

**O‘ZBEKISTON RESPUBLIKASI OLIY TA‘LIM, FAN VA  
INNOVATSIYALAR VAZIRLIGI**

**AJINIYOZ NOMIDAGI NUKUS DAVLAT  
PEDAGOGIKA INSTITUTI**



**“Tasdiqlayman”**

O‘quv ishlari bo‘yicha prorektor  
M.Ibragimov

2025- yil/ « 28 » *iyun*

**CHET TILLARNI O‘QITISHNING INTEGRALLASHGAN KURSI**  
(Materailarni yaratish va tanlash, Darsni rejalashtirish, Chet tilini o‘qitish  
tamoyillari, O‘qituvchining nutq madaniyati, Auditoriyani o‘rganish, Chet tilini  
integrallashgan holda o‘qitish)

**fani bo‘yicha**

**SILLABUS**

(3-kurslar uchun)

Bilim sohasi: 100000 – Gumanitar

Ta‘lim sohasi: 110000 – Pedagogika

Ta‘lim yo‘nalishi: 60111800 – Xorijiy tili va adabiyoti (Ingliz tili)

NUKUS – 2025

Fan nomi:	Chet tillarni o'qitishning integrallashgan kursi (Materailarni yaratish va tanlash, Darsni rejalashtirish, Ingliz tilin oqitish tamoyillari, O'qituvchining nutq madaniyati, Auditoriyani o'rganish, Chet tilini integrallashgan holda o'qitish)
Fan turi:	Majburiy fan
Fan kodi	CHO'IK309
Yil:	2025-2026
Semestr:	V-VI
Ta'lim shakli:	Kunduzgi
Mashg'ulotlar shakli va semestrga ajratilgan soatlar:	270
A'maliy	120
Mustaqil ta'lim	150
Kredit muqdori	9
Baholash shakli:	Sinov va imtihon
Fan tili:	Ingliz

#### Fanning maqsadi

<b>FM1</b>	<p>Fanni o'qitishdan maqsad – talabalarni chet tili bo'yicha o'quv materiallarini tanqidiy tahlil qilish va ularni baholashga, xorijiy o'quv materiallarini mahalliy sharoit va milliy tizimga moslashtirish, yangilarini yarata olish, chet tili darslarini to'g'ri rejalashtirish va dars rejalarini baholashga hamda har xil guruhlarda chet tili samarali o'qitilishini tashkil etishga o'rgatish.</p> <p>Fanning vazifasi – 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.</p>
------------	---

#### Fanni o'zlashtirish uchun zarur boshlang'ich bilimlar

<b>1</b>	<p>“Chet tillarni o'qitishning integrallashgan kursi (Materailarni yaratish va tanlash, Darsni rejalashtirish, Ingliz tilin oqitish tamoyillari, O'qituvchining nutq madaniyati, Auditoriyani o'rganish, Chet tilini integrallashgan holda o'qitish) - amaliy mashg'ulotlar olib borish va ularni samarador tashkil etish ko'nikma va malakalarini shakllantirish uchun</p>
----------	---

xizmat qiladi.

### TA'lim natijalari (TN)

#### *Bilimlar jihatidan*

TN1	O'quv dasturini o'rganib, tahlil qilish va darsni rejalashtirishda unga asoslanish;
TN2	Darsni rejalashtirishga ta'sir kursatuvchi omillarni (o'quvchilar bilim darajasi va yoshi, ehtiyojlari, vaqt, o'quvchilar soni va h.) o'rganish;
TN3	Darslar ketma-ketligi, maqsad, vazifalari va kutilayotgan natijalarni to'g'ri belgilash;;
TN4	Ta'lim maqsadlariga binoan darsning tegishli strukturasi tanlay olish;
<i>Ko'nikmalar jihatidan</i>	
TN5	Darsning turli bosqichlari uchun tegishli vazifalarni tanlay olish va ularni bir-biriga bog'lash, izchillikni ta'minlash;
TN6	Turli yordamchi o'quv materiallari va resurslarini tanlash;
TN7	Internetdagi tayyor dars rejalarini tanqidiy tahlil qilish;
TN8	Dars rejasidan chetga chiqish yoki chiqmaslik qarorini qabul qila olish va ularning sababini ko'rsata olish;

#### Fan mazmuni

#### **Mashg'ulotlar shakli: amaliy (A)**

#### **O'quv materiallarini tanlash va yaratish (V-semestr)**

A1	Teaching Materials Teaching Materials as tools for representing aims, values, and methods in teaching a foreign language
A2	Syllabus, course book, and materials What is Syllabus? Common characteristics of a syllabus
A3	The relation between syllabus, course book, and materials
A4	<b>Materials evaluation including all relevant materials e.g., Student's books, Teacher's book, CDs, self-study books</b>
A5	Choosing a course book 1: from analysis to first-glance evaluation Selecting and analyzing course books
A6	Choosing a course book 2: close evaluation The internet as a resource for language leaning / teaching
A7	Choosing and exploiting authentic materials Adapting learning and teaching materials
A8	<b>Supplementing materials</b> <b>Designing worksheets and visual aids Texts and visual aids</b>
A9	Materials design Materials design with specific reference to tasks
A10	Designing materials for developmental purposes Designing materials for micro teaching

#### **Darsni rejalashtirish (V-semestr)**

A1	Introduction. The aim and tasks of the course.
A2	Understanding and working with syllabi used in schools, lyceums and colleges
A3	Approaches to lesson planning
A4	Setting aims and objectives, learning outcomes of a lesson, sequences of lessons
A5	Selecting frameworks for lesson planning (PPP, alternatives to PPP, TBL, pre-, while, -post for receptive skills)
A6	Considering activities for different stages of a lesson: beginning (warm-up, lead-ins), ending (making a summary, flashing forward, filling up the last remaining moments)
A7	<b>Making use of available materials and resources (e.g. pictures, songs, videos, blackboard, physical setting of a classroom)</b>
A8	Anticipating problems (including ways of dealing with disruptive behavior)
A9	<b>Critical evaluation of ready-made lesson plans from Internet</b>
A10	Planning for mixed-ability classes
<b>Ingliz tilin oqitish tamoyillari (V-semestr)</b>	
A1	The Nature of approaches and methods in language teaching
A2	<b>Western Approaches</b>
A3	Approaches used in local contexts
A4	The Oral Approach or Situational Language Teaching
A5	<b>The Audio-Lingual Method</b>
A6	Alternative approaches and methods: Silent way and Total-physical
A7	Response
A8	Community Language Learning and Suggestopedia
A9	<b>Foundations of Communicative Language Teaching</b>
A10	<b>Effective Classroom Management Strategies for English Language Teaching</b>
<b>Auditoriyada o'qituvchining nutq madaniyati (VI-semestr)</b>	
A1	Introduction. Subject and objectives of the course
A2	<b>The use of body language in language teaching</b>
A3	Teacher's presence and voice
A4	Creating teaching and learning Environment
A5	Classroom management for effective teaching
A6	<b>The role of questioning in the classroom</b>
A7	Giving feedback and its importance in teaching
A8	Giving instruction
A9	The use of mother tongue in ESL classroom
A10	Observing classroom
<b>Auditoriyani o'rganish (VI-semestr)</b>	
A1	Introduction to the course
A2	Stages of a class study
A3	Creation/compilation of materials
A4	Lesson tracking

<b>A5</b>	Interview (structured, semi-structured, non-structured)	
<b>A6</b>	<b>Questionnaires to teachers and students<sup>1</sup></b>	
<b>A7</b>	Keeping a diary	
<b>A8</b>	Problematic situations/events; notes	
<b>A9</b>	<b>Lesson observation process<sup>2</sup></b>	
<b>A10</b>	Oral and written statement of the results of the observation	
<b>Chet tilini integrallashgan holda o‘qitish (VI-semestr)</b>		
<b>A1</b>	Introduction to and overview of the course	
<b>A2</b>	Listening as an interactive process Improving listening proficiency	
<b>A3</b>	Creating pre-, while-, post- listening activities	
<b>A4</b>	Speaking as an interactive process Providing successful oral fluency practice	
<b>A5</b>	Distinguishing fluency, accuracy activities and spoken interaction from spoken production	
<b>A6</b>	Reading as an interactive process Creating pre-, while-, post- reading activities	
<b>A7</b>	Choosing appropriate reading materials. Role of authenticity	
<b>A8</b>	Teaching specific sub skills and strategies	
<b>A9</b>	Writing as an interactive process Factors affecting EFL writing development	
<b>A10</b>	Introducing strategies of comment writers and purposes in writing	
<b>Mustaqil ta’lim</b>		
<b>1</b>	Auditoriyadan tashqari vaqtda bajariladigan mustaqil ishlar	30
<b>2</b>	Til o'rganuvchilarning qobiliyatini hisobga olish. O'qituvchining dars davomidagi vazifalari.	20
<b>3</b>	Sillabus yaratishning printsiplari. Chet tili darslarining strukturasi	20
<b>4</b>	Darslarda vaqtni taqsimlash va ketma ketlik.	20
<b>5</b>	Darslarda o'zaro muloqotga kirishish. Darslarda qo'shimcha materiallardan foydalanish.	20
<b>6</b>	Madaniyatlararo muloqotni chet tili darslaridagi ahamiyati.	20
<b>7</b>	Darsni boshqarish. O'zaro dars kuzatishning ahamiyati	20

### Asosiy adabiyotlar

1. Woodward, T. (2001). Planning Lessons and Courses. Cambridge, CUP
2. Tomlinson, B. (Ed.) (2010). Materials Development in Language Teaching. Cambridge: Cambridge University Press.
3. Nunan, D. (2009). Task-based Language Teaching. Cambridge: Cambridge University Press. McDonough, J., & Shaw, C. (2003). Materials and Methods in

<sup>1</sup> University of Washington.,

[https://education.washington.edu/sites/default/files/1465/P12%20EdLPO%20549B\\_syllabus.pdf](https://education.washington.edu/sites/default/files/1465/P12%20EdLPO%20549B_syllabus.pdf)

<sup>2</sup> University of Washington.,

[https://education.washington.edu/sites/default/files/1465/P12%20EdLPO%20549B\\_syllabus.pdf](https://education.washington.edu/sites/default/files/1465/P12%20EdLPO%20549B_syllabus.pdf)

6. James, P. (2001). *Teachers in Action*. Cambridge and New York: Cambridge University Press.
7. Hughes, A. (2003) *Testing for Language Teaching*. Cambridge: Cambridge University Press.
8. Harding, K. (2007) *English for Specific Purposes (Resource books for teachers)*. Oxford:Oxford University Press,.
9. Jordan, R. R. (2005) *English for Academic Purposes: A Guide and Resource Book for Teachers*.Cambridge:Cambridge University Press.
10. Ur, P.A (2010) *Course in Language Teaching: Practice and Theory*.Cambridge: CUPUK.
11. Иргашева С, Абдураимова Я, Брювертон Б (2016). *Being a Teacher*. Tashkent.
12. К.Алимова, Н.Мухаммедова, Брювертон Б (2016). *Becomig a Teacher*. Tashkent.

### **Qo'shimcha adabiyotlar**

1. Wallace, M.J. (1998). *Action Research for Language Teachers*. Cambridge and New York: CUP
2. Paul, J.Black (1998) *Testing: Friend or Foe?The Theory and Practice of Assessment and Testin*.RoutledgeFalmer: London and NY Tylor and Francis Group.
3. Brinton, D & P. Master (1998) *New Ways in English for Specific Purposes* Alexandria, VA: TESOL
4. Dudley-Evans, T. & M-J. St John (1998) *Developments in English for Specific Purposes*. Cambridge: Cambridge University Press.

### **Talabaning fan bo'yicha o'zlashtirish ko'rsatkichini nazorat qilishda quyidagi mezonlar tavsiya etiladi**

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

- talaba fanning mohiyati va mazmunini to'liq yoritga olsa;
- barcha mavzular bo'yicha aniq tasavvurga ega bo'lsa;
- chet tilini o'qitishning zamonaviy intensiv metodikasi g'oyalari o'zlashtirgan bo'lsa;
- innovacion pedagogik texnologiya metodlari, usul va vositalaridan boxabar bo'lsa;
- mustaqil erkin fikrlash qobiliyatiga ega bo'lsa;
- mustaqil ish topshiriqlarini to'liq va aniq bajargan bo'lsa;

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

- fanning mohiyati, mazmunini va amaliy ahamiyatini tushungan, mavzular bo'yicha tasavvurga ega bo'lsa, bayon qilishda mantiqiy chalkashliklarga yo'l qo'ymas;
- berilgan vazifa va topshiriqlarni o'quv dasturi doyrasida bajarsa;
- berilgan savollarga to'g'ri javob bera olsa;
- mustaqil ish topshiriqlarini to'liq bajargan bo'lsa;

c) 3 bahosini olish uchun talabanning bilim darajasi quyidagilarga javob berishi lozim:

- fan bo'yicha umumiy tushunchaga ega bo'lsa;
- fandagi mavzularni tor doyrada yoritib, bayon qilishda ayrim kamshiliklarga yo'l qo'yilsa;
- bayon qilish ravon bo'lmasa;
- berilgan savollarga mujmal va chalkash javoblar olinsa;
- fan bo'yicha matn puxta shakllantirilmagan bo'lsa;
- mustaqil ish topshiriqlarini qisman bajargan bo'lsa.

d) 2 qo'yidagi hollarda talabanning bilim darajasi qoniqarsiz 2 bahosi bilan baholanishi mumkin:

- fan bo'yicha mashg'ulotlarga tayorgarlik ko'rilmagan bo'lsa;
- fan bo'yicha mashg'ulotlarga doir hech qanday tasavvurga ega bo'lmasa;
- fan bo'yicha matnlarni boshqalardan ko'chirib olganligi sezilib tursa;
- fan bo'yicha matnda jiddiy xato va chalkashliklarga yo'l qo'yilgan bo'lsa;
- mustaqil ish topshiriqlarini bajarmagan bo'lsa.

#### Fan o'qituvchisi to'g'risida ma'lumot

<b>Dastur muallifi:</b>	Jalgasov N.- Ajiniyoz nomidagi NDPI "Ingliz tili va adabiyoti" kafedrasida katta o'qituvchisi, PhD.
<b>E-mail:</b>	jnurik83@mail.ru
<b>Tashkilot:</b>	Nukus davlat pedagogika instituti
<b>Taqrizchilar:</b>	Allanazarova F.K. - Ajiniyoz nomidagi NDPI "Ingliz tili va adabiyoti" kafedrasida katta o'qituvchisi, PhD.

Mazkur sillabus NDPI O'quv-uslubiy Kengashining 2025-yil «28» iyun

//-sonli majlis bayoni bilan tasdiqlangan.


Mazkur sillabus "Inglis tili va adabiyoti" kafedrasining 2025-yil «25» iyun

//-sonli majlis bayoni bilan ma'qullangan.

O'quv-uslubiy boshqarma boshlig'i:

 A. Abdiev

Fakul'tet dekani:

 I. Dilmanov

Kafedra mudiri:

 A. Tajieva

Tuzuvchi:

 N. Jalgasov