ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ

ИНГЛИЗ ТИЛИ ВА АДАБИЁТИ КАФЕДРАСИ

"ТАСДИҚЛАЙМАН"
ГулДУ ўқув ишлари
проректори Н.Баракаев
_____
«___» _____2017 й.

Инглиз тили амалий курси (Мустақил таълим кўникмалари) фани бўйича

ИШЧИ ЎҚУВ ДАСТУР

Билим соҳаси:	100000 – Гуманитар соҳа
Таълим соҳаси:	110000 – Педагогика
Таълим йўналишлари:	5111400 – Хорижий тил ва адабиёт (тиллар бўйича)

Босқич	– I
Умумий ўқув соати	– 64
Шу жумладан:	
Амалиёт машғулотлари	– 38
Мустақил таълим соати	– 26

Гулистон 2017-2018

Фаннинг ишчи ўқув дастури намунавий ўқув дастури ва ўқув режасига мувофиқ ишлаб чиқилди.

Тузувчи: Раҳмонова К. Кушиева Н – ГулДУ Инглиз тили ва адабиёти кафедраси

ўқитувчиси _____ (имзо)

Тақризчи: **Тожиев Х**. – ГулДУ Инглиз тили ва адабиёти кафедраси

доценти _____ (имзо)

Фаннинг ишчи ўқув дастури "Инглиз тили ва адабиёти" кафедрасининг 2017 йил "___" _____ даги ___ - сонли мажлисида кўриб чиқилиб, факультет Илмий-услубий Кенгашида кўриб чиқиш учун тавсия қилинди.

Кафедра мудири: Х.Ўразбаев

Фаннинг ишчи ўқув дастури "Инглиз тили ва адабиёти" кафедрасининг Илмий-услубий Кенгашининг 2017 йил "___" _____ даги "____" - сонли мажлисида тасдиқланди.

Факультет Илмий-услубий
Кенгаши раиси: Хамдамов. Э

Келишилди:

Ўқув ишлари бўйича ректор муовини доц. Н.Баракаев

КИРИШ

Мустақил таълим кўникмалари модули талабаларни олий таълим тизимида ўқиш жараёни ҳамда фанлараро боғлиқлик масалалари билан таништиради. Жумладан, ўқиш билан боғлиқ рефлексия, мустақил қарор қабул қилиш, ўзини англаш, билимларини мустақил равишда мустаҳкамлаш, университет ҳаёти ва ўқиш жараёни, вақтни тўғри режалаштириш каби масалаларни ўз ичига олади. Мустақил таълим кўникмалари модули ўқув режадаги бошқа фанларнинг таркибий қисми саналади. Мазкур фанни ўқитишда фанлараро боғлиқликка жиддий эътиборга қаратилади.

1.1. Ўқув фанининг мақсади ва вазифалари

Талабага
- олий таълим муассасасида таълим олишнинг ўзига хос жиҳатларини;
- ўз шахсий хусусиятларидан келиб чиқиб, ўқиш ва ўрганиш усулларини мустақил танлашни;
- таълим олишда рефлексиянинг аҳамиятини;
- олий таълим тизимидаги ўқув жараёнига мослашиш, ўз вақтини тўғри режалаштиришни ўргатиш фаннинг асосий мақсад ва вазифалари саналади.

1.2. Фан бўйича талабаларнинг билимига, кўникма ва малакасига қўйиладиган талаблар

Талабалар мустақил таълим кўникмалари модулини ўрганиш жараёнида:
- ўз-ўзини баҳолаш, билимларини такомиллаштириш учун мақсад ва келгуси режаларни тузиш;
- ўз вақтини тўғри режалаштириш, берилган вазифаларни ўз вақтида бажариш ва имтиҳонларга тайёргарлик кўриш;
- мустақил таълим олиш, шунингдек, келгуси касбий фаолияти билан боғлиқ малака ва кўникмаларини мунтазам такомиллаштириб бориш малакаларига эга бўлиши лозим.

1.3. Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвий кетма – кетлиги

"Мустақил таълим кўникмалари" фани мазкур таълим йўналиши ўқув режасидаги бошқа ихтисослик фанлари билан ўзаро боғлиқ бўлиб, модуллар кетма-кетлиги ва мазмунига мос равишда 1-семестр давомида ўқитилади. Ўқув режанинг адабиётшуносликка, методикага, мамлакатшуносликка оид курслари ва ўрганилаётган чет тилининг назарий курслари - умумий тилшунослик, стилистика ва матн таҳлили, қиёсий типология, назарий грамматика фанларидан зарурий билимларни эгаллашда ушбу фан модуллари бўйича ўзлаштирилган кўникма ва м алакалар муҳим аҳамият касб этади.

Фаннинг амалиётдаги ўрни

"Мустақил таълим кўникмалари" фани ишлаб чиқариш жараёни билан бевосита боғланмаган. Ушбу фан филология ва тилларни ўқитиш таълим йўналишининг фани ҳисобланади. Фан талабаларнинг мустақил таълим олиш ҳақидаги тасаввурларини кенгайтиради, таълим олиш жараёнида мустақил таълимнинг турли стратегияларидан фойдаланишга ва уларни амалда татбиқ этишга ўргатади.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

- амалий вазифалар;
- мустақил ўқиш;
- долзарб мавзулар муҳокамаси;
- матнлар /мақолалар/видео материалларни биргаликда танқидий муҳокама қилиш;
- таълим олиш жараёнига одатланиш;
- талаба портфолиоси

АСОСИЙ ҚИСМ
Фандан ўтиладиган мавзулар ва улар бўйича машғулот турларига ажратилган соатларнинг тақсимоти
Кузги-семестр

№	Фаннинг бўлими ва мавзуси	Соатлар			
		Жами	Маъруза	Амалий машғулот	Мустақил таълим
1	Course Requirements and Intro to Study Skills. Self assessment. Learner Autonomy	2	-	2	
2	Approaches to learning. What do I want from University. Difference between studying at a school and at University. Am I ready for Higher Education.	3	-	2	1
3	Setting Goals and Decision Making. Independent study. Independent learning: taking control	3	-	2	1
4	Individual memory styles. Improving memory.	4	-	2	2
5	Skills and personal development. The student's year.	4	-	2	2
6	Monitoring skills development. Developing a portfolio.	4	-	2	2
7	Research skills. Making the most of the library	3	-	2	1

8	Using computers for affective study. Searching online. E-learning and personalized learning.	3	-	2	1
9	Six conditions of learning. Optimal learning.	3	-	2	1
10	Finding own creative streak. Creative learning.	3	-	2	1
11	Time management. Working backwards from deadlines. Effective diary-keeping.	4	-	2	2
12	Motivated learning.	4	-	2	2
13	Managing projects and other independent study.	3		2	1
14	Advance preparation for the exam.	3	-	2	1
15	Dealing with stress. Managing stress	3	-	2	1
16	Making a presentation or giving a talk.	3	-	2	1
17	Improving reading comprehension. Making notes.	4	-	2	2
18	Planning towards a career. Career readiness.	4	-	2	2
19	Lifelong learning. Clarifying personal targets.	4	-	2	2
	Final control work				
	Total	64		38	26

2. Ўқув материаллари мазмуни
2.1 Амалий машғулотлар мазмуни

1. Course Requirements and Intro to Study Skills.
Presenting the syllabus, assessment specifications and The Study Power system overview. Assessing language skills using CEFR.

2. Approaches to learning. What do I want from University. Difference between studying at a school and at University. Am I ready for Higher Education.
Induction. Acquaintance. Teacher makes presentation of seven approaches to learning. Then leads group discussion. p. 4 Gathering expectations. Working with hand-outs: Students imagine themselves four years from now, thinking back on what they achieved at university and rate some desirable outcomes. p.6. Making group discussion about differences between studying at a school, college and at University. Students fill up a questionnaire whether they ready for Higher Education. p. 9. Acquaint students with teaching methods and styles used at university. p.11.

3. Setting Goals and Decision Making. Independent study. Independent learning: taking control.
Exploring the SMART system. Students do an activity: "What does independent study suggest to you?" p. 12. Group discussion about different approaches to learning. p.13

4. Individual memory styles. Improving memory.
Activity: how do you remember things? Students try to recall each of the items 1-6 given on page 294. Different strategies to remember. Activity: Think about advertisements p. 296. Mnemonics

5. Skills and personal development. The student's year.

Making use of skills opportunities. Students writes personal development planning. p.14. Students do an activity: "Anxieties and resources".

6. Monitoring skills development. Developing a portfolio.

Students study how to make monitoring skills development. Table at page 34. Group discussion: What is the purpose of a portfolio? What to put in a portfolio. p. 39.

7. Research skills. Making the most of the library.

Teacher makes students familiar how to undertake general research skills, how to find and select the most relevant information from source materials. Activity: "What do I actually need to read?" p. 115.

8. Using computers for affective study. Searching online. E-learning and personalized learning.

Group inquiry: identifying the skills students want to develop. Discussion: how computers and technology can be used to support study. p. 140. Activity: "Efficient search strategies".

Students in small groups makes presentations about ingredients for successful e-learning. Group discussion: "What is personalized learning?" p. 155 Kinds of online communications.

9. Six conditions of learning. Optimal learning.

The teacher acquaints students with six conditions for learning: New experiences, foundations, rehearsal, processing, understanding, demonstration. p.p. 50-52. Discussion in small groups: Optimal learning. Then group discussion. p. 53.

10. Finding own creative streak. Creative learning.

The CREAM strategy for learning. p. 55. Attitudes that prevent creativity. Approaches that foster creativity. Activity: "Searching for connections". p. 56

11. Time management. Working backwards from deadlines. Effective diary-keeping.

Working with hand-outs: "How well I manage my time now?" Ways of effective diary-keeping. Activity: Colour codes and symbols. p. 71.

Students fill the table: Time management. They analyze how well they spend their time and work out strategies what to do to improve. p.77. Activity: "Working backwards from deadlines".

12. Motivated learning.

Group discussion: Motivation and goal-setting. Then students answer the questionnaire on page 87. Using desired outcomes to guide study strategy.

13. Managing projects and other independent study.

Higher Education provides opportunities for demonstrating that you have the intellectual and personal maturity to take charge of an area of academic study alone or with other students. This requires good management skills. p. 255.

14. Advance preparation for the exam. Finding out basic information. Students make presentations in small groups on the themes: "Plan out exam time in advance." "The week before". "The day of the exam". Activity: In the exam. p. 318. Self-evaluation: Exam strategy.

15. Dealing with stress. Managing stress

Exercise: Spot the signs. p.321. Discussion: How to manage stress? Own experiences.

16. Making a presentation or giving a talk.

Group discussion: What is the purpose of a presentation and how are presentations assessed? Students do a self-evaluating exercise: "How effective am I in giving a talk?

17. Improving reading comprehension. Making notes.

Presentation of active reading strategies. Group discussion on this theme. Exercise: What is slowing down your reading? p. 120. Activity: Note making p. 122.

18. Planning towards a career. Career readiness.

Activity: Personal development planning. Activity: Personal development history. Personal portfolio. p. 335. Some suggestions of steps one can take now to develop his/her readiness for later when he/she applies for graduate jobs. p.336.

19. Lifelong learning. Clarifying personal targets.

Discussion: What is lifelong learning? Activity: Identifying opportunities. Questionnaire: Skills for success. p. 340-342. Looking the previous activity students note the skills they wished to pursue further. p. 343.

Кузги семестр
"Мустақил таълим кўникмалари" фани бўйича мустақил иш мавзулари

	Ишчи ўқув дастурининг мустақил таълимга оид бўлим ва мавзулари	Мустақил таълимга оид топшириқ ва тавсиялар	Ҳажми (соатда)	Бажарилиш муддатлари
1	Self assessment.	*Assessing language skills using CEFR.*	8	6-ҳафта
2	Finding information of the library	Check the classification system used to group books the library.	8	12-ҳафта
3	Developing a portfolio	A portfolio keeps related documents, helps the process of reflection, it gives the process of self-evaluation and personal development a higher focus.	10	19-ҳафта
	Жами		26	

"ИНГЛИЗ ТИЛИ ВА АДАБИЁТИ" кафедраси
Мустақил таълим кўникмалари) фанидан талабалар билимини баҳолашнинг
РЕЙТИНГ ЖАДВАЛИ (КУЗГИ СЕМЕСТР)

			СЕНТЯБРЬ				ОКТЯБРЬ					НОЯБРЬ				ДЕКАБРЬ			ЯНВАРЬ			
			4-9	11-16	18-23	25-30	2-7	9-14	16-21	23-28	30-4	6-11	13-18	20-25	27-2	4-9	11-16	18-23	25-30	15-20	22-27	
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
1	ЖН 70 %	Амалий	2	2	2	2	2	3	2	2	2	2	2	3	2	2	2	2	3	2	2	41
		Мустақил			8				9								12					29
2	ЯН – 30%																					30

	21	22	27	100
Жами				

Эслатма: 1-семестрда ўқитиладиган Хорижий тил (Мустақил таълим кўникмалари) фанининг ўқув ҳажми 70 соатни ташкил этганлиги сабабли фан коэффиценти – 0,64 бўлади. Фан бўйича ўзлаштиришни аниқлашда талаба тўплаган бали 0,64 га кўпайтирилади ва бутунгача яхлитлаб олинади.

ЖНни баҳолаш мезонлари

Мустақил таълим кўникмалари фани бўйича жорий баҳолаш талабанинг амалий машғулотларидаги ўзлаштиришини аниқлаш учун қўлланилади. ЖН ҳар бир амалий машғулотларида сўров яъни коллоквиум ўтказиш, савол ва жавоб, суҳбат, ҳамда ҳисобот топшириш каби шаклларда амалга оширилади. Талабага ЖН да бутун баллар қўйилади. Ҳар олти хафтада умумлаштирилиб баҳоланиб борилади.

Талаба амалий машғулотлар давомида баҳоланиб бориб, ҳар бир дарсда иштирокига қараб 1 баллдан 3 баллгача олиши мумкин. Бунда унинг уй вазифаларини бажариб келиши, дарсдаги активлиги, гуруҳ бўлиб ишлай олиш кўникмаси, мустақил қарор қабул қилиши каби жиҳатларига қаралади.

Бундан ташқари талаба семестр давомида 3та мустақил ишни бажариб топширади. Улар қуйидагича баҳоланади:

1. SELF-ESSESMENT - 8
Write a reflective piece (about 200 words) answering the following questions:
- *What do you think your level of English in terms of listening, spoken interaction and spoken production, writing and reading according to the Common European Framework of Reference? Why do you think so?*
- *What level do you think you need to achieve by the end of Year 4?*
- *What do you think you can do to work on your English apart from your studies?*

Criteria for assessment

Ability to self-assess using the CEFR	4
Ability to set realistic goals	4
Total:	8

2. LIBRARY RESEARCH – 9
1. For this task you will have to choose one of the suggested topics from the ISS course list:
- Motivation
- Stress management
- Reflection
- Learner Autonomy
- Preparing for exams

1. Search for the materials in the library and internet on the chosen topic.

2. Based on your reading and your interests narrow down the topic and make a title.

3. Give references on the 10 sources (both on-line and in print: articles, books, encyclopedia entries etc.) which you think is relevant to the chosen title. Please also note where and how you have found each source, as well as provide brief notes on what kind of information one can find there.

Ability to search for sources (in libraries and the internet)	3
Ability to narrow down the topic	3
Ability to give short description of a source	3
Total	9

3. LEARNER PORTFOLIO – 12

It is a collection of entries (reflective written bits) that you will produce over the semester. Each entry has a task that is described below.

Entry 1 What kind of learner I am

Write a short reflective piece (about 150 words) answering the following question:

- *What have you discovered about yourself as a learner (e.g. your learning st yle) and how you are going to make best use of it.*

Criteria for assessment

Awareness of own preferences as a learner	2
Ability to make use of the strengths and weaknesses	2
Total	4

Entry 2 Characteristics of a good student

Write a short reflective piece (about 150 words) answering the following question:

- *What do you think are the characteristics of a good student?*
- *How is it different to study in a secondary school and a University?*
- *Do you think you are a good student? Why?*
- *How do you think you can be a better student?*

Awareness of the importance of learner autonomy in a University setting	2
Ability to make comparisons	2
Total	4

Entry 3. Evaluating own learning

Write a short reflective piece (about 150 words) answering the following question:

- *How the ISS course helped you?*

What skills that you have learnt will be useful in your study and your future profession?

What other autonomous learning skills you think you need to develop and how you can do it?

Ability to reflect on own learning bringing in relevant examples Ability to evaluate the learning outcomes of the course	2
Ability to plan own study	2
Total	4

Фойдаланиладиган асосий дарслик ва ўқув қўлланмалар рўйҳати
Асосий дарсликлар ва ўқув қўлланмалар

Cottrell, S. (1999) The Study Skills Handbook. Hampshire: Palgrave
Cottrell, S. (2003) Skills for Success. Hampshire: Palgrave
ELA Guide (2009) Tashkent: British Council

Қўшимча адабиётлар

Phillips, T. (2003) Skills in English. Listening. Level 1., Garnet Publishing
Phillips, T. (2003) Skills in English. Listening. Level 2.,Garnet Publishing
Audio materials (tapes, CD etc.)
Video materials (DVD, VHS etc.)
Fried-Booth D. L. (1986) *Project work*, Oxford, Oxford University Press
Newspapers (e.g *Newsweek*, UzTEA Newsletter, etc) and magazines (e.g. *Uzbekistan Today*, *National Geographic*, *The Economist, etc*)
Web-sites

- www.macmillanenglish.com/readers
- www.bbc.co.uk/radio
- www.climatercrisis.net
- www.friendsunited.co.uk.
- http: // info.britannica.co.uk

- http: // liveearth.org
- http: // wonderclub.com
- http://www.teachingenglish.org.uk/think/methodology/intercultural2.shtm

Ишчи ўқув дастурга ўзгартириш ва қўшимчалар киритиш тўғрисида
_____ ўқув йили учун ишчи ўқув дастурига қўйидаги ўзгартириш ва қўшимчалар киритилмоқда:

_____

_____

Ўзгартириш ва қўшимчаларни киритувчилар:

_____   _____

  (профессор-ўқитувчининг И.Ф.О.)   (имзоси)

Ишчи ўқув дастурга киритилган ўзгартириш ва қўшимчалар "Филология" факультети Илмий-услубий Кенгашида муҳокама этилди ва маъкулланди (_____ йил "___" _____даги "____" - сонли баённома).

Факультет Илмий-услубий
Кенгаши раиси: Ҳамдамов. Э