Samarqand davlat universitetning kattaqo'rg'on filiali Pedagogika va tillarni o'qitish fakulteti 3-bosqich Xorijiy til va adabiyoti (ingliz tili) ta'lim yo'nalishi talabalariga 5-semestr uchun "Tillarni o'qitish metodikasi va ta'lim texnalogiyalari" fanidan yakuniy nazorat savollari

Imtihon shakli: yozma

№		1-QISM "OSON SAVOLLAR" deb nomalanadi va semestrda o'qitilishi rejalashtirilgan mavzularning kirish qismidan asosan nazariy savollardan iborat bo'ladi (tayanch iborasi bo'ladi).	2-QISM "ODDIY SAVOLLAR" deb nomalanadi va semestrda o'qitilishi rejalashtirilgan mavzularning 1-rejasidan asosan mulohazaviy savollardan iborat bo'ladi (tayanch iborasi bo'ladi).	3-QISM "MURAKKAB SAVOLLAR" deb nomalanadi va semestrda o'qitilishi rejalashtirilgan mavzularning 2-rejasidan asosan qoidalar, teoremalar, kabi savollardan iborat bo'ladi (tayanch iborasi bo'lmaydi).	4-QISM qism "MURAKKAB SAVOLLAR 2" deb nomalanadi va semestrda o'qitilishi rejalashtirilgan mavzularning 3-rejasidan asosan tendensiyalar, paradigmalar, konsepsiyalar kabi savollardan iborat bo'ladi (tayanch iborasi bo'lmaydi).	5-qism "QIYIN SAVOLLAR" deb nomalanadi va semestrda o'qitilishi rejalashtirilgan mavzularning xulosa yani yakuniy qismidan asosan talabani mustaqil fikrlashga, mavzuni to'liq anglashga yo'naltiradigan savollardan iborat bo'ladi (tayanch iborasi bo'lmaydi).
	Mavzu					
1.	Linguo-didactic requirements to learning, teaching and assessment of	What are the linguo-didactic requirements for learning English at a secondary school level?	Explain the role of the CEFR in the Uzbek educational context.	How would you apply the CEFR standards to a high school English class in Uzbekistan?	Analyze the impact of national education reforms on English language teaching in Uzbekistan	Propose changes to improve the CEFR framework's implementation in Uzbekistan.

2.	English as a general educational target subject at school, lyceum and college.	What is a Jigsaw activity in language learning?	How does methodology function as a science in language teaching?	Analyze how brainstorming can improve language learning for beginners.	Propose an improvement to the CEFR framework that would better serve language learners in rural Uzbekistan.	Analyze how the CEFR's six levels (A1-C2) are applied in teaching foreign languages in Uzbekistan.
3.		What is the main purpose of the CEFR framework?	Apply the CEFR framework to design a speaking activity for B1 learners.	Explain the benefits of using Cooperative Projects for language learning.	Create a workshop to train teachers on enhancing their ICT competency for language teaching.	Propose improvements to the implementation of CEFR-aligned assessments in rural Uzbek schools.
4.	Review on history of Methods of teaching foreign languages.	Name two historical methods of foreign language teaching.	Compare and contrast the Grammar-Translation Method and the Direct Method.	Apply the principles of the Direct Method to a classroom lesson on basic vocabulary.	Critically evaluate the strengths and weaknesses of the Grammar-Translation Method in modern education.	Propose a new method combining Cooperative Learning and Task-Based Learning for large classrooms.
5.		What is the role of feedback in improving students' writing skills?	What role did the Grammar-Translation Method play in historical language teaching?	How would you use the Grammar-Translation method to teach verb conjugations?	Compare the Direct Method and Henry Palmer's method in terms of student outcomes.	Evaluate the relevance of Henry Palmer's method in today's classrooms.
6.	Technologies of teaching foreign languages.	What is Cooperative Language Learning (CLL)?	How can the 'Three-step interview' be used in teaching foreign languages?	Design a cooperative learning project for an A2 level class.	Cooperative Projects Analysis	Propose a modification to the cooperative learning method for large classrooms with limited resources.
7.		What is continuous professional development for language teachers?	What is the role of team practice in cooperative learning?	Create a cooperative learning exercise for A1 students using 'Roundtable.'	Analyze the advantages and disadvantages of using 'Roundtable' in language teaching.	Critically evaluate the use of communicative language teaching in modern English language classrooms.
8.	Methods of teaching foreign languages	What is the main focus of Communicative Language Teaching?	What are the key principles of linguo-cultural teaching and learning?	How would you incorporate communicative activities in a B1 level class?	Compare the effectiveness of communicative language teaching vs. traditional methods.	Evaluate the effectiveness of teaching foreign languages through communicative

					competence in the Uzbek context.
9.		What is the difference between Communicative Language Teaching (CLT) and traditional language teaching?	Why is intonation important in communicative language teaching?	Design a task-based activity for B1 students to practice discussing pros and cons.	Analyze the role of communicative language teaching in developing fluency versus accuracy	Critically evaluate the use of communicative language teaching in modern English language classrooms
10.		What is independent learning in the context of language teaching?	Explain how 'age groups' impact the choice of language teaching methods.	How would you apply communicative language teaching for beginners?	How do cultural differences affect the choice of language teaching methods?	Synthesize a new method combining task-based learning and communicative language teaching.
11.	Developing the professional competence of a foreign language teacher in the system of continious education.	Define the term 'professional competence' in foreign language teaching.	Explain how ICT competency is important for language teachers.	Develop an ICT-based lesson plan for teaching English to A1 learners.	Discuss the challenges of developing ICT competence among teachers in Uzbekistan.	Propose a model for developing the ICT competence of English language teachers in rural schools.
12.		What is ICT competency?	How does professional competence contribute to effective language teaching?	How do continuous professional development programs impact the teaching quality of foreign language teachers?	Design a listening comprehension exercise for B1 learners using authentic materials.	Propose a continuous professional development plan that focuses on improving teacher ICT competency.
13.		What are the key features of an effective English lesson?	Describe the role of ICT competency in modern language teaching.	Develop a professional development plan for a foreign language teacher in Uzbekistan.	Analyze the impact of professional competence on teaching quality.	Propose a plan for continuous development of foreign language teachers in Uzbekistan.
14.	Lesson planning in the teaching process.	What is the purpose of lesson planning in language teaching?	Describe the structure of a typical English language lesson plan.	Create a lesson plan focusing on speaking activities for a beginner class.	Analyze the role of independent learning in the language lesson plan.	Critically evaluate the effectiveness of current lesson planning strategies in Uzbek schools.
15.		What are the features of an independent work activity in an English lesson?	Explain how an English lesson plan should be structured to achieve learning objectives.	Design an English lesson focusing on independent learning for A2 learners.	Develop a speaking activity that focuses on improving A1 learners' dialogue skills.	Design a pre-listening task for A2 learners to prepare for a listening activity.

16.		What are vocabulary difficulties A1 learners face?	What are the key features of lesson interaction in an English language class?	Create a lesson plan focusing on teaching grammar using communicative activities.	Evaluate the role of different lesson types in language learning.	Evaluate the effectiveness of different types of lesson planning in promoting student learning.
17.	Organization of the modern English teaching process	What are the basic requirements for teacher planning in the modern teaching process?	How should learning activities be organized in a modern classroom?	How would you organize a lesson for active student participation?	How can a teacher's lesson planning affect classroom management?	Propose improvements to the modern English teaching process based on your analysis of classroom practices.
18.		What are the teacher's main responsibilities in organizing modern English lessons?	How does teacher planning affect the outcome of an English language lesson?	How would you organize a classroom activity to enhance student participation and engagement?	Analyze how the CEFR's six levels (A1-C2) are applied in teaching foreign languages in Uzbekistan.	Create a writing task for A1 learners focusing on sentence construction.
19.		What is the main aim of teaching listening?	Explain how modern teaching methods can enhance student participation.	How would you integrate technology into the organization of student learning activities?	What challenges arise in organizing classroom activities, and how can they be addressed?	Propose a strategy to improve the organization of learning activities for large classes.
20.	Teaching vocabulary to A1 level learners.	What is the definition of vocabulary?	Why is vocabulary selection important for A1 learners?	How would you teach the word 'beautiful' to A1 learners using visual aids?	What factors should a teacher consider when selecting vocabulary for A1 learners?	Synthesize a plan for improving vocabulary acquisition among A1 learners using digital tools.
21.		How do you select vocabulary for A1 learners?	How does vocabulary presentation impact vocabulary acquisition for A1 learners?	Create a flashcard activity for teaching new vocabulary to A1 learners.	Compare the Grammar-Translation and Direct Methods regarding their effectiveness in teaching reading skills.	What is the role of the teacher in fostering interaction during English language lessons?
22.		What are the main aims of teaching speaking to A2 learners?	What are the categories of vocabulary?	Design a lesson on vocabulary distribution for A2 learners.	Analyze the importance of vocabulary distribution across different learner levels.	Design a comprehensive strategy for teaching vocabulary to A1 learners using a digital platform.

23.		What is listening as a part of speech?	What is listening as a part of speech?	Design a listening activity for A2 learners that addresses common difficulties.	What are the most common difficulties faced by students in listening activities?	Propose a method for addressing the psycho-physiological difficulties in listening activities.
24.	Teaching Listening to A1, A2, B1 level learners.	What are the main objectives of teaching listening at the A2 level?	Apply the CEFR framework to design a speaking activity for B1 learners.	How does team practice promote active learning in language classrooms?	How can teachers improve listening comprehension for students struggling with fast speech?	
25.		What is 'skimming' in reading?	Explain the psycho-physiological mechanisms of listening.	Create an activity to address listening difficulties for A1 learners.	Analyze how different listening techniques can be applied to address listening difficulties.	Evaluate the effectiveness of different listening comprehension strategies for B1 learners.
26.		What is the difference between monologue and dialogue speech?	What is the role of speaking in language learning?	Create a speaking activity to help A2 students improve their dialogue skills.	How can role-playing enhance speaking skills in A2 learners?	Design an advanced speaking syllabus for B1 learners using real-life conversational contexts.
27.	Teaching Speaking to A1, A2, BI level learners	What is a monologue speech and how is it taught?	Explain how role-plays can help improve students' speaking skills.	Develop a speaking activity that focuses on improving A1 learners' dialogue skills.	Analyze the role of communicative language teaching in developing fluency versus accuracy.	Evaluate the impact of ICT tools on student engagement and learning outcomes in language classes.
28.		What is the role of feedback in improving students' writing skills?	What are the main components of teaching speaking in a foreign language?	How would you teach dialogue speech to B1 learners?	How does dialogue speech contribute to language acquisition at different learner levels?	Use tasks like shopping, asking for directions, or discussing preferences to promote practical sp
29.	Teaching Reading to A1, A2, BI level learners	What are the two main types of reading in language learning?	How does reading contribute to language acquisition?	How does reading contribute to language acquisition?	Analyze the relationship between reading strategies and comprehension.	Evaluate different reading techniques and suggest a model for B1 learners to improve their reading comprehension.
30.			How does the CEFR support teachers in	Evaluate different reading techniques and	Create an interactive task for B1 learners	How do continuous professional

			designing language assessments?	suggest a model for B1 learners to improve their reading comprehension.	using the Three-Step Interview technique.	development programs impact the teaching quality of foreign language teachers?