

O'ZBEKISTON RESPUBLIKASI
OLIV TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

TERMIZ IQTISODIYOT VA SERVIS UNIVERSITETI



KASBGA YO'NALTIRILGAN INGLIZ TILI
FANI BO'YICHA

SILLABUS

| | |
|----------------------|---|
| Bilim sohasi: | 100000 – Ta'lim |
| Ta'lim sohasi: | 110000 – Ta'lim |
| Ta'limiy yo'nalishi: | 70110901 – Xorijiy til va adabiyoti (ingliz tili) |

Termiz-2024



Modul / FAN SILLABUSI

Pedagogika va Ijtimoiy-gumanitar fanlar
fakulteti

70110901 – Xorijiy til va adabiyoti (Ingliz tili)



| | |
|---|-----------------------------------|
| Fan nomi: | Kasbga yo'naltirilgan ingliz tili |
| Fan turi: | Majburiy |
| Fan kodi: | KYIT(M)1012 |
| Yil: | 2024-2025 |
| semestr: | 1-2 |
| Ta'lim shakli: | Kunduzgi |
| Mashg'ulotlar shakli va semestrga ajratilgan soatlar: | Ma'ruza/ Amaliy 150/150 |
| Ma'ruza | 30/30 |
| Amaliy mashg'ulotlar | 30/30 |
| Laboratoriya mashg'ulotlari | - |
| Seminar | - |
| Mustaqil ta'lim | 90/90 |
| Kredit miqdori: | 10 |
| Baholash shakllari: | Imihon (Amaliy) |
| Fan tili: | Ingliz |

| Fan maqsadi (FM) | |
|--|--|
| Fanni o'qitishdan maqsad- Fanni o'qitishdan maqsad - | |
| Chet til o'qitishga qo'yilgan zamonaviy talablariga ko'ra magistratura yo'nalishida yangi fan – "Chet til o'qitish qiyosiy metodikasi" fanini o'rganishga ehtiyoj sezilmogda. | |
| Fanni o'qitishdan maqsad- Fanni o'qitishdan maqsad - | |
| Chet til o'qitishga qo'yilgan zamonaviy talablariga ko'ra magistratura yo'nalishida yangi fan – "Chet til o'qitish qiyosiy metodikasi" fanini o'rganishga ehtiyoj sezilmogda. | |
| Fanning vazifasi – Turli o'quv muassasalarida chet til o'rganish xususiyatlari, ya'ni maktabgacha ta'lim tizimidan boshlab o'ra maktab, akademik litsey, kasb-hunar maktablari | |

va oliy o'quv muassasalarida chet til fanini o'rganish- o'rganishning o'ziga xosligi ushbu fanda yoritiladi. Shunday qilib ushbu kurs turli yoshdagi talabalarining psixologik jihatlarni hisobga olgan holda o'rganilayotgan chet til o'quv predmetini yanada mukammalroq ega lashga yo'naltiradi.

| Faanni o'zlashtirish uchun zarur boshlang'ich bilimlar. | |
|---|----------------------|
| 1. | Grammar C1 level |
| 2. | Vocabulary C1 level |
| 3. | Pronunciation skills |
| 4. | Level of formality |

Ta'lim natijalari (TN)

Bilimlar jihatidan:

| | |
|-------------------------------|--|
| TN1 | Amaliy mashg'ulotlarda magistrantlar chet tildan ixtiloslik beradigan oliy ta'lim muassasalarida leksiya o'tish va amaliy mashg'ulot olib borishni o'rganadilar va til amaliyotini mutaqiy kompetensiya shaklida egallaydilar. |
| TN2 | Ilmiy tadqiqot ishini yozish: ilmiy axborotni izlab topib, interpretatsiya qila bilish: saralangan axborotni matnlarda umumlashirish, kengaytirish va toraytirish: tanqidiy fikrlash ko'nikmalarini takomillashirish; lisoniy vositalarni tahlil qilish, qiyoslash, sintez va baholash maqsadida reflektiv ko'nikmalarni; |
| TN3 | O'qiladigan mashg'ulotlarda quyidagi ilmiy-amaliy masalalar muhokama qilinadi: chet til o'qitish qiyosiy metodikasi, talabning til tajribasi va masbuq til nazariyasi va amaliyoti, litsey va kasbga yo'naltirilgan maktablarda chet til o'qitish, turli oliy ta'lim muassasalarida chet til o'qitish metodikasi, leksiya va amaliy mashg'ulot o'tish metodikasi, darsni rejalashtirish. |
| <i>Ko'nikmalar jihatidan:</i> | |

| | |
|--|---|
| TN4 | Shaxsiy fikr va mulohazalarni ingliz tilida ogʻzaki va yozma ravishda erkin ifodalash; |
| 1-semester | |
| Fan mazmuni | |
| Mashgʻulotlar shakli: Maʼruza (M) | |
| M1 | Introduction the course: What is ESP? |
| M2 | Review of English medium instruction (EMI) in higher education |
| M3 | Types of ESP: similarities, differences, and main features |
| M4 | Teaching English for Specific Purposes |
| M5 | Proposing and illustrating a research-informed approach to curriculum development for specific topics in business English |
| M6 | Needs analysis and curriculum development in E:SP |
| M7 | Essential features of Needs analysis: data collection tools |
| M8 | Developing an English for specific purpose curriculum for ESL and EFL learners |
| M9 | The role of ESP teacher |
| M10 | The place of study skills: Note-taking; Note making in EAP context |
| M11 | The role of effective approaches in teaching ESP |
| M12 | The role of different methods and techniques in teaching ESP |
| M13 | Integrating alternative learning and assessment in different ESP courses |
| M14 | Employing alternative assessment in teaching ESP |
| M15 | Formative and summative assessment in teaching and learning ESP |
| Mashgʻulotlar shakli: amaliy mashgʻulot (A) | |
| A1 | Introduction the course: What is ESP? |
| A2 | Review of English medium instruction (EMI) in higher education |
| A3 | Types of ESP: similarities, differences, and main features |

| | |
|--|---|
| A4 | Teaching English for Specific Purposes |
| A5 | Proposing and illustrating a research-informed approach to curriculum development for specific topics in business English |
| A6 | Needs analysis and curriculum development in ESP |
| A7 | Essential features of Needs analysis: data collection tools |
| A8 | Developing an English for specific purpose curriculum for ESL and EFL learners |
| A9 | The role of ESP teacher |
| A10 | The place of study skills: Note-taking; Note making in EAP context |
| A11 | The role of effective approaches in teaching ESP |
| A12 | The role of different methods and techniques in teaching ESP |
| A13 | Integrating alternative learning and assessment in different ESP courses |
| A14 | Employing alternative assessment in teaching ESP |
| A15 | Formative and summative assessment in teaching and learning ESP |
| 2-semester | |
| Fan mazmuni | |
| Mashgʻulotlar shakli: Maʼruza (M) | |
| M1 | Evaluation of productive skills in ESP (Assessment) |
| M2 | Evaluation of receptive skills in ESP (Assessment) |
| M3 | Imperialism of International Tests |
| M4 | Drawing on Indigenous criteria for more authentic assessment in a specific-purpose language test |
| M5 | The role of content and language in content and language integrated learning (CLIL) at university |
| M6 | Genre pedagogy: Language, literacy and L2 writing instruction |
| M7 | Textual, genre and social features of spoken grammar: A corpus-based approach. |
| M8 | The use of discourse analysis to enhance ESP teacher knowledge: An example using aviation English |

| | |
|-----|--|
| M9 | Developing a problem based course based on needs analysis to enhance English reading ability of students |
| M10 | Experienced ESL/EFL writing instructors' conceptualizations of their teaching: Curriculum options and implications |
| M11 | Case-based teaching in a bilingual context: Perceptions of business faculty |
| M12 | Integrating Project Based Learning into English for Specific Purposes Classrooms |
| M13 | Evaluation of ESP Textbooks |
| M14 | Designing ESP materials for nursing students based on needs analysis |
| M15 | Selection and Evaluation of Materials for ESP. Curriculum Development for Legal English Programs |
| | Mashg'ulotlar shakli: amaliy mashg'ulot (A) |
| A1 | Evaluation of productive skills in ESP (Assessment) |
| A2 | Evaluation of receptive skills in ESP (Assessment) |
| A3 | Imperialism of International Tests |
| A4 | Drawing on Indigenous criteria for more authentic assessment in a specific-purpose language test |
| A5 | The role of content and language in content and language integrated learning (CLIL) at university |
| A6 | Genre pedagogy: Language, literacy and L2 writing instruction |
| A7 | Textual, genre and social features of spoken grammar: A corpus-based approach. |
| A8 | The use of discourse analysis to enhance ESP teacher knowledge: An example using aviation English |
| A9 | Developing a problem based course based on needs analysis to enhance English reading ability of students |
| A10 | Experienced ESL/EFL writing instructors' conceptualizations of their teaching: Curriculum options and implications |
| A11 | Case-based teaching in a bilingual context: Perceptions of business faculty |

| | |
|-----|--|
| A12 | Integrating Project Based Learning into English for Specific-Purposes Classrooms |
| A13 | Evaluation of ESP Textbooks |
| A14 | Designing ESP materials for nursing students based on needs analysis |
| A15 | Selection and Evaluation of Materials for ESP. Curriculum Development for Legal English Programs |

| Mustaqil ta'lim (MTD) | |
|-----------------------|---|
| 1 | Seminar va amaliy mashg'ulotlarga tayyorgarlik ko'rish va uy ishlarini bajarish 180cours |
| 2 | Vaziyatli masalalar (kazuслar) tuzish 40 cours |
| 3 | Adabiyotlar va resurslar bilan ishlash 50 cours |
| 4 | CV va referenсeclar yozish va ularni tahrirlay olish 40 cours |
| 5 | Mavzular yuzasidan anjumanga rezislar tayyorlash 25 cours |
| 6 | Berilgan mavzu bo'yicha taqdimot slyavlari tayyorlash 25 cours |

Asosiy adabiyotlar

| | |
|----|--|
| 1. | Dudley, Evans, T. & ST John, M. (1998). Developments in English for Specific Purposes: A multi-Disciplinary Approach. Cambridge: Cambridge University Press |
| 2. | Sun, Youzhong, Liwen Li, and Hong Cai, eds. Asian Research on English for Specific Purposes. Singapore: Springer Singapore, 2020. |
| 3. | Kenny, Nalan, Eivan Eda Isik-Taş, and Huang Jian, eds. English for Specific Purposes Instruction and Research. Cham: Springer International Publishing, 2020. |
| 4. | Woodrow, Lindy. Introducing Researching English for Specific Purposes. Taylor & Francis Group, 2022 |
| 5. | Шевчук, Дмитро, Ірина Коральчук, and Галина Крайчишечка, eds. English for Specific Purposes. Вєдєвничтво Нацїонального унїверситету «Острєль-ка академїя», 2020. |

| | |
|-------------------------------|--|
| 6. | Syllabus for TESL 5750: English for Specific Purposes, Webster University |
| Qo'shimcha adabiyotlar | |
| 1. | Mirziyoyev Sh. Yangi O'zbekiston taraqqiyot strategiyasi. To'ldirilgan ikkinchi nashri. – Toshkent: "O'zbekiston" nashriyoti, 2022. – 416 b. |
| 2. | Makhamova G.T. Methodology of teaching special subjects. – Tashkent: Tammadun, 2017. |
| 3. | Weigle S. C. Assessing writing. – Cambridge University Press, 2011. |
| 4. | Wajury b R. Classroom observation tasks. – Cambridge University Press, 2010. |
| 5. | Ceace-Murcia M., Brinton D.M., Snow M. A. Teaching English as second or foreign language. – USA, 2014 |

Talabaning fan bo'yicha o'zlashtirish ko'rsatkichini nazorat qilishda quyidagi mezonlar tavsifra etiladi:

a) 5 baxo olish uchun talabaning bilim darajasi quyidagilarga javob berishi

lozim:

- fanning mohiyati va mazmunini to'liq yoritilgan bo'lsa;
- fandagi mavzularni bayon qilishda ilmiylik va ma'natqiylik saqlanib, ilmiy xarakter va chalkashliklarga yo'l qo'yilmasa;
- fan bo'yicha mavzu materiallarining nazariy yoki amaliy ahamiyati haqida aniq tasavvurga ega bo'lsa;
- fan doirasida mustaqil erkin fikrlash qobiliyatini namoyon etgan bo'lsa;
- berilgan savollarga aniq va lo'nda javob bera bo'lsa;
- komspektaga puxta tayyorlangan bo'lsa;
- mustaqil topshiriqlarni to'liq va aniq bajargan bo'lsa;
- fanga tegishli qonunlar va boshqa me'yoriy-xuquqiy xujjatlarni to'liq o'zlashtirgan bo'lsa;
- fanga tegishli mavzulardan biri bo'yicha ilmiy maqola chop ettirgan bo'lsa;
- tarihiy jarayonlarni sharhlay bilsa;

b) 4 baxo olish uchun talabaning bilim darajasi quyidagilarga javob berishi

lozim:

- fanning mohiyati va mazmunini tushungan, fandagi mavzularni bayon qilishda ilmiy va ma'natqiy chalkashliklarga yo'l qo'yilmasa;
- fanning mazmunini amaliy ahamiyatini tushingan bo'lsa;
- fan bo'yicha berilgan vazifa va topshiriqlarni o'quv dasturi doirasida bajarsa;
- fan bo'yicha berilgan savollarga to'g'ri javob bera bo'lsa;
- fan bo'yicha kompspektini puxta shakllantirgan bo'lsa;
- fan bo'yicha mustaqil topshiriqlarni to'liq bajargan bo'lsa;
- fanga tegishli qonunlar va boshqa me'yoriy xujjatlarni o'zlashtirgan bo'lsa.

v) 3 baxo 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'yilmasa;
 - bayon qilish ravon bo'limasa;
 - fan bo'yicha savollarga mujmal va chalkash javoblar olinmasa;
 - fan bo'yicha ma'n puxta shakllantirilmagan bo'lsa.
- g) quyidagi hollarda talabaning bilim darajasi qoniqsiz 2 baxo bilan baholanishi mumkin:

- fan bo'yicha mashg'ulotlarga tayyorlik ko'rilmagani bo'lsa;
- fan bo'yicha mashg'ulotlarga doir hech qanday tasavvurga ega bo'limasa;
- fan bo'yicha ma'nalarni boshqalardan ko'chirib olganligi sezilib tursan;
- fan bo'yicha ma'nada jiddiy xato va chalkashliklarga yo'l qo'yilgan bo'lsa;
- fanga doir berilgan savollarga javob olinmasa;
- fanni bilmasa.

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

| | |
|----------------------|--|
| Muallif: | Maddiyeva Madina Yusupovna - dotsent v.b., f.f.d.(PhD) |
| E-mail: | Madinayusupovna00@gmail.com. |
| Tashkilot: | Termiz iqtisodiyot va servis universiteti, "Xorijiy til va adabiyoti" kafedrasi |
| Taqrizchilar: | N. N. Panjyeva - Ter DU - "Xorijiy til va adabiyoti" kafedrasi dotsenti, f.f., U.Sh. To'rayeva - Termiz iqtisodiyot va servis universiteti "Fakultetlararo chet tillari" kafedrasi v.b., dotsenti. |

Mazkur Syllabus universitet o'quv-uslubiy Kengashining 2024-yil - avgustdagi -sonli yig'ilish bayoni bilan tasdiqlangan.

Mazkur syllabus "Xorijiy til va adabiyoti" kafedrasining 2024-yil - avgustdagi -sonli yig'ilishi bayoni bilan ma'qullangan.

O'quv uslubiy boshqarma boshlig'i:

Fakultet decani:

Kafedra mudiri:

Tuzuvchi:

