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OLIV TA‘LIM, FAN VA INNOVATSIYALAR VAZIRLIGI  
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**“TASDIQLAYMAN”**  
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**UMUMKASBIY VA IXTISOSLIK FANLARIGA DOIR  
YAKUNIY DAVLAT ATTESTASIYASI  
SINOVI BO‘YICHA  
DASTUR**

**Ta‘lim yo‘nalishi:** 60230100 – Filologiya va tillarni o‘qitish (ingliz tili)

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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.

Ingliz filologiyasi fakulteti dekani:  
2026-yil "26" - Fevral



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## KIRISH

Mazkur dastur 60230100 – Filologiya va tillarni o‘qitish (ingliz tili) 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;
- 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.

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, soʻz birikmasi nazariyasi, sodda gaplar, sintaktik tahlil metodlari tavsifi.

Ingliz tili tarixida ot va sifat kategoriyalari. Qadimgi, oʻrta 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, oʻrta va yangi ingliz tili davrlarida kuchli, kuchsiz, preteriy-prezent va notoʻgʻri fe'llar. Fe'l analitik shakllarining paydo boʻlishi.

**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. 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.

### **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 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 fanning asosiy qismlari va masalalari. Stilistikaning asosiy yoʻnalishlari. 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, soʻzma-soʻz tarjima usuli, tasviriy va analogik tarjima usullarini oʻrganish bilan bir qatorda, talabalarning tarjimaga malaka va koʻnikmalarini takomillashtirishni oʻz oldiga maqsad qilib qoʻyadi.

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?
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?
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?

### **Umumkasbiy va ixtisoslik fanlaridan davlat attestatsiyasi sinovini o‘tkazish tartibi va uni baholash mezonlari**

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 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 va og‘zaki 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 15 ta namunaviy savol attestatsiyadan oldin talabalarga yetkaziladi. Attestatsiya biletleri 3 ta qismdan tashkil topgan holda muhrlangan konvertlarga solinadi. Biletning birinchi qismi o'qib tushunish kompetensiyasi bo'yicha 10 ta test savoli beriladi. Chet tilidagi autentik matnni o'qib, matn yuzasidan berilgan savollarning javobini belgilaydi. Ikkinchi qismida yozuv kompetensiyasi baholash uchun berilgan vaziyat yuzasidan xatni yozish topshirig'i beriladi, bu esa o'z navbatida bitiruvchining til o'qitish bo'yicha egallangan bilim va ko'nikmalarini aniqlab beradi, biletning uchinchi qismida bitiruvchi nazariy bilimlarga asoslangan 2 ta savollarga yozma javob beradi.

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

#### **Yakuniy davlat attestatsiyasi sinovini baholash mezonlari**

<b>Baholash usullari</b>	Testlar, yozma ishlar
<b>Baholash mezonlari</b>	<p><b>5 – “a’lo”</b></p> <ul style="list-style-type: none"> <li>- fanning tarixiy rivojlanish bosqichlari, uning nazariy jihatlari haqida to'liq tasavvurga ega bo'lgan;</li> <li>- fanning asosiy tushuncha va kategoriyalari, til o'qitishning turli metodlari o'rtasidagi farqlar, ularning mazmun-mohiyati haqida to'liq tasavvur hosil qila olgan;</li> <li>- tegishli savolning mohiyatiniqisqa va lo'nda ifodalab, unga yaqin bo'lgan tushunchalar bilan bog'lab, bayonda mantiqiy yahlitlikka erishilgan bo'lishi kerak;</li> <li>- chet tili va ona tilining asosiy me'yorlarini juda yaxshi biladigan;</li> <li>-ta'lim texnologiyalariga oid muammolarni yozma va og'zaki tarzda mukammal ifoda eta olgan;</li> <li>- chet tili va ona tilida ravon nutq ko'nikmalariga ega bo'lgan, o'z fikrini aniq va tushunarli ifodalaydigan talaba “a’lo” baholanadi.</li> </ul>
	<b>4 – “yaxshi”</b>

	<ul style="list-style-type: none"> <li>- fanning tarixiy rivojlanish bosqichlari, uning nazariy jihatlari haqida ma'lum darajada tasavvurga ega bo'lgan;</li> <li>- fanning asosiy tushuncha va kategoriyalari, til o'qitishning turli metodlari o'rtasidagi farqlar, ularning mazmun-mohiyati haqida ma'lum darajada tasavvur hosil qila olgan;</li> <li>- savolning mohiyatini atroflicha yondashgan holda yoritib, uni misollar va boshqa tushunchalar bilan bog'lashga harakat qilgan va mantiqiy yahlitlikka erishgan bo'lishi kerak;</li> <li>- chet tili va ona tilining asosiy me'yorlarini yaxshi biladigan;</li> <li>-ta'lim texnologiyalariga oid muammolarni yozma va og'zaki tarzda ifoda eta olgan;</li> <li>- chet tili va ona tilida ravon nutq ko'nikmalariga ega bo'lgan, o'z fikrini aniq va tushunarli ifodalashda qo'pol xatolarga yo'l qo'ymaydigan talaba "yaxshi" baholanadi.</li> </ul>
	<p><b>3 – “qoniqarli”</b></p> <ul style="list-style-type: none"> <li>- fanning tarixiy rivojlanish bosqichlari, uning nazariy jihatlari haqida tasavvurga ega bo'lgan;</li> <li>- fanning asosiy tushuncha va kategoriyalari, til o'qitishning turli metodlari o'rtasidagi farqlar, ularning mazmun-mohiyati haqida tasavvur hosil qila olgan;</li> <li>- savolning mohiyatini yuzaki (yoki qisman) ochib bergan, u bilan bog'liq bo'lgan tushunchalarga misollar keltirish bilan chegaralangan bo'lishi mumkin;</li> <li>- chet tili va ona tilining asosiy me'yorlarini o'rta darajada biladigan;</li> <li>-ta'lim texnologiyalariga oid muammolarni yozma va og'zaki tarzda ifoda eta olish ko'nikmalarini to'liq egallamagan;</li> <li>- chet tili va ona tilida ravon nutq ko'nikmalariga ega bo'lmagan, o'z fikrini aniq va tushunarli ifodalashda xatolarga yo'l qo'ygan talaba “qoniqarli” baholanadi.</li> </ul>
	<p><b>2 - “qoniqarsiz”</b></p> <ul style="list-style-type: none"> <li>- fanning nazariy jihatlari haqida tasavvurga ega bo'lmagan;</li> <li>- fanning asosiy tushuncha va kategoriyalari, til o'qitishning turli metodlari o'rtasidagi farqlar, ularning mazmun-mohiyati haqida tasavvur hosil qila olmagan;</li> <li>- yuqoridagi talablar bajarilmagan yoki javob yozilmagan bo'lsa;</li> <li>- chet tili va ona tilining asosiy me'yorlarini o'zlashtira olmagan;</li> <li>-ta'lim texnologiyalariga oid muammolarni yozma va og'zaki tarzda ifoda eta olish ko'nikmalariga ega bo'lmagan;</li> </ul>

	- chet tili va ona tilida ravon nutq ko‘nikmalariga ega bo‘lmagan, o‘z fikrini aniq va tushunarli ifodalashda juda qo‘pol xatolarga yo‘l qo‘ygan talaba “qoniqarsiz” baholanadi.
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### 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

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## “Tasdiqlayman”

Rektor \_\_\_\_\_ I.Tuxtasinov

2026 - yil “ \_\_\_\_\_ ” - \_\_\_\_\_

**O‘ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI  
60230100 – FILOLOGIYA VA TILLARNI O‘QITISH (INGLIZ TILI)  
TA’LIM YO‘NALISHI 2025-2026 O‘QUV YILI BITIRUVCHI  
TALABALARI UCHUN UMUMKASBIY VA IXTISOSLIK FANLARIDAN  
YAKUNIY DAVLAT ATTESTATSIYASI BO‘YICHA  
NAMUNAVIY SAVOLLAR**

**The booklet consists of 3 tasks:**

- 1. TASK 1. Reading (10 questions)**
- 2. TASK 2. Writing**
- 3. TASK 3. Answer theoretical questions and illustrate with examples.**

### **Variant 1**

#### **1. READING**

Margaret Preston's vibrant paintings and prints of Australian flowers, animals and landscapes have delighted the Australian public since the early 1920s.

Margaret Preston was born Margaret Rose McPherson in Port Adelaide, South Australia in 1875, the daughter of David McPherson, a Scottish marine engineer and his wife Prudence Lyle. She and her sister were sent at first to a private school, but when family circumstances changed, her mother took the girls to Sydney where Margaret attended a public high school. She decided early in life to become an artist and took private art lessons. In 1888, she trained for several months with Sydney landscape painter William Lister, and in 1893 enrolled at the National Gallery of Victoria Art School, where she studied for just over four years.

In 1898, after her father died, Margaret returned to Adelaide to study and then teach at the Adelaide School of Design. Her early artwork was influenced by the German aesthetic tradition, in which subjects of the natural world were depicted in a true to life manner.

Margaret's first visit to Europe in 1904, and her studies in Paris, France had little impact on this naturalism that dominated her work from this early period. However some eight years later, after returning to Paris, she began to recognise the decorative possibilities of art.

With the outbreak of the First World War, Margaret traveled to England, where she had exhibitions and continued her studies of art. She was a student of pottery, but at some time developed her interest in various techniques of printmaking and design. In England's West Country, she taught basket weaving at a rehabilitation unit for servicemen. It was on board a boat returning to Australia that she met wealthy businessman William Preston, whom she married in 1919. Together Margaret and William settled in the Sydney harbourside suburb of Mosman. The most characteristic prints from her early years in Sydney are views of boats floating on Sydney Harbour and of houses clustered on foreshore

hills. Although Sydney was their home, the couple traveled regularly, both overseas and within Australia.

Her first major showing in Australia was with her friend Thea Proctor, in exhibitions in Melbourne and Sydney in 1925. Many of Preston's prints were hand-coloured in rich scarlet reds, blues and greens, and all of them were set in Chinese red lacquer frames. Harbour views were again prominent, but in comparison with earlier artworks, they were compact and busy, using striking contrasts of black and white combined with elaborate patterns and repetitions. Other prints from this period featured native flora. It was with these still-life subjects that she convinced the public that Australian native flowers were equal in beauty to any exotic species.

From 1932 to 1939, Preston moved away from Sydney and lived with her husband at Berowra, on the upper reaches of the Hawkesbury River. The area was one of rugged natural beauty, and for the first time Preston found herself living in a home surrounded bush. Prior to this, the native flowers that featured in her paintings and prints had been purchased from local florists; they now grew in abundance around her home. Preston's prints became larger, less complex and less reliant on the use of bright colours. Flowers were no longer arranged in vases, and Preston began to concentrate instead on flowers that were growing wild.

While living at Berowra, and undoubtedly prompted by the Aboriginal' rock engravings found near her property, Preston also developed what was to be a lifelong interest in Aboriginal art. On returning to Sydney in 1939, she became a member of the Anthropological Society of New South Wales, and later visited many important Aboriginal sites throughout Australia. Preston believed that Aboriginal art provided the key to establishing a national body of art that reflected the vast and ancient continent of Australia.

During the 1940s, symbols used by Aboriginal people, together with dried, burnt colours found in traditional Aboriginal paintings, became increasingly prominent in her prints. The artist's titles from this period frequently acknowledge her sources, and reveal the extent to which she drew inspiration from traditional Aboriginal art to create her own art.

It was in 1953, at the age of 78, that Preston produced her most significant prints. The exhibition at Macquarie Galleries in Sydney included 29 prints made using the ancient technique known as stenciling. Many of the artworks in the exhibition incorporated her fusion of Aboriginal and Chinese concepts. Preston had admired Chinese art since 1915, when she acquired the first of her many books on the subject, and she had visited China on two occasions. Chinese elements may be found in several of her earlier paintings.

However, in her prints of the 1950s, Preston combined Chinese ideas with her understanding of the 'Dreamtime' creation stories of Aboriginal Australians. Preston did not let age alter her habit of working hard. As she got older, her love of painting, printmaking and travel continued. By the time of her death in 1963, when she was 88, she had produced over 400 paintings and prints. In a career spanning almost 60 years, she created a body of work that demonstrates her extraordinary originality and the intensity of her commitment to Australian art.

Questions 1 - 7

Do the following statements agree with the information given in Reading Passage?

In boxes 1-7 on your answer sheet, write

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN if there is no information on this**

- 1 Artists in the German aesthetic tradition portrayed nature realistically.
- 2 Margaret attended a famous art college in Paris.
- 3 Margaret met her husband William while teaching a craft at a rehabilitation unit.
- 4 Margaret Preston and Thea Proctor explored similar themes in their art.
- 5 Margaret's 1925 artworks of Sydney Harbour were simpler than her previous ones.
- 6 The colours in Margaret's Berowra prints were very bright.
- 7 When living in Berowra, Margaret painted flowers in their natural location.

**Questions 8 - 10**

Complete the notes below.

Choose **ONE WORD AND/OR A NUMBER** from the passage for each answer.

Write your answers in boxes 8-13 on your answer sheet.

**Margaret Preston's later life**

**Aboriginal influence**

- interest in Aboriginal art was inspired by seeing rock engravings close to her Berowra home
- incorporated 8 and colours from Aboriginal art in her own work often referred to Aboriginal sources in the 9 she gave her artworks

**1953 exhibition**

very old method of 10 was used for some prints

**Answers**

<b>Reading</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Answer</b>	<b>True</b>	<b>NG</b>	<b>False</b>	<b>NG</b>	<b>NG</b>	<b>False</b>	<b>True</b>	<b>Symbols</b>	<b>titles</b>	<b>stenciling</b>

**2. Writing task**

You missed an international flight due to a problem at the airport.

Write a letter to the airline. In your letter:

- Describe what happened that caused you to miss your flight
- Explain how missing your flight impacted you
- Clearly state what you would like the airline to do

Write at least 150 words. You do NOT need to write any addresses.

**Sample answer**

Dear Sir or Madam,

I am writing to express my disappointment regarding a recent experience with your airline. Due to a serious delay at the security checkpoint at Heathrow Airport on April 20th, I missed my international flight, Flight BA467 to New York, which was scheduled to depart at 10:30 AM.

Despite arriving at the airport well in advance, the security process was extremely disorganized, with only two lanes open for hundreds of passengers. Staff members

provided little information, and no priority was given to those with imminent departures. As a result, I reached the gate just minutes after it had closed.

Missing this flight had a significant impact on me. I was scheduled to attend an important business meeting the following morning, and because of the delay, I lost a valuable opportunity, incurred hotel costs, and had to reschedule my entire trip at great personal expense.

Given the circumstances, I kindly request a full refund of my ticket and reimbursement for additional expenses I incurred due to the missed flight. I have attached copies of all relevant receipts for your reference.

I look forward to your prompt response and a fair resolution to this matter.

Yours faithfully,

Toshmatov Toshmat

### **3. Answer the following theoretical questions**

#### **1. Comparative typology of morphological systems**

Morphological typology is a way of classifying the languages of the world that groups languages according to their common morphological structures. The field organizes languages on the basis of how those languages form words by combining morphemes. Analytic languages contain very little inflection, instead relying on features like word order and auxiliary words to convey meaning. Synthetic languages, ones that are not analytic, are divided into two categories: agglutinative and fusional languages. Agglutinative languages rely primarily on discrete particles (prefixes, suffixes, and infixes) for inflection, while fusional languages "fuse" inflectional categories together, often allowing one word ending to contain several categories, such that the original root can be difficult to extract. A further subcategory of agglutinative languages are polysynthetic languages, which take agglutination to a higher level by constructing entire sentences, including nouns, as one word.

Analytic, fusional, and agglutinative languages can all be found in many regions of the world. However, each category is dominant in some families and regions and essentially nonexistent in others. Analytic languages encompass the Sino-Tibetan family, including Chinese, many languages in Southeast Asia, the Pacific, and West Africa, and a few of the Germanic languages. Fusional languages encompass most of the Indo-European family—for example, French, Russian, and Hindi—as well as the Semitic family and a few members of the Uralic family. Most of the world's languages, however, are agglutinative, including the Turkic, Japonic, Dravidian, and Bantu languages and most families in the Americas, Australia, the Caucasus, and non-Slavic Russia. Constructed languages take a variety of morphological alignments.

The concept of discrete morphological categories has been criticized. Some linguists argue that most, if not all, languages are in a permanent state of transition, normally from

fusional to analytic to agglutinative to fusional again. Others take issue with the definitions of the categories, arguing that they conflate several distinct, if related, variables.

## 2. Subdivisions of Lexicology

Distinction is generally made between General Lexicology and Special Lexicology. General lexicology is the general study of words and vocabulary, irrespective of the specific features of any particular language. Special Lexicology studies the description of the characteristic peculiarities in the vocabulary of a particular language.

The evolution of any vocabulary, as well as of its single elements, forms the object of historical lexicology or etymology. This branch of linguistics discusses the origin of various words, their change and development, and investigates the linguistic (relations between language units) and extra-linguistic (political, economic, historical, geographic) factors modifying their structure, meaning and usage.

Closely connected with Historical Lexicology is Contrastive and Comparative lexicology, whose aims are to study the correlation between the vocabularies of two or more languages (e.g., a study on the basis of English, German).

Descriptive lexicology deals with the lexical system of a language as it exists at the present time. It studies the functions of words and their morphological and semantical structures, investigating the interdependence between these two aspects.

Vocabulary of any language can be approached in two basically different ways – the historical or diachronic (Gr *dia* ‘through’ and *chronos* ‘time’) and the descriptive or synchronic (Gr *syn* ‘together’, ‘with’). The distinction between a synchronic and a diachronic approach is due to the Swiss philologist Ferdinand de Saussure (1857-1913).

### Variant 2

#### 1. READING PASSAGE

##### The importance of law

**A** The law influences all of us virtually all the time, it governs almost all aspects of our behavior, and even what happens to us when we are no longer alive. It affects us from the embryo onwards. It governs the air we breathe, the food and drink we consume, our travel, family relationships, and our property. It applies at the bottom of the ocean and in space. Each time we examine a label on a food product, engage in work as an employee or employer, travel on the roads, go to school to learn or to teach, stay in a hotel, borrow a library book, create or dissolve a commercial company, play sports, or engage the services of someone for anything from plumbing a sink to planning a city, we are in the world of law.

**B** Law has also become much more widely recognised as the standard by which behavior needs to be judged. A very telling development in recent history is the way in which the idea of law has permeated all parts of social life. The universal standard of whether something is socially tolerated is progressively becoming whether it is legal, rather than something that has always been considered acceptable. In earlier times, most people were illiterate.

Today, by contrast, a vast number of people can read, and it is becoming easier for people to take an interest in law, and for the general population to help actually shape the law in many countries. However, law is a versatile instrument that can be used equally well for the improvement or the degradation of humanity.

**C** This, of course, puts law in a very significant position. In our rapidly developing world, all sorts of skills and knowledge are valuable. Those people, for example, with knowledge of computers, the internet, and communications technology are relied upon by the rest of us.

There is now someone with IT skills or an IT help desk in every UK school, every company, every hospital, every local and central government office. Without their knowledge, many parts of commercial and social life today would seize up in minutes. But legal understanding is just as vital and as universally needed. The American comedian Jerry Seinfeld put it like this, 'We are all throwing the dice, playing the game, moving our pieces around the board, but if there is a problem, the lawyer is the only person who has read the inside of the top of the box.' In other words, the lawyer is the only person who has read and made sense of the rules.

**D** The number of laws has never been greater. In the UK alone, about 35 new Acts of Parliament are produced every year, thereby delivering thousands of new rules. The legislative output of the British Parliament has more than doubled in recent times from 1,100 pages a year in the early 1970s, to over 2,500 pages a year today. Between 1997 and 2006, the legislature passed 365 Acts of Parliament and more than 32,000 legally binding statutory instruments. In a system with so much law, lawyers do a great deal not just to vindicate the rights of citizens and organizations but also to help develop the law through legal arguments, some of which are adapted by judges to become laws. Law courts can and do produce new law and revise old law, but they do so having heard the arguments of lawyers.

**E** However, despite their important role in developing the rules, lawyers are not universally admired. Anti-lawyer jokes have a long history going back to the ancient Greeks.

More recently the son of a famous Hollywood actor was asked at his junior school what his father did for a living, to which he replied, 'My daddy is a movie actor, and sometimes he plays the good guy, and sometimes he plays the lawyer. For balance, though, it is worth remembering that there are and have been many heroic and revered lawyers such as the Roman philosopher and politician Cicero and Mahatma Gandhi, the Indian campaigner for independence.

**F** People sometimes make comments that characterise lawyers as professionals whose concerns put personal reward above truth, or who gain financially from misfortune. There are undoubtedly lawyers that would fit that bill, just as there are some scientists, Journalists and others in that category. But, in general, it is no more just to say that lawyers are bad because they make a living from people's problems than it is to make the same accusation in respect of nurses or IT consultants. A great many lawyers are involved in public law work, such as that involving civil liberties, housing and other issues. Such work is not lavishly remunerated and the quality of the service provided by these lawyers relies on considerable professional dedication. Moreover, much legal work has nothing to do with conflict or misfortune, but is primarily concerned with drafting documents. Another source of social disaffection for lawyers, and disaffection for the law, is a limited public understanding of how law works and how it could be changed. Greater clarity about these issues, maybe as a result of better public relations, would reduce many aspects of public dissatisfaction with the law.

Questions 1-6

The reading Passage has six paragraphs A-F

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, i-viii, in boxes 1-6 on your answer sheet.

List of Headings

- i Different areas of professional expertise
- i Reasons why it is unfair to criticise lawyers
- iii The disadvantages of the legal system
- iv The law applies throughout our lives
- v The law has affected historical events
- vi A negative regard for lawyers
- vii public's increasing ability to influence the law
- viii growth in laws

1 Paragraph A

2 Paragraph B

3 Paragraph C

4 Paragraph D

5 Paragraph E

6 Paragraph F

Questions 7-8

Choose TWO letters, A-E.

Write the correct letters in boxes 7-8 on your answer sheet.

Which TWO of the following statements does the writer make about legal skills in today's world?

- A There should be a person with legal training in every hospital.
- B Lawyers with experience in commercial law are the most in demand.
- C Knowledge of the law is as important as having computer skills.
- D Society could not function effectively without legal experts.
- E Schools should teach students about the law.

Questions 9-10

Complete the summary below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 9-13 on your answer sheet.

Lawyers as professionals People sometimes say that **9** is of little interest to lawyers, who are more concerned with making money. This may well be the case with some individuals, in the same way that some **10** or scientific experts may also be driven purely by financial greed. However, criticising lawyers because their work is concerned with people's problems would be similar to attacking IT staff

Reading	1	2	3	4	5	6	7	8	9	10
Answer	iv	vii	i	viii	vi	ii	C	D	truth	journalists

## 2. Writing task

You and your family are moving to another country for work, and you are looking to buy a house there.

Write a letter to a property agent. In your letter:

- Introduce yourself and your family
- Describe the type of accommodation that you hope to find
- Give your preference for the location of the accommodation

Write at least 150 words. You do NOT need to write any addresses.

Dear Sir or Madam,

My name is Sarah Williams, and I will soon be relocating to Sydney with my husband and two young children due to a new job opportunity. We are currently looking for a suitable property to purchase and would greatly appreciate your assistance in finding our new home.

Ideally, we are seeking a three- or four-bedroom house with a spacious living area, a modern kitchen, and a backyard where our children can play. Having a garage and an additional study room would also be a great advantage. Since we plan to settle in for the long term, we are hoping to find a comfortable, family-friendly home that is move-in ready.

In terms of location, we would prefer a quiet, safe neighborhood that is close to good schools, parks, and public transport links. Areas such as North Sydney, Chatswood, or Lane Cove would be particularly ideal for us.

Thank you for your time and assistance. I look forward to hearing from you soon with any available options.

Yours faithfully,  
Sarah Williams

### 3. Answer the following theoretical questions

#### 1. Polysemantic and monosemantic word

**Polysemantic words** are words that have more than one meaning. For example, the English word "*head*" can mean the top part of the body, a leader of a group, or the front part of something.

**Monosemantic words** are words that have only one meaning. For example, the word "*oxygen*" refers only to the chemical element and has no other meanings. In language, most common words tend to be polysemantic, while technical or scientific terms are often monosemantic.

#### 2. Affixation. Prefix and suffix

**Affixation** is one of the most common ways of word formation in English. It means adding special elements, called **affixes**, to a root or base word to create a new word or change its meaning.

There are two main types of affixes:

- **Prefix**: an affix that is added **at the beginning** of a word. Prefixes usually change the meaning of the original word but do not change its part of speech.
  - Example: *dislike* (dis- + like) — "dis-" changes the meaning to "not like."
  - Example: *preview* (pre- + view) — "pre-" gives the meaning "before."
- **Suffix**: an affix that is added **at the end** of a word. Suffixes often change both the meaning and sometimes the grammatical category (like from verb to noun, or noun to adjective).
  - Example: *happiness* (happy + -ness) — "happy" (adjective) becomes "happiness" (noun).
  - Example: *careful* (care + -ful) — adds the meaning "full of care."

Affixation greatly expands vocabulary and helps express new ideas clearly in English and other languages.

