**O’ZBEKISTON RESPUBLIKASI**

**OLIY VA O’RTA MAXSUS TA’LIM VAZIRLIGI**

**TOSHKENT VILOYATI**

**CHIRCHIQ DAVLAT PEDAGOGIKA INSTITUTI**

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| **“TASDIQLAYMAN”**  O’quv ishlari bo’yicha  prorektor I.Q.Xaydarov  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  “\_\_\_\_” \_\_\_\_\_\_\_\_\_\_\_ 2019-yil |  | |

**O’QISH VA YOZISH AMALIYOTI**

**FANINING ISHCHI O’QUV DASTURI**

**(II kurs)**

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| **Bilim sohasi:** 120000 – Gumanitar fanlar | |
| **Ta’lim sohasi:** 110 000 – Pedagogika | |
| **Ta’lim yo’nalishi:** 5111400 – Xorijiy til va adabiyoti (tillar bo’yicha) | |  |  |
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**Umumiy o’quv soati** – 332 soat

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| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | № | Mashg’ulotlar turi | | | Ajratilgan  soat | | Semestr | | |  | |  |  | | | 1 Amaliy mashg’ulot | | | | 172 | | III  76 | IV  96 | | 2 | Mustaqil ta’lim | | | 160 | | 64 | 96 | | Jami auditoriya soatlari | | | | 172 | | 76 | 96 | | Umumiy o’quv soati | | | | 332 | | 140 | 192 | |

**Chirchiq – 2019 yil**

Fannning ishchi o’quv dasturi O’zbekiston Respublikasi Oliy va o’rta maxsus ta’lim vazirligi 2017 yil 24 avgustdagi 603-sonli buyrug‘i bilan (buyruqning 2-ilovasi) tasdiqlangan “**O’QISH VA YOZISH AMALIYOTI**” fani dasturi asosida tayyorlangan.

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Fanning ishchi o’quv dasturi Chirchiq davlat pedagogika instituti Kengashining 2018 yil “\_\_\_” avgustdagi 1-sonli bayoni bilan tasdiqlangan.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Tuzuvchilar:**   |  |  | | --- | --- | |  | M.A.Yusupova - Toshkent viloyati Chirchiq davlat pedagogika instituti  Xorijiy tillar kafedrasi mudiri  N.R.Kobilova - Toshkent viloyati Chirchiq davlat pedagogika instituti  Xorijiy tillar kafedrasi o’qituvchisi | |  |  | |  |  |   **Taqrizchilar**    Djumabaeva J.SH. - O’zMU “Ingliz filologiyasi” kafedrasi  professori, f.f.d.   |  |  | | --- | --- | |  | M.S.Tajibayev - Toshkent viloyati Chirchiq davlat  pedagogika instituti Fakultetlararo chet  tillar kafedrasi dotsenti, f.f.n. |   Fanning ishchi o’quv dasturi Chirchiq davlat pedagogika instituti Tarix va tillar fakulteti kengashining 2019-yil «\_\_» \_\_\_\_\_\_\_\_ dagi \_\_\_\_ - sonli majlisida muҳokamadan o’tkazilgan.  **Fakultet dekani p.f.n. dots. R.A.Ikromov**    Fanning ishchi o’quv dasturi Chirchiq davlat pedagogika instituti Tarix va tillar fakulteti Xorijiy tillar kafedrasining 2019-yil «\_\_\_\_» \_\_\_\_\_\_\_\_\_\_\_ dagi\_\_\_\_- sonli majlisida ko’rib chiqilgan va tasdiqlashga tavsiya qilingan.  **Kafedra mudiri M.A.Yusupova** | |
|  |  | |
| **1. O’quv fan dasturi bo’yicha uslubiy ko’rsatma**  O’zbekiston Respublikasi Prezidentining "Chet tillarni o’rganish tizimini yanada takomillashtirish chora-tadbirlari tog’risidagi" qarori asosida: o’sib kelayotgan yosh avlodni chet tillarga o’qitish va shu tillarda erkin so’zlasha oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish hamda buning negizida,ularning jahon sivilizasiyasi yutuqlari hamda dunyo axborot resurslaridan keng ko’lamda foydalanishlari, xalqaro hamkorlik va muloqotlarni rivojlantirish uchun shart sharoitlar yaratish bosh maqsadlardan biri qilib qo’yilgan.  “O'qish va yozish amaliyoti” aspekti 2 ta moduldan – “O'qish” va “Yozish” modullaridan tashkil topgan. Modullar III-IV semestrlar davomida o'qitiladi. Ikkinchi kurs yakunida talaba ingliz tilini B2 darajada o'zlashtirishi, ushbu darajaga mos keladigan matn turlarini o'qib tushunishi va yoza olishi nazarda tutiladi.  Xalqaro daraja (CEFR) sistemasi uchta asosiy darajani o’z ichiga oladi A,B,C.  **Birinchi daraja**- tilni qo’llay olish: A1, o’ziga tanish bo’lgan so’z birikmalari atrofida muloqat qila olish,asosan so’zlashuv va eshitish qobilyatining boshlang’ich darajasini bilish; A2-asosan ishda ,o’qishda ,bo’sh vaqtlarida va turli suhbatlarda oddiy tilda aytiladigan xabarlarning asosiy mazmunini tushunish.  **Ikkinchi daraja-** tilni erkin kasbiy muloqatda ham qo’llay olish: B1,asosan ishda o’qishda va turli suhbatlarda adabiy tilda aytilgan har xil mavzudagi xabarlarning asosiy mazmunini tushunish.Tili o’rganilayotgan mamlakatda sayohatga borganda turizmga oid vaziyatlardagi mavzular asosida suhbatlasha olish; B2-mavhum va aniq mavzudagi matnlarning umumiy mazmunini tushuna olish, o’z mutaxassisligi sohasiga oid ilmiy munozaralarni tushuna olish.  **Uchinchi daraja-** tilni ona tili darajasida bilish va qo’llay olish: C1,turli mavzulardagi yirik, murakkab matnlarni tushuna olish va ulardagi masalalarning tub mohiyatini ocha olish, so’z va iborani tanlashda qiynalmasdan tez va ravon gapira olish; C2- har qanday o’qigan yoki eshitgan xabarlarini hech qanday qiyinchiliklarsiz tushuna olish, o’z fikrini ravon aniq ifodalay olish.  Ta'lim tizimida barcha bosqichlarda chet tillarni uzluksiz o’rganish tashkil qilinadi, shuningdek o’qituvchilar malakasini oshirishda, hamda o’quv-uslubiy materiallardan foydalangan holda (teleko’rsatuv, radio eshittirish, e'lonlar, yangiliklar va hakazo) tinglab tushunish, xorijiy tilda turli janrdagi audio va video matnlarni eshitib, asosiy ma'nosini tushuna olish;  Dastur “O’qish va Yozish amaliyoti” fani talabalarning B2-C1 daraja talabiga javob beruvchi matnlarni o’qib, tushunishlari va turli mavzularga oid matnlarni  yoza olish mahoratiga ega bo’lishlari va egallangan o’qish va yozish  ko’nikmalarini kasbiy va ilmiy faoliyatda erkin qo’llay olishlarini  ta’minlashdir. Fanning asosiy vazifasi umume’tirof etilgan xalqaro  me’yorlarga ko’ra talabalarning o’qish va yozish ko’nikmalarini C1 darajaga  etkazish, shuningdek, ilmiy tadqiqot ishi yozishning boshlang’ich malakasini  shakllantirish va takomillashtirishdir.  Fan bo’yicha talabalarning bilim, ko’nikma va malakalariga quyidagi talablar qo’yiladi. ***Talaba:***   * + - o’rganilayotgan asosiy chet tilini Umum Yevropa standartlariga ko’ra C1 darajada o’zlashtirishi; | |

* O’rganilayotgan chet tilida o’qish va yozish ko’nikmalarini egallashi;
* tushunish va muhokama qilish uchun bosqichma-bosqich turli matn turlari bilan ishlash usullari to’grisida **tasavvurga ega bo‘lishi**;
* o’z fikr va mulohazalarini lingvistik kurs mavzularidan kelib chiqqan holda yozma ravishda aniq va mantiqiy bayon etishi;
* matnni tushunish maqsadida turli strategiyalarni **bilishi va ulardan foydalana olishi**;
* bitiruv malakaviy ishini yozish, ilmiy ishni olib borish bosqichlari, yozish uslublarini to’gri қo’llash va ilmiy matnni tahrirlash**.**
* yozma tanqidiy , rad javobi (masalan , biznesdagi hamkoriga)
* norasmiy elektron xatlar(masalan , e-mail) borasida yetarli bilim va **ko‘nikmalarga ega bo’lishi kerak**

Erishiladigan natijalar:

Ikkinchi kurs oxiriga kelib talabalar

* ikkinchi kurs mavzularga oid turli matnlardagi asosiy g’oyalarni tushuna oladilar;
* samarali o’qish strategiyalarini egallagan ҳaqiqiy kitobxon malakalariga ega bo’ladilar;
* turli janrdagi matnlarni , jumladan ess’elar, xatlar , tadqiqotlar, bayonlar va taxlillarni yozadilar;
* a’lodarajada yozilgan matn xususiyatlarini farqlagan ҳolda ularni amalda qo’llaydilar;
* turli maqsadlarga yo’naltirilgan matnlarda o’z fikrlarini ifoda etadilar

**2. Amaliy mashg’ulot mavzusi, maqsadi va ularga ajratilgan soat**

**“O’qish va yozish amaliyoti”**

**1- jadval**

|  |  |  |
| --- | --- | --- |
| **№** | **Amaliy mashg’ulot mavzulari** | **Dars soatlari ҳajmi** |
| **1-semestr** | | |
| 1. | Introduction to the course : course syllabus, assessment specifications | 4 |
| 2. | How to write a letter to a teacher | 4 |
| 3. | Encyclopedia entry / Uzbekistan and the world. (Forms of governments) | 4 |
| 4. | Compare-contrast essay (first draft) | 4 |
| 5. | Uzbekistan and the world / Travel sights | 4 |
| 6. | Compare-contrast essay (second draft) | 4 |
| 7. | Information leaflets / Uzbekistan and the world. | 4 |
| 8. | Compare-contrast essay (final draft) | 4 |
| 9. | Work and Business. Magazine article: Freedom at work | 4 |
| 10. | Job application | 4 |
| 11. | Work and Business. Information Leaflet: What is tourism? | 4 |
| 12. | Resume | 4 |
| 13. | Work and Business. Advertisment: Occupations | 4 |
| 14. | Cover letter 1 | 4 |
| 15. | Work and Business. Magazine article: New on the job | 4 |
| 16. | Cover letter 2 | 4 |
| 17. | Environment. Magazine article: Climate change | 4 |
| 18. | Cause and effect essay (first draft) | 4 |
| 19. | Environment. Newspaper article: Global warming | 4 |
|  | **I-semestr bo’yicha jami:** | **76 soat** |
|  | **II semestr** |  |
| 1. | Encyclopedia article: Endangered animals | 2 |
| 2. | Cause and effect essay (second draft) | 2 |
| 3. | Environment. Magazine article: Disasters (Earthquake and Tsunami in Japan) | 2 |
| 4. | Cause and effect essay (third draft) | 2 |
| 5. | Relations: Father and Daughter Relationship | 2 |
| 6. | Cause and effect essay(final draft) | 4 |
| 7. | Relations: Common Problems with Roommates and How to Deal | 2 |
| 8. | Story Writing 1 | 2 |
| 9. | Relations: Romeo and Juliet | 2 |
| 10. | Story Writing 2 | 2 |
| 11. | Cross cultural communication. Cultural differences. | 2 |
| 12. | Written Feedback to Peer | 2 |
| 13. | Cross cultural communication. Culture shock | 2 |
| 14. | Summaries from different sources | 2 |
| 15. | Cross-cultural relations | 2 |
| 16. | Self-evaluation | 2 |
| 17. | Journal article | 4 |
| 18. | Argumentative essay (purpose, types, thesis statement, essay sample) | 2 |
| 19. | Magazine article: The history of Television | 2 |
| 20. | Developing an Argumentative Essay (For and Against Essay) | 4 |
| 21. | Media reports, analyses, commentaries | 2 |
| 22. | Argumentative essay (first draft version) | 4 |
| 23. | Critical review | 2 |
| 24. | Argumentative essay (final draft) | 4 |
| 25. | Magazine article: Cosmetic surgery, Jaw surgery | 2 |
| 26. | Magazine article: Have Bonus, Will Botox | 2 |
| 27. | A letter of complaint | 2 |
| 28. | Magazine article: Hybrids | 2 |
| 29. | A letter of complaint | 2 |
| 30. | Magazine article: Ferrari to launch its first hybrid car | 2 |
| 31. | a letter of complaint | 2 |
| 32. | Educational sites review | 2 |
| 33. | Advertisements (scholarships) | 2 |
| 34. | Article review | 2 |
| 35. | Education | 2 |
| 36. | Letter to rector of the university | 2 |
| 37. | Magazine article | 2 |
| 38 | Letter to the university | 2 |
|  | **II-semestr bo’yicha :** | **96** |

**Jami 172 soat**

Amaliy mashg’ulotlar multimedia vositalari bilan jiҳozlangan auditoriyada ҳar bir guruҳda alohida o’tiladi. Mashg’ulotlar faol va interfaol usullar yordamida o’tiladi, “Keys stadi” texnologiyasi ishlatiladi, keyslar mazmuni o’qituvchi tomonidan belgilanadi. Ko’rgazmali materiallar va axborotlar multimedia qurulmalari yordamida uzatiladi.

**III. Mustaqil ta’lim**

**2-jadval**

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| --- | --- | --- | --- | --- |
| **№** | | **Mustaqil ta’lim mavzulari** | **Dars soatlari ҳajmi** | |
| **1-semestr** | | | | |
| **1** | **2** | | | **3** |
| 1. | | Educational leaflets | 10 | |
| 2. | | Letter to the editor № 1 | 10 | |
| 3. | | Internet texts | 10 | |
| 4. | | Letter to the editor № 2 | 10 | |
| 5. | | Magazine article | 8 | |
| 6. | | Film review: Social issues | 8 | |
| 7. | | Peer evaluation | 8 | |
|  | | **I-semestr bo’yicha jami** | **64** | |
|  | | **II semestr** |  | |
| 1. | | Book review | 10 | |
| 2. | | Short story: Social issues | 10 | |
| 3. | | Critical review on an article(English Teaching Professional ) | 10 | |
| 4. | | Critical review on responces of websites and Blogs | 10 | |
| 5. | | Report on my reading strategies | 8 | |
| 6. | | Critical review on an extract from a novel | 8 | |
| 7. | | Peer evaluation | 8 | |
| 8. | | Writing short stories | 8 | |
| 9. | | Report on writing skills | 8 | |
| 10. | | Critical review on a newspaper article | 8 | |
| 11. | | Critical review: Social issues | 8 | |
|  | | **II - semestr bo’yicha jami** | 96 | |

**Jami 172 soat**

Mustaqil o’zlashtiriladigan mavzular bo’yicha talabalar tomonidan turli insholar, turli maqolalar taqrizi tayyorlanadi va ularning taqdimoti tashkil qilinadi.

**IV. Mustaqil ta’lim vazifalarini bajarish uchun tavsiyalar**

O’qish va yo’zish amaliyoti fanidan mustaqil ishlarining maqsadi - talabalarning kasbiy kommunikativ faoliyatini shakllantirish va rivojlantirish, ularning ijodiy faoliyatini o’stirish, va chet tili ustida mustaqil ishlay olish malaka va ko’nikmalarini hosil qilish va rivojlantirishdan iborat. Ushbu umumiy maqsadga erishish uchun quyidagi bir necha vazifalarni bajarish nazarda tutiladi:

- talabalarning til tayyorgarlik sifatini oshirib borish, til va mutaxassislik bo’yicha

adabiyotlar ustida ishlay olish ko’nikmalarini shakllantirish va rivojlantirish;

- o’z kasbiy bilim va malakalarini keyinchalik mustaqil to’ldirib va yangilab turish extiyojlarini yaratish va saqlab qolish, chet tili bo’yicha yaratilgan malaka va ko’nikmalarni o’stirib, rivojlantirib borish;

- talaba bajarishi kerak bo’lgan ishlarni to’gi tashkil qilish, kelib chiqadigan qiyinchiliklarni oldindan bila olish, his etish va ularni bartaraf qilish yo’llarini topa olish.

Talabalarning mustaqil ishlari nutq faoliyatining quyidagi turlari bo’yicha tashkil qilinadi.

O’qish: (tanishib chiqish, sinchiklab, qarab chiqish), yozuv, tinglab tushunish va gapirish;

Tinglab tushunish: hajmi turlicha bo’lgan audio va video matnlarni tinglab tushunish, savollarga javob berish, gapirib berish, annotasiya yoza olish;

Gapirish: talabalarning dialogik va monologik nutqlari bo’yicha mustaqil ishlari auditoriyada o’rgatilgan matnlar, o’quv materiallari asosida tashkil qilinadi. Gapirish bo’yicha mustaqil ish sifatida mavzu asosida ma'lumot tayyorlash, matn mazmunini gapirib berish, o’rganilgan leksik materiallar asosida hikoyalar tuzish, berilgan muammoli masala va vaziyatlarni muhokama qilish kabi topshiriqlar berish mumkin. Gapirish ko’nikmalarini rivojlantirib borish uchun multimedia dasturlarini va on-layn texnologiyalarini qo’llashga asosiy e'tibor qaratiladi;

O’qish: talaba o’rganayotgan sohasiga oid adabiyotlar bilan tanishib chiqishi va o’zi uchun qiziqarli va kerakli bo’lgan axborotni tushunishi, publisistik, ilmiy-ommabop ijtimoiy-siyosiy adabiyotlarni o’qishi va kerakli axborotni olishi lozim. Mashg’ulotlarda yuqorida aytilgan malaka va ko’nikmalarni shakllantirish va o’stirish juda murakkab bo’lganligi uchun ularni mustaqil ish jarayonida sinchiklab, ko’z yugurtirib, qarab chiqib o’qish turlari orqali tashkil qilinadi. Ushbu o’qish turlarini nazorat qilish-matnni butunlay tarjima qilish yoki uning tanlab olingan qismlarini tarjima qilish bilan amalga oshiriladi.

Tanishib chiqib o’qish mustaqil ish turi sifatida uyda o’qish shaklida olib boriladi. O’qishning bu turi uchun autentik yoki adaptatsiya qilingan adabiy, ilmiy-ommabop adabiyot tanlab olinadi. Tekshirish shakllari: o’qiganini mazmunini tushunganligi bo’yicha savol-javob ishlari, ajratib olingan masalalar bo’yicha axborot olish, baxs-munozaralar o’tkazish, axborotga reja tuzish va h.k.

Qarab chiqib, qidirib topish uchun o’qish. O’qishning bu turida talabaga ommaviy-siyosiy, publisistik matnlar, gazeta va jurnal materiallari beriladi va bitta gazeta maqolalari asosida yoki mavzu bo’yicha bir qancha gazeta va jurnallardan axborot tayyorlaydi.

Yozuv. yozuv bo’yicha mustaqil ish o’z ichiga o’rganilayotgan tilda fikrni bayon qila olish ishlarini oladi.

Bunda mustaqil ish mazmuniga quyidagilar kiradi:

- annotasiya, referat, rezyumelar tuza olish;

- og’zaki ravishda nutq hosil qilish uchun reja yoki tezis tuzish;

- turli xatlar, tabriknoma, takliflar, ish yuzasidan xatlar tuza olish;

- o’qishga va ishga qabul yuzasidan arizalar yoza olish;

- sohaga oid turli hujjatlarni to’ldirish;

- bayon, insho, esselar yoza olish; kasbi bo’yicha ish yuritish ishlarini (yozuvlarini) olib boorish

**IV. Fan bo’yicha talabalar bilimini baholash va nazorat qilish mezonlari**

*O'zbekiston Respublikasi oliy va o'rta maxsus ta’lim vazirligining*

*2018-yil 9-avgustdagi 19-2018-sonli “Oliy ta’lim muassasalarida*

*talabalar bilimini nazorat qilish va baholash tizimi to'g'risidagi*

*nizomni tashdiqlash haqidag”gi buyrug'ining1- jadvali*

*asosida amalga oshiriladi*

**Baholashni 5 balli shkaladan 100 ballik shkalaga o'tkazish**

**JADVALI**

3-jadval

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **5 baholik shkala** | **100 ballik shkala** |  | **5 baholik shkala** | **100 ballik shkala** |  | **5 baholik shkala** | **100 ballik shkala** |
| **5,00-4,96** | **100** | **4,30-4,26** | **86** | **3,60-3,56** | **72** |
| **4,95-4,91** | **99** | **4,25-4,21** | **85** | **3,55-3,51** | **71** |
| **4,90-4,86** | **98** | **4,20-4,16** | **84** | **3,50-3,46** | **70** |
| **4,85-4,81** | **97** | **4,15-4,11** | **83** | **3,45-3,41** | **69** |
| **4,80-4,76** | **96** | **4,10-4,06** | **82** | **3,40-3,36** | **68** |
| **4,75-4,71** | **95** | **4,05-4,01** | **81** | **3,35-3,31** | **67** |
| **4,70-4,66** | **94** | **4,00-3,96** | **80** | **3,30-3,26** | **66** |
| **4,65-4,61** | **93** | **3,95-3,91** | **79** | **3,25-3,21** | **65** |
| **4,60-4,56** | **92** | **3,90-3,86** | **78** | **3,20-3,16** | **64** |
| **4,55-4,51** | **91** | **3,85-3,81** | **77** | **3,15-3,11** | **63** |
| **4,50-4,46** | **90** | **3,80-3,76** | **76** | **3,10-3,06** | **62** |
| **4,45-4,41** | **89** | **3,75-3,71** | **75** | **3,05-3,01** | **61** |
| **4,40-4,36** | **88** | **3,70-3,66** | **74** | **3,00** | **60** |
| **4,35-4,31** | **87** | **3,65-3,61** | **73** | **3,0 dan kam** | **60 dan kam** |

**V. Asosiy va qo’shimcha o’quv adabiyotlar ҳamda axborot manbalari**

**Asosiy adabiyotlar**

|  |
| --- |
| 1. Miles Craven. Real Listening and Speaking. Cambridge University Press. 2008. 2. Roger Grover. Real Writing. Cambridge University Press. 2008 3. Liz Driscoll. Real Reading. Cambridge University Press.2008. 4. Sandra Scarry. John Scauuy. The writer’s workpkase with readings. 5. Diane L. Fried Booth. Project work. Cambridge University Press.. 2002. 6. Ronald Carter, Rebecca Hughles abd Michael McCarthy. Exploring Grammar in Context. Cambridge University Press. 2008 7. Mark Nettle. Developing Grammar in Context. Cambridge University Press.2008. 8. Martin Hewings. English Pronunciation in Use Advanced Book. Cambridge University Press. 2009. 9. Michael McCarthy, Felicity O’Dell. English Vocabulary in Use Advanced. Cambridge University Press. 2009. 10. Friel M., Abduraimova Ya. Get in Touch. “Philolog”. –T., 2004. 11. Barclay M., Ibragimova, Y. Abduraimova.Keep in Touch. “Filolog”.-T., 2004. 12. Bakieva G.X., Iriskulov M.T. I dr. Study in Touch. –T.: “Filolog”2005. 13. Bakieva G.X., Iriskulov M.T. Touch the Future. –T.: “Filolog”2005. 14. Steve Walsh. Exploring Classroom Discourse: Language in Action (Routledge Introductions to Applied Linguistics) [Paperback]. Cambridge University Press. 2000. |

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**Elektron ta’lim resurslari**



