

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



Rektor: Tuxtasinov

2025-yil "28" avgust

Ro'yhatga olindi: BD60230100-CHAKT2404

2025-yil "28" avgust

CHET TILINI O'QITISHDA AKT
FANINING O'QUV DASTURI

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

<p><i>Course design and implementation</i>. British Council. 7. Cambridge Assessment English. (2020). <i>Digital framework for language teachers</i>. Cambridge University Press. 8. EUROCALL. (n.d.). Retrieved from https://www.eurocall-languages.org 9. CALICO. (n.d.). Retrieved from https://www.calico.org 10. TESOL International Association. (2011). <i>Technology standards framework</i>. TESOL.</p> <p style="text-align: center;">Axborot manbalari</p> <p>1. https://www.southampton.ac.uk/courses/modules/ling6040#syllabus 2. www.teachingenglish.org.uk 3. www.eurocall-languages.org 4. www.calico.org 5. www.teachingenglish.org.uk 6. www.cambridgeenglish.org 7. www.tesol.org</p>	<p>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>40</u> - sonli bayonnoma).</p>	<p>Fan/modul uchun mas'ullar: O.Anarbeyev – O'zDJTU, Ingliz tili amaliy aspektlari kafedrasida katta o'qituvchisi R.Turg'unboyev – O'zDJTU, Ingliz tili amaliy aspektlari kafedrasida o'qituvchisi</p>	<p>Taqrizchilar: A.Saidqosimova – O'zDJTU, Ingliz tili amaliy aspektlari kafedrasida katta o'qituvchisi N.Avezova – O'zDJTU, Ingliz tili amaliy aspektlari kafedrasida katta o'qituvchisi f.f.f.d (PhD)</p>
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Ingliz filologiyasi fakulteti dekani Yu.Azzamov

Ingliz tili amaliy aspektlari kafedrasida mudiri Sh.Usmonova

Universitet axborot resurs markazi direktori S.Kayumova

Fan/modul kodi CHAK.T2404	O'quv yili 2025-2026	Semestr 4	Kreditlar 4	
Fan/modul turi Tanlov	Ta'lim tili ingliz		Haftadagi dars soatlari 2/4	
Fanning nomi	Auditoriya mashg'ulotlari (soat)	Mustaqil ta'lim (soat)	Jami yuklama (soat)	
1.	Chet tilini o'qitishda AKT	48	72	120
<p>I. Fanning mazmuni: Fanni o'qitishdan maqsad - talabalarda xorijiy tilni o'zlashtirish jarayonida zamonaviy raqamli vositalardan samarali foydalanish ko'nikmalarini shakllantirish, ta'lim jarayonini raqamlashtirish orqali o'quv samaradorligini oshirish, axborot manbalarini tanlash, tahlil qilish va ulardan maqsadga muvofiq foydalanish malakasini rivojlantirishdan iborat. Shuningdek, fan talabalarining mustaqil ta'lim olish, ijodiy va tanqidiy fikrlash qobiliyatlarini kuchaytirish, interfaol o'qitish metodlari asosida chet tilini o'rganishga bo'lgan ishtiroqini oshirish hamda xalqaro axborot maydonida erkin faoliyat yuritish imkonini beruvchi axborot madaniyatini shakllantirishga xizmat qiladi.</p> <p>Fanning vazifasi - talabalarga axborot-kommunikatsiya texnologiyalarining nazariy asoslari va ularning chet tillarini o'qitishdagi amaliy qo'llanilishini o'rgatish, ta'limda raqamli resurslar va interaktiv platformalardan samarali foydalanish ko'nikmalarini shakllantirish, mustaqil ta'lim va masofaviy o'qitish vositalarini to'g'ri tanlab, ulardan foydalanish malakasini rivojlantirishdan iborat.</p> <p>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 University of Southampton ta'lim dasturi tajribasini o'rgangan holda tuzildi.</p> <p>https://www.southampton.ac.uk/courses/modules/ling6040#syllabus</p> <p>II. Asosiy qism (amaliy mashg'ulotlar) III.I. Fan tarkibiga quyidagi mavzular kiradi: Topic 1. The Role of ICT in Modern Language Classrooms.</p>				
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<p>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 qator qabul qila olmaydi.</p> <p>3 (qoniqarli) baho – talaba amaliy mashg'ulotlar 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>	<p>Asosiy adabiyotlar</p> <p>1. Anderson, T. (Ed.). (2008). <i>The Theory and Practice of Online Learning</i> (2nd ed.). Athabasca University Press.</p> <p>2. Al-Mahrooqi, R., & Troudi, S. (Eds.). (2014). <i>Using Technology in Foreign Language Teaching</i>. Cambridge Scholars Publishing.</p> <p>3. Tomlinson, B., & Whittaker, C. (Eds.). (2015). <i>Blended Learning in English Language Teaching: Course Design and Implementation</i>. British Council.</p> <p>4. Stanley, G., & Barrett, B. (2011). <i>Teaching languages with technology: Communicative approaches to interactive whiteboard, online and mobile learning</i>. Cambridge University Press.</p> <p>Qo'shimcha adabiyotlar</p> <p>1. Dudney, G., & Hockly, N. (2013). <i>Teaching online: A practical guide</i>. Routledge.</p> <p>2. Stanley, G. (2013). <i>Language learning with technology: Ideas for integrating technology in the classroom</i>. Cambridge University Press.</p> <p>3. Motteram, G. (Ed.). (2013). <i>ICT in the language classroom</i>. British Council.</p> <p>4. Hockly, N. (2020). <i>The digital toolkit: Digital literacies for language teachers</i>. The Consultants-E.</p> <p>5. Beatty, K. (2010). <i>Teaching and researching computer-assisted language learning</i> (2nd ed.). Routledge.</p> <p>6. British Council. (2015). <i>Blended learning in English language teaching</i>.</p>
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<p>• inkluziv ta'lim muhitini yaratish va turli o'qish uslublariga moslashish uchun AKT vositalaridan foydalanishni biladi.</p> <p>VI. Ta'lim texnologiyalari va metodlari:</p> <ul style="list-style-type: none"> • interfaol keys-stadiilar; • BBB • amaliy mashg'ulotlar (mantiqiy fikrlash, tezkor savol-javoblar); • guruh, mikroguruh bo'lib ishlash; • aqliy hujum; • muammoli vaziyat; • xayoliy xarita; • interfaol suhbat; • taqdimotlarni qilish; • individual loyihalalar; • jamoa bo'lib ishlash. <p>4.</p>	<p>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>Talabalar bilimni baholash O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirining 2018-yil 9-avgustdagi 19-2018-sonli buyrug'i bilan tasdiqlangan "Oliy ta'lim muassasalarida talabalar bilimni nazorat qilish va baholash tizimi to'g'risidagi Nizom" talablari asosida belgilanadi.</p> <p>Talabalar 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 izohlay, 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 yuritiladi, masalaga oid daliliy misollarni tahlil etish asosida ma'lum ilmiy-nazariy xulosalar chiqara oladi, tayanch tushuncha va terminlarning mohiyatini izohlashda ba'zi</p>
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<p>Topic 2. Comparing Traditional and ICT-Based Language Teaching Methods.</p> <p>Topic 3. Using Interactive Whiteboards for Language Lessons.</p> <p>Topic 4. Language Learning Apps (Duolingo, Memrise, etc.).</p> <p>Topic 5. Project work</p> <p>Topic 6. Student-Centered Learning Through Mobile Applications.</p> <p>Topic 7. Virtual Reality (VR) for Immersive Language Learning.</p> <p>Topic 8. Creating Educational Video Content for Language Learners.</p> <p>Topic 10: Project work</p> <p>Topic 11. Gamification in Language Teaching.</p> <p>Topic 12. Creating Language Quizzes Using Kahoot or Quizizz.</p> <p>Topic 13. Using Google Classroom for Language Assignments.</p> <p>Topic 14. The integration of face-to-face and distance learning</p> <p>Topic 15. Project work.</p> <p>Topic 16. Artificial Intelligence (AI) Tools for Language Teachers.</p> <p>Topic 17. ChatGPT and AI Chatbots for Speaking Practice.</p> <p>Topic 18. Blogging as a Tool for Writing Practice.</p> <p>Topic 19. Using Padlet or Jamboard for Vocabulary Boards.</p> <p>Topic 20. Project work.</p> <p>Topic 21. Online Language Testing and Assessment Tools.</p> <p>Topic 22. Using Augmented Reality (AR) in Language Teaching.</p> <p>Topic 23. E-portfolios for Student Progress Tracking.</p> <p>Topic 24. WebQuests for Language Learners.</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, darslar aniq maqsadga yo'naltirilgan, talaba faoliyatini rag'batlantiruvchi bo'lishi, mashg'ulot jarayonida mos ravishda munosib raqamli vositalar (multimedia, ta'limiy ilovalar, onlayn platformalar, sun'iy intellekt vositalari)dan umumiy foydalanish, real topshiriqlar va ijodiy loyihalarning qo'llanilishi maqsadga muvofiq. Shu bilan birga, akademik halollik va raqamli xavfsizlikka amal qilishga alohida e'tibor qaratish kerak.</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 muassasalarida talabalar mustaqil ta'limni tashkil etish bo'yicha namunaviy tartibni tasdiqlash to'g'risida"gi buyrug'i asosida ishlab chiqilgan.</p>
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<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 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. <p>Mustaqil ta'limni tashkil etishda fanning xususiyatini inobatga olgan holda quyidagi shakllardan foydalanish tavsiya etiladi:</p> <ul style="list-style-type: none"> - aniq mavzu bo'yicha tahliliy taqdimot (prezentatsiya) tayyorlash; - raqamli platformalar orqali mavzular yuzasidan mustaqil tadqiqot olib borish; - interaktiv onlayn xizmatlardan (Google Classroom, Padlet, Quizlet, Kahoot va boshqalar) foydalanish; - raqamli o'quv resurslarini tahlil qilish va taqqoslash; - o'z ta'limiy blogi yoki portfelini yuritish, shuningdek, kichik loyihalar va video-prezentatsiyalar tayyorlash orqali nazariy bilimlarni amaliyotda mustahkamlash. <p>Mustaqil ta'lim uchun tavsiya etiladigan mavzular:</p> <ol style="list-style-type: none"> 1. What is ICT? Definitions and Relevance in Language Education. (2 hours) 2. The Role of ICT in Modern Foreign Language Classrooms. (2 hours) 3. Comparing Traditional and ICT-Enhanced Teaching Methods. (2 hours) 4. Challenges of Integrating Technology in Language Education. (2 hours) 5. Digital Literacy for Teachers and Learners. (2 hours) 6. Theories Behind Technology in Education (TPACK, SAMR, etc.). (2 hours) 7. Exploring Duolingo: Benefits and Limitations for Learners. (2 hours) 8. Creating Flashcards with Quizlet for Vocabulary Practice. (2 hours) 9. Using Kahoot or Quizizz for Formative Language Assessment. (2 hours) 10. Conducting Speaking Practice via Zoom or Google Meet. (2 hours)
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<ol style="list-style-type: none"> 11. Teaching Pronunciation Using AI-Powered Tools (e.g., ELSA Speak). (2 hours) 12. Writing Blogs to Improve Language Output. (2 hours) 13. Using Padlet for Collaborative Writing Tasks. (2 hours) 14. The Power of YouTube in Language Listening Practice. (2 hours) 15. Designing Digital Storytelling Projects with Powtoon or Canva. (2 hours) 16. Google Classroom for Assignment Management. (2 hours) 17. Building Grammar Quizzes Using Wordwall. (2 hours) 18. Teaching Idioms with Interactive Whiteboard Activities. (2 hours) 19. Watching Podcasts for Listening Practice. (2 hours) 20. Recording and Submitting Voice Notes in Language Apps. (2 hours) 21. Using Screencast Tools to Record a Lesson. (2 hours) 22. Creating Subtitles for Videos as a Vocabulary Task. (2 hours) 25. Virtual Reality (VR) in Language Immersion. (2 hours) 26. Augmented Reality (AR) for Vocabulary Learning. (2 hours) 27. ChatGPT as a Conversational Partner in Language Practice. (2 hours) 28. The Role of AI in Language Assessment and Feedback. (2 hours) 29. Learning with Speech Recognition Software. (2 hours) 30. Exploring OpenAI's Whisper for Language Transcription. (2 hours) 31. Designing a Lesson Plan Using Any ICT Tool. (2 hours) 32. Evaluating the Effectiveness of a Mobile App for Grammar Learning. (2 hours) 33. Creating an E-portfolio to Track Language Learning Progress. (2 hours) 34. Ethical Use of Technology in the Language Classroom. (2 hours) 35. Comparing Two Digital Tools for Teaching the Same Skill. (2 hours) 36. Personal Reflection: How Can You Use ICT in Your Future Teaching Practice? (2 hours) 	<p>V. Fan o'qitilishining natijalari (shakllanadigan kompetensiyalar)</p> <p>Fanni o'zlashtirish natijasida talaba:</p> <ul style="list-style-type: none"> • AKT vositalarini chet tili o'qitishda samarali va innovatsion tarzda qo'llashni o'rganadi; • raqamli o'quv materiallarini yaratish, tahlil qilish va o'quv jarayonida qo'llash ko'nikmalariga ega bo'ladi; • onlayn baholash va fikr-mulohaza tizimlarini ishlab chiqish orqali o'quvchilarning o'qish jarayonini monitoring qilishni biladi; • raqamli xavfsizlik va axloqiy masalalarni hisobga olgan holda ta'lim jarayonini tashkil etishni o'rganadi;
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