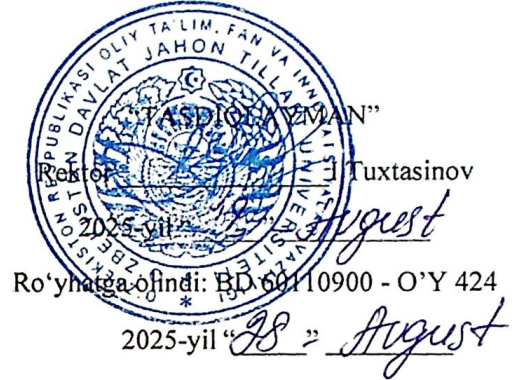


O'ZBEKISTON RESPUBLIKASI
OLY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
O'ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI



O'QISH VA YOZISH AMALIYOTI FANINING
O'QUV DASTURI

Bilim sohasi: 100 000 – Ta'lim
Ta'lim sohasi: 110 000 – Ta'lim
Ta'lim yo'nalishi: 60110900– Xorijiy til va adabiyot (ingliz tili)

Toshkent – 2025

Fan/modul kodi O'Y - 424	O'quv yili 2025-2026	Semestr 1-2	Kreditlar 5/5	
Fan/modul turi Majburiy	Ta'lim tili Ingliz		Haftadagi dars soatlari 4	
1.	Fanning nomi	Auditoriya mashg'ulotlari (soat)	Mustaqil ta'lim (soat)	Jami yuklama (soat)
	O'qish va yozish amaliyoti	120	180	300
2.	<p>I. Fanning mazmuni:</p> <p>Fanni o'qitishdan maqsad - talabalarning tanqidiy va ijodiy fikrlash, axborotni mustaqil izlash, tahlil qilish kompetensiyalari va malakalarining rivojlanishini CEFR xalqaro baholash tizimi bo'yicha B2 daraja talabiga javob beruvchi matnlarni o'qib tushinishlari va turli mavzularga oid matnlarni yoza olish mahoratiga ega bo'lishlari va egallangan o'qish va yozuv ko'nikmalarini kasbiy va ilmiy faoliyatda erkin qo'llay olishlarini ta'minlashdir.</p> <p>Fanning vazifasi - CEFR xalqaro baholash tizimida umum e'tirof etilgan xalqaro me'yorlarga ko'ra talabalarning o'qish va yozish ko'nikmalarini B2+ darajaga yetkazish, shuningdek, ilmiy tadqiqot ishi yozishning boshlang'ich malakasini shakllantirish va takomillashtirishdan iboratdir.</p> <p>Xorij tajribasiga muvofiqligi: Mazkur fan dasturixalqaro tan olingan reytinglarda birinchi 300 talik ro'yhatga kiruvchi universitetlar ta'lim dasturlari asosida tuzildi. https://mitocw.ups.edu.ec/courses/comparative-media-studies-writing/21w-731-1-writing-and-experience-exploring-self-in-society-spring-2004/calendar/ Calendar Writing and Experience: Exploring Self in Society Comparative Media Studies/Writing MIT OpenCourseWare</p> <p>II. Asosiy qism (amaliy mashg'ulotlar)</p> <p>II.I. Fan tarkibiga quyidagi mavzular kiradi:</p> <p style="text-align: center;">1-semestr</p> <p style="text-align: center;">O'qish moduli (Reading)</p> <p>1-mavzu: Introduction to the course. Material: Course syllabus, assessment guidebook O'qish va yozish amaliyoti faniga kirish va fanning obyekti, maqsadi va vazifalari; mustaqil ta'lim vazifalari, kredit modul sistemasida baholanish va joriy, oraliq va yakuniy nazorat ishlari hagida to'liq ma'lumot berish. (2 hours)</p>			

Sh. Akbarova - O'zbekiston Xalqaro Islom Akademiyasi Chet tillari kafedrası
oqıtuvchısı pedagogıka fanları bo' yicha falsafa doktori (PhD)

Ingliz tili 2 fakulteti dekani  Z. Bazarov

“Ingliz tili amaliy fanlar № 2”
kafedrası mudiri  X. Muhammedova

Universitet axborot resurs
markazi direktori  S. Kayumova

2-mavzu: Intensive reading: Pre-reading techniques. Unit 1. Happiness.
(Health, Science, Sociology) 2 hours
Material: Pathways, pp. 1-20

3-mavzu: Intensive reading: Distinguishing facts from opinions. Unit 2.
Inventive Solutions (Technology), (2 hours)
Material: Pathways, pp. 21-40

4-mavzu: Intensive reading: Understanding reading techniques (scanning and
scimming). Using graphic organizers. Unit 3. Going Global (Sociology), (2
hours)
Material: Pathways, pp. 41-60

5-mavzu: Intensive reading: Predicting the text. Unit 4. Saving Our Seas
(Natural Science), (2 hours)
Material: Pathways, pp. 61-80

6-mavzu: Intensive reading: Guessing meaning from context. Unit 5. Memory
and Learning (Psychology Learning), (2 hours)
Material: Pathways, pp. 81-100

7-mavzu: Intensive reading: Critical reading, understanding the authors
position. Unit 6. Trends in Education (Education)
Material: Pathways, pp. 101-120 (2 hours)

8-mavzu: Extensive reading: The Picture of Dorian Gray by Oscar Wilde.
Chapters 1–2. The role of art and beauty in human life. (2 hours)

9-mavzu: Extensive reading: The Picture of Dorian Gray by Oscar Wilde.
Chapters 3–4 – Influence and manipulation in social relationships (2 hours)

10-mavzu: Extensive reading: The Picture of Dorian Gray by Oscar Wilde.
Chapters 5–7 – Love, betrayal, and the beginning of moral corruption (2 hours)

11-mavzu: Extensive reading: The Picture of Dorian Gray by Oscar Wilde.
Chapters 8–10 – Guilt, conscience, and hiding the truth (2 hours)

12-mavzu: Extensive reading: The Picture of Dorian Gray by Oscar Wilde.
Chapters 11–13 – The double life and moral decay (2 hours)

13-mavzu: Extensive reading: The Picture of Dorian Gray by Oscar Wilde.
Chapters 14–16 – Crime, secrecy, and the weight of sins (2 hours)

14-mavzu: Extensive reading: The Picture of Dorian Gray by Oscar Wilde.
Chapters 17–19 – Hypocrisy, denial, and failed redemption (2 hours)

15-mavzu: Extensive reading: The Picture of Dorian Gray by Oscar Wilde.
Chapter 20 – Consequences of vanity and moral downfall. (2 hours)

1-semestr
Yozish moduli (Writing)

<p>1-mavzu: Writing: Types of sentences: Simple, Compound and Complex. Coordinating conjunctions and punctuation. Material: The Writer's Workplace with Readings, pp.34-55, 100-114, 120-135 (2 hours).</p> <p>2-mavzu: Writing: Types of paragraphs, simple paragraph: topic sentence and controlling idea, supporting details. (2-hours)</p> <p>3-mavzu: Writing: Descriptive paragraph. Material: The Writer's Workplace with Reading pp. 387 (2 hours).</p> <p>4-mavzu: Writing: Compare-contrast paragraph Material: The Writer's Workplace with Reading pp. 427, 432 (2 hours).</p> <p>5-mavzu: Writing: Opinion paragraph. Material: Skills for effective writing 4 pp 54-59. (2 hours).</p> <p>6-mavzu: Writing: Cause and effect paragraph. Material: Pearson Canada inc. 2015 pp 160-161, The Writer's Workplace with Reading pp. 451 (2 hours).</p> <p>7-mavzu: Writing: Problem solution paragraph. Material: Academic writing from paragraph to essay p.50-55 (2 hours).</p> <p>8-mavzu: Writing: Formal- informal style of writing. Types of letters, e-mail writing. Material: https://www.cambridgeenglish.org/images/168898-tkt-module-3-correcting-learners.pdf, Solutions 3.pp 56-59, Skills for effective writing pp 46-50. (2 hours)</p> <p>9-mavzu: Writing: Complaint letter. Material: Successful writing proficiency, pp. 101-105 (2 hours)</p> <p>10-mavzu: Writing: CV and application letter writing. Material: 1) The CV Book. Harlow, England: Pearson. 2) Successful writing, pp.107-111 (2 hours).</p> <p>11-mavzu: Writing: Writing reviews (book, movie, article reviews) (2 hours) Material: Successful writing proficiency, pp. 136-150 (2 hours)</p> <p>12-mavzu: Writing: Report writing: describing events, research results or findings clearly and formally. (2 hours)</p> <p>13-mavzu: Writing: Critical response writing: responding to an article, lecture, or argument critically. (2 hours)</p> <p>14-mavzu: Writing: Story writing Material: British council- Language arts: professional development for teachers learning English through short stories.</p>
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	<p>mohiyatini to'liq izohlay olmaydi, dars jarayonida berilgan amaliy savollarga qisman javob beradi, berilgan vazifa yuzasidan yetarli bilimga ega bo'lmaydi. Talaba fikrini izchil, erkin va ravon ifodalash, mavzuga oid masalalar yuzasidan qaror qabul qila olish ko'nikmasi to'liq shakllanmagan bo'ladi.</p> <p>2 (qoniqarsiz) baho – talaba modul bo'yicha yetarli bilimga ega emas, juda qo'pol xatolarga yo'l qo'yadi, savollarga qiyinchilik bilan javob beradi, berilgan topshiriqlarni bajara olmaydi.</p>
6.	<p>Asosiy adabiyotlar:</p> <ol style="list-style-type: none"> 1. Vargo, M., Blass, L., & Sherman, K. (2025). Pathways 4: Reading, writing and critical thinking (3rd ed.). National Geographic Learning. 2. Vargo, M., Blass, L., & Sherman, K. (2025). Pathways 2: Reading, writing and critical thinking (3rd ed.). National Geographic Learning. <p>Qo'shimcha adabiyotlar:</p> <ol style="list-style-type: none"> 1. Walker, E. (Retold by). (2019). David Copperfield (B2 level). Oxford University Press. 2. Dickens, C. (2003). Little Dorrit. Penguin Books. 3. Wilde, O. (2003). The picture of Dorian Gray. London: Penguin Classics. <p>Axborot manbalari</p> <ol style="list-style-type: none"> 1. The Writer's Workplace: Building College Writing Skills - Sandra Scarry, John Scarry - Google 2. Upper Intermediate Level English Learning Resources 3. [PDF] The Writer's Workplace with Readings by Sandra Scarry 9781305960954, 9781337517690
7.	<p>O'quv dasturi O'zbekiston davlat jahon tillari universiteti tomonidan ishlab chiqilgan, universitet Kengashining 2025-yil <i>28 - August</i> dagi yig'ilishida ko'rib chiqilgan va tasdiqqa tavsiya etilgan (<i>1</i> - sonli bayonnoma).</p>
8.	<p>Fan/modul uchun mas'ullar:</p> <p>D.X. Xudoynazarova - O'ZDJTU, "Ingliz tili Amaliy fanlar N° 2" kafedrası o'qituvchisi V.O. Davlatova - O'zDJTU, "Ingliz tili Amaliy fanlar N° 2" kafedrası o'qituvchisi D.S. Xayrullayeva - O'zDJTU, "Ingliz tili nazariy aspektlari" kafedrası o'qituvchisi</p>
9.	<p>Taqrizchilar:</p> <p>M.Gulyamova - O'ZDJTU, "Ingliz tili integrallashgan kursi N° 1 " kafedrası mudiri, PhD, dotsent</p>

	<ul style="list-style-type: none"> • individual loyihalar; • jarayonga asoslangan metod; • vazifalarga asoslangan metod; • kommunikatsiyaga asoslangan metod (muloqatga asoslangan); • Jamoa bo lib ishlash va himoya qilish uchun loyihalar.
5.	<p>VII. Kreditlarni olish uchun talablar:</p> <p>Yevropa Kengashining "Chet tilini egallash umumyevropa kompetensiyalari: o'rganish, o'qitish va baholash" to'g'risidagi umumetirof etilgan xalqaro me'yorlari (CEFR)ga ko'ra kamida B2 darajaga mos keladigan ingliz tilidagi matnarni tushunish, tahlil qilish, mavzularga oid turli matn turlarini kerakli o'qish strategiyalardan foydalangan holda o'qib, mazmunini tushinishlari va o'quv dasturidagi mavzular bo'yicha turli xil matn turlarini yozma ravishda ifoda eta olish; joriy, oraliq nazorat shakllarida berilgan variantli topshiriqlarni va mustaqil ta'lim topshiriqlarni bajarish, yakuniy nazorat bo'yicha yozma vazifalarni muvaffaqiyatli topshirish.</p> <p>Talabalarining bilimini baholash mezonlari:</p> <p>5 (a'lo) baho – talaba amaliy mashg'ulotlari topshirig'ini mustaqil yondashgan holatda to'g'ri bajaradi, amaliy muammo bo'yicha mustaqil mushohada yuritadi, masalaga oid daliliy misollarni tanlay oladi va ularni to'g'ri tahlil etish asosida ma'lum ilmiy xulosalar chiqara biladi, tayanch tushuncha va terminlarning mohiyatini to'g'ri izohlay oladi, dars jarayonida berilgan amaliy savollarga to'g'ri javob bera oladi, berilgan vazifa yuzasidan keng amaliy bilimga ega bo'ladi, fikrini izchil, erkin va ravon ifodalash ko'nikmasiga ega bo'ladi, mavzuga oid masalalar yuzasidan tegishli qarorlar qabul qila oladi.</p> <p>4 (yaxshi) baho – talaba amaliy mashg'ulotlari topshirig'ini mustaqil yondashgan holatda to'g'ri bajaradi, ammo ishda ayrim kamchiliklarga yo'l qo'yadi, amaliy muammo bo'yicha mustaqil mushohada yurita oladi, masalaga oid daliliy misollarni tahlil etish asosida ma'lum ilmiy-nazariy xulosalar chiqara oladi, tayanch tushuncha va terminlarning mohiyatini izohlashda ba'zi ikkilanishlarga, kamchiliklarga yo'l qo'yadi, dars jarayonida berilgan amaliy savollarga to'g'ri javob beradi, berilgan vazifa yuzasidan muvaffaqiyatli amaliy bilimga ega bo'ladi, fikrini izchil, erkin va ravon ifodalash ko'nikmasiga ega bo'ladi, biroq mavzuga oid masalalar yuzasidan yetarli qaror qabul qila olmaydi.</p> <p>3 (qoniqarli) baho – talaba amaliy mashg'ulotlari topshirig'ini mustaqil yondashgan holatda to'g'ri bajarish jarayonida jiddiy kamchiliklarga yo'l qo'yadi, amaliy muammo bo'yicha mustaqil mushohada yuritishda ma'lum ilmiy-nazariy xatolarga yo'l qo'yadi, tayanch tushuncha va terminlarning</p>

	<p>Ingliz tilida kichik hikoya va ertaklar yozish va ularning xususiyatlarini tahlillar orqali o'rganish.(2 hours)</p> <p>15-mavzu: Writing: Revision. (2 hours)</p> <p style="text-align: center;">2-Semestr</p> <p style="text-align: center;">O'qish moduli (Reading)</p> <p>1-mavzu: Intensive reading: Two main types of texts: factual and literary text types. Unit 1. The Changing Workplace Material: Pathways, pp. 1-16. (2 hours)</p> <p>2-mavzu: Intensive reading: Factual text types: persuasive texts: features, techniques, bias. Unit 2. City challenges. Material: Pathways, pp. 25-40. (2 hours)</p> <p>3-mavzu: Intensive reading: Factual text types: Expository texts: cause-effect, problem-solution, description. Unit 3. Art and beauty. Material: Pathways, pp. 49-66. (2 hours)</p> <p>4-mavzu: Intensive reading: Factual text types: Recounts (factual and personal recounts). Unit 4. Rethinking transport. Material: Pathways, pp. 75-90. (2 hours)</p> <p>5-mavzu: Intensive reading: Factual text types: Media texts: newspaper articles, blogs, social media posts. Unit 5. Working together. Material: Pathways, pp. 99-114. (2 hours)</p> <p>6-mavzu: Intensive reading: Literary text types: Narrative texts. Unit 6. Why language matters. Material: Pathways, pp.123-136. (2 hours)</p> <p>7-mavzu: Intensive reading: Literary text types: Descriptive texts (figurative language analysis - metaphors, irony, symbolism). Unit 7. Resources and development. Material: Pathways, pp. 145-160. (2 hours)</p> <p>8-mavzu: Extensive reading: Little Dorrit by Charles Dickens. Part 1. Poverty Authors' position on social injustice and imprisonment in Chapters 1–3 (Poverty, pp. 2–19). (2 hours)</p> <p>9-mavzu: Extensive reading: Little Dorrit by Charles Dickens. Part 1. Poverty Representation of family struggles and poverty in Chapters 4–6 (Poverty, pp. 20–41). (2 hours)</p>
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<p>10-mavzu: Extensive reading: Little Dorrit by Charles Dickens. Part 2. Riches Contrast between poverty and wealth: Authors' critique in Chapters 1–3 (Riches, pp. 48–62). (2 hours)</p> <p>11-mavzu: Extensive reading: Little Dorrit by Charles Dickens. Part 2. Riches Social hypocrisy and moral corruption in Chapters 4–6 (Riches, pp. 68–81). (2 hours)</p> <p>12-mavzu: Extensive reading: Little Dorrit by Charles Dickens. Part 2. Riches The cost of wealth and loss of humanity in Chapters 7–8 (Riches, pp. 89–97). (2 hours)</p> <p>13-mavzu: Novel reading: Chapters 1–4; summarizing technique. (2 hours) Material: David Copperfield, intermediate level, Oxford University Press. Identifying main ideas and practicing summarizing skills. (2 hours)</p> <p>14-mavzu: Novel reading: Chapters 5–7; character description. (2 hours) Material: David Copperfield, intermediate level, Oxford University Press. Analyzing character traits and understanding author's techniques in character portrayal. (2 hours)</p> <p>15-mavzu: Novel reading: Chapters 8–10; moral of the novel. (2 hours) Material: David Copperfield, intermediate level, Oxford University Press. Exploring the moral lessons and evaluating the author's position on social justice. Novel reading: Chapter one - four; summarizing technique. (2-hours). (2 hours)</p> <p style="text-align: center;">2-Semestr Writing moduli (Yozish)</p> <p>1-mavzu: Writing: Pre-writing techniques: Brainstorming, freewriting, listing, outlining, asking W/H questions, clustering. (2 hours)</p> <p>2-mavzu: Writing: Introduction to Essay writing: basic organization of an essay, unity of parts, logical sequence (using cohesive devices). Material: Pathways pp.17–24. (2 hours)</p> <p>3-mavzu: Writing: Writing introduction and thesis statements: Hooks, background information, thesis clarity. (Using relative clauses). Material: Pathways pp. 67-74. (2 hours)</p> <p>4-mavzu: Writing: Writing body paragraphs effectively: Unity, coherence, balance. (2 hours)</p> <p>5-mavzu: Writing: Reviewing essay writing. Using a variety of sentence types. Material: Pathways pp. 233-239. (2 hours)</p> <p>6-mavzu: Writing: Cause–effect essay: Signal words, logical reasoning, cause–effect chain. (2 hours)</p>

<p>27. Novel Reading: Understanding Plot Development (2 hours)</p> <p>28. Novel Reading: Analyzing Conflict and Resolution (2 hours)</p> <p>29. Novel Reading: Exploring Point of View (2 hours)</p> <p>30. Novel Reading: Identifying Author's Tone and Mood (2 hours)</p> <p>31. Novel Reading: Symbolism and Figurative Language (2 hours)</p> <p>32. Novel Reading: Comparing Characters Across Chapters (2 hours)</p> <p>33. Evaluating Author's Purpose and Perspective (2 hours)</p> <p>34. Detecting Bias and Hidden Assumptions (2 hours)</p> <p>35. Analyzing Evidence and Reasoning in Texts (2 hours)</p> <p>36. Comparing Multiple Texts on the Same Topic (2 hours)</p> <p>37. Reading for Intertextual Connections (2 hours)</p> <p>38. Understanding Cultural and Historical Contexts in Reading (2 hours)</p> <p>39. Reading Academic Articles: Structure and Organization (2 hours)</p> <p>40. Reading Academic Articles: Data and Evidence (2 hours)</p> <p>41. Reading Graphs, Charts, and Visual Data (2 hours)</p> <p>42. Reading Summaries, Abstracts, and Reviews (2 hours)</p> <p>43. Reading News Articles Critically (2 hours)</p> <p>44. Reading Opinion and Editorial Texts (2 hours)</p> <p>45. Reading for Synthesis: Combining Information from Different Sources (2 hours)</p>
<p>3. V. Fan o'qitilishining natijalari (shakllanadigan kompetensiyalar) Fanni o'zlashtirish natijasida talaba:</p> <ul style="list-style-type: none"> • o'qish va yozish ko'nikmalarini Umumyevropa standartlariga ko'ra (CEFR) kamida B2 + darajada o'zlashtirishi; - o'rganilayotgan chet tilida o'qish va yozish ko'nikmalarini turli strategiyalarni qo'llay olish orqali egallashi; - tushunish va muhokama qilish uchun bosqichma-bosqich turli matn turlari bilan ishlash usullari to'g'risida tasavvurga ega bo'lishi; - o'z fikr va mulohazalarini lingvistik kurs mavzularidan kelib chiqqan holda vozma ravishda anig va mantiqiy bayon etishi; - matnni tushunish maqsadida turli strategiyalarni bilishi va ulardan foydalana olishi; - yozish uslublarini to'g'ri qo'llash borasida yetarli bilim va ko'nikmalarga ega bo'lishi kerak.
<p>4. VI. Ta'lim texnologiyalari va metodlari:</p> <ul style="list-style-type: none"> • interfaol keys-stadilar; mantiqiy fiklash, tezkor savol-javoblar; • guruhlarda ishlash; • taqdimotlarni qilish;

38. Expository essay: explaining clearly
39. Reflective essay: thinking about experiences
40. Critical response essay: reacting to a text
41. Writing a summary of a text
42. Paraphrasing in your own words
43. Writing a short report (academic or news style)
44. Story reading: Drawing Upon Experience to Create Fiction (cont.) Steinbeck, John. "The Chrysanthemums." pp. 163-170.
45. Story reading: Drawing Upon Experience to Create Fiction (cont.) Wolff, Tobias. "Bullet in the Brain." pp. 311-314. Short Film. "Bullet in the Brain."

2-Semestr

1. Writing simple sentences correctly
2. Combining sentences into short paragraphs
3. Writing clear topic sentences
4. Using supporting details (examples and facts)
5. Writing concluding sentences
6. Linking sentences with basic connectors (and, but, because)
7. Writing in correct tense (past, present, future)
8. Writing in first person vs. third person
9. Avoiding sentence fragments and run-ons
10. Checking spelling, punctuation, and capitalization
11. Descriptive paragraph: describing a person
12. Descriptive paragraph: describing a place
13. Narrative paragraph: telling a short story
14. Opinion paragraph: giving your viewpoint
15. Compare and contrast paragraph (similarities and differences)
16. Cause and effect paragraph (reason and result)
17. Problem and solution paragraph
18. Process paragraph (explaining how something is done)
19. Using transition words (first, next, finally)
20. Editing and improving a short paragraph
21. Parts of an essay: introduction, body, conclusion
22. Writing a good hook (interesting opening)
23. Extensive Reading: Character Motivation and Development (2 hours)
24. Novel Reading: Identifying Main and Supporting Characters (2 hours)
25. Novel Reading: Summarizing and Paraphrasing Skills (2 hours)
26. Novel Reading: Drawing Conclusions and Lessons Learned (2 hours)

7-mavzu: Writing: Problem–solution essay: Problem identification, realistic solutions, transitions.

Material: Pathways pp.41–48. (2 hours)

8-mavzu: Writing: Comparative essay: Point-by-point method, block method, balance in argument. Writing sentences with initial phrases.

Material: Pathways pp.91–98. (2 hours)

9-mavzu: Writing: Descriptive essay: Sensory details, vivid vocabulary, showing vs. telling.(2 hours)

10-mavzu: Writing: Opinion/Argumentative essay: Persuasive language, hedging, counterarguments. (2 hours)

11-mavzu: Writing: Discussion essay writing, learning how to explore two or more sides of an argument.(2 hours)

12-mavzu: Writing: Summaries – Paraphrasing and avoiding plagiarism: Key point selection, effective note-taking, rewording strategies.

Material: Pathways pp.115–122. (2 hours)

13-mavzu: Writing: Editing and proofreading. Editing a written text by correcting errors, identifying grammatical and stylistic mistakes.(2 hours)

14-mavzu: Writing: Peer review and editing + Final project: Common writing mistakes, collaborative feedback, integrating sources in a research-based academic essay. (2 hours)

15-mavzu: Writing: Revision. (2 hours)

III. Amaliy mashg'ulotlari bo'yicha ko'rsatma va tavsiyalar:

III. Amaliy mashg'ulotlari bo'yicha ko'rsatma va tavsiyalar:

O'qish va yozuv amaliyoti moduli bo'yicha talaba quyidagi ko'nikmalarga ega bo'lishi kerak:

- o'qish va yozuv ko'nikmalarini bosqichma-bosqich rivojlantirish va amalda qo'llay olish;
- o'z xatolarini aniqlash va kommunikativ topshiriqlar orqali tuzatish;
- mavzuga mos matnlar va autentik materiallardan (kitob, jurnal, gazeta, hujjat, audio, film) foydalanish;
- o'z va o'rganilayotgan til madaniyatini qiyoslash;
- madaniyatlararo muloqotga tanqidiy yondashish;
- o'qish va yozuvni uyg'unlashtirgan holda loyiha ishlarini bajarish.

Mashg'ulotlarda:

- matn o'qish, so'z boyligini oshirish va mazmunni anglash mashqlari bajariladi;
- rasmiy va norasmiy xatlar, turli insholar, hisobot, ilmiy maqola yozish ko'nikmalari shakllantiriladi.

Darslar “Aqliy hujum”, “Debat”, “Munozara” kabi interfaol metodlar asosida, multimedia vositalari yordamida o‘tkaziladi. Amaliy mashg‘ulotlar multimedia vositalari bilan jihozlangan auditoriyada faol va interfaol usullar yordamida o‘tilishi, mashg‘ulot jarayonida mos ravishda munosib pedagogik va axborot texnologiyalar qo‘llanilishi maqsadga muvofiq.

IV. Mustaqil ta‘lim shaklini tashkil etishga qo‘yilgan talablar va tavsiya etilgan mavzular:

Talabalarni mustaqil ta‘lim shaklini tashkil etishga qo‘yilgan talablar O‘zbekiston Respublikasi oliy ta‘lim, fan va innovatsiyalar vazirligining 2024-yil 29-apreldagi 136-sonli “Oliy ta‘lim muassasalari talabalari mustaqil ta‘limini tashkil etish bo‘yicha namunaviy tartibni tasdiqlash to‘g‘risida”gi buyrug‘i asosida ishlab chiqilgan.

Mustaqil ta‘limni baholash semestr davomida berilgan topshiriq asosida bajarilgan ishlarni HEMIS axborot tizimida ilova qilish, shuningdek, oraliq va yakuniy test va savollarga javob berish asosida oshiriladi.

- o‘tilgan mavzuni chuqur o‘rganishlari uchun darslik, o‘quv materiallari bilan faol ishlash;

- amaliy mashg‘ulotlar va imtihonlarga oldindan tayyorgarlik ko‘rish, vaqtdan unumli foydalanish;

- fan (modul)lar bo‘yicha mustaqil ta‘lim topshiriqlarini belgilangan muddatlarda taqdim etishi;

- mustaqil ta‘lim topshiriqlarini bajarishda plagiat (ko‘chirmakashlik) ga yo‘l qo‘ymasligi;

- kichik guruhlarda hamkorlikdagi mustaqil ta‘lim topshiriqlarini bajarishda jamoaning umumiy maqsadiga mos harakat qilishi, o‘ziga yuklatilgan vazifalarni o‘z vaqtida bajarishi.

Mustaqil ta‘limni tashkil etishda fanning xususiyatini inobatga olgan holda quyidagi shakllardan foydalanish tavsiya etiladi:

- mavzu yuzasidan tahliliy ma‘lumot (esse) tayyorlash;

- badiiy-ijodiy ishni bajarish;

- aniq mavzu bo‘yicha tahliliy taqdimot (prezentatsiya) tayyorlash;

- berilgan muammoni keng tahlil qilish, unga ta‘rif va xulosalarni berish;

- amaliyotdagi mavjud muammoning yechimini topish, test, munozarali savollar va topshiriqlar tayyorlash orqali loyihalar ishlash ko‘nikmasini shakllantirish;

- ilmiy maqola, tezislar va ma‘ruza tayyorlash;

1-semestr

1. Introduction to Academic Reading Skills (2 hours)

2. Pre-reading Strategies: Activating Background Knowledge (2 hours)
3. Fact vs. Opinion: Identifying Reliable Sources (2 hours)
4. Reading Strategies: Skimming, Scanning, and Detailed Reading (2 hours)
5. Predicting Content through Titles and Subheadings (2 hours)
6. Context Clues: Understanding Unknown Vocabulary (2 hours)
7. Critical Thinking in Reading: Evaluating Author’s Arguments (2 hours)
8. Identifying Main Ideas and Supporting Details (2 hours)
9. Making Inferences and Drawing Conclusions (2 hours)
10. Understanding Cause and Effect Relationships (2 hours)
11. Recognizing Compare and Contrast Structures (2 hours)
12. Identifying Problem–Solution Structures (2 hours)
13. Recognizing Sequence and Chronological Order (2 hours)
14. Distinguishing Between General and Specific Information (2 hours)
15. Understanding Persuasive Techniques in Texts (2 hours)
16. Extensive Reading: Benefits and Principles (2 hours)
17. Extensive Reading: Choosing Appropriate Materials (2 hours)
18. Extensive Reading: Strategies for Effective Comprehension (2 hours)
19. Extensive Reading: Developing Reading Fluency (2 hours)
20. Extensive Reading: Vocabulary Acquisition through Extensive Reading (2 hours)
21. Extensive Reading: Monitoring Progress and Reflecting on Reading (2 hours)
22. Extensive Reading: Analyzing Theme and Setting in Short Stories (2 hours)
23. Writing a clear thesis statement
24. Writing topic sentences for body paragraphs
25. Giving examples in essays
26. Writing a strong conclusion
27. Planning and outlining an essay
28. Writing a first draft of an essay
29. Revising and editing an essay
30. Peer reviewing: giving feedback to classmates
31. Narrative essay: telling a personal story
32. Descriptive essay: painting a picture with words
33. Opinion essay: sharing your ideas
34. Compare and contrast essay: similarities and differences
35. Cause and effect essay: reasons and results
36. Problem-solution essay: suggesting answers
37. Argumentative essay: giving strong reasons