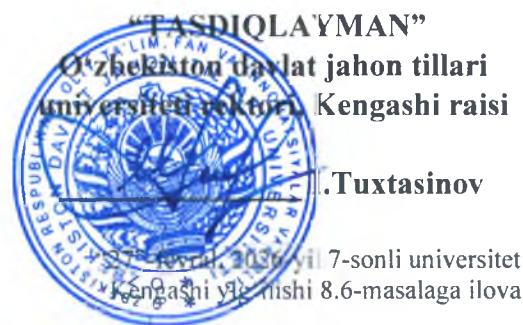


**O‘ZBEKISTON RESPUBLIKASI  
OLY TA‘LIM, FAN VA INNOVATSIYALAR VAZIRLIGI  
O‘ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI**



**UMUMKASBIY VA IXTISOSLIK FANLARIGA DOIR  
YAKUNIY DAVLAT ATTESTASIYASI  
SINOVI BO‘YICHA  
DASTUR**

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

Toshkent – 2026

Dastur universitet Kengashida ko'rib chiqilgan va tasdiqqa tavsiya etilgan  
(2026-yil "27" - 02 dagi "7" sonli bayonnoma)


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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.

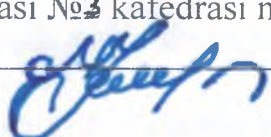
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## **Kirish**

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.

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’ning 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’ning 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-present va noto'g'ri fe'llar. Fe'l analitik shakllarining paydo bo'lishi.

*Na'munaviy savollar:*

1. Describe the main structural differences between Old English and Modern English syntax.
2. Explain the role of inflection in the history of English and how it changed over time.
3. What are the principal types of English clauses, and how do they function in complex sentences?
4. Discuss the relationship between morphology and syntax in English grammar.
5. Analyze the historical development of English word order.
6. Compare and contrast the functions of active and passive constructions in English.
7. How did the Norman Conquest influence the English lexicon and grammar?
8. Explain the concept of grammaticalization with examples from English.
9. What is the significance of the Great Vowel Shift in the history of English?
10. Describe the distinctions between finite and non-finite verb forms.
11. Discuss the classification and usage of English modals.
12. Explain how comparative and superlative forms are formed and used in English.
13. Describe the main categories of English pronouns and their grammatical properties.
14. Analyze the role of auxiliaries in English tense-aspect systems.
15. What are phrase structure rules, and how do they help explain English sentence patterns?

## **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.

*Na'munaviy savollar:*

1. Describe the articulatory features of English vowels and their classification.
2. Explain the difference between monophthongs and diphthongs in English.
3. What are the main places and manners of articulation for English consonants?
4. Analyze the phonetic characteristics of stress in English words.

5. How does intonation function in English sentence meaning?
6. Discuss the role of voice quality in English phonetics.
7. Explain the concept of minimal pairs and their importance in phonemic analysis.
8. Describe the English rhythm and its classification as a stress-timed language.
9. What are English phonemes, and how are they different from allophones?
10. Analyze the process of assimilation in connected English speech.
11. What is linking and how does it affect pronunciation in English?
12. Describe the phonetic features of English voiced and voiceless consonants.
13. Explain the role of syllable structure in English phonology.
14. Discuss the patterns of English word stress and its exceptions.
15. How do weak forms function in the phonetics of English?

### **3. Ingliz tili stilistikasi**

Stilistika faning 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).

*Naʼmunaviy savollar:*

1. Define stylistics and explain its role in language analysis.
2. Discuss the difference between denotation and connotation in English stylistics.
3. What stylistic devices are commonly used in narrative texts? Provide examples.
4. Explain the stylistic features of formal and informal English.
5. How do metaphor and simile function as stylistic tools?
6. Analyze the stylistic characteristics of academic English.
7. What is register, and how does it vary across different genres?
8. Discuss the stylistic functions of repetition in English discourse.
9. Explain the concept of coherence and cohesion in stylistic analysis.
10. How do rhetorical questions contribute to stylistic effect?
11. Describe the stylistic features of journalistic English.
12. What is stylistic transformation, and how is it applied in text interpretation?
13. Analyze the effects of imagery in literary texts.
14. Discuss the stylistic differences between spoken and written English.
15. Explain the role of intertextuality in stylistic interpretation.

#### **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 oʻqitishdan maqsad - talabalarni tarjima nazariyasi toʻgʻrisidagi asosiy nazariy tushunchalar, tarjima jarayonlarini oʻrganishning uslub va yondashuvlari, tilning ilmiy bilimlar tizimida tutgan oʻrni va ahamiyati bilan tanishtirish, ularga tarjimaning nutqiy muloqot jarayonida kuzatiladigan asosiy qonuniyatlarini oʻrgatishdan iborat.

*Naʼmunaviy savollar:*

1. Define translation and explain its main theoretical principles.
2. Discuss the difference between literal and free translation.
3. What are the main types of equivalence in translation theory?
4. Explain the role of cultural context in translation.
5. Describe the process of translation analysis before actual translation.
6. How do translator choices affect the reception of a translated text?
7. Discuss the challenges of translating idioms and fixed expressions.
8. What is dynamic equivalence, and how does it differ from formal equivalence?
9. Explain the role of terminology in specialized translation.
10. Analyze the importance of translation ethics.
11. How do translators handle untranslatable elements?
12. Discuss the impact of globalization on translation studies.
13. What strategies are used for maintaining voice in literary translation?
14. Explain the function of back-translation in translation practice.
15. How does technology influence contemporary translation practice?

#### **5. Ingliz tili leksikologiyasi**

Ingliz tili leksikologiyasining nazariy asoslari. Semasiologiya. Soʻzning morfema, soʻz shakli, soʻz birikmasidan farqli xususiyatlari. Soʻzning morfologik tuzilishi. Bir va koʻp morfemali soʻzlar. Soʻz negizi va uning turlari. Soʻz tuzilishi turlari. Soʻz yasash. Soʻz yasash usullari. Soʻzning asosiy tarkibiy qismlari. Soʻz yasash negizi. qoʻshma soʻzlar yasashning har xil turlari. Qisqartma soʻzlar, soʻz yasashning boshqa usullari.

Frazeologiyaning nazariy asoslari. Frazeologiyaning maqsad va vazifalari. Turgʻun va erkin birikmalar, soʻz va soʻz birikmasining oʻxshash tomonlari.

Etimologiya.

*Naʼmunaviy savollar:*

1. Define lexicology and its scope in linguistic study.
2. Discuss the classification of English vocabulary by word-formation types.
3. Explain the concept of semantic fields with examples.
4. What is polysemy and how does it differ from homonymy?

5. Analyze the role of borrowed words in the English vocabulary.
6. What are synonyms, and how do they differ in usage?
7. Discuss antonymy and its types in English.
8. Explain the principles of dictionary definitions in English.
9. Describe the role of phraseological units in English lexicon.
10. How does the meaning of a word change in different contexts?
11. Discuss collocations and their importance in English lexicology.
12. What are neologisms, and what leads to their emergence?
13. Explain the concept of semantic shift with examples from English.
14. Describe the classification of English affixes.
15. Analyze the role of euphemisms and dysphemisms in lexical choice.

**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.

*Na‘munaviy savollar:*

1. Define communicative competence and its components in language learning.
2. Discuss the principles of communicative language teaching (CLT).
3. Explain the role of task-based language teaching in developing communicative skills.
4. How do educational technologies enhance language learning?
5. Analyze the advantages and limitations of blended learning in language education.
6. Describe effective techniques for teaching speaking skills.
7. What criteria should be considered when selecting teaching materials?
8. Discuss strategies for teaching listening comprehension.
9. Explain the role of feedback in language learning.
10. How can authentic materials be integrated into language lessons?
11. Describe methods for assessing communicative competence.
12. Discuss the role of learner autonomy in language acquisition.
13. Explain how role-plays can develop different speech activities.
14. What is scaffolding, and how does it support language learners?
15. Analyze the influence of cultural content in teaching foreign languages.

## **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.

*Na‘munaviy savollar:*

1. Define an integrated course and its goals in foreign language teaching.
2. Discuss the principles of interdisciplinary integration in language education.
3. Explain how language and content learning can be combined effectively.
4. What roles do skills integration (listening, speaking, reading, writing) play in a lesson?
5. Analyze the benefits of project-based learning in an integrated course.
6. Describe how thematic units support integrated language teaching.
7. Discuss assessment strategies appropriate for integrated language courses.
8. Explain the role of collaboration in integrated language classrooms.
9. How does an integrated approach support critical thinking skills?
10. What challenges might teachers face in implementing integrated courses?
11. Describe the use of portfolio assessment in language learning.
12. Discuss the role of real-world tasks in integrated language instruction.
13. Explain ways to integrate technology into an integrated foreign language course.
14. How can teachers ensure balanced development of all language skills?
15. Analyze the impact of learner differences on designing integrated lessons.

### **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, 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

biletleri 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 bitiruvchining til o‘qitish bo‘yicha 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 (darsning to‘liq qismini) inobatga olgan holda taqdim qiladi.

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**

| <b>Baholash usullari</b>  | Testlar, og‘zaki so‘rov, yozma ishlar, taqdimotlar  |
|---------------------------|---|
| <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 mohiyatini qisqacha 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 yozma va og‘zaki nutq ko‘nikmalariga ega bo‘lgan, o‘z fikrini aniq va tushunarli ifodalaydigan talaba “a’lo” baholanadi.</li> </ul> |
|                           | <p><b>4 – “yaxshi”</b></p> <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</li> </ul>  |

|  |  |
|--|--|
|  | <p>tarzda ifoda eta olgan;</p> <ul style="list-style-type: none"> <li>- 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.</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 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.</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> <li>- 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.</li> </ul>  |

### Baholash mezonlari

| O‘zbekiston tizimi | Evropa kredit<br>transfyer tizimi (ECTS<br>— European Credit<br>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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**O‘ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI**  
**60111800 – XORIJIY TIL VA ADABIYOTI**  
**(INGLIZ TILI) TA’LIM YO‘NALISHI**  
**2024-2025 O‘QUV YILIDA BITIRUVCHILAR UCHUN**  
**UMUMKASBIY VA IXTISOSLIK FANLARIDAN YAKUNIY DAVLAT**  
**ATTESTATSIYASI NAMUNA SAVOLLARI**

**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. Explain the role of inflection in the history of English and how it changed over time.
2. Discuss collocations and their importance in English lexicology.

**Answers:**

1. In traditional grammar, inflection refers to the addition of affixal morphemes that carry purely grammatical meaning (such as case, number, tense, person) without changing the core lexical meaning of a word. These inflectional morphemes are essential for forming different word forms (e.g., *book* → *books*; *open* → *opened*).

Historically, Old English (OE) was a highly inflected language. Nouns, adjectives, pronouns, and verbs had multiple endings that marked grammatical categories, such as seven noun cases (nominative, accusative, genitive, dative, etc.) and distinct verbal endings for person and number. These endings allowed relatively free word order, since grammatical roles (subject, object, etc.) were signaled by inflections rather than word position.

Over the course of the Middle English period (after the Norman Conquest of 1066), English underwent a major process called deflexion, meaning a loss of its inflectional system. This simplification was accelerated by extensive language contact (especially with Old Norse and Norman French), social upheaval, and internal structural change. As a result, many case distinctions disappeared, and English shifted toward an analytic grammatical structure that relies more on fixed word order and auxiliary words (e.g., prepositions) rather than inflectional endings to express grammatical relationships.

For example:

- Old English had multiple noun forms such as *stān* (stone) with distinct nominative and accusative endings.
- Modern English nouns generally do not mark case beyond a genitive -'s (e.g., *stone's*), and number is marked simply by -s (e.g., *stones*).
- Verbal conjugation was once complex (many distinct forms in OE). Today's English verbs have a much reduced set of forms (e.g., *love, loves, loved, loving*), showing the loss of older inflectional varieties.

This change made Modern English more dependent on word order and auxiliary constructions (e.g., *do, will, have*) for expressing tense, mood, and aspect rather than on endings. Overall, the persistence of analytic patterns is one of the defining characteristics of Modern English grammar.

2. In lexicology, a collocation is a type of lexical unit that consists of two or more words that frequently occur together in a language more often than by random chance and follow conventional patterns of usage. Unlike free combinations (*walk* → *walk quickly*), collocations are typical pairings that are familiar to native speakers and may not be predictable by grammar rules alone.

Collocations are important because they reflect lexical norms and fixed patterns in English that contribute to fluency, idiomatic expression, and naturalness of speech and writing. They are a core component of the English vocabulary system and form part of a speaker's lexical competence.

For example:

- Verb–noun collocations like *make a decision* (not *do a decision*) or *take a risk* are conventional combinations whose acceptability depends on shared usage rather than on literal meaning.
- Adjective–noun collocations such as *heavy rain* (not *strong rain*) are standard English pairings where collocational knowledge, rather than dictionary definitions alone, determines correct usage.

Understanding and using collocations correctly is crucial in lexicology because:

1. They enrich vocabulary beyond individual words and support fluent expression.
2. They help learners produce language that is close to native usage and avoid awkward or unnatural combinations.
3. Collocations contribute to communicative competence by allowing learners to recognize and use typical lexical patterns.

In language teaching and lexicography, collocations are treated as lexical chunks or prefabricated combinations that must be learned and practised, not deduced only from grammar or dictionary definitions. Thus, collocational competence is a significant goal in advanced vocabulary acquisition and linguistic competence overall.

## **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

- 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.

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.

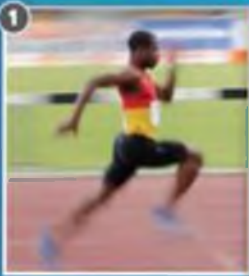
|            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| <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>11.</b> | <b>12.</b> | <b>13.</b> | <b>14.</b> | <b>15.</b> |
| D          | C          | D          | B          | C          | B          | A          | D          | A          | B          | E          | G          | C          | A          | B          |
| <b>16.</b> | <b>17.</b> | <b>18.</b> | <b>19.</b> | <b>20.</b> | <b>21.</b> | <b>22.</b> | <b>23.</b> | <b>24.</b> | <b>25.</b> | <b>26.</b> | <b>27.</b> | <b>28.</b> | <b>29.</b> | <b>30.</b> |
| B          | C          | B          | C          | A          | D          | A          | E          | C          | F          | D          | F          | A          | C          | E          |

**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.

Unit 2


**1** Listen and repeat.




speed



strength



balance



stamina

**2** Watch the video.

**3** Read and listen.

Can you run, skate, or ride your bike fast? For these activities you need speed because you need to move your body very quickly. Are you good at rock climbing? You need strength for this activity because you must have strong arms and legs to climb. Can you stand on one leg without falling down? For this you need balance. Street dancers need good balance when they move on one leg or one arm. Do you think you can run in a marathon? It isn't easy because we need to use our muscles for a long time. To run in a marathon, we need stamina.

**4** Answer the questions.

- 1 When do we need speed?
- 2 Why is it difficult to run in a marathon?
- 3 Which is more important when you do a cartwheel, stamina or balance?
- 4 Look at the picture on page 32. What abilities does the snowboarder need?

**5** What would you like to have, better speed, strength, balance, or stamina?

## Guess! What!

Flamingos can balance on one leg when they sleep.

## Project

**6** Find out about five popular physical activities in your country. Which abilities are the most important? Make a chart and then write about them.

Physical activities in my country

|          | 1<br>speed | 2<br>strength | 3<br>balance | 4<br>stamina |
|----------|------------|---------------|--------------|--------------|
| speed    | ✓          |               |              | ✓            |
| strength |            | ✓             |              | ✓            |
| balance  | ✓          |               | ✓            | ✓            |
| stamina  |            | ✓             | ✓            |              |

In my country, like many, we enjoy, always, football, and basketball are popular. Speed is important for our many and football. Height and strength for rock-climbing and sports. Balance is important for rock-climbing, always, football, and basketball. But most others for rock-climbing and always.

→ Workbook page 26

CLIL: Physical education 33

## 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.**

|                       |  |                           |  |
|-----------------------|--|---------------------------|--|
| <b>Name of School</b> |  | <b>Number of learners</b> |  |
| <b>Grade</b>          |  | <b>Date</b>               |  |
| <b>Lesson length</b>  |  | <b>Level</b>              |  |

### Information about the class

### Lesson aim(s)

### Objectives:

- 1.
- 2.
- 3.
- 4.

**Learning outcomes:**

|  |
|--|
|  |
|--|

**Material and equipment:**

|  |
|--|
|  |
|--|

| <b>Methods and techniques</b> | <b>Assessment</b> |
|-------------------------------|-------------------|
|                               |                   |
|                               |                   |
|                               |                   |
|                               |                   |

## LESSON PLAN

### TOPIC: «Sports »

|                       |                 |                           |  |
|-----------------------|-----------------|---------------------------|--|
| <b>Name of School</b> | State school #4 | <b>Number of learners</b> | 17   |
| <b>Grade</b>          | 7               | <b>Date</b>               | 06.06.2026   |
| <b>Lesson length</b>  | 45 minutes      | <b>Level</b>              | Pre-Intermediate /<br>Intermediate<br>(CEFR A2–B1) |

#### Information about the class

This is a mixed-ability class of 15-18 learners who are familiar with basic vocabulary in English. They study English for general communication and physical education vocabulary. Most learners can answer simple questions and work in pairs.

#### Lesson aim(s)

To introduce and practise vocabulary related to physical abilities (*speed, strength, balance, stamina*) and develop listening, speaking and communicative skills through controlled and communicative tasks.

#### Objectives:

1. Learners will be able to recognize and understand vocabulary for physical abilities.
2. Learners will demonstrate comprehension of a short informational text.
3. Learners will produce spoken responses linking activities to abilities.
4. Learners will create and present a small group chart of activities and the abilities required.

#### Learning outcomes:

By the end of the lesson, learners will be able to:

- ✓ correctly pronounce and define *speed, strength, balance, stamina*
- ✓ answer questions about when and why certain abilities are needed
- ✓ discuss in pairs which ability they would like to improve
- ✓ work collaboratively to complete a chart and explain their choices

#### Material and equipment:

- Printed images from the textbook (*speed, strength, balance, stamina*)
- Text about physical abilities
- Whiteboard & markers
- Handouts with questions
- Chart template for group work
- Audio player (optional)

| Methods and techniques  | Assessment   |
|---|--|
| <p><b>1. Warm-Up / Lead-In (5 min)</b></p> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>• Teacher asks introductory questions (sports and needed abilities).</li> <li>• Learners respond orally and connect abilities to activities.</li> </ul> <p><b>Interaction:</b> T-S, S-S</p>  | <ul style="list-style-type: none"> <li>• Teacher checks participation (did each learner contribute?).</li> <li>• Relevance of responses to abilities vocabulary. ✓ / ✗</li> </ul>  |
| <p><b>2. Vocabulary Presentation (7 min)</b></p> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces words: <i>speed, strength, balance, stamina</i> with pictures and definitions.</li> <li>• Drilling: teachers model pronunciation; students repeat.</li> <li>• Quick pair drill (students test each other).</li> </ul> <p><b>Interaction:</b> T-S, S-S</p> | <ul style="list-style-type: none"> <li>• Teacher listens for correct pronunciation.</li> <li>• Note comprehension (students correctly repeat meanings).</li> </ul> <p>Using checklist:<br/> ✓✓ (accurate),<br/> ✓ (some support),<br/> ✗ (needs help).</p> |
| <p><b>3. Listening &amp; Comprehension (8 min)</b></p> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>• Teacher or audio reads the text about physical abilities.</li> <li>• Students underline or note abilities in the text.</li> <li>• Follow-up comprehension questions from teacher.</li> </ul> <p><b>Interaction:</b> T-S / S-T</p>                                      | <ul style="list-style-type: none"> <li>• Teacher collects underlined text or oral answers.</li> <li>• Use checklist: correct identification of ability terms (✓), partial (○), incorrect (✗).</li> </ul>   |
| <p><b>4. Controlled Practice Q&amp;A (7 min)</b></p> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>• Teacher hands out guided questions.</li> <li>• Students write answers individually, then read one to class.</li> </ul> <p><b>Interaction:</b> S-T / S-S</p>  | <ul style="list-style-type: none"> <li>• Written accuracy of responses (content correctness).</li> <li>• Use rubric: 2 = <i>correct</i>, 1 = <i>partial</i>, 0 = <i>incorrect</i>.</li> </ul>  |
| <p><b>5. Pair Discussion (5 min)</b></p> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>• Teacher assigns topic: <i>Which ability would you like to improve and why?</i></li> <li>• Students discuss in pairs using target vocabulary.</li> </ul> <p><b>Interaction:</b> S-S</p>   | <ul style="list-style-type: none"> <li>• Teacher listens for: vocabulary use, fluency, and ability to</li> </ul>   |