O'ZBEKISTON RESPUBLIKASI OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
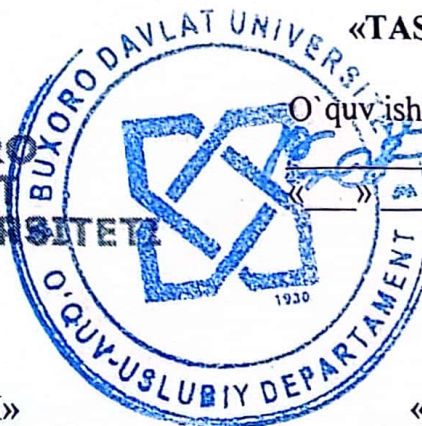# BUXORO DAVLAT UNIVERSITETI

«TASDIQLAYMAN»

O`quv ishlari bo`yicha prorektor

_____ R.G`. Jumayev

«____»_____ 2024 y.

«KELIShILDI»

O`quv-uslubiy department
boshlig`i _____ M.A. Tursunov

« 02 » 05 2024 y.

« KELIShILDI»

Xorijiy tillar fakulteti
dekani _____ N.B. Ataboyev

«____»_____ 2024 y.

√ 5111400- Xorijiy til va adabiyot (ingliz tili) ta'lim yo'nalishi bitiruvchilari
uchun ixtisoslik fanlaridan
Yakuniy davlat attestatsiyasi imtihon
DASTURI

3.00. Ixtisoslik fanlari:

3.01.04 Stilistika
3.03 Tili o'rganilayotgan mamalakatlar adabiyoti
2.05. Xorijiy tillarni o'qitishda madaniyatlararo muloqotni shakllantirish
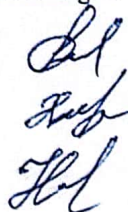2.06 Chet tillarni o'qitishning integrallashgan kursi

Buxoro – 2024 yil

Mazkur dastur Xorijiy til va adabiyot (ingliz tili) ta'lim yo'nalishi bitiruvchilari uchun ixtisoslik va umumkasbiy fanlardan yakuniy davlat attestatsiyasi imtihonlarini o'tkazish uchun mo'ljallangan.

"O'rganilayotgan til nazariy aspektlari" fani ixtisoslik fanlar blokiga kiritilgan kurs hisoblanib, bosqichma bosqich 2,3,4-kurslarda o'qitiladi. Ushbu fan xorijiy tillar bo'yicha mutaxassislar tayyorlashga ixtisoslashgan ta'lim yo'nalishlari talabalari uchun muhim ahamiyatga ega bo'lib, boshqa umumkasbiy va ixtisoslik fanlarining nazariy va uslubiy asosi bo'lib xizmat qiladi.

Dastur to'rtta ixtisoslik fanlari, jumladan Stilistika, Tili o'rganilayotgan mamalakatlar adabiyoti, Xorijiy tillarni o'qitishda madaniyatlararo muloqotni shakllantirish, Chet tillarni o'qitishning integrallashgan kursi fanlari namunaviy dasturlari asosida tuzilgan.

Tuzuvchilar:

D.I.Xodjayeva, Ingliz adabiyotshunosligi va tarjimashunoslik kafedrasi mudiri, f.f.f.d., dotsent

F.M.Xajiyeva, Ingliz adabiyotshunosligi va tarjimashunoslik kafedrasi professori, f.f.d.

G.P.Nazarova, Ingliz adabiyotshunosligi va tarjimashunoslik kafedrasi dotsenti, f.f.f.d. (PhD)

Taqrizchilar:

Davlatova M.H.   Buxoro davlat tibbiyot instituti "Ingliz tili" kafedrasi mudiri, filologiya fanlari bo'yicha falsafa doktori, dotsent

Xamdamova G.H   Buxoro davlat Pedagogika instituti "Xorijiy tillar" kafedrasi mudiri, filologiya fanlari bo'yicha falsafa doktori

Yakuniy Davlat attestatsiyasi dasturi Xorijiy tillar fakulteti uslubiy kengashining 2024 yil 30.04 dagi 8 sonli yig'ilishida muhokama qilinib, tasdiqqa tavsiya etilgan.

Yakuniy Davlat attestatsiyasi dasturi Buxoro davlat universiteti Uslubiy Kengashining 20__yil _____-sonli yig'ilishida muhokama qilingan va asdiqlangan.

KIRISH

1.1. O`quv fanining dolzarbligi va oliy kasbiy ta'limdagi o`rni

Ushbu fan muloqotning turli bosqichlarida tilni faol egallash, malaka va ko'nikmalarini takomillashtirish, muloqotning yozma va og'zaki shakllari tarkibida qo'llaniladigan turli-tuman tasviriy vositalar va uslubiy usullarning hissiy-ta'siriy vazifalarini tadqiq eta olish, turli muloqot turlari, jumladan, an'anaviy, badiiy va ilmiy muloqotni o'rganish bilan bir qatorda biznes sohalarida ham muloqot malakalariga ega bo'lishni taqozo etadi. Bundan tashqari, bunday tayyorgarlik, bo'lajak mutaxassisga ongli o'qishga o'rgatish usullarini yaxshiroq egallash imkonini beradibadiiy matnni murakkab struktural butunlik tarzida tushunishga o'rgatadi. Tafakkur va hissiyotni nozik sezish, umumiy g'oya va ta'sirchanlikni kuchaytirish, estetik did, badiiy adabiyotni o'qishning yuksak madaniyatini yaratish imkonini beradi.

Bu fanlarni o'qitish talabalarni tili o'rganilayotgan mamlakat adabiyoti, stilistika, xorijiy tillarni o'qitishda madaniyatlararo muloqotni shakllantirish, chet tillarni o'qitishning integrallashgan kursi kabi aspektlarning ilmiy asoslari va filologik fanlar o'rtasidagi o'rni to'g'risidagi bilimlar bilan qurollantiradi.

Mazkur fan ixtisoslik fanlar blokiga kiritilgan kurs hisoblanib, bosqichma bosqich 2,3,4-kurslarda o'qitiladi. Ushbu fan xorijiy tillar bo'yicha mutaxassislar tayyorlashga ixtisoslashgan ta'lim yo'nalishlari talabalari uchun muhim ahamiyatga ega bo'lib, boshqa umumkasbiy va ixtisoslik fanlarining nazariy va uslubiy asosi bo'lib xizmat qiladi.

1.2. O`quv fanining maqsad va vazifasi

Fanni o'qitishdan maqsad – talabalarni til to'g'risidagi asosiy nazariy tushunchalar, chet tilini o'rganishning uslub va yondashuvlari, tilning ilmiy bilimlar tizimida tutgan o'rni va ahamiyati bilan tanishtirish, ularga til sathlarining nutqiy muloqot jarayonida kuzatiladigan asosiy qonuniyatlarini o'rgatishdan iborat.

Ushbu maqsadga erishish uchun fan talabalarda tilning ichki tuzilmasi, til qatlamlari va birliklarini ilmiy asosda tadqiq etish ko'nikmalarini shakllantirish hamda ularning bir-biri bilan o'zaro munosabatlari to'g'risida ilmiy-nazariy tushunchalarga ega bo'lishlarini ta'minlash vazifalarini bajaradi.

5111400- Xorijiy til va adabiyot (ingliz tili) ta'lim yo'nalishi bitiruvchilari uchun ixtisoslik fanlaridan Yakuniy davlat attestatsiyasi sinovi yozma ishlarini BAHOLASH MEZONLARI

Bakalavriat yo'nalishlariga yakuniy davlat attestatsiyasi sinovi yozma usulda o'tkaziladi. Har bir variant 4 savoldan iborat. Variantdagi 4 ta savolning har biridan olish mumkin bo'lgan maksimal ball 25 ga teng bo'lib, jami 100 ball to'plash mumkin.

Har bir savolga javob to'g'ri va to'liq yoritilsa, fanga doir zamonaviy

nazariyalarni bilishi, mustaqil, aniq fikrlar asosida muammolarga ijodiy yondashgan holda yoritilsa, javobda mantiqiy yaxlitlikka erishilgan bo'lsa, o'zlashtirish ko'rsatkichi 21,5-25 ball oralig'ida baholanadi.

Savolga to'g'ri javob yozilsa, fanni ilmiy-amaliy jihatdan asosli mantiqli yoritilgan bo'lsa, biroq til nazariyasining asoslarini, lingvistik qonunlar va tushunchalar kategoriyalarini, muloqot jarayonlarining funksional diskurs xususiyatlaridan foydalanishda ayrim noaniqliklarga yo'l qo'yilgan bo'lsa, o'zlashtirish ko'rsatkichi 21-18 ball oralig'ida baholanadi.

Savolga asosan to'g'ri javob yozilsa, biroq qo'yilgan masalaning mohiyati, mazmuni, natijalari yuzaki yoritilsa, fikr-mushohada bayonida tarqoqlik kuzatilsa, o'zlashtirish ko'rsatkichi 17,5-14 ball oralig'ida baholanadi.

Savolga javoblar noto'g'ri yozilsa, o'quv adabiyotidan so'zma-so'z ko'chirilgan bo'lsa yoki savollarga, umuman, javob yozilmagan bo'lsa, o'zlashtirish ko'rsatkichi 0-13,5 ball oraliggida baholanadi.

T.r.	Umumiy ball	Baho	Bakalavr talabasining bilim darajasi	Ballar taqsimoti
1	21,5-25	A'lo (90-100)	Lisoniy muloqot jarayonlarini tahlil qilish usullarini qo'llash, muloqotning yozma va og'zaki shakllari tarkibida qo'llaniladigan turli-tuman tasviriy vositalar va uslubiy usullarning hissiy-ta'siriy vazifalarini tadqiq eta olish, turli muloqot turlari, jumladan, an'anaviy, badiiy va ilmiy muloqot malakalariga ega;	8- 8,5
				7- 7,5
			Qo'yilgan savollar mazmunan aniq yoritilib, o'rganilgan xorijiy til strukturasi, qurilishi va lug'at tarkibining asosiy tushunchalari va kategoriyalari mazmun-mohiyati to'liq ochib berilgan;	5-6,5
			Til nazariyasining asoslarini, lingvistik qonunlar va tushunchalar kategoriyalarini, muloqot jarayonlarining funksional diskurs xususiyatlarini bilishi va ulardan foydalana olish bo'yicha mustaqil, ijodiy fikr mavjudligi;Javoblarda mantiqiy yaxlitlikka erishilgan va umumiy xulosalar qilingan, imlo va stilistik xatolarga yo'l qo'yilmagan.	1,5-2,5
2	18 -21	Yaxshi (70-89)	Javob to'g'ri yozilgan, unda lingvistik bilimlar asosli yoritilgan, ammo muloqot jarayonlarining funksional diskurs xususiyatlari ifodalanmagan yoki chalkashliklarga yo'l qo'yilgan.	6-7
				5,5-6
			Javobda talabaning mustaqil mushohada	3,5-4

3	14-17,5	Qoniqarli (60-69)	Savolga javobda masalaning mohiyati tushunilgan, ammo mazmun va natijalar yuzaki yoritilgan. Fikrlar bayonida tarqoqlik kuzatiladi. Javoblarda mantiqiylik tamoyili buzilgan. Tasavvurga ega, lekin tahlil yetarli emas.	5-6 4-4,5 3-4 2-3
4	0-13,5 gacha	Qoniqarsiz (0-59)	Savol bo'yicha aniq tasavvurga ega emas. Umuman javob yozilmagan. Noto'g'ri javob va ma'lumot berilgan. O'quv adabiyotidan aynan so'zma-so'z ko'chirilgan.	0-13,5

3.03 Tili o'rganilayotgan mamalakatlar adabiyoti fanining asosiy nazariy qismi

1-mavzu. Fanga kirish. O'rta asrlar adabiyoti

Buyuk Britaniya va AQSH adabiy jarayonlarining tarixiy rivojlanishi vamuhim hodisalari. Buyuk Britaniya va AQSH adabiyotini jahon adabiyoti rivojiga qo'shgan hissasi Ilk o'rta asrlar Buyuk Britaniya adabiyotining asosiy yo'nalishlari va uning ingliz tili rivojlanishiga ta'siri. Kelt kabilalari, Rim imperiyasining bosqinchilik siyosati va anglo-saks hamda yutlar. V-VI asrlardagi ingliz adabiyoti.

2-mavzu. Ilk uyg'onish davri

Ilk uyg'onish davri madaniyati va O'rta asrlar adabiyoti tushunchasi. O'rta asrlarda antik va madaniy merosning o'rni. XIV asr xalq harakatlari davrida ijtimoiy va g'oyaviy ziddiyatlarining adabiyotda ifodalanishi. J.Choser – o'rta asrlar adabiyotining demokratik an'analarini umumlashtirgan san'atkor Buyuk Britaniya ilk renessans davri adabiyotining jarchisi. J.Choserning «Kenterberi Hikoyalari» asarida hayotning haqqoniy aks ettirilishi.

3-mavzu. Uyg'onish davri adabiyoti

G'arbiy Yevropa adabiyoti. Uyg'onish davri haqida tushuncha. Buyuk Britaniya adabiyotida uyg'onish davri. Tomas Mor ingliz uyg'onish davri adabiyotining vakili. T.Morning "Utopiya" asari. Drama va teatrning paydo bo'lishi hamda rivojlanishi. F.Bekon va K.Marloning ijodiy faoliyati. Buyuk ingliz adibi Uilyam Shekspir ijodining umumjahon ahamiyati. Shekspir ijodining davrlarga bo'linishi. Shekspir asarlaridagi tarixiy voqealar va syujetlar manbalarining muammolari.

4-mavzu. U. Shekspir tragediyalari va tarixiy dramalari

U. Shekspir xronikalari va fojeaviy asarlari. "Romeo va Julyetta" o'rta asr fanatizmi ustidan g'alaba qilgan buyuk insoniy sevgini kuylovchi asar. Ijtimoiy kuchlar ziddiyati - fojea negizi. Qahramonning shaxsiy fojeasi zamonning ijtimoiy konflikti darajasiga ko'tarilishi. "Gamlet", "Otello", "Kirol Lir"- Shekspir ijodining yangi davri. Fojeaning ijtimoiy, tarixiy falsafasiy va psixologik muammolari.

5-mavzu. XVII asr ingliz adabiyoti.

B.Jonson ijodi "sen uning yemirilishi", "Katalina: uning isyoni" tragediyalarida absolyut hokimiyatga qarshi kurash g'oyasining aks etishi. B.Jonson komediyalarida ingliz hukmron doiralarining satirik obrazi. Restavratsiya davrining

adabiyotga bo'lgan ta'siri. J.Milton ijodi. "Yo'qotilgan jannat" epik poemasida siyosiy voqealarning tasvirlanishi, Milton dunyoqarashidagi ziddiyatlar.

6-mavzu. XVIII asr ingliz ma'rifatchilik adabiyoti

Ingliz adabiyotida ma'rifatchilik davrining o'ziga xosligi. Jurnalistikaning taraqqiyoti. Ma'rifatchilikning ikki yo'nalishi. D.Defoning jurnalistik faoliyati, asarlarida jamiyatning chirkin hayotini haqqoniy tasvirlashi. Defo badiiy uslubining o'ziga xosligi. Defo adabiyotning - xalqchilligi uchun kurashchi. D.Defo ma'rifiy-realistik romanlar ijodkori "Robinzon Kruzo" asarining ma'rifiy ahamiyati.

7-mavzu. Yetuk ma'rifatchilik davri adabiyoti

Buyuk Britaniya ma'rifatchilik adabiyotining so'nggi davri. G.Fildingning ijodiy faoliyati. Filding roman janri ustasi sifatida. Filding romanlarida ijobiy qahramon va obrazlar muammosi. Tom Jons obrazi. Xarakterni qarama- qarshiliklar orqali hamda rivojlanishda ochib berishga intilish. Filding romanlarida syujet qurish tamoyillari va tipiklashtirish muammosi. Ingliz realistik romanining rivojida T.J.Smollet ijodining ahamiyati.

8-mavzu. XIX da ingliz romantizm adabiyoti

Buyuk Britaniya adabiyotida romantizm va uning o'ziga xos xususiyatlari. R. Berns - buyuk shotland shoiri va uning ijodiy faoliyati. U.Blyek she'riyati va uning ingliz adabiyoti tarixidagi o'rni. U Bleykning ijodiy falsafiy faoliyati "Qo'l maktabi" "Angliya inqilobiy romantizm" tushunchalari "Leykist"larning adabiy novatorligi.

9-mavzu. Taraqqiyparvar romantizm vakillari

Taraqqiyparvar romantizmni tarixixiy negizlari va asosiy vakillari J.Bayronning hayoti va ijodi. "Chayld Garoldning ziyorati" dostonida Yevropa mamlakatlari milliy ozodlik harakati haqidagi romantik qarashlari, uning siyosiy "Sharq dostonlari". "Don Juan" asarlarida adabiy ahamiyati, Bayronning novatorligi Romantizm va realizm uslublarining bog'lanib ketishi.

10-mavzu. XIX asr Buyuk Britaniya adabiyotida realizm oqimi taraqqiyoti

XIX asrning 30-50 yillarda realizmning ingliz adabiyotida yetakchi uslub sifatida qaror topishi, Viktorian davr adabiyoti tushunchasining shaklanishi Ch.Dikkens-ingliz realizmining yirik vakili. Ch.Dikkens ijodining davrlarga bo'linishi. Ch.Dikkensning estetik qarashlari va uning ijodidagi demokratik an'analar.

11-mavzu. XIX asr Buyuk Britaniya ayol yozuvchilari

Ingliz realizm rivojida ayol yozuvchilar roli. Opa-singil Brontelar ("Jeyn Eyr", "Momoqaldiroqli dovon", "Agnes Grep"). E.Gaskell ("Meri Barton", "Shimol va Janub", "Ayollar va qizlar") romanlari. J.Eliot ijodi. ("Flossdagi tegirmon", "Midlmarch" asarlari). Ayol obrazining yangicha tasvirlanishi. Ingliz ayolini jamiyatda tutgan o'rni va mavqei.

12-mavzu. XIX asrning oxiri va XX asrning boshlari Buyuk Britaniya adabiyoti

Viktorian davrning so'nggi bosqichi. T.Gardi hayoti va ijodi. Uning asarlarida tushkunlik va fatalizm kayfiyatlari. Romanlardagi qishlok hayoti tasviri, odob-axloq masalasi Ingliz detektiv janrining rivoji. Artur Konan Doyl ushbu janr rivojiga qo'shgan hissasi. Edvardian davr adabiyoti.

13-mavzu. XX asr Buyuk Britaniya adabiyoti

J.Golsuorsi va uning "Forsaytlar haqida saga" asari. Adib ijodida XIX asr realizmi an'analari. XX asr birinchi yarimida Buyuk Britaniya ijtimoiy hayotini romanlarda tasvirlanishi. Ingliz dramasidagi yangi davr. B.Shouning adabiy-tanqidiy faoliyati. B.Shou va fabian jamiyati. B.Shou ijodida urush va mustamlakachilikka qarshi kayfiyatlarning aks ettirilishi.

14-mavzu. I va II jahon urushi davrida Buyuk Britaniya adabiyoti

Birinchi va ikkinchi jahon urushlarining adabiyotga bo'lgan ta'siri. Shu davrda yangi adabiy yo'nalishlar rivoji. Modernizm san'at va adabiyotda. Modernizm turlari, uslublari va asosiy g'oyalari. "Yo'qotilgan avlod" tushunchasi. Richard Oldington va uning "yo'qotilgan avlod"ga bag'ishlangan romani "Qahramonning o'limi". Muallifning I jahon urushiga munosabati.

15-mavzu. II jahon urushidan keyingi Buyuk Britaniya adabiyotining taraqqiyoti

Ikkinchi jahon urushidan keyingi Buyuk Britaniya adabiyoti. Postmodernizm Tushunchasi. Ch.Snou ijodini ingliz adabiyotiga bo'lgan ta'siri. Ijtimoy masalalari tasviri Ekzistensializm falsafasi namoyandalari U Golding, Ayris Merdok, - Myuriel Spark, Dj.

16-mavzu. Zamonaviy Buyuk Britaniya adabiyoti

XX asrning oxirida ingliz adabiyoti taraqqiyotining o'ziga xosligi Neoviktorian adabiyotini paydo bo'lishi (A. Bayett, J. Ris, P. Akroyd, Ch.Paldisser va boshqalar).

Fentezi janri taraqqiyoti. J.R. Tolkiyen, K.S. Lyus, J. Roulinglar ijodi. Ushbu davr ingliz she'riyati. "Liverpul shoirlari" ijodi B. Peyten, Adrian Xenri, R. Makgaff) asarlari. J. Jozef va boshqalar) "The movement" shoirlari (F. Larkin. E. Djennings, J.Jozef va boshqalar)

17-mavzu. Amerika kolonial davri adabiyoti

AQSH adabiyoti va uning jahon madaniyatida tutgan o'rni. AQShning tarixiy rivojlanishi xususiyatlari va amerika adabiyotida milliy o'ziga xoslik uning o'ziga xos xususiyatlari. Hindu kabilalarining xalk og'zaki ijodi namunalari

18-mavzu. Amerika ma'rifatchilik davri adabiyoti

Amerika ma'rifatchilik davri (1776-1820) adabiyotining o'ziga xos jurnalistikasi xususiyatlari Amerika ma'rifatchilik adabiyoti. Ma'rifatchilik adabiyoti AQShning birinchi milliy shoiri F.Frenso she'riyatining g'oyalari.

19-mavzu. Amerika adabiyotida romantizm va transidentalizm

Iak romantizm davri V Irving, J.F.Kuper asarlari va ularning xususiyatlari. V.Irving ijodida Amerika o'tmishining badiiy romantikasi ("Rip Van Vinkl") Irving romantizmi xususiyatlari F.Kuper ijodi ("Josus", "Pionerlar", "So'ngi Mogikan"). Uning romantik uslubi xususiyatlari.

20-mavzu. Amerika adabiyotida abolitsionizm

Abolitsionizm tushunchasi. G.Bicher Stou va uning "Tom tog'aning kulbasi" asari. Quldorlik tuzumining qoralanishi. Shimol va Janub o'rtasidagi fuqarolar urushi va uning adabiyotda aks ettirilishi G.Longfello ijodi va dunyoqarashi. Irqchilik va quldorlikning tanqidi. "Qullik qo'shiqlari".

21-mavzu. XIX asrning oxiri XX asr boshlari Amerika adabiyotida realism

Realizm. XX asr boshi realizmida romantik unsurlar. "Asrlar bo'sagasi"da

AQSH adabiyotida yo'nalishlar kurashi. U. D. Xouells va X.Djeyms ijodlari, Mark Tven hayoti va ijodi. Yozuvchining ilk asarlarida xalq og'zaki ijodi an'analarining aks etishi va ijodning davrlarga bo'linishi. M.Tvenning Tom Soyer, Gek Finn haqidagi romanlari va AQShda tanqidiy realizmning shakllanishi.

22-mavzu. XX asr boshida Amerika adabiyoti
Teodor Drayzer ijodi va XX asr Amerika adabiyotida realizmning rivojlanish yo'llari. T. Drayzerning adabiy novatorligi ("Amerika fojeasi", "Jenni Gerxardt", "Baxtiqaro Kerri"). Jon Rid hayoti va ijodi. "Dunyoni qahshatgan 10 kun" romani.

23-mavzu. XX asr Amerika "Yo'qotilgan avlod" adabiyoti
20-yillar AQSH adabiyotida ijtimoiy realizm.
Amerika modernizmi. E.Xeminguey ijodida birinchi jahon urushi mavzusining aks ettirilishi. E.Xeminguey "O'zini yo'qotgan avlod" jarchisi sifatida. "Alvido, qurol" romani. Mati ostida ma'no- "Aysberg" tamoyili E. Xeminguey ijodning so'nggi davri. "Chol va dengiz" asari.

24-mavzu. XX asr davomida afro-amerikalik adabiyot taraqqiyoti
1910-1930 yillarda Xarlemda Uyg'onish davri. Afro-amerikalik yozuvchilar ijodi va ularning o'z fuqarolik huquqlari uchun kurashi. Afro-amerikalik yozuvchilarning ijtimoiy harakatlari. Klod Makkey, B. Vashington, Lengston Xyuz, Zora Xerston ijodi. XX asr ikkinchi yarmida afro-amerikalik yozuvchilar ijodi va asosiy mavzular evolyusiyasi.

25-mavzu. II jahon urushidan keyingi davr adabiyotida realizm
50-60 yillardagi yoshlar harakati "Bitniklar avlodi" R.P.Uorren, Dj. Keruak, A.Ginzberg. D. Selindjer romanlarida yosh avlod masalasi, I.Shou, Dj.Djons, N.Meyler. K.Vonnegud, D.Xeller urushda qatnashgan yozuvchilarning ijodiy faoliyati. II jahon urush tasviri. Hujjatli roman taraqqiyoti. Trumen Kapote hujjatli badiiy nasri va "Sovuq qon" romani

26-mavzu. XX asr Amerika dramaturgiyasi, fantastikasi va detektiv janri.
XX asr Amerika dramaturgiyasida ijtimoiy hayot tasviri. Yujin ONil, Edvard Olbi, Artur Miller, Tenessi Uilyams. Lilian Xelmen. Sem Sheppard Dramaturgiyasi Amerika ilmiy fantastika taraqqiyoti. R.Bredberi, A.Azimov, S.King ilmiy-fantastikalarida ijtimoiy mavzular ifodalanishi. Detektiv romanlar.

27-mavzu. Amerika adabiyotida ayol yozuvchilar
Yudora Ueti.Joys Karol Uots, Elis Uolkerlarning Amerika adabiyoti rivojiga qo'shgan hissasi. Qo'shma Shtatlarning laureat shoirasi Rita Davning asarlari. Yamayka Kinsayd, Toni Kedi Bambara va Uolker zamonaviy romannavislar ijodida nazarga yaqin va ishonchga sazovor odamlarning orzulari va omadsizliklarning tasvirlanishi.

28-mavzu. Zamonaviy Amerika adabiyoti
Zamonaviy Amerika adabiyoti, ijodiy oqimlar, uslub va mahorat masalasi. Dj. Gardner, Dj.Apdayk. Sol Bellou, Charlz Rayt, J.Grexemlarning ijodiy faoliyatlari. AQShda "multimadaniyat"(multicultural literature) adabiyot vakillari. Xindu amerika adabiyoti, Xitoy amerika adabiyoti, Yaxudiy amerika adabiyeti, Lotin amerika adabiyoti (Chikano adabiyoti) va boshqalar.

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4. English literature from the Restoration through the romantic period / edited by J.E. Luebering.—1st ed.;p. cm. —(The Britannica guide to world literature) by Britannica Educational Publishing New York. 2011

2.05 Xorijiy tilni o'qitishda madaniyatlararo muloqotni shakllantirish fani dasturining asosiy nazariy qismi

1-mavzu. Madaniyat tushunchasi nima? Madaniyatlararo muloqot.
Fanning mazmuni.Talabalarning ijtimoiy madaniy va kasbiy munosabatlarda adekvatligini ta'minlovchi ijtimoiy jamiyatda madaniy xususiyatlarini ko'nikmalarini rivojlantirish, jamiyatda qabul qilingan axloqiy va huquqiy me'yorlarga rioya etish va insonlarga hurmat bilan munosabatda bo'lish, ijtimoiy-shaxsiy ziddiyatli vaziyatlarda o'z fuqarolik pozitsiyasida sobitlik bearda jahon madaniyati qadriyatlari asoslarini o'rgatishdan iborat.

2-mavzu. Madaniyatlararo muloqot, xalqaro madaniy kompetentlik axamiyati.
Talabalarning sotsiolingvistik kompetentsiyalarini rivojlantirish, jumladan kasbiy faoliyatda krossmadaniy munosabatlar asosini, nutqqning noverbal vositalarini, o'ziga madaniyatda qabul qilingan etikat, marosimlar, axloqiy va ma'naviy me'yorlarni o'rganishlarini ta'minlashdir.

3-mavzu. Madaniyatlararo muloqotda ekstralingvistik masalalar – inson dunyoqarash, marosimlar, urf-odatlar.
Madaniyat tushunchasi, tili o'rganilayotgan mamlakatning urf-odatlari, madaniyatlararo muloqot fanining asoslari, stereotiplar, madaniyat turlari va shakllari haqida tasavvur va bilimga ega bo'lish.

4-mavzu. Madaniyatlararo muloqotda ekstralingvistik masalalar – inson a'zolari tili, tabular, stereotiplar.
Chet el muhitida nutqiy hamda ijtimoiy muloqot tajribasidagi kamchilik va nuqsonlarni ayrim verbal/noverbal vositalar yordamida to'ldirish, kommunikativ vaziyatda tushunmovchiliklar paydo bo'lganda takroran so'rash, uzr so'rash va hokazolar orqali murakkab vaziyatlardan chiqib keta olish ko'nikmalariga ega bo'lishi.

5-mavzu. Madaniyatlararo muloqotda ekstralingvistik masalalar – turli madaniyatlarda jamiyatning o'rni.
Autentik nutqning milliy xususiyatlarini – o'zi yashayotgan mamlakatning urf-odatlari, qadriyatlari marosimlari va boshqa milliy-madaniy xususiyatlari tili o'rganilayotgan mamlakat bilan taqqoslagan holda taqdim eta olish malakasiga ega bo'lishi.

6-mavzu. Chet tili darslarida til va madaniyat (salomlashuvlar, murozamatni aks ettirish, murojaat qilish yo'llari)
Turli davlatlarda salomlashuv turlari haqida tushuncha va ko'rsatmalar berib borish, guruhlar kesimida taqdimotlarda aks ettirish. Til lug'at tarkibining

etimologik jihatdan tasnifi. O'rganilayotgan tilda keyin paydo bo'lgan va boshqa tillardan kirib kelgan so'zlar. Xorijiy tillardan kirib kelgan so'zlarning turlari.

7-mavzu. Chet tili darslarida til va madaniyat

Tili o'rganilayotgan mamlakat madaniyatini matnlar. Audiolar va tur xildagi rasmlar va taqdimotlar orqali o'qitishni shakllantirish. Bu boradi til o'qitish metodikasi fanlari bilan uyg'unlikda darslar tashkil qilish.

8-mavzu. Madaniyatlararo ziddiyat, to'nashuvlarga sabab bo'luvchi omillar.

Mananiy ziddiyatlar va to'qnashuvlar sabab bo'luvchi urf-odatlar, chegara masalalari, siyosiy qarashlar va davlat tiliga doir qonunlar haqida muhokamalar yuritish. Bu masalalar bo'yicha turli millatlar vakillarini fikrlarini o'rganish.

9-mavzu. Madaniy shok.

Ushbu holatga duch kelmaslik va undan saqlanish buyicha turli fikrlarni video va audioda tinglash, bundan tashqari madaniy shokka uchragan insonlar bilan suhbatlar tashkil etish. Madaniy shok qanday oqibatlarga olib kelishi haqida muhokama qilish.

10-mavzu. Xalqaro madaniyatda o'zligini asrash.

Ma'lim bir sabalar bilan xorij mamlakatlariga chiqqanda qanday qilib o'zlikni yo'qotmaslik bo'yicha muhokama o'tkazish. Masalan o'qish yoki ish yuzasidan uzoq muddatga o'zga yurtda tili, urf-odatlarini va madaniyati unutlmaslik haqida maslahatlar ishlab chiqish.

11-mavzu. Madaniyatlararo muloqotga o'qitish uchun o'quv materiallari (adabiyot, gazetalar) dan foydalanish.

Ta'lim jarayonida o'quvchida turli xalqlar madaniyatlarini tushuntirish doirasida ularga tegishli bo'lgan mashhur adabiyotlar va gazeta-jurnallardan foydalanish. O'zga xalqlarning turmush tarzi haqida shu adabiyotlar bilan tushuntirish olib boorish va hayotiy misollar bilan o'rganish.

12-mavzu. Madaniyatlararo muloqotga o'qitish uchun o'quv materiallari (TV, internet, rasmlar, realiyaliklar) dan foydalanish.

Ta'lim jarayonida turli xalqlar madaniyati bilan tanishtirishda ommaviy axborot vositalarining o'rni va ularning foydali tomonlari haqida so'z yuritish. O'zga xalqlar tashqi qiyofalari va kiyinish madaniyatlarini ifodalovchi rasmlarni o'rganish.

13-mavzu. Madaniyatlararo muloqotga o'qitish uchun o'quv materiallari (filmlar, ramzlar va h.k.) dan foydalanish.

O'qitish jarayonida xalqlar uchun ramzlar qanchalik ahamiyatga ega ekanligini tushuntirib o'tish. Ularni tanishtirish uchun filmlar va rasmlardan foydalanilgan holda taqdimotlar tayyorlash. Har bir xalq uchun alohida ishlab chiqilgan dars ishlanmalari ustida ish olib boorish.

14-mavzu. O'zga madaniyatga oid mavzularni oqitish va materiallarni yaratishda o'ta xushyor bo'lish, materiallarni tahlil qilish (darsliklar, dars ishlanmalari/konspekt, topshiriqlar/vazifalar)

Turli xalqlar madaniyatini o'rganish doirasida maxsus dastur ishlab chiqib ularni aniq faktlar va ma'lumotlarni isbotlovchi materiallar bilan boyitish. Bu borada O'zbekistonda joylashgan turli mamlakatlar elchixonalari bilan hamkorlikda qo'llanma va darsliklar yaratish.

15-mavzu. O'zga madaniyatga oid mavzularni oqitish va materiallarni yaratish (3 ta maqsad: til, pedagogika, madaniyat).

Til o'rgatishda madaniyatning o'rni va pedagogik yondashuv turlarini o'rgatish. Bu yo'nalish bo'yicha til o'rgatish metodikasi fani bilan hamkorlikda dars konspektlari ishlanmalarini tuzish.

16-mavzu. O'zga madaniyatga oid mavzular uchun yaratilgan o'quv materiallarning taqdimoti.

Modul so'ngida ushbu fanga aloqador barcha mavzularni qamrab oladigan va turli xalqlar madaniyatini ifodalaydigan materiallar bilan boyitilgan taqdimot tuzish. Taqdimot yuzasidan muhokamalar tashkil etish.

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2.06. Chet tillarni o'qitishning integrallashgan kursi fanining asosiy qismi

Chet tillarni o'qitishning integrallashgan kursi amaliy fan bo'lib, barcha til ko'nikmalarini integrallashgan holda o'qitishni nazarda tutadi. Ushbu fan talabalarni chet tilini o'qitish uslublari bilan batafsil tanishtiradi hamda kelgusi kasbiy faoliyatlarida darsni shu usulda tashkil etishga yo'naltiradi. Fan auditoriyada o'rgatilayotgan chet tilidan asosiy aloqa vositasi sifatida samarali foydalanishga va talabalarning kasbiy ixtisoslashuvini rivojlantirishga xizmat qiladi.

II. O'quv fanining maqsadi va vazifasi

Fanni o'qitishdan maqsad talabalarning xorijiy til bo'yicha egallagan bilim, ko'nikma, malakalarini kasbiy va ilmiy faoliyatda erkin qo'llay olishlarini ta'minlash, talabalarni til bo'yicha egallangan bilimlarni baholash nazariyasi va amaliyoti bilan tanishtirish hamda baholash mezonlarining maqsad va vazifalarini to'g'ri belgilay olishga o'rgatish hisoblanadi. Shuningdek, chet tilini turli yosh guruhlarida o'qitish usullari va metodlarini hamda o'qitish jarayonida yuzaga kelishi mumkin bo'lgan yosh bilan bog'liq muammolarni bartaraf etish, ta'lim yo'nalishi va kasbiy ixtisoslashuv xususiyatlarini e'tiborga olgan holda har xil guruhlarda chet tili samarali o'qitilishini tashkil etishga o'rgatishdir.

Faning asosiy vazifasi umume'tirof etilgan xalqaro me'yorlarga ko'ra talabalarning o'rganilayotgan chet tilini C1 darajada egallashlari uchun zaruriy bilimlarni integrallashgan tarzda o'rgatish va muloqot malakalarini rivojlantirishdir.

III. Asosiy amaliy qism (amaliy mashg'ulotlar)

"Chet tillarni o'qitishning integrallashgan kursi" 2–4 kurslar davomida 12 ta modulga ajratilgan holda o'qitiladi. Fanni o'qitishda modullar izchilligiga va o'zaro bog'liq holda o'qitilishiga asosiy e'tibor qaratiladi. 4- kurs davomida 5 ta modul o'qitiladi.

1-modul. Chet tillarni o'qitishning tamoyillari va yondashuvlar

Chet tillarni o'qitishning tamoyillari va yondashuvlar moduli 4-kurs talabalariga mo'ljallangan bo'lib, 7-semestrda o'qitiladi. Ushbu modulning maqsadi talabalarni o'qitish usullari va usullarning o'zgarishi tarixi bilan tanishtirish; talabalarda o'qitish jarayonidagi maqsadlarni shakllantirish, o'quvchilar kuchli va zaif tomonlarini aniqlash va farqlash qobiliyatini rivojlantirish, ingliz tilini o'qitishda turli xil yondashuvlarning afzalligi va afzal bo'lmagan tomonlarini o'rgatish.

2-modul. Til bo'yicha bilimlarni baholash turlari va mezonlari

Ushbu modul 4-kurs talabalariga mo'ljallangan bo'lib, 30 soatdan iborat va 7-semestrda o'qitiladi. Modul maqsadlari: talabalarni baholash va test sinovlari nazariyasi va amaliyoti bilan tanishtirish; baholash jarayonida talabalarning maqsadi va yo'nalishini farqlash qobiliyatini rivojlantirish. Kurs oxirida talabalar chet tilini o'rganish jarayonini baholashning asosiy tamoyillaridan xabardor bo'ladilar; ingliz tili testlarining har xil turlarini.

3-modul. Turli yoshdagilarga chet tilini o'qitish

Ushbu modul 4-kurs talabalariga mo'ljallangan bo'lib, 30 soatdan iborat va 8-semestrda o'qitiladi. Kurs oxirida talabalar til o'qitish davomida asosiy yondashuvlar, usullar va muammolarni o'rganib chiqadilar va turli yosh guruhlari bo'yicha amaliy tahlillarga erishadilar. Kurs davomida asosan yoshlarga ingliz tilini o'rgatishga alohida e'tibor beriladi. Ushbu kurs oxirida talabalar turli yosh guruhlarining asosiy xususiyatlarini aniqlay olish.

4-modul. Auditoriyani o'rganish(tadqiq etish)

Auditoriyani o'rganish(tadqiq etish) moduli 4-kurs talabalariga mo'ljallangan bo'lib, 30 soatdan iborat va 8-semestrda o'qitiladi. Ushbu modul 3 kursda o'qitilgan "Auditoriyani o'rganish (tadqiq etish) 1" modulining uzviy davomi hisoblanadi. Ushbu modulni o'rganish auditoriyani tadqiq etish kichik hajmdagi ilmiy ishning sistematik turi ekanligiga, o'rganish davomida yig'iladigan ma'lumotlarga asoslangan asosiy mazmunli tahliliga asosiy e'tibor qaratiladi.

5-modul. Maxsus yo'nalish(soha)larda chet tilini o'qitish

Maxsus yo'nalish(soha)larda chet tili moduli 4-kurslarga mo'ljallanib, 8-semestrda chet tili o'qitishning asosiy usullari va yondashuvlari bilan tanishadilar. Kurs oxirida talabalar oddiy ehtiyojlar tahlilini o'tkaza olish; berilgan konteksda maxsus yo'nalish o'quvchilari uchun kursni loyihalashtira olish;

20 soat o'qitiladi va kurs davomida talabalar maxsus yo'nalishlarda chet tili ...

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5111400-Xorijiy til va adabiyoti (ingliz tili) ta'lim yo'nalishi bitiruvchilari uchun ixtisoslik fanlari

Yakuniy davlat attestatsiyasi sinovi savollari

3.03 Tili o'rganilayotgan mamalakatlar adabiyoti fani bo'yicha savollar:

1. What poets presented a bridge between Classicism and Romanticism?
2. What poems written by William Blake do you know?
3. What features of Burns' and Blake's poetry bring them close to the romantic trend of the 19th century?
4. What is the difference between the passive and revolutionary trends of Romanticism?
5. Why are some romanticists called the Lake poets?
6. When was the first collection of poems by Byron published?
7. Why do we consider Byron to be a real fighter for freedom?
8. Who was the first great writer of historical novels in English literature?
9. Why did Scott leave the field of poetry to Byron?
10. What groups have Scott's works been divided into?
11. What is the main conflict of the novel "Ivanhoe"?
12. What social problems did Scott try to solve in his novels?

13. How would you characterize the 19th century in American literature?
14. What has the Chartist movement in common with the critical realism?
15. Name the greatest English critical realists you know.
16. What did Charles Dickens write about?
17. What works belong to Dickens's first period of literary work?
18. What works by Dickens were written between the years 1842-1848?
19. When was Dickens's "Hard Times" written and what was described in it?
20. Why is Dickens called the creator of the theatre for one actor?
21. What are the greatest merits of Thackeray's works?
22. What classes of society does he show in his novels?
23. What is the meaning of the subtitle of Vanity Fair?
24. What vices of the society are exposed in "Vanity Fair"?
25. Who are the main characters of the novel "Vanity Fair"?
26. Which character embodies the spirit of Vanity Fair?
27. When did the first English colonizers come to America?
28. How did the spiritual life develop in America?
29. What was the contribution of American enlighteners to the Revolution?
30. Who was the best representative of American Enlightenment?
31. What is Benjamin Franklin's most popular work?
32. What are the specific features of American Romanticism?
33. What is W. Irving's contribution to American literature?
34. What are J.F. Cooper's novels about American Indians?
35. Which novel has become the best portrayal of Puritan America?
36. Why is E.A. Poe acknowledged as a founder of a genre of a detective story?
37. What is abolitionism and where has it started?
38. What was the result of the movement abolitionism?
39. What do you know about Harriet Beecher-Stowe and her work?
40. What was H. Longfellow's contribution to the movement of abolitionism?
41. Why "The Song of Hiawatha" is so important even for a contemporary reader?
42. What were the results of the Civil War and its impact on the development of American literature?
43. What is the most important collection of poems published by Walt Whitman?
44. What is specific with Mark Twain's humor and satire?
45. What are the most popular topics raised by O. Henry in his stories?
46. What is the phenomenon "lost generation"?
47. What is peculiar of Sherwood Anderson's short stories?
48. Which novel by Fitzgerald reflects the problems of the "lost generation"?
49. What are the basic themes in Hemingway's novels and stories?
50. What is the main idea of "The Old Man and the Sea"?
51. What are the novels in which Dreiser spoke about American women?
52. What do you know about Reed's best publicist work?
53. Which novel brought popularity to Upton Sinclair?
54. Which novel written by Sinclair Lewis raises the problem of racial discrimination?
55. Why was Faulkner concerned about the mode of life in the South and which novels reflected those problems?
56. What is Science Fiction?

57. How many elements of Science Fiction do you know?
58. Which works of Ray Bradbury have you read?
59. What do you know about dystopian novel?
60. What are the main laws of robotics (Science fiction)?
61. What is the difference between Science fiction and fantasy novels?
62. Tell about your own attitude to the horror Science fiction literature.
63. What do you think about Charlie Gordon?
64. What women writers of the USA literature do you know?
65. What are the main themes of Alice Walker's works?
66. What is feministic literature?
67. What do you know about Noble Prize Female laureates?
68. Whose literary style became the basis for Kate Chopin's works?
69. Which works by Eudora Welty do you know?
70. What is postmodernism?
71. What do you know about multicultural literature?
72. Which subgenres of crime fiction do you know? Give examples.
73. What representatives of modern poetry do you know?
74. Which Nobel Prize awarded modern authors do you know?
75. Give your opinion to "A Time to Kill" about main character.
76. What can you tell about Britons and their language?

77. When was Britain conquered by Rome and what was its result?
78. Why did Angles, Saxons and Jutes fight with one another?
79. Why is the Anglo-Saxon poem "Beowulf" called the foundation-stone of all British poetry?
80. Name the main heroes of the poem "Beowulf".

81. Characterize the Renaissance period on the whole.
82. What English writers and poets lived and created their works during the first period of the Renaissance?
83. Why did the lives of Wyatt and Surrey end tragically?
84. Whom is "Utopia" written by and what does this word mean?
85. What form did the representatives of the Renaissance literature in England prefer, poetry or prose?
86. What is sonnet?
87. Who were masters of sonnet writing in English literature?
88. What influence did Shakespeare make upon the world literature?
89. What did the great poet(Shakespeare) have in common with the Globe theatre?
90. What works made Shakespeare immortal?
91. Characterize Hamlet. Why does he delay avenging for his father?
92. Why did Romeo and Juliet's lives end tragically?
93. What do you think? Would Juliet's life be happy if she had consented her parents and married Paris?
94. Who were the main protagonists of Shakespeare's sonnets?
95. What is the difference between the comedies written by Shakespeare and by Ben Jonson?
96. What does the word "classicist" mean?

97. What did Alexander Pope have in common with Martin Scriblerus?
98. What is the main theme of the novel "Robinson Crusoe"?
99. Speak about the characteristic features of Robinson Crusoe.
100. What helped Robinson to withstand all the calamities of his unusual destiny?
101. Why do we say that the way Defoe portrays Friday's character does him credit?
102. What makes the novel realistic ("Robinson Crusoe")?
103. What role did Sir William Temple play in Swift's literary career?
104. Write about J. Swift's first satire.
105. What did J. Swift criticize in his pamphlets?
106. When was J. Swift's masterpiece "Gulliver's Travels" written and why did it make a great sensation?
107. What was J. Swift's attitude towards England's war policy?
108. Why did "Gulliver's Travels" become popular in all Languages?
109. By whom were the foundations of early realism laid in English literature?
110. Who was the greatest representative of realism in the 18th century in English literature?
111. What did Henry Fielding expose in his plays?
112. What qualities did H. Fielding possess?
113. What is depicted in H. Fielding's "The History of Tom Jones, a Foundling"?
114. Write about the characteristic features of Sentimentalism.
115. Who were the representatives of the sentimental school in English literature?
116. What did the sentimentalists show in their novels and why?
117. Why did sentimentalists think that civilization was harmful to humanity?
118. What genre was Sheridan's last work "Pizarro" written in?
119. When was the first collection of poems by G.Byron published?
120. Why do we consider G.Byron to be a real fighter for freedom?
121. Who was the first great writer of historical novels in English literature?
122. How would you characterize the 19th century in English literature?
123. What has the Chartist movement in common with the critical realism?
124. Name the greatest English critical realists you know.
125. What did Charles Dickens write about?
126. What works belong to Dickens's first period of literary work?
127. What works by Dickens were written between the years 1842-1848?
128. When was Dickens's "Hard Times" written and what was described in it?
129. Why is Dickens called the creator of the theatre for one actor?
130. What places became the centres of learning in England in the 7-11 centuries?
131. What was the main plot of the literary works of the 19th century?
132. What can you tell about the literary activity of Caedman?
133. What are Cynewulf's works notable for?
134. Who was the greatest writer of the 7-8th centuries in England?
135. What was Alfred the Great famous for?
136. In what languages did communication go in England in Norman period?
137. What were the tales and verse in Norman period about?

138. What did the term "romance" mean in the medieval period?
139. What can you tell about Romances which were composed in the 12-13th centuries?
140. Who collected the romances of King Arthur and what were they about?
141. What is the difference between fables and fabliaux?
142. What can you tell about Britons and their language?
143. When was Britain conquered by Rome and what was its result?
144. Why did Angles, Saxons and Jutes fight with one another?
145. What can you tell about "scribes"?
146. Why is the Anglo-Saxon poem "Beowulf" called the foundation-stone of all British poetry?
147. Name the main heroes of the poem "Beowulf".
148. Characterize Beowulf.
149. Why did Wiglaf put the blame for Beowulf's death on cowardly earls?
150. When was the first collection of poems by G.Byron published?

2.05 Xorijiy tilni o'qitishda madaniyatlararo muloqotni shakllantirish:

1. What is intercultural communication?
2. What is intercultural communication competence effectiveness?
3. How are intercultural interpersonal communication influenced by social media?
4. What are two examples of when communication was used to bridge two socio-cultural groups, and what is an example of divisive communication?
5. Why is intercultural communication important in the workplace?
6. What are the problems in intercultural communication?
7. What is the purpose of intercultural communication?
8. Why should we learn intercultural communication?
9. How important is intercultural communication in our society?
10. What role might religion play in an intercultural communication encounter?
11. What is cultural space in intercultural communication?
12. What are the characteristics of intercultural communication?
13. What is the essence of intercultural communication?
14. What are intercultural communication skills?
15. Why is intercultural communication important?
16. What are the basic components of intercultural communication competence?
17. What is the intercultural contact hypothesis?
18. How does identity influence intercultural communication?
19. How do board games improve intercultural communication skills?
20. How do commercial influence intercultural communication?
21. Does the media have power over how intercultural communication is viewed?
22. Does globalization affect intercultural communication?
23. What are some examples of barriers that can exist in intercultural communications?
24. Are there any advantages to using non-verbal signals in intercultura communications? If yes, then what are they?
25. Do you think it's possible for people from two different cultures to have simila values? If yes, then why or why not?

26. What are some common areas where conflict may arise between people belonging to different cultures?

27. How do you think language affects culture? Can you explain with an example?

28. Do you think the use of technology has made intercultural communication easier?

29. What is your opinion on globalization and its affect on intercultural communication?

30. What barriers do we face when we communicate with foreigners?

31. Can you explain some ways in which businesses can facilitate better intercultural communication among their employees?

32. What are some tools available today that help communicate effectively across different cultures?

33. What do you understand about ethnocentrism? Is it a good thing or bad?

34. How does intercultural communication vary across countries?

35. What are some best practices for improving intercultural communication skills?

36. What are some of the factors that have combined to create a greater need for effective intercultural and international communication in today's world?

37. What are some of the benefits of studying intercultural and international communication?

38. What are some of the global challenges that we face today? How can the study of intercultural and international communication help us address global challenges?

39. What are the primary approaches to the study of intercultural and international communication? How do they differ from one another?

40. How would you define the term mindfulness? What role does mindfulness play in intercultural and international communication?

41. What are the key characteristics of culture?

42. Why is individualism/collectivism considered a core cultural value dimension?

43. What are the limitations of cultural value frameworks for the study of intercultural communication?

44. What is the relationship between culture and perception?

45. How might the differing worldviews of diverse cultures present challenges for intercultural communication?

46. What assumptions underlie the social science approach to the study of intercultural communication?

47. What methodologies would social science researchers be likely to use? Why?

48. What is the Communication Accommodation Theory? How can it be used to predict communication behaviors?

49. What methodologies do critical researchers typically use? Why?

50. What significance does popular culture have for scholars using the critical approach?

51. What are some of the benefits and limitations of the critical approach?

52. What is the relationship of the dialectical approach to the other three approaches to studying intercultural communication?

53. How does the dialectical approach reconcile contradictory information?

54. In what ways is this approach to studying intercultural communication more challenging than the other approaches?

55. What is the relationship between language and thought? How does language reveal the values and beliefs of cultures?

56. What relationship exists between verbal communication styles and cultural values? Are some of the styles more likely to be favored by members of individualistic cultures? Or by members of collectivistic cultures? Why?

57. Discuss the relationship between language and political power within nations. How are national languages selected? Are some languages intrinsically superior to others?

58. Explain the Theory of Language Accommodation. Why might speakers choose to conform to the speech of another group? Why might they choose to diverge from the speech of another group?

59. What are some causes of intercultural conflict? How can different approaches to conflict management cause intercultural conflicts to escalate?

60. What are the four different kinds of gestures typically used for nonverbal communication? Which do you think has the greatest potential to cause intercultural misunderstandings and conflict? Why? Give an example to support your answer. Then give one example of how each of the other three kinds of gestures might lead to an intercultural misunderstanding.

61. The cultural norms for making and sustaining eye contact are not universal. Discuss some of the differences among cultural norms and the cultural values to which the differences are related.

62. What are some examples of haptic behavior that you take for granted as a member of your own culture? What are some differences in haptic behavior that you have encountered when interacting with members of other cultures? Did these differences cause misunderstandings or conflicts? If so, how did you resolve them?

63. What role does climate play in the way cultures have developed their immediacy behaviors, particularly those behaviors related to haptics and proxemics? How can understanding the role of climate facilitate your ability to use nonverbal communication effectively when interacting with members of other cultures?

64. How is choice of clothing and other physical adornments related to cultural values? Can you relate any of your own clothing choices to the values your culture or to the values of your age group? Explain the relationship between your choices and the cultural values.

65. What are the six universally understood facial expressions of emotion? How truly universal are they? How do cultural display rules apply to these universal facial expressions?

66. How is volume of speech related to cultural values? Give at least one example to support your answer.

67. How can cultural differences in chronemic behavior lead to conflicts and misunderstandings in international business? What can mindful intercultural communicators do to prevent such misunderstandings?

68. What is the difference between visual communication and nonverbal communication? How is visual communication similar to verbal communication?

69. Write some of the attempts that have been made to create a universal visual language. What are the limitations of these visual languages? Do you think that human beings will ever be able to create a universally understood language of signs that is totally free from cultural biases? Why or why not?

70. What are some of the problems associated with the depiction of human beings and animals across cultures? As a mindful intercultural communicator how might you address these problems to ensure effective communication with members of other cultures and to avoid offending anyone?

71. What are some of the challenges associated with the use of color across cultures? What can you do to address these challenges in a mindful fashion?

72. What are some problems created by the exporting of popular culture from the U.S. to the cultures of other nations? Provide examples.

73. What role does selective process and selective perception play in the interpretation of the media?

74. How can the media play a more positive role in intercultural communication? How can a more positive role affect global politics?

75. What is ethical relativism? What challenges are inherent in this approach?

76. What role does power play in intercultural ethics?

77. What basic guidelines underlie any ethical approach to communication across cultures?

78. What role does intercultural communication play during times of war? During times of peace?

79. Imperatives for studying intercultural communication?

80. Describe your current intercultural contacts (international and/or domestic). To what degree do you interact with people from other cultures? In what settings?

81. What areas of IC are found in everyday life?

82. What did Marshall McLuhan mean by the global village? How has this term changed over time?

83. What is co-culture about? Give an a co-cultural behavior that you do not understand. What example of a behavior from your culture might be difficult to understand by someone from another culture?

84. Elaborate on peace and ethical imperatives for studying intercultural competence?

85. What are the main roots of intercultural competence problems? How can they be solved?

86. Folk and popular cultures in the context of intercultural communication.

87. The impact of religion, family and history on culture and communication.

88. Multicultural teaching competencies.

89. Ethical considerations in intercultural business relations.

90. Different styles in multicultural education.

91. Cultural differences in education.

92. Gender, ethnicity and conflict.

93. Communicating in intercultural relationships. Permanent relationships.

94. Stages and cultural differences in intercultural relationships.

95. Types of migrant groups. Migrant-host relationships. Models of cultural adaptation.

96. Overcoming stereotypes and prejudice.

97. Prejudice and its negative impact.

98. Types of identity. Developing cultural identity by minority and majority cultures.

99. Three approaches to studying intercultural communication (social science, interpretive, critical).

100. Communication and culture. Principles and elements of communication.

101. Imperatives for studying intercultural communication.

102. What are possible consequences of using survey data to conclude that a cultural group is superior to other groups in some dimension?

103. Mandarin Chinese has more speakers worldwide than English. Why has English then been labeled as a threat to other cultures?

104. What arguments can be raised for and against official language laws?

105. Explain how homogeneity can be related to the concept of high and low context cultures.

106. Compare the homogeneity in Japan with multicultural countries such as the United States. What important communication challenges become clear?

107. Discuss the role of social media in bringing change to the Middle East.

108. What possible explanations can be given for why the Nordic countries have the least distinctions between women and men?

109. In what ways does improving women's social, economic, and political opportunities enhance society at large?

110. Describe what challenges and opportunities immigration presents to a country.

111. Write a subgroup you have identified with in terms of its argot, media use, and values.

112. What is identity?

113. What are the 5 components of intercultural competence?

114. What are the factors affecting intercultural competence?

115. What are the biggest barriers to intercultural communication?

116. What are the main problems in intercultural?

117. What are the main components of cultural competence?

118. How can you improve cultural competence?

119. How do you deal with cultural differences?

120. How cultural differences affect communication?

121. How does culture affect development of a country?

122. How do you understand people from different cultures?

123. Why is culture important to a country?

124. What makes a culture unique?

125. Can a society function without culture?

126. Why language is important to culture?

127. What is the difference between social change and cultural change?

128. What is the difference between culture and tradition?

129. What is the relationship between culture and socialization?

130. Does environment affect culture?

131. How is culture affected by nature?

132. What are some of your core beliefs and how have they been culturally influenced?

133. Have you ever experienced culture shock after moving to a new country, city, community, or school? Explain what you experienced.

134. Have you ever felt that you were stereotyped because of your membership in a specific culture or co-culture? Explain.
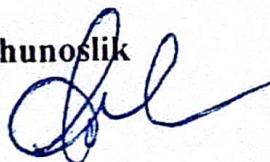
135. What are some forms of discrimination other than racial discrimination? Have you ever experienced or witnessed what you thought was discrimination? Explain.
136. What is individualism?
137. What is collectivism?
138. How communication is shaped in high-context and low-context culture?
139. Can Cross-cultural communication assume a new dimension in the context of multiculturalism?
140. Why a second language learner cannot perfectly translate target language words into source language?
141. Is there a better (or more accurate) term than "cultural competence" to describe an individual's ability to interact with others of another culture?
142. What is the role of personal and community based opinion which leads to a communication gap between two cultures?
143. How does culture influence communication?
144. "Culture is embedded in our beliefs." Explain
145. Cross-cultural communication creates a feeling of trust and enables cooperation. Justify the statement with suitable examples.
146. How does self-cultural analysis help in grooming an individual?
147. State the difference between Ethnocentrism and stereotyping?
148. How 'time' and 'silence' is interpreted across the globe?
149. Identify the possible causes of miscommunication in a cross-cultural environment?
150. How the content of a country's media is influenced by that country's communication norms.

2.06. Chet tillarni o'qitishning integrallashgan kursi fani bo'yicha savollar:

1. Why do language environments play an important role when language learners start foreign language acquisition?
2. Explain the critical period hypothesis.
3. Do you agree with the following idea? Young learner will get the native accent when they are exposed to the foreign or second language at the early age. Support your views.
4. In which areas do children do some better performance than adults?
5. How are learning and teaching connected? Give a brief explanation.
6. What approaches of teaching do you know?
7. What is inductive teaching?
8. What does a good language learner do if he/she do something wrong?
9. What do successful learners do in order to enrich their vocabulary range?
10. What other materials can be used in addition to text books?
11. What supports successful language learner's inspiration?
12. What should one do in order to be a healthy learner?
13. What reasoning is it when different examples are gathered to make some rules?
14. What is traditional way of learning?
15. What classes are held inductively? Give some examples.

16. What are the advantages of deductive reasoning?
17. What is the difference between learning L1 and L2?
18. How can one achieve a higher rate in language proficiency?
19. What do tests measure?
20. How is an intelligence defined?
21. What things are easily forgotten while learning a second language?
22. What's an error?
23. Why do people think it is important for students to make mistakes?
24. What can teachers learn from students' mistakes?
25. What is the teachers' role in relation to students' mistakes?
26. How does age affect language acquisition?
27. What are the advantages of learning a language in early age?
28. What is the initial state of language development for L1 and L2 respectively?
29. What is a necessary condition for language learning (L1 or L2)?
30. Are you more successful now in languages that you were exposed to earlier? Why/Why not?
31. In what way should activities be organized in teaching 3-5 ages?
32. What is expected from students who attend a course of English language at the age of 7-10?
33. What are the advantages of being a bilingual?
34. What methods are suggested to organize teaching practices?
35. What are the advantages of using teaching methods?
36. How can the term *approach* be described? Please, give some examples?
37. What is teaching technique? Can you name any?
38. Can you explain differences among teaching methods, approaches, procedure and techniques?
39. What exactly would you focus on while organizing teaching?
40. What teaching approaches do you know?
41. What approach is more suitable for young learners?
42. How to choose an approach to plan a lesson?
43. What is the design of a lesson plan?
44. Why is it useful for teachers to know language learning techniques?
45. What techniques are suggested for teachers to implement?
46. What are the examples of structural view?
47. What units of language learning can be mastered in silent period?
48. Can you give any example to functional view?
49. How can interaction be helpful in the process of learning?
50. Which approaches and methods would you use in your teaching process?
51. What is flexibility in teaching?
52. Why flexibility is sometimes helpful?
53. What is audiolingualism?
54. What are the goals of teachers who use the Grammar-Translation Method?
55. What is the role of the teacher and student during classes?
56. In which level should there be testing for language learners?
57. What is the difference between the role of a teacher of kindergartens and seniors?

58. What are some of the characteristics of the Direct Method that make it so distinct from the Grammar-Translation Method?

59. Which type of learners pay close attention to the sound of voice and all of its subtle messages, and they will actively participate in discussions?

60. What areas of language are emphasized in Audio-Lingual Method? What language skills are emphasized?

61. Some people believe that knowledge of a first and second language can be helpful to learners who are trying to learn a third language. What would an Audio-Lingual teacher say about this? Why?

62. Why do we say that communication is a process?

63. What does it mean to say that the linguistic forms a speaker uses should be appropriate to the social context?

64. Why is the PPP method effective?

65. What are the advantages and disadvantages of PPP method?

66. What are learning assumptions of deductive approach?

67. Why are translation techniques important?

68. What is the role of translation in language learning?

69. What are the important objectives of the retelling?

70. Which skill does retelling promote?

71. Does age and acquisition play an important role in planning a lesson? Why?

72. How does repetition help language development?

73. How can vary lesson components for teaching different age groups?

74. What is isolation identification phonemic awareness?

75. Why are phonemes important in language?

76. What learning styles and strategies do you know?

77. What activities can we use to motivate adults?

78. How much is drilling useful in language learning?

79. Young learners are divided into three age groups – what are they?

80. How can the drilling be helpful for both teachers and students?

81. What are the main challenges facing teachers in teaching learning?

82. What are the common issues in the teaching/learning process?

83. What are the disadvantages of traditional classrooms?

84. What teachers should do to motivate students?

85. What solutions should be recommended for issues in modern teaching approaches?

86. Why is the PPP method effective?

87. What are the advantages and disadvantages of PPP method?

88. What are learning assumptions of deductive approach?

89. Why are translation techniques important?

90. What is the role of translation in language learning?

91. Which skill does retelling promote?

92. How does repetition help language development?

93. Do you think it is necessary to choose materials according to their ages? Why? Why not?

94. What is isolation identification phonemic awareness?

95. Why are phonemes important in language?

96. How can the drilling be helpful for both teachers and students?

97. How does culture and language impact learning?

98. How language and culture are related in language?

99. Why is culture important to language learning?

100. How do you build a positive culture of language through language learning and teaching?

101. How does learning take place?

102. How can a person ensure success in language learning?

103. What cognitive processes are utilized in second language learning?

104. What kinds of strategies are available to a learner, and which ones are optimal?

105. How important are the factors like frequency of input, attention to form and meaning, memory and storage processes, and recall?

106. What is the optimal interrelationship of cognitive, affective, and physical domains for successful language learning?

107. Describe your teacher's teaching style. Is it effective? Why or why not?

108. What are the characteristics of a successful teacher?

109. How did your own foreign language teacher measure up?

110. Do you agree that output and the act of generating input is an important feature of a successful learner?

111. Is it possible that someone can lose his/her mother tongue while learning second language? Why? Why not?

112. What factors should we consider while choosing or adapting materials for different age groups?

113. Is it useful to use the mother tongue in language classrooms? Give a brief explanation.

114. How can the students use the foreign language?

115. What is the most effective approach to transition to the use of a second language as medium of instruction when classroom policy and practice has used the learner's home language/first language in the early primary years?

116. How can mother tongue be used in writing process?

117. How can mother tongue be used in reading comprehension process?

118. What is the impact of culture while learning the second language?

119. Should the teacher use first language in the process of explaining grammar? Why/Why not?

120. What are the forms of qualitative data analysis?

121. Units of measurement are important to which type of data?

122. What is action research and what are its steps?

123. Which type of data is always a numerical value?

124. Teachers use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process. What are the formative assessments?

125. What is questionnaire?

126. What are the advantages of using a questionnaire?

127. What is a disadvantage of using secondary data?

128. What are the ways of data collection methods?

129. How might quantitative research facilitate qualitative research?

130. Where can your investigation question come from?
131. What principles should you consider when carrying out your investigation?
132. Explain one possible advantage or more of making the investigation focus a question.
133. How is pupils' work monitored and assessed in the classroom?
134. What are the types of interview?
135. Which aspects of subjects/content and instructional skills will be the focus for this classroom observation?
136. How to use interviews in education research?
137. What is the main characteristic of task-based instruction?
138. What is information-gap activity?
139. What is content - based instruction?
140. What are the advantages of Project Based Learning?
141. What are the language components?
142. What is authentic material?
143. What are the aspects of listening skill?
144. What are the pre listening tasks?
145. What is fluency and accuracy?
146. What intensive and extensive reading?
147. What are reading sub skills?
148. What are objectives of intensive and extensive reading?
149. What is jigsaw reading?
150. What is skimming and scanning?
151. What is collaborative writing?

Ingliz adabiyotshunosligi va tarjimashunoslik kafedrasi mudiri: **D.I.Xodjayeva**