

**O'ZBEKISTON RESPUBLIKASI**

**OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

**SAMARQAND DAVLAT CHET TILLAR INSTITUTI**



**OG'ZAKI NUTQ AMALIYOTI**

**FANING O'QUV DASTURI**

**Bilim sohasi:**

100 000 – Ta'lim

**Ta'lim sohasi:**

110 000 – Ta'lim

**Ta'lim yo'nalishi:**

60112600 – Maktabgacha va boshlang'ich talimda  
xorijiy til (ingliz tili)



Fan/modul kodi HR205	O'quv yili 2024-2025	Semester 3-4	RCTS-Kreditlar 9	
Fan/modul turi Majburiy	Ta'lim tili O'zbek		Haftalik dars soatlari 5/4	
1	Fanning nomi	Auditoriya mashg'ulotlari (soat)	Mustaqil ta'lim (soat)	Jami yuklama (soat) 270
2.	Og'zaki nutq amaliyoti I. Fanning mazmuni	132	138	
<p>Fanni o'qitishdan <b>maqsad</b> - tababalarga tilning gapirish va tinglab tushunish ko'nikmalarini integrallashgan holda o'rgatish, turli kontekstlardagi muloqot malakalarini rivojlantirish, xususan o'rganilayotgan chet tili ko'nikmalari to'g'risidagi amaliy va nazariy bilimlarini takomillashtirish hamda egallagan bilim, ko'nikma, malakalarini kasbiy va ilmiy faoliyatda erkin qo'llay olishlarini ta'minlashdir.</p> <p>Fanning <b>vazifasi</b> – umume'tirof etilgan xalqaro me'yorlarga ko'ra talabalarining o'rganilayotgan chet tilini B2+ darajada egallashlari uchun zaruriy til ko'nikmalarini integrallashgan tarzda o'rgatish va muloqot malakalarini rivojlantirishdir.</p> <p>Mazkur kurs asosan ikki ko'nikma: so'zlashish, tinglab tushunish bo'yicha ko'nikmalarni baravar rivojlantirishga xizmat qiladi. Modul yakunida talabalar Yevropa Kengashining "Chet tilini egallash umumiyevropa kompetentsiyalari: o'rganish, o'qitish va baholash" to'g'risidagi umume'tirof etilgan xalqaro me'yorlari (CEFR) bo'yicha o'rganigan chet tillarini 3-4 semestrlar bo'yicha bosqichma-bosqich <b>B2 dan B2+</b> darajagacha amalda qo'llay olishlari nazarda tutiladi.</p>				
<p><b>II. Asosiy qism (Amaliy mashg'ulotlar)</b> <b>II.1.Fanning tarkibiga quyidagi mavzular kiradi:</b></p> <p><b>1-mavzu. Introduction to the course. (Past and present of Uzbekistan)</b> Introduction of the requirements in the classroom</p> <p><b>2-mavzu. Uzbekistan and the world.</b> To know the differences of culture around the world. To find out amazing facts or information about capital cities. To speak about historical and contemporary buildings around the world</p> <p><b>3-mavzu. Work and career.</b> Describing an ideal job, discussion of job qualities, business etiquettes</p> <p><b>4-mavzu. Natural disasters</b></p>				

Discussion about biodiversity, Ozone depletion, earthquake, air pollution, global warming, climate change	
<b>5-mavzu. Man-made problems.</b> Discussion about air pollution, deforestation, industrial activities, mining, usage of natural resources, overpopulation, fertilizer usage, water contamination	
<b>6-mavzu. Relationship.</b> Talking about types of relationship and its role in a society	
<b>7-mavzu. Divorce.</b> Discuss about divorce causes, its effect on young children and society	
<b>8-mavzu. Culture.</b> To talk about culture, its differences around the world, culture shock and its stages	
<b>9-mavzu. Research, discoveries, inventions and technology</b> To introduce an invention usage in solving a specific problem, patenting requires in an invention	
<b>10-mavzu. Science in our world</b> To speak about the goal of science is to learn how nature works by observing the physical and natural world	
<b>11-mavzu. Culture shock</b> To speak about culture shock and its stages	
<b>12-mavzu. Communication</b> To speak about types of communication, oral and written communication	
<b>13-mavzu. Modern world</b> To speak about international politics, freedom, human rights, justice, wealth, democracy, law of rule	
<b>14-mavzu. National heritage</b> To speak about the protection, prevention, enhancement and transmission of the national heritage	
<b>15-mavzu. Business ideas.</b> To talk about the business objectives and their roles in a company's success, growth and productivity	
<b>16-mavzu. Urbanization and climate change</b>	



To discuss about man-made problems and actions to take such as using reusable natural resources, reducing carbon dioxide and deforestation, emitting less greenhouse gases

**17-mavzu. Our endangered world**

To speak about the ways of protecting the ecosystem, the habitat of flora and fauna, stopping them from becoming extinct

**18-mavzu. Discussing people's behavior**

To get to know different types of characters, people's emotions and feelings help to become a skilled teacher as a psychologist

**19-mavzu. Art appreciation**

To make sense different art. Art is created to be seen and touched by humans

**20-mavzu. National and international holidays and festivals**

To find information about different festivals and compare similarities and differences of them

**21-mavzu. Hand gestures.**

To speak about different hand gestures and their brief history or facts

**22-mavzu. The world of IT**

Discuss information and computer technology role in a modern society. Outline its advantages and disadvantages

**23-mavzu. Innovations in health and medicine**

Discussing new ways of preventing, curing and diagnosing illnesses as well as new drugs and devices to monitor and cure diseases.

**24-mavzu. Negative effects of technology on health**

Discuss the drawbacks of social media and mobile devices on health system and may lead to problems such as eyesight, depression, psychological and physical issues

**25-mavzu. Keeping healthy**

Discuss about how to keep fit and healthy and living a healthy lifestyle and role of sport and daily physical exercises

**26-mavzu. Education system**

To discuss about the role of education in the society. Education is a tool to boost an economy of a state. Education system of Uzbekistan

**27-mavzu. Good study habits.**

Learning how to study effectively and to know how to make a schedule. Great study environment. Advantages of group working in education.

**28-mavzu. International student**

To know the advantages and disadvantages of bring a foreign student.

**29-mavzu. Education system of the U.K and the U.S.A**

To get to know the education system of those countries. The important features of education system in these countries. Top class universities.

**30-mavzu. History**

To widen the vocabulary related to history. Political, social, economic, technological, cultural, religious and military developments are all parts and process of history

**31-mavzu. Historical legends.**

To show significant historical legends and their contribution to a country

**32-mavzu. The wonders of the world**

To find information about seven types of wonders of the world in different sphere. Narrow and wide list about the wonders of the world.

**33-mavzu. Kindness as a survival skill**

Discussing and expressing kindness and empathy and its role in a communication

**34-mavzu. Interrupting politely**

To know the expressions and use before interruption with a polite expression

**35-mavzu. Mass media**

To find information about types of mass media, mass media devices and instruments. Usage of past and present technologies in mass media

**36-mavzu. Media habits**

To get to know how to consume news, how to react it, learn how to sort out fake and correct information and news and how to distribute it.

**37-mavzu. Understanding medical problems and advice**

Share ideas about medical advice and learn how to treat a patient and use a specific vocabulary

**38-mavzu. Educational problems and solutions**

Debate about learning difficulties or disabilities, underachievement, lack of attention from teachers, bullying during the lesson.



<p><b>39-mavzu. Crime and punishment</b> To practise specific vocabulary related to crime and punishment</p> <p><b>40-mavzu. Types of robbery</b> To find out some specific vocabulary related to robbery</p> <p><b>41-mavzu. Socializing with friends.</b> To find out some specific vocabulary related to friendship</p> <p><b>42-mavzu. Behavior in public.</b> Learn how to behave among the people of the public in different culture</p> <p><b>43-mavzu. Discussing male and female roles: Lessons for life</b> To find information about roles of gender in a society</p> <p><b>44-mavzu. Travelling. World mysteries.</b> Learn about the pros and cons of travelling</p> <p><b>45-mavzu. Violence in the media.</b> To show the negative impacts of violence on young children</p> <p><b>46-mavzu. TV in our lives.</b> Discussion of the role of TV in our daily life. Pros and cons of spending time in front of the TV</p> <p><b>47-mavzu. Entertainment. Fads.</b> To speak about differences in entertainment between genders</p> <p><b>48-mavzu. Homelessness.</b> Listening for detailed information. Debate about how to solve the problem of the homeless.</p> <p><b>49-mavzu. Extreme sports.</b> Listening for summaries. To find information about different types of sport</p> <p><b>50-mavzu. Telephone technology.</b> Listening about pros and cons of telephony.</p> <p><b>51-mavzu. Dealing with an emergency.</b> Listening for explanation and examples. Learn how to react in emergency situations</p> <p><b>52-mavzu. Admirable athletes.</b></p>	
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<p>Listening about role model. To let the students know about honorable athletes of Uzbekistan and the world</p> <p><b>53-mavzu. Talking about vacations.</b> Listening for the main ideas of a talk. To talk about the importance of vacation after work</p> <p><b>54-mavzu. Cultural gaps.</b> To find out cross-cultural communication. Learning differences. Listening for explanation and examples.</p> <p><b>55-mavzu. Internet: bright side and dark side.</b> Listening for explanation and examples. History of internet, its role and pros and cons</p> <p><b>56-mavzu. Volunteering and community service.</b> To teach the importance of volunteering and community service. Listening for ideas</p> <p><b>57-mavzu. Impulse buying.</b> Inform the students about drawbacks of excessive purchasing and consumption</p> <p><b>58-mavzu. Heroes and villains.</b> Listening for information. To find out national heroes who contributed/s to the development of Uzbekistan</p> <p><b>59-mavzu. Life of celebrities.</b> Listening for detailed information. Debate about pros and cons of being a celebrity. Group work</p> <p><b>60-mavzu. Fusion foods and bizarre flavours.</b> To discuss about national and international cuisines and different types of meals and learning eating habits</p> <p><b>61-mavzu. Dream interpretation. Superstitions</b> To find out different, interesting and strange dream interpretations.</p> <p><b>62-mavzu. Social issues</b> To learn about main social issues which can be seen in different cultures or societies</p> <p><b>63-mavzu. Unemployment</b> To discuss the problems that cause for unemployment and find solutions.</p> <p><b>64-mavzu. Vandalism</b></p>	
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	<p>To learn about types of vandalism and its negative effects on youngsters</p> <p><b>65-mavzu. The role of disabled people</b> To debate about the role of the disabled people in a society and learn how to treat them as a normal person</p> <p><b>66-mavzu. Computer crime</b> To learn about cyberbullying or harassment while using a computer.</p> <p><b>III. Mustaqil ta'lim va mustaqil ishlar</b> Mustaqil ta'lim uchun tavsiya etiladigan mavzular:</p> <p>1-mavzu. Myths about wonders of the world (make a presentation) 2-mavzu. Historical buildings (find full information and make a PPT) 3-mavzu. Superstitions about animals (presentation) 4-mavzu. Customs and traditions in the U.K (poster) 5-mavzu. Stress (debate or poster) 6-mavzu. Life experiences (monologue or poster) 7-mavzu. My ideal job (write an essay) 8-mavzu. My ideal person (write an essay) 9-mavzu. Types of natural disasters (make a PPT) 10-mavzu. Travelling (give opinion about travel troubles) 11-mavzu. Dangers of extreme sports (presentation) 12-mavzu. Pros and cons of being a celebrity (discussion) 13-mavzu. Eating disorders (presentation about junk food effects) 14-mavzu. Bullying on Internet (debate or poster on types of bullying) 15-mavzu. The importance of family (optional) 16-mavzu. Gender discrimination at work (debate) 17-mavzu. Green packaging (presentation) 18-mavzu. Preparing a TV program about "My city" 19-mavzu. Public manners (role playing) 20-mavzu. Solutions to homelessness (give ideas) 21-mavzu. Violence effects to youngsters (presentation) 22-mavzu. Computer crime (poster) 23. Technology and communication 24-mavzu. Making a presentation about the most famous athlete in your country 25-mavzu. Comparing culture in Uzbekistan and other countries</p>
3.	<p><b>IV. Ta'lim natijalari/ Kasbiy kompetensiyalari</b></p> <p><b>Talaba bilishi kerak:</b> <b>Og'zaki nutq amaliyoti</b> (tinglab tushunish va gapirish) moduli bo'yicha talaba quyidagi bilim va ko'nikmalarni egallashi shart: - chet tilini umumyevropa standartlariga ko'ra B2+ darajada o'zlashtirishi;</p>

	<ul style="list-style-type: none"> <li>- o'rganilayotgan chet tilida tinglab tushunish, gapirish ko'nikmalarini egallashi;</li> <li>- til ko'nikmalarini takomillashtirish bilan bir qatorda transverbal ko'nikmalar;</li> <li>- o'zining til ko'nikmalarini rivojlantirish borasidagi faoliyatini baholay olish va refleksiya ko'nikmalariga;</li> <li>- gapirish va tinglash amaliyoti bo'yicha tasavvur, bilim, malaka va ko'nikmalarga ega bo'lishi;</li> <li>- tinglab tushunish, so'zlashish orqali axborot qabul qilish va yetkazish uchun amalda qo'llay olish;</li> <li>- til ko'nikmalarini qo'llash borasida mahoratlarini oshirib, o'z kamchiliklarini aniqlash va ularni kommunikativ topshiriqlar vositasida tuzatish;</li> <li>- belgilangan mavzular bo'yicha suhbat olib borish, kichik rollarni o'ynash, muhokamalar uyushtirish, sheriklikda yoki kichik guruhlariga bo'lingan holda ishlash;</li> <li>- mavzusi qisman tanish va tilning murakkablik darajasiga ko'ra tanlangan matnlarni, shuningdek autentik materiallarni (masalan, kitob, jurnal, gazeta, broshyura, hujjat, film, audio tasma, ma'ruza va boshqalardan) o'qish, tinglab tushunish, ma'lumotlar to'plash va ulardan amalda foydalanish;</li> <li>- prezentatsiyalar orqali o'z fikrlarini aniq bayon qilish;</li> <li>- tili o'rganilayotgan mamlakat madaniyati va o'z madaniyatlarini qiyoslash va taqqoslash malakasini oshirish;</li> <li>- madaniyatlararo muloqotga taalluqli masalalarga tanqidiy nuqtai nazar bilan yondashish, ularni to'g'ri talqin qilish;</li> <li>- tinglab tushunish va so'zlashish ko'nikmalarini uyg'unlashtirgan holda turli mavzularga doir loyiha ishlarini bajarish orqali malakasini rivojlantirishi kerak.</li> <li>- tanish yoki o'zini qiziqtirgan mavzularda soddaroq gaplar vositasida yuzma-yuz muloqotga erkin kirisha olishi, muloqotni samarali davom ettirishi va tugallashi;</li> <li>- tinglab tushunishni osonlashtirish uchun talaba turli strategiyalarni qo'llay olishi, jumladan, matnning asosiy g'oyasini tushunish, kontekstdagi tayanch so'zlarni ang'lay olishi;</li> <li>- hissiyotlari va munosabatini tasvirlagan holda ko'rgan-kechirganlarini batafsil bayon qila olishi;</li> <li>- o'rganilayotgan chet tilida to'g'ri va aniq talaffuzda gapira olishi;</li> <li>- tanish mavzulardagi, jumladan kasbga oid mavzulardagi aniq va ravon tuzilgan ma'ruza yoki nutqni tushuna olishi va unga doir savollarga javob bera olishi;</li> <li>- turli janrdagi (teleyangiliklar, hikoyalar, telerekamlar, e'lonlar va shu kabi) matnlarni tushunish va muhokama qilish uchun tinglashi;</li> <li>- so'zlashuvchining kayfiyati, ohangi va munosabatini ang'lay olishi;</li> <li>- birinchi kurs davomida norasmiy va ikkinchi kurs davomida rasmiy ko'rinishdagi muhokamalarda o'z nuqtai nazarini va fikrini bemaolol bayon eta olishi va boshqalarning fikrini so'rashi;</li> </ul>
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<p>- o'qish va kashga oid mavzulardagi aniq va batafsil og'zaki tavsiflarni tushuna olishi va matn tuza olishi;</p> <p>- turli variantlar, sabab, natija, turli situatsiyalarning yutuq va kamchiliklarini e'tirof etgan holda o'z nuqtai nazarini ifoda etishi;</p> <p>- turli ijtimoiy kontekstlarda tegishli til vositalaridan o'rinni foydalana olishi;</p> <p>- adabiy (standart) og'zaki tilni shovqin yoki nutq yaxshi eshitilishiga to'sqinlik qilayotgan boshqa tashqi omillar sharoitida ham to'liq tushuna olishi;</p> <p>- adabiy (standart) tilda olib boriladigan radio va TV dasturlarni (hujjatli filmlar, jonli intervyular, tok-show, spektakl va aksariyat badiiy filmlar) tushuna olishi va mazmunini qisqacha og'zaki bayon eta olish bo'yicha bilim va ko'nikmalarni egallashi kerak.</p>	<p><b>V. Ta'lim texnologiyalari va metodlari:</b></p> <ul style="list-style-type: none"> <li>• Loyiha ishlari;</li> <li>• Interfaol keys stadilar;</li> <li>• seminarlar (mantiqiy firklash, tezkor-savol javoblar);</li> <li>• taqdimotlar qilish;</li> <li>• individual loyihalar;</li> <li>• jamoa bo'lib ishlash va himoya qilish uchun loyihalar.</li> </ul>
<p><b>5.</b></p> <p>O'rganilayotgan xorijiy tilni o'rganishning ikkita ko'nikmasi: so'zlashish va tinglab tushunish bo'yicha baravar rivojlantirish, Yevropa Kengashining "Chet tilini egallashning umumevropa kompetensiyalari: o'rganish, o'qitish va baholash" to'g'risidagi umume'tirof etilgan xalqaro me'yorlari (CEFR) bo'yicha chet tilini bosqichma bosqich B2 dan B2+ darajagacha egallashi, chet tilida erkin muloqotga kirishishi, oraliq va yakuniy nazoratlar uchun berilgan vazifa va topshiriqlarni plagiarga yo'l qo'ymasdan bajarish hamda o'z vaqtida topshirish kerak.</p>	<p><b>VI. Kreditlarni olish uchun talablar:</b></p>
<p><b>6.</b></p> <p><b>Asosiy adabiyotlar</b></p> <ol style="list-style-type: none"> <li>1. Gabriel Allison and Veronica Kim. More step by step listening. – Seoul: Songpa-gu Press, 2010. – 107 pp. (series 3)</li> <li>2. Gabriel Allison and Veronica Kim. More step by step listening. – Seoul: Songpa-gu Press, 2010. – 107 pp. (series 2)</li> <li>3. Gabriel Allison and Veronica Kim. More step by step listening. – Seoul: Songpa-gu Press, 2010. – 107 pp. (series 1)</li> <li>4. K.F.Helen. All clear. – Boston, USA: The Thompson Corporation Press, 2007. – 224 pp (series 1)</li> <li>5. K.F.Helen. All clear. – Boston, USA: The Thompson Corporation Press, 2007. – 224 pp (series 2)</li> <li>6. K.F.Helen. All clear. – Boston, USA: The Thompson Corporation Press, 2007. – 224 pp (series 3)</li> <li>7. Preliminary English Test (series 1-9). Cambridge, UK: Cambridge University Press, 2010. – 158 pp</li> </ol>	

<p><b>8.</b> Cambridge English IELTS (series 1-18) Cambridge, UK: Cambridge University Press, 2015. – 178 pp</p>	<p><b>Qo'shimcha adabiyotlar</b></p> <ol style="list-style-type: none"> <li>1. Jack C. Richards. Tactics for listening. – Oxford: Oxford University press, 2015. – 112 pp (series 3)</li> <li>2. David W. Dugas. Speaking by speaking. – Shutterstock: Compass Publishing, 2010. – 108 pp.</li> <li>3. James Styering vs Nicholas Tims. Prepare. Cambridge University Press, 2015. – 220 pp.</li> </ol> <p><b>Axborot manbalari</b></p> <ol style="list-style-type: none"> <li>1. <a href="http://www.exchanges.state.gov/">www.exchanges.state.gov/</a></li> <li>2. <a href="http://www.eslmag.com/">www.eslmag.com/</a></li> <li>3. <a href="http://www.humnetucla.edu/">www.humnetucla.edu/</a></li> <li>4. <a href="http://www.blackwellpublishers.co.uk/">www.blackwellpublishers.co.uk/</a></li> <li>5. <a href="http://www.arnoldpublishers.com/">www.arnoldpublishers.com/</a></li> <li>6. <a href="http://www.heinemann.com/">www.heinemann.com/</a></li> <li>7. <a href="http://www.thomsonlearning.com/">www.thomsonlearning.com/</a></li> <li>8. <a href="http://www.heinle.com/">www.heinle.com/</a></li> <li>9. <a href="http://www.hmco.com/">www.hmco.com/</a></li> <li>10. <a href="http://www.mheducation.com/">www.mheducation.com/</a></li> <li>11. <a href="http://www.longman-elt.com/">www.longman-elt.com/</a></li> </ol>
<p><b>7.</b></p>	<p>Samarqand davlat chet tillar instituti tomonidan ishlab chiqilgan va institut Kengashining 2023- yil “ <u>30</u> <u>08</u> ” dagi “ <u>1</u> ” - sonli bayoni bilan tasdiqlangan.</p>
<p><b>8.</b></p>	<p><b>Fan/modul uchun mas'ullar:</b>  N.J.Sulaymonova - SamDChTI, “Ingliz tili nazariyasi va adabiyoti” kafedresi mudiri, PhD  M.Sh.Saloxiddinov - SamDChTI, “Ingliz tili nazariyasi va adabiyoti” kafedresi o'qituvchisi  O.A.Rabimov - SamDChTI, “Ingliz tili nazariyasi va adabiyoti” kafedresi o'qituvchisi</p>
<p><b>9.</b></p>	<p><b>Taqrizchilar:</b>  U.A. Safarova - SamDTI, “Tillar kafedresi” mudiri, PhD  G.F. Boltakulova- SamDChTI, “Innovatsion ta'lim texnologiyalari va pedagogikasi” kafedresi mudiri, PhD</p>