

**13.00.02-Ta'lim va tarbiya nazariyasi va metodikasi mutaxassisligidan
tayanch doktoranturaga "mutaxassislik" fanidan qabul imtihoni savollari**

1. Major language trends in twentieth-century language teaching
2. The history of language teaching
3. The nature of approaches and methods in language teaching
4. The Oral Approach and Situational Language Teaching
5. The Audiolingual Method
6. Total Physical Response
7. The Silent Way
8. Community Language Learning
9. Suggestopedia
10. Competency-Based Language Teaching
11. Communicative Language Teaching
12. The Natural Approach
13. Cooperative Language Learning
14. Content-Based Instruction
15. Task-Based Language Teaching
16. Approaches to the teaching of academic writing
17. Selecting texts for practising reading skills
18. Using films or videos for fluency.
19. Cooperative listening as a means to pro-strategic listening comprehension.
20. Error-correction and feedback in the EFL writing classroom.
21. Use self-assessment for evaluation.
22. Team-up in the EFL classroom settings.
23. Usage of recycled materials in the EFL settings.
24. Reflective teaching in the primary classroom.
25. Classroom observation tasks for teachers.
26. Integrating the four macro skills with critical thinking.
27. Maximizing the benefits of project work in foreign language classroom.
28. Using lesson plans as a means of reflection.
29. Team observation: making supervision a nonthreatening experience or teachers.
30. The role of collaborative dialogue in teacher education.
31. Action research in language classroom.
32. Interpreting communicative language teaching.
33. Developing adult EFL students' speaking abilities.
34. Self-instruction in language learning.
35. Students' and teachers' beliefs about language learning.
36. Computers as mind tools for schools.
37. New ways in using authentic materials in the classroom.
38. The role of styles and strategies in the EFL learning.
39. The language of the body: the natural environment of words.
40. Readers' strategies for inferring the meanings of unknown words.
41. Approaches and methods in language teaching.
42. Teacher development through reflective teaching.
43. Students' response to teachers' feedback.
44. Segregated-Skill Instruction


45. Two Forms of Integrated-Skill Instruction
46. Dialogue form of communication based on role-playing games at the lower stage of teaching a foreign language in a secondary school
47. Early childhood education: learning through play
48. Evaluation of the ability grouping method effectiveness
49. The benefits of the flipped classroom approach
50. Critical thinking in language learning
51. Improving Students' Vocabulary Mastery through Jigsaw Techniques in 21st Century
52. Impact of Explicit Vocabulary Instruction on Writing Achievement of Upper-Intermediate EFL Learners
53. The role of teaching reading strategies in enhancing reading comprehension
54. Teachers' Perceptions of High-Stakes Tests: A Washback Study
55. Fostering Students' Interaction In EFL Classrooms: An Emphasis on Learning to Communicate through Interaction in the Target Language
56. The Use of Games in EFL classrooms
57. Reflection on Task-based Language Teaching in Lower Secondary School
58. Enhancing Learners' Motivation and Interest in EFL Classrooms
59. Group work as a potential source of motivation
60. Teaching Literature in Secondary School: Benefits and challenges
61. CLIL in Foreign language teaching: meaning-focused or form-focused
62. Art in English classes or How to integrate art notions in upper-secondary EFL classes
63. Integrating Web Online Mapping Services in the Teaching of EFL
64. EFL teaching: Questioning FL exclusivity and its effects on learners and teachers in a Lower Secondary school
65. Benefits & Limits of a Differentiated Instruction in an English Class
66. Differentiating reading and listening comprehension activities in a mixed- ability class.
67. Strengthening the development of Student Talking Time (STT) in the EFL secondary classroom: student-centered activities and differentiated instructions
68. Impact of Role-plays in EFL class on Student Talking Time and Teacher Talking Time Balance
69. Impact of Role-plays in EFL class on Student Talking Time and Teacher Talking Time Balance
70. Social factors that affect second language learners.
71. Cultural implications for learning.
72. Linguistic problems in teaching FL.
73. Academic impediments for ESL students.
74. Learning styles of EFL students in on-line and traditional educational environments
75. Qualitative Research in Foreign Language Learning
76. Teaching Literature in the ESP Classroom
77. An Integrated Comparative Approach to Teaching in EFL: Theory, Description and Application
78. Foreign Language Reading as an Interactive Process
79. The Role of Stories and Games for Foreign Language Teaching in the Primary Classroom
80. The Use of the Mother Tongue in English Language Classes for Young Learners
81. Teachers' feedback on discourse features in EFL writing: Case studies


82. Metacognitive Strategy Instruction and Pre-task Planning: Impact on FL Argumentative Writing Ability
83. The nature of Bloom's Taxonomy (1956)
84. Bloom's Taxonomy And The Different Levels Of Questions
85. Designing Reading Tasks
86. Designing Vocabulary Tasks
87. Designing Listening Tasks
88. Planning for Teaching and Learning
89. Asking Questions and Eliciting
90. Testing Receptive Skills (Listening & Reading)
91. Evaluating and Selecting Course books
92. Sharing the Results of Classroom Research and Giving Peer Feedback
93. Teaching pronunciation in EFL
94. Teaching grammar through context
95. The use of authentic materials in the EFL classes
96. Effective Lecturing techniques
97. Formative and summative assessment in EFL
98. English for Specific Purposes: Brief History and Definitions
99. New Technologies Applied for Practising ESP/EAP Skills: Professional Writing
100. Decision-Making and the Integration of the Four Skills with Large, Mixed-Ability ESP Groups
101. Linguodidactics - as a general theory of teaching foreign languages
102. Interference - negative influence of native language on the process of language learning
103. Audiovisual means of teaching as a part of integrated teaching
104. Peculiarities of teaching English in bilingual environment
105. Phone drills as a linguodidactic method
106. Problems in teaching English to adults in the example of grammar (beginner level)
107. Using authentic materials in teaching English to higher form secondary school pupils
108. Situational Language Teaching as a means of practicing basic structures
109. Teaching extracurricular reading on the basis of authentic materials at higher grades of secondary schools
110. Principles and methods of teaching vocabulary at pre-school institutions
111. The use of texts with interlinear translation as a method of forming phonetic articulation at the beginner level
112. The use of project work as a means of motivation for self-studying at beginner stages of higher educational institutions
113. Peculiarities of using Internet sources in teaching English
114. Difficulties in teaching article to Uzbek learners
115. Content and Language Integrated learning in teaching English
116. Picture dictionary as a good means of teaching vocabulary for beginners
117. The importance of monolingual dictionaries in teaching English to advanced level students
118. Challenges of problem-based learning at EFL classes

119. Case-study method as an effective method of teaching English at higher educational institutions
120. Advantages of using cooperative learning technique in teaching English
121. Drama technique as an operative method of teaching speaking
122. Development of skills of independent creative activity in the course of teaching a foreign language
123. The importance of giving accurate instructions and feedback at English lessons
124. The use of classroom expressions is the first step in creating English environment
125. The role of pair work and group work activities in developing communicative skills of students
126. Discussion as a method of forming communicative skills of upper grade secondary school students
127. The use of rhymes in teaching vocabulary to young learners of pre-school institutions
128. Using academic principles in the process of primary education
129. Top ways of choosing educational methods in the primary classes.
130. Communication behavior of school director towards the teachers
131. Primary education in the Past, Today and Future
132. Top ways of using innovative methods in the primary education
133. The method of preparing test materials and exam
134. National education system of Uzbek nation
135. Developing critical thinking in the primary classes
136. Significance of national traditions and habits in education of young learners.
137. Using proverbs and fairy tales in behavioral education of young learners
138. Cooperation of teacher and parent in primary education
139. The role of headmistress in mental education of the students
140. The methods of organizing class meetings in terms of advanced schools.
141. Organizing home reading in the primary classes
142. Development of secondary compulsory education in Uzbekistan during 1931-1941 years
143. Working styles of pedagogical teams
144. General pedagogical technologies in the educational process
145. Encouraging the nature of the student-teacher and student-student interaction
146. Usage of prepositions and various techniques used in designing lesson plan at the elementary schools.
147. The direct association between experience and expressions of the target languages
148. Analysis of grammar rules and syntax on the direct involvement
149. Difficulties of pupil experience in assimilating vocabulary
150. Designing interactive classroom activities for reading in EFL classes
151. Ways of simplification of writing materials for EFL learners
152. First language acquisition (comparing and contrasting it with second language(acquisition)).
153. Theories of second language acquisition (Learnability/Teachability Hypothesis, etc.).
154. Methods of teaching English as a foreign language (cognitive method).

155. Teacher characteristics (beliefs, roles performed in the classroom, teacher development, etc.).
156. Individual differences between learners (social factors - attitudes, beliefs, ethnic identity, gender, etc.).
157. Structure of the lesson / planning the lesson.
158. Aspects of classroom interaction (differences between naturalistic and pedagogic discourse, types of classroom interaction and their characteristics)
159. Classroom discipline (verbal techniques, difficulties with different age groups).
160. Learning strategies and the concept of learner autonomy.
161. Issues in test construction and administration Language testing
162. Errors in language learning (types and sources of errors, etc.).
163. The Common European Framework and the European Language Portfolio
164. Teaching English to learners with developmental disorders
165. The principles for Communicative Language Teaching
166. Language Learning in Intercultural Perspective
167. The role of Psychology for Language Teachers
168. The role of Philosophy for Language Teachers
169. The introduction of authentic materials, texts into the learning situation
170. Creative approaches to writing materials
171. The role of body language in teaching process
172. Listening as an interactive process Improving listening proficiency
173. Introducing real-life aspects of listening. Dealing with factors influencing the listening process
174. Creating pre-, while-, post-listening activities
175. Integrating phonology in language skills classes
176. Extra linguistic issues in cross-cultural communication (attitudes, rituals, traditions, body language, taboos and social roles in different cultures, stereotypes, images, symbols)
177. Providing successful oral fluency practice
178. Improving students' reading comprehension
179. Teaching specific sub skills and strategies. Critical reading as a basis for successful writing
180. Writing as an interactive process Introducing purposes in writing
181. Advantages and disadvantages of Content-based learning
182. Teaching listening in the process of extra- curricular learning through the internet resources.
183. Principles of selecting appropriate methods and techniques at the early stages of language teaching
184. Essential Strategies for Teaching Vocabulary
185. Essential Strategies for Teaching Grammar
186. Methods and approaches in vocabulary teaching and their influence on students' acquisition
187. Dealing with culture clashes (acculturation, culture shock, social distance, preserving cultural identity, behaving in intercultural settings)
188. Teaching mostly mispronounced words in the English language

189. Ways of preparing and making effective presentations
190. Implementing “teachingenglish” and “onestopenglish” websites into the EFL classroom
191. The Role of Syllabuses in Language Teaching
192. The role of teacher’s voice in teaching
193. Questioning and answering period in the classroom
194. Classroom Management and Punishing
195. Classroom Behavior Management Strategies
196. Classroom investigation (data analysis)
197. Psychological characteristics and language development in learners of different ages
198. Ethical issues in material e.g. gender issues, minorities’ rights, etc;
199. Setting aims, objectives and learning outcomes of a lesson or sequences of lessons
200. Designing materials for teaching intercultural issues (triangle AIM: language, pedagogy, culture,)

Ingliz tili va adabiyoti kafedrasi mudiri v.b.:  **Kodirova D.Sh.**

Ingliz tili amaliy kursi kafedrasi mudiri v.b.  **G'afurova D.G.**