

O‘ZBEKISTON RESPUBLIKASI

OLY TA‘LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

NAMANGAN DAVLAT UNIVERSITETI

**5111400 - Xorijiy til va adabiyoti (ingliz tili)  
ta‘lim yo‘nalishi bitiruvchilarining  
fanlararo yakuniy davlat attestatsiya sinovi  
DASTURI**

2023/2024 o‘quv yili



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5111400-Xorijiy til va adabiyoti (ingliz tili) ta'lim yo'nalishi bitiruvchilarining fanlararo yakuniy davlat attestatsiya sinov dasturi Ingliz tili o'qitish metodikasi kafedrasining 29.01.2024-yildagi №6 sonli majlisida muhokama qilingan hamda tasdiqqa tavsiya etilgan.

Kafedra mudiri  M. Abduraxmanov

5111400-Xorijiy til va adabiyoti (ingliz tili) ta'lim yo'nalishi bitiruvchilarining fanlararo yakuniy davlat attestatsiya sinov dasturi Ingliz tili amaliy kursi kafedrasining 29.01.2024-yildagi №6 sonli majlisida muhokama qilingan hamda tasdiqqa tavsiya etilgan.

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Kengash Kattibi



A. Tohtabayev

## I. UMUMIY QOIDALAR

1. 5111400-Xorijiy til va adabiyoti (ingliz tili) ta'lim yo'nalishi bitiruvchilarining fanlararo yakuniy davlat attestatsiya sinovi dasturi (keyingi o'rinlarda – Dastur) O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirining 2009-yil 22-maydagi 160-sonli buyrug'i bilan tasdiqlangan "O'zbekiston Respublikasi oliy ta'lim muassasalari bitiruvchilarining yakuniy davlat attestatsiyasi to'g'risida"gi Nizom, 2018-yil 10-sentabrdagi 20-2018-sonli buyrug'i bilan tasdiqlangan "Oliy ta'lim muassasasi professor-o'qituvchilar tarkibining o'quv yuklamasi hamda o'quv-uslubiy, ilmiy-tadqiqot va «ustoz-shogird» ishlarini belgilash qoidalari", 2018-yil 25-avgustdagi 744-sonli buyrug'i bilan tasdiqlangan "5111400-Xorijiy til va adabiyoti (ingliz tili) bakalavriat ta'lim yo'nalishining malaka talablari" (keyingi o'rinlarda – Malaka talablar) hamda № B51114000-18 tartib raqami bilan ro'yxatga olingan o'quv rejasining (keyingi o'rinlarda – O'quv rejas) umumkasbiy va ixtisoslik fanlari o'quv dasturlari asosida tuzildi.

2. Fanlararo yakuniy davlat attestatsiyasi sinovi (keyingi o'rinlarda – Attestatsiya sinovi) O'zbekiston Respublikasining oliy ta'limga oid qonun hujjatlarida belgilangan tartibga ko'ra, bitiruvchilarning Yakuniy davlat attestatsiyasi sinovlaridan biri hisoblanib, unda ta'lim yo'nalishi xususiyati, iqtidori va xohishiga ko'ra bitiruv malakaviy ishi yozish istagini bildirmagan, o'quv rejasidagi ta'lim dasturlarini to'liq o'zlashtirgan bitiruvchi kurs talabalari ishtirok etishlari shart.

3. Attestatsiya sinovini topshirishga o'quv reja va fan dasturlarini to'liq tugatgan va o'quv rejasida nazarda tutilgan barcha sinovlardan muvaffaqiyatli o'tgan talabalarga ruxsat beriladi.

4. Attestatsiya sinovi O'quv rejasining umumkasbiy va ixtisoslik fanlarining barchasini qamrab oladi hamda sinov topshiriqlari ushbu fanlar o'quv dasturlari asosida tuziladi.

5. Attestatsiya sinovi fanlar mazmuniga qo'yiladigan talablar bilan bir

qatorda, talaba tayyorgarligining Malaka talablarida bitiruvchiga qo'yiladigan umumiy talablarga javob bera olish darajasini aniqlashga yo'naltiriladi.

## II. ATTESTATSIYA SINOVI SHAKLI VA MUDDATI

6. 2023/2024 o'quv yilida 5111400-Xorijiy til va adabiyoti (ingliz tili) ta'lim yo'nalishi bitiruvchilarining Attestatsiya sinovi – axborot texnologiyalarini tatbiq etgan holda test shaklda o'tkaziladi.

7. Dastur Universitet Kengashi tomonidan tasdiqlangan sanadan boshlab, o'quv yili yakuniga qadar Attestatsiya sinovi shaklini o'zgartirish mumkin emas.

8. Attestatsiya sinovi universitet o'quv jarayoni grafigiga asosan, o'quv ishlari prorektori tomonidan tasdiqlangan muddatlarda o'tkaziladi va kamida bir oy oldin talabalarga yetkaziladi.

## III. ATTESTATSIYA SINOVI SAVOLNOMASI

9. Attestatsiya sinovi savolnomasi ta'lim yo'nalishi malaka talablarining

- bakalavrlarning tayyorgarlik darajasiga;
- kasbiy faoliyatga;
- umumkasbiy va ixtisoslik fanlariga qo'yilgan talablarni qamrab oladi.

10. Attestatsiya sinovi savolnomasi ta'lim yo'nalishi O'quv rejasida keltirilgan quyidagi umumkasbiy va ixtisoslik fanlar dasturlari asosida shakllantirildi:

### **Til ko'nikmalari integratsiyasi fanidan**

1. Learners from sentences of their own according to a set pattern, but exactly what vocabulary they use is up to them. e.g., Practicing conditional clauses, learners are given the cue "If I had a million dollars", and suggest, in speech or writing, what they would do. What kind of grammar practice is it?

2. What is the function of the following sentence: *I don't think that's a very good idea*

3. What is the function of the following sentence: *He might be able to, I'm not sure.*

4. What is the function of the following sentence: *It's a beautiful place with a big river.*
5. Which of the following is a specific feature of a fluency activity?
6. Which of the following activities helps students to practice speaking in long turns?
7. Which of the following instructions describes reading for specific information?
8. Which of the following instructions describes reading for detail?
9. Which of the following instructions describes reading for gist?
10. Which of the following instructions describes intensive reading?
11. Which of the following instructions describes extensive reading?
12. Brainstorming, planning (organizing ideas), editing and proofreading are the stages of ...
13. Find the correct writing subskill for the following instruction: Put your hand in the air and write d-o-g with your finger.
14. Find the correct writing subskill for the following instruction: This letter has no commas or full stops. Put them in the correct places.
15. Find the correct writing subskill for the following instruction: Check your work for language mistakes after you have finished writing
16. What type of language syllabus is being described: These syllabuses take the real-life contexts of language uses as their basis: sections would be headed by names of situations or locations such as "Eating a meal" or "In the street"
17. What kind of reference resource does the teacher describe: *I want my learners to read English definitions of English words*
18. What kind of resource does the teacher describe: *It is an excellent source of authentic spoken language material; it is also attractive and motivating. It is flexible: you can start and stop it, run forward or back.*
19. What kind of resource does the teacher describe: *It is an excellent source of authentic spoken language material; it is also attractive and motivating. It is flexible: you can start and stop it, run forward or back.*

20. Which of the following is an advantage of teaching literature?
21. Which of the following is a disadvantage of teaching literature?
22. Learners may be activated in a way that encourages their own initiative; or they may only be required to do as they are told. Which way of varying a lesson is it?
23. The learners may work on their own at individualized tasks; or in pairs or groups; or as a full class in interaction with the teacher. Which way of varying a lesson is it?
24. Activities may be brisk and fast-moving (such as guessing games) or slow and reflective such reading literature and responding in writing. Which way of varying a lesson is it?
25. Activities may be seen as easy and non-demanding; or difficult, requiring concentration and effort. Which way of varying a lesson is it?
26. Some activities enliven and excite learners (e.g. activities that involve physical movement); others, like dictations, have the effect of calming them down. Which way of varying a lesson is it?
27. What kind of interaction pattern is it: *The students debate or do a language task as a class; the teacher may intervene occasionally, to stimulate participation or to monitor?*
28. What kind of interaction pattern is it: *Students work in small groups on tasks that entail interaction: conveying information, for example, or group-decision-making?*
29. What kind of interaction pattern is it: *There are a number of possible "right" answers, so that more students answer each cue ?*
30. What kind of interaction pattern is it: *Only one "right" response gets approved. Sometimes cynically called "Guess what the teacher want you to say" game?*
31. What kind of interaction pattern is it: *The teacher gives a model which is repeated by all the class in chorus; or gives a cue which is responded to in chorus?*

32. What kind of interaction pattern is it: *This may involve some kind of silent student response, such as writing from dictation, but there is no initiative on the part of the student?*
33. What kind of interaction pattern is it: *Students choose their own tasks, and work autonomously?*
34. What kind of assessment is it? Teacher gives a subjective estimate of the learner's overall performance.
35. What kind of assessment is it? The final grade is some kind of combination of the grades the learner received for various assignments during the course
36. What kind of assessment is it? The learners themselves evaluate their own performance, using clear criteria and weighting systems agreed on beforehand
37. What kind of assessment is it? The learner gathers a collection of assignments and projects done over a long period into a file; and this portfolio provides the basis for evaluation.
38. Complete the following statement: ... *is a state in which both teacher and learners accept and consistently observe a set of rules about behaviour in the classroom whose function is to facilitate smooth and efficient teaching and learning in a lesson.*
39. What is “intrinsic motivation”?
40. What is “extrinsic motivation”?

### **O‘qish va yozish amaliyoti fanidan**

1. Types of research. Time management in research
2. Research format and language. Choosing an area of issue
3. Reading about the area of interest
4. Formulating a topic. Formulating a probable hypothesis
5. Formulating an exact hypothesis and research questions
6. How to research and select literature. How to group the information from the literature?
7. Citations: Referencing, Plagiarism



8. Planning a classroom investigation
9. Choosing and designing research instruments
10. Presentation of data findings and analysis
11. Types of scales (nominal, ordinal and interval)
12. How to write research plan section. Statement of intent/Introduction
13. Data collection: conducting and reporting
14. Analysis and examination of research data
15. Central tendency and Dispersion
16. Talking about appendices
17. Literature review: Reference list and Bibliography
18. Abstract: very concise summary
19. Preparing the defense presentation
20. Results: reporting and describing statistical data. Discussions of results
21. What is the paragraph?
22. What is topic sentence?
23. What are two main elements of topic sentence?
24. What kind of elements should be included in the introduction of review?
25. A main body in the review
26. What is a review?
27. What kind of tenses are normally used in a review?
28. Good news report should consists of:
29. What is providing solutions to problems essay?
30. What elements must be included in main body of opinion essay?
31. What kind of useful language can be used to express opinion in opinion essay?
32. What kind of useful language can be used to list points in opinion essay?
33. What type of essay is For and Against?
34. What is descriptive text?
35. What is narrative text?
36. What is instructive texts?
37. In what style are discursive essays written?

38. What points should you write in introduction part of For and Against essay?
39. Which expressions do you use in order to introduce examples in essays?
40. What is rubric in composition?
41. How the linking words can help in writing?
42. How many subjects does one paragraph deal with?
43. What paragraph often contains definitions, and descriptive paragraphs include a lot of details?
44. Does all paragraphs contain a topic sentence?
45. Where can we use abbreviations in writing an essay?
46. Which language frame can you use to support your opinion?
47. Which argument language frame is used to consider the counterargument?
48. Where can we find the main idea of a paragraph?
49. In what type of essay do we give our opinion?
50. How many ways of writing the words of others are there?
51. What is a paragraph?
52. What should an opinion essay have?
53. Why do we need details in summaries?
54. What should we include in neutral summary?
55. The sequence in which an author presents the main idea and details and the connection between them is called ...
56. How do we call the paragraphs between introduction and conclusion
57. What is an introduction?
58. What is unity in writing?
59. What does comparative paragraph discuss?
60. What does problem/solution writing describe?
61. What is an outline?
62. What does conclusion include?
63. Which conjunctions can be used for summarizing?
64. Which type of essay requires deciding whether you agree or disagree with the subject of the topic?

65. What points should the writing process include?
66. Which conjunction can be used for listing?
67. Which conjunction can be used for giving alternatives?
68. Which conjunction can be used for exemplification?
69. Which conjunction can be used for adding or reinforcing?
70. Which conjunction can be used for contrasting?
71. Which conjunction can be used for giving cause or effect?
72. How can we explain the neutral summary?
73. In the introduction what comes after outline?
74. In problem solution essays should each paragraphs in body part have a problem and its solution?
75. Which thesis statement has only fact?
76. In which paragraph should we give our own opinion in discussion essay?
77. How many main systems are there of reference in use in academic writing?
78. Which process of writing you must write thoughts, use plan?
79. What is the basic building block of the text?
80. When you write a paragraph, you need to start with...
81. Which writing includes business writing?
82. ...- writing that states the opinion of the writer and attempts to influence the reader?
83. Writing in which the author tells a story is ...
84. Types of essay. Scimming and Scanning. Descriptive essays. Narrative essay. Argumentative essay. Compare-contrast essay. Reflective essay. Critical thinking essay
85. News reports
86. Types of letter. Formal and informal letters. Letters of complaint. Short newspaper articles. Letters of request. Letters giving information. Letters of advice. Transactional letters. Encyclopedia articles. Letter of apology. Letter of application. Proposal report

## **Til aspektlari amaliyoti fanidan**

1. A wide of idiomatic expressions and colloquialisms, appreciating shifts in style and register
2. Slangs
3. Idioms and phrases
4. Task based activities for using vocabulary in context
5. Use of equivalent term for words without distracting the listener
6. Synonymy and antonyms
7. Homonymy, hyponymy
8. Text based activities for guessing meaning of vocabulary from context
9. Lexical chunks
10. Set phrase and lexical chunks
11. Lexical varieties (e.g. autumn (BrE) – fall (AmE))
12. Use of resources for exploring use of vocabulary in context
13. Word fields (words relating to one topic)
14. International words or popular daily words
15. Word and word formation
16. Abbreviations (e.g. TOEFL, CEFR)
17. Register and appropriacy (general and specialized)
18. Register and appropriacy (formal and informal, domain)
19. Introduction to the course. Characteristic of different types of genres
20. Grammar and discourse: theme, rhyme, references (cataphoric)
21. Grammar and discourse: theme, rhyme, references (exophoric)
22. The factors governing grammatical and lexical choice in writing (e.g. audience, purpose of writing)
23. Spoken production: Monologues (speeches, stories, jokes)
24. Spoken production: Language-in-action (talk accompanying doing: fixing, cooking, demonstrating, assembling, etc.)
25. Spoken production: Classroom language (classes, seminars, lectures, tutorials)
26. Characteristic of different types of speech and function

27. Phonological features in spoken language: stress, intonation, pause
28. Conversational features: politeness, appropriacy, hesitation devices and pragmatic strategies e.g. backtracking, filler
29. Conversation analysis: turn – taking strategies (turn types)
30. Phrasal verbs (e.g. get on, end up, run out of, etc.)
31. Collocations
32. Cognates and false cognates
33. Task based activities for using vocabulary in context
34. Professional terminology
35. Academic terminology
36. Scientific terminology
37. Text based activities for guessing meaning of vocabulary from context
38. Dictionary training (monolingual/bilingual, paper/e-dictionary/on-line)
39. Different ways of learning
40. Corpus-based tasks (exposing students to the ways vocabulary is used in different contexts)
41. Use of resources for exploring use of vocabulary in context
42. Dialects of English speech
43. The Numerals and Quantifiers
44. The Primary and secondary parts of the speech
45. Types of sentences
46. The verb phrase
47. Areas of L1 interference
48. Different ways of organizing vocabulary notebooks (e.g. visual, webs, T-sheet, etc.)
49. Different ways of learning (e.g. learning by heart, setting daily targets, learning by association, mnemonics, etc.)
50. Compound nouns and adjectives
51. Word fields (words relating to one topic area, e.g. *environment*)
52. Pragmatic meaning

53. Text-based tasks for inferring meaning of vocabulary from context
54. Colloquial language
55. Denotation and Connotation
56. Set phrases and lexical chunks (e.g. phrasal verbs such as *turn off* and phrases such as *to and fro*, *pros and cons*)
57. False friends words
58. Academic terminology
59. Professional terminology
60. Scientific terminology
61. Language and gender: gender speech
62. Cohesion
63. Coherence
64. Characteristics of different types of speech and function
65. American English varieties
66. Differences of English and Uzbek grammar structure
67. The factors governing grammatical and lexical choice in writing (e.g. audience, purpose of writing)
68. Spoken production: Monologues (speeches, stories, jokes)
69. Spoken production: Language-in-action (talk accompanying doing: fixing, cooking, demonstrating, assembling, etc.)
70. Spoken production: Classroom language (classes, seminars, lectures, tutorials)
71. Idioms and phrases.
72. Task based activities for using vocabulary in context
73. Use of equivalent term for words without distracting the listener
74. Synonymy and antonyms
75. Homonymy, hyponymy
76. Text based activities for guessing meaning of vocabulary from context
77. Lexical chunks
78. Register and appropriacy (general and specialized)
79. Register and appropriacy (formal and informal, domain)

80. Introduction to the course. Characteristic of different types of genres
81. Grammar and discourse: theme, rhyme, references (cataphoric)
82. Grammar and discourse: theme, rhyme, references (exophoric)
83. Text-based tasks for inferring meaning of vocabulary from context
84. Colloquial language
85. Denotation and Connotation
86. Set phrases and lexical chunks (e.g. phrasal verbs such as *turn off* and phrases such as *to and fro*, *pros and cons*)
87. False friends words
88. Characteristic of different types of speech and function
89. Phonological features in spoken language: stress, intonation, pause
90. Conversational features: politeness, appropriacy, hesitation devices and pragmatic strategies e.g. backtracking, filler
91. Conversation analysis: turn – taking strategies (turn types)
92. Phrasal verbs (e.g. get on, end up, run out of, etc.)
93. Lexical varieties (e.g. autumn (BrE) – fall (AmE))
94. Use of resources for exploring use of vocabulary in context
95. Word fields (words relating to one topic)
96. International words or popular daily words
97. Word and word formation
98. Abbreviations (e.g. TOEFL, CEFR)
99. Dialects of English speech
100. Register and appropriacy (general and specialized)

### **Tili o‘rganilayotgan mamlakatlarda adabiyoti fanidan**

1. The literature of middle ages
2. Development of English literature in middle ages
3. The literature of Renaissance
4. Lyrics and comedies of William Shakespeare
5. Historical chronicle of William Shakespeare; drama and tragedies

6. The literature of Enlightenment in the XVII-XVIII centuries
7. The literature of Romanticism in Great Britain in the XIX century
8. Creative method of Realism in English literature in the XIX century
9. Women writers of Great Britain in the XIX century
10. Development of the genre of fantasy in English literature
11. English literature in the XX century between two World Wars
12. The English drama in the XX century
13. The English literature in the second half of the XX century
14. Modern English literature
15. The laureates of Nobel in English literature
16. American Enlightenment literature
17. The genre of adventure in American novel
18. Abolitionism and transcendentalism in American literature
19. Realism in the XX century`s American literature
20. The literature of "Lost generation"
21. Literature of the XX century
22. Medieval literature
23. The place of British and American literature in world literature.
24. English literature of the V-VI centuries.
25. Social life and literature in the VIII-X centuries.
26. J. Chaucer is an artist who generalized the democratic traditions of medieval literature
27. A reflection of life in J. Chaucer`s Canterbury Stories.
28. Western European Literature (Renaissance literature).
29. The concept of the Renaissance.
30. The Renaissance in British Literature.
31. Thomas More is a representative of English Renaissance literature
32. Creative activity of F. Bacon and K. Marlow.
33. The universal significance of the work of the great English writer William Shakespeare



34. The division of Shakespeare's work into periods.
35. W. Shakespeare's chronicles and tragic works.
36. Hamlet, Othello, and King Lear are a new era in Shakespeare's work.
37. W. Shakespeare's historical dramas and their significance in British history.
38. Life and works of John Milton.
39. The depiction of political events in the epic poem "Lost Paradise," the contradictions in Milton's worldview.
40. The specificity of the Enlightenment period in English literature.
41. D. Defoe's journalistic activity, his works accurately depict the ugly life of society.
42. D. Defoe is the author of enlightenment-realistic novels.
43. The educational significance of Robinson Crusoe.
44. Jonathan Swift is a major literary critic and creator of the 18th century.
45. Gulliver's Travels is a critical generalization of English life.
46. The literature of the enlightenment period.
47. The last period of British enlightenment literature.
48. G. Fielding as a master of the novel genre.
49. The importance of T.J. Smollett's work in the development of the English realist novel.
50. The work of R. Sheridan and his comedies.
51. Nineteenth-Century English Romantic Literature.
52. Romanticism and its peculiarities in British literature.
53. W. Blake's poetry and its place in the history of English literature.
54. The works of William Wordsworth
55. The works of Samuel Coleridge
56. The works of Robert Southey, the main content and ideas of his poetry.
57. The Life and work of J. Byron.
58. The creative work of P.B. Shelley and J. Keats.
59. Walter Scott is the founder of the historical novel genre.
60. The Life and work of Jane Austen.

61. The development of realism in nineteenth-century British literature
62. Ch. Dickens is a great representative of English realism.
63. The division of Dickens's work into periods.
64. Victorian poetry. Poetry by A. Tennyson and Brown.
65. Nineteenth-century British women writers
66. The role of women writers in the development of English realism.
67. The Life and works of J. Eliot.
68. British literature of the late nineteenth and early twentieth centuries is the last stage of the Victorian era.
69. The Life and work of T. Hardy.
70. Arthur Conan Doyle's contribution to the development of this genre.
71. An expression of the idea of "Art only for art" in the work of O. Wilde.
72. Socio-philosophical fiction by G.J. Wells. ("Time Machine", "Invisible Man", "World Struggle")
73. Twentieth Century British Literature
74. J. Galsworthy and his Saga of the Forsyth's.
75. B. Shaw's literary-critical activity.
76. British literature during World Wars I and II
77. The Impact of the First and Second World Wars on Literature.
78. Modernism in art and literature.
79. Types, styles and basic ideas of modernism.
80. The concept of "lost generation".
81. Richard Aldington and his novel "The Death of a Hero"
82. J. Joyce and the development of English modern prose
83. A manifestation of modern English poetry in the work of T.S. Eliot.
84. The influence of modernism on Somerset Maugham's work.
85. Somerset Maugham was a storyteller.
86. The Development of Post-World War II British Literature
87. The concept of postmodernism
88. "Anti-Colonial Novel" in English Literature (D. Aldridge, N. Lewis)

89. Features of the works of G. Green ("Gentle American", "Comedians").
90. Modern British Literature
91. The peculiarity of the development of English literature in the late twentieth century.
92. The emergence of neo-Victorian literature (A. Bayett, J. Reese, P. Acroyd, Ch. Pallister, etc.).
93. Works by Liverpool Poets (B. Payten, Adrian Henry, R. McGuff)
94. Nobel laureates of various periods in English literature.
95. The peculiarity of the development of English literature in the late XX-XXI centuries.
96. Concepts of English literature and literature written in English (English literature and Literature in English).
97. The development of English literature in the early 21st century.
98. American Colonial Literature
99. American literature and its place in world culture.
100. American Literature of the XVII-XVIII centuries and its peculiarities.
101. American Enlightenment Literature
102. Romanticism and transcendentalism in American literature
103. F. Cooper's social novels of the 1940s and 1950s.
104. A.E. Po's stories and lyrics reflect the moods of American social life in the 1930s and 1940s
105. Life and works of Emily Dickenson and Margaret Fuller
106. Abolitionism in American literature
107. G. Beecher Stowe and his "Uncle Tom's Hut."
108. Realism in American Literature of the Late 19th and Early 20th Centuries
109. The Life and work of Mark Twain.
110. O 'Henry as a master of short stories.
111. The division of J. London's work into periods.
112. Naturalism in the American literature of the late nineteenth century.
113. American literature in the early twentieth century

114. The work of Theodore Dreiser and the development of realism in twentieth-century American literature
115. 20th Century American "Lost Generation" Literature
116. A reflection of the theme of the First World War in the work of E. Hemingway.
117. The development of African-American literature during the twentieth century was the Renaissance period in Harlem in 1910-1930.
118. The work of African-American writers in the second half of the twentieth century and the evolution of the main themes.
119. Realism in post-World War II literature
120. Twentieth-Century American drama, fiction, and detective genre.

### **Tillar o‘qitish metodikasi va ta’lim texnologiyalari fanidan**

1. Lingvo-didactic issues of teaching a foreign language in continuous education system
2. The short history and developing levels of teaching a foreign language method
3. The short history and developing levels of teaching a foreign language method
4. The technologies of teaching a foreign language
5. The methods of teaching a foreign language
6. Developing the professional competence of a foreign language teacher in continuous education system
7. The forms of establishing foreign language lessons
8. Establishing technologies methods and strategies of modern foreign language learning process
9. The formation and establishment of a foreign language lesson
10. The means of teaching in continuous education system
11. Teaching pronunciation to A1 level students
12. Teaching pronunciation to A2 level students
13. Teaching pronunciation to B1 level students
14. Teaching vocabulary to A1 level students

15. Teaching vocabulary to A2 and B1 level students
16. Teaching grammar to A1 level learners
17. Teaching grammar to A2 level learners
18. Teaching grammar to B1 level learners
19. Teaching listening comprehension to A1 level learners
20. Teaching listening comprehension to A2 level learners
21. Teaching listening comprehension to B1 level learners
22. Forming speaking competence of A1 level learners
23. Developing speaking competence of A2 level learners
24. Developing speaking competence of B1 level learners
25. Teaching reading to A1 level learners
26. Teaching reading to A2 level learners
27. Teaching reading to B1 level learners
28. Teaching writing to A1 level learners
29. Teaching writing to A2 and B1 level learners
30. Types tests in teaching a foreign language
31. What should the goals of language teaching be? Should a language course try to teach conversational proficiency, reading, translation, or some other skills?
32. What is the basic nature of language, and how will this affect teaching method?
33. What are the principles for the selection of language content in language teaching?
34. What principles of organization, sequencing, and presentation best facilitate learning?
35. What should the role of the native language be?
36. What processes do learners use in mastering a language, and can these be incorporated into a method?
37. What teaching techniques and activities work best and under what circumstances?

38. Which of the approaches discussed in the chapter have you personally experienced as a language learner? What were your impressions, and what is your assessment of the effectiveness of the approach(es)?
39. What is the position regarding the teaching of : (a) pronunciation; (b) grammar; and (c) vocabulary in the many approaches discussed in the chapter? Has there been a swinging of the pendulum with respect to the teaching of these areas? Why or why not?
40. What changes have occurred regarding the relative emphasis on spoken language in the various approaches discussed in this chapter? Why?
41. Answer the questions in the section “Reflections on your own experiences as a language learner”, and compare your experiences with those of two classmates.
42. What kinds of topics, communication activities (e.g., activities, role plays, presentations, and debates), and participation formats (teacher-fronted, pair, or small-group) did you most enjoy using as a language learner, and why? Did the instruction enable you to use the language later in noninstruction situations? Can you recall any activity or project that integrated listening, speaking, reading, and writing?
43. How do (or might) you use technology for language teaching and learning in your context? What constraints do you face? Do you think that you as a language learner or your (future) students would want to engage in virtual or simulated learning environments online? Why or why not?
44. How do you think about teaching? Do you think about it in terms of what and how you will teach? Or do you think about in terms of how you can create the conditions for successful foreign language learning?
45. If you were asked to state general principles that could help teachers create the conditions for successful learning in the classroom, what would they be?
46. How can you tell that students are successfully learning in the foreign language in your classroom?
47. What is the relationship between syllabus and curriculum design?
48. What are the challenges involved in designing a language-learning syllabus?

49. What is the role of teachers and learners in curriculum design?
50. What does the term World Englishes refer to?
51. What are some pedagogical consequences of including World Englishes in an English as a second or foreign language curriculum?
52. How should a teacher decide which variety or varieties of English to teach to a given group of second or foreign language learners?
53. What is the state of listening pedagogy?
54. What should teachers know about the listening process?
55. How can teachers help English as a second or foreign language learners involve their listening comprehension and long-term listening development?
56. What distinguishes academic listening from other forms of listening?
57. How can we help learners develop their academic listening ability?
58. How can the dimensions of the listening model presented in the chapter be applied to the classroom?
59. In teaching speaking, which is more important, a focus on fluency or on accuracy?
60. How can the teacher promote authentic oral communication in the foreign language class?
61. What considerations go into planning and teaching a speaking course?
62. What does it mean to be fluent in a language?
63. What factors make speaking a foreign language easy or difficult?
64. How can teachers help language learners develop their oral fluency?
65. What does teaching pronunciation (vocabulary, grammar) involve?
66. What can teachers learn from research on pronunciation (vocabulary, grammar)?
67. What are the most effective techniques for teaching pronunciation (vocabulary, grammar)?
68. In what ways is developing literacy in a foreign language similar to or different from developing literacy in one's first language?

69. Which aspects of language and literacy should teachers focus on when teaching children English?

70. What kinds of teaching practices grow out of what we know about literacy development for English language learners?

#### IV. ATTESTATSIYA SINOVI NATIJALARINI

##### BAHOLASH MEZONI

11. Attestatsiya sinovi bo'yicha talabalar bilimini baholash O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirining 2018 yil 9 avgustdagi 19-2018-son buyrug'i bilan tasdiqlangan "Oliy ta'lim muassasalarida talabalar bilimini nazorat qilish va baholash tizimi to'g'risida"gi Nizom talablari asosida amalga oshiriladi.

12. Attestatsiya sinovi bo'yicha talabalar bilimini baholashda 5 baholik tizim qo'llaniladi.

13. Talabaning Attestatsiya sinovidagi natijalari quyidagi mezonlar asosida baholanadi:

Talaba mustaqil xulosa va qaror qabul qiladi, ijodiy fikrlay oladi, mustaqil mushohada yuritadi, o'z bilimlarini amalda qo'llash imkoniyatlarini ochib beradi, topshiriq (mavzu)ning mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda topshiriq (mavzu) bo'yicha tasavvurga ega deb topilganda – "5" (a'lo) baho;

Talaba mustaqil mushohada yuritadi, o'z bilimlarini amalda qo'llash imkoniyatlarini ochib beradi, topshiriq (mavzu)ning mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda topshiriq (mavzu) bo'yicha tasavvurga ega deb topilganda – "4" (yaxshi) baho;

Talaba o'z bilimlarini amalda qo'llash imkoniyatlarini ochib beradi, topshiriq (mavzu)ning mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi



hamda topshiriq (mavzu) bo'yicha tasavvurga ega deb topilganda – “3” (qoniqarli) baho;

Talaba mazkur Dasturni o'zlashtirmagan, topshiriq (mavzu)ning mohiyatini tushunmaydi hamda topshiriq (mavzu) bo'yicha tasavvurga ega emas, deb topilganda – “2” (qoniqarsiz) baho.

14. Axborot texnologiyalarini qo'llash orqali o'tkaziladigan test sinovlarida har bir talabaga 100 (yuz) ta savoldan iborat test varianti taqdim etiladi.

Har bir test variantida mazkur Dasturga kiritilgan fanlarga doir savol (topshiriq)lar nisbati o'zaro mutanosib taqsimotda bo'lishi lozim.

Talaba bilimi Attestatsiya sinovida to'g'ri topilgan test savollari soniga nisbatan quyidagi taqsimotda baholanadi:

86 ta va undan ko'p savollarga to'g'ri javob berilganda – 5 (“a'lo”);

71 tadan 85 tagacha savollarga to'g'ri javob berilganda – 4 (“yaxshi”);

55 tadan 70 tagacha savollarga to'g'ri javob berilganda – 3 (“qoniqarli”);

54 ta va undan kam savollarga to'g'ri javob berilganda – 2 (“qoniqarsiz”).

Test shaklidagi Attestatsiya sinoviga 3 (uch) soat vaqt beriladi.

Test shaklidagi Attestatsiya sinovi talabalar sig'imiga qo'yiladigan texnik talablarga mos, kompyuterlar bilan jihozlangan o'quv xonalari (hudud)da o'tkaziladi.

15. Talaba baholash natijalaridan norozi bo'lgan taqdirda Attestatsiya sinovlari natijalari Komissiya tomonidan e'lon qilingan vaqtdan boshlab 24 (yigirma to'rt) soat davomida apellyatsiya berishi mumkin.

Talabaning apellyatsiya murojaati universitet rektori buyrug'i asosida tuziladigan Apellyatsiya komissiyasi tomonidan 2 (ikki) kun ichida ko'rib chiqiladi va uning natijasi bo'yicha qaror qabul qilinadi.

## V. ATTESTATSIYA SINOVİ BO‘YICHA TAVSIYA ETILADIGAN ADABIYOTLAR RO‘YXATI

### **16. Dasturni o‘zlashtirish bo‘yicha foydalanishga tavsiya etiladigan adabiyotlar ro‘yxati:**

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## VI. YAKUNLOVCHI QOIDALAR

17. Dasturda belgilangan qoidalar O‘zbekiston Respublikasi qonunlari, O‘zbekiston Respublikasi Prezidenti farmon va qarorlari, O‘zbekiston Respublikasi Vazirlar Mahkamasining, shuningdek ta’lim sohasidagi vakolatli davlat boshqaruvi organlari tomonidan qabul qilingan qoida va me’yorlarga zid kelsa, yuqori turuvchi organlarda belgilangan qoida va me’yorlar amal qiladi.

18. Dastur Universitet Kengashi tomonidan tasdiqlangandan so‘ng, yakuniy davlat attestatsiyasi boshlanishidan uch oy oldin talabalar e’tiboriga yetkaziladi hamda universitetning rasmiy saytiga joylashtiriladi.

19. Fakultet dekanlari tomonidan bitiruvchi kurs talabalariga mazkur Dastur asosida tayyorgarlik ko‘rish va maslahatlar berish uchun zarur sharoitlar yaratiladi.







