

**O'ZBEKISTON RESPUBLIKASI
OLY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

O'ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI



**CHET TILLARNI O'QITISHNING INTEGRALLASHGAN KURSI
FANINING O'QUV DASTURI**

Bilim sohasi:	100 000	– Ta'lim
Ta'lim sohasi:	110 000	– Ta'lim
Ta'lim yo'nalishi:	60111800	– Xorijiy til va adabiyoti (ingliz tili)

Toshkent -2024

Fan/modul kodi 326CHTO'IK320	O'quv yili 2024-2025	Semestr 7/8	Kreditlar 12	
Fan/modul turi Majburiy	Ta'lim tili Ingliz		Haftadagi dars soatlari 6	
1.	Fanning nomi	Auditoriya mashg'ulotlari (soat)	Mustaqil ta'lim (soat)	Jami yuklama (soat)
	Chet tillarni o'qitishning integrallashgan kursi	180	180	360
2.	<p>III. Fanning mazmuni</p> <p>Chet tillarni o'qitishning integrallashgan kursi amaliy kurs bo'lib uning asosiy maqsadi til ko'nikmalarini integrallashgan holda o'qitish uslublarining afzalliklari va metodlari haqida ma'lumot berish, talabalarni kelgusi kasbiy faoliyatlarida darsni shu usulda tashkil etishga yo'naltirish va egallagan bilim, ko'nikma va malakalarni kasbiy va ilmiy faoliyatda erkin qo'llay olishni ta'minlashdan iborat.</p> <p>Ushbu aspekt doirasida o'qitiladigan modullar asosida bo'lg'usi o'qituvchi talabalarga o'quvchilarning xorijiy til bo'yicha egallagan bilimlarini baholash usullarini va o'qitish materiallarini tanlash va yaratish yo'llarini o'rgatishdan iborat.</p> <p>IV. Asosiy qism (amaliy mashg'ulotlar)</p> <p>II. I. Fan tarkibiga quyidagi mavzular kiradi:</p> <p><u>7-semestr</u></p> <p>Module 1: Introduction to the course of FLTM</p> <p>Theme 1 Principles vs Methods: Understanding the Differences</p> <p>Theme 2 Practical application of Historical Language Teaching: GTM, DM, and ALM</p> <p>Theme 3 Teaching methodologies: Behaviorism, Audiolingualism, Natural way, Humanistic</p> <p>Theme 4 Teaching methodologies: The Silent Way, Suggestopedia, Lexical approach</p> <p>Theme 5 Deductive and Inductive approaches</p> <p>Theme 6 Fostering Communication skills through the Communicative Language Teaching Approach</p> <p>Theme 7 Implicitness and explicitness in Language Instruction</p> <p>Theme 8 Enhancing Pronunciation through Phonemes and Phonetic Teaching Methods</p> <p>Theme 9 Boosting Memory Retention with Mnemonics in English Language Learning</p> <p>Theme 10 Understanding Learner Characteristics: Psychological Factors and Language Development</p> <p>Theme 11 Language for organization of the games</p>			

- Theme 12** Types of games: picture, psychology, memory, caring and sharing games
- Theme 13** Utilizing types of games into the lesson: sound games, word games, question and answer games
- Theme 14** Adapting to Different Classroom Environments: The Teacher's Role in Different Contexts
- Theme 15** Teachers' pragmatics: knowledge, beliefs and practice
- Theme 16** Lesson Planning for Teaching English: Age-Appropriate Activities and Strategies
- Teaching English to Children: Lesson Planning and Material Selection
 - Teaching English to Teenagers: Lesson Planning and Material Selection
 - Teaching English to Adults: Lesson Planning and Material Selection
- Theme 17** Choosing Effective Classroom Management Methods: Strategies for Different Age Groups
- Theme 18** Principles of Classroom Management: Rapport, TTT vs STT, Monitoring, Instruction, Seating & Interactions, Board work
- Theme 19** Learning how to design instruction checking questions
- Theme 20** Learning how to design concept checking questions and elicitation
- Theme 21** Principles of working different age groups and teaching methods
- Theme 22** Enhancing Learning with Engaging Activities and Materials: Songs, Music, and Stories
- Theme 23** Assessing Language Learning: Age-Appropriate Assessment Techniques and Tools
- Theme 24** Characteristics and principles of teaching young learners
- Theme 25** Characteristics and principles of teaching adult learners
- Theme 26** Adapting and Developing Materials: Creating Effective Resources for Different Age Groups and Contexts
- Theme 27** Utilizing different activities to boost linguistic competencies. (Teaching productive and receptive skills: Strategies for Different Age Groups and Contexts)
- Theme 28** Principles of Assessment: Formative and Summative Approaches
- Theme 29** Designing and Administering Tests: Validity, Reliability, Practicality, Authenticity, and Washback
- Theme 30** Types of Tests: Criterion-Referenced, Norm-Referenced, and Other Approaches
- Module 2: Ways of data collection and knowledge evaluation**
- Theme 31** Holistic and Analytic Assessments
- Theme 32** Test Purposes and Types: Achievement, Proficiency, Diagnostic, Placement, and Aptitude Tests
- Theme 33** Test Methods and Techniques: MCQs, Matching, Cloze, T/F, Word Formation, and Transfer Tasks
- Theme 34** Assessing Writing, Reading, Listening, Speaking, and Integrated Language Skills: Test Design, Scoring, and Analysis
- Theme 35** Alternative Forms of Assessment: Performance Tasks, Portfolios, Self-Assessment, and Peer Assessment

- Theme 36** Testing cycle: Test specifications
- Theme 37** Different ways of assessing students' knowledge (planning and critical analysis)
- Theme 38** Stages and Procedures of Test Development: From Test Blueprint to Item Analysis and Final Revision
- Theme 39** Classroom Investigation: Formulating Research Questions, Action Planning, Data Collection, and Analysis
- Theme 40** Classroom Observation: Recording, Peer Observation, and Structural, Semi-Structural, and Non-Structural Interviews
- Theme 41** Data Collection Materials: Diaries, Case Studies, and Questionnaires
- Theme 42** Data Collection Materials: Observation Notes, Surveys, and Self-Study
- Theme 43** Classroom Observation Process: Pre-, While-, and Post-Observation Stages and Feedback
- Theme 44** Planning an Investigation: Research Design, Sampling, and Ethical Considerations
- Theme 45** Data Analysis: Comparing and Contrasting Results, Interpreting Findings, and Drawing Conclusions

8- semestr

- Theme 46** Overview of ESP: English for Occupational and Academic Purposes
- Theme 47** Needs Analysis for ESP Classes: Target Needs and Learning Needs
- Theme 48** Determining methodological issues in learner needs analysis
- Theme 49** Triangulations in Needs analysis
- Theme 50** Principles and Approaches in Teaching English for ESP
- Theme 51** Approaches towards holding ESP classes in vocational colleges and lyceums in Uzbekistan.
- Theme 52** Independent Study Skills: Learner Autonomy and Self-Study Skills in ESP
- Theme 53** Teaching Language Aspects and Skills in ESP: Pronunciation, Grammar, Vocabulary, Reading, Writing, Listening, Speaking.
- Theme 54** Material Design and Adaptation in ESP
- Theme 55** Conducting ESP classes: features of teacher's performance
- Theme 56** The role of knowledge evaluation in ESP
- Theme 57** Creating a coursebook for students of various fields (Medical, Law, Engineering, Architecture, Polytechnical, Business and Economics, Tourism, Art, and Sport)
- Module 3: Syllabus design and resource creation**
- Theme 58** The scope of syllabus design
- Theme 59** Product and process-oriented syllabuses
- Theme 60** Exploring syllabus design
- Theme 61** Designing a tentative course syllabus
- Theme 62** PPP vs Skill based lesson plans
- Theme 63** Exploring an effective language lesson
- Theme 64** Planning and review lesson plans
- Theme 65** Fostering a positive learning environment
- Theme 66** Creating learner-centered teaching

- Theme 67** Describing teachers: Controller, Organizer, Assessor, Prompter, Participant, Resource, Tutor, Observer
- Theme 68** Feedback: The importance of oral & written feedback
- Theme 69** Learners' motivations and interests: Intrinsic extrinsic motivation factors
- Theme 70** Introduction to Modern Pedagogical Technologies in Foreign Language Instruction
- Theme 71** Learning Management Systems (LMS) and Online Learning Platforms for Language Instruction
- Theme 72** Using online resources: The internet as a resource
- Theme 73** Multimedia and Interactive Tools for Language Instruction
- Theme 74** Language Learning Apps and Software
- Theme 75** Gamification in Language Instruction
- Theme 76** Social Media and Online Communities in Language Learning
- Theme 77** Virtual and Augmented Reality in Language Instruction
- Theme 78** Artificial Intelligence and Natural Language Processing in Language Instruction
- Theme 79** Flipped Classroom and Blended Learning Approaches in Language Instruction
- Theme 80** Evaluation and Assessment of Pedagogical Technologies in Language Instruction
- Theme 81** The Role of modern technologies in Language Teaching
- Theme 82** Identifying Effective Language Learning Tools and Apps 1
- Theme 83** Identifying Effective Language Learning Tools and Apps 2
- Theme 84** Designing Interactive Language Learning Activities 1 (explanation of website operation)
- Theme 85** Designing Interactive Language Learning Activities 2 (collecting, preparing and sorting materials for publication)
- Theme 86** Designing Interactive Language Learning Activities 3 (doing a presentation of independent work)
- Theme 87** Creating Multimedia Learning Resources 1 (explanation of website operation)
- Theme 88** Creating Multimedia Learning Resources 2 collecting, preparing and sorting materials for publication)
- Theme 89** Creating Multimedia Learning Resources 3 (doing a presentation of independent work)
- Theme 90** Evaluating the Effectiveness of Created Language Learning Tools

V. Amaliy mashg'ulotlar bo'yicha ko'rsatma va tavsiyalar

Amaliy mashg'ulotlar multimedia vositalari bilan jihozlangan auditoriyada faol va interfaol usullar yordamida o'tilishi, mashg'ulot jarayonida mos ravishda munosib pedagogik va axborot texnologiyalar qo'llanilishi maqsadga muvofiq.

VI. Mustaqil ta'lim va mustaqil ishlar

Mustaqil ta'lim uchun tavsiya etiladigan mavzular:

1. Integrate receptive skills.

2. Improve listening skill with appropriate materials
3. Improve listening skill through authentic materials
4. Factors impacting listening skill
5. Distinguishing pre-, while-, post- listening activities
6. The role of phonology in developing listening skill
7. Speaking- one of the productive skills
8. Practice fluency and accuracy activities
9. Discussion activities and their feature
10. Find out modern communication games
11. Reading is one of the receptive skills
12. Design reading materials
13. Designing reading activities based on lesson phases
14. The successful ways of improving reading skill
15. Importance of authentic materials in the reading classes
16. Writing – one of the productive skills
17. Stages of writing skills
18. Elements of creative writing
19. Cooperative writing activities
20. The importance of authenticity in writing
21. Providing feedback for a piece of writing
22. Grammar in context
23. Teaching vocabulary in context
24. Teaching chunks of language
25. Language learning styles
26. Communicative competence and its components.
27. TBLT and its features
28. CBL and its advantages
29. PBL and its elements
30. Implementation of Corpus-based learning in classes
31. Classroom language and its characteristics
32. The usage of body language in the classroom
33. Types of voice in the class
34. Ways of creating English environment
35. Giving and asking questions
36. Giving short and logical instructions
37. Problem behavior in the class
38. Choosing proper games for developing communicative competence
39. Stages of classroom investigation and smart action plan
40. Data collecting tools
41. Making interview, questionnaire in Google doc
42. Designing diary
43. Case study and its types
44. Making observation list based on your own teaching experience

45. Learn structures of giving and receiving feedback
46. Learn differences between aim, objectives
47. Analyze syllabus and its content
48. Choose the best coursebook for improving language skills
49. Internet is essential resource for study
50. Types of authentic materials
51. Acquire how to design materials properly
52. Choosing materials appropriately to the phase of the lesson
53. Analyze PPP, TTT and TBL lesson plans and find out their differences
54. Putting proper aims, objectives to the topics
55. Designing beginning activities
56. Designing ending activities
57. Designing different visual aids
58. Designing materials for mixed ability classes
59. Types of assessment
60. Design own tests
61. Determining methodological issues in learner needs analysis
62. Triangulations in Needs analysis
63. Principles and Approaches in Teaching English for ESP
64. Approaches towards holding ESP classes in vocational colleges and lyceums in Uzbekistan.
65. Independent Study Skills: Learner Autonomy and Self-Study Skills in ESP
66. Teaching Language Aspects and Skills in ESP: Pronunciation, Grammar, Vocabulary, Reading, Writing, Listening, Speaking
67. Material Design and Adaptation in ESP
68. Conducting ESP classes: features of teacher's performance
69. The role of knowledge evaluation in ESP
70. Creating a coursebook for students of various fields (Medical, Law, Engineering, Architecture, Polytechnical, Business and Economics, Tourism, Art, and Sport
71. The scope of syllabus design
72. Product and process-oriented syllabuses
73. Implicitness and explicitness in Language Instruction
74. Enhancing Pronunciation through Phonemes and Phonetic Teaching Methods
75. Boosting Memory Retention with Mnemonics in English Language Learning
76. Understanding Learner Characteristics: Psychological Factors and Language Development
77. Language for organization of the games
78. Types of games: picture, psychology, memory, caring and sharing games

79. Utilizing types of games into the lesson: sound games, word games, question and answer games
80. Adapting to Different Classroom Environments: The Teacher's Role in Different Contexts
81. Teachers' pragmatics: knowledge, beliefs and practice
82. Lesson Planning for Teaching English: Age-Appropriate Activities and Strategies
83. Teaching English to Children: Lesson Planning and Material Selection
84. Teaching English to Teenagers: Lesson Planning and Material Selection
85. Teaching English to Adults: Lesson Planning and Material Selection
86. Choosing Effective Classroom Management Methods: Strategies for Different Age Groups
87. Principles of Classroom Management: Rapport, TTT vs STT, Monitoring, Instruction, Seating & Interactions, Board work
88. Learning how to design instruction checking questions
89. Learning how to design concept checking questions and elicitation
90. Testing cycle: Test specifications

Mustaqil ishlarning natijalari mavzu bo'yicha dars dizayni (dars rejasi), taqdimot shaklida rasmiylashtirilishi mumkin. Talabadan fan bo'yicha mustaqil o'rgangan bilimlarini auditoriyada turli xil interaktiv uslublar orqali namoyish qila olishi va boshqalarga o'rgata olishi talab etiladi.

Talaba mustaqil ishni tayyorlashda quyidagi shakllardan foydalanish tavsiya etiladi:

- darslik va o'quv qo'llanmalar bo'yicha fan boblari va mavzularini o'rganish;
- o'rganilgan bilimlar asosida dars materiallarini tayyorlash va taqdim etish;
- maxsus adabiyotlar bo'yicha mavzulari ustida ishlash va o'zining dars rejasini yaratish;

o'tilgan mavzular bo'yicha portfolio tayyorlash va ularni taqdimot qilish tavsiya etiladi.

qilib berishi tavsiya etiladi.

VII. Ta'lim natijalari/Kasbiy kompetensiyalar

Talaba:

“CHTOIK kursiga kirish” moduli bo'yicha:

3. - turli yosh guruhlarining o'ziga xos xususiyatlarini aniqlashi;
- turli yosh guruhlarida qo'llaniladigan o'qitish metodlari, o'quv materiallari,
- darsni olib borish va baholashdagi o'xshashlik va tafovutlarni tahlil qilishi;
- yosh guruhiga mos ravishda darslarni rejalashtirishi va olib borishi;
- o'quv materiallarini yosh tafovutlarini e'tiborga olgan holda o'zgartirishi, moslashtirishi va yangilarini yaratish ko'nikmalariga ega bo'lishi kerak.
- til o'rganayotganlar kasbiy yo'nalishi va ehtiyojlariga qarab chet tilini o'qitish metodlari va yondashuvlarni tanlashi;
- yo'nalish xususiyatlaridan kelib chiqib chet tili dasturlarini tuzishi;
- o'quv materiallarni soha yoki yo'nalish xususiyatiga ko'ra tanlashi va

moslashtirishi;
turli soha vakillariga chet tilini o'qitish malaka va ko'nikmalarini egallashi lozim.

“Ma'lumotlarni yig'ish va bilimlarni baholash usullari” moduli bo'yicha:

- bilim va ko'nikmalarni baholashning asosiy tamoyillari;
- test turlari, turli ta'lim yo'nalishlari xususiyatlariga mos muqobilbaholash turlarini tahlil qilishi;
- nazorat turlari va shakllarining milliy va xalqaro tizimlarini bilishi;
- bilimni baholash uchun mezon belgilay olishi va baholash jarayonini to'g'ri rejalashtirish bo'yicha bilimlarni o'zlashtirishi;
- baholash mezonlarini tanqidiy tahlil qilishi va baholash mezonlarini yaratish malakalarini egallashi kerak.

“Syllabusni loyihalash va manbalarni yaratish” moduli bo'yicha:

- o'quv adabiyotlarni tanqidiy tahlil qilish va ularni til o'rganayotganlar ehtiyojiga ko'ra (bilim darajasi va yoshi va hokazo) tanlashi;
- o'quv materiallarini yaratish uchun maqsad, vazifa va kutilayotgan natijalarini to'g'ri belgilay olishi;
- ta'lim maqsadlariga ko'ra internet ta'lim saytlaridan unumli foydalana bilishi;
- turli autentik materiallarni (gazeta, jurnallar, televidenie va radio materiallaridan va h.k.) tanlash va ular asosida tegishli vazifalar ishlab chiqarish;
- o'quv adabiyotlari jumladan, darsliklarga ehtiyoj sezilgan vaqtda turli yordamchi o'quv materiallari va resurslardan unumli foydalana bilishi;
- yordamchi materiallar jumladan, ko'rgazmali, tarqatma materiallar, audio va video materiallar yarata olish malakalariga ega bo'lishi lozim.

VIII. Ta'lim texnologiyalari va metodlari:

- 4.
- interfaol keys-stadilar;
 - amaliy mashg'ulotlar (mantiqiy fikrlash, tezkor savol-javoblar);
 - guruh, mikroguruh bo'lib ishlash;
 - taqdimotlarni qilish;
 - individual loyihalar;
 - jamoa bo'lib ishlash va himoya qilish uchun loyihalar
 - rolli o'yinlar;
- kuzatuvlar/ ma'lumotlar yig'ish buyicha topshiriqlar;

XI. Kreditlarni olish uchun talablar:

Talaba:

- 5.
- Fanga oid nazariy va uslubiy tushunchalarni to'la o'zlashtirish, tahlil natijalarini to'g'ri aks ettira olish, o'rganilayotgan jarayonlar haqida mustaqil mushohada yuritish va joriy, oraliq nazorat shakllarida berilgan vazifa va topshiriqlarni bajarish, yakuniy nazorat bo'yicha yozma ishni topshirish.

Kasbiy ixtisoslashuvini rivojlantirish maqsadida auditoriyani o'rganish (tadqiq etish) usullarini, chet tili darslarini to'g'ri rejalashtirish va til ko'nikmalarini to'g'ri baholay olishi; o'quv materiallarini tanlay olish va yangilarini yarata olishi.

Asosiy adabiyotlar

1. Wallace, M.J. (1998). *Action Research for Language Teachers*. Cambridge and New York: CUP.

2. Celce-Murcia, M., & Snow, M. A. (2014). *Teaching English as a Second Or Foreign Language*. Heinle ELT.
6. 3. Cunningsworth, A. (1995). *Choosing your coursebook*.
4. Dudley-Evans, T., St John, M. J., & John, M. J. S. (1998). *Developments in English for specific purposes: A Multi-Disciplinary Approach*. Cambridge University Press.
5. Griffin, P., McGaw, B., & Care, E. (2011). *Assessment and teaching of 21st century skills*. Springer Science & Business Media.
6. Howatt, A., & Widdowson, H. (2004). *A History of ELT, second edition*. Oxford University Press
7. Lightbown, P., & Spada, N. (2013). *How Languages are Learned*. OUP Oxford.
8. Sheldon, L. E. (1987). *ELT textbooks and materials: Problems in Evaluation and Development*.
9. Tomlinson, B. (2011). *Materials development in language teaching*. Cambridge University Press.

Qo'shimcha adabiyotlar

1. Bloomfield, L. (1984). *Language*. University of Chicago Press.
2. Bennett, R. E. (2011). Formative assessment: a critical review. *Assessment in Education: Principles, Policy & Practice*, 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. *Educational Psychologist*, 41(2), 75–86. https://doi.org/10.1207/s15326985ep4102_1
4. Spratt, M (1994) *English for the Teacher*, Cambridge University Press, ISBN 0 521 42676 6 Spratt. M, Pulverness, A, Williams, M. (2005) *The TKT Course*, Cambridge University Press, ISBN 978 0 521 60992 0
5. Wallace, M.J. (1998). *Action Research for Language Teachers*. Cambridge and New York: CUP
6. Tim McNamara, (2000), *Language Testing*, Oxford University Press, Printed in Chine
7. Arthur Hughes, (1989), *Testing for Language Teachers*, Cambridge University Press, USA
8. David Nunan, (1988), *Syllabus design*, Oxford University Press, Printed in Chine
9. John, M. Natio., I.S.P (2020), *Language Curriculum Design*, Routlege, USA
10. Penny Ur (1999), *A Course in Language Teaching*, Cambridge University Press, UK
11. Jim., S., (2005), *Learning Teaching*, Macmillan Publishing House, UK.

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/>

7. O'quv dasturi O'zbekiston davlat jahon tillari universiteti tomonidan ishlab chiqilgan va tasdiqlangan. Dastur universitet Kengashining 202__ - yil «___» _____ yig'ilishida ko'rib chiqilgan va tasdiqqa tavsiya etilgan (___-sonli bayonnoma).

8. **Fan/modul uchun mas'ul: Ingliz tilini o'qitish metodikasi №1 o'qituvchisi F.Sharipov.**

9. **Taqrizchilar:**

- 1) O'zDJTU Ingliz tilini o'qitish metodikasi №3 kafedrasini mudiri, f.f.f.d., dotsent M.Daliyeva;
- 2) TDPU, Ingliz tilini o'qitish nazariyasi va metodikasi kafedrasini mudiri, p.f.f.d., professor Z.Abdujabbarova.