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РЕСПУБЛИКА УЗБЕКИСТАН
МИНИСТЕРСТВО ВЫСШЕГО ОБРАЗОВАНИЯ, НАУКИ И
ИННОВАЦИЙ
ФЕРГАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

УТВЕРЖДЕНО
Ректор Ферганского
государственного университета
Б.Шермухаммадов
30 " январь 2024 г.



ИТОГОВАЯ ГОСУДАРСТВЕННАЯ АТТЕСТАЦИЯ
по специальности для выпускников

5111400 – «Иностранный язык и литература (английский язык)»

Область знаний: 100000 - Гуманитарные науки

Область образования: 110000 - Педагогика

Направление подготовки: 5111400 – Иностранный язык и литература
(английский язык)

ФЕРГАНА -2024

Данная программа утверждена приказом Министерства высшего и среднего специального образования Республики Узбекистан № 160 от 22 мая 2009 года «Положение об итоговой государственной аттестации выпускников Высших Учебных Заведений Республики Узбекистан» (т. к. настоящему времени в данное Положение несколько раз вносились изменения, последнее изменение разработано на основании Приказа № 26-2018 от 07.11.2018)

Составители: И.Гаффоров - заведующая кафедрой методике преподавания английского языка

С.Усманова - заведующая кафедрой Практического английского языка, доктор философских наук, доцент

Ш. Пакирдинова - старший преподаватель кафедры обучения методике преподавания английского языка,

Рецензенты: Рустамов Д. А. - ректор Андijanского государственного института иностранных языков, доктор филологических наук, доцент

Д.М.Хошимова - доцент Наманганского инженерно-технологического института, доктор филологических наук

2024 г. 30 01 Обсуждено на заседании совета Ферганского государственного университета

Обсуждено на заседании факультета английского языка и литературы

5.01. 2024 года.

Введение

Данная программа 5111400-Иностранные языки и литература (английский язык) разработана с целью проведения итоговых государственных аттестационных испытаний, которые проводятся для определения уровня владения предметами специализации и специальности в течение четырех лет.

В 2023-2024 учебном году выпускники будут обучаться общепрофессиональным и специальным предметам по учебным планам, утвержденным приказом Министерства высшего и среднего специального образования Республики Узбекистан от 24 августа 2017 года № 603.

Состав предметов для итоговой государственной аттестации

1. Теоретические аспекты изучаемого языка (теоретическая фонетика и грамматика, лексикология, стилистика и история языка)
2. Методика обучения языкам и образовательные технологии
3. Практика чтения и письма
4. Интегрированный курс обучения иностранным языкам
5. Литература стран, изучаемого языка

Содержание теоретических аспектов изучаемого языка (теоретическая фонетика и грамматика, лексикология, стилистика и история языка)

Курс теоретической фонетики включает в себя различные разделы, изучающие фонетические аспекты языка. В частности, звуки речи рассматриваются как естественный материал языка, это обеспечивает понимание их акустики, артикуляции, классификации. Учит классификации гласных звуков, что важно при обучении разговору на иностранном языке, а также о фонетическом разделении речи: предложение (словосочетание), такт, слог, звуки. Вооружить учащихся необходимыми знаниями для понимания понятия слога и его видов, функции интонации, ударения и его видов, редукации, фонемы и ее отличия от звука и теоретических основ сущности языка.

Теоретические аспекты изучаемого языка (теоретическая грамматика) обеспечивают знание и понимание грамматической структуры языка, законов языка. Теоретические аспекты изучаемого языка знакомят учащихся с основными теоретическими грамматическими понятиями языка, методами и подходами изучения грамматики иностранного языка, ролью и значением языка в системе научных знаний, основными законами языковых уровней, наблюдаемых в процессе речевого общения.

Для достижения поставленной цели необходимо создать возможность студентам-естественникам приобретать знания о сущности естественного языка, формировать у них навыки исследований внутренней структуры языка,

языковых пластов и единиц на научной основе. , а также научное знание об их взаимодействии друг с другом выполняет задачи обеспечения наличия у них теоретических понятий.

Теоретические аспекты изучаемого языка знакомят учащихся с основными теоретическими понятиями языка, методами и подходами к изучению иностранного языка, ролью и значением языка в системе научных знаний, ролью и значением языка в системе научных знаний. Введение знаний имеет цель научить их основным законам языковых уровней, которые соблюдаются в процессе речевого общения.

Курс стилистики, как часть языкознания и теории культуры речи, дает сведения о системе функциональных стилей, классификации стилистической лексики, коммуникативной речи, видах функциональных стилей, разграничении понятий текст и типов текста, а также стилистические методы анализа текста. Курс должен уметь различать текст с использованием разных стилей, стилистических приемов и особенностей языкового построения, различий и особенностей специальных литературных и разговорных единиц в тексте, текстовых категорий; вырабатывает у учащихся навыки определения типа общения, формы высказывания и коммуникативно-прагматических типов анализируемого текста.

Курс история языка состоит из ознакомления студентов с основными теоретическими понятиями истории языка, методами и подходами изучения истории иностранного языка, роли истории языка в системе научных знаний, обучения их основным законам развития элементов языковых уровней. Учащийся, освоивший историю изучаемого языка, будет иметь представление о функциональном выделении изменений, произошедших в результате исторического развития в английском языке, интерпретации грамматических и фонетических закономерностей.

Методология обучения языкам и содержание науки об образовательных технологиях

Основным содержанием методики преподавания языков и науки об образовательных технологиях является Закон «Об образовании», Национальная программа подготовки кадров Республики Узбекистан, требования государственного стандарта образования «Постановление от 7 февраля 2017 г. № ПФ-4947 «О Стратегии действий по дальнейшему развитию Республики Узбекистан», Постановление № ПФ-4947 от 20 апреля 2017 года «О мерах по дальнейшему развитию системы высшего образования». на основе содержания приоритетных задач, определенных в решении № 2909, и направлена на регулярное повышение профессиональной компетентности будущих педагогов.

Знание методов, форм и средств инновационных педагогических технологий и их применение в процессе обучения иностранному языку, знание системы инновационных методов, изучение методики использования современных технических средств, применение нетрадиционных методов обучения в процесс обучения иностранным языкам, овладение идеями современных интенсивных методов обучения иностранному языку, умение использовать возможности информационных технологий, общеевропейские компетенции, цели и принципы обучения иностранным языкам, педагогические технологии, методические игровые технологии, структура урока, направленная на обучение студентов произношению, обучение лексике, обучение грамматике, обучение аудированию, обучение говорению, письму и чтению на иностранном языке.

Содержание науки о чтении и письменной практике

Предмет практики чтения и письма взаимосвязан с другими общеобразовательными и специальными предметами в учебном плане данной образовательной программы и преподается в течение 1-8 семестров в соответствии с последовательностью и содержанием модулей. Этот предмет представляет собой курс лингвистики, который преподается в течение четырех лет и делится на три части: модуль чтения, письменная устная практика и модуль научного письма. Формирование межкультурной коммуникации в обучении иностранному языку, языковые аспекты практика, методика, курсы страноведения и теоретические курсы изучаемого иностранного языка - общее языкознание, стилистика и анализ текста, теоретическая фонетика, сравнительная типология, теоретическая грамматика приобретаемые навыки и компетенции в этих тематические модули имеют большое значение.

Содержание естественнонаучного интегрированного курса обучения иностранным языкам

Интегрированный курс обучения иностранным языкам является практической наукой и предполагает комплексное обучение всем языковым навыкам. Этот предмет подробно знакомит студентов с методами обучения иностранному языку и ориентирует их на организацию уроков таким образом в их будущей профессиональной деятельности. Наука служит эффективному использованию преподаваемого в аудитории иностранного языка как основного средства общения и развитию профессиональной специализации студентов. Этот предмет входит в блок общепрофессиональных предметов учебного плана, и его целесообразно преподавать в течение 3-8 семестров.

Целью преподавания естественных наук является обеспечение возможности свободного использования учащимися знаний, умений и навыков, полученных на иностранном языке, в профессиональной и научной деятельности, ознакомление учащихся с теорией и практикой оценивания полученных на иностранном языке знаний, а также определить цели и критерии оценивания – научить правильно ставить задачи. А также методы обучения иностранному языку в разных возрастных группах, а также устранение возрастных проблем, которые могут возникнуть в процессе обучения, с учетом особенностей образовательного направления и профессиональной специализации обучения для организации эффективного обучения иностранному языку. обучение в группах.

Основной задачей предмета является комплексное обучение необходимым знаниям и развитие коммуникативных навыков для овладения учащимися изучаемым иностранным языком на уровне S1 по общепризнанным международным стандартам.

Содержание литературоведения стран, где изучается язык

Этот предмет формирует у учащихся представление о логическом историческом развитии и важных событиях литературного процесса Великобритании и США. В преподавании естественных наук используются также факты из истории литературы других европейских стран.

Читать и понимать содержание художественной литературы на иностранном языке, читать и получать информацию об опубликованных художественных произведениях, основных событиях, описанных в этой области в публикациях периодической печати, и понимать их как устное изложение, так и письменное изложение содержания, имеют большое значение в будущей профессиональной деятельности студентов. На основе работы с текстом на лекциях и семинарах по данной тематике у студентов будет возможность овладеть разными стилями речи, совершенствуя навыки речи.

В обучении основное внимание уделяется коммуникативному подходу. История литературы страны, язык которой изучается, входит в блок общепрофессиональных предметов и вместе с другими теоретическими и практическими курсами учебной программы направлена на подготовку всестороннего специалиста по английскому языку.

Целью обучения науке является анализ классических примеров, формирование теоретических и практических знаний, воспитание учащихся в процессе знакомства с представителями английской и американской литературы и их творчеством, воспитание учебного и художественно-эстетического духа. Для достижения поставленной цели предмет выполняет

задачи по ознакомлению учащихся с историей литературы Соединенного Королевства и США, выделению проблем и составляющих литературных направлений и литературного творчества, показу взаимодействия в литературном процессе, формированию научного мировоззрения.

Основные вопросы государственных аттестационных испытаний по теоретическим аспектам изучаемого языка (теоретическая фонетика и грамматика, лексикология, стилистика и история языка)

1. The Importance of Phonetics as a Theoretical Discipline.
2. Phonetics and its Connection with other branches of linguistics.
3. The acoustic aspect of speech sounds.
4. Define the Style-Forming and Style-Modifying Factors.
5. The articulatory aspect of speech sounds.
6. Main Trends in Phoneme Theory.
7. General Characteristics of Consonants.
8. Modifications of Consonants in Connected Speech.
9. General Characteristics of Vowels.
10. Modifications of Vowels in Connected Speech.
11. Explain the notion of Sound Alternations.
12. Syllabic Structure of English Words.
13. Accentual Structure of English Words.
14. Segmental and Suprasegmental units of phonetics
15. Rhythm as one of the components of intonation.
16. The definition of phonetics and its theoretical importance.
17. What is a phoneme and allophone?
18. Transcription and its types.
19. Phonological theories. The founder of phonological theories.
20. Representatives of the Moscow phonological school and their standpoints.
21. Jones and his views on phonology.
22. The principal types of English pronunciation.
23. The principal types of English pronunciation, distinguished in the British Isles.
24. The marked differences between RP and GA. 25. The main features of Canadian pronunciation.
25. The nature of the Australian type of pronunciation.
27. The main pronunciation features of New Zealand English and South African type of pronunciation.
28. The choice of RP as the teaching norm.
29. The phonological status of monophthongs and diphthongoids.

30. Syllable formation and syllable division in English.
31. Types of words stress.
32. The combinatory-positional changes of phonemes.
33. The phonetic phenomenon of reduction in English.
34. The phonetic phenomenon of assimilation in English.
35. The phonetic phenomenon of aspiration in English.
36. The acoustic features of English consonant phonemes
37. The acoustic features of English vowel phonemes
38. I.A. Baudouin de Courtenay's phonological theory.
39. The syllabic structure English words. The definition of syllable.
40. Functions of word stress in English. 41. Phonostylistics and the object of its study.
41. American-Based Pronunciation Standards of English
42. Speech apparatus and the work of speech organs.
43. Phonetics and its practical importance
44. The classification of functional phonetic styles 46. Phonological and non-phonological oppositions.
45. Distinctive and non-distinctive features of phonemes.
46. Explain the notion of language and speech.
49. The object of study of syntax-minor and syntax-major.
50. Explain the terms of morpheme and allomorph.
51. Explain the difference between analytical and synthetic languages.
52. The criteria of classification of morphemes in English.
53. Explain the difference between lexical and grammatical meaning.
54. The grammatical categories of nouns in English.
55. The grammatical categories of verbs in English.
56. The notional and functional parts of speech and their different classification.
57. Explain the regular and irregular formation of plurality of nouns in English.
58. The characteristic features of adjectives.
59. Explain the notion of substantivization.
60. Explain the difference between auxiliary and link verbs.
61. Explain the different approaches to the study of the voice in English.
62. Types of linguistic relations between words.
63. Explain the difference between the word and the phrase.
64. Explain the difference between the phrase and the sentence.
65. Types of phrases.
66. Types of sentences.
67. The structural classification of sentences.
68. Criteria of classification of sentences.
69. The main theories on sentence.
70. Primary and secondary predication.
71. Specify the compound, complex and mixed type of composite sentences.
72. The problems connected with compound sentences
73. The branches of grammar and the object of their study.

74. Predicative phrase in English
75. Sentence structure in English
76. One-member sentences in English
77. Nominal sentences in English
78. Modality in English
79. Infinitival sentences in English
80. Elliptical sentences in English
81. Types of subordination in English composite sentences
82. Types of coordination in English composite sentences
83. Explain the syntactic relations between words.
84. The features of adverbs.
85. Explain the difference between the terminative and non-terminative verbs.
86. The peculiar feature of the modal verbs.
87. The types of adjectives.
88. The types of nouns.
89. The types of verbs.
90. The category of gender in English nouns?
91. The conception on the category of case in English.
92. Types of morphemes.
93. Explain the operation called “morphemic analyses”.
94. Types of morphemes according to the criterion of number correlation between form and content.
95. Declinable and indeclinable parts of speech.
96. Principal and secondary parts of sentence.
97. Tertiary parts of sentence.
98. Thematic and thematic parts of sentences.
99. What is the object of study of the theoretical grammar?
100. The connected speech and its significance.
101. The role and place of Lexicology in the study of the language.
102. Ways of semantic change of the word meaning.
103. Metaphor and metonymy as a source of semantic changes.
104. Types of meaning in the semantic structure of the word.
105. Polysemy and homonymy as universal language phenomena.
106. Lexico-semantic characteristics of synonyms and their classification.
107. Lexico-semantic characteristics of antonyms and their classification.
108. The morphological structure of the word and the peculiarities of English stems.
109. Prefixation as a productive means in word building.
110. Conversion as a productive type of word-formation.
111. Compound words and their classes in Modern English.
112. Shortening of words as a means of word-formation.
113. Blending as the type of word formation in English language.
114. Phraseological units in Modern English and their classification
115. Obsolete and archaic words in English.
116. Neologisms and ways of their formation in English.
117. Stylistic differentiation of the vocabulary.
118. Etymological overview of the English vocabulary.

119. Main causes and sources of borrowing in the English language.
120. Mechanisms of assimilation of borrowed words in English.
121. Problems of Lexicography as a science.
122. The peculiarities of the English language in the USA
123. Phraseology and problems of translation of idioms
124. Emotionally coloured and neutral vocabulary.
125. Structure of synonymous rows in Modern English.
126. The structure of the English words in diachronic and synchronic aspects.
127. French (German, Spanish, Persian, Arabic, etc.) borrowed words in Modern English.
128. Lexical and semantic features of idioms in Modern English.
129. Lexical and semantic features of neologisms in Modern English.
130. Suffixation as a word-formation device in English.
131. Abbreviation in Modern English (Internet abbreviations)
132. The problems of dictionary compiling.
133. Semantic peculiarities of compound words in the context.
134. The productivity of native affixes in Modern English.
135. Homonymy in Modern English in diachronic and synchronic aspects.
136. Polysemantic words in the English language and the ways of analyses in diachronic and synchronic aspect.
137. Types of shortening and their functioning in Modern English.
138. The etymological characteristics of Latin borrowings in Modern English.
139. Productive models of word-formation in the English language.
140. Metonymy as a way of semantic derivation.
141. Peculiarities of dialectal words in British/American English.
142. Structural and semantic features of vulgarisms in English.
143. Phrasal verbs and their place among phraseological units in Modern English.
144. The functional and semantic characteristics of abbreviation in scientific texts.
145. Stylistic aspects of word-formation means in Modern English.
146. The problem of definition in Lexicography and types of dictionaries.
147. The problems of reflecting the British and American realities (realia) in dictionaries.
148. American Lexicography: history, problems, solutions.
149. The concept of semantic fields and its development in Modern Linguistics.
150. Ways of assimilating the borrowed words in the English language.
151. Classification and stylistic potential of the use of antonyms.
152. Compounding as a word-formation means in English.
153. Correlation of direct and metaphorical meanings in the semantic structure of the word.
154. The role of English in the globalization process.
155. Variants of English in Australia.
156. Variants of English in Canada.
157. Variants of English in New Zealand.
158. The ways of replenishment of the English vocabulary.
159. The methods of the lexicological analysis of the text.

160. The English borrowings in the Uzbek language.
161. General characteristics of native words in English.
162. International words and their peculiarities.
163. Etymological doubles and triples in English.
164. Dialectal peculiarities of the English language in the UK.
165. Non-productive types of word formation.
166. Sound and stress interchange and back-formation in English.
167. Semasiology as the subdivision of lexicology.
168. Word formation as the subdivision of lexicology.
169. Phraseology as the subdivision of lexicology.
170. Etymology as the subdivision of lexicology.
171. The connection of lexicology with other branches of linguistics.
172. The paradigmatic and syntagmatic relations in the language.
173. The theory of the lexical and semantic fields.
174. Denotational and connotational meaning of the word.
175. The theories of the word meaning.
176. Change of the word meaning as a linguistic phenomenon.
177. Causes of the semantic change of the word meaning.
178. The nature of the semantic change of the word meaning.
179. The results of the semantic change of the word meaning.
180. Structural and semantic classification of morphemes.
181. Diachronic and synchronic classification of suffixes.
182. Diachronic and synchronic classification of prefixes.
183. Euphemism in English language.
184. Inflectional and derivational suffixes
185. Lexical and grammatical valency.
186. The word groups and phraseological units.
187. Etymological classification of phraseological units.
188. Structural classification of phraseological units.
189. The classification of phraseological units according to V. V. Vinogradov.
190. Monosemantic and polysemantic words.
191. Standard English and the variants of the English language.
192. Historical words and archaisms.
193. Classification of borrowings in the English language.
194. The structure of the words of the native origin.
195. The specifics of the Pidgin and Creole English.
196. Types of lexicology and their object of study.
197. The word as the basic units of the language and linguistics.
198. The lexicological principles of the vocabulary analysis
199. Proverbs and sayings as a source of phraseological units in English.
200. The English language as "lingua franca".
201. Give the definition of style and functional style. Different classification of functional styles.
202. What main functional styles are recognized in the English language?
203. Sub styles of the main functional styles and their characteristics.
204. What is individual style and norm?

205. Give the classification of the English vocabulary from the stylistic point of view.
206. What are colloquial, neutral and bookish words? Give examples in dictionaries, newspapers and belles-letters books.
207. Give examples of all main groups of words belonging to literary and colloquial vocabulary.
208. Give the definition of expressive means and stylistic devices.
209. Give the definition of onomatopoeia. Name different types of onomatopoeia.
210. Stylistic classification of the English vocabulary
211. Expressive means. Stylistic devices. Phonetic expressive means and stylistic devices
212. Figures of Speech
213. Stylistic Devices Based on Polysemantic Effect
214. Stylistic Devices Intensifying a Certain Feature of an Object
215. Set Expressions
216. Syntactical Expressive Means
217. Functional Styles
218. Explain the stylistic effect of sounds of the animals such as bees, snakes, dogs, cats, pigs, sheep, chickens, ducks, frogs, cuckoos, cows, crows. Give their counterparts in Russian/Uzbek.
219. Give the definition of alliteration and assonance.
220. The language of poetry and the stylistic devices used in it.
221. Give the definition of rhyme and rhythm. Analyze modern English poetry and give examples of different types of rhyme and rhythm.
222. What is a blank verse? Give your own examples of such verse from modern English literature.
223. Give definition of dictionary and transferred meaning. What stylistic devices are based on interaction of primary and contextual meanings?
224. Give definition of metaphor. What types of metaphor do you know? Find your own examples of different types of metaphor from fiction literature.
225. Give definition of metonymy. What types of metonymy do you know? Find your own examples of different types of metonymy from fiction literature.
226. Give definition of irony. A well-known novel by Jane Austen *Pride and Prejudice* begins with the proposition: *It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife.* Why is it ironic?
227. Give the definition of zeugma and pun. What is the difference between these two devices? Find your examples in texts of different styles. Could you find any examples in oratory texts?
228. Give the definition of epithet. What types of epithet are distinguished? Give your own examples.
229. Give the definition and examples of oxymoron.

230. Give the definition of antonomasia. Try to guess who is mentioned by these names: *Son of Laertes, Macedonia's madman, The Iron Lady, The Dark Knight, The Fab Four, The Iron Chancellor, La Divina, The Führer, The King of Pop, The Queen of Pop or The Material Girl, The Scottish play, The little corporal, The Iron Duke,*
231. The definition of simile and examples.
232. The definition of periphrasis and examples.
233. The definition of euphemism and examples.
235. The definition of hyperbole, meiosis, and examples.
236. The definition of litotes and examples.
237. The definition of personification and examples.
238. Give the definition and find the examples of allegory.
239. Proverbs and sayings used in different texts and in the titles of fiction books, advertisements.
240. Give examples of epigrams used in oratory or publicistic texts.
241. Give the definition of allusion. What facts stand behind the following allusions: *the Scrooge Syndrome, The software included a Trojan Horse, to wash one 's hands of it, forbidden fruit, Achilles' heel.*
242. Give the definition of set phrase. Make your own research and find examples of decomposition of set phrases in expressive prose.
243. Give the definition of functional style.
244. List the sub styles of belles-lettres style. What is the function of this style? What are the characteristic features of this style?
245. List the sub styles of publicistic style. What is the function of this style? What are the characteristic features of this style?
246. Choose any publicistic article or essay of contemporary writer and comment on its stylistic peculiarities.
247. List the sub styles of newspaper style. What is the function of this style? What are the characteristic features of this style?
248. List the sub styles of scientific style. What is the function of this style? What are the characteristic features of this style?
249. Subject and aims of the history of English. Sources of language history
250. Evolution of language and scope of language history
251. Statics and dynamics in language history
252. Concept of linguistic change
253. Mechanism of change. Role of synchronic variation
254. Causes of language evolution
255. Modern Germanic languages
256. The earliest period of Germanic history. Proto-Germanic
257. Vowel gradation with special reference to verbs
258. Simplification of word structure in Late Proto-Germanic
259. Strong and weak verbs
260. Pre-Germanic Britain
261. Germanic settlement

262. Origin of Old English
263. Old English vowel system
264. Old English consonant system
265. Old English grammar
266. Old English vocabulary
267. Native words
268. Foreign element in the Old English vocabulary
269. Borrowing from Celtic
270. Latin influence on the Old English vocabulary
271. Word formation
272. Word structure
273. Word composition
274. Sound interchange
275. Suffixation
276. Stylistic stratification of the Old English vocabulary
277. Effect of the Scandinavian languages
278. Effect of the Norman conquest on the linguistic situation
279. Early middle English dialects
280. Extension of English territory
281. Early Middle English written records
282. Late Middle English. Reestablishment of English as the language of the state and literature
283. Dialects in Late Middle English. The London dialect
284. Written records in Late Middle English. The Age of Chaucer
285. Expansion of English over the British Isles
286. New sources of information about the language. Private papers. Didactic papers
287. Normalizing tendencies. Grammars and dictionaries in the late 17th and 18th centuries
288. The modern period. Varieties of English in Britain in the 19th and 20th centuries
289. Word stress in middle English and Early New English
290. Vowel changes in Middle English and Early New English
291. Quantitative vowel changes in Early Middle English
292. Qualitative vowel changes in Early Middle English
293. Development of the syntactic system in Middle English and Early New English
294. Origin of some groups of modern non-standard verbs
295. Treatment of fricative consonants in middle English and Early New English
296. Historical foundations of Modern English spelling
297. Principal changes of vowels in Middle English and Early New English
298. Growth of long monophthongs and diphthongs in Early New English due to vocalization of consonants
299. Changes of short vowels in Early New English
300. System of vowels in Late Middle English
301. The types of adjectives.
302. The types of verbs.

303. How the category of gender in nouns is defined in English?
304. The conception on the category of case in English.
305. Types of morphemes.
306. Declinable and indeclinable parts of speech.
307. Principal and secondary parts of sentence.
308. Tertiary parts of sentence.
309. Thematic and rhematic parts of sentences.
310. What is the object of study of the theoretical grammar?
311. The connected speech and its significance.
312. The types of nouns.
313. The object of study of syntax-minor and syntax-major.
314. Explain the terms of morpheme and allomorph.
315. Explain the difference between analytical and synthetic languages.
316. The criteria of classification of morphemes in English.
317. Explain the difference between lexical and grammatical meaning.
318. The grammatical categories of nouns in English.
319. The grammatical categories of verbs
320. The combinatory-positional changes of phonemes.
321. The phonetic phenomenon of reduction in English.
322. The phonetic phenomenon of assimilation in English.
323. The phonetic phenomenon of aspiration in English.
324. The acoustic features of English consonant phonemes
325. The acoustic features of English vowel phonemes
326. American-Based Pronunciation Standards of English
327. Speech apparatus and the work of speech organs.
328. Phonetics and its practical importance.
329. The classification of functional phonetic styles
330. Phonological and non-phonological oppositions.
331. Distinctive and non-distinctive features of phonemes.
332. Explain the notion of language and speech.
333. Classification of borrowings in the English language.
334. The structure of the words of the native origin.
335. The specifics of the Pidgin and Creole English.
336. Types of lexicology and their object of study.
337. The word as the basic units of the language and linguistics.
338. The lexicological principles of the vocabulary analysis
339. Proverbs and sayings as a source of phraseological units in English.
340. The English language as "lingua franca".
341. Etymological classification of phraseological units.
342. Structural classification of phraseological units.
343. The classification of phraseological units according to V.V. Vinogradov.
344. Monosemantic and polysemantic words.
345. Etymological doublets and triples in English.
346. Dialectal peculiarities of the English language in the UK.
347. Non-productive types of word formation.
348. Sound and stress interchange and back-formation in English.

349. Semasiology as the subdivision of lexicology.
350. Word formation as the subdivision of lexicology.
351. Give information about stylistic devices based on the interaction of dictionary and contextual logical meanings
352. Metaphor and its types.
353. Metonymy and its types.
354. Stylistic devices based on polysemantic effect.
355. Phonetic expressive means and stylistic devices.
356. Stylistic classification of the English vocabulary.
357. Stylistic effect of figures of speech.
358. Syntactical expressive means and stylistic devices.
359. Interaction of logical and emotive meaning.
360. Epithet as a stylistic device
361. Stylistic devices intensifying certain feature of an object.
362. Stylistic inversion.
363. Parallel construction and chiasmus
364. Repetition and its types.
365. Climax and its types.
366. Features of language of poetry.
367. The language of emotive and drama, their differences.
368. The characteristics of publicistic style.
369. Newspaper style and its features.
370. Scientific prose style and its linguistic features.
371. The language of official documents.
372. Special colloquial vocabulary and its types.
373. Interjections and exclamatory words
374. Zeugma and pun as stylistic devices.
375. Simile and metaphor, similarities and differences.
376. Periphrasis as a stylistic device.
377. Hyperbole and meiosis.
378. Personification as a stylistic device.
379. Asyndeton, polysyndeton and graphon.
380. Word formation in Old English.
381. Morphology in Old English.
382. Verb in Old English.
383. Nouns in Old English.
384. Adjectives in old English.
385. Pronouns in Old English.
386. Great vowel shift.
387. Morphology in Middle English.
388. Syntax in Middle English.
389. Early Latin influence on old English.
390. Late Latin and French influence on English language.
391. Two periods of French influence on Middle English.
392. Differences between Old English and middle English.
393. Early modern English Period.

394. Changes in morphology in 16th century.
395. Pidgin and Creole English language.
396. African-American vernacular English language.
397. The effect of Christianization on English language.
398. Modern English Period. Expansion of English.
399. National English language and dialects.
400. Modern English language and its varieties.
401. Modifications of Vowels in Connected Speech
402. Explain the notion of Sound Alternations
403. Syllabic Structure of English Words
404. Accentual Structure of English Words
405. Segmental and Suprasegmental units of phonetics
406. Rhythm as one of the components of intonation
407. The definition of phonetics and its theoretical importance.
408. What is a phoneme and allophone?
409. Transcription and its types.
410. Phonological theories. The founder of phonological theories.
411. Representatives of the Moscow phonological school and their standpoints.
412. Jones and his views on phonology.
413. The principal types of English pronunciation.
414. The principal types of English pronunciation, distinguished in the British Isles.
415. The marked differences between RP and GA.
416. The main features of Canadian pronunciation.
417. The nature of the Australian type of pronunciation.
418. The main pronunciation features of New Zealand English and South African type of pronunciation.
419. The choice of RP as the teaching norm.
420. The phonological status of monophthongs and diphthongs.
421. Syllable formation and syllable division in English.
422. Types of words stress.
423. The combinatory-positional changes of phonemes.
424. The phonetic phenomenon of reduction in English.
425. The phonetic phenomenon of assimilation in English.
426. The phonetic phenomenon of aspiration in English.
427. The acoustic features of English consonant phonemes
428. The acoustic features of English vowel phonemes
429. I.A. Baudouin de Courtenay's phonological theory.
430. Conversion as a productive type of word-formation.
431. Compound words and their classes in Modern English.
432. Shortening of words as a means of word-formation.
433. Blending as the type of word formation in English language.
434. Phraseological units in Modern English and their classification
435. Obsolete and archaic words in English.
436. Neologisms and ways of their formation in English.
437. Stylistic differentiation of the vocabulary.

438. Etymological overview of the English vocabulary.
439. Main causes and sources of borrowing in the English language.
440. Mechanisms of assimilation of borrowed words in English.
441. Problems of Lexicography as a science.
442. The peculiarities of the English language in the USA
443. Phraseology and problems of translation of idioms
444. Emotionally coloured and neutral vocabulary.
445. Structure of synonymous rows in Modern English.
446. The structure of the English words in diachronic and synchronic aspects.
447. French (German, Spanish, Persian, Arabic, etc.) borrowed words in Modern English.
448. Lexical and semantic features of idioms in Modern English.
449. Lexical and semantic features of neologisms in Modern English.
450. Suffixation as a word-formation device in English.
451. Abbreviation in Modern English (Internet abbreviations)
452. The problems of dictionary compiling.
453. Semantic peculiarities of compound words in the context.
454. The productivity of native affixes in Modern English.
455. Homonymy in Modern English in diachronic and synchronic aspects.
456. Polysemantic words in the English language and the ways of analyses in diachronic and synchronic aspect.
457. Types of shortening and their functioning in Modern English.
458. The etymological characteristics of Latin borrowings in Modern English.
459. Productive models of word-formation in the English language.
460. Metonymy as a way of semantic derivation.
461. Peculiarities of dialectal words in British/American English.
462. Structural and semantic features of vulgarisms in English.
463. Phrasal verbs and their place among phraseological units in Modern English.
464. The functional and semantic characteristics of abbreviation in scientific texts.
465. Stylistic aspects of word-formation means in Modern English.
466. The problem of definition in Lexicography and types of dictionaries.
467. The problems of reflecting the British and American realities (realia) in dictionaries.
468. American Lexicography: history, problems, solutions.
469. The concept of semantic fields and its development in Modern Linguistics.
470. Ways of assimilating the borrowed words in the English language.
471. Classification and stylistic potential of the use of antonyms.
472. Compounding as a word-formation means in English.
473. Correlation of direct and metaphorical meanings in the semantic structure of the word.
474. The role of English in the globalization process. 155. Variants of English in Australia.
475. Variants of English in Canada. 157. Variants of English in New Zealand.
476. What is the object of study of the theoretical grammar?
477. The connected speech and its significance.
478. The object of study of syntax-minor and syntax-major.

479. Explain the terms of morpheme and allomorph.
480. Explain the difference between analytical and synthetic languages.
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494. The lexicological principles of the vocabulary analysis
495. Proverbs and sayings as a source of phraseological units in English.
496. The English language as “lingua franca”.
497. Etymological classification of phraseological units.
498. Structural classification of phraseological units.
499. The classification of phraseological units according to V.V.Vinogradov.
500. Monosemantic and polysemantic words.

Основные вопросы государственных аттестационных испытаний по методике обучения языкам и образовательным технологиям

1. Define the notions of method and methodology
2. Grammar- translation method
3. Audio-lingual method
4. The suggestopedia
5. The direct method
6. Communicative language teaching (CLT)
7. What is language immersion?
8. The silent way
9. Total physical response (TPR)
10. What is CEFR?
11. Task based learning
12. Educational reforms in Uzbekistan
13. History of foreign language teaching (FLT) in Uzbekistan
14. 14. History of foreign language teaching (FLT) in the world
15. The main periods of FLT in Uzbekistan
16. What is Transformational Generative Grammar?

17. Minimalist/ Methodologist approach
18. Learning by teaching
19. Blended learning
20. The role of private tutoring in FLT
21. The importance of using interactive activities in the classroom
22. Using Ice breaker activities in the classroom
23. Types of activities
24. The usage of Brainstorming in enhancing students' problem- solving skills
25. Verbal methods in FLT
26. The significance of the interaction between a teacher and learners
27. Giving feedback to learners
28. Professional competence of a teacher in FLT
29. Types of professional competence of a teacher
30. The importance of Linguistic competence while teaching a foreign language
31. Dependable factors in organizing a foreign language lesson
32. Stages of a foreign language lesson
33. The role of lesson planning in FLT
34. Aspects of planning language teaching
35. Using technologies in the classroom
36. The notions of Method, Technique and Approach
37. The process of drilling in Audio-lingual method
38. Objectives of a foreign language lesson
39. Teaching aids in FLT
40. Types of teaching materials in FLT
41. The benefits of Realia in FLT
42. The essence of teaching pronunciation for lower level classes
43. Ways and principles of developing pronunciation sub skills.
44. The role of vocabulary in FLT
45. Ways of teaching vocabulary for young learners
46. What is explicit vocabulary teaching?
47. The advantages and disadvantages of Incidental Vocabulary acquisition
48. Teaching vocabulary through the text
49. Teaching vocabulary for B1 levels
50. Different approaches to recognition of lexical (vocabulary) complexity
51. Stages and ways of teaching vocabulary
52. Teaching vocabulary in isolation and how to make it effective
53. The role of pre-activities in teaching vocabulary
54. Using while- activities in teaching vocabulary
55. The essence of post-activities in teaching vocabulary
56. Principles of teaching grammar
57. Selection of grammar materials while teaching
58. Teaching English grammar for A 1 levels
59. Teaching English grammar for A 2 levels

60. The necessity for the grammar in teaching a foreign language
61. The importance of grammar in learning a foreign language
62. The inductive way of teaching grammar
63. Deductive approach of teaching grammar
64. Teaching listening for A 1 levels
65. Teaching listening for A 2 level pupils
66. Teaching listening for B 1 level students
67. The importance of listening comprehension
68. The ways of teaching listening comprehension
69. Content of the material for listening comprehension
70. Difficulties of teaching speaking in FLT
71. Techniques for teaching speaking
72. Forming speaking skills of A 1 levels
73. Forming speaking skills of A 2 levels
74. Teaching speaking through dialogues
75. The role of group work in teaching a foreign language
76. Teaching reading for young learners
77. Teaching reading for B 1 levels
78. Forming reading comprehension of learners
79. Contribution of reading strategies in teaching reading
80. Reading as a means of teaching and learning a foreign language
81. Difficulties in teaching reading to young learners
82. Error correction in reading
83. Different methods used for developing reading skills of students
84. The role of writing in teaching and learning a foreign language
85. Stages in the development of writing proficiency
86. The effect of pre-writing activities in FLT
87. The role of post-writing activities in developing writing skills
88. The essence of additional materials in the process of teaching FL
89. Basic principles in teaching writing
90. Teaching writing in English for A 1 levels
91. Teaching writing in English for A 2 levels
92. Teaching writing in English for B1 levels
93. Teaching writing through the text
94. Teaching vocabulary through the context
95. Challenges pupils have in learning to write in English
96. The importance of spelling in developing writing
97. Early stages of writing
98. Brainstorming in various forms, oral and written
99. Stages of writing: pre-writing, writing and revising
100. Note-taking in foreign language teaching
101. The role of peer-evaluation in writing proficiency
102. Receiving feedback from the teacher in writing
103. Points to consider in teaching writing at basic level
104. Giving an instruction in a foreign language lesson
105. Suggested exercises for developing writing

106. Recommended exercises in teaching reading
107. Useful exercises in teaching speaking
108. Developing pupils' spelling competence through activities
109. Suggested exercises in teaching compositions
110. Types of tests in teaching writing to measure pupil's achievement
111. Types of tests in FLT
112. Types of assessment in FLT
113. The significance of testing in teaching FL
114. Proficiency tests
115. Achievement tests
116. Diagnostic tests
117. Placement tests
118. The role of assessment in foreign language teaching
119. Formative assessment
120. Summative assessment
121. The effect of testing on teaching and learning
122. Designing tests in FLT
123. Objectives of the testing in FLT
124. Types of writing tests
125. Requirements in designing assessment tasks
126. Types of assessment tasks
127. Supporting learning through feedback
128. Points to consider in giving feedback
129. The necessity of self-assessment in learning and teaching
130. Benefits of peer-assessment in learning
131. Extracurricular activities
132. Types of extra academic activities
133. The importance of extracurricular activities in teaching and learning
134. Benefits of extracurricular activities
135. Linguo-didactic problems of teaching a foreign language
136. The modern model of learning and teaching English in Uzbekistan
137. Linguo-didactic problems of teaching in the system of continuous education
138. What is competence? Types of competence
139. Describe communicative competence
140. Describe linguistic competence
141. Describe socio-linguistic competence
142. Describe socio-cultural competence
143. History of a foreign language teaching
144. Technologies of foreign language teaching
145. Benefits of technologies in foreign language teaching
146. Using activities in the classroom
147. The importance of activities in FLT
148. Enhancing language learning process through activities
149. Structural-situational method
150. Mixed methods in FLT

151. Methods of teaching
152. Methods of interaction between a teacher and learner
153. What is professional competence?
154. Using Informational Computer Technologies (ICT) in teaching FL
155. Organizing foreign language lessons
156. Stages of the lesson
157. Varying lesson components
158. Lesson management
159. Components of a foreign language lesson
160. Aspects of planning a language teaching
161. The system of exercises in FLT
162. Teaching aids in FLT
163. Teaching materials in FLT
164. Importance of extra materials in FLT
165. Mechanical aids in FLT
166. Non-mechanical aids in FLT
167. Types of teaching aids in FLT
168. Teaching English pronunciation in English for A 1 levels
169. Teaching English pronunciation in English for A 2 levels
170. Teaching English pronunciation in English for B 1 levels
171. Ways and principles of developing pronunciation skills
172. Basics of pronunciation in teaching
173. Teaching English vocabulary for A 1 levels
174. Teaching English vocabulary for A 2 level pupils
175. Teaching English vocabulary for B 1 levels
176. Selection of vocabulary minimum
177. Ways of teaching vocabulary effectively
178. Ways of presenting new vocabulary
179. Teaching English grammar for A 1 levels
180. Teaching English grammar for A 2 levels
181. Teaching English grammar for B 1 levels
182. Principles of teaching grammar
183. Selection of the grammar material
184. Difficulties in teaching grammar
185. Activities in teaching grammar
186. Learning grammar by teaching
187. Types of listening activities
188. Kinesthetic learning
189. Teacher-centered type of a lesson
190. Student-centered type of a lesson
191. Inductive way of teaching grammar
192. Deductive way of teaching grammar
193. Game-based learning
194. Task-based learning
195. Self-study in learning
196. Benefits and drawbacks of self-study

197. Managing different level classrooms
198. Managing large classes
199. Personalized learning
200. Inquiry-based learning
201. The role of case-studies in teaching
202. The role of project works in teaching FL
203. High-tech approach to learning
204. Low-tech approach to learning
205. Student-centered approach to learning
206. Teacher-centered approach to learning
207. Flipped classrooms
208. Direct practice
209. Direct instruction in FLT
210. Expeditionary learning
211. Blended learning
212. Universal design for learning (UDL)
213. Art-based projects in teaching FL
214. Collaborative learning
215. Educational games in FLT
216. Team-building exercises in teaching
217. Video lessons in FLT
218. Cooperative learning
219. Classroom discussion in FLT
220. Class projects in FLT
221. DIY activities
222. Gamified learning
223. The role of individual projects in FLT
224. The importance of motivation in learning
225. Types of motivation
226. The effect of motivation on learning a FL
227. Oral tasks and presentations in FLT
228. Panel discussions
229. Problem-solving activities in teaching
230. The role of research projects in FLT
231. The essence of competitions in teaching
232. Types of competitions
233. Student presentations in developing speaking skills of students
234. Student-conceived projects
235. Supplemental reading assignments in teaching reading
236. Supplementary materials in teaching FL
237. Using authentic materials in teaching FL
238. Team-building exercises in FLT
239. Use of community and local resources
240. Teaching styles in methodology
241. Types of teaching styles in methodology
242. The hybrid, blended style of teaching

243. The delegator, group style of teaching
244. Lecture style of teaching FL
245. The need for creativity in teaching FL
246. The necessity for active participation of students in teaching process
247. Benefits of active participation of pupils
248. Constructivist teaching methods
249. The influence of classroom diversity on teachers
250. The influence of classroom diversity on students
251. Interactive teaching styles used in the classroom
252. Activities for teaching tolerance in the classroom
253. Effective teaching strategies for special education
254. Forming leadership skills in students
255. Classification of teaching methods
256. Methods of teaching grammar
257. New methods of teaching
258. Teaching approach and teaching strategy
259. «Banking» approach
260. Teacher dominated approach
261. The classical method
262. The traditional method
263. Direct teaching approach
264. Research-based approach
265. Problem-based approach in teaching
266. Goals of teaching
267. Designing materials for a foreign language lesson
268. Demonstration method
269. The direct method
270. The desuggestopedia
271. The discovery method
272. Advantages of using different methods in the classroom
273. Combining different methods in teaching
274. How to save time in the classroom
275. The process of checking home assignments in the classroom
276. Creating an English atmosphere in the classroom
277. Creating an English environment through visuals in the classroom
278. Analysing student's abilities in teaching
279. Technology in the classroom
280. Behaviour management at lesson
281. Professional development of teachers
282. Training in enhancing teacher's knowledge
283. Building relationship between a teacher and student
284. Types of teaching materials in FLT
285. The benefits of Realia in FLT
286. The essence of teaching pronunciation for lower level classes
287. Ways and principles of developing pronunciation sub skills.
288. The role of vocabulary in FLT

289. Ways of teaching vocabulary for young learners
290. What is explicit vocabulary teaching?
291. The advantages and disadvantages of Incidental Vocabulary acquisition
292. Teaching vocabulary through the text
293. Teaching vocabulary for B1 levels
294. Different approaches to recognition of lexical (vocabulary) complexity
295. History of foreign language teaching (FLT) in the world
296. The main periods of FLT in Uzbekistan
297. What is Transformational Generative Grammar?
298. Minimalist/ Methodologist approach
299. Learning by teaching
300. The role of private tutoring in FLT
301. Types of learning styles
302. The stages of the lesson
303. Classroom management
304. Building rapport
305. Giving feedback
306. Monitoring
307. Setting aims, objectives and learning outcomes of the lesson
308. Considering different activities for the stages of the lesson
309. Pre-listening activities
310. Reading strategies
311. What is brainstorming?
312. What is discussion?
313. What is CLT?
314. What is CLL?
315. Auditory learning style
316. Visual learning style
317. Kinesthetic learning style
318. What is scanning?
319. What is skimming?
320. What is intensive reading?
321. What is extensive reading?
322. What skills are productive?
323. What are traditional approaches?
324. What skills are receptive?
325. Who is actively involved in direct method?
326. What is method?
327. What is strategy?
328. What is technique?
329. What is approach?
330. What is peer correction?
331. The principles of communicative approach
332. What are the aims of CEFR?
333. Problems of teaching English at primary education
334. Forming speaking competence of A1 level pupils

335. Forming speaking competence of A2 level pupils
336. Forming speaking competence of B1 level pupils
337. Competence in teaching foreign languages
338. Teaching the text
339. Types of tests and assessment of teaching foreign languages
340. Organizing independent learning in teaching process
341. The technology of organizing extracurricular activities in teaching English
342. Creating teaching aids for teaching English
343. The structure of teachers' portfolio
344. Professional competence of An English
345. The ways of developing speaking skills
346. The ways of developing listening skills
347. The ways of developing reading skills
348. The ways of developing writing skills
349. Technologies of teaching foreign languages
350. Forms of organizing foreign language lessons
351. The functions of digital technologies in FLT
352. The strategies to improve reading skills
353. The structure and benefits of using portfolio assessment
354. The classification of teaching aids of teaching English
355. The role of independent learning in FL learning process
356. Define formative and summative assessment types
357. Improving speaking skills to different level learners
358. Definition of educational issues in teaching FLs in continuous education
359. Advantages and disadvantages of CLT method
360. The role of peer correction in teaching FLs
361. Define the receptive skills and recommend ways of improving them
362. The role of extensive reading in improving reading skills
363. The role of intensive reading in improving reading skill
364. The role of extensive listening in improving listening skills
365. The role of intensive listening in improving listening skill
366. Differentiate skimming and scanning skills
367. Recommend ways of teaching English to visual learners
368. Recommend ways of teaching English to auditory learners
369. Recommend ways of teaching English to kinesthetic learners
370. Recommend ways of teaching English to tactile learners
371. The role of pre-listening activities in improving listening skill
372. Stages of giving a constructive feedback
373. Linguistic and didactic problems of teaching English to large classes
374. Define the peculiarities of face-to-face learning
375. Define the peculiarities of online learning
376. The role of self-study in learning foreign language
377. Advantages and disadvantages of game-based teaching
378. Define the peculiarities of inductive way of teaching grammar
379. Define the peculiarities of deductive way of teaching grammar
380. What are some benefits and drawbacks of teacher-centered teaching

381. What are some benefits and drawbacks of student-centered teaching
382. Tools and technologies of teaching grammar to young learners
383. Teaching pronunciation to different age groups
384. The stages and components of lesson planning
385. The role of warm up activities in organizing an effective FL lesson
386. The role of pre-activities in organizing a good FL lesson
387. The role of ice-breakers in organizing good FL lessons
388. The role of formal instruction in organizing a good FL lesson
389. Benefits of taking formative assessment
390. Benefits of taking summative assessment
391. Peculiarities of task-based learning
392. Define the portfolio and its role in assessing foreign language skills
393. The role of project works in improving students' self-study
394. What is teacher centered learning?
395. What is learner centered learning?
396. The role of integrating digital devices in teaching FL
397. The role of interaction in teaching FL
398. The role of collaboration in learning FL
399. The role of educational games teaching FL
400. How can a language teacher can improve learners' enthusiasm for learning FL?
401. Benefits and drawbacks of using video materials in FLT
402. Benefits of using audio-visual materials in FLT
403. Benefits of using audio materials in FLT
404. The role of discussion in improving learners critical thinking skills
405. Advantages and disadvantages of learning FL online
406. Advantages and disadvantages of learning FL off-line (in class, not on the internet)
407. Define the advantages and disadvantages of using educational games in FLT
408. Write about intrinsic and extrinsic motivation
409. Why motivation is important in learning FLs?
410. The role of improving learner's intercultural competence in FLT
411. The role of competitive team games in FLT
412. Define the role of authentic materials in FLT
413. Importance of class diversification in FLT
414. Improving learners' leadership skills
415. The importance of teaching grammar in FLT
416. Define main differences between approach and techniques of FLT
417. Pros and cons of teacher-centered way of FLT
418. The role of teacher in FLT
419. The direct way of teaching
420. The natural way of teaching
421. Define the post-method era
422. Classification of FL teaching materials
423. Activities and strategies of teaching vocabulary to young learners
424. The role of private education in FLT
425. Main educational and didactic problems in FLT

426. The role of giving feedback in FLT
427. The three stages of giving constructive feedback
428. The role of pre- activities in improving language skills
429. The role of brainstorming technique in FLT
430. Define and differentiate the scanning and skimming skills
431. The role of verbal and nonverbal communication in the classroom.
432. The importance of interactive technologies in enhancing pupil's communicative competence at vocational colleges
433. The usage of educational technologies in teaching students' discourse competence of academic lyceum pupils
434. The role of interactive methods in the development of reading competencies of students
435. Differences between activities, exercises and tasks.
436. The usage of educational technologies in developing a dialogic conversation to vocational colleges
437. The importance of methods in enhancing an oral speech of general school pupils
438. Challenges in teaching interactive skills to secondary school pupils (A2 level pupils)
439. The role of interactive methods in developing strategic competence of pupils (in the example of A1 level)
440. The contribution of methods and technologies in advancing socio- cultural skills of general school pupils
441. The role of modern and traditional technology in the classroom.
442. The usage of game in improving vocabulary skills of A1 level pupils
443. The usage of physical activities in improving vocabulary skills of A1 level pupils
444. Some difficulties in teaching speaking to secondary school pupils (A1 level pupils)
445. Some difficulties in teaching speaking to secondary school pupils (A2 level pupils)
446. Difficulties in teaching grammar
447. Difficulties in teaching vocabulary
448. Development of speaking skills through communicative teaching technology at English lessons.
449. Use of interactive technologies of training in Educational process
450. Useful exercises in teaching listening
451. Concluding the lesson (summarizing activities)
452. Managing different level learners
453. Ways and principles of developing reading skills
454. Inductive and deductive way of teaching grammar
455. Importance of authentic materials in FLT
456. Types of feedback
457. Giving and receiving feedback in the classroom
458. Developing pupils' speaking skill through activities
459. The role of tests in foreign language teaching

460. Time management
461. Giving an instruction in a foreign language lesson
462. The role and goals in teaching english pronunciation
463. The importance of "role play" in EFL classes (A2 level students)
464. The role of peer-feedback in speaking skill
465. Analysing student's abilities and interests in teaching
466. Creating handouts and preparing visual aids for lesson
467. Practice activities according to student needs and to structure a writing lesson
468. Analysis and critical evaluation of teaching materials in EFL
469. The role of teacher in the classroom
470. Considering pre, while and post activities for the stages of the lesson
471. Ways to create a positive classroom environment
472. Effective teaching methods
473. The definition of scanning/skimming and their importance in reading.
474. The importance of self-evaluation in learning process
475. The classical and traditional method
476. What is the difference between productive and receptive skills
477. Teaching speaking for young learners
478. Benefits and drawbacks of working in group
479. The role of body Language in communication
480. What is the difference between tradition and modern technology
481. What are the differences between "method", "approach" and "technique"?
482. What is the tasks of methodology teaching English?
483. The historical review of teaching foreign languages in settlements of Uzbeks at ancient times.
484. Transformational Generative Grammar.
485. Explain Input Hypethesis.
486. What is learning by teaching?
487. The Pimsleur language learning system.
488. Natural approach.
489. Private tutoring.
490. What is Multilgualism?
491. What is Bilingualism?
492. Differentiated approach to teaching pronunciation.
493. The principles of teaching pronunciation.
494. What are the advanced level pronunciation activities?
495. The necessity of vocabulary enrichment.
496. Teaching English grammar for A 1 levels
497. Teaching English grammar for A 2 levels
498. Teaching English grammar for B 1 levels
499. Principles of teaching grammar
500. The importance of grammar in learning a foreign language

Основные вопросы государственных аттестационных испытаний по предмету «Чтение и письмо».

1. What is a literature review? What types of literature reviews do you know?
2. What are qualitative and quantitative methods for collecting and analyzing data?
3. What are primary and secondary data? What are descriptive and experimental data? Provide examples of data analysis methods.
4. What is a statement of intent? What is the purpose of the statement of intent? What is the structure of statement of intent?
5. What are the steps to writing a research article? Provide a detailed information about each step.
6. What are the language issues in writing a scientific journal article?
7. What are research methods? What types of research methods do you know?
8. What are the characteristics of research? What is the purpose of research?
9. What is the format for a literature review? What are the steps for writing a literature review? What are the ways of organizing a review?
10. What is a structure of a research article? Provide a detailed information about what is included in each part?
11. What are the ten principles of research writing? Provide a detailed information about each principle.
12. What is paraphrasing? What is summarizing?
13. What are the general guidelines of quoting and citations? What are the steps in referencing?
14. What are the types of data analysis? Provide a detailed information about each type.
15. What are the three ways of presenting data findings? Provide a detailed information about each type.
16. What are the two ways of presenting data? Provide a detailed information about each way.
17. What are the guidelines and steps to writing a research article.
18. What are the language issues in writing a scientific journal article?
19. What is the structure of a research article? What are the steps to follow when writing a research article?
20. What is synthesizing? What are the steps for synthesizing?
21. How to write conclusions of research articles?
22. What are the different presentation modes of incorporating data in research articles?
23. What is the structure of research articles? Provide detailed explanation of each point.
24. What is the design of research articles? Provide all possible details.
25. What research methods do you know and what research methods are you planning to use in your research article?
26. What is Literature Review and its format? What Literature Review structures do you know? What prominent authors and works have you read and what is your position towards their ideas? Provide a short discussion.
27. What is a literature review? What types of literature reviews do you know?

28. What are qualitative and quantitative methods for collecting and analyzing data? What are primary and secondary data? What are descriptive and experimental data? Provide examples of data analysis methods.
29. What is a statement of intent? What is the purpose of the statement of intent? What is the structure of statement of intent?
30. What are the steps to writing a research article? Provide a detailed information about each step.
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35. What is a structure of a research article? Provide a detailed information about what is included in each part? What are the ten principles of research writing?
36. What are the two ways of presenting data? Provide a detailed information about each way.
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43. What is the structure of research articles? Provide detailed explanation of each point.
44. What is paraphrasing? What is summarizing?
45. What are the general guidelines of quoting and citations? What are the steps in referencing?
46. What are the types of data analysis? Provide a detailed information about each type.
47. What are the different presentation modes of incorporating data in research articles?
48. State how language and other text features are used to achieve different purposes in different text types
49. What are the characteristics of different text types?
50. What are the main text types?
51. Provide the difference between tabloids and broadsheets.
52. What are different types of newspaper articles? Provide detailed explanation on each type.
53. What are most popular types of magazine articles? Provide detailed explanation of each type.
54. What is inferring? Provide explanation of inductive inference and deductive inference.
55. What is summarizing? What are the steps of summarizing?
56. Provide detailed explanation of different summary frames.

57. What is the format of meeting reports?
58. What is the format of a report on a visit?
59. What is the purpose of writing a survey report? What are the elements of a survey report?
60. What is a Survey Report? Give the definition. What are the steps of writing a survey report?
61. What is synthesis? What are the steps in writing a synthesis?
62. What is the structure of an opinion paragraph?
63. What reading skills are required in synthesizing?
64. What is an Opinion Essay? What is the structure of an Opinion Essay? What are the requirements of an Opinion Essay?
65. What are the key features of an argumentative thesis statement?
66. What is an argumentative essay? What is the structure of an argumentative essay?
67. What is a for and against essay? What is the structure of a for and against essay?
68. What is a discursive essay? What is the structure of a discursive essay?
69. What is a problem/solution essay? What is the structure of a problem/solution essay?
70. What is a critical review? What is the format of critical reviews?
71. What is an article review? What is an article review format?
72. What pre-writing strategies do you know?
73. What prewriting techniques and prewriting methods do you know?
74. What is freewriting as a prewriting method?
75. What are the different types of reading techniques?
76. What different types of letters are there in English?
77. What is the difference between Formal Letters and Informal Letters?
78. What are the types of formal letters?
79. What is the structure of a formal letter?
80. What is a comparison/contrast essay? What is the structure of a comparison/contrast essay?
81. What is a paragraph? What is a topic sentence? What is a controlling idea in a paragraph?
82. What approach is used in writing a paragraph using illustration?
83. What are the three ways to illustrate a point?
84. What is a step-by-step approach to create paragraphs that use illustration? Write a paragraph using illustration.
85. What is narration? What is a step-by-step approach to create narrative paragraphs? Write a paragraph using narration.
86. What is a paragraph of description? What is a step-by-step approach to create descriptive paragraphs? What skills are important to descriptive writing? Write a descriptive paragraph.
87. What are the distinguishing features of directional and informational process writing?
88. What is process analysis? What is a step-by-step approach to create process paragraphs?

89. What are the elements of writing good process paragraphs? What questions should be considered when writing a process essay?
90. How ideas are ordered and presented in the point-by-point method and the block method in comparison/contrast paragraphs? Write example paragraphs using these two methods.
91. How a formal letter is written? What are the distinguishing features of formal letters?
92. What is a cause-and-effect essay?
93. The structure of a book review. Write a brief review of your favorite book.
94. What are the steps of writing a film review? Write a brief review of your favorite film.
95. Provide details on how to write an application letter.
96. What is the structure of a recommendation letter?
97. The rules of writing an explanation letter.
98. Writing sales letters and the rules of writing them.
99. The rules of writing complaint letters.
100. The definition of a cover letter and the reasons of writing it.
101. The definition of an acknowledgement letter and its structure.
102. The definition of a letter of resignation.
103. The important points to follow when analyzing different types of texts.
104. The definition of a comparative analysis and reasons to use it.
105. The definition of pre-writing and its importance.
106. The types of letters by category of their aim.
107. Types of discursive essays.
108. Methods to speed up reading skills and learning process.
109. What are the steps of writing a successful article?
110. Ways of presentation of data findings and analysis.
111. The points to consider when writing a scientific article.
112. The definition of a statement of intent. What is the structure of a statement of intent?
113. The importance of writing a research summary.
114. What are semiformal letters, definition and the ways of writing.
115. An opinion essay, definition and the ways of writing.
116. The distinguishing features of writing an apologizing letter.
117. The role of surveys and questionnaires in academic research paper writing.
118. The definition of reading strategies and their types.
119. How application letter differs from other types of letters.
120. The distinguishing features of persuasive writing.
121. The ways to write a cause-and-effect essay.
122. What is a literature review? What types of literature reviews do you know?
123. What are qualitative and quantitative methods for collecting and analyzing data?
124. What are primary and secondary data? What are descriptive and experimental data? Provide examples of data analysis methods.
125. What is a statement of intent? What is the purpose of the statement of intent? What is the structure of statement of intent?

126. What are the steps to writing a research article? Provide a detailed information about each step.
127. What are the language issues in writing a scientific journal article?
128. What are research methods? What types of research methods do you know?
129. What are the characteristics of research? What is the purpose of research?
130. What is the format for a literature review? What are the steps for writing a literature review? What are the ways of organizing a review?
131. What is a structure of a research article? Provide a detailed information about what is included in each part?
132. What are the ten principles of research writing? Provide a detailed information about each principle.
133. What is paraphrasing? What is summarizing?
134. What are the general guidelines of quoting and citations? What are the steps in referencing?
135. What are the types of data analysis? Provide a detailed information about each type.
136. What are the three ways of presenting data findings? Provide a detailed information about each type.
137. What are the two ways of presenting data? Provide a detailed information about each way.
138. What are the guidelines and steps to writing a research article.
139. What are the language issues in writing a scientific journal article?
140. What is the structure of a research article? What are the steps to follow when writing a research article?
141. What is synthesizing? What are the steps for synthesizing?
142. How to write conclusions of research articles?
143. What are the different presentation modes of incorporating data in research articles?

144. What is the structure of research articles? Provide detailed explanation of each point.
145. What is the design of research articles? Provide all possible details.
146. What research methods do you know and what research methods are you planning to use in your research article?
147. What is Literature Review and its format? What Literature Review structures do you know? What prominent authors and works have you read and what is your position towards their ideas? Provide a short discussion.
148. What is a literature review? What types of literature reviews do you know?
149. What are qualitative and quantitative methods for collecting and analyzing data? What are primary and secondary data? What are descriptive and experimental data? Provide examples of data analysis methods.
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187. What is an argumentative essay? What is the structure of an argumentative essay?
188. What is a for and against essay? What is the structure of a for and against essay?
189. What is a discursive essay? What is the structure of a discursive essay?
190. What is a problem/solution essay? What is the structure of a problem/solution essay?
191. What is a critical review? What is the format of critical reviews?
192. What is an article review? What is an article review format?
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194. What prewriting techniques and prewriting methods do you know?
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202. What is a paragraph? What is a topic sentence? What is a controlling idea in a paragraph?
203. What approach is used in writing a paragraph using illustration?
204. What are the three ways to illustrate a point?
205. What is a step-by-step approach to create paragraphs that use illustration? Write a paragraph using illustration.
206. What is narration? What is a step-by-step approach to create narrative paragraphs? Write a paragraph using narration.
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210. What are the elements of writing good process paragraphs? What questions should be considered when writing a process essay?
211. How ideas are ordered and presented in the point-by-point method and the block method in comparison/contrast paragraphs? Write example paragraphs using these two methods.
212. How a formal letter is written? What are the distinguishing features of formal letters?

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217. What is the structure of a recommendation letter?
218. The rules of writing an explanation letter.
219. Writing sales letters and the rules of writing them.
220. The rules of writing complaint letters.
221. The definition of a cover letter and the reasons of writing it.
222. The definition of an acknowledgement letter and its structure.
223. The definition of a letter of resignation.
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234. The importance of writing a research summary.
235. Semiformal writing, definition and the ways of writing.
236. An opinion essay, definition and the ways of writing.
237. The distinguishing features of writing an apologizing letter.
238. The role of surveys and questionnaires in academic research paper writing.
239. The definition of reading strategies and their types.
240. How application letter differs from other types of letters.
241. The distinguishing features of persuasive writing.
242. The ways to write a cause-and-effect essay.
243. What are the steps to create a definition paragraph?
244. What is classification? Write a paragraph using classification on one of the following topics:
 - Television sets
 - Magazines
 - Computers
245. What is classification? Write a paragraph using classification on one of the following topics:
 1. Work clothes
 2. Cell phones
 3. Hairstyles
246. What is an Opinion Essay? What is the structure of an Opinion Essay? What are the requirements of an Opinion Essay?
247. What are the key features of an argumentative thesis statement?

248. What is an argumentative essay? What is the structure of an argumentative essay?
249. What is a for and against essay? What is the structure of a for and against essay?
250. What is a discursive essay? What is the structure of a discursive essay?
251. How is it written a recipe?
252. What are features of writing informal letters?
253. Writing a CV?
254. What reading strategies do you know?
255. English word order and sentence structure?
256. Connectors and transitions
257. The rules of punctuation and capitalization
258. Pre-writing activities (editing ideas)
259. Describe perfect introduction of written works
260. How paragraph is developed?
261. What is a topic sentence?
262. How perfect conclusions are written?
263. Predicting based on headings
264. What is plagiarism?
265. Importance of coherence in writing?
266. Explain reading for specific information.
267. Reading and following instruction (explain with examples)
268. Writing instructions
269. Giving directions in writing
270. What is jigsaw reading?
271. What is speed reading?
272. What is summarizing?
273. What is paraphrasing?
274. How descriptive essays are written?
275. Describe narrative essays.
276. How travel guides are created in writing?
277. What types of formal letters do you know?
278. What types of informal letters do you know?
279. What is an intensive reading?
280. What is an extensive reading?
281. Describe semi-formal letters.
282. Describe transactional letters.
283. Writing feedbacks to a peer?
284. What is skimming?
285. What is scanning?
286. How summaries are written?
287. The rules to write a giving information letter.
288. The rules to write a transactional letter.
289. The definition of scanning and its importance in reading.
290. Skimming- its definition and its importance in reading.
291. The role of a peer reviewing in academic writing.

292. The definition of a descriptive writing and its peculiar features.
293. Organizing reference (bibliography) part by a researcher.
294. The definition of an argumentative essay.
295. The definition of an expository essay.
296. Describe an academic writing style.
297. The ways of analysis and synthesis in writing articles.
298. The importance of critical analysis and reflection on source materials.
299. The definition of a critical reading. The differences of critical reading and daily reading.
300. The ways to write a critical review of an article.
301. The ways to develop a research plan.
302. Surveys used in a research.
303. What is a creative writing?
304. Write about pre-writing activities and drafting.
305. Paraphrasing and summarizing in research writing.
306. The importance of structure and cohesion in research writing.
307. The importance and the definition of a statement of intent in research writing.
308. The ways to write and the main features of a successful research paper.
309. The definition of a persuasive writing.
310. The ways to write a cause and effect essay.
311. Explain the usage of compare and contrast in writing.
312. The ways to write a book review.
313. The rules in writing a film review.
314. The definition of a 'for and against essay.'
315. The ways to write an application letter.
316. The ways to write an article review.
317. The ways to write a recommendation letter.
318. The rules of writing an explanation letter.
319. Writing sales letters and the rules of writing them.
320. The rules of writing complaint letters.
321. The definition of a cover letter and the reasons of writing it.
322. The definition of an acknowledgement letter?
323. The definition of a letter of resignation.
324. The help of task-based exercises in teaching/learning process.
325. The important points to follow when analyzing different types of texts.
326. The definition of a comparative analysis and reasons to use it.
327. Points that should be considered when preparing exercises for writing.
328. The definition of pre-writing and its importance.
329. The types of useful expressions and linking words and their help in writing.
330. The types of letters by category of their aim.
331. Types of discursive essays.
332. Methods to speed up reading skills and learning process.
333. Rules of writing a successful article.
334. The ways to properly use quotations and referencing.
335. Presentation of data findings and analysis.

336. The points to consider when writing a scientific article.
337. The definition of a statement of intent.
338. The importance of writing a research summary.
339. The importance of self-evaluation in teaching/learning process.
340. Semiformal writing, definition and the ways of writing.
341. An opinion essay, definition and the ways of writing.
342. The important features of writing an apologizing letter.
343. The role of surveys and questionnaires in academic research paper writing.
344. Types of reading based exercises.
345. The help of matching features tasks in reading.
346. Extensive reading activities.
347. The definition of reading strategies.
348. How application letter differs from other types of letters.
349. The definition of a persuasive writing.
350. The ways to write a cause and effect essay.
351. Explain the usage of compare and contrast in writing
352. The definition and the role of an assessment report in academic research paper writing.
353. The definition and the role of a survey report in academic research paper writing.
354. The definition and the role of a proposal report.
355. The usage of tenses in different types of writing.
356. The role of the parts of a narrative writing (introduction, main body, conclusion)
357. The structure of a “for and against essay”.
358. Difference and importance of extensive reading and intensive reading in learning a foreign language.
359. Types of authentic reading.
360. The main points to consider when writing a research paper.
361. The importance of choosing the proper genre for writing letters.
362. Data collection instruments
363. Critical analysis and reflection on materials
364. The rules for writing conclusions
365. The importance of self-evaluation
366. Data from observation
367. Data from interviews
368. Triangulation of data
369. The importance of peer reviewing
370. Reading based critique
371. Presentation of data findings and analysis.
372. The points to consider when writing a scientific article.
373. The definition of a statement of intent.
374. The definition of a letter of resignation.
375. The help of task-based exercises in teaching/learning process.

376. The important points to follow when analyzing different types of texts.
377. The definition of a comparative analysis and reasons to use it.
378. Points that should be considered when preparing exercises for writing.
379. The definition of pre-writing and its importance.
380. An opinion essay, definition and the ways of writing.
381. The important features of writing an apologizing letter.
382. The role of surveys and questionnaires in academic research paper writing.
383. Types of reading based exercises.
384. The help of matching features tasks in reading.
385. The definition of an acknowledgement letter?
386. The definition of a letter of resignation.
387. The help of task-based exercises in teaching/learning process.
388. The important points to follow when analyzing different types of texts.
389. The definition of a comparative analysis and reasons to use it.
390. Points that should be considered when preparing exercises for writing.
391. The types of pre-writing activities. The importance of drafting.
392. The importance of writing a research summary.
393. The importance of self-evaluation in teaching/learning process.
394. The rules of writing an argumentative essay.
395. The types of creative writing.
396. The rules of writing stories.
397. The definition of plagiarism. Ways to avoid plagiarism.
398. Compare and contrast techniques used in writing.
399. When is the official letter written? Types of official letter.
400. The definition of a reference letter and cases to write it.
401. Methods to speed up reading skills and learning process.
402. Rules of writing a successful article.
403. The definition of a reference letter and its usage.
404. Types of narratives which are used in learning foreign languages.
405. Compare and contrast techniques used in writing.
406. When is the official letter written? Types of official letter.
407. The definition of a reference letter and cases to write it.
408. The definition of a recommendation letter and cases to write it.
409. The role of a critical review in teaching and learning.
410. The importance of a peer reviewing.
411. The types of pre-writing activities. The importance of drafting.
412. The importance of writing a research summary.
413. The importance of self-evaluation in teaching/learning process.
414. The rules of writing an argumentative essay.
415. The types of creative writing.
416. The rules of writing stories.
417. The definition of plagiarism. Ways to avoid plagiarism.
418. The role of a thesis in a research work.
419. Theories of separating written works into paragraphs.

420. The use of graphics in a research work.
421. The main features of academic writing.
422. Important features of literature review.
423. Important features of concluding part of writing.
424. Important features of discussion and methodological part of a research work.
425. Important features of topic sentences in formal writing.
426. The definition and the rules to write a research work.
427. Narrative writing, definition and the ways of writing.
428. Formal writing, definition and the ways of writing
429. Informal writing, definition and the ways of writing.
430. Semiformal writing, definition and the ways of writing.
431. An opinion essay, definition and the ways of writing.
432. The important features of writing an apologizing letter.
433. The rules to write a complaint letter.
434. The rules to write a giving advice letter.
435. The rules to write an invitation letter.
436. The rules to write an asking for information letter.
437. The rules to write a giving information letter.
438. The rules to write a transactional letter.
439. The definition of scanning and its importance in reading.
440. Skimming- its definition and its importance in reading.
441. The role of a peer reviewing in academic writing.
442. The definition of a descriptive writing and its peculiar features.
443. Organizing reference(bibliography) part by a researcher.
444. The definition of an argumentative essay.
445. The definition of an expository essay.
446. Describe an academic writing style.
447. The ways of analysis and synthesis in writing articles.
448. The importance of critical analysis and reflection on source materials.
449. The definition of a critical reading. The differences of critical reading and daily reading.
450. The ways to write a critical review of an article.
451. The ways to develop a research plan.
452. Surveys used in a research.
453. What is a creative writing?
454. Write about pre-writing activities and drafting.
455. Paraphrasing and summarizing in research writing.
456. The importance of structure and cohesion in research writing.
457. The importance and the definition of a statement of intent in research writing.
458. The ways to write and the main features of a successful research paper.
459. The definition of a persuasive writing.
460. The ways to write a cause and effect essay.
461. Explain the usage of compare and contrast in writing.

462. The ways to write a book review.
463. The rules in writing a film review.
464. The definition of a 'for and against essay.'
465. The ways to write an application letter.
466. The ways to write an article review.
467. The ways to write a recommendation letter.
468. The rules of writing an explanation letter.
469. Writing sales letters and the rules of writing them.
470. The rules of writing complaint letters.
471. The definition of a cover letter and the reasons of writing it.
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479. The types of useful expressions and linking words and their help in writing.
480. The types of letters by category of their aim.
481. Types of discursive essays.
482. Methods to speed up reading skills and learning process.
483. Rules of writing a successful article.
484. The ways to properly use quotations and referencing.
485. Presentation of data findings and analysis.
486. The points to consider when writing a scientific article.
487. The definition of a statement of intent.
488. The importance of writing a research summary.
489. The importance of self-evaluation in teaching/learning process.
490. Semiformal writing, definition and the ways of writing.
491. An opinion essay, definition and the ways of writing.
492. The important features of writing an apologizing letter.
493. The role of surveys and questionnaires in academic research paper writing.
494. Types of reading based exercises.
495. The help of matching features tasks in reading.
496. Extensive reading activities.
497. The definition of reading strategies.
498. How application letter differs from other types of letters.
499. The definition of a persuasive writing.
500. The ways to write a cause and effect essay.

Основные вопросы государственных аттестационных испытаний по предмету интегрированного курса обучения иностранным языкам

1. Define the skills integration and skills segregation with examples
2. Advantages and disadvantages of using authentic texts in English language teaching?
3. How do you imagine a good environment for English classes?
4. How can we integrate the four skills during the classes?
5. Disadvantages of teaching authentic and inauthentic listening materials. Why/why not?
6. How to develop teacher presence and command attention in class?
7. Why should we integrate the four skills during the lessons? Write with arguments
8. Describe the stages of the lesson with their aim
9. Has the teacher followed the three stages of the lesson during your practice at school and how?
10. What we should do in order to choose an appropriate authentic listening materials for learners?
11. What is the aim of while-listening stage and give sample activities for the stage
12. *What is project-based learning and how we can use it in English language teaching?*
13. Advantages of using authentic listening materials during the lesson
14. Describe a good reading lesson
15. How are the four skills used in your observed lesson during your practice?
16. Describe “Jigsaw reading” activity in reading
17. Define the three purposes in writing with examples
18. Have you observed inappropriate teacher’s behavior during the class in your practice and what was that?
19. Describe “Using newspapers” activity in reading
20. How do the teachers give feedback to learners?
21. Define the terms exercise, activity, task with examples.
22. Define the terms handout, visual aid, worksheet with examples.
23. Write about Task Based Learning with its cycles and examples
24. Define verbal and non –verbal language used by the teacher during the classes with examples.
25. Describe authentic and inauthentic materials in FL teaching (with examples)
26. What might happen if teachers do not use their voice effectively in terms of audibility, variety or conservation?
27. What kind of modern process methods have you observed during your practice at school?
28. What kind of historical methods have you observed during your practice at school?
29. What is the aim of pre-listening stage and give sample activities for the stage
30. English environment have a great role in learning language. How?
31. How the phonology was integrated in the lessons during your practice?
32. What are the pros and cons of Student-centered lesson?
33. What types of Staging the lesson do you know? (write full version with abbreviations)
34. What are the ways of giving feedback in writing? Define them

35. What are goals and objectives of the lesson and what is their relationship?
36. Define the teaching grammar inductively and deductively with examples?
37. Define the activities which are used to start the lesson with examples
38. What are the warm-up, lead-in and ice-breaker activities? What is the difference between them?
39. What kind of activities/tasks should be included in homework?
40. Concluding the lesson activities and the importance of using them at the end of the lesson
41. Describe auditory and visual learners and how do they learn best? What kind of activities are appropriate for teaching them?
42. Describe kinesthetic and tactile learners and how do they learn best? What kind of activities are appropriate for teaching them?
43. Describe global and analytic learners and how do they learn best? What kind of activities are appropriate for teaching them?
44. Describe auditory and kinesthetic learners and how do they learn best? What kind of activities are appropriate for teaching them?
45. Describe tactile and visual learners and how do they learn best? What kind of activities are appropriate for teaching them?
46. Describe kinesthetic and visual learners and how do they learn best? What kind of activities are appropriate for teaching them?
47. Describe auditory and tactile learners and how do they learn best? What kind of activities are appropriate for teaching them?
48. What are the anticipated problems in the lessons and what can be the solutions to these problems
49. How to teach reading and listening to mixed-ability classes?
50. How to teach speaking and writing to mixed-ability classes?
51. How can you adapt a text if you feel that it is too long, boring, and difficult for your learners?
52. How can ignorance or utilization of authentic materials in teaching English influence on the language acquisition?
53. What are the visual aids and handouts and what is the purpose of using them in the lesson?
54. Advantages and disadvantages of teacher-centered method
55. How do you create a welcoming environment for the English lessons?
56. Project-based learning in ELT. Advantages and disadvantages of using it in ELT
57. Teacher's physical presence in class
58. Teacher's tone and voice in the classroom.
59. Analyse lesson planning and lesson plans.
60. Setting aims, objectives and learning outcomes of a lesson or sequences of lessons
61. Considering activities for different stages of a lesson. (with one example activity for each stage of the lesson)
62. Selecting frameworks for lesson planning. Describe PPP/ PDP
63. How to teach Receptive skills (pre-, while-,post- reading and listening activities)

64. How to teach Productive skills (pre-, while-,post- speaking and writing activities)
65. Activities for different stages in the lesson
66. Starting the lesson. Describe ice break activities, different activities for beginning the lesson
67. Concluding the lesson (Summarizing) non-written and written strategies
68. Describe one English lesson in which activities and tasks must be linked with each other
69. What the teacher should/shouldn't do when setting homework. All the factors to consider while giving homework
70. Anticipating problems (including ways of dealing with disruptive behaviour)
71. Write about six types of learners with their preferences and ways of creating a lesson involving these type of learners.
72. Anticipating problems (including ways of dealing with disruptive behaviour)
73. Flexibility in teaching and planning
74. Planning for and teaching mixed-ability classes
75. Designing data-collecting tools and understanding their advantages and disadvantages.
76. Data-collecting tools: interview (structured, semi-structured and unstructured)
77. Choosing authentic materials and creating tasks using newspapers, magazines, TV, radio materials in ELT
78. Cognitive factors in foreign Language Acquisition: inductive and deductive language learning
79. Write about teaching grammar in context. Deductive and inductive approaches to teaching grammar
80. Different ways to teach new vocabulary(using pictures, song, realias etc)
81. The role of motivation in language learning. Types of motivation.
82. Write the importance of psychological factors in successful language learning.
83. Ways of error correction in language classes.
84. Describe three different activities which are used at the beginning of the lesson with procedure
85. Define the differences between lead-in, ice-breaker and warm-up activities with examples for each of them
86. Advantages and disadvantages of using authentic listening materials in ELT
87. Advantages and disadvantages of using authentic writing materials in ELT
88. Describe three activities which warm-up the learners at the beginning of the lesson
89. Write about three methods you prefer most and why?
90. Modern teaching methods
91. Write about techniques to quiet a noisy class
92. Listening as an interactive process in EFL/ESL classroom. Ways of Improving listening proficiency of learners
93. Integrating phonology in Language skills classes
94. Creating pre-, while-, post- listening activities
95. Creating pre-, while-, post- reading activities
96. Write about differences and importance of fluency and accuracy activities in

ELT with examples

97. Writing as an interactive process
98. Ways to give effective feedback on students writing
99. Write about the role of a teacher in teaching foreign language to different age learners
100. Write about the main principles of teaching different age groups
101. How to plan lessons for teaching different age learners?
102. How to choose appropriate methods according to age features?
103. What are the main peculiarities of teaching foreign language to adult learners?
104. How to use games in teaching young and teenage learners?
105. How to use songs and music in teaching young and teenage learners?
106. How to use stories in teaching young and teenage learners?
107. How to assess the knowledge of different age groups ?
108. What does adapting teaching materials according to age features mean?
109. Needs analysis
110. Teaching Reading in EOP and EAP
111. Teaching Writing in EOP and EAP
112. Teaching Writing in EOP and EAP
113. Teaching Listening in EOP and EAP
114. Teaching Speaking in EOP and EAP
115. What is an investigation plan
116. What are modern methods of teaching language? Describe them
117. Write about the main purposes of classroom investigation?
118. Write about feedback, its types and ways of using it in ELT?
119. Write about class observation
120. What is summative assessment? Describe it with examples
121. Write about the advantages and disadvantages of using questionnaires in data collection
122. What about a procedure of a lesson
123. Define traditional method in ELT
124. Write about a procedure, strategy and approach
125. What is CLT? Describe it with examples
126. What is CLL? Describe it with examples
127. Write about ESP and its types(with examples)
128. The reasons and ways of adapting course materials to learners
129. Write about Discourse competence
130. Write about Linguistic competence
131. Describe post-listening stage and its aim with activities
132. Describe while-listening stage and its aim with activities
133. What is pre-listening stage and its aim with activities
134. Verbal and nonverbal types of communication strategies?
135. Define about developmental error
136. What does learning strategy mean?
137. What is discussion in ELT and its types? Ways of using it
138. Write about the forms of formative assessment with examples
139. What is brainstorming and its types? The reasons and ways of using it

140. What are the main differences between methods of teaching foreign languages?
141. How to use modern methods of teaching language in practice?
142. Methods used in local environment and their analysis
143. Write about the role of the mother tongue in foreign language teaching? Pros and cons of using it in ELT
144. What are psychological factors in foreign language acquisition? Define them with examples
145. What are the stages of classroom investigation? Define them with examples
146. Designing data-collecting tools and understanding their advantages and disadvantages
147. What is observation as a data-collecting tool? Observation (by peer or using video recording). Advantages and disadvantages of using it in classroom investigation
148. What is lesson observation procedure?
149. Write about the stages of lesson observation
150. Giving (in written and oral form) and receiving feedback in teaching
151. What is assessment and its types? Write with examples
152. Types of assessment. Summative and formative assessment
153. What does validity, reliability and practicality of tests mean?
154. Write about Common European Framework of Reference?
155. Methods and criteria of assessing language aspects. Writing
156. Methods and criteria of assessing language aspects. Reading
157. Methods and criteria of assessing language aspects. Listening
158. Methods and criteria of assessing language aspects. Speaking
159. Methods and criteria of assessing language aspects. Vocabulary and grammar. Types of assessment
160. What is andragogy and pedagogy? Define them with examples
161. What do psychological features of learners mean?
162. Write about motivation, its types and ways of using it in teaching
163. The importance of lesson plan
164. Describe warm-down activities with activities
165. Define the terms exercise, task, activity, handout, visual aid and workshop with examples
166. What are two types of integrated instruction?
167. Describe three methods which are appropriate for teaching auditory learners
168. Describe three methods which are appropriate for teaching tactile learners
169. Describe three methods which are appropriate for teaching visual learners
170. Describe three methods which are appropriate for teaching kinesthetic learners
171. Describe three methods which are appropriate for teaching analytic learners
172. Describe three methods which are appropriate for teaching global learners
173. Write about the Principles of Materials Development for the Teaching of Languages
174. Developing learning materials for specific purposes
175. What are the effective strategies of teaching for different age groups?
176. Problem-based learning and its types of problems
177. "Blended learning" as a meaningful learning tool in and out of the classroom

178. The theory of experiential learning
179. For specific levels of learners – elementary, intermediate, advanced – which approach of teaching listening do you consider the most suitable? Why?
180. What differences can be pointed out between approach and method? (with examples)
181. Principles of FLT
182. Why is CLT a dominant and effective approach in FLT?
183. Write about the history of FLT in the world
184. Advantages of the Audio-lingual method in FLT.
185. Grammar translation and Direct method in FLT
186. What is vocabulary and how it can be taught interactively?
187. Describe the three-phase framework of teaching vocabulary.
188. Describe the essence of methodological preparation of grammar and its stages.
189. Describe principles of teaching grammar.
190. Describe the main principles (criteria) of selecting phonetic/pronunciation minimum
191. Describe the methods and ways of teaching pronunciation.
192. Difficulties in teaching listening skills and the ways of dealing with them
193. What kind of exercises are used for forming listening skills? Describe them
194. What is the role of teaching dialogue and monologue in speaking?
195. What strategies of teaching speaking do you know?
196. What are [goals and techniques for teaching reading](#)?
197. Why is it important to use authentic material for reading?
198. Which strategies are used in order to stimulate students to read more quickly and effectively? Describe them
199. Adult learning principles
200. ESL/EFL Instructional Standards
201. Teaching speaking to adult learners. Practice activities according to student needs.
202. The ways of teaching grammar to adult learners and dealing with grammar errors
203. Teaching writing to adult learners
204. Developing listening and vocabulary skills to adult learners
205. The history of teaching/learning English as a foreign language at the early ages
206. Importance of teaching English language in primary schools
207. Psychological, didactic and linguistic basis of early learning
208. Theoretical issues of teaching foreign language in the 1-4 forms
209. Methods of teaching English language in primary school

210. Modern technologies of teaching foreign language in primary school
211. Teacher education, curriculum and materials for primary English language education
212. What techniques are used for developing writing sub skills? Describe them
213. What writing activities do you know? Describe them.
214. Decide what you would do *before, during and after* the writing stages. Think of the ways of the remedy of difficulties in writing and write them
215. What do we mean by assessment? Describe it with its objective
216. Name the forms of interaction. What forms of interaction are more successful in communicative language learning?
217. Suggest reasons why you might use both a questionnaire and an interview in a needs analysis project.
218. Describe an ESP teaching situation you could conceivably face in the future. Which experts might you wish to interview in order to gain insights into the demands your learners face or will face in the target situation? Develop a set of interview prompts you could use to interview one of these experts.
219. You have been assigned to develop and teach an ESP course for bank tellers who will shortly be transferred to the foreign exchange sections of their banks in a country in Uzbekistan. Outline the steps you would take to investigate their English language needs.
220. Do you think ESP courses should try to forge actual links between students and members of the target disciplines or communities of practice? Why or why not?
221. You have been assigned to develop and teach an ESP course for bank tellers who will shortly be transferred to the foreign exchange sections of their banks in a country in the Middle East. Outline the steps you would take to investigate their English language needs.
222. Advantages and disadvantages of deductive approach?
223. Advantages and disadvantages of inductive approach?
224. How can you present new words during your lessons as a foreign language teacher?
225. What is the difference between inductive and deductive approaches?
226. Inductive way of teaching vocabulary
227. What is error and mistake? Give examples for identifying and describing errors.
228. Developing students' vocabulary learning strategies with examples
229. Describe vocabulary activities which are used at three stages of the lesson
230. How do you understand EAP and EOP? Clarify their difference and the peculiarities in teaching them.
231. What is ESP? What specific features of methodology do teachers use in ESP classes?
232. Writing activities. Describe them.

233. Methods and ways of teaching pronunciation.
234. What are some icebreaker activities?
235. The role of homework in teaching English?
236. Advantages and disadvantages of teacher-centred method
237. What is the difference between interactive writing and writing workshop?
238. What is interactive writing and why is it important
239. What is the difference between shared and interactive writing?
240. How the teacher must give feedback in writing
241. What are two types of integrated instruction? Describe them
242. Distinction between the main categories of methodology(approach, method, technique)
243. Communicative language teaching and learning. Principles and basic characteristics of CLT/CLL
244. Describe Reading Aloud and Map drawing activity with its process
245. The role of vocabulary in FLT
246. Ways and stages of developing listening skills in FLT
247. Difficulties in teaching listening comprehension
248. Approaches to learning and teaching speaking
249. Ways and stages of teaching speaking English
250. Stages and exercises for development of reading skills
251. Which strategies are used in order to stimulate students read more quickly and effectively?
252. Write about pre-,while-,post-reading activities with examples
253. Writing as the goal and means of EL teaching and learning
254. Types, forms and techniques of assessment in ELT
255. Ways and strategies for error correction in ELT
256. Forms of interaction in FLT
257. The structure of the EL lesson and types of lessons
258. Describe ESA(Engage-Study-Activate) and Task-based models of FL teaching
259. Define the skills integration and skills segregation with examples
260. Advantages and disadvantages of using authentic texts in English language teaching?
261. Disadvantages of teaching authentic and inauthentic listening materials. Why/why not?
262. Why should we integrate the four skills during the lessons? Write with arguments
263. Describe the stages of the lesson with their aim
264. What we should do in order to choose an appropriate authentic listening materials for learners?

265. What is the aim of while-listening stage and give sample activities for the stage
266. *What is project-based learning and how we can use it in English language teaching?*
267. Advantages of using authentic listening materials during the lesson
268. How are the four skills used in your observed lesson during your practice?
269. Describe “Jigsaw reading” activity in reading
270. Define the three purposes in writing with examples
271. Have you observed inappropriate teacher’s behavior during the class in your practice and what was that?
272. Describe “Using newspapers” activity in reading
273. Define the terms exercise, activity, task with examples.
274. Define the terms handout, visual aid, worksheet with examples.
275. Write about Task Based Learning with its cycles and examples
276. Define verbal and non –verbal language used by the teacher during the classes with examples.
277. Describe authentic and inauthentic materials in FL teaching (with examples)
278. What might happen if teachers do not use their voice effectively in terms of audibility, variety or conservation?
279. What kind of modern process methods have you observed during your practice at school?
280. What is the aim of pre-listening stage and give sample activities for the stage
281. English environment have a great role in learning language. How?
282. How the phonology was integrated in the lessons during your practice?
283. What are the pros and cons of Student-centered lesson?
284. What types of Staging the lesson do you know? (write full version with abbreviations)
285. What are the ways of giving feedback in writing? Define them
286. What are goals and objectives of the lesson and what is their relationship?
287. Define the teaching grammar inductively and deductively with examples?
288. Define the activities which are used to start the lesson with examples
289. What are the warm-up, lead-in and ice-breaker activities? What is the difference between them?
290. What kind of activities/tasks should be included in homework?
291. Concluding the lesson activities and the importance of using them at the end of the lesson
292. Describe auditory and visual learners and how do they learn best? What kind of activities are appropriate for teaching them?
293. Describe kinesthetic and tactile learners and how do they learn best? What kind of activities are appropriate for teaching them?
294. Describe global and analytic learners and how do they learn best? What kind of activities are appropriate for teaching them?
295. Describe auditory and kinesthetic learners and how do they learn best? What kind of activities are appropriate for teaching them?
296. Describe tactile and visual learners and how do they learn best? What kind of activities are appropriate for teaching them?
297. Describe kinesthetic and visual learners and how do they learn best? What

- kind of activities are appropriate for teaching them?
298. Describe auditory and tactile learners and how do they learn best? What kind of activities are appropriate for teaching them?
 299. What are the anticipated problems in the lessons and what can be the solutions to these problems
 300. How to teach reading and listening to mixed-ability classes?
 301. How to teach speaking and writing to mixed-ability classes?
 302. How can you adapt a text if you feel that it is too long, boring, and difficult for your learners?
 303. How can ignorance or utilization of authentic materials in teaching English influence on the language acquisition?
 304. What are the visual aids and handouts and what is the purpose of using them in the lesson?
 305. Advantages and disadvantages of teacher-centered method
 306. How do you create a welcoming environment for the English lessons?
 307. Project-based learning in ELT. Advantages and disadvantages of using it in ELT
 308. Teacher's physical presence in class
 309. Teacher's tone and voice in the classroom.
 310. Analyse lesson planning and lesson plans.
 311. Setting aims, objectives and learning outcomes of a lesson or sequences of lessons
 312. Considering activities for different stages of a lesson. (with one example activity for each stage of the lesson)
 313. Selecting frameworks for lesson planning. Describe PPP/ PDP
 314. How to teach Receptive skills (pre-, while-,post- reading and listening activities)
 315. How to teach Productive skills (pre-, while-,post- speaking and writing activities)
 316. Activities for different stages in the lesson
 317. Starting the lesson. Describe ice break activities, different activities for beginning the lesson
 318. Concluding the lesson (Summarizing) non-written and written strategies
 319. Describe one English lesson in which activities and tasks must be linked with each other
 320. What the teacher should/shouldn't do when setting homework. All the factors to consider while giving homework
 321. Anticipating problems (including ways of dealing with disruptive behaviour)
 322. Write about six types of learners with their preferences and ways of creating a lesson involving these type of learners.
 323. Anticipating problems (including ways of dealing with disruptive behaviour)
 324. Flexibility in teaching and planning
 325. Planning for and teaching mixed-ability classes
 326. Designing data-collecting tools and understanding their advantages and disadvantages.
 327. Data-collecting tools: interview (structured, semi-structured and unstructured)

328. Choosing authentic materials and creating tasks using newspapers, magazines, TV, radio materials in ELT
329. Cognitive factors in foreign Language Acquisition: inductive and deductive language learning
330. Write about teaching grammar in context. Deductive and inductive approaches to teaching grammar
331. Different ways to teach new vocabulary(using pictures, song, realias etc)
332. The role of motivation in language learning. Types of motivation.
333. Write the importance of psychological factors in successful language learning.
334. Ways of error correction in language classes.
335. Describe three different activities which are used at the beginning of the lesson with procedure
336. Define the differences between lead-in, ice-breaker and warm-up activities with examples for each of them
337. Advantages and disadvantages of using authentic listening materials in ELT
338. Advantages and disadvantages of using authentic writing materials in ELT
339. Describe three activities which warm-up the learners at the beginning of the lesson
340. Write about three methods you prefer most and why?
341. Modern teaching methods
342. Write about techniques to quiet a noisy class
343. Listening as an interactive process in EFL/ESL classroom. Ways of Improving listening proficiency of learners
344. Integrating phonology in Language skills classes
345. Creating pre-, while-, post- listening activities
346. Creating pre-, while-, post- reading activities
347. Write about differences and importance of fluency and accuracy activities in ELT with examples
348. Writing as an interactive process
349. Ways to give effective feedback on students writing
350. Write about the role of a teacher in teaching foreign language to different age learners
351. Write about the main principles of teaching different age groups
352. How to plan lessons for teaching different age learners?
353. How to choose appropriate methods according to age features?
354. What are the main peculiarities of teaching foreign language to adult learners?
355. How to use games in teaching young and teenage learners?
356. How to use songs and music in teaching young and teenage learners?
357. How to use stories in teaching young and teenage learners?
358. How to assess the knowledge of different age groups?
359. What does adapting teaching materials according to age features mean?
360. Needs analysis
361. Teaching Reading in EOP and EAP
362. Teaching Writing in EOP and EAP
363. Teaching Writing in EOP and EAP
364. Teaching Listening in EOP and EAP

365. Teaching Speaking in EOP and EAP
366. What is an investigation plan
367. What are modern methods of teaching language? Describe them
368. Write about the main purposes of classroom investigation?
369. Write about feedback, its types and ways of using it in ELT?
370. Write about class observation
371. What is summative assessment? Describe it with examples
372. Write about the advantages and disadvantages of using questionnaires in data collection
373. What about a procedure of a lesson
374. Define traditional method in ELT
375. Write about a procedure, strategy and approach
376. What is CLT? Describe it with examples
377. What is CLL? Describe it with examples
378. Write about ESP and its types(with examples)
379. The reasons and ways of adapting course materials to learners
380. Write about Discourse competence
381. Write about Linguistic competence
382. Describe post-listening stage and its aim with activities
383. Describe while-listening stage and its aim with activities
384. What is pre-listening stage and its aim with activities
385. Verbal and nonverbal types of communication strategies?
386. Define about developmental error
387. What does learning strategy mean?
388. What is discussion in ELT and its types? Ways of using it
389. Write about the forms of formative assessment with examples
390. What is brainstorming and its types? The reasons and ways of using it
391. What are the main differences between methods of teaching foreign languages?
392. How to use modern methods of teaching language in practice?
393. Write about the role of the mother tongue in foreign language teaching? Pros and cons of using it in ELT
394. What are psychological factors in foreign language acquisition? Define them with examples
395. What are the stages of classroom investigation? Define them with examples
396. Designing data-collecting tools and understanding their advantages and disadvantages
397. What is observation as a data-collecting tool? Observation (by peer or using video recording). Advantages and disadvantages of using it in classroom investigation
398. What is lesson observation procedure?
399. Write about the stages of lesson observation
400. Giving (in written and oral form) and receiving feedback in teaching
401. What is assessment and its types? Write with examples
402. Types of assessment. Summative and formative assessment
403. What does validity, reliability and practicality of tests mean?
404. Write about Common European Framework of Reference?

405. Methods and criteria of assessing language aspects. Writing
406. Methods and criteria of assessing language aspects. Reading
407. Methods and criteria of assessing language aspects. Listening
408. Methods and criteria of assessing language aspects. Speaking
409. Methods and criteria of assessing language aspects. Vocabulary and grammar.
Types of assessment
410. What is andragogy and pedagogy? Define them with examples
411. What do psychological features of learners mean?
412. Write about motivation, its types and ways of using it in teaching
413. The importance of lesson plan
414. Describe warm-down activities with activities
415. Define the terms exercise, task, activity, handout, visual aid and workshop with examples
416. What are two types of integrated instruction?
417. Describe three methods which are appropriate for teaching auditory learners
418. Describe three methods which are appropriate for teaching tactile learners
419. Describe three methods which are appropriate for teaching visual learners
420. Describe three methods which are appropriate for teaching kinesthetic learners
421. Describe three methods which are appropriate for teaching analytic learners
422. Describe three methods which are appropriate for teaching global learners
423. Write about the Principles of Materials Development for the Teaching of Languages
424. Developing learning materials for specific purposes
425. What are the effective strategies of teaching for different age groups?
426. Problem-based learning and its types of problems
427. “Blended learning” as a meaningful learning tool in and out of the classroom
428. The theory of experiential learning
429. For specific levels of learners – elementary, intermediate, advanced – which approach of teaching listening do you consider the most suitable? Why?
430. What differences can be pointed out between approach and method? (with examples)
431. Principles of FLT
432. Why is CLT a dominant and effective approach in FLT?
433. What is vocabulary and how it can be taught interactively?
434. Describe the three-phase framework of teaching vocabulary.
435. Describe the essence of methodological preparation of grammar and its stages.
436. Describe principles of teaching grammar.
437. Describe the main principles (criteria) of selecting phonetic/pronunciation minimum
438. Describe the methods and ways of teaching pronunciation.
439. Difficulties in teaching listening skills and the ways of dealing with them
440. What kind of exercises are used for forming listening skills? Describe them
441. What is the role of teaching dialogue and monologue in speaking?

442. What strategies of teaching speaking do you know?
443. What [are goals and techniques for teaching reading?](#)
444. Why is it important to use authentic material for reading?
445. Which strategies are used in order to stimulate students to read more quickly and effectively? Describe them
446. Adult learning principles
447. ESL/EFL Instructional Standards
448. Teaching speaking to adult learners. Practice activities according to student needs.
449. The ways of teaching grammar to adult learners and dealing with grammar errors
450. Teaching writing to adult learners
451. Developing listening and vocabulary skills to adult learners
452. The history of teaching/learning English as a foreign language at the early ages
453. Importance of teaching English language in primary schools
454. Psychological, didactic and linguistic basis of early learning
455. Theoretical issues of teaching foreign language in the 1-4 forms
456. Methods of teaching English language in primary school
457. Modern technologies of teaching foreign language in primary school
458. Teacher education, curriculum and materials for primary English language education
459. What techniques are used for developing writing sub skills? Describe them
460. What writing activities do you know? Describe them.
461. Decide what you would do *before, during and after* the writing stages. Think of the ways of the remedy of difficulties in writing and write them
462. What do we mean by assessment? Describe it with its objective
463. Name the forms of interaction. What forms of interaction are more successful in communicative language learning?
464. Suggest reasons why you might use both a questionnaire and an interview in a needs analysis project.
465. Advantages and disadvantages of deductive approach?
466. Advantages and disadvantages of inductive approach?
467. How can you present new words during your lessons as a foreign language teacher?
468. What is the difference between inductive and deductive approaches?
469. Inductive way of teaching vocabulary
470. What is error and mistake? Give examples for identifying and describing errors.
471. Developing students' vocabulary learning strategies with examples

472. Describe vocabulary activities which are used at three stages of the lesson
473. How do you understand EAP and EOP? Clarify their difference and the peculiarities in teaching them.
474. What is ESP? What specific features of methodology do teachers use in ESP classes?
475. Writing activities. Describe them.
476. Methods and ways of teaching pronunciation.
477. What are some icebreaker activities?
478. The role of homework in teaching English?
479. Advantages and disadvantages of teacher-centred method
480. What is the difference between interactive writing and writing workshop?
481. What is interactive writing and why is it important
482. What is the difference between shared and interactive writing?
483. How the teacher must give feedback in writing
484. What are two types of integrated instruction? Describe them
485. Distinction between the main categories of methodology(approach, method, technique)
486. Communicative language teaching and learning. Principles and basic characteristics of CLT/CLL
487. Describe Reading Aloud and Map drawing activity with its process
488. The role of vocabulary in FLT
489. Ways and stages of developing listening skills in FLT
490. Difficulties in teaching listening comprehension
491. Approaches to learning and teaching speaking
492. Ways and stages of teaching speaking English
493. Stages and exercises for development of reading skills
494. Which strategies are used in order to stimulate students read more quickly and effectively?
495. Write about pre-,while-,post-reading activities with examples
496. Writing as the goal and means of EL teaching and learning
497. Types, forms and techniques of assessment in ELT
498. Ways and strategies for error correction in ELT
499. The structure of the EL lesson and types of lessons
500. Describe ESA(Engage-Study-Activate) and Task-based models of FL teaching

Основные вопросы государственных аттестационных экзаменов по предмету литературы стран, где изучается язык

1. The history of Old English Literature.
2. Anglo-Saxon Literature.
3. Specific features of Old English literature.
4. Literal peculiarities of the epic poem "Beowulf".
5. Main characters and setting of the poem "Beowulf".
6. Important Events in the First Anglo-Saxon Period.
7. The Literature of the 7th – 11th Centuries.
8. Caedmon and Cynewulf, the early poets of English literature.
9. The influence of Christianity to The English literature.
10. The Venerable Bede, the father of English history.
11. The Venerable Bede's important masterpiece – "The Ecclesiastical History of the English Race".
12. Alfred The Great.
13. "The Anglo-Saxon Chronicle".
14. The main poetic and social themes of Old English literature.
15. The history of Middle English literature.
16. The Literature of the Norman Period.
17. Sir Thomas Malory's works.
18. Medieval romance.
19. Fables and fabliaux.
20. Local dialects in the Middle English.
21. Tales in verse and lyrical poems in the Norman Period.
22. Sir Thomas Malory's romances.
23. Social peculiarities of the book "Sir Thomas Malory's Book of King Arthur and of His Noble Knights of the Round Table".
24. The Medieval Literature.
25. The code of chivalry in the Medieval Literature.
26. The qualities of an ideal courtly knight in the Middle Ages.
27. The influence of The European literature to English writers.
28. Layamon, one of the first authors as a writer of history.
29. Norman Invasion and their influence to the literature.
30. Battle of Hastings.
31. Literature in the 14-15th centuries.
32. What literal works were created during Pre-Renaissance Period .
33. William Langland and his poetic works.
34. William Langland's famous work – "Piers Plowman".
35. Geoffrey Chaucer, a diplomat, soldier and scholar.
36. The main Periods in Chaucer's poetry.
37. The French period in Chaucer's poetry.
38. Chaucer's poems written during The Italian period.
39. Chaucer's masterpiece "The Canterbury Tales".
40. Chaucer's contribution to English literature.
41. Literature of the 15th century.
42. The first great English dramatist, Marlowe.
43. Metaphysical poetry.
44. John Donne and his short love poems.

45. The essays of Sir Francis Bacon.
46. Carpe Diem poetry.
47. Optimism of W. Shakespeare's tragedies.
48. W. Shakespeare's legacy in 21 century.
49. The description of truth and issue in Shakespeare's histories.
50. John Dryden and his comedies.
51. The golden age of English drama.
52. The comic writing of Alexander Pope.
53. Serious poetry of Thomas Gray.
54. Enlighteners' philosophy and its reflection in English literature.
55. Prose fiction and the novel in English literature.
56. Dark Romanticism in English literature.
57. Daniel Defoe's "[Robinson Crusoe](#)" as an extraordinary event in the history of literature.
58. Samuel Richardson's Pamela, the first English novel.
59. Jonathan Swift and "The adventures of Gulliver".
60. Sentimentalism in the works of Samuel Richardson.
61. Richard Brinsley Sheridan and his last work.
62. What impact did Pre-romantic literature showed towards literature in England.
63. Gothic novels in English literature.
64. 'Northanger Abbey' is the Gothic novel by J. Austen.
65. Undisputed masterpiece Frankenstein, by Mary Shelley.
66. William Blake and his role in English literature.
67. Lyrical Ballads is a significant event in English literary history.
68. Revolutionary Romanticists.
69. Victorian poetry.
70. George Gordon Byron and oriental motives in his poetry.
71. Later Victorian novelists.
72. Elements of conventional forms in the works of William Butler Yeats.
73. Negative portrait of Victorian society in the works of Thomas Hardy.
74. Eliot's two long and complex works: The Waste Land and Four Quartets.
75. Literature of the Victorian Age.
76. Charles Dickens as chartist writer.
77. Problems of childhood and education in Ch. Dickens' works.
78. The Use of Humour in Charles Dickens's Novel Hard Times.
79. Satire and humour in Charles Dickens's "Oliver Twist.
80. Charles Dickens and "David Copperfield".
81. Oscar Wilde and his famous works.
82. R.L. Stevenson and his work "The Strange Case of Dr. Jekyll and Mr. Hyde".
83. Folk ballad – a popular literary form.
84. Historical features of Robin Hood ballads.
85. The main features of Robin Hood's character.
86. Renaissance period as a great cultural movement.
87. Which writers and their works do you know related to The Elizabethan Age.
88. The Renaissance in England.
89. The rise of the Renaissance under the early Tudor monarchs.

90. The height of the Renaissance under Elizabeth I.
91. The decline of the Renaissance under the Stuart monarchs.
92. First playhouse, The Theatre, in England.
93. The artistic features of Narrative poetry.
94. Sonnet sequence.
95. Sir Thomas More as an outstanding representative of the English Renaissance.
96. Sir Thomas More's famous work "Utopia".
97. The social system of England in the work "Utopia".
98. Thomas More and his prose and poetry.
99. What influence did Sir Francis Bacon have on literature in Renaissance period.
100. Francis Bacon's political career.
101. Francis Bacon's famous work "The New Instrument".
102. Edmund Spenser as the "prince of poets".
103. Edmund Spenser's famous poems.
104. Spenser's "Shepherd's Calendar".
105. Edmund Spenser's huge poem "The Faerie Queene".
106. Edmund Spenser's sonnet cycle "Amoretti".
107. Sir Philip Sidney and his literary influence to England.
108. "Arcadia", the most important original work of English prose.
109. Christopher Marlowe and his poetic life.
110. Christopher Marlowe's tragedies.
111. Marlowe's literary activity and "Tamburlaine the Great".
112. An outstanding feature of Renaissance ideology.
113. Carpe diem poetry.
114. Ben Jonson's major contribution to poetry.
115. Ben Jonson and his satirical comedies.
116. William Shakespeare and his creative activities.
117. Shakespeare's comedies.
118. Shakespeare's tragedies.
119. Shakespeare's sonnets.
120. "Romeo and Juliet", a story of love and hate.
121. The beginning of Modern English literature.
122. Restoration literature.
123. Restoration drama.
124. Restoration prose.
125. Literature in the XVII century
126. Significant changes in the field of literature in the XVII century.
127. Elizabeth's time verse in the beginning of Modern English literature.
128. John Milton, the greatest poet of the XVII century.
129. The story of "Samson"
130. The main character and settings in the work "Paradise Lost".
131. John Dryden as an outstanding English poet.
132. John Dryden's early poem "Heroic Stanzas on the Death of Cromwell".
133. John Dryden's poem "Annus Mirabilis".
134. Poetry in The Restoration period.
135. [Sir William Davenant](#), the first Restoration famous poet.

136. [Richard Blackmore](#)'s major works, "Prince Arthur" and "King Arthur".
137. Prose genres in the Restoration period.
138. Journalism during the Restoration period.
139. The political situation in England in the 17th century.
140. The influence of political affairs on literature in the Restoration period.
141. The specific features of John Milton's works.
142. English literature in the 18th century.
143. Significant features of The Augustan Age.
144. Writers of The Augustan Age.
145. Commercial classes of English literature in the 18th century.
146. General beliefs of the eighteenth-century philosophical impulse.
147. The temper of the Enlightenment.
148. The writers and philosophers of The Augustan Age.
149. The Age of Classicism.
150. The subjects of study in the eighteenth century.
151. Famous English essayist Joseph Addison.
152. Drama of the 18th century.
153. The main literary trends of the age of the Enlightenment in England.
154. The reason for calling Eighteenth-century in England as the Augustan Age.
155. Sentimentalism during the age of the Enlightenment in England.
156. The leading satirists of the Augustan Age.
157. The characterizing features of the English literature in the period of Enlightenment.
158. What changes were there towards to English literature by The Glorious Revolution.
159. Classicism in poetry.
160. The greatest follower of the classic style, Alexander Pope.
161. Appearance of a new trend, sentimentalism.
162. Alexander Pope and his delicate sense of style.
163. Alexander Pope's famous poem the "Essay on Man".
164. The heroic couplet.
165. Daniel Defoe, the founder of the early realistic novel.
166. The novel "The Life and Adventures of Robinson Crusoe".
167. Robinson Crusoe's most outstanding feature.
168. The character of Friday in the work "Robinson Crusoe".
169. Daniel Defoe's "The Education of Women".
170. Jonathan Swift as the greatest of English satirists.
171. Jonathan Swift's first satires "The Battle of Books" and "A Tale of a Tub".
172. "The Battle of Books" as a mock debate between ancient and modern authors.
173. Jonathan Swift's "Gulliver's Travels".
174. Four voyages in "Gulliver's Travels".
175. Jonathan Swift's writing style.
176. The Development of the English Realistic Novel.
177. The foundations of early realism in English literature.
178. Middle-class realism.
179. Samuel Richardson's "Pamela".

180. Henry Fielding, the greatest representative of realism in the 18th century.
181. Henry Fielding's comedies "A Judge Caught in his Own Trap" and "Don Quixote in Eng-land".
182. Fielding's novel "Joseph Andrews".
183. Fielding's novel "The Life of Mr. Jonathan Wild the Great".
184. Fielding's masterpiece "The History of Tom Jones, a Foundling".
185. The first representative of the sentimental school in the English literature.
186. Samuel Richardson as an outstanding novelist during sentimentalism.
187. Samuel Richardson's "The History of Sir Charles Grandison".
188. The Age of Johnson.
189. Samuel Johnson, the dominating literary figure of the 18th century.
190. Johnson's friends (The Johnson circle).
191. Richard Brinsley Sheridan, a dramatist and politician.
192. Richard Brinsley Sheridan's comedy "The Rivals".
193. Sheridan's work, "The Critic".
194. Defoe's satire in verse "The True-born Englishman".
195. Novels by Daniel Defoe.
196. The characteristic features of Robinson Crusoe.
197. Swift's attitude towards England's war policy.
198. The foundations of early realism laid in English literature.
199. The greatest representative of realism in the 18th century.
200. The characteristic features of Sentimentalism.
201. The representatives of the sentimental school in English literature.
202. The Romantic Age in English Literature.
203. Which writers and literary works relevant to Pre-romantic literature do you know?
204. The leading pre-romantic poet, William Blake.
205. Thomas Gray's "Elegy Written in a Country Churchyard".
206. Robert Burns, the most famous Scottish poet of the 18th century.
207. Robert Burns' greatest satires.
208. William Blake as a poet, artist, and mystic.
209. William Blake's works "Songs of Innocence" and "Songs of Experience".
210. Romanticism in England.
211. The Industrial Revolution in England.
212. Two generations of Romantic poets.
213. The important figures of the second generation of Romantic poets.
214. The Passive (Reactionary) Romanticists.
215. The Lake Poets ("Lakists").
216. Drama during the Romantic Age.
217. The main features of Closet drama and example works for this.
218. Prose in the romantic age.
219. The two greatest novelists of the romantic period.
220. Austen's novels "Pride and Prejudice" and "Emma".
221. The leading theme of George Byron's works.
222. George Byron's famous novel "Don Juan".

223. Percy Shelley as an Utopian socialist.
224. Shelley's early work "The Revolt of Islam".
225. Sir Walter Scott, the first great writer of historical novels.
226. The main themes of Scott's "Waverley, or Tis Sixty Years Since".
227. The first collection of poems by Byron.
228. The main idea of the book "Ivanhoe".
229. The main conflict of the novel "Ivanhoe"?
230. The Literature of Victorian Age.
231. Realism.
232. Literature in the Victorian age.
233. Revolutionary movement "Chartists".
234. Significant changes in the field of literature in the Victor age.
235. The climax of England's rise to economic and military supremacy.
236. Alfred, Lord Tennyson, the most revered of the Victorian poets.
237. Robert Browning, one of the leading Victorian poets.
238. Browning's best-known work – "The Ring and the Book".
239. Charles Dickens, the first novelist of the trend of Critical Realism.
240. Dickens's Creative Work.
241. The main ideas of Charles Dicken's creative works "American Notes" and "Martin Chuzzlewit".
242. The important characters and settings in the novel "Dombey and Son".
243. William Thackeray, one of the greatest representatives of the English Victorian age.
244. W. M. Thackeray and his literary works.
245. "Vanity Fair (A Novel without a Hero)" and its main idea.
246. Robert Louis Stevenson, a Scottish novelist, essayist, and poet.
247. Charlotte Bronte and her literary works.
248. Charlotte Bronte's famous novel "Jane Eyre".
249. George Eliot as one of the most distinguished English novelists of the Victorian period.
250. The greatest merits of Thackeray's works.
251. What do you know about colonial period in American literature?
252. What is the main contribution of B. Franklyn to American literature?
253. What is the main idea of the work "Autobiography" by B. Franklyn?
254. Write about the life of Washington Irving.
255. What are the major works of Washington Irving?
256. What is the main idea of Rip Van Winkle by W. Irving?
257. How does Rip turn his misfortune into an advantage?
258. Who are the main characters of Rip Van Winkle and write about them?
259. Do you think Rip symbolizes man's desire to flee from responsibility? Support your answer.
260. Is there a character in your national literature similar to Rip? If so, compare the two figures. Write about the life of James Fenimore Cooper?
261. . What are the major works of J. F. Cooper
262. What is the main idea of The Last of The Mohicans?
263. Who are the main characters of The Last of The Mohicans?

264. Why did the writer think that “The creation of the character of Natty Bumppo is probably the most significant thing that happened in American literature during the first 50 years of its history?”
265. What do you think of Cooper’s style of writing?
266. Is Hawkeye your idea of a hero? Explain.
267. What novels from your national literature are similar in theme to the Leatherstocking Tales
268. Write about the life of Philip Freneau?
269. What are the names of the famous poems by P. Freneau and write about them.
270. Do you think Freneau is comparing the life of a flower with the life of man in the poem” The Wild Honey Suckle”? Explain your reasoning. What meaning is suggested by the phrase "but an hour"?
271. What do you know about the Enlightenment period in American literature?
272. Who are the main writers of the Enlightenment period?
273. Write about Transcendentalism in American literature.
274. Who are the main writers of Transcendentalism period?
275. What do you know about the Realism in American literature?
276. Who are the realist writers?
277. What do understand by the term “Lost Generation”?
278. Who are the writers of Lost Generation?
279. What do you know about William Cullen Bryant?
280. What is the Bryant’s best known poem and write about its main idea
281. Write about Edgar Allan Poe.
282. What are E.A. Poe’s contribution to literature?
283. What is your opinion of Poe as a poet?
284. Write about the life and works of Nathaniel Hawthorne.
285. Write about the Romanticism period in American literature.
286. Who are the famous writers of Romanticism period?
287. Write about the life of Mark Twain
288. What are the major works by Mark Twain
289. What do you know about Stephen Crane?
290. What are the major works by Stephen Crane?
291. Who are Walt Whitman?
292. What are the main works by Walt Whitman?
293. Write about the lyrics of Henry Longfellow.
294. Write about the literary contribution of Henry Thoreau to literature?
295. What is the most famous work by Herman Melville and its main idea?
296. What information do you know about Henry James?
297. What is the early novel by Henry James and the hero of the work?
298. Write about the life and works of Ralph Waldo Emerson?
299. What do you think Emerson means when he says that the adult is "clapped into jail by his consciousness?"
300. What is Emerson's concept of history: That events make men or that outstanding men shape events? Discuss.
301. When did American drama begin?
302. What was the reflection of American prose?

303. What is Oral tradition?
304. Give example to *tricksters* (figures who teach lessons through making mistakes) and mythical heroes.
305. What was happen in American literature during American Revolution?
306. Where was center of the Enlightenment in America?
307. When and where was Paine born?
308. Who was Paine's friend? Write about him
309. When and why was Paine arrested?
310. Where was Philip Morin Freneau educated?
311. What did Franklin do in 1721?
312. What do you know about Franklin's literary activity?
313. What do you know about the Romanticism in American literature
314. What is the difference between the Romanticism and Realism?
315. What representatives of the period do you know?
316. What can you say about J. F. Cooper's life?
317. What did J. F. Cooper describe in his works?
318. What is transcendentalism?
319. What was idea of Emerson's works?
320. What was the occupation of Thoreau?
321. What do you know about Emerson's essays?
322. What kind of work is "Representative Men"
323. What works are Poe's masterpieces?
324. What is Abolitionism?
325. Can you tell the names of abolitionist-writers?
326. What can you say about the life of H. B. Show
327. What is Stowe's best known novel?
328. What is the idea of the novel "Uncle Tom's Cabin"?
329. What is the theme of Longfellow's works?
330. Count the works of Longfellow.
331. Give the definition of short story writing?
332. Who are the representatives of the age of realism and reaction?
333. What kind of novels or poems was written in that period
334. What is realism? How did it appear in American literature?
335. What was Whitman's the first edition?
336. What is the meaning of the pen-name "Mark Twain!"?
337. What about the books "The Adventures of Tom Sawyer" and "The Adventures of Huckleberry Finn"?
338. What is the meaning of the pseudonym O. Henry
339. Count O. Henry's short stories.
340. What is the novel "The Sea-Wolf" of Jack London about?
341. What is difference between Naturalism and Realism?
342. Tell the name of notable writers of naturalistic fiction.
343. What do you know about Frank Norris?
344. What did Stephen Crane write about?
345. In which novel William Howells explored the problems of industrial America?
346. What is the style of Henry James's later works?

347. What is the novel *The Jungle* by U. Sinclair about?
348. Why Lewis accepted Nobel Prize in literature?
349. What can you tell about the life of Theodore Dreiser?
350. Why Dreiser is distinguished among the American writers of the twenties century?
351. What is realism? How did it appear in American literature?
352. Who were realist-writers in American literature?
353. What can you say about John Reed's writing?
354. What is Hemingway's writing style
355. What is *A Farewell to Arms* about?
356. Which novel is Fitzgerald's partly autobiographical?
357. What do you know about Sherwood Anderson?
358. What kind of Prizes was Faulkner awarded?
359. What do you about literary activity of John Dos Passos?
360. What did John Steinbeck describe in his works?
361. When and why Steinbeck was awarded Nobel Prize?
362. Whom do you know from Afro-American writers?
363. What is Harlem Renaissance
364. Speak about "Uncle Tom's Children" by Richard Wright.
365. How many books did Hughes write?
366. What is the theme of "Invisible Man" by Ellison?
367. What did Baldwin describe in "Go Tell It on the Mountain"?
368. In what genres Baldwin create his works?
369. Whom do you know from modern American woman writers
370. What do you know about Dickinson's writing style?
371. Which works is Chopin's masterpiece?
372. What is novella?
373. What is "Delta Wedding" about?
374. Why we call Oates is a wide-ranging and extremely prolific writer?
375. What do you know about the novel "The Color Purple" by Walker?
376. Which novel of Morrison is the most successful?
377. For what Dove won the 1987 Pulitzer Prize?
378. What do you know about John Updike?
379. What do you understand by "Multicultural literature"?
380. How do you understand the word "drama"?
381. What is the Modern American Drama
382. Who was the most influential modern American drama playwright
383. Famous works of modern American drama playwrights?
384. The main themes of Modern American Dramas?
385. How many styles of Modern American Drama do you know?
386. What's the difference between them?
387. Who were the main characters of Modern American Drama?
388. What is Beat Generation
389. What is the theme "The Dharma Bums" by Kerouac?
390. Speak about Ginsberg's first book.
391. What is main theme of Shaw's works?

392. What do you know about “Franny and Zooey” by Jerome Salinger?
393. Who is the author of “The Lion King”?
394. Speak about “The Naked and the Dead” by Mailer.
395. Which book is a collection of essays based on Capote’s travels in Europe?
396. What kind of prizes got O’Neill?
397. What do you know about Edward Albee?
398. What was Miller’s first successful play?
399. Why Williams got Pulitzer Prize?
400. Count Shepard's works.
401. Why we call Bradbury is a prolific author?
402. What do you know about Isaac Asimov?
403. What is King’s first novel?
404. What is the theme of “Dashiell Hammett”?
405. What was the purpose of the abolition movement?
406. How did slavery end in the North?
407. What do conclude by William Lloyd Garrison's excerpt (Analysis)
408. How did William Lloyd Garrison feel about slavery?
409. Conclude what William Lloyd Garrison means when he uses the example of a burning house.
410. Who was Frederick Douglas?
411. What was his main contribution to the abolition movement?
412. What are some possible arguments against slavery? For slavery?
413. Which side do you think had the strongest argument? Why?
414. How did modernization result in isolation and disillusionment in the early American twentieth century?
415. What is the American Dream?
416. Who were the lost generation writers?
417. How did the works of the “lost generation” writers portray the impact of World War I?
418. Discuss the plot and characters of *The Great Gatsby*.
419. Analyze the ways in which lost generation writers depict the post-World War I time period?
420. What themes are evident in the writing and how does this relate to what you know about American culture and society in the years following the Great War
421. How did changes in the country give rise to the literary movement described as Realism?
422. Does Huckleberry Finn embody the values inherent in the American Dream? Write an argument in which you use at least three pieces of evidence to support an original thesis statement.
423. What were the conditions of slavery in the United States and how were the conditions reflected in the literature of the period?
424. Did the slaves use traditional African rhetoric in opposition to slavery and as a means of developing a new identity?
425. What were the literary contributions of the abolitionists?
426. How can we determine the authenticity of the slave narratives? \

427. Upon emancipation, how did the conditions of the newly freed Africans in America impact the literature of the period?
428. Write about the history of slavery in America.
429. What do you know about the role of the abolitionist movement?
430. What is the meaning of Civil Rights and what world models do these freedom fighters aspire in this struggle?
431. How did the writers of the Civil Rights Movement capture the feelings, fears, mood and climate of the period?
432. How did the different ideologies impact both positively and negatively the progress toward equality in the Americas?
433. What is the power and impact of great speeches, both for and against Civil Rights for African-Americans?
434. Who were some of the key figures in the Civil Rights Movement and what were their contributions to the movement?
435. What were the conditions of the south versus the north in the United States in the early 1900s and how were these conditions reflected in the literature of the period?
436. How did the writers of the Harlem Renaissance address civil rights and equality concerns?
437. What were the literary contributions of the Harlem Renaissance writers?
438. During and after the Great Depression, what happened to the writers and other artists who gained fame during this period?
439. How did this pre-war period affect the legal, social and economic concerns of African-Americans?
440. Why have music and art continued to play an integral part in the political/social struggle of African-Americans?
441. How do contemporary African-American writers address the social concerns faced by African-Americans today?
442. How do the varied dialects and use of oral strategies enhance the literature of African-American writers?
443. How has contemporary African-American literature shaped and altered the cultural landscape of the United States, serving to bring people together worldwide?
444. Have the messages of social, political and economic inequality changed dramatically in the late 20th/early 21st centuries?
445. How have modern theater and the Hollywood film industry been impacted by writings by and for African-Americans?
446. How is drama different from poetry and prose?
447. Why was *All God's Chillun Got Wings* a controversial play?
448. What is the title of Arthur Miller's play *All My Sons* referencing?
449. What is the subject of Arthur Miller's Pulitzer Prize winning play *Death of a Salesman*?
450. How did Miller criticize and show his contempt for the McCarthy hearings and the associated mass fear of communism in the 1950's?
451. Mark Twain – a founder of a humorous story genre in American literature
452. Critical realism in English literature of the XIX.

453. The status of women described in the novel "Emma" by Jane Austen.
454. The reflection of heroism in the novels of E. Hemingway.
455. Tony Morrison – new generation's women writer.
456. What changes happened during American colonial period?
457. What is the role of Oral literature during Native American literature period?
458. Philip Freneau is the first American national poet.
459. Benjamin Franklin – American philosopher and scientist.
460. Write about Herman Melville and his novel "Moby Dick".
461. What is the central story of Moby Dick by H. Melville?
462. Harriet Beecher Stowe and her novel "Uncle Tom's cabin".
463. O. Henry and his short stories.
464. Write about the naturalism period in American literature?
465. Count the major works by Frank Norris?
466. Stephen Crane – American naturalist writer.
467. Henry James and the novel "The American".
468. Write about Critical Realism in American literature.
469. Upton Sinclair and his novel "The Jungle"
470. What is the main theme of "Main Street" by Sinclair Lewis?
471. Theodore Dreiser – great American realist.
472. Write about the realism in American literature.
473. The theme of E. Hemingway's works.
474. Social crisis in 30s and literature.
475. Dos Passos va "USA" trilogy.
476. What are the major works by Francis Fitzgerald?
477. Write about Faulkner's style of writing.
478. What do you know about Afro-American writer's creation
479. Ralph Ellison - one of the most influential black American writers of the 20th century.
480. Write about "Multicultural literature" in the USA.
481. Which novel is Fitzgerald's partly autobiographical?
482. What do you know about Sherwood Anderson?
483. What kind of Prizes was Faulkner awarded?
484. What do you about literary activity of John Dos Passos?
485. What did John Steinbeck describe in his works?
486. When and why Steinbeck was awarded Nobel Prize?
487. Whom do you know from Afro-American writers?
488. What is Harlem Renaissance?
489. How many books did Hughes write?
490. What is the theme of "Invisible Man" by Ellison?
491. What did Baldwin describe in "Go Tell It on the Mountain"?
492. In what genres Baldwin create his works?
493. What is Beat Generation
494. What is the theme "The Dharma Bums" by Kerouac?
495. What is main theme of Shaw's works?
496. What do you know about "Franny and Zooey" by Jerome Salinger?
497. Who is the author of "The Lion King"?

498. What were the literary contributions of the Harlem Renaissance writers?
499. Why have music and art continued to play an integral part in the political/social struggle of African-Americans?
500. Robert Louis Stevenson, a Scottish novelist, essayist, and poet.

**5111400-Иностранный язык и литература (английский язык)
государственная аттестация по общепрофессиональным и специальным
предметам может проводиться в форме письменного или тестового
тестирования**

**I. 5111400-Иностранный язык и литература (английский язык)
порядок проведения и оценка государственной аттестации в
форме письменной работы для студентов, оканчивающих
общепрофессиональные и специальные предметы
критерий**

Если государственная аттестация по общепрофессиональным и специальным предметам проводится в форме многовариантной письменной работы, каждый вариант будет состоять из пяти вопросов.

Первый вопрос письменного варианта из темы «Теоретические аспекты изучаемого языка (теоретическая фонетика и грамматика, лексикология, стилистика и история языка)», второй вопрос письменного варианта из темы «Методика преподавания языка» и образовательные технологии», письменный вариант третий вопрос из темы «Практика чтения и письма», четвертый вопрос письменного варианта из темы «Интегрированный курс обучения иностранным языкам», пятый вопрос письменного варианта из предмета «Литература стран, в которых изучается язык». Все вопросы оцениваются по 20-балльной системе.

Ответ на вопрос 1 объемом 150-200 слов;

Ответ на вопрос 2 объемом 150-200 слов;

Ответ на вопрос 3 объемом 150-200 слов;

Ответ на вопрос 4 объемом 150–200 слов;

Ответ на вопрос 5 объемом 150-200 слов.

На все вопросы следует писать ответы объемом 750–1200 слов.

Примечание. Содержание ответа на каждый вопрос должно быть четко объяснено примерами внутри указанных слов.

На письменную работу отводится три (академических) часа.

**Знания обучающихся по каждому вопросу государственной аттестации по
общепрофессиональным и специальным предметам оцениваются на
основании следующих критериев:**

- «Теоретические аспекты изучаемого языка (теоретическая фонетика и грамматика, лексикология, стилистика и история языка)», «Методика обучения языку и образовательные технологии», «Практика чтения и

письма», «Интегрированный курс обучения иностранному языку», из предметов « Литература стран, где изучается язык»:

- если написан правильный и полный ответ на заданный вопрос, если правильно и последовательно освещены содержание и суть вопроса, а также если использован творческий подход, если достигнута логическая целостность ответа, усвоение индекс находится в пределах оценивается в 18 - 20 баллов;
- при правильном написании ответа на заданный вопрос, при полном объяснении содержания вопроса показатель усвоения оценивается в диапазоне 14 - 17,9 балла;
- если правильный ответ на заданный вопрос написан, но содержание данного вопроса разъяснено не полностью, показатель усвоения оценивается в диапазоне 12-13,9 балла;
- если ответ на заданный вопрос неверен или написан поверхностный ответ, если не раскрыта суть вопроса, то показатель усвоения оценивается в диапазоне от 0 до 11,9 баллов. (18-20 балль - отлично, 14-17,9 балль - хорошо, 12-13,9 балль - удовлетворительно, 0-11,9 балль - не удовлетворен).

Методы оценки	Примеры для тестовых заданий, письменная работа, анализ
Критерии оценки	<p>5 (отлично)</p> <ul style="list-style-type: none"> – в полной мере овладеть теоретико-методологическими концепциями науки; – уметь творчески мыслить при анализе научных показателей; – самостоятельное наблюдение за изучаемыми процессами; – определить факторы, влияющие на изучаемый процесс, и дать им полную оценку; – дать правильную и объективную оценку ситуации по результатам анализа; – анализ изучаемых процессов с помощью аналитических таблиц и принятие соответствующих решений. <p>4 (хорошо)</p> <ul style="list-style-type: none"> – самостоятельное наблюдение за изучаемыми процессами; – уметь правильно отражать результаты анализа; – определить факторы, влияющие на изучаемый процесс, и дать им полную оценку; – анализ изучаемых процессов с помощью таблиц и принятие соответствующих решений.

	<p>3 (удовлетворительно)</p> <ul style="list-style-type: none"> – определить факторы, влияющие на изучаемый процесс, и дать им полную оценку; – анализ изучаемых процессов с помощью аналитических таблиц. – иметь общие знания о принятии решений <p>2 (не удовлетворен)</p> <ul style="list-style-type: none"> – незнание теоретико-методологических основ изучаемого предмета; не зная не овладеть законами преподаваемого предмета
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По государственной аттестации по общепрофессиональным и специальным предметам общий показатель усвоения оценивается от 2 до 5 баллов (5 баллов - отлично, 4 балла - хорошо, 3 балла - удовлетворительно, 2 балла - неудовлетворительно) или 100 баллов по 5-балльная шкала переведена в 100-балльную шкалу. Итоговая государственная аттестация состоит из 5 вопросов и оценивается из 100 баллов и конвертируется в 5 баллов по таблице ниже

Таблица перевода оценки со шкалы 5 баллов на шкалу 100 баллов

5-балльная шкала	100-балльная шкала	5-балльная шкала	100-балльная шкала	5-балльная шкала	100-балльная шкала
5,00 — 4,96	100	4,30 — 4,26	86	3,60 — 3,56	72
4,95 — 4,91	99	4,25 — 4,21	85	3,55 — 3,51	71
4,90 — 4,86	98	4,20 — 4,16	84	3,50 — 3,46	70
4,85 — 4,81	97	4,15 — 4,11	83	3,45 — 3,41	69
4,80 — 4,76	96	4,10 — 4,06	82	3,40 — 3,36	68
4,75 — 4,71	95	4,05 — 4,01	81	3,35 — 3,31	67
4,70 — 4,66	94	4,00 — 3,96	80	3,30 — 3,26	66
4,65 — 4,61	93	3,95 — 3,91	79	3,25 — 3,21	65
4,60 — 4,56	92	3,90 — 3,86	78	3,20 — 3,16	64
4,55 — 4,51	91	3,85 — 3,81	77	3,15 — 3,11	63
4,50 — 4,46	90	3,80 — 3,76	76	3,10 — 3,06	62
4,45 — 4,41	89	3,75 — 3,71	75	3,05 — 3,01	61
4,40 — 4,36	88	3,70 — 3,66	74	3,00	60
4,35 — 4,31	87	3,65 — 3,61	73	менее 3,0	Менее 60

ПРИМЕЧАНИЕ: Выпускники, неудовлетворенные оценкой, выставленной в ходе итоговой государственной аттестации, имеют право обратиться в

апелляционную комиссию в трехдневный срок со дня опубликования результатов итоговой государственной аттестации. Проблемы, которые могут возникнуть между итоговой государственной аттестационной комиссией и обучающимся по оценочным баллам, рассматриваются специальной апелляционной комиссией и заключаются по согласованию с председателем ДАК.

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