O‘ZBEKISTON RESPUBLIKASI
OLIY TA’LIM, FAN VA INNOVATSIYALARVAZIRLIGI
O‘ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI

"TASDIQLAYMAN"

Rektor ____________ I.Tuxtasinov

2025-yil "28" avgust

Ro‘yhatga olindi: *BD60230100-O‘YA11-632*

2025-yil "28" avgust

O‘QISH VA YOZISH AMALIYOTI FANINING
O‘QUV DASTURI
2-KURS

Bilim sohasi:	200 000	–	San’at va gumanitar fanlar
Ta’lim sohasi:	230 000	–	Tillar
Ta’lim yo’nalishi:	60230100	–	Filologiya va tillarni o`qitish (ingliz tili)

Toshkent – 2025

Fan/modul kodi	O‘quv yili	Semestr	ECTS Kreditlar		
O‘YA11-632	2025-2026	3-4	10		
Fan/modul turi	**Ta’lim tili**		**Haftadagi dars soatlari**		
Majburiy	ingliz		6/4		
1.	**Fanning nomi**	**Auditoriya mashg‘ulotlari (soat)**	**Mustaqil ta’lim (soat)**	**Jami yuklama (soat)**	
	O‘qish va yozish amaliyoti	120	180	300	

2.

I. Fanning mazmuni

Fanni o‘qitishdan maqsad – talabalarga ingliz tilida kamida B2 va B2+ darajaga mos matnlarni o‘qib, tushunishlari uchun kerakli bilimlarni berish va turli mavzularga oid insholarni va ilmiy ishlarni yoza olish mahoratlarini oshirish, o‘qish va yozish ko‘nikmalarini muntazam ravishda takomillashtirib borish orqali ularning ingliz tilidagi o‘qib tushunish va yozish malakalarini oshirish.

Fanning vazifasi – talabalarning ingliz tilida o‘qish va yozish ko‘nikmalarini muntazam ravishda rivojlantirib borish orqali ularning ingliz tilida fikrlarini erkin bayon qilishlarini ta’minlash.

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, xalqaro tan olingan reytinglarda TOP-300 talik ro‘yxatiga kiruvchi **Stanford University** ta’lim dasturi tajribasini o‘rgangan holda tuzildi.

https://edit-summer.stanford.edu/sites/summer/files/media/file/esollang-698a-syllabus-summer-2025.pdf?_gl=1*cbgjun*_gcl_au*mjyymzm2ndkxlje3ndyxnze3mtg.*_ga*mtk0otm2mzy0my4xnzq2mtcxnze4*_ga_h1snft7y2n*mtc0nje3mtcxoc4xljaumtc0nje3mtcxoc4wljauma

II. Asosiy qism (amaliy mashg‘ulotlar)

III. Fan tarkibiga quyidagi mavzular kiradi:

3- semestr:

O‘qish amaliyoti moduli

Theme 1. Introduction to the course. Images of Life: The Visual Village (2 soat)

Theme 2. Images of Life: My Journey in Photographs (2 soat)

7.	O‘quv dasturi O‘zbekiston davlat jahon tillari universiteti tomonidan ishlab chiqilgan va tasdiqlangan. Dastur universitet Kengashining 2025-yil 4 - iyun dagi yig’ilishida ko‘rib chiqilgan va tasdiqqa tavsiya etilgan (10 - sonli bayonnoma).
8.	**Fan/modul uchun mas’ullar:** I.Jabbarov - O‘zDJTU, “Ingliz tili amaliy aspektlari” kafedrasi o‘qituvchisi J.Subhonqulov - O‘zDJTU, “Ingliz tili amaliy aspektlari” kafedrasi stajor-o‘qituvchisi
9.	**Taqrizchilar:** Sh.Usmonova - O‘zDJTU, “Ingliz tili amaliy aspektlari” kafedrasi mudiri Y.Azzamov - O‘zDJTU, Ingliz filologiyasi fakulteti dekani, DSc

Ingliz filologiyasi fakulteti dekani ____________ Yu.Azzamov

Ingliz tili amaliy aspektlari kafedrasi mudiri ____________ Sh.Usmonova

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. Yevropa Kengashining “Chet tilini egallash umumyevropa kompetensiyalari: o‘rganish, o‘qitish va baholash” to‘g‘risidagi umume’tirof etilgan xalqaro me’yorlari (CEFR)ga ko‘ra B2-B2+ darajaga mos keladigan ingliz tilidagi matnlarni tushunish, tahlil qilish, mavzularga oid turli matn turlarini kerakli o‘qish strategiyalardan foydalangan holda o‘qib, mazmunini tushunishlari va o‘quv dasturidagi mavzular bo‘yicha turli xil matn turlarini yozma ravishda ifoda eta olish hamda joriy, oraliq nazorat shakllarida berilgan variantli topshiriqlarni va mustaqil ta’lim topshiriqlarni bajarish, yakuniy nazorat bo‘yicha barcha vazifalarni muvaffaqiyatli topshirish.
6.	**Asosiy adabiyotlar** 1. Paul Macintyre, David Bohlke. Reading Explorer 4-5 levels. National Geographic Learning & Cengage Company (2019). 2. Zemach, D. et al. (2023). Macmillan Writing Series-Writing Research Papers From Essay To Research Paper. Updated version. MacMillan; **Qo‘shimcha adabiyotlar** 1. Hacker, Diana and Nancy Sommers. 2009. The Bedford Handbook, 8th edition. Boston, MA: Bedford/St. Martin’s. 2. Richards, J., & Eckstut-Didier, S. (2012). Strategic reading 2. Cambridge University Press. 3. Richards, J., Eckstut-Didier, S., & Bonesteel, L. (2012). Strategic reading Cambridge University Press. 4. Evans, V. (2000). Successful Writing. Upper Intermediate. Express Publishing; **Axborot manbalari** 1. www.developreading.com 2. www.teachingenglish.org.uk 3. http://owl.english.purdue.edu/owl/ 4. http://hwc.stanford.edu 5. www.onestopenglish.com 6. https://edit-summer.stanford.edu/sites/summer/files/media/file/esollang-698a-syllabus-summer-2025.pdf?_gl=1*cbgjun*_gcl_au*mjyymzm2ndkxlje3ndyxnze3mtg.*_ga*mtk0otm2mzy0my4xnzq2mtcxnze4*_ga_h1snft7y2n*mtc0nje3mtcxoc4xljaumtc0nje3mtcxoc4wljauma

	Theme 3. Natural Attraction: Living Light (2 soat) Theme 4. Natural Attraction: Feathers of Love (2 soat) Theme 5. Food and Health: How Safe Is Our Food? (2 soat) Theme 6. Food and Health: The Battle for Biotech (2 soat) Theme 7. Design and Engineering: Design by Nature: Biomimetics (2 soat) Theme 8. Design and Engineering: Weaving the Future (2 soat) Theme 9. Human Journey: The DNA Trail (2 soat) Theme 10. Human Journey: Fantastic Voyage (2 soat) Theme 11. Money and Trade (2 soat) Theme 12. Group Behavior: A Crowd in Harmony (2 soat) Theme 13. Group Behavior: Our Online Behavior (2 soat) Theme 14. Investigations (2 soat) Theme 15. Rediscovering the Past (2 soat) Theme 16. Healthy Living (2 soat) Theme 17. Green Solutions (2 soat) Theme 18. Earth and Beyond (2 soat) **Yozish amaliyoti moduli** Theme 1. Introduction to the course. Expository Essays. Organisation. (2 soat) Theme 2. Expository Essays. The writing process. Writing assignment. (2 soat) Theme 3. Introduction to classification Essays. Organisation. (2 soat) Theme 4. Establishing unity and coherence. Preparation for writing. Writing assignment. (2 soat) Theme 5. Process essays. Organisation. (2 soat) Theme 6. Sentence Structure. Preparation for writing. Writing assignment. (2 soat) Theme 7. Cause/Effect essays. Organisation. (2 soat) Theme 8. Distinguishing between cause and effect. Sentence structure. Preparation for writing. (2 soat) Theme 9. Extended definition essays. Organization. (2 soat) Theme 10. Three ways to define a term. Preparation for writing. Writing assignment. (2 soat) Theme 11. Problem/Solution essays. Organization. (2 soat) Theme 12. Grammar for writing problem/solution essays. Preparation for writing. (2 soat) Theme 13. Summary/Response essays. Organization. (2 hours) Theme 14. Preparation for writing. Writing assignment. (2 hours)

Theme 15. Argumentative essays. Grammar. (2 hours)
Theme 16. Organization. (2 hours)
Theme 17. Planning your argument. Preparation for writing. Writing assignment. (2 hours)
Theme 18. Introduction to research papers. (2 hours)

4-semestr

O'qish amaliyoti moduli

Theme 1. Rise and Fall (2 soat)
Theme 2. High Achievers (2 soat)
Theme 3. Science and Progress (2 soat)
Theme 4. Saving Cities (2 soat)
Theme 5. Energy Choices (2 soat)
Theme 6. Survival and Protection (2 soat)
Theme 7. Human Body (2 soat)
Theme 8. Social Behavior (2 soat)
Theme 9. Creativity (2 soat)
Theme 10. New Discoveries (2 soat)
Theme 11. Cultural Encounters (2 soat)
Theme 12. Precious Resources (2 soat)

Yozish amaliyoti moduli

Theme 1. Review of the Essay. (2 soat)
Theme 2. Choosing a Topic. (2 soat)
Theme 3. Peer Review. (2 soat)
Theme4. Researching. (2 soat)
Theme 5. Outlining. (2 hours)
Theme 6. Avoiding Plagiarism. (2 hours)
Theme 7. The Language of the Research Paper. (2 hours)
Theme 8. Writing the First Draft. (2 hours)
Theme 9. In-Text Citations. (2 hours)
Theme 10. Academic Language. (2 hours)
Theme 11. Editing your paper. (2 hours)
Theme 12. Presenting your research. (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 va mustaqil ishlar

dekabrdagi 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.

Talabalarning bilimini baholash mezonlari:

5 (a'lo) baho – talaba amaliy mashg'ulotlari topshirig'ini mustaqil yondashgan holatda to'g'ri bajaradi, manbada berilgan matnlarni to'g'ri tushunadi va matnlar haqida mustaqil mushohada yuritadi, fikrini yozma tarzda erkin bayon eta oladi. 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, fikrini izchil, erkin va ravon ifodalash ko'nikmasiga ega, mavzuga oid masalalar yuzasidan tegishli qarorlar qabul qila oladi.

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 muyyan amaliy bilimga ega bo'ladi, fikrini izchil, erkin va ravon ifodalash ko'nikmasiga ega bo'ladi, biroq mavzuga oid vazifalarni ma'lum bir kamchiliklar va xatolarga yo'l qo'ygan holda bajaradi ammo bu talabani fikrini tushunishga to'sqinlik qilmaydi.

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 tushncha 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.

	7. Steps in writing a research paper (2 soat) 8. Punctuation (2 soat) 9. Summary writing (2 soat) 10. Analyzing research articles (2 soat) 11. Writing an article (2 hours) 12. Book review (2 hours) 13. Film review (2 hours) 14. Literature review (2 hours) 15. Types and elements of written feedback (2 soat) 16. Writing questionnaires (2 soat) 17. Reflective writing (2 soat) 18. Reaction papers (2 hours) Mustaqil o‘zlashtiriladigan mavzular bo‘yicha berilgan matnlarni o‘qish hamda ularni til va uslub xususiyatiga ko‘ra tahlil qilish tavsiya etiladi. Yozish ko‘nikmalarini takomillashtirish uchun turli mavzu va uslublarga xos bo‘lgan matnlarni yozish, tahrir qilish, o‘z fikrlarni yozuvda mantiqiy bayon etish, yozish malakasini muntazam oshirib borishi lozim.
3.	**V. Ta’lim natijalari/ Kasbiy kompetensiyalar** **Fanni o‘zlashtirish natijasida talaba:** • O‘qish va yozish ko‘nikmalarini darajasiga Umumyevropa standartlariga ko‘ra (CEFR) kamida B2 va 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 insho va ilmiy maqola turlari bilan ishlash usullari to‘g‘risida tasavvurga ega bo‘lishi; • o‘z fikr va mulohazalarini dastur mavzularidan kelib chiqqan holda yozma ravishda aniq va mantiqiy bayon etishi; • matnni tushunish maqsadida turli strategiyalarni bilishi va ulardan foydalana olishi; • yozish uslublarini grammatik va stilistik jihatdan to‘g‘ri qo‘llash borasida yetarli bilim va ko‘nikmalarga ega bo‘lishi;
4.	**VI. Ta’lim texnologiyalari va metodlari:** • amaliy mashg‘ulotlar (mantiqiv fikrlash, tezkor savol-javoblar); • guruh, mikroguruh bo‘lib ishlash; • taqdimotlarni qilish; • individual loyihalar;
5.	**VII. Kreditlarni olish uchun talablar:** O‘zbekiston Respublikasi Vazirlar Mahkamasining 2020-yil 31-

	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 yuklatilganl vazifalami 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. **Mustaqil ta’lim uchun tavsiya etiladigan mavzular:** **III-semestr** **O‘qish amaliyoti moduli** 1. A change of plan (2 soat) 2. Going on a diet (2 soat) 3. Obituary (2 soat) 4. More Break-ins (2 soat) 5. A sudden decision (2 soat) 6. Facing angry parents (2 soat) 7. Reluctant attendance (2 soat)

8. A Birthday party (2 soat)
9. Bridge delay (2 soat)
10. Goodbye and hello (2 soat)
11. A day of misfortunes (2 soat)
12. A lucky escape (2 soat)
13. A letter of apology (2 soat)
14. Disappointment (2 soat)
15. Football Defeat (2 soat)
16. Job Losses (2 soat)
17. Time to study (2 soat)
18. Coping with Misery (2 soat)
19. Surprising news (2 soat)
20. Good news and bad news (2 soat)
21. Controversial Toll Charging (2 soat)
22. Jim in Trouble (2 soat)
23. CV Deception (2 soat)
24. New Competition (2 soat)
25. A Summons from the Managing Director (2 soat)
26. Brainstorming Session (2 soat)
27. No food in the Flat (2 soat)

IV- semestr

1. The Young's View of the Old (2 soat)
2. Launch of a Lunch Club (2 soat)
3. A Surprise Job Move (2 soat)
4. Footballers Required (2 soat)
5. Bills, Bills, Bills (2 soat)
6. Closure of a Local Bookshop (2 soat)
7. Flood Damage (2 soat)
8. Miraculous Rescue (2 soat)
9. Desperate Immigrants (2 soat)
10. Health Scares (2 soat)
11. Problems at Work (2 soat)
12. A Sales Report (2 soat)
13. Climate Change (2 soat)
14. Endangered Species (2 soat)
15. Modern Celebrities (2 soat)
16. Gender Discrimination (2 soat)
17. Gambling Figures Escalate (2 soat)

18. Computer Crime (2 soat)

Yozish moduli:

III- semestr

1. Accuracy in writing (2 soat)
2. Common essay structure (2 soat)
3. Importance of introduction and thesis statement (2 soat)
4. Connectors and transitional words (2 soat)
5. Brainstorming and outlining (2 soat)
6. Writing a draft (2 soat)
7. Proofread the final draft(2 soat)
8. Using Information from Sources (2 soat)
9. Great topics for process essays (2 soat)
10. Transitions and Connectors in process essays (2 soat)
11. Great topics for comparison essay(2 soat)
12. Transitions and Connectors in comparison essays (2 soat)
13. Using information from sources (2 soat)
14. Methods of citing sources (2 soat)
15. Great topics for process essay (2 soat)
16. Strong thesis statement for process essays (2 soat)
17. Transitions and connectors in process essays (2 soat)
18. Comparative forms (2 soat)
19. Parallel structure (2 soat)
20. Original student writing: comparison essay (2 soat)
21. Studying transitions and connectors in an example of cause-effect essay (2 soat)
22. Consistent verb tense usage (2 soat)
23. Sentence fragments (2 soat)
24. Original student writing: cause-effect essay (2 soat)
25. Additional topics for writing (2 soat)
26. What is an academic writing (2 soat)
27. What is plagiarism? (2 soat)

IV- semestr

1. Avoding plagiarism. (2 soat)
2. What is an academic writing? (2 soat)
3. Opinion essays (2 soat)
4. Discussion essays (2 soat)
5. Advantages and disadvantages essays (2 soat)
6. Problem and solution essays (2 soat)