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

MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATION
OF THE REPUBLIC OF UZBEKISTAN

"TASDIQLAYMAN"
O'zbekiston Respublikasi
Oliy ta'lim, fan va innovatsiyalar
vazirligi

_____

« 27 » mart 2025-y.

"Filologiya va tillarni o'qitish: ingliz tili"
yo'nalishi bo'yicha oliy ta'lim muassasalari pedagog kadrlarini
qo'shma malaka oshirish kursining
O'QUV DASTURI

CURRICULUM
for the Joint Professional Development Course of
Faculty of Higher Education Institutions in the Field of
"Philology and Language Teaching: English"

Uzbekistan-Indonesia – 2025

Tuzuvchilar: **“Yangi O‘zbekistonning taraqqiyot strategiyasi va jamiyatning ma’naviy asoslari” moduli:** f.f.d., prof. M.M.Qahhorova, yu.f.b., PhD F.B.Maxmudov.
“Oliy ta’limning normativ huquqiy asoslari hamda tizimda korrupsiya va manfaatlar to‘qnashuvining oldini olish” moduli: yu.f.n., prof. V.Topildiyev, yu.f.d., prof. B.I.Ismailov.
“Pedagogik faoliyatda raqamli kompetensiyalar” moduli: t.f.d., prof. D.Irgasheva, p.f.b., PhD Sh.Adashboyev, o‘qituvchi A.Doliyev.
“Ilmiy va innovatsion faoliyatni rivojlantirish” moduli: i.f.d., prof. R.Nurimbetov p.f.b., PhD N.Xaqnazarova.
“Pedagogning kasbiy kompetensiyalarini rivojlantirish” moduli: p.f.d., prof. N.A.Muslimov, p.f.b., PhD I.Eshmamatov, R.Dj.Ishmuxammedov, A.Abduraxmonov.
“Ta’lim sifatini ta’minlashda baholash metodikalari” moduli: p.f.d., prof. N.A.Muslimov, p.f.d., prof. J.Tolipova, p.f.b., PhD M.Innazarov.
“O‘quv rejasi va yangi o‘quv usullar” (Curriculum and New Learning Methods (A)) moduli: Hukmawati, MTCSOL.
“Ma’lumotlarga boy lingvistika” (Data Intensive Linguistics (B)) moduli: Dr. Tridya Cynthia.
“Til o‘rganishda generativ sun’iy intellekt” (Generative AI for Language Learning) moduli: Dr. Antonius Angga K, Mario Mora S.
“Chet tilini ikkinchi til sifatida o‘qitish” (Teaching Foreign language as second language) moduli: Tristi Nichtanti Waluyo, Msi.
“Ingliz tilini o‘qitish tajribasi (Experience in Teaching English)” moduli: Dr. Rita Sutjiati, Dr. Dei Hellystia.
“Turizm sohasida tilning qo‘llanilishi (The use of language in tourism)” moduli: Dr Dessy Nur Aini Fajri SIP, M.A
“Pedagogik amaliyot (Pedagogical Practice)” moduli: Evin Maryam, S. Sas, Dr Armaini Akhirson SE MMA.

Taqrizchilar: “Toshkent irrigatsiya va qishloq xo’jaligi mexanizatsiyalash muxandislari instituti” Milliy tadqiqot universiteti, “O‘qitish nazariyasi va metodikasi” kafedrasi mudiri, pedagogika fanlari doktori (DSc), G.S.Sabirova.
O‘zbekiston davlat jahon tillari universiteti, “Tarjimonlik” fakulteti dekani p.f.d., dotsent (DSc), U.R.Yo‘ldoshev.

Xorijiy ekspert: O‘zbekiston davlat jahon tillari universiteti, **“**Ingliz tili tarjima nazariyasi” kafedrasi o‘qituvchisi Alam Mohammad Musawwir.

O‘quv dasturi O‘zDJTU Kengashining qarori bilan tasdiqqa tavsiya qilingan.

(2025-yil “ 27 ” martdagi 8 -sonli bayonnoma)

KIRISH

Ushbu dastur O'zbekiston Respublikasining 2020-yil 23-sentabrda tasdiqlangan "Ta'lim to'g'risida" Qonuni, O'zbekiston Respublikasi Prezidentining 2015-yil 12-iyundagi "Oliy ta'lim muassasalarining rahbar va pedagog kadrlarini qayta tayyorlash va malakasini oshirish tizimini yanada takomillashtirish to'g'risida" PF-4732-son, 2019-yil 27-avgustdagi "Oliy ta'lim muassasalari rahbar va pedagog kadrlarining uzluksiz malakasini oshirish tizimini joriy etish to'g'risida" PF-5789-son, 2019-yil 8-oktabrdagi "O'zbekiston Respublikasi oliy ta'lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida" PF-5847-son, 2020-yil 29-oktabrdagi "Ilm-fanni 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida" PF-6097-son, 2022-yil 28-yanvardagi "2022-2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida" PF-60-son, 2023-yil 25-yanvardagi "Respublika ijro etuvchi hokimiyat organlari faoliyatini samarali yo'lga qo'yishga doir birinchi navbatdagi tashkiliy chora-tadbirlar to'g'risida" PF-14-son, O'zbekiston Respublikasi Prezidentining 2023-yil 11-sentabrdagi ""O'zbekiston-2030" strategiyasi to'g'risida" PF-158-son Farmonlari, shuningdek, O'zbekiston Respublikasi Prezidentining 2024-yil 21-iyundagi "Aholi va davlat xizmatchilarining korrupsiyaga qarshi kurashish sohasidagi bilimlarini uzluksiz oshirish tizimini joriy qilish chora-tadbirlari to'g'risida" PQ-228-son, 2021-yil 17 fevraldagi "Sun'iy intellekt texnologiyalarini jadal joriy etish uchun shart-sharoitlar yaratish chora-tadbirlari to'g'risida" PQ-4996-son qarorlari va O'zbekiston Respublikasi Vazirlar Mahkamasining "Oliy ta'lim muassasalari rahbar va pedagog kadrlarining malakasini oshirish tizimini yanada takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida" 2019-yil 23-sentabrdagi 797-son qarori, O'zbekiston Respublikasi Ta'lim, fan va innovatsiyalar vazirining 2024-yil 27-dekabrdagi 485-son buyrug'i bilan tasdiqlangan o'quv rejasi va dasturi hamda O'zbekiston Respublikasi Vazirlar Mahkamasi Rayosati majlisining 2023-yil 27-apreldagi 39-son bayoni 12.9-bandi va Oliy ta'lim, fan va innovatsiyalar vazirligi apparat yig'ilishining 2025-yil 20-yanvardagi 6-son bayoni 4-bandida belgilangan ustuvor vazifalar mazmunidan kelib chiqqan holda tuzilgan bo'lib, u oliy ta'lim muassasalari pedagog kadrlarining kasb mahorati hamda innovatsion kompetentligini rivojlantirish, sohaga oid ilg'or xorijiy tajribalar, yangi bilim va malakalarni o'zlashtirish, shuningdek, amaliyotga joriy etish ko'nikmalarini takomillashtirishni maqsad qiladi.

Dastur doirasida berilayotgan mavzular ta'lim sohasi bo'yicha pedagog kadrlarni qayta tayyorlash va malakasini oshirish mazmuni, sifati va ularning tayyorgarligiga qo'yiladigan umumiy malaka talablari va o'quv rejalari asosida shakllantirilgan bo'lib, uning mazmuni yangi O'zbekistonning taraqqiyot

strategiyasi va jamiyatning ma'naviy asoslarini yoritib berish, oliy ta'limning normativ-huquqiy asoslari bo'yicha ta'lim-tarbiya jarayonlarini tashkil etish, tizimda korrupsiya va manfaatlar to'qnashuvining oldini olish, pedagogik faoliyatda raqamli kompetensiyalarni rivojlantirish, ilmiy-innovatsion faoliyat darajasini oshirish, pedagogning kasbiy kompetensiyalarini rivojlantirish, ta'lim sifatini ta'minlashda baholash metodikalaridan samarali foydalanish, chet tili o'qitish metodikasining zamonaviy tendensiyalari bo'yicha tegishli bilim, ko'nikma, malaka va kompetensiyalarni rivojlantirishga yo'naltirilgan.

Shuningdek, kurs doirasida tinglovchilar Gunadarma Universitetida faoliyati, janubiy-Sharqiy Osiyo mamlakatlarining ilg'or pedagogik tajribasi, "Merdeka Belajar" (Mustaqil Ta'lim) dasturi, pedagogik faoliyatda qo'llashingiz mumkin bo'lgan metodik qo'llanmalar, Indoneziya madaniyati va ta'lim tizimining muhim jihatlarini o'rganish va amaliyotga tadbiq masalalari bo'yicha zaruriy yangi bilim, ko'nikma va malakalarni o'zlashtiradilar.

Qo'shma qayta tayyorlash va malaka oshirish kursining o'quv dasturi O'zbekiston Respublikasi ta'lim kontekstiga moslashtirilgan holda ishlab chiqilgan bo'lib, u pedagog kadrlarning ilg'or xorijiy tajribalar asosida ta'lim-tarbiya jarayonlarini samarali tashkil etish malakalarini egallashlariga qaratilgan.

Qo'shma qayta tayyorlash va malaka oshirish kursi quyidagi o'quv modullaridan iborat:

I.Mustaqil malaka oshirish

1.1. Ta'lim darajasi va sifatiga qo'yiladigan Davlat talablariga muvofiq yangi bilimlar, malaka va ko'nikmalarni pedagog kadrlar tomonidan mustaqil o'zlashtirish, o'zini-o'zi kasbiy rivojlantirish.

II. Bevosita malaka oshirish

2.1. Yangi O'zbekistonning taraqqiyot strategiyasi va jamiyatning ma'naviy asoslari.

2.2. Oliy ta'limning normativ huquqiy asoslari hamda tizimda korrupsiya va manfaatlar to'qnashuvining oldini olish.

2.3. Pedagogik faoliyatda raqamli kompetensiyalar.

2.4. Ilmiy va innovatsion faoliyatni rivojlantirish.

2.5. Pedagogning kasbiy kompetensiyalarini rivojlantirish.

2.6. Ta'lim sifatini ta'minlashda baholash metodikalari.

III. Xorijiy ta'lim muassasalarida malaka oshirish

3.1. O'quv rejasi va yangi o'quv usullari.

3.2. Ma'lumotlarga boy lingvistika.

3.3. Til o'rganishda generativ sun'iy intellect.

3.4. Chet tilini ikkinchi til sifatida o'qitish.

3.5. Ingliz tilini o'qitish tajribasi.

3.6. Turizm sohasida tilning qo'llanilishi.

3.7. Pedagogik amaliyot.

Malakaviy attestatsiya

Modulning maqsadi va vazifalari

Qo'shma qayta tayyorlash va malaka oshirish kursining **maqsadi** pedagog kadrlarning innovatsion yondoshuvlar asosida o'quv-tarbiyaviy jarayonlarni yuksak ilmiy-metodik darajada loyihalashtirish, sohadagi ilg'or tajribalar, zamonaviy bilim va malakalarni o'zlashtirish va amaliyotga joriy etishlari uchun zarur bo'ladigan kasbiy bilim, ko'nikma va malakalarini takomillashtirish, shuningdek, ularning ijodiy faolligini rivojlantirishdan iborat.

Kursning **vazifalariga** quyidagilar kiradi:

"Filologiya va tillarni o'qitish:ingliz tili" yo'nalishida pedagog kadrlarning kasbiy bilim, ko'nikma, malakalarini rivojlantirish va takomillashtirish;

- pedagoglarning ijodiy-innovatsion faollik darajasini oshirish;

- pedagog kadrlar tomonidan zamonaviy axborot-kommunikatsiya texnologiyalari, zamonaviy ta'lim va innovatsion texnologiyalar sohasidagi ilg'or xorijiy tajribalarning o'zlashtirilishini ta'minlash;

- o'quv jarayonini tashkil etish va uning sifatini ta'minlash borasidagi ilg'or xorijiy tajribalar, zamonaviy yondashuvlarni o'zlashtirish;

"Filologiya va tillarni o'qitish:ingliz tili" yo'nalishida qayta tayyorlash va malaka oshirish jarayonlarini fan va ishlab chiqarishdagi innovatsiyalar bilan o'zaro integratsiyasini ta'minlash.

Modul yakunida tinglovchilarning bilim, ko'nikma va malakalari hamda kompetensiyalariga qo'yiladigan talablar:

Qo'shma qayta tayyorlash va malaka oshirish kursining o'quv modullari bo'yicha tinglovchilar quyidagi yangi bilim, ko'nikma, malaka hamda kompetensiyalarga ega bo'lishlari talab etiladi:

Tinglovchi:

• "Yangi O'zbekiston" konsepsiyasi, uning mazmun mohiyati va asosiy tamoyillarini;

• O'zbekiston Respublikasi Konstitutsiyasida inson va fuqaroning asosiy huquqlari, erkinliklari va burchlarini;

• O'zbekiston Respublikasining "Ilm-fan va ilmiy faoliyat to'g'risida" hamda "Innovatsion faoliyat to'g'risida" Qonunlarini;

• O'zbekiston Respublikasining zamonaviy konstitutsionalizmini;

• aholi talablariga va xalqaro standartlarga to'liq javob beradigan ta'lim, tibbiyot va ijtimoiy himoya tizimini tashkil qilishni;

• "Yashil" va inklyuziv iqtisodiy o'sish tamoyillariga asoslangan yuqori iqtisodiy o'sish dasturlari va ularning amaliyotga tadbiq etish istiqbollarini;

• O'zbekiston Respublikasi Konstitutsiyasida ma'muriy-hududiy va davlat tuzilishi masalalarini;

• jamiyatning iqtisodiy negizlarini;

- "Xavfsiz va tinchliksevar davlat" tamoyiliga asoslangan siyosatni;
- Oliy ta'lim sohasiga oid qonun hujjatlari va ularning mazmunini;
- O'zbekiston Respublikasi Prezidentining oliy ta'lim tizimiga oid farmonlari, qarorlarini;
- O'zbekiston Respublikasi Vazirlar Mahkamasining oliy ta'lim tizimiga tegishli qarorlarini;
- Oliy ta'lim, fan va innovatsiya vazirligining ta'lim jarayonlarini rejalashtirish va tashkil etishga oid buyruqlarini;
- Davlat ta'lim standartlari, ta'lim yo'nalishlari va magistratura mutaxassisliklarining Malaka talablari, o'quv rejalari, fan dasturlari va ularga qo'yiladigan talablarni, o'quv yuklamalarini rejalashtirish va ularning bajarilishini nazorat qilish usullarini;
- oliy ta'lim tizimida korrupsiya va korrupsiyaga oid huquqbuzarliklarga qarshi kurashish vazifalari, mazmun-mohiyati, yuzaga kelish sabablari, ijtimoiy-huquqiy omillarini;
- ta'lim jarayonini raqamli transformatsiyasini;
- raqamli ta'lim resurslari va dasturiy mahsulotlarini;
- raqamli ta'lim resursini pedagogik loyihalash texnologiyasini;
- mediasavodxonlik va xavfsizlik asoslarini;
- raqamli ta'lim resurslarini loyihalash uchun asosiy talablarni;
- meta texnologiyalar tushunchasi, avzalliklari va kamchiliklarini;
- bilimlarni sinash va baholashning aqlli tizimlarini;
- jahonda oliy ta'lim rivojlanish tendensiyalari: umumiy trendlar va strategik yo'nalishlarni;
- zamonaviy ta'limning global trendlarini;
- inson kapitalining iqtisodiy o'sishning asosiy omili sifatida rivojlanishida ta'limning yoshdagi ahamiyatini;
- oliy ta'limning zamonaviy integratsiyasi: global va mintaqaviy makonda raqobatchilikdagi ustuvorliklari, universitetlarning xalqaro va milliy reytingini;
- xalqaro reyting turlari va ularning indikatorlarini;
- zamonaviy universitet jamiyatning faol, ko'pqirrali va samarali faoliyat yurituvchi instituti sifatidagi uchta yirik vazifalarini;
- universitetlarning zamonaviy modellarini;
- zamonaviy kelajak universitetlarning beshta asosiy modellarini;
- tadbirkorlik universiteti faoliyatining muhim yo'nalishlarini;
- pedagogning kasbiy kompetensiyalarini rivojlantirishning nazariy asoslarini;
- innovatsion ta'lim muhiti sharoitida pedagogning kasbiy kompetensiyalarini rivojlantirish yo'llarini;
- kasbiy kompetensiyalarning mazmun va mohiyatini;
- kasbiy kompetensiyalar va ularning o'ziga xos xususiyatlarini;
- pedagogik texnikaning asosiy komponentlarini;
- pedagogik texnikani shakllantirish yo'llarini;

- kasbiy kompetensiyalarni rivojlantirish jarayonini tashkil etishda innovatsion, akmeologik, aksiologik, kreativ, refleksiv, texnologik, kompetentli, psixologik, andragogik yondashuvlar va xalqaro tajribalar hamda ularning kasbiy kometensiyalarni rivojlantirishga ta'sirini;
- kasbiy kompetetnsiyalarni rivojlantirish jarayonida pedagogik deontologiyaning roli, ahamiyatini;
- kasbiy kompetensiyalarni rivojlantirishda uchraydigan to'siqlarni yechishda, to'g'ri harakatlar qilishda pedagogning kompetentlik va kreativlik darajasi, pedagogik kvalimetriyasini;
- talabalar kasbiy tayyorgarlik sifatini kompleks baholashning nazariyasini;
- ta'lim sifatiga ta'sir etuvchi omillarni;
- kredit-modul tizimida talabalarning bilimi, ko'nikmasi, malakasi va kompetensiyalarini nazorat qilish va baholashning o'ziga xos xususiyatlari, didaktik funksiyalarini;
- baholash turlari,tamoyillari va mezonlarini;
- zamonaviy ta'lim tizimida sun'iy intellekt (AI) ning ahamiyatini;
- ta'limda sun'iy intellektningdan foydalanish istiqbollari va xavflarini;
- Indoneziya ta'lim tizimi yutuqlarini;
- muammoga asoslangan ta'limni;
- sun'iy intellektni;
- til ilovalari uchun generativ sun'iy intellectni;
- til o'rganishda asosiy yondashuvlarni;
- til o'rganishda ijtimoiy-madaniy va psixolinguistik omillarni;
- ikkinchi til sifatida ingliz tilini o'qitish tajribasini;
- til o'rgatuvchi va til o'rganuvchi o'rtasidagi interaktsiyani;
- tilshunoslikning dolzarb muammosini;
- ingliz tilini o'qitish bo'yicha tajribalarni;
- tilning kommunikativ funksiyasini;
- Pragmatika va nutq etiketini;
- terminologik qatlam (leksikologik yondashuv)ni *bilishi* kerak.

Tinglovchi:
- "O'zbekiston-2030" strategiyasining mazmun-mohiyati va ahamiyatini yoritib berish;
- O'zbekistonning xalqaro maydondagi siyosiy va iqtisodiy aloqalarini tahlil etish va baholash;
- yangi O'zbekistonning ma'naviy va madaniy tiklanish dasturlari asoslarini o'zlashtirish;
- O'zbekiston Respublikasi Vazirlar Mahkamasining Oliy ta'lim tizimiga tegishli qarorlari asosida ta'lim-tarbiya jarayonlarini tashkil etish;

- xorijiy tajribalar asosida malaka talablari, o'quv rejalari va fan dasturlarini takomillashtirish;
- korrupsiyaga qarshi kurashish ichki tizimining huquqiy asoslarini shakllantirishda xalqaro tajribaning ahamiyatini yoritib berish;
- multimedia va infografika asosida interaktiv didaktik mayeriallar yaratish va bulut xizmatlarida saqlash;
- masofiviy ta'lim platformalari uchun video kontent yaratish;
- Internetda mualliflik huquqlarini himoya qilish usullaridan foydalanish;
- raqamli ta'lim resurslari sifatini baholash;
- OTMlarni reyting bo'yicha ranjirlash;
- jahon universitetlari reytingini tahlil etish va baholash;
- universitetlarni mustaqil baholash yondashuvlarini aniqlashtirish;
- tadbirkorlik universitetiga o'tish uchun zarur bo'ladigan o'zgarishlarni aniqlash;
- Universitet 1.0 dan Universitet 3.0 modeliga o'tish borasidagi muammolarni aniqlash;
- zamonaviy tadbirkorlik universiteti modeli tamoyillarini o'zlashtirish;
- pedagoglarning kreativ potensiali tushunchasi va mohiyatini ochib berish;
- pedagoglar kasbiy kompetensiyalarini rivojlantirishning innovatsion texnologiyalarini qo'llash;
- o'qituvchi faoliyatida pedagogik texnikaning axamiyatini yoritib berish;
- tinglovchilar diqqatini o'ziga tortish usullaridan foydalanish;
- kasbiy kompetentsiyalarni shakllantirish va rivojlantirish yo'llarini tahlil etish;
- kasbiy kompetensiyalarni rivojlantirish jarayonida uchraydigan to'siqlar, qiyinchiliklar va ularni bartaraf etish;
- talabalarning o'quv auditoriyadagi faoliyatini baholash;
- talabalarning kurs ishi, bitiruv malakaviy ishi, o'quv-malakaviy amaliyot (mehnat faoliyati)ini nazorat qilish;
- baholashning miqdor va sifat tahlilini amalga oshirish;
- pedagogik jarayonda sun'iy intellektning rolini tahlil qilish va ahamiyatini ochib berish;
- ta'lim sohasida sun'iy intellektdan foydalanishning afzalliklari va kamchiliklarini aniqlash;
- o'quv dasturi yondashuvi haqida munozara yuritish;
- murakab fanlari to'plamidan mazmunli tushuncha olish uchun statistik tahlil olib berish;
- til o'rganishda ijtimoiy-madaniy va psixolinguistik omillarni inobatga olish;
- O'zbekistonda sun'iy intellektni rivojlanishi haqida munozara qilish;
- ingliz tili test strategiyasini tayyorlash;

- kod almashinuvi va tilshunoslikdagi sotsiolingvistik hodisalarni amaliy ahamiyatini ochib berish *ko'nikmalariga* ega bo'lishi lozim.

Tinglovchi:

- O'zbekiston Respublikasi Konstitutsiyasidagi asosiy o'zgarishlarni tahlil qilish va ularning zarurligini muhokama etish;
- O'zbekiston Respublikasida ilm-fanni 2030-yilgacha rivojlantirish konsepsiyasining mazmun-mohiyati va ahamiyatini ochib berish;
- mamlakatimizning raqamli va harbiy-tibbiy infratuzilmasini takomillashtirishga oid chora tadbirlar bilan ishlash;
- davlat hokimiyatining tashkil etilishining konstitutsiyaviy asoslarini o'zlashtirish;
- Oliy ta'lim, fan va innovatsiya vazirligining ta'lim-tarbiya jarayonini tashkil etishga oid buyruqlari, Davlat ta'lim standartlari, ta'lim yo'nalishlarining va magistratura mutaxassisliklarining malaka talablari, o'quv rejalar va fan dasturlarini takomillashtirish;
- o'quv yuklamalarni rejalashtirish va ularning bajarilishini nazorat qilish;
- meyoriy uslubiy hujjatlarni ishlab chiqish amaliyotini takomillashtirish mexanizmlarini tahlil etish;
- korrupsiyaviy xavf-xatarlarni aniqlash, ularni majburiy baholash, korrupsiya xavfi yuqori hisoblangan lavozimlar ro'yhatini shakllantirish, xavflar darajasini pasaytirish chora tadbirlarini amalga oshirish tartibidan samarali foydalanish;
- an'anaviy va raqamli ta'limda pedagogik dizaynning xususiyatlarini ochib berish;
- onlayn mashg'ulotlarni tashkil etishda raqamli texnologiyalardan foydalanish;
- mediasavodxonlik va xavfsizlik asoslarini o'zlashtirish;
- pedagogik faoliyatda raqamli kompetensiyalarni rivojlantirish;
- raqamli ta'lim resurslaridan foydalanish;
- meta texnologiyalarni ta'limga samarali integratsiya qilish yo'llaridan foydalanish;
- xalqaro reyting turlari va ularning indikatorlarining ahamiyatini ochib berish;
- OTM reytingiga ta'sir etuvchi omillarni tahlil etish;
- universitetlarning zamonaviy modellarini o'rganish;
- OTM bitiruvchilari va xodimlari tomonidan texnologiyalar transferiga litsenziyalar oluvchi startaplarni shakllantirish va yaratish;
- professor-o'qituvchilarning tadqiqotchi sifatidagi nashr faolligini rivojlantirish istiqbollarini tahlil etish;
- innovatsion ta'lim muhiti sharoitida pedagogning kasbiy kompetensiyalarini rivojlantirish;
- pedagog kasbiy kompetensiyalarini rivojlantirish hususiyatlarini tahlil etish va baholash;

- ijtimoiy va kasbiy tajribaga asoslangan intellektual mashqlarni ishlab chiqish;

- o'quv jarayoni ishtirokchilarini bir-birlari bilan tanishtirish, samimiy do'stona munosabat va ijodiy muhitni yuzaga keltirish, tinglovchilarning ijodiy imkoniyati va shaxsiy sifatlarini ochish, tinglovchilarning hamkorlikda ishlashlari uchun qulay sharoitni vujudga keltirish;

- tinglovchilarning kasbiy kompetensiyalarini o'rganish, tanishish;

- kasbiy kompetetnsiyalarni rivojlantirish jarayonida pedagogik deontologiyaning roli, ahamiyatini ochib berish;

- ta'lim sifatiga ta'sir etuvchi omillar (moddiy-texnik baza, professor-o'qituvchilarning salohiyati va o'quv-metodik ta'minot)ni tahlil etish va baholash;

- talabalarning o'quv auditoriyadan tashqari faoliyatini baholash;

- talabalarning o'quv auditoriyadan tashqari faoliyatini baholashda o'quv topshiriqlari (reproduktiv, produktiv, qisman-izlanishli, kreativ (ijodiy) murakkablik)ni ishlab chiqish metodikasidan samarali foydalanish;

- ta'limdagi sun'iy intellektning xususiyatlarini muhokama qilish;

- turli xil o'quv muassasalari tajribalarini tahlil etish va baholash;

- kompyuterlarni tushunish va inson tili bilan muloqot qilish uchun mashinadan foydalanish;

- tilning kommunikativ funksiyasidan samarali foydalanish;

- Indoneziya ta'lim tizimi yutuqlarini amaliyotga tadbiq etish;

- ingliz tilini o'qitish bo'yicha tajribalarni amaliyotga tadbiq etish;

- generativ sun'iy intellekt ilovalarini muhokama qilish;

- chet tili va ikkinchi til o'rtasidagi farqni ajratish ***malakalariga*** ega bo'lishi zarur.

   Tinglovchi:

- 2030-yilgacha O'zbekiston Respublikasining yashil iqtisodiyotga o'tish va ekologik barqarorlikga erishish strategiyasi mohiyati bilan tanishish;

- "Yashil" va inklyuziv iqtisodiy o'sish tamoyillariga asoslangan yuqori iqtisodiy o'sish dasturlarini amaliyotga tadbiq etish;

- yoshlar ma'naviyatini oshirish bo'yicha davlat dasturlari yuzasidan muhokama tashkil etish va ulardan samarali foydalanish;

- O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiya vazirligining buyruqlari asosida ta'lim-tarbiya jarayonlarini tashkil etish;

- Davlat ta'lim standartlari, malaka talablari, o'quv rejalar va fan dasturlar asosida fanning ishchi dasturini ishlab chiqish amal qilish va ularni ijrosini ta'minlash;

- oliy ta'lim tizimida manfaatlar to'qnashuviga yo'l qo'yilganlik holatlarini aniqlash, manfaatlar to'qnashuvi yuzaga kelishi mumkin bo'lgan sohalarni oldini olish va bartaraf etish uchun chora-tadbirlar ishlab chiqish, fuqarolarni ishga qabul qilish jarayonlarini nazoratga olinishini ta'minlash (nomzodlarni tekshirish tartibi), ushbu sohada qo'llanishi lozim bo'lgan xorij tajribasidan foydalanish;

- raqamli ta'lim resurslari va dasturiy mahsulotlarini o'quv jarayoniga faol tatbiq etilishini tashkil etish;

- raqamli ta'lim resursini pedagogik loyihalash texnologiyasi asoslarini o'zlashtirish;

- raqamli ta'lim muhitida pedagogik dizaynga oid innovatsiyalarni amaliyotga tatbiq etish;

- meta texnologiyalarni tahlil qilish va ularning ta'limdagi ta'sirini ochib berish;

- universitetlarning xalqaro va milliy reytingini baholash;

- OTMlarda talim, ilmiy va innovatsion faoliyatni rivojlantirish, ilmiy tadqiqot natijalarni tijoratlashtirish yo'llarini tahlil etish va amaliyotga tadbiq etish;

- «Amaliyotchi professorlar» (PoP, Professor of Practice) modelini qo'llash;

- professor-o'qituvchilarning tadqiqotchi sifatidagi nashr faolligini rivojlantirish istiqbollarini yoritib berish;

- pedagogning kasbiy kompetensiyalarini rivojlantirishning nazariy asoslarini amaliyotga tadbiq etish;

- pedagogning kasbiy kompetensiyalarini rivojlantirishning pedagogik-psixologik trayektoriyalarini ishlab chiqish;

- kasbiy kompetensiyalarni rivojlantirish jarayonida uchraydigan to'siqlarning xilma-xilligi va o'ziga xos xususiyatlari, sabablarini amaliy tomonlarini yoritish, ularni yechish bosqichlarini guruh bilan birgalikda aniqlash;

- talabalar kasbiy tayyorgarlik sifatini kompleks baholash;

- talabalar kasbiy tayyorgarlik sifatini kompleks baholashning elektron monitoring tizimini yuritish;

- talabalarning ta'limiy (o'quv predmetlari), tarbiyaviy (ma'naviy-ma'rifiy tadbirlar) va rivojlantiruvchi (ilmiy-tadqiqot ishi, start-up loyihalar) maqsadlarini baholash;

- sun'iy intellektning asosiy xususiyatlarini asoslab berish;

- o'quv maqsadlari va kutilayotgan natijalarni to'g'ri belgilay olish,baholash, fikr-mulohazaga asoslangan baholash mexanizmini mustaqil holda tashkil etish;

- O'zbekistonda o'qitish tizimi haqida munozara yuritish;

- intensiv lingvistik ma'lumotlar fanida NLPni o'rgatish haqida munozara olib borish;

- so'rov mazmunini vizuallashtirish va javoblarni tahlil qilish;

- Pragmatika va nutq etiketi asoslarini o'zlashtirish;

- turizm va mehmonxona sohasida asosiy so'z boyligini shakllantirish;

- til o'rgatuvchi va til o'rganuvchi o'rtasidagi interaktsiyani tahlil etish;

- til ilovalari uchun generativ sun'iy intellectni tadbiq etish **kompetensiyalariga** ega bo'lishi lozim.

Kurs hajmi

Qo'shma qayta tayyorlash va malaka oshirish kursi 288 soatni tashkil etadi. Bunda o'quv dasturining 58 soati to'g'ridan-to'g'ri (bevosita) malaka oshirish shaklida O'zbekistonda, 74 soat hajmi xorijiy hamkor ta'lim tashkilotida ishdan ajragan holda amalga oshiriladi. Attestatsiyadan muvaffaqiyatli o'tgan kurs tinglovchilariga O'zbekiston Respublikasi Prezidentining 2015 yil 12 iyundagi PF-4732-son Farmoni 3-ilovasi bilan tasdiqlangan davlat namunasidagi malaka attestati, shuningdek, tomonlar o'rtasidagi kelishuvga asosan qo'shma sertifikat beriladi.

"FILOLOGIYA VA TILLARNI O'QITISH: INGLIZ TILI" YO'NALISHI BO'YICHA QO'SHMA QAYTA TAYYORLASH VA MALAKA OSHIRISH KURSINING O'QUV MODULLARINING MAZMUNI
II. BEVOSITA MALAKA OSHIRISH

2.1. Yangi O'zbekistonning taraqqiyot strategiyasi va jamiyatning ma'naviy asoslari.

"Yangi O'zbekiston" konsepsiyasi, uning mazmun mohiyati va asosiy tamoyillari. Yangi O'zbekiston taraqqiyot strategiyasini amalga oshirish jarayoni va orttirilgan tajriba. "O'zbekiston-2030" strategiyasining ahamiyati. Mamlakatimizda barqaror iqtisodiy o'sishni ta'minlash va aholi turmush darajasini oshirish. Aholi talablariga va xalqaro standartlarga to'liq javob beradigan ta'lim, tibbiyot va ijtimoiy himoya tizimini tashkil qilish. Aholi uchun qulay ekologik sharoitlarni yaratish va xalq xizmatidagi adolatli va zamonaviy davlatni barpo etish. Mamlakatning suvereniteti va xavfsizligini kafolatli ta'minlash.

Huquqiy davlat va qonun ustuvorligi. Siyosiy va huquqiy islohotlar, davlat boshqaruvi tizimining takomillashtirilishi. Qonun ustuvorligini ta'minlash, xalq xizmatidagi davlat boshqaruvini tashkil etish. O'zbekiston Respublikasining zamonaviy konstitutsionalizmi. O'zbekiston Respublikasi Konstitutsiyasidagi asosiy o'zgarishlar va ularning zaruriyati. O'zbekiston Respublikasi Konstitutsiyasida inson va fuqaroning asosiy huquqlari, erkinliklari va burchlari. Jamiyatning iqtisodiy negizlari. O'zbekiston Respublikasi Konstitutsiyasida ma'muriy-hududiy va davlat tuzilishi masalalari. Davlat hokimiyatining tashkil etilishining konstitutsiyaviy asoslari.

2030-yilgacha O'zbekiston Respublikasining yashil iqtisodiyotga o'tish va ekologik barqarorlikka erishish strategiyasi. "Yashil" va inklyuziv iqtisodiy o'sish tamoyillariga asoslangan yuqori iqtisodiy o'sish dasturlari va ularning amaliyotga tadbiq etish istiqbollari.

Ijtimoiy rivojlanish va inson kapitali, yangi avlod kadrlarini tayyorlash. Ayollar va yoshlarni qo'llab-quvvatlash, gender tenglik va yoshlar siyosati. Yoshlarning mamlakat rivojidagi roli. Yoshlar ma'naviyatini oshirish bo'yicha davlat dasturlari.

Milliy ma'naviyat va qadriyatlar, yangi O'zbekistonning ma'naviy va madaniy tiklanish dasturlari. Global jarayonlar va O'zbekistonning o'rni, O'zbekistonning xalqaro maydondagi siyosiy va iqtisodiy aloqalari. "Xavfsiz va tinchliksevar davlat" tamoyiliga asoslangan siyosatni izchil davom ettirish. Mamlakatimizning raqamli va harbiy-tibbiy infratuzilmasini takomillashtirishga oid chora tadbirlar.

2.2. Oliy ta'limning normativ huquqiy asoslari hamda tizimda korrupsiya va manfaatlar to'qnashuvining oldini olish.

Oliy ta'lim sohasiga oid qonun hujjatlarining umumiy tavsifi. Oliy ta'lim tizimini tartibga soluvchi normativ - huquqiy xujjatlar tushunchasi. Normativ-huquqiy xujjatlarning turlari. Normativ huquqiy xujjatlarga qo'yiladigan talablar. O'zbekiston Respublikasining Konstitutsiyasi, O'zbekiston Respublikasining "Ta'lim to'g'risida"gi qonuni. Ta'lim jarayoni ishtirokchilarini ijtimoiy himoya qilish. Ta'lim to'g'risidagi qonun xujjatlarini buzganlik uchun javobgarlik.

O'zbekiston Respublikasi oliy ta'lim tizimini 2030 yilgacha rivojlantirish konsepsiyasi va uning mohiyati. O'zbekiston Respublikasi Prezidentining Oliy ta'lim tizimiga oid farmonlari va qarorlari. Oliy ta'lim sohasiga oid qonunosti hujjatlari va ularning turlari. Davlat oliy ta'lim muassasalarining akademik va tashkiliy-boshqaruv mustaqilligini ta'minlash bo'yicha qo'shimcha chora-tadbirlar. Davlat oliy ta'lim muassasalariga moliyaviy mustaqillik berish chora-tadbirlari.

Oliy ta'lim, fan va innovatsiyalar vazirligining buyruqlari. O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiya vazirligining ta'lim va tarbiya jarayonlarini tashkil etishga oid buyruqlari. Davlat ta'lim standartlari, ta'lim yo'nalishlari va magistratura mutaxassisliklarining Malaka talablari, o'quv rejalar, fan dasturlari va ularga qo'yiladigan talablar. O'quv yuklamalarini rejalashtirish va ularning bajarilishini nazorat qilish usullari. OTMlarning lokal xujjatlari (Ustav, Ichki tartib qoidalar).

Meyoriy uslubiy hujjatlarni ishlab chiqish amaliyotini takomillashtirish mexanizmlari. Ta'lim yo'nalishlari va magistratura mutaxassisliklarining Malaka talablari, o'quv rejalari va fan dasturlarini ishlab chiqish. Xorijiy tajribalar asosida Malaka talablari, o'quv rejalari va fan dasturlarini takomillashtirish.

Oliy ta'lim tizimida korrupsiya va korrupsiyaga oid huquqbuzarliklarga qarshi kurashish vazifalari, mazmun-mohiyati, yuzaga kelish sabablari, ijtimoiy-huquqiy omillari.

Oliy ta'lim tizimida manfaatlar to'qnashuviga yo'l qo'yilganlik holatlarining ko'rinishi, manfaatlar to'qnashuvi yuzaga kelishi mumkin bo'lgan sohalar, ularni oldini olish va bartaraf etish uchun qo'llanilishi lozim bo'lgan chora-tadbirlarning mazmun-mohiyati, fuqarolarni ishga qabul qilish jarayonlarini nazoratga olinishini ta'minlash (nomzodlarni tekshirish tartibi), ushbu sohada qo'llanishi lozim bo'lgan xorij tajribasi.

Korrupsiyaga qarshi kurashish ichki tizimining huquqiy asoslarini shakllantirishda xalqaro tajribaning ahamiyati, korrupsiyaviy xavf-xatarlarni aniqlash, ularni majburiy baholash, korrupsiya xavfi yuqori hisoblangan lavozimlar ro'yhatini shakllantirish, xavflar darajasini pasaytirish chora tadbirlarini amalga oshirish tartibi.

2.3. Pedagogik faoliyatda raqamli kompetensiyalar.

Ta'lim jarayonini raqamli transformatsiyasi. Pedagogning raqamli kompetentligi va uning tarkibiy tuzilmasi. Raqamli didaktika va uning asosiy tamoyillari. Raqamli ta'lim resurslarini loyihalash uchun asosiy talablar. Raqamli ta'lim resurslari sifatini baholash.

Raqamli ta'lim muhitida pedagogik dizayn. Mediasavodxonlik va xavfsizlik. An'anaviy va raqamli ta'limda pedagogik dizaynning xususiyatlari. Raqamli ta'lim resursini pedagogik loyihalash texnologiyasi. ADDIE pedagogik dizayn tushunchasi. UX-dizayn. Internetdagi turli manbalar bilan ishlashda maxsus norma va qoidalarga rioya qilish: mediasavodxonlik, mualliflik huquqi, axborot xavfsizligi. Internetda mualliflik huquqlarini himoya qilish usullari.

Raqamli ta'lim resurslari va dasturiy mahsulotlari. Raqamli ta'lim resurslaridan (RTR) foydalanish. RTRni tanlash, elektron kutubxonalar bilan ishlash, ta'lim oluvchilarning ehtiyojlaridan kelib chiqqan holda ochiq o'quv platformalarida ommaviy onlayn kurslarni tanlash.

Multimedia va infografika asosida interaktiv didaktik mayeriallar yaratish va bulut xizmatlarida saqlash. Pedagogik faoliyatda bulutli xizmatlardan (Google, H5P, Canva, figma) foydalanish. Bulutli xizmatlardan foydalanib infografika, videoma'ruza va multimedia vositalarini o'z ichiga qamrab olgan interaktiv taqdimot yaratish, animatsiya effektlarini o'rnatish, giperhavolalar yordamida taqdimot namoyishini boshqarish.

Masofiviy ta'lim platformalariga videokontent yaratish: Onlayn video muharrirlardan (AdobePremiere Pro, Davici Resolve, FinalCut) foydalangan holda audio va video montaj qilish. Taklif etilgan muharrirdan foydalanib, tanlangan mavzu bo'yicha video yozish, tahrirlash va saqlash.

Onlayn mashg'ulotlarni tashkil etishda raqamli texnologiyalardan foydalanish. Onlayn mashg'ulotlarni tashkil etishda vebinar xizmatlari (Zoom, Yandeks.Telemost Google Meet va b.) bilan ishlash.

Meta texnologiyalar tushunchasi, avzalliklari va kamchiliklari. Meta texnologiyalarni tahlil qilish va ularning ta'limdagi ta'siri. Meta texnologiyalarni ta'limda samarali integratsiya qilish yo'llari.

2.4. Ilmiy va innovatsion faoliyatni rivojlantirish.

O'zbekiston Respublikasining "Ilm-fan va ilmiy faoliyat to'g'risida" hamda "Innovatsion faoliyat to'g'risida" Qonunlari hamda O'zbekiston Respublikasida ilm-fanni 2030-yilgacha rivojlantirish konsepsiyasining mazmuni va mohiyati.

Jahonda oliy ta'lim rivojlanish tendensiyalari: umumiy trendlar va strategik yo'nalishlar. Zamonaviy ta'limning global trendlari. Ta'limning globallashuvi,

ta'limning oxirgi o'n yilliklarda butun dunyoda butun jahon iqtisodiy, siyosiy, madaniy integratsiyasi va unifikatsiyasi, kengaytirish jarayoni vazifasini bajarishi. Milliy ta'lim tizimlarining davlat chegaralaridan chiqib, ta'limning baynallminallashuvi va yagona ta'lim makoni va ta'lim xizmatlari bozorining shakllanishi. Ta'limning ommaviylashuvi. Ta'limning demokratlashuvi. Ta'lim texnologiyasi. Inson kapitalining iqtisodiy o'sishning asosiy omili sifatida rivojlanishida ta'limning yoshdagi ahamiyati. Uzluksiz va umr davomida ta'lim olish. Talantlar uchun raqobatchilikning kuchayishi.

Oliy ta'limning zamonaviy integratsiyasi: global va mintaqaviy makonda raqobatchilikdagi ustuvorliklari, universitetlarning xalqaro va milliy reytingi. OTMlarni reyting bo'yicha ranjirlash. Xalqaro reyting turlari va ularning indikatorlari. Jahon universitetlari reytingi. Universitetlarni mustaqil baholash yondashuvlarini aniqlashtirish. Quacquarelli Symond (QS). Shanxay (Shanghai Jiao Tong University) universitetining oliy ta'lim instituti (Institute of Higher Education) tomonidan dunyoning 500 ta yetakchi universitetlari- ARWU-500 ro'yxati. Times Higher Education (THE) World University Ranking reytingi.

OTM larda talim, ilmiy va innovatsion faoliyatni rivojlantirish, ilmiy tadqiqot natijalarni tijoratlashtirish. Zamonaviy universitet jamiyatning faol, ko'pqirrali va samarali faoliyat yurituvchi instituti sifatidagi uchta yirik vazifalari. Universitetlarning zamonaviy modellari va ularning transformatsiyasi. Universitetlarning klassik modellari. Universitetlarning zamonaviy modellari. Zamonaviy kelajak universitetlarning beshta asosiy modellari. Universitet 1.0 dan universitet 3.0 modeliga o'tish borasidagi muammolar, yechimlar va istiqbollar. Tadbirkorlik universitetiga o'tish uchun zarur bo'ladigan o'zgarishlar. Tadbirkorlik universitetining asosiy vazifalari. Texnologiyalarni tijoratlashtirish. Akademik tadbirkorlik = «universitet spin-offi». Akademik spin-off - universitetga taalluqli bo'lgan texnologiyalar asosida universitet xodimlari yoki bitiruvchilari tomonidan yaratiladigan shu'ba tashkilot. OTM bitiruvchilari va xodimlari tomonidan texnologiyalar transferiga litsenziyalar oluvchi start-aplarni shakllantirish va yaratish. Zamonaviy tadbirkorlik universiteti modeli tamoyillari. Tadbirkorlik universiteti faoliyatining muhim yo'nalishlari. Universitet 4.0 kelajak universiteti sifatida. Kelajak universitetining asosiy konturlari.

Universitet 3.0 modelida professor - o'qituvchilar faoliyatini tashkil etish: «amaliyotchi professorlar» (pop, professor of practice) modeli. Universitetlarning an'anaviy vazifalari (transformatsiya): o'quv faoliyati (yangi o'quv predmetlarining paydo bo'lish, ta'limning innovatsion usullarining rivojlanishi); ilmiy faoliyat (yangi bilimlarni generatsiyalash; individual va fanlararodan guruhli tadqiqotlarga o'tish). universitetlarning yangi («uchinchi») vazifasi: universitetlar bo'linmalarida olingan ilmiy natijalarni tijoratlashtirish (patentlashtirish, litsenziyalashtirish, kichik innovatsion kompaniyalarni yaratish va boshq.). Istitutsional sohalar kesishuvidagi innovatsiya. Uch qirrali spiral modeli: innovatsiyalar, kelishuvlar va bilimlar makoni. «Amaliyotchi professorlar» (PoP, Professor of Practice) modeli. «Amaliyotchi professorlar» (PoP, Professor of Practice) modeli asosida universitetga yuqori texnologiyaga asoslangan firmalarni yaratgan xodimlarni jalb etish mexanizmi.

Professor-o'qituvchilarning tadqiqotchi sifatidagi nashr faolligini rivojlantirish istiqbollari. ORCID, JEL Classification (Code) va Mendeley, Grammarly, CorelDraw dasturlaridan foydalanib dissertatsiya ishi paragraflari, ilmiy maqolalar va biznes hisobotlarni IMRAD formatida rasmiylashtirish. Scopus xalqaro ilmiy bazasida Sifat ko'rsatkichlari: Quartile (kvartil); CiteScore (yiliga sitatalash soni); SJR (SCImago Journal Rank); SNIP (Source Normalized Impact per Paper); kvartillar va protsentillar; Scopusdagi jurnallarni tekshirish; Scopus, Web of Science yoki yuqori impakt faktorli (IF) jurnallarda maqola chop etish. Ilmiy maqolalarning turlari (nazariy) ilmiy maqoalalarning turlari (empirik/amaliy). Maqolaning tahririyatda o'tish protsedurasi. Mahsuldor va ko'p nashr ettiruvchi tadqiqotchi bo'lish yo'llari.

2.5. Pedagogning kasbiy kompetensiyalarini rivojlantirish.

Pedagogning kasbiy kompetensiyalarini rivojlantirishga yangicha yondashuv. Kasbiy kompetensiyalarning mazmun va mohiyati. Kasbiy kompetensiyalar va ularning o'ziga xos xususiyatlari Kasbiy kompetensiyalarni rivojlantirish jarayonini tashkil etishda innovatsion, akmeologik, aksiologik, kreativ, refleksiv, texnologik, kompetentli, psixologik, andragogik yondashuvlar va xalqaro tajribalar hamda ularning kasbiy kometensiyalarni rivojlantirishga ta'siri.

Pedagogik texnika - kasbiy kompetensiyalar kompetensiyalarni rivojlantirishning asosiy omili sifatida. Pedagogik texnika xakida tushuncha. Pedagogik texnika – pedagog xulkining boshkarish omili sifatida. O'qituvchi faoliyatida pedagogik texnikaning axamiyati. Pedagogik texnikaning asosiy komponentlari. Pedagogik texnikani shakllantirish yo'llari. Tinglovchilar dikkatini o'ziga tortish usullari. Auditoriyani boshqarish psixologiyasi, tinglovchilarga ta'sir etish va ishontirish usullari. Pedagog faoliyatiga qo'yiladigan baho darajasi – pedagogik kvalimetriya. Pedagogik deontologiya, pedagogik boshqaruv va texnika o'qituvchi faoliyatini samarali tashkil etishning asosiy shakli.

Kasbiy kompetentsiyalarni shakllantirish va rivojlantirish yo'llari. Ijtimoiy va kasbiy tajribaga asoslangan intellektual mashq. O'quv jarayoni ishtirokchilarini bir-birlari bilan tanishtirish, samimiy do'stona munosabat va ijodiy muhitni yuzaga keltirish, tinglovchilarning ijodiy imkoniyati va shaxsiy sifatlarini ochish, tinglovchilarning hamkorlikda ishlashlari uchun qulay sharoitni vujudga keltirish. Tinglovchilarning kasbiy kompetensiyalarini o'rganish, tanishish. Tarqatma materiallar bilan kichik guruhlarda ishlash. Guruhlar taqdimoti.

Kasbiy kompetetnsiyalarni rivojlantirish jarayonida pedagogik deontologiyaning roli, ahamiyati. Pedagogik deontologiya – pedagogning odab ahloqi fani: mazmuni, mohiyati, ahamiyati. Pedagog obro'si va uni faoliyatda namoyon bulishi. Pedagog nafosati va odobini shakllantirish, rivojlantirish yo'llari xamda unga erishish shart-sharoitlari. Talabalarning o'quv-bilish faoliyati faolligini oshirish va mustaqil ta'limini tashkil etish. Pedagogning kasbiy kompetensiyalarini rivojlantirishning pedagogik-psixologik troyektoriyalarini ishlab chiqish.

Kasbiy kompetensiyalarni rivojlantirish jarayonida uchraydigan to'siqlar, qiyinchiliklar va ularni bartaraf etish yo'llari. Pedagog faoliyatida uchraydigan

to'siqlar va ularni yechish yo'llari. Yosh pedagoglar faoliyatida odatda yul qo'yiladigan xatolar va ularni yengish yo'llari. Kasbiy kompetensiyalarni rivojlantirish jarayonida uchraydigan to'siqlarning xilma-xilligi va o'ziga xos xususiyatlari, sabablarini amaliy tomonlarini yoritilishi, ularni yechish bosqichlarini guruh bilan birgalikda aniqlanishi. Kasbiy kompetensiyalarni rivojlantirishda uchraydigan to'siqlarni yechishda, to'g'ri harakatlar qilishda pedagogning kompetentlik va kreativlik darajasi, pedagogik kvalimetriyasi. Kichik guruhlarda tarqatma materiallar bilan ishlash. Guruhlar taqdimoti.

2.6. Ta'lim sifatini ta'minlashda baholash metodikalari.

Talabalar kasbiy tayyorgarlik sifatini kompleks baholashning nazariyasi. Baholash, baholashning maqsadi va vazifalari. ta'lim sifatiga ta'sir etuvchi omillar (moddiy-texnik baza, professor-o'qituvchilarning salohiyati va o'quv-metodik ta'minot). Baholash turlari (joriy, oraliq, yakuniy va xalqaro). Baholash tamoyillari va mezonlari.

Talabalarning o'quv auditoriyadagi faoliyatini baholash. Kredit-modul tizimida talabalarning bilimi, ko'nikmasi, malakasi va kompetensiyalarini nazorat qilish va baholashning o'ziga xos xususiyatlari, didaktik funksiyalari.

Talabalarning o'quv auditoriyadan tashqari faoliyatini baholash. Talabalarning kurs ishi, bitiruv malakaviy ishi, o'quv-malakaviy amaliyot (mehnat faoliyati)ini nazorat qilish. Talabalarning o'quv auditoriyadan tashqari faoliyatini baholashda o'quv topshiriqlari (reproduktiv, produktiv, qisman-izlanishli, kreativ (ijodiy) murakkablik)ni ishlab chiqish metodikasi.

Talabalar kasbiy tayyorgarlik sifatini kompleks baholashning elektron monitoring tizimi. Talabalarning ta'limiy (o'quv predmetlari), tarbiyaviy (ma'naviy-ma'rifiy tadbirlar) va rivojlantiruvchi (ilmiy-tadqiqot ishi, start-up loyihalar) maqsadlarini baholash. Baholashning miqdor va sifat tahlili.

III. XORIJIY TA'LIM MUASSASALARIDA MALAKA OSHIRISH
3.1. O'quv rejasi va yangi o'quv usullari.

Indoneziya ta'lim tizimi yutuqlari (C). O'quv dasturi yondashuvi haqida munozara (C). Muammoga asoslangan ta'lim (C). Turli xil o'quv muassasalari (C). O'zbekistonda o'qitish tizimi haqida munozara (C)

3.2.Ma'lumotlarga boy lingvistika.

Murakab fanlari to'plamidan mazmunli tushuncha olish uchun statistik tahlil (A). Kompyuterlarni tushunish va inson tili bilan muloqot qilish uchun mashinadan foydalanish (A). Intensiv lingvistik ma'lumotlar fanida NLPni o'rgatish haqida munozara (A).

3.3.Til o'rganishda generativ sun'iy intellect.

Sun'iy intellekt (A). O'zbekistonda sun'iy intellektni rivojlanishi haqida munozara (A). Generativ sun'iy intellekt ilovalarini muhokama qilish. Til ilovalari uchun generativ sun'iy intellekt (A). So'rov mazmunini vizuallashtirish va javoblarni tahlil qilish.

3.4. Chet tilini ikkinchi til sifatida o'qitish.

Til o'rganishda asosiy yondashuvlar. Chet tili va ikkinchi til o'rtasidagi farq. Til o'rganishda ijtimoiy-madaniy va psixolinguistik omillar. Ikkinchi til sifatida ingliz tilini o'qitish tajribasi. Til o'rgatuvchi va til o'rganuvchi o'rtasidagi interaktsiya.

3.5. Ingliz tilini o'qitish tajribasi.

Tilshunoslikning dolzarb muammosi (B). Ingliz tilini o'qitish bo'yicha tajribalar (B). (B). Ingliz tili test strategiyasini tayyorlash.

3.6. Turizm sohasida tilning qo'llanilishi.

Turizm va mehmonxona sohasida asosiy so'z boyligini shakllantirish. Pragmatika va nutq etiketi. Terminologik qatlam (leksikologik yondashuv). Kod almashinuvi va tilshunoslikdagi sotsiolingvistik hodisalar. Tilning kommunikativ funksiyasi.

3.7. Pedagogik amaliyot

Gunadarma universitetidagi seminar. Taman Mini-Indoneziya madaniy bog'i. Panglipuran qishlog'ida dala tadqiqoti (Jamiyatga asoslangan va barqaror turizm). Bali orolidagi seminar va zamonaviy dunyoda ona tili haqida davra suhbati.

Malakaviy attestatsiya

Tinglovchilarning malakaviy attestatsiyasi kasbiy, o'quv-metodik va ilmiy-metodik faoliyati natijalari (elektron portfolioda qayd etilgan ko'rsatkichlari), kursni tamomlagandan so'ng test sinovlari hamda Attestatsiya komissiyasiga bitiruv loyiha ishini himoya qilish asosida o'tkaziladi.

Amaliy mashg'ulotlarni tashkil etish bo'yicha ko'rsatma va tavsiyalar

Amaliy mashg'ulotlarda tinglovchilar o'quv modullari doirasidagi ijodiy topshiriqlar, keyslar, o'quv loyihalari, texnologik jarayonlar bilan bog'liq vaziyatli masalalar asosida amaliy ishlarni bajaradilar.

Amaliy mashg'ulotlar zamonaviy ta'lim uslublari va innovatsion texnologiyalarga asoslangan holda o'tkaziladi. Bundan tashqari, mustaqil holda o'quv va ilmiy adabiyotlardan, elektron resurslardan, tarqatma materiallardan foydalanish tavsiya etiladi.

Mustaqil malaka oshirishni tashkil etish bo'yicha ko'rsatma va tavsiyalar

Mustaqil malaka oshirish quyidagi shakllarni o'z ichiga oladi: ochiq o'quv mashg'ulotlari va mahorat darslarini tashkil etish; iqtidorli va iste'dodli talabalar bilan ishlash; ilmiy konferensiyalarda ma'ruza bilan qatnashish; ilmiy jurnallarda maqolalar chop etish; ko'rgazma va tanlovlarda ishtirok etish; ilmiy loyihalarda ishtirok etish; xalqaro (impakt-faktorli) nashrlarda maqolalar e'lon qilish; ixtiro (patent), ratsionalizatorlik takliflari, innovatsion ishlanmalarga mualliflik qilish; monografiya, mualliflik ijodiy ishlar katalogini tayyorlash va nashrdan chiqarish; o'quv adabiyotlari (darslik, o'quv qo'llanma, metodik qo'llanma)ni tayyorlash va nashrdan chiqarish; falsafa doktori (PhD) darajasini olish uchun himoya qilingan dissertatsiyaga ilmiy rahbarlik qilish.

Pedagog kadrlarning mustaqil malaka oshirish natijalari elektron portfolio tizimida o'z aksini topadi.

Dasturning axborot-metodik ta'minoti

Modullarni o'qitish jarayonida ishlab chiqilgan o'quv-metodik materiallar, tegishli soha bo'yicha ilmiy jurnallar, Internet resurslari, multimedia mahsulotlari va boshqa elektron va qog'oz variantdagi manbaalardan foydalaniladi.

MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATION OF THE REPUBLIC OF UZBEKISTAN

INSTITUTE FOR RETRAINING AND PROFESSIONAL DEVELOPMENT OF HIGHER EDUCATION PERSONNEL

THE BRANCH CENTER FOR RETRAINING AND IN-SERVICE TRAINING OF ACADEMIC STAFF UNDER UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY

UNIVERSITAS GUNADARMA, JAKARTA, INDONESIA

Developers:	Module **"Development Strategy of New Uzbekistan and the Spiritual Foundations of Society"**: DSc in Philology, Prof. M.M. Qahhorova; PhD in Law, F.B. Maxmudov.
	Module **"Normative Legal Framework of Higher Education and Prevention of Corruption and Conflicts of Interest in the System"**:PhD in Law, Prof.V.Topildiev; DSc in Law, Prof. B.I. Ismailov.
	Module **"Digital Competencies in Pedagogical Activity"**: DSc in Technical Sciences, Prof. D. Irgasheva; PhD in Pedagogical Sciences, Sh. Adashboyev; Lecturer A. Doliyev.
	Module **"Development of Scientific and Innovation Activities"**: DSc in Engineering, Prof. R. Nurimbetov; PhD in Pedagogical Sciences, N. Haqnazarova.
	Module **"Development of Teachers' Professional Competencies"**: DSc in Pedagogical Sciences, Prof. N.A. Muslimov; PhD in Pedagogical Sciences, I. Eshmamatov; R.Dj. Ishmuxammedov; A. Turayev; A. Abdurakhmonov.
	Module **"Assessment Methodologies in Ensuring Education Quality"**: DSc in Pedagogical Sciences, Prof. N.A. Muslimov; DSc in Pedagogical Sciences, Prof. J. Tolipova; PhD in Pedagogical Sciences, M. Innazarov.
	Module "**Curriculum and New Learning Methods (A)"**: Hukmawati, MTCSOL.
	Module **"Data Intensive Linguistics (B)"**: Dr. Tridya Cynthia.
	Module **"Generative AI for Language Learning"**: Dr. Antonius Angga K., Mario Mora S.
	Module **"Teaching Foreign Language as Second Language"**: Tristi Nichtanti Waluyo, M.Si.
	Module **"Experience in Teaching English"**: Dr. Rita Sutjiati, Dr. Dei Hellystia.
	Module **"The Use of Language in Tourism"**: Dr. Dessy Nur Aini Fajri, SIP, M.A.
	Module **"Pedagogical Practice"** : Evin Maryam, S. Sas, Dr. Armaini Akhirson, SE, MMA
Reviewers:	G.S. Sabirova, Doctor of Pedagogical Sciences (DSc), Head of the Department of Teaching Theory and Methodology, "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers".
	U.R. Yo'ldoshev, Associate Professor, Doctor of Pedagogical Sciences (DSc), Dean of the Faculty of Translation, Uzbekistan State World Languages University.
Foreign Expert:	Alam Mohammad Musawwir, Lecturer at the Department of English Translation Theory, Uzbekistan State World Languages University

INTRODUCTION

This curriculum has been developed based on the Law of the Republic of Uzbekistan "On Education" approved on September 23, 2020, as well as Presidential Decrees of the Republic of Uzbekistan, including:PF-4732 dated June 12, 2015, "On Further Improvement of the System for Retraining and Professional Development of Executives and Teaching Staff of Higher Education Institutions,"PF-5789 dated August 27, 2019, "On the Introduction of a System of Continuous Professional Development for Executives and Teaching Staff of Higher Education Institutions,"PF-5847 dated October 8, 2019, "On the Approval of the Concept for the Development of the Higher Education System in the Republic of Uzbekistan until 2030,"PF-6097 dated October 29, 2020, "On the Approval of the Concept for the Development of Science until 2030,"PF-60 dated January 28, 2022, "On the Development Strategy for New Uzbekistan for 2022–2026,"PF-14 dated January 25, 2023, "On Priority Organizational Measures for Improving the Efficiency of Executive Authorities,"PF-158 dated September 11, 2023, "On the Strategy 'Uzbekistan – 2030," PQ-228 dated June 21, 2024, "On Measures for Introducing a System of Continuous Anti-Corruption Education for Civil Servants and the Population," PQ-4996 dated February 17, 2021, "On Measures to Create Conditions for the Accelerated Introduction of Artificial Intelligence Technologies," as well as the Cabinet of Ministers' Resolutions No. 797 dated September 23, 2019, and The curriculum and program of the Ministry of Education, Science and Innovation of the Republic of Uzbekistan, approved by the Order of the Minister of Education, Science and Innovation of the Republic of Uzbekistan dated December 27, 2024 No. 485, as well as paragraph 12.9 of the minutes of the meeting of the Regional Council of the Cabinet of Ministers of the Republic of Uzbekistan dated April 27, 2023 No. 39 and the minutes of the meeting of the staff of the Ministry of Higher Education, Science and Innovation Of the Republic of Uzbekistan dated January 20, 2025, Statement No. 6 in paragraph 4.

The topics covered within the framework of the program have been developed based on the content, quality, and general qualification requirements of professional retraining and development programs for pedagogical personnel in the field of education, as well as existing curricula.

The program content is aimed at reflecting the Development Strategy of New Uzbekistan and the spiritual foundations of society, organizing the educational process in accordance with the regulatory and legal framework of higher education, enhancing digital competencies in pedagogical practice, prevention of corruption and conflict of interests in the system increasing the level of scientific and innovative activity, developing the professional competencies of educators, effectively using assessment methodologies to ensure the quality of education, and improving knowledge, skills, qualifications, and competencies related to modern trends in foreign language teaching methodology.

In addition, the program provides an opportunity to undertake professional development at Gunadarma University, one of the most prestigious universities in

Indonesia, to study the advanced pedagogical practices of Southeast Asian countries, and to observe and learn from the implementation of the "Merdeka Belajar" (Independent Learning) program in practice.

Also, within the framework of the course, students master the necessary new knowledge, skills and competencies related to activities at Gunadarma University, advanced pedagogical experience of Southeast Asian countries, the Merdeka Belajar (independent education) program, methodological manuals that can be used in teaching, the study and practical application of important aspects of Indonesian culture and education system.

The curriculum of the joint retraining and professional development course has been adapted to the educational context of Uzbekistan and includes practical knowledge and skills that teachers can apply in their daily work.

The joint retraining and professional development course is organized by the Branch Center for Retraining and Professional Development of Pedagogical Personnel under the Uzbek State University of World Languages in cooperation with Gunadarma University of Indonesia, and consists of the following educational modules:

I. Independent Professional Development

1.1. Self-directed acquisition of new knowledge, skills, and competencies by pedagogical personnel in accordance with State educational standards and requirements for educational level and quality, with a focus on self-development and continuous professional growth.

II. Modules Offered by the Center for Professional Development

2.1. The Development Strategy of New Uzbekistan and the spiritual foundations of society.

2.2. Legal and regulatory framework of higher education, and measures to prevent corruption and conflicts of interest within the system.

2.3. Digital competencies in pedagogical practice.

2.4. Development of scientific and innovative activities.

2.5. Enhancement of teachers' professional competencies.

2.6. Effective assessment methodologies to ensure the quality of education.

III. Modules Proposed by a Foreign Educational Institutions

3.1. Curriculum and New Learning Methods.

3.2. Data-Intensive Linguistics.

3.3. Generative AI for Language Learning.

3.4. Teaching Foreign Language as a Second Language.

3.5. Experience in Teaching English.

3.6. The Use of Language in the Tourism Sector.

3.7. Pedagogical Practice.

Professional Certification (Qualification Assessment)
Purpose and Objectives of the Module

The purpose of the joint retraining and professional development course for teaching staff at higher education institutions is to enhance their professional knowledge, skills, and competencies necessary to design and implement the

educational process at a high scientific and methodological level, based on innovative approaches. It also aims to assimilate advanced international practices, modern knowledge and skills, and foster creativity among pedagogical personnel.

The objectives of the course include:

• Enhancing and developing professional knowledge, skills, and competencies of teaching staff in the field of "Philology and Language Teaching: English Language";

• Increasing the level of creative and innovative activity among educators;

• Ensuring that teaching staff master advanced foreign experiences in modern information and communication technologies, as well as educational and innovative technologies;

• Acquiring modern approaches and best international practices for organizing and ensuring the quality of the educational process;

• Integrating the retraining and professional development processes in the field of "Philology and Language Teaching: English Language" with scientific and industrial innovations.

Required Learning Outcomes of the Module

Upon completion of the joint retraining and professional development course, participants are expected to acquire the following new knowledge, skills, abilities, and competencies:

Attendees should know:

• explain the concept of "New Uzbekistan," its essence, and core principles;

• understand the fundamental rights, freedoms, and duties of citizens as outlined in the Constitution of the Republic of Uzbekistan;

• be aware of the laws of the Republic of Uzbekistan "On Science and Scientific Activity" and "On Innovation Activity";

• comprehend the modern constitutional principles of the republic of uzbekistan;

• understand how to establish an education, healthcare, and social protection system that meets public demands and international standards;

• recognize the prospects of implementing high economic growth programs based on principles of "green" and inclusive economic development;

• analyze administrative-territorial and state structure issues addressed in the constitution;

• evaluate the economic foundations of society;

• describe policies based on the principle of a "safe and peaceful state";

• identify legislative documents related to higher education;

• analyze presidential decrees and cabinet of ministers resolutions on higher education;

• understand the ministry of higher education, science and innovation's directives on planning and organizing the educational process;

• work with state educational standards, curriculum requirements, course syllabi, and control methods for managing academic workloads;

- understand the causes, nature, and legal-social factors of corruption and offenses in higher education;
- grasp the digital transformation of the educational process;
- use digital educational resources and software products;
- apply pedagogical design technology for digital educational resources;
- comprehend the basics of media literacy and information security;
- know the key requirements for designing digital learning resources;
- explain the concept, benefits, and drawbacks of meta-technologies;
- use intelligent systems for knowledge assessment and testing;
- identify global trends and strategic directions in higher education;
- analyze the global trends in modern education;
- assess the role of education in developing human capital as a core factor of economic growth;
- understand modern integration in higher education, including competitiveness in global and regional arenas and university rankings;
- describe international ranking types and their indicators;
- explain the three main functions of a modern university in society;
- compare models of modern universities;
- analyze five core models of future universities;
- identify key areas of entrepreneurial universities' activity;
- describe theoretical foundations for developing teachers' professional competencies;
- evaluate ways to improve professional competencies in innovative educational environments;
- understand the content and significance of professional competencies and their specific features;
- list the core components of pedagogical techniques;
- apply methods to develop pedagogical techniques;
- implement innovative, acmeological, axiological, creative, reflexive, technological, competency-based, psychological, and andragogical approaches to organizing the process of developing professional competencies;
- recognize the role and importance of pedagogical deontology in developing professional competencies;
- assess obstacles to professional growth and the educator's level of competence and creativity in overcoming them;
- understand the theory of comprehensive assessment of students' professional preparedness;
- identify factors influencing the quality of education;
- explain features of monitoring and assessment in a credit-module system;
- describe types, principles, and criteria of assessment;
- evaluate the importance, potential, and risks of artificial intelligence (ai) in modern education;

- integrate foreign language instruction with other disciplines while developing learners' communicative competence (linguistic, cognitive, intercultural, sociolinguistic, pragmatic, discursive, strategic, and socio-cultural);
- study interrelations between language and thought, language and consciousness, language and culture, and language and speech, including cognitive activity reflected in language;
- analyze methodological principles and core concepts of modern linguistic paradigms, and how humans perceive and categorize reality through language;
- identify how different types of extralinguistic and cultural knowledge structures are reflected in language and improved through intercultural communication;
- look at the language, from the perspective of modern linguistic directions, as a means of intercultural communication, knowledge acquisition, preservation, transmission, and a tool shaping worldview and cognition;
- understand how humans process and interpret information about the world through language;
- integrate modules such as cognitive linguistics, contrastive linguoculturology, and linguopragmatics within modern linguistic disciplines;
- apply linguistic aspects of teaching foreign languages in accordance with cefr standards;
- apply modern approaches in english language teaching, including competency-based, communicative, and integrated methods;
- utilize learner-centered, integrated, communicative, linguistic, sociolinguistic, discursive, strategic, professional, and general cultural approaches;
- understand the definition, classification, and application of innovation and innovative technologies in education;
- stimulate the learning process with innovations and activation criteria;
- develop skills in essay writing and analysis in english;
- recognize the role of listening skills in english language instruction;
- assess the importance of observation in the language learning process;
- understand how classroom observation contributes to improving teaching practices;
- design effective lesson plans and understand their key elements in english language instruction.
- achievements of the indonesian education system;
- problem-based learning;
- artificial intelligence;
- generative artificial intelligence for language applications;
- basic approaches to language learning;
- socio-cultural and psycholinguistic factors in language learning;
- experience teaching english as a second language;
- interaction between the language teacher and the language learner;
- the actual problem of linguistics;

- english language teaching experience;
- the communicative function of language;
- pragmatics and speech etiquette;
- terminological layer (lexicological approach).

Attendee must have the following skills:

- explain the essence and importance of the "uzbekistan-2030" strategy;
- analyze and evaluate uzbekistan's political and economic relations on the international stage;
- comprehend the foundations of the spiritual and cultural revival programs of New Uzbekistan;
- organize the educational process based on the decisions of the Cabinet of Ministers of the Republic of Uzbekistan related to the higher education system;
- improve qualification requirements, curricula, and subject syllabi based on international experience;
- highlight the importance of international experience in forming the legal framework of the internal anti-corruption system;
- create interactive didactic materials based on multimedia and infographics and store them on cloud services;
- develop video content for distance learning platforms;
- apply methods for protecting copyright on the internet;
- assess the quality of digital educational resources;
- rank higher educational institutions based on rating criteria;
- analyze and evaluate the global university rankings;
- clarify approaches to independent evaluation of universities;
- identify necessary changes for transitioning to an entrepreneurial university;
- identify problems in the transition from university 1.0 to university 3.0 models;
- master the principles of the modern entrepreneurial university model;
- explain the concept and essence of teachers' creative potential;
- apply innovative technologies to develop teachers' professional competencies;
- highlight the importance of pedagogical techniques in teachers' professional activities;
- use methods to attract students' attention;
- analyze ways to form and develop professional competencies;
- identify and overcome barriers and difficulties in the process of developing professional competencies;
- evaluate students' classroom performance;
- monitor students' course papers, graduation qualification works, and internship activities (labor practices);
- conduct quantitative and qualitative analysis of assessment;

- analyze the role and significance of artificial intelligence in the pedagogical process;
- identify advantages and disadvantages of using artificial intelligence in education;
- analyze modern linguistic phenomena at phonetic, word-formation, grammatical, and lexical levels;
- describe the main factors in developing innovative processes in modern linguistic doctrines;
- properly analyze pressing issues in teaching english;
- understand challenges in teaching english as a foreign language;
- highlight key features and difficulties of teaching english to uzbek-speaking and russian-speaking groups;
- integrate modern technologies into the teaching process;
- work with computer programs and applications intended for teaching english;
- develop text analysis skills and analyze texts;
- teach grammar through text in foreign language lessons;
- approach english as an active tool for communicative interaction;
- freely use english in professional activities;
- use different forms of assessment in english lessons;
- gain skills in applying cognitive methods aimed at studying the structure of knowledge and information representation.
- discussion of the approach to the curriculum;
- conducting statistical analysis to gain meaningful insights from a set of complex sciences;
- consideration of socio-cultural and psycholinguistic factors in language learning;
- discussion on the development of artificial intelligence in uzbekistan;
- preparation of an english language testing strategy;
- disclosure of the practical significance of code exchange and sociolinguistic phenomena in linguistics

Attendee must be qualified:
- analyze key amendments to the constitution of the republic of uzbekistan and discuss their necessity;
- explain the essence and significance of the concept of developing science in uzbekistan until 2030;
- work with measures aimed at improving the country's digital and military-medical infrastructure;
- understand the constitutional foundations of the organization of state power;
- apply the orders of the ministry of higher education, science and innovation of the republic of uzbekistan related to the organization of the educational process,

state educational standards, qualification requirements for educational areas and master's specialties, curricula, and syllabi;

- plan academic workloads and monitor their implementation;
- analyze mechanisms to improve the practice of developing normative and methodological documents;
- effectively use procedures for identifying corruption risks, mandatory risk assessment, compiling lists of high-risk positions, and implementing measures to reduce these risks;
- explain features of pedagogical design in traditional and digital education;
- use digital technologies in organizing online classes;
- master the basics of media literacy and security;
- develop digital competencies in pedagogical activities;
- use digital educational resources;
- use methods for effective integration of meta-technologies into education;
- explain the significance of international ranking types and their indicators;
- analyze factors influencing university rankings;
- study modern models of universities;
- form and develop startups that receive licenses for technology transfer by university graduates and staff;
- analyze prospects for developing publication activity of university professors as researchers;
- develop teachers' professional competencies in an innovative educational environment;
- analyze and assess features of developing teachers' professional competencies;
- develop intellectual exercises based on social and professional experience;
- facilitate acquaintance and cooperation among participants in the educational process, create a friendly and creative atmosphere, uncover the creative potential and personal qualities of participants, and establish a collaborative learning environment;
- study and become familiar with participants' professional competencies;
- explain the role and importance of pedagogical deontology in the process of developing professional competencies;
- analyze and assess factors affecting the quality of education (material and technical base, faculty capacity, and teaching-methodical support);
- evaluate students' extracurricular activities;
- effectively use methodology for developing educational tasks (reproductive, productive, partially exploratory, creative) to assess students' extracurricular activities;
- discuss features of artificial intelligence in education;
- work with texts (mwe – meaningful written expressions) in learning morphology and syntax;
- conduct comprehensive text analysis;

- work on different types of texts (descriptive, narrative, argumentative);
- analyze literary texts;
- master the basics of semiotics and variology;
- master modern methods of organizing, planning, and evaluating the process of teaching english;
- teach english based on interdisciplinary integration;
- approach english as a tool for receiving and transferring information and communication;
- organize the process of teaching practical foreign language skills;
- evaluate the linguistic aspects of teaching in accordance with the common european framework of reference (cefr) in foreign language education;
- apply modern approaches and innovations in foreign language teaching;
- assess linguistic and intercultural competencies;
- analyze and identify the interaction between linguistic and cultural structures based on traditional and modern analytical methods;
- possess the skills to use problem-based learning situations in the foreign language teaching process;
- analysis and evaluation of the experience of various educational institutions;
- using machines to understand computers and communicate in human language;
- effective use of the communicative function of language;
- putting the achievements of the indonesian education system into practice;
- applying the experience of teaching english in practice;
- discussion of generative applications of artificial intelligence;
- it is necessary to have qualifications to distinguish between a foreign language and a second language.

Attendee have competence:
- familiarize themselves with the essence of the strategy for transition to a green economy and achieving environmental sustainability of the republic of uzbekistan by 2030;
- implement high economic growth programs based on the principles of "green" and inclusive economic development;
- organize discussions on state programs aimed at enhancing youth spirituality and effectively utilize them;
- organize the educational process in accordance with the orders of the ministry of higher education, science and innovation of the republic of uzbekistan;
- develop, implement, and ensure compliance with course syllabi based on state educational standards, qualification requirements, curricula, and subject programs;
- identify cases of conflicts of interest in the higher education system, develop measures to prevent and eliminate areas with potential conflicts of interest, ensure monitoring of recruitment processes (candidate background checks), and apply relevant international experience;

- organize the active integration of digital educational resources and software into the learning process;
- master the fundamentals of pedagogical design technology for digital educational resources;
- implement pedagogical design innovations in the digital learning environment into practice;
- analyze meta-technologies and explain their impact on education;
- evaluate universities' international and national rankings;
- analyze and apply practical methods to develop educational, scientific, and innovative activities at higher educational institutions and to commercialize research results;
- apply the "professors of practice" (pop) model;
- highlight the prospects for developing publication activity of professors and teachers as researchers;
- apply the theoretical foundations for developing teachers' professional competencies in practice;
- develop pedagogical-psychological trajectories for enhancing teachers' professional competencies;
- explore the diversity, specific features, causes, and practical aspects of challenges faced in the process of developing professional competencies, and jointly identify steps to resolve them with the group;
- conduct comprehensive assessments of students' professional preparedness;
- maintain an electronic monitoring system for assessing students' professional preparedness;
- assess students' academic (subjects), educational (spiritual-enlightenment events), and developmental (research work, start-up projects) goals;
- justify the main characteristics of artificial intelligence;
- accurately determine learning objectives and expected outcomes, and independently organize feedback-based assessment mechanisms;
- identify and analyze the interaction between linguistic and cultural structures based on traditional and modern analytical methods;
- explain the importance of task progression from simple to complex in english language classes;
- possess the competencies to organize english teaching through games and role-playing activities;
- appropriately apply various international approaches to language teaching according to the context in which the language is taught and learned;
- evaluate linguistic and intercultural competencies;
- analyze the interaction of linguistic and cultural structures based on both traditional and modern analysis methods;
- explain the significance of task progression from simple to complex in english lessons;

- possess the competencies to organize english instruction using games and role-play activities;
- discussion of the education system in uzbekistan;
- discussion of nlp teaching in intensive linguistic data science;
- visualization of the survey content and analysis of responses;
- mastering the basics of pragmatics and speech etiquette;
- formation of basic vocabulary in the field of tourism and hotel business;
- analysis of the interaction between the language teacher and the language learner;
- implementation of generative artificial intelligence for language applications.

Course Scope

The retraining and professional development course comprises a total of 288 hours. Of these, 144 hours are delivered through *independent, non-disruptive forms of professional development* (without taking time off work), while the remaining 144 hours are conducted in the form of *direct (in-person) professional development* that requires participants to be released from their work duties.

This Joint Professional Development Course of Pedagogical Personnel of Higher Education Institutions course includes an intensive educational program lasting 144 hours (74 hours in Indonesia, 58 hours in Uzbekistan). The Uzbek stage is conducted in the form of direct professional development at the UzSWLU branch center.

Participants who successfully pass the final assessment will be awarded a state-standard qualification certificate, in accordance with Annex 3 of the Presidential Decree of the Republic of Uzbekistan No. PF-4732 dated June 12, 2015. Additionally, based on mutual agreement between the parties, a double certificate confirming completion of the professional development course may also be issued.

MODULES OFFERED BY THE CENTER FOR ADVANCED TRAINING OF THE JOINT PROFESSIONAL DEVELOPMENT COURSE IN THE FIELD OF "PHILOLOGY AND LANGUAGE TEACHING: ENGLISH LANGUAGE"

2.1. Development Strategy of New Uzbekistan and the Spiritual Foundations of Society.

The concept of "New Uzbekistan," its essence and core principles. The process of implementing the New Uzbekistan Development Strategy and the lessons learned. The significance of the "Uzbekistan-2030" Strategy. Ensuring sustainable economic growth in the country and improving the population's standard of living. Establishing education, healthcare, and social protection systems that fully meet the needs of the population and comply with international standards. Creating environmentally friendly conditions for the population and building a fair and modern state that serves the people. Ensuring the sovereignty and security of the country. Rule of Law and Legal State: Political and legal

reforms, improving the system of public administration. Ensuring the rule of law and organizing a public administration system that serves the people. Modern constitutionalism in the Republic of Uzbekistan. Key amendments to the Constitution of the Republic of Uzbekistan and their necessity. Fundamental rights, freedoms, and responsibilities of individuals and citizens in the Constitution. Economic foundations of society. Issues related to the administrative-territorial and state structure of the Republic of Uzbekistan in the Constitution. Constitutional foundations for the organization of state power.

Green Economy and Sustainability: Strategy of the Republic of Uzbekistan for transitioning to a green economy and achieving environmental sustainability by 2030. High economic growth programs based on the principles of "green" and inclusive development, and their implementation prospects.

Social Development and Human Capital: Human capital development and the training of a new generation of professionals. Support for women and youth, gender equality, and youth policy. The role of youth in national development. State programs aimed at enhancing the spirituality of youth.

National Spirituality and Values: National spiritual values and cultural heritage, spiritual and cultural revival programs of New Uzbekistan. Global processes and Uzbekistan's place in them. Uzbekistan's political and economic relations in the international arena. Continued implementation of a policy based on the principle of a "Safe and Peace-Loving State." Measures for improving the country's digital and military-medical infrastructure.

2.2. Normative Legal Framework of Higher Education and Prevention of Corruption and Conflicts of Interest in the System.

General overview of legal documents related to higher education. The concept of normative legal documents regulating the higher education system. Types of normative legal documents. Requirements for normative legal documents. The Constitution of the Republic of Uzbekistan, the Law of the Republic of Uzbekistan "On Education." Social protection of participants in the educational process. Liability for violation of education-related legal documents.

The Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030 and its essence. Presidential decrees and resolutions of the Republic of Uzbekistan concerning the higher education system. By-laws related to higher education and their types. Additional measures to ensure academic and organizational-administrative independence of state higher education institutions. Measures to provide financial independence to state higher education institutions.

Orders of the Ministry of Higher Education, Science and Innovation. Orders of the Ministry regarding the organization of the educational and upbringing process. State educational standards, qualification requirements for educational areas and master's degree specialties, curricula, subject syllabi, and the requirements set for them. Methods of planning academic workload and

monitoring its fulfillment. Local documents of higher educational institutions (Charter, Internal Regulations).

Mechanisms for improving the practice of developing normative-methodological documents. Development of qualification requirements, curricula, and subject programs for educational areas and master's specialties. Improvement of qualification requirements, curricula, and subject programs based on international experience.

Tasks, essence, causes, and socio-legal factors of combating corruption and corruption-related offenses in the higher education system. Manifestations of conflicts of interest in the higher education system, areas where such conflicts may arise, essence of measures to prevent and eliminate them, ensuring control over recruitment processes (candidate background checks), and the application of international experience in this field.

The importance of international experience in forming the legal foundations of the internal anti-corruption system, procedures for identifying corruption risks, mandatory risk assessment, compiling lists of positions with high corruption risk, and implementing measures to reduce the level of such risks.

2.3. Digital Competencies in Pedagogical Activity.

Digital transformation of the educational process. Digital competence of the educator and its structural components. Digital didactics and its key principles. Basic requirements for designing digital educational resources. Assessment of the quality of digital educational resources.

Pedagogical design in a digital learning environment. Media literacy and security. Features of pedagogical design in traditional and digital education. Pedagogical design technology of digital educational resources. Concept of ADDIE pedagogical design. UX design. Compliance with specific norms and rules when working with various online sources: media literacy, copyright, and information security. Methods for protecting copyright on the internet.

Digital educational resources and software products. Use of digital educational resources (DER). Selecting DER, working with electronic libraries, choosing massive open online courses on open learning platforms based on learners' needs.

Creating interactive didactic materials based on multimedia and infographics and storing them in cloud services. Using cloud services (Google, H5P, Canva, Figma) in pedagogical activity. Creating interactive presentations that include infographics, video lectures, and multimedia tools using cloud services, integrating animation effects, and managing the presentation using hyperlinks.

Creating video content for distance learning platforms: Audio and video editing using online video editors (Adobe Premiere Pro, DaVinci Resolve, Final Cut). Recording, editing, and saving a video on a selected topic using the chosen software. Using digital technologies in organizing online classes. Working with webinar services (Zoom, Yandex.Telemost, Google Meet, etc.) for organizing online sessions.

The concept of meta-technologies, their advantages and disadvantages. Analyzing meta-technologies and their impact on education. Effective methods for integrating meta-technologies into the educational process. 2.4. Development of Scientific and Innovation Activities.

2.4. Development of Scientific and Innovative Activities.

The content and essence of the Laws of the Republic of Uzbekistan "On Science and Scientific Activity" and "On Innovation Activity," as well as the Concept for the Development of Science in Uzbekistan until 2030.

Global trends in higher education development: general trends and strategic directions. Global trends in modern education. The globalization of education and its role in the worldwide expansion of economic, political, and cultural integration and unification over the past decades. The internationalization of national education systems, the formation of a single educational space and market of educational services. Massification and democratization of education. Educational technologies. The age-related importance of education in the development of human capital as a key factor in economic growth. Lifelong learning and continuous education. Growing competition for talent.

Modern integration of higher education: global and regional advantages in competitiveness, international and national university rankings. Ranking universities based on their performance. Types of international rankings and their indicators. World university rankings. Clarifying approaches to independent evaluation of universities. Quacquarelli Symonds (QS); Academic Ranking of World Universities (ARWU-500) by Shanghai Jiao Tong University's Institute of Higher Education; and the Times Higher Education (THE) World University Rankings.

Development of educational, scientific, and innovative activities in higher education institutions; commercialization of scientific research results. The three major functions of a modern university as an active, multi-functional, and effective institution in society. Classical and modern university models and their transformations. Five primary models of future universities. Challenges, solutions, and prospects in transitioning from University 1.0 to University 3.0. Necessary changes for transitioning into an entrepreneurial university. Key functions of an entrepreneurial university. Commercialization of technologies. Academic entrepreneurship and university spin-offs—subsidiary organizations created by university staff or graduates based on university-affiliated technologies. Formation of start-ups that acquire licenses for technology transfer from graduates and employees. Principles of the modern entrepreneurial university model. Key focus areas of entrepreneurial university activity. University 4.0 as the university of the future and its conceptual framework.

Organization of faculty activities within the University 3.0 model: the "Professor of Practice" (PoP) model. Transformation of traditional university functions: educational activities (emergence of new academic subjects, development of innovative teaching methods); scientific activities (generation of new knowledge, transition from individual to interdisciplinary group research).

The "third" function of modern universities: commercialization of scientific results achieved within university departments (patenting, licensing, creation of small innovative enterprises, etc.). Innovation at the intersection of institutional fields. The Triple Helix model: space for innovation, collaboration, and knowledge generation. The mechanism of attracting professionals who have established high-tech firms to universities through the Professor of Practice model.

Prospects for enhancing faculty research publication activity. Utilizing platforms such as ORCID, JEL Classification Codes, Mendeley, Grammarly, and CorelDraw to format dissertation paragraphs, scientific articles, and business reports in the IMRAD format. Key quality metrics in the international scientific database Scopus: Quartile ranking, CiteScore (annual citation count), SJR (SCImago Journal Rank), SNIP (Source-Normalized Impact per Paper), quartiles and percentiles; journal verification in Scopus; publication in Scopus, Web of Science, or other high-impact factor journals (IF).

Types of scientific articles (theoretical and empirical/applied). Editorial review procedures. Strategies to become a productive and frequently published researcher.

2.5. Development of Teachers' Professional Competencies.

Development of Teachers' Professional Competencies A new approach to developing teachers' professional competencies. The content and essence of professional competencies. Features of professional competencies. Innovative, acmeological, axiological, creative, reflective, technological, competence-based, psychological, and andragogical approaches, as well as international experiences and their impact on the development of professional competencies.

Pedagogical technique as a key factor in developing professional competencies. Definition of pedagogical technique. Pedagogical technique as a behavior management tool for educators. Importance of pedagogical technique in teachers' professional activity. Main components of pedagogical technique. Methods for developing pedagogical technique. Techniques to attract students' attention. Psychology of classroom management, methods of influence and persuasion.
Assessment criteria in pedagogical activity – pedagogical qualimetry. Pedagogical deontology, pedagogical management, and technique as main frameworks for effective teacher activity.

Ways to form and develop professional competencies. Intellectual exercises based on social and professional experience. Introducing participants to one another, establishing a friendly and creative atmosphere, discovering learners' creative potential and personal qualities, and creating a collaborative working environment. Studying and becoming familiar with learners' professional competencies. Working in small groups with handouts. Group presentations.

The role and significance of pedagogical deontology in the process of developing professional competencies. Pedagogical deontology as the ethics of teacher behavior – its content, essence, and significance. The educator's

professional reputation and how it is manifested in their work. Ways to form and develop a teacher's dignity and ethics, and the necessary conditions for achieving this. Enhancing students' learning activity and organizing independent learning. Developing pedagogical-psychological trajectories for enhancing professional competencies.

Barriers and challenges in the development of professional competencies and ways to overcome them. Barriers in teaching activity and strategies to address them. Common mistakes among young teachers and ways to overcome them. The variety and specific features of challenges encountered in developing professional competencies, their causes, and practical aspects, and identifying resolution steps collaboratively in groups. The teacher's level of competence and creativity, and their pedagogical qualimetry in resolving challenges. Working in small groups with handouts. Group presentations.

2.6. Assessment Methodologies in Ensuring Education Quality.

The theory of comprehensive assessment of students' professional preparation. Assessment: its goals and objectives. Factors affecting education quality (material-technical base, faculty capacity, teaching-methodical support). Types of assessment (formative, interim, final, and international). Assessment principles and criteria.

Assessment of students' in-class activity. Features and didactic functions of monitoring and assessing students' knowledge, skills, and competencies in the credit-module system.

Assessment of students' extracurricular activities. Monitoring of course papers, graduation theses, and internships (practical work). Methodology for developing learning tasks (reproductive, productive, partially-research-based, and creative) for evaluating extracurricular activity.

Electronic monitoring system for assessing students' professional preparation. Assessment of students' academic (subjects), educational (spiritual-enlightenment events), and вevelopmental (research projects, start-ups) goals. Quantitative and qualitative analysis of assessment results.

III. MODULES PROPOSED BY A FOREIGN EDUCATIONAL INSTITUTIONS

3.1. Curriculum and New Learning Methods

Outcome Based Education in Indonesia (C). Discussion about Curriculum Approach (C). Problem Based Learning (C). Different Learning Facilities (C). Discussion about Teaching in Uzbekistan (C).

3.2. Data Intensive Linguistics (B)

Data Science (A). Natural Language Processing (A). Data Science in Data Intensive Linguistic. Discussion about teaching NLP (A).

3.3. Generative AI for Language Learning (C)

Introduction to AI (A). Discussion about AI in Uzbekistan. Discussion about Generative AI Apps. Generative AI for Language Application (A). Visualization of Topic Map and Sentiment Analysis.

3.4. Teaching Foreign Language as Second Language (D).

Basic approaches to language learning. The difference between a foreign language and a second language. Socio-cultural and psycholinguistic factors in language learning. Experience in teaching English as a second language. Interaction between language teacher and language learner.

3.5. Experience in Teaching English (E)

Current Issues in Linguistics (B). Experiences in Teaching English (B). Current Issues in Linguistics (B). Preparation of English Test Strategy.

3.6. The Use of Language in Tourism.

Formation of basic vocabulary in the field of tourism and hospitality. Pragmatics and speech etiquette. Terminological layer (lexicological approach). Code switching and sociolinguistic phenomena in linguistics. Communicative function of language.

3.7. Pedagogical Practice

Seminar at Gunadarma University. Taman Mini-Indonesian Cultural Park. Field research in Panglipuran Village (Community-Based and Sustainable Tourism). Seminar in Bali and lecture on indigenous language in the modern world.

Qualification Assessment

The qualification assessment of participants is conducted based on the outcomes of their professional, instructional-methodological, and scientific-methodological activities (as recorded in their electronic portfolios), online test results after course completion, and the defense of a graduation paper before the Certification Commission.

ADABIYOTLAR RO'YXATI
(REFERENCES:)
I. O'zbekiston Respublikasi Prezidentining asarlari
(Works of the President of the Republic of Uzbekistan)

1. Mirziyoyev Sh.M. Xalqimizning roziligi bizning faoliyatimizga berilgan eng oliy bahodir. 2-jild. -T.: "O'zbekiston", 2018. – 507 b.

2. Mirziyoyev Sh.M. Niyati ulug' xalqning ishi ham ulug', hayoti yorug' va kelajagi farovon bo' ladi. 3-jild.– T.: "O'zbekiston", 2019. – 400 b.

3. Mirziyoyev Sh.M. Milliy tiklanishdan – milliy yuksalish sari. 4-jild.– T.: "O'zbekiston", 2020. – 400 b.

4. Sh.M Mirziyoyevning Oliy Majlisga Murojaatnomasi hamda O'zbekiston yoshlari forumida so'zlagan nutqidan iqtiboslar. – T.: "Tasvir", 2021. - 52 bet.

5. Mirziyoyev Sh.M. Yangi O'zbekistonda erkin va forovon yashaylik. 5-jild. – T.: "O'zbekiston" NMIU, 2023. – 408 b.

6. Mirziyoyev Sh.M. Yangi O'zbekiston taraqqiyot strategiyasi asosida demokratik islohotlar yo'lini qat'iy davom ettiramiz. 6-jild. – T.: "O'zbekiston" NMIU, 2023. – 536 b.

7. Mirziyoyev Sh.M. Erkin, obod va farovon mamlakatni - Yangi O'zbekistonni barchamiz birgalikda barpo etamiz. – T.: "O'zbekiston" NMIU, 2023. – 368 b.

8. Mirziyoyev Sh.M. Xalqchil islohotlar xalqimiz manfaatlariga xizmat qiladi. 7-jild. – T.: "O'zbekiston" NMIU, 2023. – 392 b.

II. Normativ-huquqiy hujjatlar
(Regulatory documents)

1. O'zbekiston Respublikasining Konstitutsiyasi. – T.: O'zbekiston, 2023.

2. O'zbekiston Respublikasining 2020-yil 23-sentabrda qabul qilingan "Ta'lim to'g'risida"gi Qonuni.

3. O'zbekiston Respublikasining "Korrupsiyaga qarshi kurashish to'g'risida"gi Qonuni.

4. O'zbekiston Respublikasi Prezidentining 2015 yil 12 iyundagi "Oliy ta'lim muassasalarining rahbar va pedagog kadrlarini qayta tayyorlash va malakasini oshirish tizimini yanada takomillashtirish to'g'risida"gi PF-4732-sonli Farmoni.

5. O'zbekiston Respublikasi Prezidentining 2019 yil 27 maydagi "O'zbekiston Respublikasida korrupsiyaga qarshi kurashish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PF-5729-son Farmoni.

6. O'zbekiston Respublikasi Prezidentining 2019 yil 27 avgustdagi "Oliy ta'lim muassasalari rahbar va pedagog kadrlarining uzluksiz malakasini oshirish tizimini joriy etish to'g'risida"gi PF-5789-sonli Farmoni.

7. O‘zbekiston Respublikasi Vazirlar Mahkamasining 2019 yil 23 sentabrdagi “Oliy ta’lim muassasalari rahbar va pedagog kadrlarining malakasini oshirish tizimini yanada takomillashtirish bo‘yicha qo‘shimcha chora-tadbirlar to‘g‘risida”gi 797-sonli Qarori.

8. O‘zbekiston Respublikasi Prezidentining 2019-yil 8-oktabrdagi “O‘zbekiston Respublikasi oliy ta’lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi PF-5847- sonli Farmoni.

9. O‘zbekiston Respublikasi Prezidentining 2020 yil 29 oktabr “Ilm-fanni 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi PF-6097-sonli Farmoni.

10. O‘zbekiston Respublikasi Prezidentining 2021 yil 17 fevraldagi “Sun’iy intellekt texnologiyalarini jadal joriy etish uchun shart-sharoitlar yaratish chora-tadbirlari to‘g‘risida”gi PQ-4996-son Qarori.

11. O‘zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi “2022-2026 yillarga mo‘ljallangan Yangi O‘zbekistonning taraqqiyot strategiyasi to‘g‘risida”gi PF-60-son Farmoni.

12. O‘zbekiston Respublikasi Prezidentining 2023-yil 25-yanvardagi “Respublika ijro etuvchi hokimiyat organlari faoliyatini samarali yo‘lga qo‘yishga doir birinchi navbatdagi tashkiliy chora-tadbirlar to‘g‘risida”gi PF-14-sonli Farmoni.

13. O‘zbekiston Respublikasi Prezidentining 2023-yil 11-sentabrdagi “O‘zbekiston - 2030” strategiyasi to‘g‘risida”gi PF-158-son Farmoni.

14. O‘zbekiston Respublikasi Prezidentining 2024 yil 21 iyundagi “Aholi va davlat xizmatchilarining korrupsiyaga qarshi kurashish sohasidagi bilimlarini uzluksiz oshirish tizimini joriy qilish chora-tadbirlari to‘g‘risida” PQ-228-son Qarori.

III. Maxsus adabiyotlar
(Specialized Literature)

1. Oliy ta’limning meyoriy - huquqiy xujjatlari to‘plami. -T., 2013.

2. B.I.Ismailov, I.I.Nasriyev Korrupsiyaga qarshi kurashish bo‘yicha idoraviy chora-tadbirlarning samaradorligini oshirish masalalari//O‘quv-uslubiy qo‘llanma. -T.:O‘zbekiston Respublikasi Bosh prokuraturasi Akademiyasi, O‘zbekiston Respublikasi Sudyalar oliy kengashi. Sudyalar oliy maktabi, 2020.-272 b.

3. Юсуфжанов О., Усманова С. Зарубежный опыт противодействия коррупции. // -Т.: Адвокат, 2016. №5 - 59-62 б.

4. Orinov, V. (2020). O‘zbekiston Respublikasi oliy ta’lim muassasalarida ECTS kredit-modul tizimi: asosiy tushunchalar va qoidalar (O‘quv qo‘llanma). Nyu-Bransvik Universiteti.

5. The European Higher Education Area. - Joint Declaration of the Ministers of Education. - Bologna, 1999, 19 June.

6. Shaping our Own Future in the European Higher Education Area // Convention of European Higher Education Institutions. - Salamanca, 2001, 29-30 march.

7. Виртуальная реальность как новая исследовательская и образовательная среда. Церфуз Д.н. и др. // ЖУРНАЛ Научно-аналитический журнал «Вестник Санкт-Петербургского университета Государственной противопожарной службы МЧС России», 2015. - 185-197с.

8. Ibraimov, A. E. Masofaviy oʻqitishning didaktik tizimi (Metodik qoʻllanma). -T.: Lesson Press, 2020.

9. Игнатова Н. Ю. Образование в цифровую эпоху: монография. М-во образования и науки РФ. – Нижний Тагил: НТИ (филиал) УрФУ, 2017.-128с. http://elar.urfu.ru/bitstream/10995/54216/1/978-5-9544-0083-0_2017.pdf

10. Кирьякова А.В, Ольховая Т.А., Михайлова Н.В., Запорожко В.В. Интернет-технологии на базе LMS Moodle в компетентностно-ориентированном образовании: учебно-методическое пособие / А.В. Кирьякова, Т.А. Ольховая, Н.В. Михайлова, В.В. Запорожко; Оренбургский гос. ун-т. – Оренбург: ОГУ, 2011. -116с. http://www.osu.ru/docs/fpkp/kiryakova_internet_technologies.pdf

11. Кононюк А.Е. Облачные вычисления. - Киев, 2018. – 621 с.

12. Oliy ta'lim tizimini raqamli avlodga moslashtirish konsepsiyasi. Yevropa Ittifoqi Erasmus+ dasturining koʻmagida. https://hiedtec.ecs.uni-ruse.bg/pimages/34/3._UZBEKISTAN-CONCEPT-UZ.pdf.

13. Toshkent farmatsevtika instituti. Moodle LMS tizimida masofaviy kurslar yaratish (Oʻquv-uslubiy qoʻllanma). -T.: Toshkent farmatsevtika instituti, 2017.

14. M.Xurramov. Oliy ta'lim muassasalari faoliyatiga sun'iy intellekt texnologiyasini joriy etish [Matn]: metodik qoʻllanma / M.Xurramov. K.Xalmuratova. – T.: "Yetakchi nashriyoti", 2024. – 28 b.

15. Тенденции и развития высшего образования в мире и в России. Аналитический доклад-дайджест. - М., 2021.- 198 с.

16. Zikriyoev, A. S. Dunyo universitetlari reytingidagi tadqiqotchi olimlar orasida oʻzingizni kashf qiling. -T.: Navroʻz, 2020. ISBN 978-9943-6592-8-5.

17. Sherzod Mustafakulov, Aziz Zikriyoev, Dilnoza Allanazarova, Tokhir Khasanov, Sokhibmalik Khomidov. Explore Yourself Among World – Class Researchers. Grand OLEditor. Tashkent, 2019, ISBN: 8175 25766-0.

18. Ackoff, Russell L., Scientific Method, New York: John Wiley & Sons, 1962.

19. Barzun, Jacques & Graff. F. (1990). The Modern Researcher, Harcourt, Brace Publication: New York.

20. Печеркина, А. А. Развитие профессиональной компетентности педагога: теория и практика [Текст]: монография / А. А. Печеркина, Э. Э. Сыманюк, Е. Л. Умникова: Урал. гос. пед. ун-т. – Екатеринбург: [б.и.], 2011. – 233 с.

21. Фролова О.С. Формирование инновационной компетенции педагога в процессе внутришкольного повышения квалификации. Дисс.к.п.н. - Воронеж, 2018.

22. Компетенции педагога XXI века [Электронный ресурс]: сб. материалов респ. конференции (Минск, 25 нояб. 2021 г.) / М-во образования Респ. Беларусь, ГУО «Акад. последиплом. образования», ОО «Белорус. пед. о-во». – Минск: АПО, 2021.

23. Ishmuxamedov, R., Mirsoliyeva, M., & Akramov, A. Rahbarning innovatsion faoliyati. -T.: Fan va texnologiyalar, 2019.

24. Коджаспирова Г.М. Педагогика в схемах, таблицах и опорных конспектах./ - М.:Айрис-пресс, 2016.

25. Crompton, H., Edmett, A., & Ichaporia, N. (2023*). Artificial Intelligence and English Language Teaching: A Systematic Literature Review. Journal of Educational Research, 32(1), 101-119.

26. OECD (2019), Artificial Intelligence in Society, OECD Publishing, Paris, https://doi.org/10.1787/eedfee77-en.

27. Cottrell, S. (2012) The Study Skills Handbook. New edition, 1st US Edition.

28. Scott Windeatt, David Hardisty, David Eastment (2011) The Internet, Oxford Press.

29. Angela Chambers, Jean E. Conacher, Jeanette Littlemore (2004) ICT and LanguageLearning Integrating Pedagogy and Practice, University of Birmingham, University Press.

30. Hartoyo. (2012). ICT in Language Learning. Semarang: PelitaInsani Printing andPublishing.

31. Gitsaki, C & Taylor, P.R (2000). Internet English. New York: Oxford UniversityPress.

32. MacDonald, J. (2008). Blended learning and online tutoring: Planning learner support and activity design (Second Edition). Burlington, VT.

33. Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Harlow: Pearson Education.

34. Scrivener, J. (2010). *Teaching English Grammar: What to Teach and How to Teach It*. Oxford: Macmillan Education.

35. Dann, G. M. S. (1996). *The Language of Tourism: A Sociolinguistic Perspective*. Wallingford: CAB International.

36. Pritchard, A., & Morgan, N. (2001). Culture, Identity and Tourism Representation: Marketing Cymru or Wales? *Tourism Management*, 22(2), 167–179.

37. Jurafsky, D., & Martin, J. H. (2020). *Speech and Language Processing* (3rd ed.). Draft. Retrieved from https://web.stanford.edu/~jurafsky/slp3/

38. Manning, C. D., & Schütze, H. (1999). *Foundations of Statistical Natural Language Processing*. Cambridge, MA: MIT Press.

39. Godwin-Jones, R. (2020). Emerging Technologies: Artificial Intelligence and Language Learning. *Language Learning & Technology*, 24(3), 3–9.

40. Choi, Y., & Lee, H. (2021). The Use of AI Chatbots in Language Education: A Review of Recent Studies. *Journal of Educational Technology*, 37(2), 45–58.

41. Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). White Plains, NY: Pearson Education.

42. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge: Cambridge University Press.

Elektron ta'lim resurslari
(Electronic Educational Resources)

1. www.edu.uz
2. www.aci.uz
3. www.ictcouncil.gov.uz
4. www.lib.bimm.uz
5. www.uzswlu.uz
6. www.ziyonet.uz
7. www.sciencedirect.com
8. www.acs.org
9. www.nature.com