

1-topshiriq kamida 150 soʻzdan foydalangan holda, 20 daqiqa ichida yozib tugatilishi kerak.

### **Grafiklarni tasvirlash**

Grafiklarni tasvirlash quyidagi bosqichlarda amalga oshiriladi:

- a) grafik, jadval va sxemalarda ifodalangan maʼlumotlarni tasvirlash uchun yetarli darajadagi umumiy leksik koʻnikmalarga ega boʻlish;
- b) grafikda ifodalangan maʼlumotlarni tasvirlash tartibini bilish hamda kerakli atamalar, soʻzlarni qoʻllay olish;
- c) grafikda koʻrsatilgan maʼlumotlarni topshiriq maqsadiga mos ravishda tahlil qilish;
- d) grafikda ifodalangan maʼlumotni ogʻzaki tasvirlash. Birinchi navbatda grafikdagi maʼlumotning asosiy mavzusini (the subject) bilib olish kerak. U sarlavhada yoki sharhlarda berilgan boʻladi;
- e) grafikdagi maʼlumotni yozma tasvirlash;
- f) vaqt va hajmga nisbatan talablar belgilash. Koʻpincha talabalar grafikda ifodalangan maʼlumotni tasvirlay olishsa ham, topshiriqni bajarish uchun qancha vaqt sarflanganligi va tasvirlashning hajmiga eʼtibor berishmaydi;
- g) xatolarni tahlili bilan yakunlanuvchi tekshirish. Ilk bosqichda tildan toʻgʻri foydalanish, tasvirlash tizimi hamda vaqt va hajmga nisbatan talablarning bajarilishi tekshiriladi. Agar koʻproq grammatik va leksik xatolarga yoʻl qoʻyilgan boʻlsa, tegishli qoʻshimcha mashqlar bajarish talab etiladi. Xatolarni tuzatishga sarflangan vaqt har qanday holatda ham oʻz samarasini beradi.

Grafikni tushunish uchun talabalar quyidagi savollarga javob berishi kerak:

- Grafikning maqsadi nima?
- Eniga va boʻyiga berilgan oʻlchovlar birligi qanday?
- Grafikdagi oʻzgarishlar chizigʻi yoki modeli qay holatda?
- Grafik tahlilidan keyin qanday xulosaga kelish mumkin?

Grafiklarni tasvirlashda tez-tez foydalaniladigan, ammo ishlatish majburiy boʻlmagan iboralarni keltirib oʻtamiz. Grafiklar erkin uslubda tasvirlanishi ham mumkin.

**Useful expressions:**<sup>7</sup>

**The graph shows...** - Grafik shuni ko'rsatadiki...

**The subject of the graph is...** - Grafik mazmuni shundan iboratki...

**The format clearly illustrates the subject...** - Grafikdagi tasvir grafikning asosiy mavzusi bo'lgan ...ni yaqqol ifodalaydi

**The horizontal axis represents...** - Eniga berilgan chiziq ...ni ifodalaydi

**The vertical axis represents...** - Bo'yiga berilgan chiziq ...ni ifodalaydi

**The line on the graph illustrates the relationship between ... and ...** - Grafikdagi chiziq ... va ... o'rtasidagi munosabatni ifodalaydi

**The trend/pattern revealed by this graph is...** - Ushbu grafikda ko'rsatilgan o'zgarishlar chizig'i/modeli shuni ko'rsatadiki...

**One of the trends/patterns that becomes clear from this graph is...** - Ushbu grafikdan ko'rinib turibdiki, o'zgarishlar chiziqlari/modellaridan biri ...dan iborat

**If this trend holds...** - Agar o'zgarishlar chizig'i shu yo'sinda saqlanib qolsa...

**By studying this graph we can predict that...** - Ushbu grafikni o'rganish orqali shuni oldindan aytishimiz mumkinki...

**What are some of the implications evident from studying this graph?** - Ushbu grafikni o'rganib chiqishdan keyin nimalar ma'lum bo'ladi?

**One is** - bittasi; **another is** - boshqasi.

**In conclusion...** - Xulosa qilib aytganda...

Endi o'tmishdagi ko'rsatkichlarda yuz bergan o'zgarishlarni tasvirlashda foydalanish mumkin bo'lgan ba'zi fe'llarga misol keltiramiz:

**increased gradually, sharply** - bosqichma-bosqich, keskin ko'tarildi

**rose slowly, rapidly** - sekin, tez o'sdi

**climbed minimally, dramatically** - sezilmas darajada, misli ko'rilmagan darajada ko'tarildi

**leapt, shot up** - keskin ko'tarildi

**soared, rocketed** - juda keskin ko'tarildi

<sup>7</sup> Kayfetz, Janet L. and Strice, Randy L. *Academically Speaking*. Wadsworth., Inc., 1987.

**slumped** – keskin tushib ketdi  
**plummeted** – juda keskin tushib ketdi  
**dropped sharply, slightly** – keskin, sezilmas darajada tushib ketdi

**fell rapidly, gradually** – keskin, bosqichma-bosqich tushib ketdi  
**declined dramatically, slowly** – misli ko‘rilmagan darajada, sekinlik bilan tushdi

**stabilised** – barqarorlashdi

**levelled off** – tekislandi

**remained constant** – o‘zgarishsiz qoldi

Kelajakda sodir bo‘lishi kutilayotgan ko‘rsatkichlardagi o‘zgarishlarni tasvirlash uchun esa quyidagi iboralar foydali bo‘lishi mumkin:

**... is projected to rise sharply** - ...ning keskin o‘sishi kutilmoqda

**... is forecast to drop slightly** - ...ning sezilmas darajada tushishi taxmin qilinmoqda

**... is expected to fall dramatically** - ...ning keskin tushib ketishi kutilmoqda

**... is predicted to decline steadily** - ...ning barqaror ravishda tushishi taxmin qilinmoqda

### **Grafiklarni tasvirlashning namunaviy rejasi:**

1. Kirish gaplari.
2. Grafikdagi ma’lumotlarga misollar.
3. Ko‘rsatkichlar chizig‘i harakati bo‘yicha sharhlar.
4. Keyingi misol.
5. Keltirilgan misolga shahrlar.
6. Yana bitta, navbatdagi misol.
7. Sharhlar.
8. Xulosa (xolosa fikrini bildirish majburiy emas, ammo yakunlovchi qandaydir gap yozilishi shart).

## Grafikni tasvirlashga misol<sup>8</sup>:

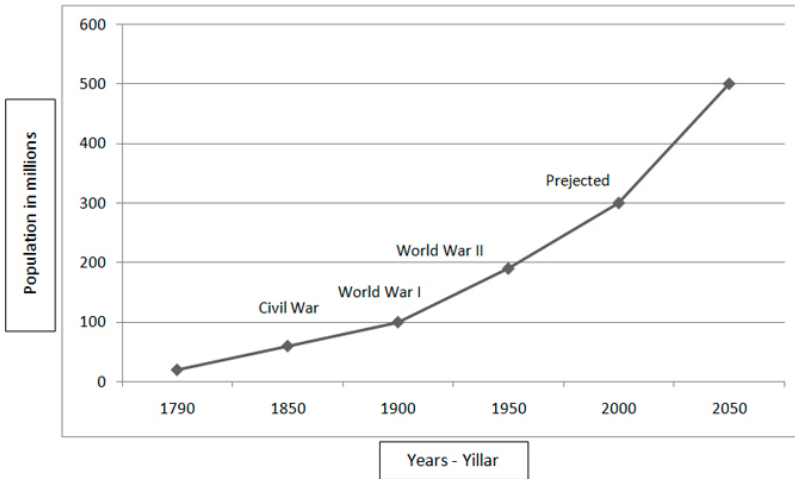


Figure 1. Growth of the population of the United States of America from 1790 to 1980, with an estimate of continued growth to 2050 (Based on figures from the US Bureau of the Census).

Yuqoridagi grafikni to'liq tasvirlash quyidagicha bo'ladi:

This graph shows the growth of the population of the United States from 1790 to 1980 and estimates growth to 2050. The horizontal axis represents years in fifty-year intervals. The vertical axis represents the population in units of 100 million. The trend revealed by this graph is that the population of the United States began to increase dramatically around 1850 and continued to accelerate through 1980. If this trend holds, the population of the United States will double itself between 1980 and 2050.

### Chiziqli ko'rsatkichga ega bo'lgan grafiklarni tasvirlash

Chiziqli ko'rsatkichga ega bo'lgan grafiklarni tasvirlashda muhim ko'rsatkichlar va modellarga e'tibor qaratish kerak. Keyingi bosqichlarda ushbu yozma topshiriqlarni bajarish jarayonini ko'rib o'tamiz.

1-mashq. Quyidagi savollarga javob bering va grafikda ifodalangan ma'lumotni tasvirlang.

<sup>8</sup> Kayfetz, Janet L. and Strice, Randy L. Academically Speaking.

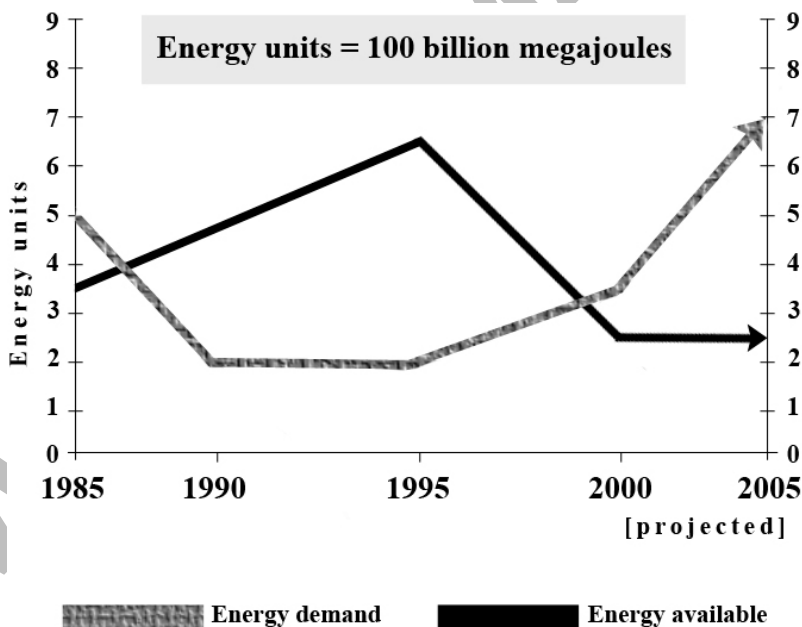
1. 2-rasmda qanday bog‘liqliklar tasvirlangan?
2. Elektr energiyasiga bo‘lgan talabga bog‘liq ko‘rsatkichlar o‘zgarishini sharhlang.

Yuqoridagi bo‘limda misol keltirilgan so‘zlardan foydalaning hamda fikringizni asoslash uchun grafikda berilgan yil va o‘lchov birliklariga misollar keltiring.

3. Qazib olinadigan yonilg‘ilarning (fossil fuels) mavjudligini tasvirlang. Yuqorida misol keltirilgan iboralardan sharhlar-ingizda unumli foydalaning.
4. Keragidan ortiqcha energiyaning mavjudlik holatini tas-virlang. Nega Freedoniada keragidan ortiqcha energiya manbalari bor, deb hisoblaysiz?

Nega energiya ta‘minoti sur‘ati tushib ketganligini tushuntiring. Bu muammoni hal qilish uchun qanday choralarni taklif etasiz?

Figure 2. Energy demand and energy available in Freedonia.



2-rasmda Freedoniada 1985-2005 yillar oralig‘idagi energiyaga bo‘lgan talab va qazib olish mumkin bo‘lgan yonilg‘i manbala-rining mavjudlik holati tasvirlangan.

Yuqoridagi chiziqli ko'rsatkich asosida ifodalangan grafikning tasvirlanishiga misol:

Figure 2 shows the relationship between demand for energy and the energy available from fossil fuels in Freedonia since 1985 and gives projections to the year 2005. The energy in the graph is measured in units each of which is equivalent to 100 billion megajoules.

The demand for energy dropped steadily between 1985 and 1990 from 5 units of energy to approximately 2 units. From 1990, energy' demand appeared to level off and remained constant at about 2 units of energy. From this time onwards, energy demand climbs dramatically from 2 units of energy in 1996 and is projected to reach 7 units in the year 2005. Furthermore, the forecast is for energy demand to continue to rise in the future.

In contrast, the amount of energy available from fossil fuels increased quite rapidly from about 3.5 units in 1985 until it reached a peak of 6.5 in 1995. From this point onwards it is projected to decline dramatically until it remains constant at an availability level of around 2.5 units from the year 2000.

The energy demand and energy available from fossil fuels resulted in an excess amount of energy available in the 1990s in Freedonia which, perhaps, was due to the availability of alternative sources of energy. On the other hand, an energy gap that continues to widen is forecast, beginning in the late 1990s. In the future, Freedonians will have to enforce energy saving measures or look towards the use of alternative sources of energy.

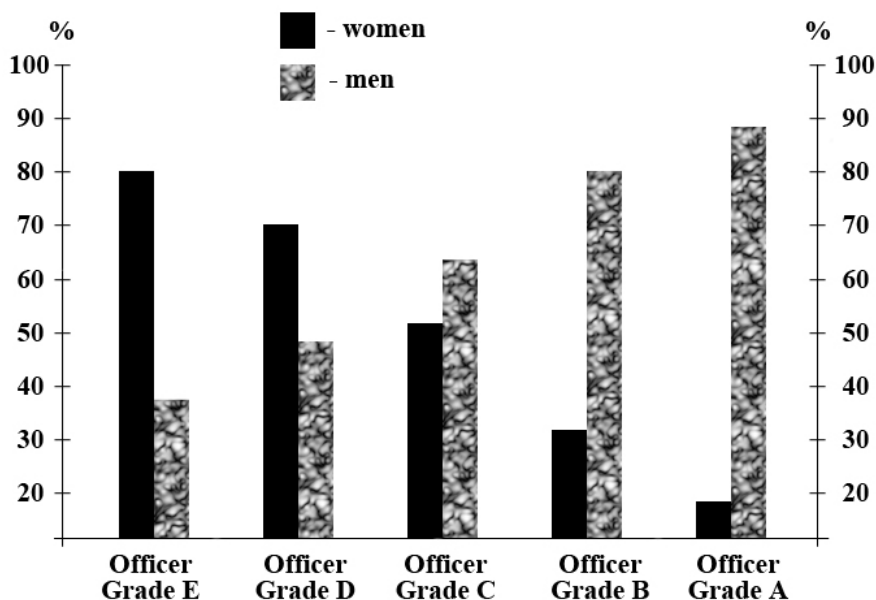
(Approximately 220 words.)

### **Ustunli grafiklarni tasvirlash**

Ustunli garfiklarni tasvirlashda ham, xuddi chiziqli grafiklarni tasvirlashda bo'lgani kabi, ma'no anglatuvchi ko'rsatkich nuqtalarini topish va bo'limlarni o'zaro solishtirish talab etiladi.

2-mashq. Quyidagi savollarga javob berish orqali 3-rasmni tasvirlash muhokamasidagi ba'zi qismlar haqida bilib olishingiz mumkin.

1. Kirish gaplar. Grafikda nima tasvirlangan?
2. Qaysi ishchi bo'limida ko'proq ayollar tasvirlangan?
3. Qaysi ishchi bo'limida ko'proq erkaklar tasvirlangan?
4. Qaysi ishchi bo'limida ayollar va erkaklar o'rtasidagi farq eng kichik miqdorni tashkil etadi?
5. Grafikda qanday umumiy holat tasvirlangan?
6. Yakunlovchi fikr. Grafikdagi bu o'zgarishlar nimani anglatadi? Bu muammoning yechimi bormi?



**Job category, percentage of men and women**

3-rasmda ACME neft kompaniyasidagi xodimlar lavozimi grafigi tasvirlangan.

Ustunli grafikda ifodalangan ma'lumotlarni tasvirlashga misol<sup>9</sup>:

3-mashq. Misolda berilgan tasvirni o'rganing va javobning tuzilishiga e'tibor bering.

<sup>9</sup> Kayfetz, Janet L. and Strice, Randy L. Academically Speaking.

Tasvir tuzilishi	Grafik tasviriga misol	Tasvir tuzilishi
Misol	The column in graph Figure 3 compares the proportion — position in the ACME of men and women in executive Oil Company for twelve months to June 1994.	Kirish gaplar
<p>Misol</p> <p>Misol</p> <p>Qarshi misol</p> <p>Qarshi misol</p> <p>Xulosa</p>	<p>Approximately 72% of workers in the lowest executive position of Officer Grade are women. This is the highest percentage of women in any executive job category in the ACME Oil Company. In contrast, the lowest proportion of men is found in this category. As the executive position increases to a higher Officer Grade, the percentage of women decreases and the percentage of men increases. This trend continues throughout the graph. The least difference between the percentage of men and women found in a Job category of Officer Grade C, which is middle executive position. Here women represent 45% and men represent 55% of workers in this category.</p> <p>In the highest executive position of Officer Grade A, women represent only about 8% of workers. This stands in marked contrast to the 92% of men represented in this Job category.</p> <p>In conclusion, the men occupy a greater percentage of high executive position in the ACME Oil Company. In fact, the higher the executive position, the higher the percentage of men represented in the category. In comparison, women's representation is inversely proportional to the men's so that the higher the executive job category, the lower the percentage of women to be found.</p>	<p>Kirish gaplar</p> <p>Farqlar tasviri</p> <p>Farqlarning keyingi tasviri</p> <p>Asosiy mazmun tasviri</p> <p>Muhokamaning kuchayishi</p>



Qara- ma-qarshi bog‘lanish	The information given in the column graph does not give reasons for this trend, <u>yet</u> it would be interesting for the ACME Oil Company to examine why such a high percentage of their women employees occupy the lower status position. (Approximately 230 words.)	Yechimning taklif qilinishi
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### **Jadvalda ifodalangan ma‘lumotni tasvirlash**

Jadval – bu miqdoriy ma‘lumot birliklarining ustunlar shaklida tartiblangan jamlanmasidir. Miqdorlar o‘sib boruvchi, yoki kamayib boruvchi tartibda beriladi.

Jadvaldagi ma‘lumotlarni qanday qilib «o‘qish» mumkin?

Quyidagi savollarga javob berish jadvaldagi ma‘lumotlarni tushunib olishga yordam beradi:

- Jadvalning asosiy maqsadi nima?
- Har bir ustunning sarlavhasida nima deyilgan?
- Ma‘lumotlar qanday tartibda berilgan (oshib boruvchi yoki kamayib boruvchi)?
- Jadvalga qarab qanday xulosaga kelish mumkin?

### **Jadval bilan ishlash bosqichlari:**

- 1) ma‘lumotlarni tasvirlashda ishlatiladigan maxsus ibora va so‘zlarni (sentence patterns) yaxshi bilish hamda tasvirlash tizimini puxta o‘zlashtirish;
- 2) topshiriq va jadvalda berilgan ma‘lumotni analiz qila olish;
- 3) jadvalning asosiy mazmunini anglab yetish;
- 4) jadval ma‘lumotlarini og‘zaki ifodalash;
- 5) jadvaldagi ma‘lumotlarni vaqt va hajm cheklovi talablariga rioya qilgan holda tasvirlash;
- 6) xatolarni tekshirish va to‘g‘rilash;
- 7) sxemalarni tasvirlash. Yumaloq sxemalar (pie charts).

Grafik va jadvallar bilan ishlashni boshlashdan avval ulardagi ma‘lumotlarni talabalarning ona tilida muhokama qilish tavsiya etiladi. Chunki, imtihonga tayyorlanishni boshlagan talabalarning ko‘pchiligi bu turdagi amaliyotlarga birinchi marta duch kelayotgan bo‘lishlari mumkin.

Ma'lumotlarni yozma tasvirlash 15 daqiqa vaqt olishi kerak va shuni unutmaslik lozimki, yozma ish quyidagi qismlarni o'z ichiga olishi shart:

- kirish gap;
- kamida uchta abzatsdan iborat asosiy qism;
- xulosa o'rnidagi fikr.

### **Kirish gap**

Talaba nimani tasvirlamoqchi bo'layotganligini ifodalay olishi kerak. Masalan, kirish gap quyidagicha yozilishi mumkin:

«Jadvalda Avstraliyaning har bir shtati uchun shtatlar o'rtasida 1994-yilning oxirigacha bo'lgan 12 oyda kuzatilgan aholining ko'chishi tasvirlangan».

«Yumaloq diagrammada tabiiy gaz tarkibida uchrashi mumkin bo'lgan turli aralashmalar foizlar hisobida tasvirlangan».

«Grafikda Avstraliyada 1975 – 1995-yillar mobaynida kompyuterlar sonining o'sishi ko'rsatilgan».

### **Asosiy qism**

Ma'no anglatuvchi ko'rsatkichlarni tasvirlash jarayonida berilgan ma'lumotlarga to'g'ridan-to'g'ri bog'liq bo'lgan misollar keltirilishi kerak. Agar talaba qandaydir jarayonni, yoki qaysidir tuzilma qanday ishlashini tasvirlayotgan bo'lsa, ma'lumotlar qat'iy mantiqiy tarzda tartiblangan bo'lishi shart. Bunday tasvirlashlarda ushbu qo'llanmaning Ilova qismida berilgan bog'lovchi so'z va iboralar foydali bo'lishi mumkin.

Agar yozma ishning asosiy qismi bo'limlarga ajratilgan holda yozilgan bo'lsa, u yaxshi tartiblangan ko'rinishga ega bo'ladi. Bo'limlarning kamida 3 ta bo'lishi maqsadga muvofiqdir. Har bir bo'limni maxsus bog'lovchi so'zlar bilan boshlagan ma'qul (First, Next, etc.; Ilovaga qarang).

Talabaning sinchkovlik bilan fikrlashi, ma'lumotlarni taqqoslay olishi, o'zgarishlar chizig'i hamda raqamlardagi ma'noni tushunishi juda muhim ahamiyatga ega. Chunki imtihondagi ushbu turdagi topshiriqning asosiy maqsadi imtihon topshiruvchining mantiqiy fikrlashi, olingan ma'lumotni sinchkovlik bilan tahlil qilib chiqishi va xulosani xatosiz ingliz tilida ifodalay olishini sinovdan o'tkazish hisoblanadi.

### **Xulosa o‘rnidagi fikr**

Yaxshi xulosa yuqorida yozilgan barcha fikrlarni o‘zida jamlay olgan fikr yoki qisqa sharh bo‘lishi mumkin.

Barcha ma’lumotlarni yozib bo‘lganingizdan so‘ng yozma ishingizni tahrirlab chiqishingiz kerak bo‘ladi. Tahrirlash – bu yozuvdagi imloviy, tinish belgilarining ishlatilishidagi, grammatika, so‘z qo‘llanilishi va boshqa jihatlarida yo‘l qo‘yilgan xatolarni tuzatib chiqishdir.

Tahrirlash 2 – 3 daqiqa vaqt oladi.

Tahrirlash jarayonida barcha ko‘rsatmalarga amal qilinganligiga, birinchi bosqichda aytib o‘tilgan barcha fikrlar hisobga olinganligiga, barcha fikrlar to‘liq yozilganligiga va hech narsa qolib ketmaganligiga alohida e‘tibor berish kerak.

Quyida jadval va uni tasvirlashga misol keltirilgan<sup>10</sup>.

1980-yildagi qaydlarga ko‘ra AQShda yashayotgan, Osiyo va Tinch okeani orollaridan kelgan 3,7 million aholining etnik kelib chiqishi

Xitoyliklar	812,178
Filippinliklar	781,894
Yaponlar	716,331
Hindlar	387,223
Koreyslar	357,393
Tinch okeani orollari aholisi	259,566
Vyetnamliklar	245,025
Laotinlar	47,683
Tailandliklar	45,279
Kambodjaliklar	16,044
Pokistonliklar	15,792
Indonezlar	9,618
Hmonglar	5,204
boshqalar	26,757

<sup>10</sup> Kayfetz, Janet L. and Strice, Randy L. Academically Speaking.

Sharh: Ushbu jadvalga 1980-yildagi qayd etishdan keyin AQShga kirib kelgan jami 380 500 nafar kelib chiqishi Vyetnam, Laos va Kambodjadan bo'lgan qochoqlar kiritilmagan.

### **Jadvalni tasvirlashga misol**

This table shows the breakdown of Asians and Pacific Islanders in the United States in 1980. The data are presented in descending order, with the highest number listed at the top of the column and the lowest number listed last, at the bottom of the column. The left-hand column indicates the ethnic background, and the right-hand column indicates the number of people in each ethnic group. One conclusion that can be drawn from the table is that, although the 3.7 million Asians and Pacific Islanders living in the United States in 1980 represent over thirteen different ethnic groups, three groups (Chinese, Filipino, and Japanese) account for almost two-thirds of the total.

Jadvaldagi ma'lumotlarni tasvirlashda ishlatilishi mumkin bo'lgan foydali iboralar:

**The table shows...** — Jadval shuni ko'rsatadiki...

**The subject of the table is...** — Jadvalning asosiy maqsadi shuki...

**The data are presented in ascending order, with the lowest number listed at the top of the column and the highest number listed last, at the bottom of the column.** — Ma'lumotlar oshib borish tartibida ko'rsatilgan, eng kichik qiymatli miqdor eng yuqorida yozilgan bo'lsa, eng katta qiymatli miqdor eng quyida yozilgan.

**The data are presented in descending order, with the highest number listed at the top of the column and the lowest number listed last at the bottom of the column.** — Ma'lumotlar kamayib borish tartibida ko'rsatilgan, eng katta qiymatli miqdor eng yuqorida yozilgan bo'lsa, eng kichik qiymatli miqdor eng quyida yozilgan.

**The left-hand column indicates...** — Chap tomon ustuni shuni ko'rsatadiki...

**The right-hand column indicates...** — O'ng tomon ustuni shuni ko'rsatadiki...

**The column on the left represents...** — Chap tomondagi ustun shuni ko'rsatadiki...

**The column on the right represents...** — O'ng tomondagi ustun shuni ko'rsatadiki...