O‘ZBEKISTON MILLIY PEDAGOGIKA UNIVERSITETI

«Chet tili (ingliz tili)»
ixtisosligi bo’yicha malakaviy imtihon
D A S T U R I

TOSHKENT – 2026

ANNOTATSIYA

“Xorijiy til (ingliz tili)” ixtisosligidan malakaviy imtihon qabul qilish dasturi O’zbekiston Respublikasining “Ta`lim to’g’risida” Qonuni hamda pedagogika fanini rivojlantirishga oid mavjud me`yoriy hujjatlar asosida yaratilgan bo’lib, psixologik-pedagogik tayyorlash tizimining muhim tarkibiy qismidir. Uning asosiy maqsadi – ingliz tili bo’yicha talabgorning nazariy va kasbiy tayyorgarlik darajasini uning ushbu fanning shakllanishi va rivojlanishi tarixini, umumiy kontseptsiyalari va metodologiya masalalarini, manbalarini, shu bilimlar tarmog’ining asosiy nazariy va amaliy muammolarini, mavjud materialni nechog’lik bilishini aniqlab berishi, uning ilmiy adabiyotni, shu jumladan, chet el davriy nashrlarini hamda ilmiy tadqiqotlarning zamonaviy usullarini qanchalik egallaganligini ko’rsatib berishi lozim.

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Ushbu dastur universitet Ilmiy-texnik kengashining 2026-yil 6-yanvardagi 1-sonli majlisida tasdiqlangan.

1. MUQADDIMA

Mazkur dastur malakaviy imtihon topshiruvchilar uchun mo'ljallangan. Talabgorlarni chet tiliga o'qitishning asosiy maqsadi ularning chet tilidan olgan bilimlarini yanada takomillashtirish va ilmiy-tadqiqot ishlarida undan unumli foydalanishdir.

Dasturning maqsadi, talabgor o'z mutaxassisligi bo'yicha chet tillarida yozilgan asl nusxadagi matnni o'qib tushunishga,matnning mazmunini qisqacha chet tilida so'zlab berishga, o'qib tushungan matndan kerakli axborotni ola bilishga, o'z mutaxassisligi va ilmiy ishi bo'yicha chet tilida suhbatlashishga o'rganish uchun mo'ljallangan.

Shu munosabat bilan talabgorlar bilimlari ushbu dastur mezonlari asosida baholanadi. Ularga chet tili bo'yicha 2500 bosma belgisi - yozma tarjima uchun, 5000 - og'zaki tarjima uchun beriladi. Tayyorlanish vaqti - 45 daqiqa. Nazorat turi - matnning birorta qismini ovoz chiqarib o'qish, yozma tarjimani tekshirishdir. Bundan tashqari, o'qilayotgan matnning asosiy mazmunini o'zining aktiv lug'ati asosida so'zlab berish, ijtimoiy-siyosiy sohaga bag'ishlangan matnni lug'atsiz o'qib, uning asosiy mazmunini chet tilida so'zlab berish va ijtimoiy-siyosiy mavzuda suhbatlashishdir (bosma belgisining soni 1500-2000gacha). Talabgorning ilmiy ishi va alohida ilmiy mavzusiga bog'liq savollar bo'yicha u imtixon oluvchi chet tilida suhbat olib boradi.

Dastur materiali ko'proq ishlatiladigan, jonli nutq uchun muhim bo'lgan fonetik, grammatik, leksik, har xil tipdagi so'z birikmalari va og'zaki, yozma nutq asosidagi mavzularni amaliy egallash uchun xizmat qiladi. Talabgorlarga beriladigan matnlar ularning mutaxassisliklariga oid ilmiy

maqolalar, ilmiy izlanishlarda qo'llaniladigan atamalar (terminlar), leksik birliklarni, frazeologizmlarni o'z ichiga oladi.

2.FANNI O'ZLASHTIRISHGA QO'YILGAN TALABLAR

Talabgorlardan birinchi navbatda, quyidagi bilim va ko'nikmaga ega bo'lish talab qilinadi:

- chet tilining morfologik tuzilishi va tovush tizimini bilishi;
- chet tilidan ona tiliga tarjima qilishi va matnni o'qib tushunishi;
- mutaxassislik bo'yicha asl matndan ona tiliga yozma tarjima qilishi va lug'aviy bazasiga ega bo'lishi (hajmi 2000-2300 bosma belgi);
- mutaxassislik bo'yicha asl matnni lug'atsiz o'qishi (hajmi 1000-1200 bosma belgi);
- lug'atsiz o'qilgan ijtimoiy-siyosiy matnning mazmunini chet tilida bayon qilishi va ijtimoiy-siyosiy mavzu bo'yicha suhbat qilishi;
- tadqiqotchi mutaxassisligi va ilmiy ishi yuzasidan chet tilda suhbat qila olishi va muloqatga kirishishi;
- chet tilda to'g'ri intonatsiya va so'z urg'usi haqida ***tasavvurga ega bo'lishi;***
- tilning zamonaviy holati tavsifi, yozuv, grafika, orfografiya, punktuatsiya, leksik-grammatik turkumlarini to'g'ri qo'llay olishi, so'z tuzilishini bilishi;
- sodda va qo'shma gaplar, so'z birikmasi sintaksisi; leksika va yozma nutq, dialektal leksikaning asosiy xususiyatlarini ***bilishi va ulardan foydalana olishi;***
- chet tilining hozirgi zamon adabiy shaklida turli xil murakkablikdagi mutaxassislikka oid matnlarni o'qib tushunishi va ona tiliga tarjima qila olishi;
- ijtimoiy-siyosiy sohaga bag'ishlangan matnni lug'atsiz o'qib, uning asosiy u mazmunini chet tilida so'zlab berishi va ijtimoiy-siyosiy mavzuda suhbatlasha olishi;
- tadqiqotchi o'z ilmiy ishi bo'yicha chet tilida erkin suhbatlashish ***ko'nikmasiga ega bo'lishi.***

3. FANNING BOShQA FANLAR BILAN BOG'LIQLIGI

CHet til fani amaliy grammatika, qiyosiy tipologiya, amaliy tarjima, amaliy fonetika, stilistika, ona tilining fonetik, grammatik, leksik strukturasi, mamlakatshunoslik, o'rganilayotgan tilda gapiruvchi xalqning tarixi, madaniyati, davlat tuzumi kabi fanlar bilan uzviy bog'liq bo'lib, mazkur fanlar bo'yicha kerakli bilim, ko'nikma va malakalar hosil qilishda chet tili fanining o'rni muhimdir.

Talabgorlar o'quv rejasidagi amaliy grammatika, qiyosiy tipologiya, stilistika, amaliy tarjima, xorijiy mamlakatlar tarixi, madaniyati, davlat tuzumi kabi fanlardan Yetarli bilim va ko'nikmalarga ega bo'lishi zarur.

4. FANNING MAZMUNI

CHet tildan malakaviy imtihonlarini topshiruvchilar quyidagilarni bilishi kerak.

Fonetika:Tilning tovush qurilishi va ularni tashkil etuvchi qismlar haqida ma`lumot. Tovush va harflar orasidagi tafovut. So'zning tovush va harf jihatidan tuzilishi. Fonetik transkriptsiya hamda intonatsiyani grafik tasvirlash usullari. Unli va undosh tovushlari talaffuzi. Unli va undosh tovushlarni talaffuz qilish ko'nikmalari. O'rganilayotgan chet tili, o'zbek va rus tillari unli va undosh tovushlarini eshitib farqlash. Talaffuz ko'nikmasini xosil qilish. Unli tovushlarni talaffuz qilish: monoftong, diftong, diftongsimon tovushlar. Nutq jarayonida so'zda unli tovushlar cho'ziqligi, ularning miqdoriy va sifat jihatidan kuchsiz talaffuz qilinishi. Unli tovushlarning urg'usiz holatda o'qilishi. Yordamchi so'zlarning kuchli va kuchsiz talaffuz shakplari.

Til oldi undosh tovushlarining tanglay bo'rtmasidagi talaffuzi, undosh tovushlarning portlovchilik xususiyati.

Urg'usiz bo'g'inda, jarangsiz undoshdan so'ng portlovchi undoshlarning portlovchilik

xususiyatini yo’qotishi.

Bo’g’in haqida tushuncha. O’rganilayotgan tilda bo’g’in ajratish xususiyatlari.

So’z urg’usi. So’zga to’g’ri urg’u qo’yish. Bitta asosiy urg’uga ega bo’lgan so’zlar, birinchi va ikkinchi darajali urg’uga ega bo’lgan so’zlarni hamda ikkita asosiy urg’uga ega bo’lgan so’zlarga to’g’ri urg’u qo’yish ustida ishlash. Jumla urg’usi haqida tushuncha. Sintagmatik, ritmikhamda mantiq urg’usi.

Intonatsiya. Intonatsiyani tashkil etuvchi qismlar haqida tushuncha. Nutq intonatsiyasi, jumla urg’usi, nutq sur`ati (tempi) va ovoz sifati (tembri). Intonatsiyani tashkil etuvchi vositalar va ularning vazifalari.

Intonatsiya tuzilishi va uning asosiy qismlari: boshlang’ich qism, bosh qism, yadro qismi va oxirgi terminal qismi. Sintagmatik va gapning kommunikatiye markazi haqida tushuncha. Darak, so’roq, buyruq va undov gaplar intonatsiyasi. Dara^ gapda past yoki o’rta pasayuvchi intonatsiyaning qo’llanishi. So’roq gaplar: umumiy tanlov, tasdiq va maxsus so’roq gaplar intonatsiyasi. Ularda turl^ intonatsiyalarning qo’llanilishi. Bir xil intonatsiyaning ketma-ket qo’llanilishi Intonatsiyalar moslashuvi. Ma`no guruhlari haqida tushuncha va turli ma`noga egg bo’lgan gaplarning turi. Ma`no guruhlarining intonatsiyasi. Kirish so’zlarnin intonatsiyasi.

Grammatika:

CHet tilining amaliy grammatikasi bo’yicha so’z turkumlari alohida ko’ri chiqiladi.

Ot. Sanaladigan otlar. Faqat birlikda ishlatiladigan otlar. Faqat ko’plikda ishlatiladigan otlar. Jamlovchi otlar. Sanalmaydigan otlar. Kelishik kategoriyasi. Otlarda ko’plik shakllarining hosil bo’lishi.

Artikl. Aniq va noaniq artikp va ularninng ishlatilishi. Artikl ishlatilmaydigan holatlar.

Olmosh. Kishilik, ko’rsatish, qaratqich, noaniq, o’zlik, so’roq olmoshlari.

Sifat. Sifatningo’rni va gapdagi tartibi. Sifat darajalari.

Ravish. Payt, hol, davom, daraja ravishlari.

Yuklama. O’rin va yo’nalish yuklamalari.

Bog’lovchi. Old ko’makchilar.

**Fe`l.** Umumiy harakat ma`nosini ifoda etuvchi so’z turkumi. Fe`lning asosiy uch shakli. Aniq darajadagi fe`llarning qo’llanilishi. Turlari: to’g’ri va noto’g’ri, o’timli va o’timsiz, ko’makchi va modal. O’zlik darajadagi fe`llar va ularning ma`nosi. Fe`l zamonlari. Modal fe`llar. Yordamchi fe`llar. Infinitiv guruhpar. Buyruq mayli formulalari. Fe`l darajasi. Sifatdosh va uning turlari.

Sintaksis. Sodda gap. Sodda gapda so’z tarkibi. Gap bo’laklari. Kesim. Ega va gapning ikkinchi darajali bo’laklari. Qo’shma gaplar va ularning turlari. Fe`lning gapdagi vazifasi. O’zlashtirma gap.

4.3. Matn mazmuni ustida ishlash

Faol leksika lug’ati. Tahliliy o’qish. Nutq namunalarini turli vaziyatlarda to’g’ri ishlatish. Matnni o’qish va tarjima qilish. Matnning leksik va grammatik xususiyatlarini anglash. Matn bo’yicha savolga javob berish. So’zlashuv paytida faol vokabulyardan foydalanish. Perefrazalar. Faol so’z va so’z birikmalarini qo’llagan holda matn mazmunini gapirib berish.

Turli xildagi ijtimoiy-siyosiy mavzularga bag’ishlangan maqolalar, haftalik sharhlar, chet tillarda o’qilgan gazeta ma`lumotlari sharhlarining qisqacha mazmunini bilish.

5. BAHOLASH MEZONLARI

Talabgorlar quyidagi mezonlari asosida baholanadi:

Mezonlar	**Maks. ball**
1. Matn bo’yicha	50
o’qish to’g’riligi	25
tarjima qilishning bosqichma-bosqichligi	25
2. Nutq va taqdimot madaniyati	50
Tuzilishi va izchillik	25

Til va ifoda aniqligi	25
UMUMIY BALL	**100**

Malakaviy imtihon savolnomasidan namuna:

№: _____

NATIONAL PEDAGOGICAL UNIVERSITY OF UZBEKISTAN NAMED AFTER NIZAMI

Total score of the exam	**100**
Signed by deputy rector for scientific and innovation issues	
Prepared by	

Qualifying Examination

LANGUAGE: ENGLISH

The test booklet consists of 2 tasks and will be assessed in 100 points.

Task 1: Reading (translation and retelling) – 50 points

Task 2: Speaking (About scientific research) - 50 points

Task	Point	Checked by (examiner's full name)	Examiner's signature
Reading	**50**		
Speaking	**50**		

TASK 1: Translation and reading fluency

1. Read and translate the text into your mother language. This task is worth 50 POINTS.

U.S. PUBLIC SCHOOLS

There are many people in the U.S. today who are not satisfied with the education that their children are receiving in the public schools. They are very worried about a number of developments that are taking place there. However, not all of these people are worried about the same things. In fact, they often do not agree about the problems in public education.

One group of people is concerned about the quality of the education which young people are receiving. According to these parents, their children are not learning enough in school, and some researchers agree with them. For example, according to recent studies, the number of high school students who cannot read is increasing not decreasing. Also the number of students who have difficulty with simple mathematics is increasing. Even students who graduate from high school and

go to college show a depressing lack of knowledge. In a geography class at a large university, 40% of the students could not find London on a map, 41% could not find Los Angeles, and almost *9%* could not find the city where they were attending college.

There arc a number of possible reasons for the increase in the number of students who are not receiving a good basic education. First, classes are sometimes too large. In some city schools, for example, there are often between forty and fifty students in a class.

Then, there are many teachers who do not know enough about the subjects that they are teaching. The college programmes which25 train future teachers are not always good and do not always attract the top students. But the problems are not always the fault of the teachers or the education system. Often students who do not want to learn behave badly and disturb the classes. As a result, the students who are really interested in their school subjects cannot learn much in these classes. Finally, according to some people, television is also to blame for the lack of success of the public schools. Young people often watch six or more hours of television a day. They do not take time for their homework. They grow to depend on television for entertainment and information, and, therefore, they cannot see any reason for reading in this modern world. All the entertainment and information they want comes from television, not from books.

A second group of people is dissatisfied with the public schools for very different reasons. These people usually have very conservative beliefs about life. They do not like the changes which they see every day in American society, and they disagree with many of the ideas which their children hear and read about in school. For example, they are against the sex education classes that some schools give. For them, sex education is not a suitable subject for schools. They also object to schoolbooks that describe the lives of mothers who work outside the home or of parents who are divorced. They do not like history books which criticize the U.S.

There are, however, many other people who completely disagree with the ideas and actions of these conservatives. "They are trying to limit our freedom. We must protect our children's right to learn about many different ideas," these parents say. Thus, in the U.S. today there is a lot of discussion about very important questions in education. Who will decide school programmes and books? Does the government have the right to decide? Do the school administrators have the right to decide? Can teachers decide? Do only parents have the right to decide the things that their children learn in school? Watch television and read news magazines; you will hear a lot of different answers to these questions.
(https://www.history.ac.uk/makinghistory/resources/articles/history_today.html)

TASK 2: SPEAKING (about scientific research)
Give brief outline of your research work in English. This task is worth 50 POINTS.

1.1 Theme of dissertation
1.2 Objectives (purposes, chapters, expected outcomes)
1.3 Give brief outline about outstanding scientists' work which relate to dissertation

6. References:

1. English language teaching technologies. D.Kh.Saydazimova and others. Tashkent 2025.
2. Modern technologies of teaching English. N.M.Akhmedova and others. 2025.
3. Graham Stanley. Language Learning with Technology. Cambridge university press. 2025.
4. Glenn Stockwell, Yijen Wang. The Cambridge Handbook of Technology in Language Teaching and Learning. Cambridge university press 2025.
5. David Horsburgh, Nicholas Horsburgh & Claire Horsburgh. New Oxford Modern English.

Oxford university press. 2025