

**O‘ZBEKISTON RESPUBLIKASI
OLIY TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
O‘ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI**



**UMUMKASBIY VA IXTISOSLIK FANLARIDAN
YAKUNIY DAVLAT ATTESTATSIYASI SINOVI
DASTURI**

Ta’lim yo’nalishi: 60112600 – Maktabgacha va boshlang’ich ta’limda
xorijiy til (ingliz tili)

Toshkent – 2025

Dastur universitet Kengashida ko'rib chiqilgan va tasdiqqa tavsiya etilgan
(2025-yil 08 - maydagi 9 (7.7/2) - sonli bayonnomasi).

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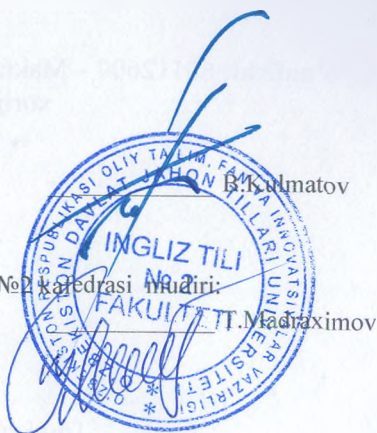
Mazkur dastur asosida bitiruvchining umumkasbiy va ixtisoslik fanlari bo'yicha egallagan bilim, malaka va ko'nikma darajalari doirasida kompleks tarzda baholanadi.

O'zDJTU ingliz tili №2 fakulteti dekani:

2025-yil "02" - may

O'zDJTU ingliz tilini o'qitish metodikasi №2 kafedrasida mudiri:

2025-yil "02" - may



Kirish

Mazkur dastur Maktabgacha va boshlang'ich ta'limda xorijiy til (ingliz tili) ta'lim yo'nalishi bo'yicha umumkasbiy va ixtisoslik fanlaridan leksikologiya, nazariy fonetika, nazariy grammatika vat il tarixi, stilistika, amaliy tarjima, maktabgacha va boshlang'ich ta'limda chet tilini o'qitish metodikasidan yakuniy davlat attestatsiyasini o'tkazish tartibini belgilaydi.

Ushbu dastur bitiruvchilarning umumkasbiy va ixtisoslik fanlari bo'yicha egallagan bilim, ko'nikma va malaka darajalariga qo'yiladigan talablar mazmuniga muvofiq holda ishlab chiqilgan bo'lib, malaka talablari, fanlarning o'quv dasturida ko'zda tutilgan barcha mavzular mazmunini qamrab olgan.

Umumkasbiy va ixtisoslik fanlari bo'yicha yakuniy davlat attestatsiyasi sinoviga qo'yiladigan talablar

Bitiruvchi kurs talabasi:

- O'zbekiston Respublikasida ta'lim sohasini modernizatsiyalash doirasida chet tillarni o'rganish tizimini takomillashtirishga ega bo'lishi;
- chet tillar bo'yicha milliy va xalqaro standartlarni bilishi va nazariy bilimga ega ekanligini ko'rsata olishi;
- maktabgacha va boshlang'ich ta'limda ingliz tilini o'qitish metodikasi va ingliz tili nazariy aspektlari fanlari bo'yicha nazariy va amaliy bilimga ega ekanligini ko'rsata olish;
- asosiy metodik tushuncha va qonuniyatlarni hamda ularni o'quv-tarbiyaviy jarayonda qo'llanish xususiyatlarini va nazariy bilimga egaligini ko'rsata olishi;
- kommunikativ kompetentsiya va uning tarkibiy qismlarini o'quv jarayonida metodik jihatdan qo'llay bilishi;
- o'quv jarayonida zamonaviy yondashuvdan kelib chiqqan tarzda, metod va ta'lim texnologiyalarini tanlash va qo'llay bilishi;
- zamonaviy tarzda chet tilini o'rgatish darsini rejalashtirish xususiyatlarini bilishi;
- o'quvchilarning bilim, ko'nikma, malaka hamda kompetentsiyasini nazorat qilish va baholashni bilishi;
- muayyan metodik muammo nuqtai nazaridan dars jarayonini kuzata bilishi;
- vosita turlari va ularni qo'llash va foydalanishni bilishi lozim.
- ingliz tili leksikologiyasini nazariy va amaliy jihatdan puxta egallashi lozim (semasiologiya, so'z shakli, so'z yasalishi, frazeologiya, etimologiya, leksikografiyaga oid bilim, ko'nikma va malakalarga ega ekanligini ko'rsata olish);
- ingliz tili fonetik tizimining nazariy asoslarini egallashi lozim (talaffuz normalari, fonema, transkripsiya, bo'g'in, urg'u, aksent, intonatsiyaga oid bilim, ko'nikma va malakalarga ega ekanligini ko'rsata olish);

- ingliz tili nazariy grammatikasi yuzasidan bilim, ko'nikma va malakalarni egallashi lozim (so'z turkumlari, grammatik kategoriyalar, sintaktik birliklar haqida bilimlarga ega bo'lish);

- ingliz tili stilistikasining nazariy va amaliy muammolari bo'yicha bilim, ko'nikma va malakaga ega bo'lishi lozim (til lug'at qatlamining uslubiy xoslanishi, tilning funksional uslublari, stilistik vositalar bo'yicha bilimlarni egallashi lozim);

- o'rganilayotgan til tarixi bo'yicha zaruriy bilim, ko'nikma va malakalarga ega bo'lish (ingliz tili tizimining qadimgi, o'rta va hozirgi davr xususiyatlari, til tarixida so'z turkumlari va ularning grammatik kategoriyalari haqida bilimlarga ega bo'lish).

Yakuniy davlat attestatsiyasi o'tkaziladigan umumkasbiy va ixtisoslik fanlari mazmuni

Ushbu fanlarga ingliz tili leksikologiyasi, ingliz tili nazariy fonetikasi, ingliz tili nazariy grammatikasi va til tarixi, ingliz tili stilistikasi, amaliy tarjima, maktabgacha va boshlang'ich ta'limda chet tilini o'qitish metodikasi kiradi.

Ingliz tili leksikologiyasi

Ingliz tili leksikologiyasining nazariy asoslari. Semasiologiya. So'zning morfema, so'z shakli, so'z birikmasidan farqli xususiyatlari. So'zning morfologik tuzilishi. Bir va ko'p morfemali so'zlar. So'z negizi va uning turlari. So'z tuzilishi turlari. So'z yasash. So'z yasash usullari. So'zning asosiy tarkibiy qismlari. So'z yasash negizi. Qo'shma so'zlar yasashning har xil turlari. Qisqartma so'zlar, so'z yasashning boshqa usullari.

Frazeologiyaning nazariy asoslari. Frazeologiyaning maqsad va vazifalari. Turg'un va erkin birikmalar, so'z va so'z birikmasining o'xshash tomonlari.

Etimologiya. Til lug'at tarkibining etimologik jihatdan tasnifi. Baynalminal so'zlar. Etimologik lug'atlar. Leksikografiya fan sifatida rivojlanishi. Lug'atning asosiy turlari. Inglizcha lug'atlarning asosiy turlari. O'quv lug'atlarining tuzilishi. Lug'at tarkibining sifat va son jihatdan o'zgarishi. Lug'at tarkibining leksik va stilistik tasnifi.

Ingliz tili nazariy fonetikasi

Adabiy talaffuz va orfoepik norma tushunchalari. Talaffuzning milliy va regional variantlari tushunchasi va hozirgi zamon ingliz tilidagi asosiy variantlari. Ingliz tili fonetik qurilishining komponentlari. Ingliz tilining segment fonemalari. Fonema lingvistik birlik sifatida "fonema" va "allofon" atamalarining farqlanishi. Transkripsiya. Transkripsiya turlari. Fonema nazariyasining asosiy yo'nalishlari va fonologik maktablar. Ingliz tilida so'z, bo'g'in strukturasi. Bo'g'inga ta'rif. Bo'g'inlar klassifikatsiyasi. Bo'g'inning vazifasi. Ingliz tilining aktsent strukturasi. So'z urg'usi, jumla urg'usi. Intonatsiya. Tuzilishi va vazifalari.

Ingliz tili nazariy grammatikasi va til tarixi

Soʻz turkumlari nazariyasi. “Soʻz turkumi” tushunchasi. Hozirgi zamon ingliz tilida soʻz turkumlariga ajratish mezonlari. Soʻzlarni turkumga guruhlash tamoyillari. Soʻz turkumlarini shakllantirishda leksik-grammatik oppozitsiyalar, ingliz tilidagi soʻz turkumlari va ularning qisqacha tavsifi.

Grammatik kategoriya haqida tushuncha. Kategoriya va grammatik kategoriya tushunchalari. Grammatikada oppozitsiyalar tizimi. Grammatik shakl tushunchasi. Analitik va sintetik grammatik shakllar. Turlanish va tuslanish. Ingliz tilidagi feʼlning zamon kategoriyalari.

Zamon kategoriyasi. Hozirgi, oʻtgan va kelasi zamonlarining grammatik mazmuni. Absolyut va nisbiy zamonlar. Hozirgi, oʻtgan va kelasi zamonlarning kategorial xossalari, kelasi zamonning mayl modellari. Zamonlar moslashuvi. Ingliz tilida nisbat kategoriyasi, ingliz tilidagi feʼlning mayllari kategoriyasi. Soʻz birikmasi nazariyasi, sodda gaplar, sintaktik tahlil metodlari tavsifi.

Ingliz tili tarixida ot va sifat kategoriyalari. Qadimgi, oʻrta va zamonaviy ingliz tili davrlarida ot va sifatlarning kelishik, son va rod kategoriyalari. Ot va sifatlarning kuchli va kuchsiz turlanishi. Ingliz tili tarixida feʼl tizimining shakllanishi. Qadimgi, oʻrta va yangi ingliz tili davrlarida kuchli, kuchsiz, preterit-present va notoʻgʻri feʼllar. Feʼl analitik shakllarining paydo boʻlishi.

Ingliz tili stilistikasi

Stilistika fanining asosiy qismlari va masalalari. Stilistikaning asosiy yoʻnalishlari. Leksikaning stilistik xoslanishi. Leksikaning adabiy qatlami. Hozirgi zamon ingliz tilidagi funktsional uslublarning asosiy xususiyatlari (badiiy va ilmiy uslub). Hozirgi zamon ingliz tilidagi funktsional uslublarning asosiy xususiyatlari (gazeta va publitsistik uslub). Stilistik vositalarning tabiati va vazifalari (metafora, litota, metonomiya, oksimoron, giperbola, antiteza, takror, epitet, perifraz, retorik savol, antonomasiya, taqqos, inversiya).

Maktabgacha va boshlangʻich taʼlimda chet tilini oʻqitish metodikasi

- Til aspektlari. Leksika, grammatika va talaffuzga oʻrgatishning maqsad, vazifalari va unga xos malakalarni shakllantirishning ahamiyati.
- Nutq turlari. Tinglab tushunish, gapirish, oʻqish, yozish va ularning chet tilini amaliy jihatdan oʻrganish jarayonida tutgan oʻrni.
- Tinglab tushunish, gapirish, oʻqish, yozishni shakllantirish va rivojlantirishning asosiy mexanizmlari, oʻrgatish bosqichlari, oʻrgatish texnologiyasi va uni nazorat qilish.

Til oʻqitish jarayonini rejalashtirish

- Oʻquv jarayonini toʻgʻri rejalashtirish.
- Mazmun boʻyicha rejalar: kalendar tematik reja; dars reja.

- Darsning maqsadi va tarkibi.
- Bilim, ko'nikma, malakalarni baholash va nazorat qilishning zamonaviy texnologiyasi.
- Reyting, testlar asosida baholash.
- Nazorat turi, shakli va funksiyasi.
- Kommunikativ kompetentsiyani shakllanish darajasini nazorat qilish.
- Test turlari.

Umumkasbiy va ixtisoslik fanlaridan davlat attestatsiyasi sinovini o'tkazish tartibi va uni baholash mezonlari

Umumkasbiy va ixtisoslik ingliz tili leksikologiyasi, ingliz tili nazariy fonetikasi, ingliz tili nazariy grammatikasi va til tarixi, ingliz tili stilistikasi, amaliy tarjima, maktabgacha va boshlang'ich ta'limda chet tilini o'qitish metodikasi fanlaridan davlat attestatsiyasi yozma ish shaklida o'tkaziladi. Yakuniy attestatsiya o'tkazish uchun savollar majmuasi attestatsiyadan oldin belgilangan tartibda talabalarga yetkaziladi.

Yakuniy attestatsiya o'quv vazifalariga ko'ra o'tilgan nazariy ma'lumotlar va amaliy malakalarni yakuniy tekshiruv orqali baholashga yo'naltirilgan bo'lishi kerak. Umumkasbiy va ixtisoslik fanlaridan davlat attestatsiyasi tasdiqlangan tartibda yozma vazifalar asosida o'tkaziladi. Talabalar tomonidan berilgan javoblarning har biri tasdiqlangan baholash mezonlari asosida izohlanadi va baho tizimidan kelib chiqib qo'yiladi.

Yakuniy davlat attestatsiyasini o'tkazish uchun savollar attestatsiyadan oldin talabalarga yetkaziladi. Attestatsiya biletlari 3 ta savoldan tashkil topadi, fakultet dekan va kafedra mudiri tomonidan imzolanib, muhrlangan konvertlarga solinadi. Biletning birinchi va ikkinchi savoliga yozma javob beriladi, biletning uchinchi savoli bir soatlik dars ishlanmasini tuzishdan iborat bo'ladi.

Talabalar maktabgacha ta'lim muassasalarida va umumiy o'rta ta'lim maktablarining boshlang'ich sinflarida o'tkazgan tajribalari asosida kengaytirilgan dars ishlanmasini tarqatma materiallar bilan ilova qilgan holda taqdim etiladi.

Yozma ishlarni tekshirish va baholash 5 baholik shkalada amalga oshiriladi. Barcha 3 ta javoblarga qo'yilgan baholar yig'ib chiqiladi, birinchi savolga 30 ball, ikkinchi savolga 30 ball va uchinchi savolga 40 ball beriladi. Ballar shkalasi baho shkalasiga o'girilib "5 baho" lik shkalada baholanadi va bitiruvchining fan bo'yicha yakuniy davlat attestatsiya bahosi aniqlanadi.

**Fan bo'yicha talabalar bilimini baholash va
nazorat qilish mezonlari**

Baholash usullari	Yozma, dars rejasi ishlanmasi
Baholash mezonlari	5 - "a'lo" - fanning tarixiy rivojlanish bosqichlari, uning nazariy jihatlari haqida to'liq tasavvurga ega bo'lgan; - fanning asosiy tushuncha va kategoriyalari, til o'qitishning turli metodlari o'rtasidagi farqlar, ularning mazmun-mohiyati haqida to'liq tasavvur hosil qila olgan; - tegishli savolning mohiyatiniqisqa va lo'nda ifodalab, unga yaqin bo'lgan tushunchalar bilan bog'lab, bayonda mantiqiy yahlitlikka erishilgan bo'lishi kerak; - chet tili va ona tilining asosiy me'yorlarini juda yaxshi biladigan; -ta'lim texnologiyalariga oid muammolarni yozma va og'zaki tarzda mukammal ifoda eta olgan; - chet tili va ona tilida ravon yozma va og'zaki nutq ko'nikmalariga ega bo'lgan, o'z fikrini aniq va tushunarli ifodalaydigan talaba "a'lo" baholanadi. 4 - "yaxshi" - fanning tarixiy rivojlanish bosqichlari, uning nazariy jihatlari haqida ma'lum darajada tasavvurga ega bo'lgan; - fanning asosiy tushuncha va kategoriyalari, til o'qitishning turli metodlari o'rtasidagi farqlar, ularning mazmun-mohiyati haqida ma'lum darajada tasavvur hosil qila olgan; - savolning mohiyatini atroflicha yondashgan holda yoritib, uni misollar va boshqa tushunchalar bilan bog'lashga harakat qilkgan va mantiqiy yahlitlikka erishgan bo'lishi kerak; - chet tili va ona tilining asosiy me'yorlarini yaxshi biladigan; -ta'lim texnologiyalariga oid muammolarni yozma va og'zaki tarzda ifoda eta olgan; - chet tili va ona tilida ravon yozma va og'zaki nutq ko'nikmalariga ega bo'lgan, o'z fikrini aniq va tushunarli ifodalashda qo'pol xatolarga yo'l qo'ymaydigan talaba "yaxshi" baholanadi.
	3 - "qoniqarli" - fanning tarixiy rivojlanish bosqichlari, uning nazariy jihatlari

	haqida tasavvurga ega bo'lgan; - fanning asosiy tushuncha va kategoriyalari, til o'qitishning turli metodlari o'rtasidagi farqlar, ularning mazmun-mohiyati haqida tasavvur hosil qila olgan; - savolning mohiyatini yuzaki (yoki qisman) ochib bergan, u bilan bog'liq bo'lgan tushunchalarga misollar keltirish bilan chegaralangan bo'lishi mumkin; - chet tili va ona tilining asosiy me'yorlarini o'rta darajada biladigan; -ta'lim texnologiyalariga oid muammolarni yozma va og'zaki tarzda ifoda eta olish ko'nikmalarini to'liq egallamagan; - chet tili va ona tilida ravon yozma va og'zaki nutq ko'nikmalariga ega bo'lmagan, o'z fikrini aniq va tushunarli ifodalashda xatolarga yo'l qo'ygan talaba "qoniqarli" baholanadi.
	2 - "qoniqarsiz" - fanning nazariy jihatlar haqida tasavvurga ega bo'lmagan; - fanning asosiy tushuncha va kategoriyalari, til o'qitishning turli metodlari o'rtasidagi farqlar, ularning mazmun-mohiyati haqida tasavvur hosil qila olmagan; - yuqoridagi talablar bajarilmagan yoki javob yozilmagan bo'lsa; - chet tili va ona tilining asosiy me'yorlarini o'zlashtira olmagan; -ta'lim texnologiyalariga oid muammolarni yozma va og'zaki tarzda ifoda eta olish ko'nikmalariga ega bo'lmagan; - chet tili va ona tilida ravon yozma va og'zaki nutq ko'nikmalariga ega bo'lmagan, o'z fikrini aniq va tushunarli ifodalashda juda qo'pol xatolarga yo'l qo'ygan talaba "qoniqarsiz" baholanadi.

Baholash mezonlari

O'zbekiston tizimi	Evropa kredit transfiyer tizimi (ECTS — European Credit Transfer System)	O'zbekiston tizimi
«5» (a'lo)	«A»	90 — 100
«4» (yaxshi)	«B»	70 — 89,9
	«C»	
«3» (qoniqarli)	«D»	60 — 69,9
	«E»	
«2» (qoniqarsiz)	«F»	0 — 59,9

Foydalaniladigan adabiyotlar ro'yxati

Asosiy adabiyotlar

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Qo'shimcha adabiyotlar

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2. Jo McDonough, Christopher Shaw and Hitomi Masuhara "Materials and Methods in ELT". Teacher's Guide". John Wiley & Sons, Inc. 2013.
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60112600-MAKTABGACHA VA BOSHLANG'ICH TA'LIMDA
XORIJY TIL (INGLIZ TILI) YO'NALISHI
2024-2025 O'QUV YILIDA BITIRUVCHILAR UCHUN UMUMKASBIY
VA IXTISOSLIK FANLARDAN YAKUNIY DAVLAT ATTESTATSIYASI
SAVOLLARI

VARIANT № 1

1. Classification and main features of the Germanic languages.
2. Teaching writing to young learners.
3. Design a lesson plan

Welcome back!

Skills: Reading and speaking

Let's start! What activities do you do with your friends?

12 Read and listen. Then match.

My friends

1 My best friend's name is Rosa. She's very tall. She's 1 meter, 36 centimeters! She has long dark hair, and brown eyes. We like music, and we like playing the recorder together. We have recorder lessons every Wednesday.

2 This is my friend Louis. He has straight dark hair, and green eyes. We're in the same class at school. We like playing Ping-Pong. We play after school on Wednesdays. We like badminton, too.



3 This is me with my friends Sally and James. We like horseback riding. We have riding lessons on Sundays, and we like taking care of the horses, too. Horses are my favorite animals. They're beautiful.




13 Read again and answer the questions.

- 1 How tall is Rosa?
- 2 Does Rosa have recorder lessons on Sundays?
- 3 What does Louis look like?
- 4 What day do Sally and James go horseback riding?

14 Think of a friend and answer the questions.

What's his or her name?
What does he or she look like?
Do you like the same things?
What activities do you do together?

Writing

Workbook page 7: Write about a friend and what he or she likes doing.

VARIANT № 2

1. The grammatical structure of the English language.
2. PPP (Presentation, Practice, Production) method of teaching.
3. Design a lesson plan.

2 Listen and repeat.



2 Look and choose. Then ask and answer with a friend.



9 Tell the class about your friend.

Matthew is good at playing Ping-Pong.

10 Go to page 102. Listen and repeat the chant.

Remember!

Are you good at playing the guitar?
 Yes, I am. No, I'm not.
 What are you good at?
 I'm good at making movies.

VARIANT № 3

1. Intonation, its components and functions.
2. Effective tools and tips in designing lesson planning in primary education.
3. Design a lesson plan.

Unit 1

1 Listen and repeat.



turn



shake



bend



stretch



kick

2 Watch the video.

3 What body movements are the children making in these pictures?



4 What body movements do you make in sports?

Guess!
What?

We all make
the same body
movement when
we're happy.
We smile.

Project

5 Write body movements for a street dance.

Movement Number

Stretch arms and legs	1
Wave	2
Jump	3
Shake your body	4
Kick	5
Stretch arms and legs	6

VARIANT № 4

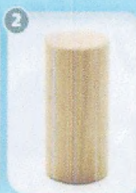
1. Word structure in Modern English. Types of morphemes. The stem and its types.
2. Using short stories in English to improve speaking skill of young learners.
3. Design a lesson plan.

Unit 2

1 Listen and repeat.



sphere



cylinder



cone



cube

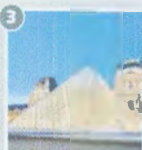


pyramid

2 Watch the video.

3 What shapes can you see? Read and match.

- 1 This building is a pyramid shape with glass squares.
- 2 This building is a cube shape.
- 3 This building has cylinders at the front.
- 4 This building is a cone shape.
- 5 This building has a glass sphere on top.



4 What shapes can you see in buildings close to your school?

Guess What!

Some Mexican pyramids are 3,000 years old, but some Egyptian pyramids are 4,000 years old.

Project

- 5 Make 3-D paper buildings for a town.



CLIL Mosaic

VARIANT № 5

1. Main features of Functional styles in Modern English (newspaper style).
2. The use of English stories in developing reading skill of young learners.
3. Design a lesson plan.

Unit 2

1 Listen and repeat.



sphere



cylinder



cone



cube



pyramid

2 Watch the video.

3 What shapes can you see? Read and match.

- 1 This building is a pyramid shape with glass squares.
- 2 This building is a cube shape.
- 3 This building has cylinders at the front.
- 4 This building is a cone shape.
- 5 This building has a glass sphere on top.



4 What shapes can you see in buildings close to your school?

**Guess!
What!**

Some Mexican pyramids are 3,000 years old, but some Egyptian pyramids are 4,000 years old.

Project

5 Make 3-D paper buildings for a town.



CLIL: Math

Lesson plan I

Title: Present Simple Tense

Grade Level: 4th Grade

Time: 45 minutes

Objectives:

- Students will be able to identify the present simple tense.
- Students will be able to use the present simple tense in basic sentences.
- Students will be able to differentiate between the present simple tense and other tenses.

Materials:

- Whiteboard and markers
- Handout with present simple tense examples
- Flashcards with verbs
- Worksheets on present simple tense

Procedure:

The beginning of the lesson.

Greet the class and introduce the topic of the lesson.

Warm up/Lead-in (5 minutes)

1. Ask students if they know what a tense is and if they can give examples of different tenses.
2. Explain that today, we will be learning about the present simple tense.

Presentation (10 minutes)

1. Write a sentence on the board using the present simple tense (e.g. "I eat breakfast every morning").
2. Ask students to identify the verb in the sentence and explain that this is the present simple tense.
3. Use flashcards with verbs to demonstrate how to change a verb into the present simple tense (e.g. "eat" becomes "eats" when using the third person singular).
4. Provide handouts with examples of present simple tense sentences and ask students to identify the verb and tense in each sentence.

Practice (10 minutes)

1. Divide students into pairs or small groups.
2. Provide worksheets with fill-in-the-blank sentences using the present simple tense.
3. Have students work together to complete the worksheets and then review the answers as a class.

Production (12 minutes)

1. Ask students to come up with their own present simple tense sentences using verbs from the flashcards.
2. Have students share their sentences with the class and identify the verb and tense in each sentence.
3. Make up sentences using Present simple tense.

Wrap-up (3 minutes)

1. Review what was learned in the lesson.

2. 3. Assessment: (2minutes)

- Students will be assessed on their ability to identify and use the present simple tense in basic sentences.
- Students will also be assessed on their ability to differentiate between the present simple tense and other tenses.

Feedback: (2 minutes)

Provide feedback on student performance and answer any questions.

Homework: (1 minute)

Assign homework to reinforce the concept of the present simple tense.

The end of the lesson:

Say Good bye

Lesson plan 2

Title: Vocation

Grade Level: 4th Grade

Time: 45 minutes

Objectives:

- Students will be able to talk about vocation.
- Students will be able to listen and read the letter
- Students will be able to describe the given picture.

Materials:

- Whiteboard and markers
- Pictures with vocation activities
- Flashcards with vacation related expressions
- letter and exercises

Procedure:

The beginning of the lesson.

Greet the class

Warm up/Lead-in (5 minutes)

1. Show the pictures to class and ask them to guess the topic.
2. Ask the students how do people usually spend their vacation.

Pre-Stage (10 minutes)

1. Listen to the recording and match the pictures.
2. Read the letter aloud

While-Stage (10 minutes)

1. Translate the letter and work with new words
2. Work in pairs and answer true / false questions

Post-Stage (12 minutes)

1. Work in pairs and interview each other using exercise 13, exchange your roles.

Wrap-up (3 minute)

1. Review what was learned in the lesson.

Assessment: (2 minutes)

- Students will be assessed on their ability to ask and answer the questions
- Students will be assessed on their ability to read aloud and pronounce the words correctly

Feedback: (2 minutes)

Provide feedback on student performance and answer any questions.

Homework: (1 minute)

The teacher gives tasks with explanations as a home assignment.

The end of the lesson:

Say Good bye

**O‘ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETINING
2024-2025 O‘QUV YILIDA 60112600 – MAKTABGACHA VA
BOSHLANG‘ICH TA‘LIMDA XORIJIY TIL (INGLIZ TILI)
TA‘LIM YO‘NALISHI BITIRUVCHI TALABALARI
UCHUN UMUMKASBIY VA IXTISOSLIK FANLARIDAN
YAKUNIY DAVLAT ATTESTATSIYASI BO‘YICHA**

NAMUNAVIY SAVOLLAR

Ingliz tili leksikologiyasi

1. The subject matter of Lexicology and its branches. Methods of analysis in Lexicology.
2. Word structure in Modern English. Types of morphemes. The stem and its types.
3. The role of word-formation in enriching the English vocabulary (productive and non-productive types).
4. The types and ways of word-formation in Modern English.
5. Affixation as a productive type of word-formation.
6. Compounding as a productive type of word-formation.
7. Conversion as a productive type of word-formation.
8. Shortening as a productive type of word-formation.
9. Productivity of minor types of word formation.
10. Semasiology as a branch of lexicology. Semantic structure of the word. Types of meanings.
11. Synonyms, their sources and classification in English.
12. Antonyms and their classification in English.
13. Homonymy in Modern English and its types.
14. Etymological features of the English vocabulary. Native and borrowed words.
15. Phraseology as a branch of Lexicology. Different classifications of phraseological units.
16. Structural semantic features of phraseological units.
17. Linguo-cultural features of English proverbs and sayings.
18. Lexicography as a science. Types of dictionaries and principles of their compiling.

Ingliz tili nazariy fonetikasi

19. Phonetics as a branch of linguistics (its objects, methods, types, significance)
20. Intonation, its components and functions.
21. The vowel system of English.
22. The consonant system of English.
23. The major phonological schools in linguistics.
24. The Phoneme theory in Present day linguistics.
25. National and Territorial varieties of English pronunciation.
26. Syllabic structure of English
27. Phonostylistics is a part of phonetics.

Ingliz tili nazariy grammatikasi va til tarixi

28. The grammatical structure of the English language.
29. The grammatical categories of Number and Case of the English nouns.
30. Structural and semantic features of verb as a part of speech.
31. Structural and semantic features of pronoun as a part of speech.
32. The functional - semantic features of non-finite forms of the verb.
33. Principles of functional- semantic classification of words.
34. The phrase theory. Types of syntactic relations within a phrase.
35. The main types of sentences in Modern English.
36. General information about the Germanic languages.
37. Periods of the History of the English Language.
38. The Phonetic Structure and Spelling in the Old English Language (ablaut, phonetic changes, spelling).
39. Grammatical categories of Old English Noun (Gender, Number, Case).
40. Grammatical structure of Old English: Adjectives.
41. Grammatical structure of Old English: Pronouns.
42. Grammatical structure of Old English: Numerals.
43. Verb in Old English: Strong and weak verbs.
44. Categories of Old-English Verb (tense, mood, aspect, voice).
45. Syntax in Old English: Structure of simple sentences.
46. The Medieval Period in the History of the English Language.
47. General Features of the Development of Middle English Grammar.
48. Middle English Adverb and Verb.
49. Middle English Vocabulary: Words of French Origin.
50. New English Period and its characteristic features.

Stilistika

51. The subject-matter of stylistics. Tasks and types of stylistics.
52. New trends in stylistics. Types of speech.

53. Stylistic classification of the vocabulary. The literary and colloquial layers of the vocabulary.
54. Main features of Functional styles in Modern English (belles-lettres style).
55. Main features of Functional styles in Modern English (newspaper style).
56. Main features of Functional styles in Modern English (scientific style)
57. Main features of Functional styles in Modern English (publicistic style)
58. Main features of Functional styles in Modern English (official –document style)
59. The nature, types and functions of stylistic devices (metaphor, simile).
60. The nature, types and functions of stylistic devices (metonymy, periphrasis).
61. The nature, types and functions of stylistic devices (epithet, antonomasia).
62. The nature, types and functions of stylistic devices (hyperbole, litotes)
63. The nature, types and functions of stylistic devices (oxymoron, antithesis)
64. The nature, types and functions of stylistic devices (zeugma, pun)
65. The nature, types and functions of stylistic devices (rhetorical question, repetition)
66. The nature and functions of phonetic stylistic devices (alliteration, onomatopoeia)

Amaliy tarjima

67. The subject matter of translation. Linguistic and extralinguistic aspects of translation.
68. Lexical problems of translation. Lexical transformations.
69. Grammatical problems of translation. Grammatical transformations.
70. Phraseological problems of translation: Verbatim translation, translation by analogy, descriptive translation.
71. Stylistic problems of translation: translation of belles-lettres, publicistic, newspaper, scientific and official-document styles.
72. Pragmatic problems of translation.
73. Techniques of translation: adaptation, expansion, contraction, reduction, addition and omission.
74. Translation of technical and scientific texts, business documents.
75. Oral translation: consecutive and simultaneous.
76. Intralingual and gist translation.

Maktabgacha va boshlang'ich ta'limda chet tilini o'qitish metodikasi

77. Write a short report about "Grammar-translation" method
78. Write a short report about "Audiolingual method"

79. Write a short report about "Direct method" method
80. Write a short report about "Silent way" method
81. Write a short report about "Total physical response (TPR)" method
82. Write a short report about "Suggestopedia" method
83. Write a short report about "Task Based Language Learning"
84. Write a short report about "Project based Learning" method
85. Write a short report about "English medium instructions" method
86. Write a short report about "Communicative Language Teaching (CLT)"
87. Write a short report about "Content-Based Instruction (CBI)"
88. Write a short report about "Flipped Classroom" method
89. Write a short report about "Content and Language Integrated Learning (CLIL)" method
90. Write a short report about "Deductive and inductive" method
91. Describe a procedure of a "Jigsaw" method.
92. Describe a procedure of a "Memory" game.
93. Describe a procedure of a "Mind mapping" method.
94. Describe a procedure of a "Warm-up activity"
95. Describe a procedure of a "Role play" method.
96. Describe a procedure of a "Snowball method".
97. Describe a procedure of a "Story telling" method.
98. Describe a procedure of a "Lead-in activity" method.
99. Describe a procedure of a "Who am I?" activity.
100. Describe the procedure of a "Deductive and inductive" method.
101. Design a "Double bubble map" graphic organizer for any appropriate topic.
102. Design a "Venn diagram" graphic organizer for any appropriate topic.
103. Design a "Mind mapping" graphic organizer for any appropriate topic.
104. Design a "Persuasion map" graphic organizer for any appropriate topic.
105. Design a "Biography" graphic organizer for any appropriate topic.
106. Design a "Sequence chart" graphic organizer for any appropriate topic.
107. Design a "KWL chart" graphic organizer for any appropriate topic.
108. Design a "Vocabulary" graphic organizer for any appropriate topic.
109. Design a "Problem solving" graphic organizer for any appropriate topic.
110. Design a "T-chart" graphic organizer for any appropriate topic.
111. Design a "Timeline" graphic organizer for any appropriate topic.
112. Design a "Analogy" graphic organizer for any appropriate topic.
113. Create an activity for visual learners.
114. Create an activity for auditory learners.
115. Create an activity for kin-esthetic learners.
116. Methodical instructions to Spelling Bee method.

117. Methods of using short stories in English lessons.
118. Mnemonics in learning English.
119. Young learners' motivation for learning English.
120. Write a short report about "Feedback"
121. Write a short report about "Portfolio as a tool of assessment"
122. Write a short report about "Types of assessment (formative...)"
123. Write a short report about "Types of the tests (diagnostic...)"
124. Write a short report about "Principles of tests (validity)"
125. Write a short report about "Assessment criteria"
126. Write a short report about "Comparison of IELTS and CEFR levels"
127. Write a short report about "Learning styles"
128. Write a short report about "Lesson observations"
129. Write a short report about "Checklist"
130. Write a short report about "Teaching grammar in primary education"
131. Write a short report about "Teaching vocabulary in primary education"
132. Write a short report about "Teaching pronunciation in primary education"
133. Write a short report about "Teaching Listening skill in primary education"
134. Write a short report about "Teaching Speaking skill in primary education"
135. Write a short report about "Teaching Reading skill in primary education"
136. Write a short report about "Teaching writing skill in secondary education"
137. Write a short report about "Teachers' classroom language"
138. Write a short report about "Students' classroom language"
139. Write a short report about "Differences between Language 1 and Foreign language learning".
140. Write a short report about "Different ways of grouping learners".
141. Write a short report about "Error analyses"
142. Write a short report about "Error correction"
143. Write a short report about "Using ICT in assessment"
144. Write a short report about "Selecting appropriate resources for grade 1"
145. Write a short report about "Selecting appropriate resources for grade 2"
146. Write a short report about "Selecting appropriate resources for grade 3"
147. Write a short report about "Selecting appropriate resources for grade 4"

