

REPUBLIC OF UZBEKISTAN
MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATION
UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY

“APPROVED”

Chairman of the Council, Rector of
Uzbekistan State World Languages University

I. Tukhtasinov

Appendix to Agenda Item No. 8.6 of Minutes No. 7 of
the University Council meeting dated 27 February 2026

PROGRAM
FOR THE FINAL STATE ATTESTATION EXAMINATION
IN GENERAL PROFESSIONAL AND SPECIALIZED SUBJECTS
Field of study: 60230100 – Philology and Language Teaching (Chinese)

Tashkent – 2026

The program was reviewed by the University Council and recommended for approval (Minutes No. 7 dated 27.02.2026).

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Based on this program, the graduate's level of knowledge, competencies and skills acquired in general professional and specialized subjects is assessed in a comprehensive manner.

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INTRODUCTION

This program establishes the procedure for conducting the Final State Attestation in the specialization subjects of the educational field 60230100 – Philology and Language Teaching (Chinese). The Final State Attestation is conducted in the following four subjects:

1. Main Eastern Language (Chinese)
2. Simultaneous Interpretation
3. Literature of the Target Language Countries
4. Country Studies

In developing the program, the requirements for foreign-language learning set out in Resolution No. 124 of the Cabinet of Ministers of the Republic of Uzbekistan dated 8 May 2013, “On Approval of the State Educational Standard for Foreign Languages within the Continuous Education System,” have been taken into account, together with the qualification requirements of this educational field and the internationally recognized standards for the learning, teaching and assessment of foreign-language competencies (CEFR; for the Chinese language, the HSK system). The language tasks of the examination correspond to Level 5 of the HSK system (CEFR B2–C1).

The examination parts are equally weighted: each of the four subjects accounts for 25% of the total score (25 points), for a maximum total of 100 points.

Content and Structure of the Final State Attestation Examination

The Final State Attestation is conducted on the basis of approved examination tickets kept in sealed envelopes until the examination. The set of sample questions and topics is communicated to students in advance, in the manner established prior to the attestation. The questions and tasks are prepared in full accordance with the qualification requirements and the curricula of the subjects.

Parts 1 and 4 are conducted as written test sessions for the whole group (120 minutes in total: 90 minutes for Part 1 and 30 minutes for Part 4). Parts 2 and 3 are administered individually, with 15 minutes allotted per student for each part; the answers in Parts 2 and 3 are given in written form. The language of the answers in Parts 2 and 3 is Chinese, unless the task explicitly requires translation into Uzbek.

The state attestation examination tickets consist of the following tasks:

Part 1	Part 2	Part 3	Part 4
Read the questions, mark the correct answer, and write an essay on the given topic.	Listen to a short text and provide a written translation.	Analyze the given literary excerpt and answer 3 questions.	Complete the multiple-choice test task.
25 points	25 points	25 points	25 points

General Description of the Examination Parts

1. The subject “Main Eastern Language” accounts for 25% of the total score and covers grammar-vocabulary skills, reading skills and writing skills.

The grammar-vocabulary section tests the student’s command of grammatical structures and vocabulary range; each item is completed by choosing the correct answer from 4 options. 30

minutes are allotted for this section. The reading section includes texts of two types; after reading them, the student chooses the correct answer from 4 options. 30 minutes are allotted for this section. The grammar-vocabulary and reading sections together consist of 40 test items, with 0.5 points awarded per item, for a total of 20 points.

In the writing section, the student writes an essay of at least 200 characters on the given topic. 30 minutes are allotted for the essay, and it is worth 5 points. It is assessed according to the criteria in the assessment section below.

2. The subject “Simultaneous Interpretation” accounts for 25% of the total score.

A short text is presented to the student orally (played once at natural speed); the student renders it in written translation. 15 minutes are allotted per student. The task is worth 25 points and is assessed according to the criteria in the assessment section below. The sample source texts published in this program illustrate the type, subject matter and level of the texts used; at the examination, the text is presented orally.

3. The subject “Literature of the Target Language Countries” accounts for 25% of the total score.

An excerpt from a literary work is given. The student analyzes the excerpt by answering 3 questions: (a) general information about the work, its author and its place in the history of literature; (b) a literary analysis of the given excerpt; (c) the student’s reasoned personal attitude toward the events of the work. Each of the three questions is worth 5 points (15 points in total), and the overall quality of the written analysis (structure, argumentation and language) is worth a further 10 points, for a total of 25 points. 15 minutes are allotted per student.

4. The subject “Country Studies” accounts for 25% of the total score.

The test consists of 25 multiple-choice items on the culture, history, geography and socio-economic life of the target language countries is studied, with the correct answer to be chosen from 4 options. Each item is worth 1 point, for a total of 25 points. 30 minutes are allotted. The test items are compiled on the basis of the announced range of topics published in this program.

Requirements for the State Attestation Examination in the Specialization Subjects

In the course of the state attestation examination, the bachelor’s degree candidate must:

In terms of knowledge:

- describe the principal grammatical structures and the lexical range of modern Chinese at HSK Level 5 (CEFR B2–C1);
- outline the principal periods and genres of Chinese literature, their characteristic features, major authors and representative works;
- describe the geography, history, culture and socio-economic life of the People’s Republic of China;
- explain the basic strategies and techniques of translation and interpreting between Chinese and Uzbek;

In terms of skills:

- comprehend authentic written Chinese texts of various genres and complete grammar-vocabulary and reading tasks at HSK Level 5;
- produce a coherent, logically organized essay of at least 200 characters on a given topic;
- render an orally presented text in written translation between Chinese and Uzbek, preserving its content and observing the norms of literary style;

- analyze a literary excerpt, characterizing the work and its author, identifying its literary features, and situating it in its historical and cultural context;

In terms of competence:

- present answers and analysis in written Chinese that is orthographically, grammatically and stylistically consistent with the norms of the language;
- draw independent conclusions and express a reasoned personal position on literary texts and on the cultural, historical and socio-economic material studied.

Assessment Criteria for the Final State Attestation Examination

The four parts of the examination are scored as follows: Part 1 — 25 points, Part 2 — 25 points, Part 3 — 25 points, Part 4 — 25 points; maximum total 100 points. Each part is assessed separately according to the criteria below. The four scores are added together, and the total is converted into the five-point scale and the ECTS grade according to the conversion table.

Part 1 — Main Eastern Language (25 points)

The grammar-vocabulary and reading sections (40 items $\times$ 0.5 points = 20 points) are scored objectively against the answer key; no partial credit is given for individual items. The essay (5 points) is assessed as follows:

Criterion	Max points	Full points	Partial points	0 points
Content and task fulfilment	2	The topic is fully addressed; at least 200 characters	The topic is partly addressed, or the essay is short of the required length	Off topic, or the essay is not written
Organization and coherence	1	Clear, logical structure with appropriate connectors	Structure discernible but inconsistent	No discernible organization
Language accuracy	2	Characters, vocabulary and grammar are accurate; errors rare and minor	Errors present but the text remains clear	Errors prevent comprehension

Maximum for the essay: 2 + 1 + 2 = 5 points. Maximum for Part 1: 20 + 5 = 25 points.

Part 2 — Simultaneous Interpretation (25 points)

Criterion	9–10 points	6–8 points	3–5 points	0–2 points
Accuracy and completeness of content	The content of the source text is rendered fully and accurately; no omissions or distortions	The main content is rendered; minor omissions or inaccuracies	Substantial omissions or distortions of meaning	The content of the source text is not rendered
Lexical and grammatical correctness	Vocabulary and grammar of the target text are	Errors present but the translation remains clear	Frequent errors; meaning at times obscured	Errors prevent comprehension

	accurate; errors rare and minor			
Criterion	5 points	3–4 points	1–2 points	0 points
Style and naturalness	The translation reads naturally and observes the norms of literary style	Generally natural; occasional awkward renderings	Frequent literal or unnatural renderings	The text does not function as a translation

Maximum for Part 2: $10 + 10 + 5 = 25$ points.

Part 3 — Literature of the Target Language Countries (25 points)

Criterion	Max points	Description
Question (a): the work, its author and its place in the history of literature	5	The work and author are identified correctly; the period and the work's significance are characterized accurately
Question (b): literary analysis of the excerpt	5	The themes, characters and literary features of the excerpt are identified and explained with reference to the text
Question (c): reasoned personal attitude	5	A personal evaluation of the events of the work is expressed and supported with arguments
Overall quality of the written analysis	10	The analysis is logically structured, well argued, and written in language consistent with orthographic, grammatical and stylistic norms

Maximum for Part 3: $5 + 5 + 5 + 10 = 25$ points.

Part 4 — Country Studies (25 points)

The test (25 items $\times$ 1 point = 25 points) is scored objectively against the answer key; no partial credit is given for individual items.

Conversion of the Total Score

Total (100 points)	Five-point scale	ECTS
90–100	5 (Excellent)	A
80–89.9	4 (Good)	B
70–79.9	4 (Good)	C
65–69.9	3 (Satisfactory)	D
60–64.9	3 (Satisfactory)	E
0–59.9	2 (Unsatisfactory)	F

The scores given for the answers in all four parts are added together; the point total is converted to the five-point scale and the ECTS grade according to the table above, and the graduate's final state attestation grade is thereby determined.

SAMPLE EXAMINATION MATERIALS

The following sample examination materials, together with the announced topic ranges, are published for preparation purposes. They illustrate the structure, level and assessment of the final state attestation. The examination papers used on the day of the attestation are compiled separately, in accordance with the same specification, and are kept confidential until the examination.

Part 1. Main Eastern Language (sample)

Items 1–5. Arrange the given parts (A, B, C) in the correct order.

1. A 然而, 直到最近几年它才引起人们的普遍关注 B 早在上个世纪末就开始了 C 其实, 对这种技术的研究 _____
2. A 没有人是十全十美的, 有缺点很正常 B 也要试着原谅自己 C 因此我们既要学会原谅别人 _____
3. A 现在它已成为研究者们研究孔子的重要材料 B 由孔子的学生整理而成 C 《论语》里面大部分是孔子和他学生的对话 _____
4. A 无论走得多远 B 这样才不会在前进的道路上迷路 C 都不要忘记当时是为什么而出发的 _____
5. A 另外, 还需要注意一点, 馆内禁止照相 B 同学们可以按照艺术馆提供的地图参观 C 今天我们将参观山西省著名的艺术馆 _____

Items 6–10. Choose the correct answer.

6. 妈妈一向和蔼可亲, 今天_____发这么大的脾气, 这_____是我们没想到的。 A 简直...再... B 竟然...倒... C 尽管...极... D 曾经...好...
7. 下了楼_____想起忘拿车钥匙了, _____上楼去取。 A 就...忽然... B 才...连忙... C 又...顺便... D 乃...连忙...
8. 爷爷常说他老了已_____时代的脚步了。 A 不跟上 B 没跟得上 C 跟不上 D 不跟得上
9. 飞机就是比火车快, 从北京到青岛_____两小时就到了。 A 用得了 B 用不了 C 用不完 D 用完了
10. 她_____困了, 让她先睡_____, 精神好了再学习, 效率更高, 磨刀不误砍柴工。 A 有时候...一会儿... B 有点儿...一会儿... C 差点儿...一口气... D 有一些...一下子...

Items 11–15. Read the passage and choose the statement consistent with it.

11.

植物也会“犯困”, 比如生长在水面的睡莲, 每当旭日东升时, 它那美丽的花瓣就会慢慢舒展开, 似乎正从甜蜜的睡梦中苏醒; 而当夕阳西下时, 它便闭拢花瓣, 重新进入睡眠状态。由于它“昼醒晚睡”的规律性特别明显, 故而获得了“睡莲”的芳名。 A 植物也有睡眠 B 睡莲的花期很短 C 睡莲一般在晚上开花 D 植物睡眠是由气候变化引起的

12.

与以农业为主的乡村比起来, 城市是后来兴起的。但自从城市出现后, 它就成为人类

生活的中心。它们大小不等，历史或长或短，功能各异，有工业城市，也有旅游城市，风貌与特色各不相同。 A 旅游城市的人口多 B 城市的风格都很相似 C 城市是人类生活的中心 D 农村开始重视旅游业的发展

13.

武当山位于湖北省境内，不仅自然风光雄伟奇特，而且拥有众多历史悠久的人文景观。有关武当山的传说、民歌、民俗等丰富多彩。它既是中国“内家功夫”的杰出代表——

武当拳的发源地，又是著名的道教圣地之一，因此被人们称为“中国武术之乡”“天下第一仙山”。 A 武当山自然资源丰富 B 武当山上佛教建筑最多 C 武当山的地理位置险要 D 武当山是中国功夫的发源地之一

14.

中国古代诗歌中，有很多无题诗，即以《无题》为题目的诗。“无题”并不是没有题目，而是它本身就是题目。之所以用“无题”，往往是因为诗人不便或不想直接用题目来表明诗的主旨。这样的诗，常寄托着诗人难言的痛苦、苦涩的感情或执着的追求等，往往无题胜有题。 A 无题诗不能发表 B 无题诗多写的是离别之苦 C “无题”说明诗意义不大 D 无题诗以《无题》为题目

15.

二胡发出的乐音有着丰富的表现力，有人称它为“中国的小提琴”。由于二胡的音色听起来略带忧伤，因而适于表达深沉的情感。二胡制作简单、价格便宜、容易学会而又音色优美，深受中国人的喜爱，是中国民间普及率很高的乐器。 A 普通人买不起二胡 B 二胡在中国很受欢迎 C 二胡比小提琴更有表现力 D 越来越多的年轻人喜欢上了二胡

Items 16–17. Choose the correct word order.

16. 参加今晚京剧票友大奖赛年龄最小的是____。 A 一个小男孩儿刚刚四岁还有没换牙的 B 一个还没有换牙的刚刚四岁小男孩儿 C 一个刚刚四岁还没有换牙的小男孩儿 D 还没有换牙一个刚刚四岁的小男孩儿

17. 在万里无云的空中，三架飞机____。 A 从香山顶上快速地飞向远方 B 向远方从香山顶上快速地飞 C 向远方快速地从香山顶上飞 D 从香山顶上向远方快速地飞

Items 18–21. Fill the gaps in the passage.

植物学家在考察了某山脉的植被后，发现了一个奇怪的现象：最近100年来，许多应在山底牧场开放的花已经开到了海拔2000米的高山雪带上，而原先雪带上的植物则越过雪带向更高处攀登。植物学家在研究了相关资料后认为，造成这种情况的主要原因是这个18__的气温在逐渐升高，那些适宜在低温环境下生长的植物为了19__适宜的温度，不得不向更高处攀登。这一现象说明许多植物都对自然界有灵敏的反应，20__，不断调整自身的生存21__。

18. A 地区 B 表面 C 郊区 D 阶段

19. A 体验 B 寻找 C 应付 D 补充

20. A 植物越来越多 B 它们分布广泛 C 由此带来许多环境问题 D 并且可以根据环境的变化

21. A 功能 B 性质 C 状态 D 程度

Items 22–25. Read the text and answer the questions.

古时候，有一艘满载着珍贵瓷器的船沉没了。多年来，人们始终无法打捞出那些沉入深海的宝物，即使是水性最好的人，也无法潜到那么深的地方。

后来，有几位渔民想：为何不请章鱼来“帮忙”呢？于是，他们捕捉了一些章鱼，用绳子拴住它们，然后把它们放到沉船的地方。这些章鱼沉到海底后，一发现各种各样的瓷器，就纷纷钻了进去。这时，渔民们再小心翼翼地将绳子提起，而章鱼们丝毫没有觉察，它们的吸盘仍然紧紧地吸在瓷器上。等到吸着瓷器的章鱼被拉出水面后，渔民们往瓷器里加一些盐，它们就乖乖地从瓷器里爬出来了。就这样，在这些“打捞工”的帮助下，渔民们把沉在海底的贵重瓷器一件一件地打捞了上来。

人类自身的能力是有限的，但只要运用智慧、假借外物，就可以大大延伸我们的活动空间。我们虽然无法潜入深海，却可以利用章鱼喜欢藏身于空心器物这一特性，让它们替我们去打捞沉入深海的瓷器，这正是人类的高妙之处。

22. 关于那艘沉船，可以知道什么？ A 构造独特 B 装有宝物 C 是村民改造的 D 设施依然完好

23. 章鱼发现瓷器后会怎么做？ A 振动绳子 B 展开身体 C 藏入其中 D 放慢前进的速度

24. 与第3段画线词语“高妙”意思最相近的是： A 可靠 B 谨慎 C 成熟 D 聪明

25. 上文主要想告诉我们： A 知识能创造财富 B 要善于利用外物 C 海洋是一个宝藏 D 动物是人类的好朋友

Item 26. Write an essay of at least 200 characters. Topic: “The 21st Century Is the Century of Science and Technology.”

Part 2. Simultaneous Interpretation (sample)

Sample source texts for translation. At the examination, the text is presented orally; the texts below illustrate its type, subject matter and level.

Text 1.

撒马尔罕（中亚古城，乌兹别克斯坦第二大城市）。乌兹别克斯坦撒马尔罕（又译撒马尔干），是中亚最古老的城市之一，丝绸之路上的重要枢纽城市，有2500年的历史，为古代帖木儿帝国的首都。撒马尔罕连接着中国、波斯帝国和印度这三大帝国，善于经商的粟特人把撒马尔罕建造成一座美轮美奂的都城。撒马尔罕（乌兹别克语：Sa-marqand 或 Самарканд）意为“肥沃的土地”。中国古代称之为“康居”，耶律楚材说：“寻思干者西人云肥也，以地土肥沃故名之。”

Text 2.

塔什干市（乌兹别克语：Toshkent）是乌兹别克斯坦首都，塔什干州首府。就人口而言，塔什干是中亚地区第一大城市和重要的经济和文化中心。塔什干是乌兹别克斯坦的政治、经济、文化、交通中心，位于乌兹别克斯坦东部、恰特卡尔山脉西面，奇尔奇克河谷地的绿洲中心。

Sample question on the theory of interpreting (for preparation): State a specific interpreting strategy used in simultaneous interpretation, and the situations that call for its use.

Part 3. Literature of the Target Language Countries (sample)

Analyze the given excerpt by answering the following questions: (a) give general information about the work, its author and its place in the history of Chinese literature; (b) give a literary analysis of the excerpt; (c) express your reasoned personal attitude toward the events of the work.

Jia Yucun continued with a smile: “And so, last year in Jinling I was recommended as a tutor to the Zhen family. Wealth and nobility do not prevent him from adhering to the strictest morals, and I myself could not have found a more worthy position. Dealing with a child who does not yet know his letters is far more difficult than examining grown men who have already passed their examinations. He always delighted me by saying: ‘If the girls study together with me, I will remember the characters and understand your explanations; otherwise I shall remain a fool and illiterate for the rest of my life.’ He told the servants who attended him that the word ‘girl’ is the purest and most sacred of all. He said he respects girls more than the mythical animals, rare birds, wondrous flowers and extraordinary herbs. And he forbade anyone in his presence to utter this word alongside any bad word. ‘Remember this! And should it be necessary, before uttering it you must first rinse your mouth with clean water or fragrant tea! Should I ever dare disobey my own command, let my teeth be struck and my eyes be pierced!’ He was merciless and inhuman in this, yet after his lessons one had to see how the girls changed – becoming kind and obedient, clever and refined. His father punished him, even beat him with a rod – nothing helped. Especially when in pain, the boy would cry out at the top of his voice: ‘Sisters! Sisters!’ The girls mocked him: ‘Well, what are you calling us for? Do you think we will come running for you? I am ashamed.’ ‘And that makes it easier for me,’ the boy replied. ‘The word “sisters” is my secret remedy against pain.’ Now, is that not curious? My grandmother scolded her grandson after every punishment, and I came to feel the same way. In general, I ought to have declined the position. Such children do not value the legacy of their ancestors and obey neither their teachers nor their friends. Yet this boy’s sisters are remarkable – one rarely meets their like!”

Sample additional questions on the history of literature:

1. Who were the representative figures of the Tang-dynasty period in medieval Chinese literature?
2. What is the difference between ancient Chinese mythology and the mythology of ancient Greece and ancient India?

Part 4. Country Studies (announced range of topics)

At the examination, this part is conducted as a multiple-choice test of 25 items with 4 answer options each. The test items are compiled on the basis of the following announced range of topics:

1. How many countries does the PRC share a border with?
2. What is the length of China’s coastline, and along which seas does it run?
3. What is the “One Belt, One Road” concept?
4. Which are China’s seven ancient capitals? Give a brief description of them.
5. What are the characteristics of China’s raw-material base?
6. What are the characteristics of China’s petrochemical industry?

7. What is the ethnic composition of China's population?
8. What are China's transport infrastructure and automobile manufacturing like?
9. What is the essence and result of the Xinhai Revolution?
10. Speak briefly about technologies in the PRC.
11. What are China's agrarian reforms like?
12. Give brief information about Chinese culture.
13. The Shanghai Cooperation Organisation and the Republic of Uzbekistan.
14. What are the structure and characteristics of transport and irrigation in the PRC?
15. What role does the "One Belt, One Road" concept play in China's foreign economy?
16. When was the Xiaolangdi irrigation hub constructed, and what are its characteristics?
17. Speak about China's landscape.
18. Give information about the Yellow River (Huang He).
19. Where is West Lake (Xihu) located in China, and how many islands does the lake have?
20. Give information about the location of the ancient Wannan dwelling sites.
21. Give information about the history and location of the ancient city of Liyang.
22. By what other name are the Mogao Caves known? Give information about these caves.
23. Where in the PRC is the mausoleum of Emperor Qin Shi Huang located?
24. When and by whom was the Museum of the Terracotta Army built?
25. How many tombs of the Ming dynasty are there, and where are they located?
26. When was the Great Wall of China built?
27. Who was involved in the construction of the Great Wall of China, and what events occurred during its construction?
28. Where is the Summer Palace (Yiheyuan) located, and when was it built?
29. What kind of structure is the Temple of Heaven (Tiantan), and where is it located?
30. When was the Badaling fortress built, and what are the characteristics of its construction?
31. What was the period of flourishing of the Great Silk Road?
32. By which route did Buddhism enter southern China?
33. In what period did Chinese writing emerge?
34. Where are the famous Mogao Caves, monuments of Buddhist culture, located?
35. With which dynasty is the Spring and Autumn period (Chunqiu) associated?
36. With which dynasty is the Warring States period (Zhanguo) associated?
37. With which dynasty is the emergence of books in China associated?
38. At which sea ports did the western section of the Great Silk Road end?
39. Why was the Great Wall of China built?
40. During which dynasty did the Buddhist monk Xuanzang travel to India through Central Asia?
41. Which territories were annexed during the reign of Emperor Han Wudi?
42. During which dynasty was Zhang Qian's journey to Central Asia carried out?
43. What did the ancient scholar Zhang Heng (78–139) discover?

44. Who is the author of the “Records of the Grand Historian” (Shiji)?
45. What was the first centralized state in China?

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