

Kattaqo'rg'on davlat pedagogika instituti Filologiya va ijtimoiy fanlar fakulteti
4-bosqich Xorijiy til va adabiyoti: ingliz tili yo'nalishi talabalariga 8-semestr uchun
« Chet tillarini o'qitishning integrallashgan kursi »fanidan yakuniy nazorat savollari
Imtihon shakli: yozma

Mavzu raqami	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, teoremlar, kabi savollardan iborat bo‘ladi (tayanch iborasi bo‘lmaydi).	4-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).
1.	What is the concept of “Classroom at Work” and what is its main purpose?	How does the “Classroom at Work” approach motivate students’ activity in foreign language lessons?	How does the “Classroom at Work” approach differ from traditional teaching methodology? Give examples.	What is the role of interactive methods (pair work, group work, project work) in the “Classroom at Work” concept, and how would you evaluate their effectiveness?	Analyze the social, cognitive, and linguistic benefits of the “Classroom at Work” concept from a theoretical perspective, and provide examples from your own or observed teaching practice.
2.	Define the role of a teacher in the process of foreign language learning.	What are two main qualities that every good teacher should have?	Compare the role of a teacher as a “knowledge transmitter” and as a “facilitator.” Which one is more effective in modern foreign language teaching? Explain.	How does a teacher influence students’ motivation and classroom atmosphere? Provide examples.	Critically discuss how the concept of “What is a Teacher” has evolved in foreign language pedagogy, considering psychological, methodological, and social perspectives.
3.	What is the difference between teaching and learning in the context of foreign language education?	List two factors that make the learning process more effective in the classroom.	Explain how teaching methods and learning styles can complement or conflict with each other. Give examples.	Discuss the importance of interaction between teacher and students in achieving successful teaching and learning outcomes.	Critically evaluate the relationship between teaching and learning from cognitive, social, and communicative perspectives in foreign language classrooms.
4.	What is meant by the term “subject matter” in English Language Teaching (ELT)?	Name two main components of the subject matter in ELT.	Explain how linguistic, cultural, and communicative aspects form the subject matter of ELT. Give examples.	How does the choice of subject matter influence the effectiveness of language learning in the classroom?	Critically analyze how the subject matter of ELT has changed over time, considering shifts from grammar-based teaching to communicative and competency-based approaches.
5.	What is the importance of the first lesson in foreign language teaching?	Mention two simple strategies a teacher can use to make students feel comfortable during the first lesson.	Compare two teaching methods that can be effectively applied in first lessons. Which do you consider more useful and why?	How can a teacher balance between introducing new material and establishing classroom routines in the first lesson?	Critically evaluate the role of methods, hints, and strategies in shaping students’ long-term motivation and learning outcomes, with reference to first lessons in ELT.
6.	Why is lesson planning important in foreign language teaching?	List two types of classroom activities that support active student participation.	How does effective planning influence the balance between teacher-centered and student-centered activities? Provide examples.	Discuss how lesson objectives and planned activities should be connected to ensure successful learning outcomes.	Critically analyze the challenges teachers face in planning activities that meet diverse learners’ needs, and suggest strategies to overcome these challenges.
7.	What is meant by an “activity route map” in foreign language teaching?	Why is it important to exploit an activity fully during a lesson?	Why is it important to exploit an activity fully during a lesson?	How can exploiting an activity help develop both linguistic and communicative competence in learners?	Critically evaluate the role of an activity route map in ensuring lesson coherence and maximizing learning outcomes, considering different learner levels and needs.
8.	What is pair work in foreign language teaching, and why is it useful?	Give two examples of classroom tasks that can be done in small groups.	Compare the advantages and disadvantages of pair work and small group work in developing communication skills.	How can a teacher organize and monitor pair work or small group work to ensure equal participation of students?	Critically analyze the role of pair work and small group work in promoting learner autonomy, collaboration, and real-life communication in ELT classrooms.
9.	Define classroom management in the context of foreign language teaching.	What is classroom interaction, and why is it important for language learning?	Explain how effective classroom management contributes to better classroom interaction. Give examples.	Discuss different patterns of classroom interaction (e.g., teacher–student, student–student) and their impact on learning outcomes.	Critically evaluate the challenges of managing classroom interaction in large or mixed-ability groups, and suggest practical strategies to overcome them.
10.	Why is seating arrangement important in a foreign language classroom?	What are two key features of clear and effective instructions?	Compare different seating arrangements (e.g., rows, circles, groups) and explain how they influence classroom interaction.	How can a teacher ensure that instructions are understood by all students before starting an activity?	Critically analyze the relationship between seating organization and the effectiveness of teacher instructions in achieving communicative and collaborative learning outcomes.
11.	What does “monitoring” mean in the context of classroom teaching?	Why are gestures useful for teachers in foreign language classrooms?	Explain how effective monitoring can improve student participation and reduce classroom problems. Give examples.	Discuss the role of the board in organizing information and supporting students’ understanding during lessons.	Critically evaluate how monitoring, gestures, and board use together contribute to classroom management and communicative effectiveness in ELT.
12.	What does “eliciting” mean in the context of foreign language teaching?	Why is eliciting considered more effective than simply giving information to students?	Explain how teachers can use eliciting techniques (e.g., questioning, prompts, visuals) to activate students’ prior knowledge. Give examples.	Discuss some common mistakes teachers make that may unintentionally prevent learning in the classroom.	Critically evaluate the balance between effective eliciting and avoiding techniques that hinder learning, considering both teacher behavior and learner engagement.
13.	Who are learners in the context of foreign language teaching?	What is the main difference between individual learners and group learners?	Explain how individual differences (e.g., age, motivation, learning style) influence the process of learning a foreign language.	Discuss the advantages and disadvantages of group learning compared to individual learning in the classroom.	Critically analyze how teachers can balance the needs of individual learners and groups in foreign language classrooms, suggesting practical strategies.

14.	Why is it important for teachers to know the language level of their students?	Give two examples of learner needs that teachers should consider when planning lessons.	Explain how teachers can assess the level of their students using both formal and informal methods.	Discuss the relationship between students' language level and the types of classroom activities chosen by the teacher.	Critically evaluate how identifying learners' levels and needs can shape curriculum design, lesson planning, and long-term learning outcomes in ELT.
15.	What does “getting feedback from learners” mean in foreign language teaching?	Why is learner feedback important for teachers?	Describe two effective techniques teachers can use to collect feedback from learners and explain their advantages.	How can feedback from learners help improve both teaching methods and classroom interaction?	Critically analyze the challenges of obtaining honest and useful feedback from learners, and suggest strategies to make feedback more reliable and constructive.
16.	What does “analyzing grammar” mean in the context of English Language Teaching?	Why is it important for teachers to analyze language before presenting it to learners?	Explain how analyzing grammar helps teachers anticipate learners' difficulties and errors. Give examples.	Discuss the relationship between grammar analysis and teaching communicative language use.	Critically evaluate different approaches to analyzing grammar and language (e.g., structural, functional, discourse-based) and their implications for ELT practice.
17.	What does it mean to analyze the concept or meaning of a word in ELT?	Why is it important for learners to understand both the denotative and connotative meanings of words?	Explain how context influences the meaning of words, providing at least two examples.	Discuss how teachers can help learners analyze and clarify word meanings using techniques such as examples, opposites, and word families.	Critically evaluate the role of concept analysis in vocabulary teaching, considering challenges such as polysemy, cultural differences, and learner misconceptions.
18.	What is meant by “communicative function” in language teaching?	Give two simple examples of communicative functions used in everyday conversation.	Explain how analyzing communicative functions can help teachers design more effective classroom activities.	Discuss the difference between grammatical accuracy and communicative function in language learning. Provide examples.	Critically analyze the challenges of teaching and assessing communicative functions in ELT, considering cultural, pragmatic, and learner-level factors.
19.	What does it mean to say that planning is a thinking skill in teaching?	Why is planning important for successful foreign language lessons?	Explain how lesson planning helps teachers anticipate learners' needs and classroom challenges.	Discuss the connection between planning and decision-making during the teaching process.	Critically evaluate the idea that planning is not only a practical tool but also a higher-order cognitive skill, considering its role in creativity, problem-solving, and reflective teaching practice.
20.	What does “sequencing lesson components” mean in language teaching?	Why is formal lesson planning important for teachers?	Explain how poor sequencing of lesson components can affect learning outcomes.	Compare formal lesson planning with more flexible planning approaches.	Critically evaluate the role of lesson sequencing and formal planning in balancing structure and creativity in foreign language teaching.
21.	What are lesson aims, and why are they necessary?	Give one example of an alternative to formal lesson planning.	Explain how clearly stated lesson aims guide classroom activities.	Discuss the advantages and disadvantages of alternatives to formal planning.	Critically analyze the relationship between lesson aims and alternative planning methods in promoting learner-centered teaching.
22.	Define grammar in the context of English Language Teaching.	What does the “present–practice” approach mean?	Explain how the “present–practice” model supports learners in understanding grammar rules.	Discuss the limitations of focusing only on presentation and practice when teaching grammar.	Critically evaluate the effectiveness of the present–practice approach compared to communicative grammar teaching.
23.	What does clarification mean in teaching grammar?	Why is it important for teachers to check learners' understanding of grammar?	Describe two alternative ways of teaching grammar besides traditional explanation.	Discuss how clarification techniques can reduce learners' grammatical errors.	Critically analyze the effectiveness of traditional grammar teaching versus alternative approaches in fostering communicative competence.
24.	What does the term “lexis” mean in language teaching?	Why is teaching lexis important in the classroom?	Explain how teaching lexis differs from teaching grammar.	Discuss two methods of integrating lexis into classroom activities.	Critically evaluate the role of lexis in developing communicative competence compared to grammar-focused instruction.
25.	What does “presenting lexis” mean in ELT?	Give one example of a lexical practice game.	Explain how context can help learners understand new lexical items.	Discuss the benefits of using games to practice vocabulary.	Critically evaluate different techniques for presenting and practicing lexis in terms of long-term retention.
26.	What does it mean to “remember” a lexical item?	What are the basic aspects of “knowing” a lexical item?	Explain how memory strategies (e.g., association, repetition) help learners retain vocabulary.	Discuss the difference between receptive and productive knowledge of lexical items.	Critically analyze the challenges learners face in remembering and fully knowing lexical items, and suggest strategies to overcome them.
27.	Why is speaking an important skill in foreign language learning?	Give one example of a communicative speaking activity.	Compare two different approaches to teaching speaking.	Explain how communicative activities promote fluency and interaction.	Critically evaluate the effectiveness of communicative activities in balancing accuracy and fluency in speaking.
28.	What is role play in language teaching?	What is the difference between fluency and accuracy?	Explain how role play and simulation activities develop communicative skills.	Discuss different kinds of speaking activities used in the classroom.	Critically analyze the relationship between fluency, accuracy, and communication in designing speaking tasks.
29.	Why is writing an important skill in ELT?	Give one approach to teaching writing.	Explain the benefits of teaching writing in class rather than only as homework.	Discuss two approaches to teaching writing and their classroom application.	Critically evaluate how different approaches to writing instruction influence learners' creativity and accuracy.
30.	What does “responding to writing” mean in ELT?	Why is teacher feedback important for student writing?	Compare corrective feedback and encouraging feedback in responding to writing.	Discuss how peer feedback can support learners' writing development.	Critically analyze the impact of different types of responses (teacher, peer, self-assessment) on learners' writing progress and motivation.