**O‘ZBEKISTON RESPUBLIKASI**
**OLIY TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**
**BUXORO DAVLAT UNIVERSITETI**

**“TASDIQLAYMAN”**
**Xorijiy tillar fakulteti dekani**
**_____ N.B.Ataboyev**
**2026-yil “____” _____**

# CHET TILI O`QITISHNING INTEGRALLASHGAN KURSI FANINING O‘QUV DASTURI

(kunduzgi ta‘lim shakli)
**(II KURS)**

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|---|---|---|
| **Bilim sohasi:** | **230 000** | **- San’at va gumanitar fanlar** |
| **Ta’lim sohasi:** | **200 000** | **- Tillar** |
| **Ta’lim yo‘nalishi:** | **60230100** | **- Filologiya va tillarni o’qitish (ingliz)** |

**Buxoro – 2026**

Mazkur o‘quv dasturi Xorijiy fakulteti Kengashining 2026-yil _ _____ dagi __-sonli yig‘ilish bayoni bilan ma‘qullangan.

Mazkur o‘quv dasturi Buxoro davlat universitetining Ingliz tilshunosligi kafedrasi tomonidan taqdim etilgan (kafedraning 2026-yil 30 iyun dagi 38-sonli yig‘ilish bayoni).

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“Xorijiy tillar fakulteti” kafedrasidagi “CHTO`IK” fani Fan dasturiga Top-300 OTM ta’lim dasturlari asosida quyidagi qo‘shimchalar kiritildi.

| № | Fan dasturdagi mavzu nomi | QS World University Rankings 2026 | Top-300 ta`lim dasturi asosida kiritilgan qo‘shimchalar |
|---|---|---|---|
| 1 | 8-Mavzu: Error and interlanguage; error sources | Newcastle University QS reytingida 137-o‘rinda | 8-Mavzu: Errors and their sources |
| 2 | 12-Mavzu: Creating an English environment | Newcastle University QS reytingida 137-o‘rinda | 12-Mavzu:English Environment (mazu nazariy va amaliy jihatdan keng ma`lumotlar bilan yoritilgan) |

This course syllabus has been developed with reference to the educational programme of Newcastle University (United Kingdom), ranked 137th in the QS World University Rankings 2026 and included among the top 300 internationally recognised universities in global rankings (module SEL2237 – Introduction to Second Language Learning and Teaching)

1.“Chet tili o`qitishning integrallashgan kursi” fanining Fan dasturi QS reytingida 137-o‘rinda turgan “Newcastle University” ning ta’lim dasturlari asosida tahlil qilinib, ishlab chiqildi.

Course Link: https://www.polyu.edu.hk/shtm/docdrive/subject_syllabi/htm4329.pdf

2.“Chet tili o`qitishning integrallashgan kursi” fanining Fan dasturi QS reytingida 137-o‘rinda turgan “Newcastle University” ning ta’lim dasturlari asosida tahlil qilinib, ishlab chiqildi.

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| **1. Fan ma’lumotlari** | | | | | | |
|---|---|---|---|---|---|---|
| **Fan/modul kodi** ChTO’IK1514 | **O‘quv yili 2025-2026** | **Semestr 5** | | | **ECTS - Kreditlar 4** | |
| **Fan/modul turi Tanlov** | **Ta’lim tili O‘zbek/rus** | **O‘quv rejadagi tartib raqami 60230100 – 2.05** | | | **Haftadagi dars soatlari 2** | |
| **Fanning nomi ChTO`IK** | **Jami yuklama (soat)** | **Auditoriya mashg‘ulotlari jami – 60 soat, shundan:** | | | **Mustaqil ta’lim (soat)** | **Kurs ishi** |
| | | **Ma’ruza** | **Amaliy** | **Lab-ya** | | |
| | 90 | | 30 | | 60 | - |

| **2.** | **Fanning mazmuni** |
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**Fanining maqsadi** – talabalarni til o‘rganish nazariyalari va ularning o‘qitish usullari, o‘zlarining o‘rganish va o‘qitish vaziyatlarida qo‘llaniladigan usullar bilan tanishtirish, ularga ingliz tilini sinfda muloqot vositasi sifatida samarali qo‘llashda ko‘rsatma va yordam berish, talabalarning xorijiy til bo‘yicha egallagan bilim, ko‘nikma, malakalarini kasbiy va ilmiy faoliyatda erkin qo‘llay olishlarini ta’minlash, talabalarni til bo‘yicha egallangan bilimlarni baholash nazariyasi va amaliyoti bilan tanishtirish hamda baholash mezonlarining maqsad va vazifalarini to‘g‘ri belgilay olishga o‘rgatish. Shuningdek, ta’lim yo‘nalishi va kasbiy ixtisoslashuv xususiyatlarini e’tiborga olgan holda har xil guruhlarda chet tili samarali o‘qitilishini tashkil etishga o‘rgatishdir.

**Fanining vazifalari** – talabalarni chet tili o‘rganish va o‘qitish metodlari bilan tanishtirish hamda ulardan amalda foydalana olish, grammatika, fonetika va leksikani kommunikativ yondashuv asosida o‘qitishga o‘rgatish xamda tilni o‘qitishda kontekstga muvofiq ravishda talabalarning turli yondashuvlardan mosini tanlab, tatbiq eta olishlarini ta'minlash, chet tillarni o‘qitish usul va metodlarining tarixiy bosqichlari bilan tanishtirish bilan birga chet tilini o‘qitishdagi turli usul va metodlardan ko‘zlangan maqsadlar, ularning ijobiy va salbiy tomonlarini farqlash va amalda ulardan o‘rinli foydalana olishlarini ta'minlashdan iborat. Shuningdek, o‘quv materiallarini tanqidiy tahlil qilish va ularni baholashga hamda xorijiy o‘quv materiallarini mahalliy sharoit va milliy tizimga moslashtirish hamda yangilarini yarata olish, chet tili darslarini to‘g‘ri rejalashtirish va dars rejalarini baholash, kasbiy hamda ilmiy malakalarini shakllantirish maqsadida auditoriyani o‘rganish (tadqiq etish), muammolarni aniqlash va unga yechim topa olish, har xil guruhlarda chet tili samarali o‘qitilishini tashkil etishga o‘rgatish.

| **3.** | **Fanni o‘zlashtirish uchun zarur boshlang‘ich bilimlar** |
|---|---|
| 1. | (TO’MTTI508) Tillar o‘qitish metodikasi va ta’lim texnologiyalari |
| 2. | (UPED1504) Umumiy pedagogika |

| **4.** | **Ta’lim natijalari (TN)** |
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| | ***Kasbiy kompetensiyalar:*** |

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| TN1 | talaba chet tilini o‘rganish va o‘qitishning asosiy metodlari, tarixiy bosqichlari, grammatika, fonetika va leksika bo‘yicha nazariy bilimlarni eslab qolishi va izohlay olishi kerak |
| TN2 | talaba o‘zlashtirgan nazariy bilimlarni kontekstga muvofiq tushunishi, tilni o‘qitishda samarali yondashuvlarni ajrata olishi va ularga izoh bera olishi kerak; |
| TN3 | talaba chet tili darslarini rejalashtirish, baholash mezonlarini belgilash va turli o‘quv guruhlarida samarali o‘qitish metodlarini amalda qo‘llay olishi kerak; |
| TN4 | talaba darslik va o‘quv materiallarini tanqidiy tahlil qilishi, ularning ijobiy va salbiy tomonlarini ajratib ko‘rsatishi, xorijiy materiallarni mahalliy sharoitga moslashtirishi kerak. |
| TN5 | talaba yangi o‘quv materiallarini ishlab chiqadi, chet tili darslarini rejalashtiradi va dars rejalarini baholash orqali integrallashgan o‘quv jarayonini tashkil etadi; |
| TN6 | talaba dars jarayonida o‘quvchilarning bilim va ko‘nikmalarini baholay oladi, auditoriyani o‘rganadi, muammolarni aniqlaydi va ularga yechim topa oladi, metod va yondashuvlarning samaradorligini tanlay oladi; |
| | ***Ko‘nikmalar:*** |
| TN7 | Muloqotga yo‘naltirilgan uslub orqali o‘qish, tinglash, yozish va gapirish ko‘nikmalarini rivojlantirish |
| TN8 | O‘qish, tinglash, yozish va gapirish ko‘nikmalarini integrallashgan tarzda o‘qitish uslub va predmetlari haqida tasavvurga ega bo‘lishi |

| **5.** | **Fan mazmuni va mashgʻulotlar shakli:** | **Soat** |
|---|---|---|
| | **Amaliy mashg‘ulot (A)** | |
| | **Modul 1. TIL O`QITISH JARAYONLARI (Language learning) 4-semestr** | 30 |
| A1 | Language, learning and teaching | 2 |
| A2 | Learner needs and its types. An effective language learner | 2 |
| A3 | Individual and Differential Approach to language learning. | 2 |
| A4 | Language learning strategies and communication strategies: Learning styles | 2 |
| A5 | Age and Acquisition | 2 |
| A6 | Cognitive factors in language learning (transfer, interference and generalization events; inductive and deductive language learning; | 2 |
| A7 | Cognitive factors in language learning - ability and intelligence - a phenomenon of systematic forgetting) | 2 |
| A8 | Effective variables | 2 |
| A9 | Personality Variables and Personality Factors | 2 |
| A10 | Errors and inter-language; error sources | 2 |
| A11 | Promoting learner autonomy and independent learning | 2 |
| A12 | Creating an English environment | 2 |

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| A13 | Teacher’s physical presence in class | 2 |
| A14 | Teacher’s body language and voice in class | 2 |
| A15 | Giving instructions and feedback | 2 |
| | **MODUL 2. AUDITORIYADA O‘QITUVCHI NUTQI (CLASSROOM LANGUAGE)**<br>(5-semestr) | 30 |
| A1 | Teacher’s physical presence in class | 2 |
| A2 | Teacher’s Body language in class | 2 |
| A3 | Teacher’s Voice in class | 2 |
| A4 | Classroom Language | 2 |
| A5 | Creating an English environment | 2 |
| A6 | Creating an English environment | 2 |
| A7 | The language of the classroom | 2 |
| A8 | Types of Questioning | 2 |
| A9 | Questioning in Class | 2 |
| A10 | Types of Instructions | 2 |
| A11 | Giving instructions | 2 |
| A12 | Types of Feedback | 2 |
| A13 | Giving Oral and Written Feedback | 2 |
| A14 | The Use of the Mother Tongue | 2 |
| A15 | Language Interference in the Classroom | 2 |
| | **Total: 30 hours** | |
| | **MODUL 3. LANGUAGE TESTING AND ASSESSMENT (BILIMNI BAHOLASH TURLARI VA MEZONLARI )**<br>(6-semestr) | 30 |
| A1 | Assessing Listening 1 | 2 |
| A2 | Assessing Listening 2 | 2 |
| A3 | Assessing Speaking 1 | 2 |
| A4 | Assessing Speaking 2 | 2 |
| A5 | Assessing Reading 1 | 2 |
| A6 | Assessing Reading 2 | 2 |
| A7 | Assessing Writing 1 | 2 |
| A8 | Assessing Writing 2 | 2 |
| A9 | Research and Presentation of the Test | 2 |
| A10 | Principles of Assessment | 2 |
| A11 | Classroom assessment | 2 |
| A12 | Teaching, learning, assessment | 2 |
| A13 | Alternative Assessment | 2 |
| A14 | Inclusivity and diversity in Assessment | 2 |
| A15 | Review and Wrap up | 2 |
| | **Total: 30 hours** | |

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| | **MODUL 1.**<br>**APPROACHES TO LANGUAGE TEACHING**<br>**(Til o'qitish tamoyillari va yondashuvlari)**<br>(7-semestr) | **20** |
| **A1** | Differences between techniques, approaches and methods. | 2 |
| **A2** | Western approaches: Grammar-Translation method. | 2 |
| **A3** | Western approaches: Direct method. | 2 |
| **A4** | Western approaches: Audio-Lingual method. | 2 |
| **A5** | Western approaches: The Communicative approach. | 2 |
| **A6** | Approaches used in local contexts: Rule-based grammar teaching. Translation/Retelling | 2 |
| **A7** | Approaches used in local contexts: Phonemes in isolation | 2 |
| **A8** | Approaches used in local contexts: Learning text by heart/Repetition/Drilling | 2 |
| **A9** | Issues in each of the teaching approaches: Goal, view of language and culture, teaching/learning processes. | 2 |
| **A10** | Issues in each of the teaching approaches: Role of native language. Psychological basis. | 2 |
| | **Total: 20 hours** | |
| | **MODUL-2:**<br>**TEACHING LANGUAGE SYSTEMS FOR COMMUNICATION**<br>**(Til tizimilarini o'qitishda kommunikativ yondashuv)**<br>(7-semestr) | 20 |
| **A1** | Teaching grammar. Deductive and inductive approaches to teaching grammar. | 2 |
| **A2** | Teaching grammar in context. Using grammar reference books. How to teach grammar through texts. | 2 |
| **A3** | Teaching vocabulary. What is a word?<br>Teaching vocabulary in context. | 2 |
| **A4** | Developing students' vocabulary learning strategies. | 2 |
| **A5** | Teaching lexical units/phrases/compounds. | 2 |
| **A6** | Teaching new vocabulary (using pictures, reality, songs, multimedia, etc.) | 2 |
| **A7** | Teaching stress (word stress, sentence stress). | 2 |
| **A8** | Intonation, teaching the relational and grammatical functions of intonation. | 2 |
| **A9** | Teaching word parts and word chunks | 2 |
| **A10** | Error correction: teaching language systems without mistakes and fluently (error correction methods) | 2 |
| | **Total: 20 hours** | |
| | **MODUL-3:**<br>**ENGLISH FOR SPECIFIC PURPOSES**<br>**(**Maxsus yo'nalish (soha)larda chet tilini o'qitish**)**<br>(7-semestr) | 20 |
| A1 | Types of ESP: English for Occupational Purposes (pre-experience; concurrent) and English for Academic Purposes (pre-experience; concurrent) | 2 |
| A2 | Needs analysis: target situation needs and learning needs | 2 |
| A3 | Restricting objectives for an ESP course. | 2 |

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| A4 | Approaches to course design (topic-based; skills-based) | 2 |
| A5 | Objectives and content of ESP courses in vocational schools in Uzbekistan. | 2 |
| A6 | The role of an ESP teacher in a vocational school setting. | 2 |
| A7 | The role of independent study skills: study-oriented foreign language, reading and research skills. | 2 |
| A8 | Evaluating educational materials. | 2 |
| A9 | Adapting educational materials. | 2 |
| A10 | Creating educational materials. | 2 |
| | **Total: 20 hours** | |
| | **MODUL 4:**<br>**TEACHING AND INTEGRATING LANGUAGE SKILLS**<br>**(Til ko‘nikmalarini o‘qitishda integrallashgan yondashuv)**<br>(8-semestr) | 16 |
| A1 | **Introduction to and overview of the course.** Historical overview of skill segregation and skill integration. | 2 |
| A2 | The Interconnectedness of Language Skills: Exploring how the four skills work together in communication. | 2 |
| A3 | **Principles of Effective Listening Comprehension:** Strategies for active listening, note-taking, and predicting.<br>Teaching Listening Skills: Pre-Listening Activities, While-Listening Activities, Post-Listening Activities. | 2 |
| A4 | **Strategies for Teaching Fluency in Speaking: Using** activities that promote natural language production and reduce hesitation. Interactive Speaking Activities: Role-plays, presentations, interviews, debates and discussions. | 2 |
| A5 | **Principles of Effective Reading Comprehension:** Building background knowledge, activating prior knowledge, and employing reading strategies.<br>Teaching Reading Skills: Pre-Reading Activities, While-Reading Activities, Post-Reading Activities. | 2 |
| A6 | **The Writing Process:** Guiding learners through the stages of planning, drafting, revising, and editing. Creative Writing: Building a Story[1] | 2 |
| A7 | Integrating Writing with Listening: Using listening activities to provide prompts for writing, generate ideas, and develop vocabulary. | 2 |
| A8 | Integrating Writing with Reading: Using reading texts to stimulate writing, provide models, and expand vocabulary and background knowledge. | 2 |
| | **Total: 16 hours** | |
| | **MODUL 5:**<br>**LANGUAGE TESTING AND ASSESSMENT**<br>**(Bilimni baholash turlari va mezonlari)**<br>(8-semestr) | 30 |
| A1 | Classroom Assessment**.** **S**ummative and formative assessment. | 2 |
| A2 | Principles of language assessment: validity, reliability, practicality, authenticity, washback | 2 |
| A3 | Assessment specifications (diagnostic, proficiency, achievement, progress, etc.) | 2 |

[1] https://www.polyu.edu.hk/shtm/docdrive/subject_syllabi/htm4329.pdf

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| A4 | Test methods (MCQ, multiple matching, etc.); Basics of test design (instruction, distracters, etc.) | 2 |
| A5 | Designing assessment tasks for Writing | 2 |
| A6 | Designing assessment tasks for Writing | 2 |
| A7 | Designing assessment tasks for Reading | 2 |
| A8 | Designing assessment tasks for Reading | 2 |
| A9 | Designing assessment tasks for Listening | 2 |
| A10 | Designing assessment tasks for Listening | 2 |
| A11 | Designing assessment tasks for Speaking | 2 |
| A12 | Designing assessment tasks for Speaking | 2 |
| A13 | Alternative ways of assessment (portfolio assessment, self-assessment, project work, logs, reflection tools, etc.) | 2 |
| A14 | Classroom assessment. Pedagogy and the measurement paradigm | 2 |
| A15 | Wrap up and review | 2 |
| | **Total: 30 hours** | |
| | **MODUL 6:**<br>**MATERIAL EVALUATION AND DESIGN**<br>**(O'quv adabiyotlarini tanlash va yangilarini yaratish)**<br>(8-semestr) | 14 |
| A1 | Principles of Materials Evaluation: Exploring criteria for evaluating materials, considering factors like suitability, accuracy, authenticity, and engagement. | 2 |
| A2 | The relation between syllabus, course book, and materials.<br>Selecting & analyzing course books and all relevant materials e.g., workbooks, websites, apps, games, and multimedia resources. | 2 |
| A3 | Planning and Structuring Materials: Exploring how to create a logical sequence of activities, tasks, and exercises that build upon each other and support learning progression. | 2 |
| A4 | Adapting learning and teaching materials to suit specific learner needs and contexts. | 2 |
| A5 | Designing Engaging Activities: Developing techniques to create activities that motivate learners, promote active participation, and cater to different learning styles. | 2 |
| A6 | The Internet as a resource for language learning/teaching. | 2 |
| A7 | Choosing and exploiting authentic materials. | 2 |
| | **Total: 14 hours** | |
| | **MODUL 7:**<br>**PLANNING FOR TEACHING AND LEARNING**<br>**(O'quv mashg'ulotlarini rejalashtirish)**<br>(8-semestr) | 10 |
| A1 | Understanding and working with syllabi used at schools in Uzbekistan. | 2 |
| A2 | What goes into lesson planning and lesson plans.<br>Setting aims, objectives and learning outcomes of a lesson or sequences of lessons. | 2 |
| A3 | Timing activities within a lesson. Linking activities within a lesson. | 2 |

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| A4 | How to plan a PPP, TTT (Test-Teach-Test), TBL (Task Based Learning) lessons? Advantages and disadvantages of all lesson frameworks. | 2 |
| A5 | Setting homework.<br>Flexibility in planning and teaching, critical evaluation of ready-made lesson plans from Internet. | 2 |
| | **Total: 10 hours** | |
| | **MODUL 8:**<br>**CLASSROOM INVESTIGATION**<br>**(Sinfni tadqiq qilish metodikasi)**<br>(8-semestr) | 10 |
| A1 | Defining Classroom Investigation: Exploring the purpose and nature of classroom investigation as a tool for understanding and improving teaching practices. | 2 |
| A2 | Types of Classroom Investigations: Identifying different types of investigations, such as action research, case studies, and ethnographic studies. | 2 |
| A3 | Reviewing Existing Literature: Exploring relevant research on classroom practices, teaching strategies, and student learning | 2 |
| A4 | Research Questions and Focus: Developing meaningful research questions that address specific areas of interest within the classroom context. | 2 |
| A5 | Analyzing Qualitative and Quantitative Data.<br>Publishing the results of the classroom investigation research | 2 |
| | **Total: 10 hours** | |

**Izoh: Fan (modul) yuzasidan talabalar bajaradigan mustaqil ish topshiriqlari variativ tavsifga ega bo‘lishi lozim. Mustaqil ish topshiriqlarining 1/3 qismi kichik guruhlarda hamkorlikda ishlash (kooperativlik)ga mo‘ljallangan bo‘lishi kerak*

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| **6.** | **Mustaqil ta‘lim topshiriqlari**<br>***Modul 1:*** Til o’qitish jarayonlari (Language learning); moduli mustaqil ta'lim mavzulari | 32 |
| 1 | Learning Styles: Strategies for different learning styles | 4 |
| 2 | Communication Strategies | 4 |
| 3 | Errors and interlanguage | 4 |
| 4 | Language awareness for learners | 4 |
| 5 | Systematic forgetting and reasoning. | 4 |
| 6 | Personality Variables | 4 |
| 7 | Ability and intelligence | 4 |
| 8 | An effective language learner | 4 |

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| **6.** | **Mustaqil ta’lim topshiriqlari*** | **30/60<br>60/312** |
| | **5-semestr** | |
| 1 | Learning Styles: Strategies for different learning styles | 4 |

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| 2 | Communication Strategies | 4 |
| 3 | Errors and interlanguage | 4 |
| 4 | Language awareness for learners | 4 |
| 5 | Systematic forgetting and reasoning. | 4 |
| 6 | Personality Variables | 4 |
| 7 | Ability and intelligence | 4 |
| 8 | An effective language learner | 2 |
| | **Total 30** | |
| | **6-semestr** | |
| 1 | Teacher's physical presence in class | 4 |
| 2 | Teacher's Body language in class | 4 |
| 3 | Creating an English environment | 4 |
| 4 | Types of questions | 4 |
| 5 | Giving instructions | 4 |
| 6 | The Language of the Classroom | 4 |
| 7 | Giving feedback | 6 |
| 8 | Teaching and learning processes. Education, Creativity and Culture[2] | 2 |
| 9 | Assessing vocabulary | 4 |
| 10 | Assessing grammar | 4 |
| 11 | Formative and summative assessment | 2 |
| 12 | Reflection and assessment | 2 |
| 13 | Test types | 2 |
| 14 | Assessing accuracy and fluency in speaking | 4 |
| 15 | Validity | 2 |
| 16 | Assessment process | 2 |
| 17 | Error correction techniques | 4 |
| 18 | Collecting data for needs analysis and evaluation purposes | 2 |
| | **Total 60** | |
| | **7-semestr** | |
| 1 | Using corpus data for pedagogical purposes. | 6 |
| 2 | Evaluation of lexical tasks; the role of the foreign language teacher in creating lexical tasks, assignments and tests. | 5 |
| 3 | The importance of pronunciation for successful communication. | 5 |
| 4 | Teaching sounds in isolation vs sounds in context. | 5 |
| 5 | Evaluation of lexical tasks; the role of the foreign language teacher in creating lexical tasks, assignments and tests. | 6 |
| 6 | Restricting objectives for an ESP course. | 6 |
| 7 | The place of study skills: note-taking; note-making in an EAP context. | 5 |
| 8 | Theoretical Frameworks for Language Teaching: Communicative Language Teaching. | 5 |

[2] https://www.educ.cam.ac.uk/courses/undergrad/course-structure/

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| 9 | Theoretical Frameworks for Language Teaching:<br>Task-Based Language Teaching | 6 |
| 10 | Theoretical Frameworks for Language Teaching:<br>Content and Language Integrated Learning (CLIL) | 6 |
| 11 | Theoretical Frameworks for Language Teaching:<br>Project based language teaching | 5 |
| | **Total: 60 hours** | |
| | **8-semestr** | |
| 12 | Teaching Listening Skills: Pre-Listening Activities (Building background knowledge and setting a purpose for listening). | 6 |
| 13 | Teaching Listening Skills: While-Listening Activities (Using strategies to monitor comprehension and engage with the text) | 6 |
| 14 | Teaching Listening Skills: Post-Listening Activities (Extending comprehension through discussion, summarizing, and creating tasks). | 6 |
| 15 | Authentic Materials for Listening: Using podcasts, videos, audio books, and real-world listening scenarios | 8 |
| 16 | Using Technology to Enhance Speaking Practice: Online platforms, video conferencing, and digital tools for recording and feedback. | 6 |
| 17 | Teaching Pronunciation: Addressing common pronunciation challenges and providing practical strategies for practice. | 6 |
| 18 | Teaching Reading Skills: Pre-Reading Activities: Building anticipation and motivating learners. | 6 |
| 19 | While-Reading Activities: Guiding learners through the text, using strategies like skimming, scanning, and annotating. | 8 |
| 20 | Post-Reading Activities: Reflecting on the text, making connections, and applying information, applying information to real-life situations, and creating projects. | 7 |
| 21 | Strategies for Teaching Writing Skills: Paragraph writing, essay writing, different writing styles, and creative writing. | 8 |
| 22 | Providing Constructive Feedback: Offering specific, actionable, and encouraging feedback to improve writing quality. | 8 |
| 23 | Assessing Writing: Using rubrics and other assessment tools to evaluate student writing. | 8 |
| 24 | Technology in Writing Instruction: Using online resources, digital tools, and collaborative writing platforms. | 7 |
| 25 | CEFR (Common European Framework of Reference) | 7 |
| 26 | Planning assessment.  Washback (influence of assessment on teaching) | 7 |
| 27 | Understanding the influence of culture and diversity on language testing and assessment, ensuring fairness and equity for all learners. | 7 |
| 28 | Test Design Principles: Understanding key principles of test design, such as clarity, objectivity, fairness, and alignment with learning objectives. | 7 |
| 29 | Understanding the Role of Materials in Language Teaching: Examining how materials influence learner outcomes and support teaching practices. | 7 |
| 30 | The Internet as a resource for language learning/teaching. | 7 |
| 31 | Choosing and exploiting authentic materials. | 7 |

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| 32 | Using AI technologies in materials design. | 7 |
| 33 | Designing visual aids for primary school learners. | 7 |
| 34 | Creating a Materials Portfolio. | 7 |
| 35 | Analysing frameworks for the sequence of the lesson stages. Considering the focus of the lesson (language systems or skills). | 8 |
| 36 | Skills lesson frameworks. Planning a receptive skills lesson. | 7 |
| 37 | Skills lesson frameworks. Planning a productive skills lesson. | 7 |
| 38 | Considering activities for different stages of a lesson:Beginning (warm-ups, lead-ins). | 8 |
| 39 | Ending (making a summary, flashing forward, filling up the last remaining moments). | 7 |
| 40 | Anticipating problems (including ways of dealing with disruptive behaviour) | 7 |
| 41 | Flexibility in planning and teaching | 7 |
| 42 | Designing data-collecting tools and understanding their advantages and disadvantages: Interview (structured, semi-structured, unstructured) | 8 |
| 43 | Designing data-collecting tools and understanding their advantages and disadvantages: questionnaire to students and teachers | 8 |
| 44 | Designing data-collecting tools and understanding their advantages and disadvantages: observation (by peer or using video recording) | 8 |
| 45 | Analyzing Qualitative Data: Understanding methods for analyzing qualitative data, such as thematic analysis, coding, and narrative analysis. | 8 |
| 46 | Analyzing Quantitative Data: Understanding basic statistical methods for analyzing quantitative data, such as descriptive statistics, correlations, and t-tests. | 8 |
| 47 | Observation procedure: Stages of observation (pre-observation, observation, post-observation) | 8 |
| 48 | Giving (in oral and written form) and receiving feedback | 7 |
| 49 | Investigating Classroom Interaction: Teacher and Learner Participation | 7 |
| 50 | Students' presentations of classroom investigation research. Key findings | 7 |
| | **Total: 312 hours** | |

| **7.** | **Ta'lim texnologiyalari va metodlari** |
|---|---|

- ma'ruzalar;
- amaliy ishlarni bajarish va xulosalash;
- interfaol keys-stadilar;
- blits-so'rov;
- guruhlarda ishlash;
- taqdimotlar qilish;
- jamoa bo'lib ishlash va himoya qilish uchun loyihalar.

| **8.** | **Talabalar tomonidan kreditlarni olish uchun talablar** |
|---|---|

5-semestr (4 kredit) baholash tizimi:
Mid-term Assessment 1 – 30 ball

Journal entry (Language learning)

*Sample Task:* Write a piece of reflection of your personal experiences of learning a foreign language with issues and studies covered in the course (200-300 words) focusing on the following questions:

- When you started your foreign language class, what was your overall emotional feeling? Were you challenged? Unmotivated? Was the course too easy?
- How did you feel about your group mates? Was the group motivating, or boring? Analyze why you had this perception. What was causing it? Was it your own attitude, or the teacher's style, or the makeup of the group?

Mid-term Assessment 2 – 30 ball

- Observation-based reflection (Classroom language)

  *Sample Task:* You will be required to write a report on one of the following aspects of classroom language and use of non-verbal means of communication**.** Write a report (550-600 words) answering the following questions:
  - What was your focus of observation? Why did you choose it?
  - What was difficult to follow during the observation?
  - What did you learn from this observation?
  - If you were conducting this lesson what would you have done as a teacher?

Final Assessment – 40 ball

- Writing task – 20 ball (Language learning)
- Reflection on observing classroom language – 20 ball (Classroom language)

6-semestr (2 kredit) baholash tizimi:

Mid-term Assessment 1 – 30 ball

- Analytical report on analysed test

Mid-term Assessment 2 – 30 ball

- Project work: Students develop progress test in groups

Final Assessment – 40 ball

- Developing assessment criteria

7-semestr (4 kredit) baholash tizimi:

Mid-term Assessment 1 – 30 ball

- Continuous assessment: assessing during the lesson
- Presentation (Teaching and integrating language skills)

Mid-term Assessment 2 – 30 ball

- Reflective essay (Teaching Language systems for communication)
- Independent work (Project) (Teaching language systems for communication)

Final Assessment – 40 ball

- Essay analysing/comparing/contrasting different approaches in different teaching contexts. (Approaches to language teaching)
- Evaluating and adapting ESP teaching materials (English for specific purposes)

8-semestr (12 kredit) baholash tizimi:

Mid-term Assessment 1

- Presentation (Teaching and integrating language skills)
- Independent work (Project) (Language testing and Assessment)

Mid-term Assessment 2 – 30 ball

- Evaluating of teaching material(s) (Material evaluation and design) and planning the lesson (Planning for teaching and learning)
- Design of lesson observation form (Classroom investigation)
- Observation-based report (Independent work)

Final Assessment – 40 ball

- Final questions on the themes of the semester

| 9. | Talabala bilimini baholash mezoni |
|---|---|

**a) 5 baho olish uchun talabaning bilim darajasi quyidagilarga javob berishi lozim:**

- ➢ fanning mohiyati va mazmunini to‘liq yorita olsa;
- ➢ fandagi mavzularni bayon qilishda ilmiylik va mantiqiylik saqlanib, ilmiy xatolik va chalkashliklarga yo‘l qo‘ymasa;
- ➢ fan bo‘yicha mavzu materiallarining nazariy yoki amaliy ahamiyati haqida aniq tasavvurga ega bo‘lsa;
- ➢ fan doirasida mustaqil erkin fikrlash qobiliyatini namoyon eta olsa;
- ➢ berilgan savollarga aniq va lo‘nda javob bera olsa;
- ➢ konspektga puxta tayyorlangan bo‘lsa;
- ➢ mustaqil topshiriqlarni to‘liq va aniq bajargan bo‘lsa;
- ➢ barcha amaliy ko‘nikma va malakalarni o‘zlashtirgan bo‘lsa;
- ➢ nazariy bilimlarni turli vaziyatda qo‘llash olish;
- ➢ tizimli yondashish, uzviylikka amal qilish.

**b) 4 baho olish uchun talabaning bilim darajasi quyidagilarga javob berishi lozim:**

- ➢ fanning mohiyati va mazmunini tushungan, fandagi mavzularni bayon qilishda ilmiy va mantiqiy chalkashliklarga yo‘l qo‘ymasa;
- ➢ fanning mazmunini amaliy ahamiyatini tushungan bo‘lsa;
- ➢ fan bo‘yicha berilgan vazifa va topshiriqlarni o‘quv dasturi doirasida bajarsa;
- ➢ fan bo‘yicha berilgan savollarga to‘g‘ri javob bera olsa;
- ➢ fan bo‘yicha konspektini puxta shakllantirgan bo‘lsa;
- ➢ fan bo‘yicha mustaqil topshiriqlarni to‘liq bajargan bo‘lsa;
- ➢ barcha amaliy ko‘nikma va malakalarni o‘zlashtirishga harakat qilgan bo‘lsa;
- ➢ barcha amaliy ko‘nikma va malakalarni o‘zlashtirishga harakat qilgan bo‘lsa.

**d) 3 baho olish uchun talabaning bilim darajasi quyidagilarga javob berishi lozim:**

- ➢ fan haqida umumiy tushunchaga ega bo‘lsa;
- ➢ fandagi mavzularni tor doirada yoritib, bayon qilishda ayrim chalkashliklarga yo‘l qo‘yilsa;
- ➢ fan bo‘yicha mustaqil topshiriqlarni to‘liq bajargan bo‘lsa;
- ➢ bayon qilish ravon bo‘lmasa;
- ➢ fan bo‘yicha savollarga mujmal va chalkash javoblar olinsa;
- ➢ fan bo‘yicha matn puxta shakllantirilmagan bo‘lsa.

**e) quyidagi hollarda talabaning bilim darajasi qoniqarsiz 2 baho bilan baholanishi mumkin:**

- ➢ fan bo‘yicha mashg‘ulotlarga tayyorgarlik ko‘rilmagan bo‘lsa;
- ➢ fan bo‘yicha mashg‘ulotlarga doir hech qanday tasavvurga ega bo‘lmasa;
- ➢ fan bo‘yicha mustaqil topshiriqlarni to‘liq bajarmagan bo‘lsa;
- ➢ fan bo‘yicha matnlarni boshqalardan ko‘chirib olganligi sezilib tursa;
- ➢ fan bo‘yicha matnda jiddiy xato va chalkashliklarga yo‘l qo‘yilgan bo‘lsa;
- ➢ fanga doir berilgan savollarga javob olinmasa;
- ➢ fanni bilmasa.

| 10. Foydalanilgan adabiyotlar | |
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| **Qo‘shimcha adabiyotlar** | |
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| 6. | Saparova M.R. Planning for teaching and learning. – Buxoro: Bukhara Hamd Print, 2025. – 118 p. |
| 7. | Usmonova Z.H. The integrated course of teaching foreign language: Language assessment and testing. – Buxoro: Durdona nashriyoti, 2024. – 176 p. |
| 8. | Saidova Z.X. Chet tili o‘qitishning integrallashgan kursi fanidan “Til o‘rganish jarayonlari” (Language learning). – BUXORO: BUKHARA HAMD PRINT nashriyoti, 2025. – 218 b. |
| **Axborot manbalari** | |
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| 9. | https://www.tesol.org/ |
| 10. | https://www.cambridge.org/elt/blog/teachers/ |
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