

O'ZBEKISTON RESPUBLIKASI
OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
FARG'ONA DAVLAT UNIVERSITETI



70111801 – Xorijiy til va adabiyoti (Ingliz tili) ta'lim
yo'nalishi bo'yicha fanlararo

YAKUNIY DAVLAT ATTESTATSIYASI
DASTURI

Bilim sohasi: 100000 - Ta'lim

Ta'lim sohasi: 110000 – Ta'lim

Ta'lim yo'nalishi: 70111801 – Xorijiy til va adabiyoti (Ingliz tili)

Ushbu dastur O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 2009-yil 22-maydagi 160-son buyrug'i bilan tasdiqlangan "O'zbekiston Respublikasi Oliy ta'lim muassasalari bitiruvchilarining yakuniy davlat attestatsiyasi to'g'risida NIZOM" (hozirga qadar mazkur Nizomga bir necha bor o'zgartirishlar kiritilgan bo'lib, 2018-yil 7-noyabrdagi 26-sonli buyrug'iga binoan so'nggi o'zgarish bo'lgan)ga asosan ishlab chiqildi.

Tuzuvchilar :

- I.U.Gaforov - Ingliz tilini o'qitish metodikasi kafedarsi mudiri, katta o'qituvchi
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- F.B.Abdurahimova - Ingliz tilini o'qitish metodikasi kafedrasini o'qituvchisi

Taqrizchi: N.I.Toirova - f.f.f.d.(PhD), dotsent.

Mutaxassis chiqaruvchi kafedra Ingliz tilini o'qitish metodikasi bo'lib, dastur Ingliz tilini o'qitish metodikasi kafedrasining 2024-yil 29 - 12 dagi 5 -yig'ilishida muhokama qilingan hamda Ingliz tili va adabiyoti fakultetining 2024-yil 5 - 01 yig'ilishida 5 dagi Kengashida ma'qullangan. Universitet kengashining 2024-yil 30 - 01 dagi 6 -sonli yig'ilishida tasdiqlangan.

KIRISH

XXI – asrning boshiga kelib O‘zbekiston Respublikasining dunyo hamjamiyatidagi o‘rni va salohiyati yanada oshdi, mamalkatning xalqaro aloqalari miqyosi xalq xo‘jaligining barcha sohalarida yanada kengaydi. Hozirgi globallashuv jarayonida mutaxassislar nafaqat o‘z soxasi, balki chet tillari va kompyuter savodxonligiga ham ega bo‘lishi talab etilmoqda. Bu talab O‘zbekistonni rivojlangan mamlakatlar qatoriga qo‘shilishining, iqtisodiy va ijtimoiy taraqqiyotining muhim omillaridan bo‘lib qolmoqda.

Mazkur dastur 70111801-Xorijiy til va adabiyoti (ingliz tili) ta’lim yo‘nalishi bitiruvchilarining 2 yil mobaynida mutaxassilik va ixtisoslik fanlarini o‘qib o‘zlashtirganlik darajasini aniqlash uchun o‘tkaziladigan Yakuniy davlat attestatsiyasi sinovlarini o‘tkazish bo‘yicha ishlab chiqilgan.

2019/2020 o‘quv yilida bitiruvchilardan O‘zbekiston Respublikasi Oliy va o‘rta maxsus ta’lim vazirligining 2018 yil 25 avgustda 744-son bilan tasdiqlangan o‘quv rejasidagi mutaxassislik fanlaridan o‘tkaziladi.

Yakuniy davlat attestatsiyasi o‘tkaziladigan fanlar tarkibi

1. Chog‘ishtirma tilshunoslik
2. Tilshunoslikda zamonaviy konsepsiyalar
3. Xorijiy tillarni o‘qitish qiyosiy metodikasi
4. Ingliz tilini o‘qitish qiyosiy metodikasi
5. O‘quv kurslarini loyihalash va baholash

“CHOG‘ISHTIRMA TILSHUNOSLIK”

fanining mazmuni

Fanni o‘qitishdan maqsad – talabalarga chog‘ishtirma tilshunoslikning zamonaviy yo‘nalishlari va fanning fundamental masalalari bo‘yicha nazariy bilim berish, ularni jahon va O‘zbekiston tilshunos olimlarining chog‘ishtirma tilshunoslik sohasida yaratgan va ma’lum darajada muhim ahamiyatga molik nazariy ishlari bilan tanishtirish hamda shu sohada mustaqil ilmiy-tadqiqot ish olib borish ko‘nikmalarini rivojlantirishdan iborat.

Fanning vazifasi – chog‘ishtirma tilshunoslik fanining ilmiy apparati, uning asosiy yo‘nalishlari va dolzarb muammolari bilan tanishtirish; fan muammolari buyicha ilmiy-tadqiqot ishlari olib borish uchun zamonaviy metodlarni o‘rgatish; tillarni qiyoslash sohasidagi nazariy bilimlarini chukurlashtirish va qiyoslanayotgan tillar tuzilmalaridagi o‘xshashlik va farqlarni aniqlash; turli konsepsiyalarni tanqidiy baholash va ularni qiyoslanayotgan tillarning materiali asosida tahlil qilishga o‘rgatishdir.

1-mavzu. Chog‘ishtirma tilshunoslik faniga kirish

Tilshunoslik fanining bir tarmog‘i bo‘lmish chog‘ishtirma tilshunoslik fanining asosiy mazmuni. Fanning o‘qitishning maqsad va vazifalari, uning predmeti va ob’ekti. Chog‘ishtirma tilshunoslikning dolzarb masalalari to‘g‘risida umumiy ma’lumotlar. Chog‘ishtirma tilshunoslik fanining zamonaviy yo‘nalishlari.

2-mavzu. Chog`ishtirma tilshunoslik fanining asosiy tushunchalari

Chog`ishtirma tilshunoslikda ishlatiluvchi asosiy atamalar talqini: lingvistik – nolingvistik tipologiya, qiyoslash turlari: ichki – tashqi, substansional – nosubstansional; “shakldan-ma’noga” va “ma’nodan-shaklga” tamoyilining ishlatilishi, tilda tip tushunchasi, metatil tushunchasi va uning tillarni Chog`ishtirma o`rganishdagi roli, til universalialari va ularning qiyoslanayotgan tillarda namoyon bo`lishi, izomorfizm va allomorfizm tushunchalari, qiyoslashda sinxron va diaxron yondashuv va h.k.

3-mavzu. Turli til sistemalarini Chog`ishtirma o`rganishning zamonaviy metodlari va metodologiyasi

Qiyosiy-tarixiy metodning paydo bo`lishi. F.Bopp, R.K. Rask, A.fon SHlegel, V.fon SHlegel, YA.Grimm kabi olimlarning ushbu metod shakllanishiga qo`shgan hissasi. 3 Chog`ishtirma metod Chog`ishtirma tilshunoslik fanining asosiy qo`llaniladigan metodi sifatida. An`anaviy metodlarning Chog`ishtirma tilshunoslik fanida foydalanilishi: komponent tahlil, transformatsion tahlil, lingvostatistik tahlil kabilar. Lingvomadaniyatshunoslik sohasida qo`llaniladigan metodlar: dominant tahlil, diskurs tahlil, klaster tahlili, konseptual tahlil.

4-mavzu. Tipologik tadqiqotlar tarixi

T. A. Amirova va B. A. Olxovikov hamda G. S. Klichkovlar tomonidan ishlab chiqilgan tilshunoslik tarixi rivojlanishidagi asosiy bosqichlar. Chog`ishtirma tilshunoslikning fan sifatida shakllanishi va rivojlanishi haqida D.J. Buranov taklif qilgan klassifikatsiya: - Lingvistikaga oid ishlarning ilk marta paydo bo`lishi; - A.Arno va K.Lanslo tomonidan yaratilgan “Por-royal grammatikasi”, M.Qoshg`oriyning “Devonu lug`atit-turk” asari, A.Navoiyning “Muhokamatul lug`atayn” asari; - CHog`ishtirma-tarixiy tilshunoslikning fan sifatida shakllanishi.

5-mavzu. Chog`ishtirma tilshunoslikda kategoriyalash muammolari

Ifoda planidagi til tizimi o`lchov birliklarining tillararo adekvatligi va adekvat emasligi, ularning yaruslararo sinonimligi, ularning taskonomik masalalari. Tilning boshqa sathlarini tadqiq etishda kategoriyalash muammolari. Tilning leksik sathini tadqiq etishda kategoriyalash muammolari. Leksikani tizim sifatida qaralishi va tipologik yondashish imkoniyatlari

6-mavzu. Grammatik va tipologik kategoriyalar

Chog`ishtirma tilshunoslikda kategoriyalash muammolari. Grammatik kategoriya haqida ta`limot. Grammatik va mantiqiy kategoriyalar o`rtasidagi mutanosiblik. Tushuncha kategoriyalari. Funktsional-semantik kategoriyalar. Grammatik-leksik maydon. Tipologik kategoriyalar. Tipologik ma`no va tipologik forma. Tipologik kategoriyaning tillararo, yaruslararo va so`z turkumlariaro xususiyatlari. Tipologik kategoriyalarning ifodalanishdagi mazmun va ifoda planlari birliklarining tillararo aloqasi.

7-mavzu. Turli tillarning barcha sathlarida chog`ishtirma tadqiqot muammolari

Lingvistik, lingvodidaktik va tarjima maqsadlarda turli qardosh va qardosh bo`lmagan tillarning barcha sathlarida (fonetika va fonologiya, morfologiya va sintaksis, leksika va frazeologiya) chog`ishtirma tadqiqot muammolari. Interferensiya muammolari.

8-mavzu. Lingvistikaning zamonaviy yo`nalishlarida qiyosiy-tipologik tadqiqotlar

a) Madaniyatlararo muloqot: Madaniyatlararo aloqaning lingvistik asoslari; til va madaniyatlararo kommunikatsiya; qardosh va qardosh bo`lmagan tillarning milliy – madaniy xususiyatlarini aniqlash muammolari; biologik va ijtimoiy jins tushunchalarining farqlanishi; ayol va erkak nutqiy xulqiga oid xususiyatlarni o`rganish; qiyoslanayotgan tillar milliy-madaniy xususiyatlarining barcha til sathlarida namoyon bo`lishi.

b) Gender lingvistikasi: Qiyoslanayotgan tillarda grammatik rod kategoriyasi muammosi; “ayol” 4 jinsini “erkak” jinsi bilan taqqoslashdagi ijtimoiy, madaniy va psixologik aspektlar;

gender tushunchasini etnomadaniy an'ana va tilning milliy o'ziga xosligi nuqtai nazaridan o'rganish va taqqoslash; gender faktorlarining madaniyatlararo kommunikatsiya jarayoniga ta'siri.

“Chog`ishtirma tilshunoslik” fanidan savollar

1. The object and methods of study of contrastive linguistics
2. Practical aims of contrastive linguistics
3. Key terms of contrastive linguistics
4. Linguistic universals
5. Translation equivalence
6. The issue of interference
7. Positive and negative transfer (interference)
8. Language contact and contact linguistics
9. Methods of contrastive linguistics
10. Distributional analysis and immediate constituent analysis
11. Classification of historical-comparative linguistics by Georgiev
12. Grammatical and typological categories
13. Linguaculturology in contrastive studies
14. Typological categories
15. Genealogical classification of languages
16. Morphological and typological classification of languages
17. Notions of isomorphs and allomorphs
18. Theory of grammatical categories
19. Ways of word building
20. Ways of word-formation in contrastive linguistics
21. Differences of terms of category and semantic field
22. Issues of comparative-typological study of the sound system of language
23. Typology of the category of gender
24. Typology of the category of case
25. Typology of the category of number
26. Typology of the category of comparison
27. Typology of the category of tense
28. Typology of the category of voice
29. Typology of the category of aspect
30. Morphological and syntactic categories

FOYDALANILGAN ADABIYOTLAR

Asosiy adabiyotlar

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2. Зеленецкий А.Л. Сравнительная типология основных европейских языков. Москва. Academia. 2004.
3. Стернин И.А. Контрастивная лингвистика. Проблемы теории и методики исследования. Москва, 2006

4. Бурунов Ж. Сравнительная типология английского и тюркских языков. М.: Высшая школа, 1983.
5. Расулова М.И. Основы лексической категоризации в лингвистике. Т. Fan, 2005.

Qo'shimcha adabiyotlar

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2. Mirziyoyev Sh.M. Qonun ustuvorligi va inson manfaatlarini ta'minlash yurt taraqqiyoti va xalq farovonligining garovi. "O'zbekiston" NMIU, 2017. – 47 b.
3. Mirziyoyev Sh.M. Buyuk kelajagimizni mard va olijanob xalqimiz bilan birga quramiz. "O'zbekiston" NMIU, 2017. – 485 b.
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5. Mirziyoyev Sh.M. Tanqidiy tahlil, qat'iy tartib-intizom va shaxsiy javobgarlik – har bir rahbar faoliyatining kundalik qoidasi bo'lishi kerak. O'zbekiston Respublikasi Vazirlar Mahkamasining 2016 yil yakunlari va 2017 yil istiqbollariga bag'ishlangan majlisidagi O'zbekiston Respublikasi Prezidentining nutqi. // Xalq so'zi gazetasi. 2017 yil 16 yanvar, №11
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14. Канцельсон С.Д. Типология языка и речевое мышление. Л.: Наука, 1972.
15. Климов Г.А. Основы лингвистической компаративистики. М.: Наука, 1990.
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17. Принципы типологического анализа языков различного строя. М.Наука, 1972

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TILSHUNOSLIKDA ZAMONAVIY KONTSEPTSIYALAR FANINING

Fanning mazmuni

“Tilshunoslikda zamonaviy kontsepsiyalar” fani mutaxassislikning boshqa fanlari bilan integrallashgan holda o‘qitiladi va magistrantlarning chet til bo‘yicha kommunikativ kompetentsiyasini (lingvistik, ijtimoiy-lingvistik, diskursiv, strategik, ijtimoiy-madaniy) rivojlantirishda katta ahamiyat kasb etadi.

Ushbu fan til va tafakkur, til va ong, til va madaniyat, til va nutq o‘zaro munosabatlarini, insonning tilda namoyon bo‘luvchi kognitiv faoliyatini har taraflama o‘rgatishni nazarda tutadi. Fan zamonaviy lingvistik yo‘nalishlarining metodologik printsiplari, asosiy tushunchalarini, borliq, dunyo va voqelikni bilish va uni til orqali ongli idrok etish va kategoriyalash, tilda turli xil ekstralingvistik va madaniy xarakterga ega bilim tuzilmalarining aks etilishi, turli elatlar vakillari muloqoti jarayonida ekstralingvistik omillarning namoyon bo‘lishi masalalarini o‘z ichiga qamrab oladi. Tilshunoslikda zamonaviy kontsepsiyalar fanning nuqtai nazaridan til – madaniyatlararo muloqot vositasi, bilim olish va saqlash, madaniyatni o‘zida aks etish, uni amalda qo‘llash va uzatish manbai va nihoyat, tafakkurni va insonning dunyoqarashini shakllantiruvchi vosita sifatida talqin etiladi. Til orqali inson borliq va voqelik haqidagi axborotni qabul qiladi, to‘playdi, qayta ishlaydi, tartibga soladi va idrok etadi. Til orqali inson boshqa elat vakillari bilan muloqot qiladi va o‘zga madaniyatni o‘rganadi. Shu o‘rinda til nafaqat muloqot quroli balki fikrni shakllantiruvchi va madaniyatni ifoda qiluvchi vosita rolini o‘ynaydi.

Ushbu fanda ko‘rilayotgan masalalarning dolzarbligi ularning “antropotsentrik” xarakterga egaligi, ya’ni insonga yo‘naltirilgan, tilni bevosita inson bilan bog‘liq bo‘lgan masalalar (madaniyat, tafakkur, nutq, muloqot) bilan chambarchaslikda o‘rganilishi ushbu yo‘nalishlarning tilshunoslikda asosiy o‘rin egallashiga olib keldi. Hozirgi vaqtda, zamonaviy lingvistik yo‘nalishlarda qo‘lga kiritilgan yutuqlar, undagi tushunchalar va terminlar, kontsepsiyalar va nazariyalar kommunikativ tilshunoslik, lingvopragmatika, psixolingvistika, gender tilshunoslik, neyrolingvistika, madaniyatlararo muloqot, lingvomadaniyatshunoslik kabi tilshunoslikning zamonaviy yo‘nalishlarida ilmiy izlanishlar olib borishga zamin yaratdi.

Tilshunoslikda zamonaviy kontsepsiyalar fanida til va tafakkur, til va madaniyat, til va nutq, til va madaniyatlararo muloqot munosabatlari muhim ahamiyat kasb etganligi sababli, fanni o‘qitishda til va tafakkur, til va madaniyatning o‘zaro munosabatiga katta e’tibor qaratiladi.

Modullarni o‘qitish jarayoni integrallashgan holda olib boriladi.

Fan tarkibiga quyidagi mavzular kiradi:

Topic-1. The paradigm as a scientific system. Introduction to the science of modern linguistic directions is "Cognitive Linguistics", "Comparative It

includes the modules "Linguocultural Studies" and "Linguopragmatics". Concept of scientific paradigm. T. Kuhn's theory of paradigms and its influence on science. Paradigm shift in the history of linguistics. Comparative-historical paradigm, its development history and characteristics, and its contribution to the science of linguistics.

Topic-2. Anthropocentric paradigm and its status in modern linguistics. Anthropocentric paradigm as a scientific system. Paradigm of structuralism, history and features of its development. The role of the paradigm of structuralism in the development of the science of linguistics. Anthropocentric paradigm and its characteristics. The role and characteristics of the anthropocentric paradigm in modern linguistics. Anthropocentric linguistic directions: cognitive linguistics, linguistics, theory of intercultural communication, psycholinguistics, gender linguistics.

Topic-3. Language, culture, mind, society. Interconnection of the language and society. The peculiar features of culture in each society. Culture and mind.

Topic-4. Conceptualization and categorization theories. Issues of conceptualization and categorization. The concept of cognition. The problem of cognitive perception of the world. The concept of conceptualization (formation of concepts in the mind). Concepts of conceptual structures and conceptual systems. Concept of category and categorization. Categorization as a cognitive activity. Categorization and idealized cognitive models. The concept of "family balance". E. Roche's theory of prototypes. Concepts of conceptual and linguistic world image and their relationship. The emergence of the comparative-historical method in linguistics. F.Bopp, The contribution of such scientists as R. Rusk, A. von Schlegel, V. von Schlegel, J. Grimm to the formation of this method.

Topic-5. The notion of the world picture and its types. The concept of world image. The image of the world as a set of knowledge about the world that forms the basis of personal and social consciousness. Types of world image and their characteristics: conceptual world image, linguistic world image, national world image.

Topic-6. Cognitive linguistics and its trends. General information about cognitive linguistics. The formation of science and history of development. Interdisciplinary relations of cognitive linguistics. Structural, functional, communicative, pragmalinguistic and cognitive approaches. Cognitive linguistics as a leading direction of modern linguistics. Researches and their achievements in the framework of cognitive linguistics carried out abroad and in Uzbekistan. Principles of cognitive linguistics. Areas of cognitive linguistics: cognitive stylistics, cognitive semantics, cognitive grammar and their research objects. Different theories and approaches in cognitive linguistics..

Topic-7. Theories of conceptual metaphor. Cognitive metaphor is a cognitive activity that implements categorization as. Concept by DJ Lakoff and M. Johnson. Cognitive metaphor universal character. Cognitive metaphor as a unit of thought. Cognitive different approaches to the study of metaphor. Reflection of cognitive metaphor in language. Types of cognitive metaphor. Structural metaphor and its properties. Ontological metaphor. The container is a metaphor. Conveying metaphor and its characteristics.

Topic-8. Cultural linguistics and its trends. Linguistics as a science and its object of study and basic concepts. The main stages of the development of the science of linguistics and culture directions and its place in linguistics. Interdependence of language and culture issue. The purpose and tasks of linguistics and cultural studies. The object of study and basic concepts of linguistics and cultural studies. The concept of culture. Researches and their achievements carried out in the field of linguistics and culture studies abroad and in Uzbekistan.

Topic-9. Concept as a basic notion of modern linguistics. The concept is the main concept of cognitive linguistics. Concept concept. Concept as a conceptual and thought unit. Linguistic and linguocultural approaches to concept research. Concept and meaning. Concept and understanding. Interpretation of meaning in cognitive linguistics. Concepts and principles of their classification. Concept as a structure of knowledge. Concept types. Concept structure. Concept verbalization methods. The concept ways of analysis.

Topic-10. Linguocultureme as a basic notion of a cultural linguistics.

Topic-11. Linguocultureme as a basic notion of a cultural linguistics. Lingvokultureme is the main concept of linguocultural studies. The concept of national-cultural character. Language units with a national-cultural character. The concept of Lingvokultureme. Lingvokultureme includes form and meaning as a receiving interlevel unit. Lingvokultureme as a cultural unit. Lingvokultureme is expressed through different language forms. Lingvokultureme types and their characteristics. A comparative study of Lingvokultureme.

Topic-12. Pragmalinguistics as an independent branch of linguistics. Lingvopragmatics as a modern linguistic direction. Linguistics as an interdisciplinary science. History of the formation and development of the science of linguopragmatics. The purpose, object and goals of the science of linguopragmatics. Principles, basic concepts and terminological apparatus of linguistics (context, meaning, speech act, implicature, presupposition, deixis, etc.).

Topic-13. Theory of speech acts. The history of the formation and

development of the speech act theory. J. Austin and J. Searle's contribution to the development of the science of linguopragmatics. Speech act concept. Components that make up a speech act. Types of speech act. Locative, illocutionary, perlocutionary acts. Performative speech acts. Speech stereotype. Pragmatic effectiveness of the communicative act.

Topic-14. The theory of implicature. Symbols and participants that create them. Fundamentals of implicature theory cases. Types of implicatures: conventional implicatures, unconventional implicatures. The principle of politeness as a communicative-pragmatic category Basic cases of politeness category. Politeness is rhetorical as rules (R. Lakoff, J. Leach, G. Grays). Of the courtesy category maxims (maxim of generosity, maxim of consent, maxim of sympathy, humility maxima, etc.). Types of politeness and their types. Positive and negative politeness. Politeness as discourse (the theory of R. Watts).

Topic-15. Discourse, its types and analyses. Types of speech activity and discourse. Addressee and addressee factors. Discourse pragmatic aspect in learning. Linguistic and extralinguistic factors in communication. Pragmatic aspects of literary communication. Social and etiquette factors in speech communication. A pragmatic phenomenon. The concept of pragmatic task. Types of pragmatic tasks. Pragmatic effectiveness. Discourse analysis.

“Tilshunoslikda zamonaviy kontseptsiyalar” fanidan savollar

1. The paradigm as a scientific system
2. Anthropocentric paradigm and its status in modern linguistics
3. Language, culture, mind, society
4. Conceptualization and categorization theories
5. The notion of the world picture and its types
6. Cognitive linguistics and its trends
7. Theories of conceptual metaphor
8. Cultural linguistics and its trends
9. Concept as a basic notion of modern linguistics
10. Linguocultureme as a basic notion of a cultural linguistics
11. Linguocultureme as a basic notion of a cultural linguistics
12. Pragmalinguistics as an independent branch of linguistics
13. Theory of speech acts
14. The theory of implicature
15. Discourse, its types and analyses
16. The paradigm as a scientific system
17. Anthropocentric paradigm and its status in modern linguistics
18. Language, culture, mind, society

19. Conceptualization and categorization theories
20. The notion of the world picture and its types
21. Cognitive linguistics and its trends
22. Theories of conceptual metaphor
23. Cultural linguistics and its trends
24. Concept as a basic notion of modern linguistics
25. Linguocultureme as a basic notion of a cultural linguistics
26. Linguocultureme as a basic notion of a cultural linguistics
27. Pragmalinguistics as an independent branch of linguistics
28. Theory of speech acts
29. The theory of implicature
30. Discourse, its types and analyses

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XORIJIY TILLARNI O‘QITISH QIYOSIY METODIKASI fanining mazmuni

Xorijiy tillarni o‘qitish qiyosiy metodikasi nazariy fan bo‘lib, uning asosiy maqsadi chet tillarini o‘qitish metodikasi va til o‘rgatish uslublari haqida magistrant talabalarda chuqur ko‘nikma hosil qilish, zamonaviy va an‘anaviy metodlarni bir biriga qiyoslash orqali o‘rganish hamda talablarda kasbiy ixtisoslashuvni rivojlantirish. Ushbu fan o‘quv rejaning majburiy fanlar blokiga kiritilgan bo‘lib, magistrant talabalarni turli tizimli turi o‘qitish metodlari va ta’limga oid texnologiyalardan foydalanish haqida kelgusi kasbiy mahoratlarini oshiradilar.

Fanni o‘qitishdan maqsad - xorijiy tillarni o‘qitishda keng foydalanilgan va foydalanilayotgan turli xil metodlar, yondashuvlar and uslublardan qanday foydalanish, xorijiy tillarni o‘qitish va o‘rganishning rivojlanish bosqichlari, nazariy va amaliy yo‘nalishlari, ularning evolyutsion bosqichlari, yangi zamonaviy til o‘qitish metodlari taraqqiyotining muayyan jarayonlar bilan bog‘liqligi, davrga mansub yirik tilshunos va pedagog olimlarning ilmiy ishlari va nazariyalari bilan talabalarni tanishtirish hamda xorijiy tillarni o‘rganish va o‘qitishni qiyosiy metodlar yordamida tahlil qilish va shular bo‘yicha bilim, ko‘nikma va malaka shakllantirishdir.

Fanning vazifasi - talabalarni ikkinchi/xorij tillarini o‘qitish asoslari bilan tanishtirish va bunda quyidagilarga e’tibor qaratish: tilni o‘rganishning umumiy nazariyalarini o‘rganishi; birinchi va ikkinchi tilni o‘rganish/o‘zlashtirish; ikkinchi/chet tilini o‘rganishda muvaffaqiyatga erishish jarayoniga ta’sir etishi mumkin bo‘lgan omillarni o‘rganish va o‘quvchining individual xususiyatlari; tilni o‘qitish tamoyillari, nazariyalari, metodologiyasi haqida tushuncha berish. Fan shuningdek talabalarga:

(a) ikkinchi/chet tilini o‘rganish va o‘qitish sohasidagi boshlang‘ich adabiyot namunalarini o‘qish va tanqidiy fikrlash imkoniyatini beradi;

(b) darslarni loyihalashtirish, o‘quv materiallarini ishlab chiqish va materiallarni tahlil qilish orqali o‘z bilimlarini o‘zlariga tanish bo‘lgan ta’lim kontekstlarida amaliyotda qo‘llaydilar.

Kursga qo‘yiladigan boshlang‘ich talablar: Magistrant talabalar chet tillarini o‘qitish metodlari haqida boshlang‘ich bilimlarga ega bo‘lishlari va til ko‘nikmalariga oid yetarlicha malakaga ega bo‘lishlari talab etiladi. **Ta’lim natijalari /Kasbiy kompetensiyalar** Fanni o‘zlashtirish natijasida magistrant:

- zamonaviy til o‘rganish va o‘rgatishning metodologik tamoyillari, xorijiy tillarni o‘rganishdagi dunyo olimlarining nazariyalari, ularning bir biridan farqli va bir biriga o‘xshash tamonlari haqida **tasavvurga ega bo‘lishi kerak (bilim);**

- xorijiy tillarni o'qitish jarayonni tashkil etish shakllarini, zamonaviy metodlarni turli xil vaziyatlarda va kontekstlarda to'g'ri qo'llashni bilishi **va ulardan foydalana olishi (ko'nikma)**;
- xorijiy tillarni o'qitish va o'rganishda zamonaviy metodlari qiyoslash yordamida ilmiy izlanishlarni va usullarni amalda qo'llash **ko'nikma va malakalariga ega bo'lishi kerak.**

Fan tarkibiga quyidagi mavzular kiradi:

Topic-1. Introduction. Aims, tasks, modules of practical lesson. Practical lessons must provide achievement of educational, practical, cultural and development aims through solving the certain objectives.

Topic - 2. Theories of language learning and acquisition. Describing four language learning theories. Language acquisition theory. Stephan Krashen's five Hypotheses of foreign language learning. Behaviorist theory, Innatist theory, Cognitive theory, Sociocultural theory.

Topic -3. Creating motivation in learning. Language attitude towards language learning. Intrinsic and extrinsic motivation. Howard Gardner. S.Krashen.

Topic -4. Approaches and methods in foreign language teaching. The differences between approach and method, technique. The main approaches of FLT. Communicative language teaching approach, Learner centered approach, Content based approach, Task based approach, CLIL approach. Linguo-cultural teaching and learning. Principles pointed by J.C. Richards and basic characteristics of CLT approach.

Topic - 5. A curriculum, a syllabus and a lesson plan. Types of syllabi. Forms, structure and types of lesson planning. The cycle of the lesson.

Topic - 6. Types of lesson plans. The lessons which combine previous types of lessons are directed to acquire knowledge, language sub-skills and communicative skills. In the practice of teaching the preference is given more to this type of a lesson. The different lesson organization approaches as teaching models are used: 1) Presentation -> Practice -> Production (PPP); 2) Engage -> Study -> Activate (ESA); Test -> Teach -> Test (TTT); 4) Task-based approach (TBA).

Topic - 7. Professional development of teachers. Professional competences of an English language teacher.

Topic - 8. Giving instructions and correcting errors, feedback. Assessment as an integrative part of the teaching process. Functions and tasks of the control. Types, forms, tasks, techniques of the assessment. Assessment of language performance in English. Language portfolio.

Topic - 9. **Types of class assignments** (whole group work, pair and group work, individual work). Extracurricular work.

Topic -10. **The language learner and his/her needs, activities. Learners age,** variety, flexibility, examining the subject matter from the learners' point of view, considering individual differences, language backgrounds and past experience.

Topic - 11. **Teaching listening.** Cognitive process of listening as a type of speech activity. Difficulties in teaching listening comprehension. Ways and stages of developing listening skills.

Topic -12. Teaching speaking. Speaking as a speech activity and a skill. Approaches to learning and teaching speaking. Teaching speaking within a communicative competence framework. Teaching dialogue and monologue. Ways and stages of teaching speaking English.

Topic - 13. Teaching grammar. Approaches to teaching grammar. Selecting grammar minima.

Topic - 14. Teaching reading. Types of reading. Developing reading skills. Selecting texts and principles of selecting

Topic -15. The content of teaching foreign language. Theoretical problems of FLT content. Content components of teaching English. Content of teaching language material.

3. “Xorijiy tillarni o‘qitish qiyosiy metodikasi” fanidan savollar

1. Introduction. Aims, tasks, modules of practical lesson.
2. Theories of language learning and acquisition.
3. Creating motivation in learning.
4. Approaches and methods in foreign language teaching
5. A curriculum, a syllabus and a lesson plan
6. Types of lesson plans
7. Professional development of teachers
8. Giving instructions and correcting errors, feedback
9. Types of class assignments (whole group work, pair and group work, individual work)
10. The language learner and his/her needs, activities
11. Teaching writing
12. Tasks. Practice writing
13. Teaching reading. Types of reading
14. Developing reading skills
15. Selecting texts and principles of selecting
16. Teaching listening
17. Task-based materials
18. The professional competences of an English language teacher
19. Difficulties in listening
20. Teaching speaking. Speaking is a type of speech. Teaching monologue and dialogue
21. The content of teaching foreign language
22. The aims of teaching foreign language
23. The conditions of teaching foreign language
24. Teaching pronunciation
25. Teaching vocabulary
26. Teaching grammar
27. Classroom management problems
28. Lesson planning
29. English as a foreign language

30. Communicative language teaching approach

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INGLIZ TILINI O‘QITISH QIYOSIY METODIKASI

Fanning mazmuni

"Ingliz tili o‘qitish qiyosiy metodikasi" fani tanlov fanlardan biri bo‘lib, magistratura talabalarida o‘rta umumta’lim maktablari, akademik litsey va kasb-xunar kollejlariida amaliy mashg‘ulotlar olib borish ko‘nikma va malakalarini shakllantirish uchun xizmat qiladi.

Fanning maqsadi – magistrantlarning bo‘lajak kasbiy faoliyatlari uchun

puxta nazariy asos yaratish; turli oliy o'quv yurtlarida ingliz tili o'qitish metodikasi bilan tanishtirish; bo'lajak kasbiy faoliyatida zamonaviy metodik texnologiyalardan samarali foydalanish malakasini hosil qilish; magistratura yo'nalishidagi talabalarga ingliz tili o'qitish metodikasidan nazariy va amaliy mashg'ulotlar olib borishni o'rgatish.

Fanning asosiy vazifasi — mamalakatimiz va chet tillar o'qitish metodikasidan atroflicha voqif qilish; chet el metodik adabiyotlari bilan tanishish va tahlil qilish; mazkur fandani o'zlashtirgan nazariy bilimlarni o'rta va oliy ta'lim tizimida tadbiq etib olish; magistraturada o'qish davrida metodikadan leksiya va amaliy mashg'ulot o'tkaza olish.

Fan tarkibiga quyidagi mavzular kiradi:

1 - Mavzu. Tillarni o'qitish metodikasi. Qiyosiy metodika tushunchasi. Ushbu atamaning metodik adabiyotda qo'llanishi, qiyosiy metodika tushunchasi qamrovi. Turli o'quv yurtlarida chet til ta'lim tasnifi. Tillar ta'limshunosligi.

2- Mavzu. Chet til o'qitish maqsadlari, chet til o'qitish mazmuni tasnifi, chet til o'qitish metodlari tasnifi.

3- Mavzu. Til tajribasi va mashq. Til tajribasi: ona tili, ikkinchi til, chet tildan orttirilgan tajriba. Til tajribasining tarkibiy qismlari (nutqiy tajriba, lisoniy tajriba, lingvistik tajriba).

4 - Mavzu. Transpozitsiya va interferensiya. Mashqlar tizimi. Chet til o'qitishda qo'llanadigan mashqlar tasnifi (motivasion, operasion, informasion).

5 - Mavzu. Til nazariyasi va amaliyoti. Ingliz tili nazariyasi masalalari (leksikologiya, nazariy grammatika, nazariy fonetika). Filologik yo'nalishdagi nazariy fanlar haqida. Ingliz tili adabiyoti va tarixi, mamlakatshunoslik, matn lingvistikasi, lingvodidaktikasi.

6 -mavzu. Ingliz tili o'qitish amaliyoti. Nutq faoliyati turlarini o'rgatish (gapirish, tinglab tushunish, yozuv va o'qishni o'rgatish). Amaliy grammatika va amaliy fonetika. Tilning umumiy nazariyasi va amaliyotini egallash uchun zaruriy o'quv qoidalar (algoritmik qoidalar).

7 -Mavzu. Chet til ta'limi sharoiti. Ta'lim muassasalari turlari. Chet til o'qitish xususiyati.

8 -Mavzu. Oliy o'quv yurtlarida chet til o'qitish metodikasi. Ixtisoslik beradigan oliy o'quv yurtlari (fakultetlari). Ingliz tilini ixtisoslik maqomida o'rgatish.

9 -Mavzu. Til bo'yicha spetsializatsiya va profilizatsiya muammolari. Filologik yo'nalishdagi ta'lim. Pedagogik Yo'nalishdagi chet til ta'limi.

10 -Mavzu. Oliy o'quv yurtlarida chet tilni ta'lim predmeti sifatida o'qitish. Gumanitar O.O.Yu.da chet til o'qitish. Tabiiy O.O'.Yu.da chet til o'qitish.

11 - Mavzu. Ma'ruza va amaliy mashg'ulot o'tish metodikasi. Ingliz tili nazariyasi va o'qitish metodikasidan ma'ruzalar o'qish. Nazariy fanlar bo'yicha ma'ruzalar xususiyatlari.

12 - Mavzu. Amaliy mashg'ulot o'tish. Nutq faoliyati turlarini o'rgatish metodikasi. 1-4 kurslarda amaliy mashg'ulot o'tish xususiyati (3- bosqichli jarayon).

13 - Mavzu. Chet ta'limi turlari. Blended learning, Flipped classes. Virtual learning environment.

14 - Mavzu. Auditoriyani boshqarish. Classroom management principles.

15- Mavzu. Evaluation of teaching materials: main principles. Selection and adaptation of teaching materials.

4. "Ingliz tilini o'qitish qiyosiy metodikasi" fanidan savollar

1. Conditions of teaching (type of educational establishment, psychological typology of a learner, learner's language experience, time (hours) allotted to the subject) in different educational institutions.
2. Peculiarities of Language acquisition.
3. The problems of linguodidactics.
4. Language experience and the system of exercises.
5. The levels of language proficiency.
6. Interlanguage (English-Uzbek, English-Russian, English-English) specificities.
7. Types of interference and difficulties (language interference, cultural interference, methodological interference).
8. Types of errors (language, linguistic, speech, cultural errors) and ways of overcoming errors. Technologies of preventing difficulties.
9. Specificities of teaching English to young learners.
10. Assessing language competence in different types of educational institution
11. Types and forms of assessing language competence of different age group learners.
12. Modern requirements to language assessment of language competence
13. Condition, aims, content and means of ELT at nonlinguistic higher educational institution.
14. Transposition and Interference. The system of exercises (operational, motivational, informational)
15. Teaching English as special science (Teaching foreign language in English language faculties)
16. Conditions of teaching (type of educational establishment, psychological typology of a learner, learner's language experience, time (hours) allotted to the subject) in different educational institutions.

17. Peculiarities of Language acquisition.
18. The problems of linguodidactics.
19. Language experience and the system of exercises.
20. The levels of language proficiency.
21. Interlanguage (English-Uzbek, English-Russian, English-English) specificities.
22. Types of interference and difficulties (language interference, cultural interference, methodological interference).
23. Types of errors (language, linguistic, speech, cultural errors) and ways of overcoming errors. Technologies of preventing difficulties.
24. Specificities of teaching English to young learners.
25. Assessing language competence in different types of educational institution
26. Types and forms of assessing language competence of different age group learners.
27. Modern requirements to language assessment of language competence
28. Condition, aims, content and means of ELT at nonlinguistic higher educational institution.
29. Transposition and Interference. The system of exercises (operational, motivational, informational)
30. Teaching English as special science (Teaching foreign language in English language faculties)

“O‘quv kurslarini loyihalash va baholash” fanining asosiy mazmuni

Fanning maqsadi – magistrantlarga o‘quv kurslarini loyihalash va baholash bilan bog‘liq bo‘lgan barcha nazariy tushunchalar, tamoyil va mezonlarni o‘rgatish, mahalliy va xorijiy kontekstdagi o‘quv rejalar, dasturlar, qo‘llanmalar va materiallarni tahlil qilish, qiyoslash va baholashga, yangi o‘quv rejalar, dasturlar va materiallarni yaratish yoki amaldagi manbalarni mahalliy kontekstga moslashtirishga o‘rgatish, onlayn materiallarni tanlash mezonlarini aniqlash va ularni amaliyotda qo‘llay olishga o‘rgatish.

Fanning vazifasi – magistrantlarda o‘quv kurslarini loyihalash va baholashning metodologik tamoyillari, bazaviy muammolari va asosiy tushunchalari bo‘yicha mutaxassislik profiliga mos bilim berish, ta’lim dasturlari va o‘quv fanlarini yaratish va baholashni, o‘quv materiallarini tanlashni, moslashtirishni, baholash mezonlarini yaratish va tatbiq qilish bo‘yicha ko‘nikma va malakalarni shakllantirish.

Fan tarkibiga quyidagi mavzular kiradi:

Topic 1. Unit I. Introduction to Course design. General

information about the process of designing courses and evaluating teaching materials. The interdependence of the course with other disciplines. The notions of course, curriculum and syllabus and their differences. General views on the creation of academic disciplines.

Topic 2. Types of syllabus. General theory on the concept of curriculum. Types of syllabus and their specifics. Synthetic and analytical types of syllabus and their properties.

Topic 3. Syllabus design. Stages in the development of academic courses and syllabi. The main components of the syllabus. Requirements for syllabus design. Description of the notion of course. Topics and assignments. Syllabus analysis and evaluation

Topic 4. Evaluation of syllabus. The concepts of "Assessment" and "Evaluation" and their specific differences. Formative and summative assessment, their differences and methodical features. Syllabus evaluation criteria.

Topic 5. Unit II. Introduction to Materials design and evaluation. Creating and evaluating teaching materials. General considerations on the evaluation of teaching materials. Reasons and objectives of the assessment. Types and characteristics of assessment.

Topic 6. Types of teaching materials. Types of teaching materials and their functions. State educational standards.. Supplementary teaching materials. The role of textbooks in the teaching/learning process. Use of authentic materials.

Topic 7. Evaluation of teaching materials: main principles. General considerations on the evaluation of teaching materials. Evaluation criteria and principles. Contextual evaluation criteria. Content evaluation criteria.

Topic 8. Selection and adaptation of teaching materials. Selection and adaptation of teaching materials. Analysis of textbook materials. Stages in the process of adaptation of teaching materials. Factors affecting the selection and adaptation process. Predictive evaluation criteria. Criteria for retrospective evaluation.

Topic 9. Electronic teaching materials. Using electronic materials in the teaching process. Application of online tools in the educational process. Types and functions of electronic materials and online tools. Criteria for selection of electronic materials.

Topic 10. Materials for developing intercultural competence. The concept of the intercultural communicative competence and basis of its formation. Components of intercultural communication and their role in the development of competence. Use of authentic materials in the development of intercultural communicative competence.

Topic 11. Unit III. Assessment design: principles, types. The role of assessment in the teaching/learning process. Types of assessment. The main principles of assessment design. Types of assessment.

Topic 12. Assessment tools.

Assessment tools and their description. Alternative assessment and its distinctive features. Types of tests and testing. Forms and objectives of assessment.

Topic-13. Unit IV. Foreign language teaching methodology: main approaches and methods. Major trends, contemporary approaches and methods in teaching foreign languages. Advantageous and disadvantageous sides of each approach. Comparison and evaluation of the current approaches and methods from the position of their effectiveness. The value of current methods in development of communicative competence.

Topic 14. Virtual learning environment. Digital learning. Learning Management Systems: Students' Virtual Hub. Creating virtual learning environments for learners. Virtual Learner Environments.

Topic 15. Classroom management principles. The matters of successful classroom management. Strategies of classroom management/ Ways of fostering students' motivation. Instructional strategies of planning efficacious.

“O‘quv kurslarini loyihalash va baholash” fanidan savollar

1. Classroom management principles
2. Types of syllabus
3. Syllabus design
4. Evaluation of syllabus
5. Introduction to Materials design and evaluation
6. Types of teaching materials
7. Evaluation of teaching materials: main principles
8. Selection and adaptation of teaching materials
9. Electronic teaching materials
10. Materials for developing intercultural competence
11. Assessment design: principles, types
12. Assessment tools
13. Virtual learning environment
14. Foreign language teaching methodology: main approaches and methods
15. Classroom management principles
16. Types of syllabus
17. Syllabus design
18. Evaluation of syllabus
19. Introduction to Materials design and evaluation
20. Types of teaching materials

21. Evaluation of teaching materials: main principles
22. Selection and adaptation of teaching materials
23. Electronic teaching materials
24. Materials for developing intercultural competence
25. Assessment design: principles, types
26. Assessment tools
27. Virtual learning environment
28. Foreign language teaching methodology: main approaches and methods
29. Types of teaching materials
30. Evaluation of teaching materials: main principles

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YAKUNIY DAVLAT ATTESTATSIYASI SINOVI BO‘YICHA BITIRUVCHILARNI BAHOLASH TARTIBI

BAHOLASH MEZONI

7011801 – Xorijiy til va adabiyoti (ingliz tili) ta’lim yo‘nalishi uchun mutaxassislik va ixtisoslik fanlaridan Davlat attestatsiyasi yozma ish shaklida o‘tkazish tartibi va baholash mezon.

Umumkasbiy va ixtisoslik fanlari bo‘yicha o‘tkaziladigan Davlat attestatsiyasi ko‘p variantli yozma ish shaklida o‘tkazilsa har bir variant beshtadan savoldan iborat bo‘ladi. Yozma ish variantining birinchi savoli “Chog‘ishtirma tilshunoslik” fanidan, yozma ish variantining ikkinchi savoli “Tilshunoslikda zamonaviy konsepsiyalar” fanidan, yozma ish variantlarining uchinchi savoli “Xorijiy tillarni o‘qitish qiyosiy metodikasi” fanidan, yozma ish variantining to‘rtinchi savoli “Ingliz tilini o‘qitish qiyosiy metodikasi” fanidan, yozma ish variantlarining beshinchi savoli “O‘quv kurslarini loyihalash va baholash” fanidan bo‘lib, barcha savollarga 20 balli tizim asosida baholanadi. Yozma ishni o‘tkazish uchun uch (akademik) soat vaqt beriladi. Davlat attestatsiyasida har bir yozma javoblar quyidagi mezon asosida baholanadi:

- berilgan savolga to‘g‘ri va to‘liq javob yozilsa, savolning mazmuni, mohiyati to‘g‘ri va izchil yoritilsa, shuningdek, ijodiy yondashilsa, javobda mantiqiy yaxlitlikka erishilsa o‘zlashtirish ko‘rsatkichi **17,2 - 20 ball** oralig‘ida baholanadi;

- berilgan savolga to‘g‘ri javob yozilsa, savolning mazmuni to‘liq yoritilgan bo‘lsa, o‘zlashtirish ko‘rsatkichi **14,1 – 17,1 ball** oralig‘ida baholanadi;

- berilgan savolga og‘zaki javob noto‘g‘ri yoki yuzaki yozilgan bo‘lsa, biroq berilgan savolning mazmuni to‘liq yoritilmagan bo‘lsa, o‘zlashtirish ko‘rsatkichi **12-14 ball** oralig‘ida baholanadi;

- berilgan savolga javob noto‘g‘ri yoki yuzaki javob berilsa, qo‘yilgan masalaning mohiyati mazmuni ochib berilmasa, unda o‘zlashtirish ko‘rsatkichi **0 - 11,9 ball** oralig‘ida baholanadi. (**17,2-20 ball - a’lo, 14,1-17,1 ball - yaxshi, 12-14 ball - qoniqarli, 0-11,9 ball - qoniqarsiz**).

Daraja	5 ballik tizim (baho)	O'zlash-tirish foizda	An'anaviyda	Baholash mezonlari
O'quv boshqarma uchun		Professor-o'qituvchi uchun		
A+	4,51-5,0	91 - 100	A'lo	Talaba materialni mustaqil ravishda tez o'zlashtiradi: xatolarga yo'l qo'ymaydi; mashg'ulotlarda faol ishtirok etadi; savollarga to'liq va aniq javob beradi.
A	4,3-4,5	86-90		talaba materiallarni mustaqil ravishda o'zlashtiradi: xatolarga yo'l qo'ymaydi; savollarga to'liq va aniq javob beradi.
B+	4,05-4,29	81-85	Yaxshi	talaba materiallarni yaxshi o'zlashtirgan, uni mantiqiy ifoda eta oladi; mashg'ulotlarda faol ishtirok etadi; savollarga to'liq va aniq javob beradi, biroq uncha jiddiy bo'lmagan xatolarga yo'l qo'yadi.
B	3,51 - 4,04	71-80		talaba materiallarni yaxshi o'zlashtirgan, savollarga to'liq va aniq javob beradi, biroq uncha jiddiy bo'lmagan xatolarga yo'l qo'yadi.
S+	3,3 - 3,5	66-70	Qoniqarli	asosiy materiallarni biladi, biroq aniq ifoda etishga qiynaladi; savollarga javob berishda aniqlik va to'liqlik yetishmaydi; materiallarni taqdim etishda ayrim xatoliklarga yo'l qo'yadi; kommunikatsiya jarayonida qiyinchilik sezadi.
S	3,0 - 3,29	60-65		asosiy materiallarni biladi, biroq aniq ifoda etishga qiynaladi; savollarga javob berishda aniqlik va to'liqlik yetishmaydi; materiallarnn taqdim etishda ayrim xatoliklarga yo'l qo'yadi;
F	3,0 dan kam	59 dan past	Qoniqarsiz	materiallarni o'zlashtirmagan; savollarga javob bera olmaydi; mashg'ulotlarda ishtirok etmaydi

ESLATMA: Yakuniy davlat attestatsiya jarayonida qo'yilgan bahodan norozi bo'lgan bitiruvchilar yakuniy davlat attestatsiyasi ballari e'lon qilingan kundan e'tiboran uch kun muddat ichida appelyatsiya komissiyasiga murojaat qilishga haqli. Yakuniy davlat attestatsiya komissiyasi va talaba o'rtasida baholash ballari bo'yicha yuzaga kelishi mumkin bo'lgan muammolar maxsus appelyatsiya

komissiyasi tomonidan ko'rib chiqiladi hamda DAK raisi bilan kelishilgan holda xulosa qilinadi.

