

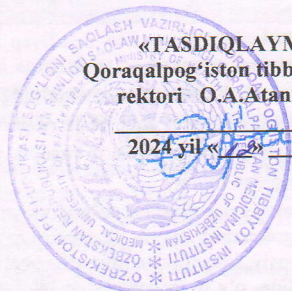
O'ZBEKISTON RESPUBLIKASI OLIY TA'LIM, FAN VA INNOVACIYALAR  
VAZIRLIGI

O'ZBEKISTON RESPUBLIKASI SOG'LIKNI SAQLASH VAZIRLIGI

QORAQALPOG'ISTON TIBBIYOT INSTITUTI

Ro'yxatga olindi

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TIBBIYOTDA XORIJIY TIL FANI BO'YICHA  
MODUL DASTURI

Bilim sohasi: 900000 – Sog'liqni saqlash va ijtimoiy ta'minot  
Ta'lim sohasi: 910000 – Sog'liqni saqlash

Ta'lim yo'nalishi: 60910700 - Fundamental tibbiyot  
60910400 - Tibbiy profilaktika

Nukus -2024



MODUL KODI:		2024-2025	Semestr 1-2	ECTS - Kreditlar 4
Modul/moduli turi	Ta'lim tili Xorijiy tillar		Harfladagi dars soatlari 2	
1.	Modulning nomi	Auditoriya mashg'ulotlari (soat)	Mustaqil ta'lim (soat)	Jami yuklama (soat)
	Tibbiyotda xorijiy til	60	60	120

#### I. Modulning mazmuni

**Modulni o'qishdan maqsad** – talabalarga o'rganilayotgan chet tilini kasbiy faoliyatida amaliy qullay olish tamoyillariga amal qilgan holda integrallashtirilgan yondashuv asosida o'rgatish, o'rganilayotgan chet tilida ravon va aniq suzlashishlarni ta'minlash, talabalarga tibbiy atamalarini xorijiy tilda o'rganish yoli bilan kasblik bilimlarini oshira olishiga zamin yaratishlardan iborat.

– talabalarining nutq vaziyatlaridan to'g'ri va umumiy foydalanishga o'rgatish, nutq kunliklarini fonetik, grammatik, leksik jihatlardan to'loqani shakllantirish, tilni dunyoda sodir bo'layotgan siyosiy, iqtisodiy va ijtimoiy voqealarga nisbatan o'rganilayotgan chet tilida o'z munosabatlarini bildirish, kelajakda kasbiy mahoratini xalqaro miqyosdagi darajalarda erkin yetkazish o'rganishda o'rgatishdan iborat.

**II. Asosiy qism (amaliy mashg'ulotlar)**

**III. Modul tarkibiga xorijiy tillarni o'rganishning barcha kompetencyalari kiradi:**

Tibbiyotda xorijiy til modulida o'tkaziladigan amaliy mashg'ulotlarda barcha til ko'nikmalari – tinglab tushinish, o'qish, yozish va gapirish talabalarga integrallashtirilgan holda o'qitiladi. Medicina institutimizda tibbiyotda xorijiy til sifatida ingliz tili o'qitiladi va ushbu dasturda semestrlar kesimida batafsil ko'rsatiladi. Amaliy mashg'ulotlarni tashkil etish, o'tkazish va talabalarining tilni o'zlashtirganliklarini baholashda til egallashning xalqaro e'tirof etilgan me'zollariga amal qilinadi.

**Tinglab tushinish kompetencyasi b o' yicha:**

**A1 daraja** – kishilar sekin va aniq gaplashganida talaba o'zi va oilasi haqidagi so'z va iboralarni tushunishi lozim.

**A2 daraja** – o'ziga tanish mavzularga (masalan, soda bayon qilingan oila, xarid, mahalliy hududlar, kash, ish) oid ko'rsatiladigan so'z va iboralarni shuningdek, qisqa, aniq, soda xabar va e'lonlarning asosiy mazmunini tushuna olishi kerak.

**B1 daraja** – o'ziga tanish bo'lgan mavzular bo'yicha (ish, ta'lim muassasi, hordiq va b.) aniq aytilgan gapning asosiy mazmunini anglay olishi, bunda ma'nadagi muhim so'zlarga ahamiyat qaratgan holda butun gap mazmunini tushuna olishi nazarda tutiladi.

**B2 daraja** – ma'ruzalar yoki televidenie orqali beriladigan katta hajmidagi nutqni, tanish tinglab, tamoshalar qilish jarayonida muhoqama qilinayotgan mavzularning asosiy g'oyasini anglashi, adabiy tilda namoyish qilinadigan filmlar mazmunini yaqshi tushunishi lozim.

**O'qish kompetencyasi buyicha:**

**A1 daraja** – o'qish jarayonida soda gaplar (joy nomlari) bilan bayon etilgan so'z va iboralarni tushinishi kerak (masalan, harid qilingan buyimlarni qo'llash bo'yicha ko'rsatmalar, belgilar, jadvallar va h.q.)

tushuna olishi, kundalik hayotga taalluqli (e'lon, reklama, menyu) matnlardan o'ziga kerak bo'lgan ma'lumotlarni topa olishi, qisqarga soda yozilgan shaxsiy xatlarni o'qib tushunishi ko'zda tutiladi.

**B1 daraja** – kundalik turmush va ishga taalluqli so'zlar asosida tuzilgan matnlarni talaba uchun qiyinchilik tug'dirmasligi, xatlarda bayon etilgan voqea-hodisalar, joylar, hissiyotlar va tilaklarni tushunishi lozim.

**B2 daraja** – dolzarb mavzulardagi maqolalarni o'qib tushuna olishi, zamonaviy nasriy asarlarni o'qib mazmunini tushunishi lozim. Chunki talaba asarni o'qiyotganda uning so'zma – so'z ta'rifmasifa emas, balki asosiy g'oyasiga e'tibor qaratishi nazarda tutiladi.

**Yozish kompetencyasi b o' yicha:**

**A1 daraja** – soda va qisqa jumalarni, masalan pochta orqali jo'natilgan xat (okrika) larga yoziladigan gaplarni yozma bayon etish, shaxsiy ma'lumotlar (ism, familiya, millat va manzili) kiritilishi talab etiladigan maxsus blanklarni to'ldirish kerak.

**A2 daraja** – qisqa va soda geydlarni yozma bayon etish, masalan, do'stiga soda gaplar asosida xat yozish kerak.

**B1 daraja** – tanish yoki talabani qiziqitgan mavzularda soda gaplar bilan mazmunli matnlar yozma bayon etish, guvohi bo'lgan voqealar yuzasidan olgan taassurotlari haqida xat yozma bayon etish kerak.

**B2 daraja** – tarafiga talaba o'zini qiziqitgan mavzular bo'yicha ma'lumotlar bera olishi va ular yuzasidan o'z fikrlarini yozma bayon etish, mavzu bo'yicha o'z qarashlarini salbiy yoki ijobiy jihatlarini yozma ravishda aniq ifoda etish kerak.

**Gapirish (dialog, monolog) kompetencyasi b o' yicha:**

**A1 daraja (dialog)** – Zarurat tug'ilganda soda savollar bera olishi va shunday savollarga javob qaytarish, subhaddoshi talaba gapirgan gaplarni takrorlagandayoki to'g'ri talabaga talabaga katta yordam bo'lishi ko'zda tutiladi.

**Monolog** – yashayotgan manzili va tanish kishilarini soda gaplar bilan ta'riflash, shuningdek, do'kon va mehmonxonalarda ishlatilishi mumkin bo'lgan gaplarni gapira olishi lozim.

**A2 daraja (dialog)** – kundalik hayotga taalluqli murakkab bo'lmagan mavzularda mulohaza kiritish olishi, ba'zida yaqshi tushuna olmasda mulohazani davom ettirish uchun o'ziga yoqqan va yoqqan narsalar haqida gapira olishi, istaklarini soda tilda bayon etish kerak.

**Monolog** – oila, kundalik hayot, turmush tarzi, ta'lim olgan muassasari va kasbini ta'riflash uchun so'z va iboralarni tanlay olishi, ular yordamida gapira olishi lozim.

**B1 daraja (dialog)** – talaba o'rganayotgan xorijiy til ko'nikmalari bo'yicha o'z sohasiga (tibbiyotga, sog'likni saqlashga taalluqli mavzularda) huddi ona tilda gapira oltadigandek gaplasha oltadigan kishilar bilan kundalik mavzularda subhat qura olishi, oila, xobbi, kasbiy faoliyat kabi mavzularda subhatlarga ozonliksha qo'shila olish hamda o'z fikr – mulohaza, his-tuyg'u va taassurotlarini bildirish kerak.

**Monolog** – talaba soda gaplar bilan voqea-hodisalar, orzu-istak va niyatlarini ifodalay olishi, badiiy asar yoki film syujetlarini gapirib, taassurotlarini ifoda etish kerak.

**B2 daraja (dialog)** – til sohiblari bilan erkin subhat olib bora olishi, tanish mavzular mulohazasida faol ishtirok etish, shuningdek, til sohiblardan tibbiyot sohasiga oid intervyu olish va savollarga javob qaytara olish kerak.

**Monolog** – talaba o'zini qiziqitgan mavzular bo'yicha aniq va batafsil gaplar tuza olishi, tegishli mavzularga oid voqea-hodisalar, narsalarni ta'riflash olishi lozim.

#### Tavsiya etiladigan mavzular

**I-ma'ruziy. Unit 1. Presenting complaints \* p4**

**It's my job. Dr. Gillian Henderson – cardiologist**

**Language spot: Asking short and gentle questions**

**Listening 1: Personal details Oxford. Med. I**

**Pronunciation: Medical terms - word stress**

**Culture project: Non-traditional methods of treatment**



Vocabulary: *Describing pain*  
 Listening 2: *Presenting complaints*. Oxford. Med. 1  
 Language spot: *Tenses in the presenting complaints*  
 Listening 3: *A presenting complaint*. Oxford. Med. 1  
 Speaking: *Diagnosing presenting complaints*  
 Culture project: The history and development of alternative medicine  
**3-maʁʁy. Unit 2. Working in general practice\*** p.12  
 Vocabulary: *Medical jobs*  
 Pronunciation: *Medical jobs – main stress*  
 Listening 1: *Description of a GP's job*. Oxford. Med. 1  
 Language spot: *Present Perfect and Past Simple*  
 Speaking: *GP statistics*  
 Culture project: Medical professionals  
**4-maʁʁy. Unit 2. Working in general practice\*** p.12  
 Listening 2: *A case history*. Oxford. Med. 1  
 Vocabulary: *Signs and symptoms*  
 Speaking: Role-play: Case history  
 Writing: *A referral letter*  
 Culture project: *Taking a full case history*  
**5-maʁʁy. Unit 2. Working in general practice\*** p.12  
 Vocabulary: Non-technical language  
 Listening 3: *Short questions in the general history*. Oxford.  
*Med. 1* Using the platform "Ibrat farzandlari"  
 Patient care: *Short questions in the general history*  
 Reading: *Social factors in general practice*  
 Culture project: Research into general practice  
**6-maʁʁy. Unit 3. Instructions and procedures\*** p.20  
 Listening 1: *Preparing for the first ward round*. Oxf. Med. 1  
 Patient care: *Preparing for carrying out a procedure*  
 Vocabulary: *Instructions for a procedure*  
 Language spot: *Giving instructions*  
 Speaking: Explaining a process – hand washing  
**7-maʁʁy. Unit 3. Instructions and procedures\*** p.20  
 Reading: *DOPS (Direct Observation of Procedural Skills)*  
 Speaking: *Explaining a procedure*  
 Listening 2: *Giving instructions*. Oxford. Medicine 1  
**8-maʁʁy. Unit 3. Instructions and procedures\*** p.20  
 Language spot: *Making polite requests to patients*  
 Listening 3: *Instructions*. Oxford. Medicine 1  
 It's my job: *Dr Franco Carulli – newly qualified doctor*  
**9-maʁʁy. Unit 3. Instructions and procedures\*** p.20  
 Speaking: Case presentation  
 Writing: Case notes  
 Reading: **Reading bank 7. Children's sleep**, p.58  
**10-maʁʁy. Unit 4. Explaining and reassuring\*** p.28  
 Pronunciation: *Word stress: suffixes*  
 Listening 1: Patient care  
 Using the platform "Ibrat farzandlari"

Language spot: *Explaining investigations/procedures*  
**11-maʁʁy. Unit 4. Explaining and reassuring\*** p.28  
 Listening 2: *Explaining gastroscopy (endoscopy)*. Oxf. Med. 1  
 Reading: Gastroscopy  
 Culture project: Diagnostic technologies  
**12-maʁʁy. Unit 4. Explaining and reassuring\*** p.28  
 Vocabulary: *Reassuring*  
 Listening 3: *Emphasis* Oxford. Medicine 1  
 Language spot: *Explaining procedures with be going to, future*  
 Speaking: *Explaining procedures*  
**13-maʁʁy. Unit 4. Explaining and reassuring\*** p.28  
 Vocabulary: *Explaining complications and reassuring the patient*  
 Listening 4: *Discussing complications*. Oxford. Medicine 1  
 Speaking: *Acknowledging visual cues*  
 Writing: *An explanation of possible complications*, p.35  
 Culture project: *Research into complications*, p.35  
**14-maʁʁy. Unit 5. Dealing with medication\*** p.36  
 Patient care: *Prescribing drugs in a hospital*  
 Vocabulary: *Abbreviations*  
 Listening 1: *A drug chart*  
 Speaking: *A drug chart*, p.38  
 Culture project: *Prescriptions and drugs*  
**15-maʁʁy. Unit 5. Dealing with medication\*** p.36  
 Language spot: *Phrasal verbs*  
 It's my job: Joyce Carne  
**16-maʁʁy. Unit 5. Dealing with medication\*** p.36  
 Listening 2: Benefits and side effects. Oxford. Medicine 1  
 Speaking: Explaining medications, p.39  
 Reading bank 2. Medicines, p.53  
 Using the platform "Ibrat farzandlari"  
 Culture project: *Benefits and side effects*  
**17-maʁʁy. Unit 5. Dealing with medication\*** p.36  
 Language spot: *Explaining side effects: can/may*  
 Speaking: Benefits and side effects  
 Writing: Clinical incident reporting  
**18-maʁʁy. Unit 5. Dealing with medication\*** p.36  
 Reading: *Concordance*  
 Culture project: *Research into medicine clinical incident reporting*, p.42  
 Culture project: *Clinical incident reporting in Uzbekistan*  
**19-maʁʁy. Unit 6. Lifestyle\*** p.36  
 Listening 1: Family history and social history. Oxford. Medicine 1, Speaking:  
*Making changes*, p.45. Culture project: Acupuncture, Culture project: Naturotherapy  
**20-maʁʁy. Unit 6. Lifestyle\*** p.36  
 Vocabulary: *Language for exercise*. Speaking: *Stress*. Writing: *Help with stress*  
 Listening 2: Being sympathetic. Oxford. Medicine 1, Culture project: Apaththerapy  
**21-maʁʁy. Unit 6. Lifestyle\*** p.36  
 Language spot: *Encouraging patients and making suggestions*



- A. Culture project: Hirudotherapy, Culture project: Bioenergy therapy
- 22-mavay. Unit 6. Lifestyle \* p.36**  
Reading: *Overweight and obesity*, Pronunciation: *Word stress in noun phrases*  
A. Culture project: Hydrotherapy, Culture project: Stone therapy
- 23-mavay. Reading bank, 52p**  
Reading: Machines let physicians make rounds from a distance, Culture project: Hunger cure, Culture project: Color treatment
- 24-mavay. Unit 7. Parents and young children \* p.66**  
Vocabulary: *Qualities of a good pediatrician*, It's my job: Dr Nasrin Ahmed  
A. Culture project: Magnetotherapy, Culture project: Diet therapy
- 25-mavay. Unit 7. Parents and young children \* p.66**  
Listening 1: *Talking about oneself*  
*Using the platform "Ibrat farzandlari"*  
Oxford. Medicine 1, Vocabulary: Non-technical language, Language spot: First Conditional vs Second Conditional  
A. Culture project: Metal therapy, Culture project: Occupational therapy
- 26-mavay. Unit 7. Parents and young children \* p.66**  
Vocabulary: *Signs and symptoms*, Speaking: *Empathizing*  
Patient care: *Reassurance*, Listening 2: *Reassuring an anxious parent*, Oxford. Med. 1, Speaking: Practising for OSCE scenarios, Culture project: Dance therapy  
A. Culture project: Methods for the formation of a healthy lifestyle
- 27-mavay. Unit 7. Parents and young children \* p.66**  
Listening 3: *Sharing experiences with colleagues*, Oxford. Med. 1, Reading: *Recommendations for the use of the vaccine*, Writing: *Reflecting on one's own experience*, Culture project: Applying for work
- 28-mavay. Unit 8. Parents and young children \* p.74**  
Patient care: *Understanding why patients can appear vague*, Listening 1: *Acknowledging verbal cues*, Oxford. Med. 1, Speaking: *Considering what the patient thinks*
- 29-mavay. Unit 7. Parents and young children \* p.74**  
Pronunciation: *Stress in the sentence*, Speaking: *Dealing with patient*  
Language spot: *Open and closed questions*, Patient care: *Asking and responding to open questions*, Listening 2: *Appropriate responses*, Oxford. Med. 1  
Culture project: *Dealing with children in stress situations*
- 30-mavay. Unit 7. Parents and young children \* p.74**  
Vocabulary: *Alcohol*, Speaking: *Dealing with a defensive patient*  
Reading: *Barriers to prevention*, Writing: *Writing accurately for training or work application*, *Using the platform "Ibrat farzandlari"*
- 31-mavay. Unit 8. Communication \* p.74**  
Understanding why patients can appear vague  
Barriers to prevention  
Open and closed questions
- 32-mavay. Unit 9. Working in psychiatry \* p.82**  
Asking about self harm  
Describing patients  
The simple past and perfect tenses  
Weak forms
- 33-mavay. Unit 10. Terminal illness and dying \* p.90**  
Frances MacGregor Marie Curie- nurse

- A debate about donor cards  
Expressing likes, dislikes and preferences
- 34-mavay. Unit 11. Working in a team. p\*98**  
Vocabulary: *Teamwork*  
Writing: *Describing an example of good practice*  
Reading: *Syllabus and Competences of the Foundation Programme*  
Culture project: Finding about politeness in different countries  
Listening 1: *Appropriate responses*, Oxford. Med. 1  
It's my job: Dr Franco Carrilli – newly qualified doctor  
Language spot: *Being polite*  
Reading: *Reading bank. 8. Expressions, p59*
- 35-mavay. Unit 12. Diversity at work. p\*106**  
Speaking 1: *Cultural awareness*  
Listening 1: *Avoiding and responding to tactless comments*  
Patient care: *Asking about culture*  
Language spot: *Reported Speech*  
*Using the platform "Ibrat farzandlari"*  
Speaking 2: *Reporting and clarifying*  
Pronunciation: *Saying long sentences*  
Speaking 3: *Diversity committee*
- Amaliy mashg'ulotlar b o' yicha k o' rsatma va tavsiyalar**  
➤ Tibbiyotda xorijiy tilidan barcha mashg'ulotlar amaliy shaklda, interaktiv metodlar asosida o'tkaziladi. Tilni aspektlar kesimida o'rgatishda jumladan:
- **Grammatikani o'rgatishda:**
    - Grammatikani o'qitish (grammatika va ma'no, grammatika va funkciya);
    - Grammatikani kontekst orqali o'rgatish;
    - lingvistik intuiiciya;
    - til hodisalari;
    - Grammatik lug'atlardan foydalanish;
    - grammatik vazifalarni tahlil qilish;
    - Grammatik mashq, topshiriq, vazifa, testlarni tuzish.
  - **Fonetikani o'rgatishda**
    - muvaffaqiyatli muloqat uchun talaffuzning muhimligi;
    - urg'uni (so'z, urg'usi, gap urg'usi) o'rgatish;
    - intonaciya, intonaciyaning munosabatini bildirish va Grammatik funkciyalarini o'qitish;
    - tovushlarni yakka va kontekstida o'qitish farqlari;
  - **Leksikani o'qitishda**
    - so'z va uning paydo bo'lishi;
    - leksikani kontekstida o'qitish;
    - leksik birliklar / iboralar / birlikmalarni va tibbiyotga taalluqli termin, so'z va jumalarni o'qitish;
    - yangi leksikani (so'zlarni) o'rgatish (rasm, realiya va multimedia va h.q.dan foydalangan holda);
    - pedagogic maqsadlarda internet ma'lumotlardan foydalanish;
    - talabalarning yangi leksik birliklarni o'rganish strategiyalarini



- leksik vazifalarni baholash;
  - leksik vazifa, topshiriq va testlar tuzishga alohida e'tibor qaratiladi.
- Tilni o'rganish jarayonida asosan tibbiyotga oid materiallar va bunnan tashqari qo'shimcha ravshda ijtimoiy hayot va jamiyatning turli sohalariга oid dolzarb mavzularni qamrab olish ko'zda tutiladi.

Understanding culture – interpreting body language – Prezentatsiya  
 Medical professionals – Esse  
 Taking a full case history - Tavsyonoma yozish  
 Research into general practice in the UK - Savollarga javob yozish  
 Benefits and side effects of medications – Prezentatsiya  
 Research into complications - Dialog tuzish  
 Clinical incident reporting in Uzbekistan - Prezentatsiya  
 The role of a sport in a healthy lifestyle – Prezentatsiya  
 Conducting research in medicine - Internet manbalaridan foydalanib ma'lumot yozish  
 "TV doctor" - Esse  
 Baby's six-week check - Tavsyonoma yozish  
 Applying for work - Savollarga javob yozish  
 Dealing with children in stress situations – Prezentatsiya  
 Symptoms of psychiatric disorders - Dialog tuzish  
 Care in the community – Prezentatsiya  
 Giving bad news – principles of giving bad news - Savollarga javob yozish

Tibbiyotda xorijiy tilni o'qitishda talaba interfoal usullar vositasida mustaqil ta'lim olishga rag'batlantiriladi va ulardan o'z fikrini o'rganilayotgan chet tilda bayon qilish talab qilinadi. Talabdan modul bo'yicha o'rganagan bilimlarini tibbiyot sohasida klinik amaliyotlarda to'liq kommunikatsiyaga kirisha olish va ilmiy-uslubiy ma'lamning aniq ma'nosini tushuna olish darajaga shiqish talab qilinadi.

## V. Modul o'qitilishining natijalari (shakllanadigan kompetencyalar)

Modulni o'qitilish natijasida talaba:

- o'rganilayotgan tibbiyotda xorijiy tilning modulning fonetik va grammatik qonuniyatlari;
- o'rganilayotgan tibbiyotda xorijiy tilda og'zaki va yozma nuq;
- o'rganilayotgan tibbiyotda xorijiy tilni xalqora va milliy standartlarga ko'ra VI darajada o'qitilish;
- turli til materiallari bilan ishlash usullari to'g'risida *tasavvurga ega bo'lishi*;
- o'z fikr va mulohazalarini lingvistik bilimlarga tayangan holda boshlang'ich tarzda bayon etishni;
- tibbiyotda xorijiy tildagi og'zaki va yozma shakldagi;
- tibbiyotda xorijiy tildagi fonetik va Grammatik strukturalarga oid bazaviy va kommunikativ jarayonda qullinishi mumun bo'lgan til birliklari va qonuniyatlarini nuqjarayonida qo'llay olishni *bilishi va ulardan foydalana olishi*;
- tibbiyotdagi xorijiy tilda chop etilgan turli tibbiyotga oid materiallar va audientik til materiallarini tushunish va tahlil qilish;
- ma'nus reseptlar, tibbiyotga oid xabar va elektron xabar yoza olish;
- o'rganilayotgan tilda ilmiy tesislarni yozishni boshlay bilish;
- o'rganilayotgan tilda til sohiblari bilan muvoqaga kirisha bilish;



Modulni o'qitishda shaxsga yunalitilgan ta'lim metodi va chet tili o'qitishga kommunikativ yondashuvdan maksimal darajada foydalanish talab qilinadi. Mashg'ulotlarda darslik va o'quv qo'llamalaridan tashqari autentik materiallar: audio, video, ilmiy-usulviy adabiyotlardan, internet manbalaridan foydalanilgan holda aqliy hujum, case study, loyha, tibbiy kasbga tegishli rolli o'yinlar, prezentatsiya metodlaridan keng foydalaniladi.

## 5 VII. Kreditlarni olish ushun talabalar:

Talaba til egallashning xalqaro e'tirof etilgan darajalariga muvofiq o'rganitayotgan tibbiyotdagi xorijiy tili kurslar kesimida talab etilgan darajada (A1-B2) bosqichma-bosqich o'zlashtirib borish shart. Jumladan, joriy nazoratda auditoriyada bajariladigan mashq va topshiriqlar, portfolio, kundalik, loyihalar, intervyu va rolli o'yinlarda faol ishtirok etishi, video va audio materiallarni tushunib tahlil qila olishi, kasbiy muhokamalar jarayonida xorijiy tildan umumiy foydalana olishi, o'raliq va yakuniy nazoratda matnga asoslangan vazifalardan iborat turi test va topshiriqlarni bajarishi, mantiqiy savollarga mustaqil ravishda xorijiy tilde javob bera olishi, og'zaki va yozma nuq ko'nikmalarni rivojlantirib borishi, mustaqil ta'lim uchun berilgan mashqlarni o'z vaqtida bajara olishi lozim. Ushbu modulda chet tili bo'yicha egallangan bilimlarni nazorat qilishda til bo'yicha barcha kompetensiyalar o'zlashtirilgani inobatga olinadi.

## 6 Asosiy adabiyotlar<sup>1</sup>

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<sup>1</sup> Adabiyotlar ro'yxatiga medicina institutimizning axborot-resurs markazlari imkoniyatlarini, sobaqa o'ldir zamonaviy manbalar va xorijiy tilning xususiyatlarini inobatga olingan holda qo'shimchalar kiritilishi mumkin. Kiritilgan qo'shimchalar ishchi dasturlarda keltiriladi.

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7.	Na'imaviy modul dasturi Qoraqarpoq'iston tibbiyot institutining 2022-yil _____ sentyabr dagi ilmiy kengashi _____sonli bayomamasi bilan maqullangan.
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