quv mashg‘ulotida o‘quv ishlarini baholash mezonlari

Maksimal ball	Nazorat qilinadigan va baholanadigan ish turlari	Baholashda e‘tibor qaratiladigan jihatlar
5	Mavzu bo‘yicha nazariy tayyorgarlik darajasi va darsdagi faollik	Asosiy tushunchalar, ta‘riflar, mohiyatini tushunish, ijodiy fikrlay olish, bilimlarni amalda qo‘llay olish
5	Uyga berilgan topshiriqlarni bajarish sifati	Topshiriqlarni to‘g‘ri va to‘liq bajarish, masalalarni hal qilishga ijodiy yondashish, tushuntirib bera olish
5	Nazorat ishlarini bajarish sifati	Topshiriqlarni to‘g‘ri va to‘liq bajarish, ijodiy yondashish, mustaqil fikrlash, yechimni asoslay olish
5	Mustaqil topshiriqlarni bajarilish sifati	Berilgantopshiriqnito‘g‘rivato‘liqbajarish, mustaqilmulohazayuritaolish, bilimlarniamaldaqo‘llayolish, masalagaijodiy yondashish, mohiyatinitushunishvaaytibberaolish

