

**O‘ZBEKISTON RESPUBLIKASI
OLIIY TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

**BUXORO DAVLAT UNIVERSITETI HUZURIDAGI
PEDAGOG KADRLARNI QAYTA TAYYORLASH VA
ULARNING MALAKASINI OSHIRISH MINTAQAVIY
MARKAZI**

**1.3 TILLARNI O‘QITISH VA O‘RGATISHDA TIL BILISH
DARAJASINI OSHIRISH MAHORATLARI
MODULI BO‘YICHA**

O‘QUV-USLUBIY MAJMUA

Buxoro – 2024

Modulning o`quv-uslubiy majmuasi Oliy ta'lim, fan va innovatsiyalar vazirligining 2024-yil 6-sentabrdagi 333-sonli buyrug'i bilan tasdiqlangan o`quv dasturi va o`quv rejasiga muvofiq ishlab chiqilgan.

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O`quv -uslubiy majmua Buxoro davlat universiteti Ilmiy Kengashining qarori bilan nashrga tavsiya qilingan (2024-yil 24-avgustdagi 9-sonli bayyonnoma

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I. ISHCHI DASTUR

1.3 Ingliz tili AL

O'ZBEKISTON RESPUBLIKASI OLIY TALIM, FAN VA
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BOSH ILMIY-METODIK MARKAZI
BUXORO DAVLAT UNIVERSITETI HUZURIDAGI
PEDAGOG KADRLARNI QAYTA TAYYORLASH VA ULARNING
MALAKASINI OSHIRISH MINTAQAVIY MARKAZI



"TASDIQLAYMAN"

Buxoro davlat universiteti
huzuridagi pedagog kadrlarni qayta
tayyorlash va ularning malakasini
oshirish mintaqaviy markazi
direktori

B.R. Adizov
2024 yil

"TILLARNI O'QITISH VA O'RGATISHDA TIL BILISH DARAJASINI
OSHIRISH MAHORATLARI"

MODULNING ISHCHI O'QUV DASTURI

Malaka oshirish kursi yo'nalishi: "Xorijiy til (ingliz tili)"

Tinglovchilar kontingenti: Akademik litseyning Xorijiy (ingliz tili) til fani
o'qituvchilari

Buxoro-2024

Tuzuvchi: Ingliz adaiyotshunosligi va tarjimashunoslik
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KIRISH

Dastur O'zbekiston Respublikasining 2020 yil 23-sentyabrda tasdiqlangan "Ta'lim to'g'risida"gi Qonuni, O'zbekiston Respublikasi Prezidentining 2020 yil 3- dekabrda "Iqtidorli yoshlarni saralab olish tizimi va akademik litseylar faoliyatini takomillashtirish chora-tadbirlari to'g'risida"gi PQ-4910-son hamda Vazirlar Mahkamasining 2022 yil 1-iyimdagi "Akademik litseylar rahbar va pedagog xodimlarining uzluksiz malakasini oshirish tizimini joriy etish to'g'risida"gi 296- son Qarorlarida belgilangan ustuvor yo'nalishlar mazmunidan kelib chiqqan holda tuzilgan bo'lib, u zamonaviy talablar asosida malaka oshirish jarayonlarining mazmunini takomillashtirish hamda akademik litseylar pedagog xodimlarining kasbiy kompetentligini muntazam oshirib borishni maqsad qiladi.

Dastur doirasida berilayotgan tayanch modullari mavzulari orqali akademik litseylarda faoliyat olib borayotgan pedagog xodimlarning ingliz tilidan til aspektlari amaliyotiga oid zamonaviy yondashuvlardan samarali foydalanish, madaniyatlararo muloqot kompetensiyalarini amalga oshirish, til ko'nikmalarida kommunikativ yondashuv asoslarini o'zlashtirish darajasini oshirish hisobiga ularning pedagogik mahorat va kasbiy kompetentligini muntazam takomillashtirish bilan birgalikda pedagog xodimlarning ehtiyojlari asosida tanlab olingan tanlov modullari bo'yicha bilim, ko'nikma va malakalarga ega bo'lishlari ta'minlanadi.

Kursning maqsad va vazifalari

Ushbu kursning maqsadi ingliz tilida insho yozish va uni tahlil qilish, til o'qitishda eshitish ko'nikmasining ahamiyati, chek tili darslarida grammatikani matn asosida o'qitish hamda til o'rgatish jarayonida kuzatishning ahamiyati xususida ma'lumot beriladi. Shuningdek, tillarni o'qitish va o'rgatishda til bilish darajasini oshirish mahoratlari moduli tinglovchilarni darslarni kuzatish orqali pedagogning til o'qitish mahoratini oshirish, til o'qitishda dars ishlanma tuzish va uning ahamiyatli jihatlari, ingliz tili darslarida baholash va baholash turlari, ingliz tili darslarining o'zaro uzviy bog'liqlik taraflari bilan tanishtiradi.

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.

Dasturning axborot-metodik ta'minoti

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

Modul birliklari bo'yicha soatlar taqsimoti

№	Mavzular	Tinglovchining o'quv yuklamasi, soat				
		Umumiy soat	Auditoriyadagi o'quv yuklamasi			
			Jami	Jumladan:		
				Nazariy mashg'ulot	Amaliy mashg'ulot	
1	Ingliz tilida insho yozish va uni tahlil qilish, til o'qitishda eshitish	2	2	2		

	ko'nikmasining ahamiyati, chet tili darslarida grammatikani matn asosida o'qitish hamda til o'rgatish jarayonida kuzatishning ahamiyati						
2	Darslarni kuzatish orqali pedagogning til o'qitish mahoratni oshirish, til o'qitishda dars ishlanma tuzish va uning ahamiyatli jihatlari	2	2		2		
3	Ingliz tili darslarida baholash va baholash turlari, ingliz tili darslarining o'zaro uzviy bog'liqlik taraflari	2	2		2		
	Jami:	6	6	2	4		

NAZARIY MASHG'ULOTLAR MAZMUNI

1-mavzu. Ingliz tilida insho yozish va uni tahlil qilish, til o'qitishda eshitish ko'nikmasining ahamiyati, chet tili darslarida grammatikani matn asosida

o'qitish hamda til o'rgatish jarayonida kuzatishning ahamiyati

Ingliz tilida insho yozish va uni tahlil qilish, til o'qitishda eshitish ko'nikmasining ahamiyati, chet tili darslarida grammatikani matn asosida o'qitish hamda til o'rgatish jarayonida kuzatishning ahamiyati haqidama'lumot beriladi. Talabalarining insho yozish jarayonida mantiqiy fikrlash qobiliyatlari rivojlantirish mohiyati o'rganiladi. Ushbu tushunchalarning ahamiyati haqida suhbat-munozara o'tkaziladi.

AMALIY MASHG'ULOTLAR MAZMUNI

1-mavzu. Darslarni kuzatish orqali pedagogning til o'qitish mahoratni oshirish, til o'qitishda dars ishlanma tuzish va uning ahamiyatli jihatlari

Darslarni kuzatish orqali pedagogning til o'qitish mahoratni oshirish hamda til o'qitishda dars ishlanma tuzish usullari muhokama qilinadi. darslarni kuzatish orqali pedagogning til o'qitish mahoratni oshirishning ahamiyatli jihatlari o'rganiladi.

2-mavzu. Ingliz tili darslarida baholash va baholash turlari, ingliz tili darslarining o'zaro uzviy bog'liqlik taraflari

Ingliz tili darslarida baholash va uning turlari o'rganiladi. Baholash usullarining zamonaviy usullarimuhokamaqilinadi. Ingliz tili darslarining o'zaro uzviy bog'liqlik taraflari amaliy mashqlar asosida ishlab chiqiladi.

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II. NAZARIY MATERIALLAR

Lecture topic: Essay writing in English and essay analysis, the importance of listening skills in language teaching, teaching grammar through texts in foreign language lessons, and the importance of observation in the process of language teaching

Modern English language teaching is not limited to explaining grammar rules, memorizing vocabulary, or translating sentences from one language into another. Today, language teaching is understood as a complex educational process aimed at developing learners' communicative competence, independent thinking, academic writing skills, listening comprehension, grammatical awareness, and reflective learning abilities. In this process, essay writing, essay analysis, listening skills, text-based grammar teaching, and classroom observation are considered essential components of effective foreign language education.

The teaching of English should develop the four main language skills: listening, speaking, reading, and writing. These skills should not be taught separately from one another. In real communication, they are naturally connected. For example, a learner may listen to a lecture, read additional information, discuss the topic with others, and then write an essay or summary. Therefore, modern English lessons should be based on an integrated approach in which all language skills support one another.

Essay writing is one of the most important types of written communication in English. It helps learners express their ideas clearly, logically, and systematically. When students write an essay, they do not simply produce sentences. They analyze the topic, organize ideas, support their opinions with arguments, use examples, and draw conclusions. For this reason, essay writing develops not only writing competence but also logical and critical thinking.

A good essay usually consists of three main parts: an introduction, a body, and a conclusion. The introduction presents the topic and states the main idea. The body paragraphs develop the main idea with explanations, arguments, examples, and evidence. The conclusion summarizes the main points and gives a final opinion or result. This structure helps students organize their thoughts in a clear and logical way.

In teaching essay writing, the process approach is especially useful. According to this approach, writing is not a single act but a gradual process. First, students analyze the topic and collect ideas. Then they make a plan, write the first draft, revise the content, correct grammar and vocabulary mistakes, and prepare the final version. This process teaches students to think carefully, evaluate their own work, and improve their writing step by step.

Essay writing also requires the correct use of linking words and cohesive devices. Words and phrases such as firstly, secondly, moreover, however, therefore, as a result, on the other hand, in conclusion help connect ideas and make the text coherent. Without logical connections, an essay may become a list of unrelated sentences. Therefore, students should be taught how to connect sentences and paragraphs meaningfully.

Essay analysis is closely connected with essay writing. Through analysis, students learn to evaluate the quality of a written text. They examine the content, structure, grammar, vocabulary, coherence, cohesion, and style of the essay. Essay analysis helps learners understand what makes a text effective and what weakens it. It also teaches them to notice mistakes and correct them consciously.

When analyzing an essay, several criteria should be considered. First, the essay must be relevant to the topic. The writer should answer the question directly and should not move away from the main issue. Second, the essay should have a clear structure. The

introduction, body paragraphs, and conclusion should be logically connected. Third, the ideas should be supported with arguments and examples. Fourth, grammar and vocabulary should be appropriate and accurate. Fifth, the style should be suitable for academic or formal writing.

Peer review can be an effective method in essay analysis. In this activity, students read each other's essays and give feedback. They may comment on the clarity of ideas, organization, grammar, vocabulary, and coherence. Peer review helps students develop critical thinking and become more responsible for their own writing. It also gives them an opportunity to learn from the strengths and weaknesses of their classmates' work.

Listening skill is another essential component of language teaching. Listening is the basis of oral communication. If learners cannot understand spoken English, they cannot participate successfully in conversations, discussions, interviews, presentations, or professional communication. Therefore, listening should be developed systematically in foreign language lessons.

Listening is not a passive process. It requires active mental work. Learners need to recognize sounds, identify words, understand sentence meaning, follow the speaker's ideas, distinguish main information from details, and interpret the speaker's intention. In real-life communication, listening may be difficult because of natural speech speed, pronunciation differences, intonation, accents, contractions, and background noise. For this reason, students should be gradually exposed to different types of listening materials.

The development of listening skills usually includes three stages: pre-listening, while-listening, and post-listening. In the pre-listening stage, students are prepared for the topic. The teacher may introduce key vocabulary, ask prediction questions, show pictures, or discuss

the context. This stage activates students' background knowledge and helps them understand the material better.

In the while-listening stage, students listen to the material and complete specific tasks. They may identify the main idea, fill in missing information, answer questions, choose correct statements, or take notes. At this stage, students should not try to understand every single word. They should learn to focus on the general meaning and important details.

In the post-listening stage, students use the information they have heard in speaking or writing activities. They may discuss the topic, express their opinion, summarize the content, write a short paragraph, or perform a role-play. This stage connects listening with other language skills and makes the lesson more communicative.

Teaching grammar through texts is another important principle of modern foreign language teaching. In traditional teaching, grammar was often presented as a set of isolated rules and mechanical exercises. However, students who learn grammar only in this way may have difficulty using it in real communication. For this reason, grammar should be taught in context, through texts, dialogues, stories, articles, and meaningful situations.

Text-based grammar teaching helps students understand not only the form of a grammatical structure but also its meaning and function. For example, past tenses can be taught through a narrative text, passive voice can be taught through scientific or technical texts, and conditional sentences can be taught through problem-solving situations. In this way, grammar becomes a tool for expressing meaning rather than a collection of abstract rules.

A text-based grammar lesson may include several stages. First, students read or listen to a text. Then they identify the target grammar structure in the text. After that, they analyze how the structure is formed and what meaning it expresses. The teacher

guides students to understand the rule. Finally, students use the same grammar structure in their own sentences, dialogues, or short texts. This approach helps learners move from noticing language forms to using them independently.

Teaching grammar through texts also supports the integration of skills. A single text can be used for reading comprehension, vocabulary development, grammar analysis, speaking discussion, and writing practice. For example, students may read a text about education, identify modal verbs in it, discuss their meanings, and then write advice for improving language learning. This makes grammar teaching more meaningful and practical.

Classroom observation is also very important in the process of language teaching. Observation helps teachers analyze the effectiveness of their lessons, identify students' needs, evaluate teaching methods, and improve professional practice. It is not only a way of checking the teacher's work but also a means of professional development.

Observation can focus on different aspects of the lesson. For example, an observer may pay attention to the teacher's instructions, classroom management, student participation, types of activities, use of materials, feedback, interaction patterns, and achievement of lesson objectives. In language teaching, observation may also focus on how the teacher develops listening, speaking, reading, writing, grammar, and vocabulary skills.

The main purpose of observation is not to criticize but to improve the teaching and learning process. A good observation should be objective, constructive, and developmental. After the lesson, the teacher and observer can discuss what worked well and what could be improved. This feedback helps the teacher make better methodological decisions in future lessons.

Observation also develops reflective teaching. A reflective teacher regularly thinks about his or her own teaching practice. Such a teacher asks important questions: Did the lesson achieve its aim? Were the students active? Did the tasks help students learn? Were the instructions clear? Did the listening activity prepare students for real communication? Was grammar taught in context? Did students have enough practice? These questions help teachers become more professional and effective.

Classroom observation is especially useful for both novice and experienced teachers. Novice teachers can observe experienced colleagues and learn how to organize lessons, give instructions, manage the classroom, ask questions, and use interactive methods. Experienced teachers can also benefit from observation because it helps them evaluate their own teaching style and try new approaches.

Essay writing, listening, grammar teaching, and observation should not be understood as separate and unrelated areas. They are connected parts of one methodological system. For example, a teacher may organize a lesson in the following way: students first listen to an audio material on a topic, then read a related text, analyze grammar structures in the text, discuss the topic, and finally write an essay. After the lesson, the teacher may observe and reflect on the effectiveness of each stage. This integrated model makes language teaching more meaningful and effective.

The importance of these components is also connected with the development of students' logical thinking. Essay writing requires planning, argumentation, and conclusion-making. Listening requires identifying main ideas and details. Text-based grammar teaching requires analysis of language forms and meanings. Observation requires evaluation, comparison, and reflection.

Therefore, these activities develop not only language competence but also intellectual and professional skills.

In conclusion, essay writing and essay analysis, the development of listening skills, teaching grammar through texts, and classroom observation are essential elements of modern English language teaching. Essay writing helps students express ideas in a logical and organized way. Essay analysis teaches them to evaluate written texts and improve their own writing. Listening skills prepare learners for real oral communication. Text-based grammar teaching connects grammar with meaning and context. Classroom observation helps teachers analyze and improve the teaching process.

III. AMALIY MASHG'ULOT MATERIALLARI

Practical sessions

Seminar 1: Improving the teacher's language teaching competence through lesson observation. lesson planning in language teaching and its significant aspects.

Lesson observation and lesson planning are two essential components of professional language teaching. In foreign language education, a teacher's professional competence is not developed only through theoretical knowledge of grammar, vocabulary, or teaching methods. It is also developed through systematic observation, reflection, analysis of classroom practice, and careful lesson planning. For this reason, lesson observation and lesson planning are considered important practical tools in improving the quality of language teaching.

In language teaching, observation means watching and analyzing a lesson according to specific aims and criteria. It helps teachers understand how teaching methods work in a real classroom, how students respond to different activities, how interaction is organized, and how effectively the lesson objectives are achieved. Observation

is especially important in teacher education because it connects theory with practice. It allows teachers and trainee teachers to see how methodological principles are applied during the lesson.

Lesson observation is not simply watching a lesson. It is a purposeful professional activity. The observer should focus on important aspects of the lesson, such as the teacher's instructions, classroom management, student participation, interaction patterns, use of materials, development of language skills, correction techniques, and feedback. In this way, observation becomes a means of professional development.

A teacher can improve language teaching competence by observing different types of lessons. For example, while observing a reading lesson, the teacher can pay attention to how the text is introduced, how vocabulary is presented, how comprehension tasks are organized, and how students are guided from general understanding to detailed analysis. While observing a listening lesson, the teacher can examine whether the lesson includes pre-listening, while-listening, and post-listening stages. While observing a grammar lesson, the teacher can analyze whether grammar is taught in context and whether students have enough practice to use the target structure in meaningful communication.

Observation also helps teachers understand the role of interaction in the classroom. In communicative language teaching, students should not remain passive listeners. They should participate in pair work, group work, discussions, role-plays, problem-solving tasks, and presentations. During observation, the observer can identify whether students are actively involved in the lesson or whether the teacher dominates the classroom. This information is useful for improving future lessons.

Another important aspect of observation is reflection. After observing a lesson, the teacher or trainee teacher should analyze

what happened in the classroom. Reflection may include questions such as: What was the aim of the lesson? Were the lesson stages logically organized? Were the instructions clear? Did students understand the tasks? Did the activities develop the intended language skills? Was the lesson communicative? What could be improved in the next lesson? Such reflective questions help teachers develop professionally and become more aware of their teaching practice.

Observation can also be used for peer learning. Teachers can observe each other's lessons and exchange constructive feedback. This process helps teachers learn new techniques, compare different teaching styles, and improve their own classroom practice. Peer observation is useful because it creates a professional learning environment where teachers support each other and work together to improve the quality of education.

The second important issue in this practical lesson is lesson planning. A lesson plan is a structured document that shows how the teacher intends to organize the lesson. It includes the topic, objectives, expected outcomes, materials, methods, stages of the lesson, timing, types of activities, assessment, and homework. A well-prepared lesson plan helps the teacher conduct the lesson systematically and achieve the intended learning results.

Lesson planning is especially important in language teaching because a language lesson usually includes several skills and components. A teacher may need to teach vocabulary, grammar, pronunciation, reading, listening, speaking, and writing within one lesson or a series of lessons. Without a clear plan, the lesson may become disorganized. Therefore, a lesson plan helps the teacher connect different stages and activities into one coherent teaching process.

A good lesson plan begins with clear objectives. Objectives should show what students are expected to learn or be able to do by the end of the lesson. For example, by the end of the lesson, students may be able to use new vocabulary in sentences, understand the main idea of a listening text, write a short paragraph, ask and answer questions on a topic, or use a grammar structure in communication. Clear objectives help the teacher choose suitable activities and assessment methods.

Another important element of lesson planning is the selection of materials. In language teaching, materials may include textbooks, reading texts, listening recordings, vocabulary exercises, grammar tasks, pictures, cards, presentations, online resources, and authentic materials. The selected materials should correspond to the students' level, lesson objectives, and language needs. In professionally oriented language teaching, materials should also reflect students' academic or professional interests.

A language lesson usually has several stages. The first stage is often a warm-up or lead-in. Its aim is to prepare students for the topic and activate their previous knowledge. This may be done through questions, pictures, brainstorming, short discussion, or prediction tasks. The next stage may include presentation of new language material, such as vocabulary, grammar, or a functional expression. After that, students usually complete controlled practice activities, where they practise the new material with teacher support.

The following stage is freer practice or communicative practice. At this stage, students use the language more independently in pair work, group work, role-play, discussion, writing, or problem-solving tasks. This stage is important because students move from knowing the language to using it. At the end of the lesson, the teacher may organize feedback, correction, reflection, and homework explanation.

In lesson planning, timing is also important. Each activity should have a realistic time limit. If the teacher does not plan time carefully, some important stages may be missed. For example, students may spend too much time on vocabulary explanation and have little time for speaking practice. A good lesson plan helps balance teacher explanation, student practice, interaction, and feedback.

Assessment should also be included in lesson planning. Assessment does not always mean a formal test. It may include oral answers, written tasks, observation of pair work, checking exercises, short quizzes, self-assessment, peer assessment, presentations, or project work. Assessment helps the teacher understand whether students have achieved the lesson objectives.

Feedback is another significant part of a language lesson. Students need feedback to understand their strengths and weaknesses. In language teaching, feedback may focus on grammar, vocabulary, pronunciation, fluency, organization of ideas, or task achievement. Effective feedback should help students improve their language performance without discouraging them.

Lesson planning is closely connected with lesson observation. When a teacher observes a lesson, he or she can compare the planned lesson with the actual lesson. Sometimes a lesson plan may look effective on paper, but in practice some activities may not work well. Observation helps identify such issues. For example, instructions may be unclear, the task may be too difficult, or students may need more preparation before speaking. These findings help the teacher improve future lesson plans.

For trainee teachers, observation before lesson planning is especially useful. By observing experienced teachers, trainee teachers can learn how to begin a lesson, how to introduce a topic, how to explain tasks, how to manage time, how to organize pair and group work,

and how to give feedback. After observation, they can use these insights when preparing their own lesson plans.

In English language teaching, lesson planning should also support integrated skills development. A lesson may begin with a short discussion, continue with reading or listening, include vocabulary and grammar work, and end with speaking or writing. This structure reflects real communication, where language skills are connected. For example, students may listen to a dialogue, identify useful phrases, practise them in pairs, and then write a short dialogue or summary. Such integrated planning makes the lesson more meaningful.

Lesson planning should also take into account students' language level and needs. In English for Specific Purposes, lesson planning should be based on professional or academic goals. For example, students who need English for professional communication should practise presentations, interviews, formal emails, reports, and field-specific vocabulary. In this case, lesson planning should connect language forms with real professional situations.

Vocabulary and grammar materials should also be included in lesson planning in a meaningful way. Vocabulary should be taught in context, not as isolated words. Students should learn words, phrases, collocations, and expressions that they can use in speech and writing. Grammar should also be connected with communication. Instead of only explaining rules, the teacher should help students understand how grammar is used in texts, dialogues, and real situations.

Writing activities also require careful planning. Students should not be asked to write a full text without preparation. A writing lesson should include idea generation, planning, drafting, revising, and feedback. This staged approach helps students produce better written work and develop confidence in writing.

In conclusion, lesson observation and lesson planning are closely connected professional activities in language teaching. Observation helps teachers analyze real classroom practice, understand students' needs, evaluate teaching methods, and improve their professional competence. Lesson planning helps teachers organize the teaching process clearly, set objectives, select suitable materials, manage time, develop language skills, and assess learning outcomes.

A competent language teacher should be able to observe lessons purposefully, reflect on teaching practice, and prepare effective lesson plans. Through observation and planning, teachers improve their methodology, classroom management, interaction with students, and ability to achieve learning objectives. Therefore, the development of observation and lesson planning skills is an important part of teacher education and professional growth in foreign language teaching.

Practical Activities for the Seminar

Task 1. Discussion Questions

Work in pairs and answer the questions.

1. Why is lesson observation important in language teaching?
2. What aspects of a lesson should an observer pay attention to?
3. How can observation improve a teacher's professional competence?
4. Why is lesson planning necessary for effective teaching?
5. What are the main components of a good lesson plan?

Task 2. Observation Focus

Read the following observation criteria and discuss which of them are the most important for a language lesson.

- clarity of lesson objectives
- teacher's instructions

- student participation
- use of pair work and group work
- development of language skills
- use of teaching materials
- classroom management
- correction and feedback
- achievement of lesson aims

Task 3. Lesson Plan Components

Complete the list of lesson plan components.

A good lesson plan should include:

- topic
- aims and objectives
- expected learning outcomes
- teaching materials
- lesson stages
- timing
- teaching methods
- student activities
- assessment
- homework

Task 4. Case Analysis

A teacher prepared a lesson plan, but during the lesson students did not understand the instructions and could not complete the speaking task. The teacher spent too much time explaining grammar and there was not enough time for communicative practice.

Answer the questions:

1. What problems can be observed in this lesson?
2. Which part of the lesson plan should be improved?
3. How could the teacher make instructions clearer?
4. How could the teacher balance grammar explanation and speaking practice?
5. What feedback would you give to the teacher?

Task 5. Mini Lesson Plan

Prepare a short lesson plan for a 45-minute English lesson. Use the following structure:

Topic:

Level:

Aim:

Objectives:

Materials:

Warm-up:

Presentation:

Practice:

Production:

Assessment:

Homework:

Task 6. Reflection

Complete the sentences.

1. Lesson observation helps teachers to ...
2. A good lesson plan should ...
3. Clear instructions are important because ...
4. Pair work and group work help students to ...
5. In my future teaching practice, I will pay attention to ...

Seminar 2: Assessment and types of assessment in English lessons, and the interrelationship of English language lesson components.

Assessment is one of the most important components of English language teaching. It helps teachers identify students' progress, understand their difficulties, evaluate the effectiveness of teaching methods, and plan further instruction. In English lessons, assessment should not be understood only as giving marks or conducting final tests. It is a continuous process that supports learning, guides students, and helps teachers improve the quality of instruction.

In modern language teaching, assessment is closely connected with the development of communicative competence. Students should be assessed not only on grammar and vocabulary knowledge but also on their ability to use English in real communication. Therefore, assessment in English lessons should include listening, speaking, reading, writing, vocabulary, grammar, pronunciation, fluency, accuracy, and task achievement.

There are different types of assessment used in English language teaching. One of the most common types is diagnostic assessment. Diagnostic assessment is usually conducted before starting a course, module, or new topic. Its main aim is to identify students' current level, strengths, weaknesses, and learning needs. For example, a teacher may give a short placement test, vocabulary task, writing task, or oral interview to understand what students already know and what they need to improve.

Another important type is formative assessment. Formative assessment takes place during the learning process. It helps the teacher monitor students' progress and provide timely feedback. Formative assessment may include short quizzes, oral questions, classroom observation, pair work monitoring, checking homework, peer feedback, self-assessment, and short writing tasks. This type of assessment is especially useful because it helps students improve step by step before the final evaluation.

Summative assessment is used at the end of a lesson, unit, module, term, or course. Its purpose is to evaluate what students have learned. Final tests, end-of-module exams, oral presentations, written assignments, project work, and final essays may be examples of summative assessment. Summative assessment usually gives a final result, mark, or grade. However, it should be based on clear criteria and should reflect the objectives of the course.

In English lessons, oral assessment is also very important. Speaking is a key part of communication, so students should be assessed on their ability to express ideas orally. Oral assessment may include dialogues, interviews, role-plays, discussions, presentations, and question-answer activities. When assessing speaking, the teacher

may consider fluency, pronunciation, vocabulary range, grammatical accuracy, coherence, and interaction.

Writing assessment is another essential part of English language teaching. Students may be asked to write sentences, paragraphs, essays, summaries, letters, reports, or short messages. In writing assessment, the teacher should pay attention to content, organization, grammar, vocabulary, spelling, punctuation, coherence, and cohesion. Clear assessment criteria help students understand what is expected from them and how they can improve their writing.

Listening assessment checks students' ability to understand spoken English. It may include listening for the main idea, listening for specific information, completing notes, answering comprehension questions, identifying speakers' opinions, or choosing correct statements. Listening assessment should be connected with real communicative situations and should gradually prepare students for authentic speech.

Reading assessment evaluates students' ability to understand written texts. It may include tasks such as identifying the main idea, finding specific information, understanding vocabulary from context, matching headings, answering questions, and summarizing the text. Reading assessment should check not only word recognition but also comprehension, interpretation, and analysis.

Vocabulary and grammar assessment are also necessary, but they should be connected with meaningful language use. Vocabulary assessment should not be limited to translating isolated words. Students should show that they can use words, phrases, collocations, and expressions in context. Grammar assessment should also check how students use grammatical structures in sentences, dialogues, texts, and communication.

Self-assessment is an important modern form of assessment. It helps students reflect on their own learning. For example, students may complete statements such as "I can describe my daily routine in English," "I can write a short paragraph," or "I need more practice in listening." Self-assessment develops learner autonomy and responsibility.

Peer assessment is another useful method. In peer assessment, students evaluate each other's work according to given criteria. For example, students may read a classmate's paragraph and give feedback on organization, grammar, vocabulary, and clarity of ideas. Peer assessment helps students learn from each other and develop critical thinking.

Feedback is a central part of assessment. Assessment without feedback does not fully support learning. Effective feedback should show students what they did well, what mistakes they made, and how they can improve. Feedback may be oral or written, individual or general. In language teaching, feedback should encourage students and help them become more accurate and confident users of English.

Assessment should be closely connected with lesson objectives. If the objective of the lesson is to develop speaking fluency, then assessment should include speaking tasks. If the objective is to teach essay writing, then students should be assessed through writing tasks. If the objective is to develop listening comprehension, then assessment should include listening tasks. This connection between objectives, activities, and assessment makes the lesson coherent and effective.

The second major issue in this topic is the interrelationship of English language lesson components. An English lesson is not a random collection of activities. It is a structured process in which objectives, materials, methods, activities, skills, assessment, and feedback are connected. Each part of the lesson should support the others.

For example, a lesson may begin with a warm-up activity to introduce the topic. Then students may learn new vocabulary connected with the topic. After that, they may read or listen to a text where the vocabulary is used in context. Next, they may analyze a grammar structure from the text. Then they may use the vocabulary and grammar in speaking or writing. Finally, the teacher assesses their performance and gives feedback. In this way, all parts of the lesson are logically connected.

The four main language skills — listening, speaking, reading, and writing — should also be taught in connection with each other. In real communication, people do not use these skills separately. For example, a person may listen to information, discuss it, read more about it, and then write a response. Therefore, English lessons should integrate skills whenever possible.

Vocabulary and grammar are also connected with skills development. Students need vocabulary to understand texts and express ideas. They need grammar to organize meaning accurately. However, vocabulary and grammar should not be taught only as isolated lists or rules. They should be connected with reading, listening, speaking, and writing activities.

Lesson stages should also be interrelated. A good lesson usually moves from preparation to presentation, practice, production, assessment, and reflection. Each stage has its own function. The warm-up stage prepares students for the topic. The presentation stage introduces new material. The practice stage helps students use the material with support. The production stage allows students to use the language more independently. The assessment and feedback stage helps students understand their progress.

The teacher's role is to organize these components effectively. The teacher should select suitable materials, prepare clear instructions, use appropriate methods, monitor students' work, assess their performance, and provide feedback. The teacher should also make sure that the lesson objectives are achieved and that students are actively involved in learning.

In conclusion, assessment and the interrelationship of lesson components are essential aspects of English language teaching. Assessment helps teachers and students understand learning progress, identify difficulties, and improve results. Different types of assessment, such as diagnostic, formative, summative, oral, written, listening, reading, self-assessment, and peer assessment, should be used according to lesson objectives and students' needs.

At the same time, English lesson components should be logically connected. Objectives, materials, activities, skills, grammar, vocabulary, assessment, and feedback should work together as one

system. When these components are properly connected, English lessons become more effective, meaningful, and communicative.

Practical Activities for the Seminar

Task 1. Discussion Questions

Work in pairs and answer the questions.

1. What is assessment in English language teaching?
2. Why is assessment important for teachers and students?
3. What types of assessment do you know?
4. How is formative assessment different from summative assessment?
5. Why should assessment be connected with lesson objectives?

Task 2. Match the Terms with Their Definitions

Match the terms with the correct definitions.

Diagnostic assessment — assessment used to identify students' level and needs before instruction.

Formative assessment — assessment used during the learning process to monitor progress.

Summative assessment — assessment used at the end of a unit, module, or course.

Self-assessment — students' evaluation of their own learning progress.

Peer assessment — students' evaluation of each other's work.

Feedback — comments or guidance given to help students improve.

Task 3. Group Work: Types of Assessment

Work in groups and complete the table.

Type of assessment:

Diagnostic assessment

When it is used:

Before a course, module, or topic

Purpose:

To identify students' level, strengths, weaknesses, and needs

Examples:

Placement test, interview, short writing task

Type of assessment:

Formative assessment

When it is used:

During the learning process

Purpose:

To monitor progress and give feedback

Examples:

Quizzes, classroom observation, homework checking, oral questions

Type of assessment:

Summative assessment

When it is used:

At the end of a unit, module, term, or course

Purpose:

To evaluate final learning results

Examples:

Final test, presentation, project, essay

Task 4. Case Study

Read the situation and answer the questions.

A teacher gives students a grammar test at the end of every lesson.

However, students have few opportunities to speak, write, or listen in class. Their test results are acceptable, but they cannot use English confidently in real communication.

Questions:

1. What is the main problem in this situation?
2. Is grammar testing enough to assess language competence?
3. What other types of assessment should the teacher use?
4. How can speaking, writing, listening, and reading be assessed?
5. How can feedback help students improve?

Task 5. Lesson Component Analysis

Read the lesson sequence and decide whether the components are logically connected.

1. Warm-up discussion about travelling.
2. New vocabulary about travelling.

3. Listening to a dialogue at the airport.
4. Grammar focus: modal verbs for requests and permission.
5. Role-play: asking for information at the airport.
6. Teacher feedback and homework.

Questions:

1. Are the lesson stages connected?
2. Which language skills are developed?
3. How are vocabulary and grammar connected with communication?
4. What type of assessment can be used in this lesson?
5. How can the teacher give feedback?

Task 6. Design an Assessment Task

Choose one lesson objective and design an assessment task.

Example objectives:

1. Students will be able to describe their daily routine.
2. Students will be able to write a short paragraph about their future profession.
3. Students will be able to understand the main idea of a short listening text.
4. Students will be able to use new vocabulary in a dialogue.
5. Students will be able to give a short presentation on a familiar topic.

Your assessment task should include:

Objective:

Skill:

Task:

Assessment criteria:

Feedback method:

Task 7. Reflection

Complete the sentences.

1. Assessment is important because ...
2. Formative assessment helps students to ...
3. Feedback should be ...
4. English lesson components should be connected because ...
5. In my future teaching practice, I will use ...

IV. MODULNI O‘QITISHDA FOYDALANILADIGAN INTERFAOL TA’LIM METODLARI

In the process of teaching the module, interactive teaching methods are widely used to deepen learners’ theoretical knowledge, develop their practical skills, and improve their independent and logical thinking abilities. Interactive methods increase learners’ active participation in the educational process and encourage them to search independently, justify their opinions, approach problems from different perspectives, and make appropriate decisions in practical situations.

Since this module focuses on English language teaching methodology, the development of language skills, lesson observation, lesson planning, types of assessment, and the interrelationship of English lesson components, it is appropriate to use the following interactive methods during the lessons.

Brainstorming Method. This method is used at the beginning of a lesson to activate learners’ prior knowledge, identify different opinions on a problem, and generate new ideas. For example, questions such as “Why is assessment important in English lessons?” or “What methods can be used to develop listening skills?” may be used to encourage learners to express their ideas within a short period of time. This method helps learners think freely, respond quickly, and form initial ideas about the topic.

Cluster Method. The cluster method is effective for systematizing key concepts and related ideas on a topic. For example, central concepts such as “Assessment,” “Lesson Observation,” “Essay Writing,” “Listening Skills,” or “Text-based Grammar Teaching” can be placed in the center, and their components, functions, and methodological significance can be shown around them. This method helps learners logically group complex theoretical concepts, see connections between them, and understand the topic as a whole.

Think–Pair–Share Method. This method encourages learners to think individually, discuss their ideas in pairs, and then share them with the whole group. First, learners think independently about a given question. Then they discuss their ideas with a partner and finally present a summarized answer to the group. For example,

questions such as “What are the main components of a good lesson plan?” or “What is the difference between formative assessment and summative assessment?” can be effectively discussed through this method.

Debate Method. Debate develops learners’ ability to think with arguments, defend their position, and analyze opposing viewpoints. In English language education, debates can be organized on topics such as “Traditional assessment is more effective than modern assessment,” “Grammar should be taught through texts,” or “Lesson observation is necessary for every teacher.” This method develops learners’ critical thinking, communication culture, and argumentation skills.

Case Study Method. The case study method is used to analyze pedagogical problems through real or hypothetical situations. For example, learners may be given the following situation: “The teacher explained grammar during the lesson, but students could not use it in oral communication. Identify the causes of the problem and suggest solutions.” Such tasks allow learners to apply theoretical knowledge in practical situations, analyze problems, and develop methodological solutions.

Role-play Method. Role-play develops learners’ professional and communicative competence by dramatizing different pedagogical situations in the process of language teaching. For example, one learner may act as a teacher, while others may act as students or observers. They may demonstrate situations such as giving instructions, providing feedback, assessing students, or observing a lesson. This method prepares learners for real classroom situations.

Venn Diagram Method. This method is used to compare the similarities and differences between two or more concepts. For example, learners can compare “Formative Assessment” and “Summative Assessment,” “Traditional Teaching” and “Communicative Teaching,” or “Lesson Plan” and “Lesson Observation.” The Venn diagram helps learners develop analytical, comparative, and generalizing skills.

Fishbone Method. The Fishbone method is used to identify the causes and effects of a problem. For example, problems such as

“Students have difficulty with listening tasks,” “There is a lack of logical connection in essay writing,” or “Students’ participation in the lesson is low” can be analyzed through this method. Learners identify the main and secondary causes of the problem and suggest methodological solutions. This method helps analyze problematic situations systematically.

KWL Method. The KWL method, known in Uzbek as “Bilaman – Bilmoqchiman – Bildim,” is used to identify learners’ prior knowledge, determine their learning needs, and summarize new knowledge at the end of the lesson. At the beginning of the lesson, learners write what they already know about the topic and what they want to know. At the end of the lesson, they record what they have learned. This method develops reflection, self-assessment, and conscious learning skills.

Project Method. The project method encourages learners to conduct independent research, work with sources, analyze information, and present final results. Within the module, learners may prepare small projects on topics such as “Effective Lesson Plan,” “Types of Assessment in English Lessons,” “The Role of Observation in Teacher Development,” or “Teaching Grammar through Texts.” The project method develops learners’ creativity, independent work skills, teamwork culture, and presentation skills.

INSERT Method. The INSERT method is used when working with theoretical texts. While reading a text, learners mark information that is familiar, new, unclear, or requires additional explanation using special symbols. This method is especially effective for mastering theoretical material, reading texts critically, and identifying key ideas.

Reflection Methods. At the end of the lesson, learners complete reflective tasks to summarize their knowledge, express conclusions, and identify further learning directions. For example, they may complete sentences such as “Today I learned that...,” “The most important point for me was...,” or “In my future lessons, I will...”. Such tasks help learners analyze their own learning process.

The use of these interactive methods increases the effectiveness of module lessons. They help strengthen learners’ theoretical

knowledge, develop practical skills, form methodological thinking, and improve professional competence. Through interactive methods, lessons become learner-centered, active, communication-oriented, and result-based.

V Glossariy

Assessment — The process of collecting information about students' knowledge, skills, progress, and learning outcomes.

Evaluation — The process of judging the quality, value, or effectiveness of students' learning and teaching results.

Diagnostic assessment — Assessment used before instruction to identify students' current level, strengths, weaknesses, and learning needs.

Formative assessment — Assessment used during the learning process to monitor students' progress and provide feedback for improvement.

Summative assessment — Assessment used at the end of a lesson, unit, module, term, or course to evaluate final learning results.

Continuous assessment — Ongoing assessment carried out regularly during the learning process.

Self-assessment — A method in which students evaluate their own learning progress, strengths, and weaknesses.

Peer assessment — A method in which students assess and give feedback on each other's work.

Feedback — Comments, advice, or guidance given to students to help them improve their learning performance.

Criteria — Standards or rules used to judge the quality of students' work or performance.

Rubric — A scoring guide that describes different levels of performance according to clear criteria.

Learning outcome — A statement that shows what students are expected to know or be able to do by the end of a lesson or course.

Lesson objective — A specific aim of a lesson that guides teaching, learning activities, and assessment.

Task achievement — The extent to which a student successfully completes the given learning task.

Accuracy — The ability to use grammar, vocabulary, spelling, and pronunciation correctly.

Fluency — The ability to speak or write smoothly, naturally, and confidently without unnecessary pauses.

Coherence — The logical organization of ideas in speech or writing.

Cohesion — The use of linking words, references, and grammatical devices to connect ideas in a text.

Oral assessment — Assessment of students' speaking ability through interviews, dialogues, discussions, presentations, or role-plays.

Writing assessment — Assessment of students' ability to express ideas clearly and correctly in written form.

Listening assessment — Assessment of students' ability to understand spoken English, main ideas, details, and speakers' intentions.

Reading assessment — Assessment of students' ability to understand written texts, identify main ideas, details, and meanings from context.

Vocabulary assessment — Assessment of students' knowledge and use of words, phrases, collocations, and expressions.

Grammar assessment — Assessment of students' ability to understand and use grammatical structures correctly and appropriately.

Pronunciation assessment — Assessment of students' ability to pronounce words, sounds, stress, and intonation clearly.

Classroom observation — Watching and analyzing classroom activities, student participation, and teaching methods for assessment or professional development.

Portfolio assessment — Assessment based on a collection of students' works that shows their progress over time.

Project assessment — Assessment of students' research, creativity, cooperation, presentation, and final project results.

Performance assessment — Assessment based on students' practical use of language in real or simulated situations.

Communicative competence — The ability to use language correctly, appropriately, and effectively in different communicative situations.

Integrated skills — The combined development of listening, speaking, reading, and writing in one learning process.

Lesson component — A part of a lesson, such as objectives, materials, activities, assessment, feedback, and homework.

Interrelationship of lesson components — The logical connection between lesson objectives, teaching materials, activities, skills, assessment, and feedback.

Warm-up — An introductory activity used to prepare students for the lesson topic and activate prior knowledge.

Presentation stage — The part of the lesson where new language material, vocabulary, grammar, or skills are introduced.

Practice stage — The part of the lesson where students practise new material through guided or controlled activities.

Production stage — The part of the lesson where students use the language more freely and independently.

Homework — A task given to students to continue learning and practising outside the classroom.

Monitoring — The teacher's observation of students' work during classroom activities.

Correction — The process of identifying and correcting students' mistakes in language use.

Error analysis — The process of studying students' mistakes to understand learning difficulties and improve teaching.

Achievement test — A test used to measure how much students have learned after a course, unit, or lesson.

Placement test — A test used to identify students' language level and place them in an appropriate group or course.

Progress test — A test used to check students' development during a course.

Final test — A test given at the end of a course, term, or module to assess overall achievement.

Validity — The degree to which an assessment measures what it is intended to measure.

Reliability — The consistency and dependability of assessment results.

Objectivity — Fairness and impartiality in assessing students' work or performance.

Motivation — The desire and interest that encourage students to learn and participate actively.

Learner autonomy — The ability of students to take responsibility for their own learning.

Reflection — The process of thinking about learning experience, progress, difficulties, and ways of improvement.

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