**O’ZBEKISTON RESPUBLIKASI XALQ TA’LIMI VAZIRLIGI**

**NAVOIY DAVLAT PEDAGOGIKA INSTITUTI**



**INGLIZ TILI AMALIY KURSI:**

**YOZMA NUTQ KO`NIKMALARI KURSI**

**BO`YICHA**

**ISHCHI O’QUV DASTUR**

Bilim sohasi: 100000 - Gumanitar

Ta’lim sohasi 110000 - Pedagogika

Ta’lim yo’nalishi: 5111400 - Ingliz tili va adabiyoti

(Mutaxassislik)

**NAVOIY- 2017**

**Go’zal va betakrorimsan, muqaddas vatanim, jonim senga fido, O’zbekistonim!**

**My beautiful and inimitable, sacred country, I sacrifice my life to You, Uzbekistan!**

**O’ZBEKISTON RESPUBLIKASI XALQ TA’LIMI VAZIRLIGI**

**NAVOIY DAVLAT PEDAGOGIKA INSTITUTI**

|  |  |
| --- | --- |
| “Ro’yxatga olindi”  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  «\_\_»\_\_\_\_\_\_\_2017 yil | **«Tasdiqlayman»**  O`quv ishlari bo`yicha  \_\_\_\_\_\_dots.A.J.Qo`shoqov  «\_30\_» avgust 2017 yil |

**INGLIZ TILI AMALIY KURSI:**

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**NAVOIY-2017-2018**

Fanning ishchi o’quv dasturi o’quv, ishchi o’quv reja va o’quv dasturiga muvofiq ishlab chiqildi.

**Tuzuvchi:**

**S.F.Xo’janazarova** - Ingliz tili va adabiyoti kafedrasi katta o’qituvchisi

**Taqrizchi:**

**N.P. Iskanova** - Ingliz tili va adabiyoti kafedrasi katta o’qituvchisi

Fanning ishchi o’quv dasturi “Ingliz tili va adabiyoti” kafеdrasining 2017 yil 29- avgust №1-son yig’ilishida muhokamadan o’tgan va fakultеt kеngashida muhokama qilish uchun tavsiya etilgan.

**Kafеdra mudiri: \_\_\_\_\_\_\_\_\_\_ k.o`q. S.Q. Xasanova**

Fanning ishchi o’quv dasturi Chet tillar fakultеtining 2017 yil 30- avgust yig’ilishida qo’llash

uchun tavsiya etilgan.

**Fakultеt kеngashi raisi: \_\_\_\_\_\_\_ Z.D. Erdanov**

**Kelishildi: O’quv uslubiy boshqarma boshlig’i:\_\_\_\_\_\_\_\_ N.A.Xolmirzayev**

**INTRODUCTION**

The renewed curriculum described here is a part of a four-year full-time course at tertiary level leading to the qualification of Bachelor of Philology, English Language Teacher.

The curriculum is to be implemented within the English language departments of Higher Educational Institutions across Uzbekistan.

Data from the Baseline Study carried out in 2007 in several institutions of Uzbekistan was the basis for the renewal of the curriculum. The Study revealed the necessity for curriculum change to prepare skilled, competent and professional teachers of English with a fluent command of the target language.

The curriculum is the product of the project aimed at achieving lasting improvement in the standard of English language teaching in Uzbekistan by enhancing the learning experience of ELT PRESETT students and by setting clear exit standards in language referred to international standards for ELT. The project is implemented in collaboration of the Ministry of Higher and Secondary Specialised Education of Uzbekistan and the British Council.

The curriculum designers’ team consists of local University teachers, heads of departments and other authorities in Uzbekistan. The project consultant is Rod Bolitho, a leading ELT specialist from the Norwich Institute for Language Education, UK.

***Aim***

The aim of the revised curriculum is to prepare teachers of English who are competent in language and methodology referred to international standards.

***Objectives***

Graduates of the programme as future teachers of English will be expected to demonstrate:

* ability in listening, reading, speaking and writing to the level of C1 on CEFR (see Appendix 1)and sufficient understanding of the pedagogical implications of knowledge about language;
* a clear vision of the role of English in international communication;
* practical understanding of how learners learn languages;
* ability to critically evaluate, adapt and write materials;
* ability to plan and deliver lessons and sequence of lessons;
* understanding of a range of teaching approaches and ability to apply them according to the teaching and learning context;
* ability to evaluate and reflect upon their own learning and teaching;
* ability to research their own practice
* competence in the area of language awareness and language analysis for pedagogical purposes
* understanding of approaches to testing and assessment.
* intercultural competence with its implications for teaching English.

***The renewed part of the curriculum***

The project has aimed to renew the curriculum in two strands:

I English language

II Methodology for TESOL

Other courses in the Bachelor’s course are not tackled through this project. The newly developed courses are:

***English language strand (Language courses):***

1. Discourse Analysis
2. English as an international language
3. Grammar in context
4. Independent Study Skills
5. Integrated Skills 1
6. Integrated Skills 2
7. Listening and Speaking 1
8. Listening and Speaking 2
9. Reading 1
10. Reading 2
11. Reading 3
12. Reading 4
13. Vocabulary 1
14. Vocabulary 2
15. Writing 1
16. Writing 2
17. Writing 3
18. Writing 4

***Methodology for TESOL strand:***

1. Approaches To Language Teaching
2. Classroom Investigation 1
3. Classroom Investigation 2
4. Classroom Language
5. Developing Intercultural Competence
6. English for Specific Purposes
7. Language Learning
8. Language Testing And Assessment
9. Materials Design And Evaluation
10. Planning for Teaching And Learning
11. Teaching And Integrating Language Skills
12. Teaching Different Age Groups
13. Teaching Language Systems For Communication

***Inter-disciplinary links***

It should be mentioned that it is difficult to differentiate some of the courses into Language or Methodology such as Independent Study Skills, Classroom Language, and Developing Intercultural Competence. Therefore to some extent the division is provisional as close interaction between the two strands is assumed in the process of preparing teachers of English language.

Most of the language courses (Integrated Skills, Listening and Speaking, Reading, Writing, Vocabulary) especially in Year 1 and Year 2 are to be integrated through similar topics chosen for a month. The suggested topics can be narrowed down to meet students’ needs and interests and to promote their critical thinking.

**MODULE: WRITING**

**Introduction**

This course is intended to guide undergraduate students through the stages of writing a proposal for research papers and subsequent thesis in their content area course by providing assistance in writing effective research papers using process approach.  Students work with topics already assigned in other content area courses.

Compulsory in semester VII, 76 hours

**Objectives**

By the end of Year 4 students will be able:

* to construct and follow a well structured and achievable research paper plan
* to compile a literature review reflecting studies that are relevant to the student’s research paper theme
* to write and revise drafts to achieve a clear and direct prose style through self- and peer-reviewing.
* to incorporate data in different presentation modes (e.g. tables, graphs and etc.)
* to interpret data results, charts and tables in writing.
* to develop a well structured abstract for a research paper
* to understand the importance and implications of ethical issues such as plagiarism and intellectual property.
* to prepare for the final examination in writing.
* to use proper citation and referencing style.

**Indicative Content**

Writing a research paper

Analysis of a successful research paper

* Statement of intent
* Introduction
* Literature review
* Dealing with ethical issues (plagiarism, copyright, asking for permission, etc.)
* Presentation of data findings and analysis
* Referencing and citation
* Research conclusions

Preparation for the final exam

* + Review of Year 3 portfolio for strengths and weaknesses
  + Mock examination task

**Approaches to teaching and learning**

* Task-based practical work
* Analyzing concerning their research topic

**Learning outcomes**

By the end of Year 4 students should have

* demonstrate acquisition of well developed research paper structure
* ability of critical analysis and reflection on source materials

Note: Assessment on this course will be done by research paper supervisors

**Indicative bibliography**

Markmen, R., Markmen, P., Waddel, M. (2001)*10 Steps in Writing a Research Paper* NY: Barrons

Shuttleworth, M. (2005) *To Write A Research Paper* Cambridge: Cambridge University Press

<http://www.wikihow.com/Write-a-Research-Paper>

**Assessment profile**

|  |  |
| --- | --- |
| **Continuous Assessment**   * Class work and homework- 4 / 5 * Discussions – 4 / 5 * Presentations – 4 / 5 * Participation- 3 / 5 | **35**  15  20 |
| **Mid-course Assessment**  Presentation of Problem and Proposal of the Research Paper: fluency – 4; accuracy- 4; vocabulary- 4; grammar-3  Presentation of the First draft:  fluency – 5; accuracy-5; vocabulary- 5; grammar- 5 | **35**  15  20 |
| **Final assessment**  Presentation of the Second draft | **30** |

**INGLIZ TILI YOZMA NUTQ KO’NIKMALARI (WRITING 76 soat):**

**7-semestr**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Т/r** | **Mashg’ulot turi** | **Mavzu nomi** | **Qo’shimcha ma’lumot** | **Ajratilgan soat** |
|
| 1 | 2 | 3 | 4 | 5 |
| 1 | Practical | **Introduction:** Definition of the Research Paper | Differences of Academic, General and Research Paper | 2 |
| 2 | Practical | Reasons and Format of the Research paper | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 3 | Practical | The Report paper and Thesis paper; Academic writing and General writing | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 4 | Practical | Steps of writing research paper | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 5 | Practical | **Choosing a Topic:** topics to avoid | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 6 | Practical | Narrowing a Topic | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 7 | Practical | **Library:** Layout the library | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 8 | Practical | Organization of the library collections | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 9 | Practical | Online resources | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 10 | Practical | **Researches with search** **engines**: Usenet, Litserv, Telnet, and Gopher | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 11 | Practical | What information and where to look for it. | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 12 | Practical | Selecting the sources: Skimming | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 13 | Practical | Note taking | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 14 | Practical | Plagiarism and how to avoid it | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 15 | Practical | **The thesis:** Definition and Function | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 16 | Practical | Choosing an outline form | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 17 | Practical | Preparing to write the rough draft | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 18 | Practical | Checklist and Writer’s block | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 19 | Practical | Using your notes in the paper: how to use quotations to explore and discover | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 20 | Practical | Writing with unity, coherence, and emphasis | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 21 | Practical | Using the proper tense, graphics and the abstract in the research paper | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 22 | Practical | **Revising Your Rough Draft: P**rinciples of Revision; Revising the opening paragraph | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 23 | Practical | Revising the sentences for variety and style | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 24 | Practical | Revising the words: Diction; Rules for writers. Not. | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 25 | Practical | APA System of Documentation. Parenthetical documentation: Authordate. | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 26 | Practical | Format for “References” APA | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 27 | Practical | Writing the Abstract | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 28 | Practical | Finished form of the paper | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 29 | Practical | Peer review checklist | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 30 | Practical | Submitting your paper electronically | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 31 | Practical | **Traditional System of Documentation (CMS)**  Footnotes and endnotes | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 32 | Practical | Electronic sources | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 33 | Practical | Finished form of the paper | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 34 | Practical | Peer review checklist | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 35 | Practical | Peer review checklist | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 36 | Practical | Submitting your paper electronically | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 37 | Practical | **Sample student paper:** Paper using author –date documentation (APA) | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
| 38 | Practical | Paper using author –date documentation (APA) | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | 2 |
|  | **Total** | **76 hours** |  |  |

**DASTUR BAJARILISHINING KALENDARLI REJASI**

(amaliyot mashgulotlari)

**Fakultet:** Chet tillar

**Bosqich:** 4

**Semestr:** 7

**Fanning nomi:** **INGLIZ TILI AMALIY KURSI: INGLIZ TILI YOZMA NUTQ KO`NIKMALARI KURSI**

**Amaliyotchi o`qituvchi:**S.F. Xo’janazarova

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| № | **Mavzu nomi va nazorat turlari** | **Ajratilgan soat** | **Rejada** | **Amalda** | **Nazorat**  **ball** | **Oqituvchi imzosi** |
|  | **Amaliy mashg`ulot** |
| 1 | **Introduction:** Definition of the Research Paper | 2 |  |  |  |  |
| 2 | Reasons and Format of the Research paper | 2 |  |  |  |  |
| 3 | The Report paper and Thesis paper; Academic writing and General writing | 2 |  |  |  |  |
| 4 | Steps of writing research paper | 2 |  |  |  |  |
| 5 | **Choosing a Topic** | 2 |  |  |  |  |
| 6 | Narrowing a Topic | 2 |  |  |  |  |
| 7 | Layout the library | 2 |  |  |  |  |
| 8 | Organization of the library collections | 2 |  |  |  |  |
| **CONTINUOUS ASSESSMENT** | | | | | | |
| 9 | Online resources | 2 |  |  |  |  |
| 10 | **Researches with search engines**: Usenet, Litserv, Telnet, and Gopher | 2 |  |  |  |  |
| 11 | What information and where to look for it. | 2 |  |  |  |  |
| 12 | Selecting the sources: Skimming | 2 |  |  |  |  |
| 13 | Note taking | 2 |  |  |  |  |
| 14 | Plagiarism and how to avoid it | 2 |  |  |  |  |
| 15 | **The thesis:** Definition and Function | 2 |  |  |  |  |
| 16 | Choosing an outline form | 2 |  |  |  |  |
| **MID-COURSE ASSESSMENT** | | | | | | |
| 17 | Preparing to write the rough draft | 2 |  |  |  |  |
| 18 | Checklist and Writer’s block | 2 |  |  |  |  |
| 19 | Using your notes in the paper: how to use quotations to explore and discover | 2 |  |  |  |  |
| 20 | Writing with unity, coherence, and emphasis | 2 |  |  |  |  |
| 21 | Using the proper tense, graphics and the abstract in the research paper | 2 |  |  |  |  |
| 22 | **Revising Your Rough Draft: P**rinciples of Revision; Revising the opening paragraph | 2 |  |  |  |  |
| 23 | Revising the sentences for variety and style | 2 |  |  |  |  |
| 24 | Revising the words: Diction; Rules for writers. Not. | 2 |  |  |  |  |
| **CONTINUOUS ASSESSMENT** | | | | | | |
| 25 | Format for “References” APA | 2 |  |  |  |  |
| 26 | Finished form of the paper | 2 |  |  |  |  |
| 27 | Writing the Abstract | 2 |  |  |  |  |
| 28 | Finished form of the paper | 2 |  |  |  |  |
| 29 | Peer review checklist | 2 |  |  |  |  |
| 30 | Submitting your paper electronically | 2 |  |  |  |  |
| 31 | **Traditional System of Documentation (CMS)**  Footnotes and endnotes | 2 |  |  |  |  |
| **MID-COURSE ASSESSMENT** | | | | | | |
| 32 | Electronic sources | 2 |  |  |  |  |
| 33 | Finished form of the paper | 2 |  |  |  |  |
| 34 | Peer review checklist | 2 |  |  |  |  |
| 35 | Peer review checklist | 2 |  |  |  |  |
| 36 | Submitting your paper electronically | 2 |  |  |  |  |
| 37 | **Sample student paper:** Paper using author –date documentation (APA) | 2 |  |  |  |  |
| 38 | Paper using author –date documentation (APA) | 2 |  |  |  |  |
| **YAKUNIY NAZORAT** max ball-30, min ball-18 | | | | | | |

**MUSTAQIL ISH MASHG`ULOTLARI (58 SOAT)**

**7-semestr**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **T/r** | **O`rganilayotgan**  **mavzu nomi** | **soat** | **Mavzuning maqsadi va vazifalari** | **Maqsadga erishish usullari, vositalari va uslublari** | **Adabiyot-lar, jadvallar ko`rgazma-li qurollar** |
| 1 | Drafts of the Research paper; Writing the Research paper: Steps and schedule;  Topics based on a single source.  Topics that are trivial | 4 | to construct and follow a well structured and achievable research paper plan | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | *Writing a Research Paper.* Eighth Edition, Anthony C.Winkler, Jo Ray Metherell, USA, 2012  Shuttleworth, M. (2005) *To Write A Research Paper* Cambridge: Cambridge University Press |
| 2 | Online full- text databases.  Newspaper racks;  Organization of the library collections: the library of congress classification system | 4 | to compile a literature review reflecting studies that are relevant to the student’s research paper theme | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | *Writing a Research Paper.* Eighth Edition, Anthony C.Winkler, Jo Ray Metherell, USA, 2012 |
| 3 | Using the computer in your research: computers and research paper;  Databases: Electronic journals.  Online public- access catalogs | 4 | to write and revise drafts to achieve a clear and direct prose style through self- and peer-reviewing. | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | Shuttleworth, M. (2005) *To Write A Research Paper* Cambridge: Cambridge University Press |
| 4 | Researching with search engines: Usenet,Listserve, Telnet, and gopher | 4 | to incorporate data in different presentation modes (e.g. tables, graphs and etc.) | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | *Writing a Research Paper.* Eighth Edition, Anthony C.Winkler, Jo Ray Metherell, USA, 2012 |
| 5 | Evaluating internet sources: where was the info found, who wrote it, who publishes it? | 4 | to develop a well structured abstract for a research paper | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | Shuttleworth, M. (2005) *To Write A Research Paper* Cambridge: Cambridge University Press |
| 6 | What are the writer’s source? What tone does the writer use?  What do the writers contemporaries have to say? What is the writer’s motive? | 4 | to understand the importance and implications of ethical issues such as plagiarism and intellectual property. | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | *Writing a Research Paper.* Eighth Edition, Anthony C.Winkler, Jo Ray Metherell, USA, 2012 |
| 7 | What is the context of the writer’s opinion?  Doing the research? Using interviews and surveys; Corresponding by e-mail; Attending lectures, concerts, or art exhibits | 4 | to understand the importance and implications of ethical issues such as plagiarism and intellectual property. | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | Shuttleworth, M. (2005) *To Write A Research Paper* Cambridge: Cambridge University Press |
| 8 | Selecting your sources: Skimming  Primary and Secondary Sources, evaluating sources | 5 | to understand the importance and implications of ethical issues such as plagiarism and intellectual property. | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | *Writing a Research Paper.* Eighth Edition, Anthony C.Winkler, Jo Ray Metherell, USA, 2012 |
| 9 | Kinds of notes: the summary, the paraphrase, the quotation, the personal commit | 4 | to prepare for the final examination in writing. | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | Shuttleworth, M. (2005) *To Write A Research Paper* Cambridge: Cambridge University Press |
| 10 | Plagiarism and how to avoid it. Thesis: Definition and function;rules for wordinfg the thesis;placing the thesis;choosing a title | 4 | to prepare for the final examination in writing. | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | *Writing a Research Paper.* Eighth Edition, Anthony C.Winkler, Jo Ray Metherell, USA, 2012 |
| 11 | Transforming the notes into a rough draft:A checklist  Using a spell- checker | 4 | to use proper citation and referencing style. | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | Shuttleworth, M. (2005) *To Write A Research Paper* Cambridge: Cambridge University Press |
| 12 | Summaries and paraphrase; Direct and Indirect quotations; Using brief direct quotations; Using long quotations (from poetry); Punctuating quotations | 4 | to use proper citation and referencing style. | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | *Writing a Research Paper.* Eighth Edition, Anthony C.Winkler, Jo Ray Metherell, USA, 2012 |
| 13 | Unity  Coherence  Emphasis  Revising your draft: rereading your writing. Revising your  Paper from biggest to smallest elements | 4 | to use proper citation and referencing style. | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | Shuttleworth, M. (2005) *To Write A Research Paper* Cambridge: Cambridge University Press |
| 14 | Revising the body paragraphs;  Check paragraph transitions; revise diction for accuracy and exactness; revise redundant expressions | 5 | to use proper citation and referencing style. | Searching appropriate materials for topic, discuss and sharing ideas on writing research paper | *Writing a Research Paper.* Eighth Edition, Anthony C.Winkler, Jo Ray Metherell, USA, 2012 |

**Yetakchi o`qituvchi:**  **k.o’q.** **S.F.Hujanazarova**

**Assessment profile**

Semester 8

|  |  |
| --- | --- |
| **Continuous Assessment**   * Class work and homework * Discussions * Presentations * Participation | **35**  15  5  10  5 |
| **Mid-course Assessment**  Presentation of the Research Paper:  fluency –15 ; accuracy-10; vocabulary- 5;  grammar-5 | **35** |
| **Final assessment**  Final presentation of the Research Paper | **30%** |

**INGLIZ TILI YOZMA NUTQ KO’NIKMALARI (WRITING 12 soat):**

**8-semestr**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Т/r** | **Mashg’ulot turi** | **Mavzu nomi** | **Qo’shimcha ma’lumot** | **Ajratilgan soat** |
|
| 1 | 2 | 3 | 4 | 5 |
| 1 | Practical | Final draft;  Peer review | Using a Checklist | 2 |
| 2 | Practical | Changing a paper into presentation | Slide organization:  Designing your slides | 2 |
| 3 | Practical | Changing a paper into presentation | Practice, not to Memorize! | 2 |
| 4 | Practical | Types of Introduction, Conclusion | Practice, not to Memorize! | 2 |
| 5 | Practical | Practice Presentation of your Research Paper | Presentation of the Research Paper | 2 |
| 6 | Practical | Practice Presentation of your Research Paper | Presentation of the Research Paper | 2 |
|  |  |  |  | 2 |
|  | **Total** | **12 hours** |  |  |

**DASTUR BAJARILISHINING KALENDARLI REJASI**

(amaliyot mashgulotlari)

**Fakultet:** Chet tillar

**Bosqich:** 4

**Semestr:** 8

**Fanning nomi:** **INGLIZ TILI AMALIY KURSI: INGLIZ TILI YOZMA NUTQ KO`NIKMALARI KURSI**

**Amaliyotchi o`qituvchi:**S.F. Xo’janazarova

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| № | **Mavzu nomi va nazorat turlari** | **Ajratilgan soat** | **Rejada** | **Amalda** | **Nazorat**  **ball** | **Oqituvchi imzosi** |
|  | **Amaliy mashg`ulot** |
| 1 | Final draft; Peer review | 2 |  |  |  |  |
| 2 | Changing a paper into presentation | 2 |  |  |  |  |
| 3 | Changing a paper into presentation | 2 |  |  |  |  |
| 4 | Types of Introduction, Conclusion | 2 |  |  |  |  |
| 5 | Practice Presentation of your Research Paper | 2 |  |  |  |  |
| 6 | Practice Presentation of your Research Paper | 2 |  |  |  |  |
|  |  |  |  |  |  |  |
| **YAKUNIY NAZORAT** max ball-30, min ball-18 | | | | | | |

**MUSTAQIL ISH MASHG`ULOTLARI (14 SOAT)**

**8-semestr**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **T/r** | **O`rganilayotgan mavzu nomi** | **soat** | **Mavzuning maqsadi va vazifalari** | **Maqsadga erishish usullari, vositalari va uslublari** | **Adabiyotlar, jadvallar ko`rgazmali qurollar** |
| 1 | Reviewing unity, coherence and emphasis | 6 | demonstrate acquisition of well developed research paper structure  ability of critical analysis and reflection on source materials | Presentation of data findings and analysis  Referencing and citation  Research conclusions | *Writing a Research Paper.* Eighth Edition, Anthony C.Winkler, Jo Ray Metherell, USA, 2012  Shuttleworth, M. (2005) *To Write A Research Paper* Cambridge: Cambridge University Press |
| 2 | Practice on peer reviewing | 6 | demonstrate acquisition of well developed research paper structure | Presentation of data findings and analysis | *Writing a Research Paper.* Eighth Edition, Anthony C.Winkler, Jo Ray Metherell, USA, 2012 |
| 3 | Submitting your Research Paper electronically | 6 | ability of critical analysis and reflection on source materials | Referencing and citation | Shuttleworth, M. (2005) *To Write A Research Paper* Cambridge: Cambridge University Press |
| 4 | Editing your Research paper | 6 | demonstrate acquisition of well developed research paper structure | Research conclusions | *Writing a Research Paper.* Eighth Edition, Anthony C.Winkler, Jo Ray Metherell, USA, 2012 |
| 5 | Working on Errors of your Research Paper | 6 | ability of critical analysis and reflection on source materials | Presentation of data findings and analysis | Shuttleworth, M. (2005) *To Write A Research Paper* Cambridge: Cambridge University Press |
| 6 | Working on Errors of your Research Paper | 6 | demonstrate acquisition of well developed research paper structure | Referencing and citation | *Writing a Research Paper.* Eighth Edition, Anthony C.Winkler, Jo Ray Metherell, USA, 2012 |
| 7 | Reviewing your citation in your research paper | 6 | ability of critical analysis and reflection on source materials | Research conclusions | Shuttleworth, M. (2005) *To Write A Research Paper* Cambridge: Cambridge University Press |
| 8 | Reviewing your citation in your research paper | 6 | demonstrate acquisition of well developed research paper structure | Presentation of data findings and analysis | *Writing a Research Paper.* Eighth Edition, Anthony C.Winkler, Jo Ray Metherell, USA, 2012 |
| 9 | Format for “Works Cited”  APA | 6 | ability of critical analysis and reflection on source materials | Referencing and citation | Shuttleworth, M. (2005) *To Write A Research Paper* Cambridge: Cambridge University Press |
| 10 | Changing into presentation: slide organization;  Designing your slide | 6 | demonstrate acquisition of well developed research paper structure | Research conclusions | *Writing a Research Paper.* Eighth Edition, Anthony C.Winkler, Jo Ray Metherell, USA, 2012 |
| 11 | Changing into presentation: slide organization;  Designing your slide | 6 | ability of critical analysis and reflection on source materials | Presentation of data findings and analysis | Shuttleworth, M. (2005) *To Write A Research Paper* Cambridge: Cambridge University Press |
| 12 | Types of introduction | 6 | demonstrate acquisition of well developed research paper structure | Referencing and citation | *Writing a Research Paper.* Eighth Edition, Anthony C.Winkler, Jo Ray Metherell, USA, 2012 |
| 13 | Types of Conclusion | 6 | ability of critical analysis and reflection on source materials | Research conclusions | Shuttleworth, M. (2005) *To Write A Research Paper* Cambridge: Cambridge University Press |
| 14 | Practice Presentation | 6 | demonstrate acquisition of well developed research paper structure | Presentation of data findings and analysis | *Writing a Research Paper.* Eighth Edition, Anthony C.Winkler, Jo Ray Metherell, USA, 2012 |

**Yetakchi o`qituvchi:**  **S.F.Hujanazarova**

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**ASOSIY ADABIYOTLAR**

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