O‘ZBEKISTON RESPUBLIKASI
OLIY TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

O‘ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI

„T”

O‘zDJTU

2025-yil “23” oktabr
3-sonli universitet Kengashi
yig‘ilishi, 8.2-m

UMUMKASBIY VA IXTISOSLIK FANLARDAN YAKUNIY DAVLAT ATTESTATSIYASI SINOVI DASTURI

(kechki ta’lim)

Ta’lim yo‘nalishi: 60111800 – Xorijiy til va adabiyoti (ingliz tili)

Toshkent – 2025

Dastur universitet Kengashida ko‘rib chiqilgan va tasdiqqa tavsiya etilgan (2025-yil “23” - oktabr dagi “3” - sonli bayonnoma)

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Mazkur dastur asosida bitiruvchining ixtisoslik va tillar o‘qitish metodikasi va ta’lim texnologiyalari fani bo‘yicha egallagan bilim, malaka va ko‘nikma darajalari oliy ta’lim uchun davlat ta’lim standartlari talablari doirasida kompleks tarzda baholanadi.

O‘zDJTU Kechki va sirtqi ta’lim fakulteti dekani:

2025-yil “23” - oktabr N.Mamadov

O‘zDJTU Ingliz tilini o‘qitish metodikasi №2 kafedrasi mudiri:

2025-yil “23” - oktabr T.Madraximov

Methods and techniques	Assessment
1. Lead-In - *Name:* "Which Sports?" - **Teacher Does:** Elicits sports names from learners using visuals or flashcards; writes them on the board. - **Students Do:** Respond by naming sports they watch or play.	- *Teacher Observation:* Checks if learners can recall known sports words. - *Informal Q&A:* Teacher notes learners' engagement and prior knowledge (e.g., do they remember "tennis," "swimming," etc.?).
2. Presentation - *Name:* Introducing Collocations - **Teacher Does:** Explains the difference between "play/do/go" with examples (e.g., *play soccer*, *do gymnastics*, *go swimming*). Points to columns on the board. - **Students Do:** Listen, ask clarifying questions, and repeat examples aloud (choral repetition).	- *Formative Check:* Teacher asks quick concept-check questions, e.g., "Is 'I do tennis' correct?" - *Immediate Feedback:* Corrects errors in understanding on the spot.
3. Practice - *Name:* Sort the Sports - **Teacher Does:** Distributes flashcards or a printed list of sports. Guides students to sort them into correct columns (*play/do/go*) in small groups. - **Students Do:** Discuss in pairs/groups where each sport belongs, practicing the correct phrases.	- *Group Monitoring:* Teacher moves around, noting accuracy. - *Peer Check:* Learners compare with each other, clarifying mistakes. - *Teacher Elicitation:* At end, asks each group for an example.
4. Production - *Name:* "My Sports Routine" - **Teacher Does:** Prompts students to talk about sports in their weekly schedule. - **Students Do:** In groups of 3–4, each shares a short summary: "I *go* running on Mondays," "I *play* basketball on weekends," etc.	- *Oral Assessment:* Teacher listens for correct usage in sentences (≥80% accuracy target). - *Feedback & Correction:* After each group shares, teacher gives brief corrective or positive feedback on collocations.
(Optional) Wrap-Up - *Name:* Mini "TeenBlog" - **Teacher Does:** Suggests a quick writing or speaking snippet to mimic the TeenBlog format. - **Students Do:** Write or say 2–3 lines about their favorite sport.	- *Quick Review:* Teacher collects or hears mini blog entries. Checks for correct collocations. - *Encouragement:* Praises effort and improvement.

Kirish

Mazkur dastur xorijiy til va adabiyoti (ingliz tili va adabiyoti) ta'lim yo'nalishi bo'yicha ixtisoslik (chet tillarni o'qitishning integrallashgan kursi, o'rganilayotgan til nazariy aspektlari (leksikologiya, nazariy fonetika, nazariy grammatika, stilistika, o'rganilayotgan til tarixi, qiyosiy tipologiya, tarjima nazariyasi va amaliyoti, leksikografiya, matn tahlili va interpretatsiyasi), tillar o'qitish metodikasi va ta'lim texnologiyalari) fanlaridan 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, fanning o'quv dasturida ko'zda tutilgan barcha mavzular mazmunini qamrab olgan. Bitiruvchining oliy kasb-hunar ta'limi davlat standartida belgilangan kasbiy vazifalarni bajarishga qo'yilgan nazariy va amaliy tayyorgarligini aniqlash uchun mo'ljallangan.

Yakuniy Davlat Attestatsiya sinovining mazmuni talaba o'quv davrida o'zlashtirgan oliy kasbiy ta'limi dasturiga to'liq mos keladi.

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

Davlat attestatsiyasi sinovidan o'tish jarayonida bakalavr:

– 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;

– chet tillarni o'qitishning integrallashgan kursi va o'rganilayotgan til nazariy aspektlari fanlari bo'yicha nazariy va amaliy bilimga ega ekanligini ko'rsata olish;

– til nazariy aspektlari bo'yicha egallangan bilim va ko'nikmalarini nazariy hamda amaliy jihatdan qo'llay 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 olib boruvchi dars rejasini ishlab chiqishi;

– vosita turlari va ularni qo‘llash va foydalanishni bilishi lozim.

Umumkasbiy va ixtisoslik fanlari nazariy asoslari

O‘zbekiston Respublikasida ta’lim sohasini modernizatsiyalash doirasida;

– chet tillarni o‘rganish tizimini takomillashtirish;

– chet tillar bo‘yicha milliy va xalqaro standartlar;

– mahalliy va xorijiy dasturlar;

– chet tillarni o‘qitishning integrallashgan kursi va o‘rganilayotgan til nazariy aspektlari fanlari bo‘yicha nazariy va amaliy bilimlar;

– til ta’limida chet tilini bilish darajasi tizimi;

– turli xildagi ta’lim muassasalari uchun chet tillari bo‘yicha dasturlarga qo‘yiladigan talablar;

– chet tili zamonaviy texnologiyalarining o‘qitish metodikasi pedagogika fanlari tizimiga taalluqli ekanligi;

– asosiy metodik tushunchalar: yondashuv, metod, texnologiya, tamoyil (printsip), usul, vosita, o‘qitish tizimi;

– mashq chet tili o‘rgatishning asosiy komponentidir;

– chet tili o‘qitish metodikasi fanining boshqa fanlar bilan aloqasi;

– til va nutq kompetentsiyasi, ularning farqi;

– til o‘qitish metodikasi fanining maqsadlari, mazmuni, tamoyil va metodlari;

– CEFR – umumevropa talablari asosida chet tillarni o‘rganish bosqichlari;

Umumkasbiy va ixtisoslik fanlari haqida tushuncha

Umumkasbiy va ixtisoslik fanlariga chet tillarni o‘qitishning integrallashgan kursi, tillar o‘qitish metodikasi va ta’lim texnologiyalari, o‘rganilayotgan til nazariy aspektlari fanlari kiradi. Nazariy aspektlari yana quyidagi fanlarni o‘z ichiga oladi: leksikologiya, nazariy fonetika, nazariy grammatika va o‘rganilayotgan til tarixi, stilistika, tarjima nazariyasi va amaliyoti.

1. Ingliz tili nazariy grammatikasi va til tarixi

So‘z turkumlari nazariyasi

“So‘z turkumi” tushunchasi. Hozirgi zamon ingliz tilida so‘z turkumlariga ajratish mezonlari. So‘zlarni turkumga guruhlash tamoyillari. So‘z turkumlarini shakllantirishda leksik-grammatik oppozitsiyalar, ingliz tilidagi so‘z turkumlari va ularning qisqacha tavsifi.

LESSON PLAN

TOPIC: «Sports and Games»

Name of School	State school #2	**Number of learners**	25
Grade	8	**Date**	06.10.2025
Lesson length	45 minutes	**Level**	Pre-Intermediate

Information about the class

- Students are between 12–14 years old.
- Mixed ability group; some need extra pronunciation support.
- They have some prior knowledge of basic sports vocabulary.

Lesson aim(s)

- To introduce and practice **play, do, go** collocations with various sports.
- To improve learners’ **spoken fluency** about personal sports habits.

Objectives:

1. Recognize and categorize sports under **play/do/go**.
2. Practice correct **pronunciation** of new and familiar sports words.
3. Engage in **short Q&A** about personal sports routines using the correct collocations.

Learning outcomes:

LO1: Learners use “play/do/go” accurately with at least 5–6 sports.
LO2: Learners demonstrate correct pronunciation of the selected sports words.
LO3: Learners hold brief, coherent exchanges about their sports activities (e.g., “I play tennis on weekends.” “I go swimming every Friday”).

Material and equipment:

Printed Materials:
- A printed copy of the “TeenBlog: Sport” excerpt as a reference text.
- Handouts of a sports vocabulary list with sample collocations and definitions.
Visual/Projector:
- A digital projector or interactive whiteboard to display images of various sports.
Writing Resources:
- Paper and pens or available digital devices; template handouts for blog posts/interview outlines.
Additional Visual Aids:
- Photos or digital images showing athletes engaged in different sports activities to cue discussion.

Learning outcomes:

Material and equipment:

Methods and techniques	Assessment

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 fe'lning zamon kategoriyalari.

Zamon kategoriyasi. Hozirgi, o'tgan va kelasi zamonlarining grammatik mazmuni. Absolyut va nisbiy zamonlar. Hozirgi, o'tgan va kelasi zamonlarning kategorial xossalari, kelasi zamonning mayl modellari. Zamonlar moslashuvi.

Ingliz tilida nisbat kategoriyasi, ingliz tilidagi fe'lning mayllari kategoriyasi, so'z birikmasi nazariyasi, sodda gaplar, sintaktik tahlil metodlari tavsifi.

Ingliz tili tarixida ot va sifat kategoriyalari. Qadimgi, o'rta va yangi ingliz tili davrlarida ot va sifatlarning kelishik, son va rod kategoriyalari. Ot va sifatlarning kuchli va kuchsiz turlanishi. Ingliz tili tarixida fe'l tizimining shakllanishi. Qadimgi, o'rta va yangi ingliz tili davrlarida kuchli, kuchsiz, preteriy-prezent va noto'g'ri fe'llar. Fe'l analitik shakllarining paydo bo'lishi.

Namunaviy savollar:

1. How would you define the concept of theoretical grammar in English, and what are its fundamental components?
2. Describe the historical stages of English grammatical rules and explain how each stage has influenced contemporary grammar.
3. Analyze the development of the English tense and modality system from a historical perspective.
4. In what ways do primary grammatical categories (such as morphemes, lexemes, and syntagms) form the structural basis of English?
5. How has the historical evolution of verb tenses contributed to current grammatical practices in English?
6. Identify and discuss the key phonetic, morphological, and syntactic changes in the history of the English language.
7. How has the historical context influenced significant shifts in English grammatical structures?
8. What are the main methodological approaches used in the study of English grammatical theory?
9. How do the historical development of the language and its grammar mutually influence each other?
10. What factors have led to major grammatical revolutions throughout the evolution of English?
11. In what ways have processes of grammatical normalization affected both language structure and historical development?
12. Which scientific methods are most effective in the research of

theoretical grammar?

13. How can you compare the grammatical features of English across different historical periods, using specific examples?

14. In what manner does the variability of grammatical norms reflect the evolution of the language?

15. How do modern grammatical theories account for historical changes in English?

2. 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. Transkriptsiya. Transkriptsiya 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.

Namunaviy savollar:

1. How do you distinguish between phonemes and allophones in English, and why is this distinction important?
2. What are the primary elements of the English phonetic system, and how do they interact?
3. Explain the purpose and significance of phonetic transcription in linguistic research.
4. How are intonation, stress, and rhythm interconnected in English pronunciation?
5. What criteria are used to differentiate between short, long, open, and closed vowel sounds in English?
6. Discuss the main methods used in phonetic analysis and the advantages of each approach.
7. How have historical developments influenced the phonetic system of the English language?
8. Compare the sound systems of English with that of another language of your choice.
9. What common pronunciation errors occur in English, and how do these errors affect overall meaning?
10. Explain the role of articulatory phonetics and its importance in understanding English pronunciation.
11. In what ways do biological factors of speech production appear in

Lesson Plan

Instruction: Create a lesson plan according to the given picture. Include all stages, procedure. While designing your lesson plan, provide instructions for both teacher and pupils; interaction patterns; assessment and appropriate timing.

Name of School		**Number of learners**	
Grade		**Date**	
Lesson length		**Level**	

Information about the class

Lesson aim(s)

Objectives:

1.
2.
3.
4.

TASK 3. Create a lesson plan to the given material and evaluate your lesson plan according to the given criteria

Instruction: Create a lesson plan according to the given picture. Include all stages, procedure. While designing your lesson plan, provide instructions for both teacher and pupils; interaction patterns; assessment and appropriate timing.

1 SPORTS AND GAMES

ABOUT YOU
Do you like basketball, football or tennis?
Which sport do you prefer?
Do you play any sports?

VOCABULARY AND READING

Sports

1 Match the pictures A–M to the words in the box.

do athletics	play badminton
do gymnastics	play baseball
go cycling	play hockey
go sailing	play rugby
go skating	play table tennis
go snowboarding	play volleyball
go surfing	

Listen and check. Then repeat.

2 In pairs, ask and answer the questions.

1 Which of the sports do you do in teams (a group of people)? Which do you do alone (just one person)?
2 Which of the sports can you do both in teams and alone?
3 Which of these sports do you do?
4 Do you prefer team sports or sports you do alone? Why?

PRONUNCIATION | /eɪ/ and /aɪ/

3 Put the words into the correct column.

baseball bike fly play riding skating

/eɪ/ sailing /aɪ/ cycling

Listen and check. Then repeat.

4 Read Sophie's and Ben's blogs. Who does their sport every week? Who can't do their sport where they live?

5 Read about Sophie and Ben again and answer the questions.

1 How many women and girls do Sophie's sport?
2 What does Sophie do at the weekend?
3 What does Sophie want to do at Loughborough University?
4 Where does Ben prefer to be?
5 Why does Ben go snowboarding every day?
6 Ben says he's 'goofy-foot'. What does 'goofy-foot' mean?

TEENBLOG: SPORT
Post about you and your sport here.

It's fun!
My sport is … rugby! That's me in the photo. People think that rugby is for boys, but that's not true. More than 18,000 women and girls play rugby in England. My team always plays a match on Saturday or Sunday, and I usually go to practice games three times a week. It's hard work, but it's never boring! I'm 14 and I play for the U15s. That's the team for players under the age of 15. When I'm older, I want to go to the rugby summer camp at Loughborough University. My favourite player, Fran Matthews, went there and now she plays for the England national rugby team.

Posted by Sophie White

14 UNIT 1

phonetic analysis?

12. What standards exist for phonetic transcription, and how are they applied in practice?

13. How are acoustic measurements used to determine the properties of English sounds?

14. What experimental methods are employed in modern phonetic research?

15. Discuss the distinctive features of public or standard English pronunciation with relevant examples.

3. Ingliz tili stilistikasi

Stilistika faning asosiy qismlari va masalalari. Stilistikaning asosiy yo'nalishlari. Leksikaning stilistik taqsimoti. 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). Uslubiy usullarning tabiati va vazifalari (metafora, litota, metonomiya, oksimoron, giperbola,antiteza, takror, epitet, perifraz, retorik savol, antonomasiya, taqqos, inversiya).

Namunaviy savollar:

1. How would you define stylistics and describe its significance in the study of language?

2. What are the various speech styles in English, and how do their features differ?

3. Which analytical methods and tools are most effective in stylistic analysis?

4. How do the stylistic features of literary language differ from those of everyday speech?

5. What role do metaphor and metonymy play in shaping the stylistic aspects of English?

6. How can semantic analysis be used to examine stylistic devices in English texts?

7. In what ways do language and culture interact to influence stylistic choices in English?

8. How do syntactic structures contribute to stylistic differences in various types of English discourse?

9. What significant changes in English stylistics can be identified across different historical periods?

10. How does a semiotic approach enhance the analysis of stylistic features?

11. What analytical techniques are used to determine the style of a given English text?

12. How do stylistic adaptations contribute to the development of language over time?

13. What factors guide the choice of style in spoken and written English?

14. How are stylistic nuances represented and conveyed in literary works?

15. What new trends and approaches are emerging in modern stylistic research in English?

4. Tarjima nazariyasi va amaliyoti

Tarjima nazariyasi fani turli tarjima usullari, so'zma-so'z tarjima usuli, tasviriy vaanalogiktarjima usullarini o'rganish bilan bir qatorda, talabalarning tarjimaga malaka va ko'nikmalarini takomillashtirishni o'z oldiga maqsad qilib qo'yadi.

Fanni o'qitishdan maqsad - talabalarni tarjima nazariyasi to'g'risidagi asosiy nazariy tushunchalar, tarjima jarayonlarini o'rganishning uslub va yondashuvlari, tilning ilmiy bilimlar tizimida tutgan o'rni va ahamiyati bilan tanishtirish, ularga tarjimaning nutqiy muloqot jarayonida kuzatiladigan asosiy qonuniyatlarini o'rgatishdan iborat.

Namunaviy savollar:

1. What are the essential concepts and principles that underlie translation theory?

2. How can translators maintain a balance between linguistic accuracy and cultural context?

3. Why is preserving both context and semantics crucial during the translation process?

4. What are the key stages involved in the translation process, and why is each stage important?

5. Compare the advantages and disadvantages of semi-automated versus fully automated translation methods.

6. How do you define equivalence in translation, and what is its role in ensuring quality?

7. What strategies are most effective when translating idiomatic expressions between languages?

8. How can different translation methodologies be compared and contrasted with practical examples?

24. Each learner is re-reading a biography they have written for homework before handing it in to the teacher. They are checking whether it is well-paragraphed and has a clear introduction and conclusion.

25. The learners have written some quiz questions about historical events they studied this term and are now talking in groups, asking each other their questions

For questions **26 – 30**, match the language problems a teacher can face when writing a CLIL test with the possible support strategies listed **A – F**.
Mark the correct letter (**A – F**) on your answer sheet.
There is one extra option which you do not need to use.

Support strategies

A. Paraphrase parts of the instructions.
B. Use texts that motivate the learners.
C. Let learners use some L1.
D. Include a diagram of the text.
E. Allow learners more time.
F. Include a glossary.

Language problems

26. Learners may not understand the general structure of a population report.
27. Learners may not understand key words in the report about the electricity experiments.
28. Learners may not understand what they need to do in answering the maths problems.
29. Learners may not have enough English to write full sentences for the economics questions.
30. Learners often take longer to process both content and target language when reading several long history texts.

1.	**2.**	**3.**	**4.**	**5.**	**6.**	**7.**	**8.**	**9.**	**10.**	**11.**	**12.**	**13.**	**14.**	**15.**
D	C	D	B	C	B	A	D	A	B	E	G	C	A	B
16.	**17.**	**18.**	**19.**	**20.**	**21.**	**22.**	**23.**	**24.**	**25.**	**26.**	**27.**	**28.**	**29.**	**30.**
B	C	B	C	A	D	A	E	C	F	D	F	A	C	E

B peer feedback
C 1:1 feedback

15. A young learner had just finished talking to the class about his hobby. The teacher said: *Thanks, Juan. You tried hard. Well done.*
A feedback on language
B feedback on effort
C feedback on ideas

16. A teenage learner had written a story for homework. The teacher marked the work and wrote this comment: *This is so much better than last week's homework. Well done.*
A feedback on attitude
B feedback on progress
C feedback on strengths and weaknesses

17. The teacher wrote on the first draft of a learner's composition: *Look at this website for more ideas.*
A feedback on grammatical mistakes
B instructions on planning
C help with finding reference resources

18. A teacher, talking to a group of primary children at the end of a group work activity, said: *You talked a lot today and worked well together.*
A feedback on pronunciation
B feedback on behaviour
C feedback on learning styles

19. A group of students gave oral presentations to the class. Afterwards, the teacher said: *You didn't mention your reasons for choosing this topic. You need to include that next time.*
A feedback on organisation of ideas
B feedback on range of language
C feedback on content

20. A student wrote in his learner diary: *You always ask the same students to answer. It takes me longer to think in English so I never have a chance to answer.*
A feedback to the teacher on classroom procedure
B feedback to the teacher on materials and activities
C feedback to the teacher on a specific language problem

For questions **21 – 25**, match the assessment activities with the types of assessment listed **A – F**. Mark the correct letter (**A – F**) on your answer sheet.
There is one extra option which you do not need to use.

Types of assessment
A The teacher is assessing the learners' language skills.
B The teacher is assessing the learners' understanding of content.
C Each learner is self-assessing his or her own language skills.
D Each learner is self-assessing his or her own understanding of content.
E Learners are assessing each other's language skills.
F Learners are assessing each other's understanding of content.

Activities
21. The learners are looking through their notebooks and answering questions to find out what they know and don't know about population growth.
22. The learners have written sentences using comparative forms which the teacher is now marking.
23. Learners are conducting interviews about what they did last week and making a note of their partner's use of sequencing words.

9. How should translation strategies be adapted according to the type of text being translated?
10. What role does technology play in contemporary translation theory and practice?
11. What are common translation errors, and what methods can be employed to correct them?
12. How does cultural context affect the quality and interpretation of translations?
13. Analyze methodological approaches used in exemplary translation projects.
14. What are the roles and responsibilities of a professional translator in today's global environment?
15. Discuss the evolution of modern translation theories and their future prospects.

5. 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.

Namunaviy savollar:

1. How do you analyze the lexicological structure of the English language?
2. What approaches are used to study lexical units and their meanings in English?
3. Explain the various methods of lexical-semantic analysis and their distinctive features.
4. How can you account for the semantic changes of words in English over time?
5. Compare and contrast synonyms, antonyms, and homonyms in the context of English lexicology.
6. What is the concept of semantic fields, and how are different lexical items interconnected within them?
7. How does social context influence changes in English lexical units?
8. Provide examples of lexical boundaries and discuss the phenomenon of polysemy.

9. What methods are used to measure the richness of vocabulary in English?

10. Discuss the main causes and processes behind the creation of neologisms in English.

11. How has corpus research contributed to advancements in lexical studies?

12. What criteria are used for word classification during active language use?

13. How do historical changes in vocabulary impact modern semantic analysis?

14. In what ways can you analyze processes of lexical adaptation in contemporary English?

15. What are the current trends and emerging perspectives in the field of English lexicology?

6. Tillar o'qitish metodikasi va ta'lim texnologiyalari. Kommunikativ kompetentsiyasini rivojlantirish. Chet tili til materiallari va nutq faoliyati turlarini o'rgatish

– Til aspektlari. Leksika, grammatika va talaffuzga o'rgatishning maqsad, vazifalari va unga xos malakalarni shakllantirishning ahamiyati.

– Nutq turlari. Tinglab tushunish, gapirish, o'qish, yozish va ularning chet tilini amaliy jihatdan o'rganish jarayonida tutgan o'rni.

– Tinglab tushunish, gapirish, o'qish, yozishni shakllantirish va rivojlantirishning asosiy mexanizmlari, o'rgatish bosqichlari, o'rgatish texnologiyasi va uni nazorat qilish.

Namunaviy savollar:

1. What are the main theoretical approaches underlying modern language teaching methodologies?

2. Which strategies are most effective in developing communicative competence in a foreign language?

3. How can foreign language teaching materials be presented interactively in the classroom?

4. What role do different types of speech activities play in enhancing language learning?

5. How do multimedia tools contribute to more effective foreign language instruction?

6. What innovative educational technologies have transformed language teaching practices recently?

7. How do interactive teaching methods influence student engagement and language acquisition?

8. In what ways do dialogue and discussion techniques support effective speech activities?

TASK 2. TKT (questions 1-30)

1. TESTS

For questions **1-7**, match the readers' statements with the ways of reading listed **A-D.** You will need to use some of the options more than once.

Ways of reading

A reading for detail

B intensive reading

C deducing meaning from context

D predicting

Readers' statements

1. Sometimes I know from just looking at the photo beside a text whether it's worth reading.
2. Looking at words around a word you don't understand can help you guess its meaning.
3. I always read the headline of an article to help me decide whether to read it further or not.
4. When I'm studying, I need to make sense of every bit of the writer's arguments so I have to read very carefully.
5. Thinking about your knowledge of a subject can sometimes help you understand words.
6. Sometimes I underline all the conjunctions in texts I read - it helps me follow the writer's argument.
7. I had to sign a contract last week so, before I read it, I made sure I understood completely every sentence in it.

For questions **8-13,** match the steps from different lessons with the presentation or introductory techniques listed **A-G.**

Mark the correct letter **(A-G)** on your answer sheet.

There is one extra option which you do not need to use.

Presentation or introductory techniques

A lead-in

B providing a context

C warmer

D guided discovery

E concept checking

F using an input text

G elicitation

Steps from lessons

8. The learners look at seven example sentences and work out the form and meaning of the structure.
9. The learners tell the teacher their experiences of using English to speak with tourists before designing a poster on the same topic in the rest of the lesson.
10. The teacher shows the learners a series of photos of people and at the same time says some adjectives that describe their appearance.
11. The teacher asks the learners if the structure expresses permission, ability or advice.
12. The teacher prompts the learners to use the target structure by asking them to tell her about their holiday plans.
13. The teacher asks all the learners to stand up and shake all their classmates' hands. She then asks them for their homework.

For questions 14-20, look at the classroom situations in which the teacher gives feedback and the three possible types of feedback listed A, B and C.

Choose the type of feedback (A, B or C) which matches the classroom situation.

14. The teacher noticed all the learners were having problems with some target vocabulary. She noted the problems down and did a revision exercise the next day.

A delayed feedback

2. When analyzing the style of an English text, linguists typically begin by examining vocabulary and sentence structure. First, they identify whether the text uses formal, informal, or poetic words and how these choices influence the overall tone. Second, they look for syntactical patterns, such as parallelism or the use of periodic sentences, which can emphasize key points or create suspense. Another important step involves studying figurative language, like metaphors and similes, which may signal a more literary or emotive style. Analysts also investigate the presence of cohesive devices, including transitional words or repeated phrases, to see how the text connects ideas or maintains flow. Contextual factors, such as the writer's purpose or the intended audience, can also guide stylistic decisions. For example, a speech addressed to a professional conference will likely include technical terms and evidence-based arguments. Meanwhile, a text aimed at entertaining readers, like a short story, may rely more on creative descriptions and character-driven narratives. Lastly, analysts consider intertextual references, quotations, or allusions to cultural works. These elements can reveal additional layers of meaning and style. By focusing on each of these factors, researchers gain a clearer picture of what truly shapes a text's style and rhetorical effect.

9. How can language teaching strategies be tailored to suit the needs of different age groups?

10. How can communicative competence be integrated with other linguistic skills in the curriculum?

11. What approaches are used in preparing and selecting teaching materials for language instruction?

12. How do technological tools increase interactivity and student participation in language classes?

13. How do you balance collaborative learning with individual study in language teaching?

14. What are the common challenges encountered in teaching foreign languages, and how can they be addressed?

15. What future trends do you foresee in language teaching methodologies and educational technologies?

7. Chet tillarni o'qitishning integrallashgan kursi

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.

Namunaviy savollar:

1. What are the primary objectives and guiding principles of an integrated foreign language course?

2. How can the skills of reading, writing, listening, and speaking be effectively integrated in one course?

3. What are the key methodological approaches used in integrated language instruction?

4. In what ways do integrated textbooks offer advantages when designing lesson plans?

5. How does the incorporation of interactive teaching methods enhance the integrated course framework?

6. Describe how the interrelationship of different language skills is addressed in an integrated approach.

7. What techniques are most effective for improving speech activities within an integrated course?

8. How do you design lesson plans that cater to the individual needs of students in an integrated setting?

9. What criteria should be used to select appropriate materials for an integrated language course?

10. How do written and oral communication reinforce each other synergistically in an integrated course?

11. What assessment methods best capture student progress in an integrated foreign language program?

12. How is technology utilized to support and enhance integrated language learning?

13. In what way does an integrated course align with modern language teaching methodologies?

14. What supplementary exercises or activities can further strengthen language skills within an integrated course?

What methodological recommendations would you propose to increase the effectiveness of an integrated foreign language course?

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

Umumkasbiy va ixtisoslik (chet tillarni o'qitishning integrallashgan kursi, o'rganilayotgan til nazariy aspektlari (leksikologiya, nazariy fonetika, nazariy grammatika, stilistika, o'rganilayotgan til tarixi, qiyosiy tipologiya, tarjima nazariyasi va amaliyoti, leksikografiyaning nazariyasi va amaliyoti), tillar o'qitish metodikasi va ta'lim texnologiyalari) fanlaridan davlat attestatsiyasi yozma ish shaklda 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 namuna sifatida har bir fandan 15ta na'munaviy savol attestatsiyadan oldin talabalarga yetkaziladi. Attestatsiya biletlari 3 ta qismdan tashkil topgan holda muhrlangan konvertlarga solinadi. Biletning birinchi qismi nazariy bilimlarga asoslangan savolga yozma javob beriladi, ikkinchi qismida til o'qitish metodikasi va ta'lim texnologiyalari fani bo'yicha 30 ta test savoli beriladi (TKT formatida), bu esa o'z navbatida bitiruvchinig til o'qitish boyicha egallangan bilim va ko'nikmalarini aniqlab beradi, biletning uchinchi qismi berilgan rasm yoki topshiriq asosida 45 daqiqalik (bir soatlik) dars tuzish bo'ladi.

Talabalar umumiy o'rta ta'lim maktablari darsliklari asosida kengaytirilgan darsning ishlanmasini (dasrning to'liq qismini) inobatga olgan holda taqdim qiladi.

"Tasdiqlayman"
Rektor I.Tuxtasinov
____
2025-yil "__" ______

O'ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI
60111800 – XORIJIY TIL VA ADABIYOTI
(INGLIZ TILI) TA'LIM YO'NALISHI
2025-2026 O'QUV YILIDA BITIRUVCHILAR UCHUN
UMUMKASBIY VA IXTISOSLIK FANLARDAN YAKUNIY DAVLAT
ATTESTATSIYASI NAMUNA SAVOLLARI
(kechki ta'lim)

The booklet consists of 3 tasks:

1. **TASK 1. Answer theoretical questions and illustrate with examples.**
2. **TASK 2. TKT (questions 1-30)**
3. **TASK 3. Creating lesson plan to given material and self-evaluation of the designed lesson plan**

Variant 1

TASK 1. Answer the theoretical questions and illustrate with examples

1. How do the stylistic features of literary language differ from those of everyday speech?
2. What analytical techniques are used to determine the style of a given English text?

Answers:

1. Literary language typically embraces a broad range of vocabulary, figures of speech, and stylistic tools that go beyond the directness of everyday conversation. In literature, writers often employ metaphors, similes, and other figures of speech to evoke deeper emotions and create vivid imagery. For instance, someone might describe a late-night sky as "*a black velvet canvas studded with shimmering gems*," which is more decorative than stating "*The sky was clear and full of stars*." The pace of literary language can be slower, allowing readers to absorb subtle nuances and layers of meaning. Additionally, word order and sentence length often vary to build rhythm or highlight significant ideas. In everyday speech, we tend to choose simple words, use contractions, and keep our sentences straightforward so that our point is quickly understood. Expressions like "*I'm heading out now*" or "*That's cool*" frequently appear in daily conversation but do not usually appear in formal writing. In the same way, spoken language relies on nonverbal cues, such as intonation or facial expressions, while literature depends solely on the written word. Thus, literary language makes use of elaborate structures and symbolic techniques to captivate readers, whereas everyday speech prioritizes clarity and efficiency in real-time interaction.

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Yozma ishlarni tekshirish va baholash 5 baholik shkalada amalga oshiriladi. Barcha 3 ta qism bo'yicha berilgan 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	Testlar, og'zaki so'rov, yozma ishlar, taqdimotlar
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 jihatlari 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 transfyer 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

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Qo'shimcha adabiyotlar

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