

O'ZBEKISTON RESPUBLIKASI  
OLIY TA'LIM, FAN VA INNOVASIYALAR VAZIRLIGI  
O'ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI



Rektor: M. Ibraximov

2025-yil

Ro'yhatga o'lingi: BP60230100-MDML2404

2025-yil "4" iyun

MADANIYATLARARO MULOQOT  
FANINING O'QUV DASTURI  
2-kurs

Bilim sohasi: 200000 – San'at va gumanitar fanlar  
Ta'lim sohasi: 230000 – Tillar  
Ta'lim yo'nalishi: 60230100 – Filologiya va tillarni o'qitish (nemis tili)

Toshkent-2025

Fan/modul kodi	O'quv yili	Semestr	Kreditlar
MDML2404	2025-2026	4	4
Fan/modul turi	Ta'lim tili		Haftadagi dars soatlari
Tanlov	nemis		2/4
Fanning nomi	Auditoriya	Mustaqil	Jami
Madaniyatlararo muloqot	mashg'ulotlari (soat)	ta'lim (soat)	yuklama (soat)
1.	48	72	120
2.	<p><b>I. Fanning mazmuni</b></p> <p><b>Fanni o'qitishdan maqsad</b> – talabalarga kasbiy yo'nalish doirasida tilning og'zaki shakllarini o'rgatish, ularning ijtimoiy-madaniy muloqot malakalarini rivojlantirish, xususan o'rganilayotgan chet tilning funksional shakllari va ustularini, til to'g'risidagi amaliy va nazariy bilimlarini takomillashtirish hamda egallangan bilim, ko'nikma, malakalarini nemis tilida muloqotda erkin qo'llay olishlarini ta'minlashdir.</p> <p><b>Fanning vazifasi</b> - umumiy-tirof etilgan xalqaro me'yorlarga ko'ra talabalarining nemis tilini kamida B+-B2 darajada egallashlari uchun zaruriy bilimlarini integrallashgan tarzda o'rgatish va og'zaku muloqot malakalarini rivojlantirish.</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-ustubiy hujjatlarini ishlab chiqish jarayonini takomillashtirish to'g'risida"gi 87-sonli buyrug'iga muvofiq, xalqaro tan olingan reytinglarda TOP-300 talik ro'yxatiga kiruvchi <b>Ludwig-Maximilians-Universität München</b> ta'lim dasturi tajribasini o'rgangan holda tuzildi.</p> <p><a href="https://www.germanistik.uni-muenchen.de/pdf/studienordnungen/mhb_ba_nf_germ_2025.pdf">https://www.germanistik.uni-muenchen.de/pdf/studienordnungen/mhb_ba_nf_germ_2025.pdf</a></p> <p><b>II. Asosiy qism (amaliy mashg'ulotlar)</b></p> <p><b>II.1. Fan tarkibiga quyidagi mavzular kiradi:</b></p> <p><b>Thema 1.</b> Einführung in die Interkulturelle Kommunikation</p> <p><b>Thema 2.</b> Kultur und kulturelle Differenz</p> <p><b>Thema 3.</b> Globalisierung und Interkulturelle Kommunikation</p> <p><b>Thema 4.</b> Interkulturelle Kommunikationskompetenz</p> <p><b>Thema 5.</b> Kommunikation und kulturelle Vielfalt</p> <p><b>Thema 6.</b> Verbale und nonverbale Kommunikation</p> <p>Verbale und nonverbale Unterschiede</p>		

Talaba fikrini izchil, erkin va ravon ifodalash, mavzuga oid masalalar yuzasidan qaror qabul qila olish ko'nikmasi to'liq shakllanmagan bo'ladi.	2 (qoniqsiz) 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.	<p><b>Asosiy adabiyotlar</b></p> <p>1. Interkulturelle Kommunikation, Hans-Jürgen Lüsebrink: Springer-Verlag, Berlin 2009</p> <p><b>Axborot manbalari</b></p> <p>1. <a href="http://www.ziyounet.uz/">http://www.ziyounet.uz/</a></p> <p>2. <a href="http://www.edu.uz/">http://www.edu.uz/</a></p> <p>3. <a href="http://www.lexikon.freenet.de/Literaturdidaktik">www.lexikon.freenet.de/Literaturdidaktik</a></p> <p>4. <a href="http://www.fachdidaktik-einecke.de/">www.fachdidaktik-einecke.de/</a></p> <p>5. <a href="http://www.mein.deutsch">www.mein.deutsch</a></p> <p>6. <a href="http://www.deutsch.unterricht.de">www.deutsch.unterricht.de</a></p> <p>7. <a href="https://www.germanistik.uni-muenchen.de/pdf/studienordnungen/mhb_ba_nf_germ_2025.pdf">https://www.germanistik.uni-muenchen.de/pdf/studienordnungen/mhb_ba_nf_germ_2025.pdf</a></p> <p>7. O'quv dasturi O'zbekiston davlat jahon tillari universiteti tomonidan ishlab chiqilgan va tasdiqlangan. Dastur universitet Kengashining 2025-yil 4 - <u>iyun</u> <u>20</u> - sonli bayonnoma).</p> <p>8. <b>Fan/modul uchun mas'ul:</b> L.Xusinoва - Nemis tili amaliy fanlar kafedrasida o'qituvchisi</p> <p>9. <b>Taqrizchilar:</b> S.H.Nazarov – Niyomiy nomidagi O'zbekiston milliy pedagogika universiteti "Yevropa tillari" kafedrasida mudiri, PhD L.Xoliyarov – O'zDJTU, "Roman-german tillari tarjimasunosligi" kafedrasida mudiri, f.f.n., dotsent</p>

Roman-german filologiyasi  
fakulteti dekani

  
X.Xakimov

Nemis tili amaliy fanlar  
kafedrasida mudiri

  
Yu.Ismailov

Universitet axborot resurs  
markazi direktori

  
S.Kayumova

5.	<ul style="list-style-type: none"> <li>• individual loyihalalar;</li> <li>• jamoa bo'lib ishlash va himoya qilish uchun loyihalalar.</li> </ul> <p><b>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.</p> <p>Talabalar bilimni baholash O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirining 2018-yil 9-avgustdagi 19-2018-son buyrug'i bilan tasdiqlangan "Oliy ta'lim muassasalarida talabalar bilimni nazorat qilish va baholash tizimi to'g'risidagi Nizom" talablari asosida belgilanadi.</p> <p><b>Talabalar bilimni baholash mezonlari:</b></p> <p><b>5 (a'lo) baho</b> – 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><b>4 (yaxshi) baho</b> – 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 muvayyan 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><b>3 (qoniqarli) baho</b> – 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.</p>
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<p><b>Thema 7.</b> Mündliche und schriftliche Kommunikation</p> <p><b>Thema 8.</b> Konstruktion kultureller Identität</p> <p><b>Thema 9.</b> Identität und Fremdheit</p> <p><b>Thema 10.</b> Interkulturelle Kommunikation und Religionen</p> <p><b>Thema 11.</b> Interkulturelle Kommunikation und Sitten</p> <p><b>Thema 12.</b> Sprachenvielfalt</p> <p><b>Thema 13.</b> Multikulturelle Gesellschaft</p> <p><b>Thema 14.</b> Kulturstandards und Stereotypen</p> <p><b>Thema 15.</b> Wiederholung und Befestigung</p> <p><b>Thema 16.</b> Voraussetzungen für erfolgreiche internationalen Kommunikation</p> <p><b>Thema 17.</b> Ursachen von Missverständnissen</p> <p><b>Thema 18.</b> Unterschiedliche Konventionen</p> <p><b>Thema 19.</b> Gleiches Wort-Unterschiedliche Bedeutung</p> <p><b>Thema 20.</b> Gleiches Absicht-Unterschiedliche Realisierung</p> <p><b>Thema 21.</b> Gleiche Gesprächstyp-Unterschiedliche Abläufe und Themen</p> <p><b>Thema 22.</b> Gleiche Gesprächssituationen-Unterschiedliche Etikette</p> <p><b>Thema 23.</b> Unterschiedliche Werte, unterschiedliche Einstellungen</p> <p><b>Thema 24.</b> Tabu</p> <p><b>III. Amaliy mashg'ulotlar bo'yicha ko'rsatma va tavsiyalar</b></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><b>IV. Mustaqil ta'lim va mustaqil ishlar</b></p> <p>Talabalarni mustaqil ta'lim shaklini tashkil etishga qo'yilgan talablar O'zbekiston Respublikasi oliy ta'lim, fan va innovatsiyalar vazirligining 2024-yil 29-apreldagi 136-sonli "Oliy ta'lim muassasalari talabalari mustaqil ta'limni tashkil etish bo'yicha namunaviy tartibni tasdiqlash to'g'risida"gi buyrug'i asosida ishlab chiqilgan.</p> <p>Mustaqil ta'limni baholash semestr davomida berilgan topshiriq asosida bajarilgan ishlarni HEMIS axborot tizimida ilova qilish, shuningdek, oraliq va yakuniy test va savollarga javob berish asosida oshiriladi.</p> <p>- o'tilgan mavzuni chuqur o'rganishlari uchun darslik, o'quv materiallari bilan faol ishlash;</p>
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<p>- amaliy mashg'ulotlar va imtihonlarga oldindan tayyorgarlik ko'rish, vaqtdan unumli foydalanish;</p> <p>- fan (modul)lar bo'yicha mustaqil ta'lim topshiriqlarini belgilangan muddatlarda taqdim etishi;</p> <p>- mustaqil ta'lim topshiriqlarini bajarishda plagiat (ko'chirmakashlik)ga yo'l qo'ymasligi;</p> <p>- kichik guruhlarda hamkorlikdagi mustaqil ta'lim topshiriqlarini bajarishda jamoaning umumiy maqsadiga mos harakat qilishi, o'ziga yuklatilgan vazifalarni o'z vaqtida bajarishi.</p> <p><b>Mustaqil ta'limni tashkil etishda fanning xususiyatini inobatga olgan holda quyidagi shakllardan foydalanish tavsiya etiladi:</b></p> <ul style="list-style-type: none"> <li>- mavzu yuzasidan tahliliy ma'lumot (esse) tayyorlash;</li> <li>- badiiy-ijodiy ishini bajarish;</li> <li>- aniq mavzu bo'yicha tahliliy taqdimot (prezentatsiya) tayyorlash;</li> <li>- berilgan muammoni keng tahlil qilish, unga ta'rif va xulosalarni berish;</li> <li>- amaliyotdagi mavjud muammoning yechimini topish, test, munozarali savollar va topshiriqlar tayyorlash orqali loyihalarni ishlash ko'nikmasini shakllantirish;</li> </ul> <p><b>Mustaqil ta'lim uchun tavsiya etiladigan mavzular:</b></p> <ol style="list-style-type: none"> <li>1. Grundlagen der Kommunikation.</li> <li>2. Was ist Interkulturalität.</li> <li>3. Definition Kommunikation.</li> <li>4. Kommunikationsmodelle.</li> <li>5. Axiome der Kommunikation.</li> <li>6. Der frame Kommunikation.</li> <li>7. Sprechen und Verstehen.</li> <li>8. Was sind Zeichen.</li> <li>9. Was heißt Bedeutung.</li> <li>10. Was heißt Verstehen.</li> <li>11. Was ist Konversation.</li> <li>12. Gesprächsanalyse.</li> <li>13. Sprechakttheorie.</li> <li>14. Logic and Conversation.</li> <li>15. Nonverbale Kommunikation.</li> <li>16. Gestik.</li> <li>17. Mimik.</li> <li>18. Paraverbales.</li> <li>19. Sprache und Kultur.</li> </ol>
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<ol style="list-style-type: none"> <li>20. Was ist Kultur.</li> <li>21. Was ist Sprache.</li> <li>22. Kultur erfassen.</li> <li>23. Aufbau des Wissens.</li> <li>24. Kulturelle Differenzen.</li> <li>25. Was ist Differenz.</li> <li>26. Kultur in Sprache.</li> <li>27. Was sind Hotspots.</li> <li>28. Was ist ein Hotword.</li> <li>29. Somatics.</li> <li>30. Kulturstandards und Stereotypen.</li> <li>31. Kulturstandards.</li> <li>32. Was sind Stereotypen.</li> <li>33. Relativismus.</li> <li>34. Critical Incidents.</li> <li>35. Was sind Critical Incidents.</li> <li>36. Die interkulturelle Trainingspraxis.</li> </ol> <p>Mustaqil o'zlashtiriladigan mavzular bo'yicha talabalar o'quv dasturida tavsiya etilgan qo'shimcha adabiyotlarni o'qish, o'zlashtirish, ularni tahlil qilish, berilgan mavzular bo'yicha portfolio tayyorlash va ularni taqdimot qilish tavsiya etiladi.</p>	<ol style="list-style-type: none"> <li>3. <b>V. Ta'lim natijalari/Kasbiy kompetensiyalar</b> Fanni o'zlashtirish natijasida talaba: <ul style="list-style-type: none"> <li>• nemis tilini xalqaro til bilish darajasiga ko'ra (CEFR) kamida B2 darajada o'zlashtirishi;</li> <li>• tinglash, tushunish va muhokama qilish uchun bosqichma -bosqich turli til materiallari bilan ishlash usullari to'g'risida <i>tasavvurga ega bo'lishi</i>;</li> <li>• chet tilidagi og'zaki shakldagi ma'lumotlarni tushunish maqsadida turli strategiyalarni <i>bilishi va ulardan foydalana olishi</i>;</li> <li>• nemis tilida chop etilgan turli matbuot materiallari va axborot beruvchi boshqa vositalardan olingan autentik til materiallarini tushuna olish va ularni tahlil qilish, nemis tilida og'zaki nutq jarayonida ravon so'zlasha olish <i>malakalariga ega bo'lishi lozim</i>.</li> </ul> </li> <li>4. <b>VI. Ta'lim texnologiyalari va metodlari:</b> <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> </ul> </li> </ol>
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