

РЕСПУБЛИКА УЗБЕКИСТАН
МИНИСТЕРСТВО ВЫСШЕГО ОБРАЗОВАНИЯ, НАУКИ И ИННОВАЦИЙ
УЗБЕКСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ МИРОВЫХ ЯЗЫКОВ
«УТВЕРЖДЕНО»

Председатель Совета, ректор

Узбекского государственного университета мировых языков

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ПРОГРАММА

ГОСУДАРСТВЕННОГО АТТЕСТАЦИОННОГО ЭКЗАМЕНА

ПО ОБЩЕПРОФЕССИОНАЛЬНЫМ И СПЕЦИАЛЬНЫМ ДИСЦИПЛИНАМ

Направление образования: 60230100 — Филология и обучение языкам (английский язык)

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На основании настоящей программы комплексно оценивается уровень знаний, умений и навыков выпускника, приобретённых по общепрофессиональным и специальным дисциплинам.

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ВВЕДЕНИЕ

Настоящая программа устанавливает порядок проведения государственной итоговой аттестации по специальным дисциплинам (Интегрированный курс преподавания иностранного языка; Теоретические аспекты изучаемого языка — лексикология, теоретическая фонетика, теоретическая грамматика, стилистика, история изучаемого языка, сравнительная типология, теория и практика перевода; Методика преподавания языка и образовательные технологии) в рамках направления образования 60230100 — Филология и обучение языкам (английский язык).

Программа разработана в соответствии с требованиями к уровню знаний, умений и навыков, которыми должны овладеть выпускники по общепрофессиональным и специальным дисциплинам, и охватывает квалификационные требования, а также содержание всех тем, предусмотренных учебной программой дисциплины. Она предназначена для определения теоретической и практической готовности выпускника к выполнению профессиональных задач, установленных государственным стандартом высшего профессионального образования.

Государственная итоговая аттестация оценивает подготовку выпускников по двум взаимодополняющим направлениям. Первое — практическое владение изучаемым

языком, без которого невозможно выполнение ни одной профессиональной функции выпускника; оно оценивается в заданиях 1 и 2 (понимание прочитанного и письменная продукция на уровне C1), которые в совокупности составляют 60 баллов. Второе — теоретические и методические знания по общепрофессиональным и специальным дисциплинам, оцениваемые в задании 3, которое составляет 40 баллов. Данное распределение утверждено Советом университета и отражает квалификационные требования по направлению образования 60230100 — Филология и обучение языкам (английский язык).

Содержание государственного итогового аттестационного экзамена полностью соответствует программе высшего профессионального образования, освоенной студентом в период обучения.

Требования к государственному аттестационному экзамену по общепрофессиональным и специальным дисциплинам

В ходе государственного аттестационного экзамена соискатель степени бакалавра должен:

В части знаний:

- описывать основные понятия, категории и закономерности теоретических аспектов английского языка (лексикологии, теоретической фонетики, теоретической грамматики, стилистики, истории языка) и теории перевода;
- уметь разъяснять требования национальных и международных (основанных на CEFR) стандартов иноязычного образования;
- уметь излагать принципы планирования современного урока иностранного языка и функции различных видов средств обучения;

В части умений:

- понимать аутентичные англоязычные тексты на уровне C1 и создавать связные, ситуативно уместные письменные тексты;
- анализировать языковой материал с применением понятий теоретических дисциплин, иллюстрируя анализ примерами;
- разрабатывать план урока, направленный на решение конкретной методической задачи, подбирая соответствующие методы, технологии и средства обучения и обосновывая свой выбор;
- уметь применять приёмы развития коммуникативной компетенции обучающихся и её компонентов;

В части компетенций:

- уметь самостоятельно осуществлять мониторинг и оценку знаний, умений, навыков и компетенций обучающихся;
- обосновывать методические и аналитические решения в ясном, чётко структурированном письменном профессиональном дискурсе.

Теоретические основы общепрофессиональных и специальных дисциплин

- приоритеты государственной политики по модернизации иноязычного образования в Республике Узбекистан;
- национальные и международные стандарты иноязычного образования;
- отечественные и зарубежные учебные программы по иностранным языкам;
- теоретические и практические знания по Интегрированному курсу преподавания языка и Теоретическим аспектам изучаемого языка;
- место методики преподавания иностранных языков в системе педагогических наук;
- основные методические понятия: подход, метод, технология, принцип, приём, средство, система обучения;
- упражнение как основной компонент обучения иностранному языку;
- связь методики преподавания иностранных языков с другими дисциплинами;
- языковая компетенция и речевая компетенция, различие между ними;

- цели, содержание, принципы и методы дисциплины «Методика преподавания языка»;
- уровни владения иностранным языком и этапы изучения языка согласно CEFR (Общеввропейские компетенции владения иностранным языком).

Понятие об общепрофессиональных и специальных дисциплинах

К общепрофессиональным и специальным дисциплинам относятся Интегрированный курс преподавания иностранного языка, Методика преподавания языка и образовательные технологии, а также Теоретические аспекты изучаемого языка. Теоретические аспекты, в свою очередь, включают следующие дисциплины: лексикология, теоретическая фонетика, теоретическая грамматика и история изучаемого языка, стилистика, теория и практика перевода и сравнительная типология.

1. Теоретическая грамматика и история языка

Теория частей речи

Понятие «часть речи». Критерии разграничения частей речи в современном английском языке. Принципы объединения слов в классы. Лексико-грамматические оппозиции при формировании частей речи; части речи в английском языке и их краткая характеристика.

Понятие грамматической категории

Понятия категории и грамматической категории. Система оппозиций в грамматике.

Понятие грамматической формы. Аналитические и синтетические грамматические формы. Склонение и спряжение. Категории времени глагола в английском языке.

Категория времени. Грамматическое значение настоящего, прошедшего и будущего времён. Абсолютные и относительные времена. Категориальные свойства настоящего, прошедшего и будущего времён; модальные модели будущего времени. Согласование времён.

Категория залога (действительный залог, страдательный залог) в английском языке, категория наклонения глагола в английском языке, теория словосочетаний, простые предложения и описание методов синтаксического анализа.

Категории существительного и прилагательного в истории английского языка. Категории падежа, числа и рода существительных и прилагательных в древне-, средне- и новоанглийский периоды. Сильное и слабое склонение существительных и прилагательных. Формирование системы глагола в истории английского языка. Сильные, слабые, претерито-презентные и неправильные глаголы в древне-, средне- и новоанглийский периоды. Возникновение аналитических форм глагола.

Примерные вопросы:

1. How would you define the concept of theoretical grammar in English, and what are its fundamental components?
2. Describe the historical stages of English grammatical rules and explain how each stage has influenced contemporary grammar.
3. Analyze the development of the English tense and modality system from a historical perspective.
4. In what ways do primary grammatical categories (such as morphemes, lexemes, and syntagms) form the structural basis of English?
5. How has the historical evolution of verb tenses contributed to current grammatical practices in English?
6. Identify and discuss the key phonetic, morphological, and syntactic changes in the history of the English language.
7. How has the historical context influenced significant shifts in English grammatical structures?
8. What are the main methodological approaches used in the study of English grammatical theory?
9. How do the historical development of the language and its grammar mutually influence each other?

10. What factors have led to major grammatical revolutions throughout the evolution of English?
11. In what ways have processes of grammatical normalization affected both language structure and historical development?
12. Which scientific methods are most effective in the research of theoretical grammar?
13. How can you compare the grammatical features of English across different historical periods, using specific examples?
14. In what manner does the variability of grammatical norms reflect the evolution of the language?
15. How do modern grammatical theories account for historical changes in English?

2. Теоретическая фонетика

Понятия литературного произношения и орфоэпической нормы. Понятие национальных и региональных вариантов произношения и основные варианты в современном английском языке. Компоненты фонетического строя английского языка. Сегментные фонемы английского языка. Разграничение терминов «фонема» и «аллофон» как лингвистических единиц. Транскрипция. Виды транскрипции. Основные направления теории фонемы и фонологические школы. Слоговая структура слова в английском языке. Определение слога. Классификация слогов. Функция слога. Акцентная структура английского языка. Словесное ударение, фразовое ударение. Интонация. Её структура и функции.

Примерные вопросы:

1. How do you distinguish between phonemes and allophones in English, and why is this distinction important?
2. What are the primary elements of the English phonetic system, and how do they interact?
3. Explain the purpose and significance of phonetic transcription in linguistic research.
4. How are intonation, stress, and rhythm interconnected in English pronunciation?
5. What criteria are used to differentiate between short, long, open, and closed vowel sounds in English?
6. Discuss the main methods used in phonetic analysis and the advantages of each approach.
7. How have historical developments influenced the phonetic system of the English language?
8. Compare the sound systems of English with that of another language of your choice.
9. What common pronunciation errors occur in English, and how do these errors affect overall meaning?
10. Explain the role of articulatory phonetics and its importance in understanding English pronunciation.
11. In what ways do biological factors of speech production appear in phonetic analysis?
12. What standards exist for phonetic transcription, and how are they applied in practice?
13. How are acoustic measurements used to determine the properties of English sounds?
14. What experimental methods are employed in modern phonetic research?
15. Discuss the distinctive features of public or standard English pronunciation with relevant examples.

3. Стилистика

Основные разделы и проблемы стилистики как дисциплины. Основные направления стилистики. Стилистическая дистрибуция лексики. Литературный слой лексики. Основные особенности функциональных стилей современного английского языка

(художественный и научный стили). Основные особенности функциональных стилей современного английского языка (газетный и публицистический стили). Природа и функции стилистических приёмов (метафора, литота, метонимия, оксюморон, гипербола, антитеза, повтор, эпитет, перифраз, риторический вопрос, антономасия, сравнение, инверсия).

Примерные вопросы:

1. How would you define stylistics and describe its significance in the study of language?
2. What are the various speech styles in English, and how do their features differ?
3. Which analytical methods and tools are most effective in stylistic analysis?
4. How do the stylistic features of literary language differ from those of everyday speech?
5. What role do metaphor and metonymy play in shaping the stylistic aspects of English?
6. How can semantic analysis be used to examine stylistic devices in English texts?
7. In what ways do language and culture interact to influence stylistic choices in English?
8. How do syntactic structures contribute to stylistic differences in various types of English discourse?
9. What significant changes in English stylistics can be identified across different historical periods?
10. How does a semiotic approach enhance the analysis of stylistic features?
11. What analytical techniques are used to determine the style of a given English text?
12. How do stylistic adaptations contribute to the development of language over time?
13. What factors guide the choice of style in spoken and written English?
14. How are stylistic nuances represented and conveyed in literary works?
15. What new trends and approaches are emerging in modern stylistic research in English?

4. Теория и практика перевода

Дисциплина «Теория перевода» вместе с изучением различных методов перевода — дословного перевода, а также описательного и аналогового методов перевода — направлена на совершенствование переводческих умений и навыков студентов.

Цель преподавания дисциплины — ознакомить студентов с основными теоретическими понятиями теории перевода, со стилями и подходами, применяемыми при изучении переводческих процессов, с местом и значением языка в системе научного знания, а также обучить их основным закономерностям, наблюдаемым при переводе в процессе речевой коммуникации.

Примерные вопросы:

1. What are the essential concepts and principles that underlie translation theory?
2. How can translators maintain a balance between linguistic accuracy and cultural context?
3. Why is preserving both context and semantics crucial during the translation process?
4. What are the key stages involved in the translation process, and why is each stage important?
5. Compare the advantages and disadvantages of semi-automated versus fully automated translation methods.
6. How do you define equivalence in translation, and what is its role in ensuring quality?
7. What strategies are most effective when translating idiomatic expressions between languages?

8. How can different translation methodologies be compared and contrasted with practical examples?
9. How should translation strategies be adapted according to the type of text being translated?
10. What role does technology play in contemporary translation theory and practice?
11. What are common translation errors, and what methods can be employed to correct them?
12. How does cultural context affect the quality and interpretation of translations?
13. Analyze methodological approaches used in exemplary translation projects.
14. What are the roles and responsibilities of a professional translator in today's global environment?
15. Discuss the evolution of modern translation theories and their future prospects.

5. Лексикология

Теоретические основы английской лексикологии. Семасиология. Отличительные признаки слова по сравнению с морфемой, словоформой и словосочетанием.

Морфологическая структура слова. Мономорфемные и полиморфемные слова. Основа слова и её типы. Типы структуры слова. Словообразование. Способы словообразования. Основные структурные компоненты слова. Словообразовательная база. Различные типы образования сложных слов. Аббревиатуры и другие способы словообразования.

Теоретические основы фразеологии. Цели и задачи фразеологии. Устойчивые и свободные сочетания; сходства между словом и словосочетанием. Этимология.

Примерные вопросы:

1. How do you analyze the lexicological structure of the English language?
2. What approaches are used to study lexical units and their meanings in English?
3. Explain the various methods of lexical-semantic analysis and their distinctive features.
4. How can you account for the semantic changes of words in English over time?
5. Compare and contrast synonyms, antonyms, and homonyms in the context of English lexicology.
6. What is the concept of semantic fields, and how are different lexical items interconnected within them?
7. How does social context influence changes in English lexical units?
8. Provide examples of lexical boundaries and discuss the phenomenon of polysemy.
9. What methods are used to measure the richness of vocabulary in English?
10. Discuss the main causes and processes behind the creation of neologisms in English.
11. How has corpus research contributed to advancements in lexical studies?
12. What criteria are used for word classification during active language use?
13. How do historical changes in vocabulary impact modern semantic analysis?
14. In what ways can you analyze processes of lexical adaptation in contemporary English?
15. What are the current trends and emerging perspectives in the field of English lexicology?

6. Методика преподавания языка и образовательные технологии. Развитие коммуникативной компетенции. Обучение иноязычному материалу и видам речевой деятельности

- Аспекты языка. Цели и задачи обучения лексике, грамматике и произношению, значение формирования соответствующих навыков.
- Виды речевой деятельности. Аудирование, говорение, чтение и письмо, их роль в практическом изучении иностранного языка.

- Основные механизмы формирования и развития аудирования, говорения, чтения и письма; этапы обучения; технология обучения и её мониторинг.

Примерные вопросы:

1. What are the main theoretical approaches underlying modern language teaching methodologies?
2. Which strategies are most effective in developing communicative competence in a foreign language?
3. How can foreign language teaching materials be presented interactively in the classroom?
4. What role do different types of speech activities play in enhancing language learning?
5. How do multimedia tools contribute to more effective foreign language instruction?
6. What innovative educational technologies have transformed language teaching practices recently?
7. How do interactive teaching methods influence student engagement and language acquisition?
8. In what ways do dialogue and discussion techniques support effective speech activities?
9. How can language teaching strategies be tailored to suit the needs of different age groups?
10. How can communicative competence be integrated with other linguistic skills in the curriculum?
11. What approaches are used in preparing and selecting teaching materials for language instruction?
12. How do technological tools increase interactivity and student participation in language classes?
13. How do you balance collaborative learning with individual study in language teaching?
14. What are the common challenges encountered in teaching foreign languages, and how can they be addressed?
15. What future trends do you foresee in language teaching methodologies and educational technologies?

7. Сравнительная типология

Сравнительная типология как раздел языкознания: её предмет, цели и задачи, виды и подходы. Историческое становление типологических исследований. Виды сравнительной типологии по классификации Дж. Буранова. Генетическая и генеалогическая типология. Типологическое описание фонетической и фонологической систем английского, узбекского и русского языков. Типология морфологического уровня и типология грамматических категорий. Типология синтаксического уровня: словосочетания и структура предложения. Типология лексического уровня: различные слои лексики, сопоставительный анализ словарного состава и типов словообразования. Типология фразеологических единиц. Семантическая и прагматическая типология. Типология лингвокультурных особенностей.

Примерные вопросы:

1. How would you define comparative typology as a branch of linguistics, and what distinguishes it from comparative-historical and areal linguistics?
2. What are the main tasks and practical applications of typological research in foreign language teaching and translation?
3. Outline the historical development of typological investigations and identify the contribution of its principal figures.
4. Explain the classification of comparative typology proposed by J. Buranov and illustrate each type with an example.

5. What is the difference between genetic (genealogical) and typological classifications of languages? Place English, Uzbek and Russian within each.
6. Compare the phonetic systems of English, Uzbek and Russian: which features are typologically common, and which are language-specific?
7. Analyze the phonological systems of the three languages in terms of vowel and consonant oppositions, and comment on the difficulties these differences create for Uzbek learners of English.
8. Characterize English, Uzbek and Russian in terms of morphological typology (analytic, synthetic, agglutinative, fusional) and support your answer with examples.
9. Compare the grammatical categories of the noun (case, number, gender, definiteness) across English, Uzbek and Russian.
10. Compare the grammatical categories of the verb (tense, aspect, voice, mood) in the three languages and explain the typological consequences of these differences.
11. What are the typological characteristics of word combinations in English, Uzbek and Russian? Discuss word order and types of syntactic connection.
12. Compare sentence structure across the three languages, addressing word order typology (SVO/SOV) and the expression of the subject.
13. Analyze the layers of the lexicon (native, borrowed, terminological, colloquial) in English, Uzbek and Russian from a typological perspective.
14. Compare the productive word-formation types of the three languages and explain which processes dominate in each and why.
15. What typological similarities and differences can be identified in the phraseological units of English, Uzbek and Russian, and how do linguacultural factors account for them?

Порядок проведения государственного аттестационного экзамена по общепрофессиональным и специальным дисциплинам и критерии его оценивания

Государственная аттестация по общепрофессиональным и специальным дисциплинам (Интегрированный курс преподавания иностранных языков; Теоретические аспекты изучаемого языка — лексикология, теоретическая фонетика, теоретическая грамматика и история языка, стилистика, сравнительная типология, теория и практика перевода) проводится в письменной форме. Перечень вопросов для проведения итоговой аттестации доводится до сведения студентов заранее, в установленном до аттестации порядке. Итоговая аттестация должна быть направлена на оценку — посредством итогового экзамена — теоретических знаний и практических навыков, приобретённых в соответствии с образовательными целями. Государственная аттестация по общепрофессиональным и специальным дисциплинам проводится на основе письменных заданий в утверждённом порядке. Каждый из ответов студентов разъясняется на основе утверждённых критериев оценивания и оценивается в соответствии с системой оценок. В качестве образца для проведения государственной итоговой аттестации студентам до аттестации доводятся 15 примерных вопросов по каждой дисциплине. Аттестационные билеты, состоящие из 3 частей, помещаются в запечатанные конверты. Первая часть билета содержит 10 тестовых вопросов на компетенцию понимания прочитанного: студент читает аутентичный текст на иностранном языке и отмечает ответы на вопросы к тексту. Вторая часть содержит письменное задание, предназначенное для оценки компетенции письма на основе заданной ситуации, что, в свою очередь, раскрывает знания и умения выпускника в области преподавания языка. В третьей части билета выпускник даёт письменные ответы на 2 вопроса, основанных на теоретических знаниях. Проверка и оценивание работ государственной итоговой аттестации осуществляется по 5-балльной системе оценок. Баллы, выставленные за ответы по всем 3 частям, суммируются: первая часть оценивается в 30 баллов, вторая — в 30 баллов, третья — в 40 баллов. Затем

сумма баллов переводится в шкалу оценок и оценивается по «5-балльной» шкале, чем и определяется итоговая аттестационная оценка выпускника по дисциплине.

Критерии оценивания государственного итогового аттестационного экзамена

Задание 1. Чтение (максимально возможный балл — 30 баллов)

Критерий	Описание	Баллы
Задания на понимание прочитанного	10 объективных заданий по аутентичному английскому тексту (True/False/Not Given, подбор заголовков, заполнение пропусков в заметках/резюме)	$10 \times 3 = 30$

Задание 2. Письмо (максимально возможный балл — 30 баллов; $3 \times 10 = 30$)

Критерий	8—10 баллов	5—7 баллов	3—4 балла	0—2 балла
Выполнение задания	Все три пункта задания полностью раскрыты; регистр уместен; ≥ 150 слов	Все пункты раскрыты, один — кратко; регистр в основном уместен	Один пункт опущен или понят неверно; регистр непоследователен	Задание в значительной мере не выполнено или объём менее 100 слов
Связность и организация текста	Чёткое членение на абзацы; логическое развитие мысли; эффективные средства когезии	В целом ясно; отдельные сбои в связности	Слабое членение на абзацы; механическая или ошибочная связь	Организация текста отсутствует
Язык: грамматический диапазон и словарная точность	Широкий, точный словарный запас и разнообразные структуры; ошибки редки и незначительны	Достаточный диапазон; ошибки не препятствуют пониманию	Ограниченный и однообразный язык; частые ошибки иногда затемняют смысл	Крайне ограниченный язык; ошибки препятствуют пониманию

Задание 3. Теоретические вопросы (максимально возможный балл — 40 баллов; $2 \times 20 = 40$)

Критерий	17—20 баллов	12—16 баллов	7—11 баллов	0—6 баллов
Понятийная точность	Понятия, термины и категории определены верно и полно	В основном точно; незначительная терминологическая неточность	Частичное или поверхностное изложение; заметные пробелы	Понятие не усвоено или ответ отсутствует
Использование примеров	Уместные, точные примеры, действительно иллюстрирующие положение	Примеры приведены и релевантны, некоторые не развёрнуты	Мало примеров или они слабо связаны с содержанием	Примеры отсутствуют
Связность и академическое изложение	Логически выстроено, лаконично,	В целом ясно; отдельные сбои	Неупорядоченно; ошибки	Изложение непонятно

	языково корректно		затрудняют понимание	
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Критерии оценок

Система Узбекистана	Европейская система переноса зачётных единиц (ECTS)	Система Узбекистана (баллы)
«5» (отлично)	A	90—100
«4» (хорошо)	B / C	70—89,9
«3» (удовлетворительно)	D / E	60—69,9
«2» (неудовлетворительно)	F	0—59,9

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6. McCarthy M. and O'Dell F. English Phrasal Verbs in Use, Intermediate. CUP, 2004.

Приведённые ниже примерные варианты экзаменационных заданий вместе с ключами и образцами ответов публикуются в целях подготовки. Они иллюстрируют структуру, уровень и систему оценивания государственной итоговой аттестации. Экзаменационные материалы, используемые в день аттестации, составляются отдельно, в соответствии с той же спецификацией, и хранятся в тайне до экзамена.

“Approved”

Rector _____ I. Tukhtasinov

2026 – “ _____ ” _____

UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY

60230100 – PHILOLOGY AND LANGUAGE TEACHING (ENGLISH)

FIELD OF STUDY, 2025–2026 ACADEMIC YEAR

SAMPLE QUESTIONS FOR THE FINAL STATE ATTESTATION EXAMINATION IN GENERAL PROFESSIONAL AND SPECIALIZED SUBJECTS FOR GRADUATING STUDENTS

The booklet consists of 3 tasks:

1. TASK 1. Reading (10 questions)
2. TASK 2. Writing
3. TASK 3. Answer theoretical questions and illustrate with examples.

Sample Exam Variation 1

1. READING

Margaret Preston's vibrant paintings and prints of Australian flowers, animals and landscapes have delighted the Australian public since the early 1920s.

Margaret Preston was born Margaret Rose McPherson in Port Adelaide, South Australia in 1875, the daughter of David McPherson, a Scottish marine engineer, and his wife Prudence Lyle. She and her sister were sent at first to a private school, but when family circumstances changed, her mother took the girls to Sydney, where Margaret attended a public high school. She decided early in life to become an artist and took private art lessons. In 1888, she trained for several months with Sydney landscape painter William Lister, and in 1893 enrolled at the National Gallery of Victoria Art School, where she studied for just over four years.

In 1898, after her father died, Margaret returned to Adelaide to study and then teach at the Adelaide School of Design. Her early artwork was influenced by the German aesthetic tradition, in which subjects of the natural world were depicted in a true-to-life manner.

Margaret's first visit to Europe in 1904, and her studies in Paris, France, had little impact on the naturalism that dominated her work from this early period. However, some eight years later, after returning to Paris, she began to recognise the decorative possibilities of art.

With the outbreak of the First World War, Margaret traveled to England, where she had exhibitions and continued her studies of art. She was a student of pottery, but at some point developed her interest in various techniques of printmaking and design. In England's West Country, she taught basket weaving at a rehabilitation unit for servicemen. It was on board a boat returning to Australia that she met wealthy businessman William Preston, whom she married in 1919. Together Margaret and William settled in the Sydney harbourside suburb of Mosman. The most characteristic prints from her early years in Sydney are views of boats floating on Sydney

Harbour and of houses clustered on foreshore hills. Although Sydney was their home, the couple traveled regularly, both overseas and within Australia.

Her first major showing in Australia was with her friend Thea Proctor, in exhibitions in Melbourne and Sydney in 1925. Many of Preston's prints were hand-coloured in rich scarlet reds, blues and greens, and all of them were set in Chinese red lacquer frames. Harbour views were again prominent, but in comparison with earlier artworks, they were compact and busy, using striking contrasts of black and white combined with elaborate patterns and repetitions. Other prints from this period featured native flora. It was with these still-life subjects that she convinced the public that Australian native flowers were equal in beauty to any exotic species.

From 1932 to 1939, Preston moved away from Sydney and lived with her husband at Berowra, on the upper reaches of the Hawkesbury River. The area was one of rugged natural beauty, and for the first time Preston found herself living in a home surrounded by bush. Prior to this, the native flowers that featured in her paintings and prints had been purchased from local florists; they now grew in abundance around her home. Preston's prints became larger, less complex and less reliant on the use of bright colours. Flowers were no longer arranged in vases, and Preston began to concentrate instead on flowers that were growing wild.

While living at Berowra, and undoubtedly prompted by the Aboriginal rock engravings found near her property, Preston also developed what was to be a lifelong interest in Aboriginal art. On returning to Sydney in 1939, she became a member of the Anthropological Society of New South Wales, and later visited many important Aboriginal sites throughout Australia. Preston believed that Aboriginal art provided the key to establishing a national body of art that reflected the vast and ancient continent of Australia.

During the 1940s, symbols used by Aboriginal people, together with dried, burnt colours found in traditional Aboriginal paintings, became increasingly prominent in her prints. The artist's titles from this period frequently acknowledge her sources, and reveal the extent to which she drew inspiration from traditional Aboriginal art to create her own art.

It was in 1953, at the age of 78, that Preston produced her most significant prints. The exhibition at Macquarie Galleries in Sydney included 29 prints made using the ancient technique known as stenciling. Many of the artworks in the exhibition incorporated her fusion of Aboriginal and Chinese concepts. Preston had admired Chinese art since 1915, when she acquired the first of her many books on the subject, and she had visited China on two occasions. Chinese elements may be found in several of her earlier paintings.

However, in her prints of the 1950s, Preston combined Chinese ideas with her understanding of the Dreamtime creation stories of Aboriginal Australians. Preston did not let age alter her habit of working hard. As she got older, her love of painting, printmaking and travel continued. By the time of her death in 1963, when she was 88, she had produced over 400 paintings and prints. In a career spanning almost 60 years, she created a body of work that demonstrates her extraordinary originality and the intensity of her commitment to Australian art.

Questions 1–7

Do the following statements agree with the information given in the Reading Passage? In boxes 1–7 on your answer sheet, write:

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1. Artists in the German aesthetic tradition portrayed nature realistically.

2. Margaret attended a famous art college in Paris.
3. Margaret met her husband William while teaching a craft at a rehabilitation unit.
4. Margaret Preston and Thea Proctor explored similar themes in their art.
5. Margaret's 1925 artworks of Sydney Harbour were simpler than her previous ones.
6. The colours in Margaret's Berowra prints were very bright.
7. When living in Berowra, Margaret painted flowers in their natural location.

Questions 8–10

Complete the notes below. Choose ONE WORD AND/OR A NUMBER from the passage for each answer. Write your answers in boxes 8–13 on your answer sheet.

Margaret Preston's Later Life – Aboriginal Influence

- Interest in Aboriginal art was inspired by seeing rock engravings close to her Berowra home.
- Incorporated 8 _____ and colours from Aboriginal art in her own work; often referred to Aboriginal sources in the 9 _____ she gave her artworks.

1953 Exhibition

- A very old method of 10 _____ was used for some prints.

Answers:

Reading	1	2	3	4	5	6	7	8	9	10
Answer	True	NG	False	NG	NG	False	True	Symbols	titles	stenciling

2. Writing Task

You missed an international flight due to a problem at the airport. Write a letter to the airline. In your letter:

- Describe what happened that caused you to miss your flight
- Explain how missing your flight impacted you
- Clearly state what you would like the airline to do

Write at least 150 words. You do NOT need to write any addresses.

Sample answer

Dear Sir or Madam,

I am writing to express my disappointment regarding a recent experience with your airline. Due to a serious delay at the security checkpoint at Heathrow Airport on April 20th, I missed my international flight, Flight BA467 to New York, which was scheduled to depart at 10:30 AM.

Despite arriving at the airport well in advance, the security process was extremely disorganized, with only two lanes open for hundreds of passengers. Staff members provided little information, and no priority was given to those with imminent departures. As a result, I reached the gate just minutes after it had closed.

Missing this flight had a significant impact on me. I was scheduled to attend an important business meeting the following morning, and because of the delay, I lost a valuable opportunity, incurred hotel costs, and had to reschedule my entire trip at great personal expense.

Given the circumstances, I kindly request a full refund of my ticket and reimbursement for additional expenses I incurred due to the missed flight. I have attached copies of all relevant receipts for your reference.

I look forward to your prompt response and a fair resolution to this matter.

Yours faithfully,

Toshmatov Toshmat

3. Answer the Following Theoretical Questions

1. Comparative Typology of Morphological Systems

Morphological typology is a way of classifying the languages of the world that groups languages according to their common morphological structures. The field organizes languages on the basis of how those languages form words by combining morphemes. Analytic languages contain very little inflection, instead relying on features like word order and auxiliary words to convey meaning. Synthetic languages, ones that are not analytic, are divided into two categories: agglutinative and fusional languages. Agglutinative languages rely primarily on discrete particles (prefixes, suffixes, and infixes) for inflection, while fusional languages “fuse” inflectional categories together, often allowing one word ending to contain several categories, such that the original root can be difficult to extract. A further subcategory of agglutinative languages are polysynthetic languages, which take agglutination to a higher level by constructing entire sentences, including nouns, as one word.

Analytic, fusional, and agglutinative languages can all be found in many regions of the world. However, each category is dominant in some families and regions and essentially nonexistent in others. Analytic languages encompass the Sino-Tibetan family, including Chinese, many languages in Southeast Asia, the Pacific, and West Africa, and a few of the Germanic languages. Fusional languages encompass most of the Indo-European family – for example, French, Russian, and Hindi – as well as the Semitic family and a few members of the Uralic family. Most of the world's languages, however, are agglutinative, including the Turkic, Japonic, Dravidian, and Bantu languages and most families in the Americas, Australia, the Caucasus, and non-Slavic Russia. Constructed languages take a variety of morphological alignments.

The concept of discrete morphological categories has been criticized. Some linguists argue that most, if not all, languages are in a permanent state of transition, normally from fusional to analytic to agglutinative to fusional again. Others take issue with the definitions of the categories, arguing that they conflate several distinct, if related, variables.

2. Subdivisions of Lexicology

Distinction is generally made between General Lexicology and Special Lexicology. General lexicology is the general study of words and vocabulary, irrespective of the specific features of any particular language. Special Lexicology studies the description of the characteristic peculiarities in the vocabulary of a particular language.

The evolution of any vocabulary, as well as of its single elements, forms the object of historical lexicology or etymology. This branch of linguistics discusses the origin of various words, their change and development, and investigates the linguistic (relations between language units) and extra-linguistic (political, economic, historical, geographic) factors modifying their structure, meaning and usage.

Closely connected with Historical Lexicology is Contrastive and Comparative lexicology, whose aims are to study the correlation between the vocabularies of two or more languages (e.g., a study on the basis of English and German).

Descriptive lexicology deals with the lexical system of a language as it exists at the present time. It studies the functions of words and their morphological and semantical structures, investigating the interdependence between these two aspects.

Vocabulary of any language can be approached in two basically different ways – the historical or diachronic (Gr. *dia* ‘through’ and *chronos* ‘time’) and the descriptive or synchronic (Gr. *syn* ‘together’, ‘with’). The distinction between a synchronic and a diachronic approach is due to the Swiss philologist Ferdinand de Saussure (1857–1913).

Sample exam variation 2

1. READING PASSAGE

The Importance of Law

A The law influences all of us virtually all the time; it governs almost all aspects of our behavior, and even what happens to us when we are no longer alive. It affects us from the embryo onwards. It governs the air we breathe, the food and drink we consume, our travel, family relationships, and our property. It applies at the bottom of the ocean and in space. Each time we examine a label on a food product, engage in work as an employee or employer, travel on the roads, go to school to learn or to teach, stay in a hotel, borrow a library book, create or dissolve a commercial company, play sports, or engage the services of someone for anything from plumbing a sink to planning a city, we are in the world of law.

B Law has also become much more widely recognised as the standard by which behavior needs to be judged. A very telling development in recent history is the way in which the idea of law has permeated all parts of social life. The universal standard of whether something is socially tolerated is progressively becoming whether it is legal, rather than something that has always been considered acceptable. In earlier times, most people were illiterate. Today, by contrast, a vast number of people can read, and it is becoming easier for people to take an interest in law, and for the general population to actually help shape the law in many countries. However, law is a versatile instrument that can be used equally well for the improvement or the degradation of humanity.

C This, of course, puts law in a very significant position. In our rapidly developing world, all sorts of skills and knowledge are valuable. Those people, for example, with knowledge of computers, the internet, and communications technology are relied upon by the rest of us. There is now someone with IT skills or an IT help desk in every UK school, every company, every hospital, every local and central government office. Without their knowledge, many parts of commercial and social life today would seize up in minutes. But legal understanding is just as vital and as universally needed. The American comedian Jerry Seinfeld put it like this: 'We are all throwing the dice, playing the game, moving our pieces around the board, but if there is a problem, the lawyer is the only person who has read the inside of the top of the box.' In other words, the lawyer is the only person who has read and made sense of the rules.

D The number of laws has never been greater. In the UK alone, about 35 new Acts of Parliament are produced every year, thereby delivering thousands of new rules. The legislative output of the British Parliament has more than doubled in recent times, from 1,100 pages a year in the early 1970s to over 2,500 pages a year today. Between 1997 and 2006, the legislature passed 365 Acts of Parliament and more than 32,000 legally binding statutory instruments. In a system with so much law, lawyers do a great deal not just to vindicate the rights of citizens and organizations but also to help develop the law through legal arguments, some of which are adopted by judges to become law. Law courts can and do produce new law and revise old law, but they do so having heard the arguments of lawyers.

E However, despite their important role in developing the rules, lawyers are not universally admired. Anti-lawyer jokes have a long history going back to the ancient Greeks. More recently, the son of a famous Hollywood actor was asked at his junior school what his father did for a living, to which he replied, 'My daddy is a movie actor, and sometimes he plays the good guy, and sometimes he plays the lawyer.' For balance, though, it is worth remembering that there are and have been many heroic and revered lawyers, such as the Roman philosopher and politician Cicero and Mahatma Gandhi, the Indian campaigner for independence.

F People sometimes make comments that characterise lawyers as professionals whose concerns put personal reward above truth, or who gain financially from misfortune. There are undoubtedly

lawyers that would fit that bill, just as there are some scientists, journalists and others in that category. But, in general, it is no more just to say that lawyers are bad because they make a living from people's problems than it is to make the same accusation in respect of nurses or IT consultants. A great many lawyers are involved in public law work, such as that involving civil liberties, housing and other issues. Such work is not lavishly remunerated, and the quality of the service provided by these lawyers relies on considerable professional dedication. Moreover, much legal work has nothing to do with conflict or misfortune, but is primarily concerned with drafting documents. Another source of social disaffection for lawyers, and disaffection for the law, is a limited public understanding of how law works and how it could be changed. Greater clarity about these issues, perhaps as a result of better public relations, would reduce many aspects of public dissatisfaction with the law.

Questions 1–6

The reading passage has six paragraphs, A–F. Choose the correct heading for each paragraph from the list of headings below. Write the correct number, i–viii, in boxes 1–6 on your answer sheet.

List of Headings

- i. Different areas of professional expertise
 - ii. Reasons why it is unfair to criticise lawyers
 - iii. The disadvantages of the legal system
 - iv. The law applies throughout our lives
 - v. The law has affected historical events
 - vi. A negative regard for lawyers
 - vii. The public's increasing ability to influence the law
 - viii. Growth in laws
- 1. Paragraph A
 - 2. Paragraph B
 - 3. Paragraph C
 - 4. Paragraph D
 - 5. Paragraph E
 - 6. Paragraph F

Questions 7–8

Choose TWO letters, A–E. Write the correct letters in boxes 7–8 on your answer sheet. Which TWO of the following statements does the writer make about legal skills in today's world?

- A. There should be a person with legal training in every hospital.
- B. Lawyers with experience in commercial law are the most in demand.
- C. Knowledge of the law is as important as having computer skills.
- D. Society could not function effectively without legal experts.
- E. Schools should teach students about the law.

Questions 9–10

Complete the summary below. Choose ONE WORD ONLY from the passage for each answer. Write your answers in boxes 9–10 on your answer sheet.

Lawyers as Professionals

People sometimes say that 9 _____ is of little interest to lawyers, who are more concerned with making money. This may well be the case with some individuals, in the same way that some 10 _____ or scientific experts may also be driven purely by financial greed. However, criticising lawyers because their work is concerned with people's problems would be similar to attacking IT staff.

Reading	1	2	3	4	5	6	7	8	9	10
Answer	iv	vii	i	viii	vi	ii	D	—	truth	journalists

2. Writing Task

You and your family are moving to another country for work, and you are looking to buy a house there. Write a letter to a property agent. In your letter:

- Introduce yourself and your family
- Describe the type of accommodation that you hope to find
- Give your preference for the location of the accommodation

Write at least 150 words. You do NOT need to write any addresses.

Sample answer

Dear Sir or Madam,

My name is Sarah Williams, and I will soon be relocating to Sydney with my husband and two young children due to a new job opportunity. We are currently looking for a suitable property to purchase and would greatly appreciate your assistance in finding our new home.

Ideally, we are seeking a three- or four-bedroom house with a spacious living area, a modern kitchen, and a backyard where our children can play. Having a garage and an additional study room would also be a great advantage. Since we plan to settle in for the long term, we are hoping to find a comfortable, family-friendly home that is move-in ready.

In terms of location, we would prefer a quiet, safe neighborhood that is close to good schools, parks, and public transport links. Areas such as North Sydney, Chatswood, or Lane Cove would be particularly ideal for us.

Thank you for your time and assistance. I look forward to hearing from you soon with any available options.

Yours faithfully,

Sarah Williams

3. Answer the Following Theoretical Questions

1. Polysemantic and Monosemantic Words

Polysemantic words are words that have more than one meaning. For example, the English word “head” can mean the top part of the body, a leader of a group, or the front part of something.

Monosemantic words are words that have only one meaning. For example, the word “oxygen” refers only to the chemical element and has no other meanings. In language, most common words tend to be polysemantic, while technical or scientific terms are often monosemantic.

2. Affixation. Prefix and Suffix

Affixation is one of the most common ways of word formation in English. It means adding special elements, called affixes, to a root or base word to create a new word or change its meaning.

There are two main types of affixes:

- Prefix: an affix that is added at the beginning of a word. Prefixes usually change the meaning of the original word but do not change its part of speech. Example: dislike (dis- + like) – “dis-” changes the meaning to “not like.” Example: preview (pre- + view) – “pre-” gives the meaning “before.”
- Suffix: an affix that is added at the end of a word. Suffixes often change both the meaning and sometimes the grammatical category (like from verb to noun, or noun to adjective). Example: happiness (happy + -ness) – “happy” (adjective) becomes “happiness” (noun). Example: careful (care + -ful) – adds the meaning “full of care.”

Affixation greatly expands vocabulary and helps express new ideas clearly in English and other languages.