

OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
O'ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI



CHET TILLARNI O'QITISHNING INTEGRALLASHGAN KURSI FANI
BO'YICHA SILLABUS

Bilim sohasi: 100000 - Ta'lim

Ta'lim sohasi: 110 000 - Ta'lim

Ta'lim yo'nalishi: 60111800 – Xorijiy til va adabiyoti (Ingliz tili)

Toshkent-2024 y.

Fan bo'yicha sillabus O'zbekiston davlat jahon tillari universitetining 2024 yil "29" avgustdagi 1-son bayonnomasi bilan tasdiqlangan va "Chet tillarni o'qitishning integrallashgan kursi" fan dasturi asosida tayyorlangan.

Tuzuvchilar:

- M. Muxtorov - O'zDJTU, Ingliz tilini o'qitish metodikasi № 1 kafedrası mudiri, PhD, v.b. dotsent.
- F. Sharipov - O'zDJTU, Ingliz tilini o'qitish metodikasi № 1 kafedrası o'qituvchisi.

Taqrizchilar:

- M. Daliyeva - O'zDJTU, Ingliz tilini o'qitish metodikasi № 3 kafedrası mudiri, PhD, dotsent.
- Z. Abdujabbarova - TDPU, Ingliz tilini o'qitish nazariyasi va metodikasi kafedrası mudiri, PhD, professor.

Fan nomi:	Chet tillarni o'qitishning integrallashgan kursi
Fan turi:	Majburiy
Fan kodi:	326CHTO'IK320
Yil:	4
Semestr:	7\8
Ta'lim shakli:	Kunduzgi
Mashg'ulotlar shakli va semestrga ajratilgan soatlar:	180
Ma'ruza	-
Amaliy mashg'ulotlar	180
Laboratoriya mashg'ulotlari	-
Seminar	-
Mustaqil ta'lim	180
Kredit miqdori:	12
Baholash shakli:	Yozma/test
Fan tili:	Ingliz

Fanning maqsadi (FM)	
FM1	Ushbu fan doirasida o'qitiladigan modullar talabalarning xorijiy til bo'yicha egallagan bilim, ko'nikma, malakalarini kasbiy va ilmiy faoliyatda erkin qo'llay olishlarini ta'minlashga xizmat qiladi. Talabalarni til bo'yicha egallangan bilimlarni baholash nazariyasi va amaliyoti bilan tanishtirish hamda baholash mezonlarining maqsad va vazifalarini aniqlash ko'nikmalarini shakllantirishdir
FM2	Shuningdek, chet tilini turli yosh guruhlarida o'qitish usullari va metodlarini hamda o'qitish jarayonida yuzaga kelishi mumkin bo'lgan yosh bilan bog'liq muammolarni bartaraf etishni o'rgatishdan iborat. Shu bilan bir qatorda ta'lim yo'nalishi va kasbiy ixtisoslashuv xususiyatlarini e'tiborga olgan holda har xil guruhlarda chet tili samarali o'qitilishini tashkil etishga o'rgatish.

Fanni o'zlashtirish uchun zarur boshlang'ich bilimlar	
1.	Chet tillarni o'qitish uslublari o'rtasidagi farqlarni ajrata bilish
2.	Ikki millat tili va madaniyati xaqida umumiy ma'lumotga ega b'lish
3.	Chet tilini o'qitish jarayonida dars rejasini tuzish kunikmasiga ega bo'lish

Ta'lim natijalari (TN)	
	Bilimlar jihatidan:
TN1	Mahalliy muhitda qo'llanilgan uslublar va ularning tahlil qila olish; Chet tillarni o'qitishda zamonaviy pedtexnologiyalarni qo'llay olish; Bilimni va ko'nikmalarni baholashning asosiy tamoyillari xaqida tassavurga ega bo'lishi;
TN2	Turli yosh guruhlarida qo'llaniladigan o'qitish metodlari, o'quv materiallari, darsni olib borish va baholashdagi o'xshashlik va tafovutlarni tahlil qilish; O'quv materiallarini yosh tafovutlarini e'tiborga olgan holda o'zgartirish, moslashtirish va yangilarini yaratish; Sinfni tadqiq etish bosqichlari va uning muhimligini bilish xaqidagi bilimlarga ega bo'lishi;
	Ko'nikmalar jihatidan:
TN3	Test turlari (diagnostik, rivojlantiruvchi, nazorat testlari); Turli ta'lim yo'nalishlari xususiyatlariga mos muqobil baholash turlarini tahlil qilish; Nazorat turlari va shakllarining milliy va xalqaro tizimlari; Bilimni baholash uchun mezon belgilay olish va baholash jarayonini to'g'ri rejalashtirish bo'yicha bilimlarni o'zlashtiradilar. Shuningdek, baholash mezonlarini tanqidiy tahlil qilish va baholash mezonlarini yaratish ko'nikmalarni egallashi;
TN4	Til o'rganayotganlar kasbiy yo'nalishi va ehtiyojlariga qarab chet tilini o'qitish metodlari va yondashuvlarini tanlash; Yo'nalish xususiyatlaridan kelib chiqib chet tili dasturlarini tuzish; O'quv materiallarini soha yoki yo'nalish xususiyatiga ko'ra tanlash va moslashtirish; Turli soha vakillariga chet tilini o'qitish malaka va ko'nikmalarini egallaydi.

Fan mazmuni	
Mashg'ulotlar shakli: amaliy	
7 semestr	
A1	Principles vs Methods: Understanding the Differences
A2	Practical application of Historical Language Teaching: GTM, DM, and ALM
A3	Teaching methodologies: Behaviorism, Audiolingualism, Natural way, Humanistic
A4	Teaching methodologies: The Silent Way, Suggestopedia, Lexical approach
A5	Deductive and Inductive approaches
A6	Fostering Communication skills through the Communicative Language Teaching Approach
A7	Implicitness and explicitness in Language Instruction
A8	Enhancing Pronunciation through Phonemes and Phonetic Teaching Methods
A9	Boosting Memory Retention with Mnemonics in English Language Learning

A10	Understanding Learner Characteristics: Psychological Factors and Language Development
A11	Language for organization of the games
A12	Types of games: picture, psychology, memory, caring and sharing games
A13	Utilizing types of games into the lesson: sound games, word games, question and answer games
A14	Adapting to Different Classroom Environments: The Teacher's Role in Different Contexts
A15	Teachers' pragmatics: knowledge, beliefs and practice
A16	Lesson Planning for Teaching English: Age-Appropriate Activities and Strategies a. Teaching English to Children: Lesson Planning and Material Selection b. Teaching English to Teenagers: Lesson Planning and Material Selection c. Teaching English to Adults: Lesson Planning and Material Selection
A17	Choosing Effective Classroom Management Methods: Strategies for Different Age Groups
A18	Principles of Classroom Management: Rapport, TTT vs STT, Monitoring, Instruction, Seating & Interactions, Board work
A19	Learning how to design instruction checking questions
A20	Learning how to design concept checking questions and elicitation
A21	Principles of working different age groups and teaching methods
A22	Enhancing Learning with Engaging Activities and Materials: Songs, Music, and Stories
A23	Assessing Language Learning: Age-Appropriate Assessment Techniques and Tools
A24	Characteristics and principles of teaching young learners
A25	Characteristics and principles of teaching adult learners
A26	Adapting and Developing Materials: Creating Effective Resources for Different Age Groups and Contexts
A27	Utilizing different activities to boost linguistic competencies. (Teaching productive and receptive skills: Strategies for Different Age Groups and Contexts)
A28	Principles of Assessment: Formative and Summative Approaches
A29	Designing and Administering Tests: Validity, Reliability, Practicality, Authenticity, and Washback
A30	Types of Tests: Criterion-Referenced, Norm-Referenced, and Other Approaches
A31	Holistic and Analytic Assessments
A32	Test Purposes and Types: Achievement, Proficiency, Diagnostic, Placement, and Aptitude Tests
A33	Test Methods and Techniques: MCQs, Matching, Cloze, T/F, Word Formation, and Transfer Tasks
A34	Assessing Writing, Reading, Listening, Speaking, and Integrated Language Skills: Test Design, Scoring, and Analysis
A35	Alternative Forms of Assessment: Performance Tasks, Portfolios, Self-Assessment, and Peer Assessment
A36	Testing cycle: Test specifications
A37	Different ways of assessing students' knowledge (planning and critical analysis)
A38	Stages and Procedures of Test Development: From Test Blueprint to Item

	Analysis and Final Revision
A39	Classroom Investigation: Formulating Research Questions, Action Planning, Data Collection, and Analysis
A40	Classroom Observation: Recording, Peer Observation, and Structural, Semi-Structural, and Non-Structural Interviews
A41	Data Collection Materials: Diaries, Case Studies, and Questionnaires
A42	Data Collection Materials: Observation Notes, Surveys, and Self-Study
A43	Classroom Observation Process: Pre-, While-, and Post-Observation Stages and Feedback
A44	Planning an Investigation: Research Design, Sampling, and Ethical Considerations
A45	Data Analysis: Comparing and Contrasting Results, Interpreting Findings, and Drawing Conclusions
Mashg'ulotlar shakli: amaliy	
8 semestr	
A1	Overview of ESP: English for Occupational and Academic Purposes
A2	Needs Analysis for ESP Classes: Target Needs and Learning Needs
A3	Determining methodological issues in learner needs analysis
A4	Triangulations in Needs analysis
A5	Principles and Approaches in Teaching English for ESP
A6	Approaches towards holding ESP classes in vocational colleges and lyceums in Uzbekistan.
A7	Independent Study Skills: Learner Autonomy and Self-Study Skills in ESP
A8	Teaching Language Aspects and Skills in ESP: Pronunciation, Grammar, Vocabulary, Reading, Writing, Listening, Speaking
A9	Material Design and Adaptation in ESP
A10	Conducting ESP classes: features of teacher's performance
A11	The role of knowledge evaluation in ESP
A12	Creating a coursebook for students of various fields (Medical, Law, Engineering, Architecture, Polytechnical, Business and Economics, Tourism, Art, and Sport)
A13	The scope of syllabus design
A14	Product and process-oriented syllabuses
A15	Exploring syllabus design
A16	Designing a tentative course syllabus
A17	PPP vs Skill based lesson plans
A18	Exploring an effective language lesson
A19	Planning and review lesson plans
A20	Fostering a positive learning environment
A21	Creating learner-centered teaching
A22	Describing teachers: Controller, Organizer, Assessor, Prompter, Participant, Resource, Tutor, Observer

A23	Feedback: The importance of oral & written feedback
A24	Learners' motivations and interests: Intrinsic extrinsic motivation factors.
A25	Introduction to Modern Pedagogical Technologies in Foreign Language Instruction
A26	Learning Management Systems (LMS) and Online Learning Platforms for Language Instruction
A27	Using online resources: The internet as a resource
A28	Multimedia and Interactive Tools for Language Instruction
A29	Language Learning Apps and Software
A30	Gamification in Language Instruction
A31	Social Media and Online Communities in Language Learning
A32	Virtual and Augmented Reality in Language Instruction
A33	Artificial Intelligence and Natural Language Processing in Language Instruction
A34	Flipped Classroom and Blended Learning Approaches in Language Instruction
A35	Evaluation and Assessment of Pedagogical Technologies in Language Instruction
A36	The Role of modern technologies in Language Teaching
A37	Identifying Effective Language Learning Tools and Apps 1
A38	Identifying Effective Language Learning Tools and Apps 2
A39	Designing Interactive Language Learning Activities 1 (explanation of website operation)
A40	Designing Interactive Language Learning Activities 2 (collecting, preparing and sorting materials for publication)
A41	Designing Interactive Language Learning Activities 3 (doing a presentation of independent work)
A42	Creating Multimedia Learning Resources 1 (explanation of website operation)
A43	Creating Multimedia Learning Resources 2 (collecting, preparing and sorting materials for publication)
A44	Creating Multimedia Learning Resources 3 (doing a presentation of independent work)
A45	Evaluating the Effectiveness of Created Language Learning Tools

Baholash mezonlari

O'zbekiston tizimi	Evropa kredit transfyer tizimi (ECTS — European Credit Transfer System)	O'zbekiston tizimi
«5» (a'lo)	«A»	90 — 100
«4» (yaxshi)	«B»	70 — 89,9
	«C»	

	«D»	
«3» (qoniqarli)	«E»	60 — 69,9
«2» (qoniqarsiz)	«F»	0 — 59,9

Asosiy adabiyotlar	
1.	Wallace, M.J. (1998). <i>Action Research for Language Teachers</i> . Cambridge and New York: CUP.
2.	Celce-Murcia, M., & Snow, M. A. (2014). <i>Teaching English as a Second Or Foreign Language</i> . Heinle ELT.
3.	Cunningsworth, A. (1995). <i>Choosing your coursebook</i> .
4.	Dudley-Evans, T., St John, M. J., & John, M. J. S. 2012 <i>Developments in English for specific purposes: A Multi-Disciplinary Approach</i> . Cambridge University Press.
5.	Griffin, P., McGaw, B., & Care, E. (2011). <i>Assessment and teaching of 21st century skills</i> . Springer Science & Business Media.
6.	Howatt, A., & Widdowson, H. (2004). <i>A History of ELT, second edition</i> . Oxford University Press.
7.	Lightbown, P., & Spada, N. (2013). <i>How Languages are Learned</i> . OUP Oxford. 1-ta, 2-ta 2017 y.
8.	Sheldon, L. E. (1987). <i>ELT textbooks and materials: Problems in Evaluation and Development</i> .
9.	Skinner, B. F. (1957). <i>Verbal behavior</i> . Harvard University.
10.	Tomlinson, B. (2011). <i>Materials development in language teaching</i> . Cambridge University Press.
Tavsiya qilinadigan qo'shimcha adabiyotlar	
1.	Bloomfield, L. (1984). <i>Language</i> . University of Chicago Press.
2.	Bennett, R. E. (2011). Formative assessment: a critical review. <i>Assessment in Education: Principles, Policy & Practice</i> , 18(1), 5–25. https://doi.org/10.1080/0969594x.2010.513678
3.	Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, Problem-Based, experiential, and Inquiry-Based teaching. <i>Educational Psychologist</i> , 41(2), 75–86. https://doi.org/10.1207/s15326985ep4102_1

4.	Spratt, M (1994) <i>English for the Teacher</i> , Cambridge University Press, ISBN 0 521 42676 6 Spratt, M, Pulverness, A, Williams, M. (2005) <i>The TKT Course</i> , Cambridge University Press, ISBN 978 0 521 60992 0 5-ta, 2012.
5.	Wallace, M.J. (1998). <i>Action Research for Language Teachers</i> . Cambridge and New York: CUP.

Internet saytlari

1. <https://www.teachingenglish.org.uk/>
2. <https://resilienteducator.com/>
3. <https://digitalclassworld.com/>
4. <https://ed.ted.com/>
5. <https://eslvideo.com/>

ISHCHI O'QUV DASTURI HAQIDA MA'LUMOT

Tuzuvchilar:	M. Muxtorov - O'zDJTU, Ingliz tilini o'qitish metodikasi № 1 kafedrası mudiri, PhD, i.o. dotsenti. F. Sharipov - O'zDJTU, Ingliz tilini o'qitish metodikasi № 1 kafedrası o'qituvchisi.
E-mail:	ingliztilimetodikasi1@mail.ru
Tashkilot:	O'zDJTU, "Ingliz tilini o'qitish metodikasi-1" kafedrası

O'quv-uslubiy boshqarma boshlig'i

A. Matyakubov

Fakultet dekani

A. Yuldashev

Kafedra mudiri

M. Muxtorov

Tuzuvchi

F. Sharipov