

**O'ZBEKISTON RESPUBLIKASI OLIY TALIM, FAN VA
INNOVATSIYALAR VAZIRLIGI**

**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

“06 ” 01 2025 yil



**TIL ASPEKTLARI O'QITISH
AMALIYOTI**

**O'QUV MODULI BO'YICHA
ISHCHI O'QUV DASTURI**

Ta'lim turi: Akademik litseylarning pedagog kadrlarini
qayta tayyorlash va malakasini oshirish

Malaka oshirish toifasi: Xorijiy (ingliz tili) til yo'nalishi
bo'yicha akademik litseylar pedagog kadrlari

Buxoro - 2025

Modulning ishchi dasturi Oliy ta'lim, fan va innovatsiyalar vazirligi huzuridagi Oliy, o'rta maxsus va professional ta'lim yo'nalishlari bo'yicha o'quv-uslubiy birlashmalar faoliyatini Muvofiqlashtiruvchi kengashning 2024 yil 24-dekabrda 12 - sonli bayonnomasi bilan ma'qullangan va Vazirlikning 2024 yil "27" dekabrda MO-AL-485-sonli buyrug'i bilan tasdiqlangan namunaviy o'quv reja va dastur asosida ishlab chiqilgan.

Mazkur ishchi o'quv dasturi Buxoro davlat universiteti Kengashining 2024-yil 27-dekabrda 5-sonli yig'ilish qarori bilan tasdiqlangan.

Tuzuvchi: Ingliz tilshunosligi
kafedrasi dotsenti **N.F.Qosimova**

Taqrizchi: Ingliz adaiyotshunosligi va tarjimashunoslik
kafedrasi dotsenti, **(PhD) G.P. Nazarova**

KIRISH

Dastur O'zbekiston Respublikasining 2020 yil 23 sentabrda 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 iyundagi "Akademik litseylar rahbar va pedagog xodimlarining uzduksiz 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 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 O'zbekistonning milliy tiklanishdan milliy yuksalish bosqichida oliy ta'lim vazifalari, ta'lim-tarbiya jarayonlarini tashkil etishning normativ-huquqiy hujjatlari, ilg'or ta'lim texnologiyalari va pedagogik mahorat, ta'lim jarayonlarida axborot-kommunikatsiya texnologiyalarini qo'llash, amaliy xorijiy til, tizimli tahlil va qaror qabul qilish asoslari, maxsus fanlar negizida ilmiy va amaliy tadqiqotlar, o'quv jarayonini tashkil etishning zamonaviy uslublari bo'yicha so'nggi yutuqlar, pedagogning kreativ kompetentligini rivojlantirish, global Internet tarmog'i, multimedia tizimlaridan foydalanish va masofaviy o'qitishning zamonaviy shakllarini qo'llash bo'yicha tegishli bilim, ko'nikma, malaka va kompetensiyalarni rivojlantirishga yo'naltirilgan.

Qayta tayyorlash va malaka oshirish yo'nalishining o'ziga xos xususiyatlari hamda dolzarb masalalaridan kelib chiqqan holda dasturda tinglovchilarning maxsus fanlar doirasidagi bilim, ko'nikma, malaka hamda kompetensiyalariga qo'yiladigan talablar takomillashtirilishi mumkin.

Kursning maqsadi va vazifalari

Akademik litseylar pedagog kadrlarining malakasini oshirish kursining **maqsadi** pedagog kadrlarning o'quv-tarbiyaviy jarayonlarini yuqori ilmiy-metodik darajada ta'minlashlari uchun zarur bo'ladigan kasbiy bilim, ko'nikma va malakalarini muntazam yangilash, kasbiy kompetentligi va pedagogik mahoratining uzluksiz rivojlanishini ta'minlashdan iborat.

Kursning **vazifalariga** quyidagilar kiradi:

- pedagog kadrlarning kasbiy bilim, ko'nikma, malakalarini uzluksiz oshirish va rivojlantirish;
- pedagoglarning zamonaviy talablarga mos holda akademik litseylardagi o'qitish sifati va samaradorligini ta'minlash uchun zarur bo'lgan kasbiy mahorat darajasini oshirish;
- pedagog kadrlar tomonidan zamonaviy raqamli texnologiyalar va xorijiy tillarning samarali o'zlashtirilishini ta'minlash;

- o'qitishning innovatsion texnologiyalari va ilg'or xorijiy tajribalarni o'zlashtirish hamda ulardan o'quv jarayonida samarali foydalanish ko'nikmalarini shakllantirish;

- o'quv jarayonini ilm-fan va ishlab chiqarish bilan samarali integratsiyasini ta'minlashga qaratilgan faoliyatni tashkil etish.

Kurs yakunida tinglovchilarning bilim, ko'nikma va malakalari hamda kompetentligiga qo'yiladigan talablar:

Kurs yakunida tinglovchilar quyidagi yo'nalishlarda bilim, ko'nikma, malaka hamda kompetensiyalarga ega bo'lishlari talab etiladi:

Tinglovchi:

"Til aspektlari o'qitish amaliyoti" moduli bo'yicha tinglovchilar quyidagi yangi bilim, ko'nikma, malaka hamda kompetensiyalarga ega bo'lishlari talab etiladi:

- chet tilini o'qitishning nazariy va kommunikativ yondashuv asoslarini;
- til o'qitish tamoyillari va metodlarini;
- o'quv materiallarining qiyinchilik darajasini aniqlash va taxlil qilishni;
- kommunikativ kompetensiya tamoyillarini;
- kommunikativ va vazifaga asoslangan til o'rgatishda baholash mezonlarini;
- masofaviy va ananaviy darslarni integratsiya qilish va podkastlar, vikilar va bloglar kabi veb-texnologiyalarda o'qish va yozish tajribasini ***bilishi*** kerak.

Tinglovchi:

- til o'qitishga oid ilg'or tajribalardan foydalanish;
- til o'qituvchilari malakasini oshirishda aralash ta'lim, zamonaviy qarash va yondashuvlardan foydalanish;
- pedagogik jarayonda muloqot uslublarini to'g'ri qo'llay olish;
- til va nutq materiallarini tanlash tamoyillari, autentik manbalar bilan ishlash;
- til o'qitish metodikasi bo'yicha o'rgangan ma'lumotlarni amalda qo'llay olish;
- tinglovchilarning bilish qobiliyatlarini baholay olish;
- o'quv jarayonini rejalashtirish, baholash, fidda mexanizmlarini amalga oshirish;
- tinglovchilarning o'z-o'zini baholashga qaratilgan portfoliosini ishlab chiqish ***ko'nikma va malakalariga*** ega bo'lishi zarur.

Tinglovchi:

- me'yoriy-huquqiy hujjatlar asosida ta'lim va tarbiya jarayonini tashkil etish va boshqarish;
- interaktiv multimedia vositalaridan foydalanish;

- chet tili ta'limida ta'lim texnologiyalarni qo'llash;
- ilg'or axborot-texnologiyalarida ishlash;
- egallangan tajribani tanqidiy ko'rib chiqish qobiliyati, zarur bo'lganda o'z kasbiy faoliyatining turi va xarakterini o'zgartira olish;
- til o'rganish va o'qitishda masofaviy ta'lim va platformalarda tinglovchilarni baholash;
- chet tili ta'limida baholashga oid qarorlar qabul qilish;
- ingliz tilini ikkinchi/xorijiy til sifatida (ESL/EFL)o'rganish *kompetensiyalariga* ega bo'lishi zarur.

“Til aspektlari o‘qitish amaliyoti” moduli bo‘yicha soatlar taqsimoti

№	Modul mavzulari	Tinglovchining o‘quv yuklamasi, soat			
		Hammasi	Auditoriya o‘quv yuklamasi		
			Jami	jumladan	
				Nazariy	Amaliy mashg‘ulot
1	Language Aspects of Teaching Practice. Types of Language in the Classroom.	2	2	2	
2	Teaching Language Skills.	2	2		2
3	Multilingual and multicultural classes. Language and cognitive development.	2	2		2
JAMI		6	6	2	4

I. Lecture: Language Aspects of Teaching Practice.

Teaching practice refers to the application of knowledge and skills gained through theoretical studies in a real-world classroom environment. Language is a fundamental component of teaching practice, as it shapes how knowledge is communicated and understood. Effective language use in the classroom is crucial for facilitating learning, promoting interaction, and ensuring that educational objectives are met. This lecture will examine the key language aspects involved in teaching practice and their importance in fostering a successful learning environment.

1. The Role of Language in Teaching

Language plays several critical roles in teaching practice:

- **Medium of Instruction:** Language is the primary means through which teachers convey content and facilitate learning. The choice of language affects how easily students can grasp concepts.
- **Facilitating Interaction:** Teachers use language to engage students in dialogue, discussions, and group work, which promotes active learning.
- **Clarifying Concepts:** Through language, teachers can explain complex ideas in simpler terms, making content more accessible.
- **Motivation and Encouragement:** Positive language can motivate students, create an atmosphere of encouragement, and boost their self-confidence.

2. Types of Language in the Classroom

Different types of language are used in the classroom, each serving distinct purposes:

- **Teacher Talk:** This includes instructions, explanations, and feedback given by the teacher. It is essential that teacher talk is clear, concise, and appropriate to the students' level of understanding.
 - **Modality:** The way in which the teacher frames statements to indicate possibility, necessity, or obligation. For example, using "You should..." instead of "You must..." can encourage students to feel more empowered.
- **Student Talk:** This refers to the language used by students to communicate with the teacher and their peers. Teachers should encourage student talk to promote critical thinking and active participation.
 - **Turn-taking:** Students need opportunities to speak, and teachers should manage turn-taking in a way that ensures all students participate equally.
- **Collaborative Talk:** This involves students discussing among themselves in pairs or groups. It helps them build language skills, share ideas, and solve problems collectively.

3. Language Use in Classroom Management

Effective classroom management relies on the strategic use of language. Teachers must:

- **Set Expectations Clearly:** Using simple, direct language, teachers should communicate classroom rules and expectations to ensure students understand.
- **Use Commands and Questions:** Language is used to guide student behavior and encourage participation. Teachers use imperatives (e.g., "Please listen") and questions (e.g., "What do you think about this idea?") to maintain control and engage students.
- **Feedback:** Providing feedback on students' work and behavior is an essential aspect of language use in teaching practice. Feedback should be constructive, specific, and aimed at encouraging improvement.
 - **Positive Feedback:** Using language that recognizes effort and success can motivate students.

- **Corrective Feedback:** When correcting errors, it's important to use language that is both supportive and informative, rather than discouraging.

4. Language and Cultural Sensitivity in Teaching

Language in the classroom must be sensitive to the diverse cultural backgrounds of students. Teachers should:

- **Be Aware of Cultural Differences:** Language can reflect cultural norms and values. Teachers should be sensitive to the different ways students may interpret language based on their cultural backgrounds.
- **Avoid Bias:** Teachers should use inclusive language, avoid stereotypes, and ensure that all students feel valued and respected.
- **Support Multilingualism:** In multicultural classrooms, teachers may encounter students who speak different languages. Acknowledging and encouraging students' home languages can promote an inclusive learning environment.

5. Language Skills in Teaching Practice

Language skills are fundamental to both teaching and learning. These skills include:

Listening Skills: Teachers need to listen actively to students' responses, questions, and concerns. Listening allows teachers to gauge understanding, provide appropriate responses, and offer individualized support.

Speaking Skills: Teachers must be clear and articulate when speaking to ensure that their instructions are understood. Teachers should also model correct language use and encourage students to speak in class.

Reading Skills: Teachers often need to read aloud from textbooks or other resources. They should be able to make complex texts accessible by simplifying difficult words or concepts.

Writing Skills: Teachers use writing for instructions, feedback, and assessments. Clear writing is essential for effective communication and guiding students through their learning journey.

6. Language and Assessment

Language plays a critical role in assessment. Teachers use language in:

Creating Assessments: Teachers write exam questions, quizzes, and assignments in ways that accurately assess students' understanding of the material.

Providing Feedback on Assessments: Feedback language should be constructive and actionable, providing students with specific guidance on how to improve.

Clarifying Assessment Criteria: Teachers should use clear and precise language to explain how students will be assessed, what is expected, and the criteria for success.

7. Effective Use of Language in Different Teaching Styles

The language used in the classroom will vary depending on the teaching style:

Lecture-Based Teaching: In this style, the teacher uses language to explain, inform, and present material to the students. It's important for teachers to keep language clear and structured to maintain student engagement.

Discussion-Based Teaching: This style relies heavily on student language, with the teacher facilitating discussions. The teacher must guide the conversation, ensure all voices are heard, and provide feedback using inclusive language.

Project-Based Learning: In project-based classrooms, language is used for collaboration, problem-solving, and reporting. Teachers encourage the use of language to express ideas, negotiate, and document findings.

Conclusion

In teaching practice, language is not just a medium for communication but also a tool that shapes the learning environment. Teachers need to be mindful of how they use language to create an atmosphere conducive to learning. Effective language use can enhance understanding, promote participation, and ensure that students feel supported and encouraged. By considering the various aspects of language—teacher talk, student talk, classroom management, cultural sensitivity, and assessment—teachers can make their practice more effective and impactful.

II. Practical lesson. Teaching Language Skills.

Introduction

Teaching language skills is a fundamental aspect of language education that involves the development of four core competencies: listening, speaking, reading, and writing. These skills are interrelated and essential for effective communication in any language. A well-balanced language teaching approach integrates all four skills to ensure comprehensive linguistic proficiency.

Listening Skills

Listening is a receptive skill that enables learners to understand spoken language. Effective listening instruction involves:

- Exposure to a variety of authentic listening materials such as conversations, podcasts, and news reports.
- Activities that develop active listening, such as note-taking, summarizing, and predicting content.
- Teaching strategies like recognizing main ideas, understanding details, and making inferences.
- Use of technology, including speech recognition software and interactive listening exercises.

Speaking Skills

Speaking is a productive skill that involves verbal expression and interaction. To develop speaking proficiency, teachers should:

- Encourage conversational practice through dialogues, role-plays, and discussions.
- Focus on pronunciation, intonation, and fluency through drills and phonetic exercises.

- Integrate task-based language learning (TBL) to simulate real-life communication.
- Provide constructive feedback and create a supportive learning environment.

Reading Skills

Reading is a receptive skill that facilitates comprehension of written texts. Teaching reading involves:

- Encouraging extensive and intensive reading practices.
- Using skimming and scanning techniques to enhance reading efficiency.
- Teaching vocabulary development strategies, such as context clues and word analysis.
- Implementing comprehension activities like summarization, questioning, and critical analysis.

Writing Skills

Writing is a productive skill that requires structured expression of thoughts. Effective writing instruction includes:

- Teaching different text types and genres (e.g., essays, reports, creative writing).
- Emphasizing organization, coherence, and cohesion.
- Encouraging process writing (planning, drafting, revising, editing, and publishing).
- Providing models and scaffolding to guide learners in writing effectively.

Integrating the Four Skills

A well-rounded language program should integrate all four skills rather than teach them in isolation. This can be achieved through:

- Project-based learning, where students engage in tasks that require multiple language skills.
- Communicative language teaching (CLT) approaches that focus on real-life communication.
- Using multimedia resources that combine listening, speaking, reading, and writing activities.
- Assessment strategies that evaluate all language skills holistically.

Conclusion

Teaching language skills requires a strategic approach that incorporates various methodologies and techniques. By fostering an interactive and supportive learning environment, educators can enhance learners' proficiency in listening, speaking, reading, and writing, ultimately leading to successful language acquisition.

Teaching language skills—reading, writing, speaking, and listening—is a dynamic and multifaceted process that requires thoughtful planning, a variety of

instructional methods, and an understanding of students' needs. Successful language teaching goes beyond just imparting vocabulary and grammar; it focuses on developing students' communicative competence and ability to use the language in real-life contexts.

Each of the four language skills has distinct challenges and requires tailored teaching strategies. For example, while receptive skills (reading and listening) require strategies that promote comprehension and critical thinking, productive skills (speaking and writing) emphasize accuracy, fluency, and the ability to express ideas coherently. Task-based and communicative language teaching approaches have been proven to effectively integrate these skills, fostering active engagement and providing real-world context for learners.

Technological advancements also play a crucial role in modern language teaching, offering tools and resources that enhance the learning experience, particularly for speaking and listening skills. However, traditional methods, such as direct interaction, feedback, and collaboration, remain fundamental to the development of both receptive and productive skills.

In addition, the integration of cultural context, differentiation of instruction for varying proficiency levels, and constant formative assessments are essential to ensure that students acquire all aspects of the language and can apply them effectively in diverse settings. Teaching language skills requires flexibility, creativity, and a deep understanding of how language is acquired, so that educators can inspire and guide learners toward becoming proficient, confident speakers and writers in their new language.

III. Practical lesson. Multilingual and multicultural classes. Language and Cognitive Development.

Introduction

Language and cognitive development are deeply interconnected processes that shape how individuals think, communicate, and learn. Cognitive development refers to the growth of mental processes like thinking, memory, problem-solving, and decision-making. Language serves as both a tool and a reflection of cognitive growth, enabling individuals to express their thoughts, interact socially, and understand the world.

1. Theories of Language and Cognitive Development

1.1 Piaget's Cognitive Development Theory

- **Key Idea:** Language development is part of overall cognitive development and reflects the child's stage of thinking.
- **Stages:**

Sensorimotor Stage (0–2 years): Pre-verbal communication (e.g., crying, cooing) emerges.

Preoperational Stage (2–7 years): Language develops rapidly, enabling symbolic thinking.

Concrete Operational Stage (7–11 years): Language becomes more logical and context-dependent.

Formal Operational Stage (12+ years): Abstract language and hypothetical reasoning emerge.

1.2 Vygotsky's Sociocultural Theory

- **Key Idea:** Language and cognition develop through social interaction.
- **Zone of Proximal Development (ZPD):** The gap between what a child can do independently and what they can achieve with guidance.
- **Private Speech:** A critical phase where children talk to themselves to regulate behavior and internalize thoughts.

1.3 Chomsky's Theory of Universal Grammar

- **Key Idea:** Humans are biologically predisposed to learn language.
- **Language Acquisition Device (LAD):** An innate mechanism that helps children understand grammatical structures.
- **Cognition Link:** Chomsky emphasizes the role of innate brain structures in language learning, connecting language and mental faculties.

2. Language as a Tool for Cognitive Development

2.1 Role of Language in Thinking

- Language shapes thought processes by providing the symbols and structures needed to organize ideas.
- Example: Terms for time (e.g., past, future) influence how individuals conceptualize temporal events.

2.2 Role of Language in Problem-Solving

- Describing problems using language helps clarify thinking and identify solutions.
- Inner speech (internalized language) allows individuals to deliberate and plan actions.

2.3 Language and Memory

- Verbal labels enhance memory by attaching words to concepts.
- Example: A child is more likely to remember an object after learning its name.

3. Cognitive Development's Influence on Language

3.1 Concept Formation

- Cognitive growth allows children to understand abstract concepts, which are later expressed in language.
- Example: Understanding "justice" or "freedom" depends on cognitive maturity.

3.2 Theory of Mind (ToM)

- **Definition:** The ability to understand that others have thoughts, beliefs, and feelings different from one's own.
- **Language Connection:** ToM develops through conversations about emotions and perspectives, enriching vocabulary and social understanding.

3.3 Executive Functions

- Cognitive skills like attention, inhibition, and working memory are crucial for language development.

- Example: Sustaining attention is necessary for learning new words or grammar rules.

4. Stages of Language and Cognitive Development

4.1 Infancy (0–12 months)

- **Cognitive:** Sensory exploration, object permanence.
- **Language:** Babbling, recognizing sounds of native language.

4.2 Early Childhood (1–5 years)

- **Cognitive:** Symbolic thinking, developing memory.
- **Language:** Vocabulary explosion, basic grammar, and sentence formation.

4.3 Middle Childhood (6–12 years)

- **Cognitive:** Logical reasoning, improved memory strategies.
- **Language:** Complex sentence structures, academic language acquisition.

4.4 Adolescence and Beyond

- **Cognitive:** Abstract thinking, metacognition.
- **Language:** Nuanced language use, specialized vocabulary for academic or professional purposes.

5. Factors Affecting Language and Cognitive Development

5.1 Biological Factors

- **Genetics:** Inherited abilities influence both language and cognition.
- **Neurological Development:** Brain maturation supports advanced thinking and language skills.

5.2 Environmental Factors

- **Socioeconomic Status (SES):** Affects exposure to rich vocabulary and educational resources.
- **Parental Interaction:** Responsive communication fosters both cognitive and linguistic growth.

5.3 Educational Factors

- Quality of teaching and access to stimulating materials significantly impact development.

5.4 Cultural Factors

- Cultural norms shape how language is used and the types of concepts prioritized in learning.

6. Enhancing Language and Cognitive Development

6.1 Early Stimulation

- Engage children in conversations from an early age.
- Read books, sing songs, and play interactive games to enhance vocabulary and cognitive skills.

6.2 Encouraging Play

- Pretend play fosters symbolic thinking and language use.
- Problem-solving games enhance executive functions and verbal reasoning.

6.3 Scaffolding Learning

- Provide appropriate challenges and gradually reduce support as the child masters new skills.
- Use questions and prompts to guide thinking and language use.

6.4 Multilingualism

- Exposure to multiple languages enhances cognitive flexibility and metalinguistic awareness.

Conclusion on Language and Cognitive Development.

The relationship between language and cognitive development is a complex and dynamic process that shapes how individuals perceive, process, and interact with the world around them. Language acquisition is intricately linked to cognitive growth, as it enables individuals to categorize experiences, form concepts, and engage in abstract thinking. The development of language skills facilitates cognitive milestones such as memory, problem-solving, and reasoning, while cognitive abilities, in turn, support language learning by helping individuals understand and process linguistic input.

Research in both linguistics and psychology highlights the interdependence between language and cognitive functions. As children acquire language, they not only learn to communicate but also begin to understand and navigate their social and physical environment more effectively. This, in turn, influences their cognitive abilities, such as their capacity for symbolic thought, logical reasoning, and perspective-taking. Conversely, cognitive development provides the tools necessary for mastering more complex linguistic structures and meanings.

Cognitive theories, such as those proposed by Piaget and Vygotsky, emphasize the role of social interaction and environmental stimuli in the development of language and cognitive skills. While Piaget viewed language as a product of cognitive development, Vygotsky argued that social interaction and language are primary drivers of cognitive growth. Both perspectives offer valuable insights into how language learning and cognitive development are intertwined and mutually reinforcing.

In conclusion, the interaction between language and cognitive development is foundational to how individuals acquire knowledge, think critically, and engage with their surroundings. By understanding the dynamic nature of this relationship, educators, psychologists, and linguists can better support the development of language and cognitive skills across different age groups and contexts. This understanding also emphasizes the importance of fostering environments rich in language exposure, interaction, and cognitive challenges to promote healthy cognitive and linguistic growth.

ADABIYOTLAR RO‘YXATI

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