

**O'ZBEKISTON RESPUBLIKASI
OLIIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

O'ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI



**TIL ASPEKTLARI AMALIYOTI
FANING 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'quv yili	Semestr	Kreditlar
TAA1305	2025-2026	3	5
Fan/modul turi	Ta'lim tili		Haftadagi dars soatlari
Majburiy	ingliz		4
Fanning nomi	Auditoriya mashg'ulotlari (soat)	Mustaqil ta'lim (soat)	Jami yuklama (soat)
Til aspektlari amaliyoti	60	90	150
1.			
2.	<p>I. Fanning mazmunini:</p> <p>Fanni o'qitishdan maqsad - talabalarni og'zaki va yozma nutqda grammatik va leksik birliklarni to'g'ri amal qilgan holda qo'llashga va og'zaki nutqda so'zlarni to'g'ri talaffuz qilishga o'rgatish, talabalarining til qanday tasvirlanishi va ishlatilishi malakalarini rivojlantirish, talabalarga og'zaki va yozma nutqni turli nuqtai nazardan tahlil qilish imkoniyatini berish.</p> <p>Fanning vazifasi - umumetirof etilgan xalqaro me'yorlarga ko'ra talabalarining o'rganilayotgan chet tilini B2+ darajada egallashlari uchun lug'at boyliklari oshirish va so'zlarni muloqotda qo'llay olish imkon beradigan bilim, ko'nikma, malaka va shaxsiy fazilatlar yig'indisini shakllantirish.</p> <p>Xorij tajribasiga muvofiqligi</p> <p>Mazkur fan dasturi O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirligining 2024-yil 29-martdagi "Oliy ta'limning me'yoriy-uslubiy hujjatlarini ishlab chiqish jarayonini takomillashtirish to'g'risida"gi 87-sonli buyrug'iga muvofiq, mazkur fan dasturi xalqaro tan olingan reytinglarda birinchi 300 talik ro'yxatga kiruvchi The University of Stockholm (QS 128), Cambridge University (QS 5) ta'lim dasturi tajribasini o'rgangan holda tuzildi.</p> <p>1. https://www.su.se/english/search-courses-and-programmes/ct7153-1.579310?open-collapse-boxes=course-detail</p> <p>2. https://www.undergraduate.study.cam.ac.uk/courses/linguistics-ba-hons</p> <p>II. Asosiy qism (amaliy mashg'ulotlar)</p> <p>II.I. Fan tarkibiga quyidagi mavzular kiradi:</p> <p>3-semestr</p> <p>Module 1. Vocabulary</p> <ol style="list-style-type: none"> Uzbekistan and the world: Globalization and tendency (2 hours) Uzbekistan and the world: travelling and tourism industry (2 hours) Work and business: The words and phrases used in interviews for applying a job (2 hours) 		

<p>4. Work and business: The words related to colleagues and agenda (2 hours)</p> <p>5. Environmental issues: Weather and climate. Climate change and pollution (2 hours)</p> <p>6. Environmental issues: Endangered world (2 hours)</p> <p>7. Relationship: Love and Friendship. Family or family values (2 hours)</p> <p>8. Useful vocabulary to talk about relationship (2 hours)</p> <p>9. Mass media: lexical words used in newspapers and magazines. Internet and social media (2 hours)</p> <p>10. Mass media: advertising words (2 hours)</p> <p>11. Ethical issues in medicine, science, technology: names of medical staff, medical language (2 hours)</p> <p>12. Ethical issues in medicine, science, technology: the idioms and metaphors denoting a state, diet and fitness (2 hours)</p> <p>13. Education: education system and stages, higher education (Uzbekistan and Great Britain) (2 hours)</p> <p>14. Education: idioms and sayings about education (2 hours)</p> <p>15. Social issues: crime, law and punishment. Vocabulary used in marriage and divorce (2 hours)</p> <p style="text-align: center;">Module 2. Discourse analysis</p> <p>1. Introduction to the course (Discourse types (written and spoken discourse)) (2 hours)</p> <p>2. Characteristics of different types of genres in written discourse. (2 hours)</p> <p>3. Grammatical cohesion in discourse: Reference, ellipsis and substitution. Discourse markers (2 hours)</p> <p>4. Form and function. Task-1, text analysis (2 hours)</p> <p>5. Theme and rhyme (types of themes and structure) (2 hours)</p> <p>6. Tense and aspect in discourse. Critical discourse analysis (2 hours)</p> <p>7. Lexical cohesion and coherence in discourse. Modality in discourse (2 hours)</p> <p>8. Preferred argument Structure (2 hours)</p> <p>9. Differences and similarities between written and spoken discourse. Corpus approaches to discourse analysis (2 hours)</p> <p>10. Spoken discourse genres: Characteristics of different types of speech and functions (2 hours)</p> <p>11. Phonological features of spoken discourse: intonation; tone; pause; Word prominence and joining words (2 hours)</p> <p>12. Conversational features of spoken discourse: pragmatic strategies – politeness; hesitation devices (2 hours)</p>

<p>13. Adjacency pairs and turn-taking (Spoken interaction-telephone calls; service encounters; Interviews) (2 hours)</p> <p>14. Analyzing digital discourse. Interactional and Transactional talk (telephone calls; service encounters; casual conversations) (2 hours)</p> <p>15. Vague language (organizing and directing people). Spoken production-language in action (2 hours)</p> <p>III. Amaliy mashg'ulotlari bo'yicha ko'rsatma va tavsiyalar:</p> <p>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.</p> <p>IV. Mustaqil ta'lim shaklini tashkil etishga qo'yilgan talablar va tavsiya etilgan mavzular:</p> <p>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'limni tashkil etish bo'yicha namunaviy tartibni tasdiqlash to'g'risida"gi buyrug'i asosida ishlab chiqilgan.</p> <p>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.</p> <ul style="list-style-type: none"> - o'tilgan mavzuni chuqur o'rganishlari uchun darslik, o'quv materiallari bilan faol ishlash; - amaliy mashg'ulotlar va imtihonlarga oldindan tayyorgarlik ko'rish, vaqtdan umumli 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. <p>Mustaqil ta'limni tashkil etishda fanning xususiyatini inobatga olgan holda quyidagi shakllardan foydalanish tavsiya etiladi:</p> <ul style="list-style-type: none"> - mavzu yuzasidan tahliliy ma'lumot (esse) tayyorlash; - badiiy-ijodiy ishini bajarish; - aniq mavzu bo'yicha tahliliy taqdimot (prezentatsiya) tayyorlash; - berilgan muammoni keng tahlil qilish, unga ta'rif va xulosalarni berish;

<p>8. Fan/modul uchun mas'ullar: A.Abduraimova - O'zDJTU, Ingliz tili integrallashgan kursi №3 kafedrası o'qituvchisi</p>
<p>9. Taqrizchilar: H.Paluanova - O'zDJTU, Ingliz tilini o'qitish metodikasi № 1 kafedrası dotsenti, filologiya fanlari doktori Sh.Akbarova - Xalqaro islom akademiyasi, p.f.f.d</p>



Ingliz tili №3 fakulteti dekani

Ingliz tili integrallashgan №3 kafedrası mudiri

Universitet axborot resurs markazi direktori

<p>qo'yadi, amaliy muammo bo'yicha mustaqil mushohada yuritishda ma'lum ilmiy-nazariy xatolarga yo'l qo'yadi, tayanch tushnicha va terminlarning 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>	<p>6.</p> <p>Asosiy adabiyotlar:</p> <ol style="list-style-type: none"> 1.Rodney H.Jones Discourse Analysis Resource book for students (2024) 2.McCarthy, M. and O'Dell, English Vocabulary in Use.Advanced Cambridge: CUP (2017) 3.Nada Saputra A Guide to Discourse Analysis as Theory and Practice (2021) 4.Murni Mahmud Doing Discourse Analysis (2017) <p>Qo'shimcha adabiyotlar:</p> <ol style="list-style-type: none"> 1. Wright, J (1999). Idioms Organiser. Language Teaching Publications, Hove. Lewis, M (1997). Implementing the Lexical Approach. Hove: LTP. 2. McCarthy, M. and O'Dell, F (2004). English Phrasal Verbs in Use. Cambridge: CUP 3. Ronald, E.F (1980). Practice with Idioms. Oxford 4. Thornbury S. (2005) Beyond the Sentence. MacMillan 5. Bednarek &Caple (2017) The Discourse of News Values Oxford University Press 6. Thurlow (2020) Visualizing Digital Discourse.de Gruyter Mouton <p>Axborot manbalari</p> <ol style="list-style-type: none"> 1. www.teachingenglish.org.uk 2. www.online-literature.com 3. www.literature.org 4. www.onestopenglish.com 5. www.linguist.org 6. https://www.undergraduate.study.cam.ac.uk/courses/linguistics-ba-hons 7. https://lib.hpu.edu 8. https://www.su.se/english/search-courses-and-programmes/ct7153-1-579310?open-collapse-boxes=course-detail 9. https://www.undergraduate.study.cam.ac.uk/courses/linguistics-ba-hons
<p>7.</p> <p>O'quv dasturi O'zbekiston davlat jahon tillari universiteti tomonidan ishlab chiqilgan va tasdiqlangan. Dastur universitet Kengashining 2025-yil 4 - <u>iyun</u> dagi yig'ilishida ko'rib chiqilgan va tasdiqqa tavsiya etilgan (10-sonli bayonoma).</p>	

<p>- amaliyotdagi mavjud muammoning yechimini topish, test, munozarali savollar va topshiriqlar tayyorlash orqali loyihalarni ishlab chiqarish ko'nikmasini shakllantirish.</p> <p>- ilmiy maqola va tezislarni tayyorlash.</p>	<p>3-semestr</p> <p>Vocabulary</p> <ol style="list-style-type: none"> 1. Comparative analysis of register and signalling vocabulary in written literature in Uzbek and English discourse. (2 hours) 2. Written text analysis based on grammatical and lexical cohesions (2 hours) 3. Use of different types of learning Vocabulary: learning by heart, daily plan, learning by association (2 hours) 4. Types of meanings: metonymy, metaphor and polysemy (2 hours) 5. Professional and academic terminology (2 hours) 6. Some examples of using corpus data in contexts (2 hours) 7. Tourism and traveling, sightseeing of Uzbekistan (2 hours) 8. The causes and effects of environmental issues (2 hours) 9. Work and business: idiomatic usage (2 hours) 10. Work and business: work collocations (2 hours) 11. Idioms with environment words (2 hours) 12. Lexical relationships: antonyms, hyponymy, homonyms and homophones (2 hours) 13. Guessing new words in context using context clues (2 hours) 14. Relations between pair of sentences: entailment and paraphrase (2 hours) 15. Balance in relationship, emotional words and phrases (2 hours) 16. Collocation and idioms related to love and marriage vocabulary. (2 hours) 17. Examples of interpretation of body language in different cultures. (2 hours) 18. Useful vocabulary to talk about relationship (2 hours) 19. Cross - cultural communication: cultural differences (2 hours) 20. Cross - cultural communication: cultural shock (2 hours) 21. Mass media: internet and social media (2 hours) 22. Mass media: advertising words (2 hours) <p>Discourse analysis</p> <ol style="list-style-type: none"> 1. Characteristics of different types of genres in written discourse (2 hours) 2. Written analysis of different genre texts (2 hours) 3. Written analysis of texts: reference, ellipsis and substitution (2 hours) 4. Analyzing grammatical cohesive devices in written texts (2 hours) 5. Written analysis of different types of texts based on grammatical cohesion (2 hours) 6. The factors governing grammatical and lexical choice in writing (2 hours)
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<p>7. Analysing form and function of different types of written texts (2 hours)</p> <p>8. Theme and rheme: comparative analysis of Uzbek and English discourses (2 hours)</p> <p>9. Contrastive analysis of grammatical cohesive device: Discourse markers in Uzbek and English written texts. (2 hours)</p> <p>10. The differences and similarities between written and spoken discourse (2 hours)</p> <p>11. Spoken discourse genres: Characteristics of different types of speech and functions (2 hours)</p> <p>12. Analysis of spoken discourse considering phonological features (2 hours)</p> <p>13. Distinctive features of spoken discourse genres from written discourse genres (2 hours)</p> <p>14. Characteristics of different types of speech. (2 hours)</p> <p>15. Analysis of speeches considering conversational features (2 hours)</p> <p>16. The differences and similarities between written and spoken discourse (2 hours)</p> <p>17. Analysis of spoken production - language in action (2 hours)</p> <p>18. Preferred argument Structure (2 hours)</p> <p>19. Analysis of grammatical features in unprepared speech (2 hours)</p> <p>20. Recipes in conversation (2 hours)</p> <p>21. Analysis of conversational features of spoken discourse: hedging, back channelling features (2 hours)</p> <p>22. Analysis of conversational features of spoken discourse: repairing, fillers, paralinguistic features (2 hours)</p> <p>23. Turn-taking in spoken interaction (2 hours)</p>	<p>3. V. Fan o'qitilishining natijalari (shakllanadigan kompetensiyalar)</p> <p>Fanni o'zlashtirish natijasida talaba:</p> <ul style="list-style-type: none"> • talabalar og'zaki va yozma nutqda qo'llanilgan idiomatik iboralarning kontekstda nazarda tutilgan ma'nosini yahshi farqlay olish ko'nikmasini egallaydi; • chet tilidagi og'zaki va yozma nutq shaklidagi ma'lumotlarni tushunish maqsadida turli strategiyalarni bilishi va ulardan foydalana olishi; • chet tilida chop etilgan turli matbuot materiallari va axborot beruvchi boshqa vositalardan olingan autentik til materiallarini tushuna olish va ularni tahlil qilish; • nutqdagi har xil turdagi fonologik, leksik, grammatik xususiyatlari tushunish va tahlil qilish; • til aspektlari amaliyotini Umumevropa standartlariga ko'ra B2 darajada o'zlashtirishi;
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<p>• tushunish va muhokama qilish uchun bosqichma-bosqich turli til materiallari bilan ishlash usullari to'g'risida tasavvurga ega bo'lishi.</p> <p>4. VI. Ta'lim texnologiyalari va metodlari:</p> <ul style="list-style-type: none"> • interfaol keys-stadilar; • amaliy mashg'ulotlar (mantiqiy fikrlash, tezkor savol-javoblar); • guruh, mikrogruh bo'lib ishlash; • taqdimotlarni qilish; • individual loyihalar; • jamoa bo'lib ishlash va himoya qilish uchun loyihalar. 	<p>5. VII. Kreditlarni olish uchun talablar:</p> <p>O'zbekiston Respublikasi Vazirlar Mahkamasining 2020-yil 31-dekabrda 824-sonli qarori bilan tasdiqlangan "OTMlarda o'quv jarayoniga kredit-modul tizimini joriy etish tartibi to'g'risida Nizom"ga ko'ra fanga ajratilgan kredit beriladi.</p> <p>Talabalarining bilimni baholash O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirining 2018-yil 9-avgustdagi 19-2018-son buyrug'i bilan tasdiqlangan "Oliy ta'lim muassasalarida talabalar bilimni nazorat qilish va baholash tizimi to'g'risidagi Nizom" talablari asosida belgilanadi.</p> <p>Talabalarining bilimni 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 muvyan 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</p>
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