

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



NUTQ KO'NIKMALARI INTEGRATSIYASI
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 adabiyoti (ingliz tili)

Toshkent – 2025

Fan/modul kodi NK113408	O'quv yili 2025-2026	Semestr 3-4	Kreditlar 8	
Fan/modul turi Majburiy	Ta'lim tili ingliz		Haftadagi dars soatlari 2/4	
1.	Fanning nomi	Auditoriya mashg'ulotlari (soat)	Mustaqil ta'lim (soat)	Jami yuklama (soat)
	Nutq ko'nikmalari integratsiyasi	96	144	240
2.	<p>I. Fanning mazmuni:</p> <p>Fanni o'qitishdan maqsad - ushbu fan 3 va 4 semestrda tinglab tushunish va gapirish (Listening and Speaking) va tanqidiy fikrlash va fuqorolik (Critical Thinking and Citizenship) modullarini o'z ichiga oladi.</p> <p>Tinglab tushunish va gapirish modulining asosiy maqsadi talabalarda tinglab tushunish va muloqot malakasi va ko'nikmalarini rivojlantirishdan iborat.</p> <p>Tanqidiy fikrlash va fuqorolik modulining asosiy maqsadi – talabalar tanqidiy fikrlash va muammolarni hal qilish ko'nikmalarini rivojlantirish, shuningdek, ularni faol va xabardor fuqarolar sifatida shakllantirishdir. Talabalar mahalliy sharoitga mos ravishda Barqaror Rivojlanish Maqsadlari (SDG)ni amalga oshirishga hissa qo'sha oladigan kompetensiyalarga ega bo'ladilar. O'quv jarayonida talabalar mantiqiy fikrlash, ijodkorlik, raqamli savodxonlik va muammolarni hal qilish ko'nikmalarini mustahkamlab, ularni amaliyotda qo'llashni o'rganadilar. Ijtimoiy, iqtisodiy va ekologik sohalaridagi zamonaviy mahalliy va global masalalarni tahlil qilish va baholash orqali ular faol va mas'uliyatli fuqarolar sifatida shakllantirishdan iboratdir. Bundan tashqari, talabalar fuqarolik mas'uliyatini chuqur anglab, o'z harakatlari mahalliy hamjamiyatlar va BMT Barqaror Rivojlanish Maqsadlariga qanday ijobiy ta'sir ko'rsatishini tushunib yetadilar.</p> <p>Fanning vazifasi quyidagilardan iborat:</p> <ul style="list-style-type: none"> - talabalar eshitish orqali axborotni tushunish, tahlil qilish va qayta ishlash ko'nikmalarini rivojlantirish; - turli nutq uslublarini (ma'ruzalar, suhbatlar, bahslar, taqdimotlar va intervyular) tinglab, asosiy g'oyalarni ajratib olish, asosiy va ikkinchi darajali ma'lumotlarni farqlashni o'rgatish; - tinglagan material asosida mulohaza yuritish, savollar berish va munozarada faol ishtirok etish qobiliyatlarini rivojlantirish; 			

	4. UN Education for Sustainable Development Roadmap must be added in the list: https://unesdoc.unesco.org/ark:/48223/pf0000374802
7.	O'quv dasturi O'zbekiston davlat jahon tillari universiteti tomonidan ishlab chiqilgan va tasdiqlangan. Dastur universitet Kengashining 2025-yil <u>4</u> - <u>iyun</u> dagi yig'ilishida ko'rib chiqilgan va tasdiqqa tavsiya etilgan (<u>10</u> sonli bayonnoma).
8.	<p>Fan/modul uchun mas'ullar:</p> <p>Nilufar Muxammedova – O'zDJTU, Ingliz tili integrallashgan kursi №2 kafedrasini mudiri, PhD., dotsent.</p> <p>Nafisa Muxammedova – O'zDJTU, Ingliz tili integrallashgan kursi №2 kafedrasini o'qituvchisi</p> <p>Umida Maxsimova – O'zDJTU, Ingliz tili integrallashgan kursi №2 kafedrasini o'qituvchisi</p>
9.	<p>Taqrizchilar:</p> <p>N.Isamuxammedova – Toshkent shahridagi Xalqaro Westminster universiteti dotsenti, f.f.n.</p> <p>M.Gulyamova – O'zDJTU, Ingliz tili integrallashgan kursi №2 kafedrasini kafedrasini dotsenti, PhD</p>

Ingliz tili №2 fakulteti dekani

Z.Bazarov

Ingliz tili integrallashgan kursi
№2 kafedrasini mudiri

N.Muxammedova

Universitet axborot resurs
markazi direktori

S.Kayumova



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.

6.

Asosiy adabiyotlar

1. Pathways Listening Speaking 4 Student Book, Student Workbook, 2018.
2. Bassham, G., Irwin, W., Nardone, H., & Wallace, J. M. (2019). Critical thinking: A student's introduction (4th ed.). McGraw-Hill.
3. O'Neill, B., & Dinh, T. (2020). Digital citizenship education. European Commission.
4. Jonassen, D. H. (2019). Learning to solve problems: A handbook for designing problem-solving learning environments. Routledge.

Qo'shimcha adabiyotlar

1. Lucas, S. E. (2020). The art of public speaking (13th ed.). McGraw-Hill.
2. Leal Filho, W. (Ed.). (2020). Handbook of sustainability and social science research. Springer.

Axborot manbalari

1. <http://www.ziyonet.uz/>
2. <http://www.edu.uz/>
3. www.teachingenglish.org.uk
4. www.elgazette.com
5. www.learnenglish.org.uk
6. www.educationuk.org
7. www.bbc.co.uk/worldservice/learningenglish
8. United Nations. (2015). Transforming Our World: the 2030 Agenda for Sustainable Development. United Nations. Available from <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>.

Additional online courses for free

1. FutureLearn. (2012). Logical and Critical Thinking. FutureLearn. Available from <https://www.futurelearn.com/courses/logical-and-critical-thinking>.
2. Critical Thinking Skills for University Success. (no date). Coursera. Available from <https://www.coursera.org/learn/critical-thinking-skills>.
3. Think Again I: How to Understand Arguments. (2021). Coursera. Available from <https://www.coursera.org/learn/understanding-arguments?action=enroll> [Accessed 14 September 2024].

- tushungan axborotni mantiqiy va ravon shaklda ifoda etish, guruhda fikr almashish va taqdimotlar orqali fikrni yetkazishni mashq qilish.
- akademik va kundalik turmushdagi real hayotiy vaziyatlarda tinglash va muloqot qilish qobiliyatini kuchaytirish;
- Muammolarni tanqidiy baholash, asosli dalillar bilan fikr bildirish va har xil nuqtayi nazarlarni solishtirib, xulosalar chiqarishni o'rgatish.
- Global va mahalliy dolzarb masalalarni tushunish, ularning ijtimoiy, iqtisodiy va ekologik ta'sirini tahlil qilishni rivojlantirish.
- Faol va ongli fuqarolik kompetensiyalarini shakllantirish: ya'ni o'z jamoasiga va global hamjamiyatga foydali hissa qo'shish qobiliyatini oshirish.
- BMT Barqaror Rivojlanish Maqsadlari (SDG) bilan tanishtirish va talabalarni ushbu maqsadlarga erishishga hissa qo'shishga undash.

Xorij tajribasiga muvofiqligi

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 Berminhem Universiteti va Arizona Universiteti ta'lim dasturi tajribasini o'rgangan holda tuzildi.

Birmingham: [Programmes and Modules - Course Details LC Contemporary Issues in Education Elementary Education: ESL Degree | The University of Arizona](#) - GE Core: Exploring Perspectives or Building Connections course in semester 3 of Elementary Education: English as a Second Language Emphasis

II. Asosiy qism (amaliy mashg'ulotlar)

II.I. Fan tarkibiga quyidagi mavzular kiradi:

3-semestr

Modul I: Listening and Speaking

- Lesson 1. Introduction to the course. Course syllabus. Assessment specifications. (2 hours)
- Lesson 2. Listening to a lecture: discussing pros and cons of tourism (2 hours)
- Lesson 3. Listening to a conversation between classmates: presenting a problem and proposing solutions (2 hours)
- Lesson 4. Listening to a guided tour, Brainstorming ideas about conservation (2 hours)
- Lesson 5. Listening to a student debate, Participating in a debate (2 hours)
- Lesson 6. Listening to a news report, conducting a survey (2 hours)
- Lesson 7. Listening to an informal conversation, giving a group presentation (2 hours)

Lesson 8. Listening to a guest speaker and Role-playing a town meeting (2 hours)
Lesson 9. Listening to a study group discussion, Creating and using visuals in a presentation (2 hours)
Lesson 10. Listening to radio show, Talking about your family history (2 hours)
Lesson 11. Listening to a conversation between friends, Doing a research presentation (2 hours)
Lesson 12. Listening to student presentation, Interviewing a classmate (2 hours)
Lesson 13. Listening to study group discussion, Evaluating web sources (2 hours)
Lesson 14. Listening to a radio interview, Discussing values (2 hours)
Lesson 15. Listening to a conversation between friends, Preparing a budget (2 hours)
Lesson 16. Listening to a question and answer session, Discussing environmental health concerns (2 hours)
Lesson 17. Listening to a conversation between friends, Sharing advice about health and fitness (2 hours)
Lesson 18. Listening to a TV show, Giving a short persuasive speech (2 hours)
Lesson 19. Listening to a conversation between classmates, Using memory skills to recall information (2 hours)
Lesson 20. Listening to a Power Point lecture, Role playing a debate (2 hours)
Lesson 21. Listening to an informal conversation, Creating to a Power Point Presentation (2 hours)
Lesson 22. Listening to a panel discussion, Analyzing different perspectives (2 hours)
Lesson 23. Listening to a podcast, Summarizing and discussing key themes (2 hours)
Lesson 24. Analyzing Spoken Academic Discourse: Understand structure and features of academic presentations and lectures (2 hours)
4 - semestr
Modul 2: Critical Thinking and Citizenship
Lesson 1. Inquisitive thinking: The Role of Curiosity in Learning and Discovery (2 hours)
Lesson 2. Techniques for Asking Effective and Probing Questions (2 hours)
Lesson 3. Overcoming Barriers to Open-Minded Inquiry (2 hours)
Lesson 4. Reasoning and Argumentation: Types of Reasoning: Inductive, Deductive, and Abductive Thinking (2 hours)

	• jamoa bo'lib ishlash va himoya qilish uchun loyihalar.
5.	<p>VII. Kreditlarni olish uchun talablar:</p> <p>O'zbekiston Respublikasi Vazirlar Mahkamasining 2020-yil 31-dekabrda 824-sonli qarori bilan tasdiqlangan "OTMLlarda o'quv jarayoniga kredit-modul tizimini joriy etish tartibi to'g'risida Nizom"ga ko'ra fanga ajratilgan kredit beriladi.</p> <p>Talabalarning bilimini 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 bilimini nazorat qilish va baholash tizimi to'g'risidagi Nizom" talablari asosida belgilanadi.</p> <p>Talabalarning 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 muayyan 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 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>inequality) and design a step-by-step critical thinking plan for addressing it.)</p> <p>34. Analyzing Media Bias through Critical Thinking (2 hours) (Select two news articles on the same event from different sources. Identify bias, compare perspectives, and present a balanced summary using a critical thinking framework.)</p> <p>35. Ethical Decision-Making in the Classroom (2 hours) (Explore a real or hypothetical classroom dilemma (e.g., cheating, favoritism). Use ethical reasoning steps to propose a fair and professional response.)</p> <p>36. Evaluating Claims in Advertising (2 hours) (Choose 2–3 advertisements and critically assess the logic, evidence, and emotional appeal behind their messages. Present your findings with supporting examples.)</p>
3.	<p>V. Fan o'qitilishining natijalari (shakllanadigan kompetensiyalar)</p> <p>Fanni o'zlashtirish natijasida talaba:</p> <ul style="list-style-type: none"> • turli samarali tinglab tushunish strategiyalardan foydalangan holda tinglab tushunish ko'nikmalarini rivojlantiradi (jumladan tinglash jarayonida asosiy fikrlarni tushunish yoki kontekst yordamida tushunish kabilarni), norasmiy munozarada shaxsiy fikr va mulohazalarni berish yoki ifodalay olish imkoniyatiga ega bo'ladi, his -tuyg'ularni tasvirlab, holat va vaziyatlar haqida batafsil ma'lumot bera olishi, aniq va ravon talaffuz me'yoriga ega bo'lishi; (<i>bilim</i>) • Tinglab tushunish, so'zlashish, o'qish va yozish ko'nikmalari orqali axborot qabul qiladi va yetkazishni amalda qo'llay oladi. O'zining nutq ko'nikmalarini rivojlantirish borasidagi faoliyatini baholay olish va refleksiya ko'nikmalarini shakllantirishi, tinglab tushunish, so'zlashish, o'qish va yozish ko'nikmalarini uyg'unlashtirgan holda turli mavzularga doir loyiha ishlarini bajarish orqali nutq ko'nikmalarini rivojlantirishi; (<i>ko'nikma</i>) • nutqi o'rganilayotgan mamlakatlar va milliy madaniyatini qiyoslash va taqqoslash malakasini oshirishi, madaniyatlararo muloqotga taalluqli masalalarga tanqidiy nuqtai nazari bilan yondashish, ularni bajarish borasida muzokaralar olib bora olishi kerak. (<i>malaka</i>).
4.	<p>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, mikroguruh bo'lib ishlash; • taqdimotlarni qilish; • individual loyihalar;

	<p>Lesson 5. Building Logical Arguments: Structure, Evidence, and Persuasion (2 hours)</p> <p>Lesson 6. Identifying and Refuting Logical Fallacies in Arguments (2 hours)</p> <p>Lesson 7. Digital/Media Literacy: Evaluating the Credibility of Online Information (2 hours)</p> <p>Lesson 8. Understanding Media Bias and Framing Techniques (2 hours)</p> <p>Lesson 9. Responsible Digital Citizenship and Online Ethics (2 hours)</p> <p>Lesson 10. Problem solving Process and Techniques: Steps in the Creative Problem-Solving Process (2 hours)</p> <p>Lesson 11. Analytical Tools for Problem Diagnosis (e.g., Root Cause Analysis, Fishbone Diagrams) (2 hours)</p> <p>Lesson 12. Collaborative Problem-Solving Strategies for Group Settings, Group work and Conflict Resolution (2 hours)</p> <p>Lesson 13. Communicating Ideas Effectively: Verbal and Nonverbal Communication Skills (2 hours)</p> <p>Lesson 14. Structuring Messages for Clarity and Impact (2 hours)</p> <p>Lesson 15. Active Listening and Feedback Techniques (2 hours)</p> <p>Lesson 16. Global Contemporary Issues: Climate Change and Environmental Sustainability (2 hours)</p> <p>Lesson 17. Global Health Challenges and Pandemic Responses (2 hours)</p> <p>Lesson 18. Migration, Refugees, and Human Rights (2 hours)</p> <p>Lesson 19. United Nations Sustainable Development Goals: Understanding the 17 Sustainable Development Goals: An Overview (2 hours)</p> <p>Lesson 20. Eradicating Poverty and Reducing Inequality (SDG 1 & SDG 10) (2 hours)</p> <p>Lesson 21. Quality Education and Gender Equality (SDG 4 & SDG 5) (2 hours)</p> <p>Lesson 22. Climate Action and Environmental Protection (SDG 13, 14, 15) (2 hours)</p> <p>Lesson 23. Global Partnerships for Sustainable Development (SDG 17) (2 hours)</p> <p>Lesson 24. Active and Informed Citizenship (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>
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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 ishini bajarish;
- aniq mavzu bo'yicha tahliliy taqdimot (prezentatsiya) tayyorlash;
- berilgan muammoni keng tahlil qilish, unga ta'rif va xulosalarni berish;
- amaliyotdagi mavjud muammoni yechimini topish, test, munozarali savollar va topshiriqlar tayyorlash orqali loyihalar ishlash ko'nikmasini shakllantirish.

3-semestr

1. **Analyzing Effective Listening Strategies Used by Public Speakers** (Choose two famous speeches and identify listening strategies that audience members would need to use effectively.) (2 hours)
2. **The Role of Paralinguistic Features in Effective Speaking** (Study how tone, intonation, pauses, and stress influence meaning in a recorded lecture or dialogue.) (2 hours)
3. **Comparative Study of Academic Lecture Styles Across Different Cultures** (Analyze two academic lectures—e.g., one American, one British—and compare speaking pace, structure, and audience engagement.) (2 hours)

Routledge.

21. **Artificial Intelligence in Healthcare (2 hours)**
Source: Obermeyer, Z., Emanuel, E. J. (2016). "Predicting the Future — Big Data, Machine Learning, and Clinical Medicine." *New England Journal of Medicine*, 375(13), 1216-1219.
22. **Philosophy of Mind and Consciousness (2 hours)**
Source: Chalmers, D. J. (1996). *The Conscious Mind: In Search of a Fundamental Theory*. Oxford University Press.
23. **Digital Literacy in the Modern World (2 hours)**
Source: Eshet-Alkalai, Y. (2004). "Digital literacy: A conceptual framework for survival skills in the digital era." *Journal of Educational Multimedia and Hypermedia*, 13(1), 93-106.
24. **The Role of Non-Governmental Organizations (NGOs) in Development (2 hours)**
Source: Lewis, D., Kanji, N. (2009). *Non-Governmental Organizations and Development*. Routledge.
25. **Exploring Virtual Reality Technologies (2 hours)**
Source: Milgram, P., Kishino, F. (1994). "A Taxonomy of Mixed Reality Visual Displays." *IEICE TRANSACTIONS on Information and Systems*, E77-D(12), 1321-1329.
26. **The History and Impact of the Internet (2 hours)**
Source: Abbate, J. (1999). *Inventing the Internet*. MIT Press.
27. **The Role of Critical Thinking in Making Informed Civic Decisions** (Analyze how critical thinking skills help citizens evaluate political promises, media reports, or public policies.) (2 hours)
28. **Identifying Logical Fallacies in Public Discourse (2 hours)** (Select political speeches, news articles, or debates and find examples of common fallacies like ad hominem, strawman, slippery slope.)
29. **Media Literacy and Fake News: Critical Evaluation Skills (2 hours)** (Study how misinformation spreads and develop a checklist for critically evaluating online news sources.)
30. **The Responsibilities of a Citizen in a Democratic Society (2 hours)** (Reflect on key civic duties—voting, activism, volunteering—and evaluate why critical thinking is essential for responsible citizenship.)
31. **Bias and Perspective: How to Read News and History Critically (2 hours)**
(Compare different news sources' coverage of one event or issue and analyze how biases or cultural perspectives affect information presentation.)
32. **Ethical Dilemmas in Civic Life: A Critical Thinking Approach (2 hours)**
(Choose an ethical dilemma related to citizenship (e.g., whistleblowing, public protests) and analyze it using critical thinking frameworks.)
33. **Critical Thinking in Community Problem-Solving (2 hours)** (Research a local or global civic problem (e.g., environmental pollution,

Source: World Health Organization. (2013). Mental health action plan 2013-2020.

8. Cultural Competence in Healthcare (2 hours)

Source: Betancourt, J. R., Green, A. R., Carrillo, J. E., Ananeh-Firempong, O. (2003). "Defining cultural competence: A practical framework for addressing racial/ethnic disparities in health and health care." *Public Health Reports*, 118(4), 293-302.

9. Data Privacy and Cybersecurity (2 hours)

Source: Solove, D. J. (2021). *Understanding Privacy*. Harvard University Press.

10. The Role of Women in Leadership (2 hours)

Source: Eagly, A. H., Carli, L. L. (2007). "Through the Labyrinth: The Truth About How Women Become Leaders." *Harvard Business Review Press*.

11. The Psychology of Decision Making (2 hours)

Source: Kahneman, D. (2011). *Thinking, Fast and Slow*. Farrar, Straus and Giroux.

12. Globalization and Its Challenges (2 hours)

Source: Stiglitz, J. E. (2002). *Globalization and its Discontents*. W.W. Norton Company.

13. Ethics in Artificial Intelligence (2 hours)

Source: Binns, R. (2018). "Fairness in Machine Learning: Lessons from Political Philosophy." *Proceedings of the 2018 Conference on Fairness, Accountability, and Transparency*.

14. The Evolution of Renewable Energy Sources (2 hours)

Source: International Renewable Energy Agency (IRENA). (2020). *Renewable Power Generation Costs in 2019*.

15. The Importance of Emotional Intelligence (2 hours)

Source: Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books. (2 hours)

16. The Impact of Technology on Education (2 hours)

Source: Selwyn, N. (2016). *Education and Technology: Key Issues and Debates*. Bloomsbury Publishing.

17. Urbanization and Its Societal Impacts (2 hours)

Source: United Nations. (2018). *World Urbanization Prospects: The 2018 Revision*.

18. The Role of Art in Society (2 hours)

Source: Danto, A. C. (1981). *The Artworld*. *The Journal of Philosophy*, 78(19), 828-838.

19. Understanding Quantum Computing (2 hours)

Source: Nielsen, M. A., Chuang, I. L. (2010). *Quantum Computation and Quantum Information*. Cambridge University Press.

20. Philosophy of Science (2 hours)

Source: Popper, K. R. (1959). *The Logic of Scientific Discovery*.

4. Developing Critical Listening Skills Through Podcasts (Choose an educational or storytelling podcast, critically analyze the structure and argumentation, and present a reflective summary.) (2 hours)

5. Techniques for Managing Public Speaking Anxiety: Practical Insights (Research methods to reduce speaking anxiety and prepare a short podcast episode sharing findings and personal strategies.) (2 hours)

6. The Use of Discourse Markers in Fluent Speaking (Record a 5-minute talk, then transcribe and analyze your own use of discourse markers like "however," "therefore," "in addition.") (2 hours)

7. Detecting Bias and Rhetorical Techniques in News Broadcasts (Select two news programs and analyze how speakers use rhetorical techniques to influence listeners.) (2 hours)

8. Adapting Speaking Style for Different Audiences (Prepare two versions of a speech: one formal for academic colleagues, one informal for a student club, and reflect on the changes.) (2 hours)

9. Evaluating Listening Comprehension Apps: Which is Most Effective for C1 Students? (Choose and test two apps or platforms (e.g., TED-Ed, ELLLO, Listenwise) and compare their effectiveness for developing advanced listening.) (2 hours)

10. Creating and Delivering a Storytelling Performance. (Write, practice, and deliver a 5-minute personal story that uses advanced narrative techniques, such as sensory detail and dialogue.) (2 hours)

11. Improving Listening for Specific Information in Academic Discussions. (Listen to two university seminars or panel discussions and practice identifying key facts, figures, and specific arguments; summarize findings.) (2 hours)

12. Mastering Impromptu Speaking through Structured Practice. (Practice delivering short, spontaneous speeches on random academic topics, focusing on coherence, logical progression, and fluency under time pressure.) (2 hours)

13. Accents and Identity in Global Englishes (Analyze different English accents (British, Indian, Nigerian, etc.) and reflect on how accent shapes identity.) (2 hours)

14. TED Talks for Academic Listening (Develop note-taking, summarizing, and critical response skills using selected TED Talks) (2 hours)

15. Podcasting as a Tool for Language Development (Explore podcast episodes related to language, education, or culture) (2 hours)

16. Public Speaking Skills in Education (Analyze techniques used in persuasive educational speeches) (2 hours)

- 17. Listening for Implicit Meaning and Nuance** (Train to detect tone, sarcasm, inference, and implied messages in authentic listening) (2 hours)
- 18. Classroom Language and Teacher Talk** (Analyze real classroom recordings or observe online lessons) (2 hours)
- 19. Classroom Language and Teacher Talk**
(Analyze real classroom recordings or observe online lessons) (2 hours)
- 20. Listening for Implicit Meaning in Academic Lectures**
(Identify tone, implied meaning, and hedging in university-level lectures) (2 hours)
- 21. Pronunciation Feedback in the EFL Classroom**
(Listen to classroom excerpts and analyze how teachers correct or model pronunciation) (2 hours)
- 22. Intonation and Emotion in Teacher Instructions**
(Explore how changes in intonation impact clarity and classroom control) (2 hours)
- 23. Managing Q&A Sessions with Clarity**
(Observe how expert speakers handle spontaneous student questions) (2 hours)
- 24. Explaining Concepts Simply and Effectively**
(Listen to academic tutors simplifying complex ideas and analyze their language choices) (2 hours)
- 25. Discourse Markers in Academic Speaking**
(Identify and categorize discourse markers in conference talks and lectures) (2 hours)
- 26. Giving and Receiving Peer Feedback**
(Watch peer review interactions and reflect on language for giving constructive comments) (2 hours)
- 27. Comparing Teaching Styles through Video Observation**
(Analyze two contrasting teaching approaches and the language they use) (2 hours)
- 28. Using Pauses and Silence Effectively in Speech**
(Study how silence is used for emphasis or reflection in public speaking) (2 hours)
- 29. Describing Visuals in Academic Presentations**
(Practice language for describing charts, graphs, and slides using sample presentations) (2 hours)
- 30. Teaching with Storytelling Techniques**
(Observe effective storytellers and design your own short classroom story script) (2 hours)

- 31. Voice Projection and Clarity for Large Groups**
(Analyze recordings of public speakers and identify key techniques for vocal strength and clarity) (2 hours)
- 32. Using Humor in Teacher Talk**
(Identify examples of appropriate humor in lessons and reflect on its pedagogical value) (2 hours)
- 33. Negotiating Meaning in the Classroom**
(Listen to teacher-student exchanges where clarification and repair strategies are used) (2 hours)
- 34. Strategies for Handling Interruptions and Off-Topic Comments**
(Analyze how experienced teachers redirect classroom discussions diplomatically) (2 hours)
- 35. Embedding Critical Thinking into Speaking Tasks**
(Design a speaking task that encourages learners to evaluate, analyze, or justify ideas) (2 hours)
- 36. Conducting Professional Interviews and Oral Assessments**
(Watch mock oral exams or interviews and list key question types and follow-up strategies) (2 hours)
- 4-semester**
- 1. Artificial Intelligence and Machine Learning. (2 hours)**
Source: Russell, S. J., Norvig, P. (2020). Artificial Intelligence: A Modern Approach. Pearson.
- 2. Sustainable Development Goals (SDGs). (2 hours)**
Source: United Nations. (2015). Transforming our world: the 2030 Agenda for Sustainable Development.
- 3. The Impact of Social Media on Society. (2 hours)**
Source: Kaplan, A. M., Haenlein, M. (2010). "Users of the world, unite! The challenges and opportunities of Social Media." "Business Horizons", 53(1), 59-68.
- 4. Climate Change and Its Effects. (2 hours)**
Source: IPCC. (2018). Global Warming of 1.5 °C. Intergovernmental Panel on Climate Change.
- 5. The Future of Work and Remote Employment. (2 hours)**
Source: Brynjolfsson, E., McAfee, A. (2014). The Second Machine Age: Work, Progress, and Prosperity in a Time of Brilliant Technologies*. W.W. Norton Company.
- 6. Blockchain Technology and Cryptocurrency (2 hours)**
Source: Nakamoto, S. (2008). "Bitcoin: A Peer-to-Peer Electronic Cash System."
- 7. Mental Health Awareness and Resources (2 hours)**