

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



Rektor *E. E. Euxtasinov*

Ro'yhatga olindi: *BD60110900-CHTO'UT2404*

2025-yil "4" - *iyun*

CHET TILLARNI O'QITISHNING USLUB VA TAMOYILLARI  
FANINING O'QUV DASTURI

Bilim sohasi:	100 000	-	Ta'lim
Ta'lim sohasi:	110 000	-	Ta'lim
Ta'lim yo'nalishi:	60111800	-	Xorijiy til va adabiyot (ingliz tili)

Toshkent – 2025

Fan/modul kodi CHTO·UT2404	O'quv yili 2025-2026	Semestr 4	Kreditlar 4	
Fan/modul turi Tanlov	Ta'lim tili ingliz		Haftadagi dars soatlari 2/4	
1.	Fanning nomi	Auditoriya mashg'ulotlari (soat)	Mustaqil ta'lim (soat)	Jami yuklama (soat)
	Og'zaki nutq amaliyoti	48	72	120
2.	<p><b>I. Fanning mazmuni:</b></p> <p>Fanni o'qitishdan maqsad – talabalarga chet tilini o'rganish va o'qitish usullari, chet tilini o'rganish jarayonining ijtimoiy, psixologik va lingvistik hodisa ekanligi, chet tillarini o'qitish usul va metodlarining tarixiy bosqichlari, grammatika, fonetika va leksikani samarali o'qitish va o'rganishga mo'ljallangan materiallarni tahlil qilish bo'yicha kasbiy kasbiy bilim berish.</p> <p>Fanning vazifasi – chet tillarni o'qitishning tamoyil, metod va vositalari hamda ulardan samarali foydalanishni o'rgatish, ilg'or va zamonaviy metodlarni ishlab chiqish va o'quv jarayoniga tatbiq etish, chet tili darslarini samarali tashkil etish bo'yicha ko'nikma va malakalarni shakllantirishdan iborat.</p> <p><b>Xorij tajribasiga muvofiqligi</b></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 <b>University of Warwick, University of York, University of Toronto, Newcastle University</b> ta'lim dasturlari tajribasini o'rgangan holda tuzildi.</p> <p><a href="https://www.york.ac.uk/students/studying/manage/programmes/module-catalogue/module/LAN000021/2025-26">https://www.york.ac.uk/students/studying/manage/programmes/module-catalogue/module/LAN000021/2025-26</a></p> <p><a href="https://info.teachaway.com/hubfs/OISE%20TEFL%20Syllabus.pdf">https://info.teachaway.com/hubfs/OISE%20TEFL%20Syllabus.pdf</a></p> <p><a href="https://courses.warwick.ac.uk/modules/2024/ET218-15#description">https://courses.warwick.ac.uk/modules/2024/ET218-15#description</a></p> <p><a href="https://www.ncl.ac.uk/mobility/newcastle/study-abroad/SEL3430">https://www.ncl.ac.uk/mobility/newcastle/study-abroad/SEL3430</a></p>			

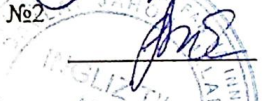
	<i>Cyber</i> dagi yig'ilishida ko'rib chiqilgan va tasdiqqa tavsiya etilgan (10 - sonli bayonnoma).
8.	<b>Fan/modul uchun mas'ullar:</b> K. Alimova – O'zDJTU, "Ingliz tili integrallashgan kursi №2" kafedrasida katta o'qituvchisi
9.	<b>Taqrizchilar:</b> Sh. Akbarova – O'zXIA, "Chet tillar" kafedrasida dotsenti, pedagogika fanlari bo'yicha falsafa doktori (PhD) M. Muhiddinova – TATU, "Chet tillar" kafedrasida dotsenti, pedagogika fanlari bo'yicha falsafa doktori (PhD)

Ingliz tili №2 fakulteti dekani



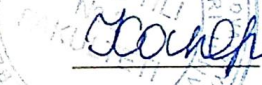
Z. Bazarov

Ingliz tili integrallashgan kursi №2 kafedrasida mudiri

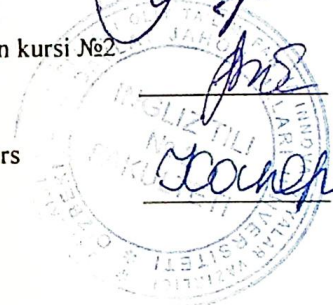


N. Muxammedova

Universitet axborot resurs markazi direktori



S. Kayumova



	<p>3. <a href="https://courses.warwick.ac.uk/modules/2024/ET218-15#description">https://courses.warwick.ac.uk/modules/2024/ET218-15#description</a></p> <p>4. <a href="https://www.ncl.ac.uk/mobility/newcastle/study-abroad/SEL3430">https://www.ncl.ac.uk/mobility/newcastle/study-abroad/SEL3430</a></p> <p>5. <b>Teaching English</b> This website offers a wealth of resources for English language teachers, including lesson plans, teaching tips, articles, and professional development materials. It also has sections on grammar, vocabulary, and teaching techniques with free online courses.</p> <p>6. <b>Edutopia</b> Edutopia offers practical tips, videos, and articles on everything from lesson planning and classroom management to integrating technology. It's a helpful resource for teachers of all levels, including those teaching English as a second language.</p> <p>7. <b>TESOL</b> A great resource for professional development, conferences, and networking opportunities, TESOL offers resources for both new and experienced teachers of English. They provide research, tools, and best practices for teaching English learners.</p> <p>8. <b>TeachThought</b> This site offers articles and resources that focus on innovative teaching strategies, critical thinking, and curriculum design. It also has a section dedicated to technology integration in the classroom, which is crucial for modern teachers.</p> <p>9. <b>Internet TESL Journal</b> A fantastic site with resources for English language teachers. It includes lesson plans, research articles, teaching techniques, and a variety of language games. It's especially helpful for new teachers looking for ideas for interactive lessons.</p> <p>10. <b>UsingEnglish.com</b> This site provides a large collection of free resources for teaching English, including grammar exercises, lesson plans, tests, and quizzes. It's a go-to resource for practical teaching activities and worksheets.</p> <p>11. <b>The Teacher Toolkit</b> This site offers teaching strategies, lesson planning tips, and classroom management advice for teachers at all levels. It's especially useful for new teachers who need practical tools for lesson delivery and student engagement.</p>
7.	<p>O'quv dasturi O'zbekiston davlat jahon tillari universiteti tomonidan ishlab chiqilgan va tasdiqlangan. Dastur universitet Kengashining 2025-yil 4 -</p>

	<p><b>II. Asosiy qism (amaliy mashg'ulotlar)</b></p> <p><b>II.1. Fan tarkibiga quyidagi mavzular kiradi:</b></p> <p style="text-align: center;"><b>4-semestr</b></p> <p style="text-align: center;"><b>Module 1: Approaches to language teaching</b></p> <p>1. Introduction to the Course: Defining Approach, Method, and Technique (2 hours)</p> <p style="text-align: center;"><b>Traditional Methods</b></p> <p>2. The Grammar-Translation Method (GTM) (2 hours)</p> <p>3. The Audio-Lingual Method (ALM) (2 hours)</p> <p style="text-align: center;"><b>Alternative Methods</b></p> <p>4. Suggestopedia (2 hours)</p> <p>5. Total Physical Response (TPR) (2 hours)</p> <p style="text-align: center;"><b>Student-Centered Approaches</b></p> <p>6. The Communicative Approach to Language Teaching (2 hours)</p> <p>7. Task-Based Language Teaching (TBLT) and Project-Based Learning (PBL) (2 hours)</p> <p>8. Content and Language Integrated Learning (CLIL) (2 hours)</p> <p style="text-align: center;"><b>Technology-Enhanced Approaches</b></p> <p>9. Digital/Online Language Learning (using apps, platforms, AI, and multimedia tools) (2 hours)</p> <p>10. Flipped Classroom Approach (2 hours)</p> <p style="text-align: center;"><b>Global and Inclusive Approaches</b></p> <p>11. Global Englishes Approach (2 hours)</p> <p>12. Inclusive Language Teaching (2 hours)</p> <p style="text-align: center;"><b>Module 2: Teaching language systems for communication</b></p> <p style="text-align: center;"><b>Grammar</b></p> <p>13. Understanding Grammar: Grammar, Meaning, and Function (2 hours)</p> <p>14. Inductive and Deductive Approaches to Teaching Grammar (2 hours)</p> <p>15. Teaching Grammar in Context (2 hours)</p> <p>16. Practicing Grammar: Balancing Accuracy and Fluency (2 hours)</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p>17. How Learners Acquire Vocabulary: Word Meaning and Use (2 hours)</p> <p>18. Teaching Vocabulary in Context: Lexical Items, Chunks, and Collocations (2 hours)</p> <p>19. Presenting Vocabulary: Using Pictures, Realia, and Multimedia (2 hours)</p> <p>20. Designing Communicative Vocabulary Tasks (2 hours)</p> <p style="text-align: center;"><b>Pronunciation</b></p> <p>21. Key Features of Pronunciation for Effective Communication (2 hours)</p>
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22. Characteristics of Vowel and Consonant Sounds (2 hours)
23. Teaching Pronunciation in a Global Englishes Context (2 hours)
24. Using Digital Tools and Multimedia Resources for Teaching Pronunciation (2 hours)

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

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 orqali amalga 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 tahlil ma'lumot (esse) tayyorlash;

- badiiy-ijodiy ishni bajarish;

- aniq mavzu bo'yicha tahlil 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.

1. Richards, J. C. and Rodgers, T. S. (2014). Approaches and methods in language teaching. 3rd ed. Cambridge: Cambridge University Press.
2. Ur, P. A course in Language Teaching: Practice and Theory. Cambridge, CUP, UK (2010)
3. Brown, D. (2003) Principles of English Language Teaching. Longman Pearson.
4. Larsen-Freeman, D. (2000). Techniques and principles in language teaching. Oxford: Oxford University Press.
5. Irgasheva, S. Abdurayimova, Y. Brewerton, B (2016). Being a Teacher. Tashkent.
6. Alimova, K. Muxammedova, N. Brewerton, B. (2016). Becoming a Teacher. Tashkent.
7. Hands, P. (2011). Collins COBUILD English grammar. Glasgow: HarperCollins Publishers.
8. McCarthy, M. A. O'Keefe and S. Walsh. (2010). Vocabulary matrix: Understanding, learning and teaching. Andover: Heinle Cengage Learning.
9. Nunan, D. (2004). Task-based language teaching. Cambridge: Cambridge University Press.
10. Spiro, J (2013). Changing methodologies in TESOL. Edinburgh: Edinburgh University Press.
11. Willis, D & Willis, J. (2007). Doing task-based teaching. Oxford: Oxford University Press.
12. Van den Branden, K. (2006). Task-based language education: from theory to practice. Cambridge: Cambridge University Press.
13. Thornbury, S. (2002) How to teach vocabulary. Longman Pearson.
14. Thornbury, S. (2002) How to teach grammar. Longman Pearson
15. Thornbury, S. (2002) How to teach phonology. Longman Pearson
16. Bolitho, R. & B. Tomlinson (2005) Discover English. 2nd edition. Oxford: Macmillan
17. Jenkins (2015). *Global Englishes: A resource book for students*. 3rd ed. London: Routledge.
18. Kelly (2000). *How to teach pronunciation*. Harlow: Pearson Longman.
19. Kirkpatrick (2007). *World Englishes: implications for international communication and English language teaching*. Cambridge: CUP.

### Axborot manbaalari

1. <https://www.york.ac.uk/students/studying/manage/programmes/module-catalogue/module/LAN000021/2025-26>
2. <https://info.teachaway.com/hubfs/OISE%20TEFL%20Syllabus.pdf>

	<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 muvafiq 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>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><b>Asosiy adabiyotlar:</b></p> <ol style="list-style-type: none"> <li>1. Ur, P. (2024). <i>A course in English language teaching</i> (3rd ed.). Cambridge University Press. <i>1ra</i></li> <li>2. Burns, A., &amp; Richards, J. C. (Eds.). (2018). <i>The Cambridge guide to learning English as a second language</i>. Cambridge University Press. <i>1ra</i></li> <li>3. Díaz Maggioli, G. (2023). <i>Initial Language Teacher Education</i>. Routledge. <i>1ra</i></li> <li>4. Thornbury, S. (2019). <i>Scott Thornbury's 101 Grammar Questions</i>. Cambridge University Press. <i>1ra</i></li> </ol> <p><b>Qo'shimcha adabiyotlar:</b></p>

	<p style="text-align: center;"><b>4-semestr</b></p> <p style="text-align: center;"><b>Module 1. Approaches to language teaching</b></p> <p><b>1. Strengths and Limitations of GTM in Modern Classrooms (2 hours)</b>  <b>Task:</b> Translate a short story from English to L1 and then back to English. Reflect on what changes occurred and why.</p> <p><b>2. Behaviorism and ALM Techniques (2 hours)</b>  <b>Task:</b> Create and record a set of drilling exercises (dialogues or patterns) for beginners learning English.</p> <p><b>3. The Role of Environment and Suggestion in Language Learning (2 hours)</b>  <b>Task:</b> Design a relaxing classroom environment (poster or PPT) and a short activity that includes music and drama.</p> <p><b>4. TPR for Young Learners and Beginners (2 hours)</b>  <b>Task:</b> Record a short instructional video where you teach 5–8 action verbs using TPR.</p> <p><b>5. Designing Communicative Speaking Activities (2 hours)</b>  <b>Task:</b> Create a speaking activity (role-play, information gap, debate) and explain how it develops communication.</p> <p><b>6. Differences between TBLT and PBL (2 hours)</b>  <b>Task:</b> Design a mini project for B1-level students (e.g., "Plan a Dream Vacation") including final product and language goals.</p> <p><b>7. Challenges of Implementing CLIL (2 hours)</b>  <b>Task:</b> Prepare a short CLIL activity combining English and a subject like Science, Geography, or History.</p> <p><b>8. Evaluating Digital Tools for Language Learning (2 hours)</b>  <b>Task:</b> Review and compare two language learning apps (e.g., Duolingo vs. Memorise) in terms of their effectiveness.</p> <p><b>9. Advantages and Drawbacks of the Flipped Model (2 hours)</b>  <b>Task:</b> Create a short-flipped lesson outline: suggest a video or reading for homework and plan a follow-up in-class activity.</p> <p><b>10. Teaching English as an International Language (2 hours)</b>  <b>Task:</b> Find and analyze 2–3 examples of "non-native" English varieties (videos, articles) and reflect on their importance in teaching.</p> <p><b>11. Strategies for Supporting Diverse Learners (2 hours)</b>  <b>Task:</b> Create a short list of techniques to make lessons more inclusive for students with different backgrounds or abilities.</p> <p><b>12. My Teaching Toolbox: Methods That Inspire Me (2 hours)</b></p>
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<p>Task: Create a poster that includes a visual summary of your top 2–3 favorite teaching methods.</p> <p><b>13. Principles of the Lexical Approach (2 hours)</b> Task: Select and analyze a short authentic text, identifying useful chunks and collocations to teach.</p> <p><b>14. Developing Listening Skills Across Levels (2 hours)</b> Task: Create a listening activity (e.g., prediction, gist, detail) using an authentic podcast or video clip.</p> <p><b>15. The Silent Way and the Power of Discovery Learning (2 hours)</b> Task: Prepare a short teaching demo using Cuisenaire rods or color charts to teach basic phrases or pronunciation.</p> <p><b>16. The Natural Approach: Emphasizing Comprehensible Input (2 hours)</b> Task: Find a beginner-friendly video or text and design a comprehension-based activity using gestures, visuals, or L1 support.</p> <p><b>17. Dogme ELT: Teaching Unplugged (2 hours)</b> Task: Plan a 15-minute no-materials lesson focusing on emergent language from a class discussion.</p> <p><b>18. Multilingualism and Translanguaging in the Classroom (2 hours)</b> Task: Record a reflection on how using students' L1(s) can support or hinder English learning.</p> <p><b>19. The Role of Error Correction and Feedback (2 hours)</b> Task: Design a correction strategy for speaking or writing that balances fluency and accuracy.</p> <p><b>20. Gamification and Play in Language Learning (2 hours)</b> Task: Create a classroom game (board game, quiz, or online game) to practice vocabulary or grammar.</p> <p><b>21. Integrated Skills Teaching: Balancing the Four Skills (2 hours)</b> Task: Plan a 20-minute activity that combines at least two language skills (e.g., reading and speaking).</p> <p><b>22. Designing Materials for ESP (English for Specific Purposes) (2 hours)</b> Task: Create a short reading or role-play task for a specific group (e.g., business, tourism, medicine).</p> <p><b>23. Principled Eclecticism: Combining Methods Effectively (2 hours)</b> Task: Plan a lesson outline combining at least two different approaches (e.g., TPR + CLT) and explain why.</p> <p><b>24. Using Literature in Language Teaching (2 hours)</b> Task: Select a short poem or story and design a language-focused lesson around it.</p>
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<p><b>35. Grammar Awareness through Self-Correction (2 hours)</b> Task: Develop a short writing task with a checklist for students to self-check specific grammar points.</p> <p><b>36. Project-Based Approach to Teaching Language Systems (2 hours)</b> Task: Design a mini project (e.g., creating a travel brochure) where students apply grammar, vocabulary, and pronunciation goals.</p>
<p><b>3. V. Fan o'qitilishining natijalari (shakllanadigan kompetensiyalar)</b> Fanni o'zlashtirish natijasida talaba:</p> <ul style="list-style-type: none"> <li>- chet tillarini o'qitish usul va metodlarining tarixiy bosqichlarini (20 asrdan boshlab hozirgi kungacha bo'lgan davrni qamrab olgan holda) o'rganishi;</li> <li>- chet tillarni o'qitishning tamoyil, metod va vositalari haqida aniq tushunchaga ega bo'lishi hamda ulardan samarali foydalanishi;</li> <li>- chet tili o'rganish jarayonining ijtimoiy, psixologik va lingvistik hodisa ekanligini anglashi;</li> <li>- grammatika, fonetika va leksikani o'qitishning samarali metodlari bilan tanishishi va ularni mos ravishda o'quv jarayoniga tatbiq etishi;</li> <li>- grammatika, fonetika va leksikani samarali o'qitish va o'rganishga mo'ljallangan materiallarni tahlil qilish bo'yicha kasbiy bilimlarni o'zlashtirishi;</li> <li>- chet tili darslarini samarali tashkil etish bo'yicha dastlabki malaka va ko'nikmalarni egallashi lozim.</li> </ul>
<p><b>4. VI. Ta'lim texnologiyalari va metodlari:</b></p> <ul style="list-style-type: none"> <li>• interfaol keys-stadilar;</li> <li>• amaliy mashg'ulotlar ( mantiqiy fikrlash, tezkor savol-javoblar);</li> <li>• guruh, mikroguruh bo'lib ishlash;</li> <li>• taqdimotlarni qilish;</li> <li>• individual loyihalar;</li> <li>• jamoa bo'lib ishlash va himoya qilish uchun loyihalar.</li> </ul>
<p><b>5. VII. Kreditlarni olish uchun talablar:</b> 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. 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. <b>Talabalarning bilimini baholash mezonlari:</b></p>

**23. Using Mind Maps for Vocabulary Development (2 hours)**

**Task:** Create a mind map around a core word (e.g., environment) and design an activity where students expand the map with related words.

**24. Teaching Word Stress for Better Comprehension (2 hours)**

**Task:** Design a listening activity where students identify and practice word stress in multi-syllable words.

**25. Teaching Connected Speech in Listening and Speaking (2 hours)**

**Task:** Prepare a short activity focusing on linking sounds, elision, and assimilation in fast speech.

**26. Pronunciation and Identity: Raising Awareness (2 hours)**

**Task:** Lead a reflective task where students explore their own accent and attitudes toward different English accents.

**27. Using Songs to Teach Vocabulary and Pronunciation (2 hours)**

**Task:** Choose a song and design a lesson that focuses on extracting new vocabulary and practicing connected speech or stress patterns.

**28. Lexical Approach in Teaching Grammar (2 hours)**

**Task:** Select a common grammar structure (e.g., present perfect) and develop a lesson using lexical chunks instead of isolated rules.

**29. Teaching False Friends and Confusing Words (2 hours)**

**Task:** Select 5–7 false friends between English and students' L1 and design an activity that helps avoid common misunderstandings.

**30. Building Vocabulary Through Extensive Reading (2 hours)**

**Task:** Choose a graded reader or article and design pre-, while-, and post-reading tasks that focus on vocabulary acquisition.

**31. Pronunciation and Listening Comprehension Link (2 hours)**

**Task:** Create an activity where students practice listening for reduced forms (e.g., *gonna*, *wanna*) in spoken English.

**32. Using Humor to Teach Language Systems (2 hours)**

**Task:** Find a short funny clip or comic and design an activity focusing on grammar, vocabulary, or pronunciation from it.

**33. Teaching Discourse Markers for Coherence (2 hours)**

**Task:** Develop a speaking or writing task that helps students use discourse markers like *however*, *on the other hand*, *actually*.

**34. Integrating Vocabulary Learning Strategies (2 hours)**

**Task:** Create a list of 4–5 strategies (e.g., guessing from context, using flashcards) and design an activity where students apply them.

**25. Motivation and Learner Autonomy (2 hours)**

**Task:** Develop a short learner diary template or checklist to encourage goal-setting and reflection.

**26. Content-Based Instruction (CBI) and Its Benefits (2 hours)**

**Task:** Create a lesson outline using a science, art, or history topic for English learners.

**27. Teaching Pronunciation: Priorities and Techniques (2 hours)**

**Task:** Design a short activity targeting a common pronunciation problem for B1-B2 learners.

**28. Scaffolding Strategies for Mixed-Ability Classes (2 hours)**

**Task:** Develop a reading or speaking task with two levels of support (e.g., simpler version + challenge version).

**29. Task Design for Extensive Reading (2 hours)**

**Task:** Choose a graded reader or short book and create pre-, while-, and post-reading tasks.

**30. Technology for Formative Assessment (2 hours)**

**Task:** Explore and describe two digital tools (e.g., Kahoot, Mentimeter) for quick checks of understanding.

**31. The Role of Culture in Language Teaching (2 hours)**

**Task:** Prepare a mini cultural lesson introducing one English-speaking culture through a song, video, or article.

**32. Teaching Writing: From Sentences to Paragraphs (2 hours)**

**Task:** Design a writing activity that moves students from brainstorming to drafting and peer feedback.

**33. Reflective Practice and Peer Observation (2 hours)**

**Task:** Watch a short teaching video and write a reflection on observed strengths and areas for improvement.

**34. Assessment for Learning vs. Assessment of Learning (2 hours)**

**Task:** Create a formative assessment plan for a single lesson, including self or peer assessment.

**35. Critical Thinking in Language Learning (2 hours)**

**Task:** Design a discussion or debate activity that encourages students to think critically about a familiar topic.

**36. Teacher Identity and Professional Development (2 hours)**

**Task:** Write a short reflective statement on what kind of teacher you want to become and why.

**Module 2. Teaching language systems for communication**

**1. The Role of Context in Understanding Grammar (2 hours)**

**Task:** Analyze a piece of authentic writing (e.g., a short article, blog post, or conversation) and identify how grammar structures contribute to meaning and function in different contexts.

**2. Combining Inductive and Deductive Approaches (2 hours)**

**Task:** Create a brief lesson plan outline that incorporates both inductive and deductive teaching methods for a specific grammar point. Explain why and how you've chosen to combine both approaches.

**3. Using Authentic Materials to Teach Grammar (2 hours)**

**Task:** Select an authentic material (e.g., an article, email, or video clip) and create a grammar-focused activity that teaches a grammatical structure within this context. Justify your choice of material and grammar point.

**4. Assessment in Grammar Practice (2 hours)**

**Task:** Design an activity that balances accuracy and fluency practice (e.g., a role-play or a guided discussion). Provide criteria for assessment during the activity and explain how the task promotes both accuracy and fluency.

**5. The Role of Context in Vocabulary Acquisition (2 hours)**

**Task:** Choose a specific word or phrase and design a task that helps learners understand its meaning through context (e.g., through a short story or a news article).

**6. Incorporating Collocations into Vocabulary Teaching (2 hours)**

**Task:** Create a vocabulary activity that focuses on teaching collocations related to a specific theme (e.g., health, technology).

**7. Integrating Multimedia in Vocabulary Teaching (2 hours)**

**Task:** Design a vocabulary activity using multimedia resources (e.g., videos, apps, online games).

**8. Designing Task-Based Learning for Vocabulary Practice (2 hours)**

**Task:** Create a task-based activity (e.g., a problem-solving or information gap task) that focuses on vocabulary learning.

**9. Stress and Intonation in Communication (2 hours)**

**Task:** Design an activity focusing on stress and intonation for effective communication.

**10. Minimal Pairs for Pronunciation Practice (2 hours)**

**Task:** Select five minimal pairs (e.g., ship/sheep, bat/bet) and create a listening and speaking activity to practice these sounds.

**11. Pronunciation Variations in Global Englishes (2 hours)**

**Task:** Choose a global variety of English (e.g., British English, American English, or a non-native variety) and create an activity that focuses on teaching a specific pronunciation feature of that variety.

**12. Evaluating Pronunciation Apps for Classroom Use (2 hours)**

**Task:** Research and evaluate a pronunciation app (e.g., ELSA Speak, Forvo, or Speech Ace) and write a review.

**13. Teaching Tense and Aspect for Real-Life Communication (2 hours)**

**Task:** Create a role-play or storytelling activity that focuses on practicing tenses in meaningful contexts.

**14. Grammar for Negotiation and Politeness (2 hours)**

**Task:** Design a dialogue activity using modal verbs (e.g., could, would, might) and polite expressions for requests and offers.

**15. Error Correction Techniques in Grammar Teaching (2 hours)**

**Task:** Prepare a short plan showing how you would correct common grammar errors during a speaking or writing activity.

**16. Recycling Grammar Across Skills (2 hours)**

**Task:** Create a short integrated-skills lesson where a grammar point is practiced through listening, reading, writing, and/or speaking.

**17. Word Formation and Derivation in Vocabulary Teaching (2 hours)**

**Task:** Create an activity where students practice prefixes, suffixes, and root words to expand their vocabulary.

**18. Teaching Phrasal Verbs in Context (2 hours)**

**Task:** Select five phrasal verbs and design a conversation-based task where students practice using them naturally.

**19. Corpus-Based Approaches to Teaching Vocabulary (2 hours)**

**Task:** Use a free online corpus (e.g., COCA or Sketch Engine) to research the most frequent collocations for a common word and design a class activity.

**20. Teaching Idioms and Figurative Language (2 hours)**

**Task:** Create a lesson plan introducing 4–5 common idioms through video clips, stories, or dialogues.

**21. Lexical Chunking and Formulaic Language (2 hours)**

**Task:** Develop an activity that helps students notice and practice fixed expressions like *by the way*, *as a matter of fact*, *you know*.

**22. Teaching Register and Style (2 hours)**

**Task:** Select a formal and an informal text on the same topic and design a comparison activity focusing on vocabulary and grammar.