

**O'ZBEKISTON RESPUBLIKASI OLIY TA'LIM, FAN VA INNOVATSIYALAR
VAZIRLIGI**

O'ZBEKISTON RESPUBLIKASI SOG'LIKNI SAQLASH VAZIRLIGI

QORAQALPOG'ISTON TIBBIYOT INSTITUTI

Ro'yxatga olindi

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2024 yil "12" - 08



O'zbek tili, tillar va ijtimoiy fanlar kafedrası

**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: 60910200 Davolash ishi

60910300 Pediatriya

Nukus -2024

MODUL/ MODUL KODI:		O' quv yili: 2024-2025	Semestr 1-2	ECTS - Kreditlar 4	
Modul/modul turi		Ta'lim tili Xorijiy tillar		Haftadagi 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'qitishdan maqsad – talabalar o'rganilayotgan chet tilini kasbiy faoliyatida amaliy qulay olish tamoyillariga amal qilgan holda integrallashgan yondashuv asosida o'qitish, o'rganilayotgan chet tilida ravon va aniq suzlashishlarni ta'minlash, talabalarga tibbiy atamalarini xorijiy tilda o'rganish yo'li bilan kasblik bilimlarini oshirishiga zamin yaratishlardan iborat.

– talabalarining nutq vaziyatlaridan t o'g'ri va umumiy foydalanishga o'rgatish, nutq kommunikativlari fonetik, grammatik, leksik jihatlaridan t o'lgani shakllandirish, tilni dunyoda sodir b o' layotgan siyosiy, iqtisodiy va jilimoiy voqe'larga nisbatan o'rganilayotgan chet tilda o'z munosabatlarni bildirish, kelajakda kasbiy mahoratini xalqaro miqyosdagi darajalarda erkin yetkizish 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 integrallashgan holda o'qitiladi. Medicina institutimizda tibbiyotda xorijiy til sifatida ingliz tili o'qitiladi va ushbu na munoli modul dasturiga asosan ishchi modul dasturi ishlab chiqiladi va mavzular shu dasturda semestrlar kesimida batafsil ko'rsatiladi. Amaliy mashg'ulotlarni tashkil etish, o'tkazish va talabalarining tilni o'zlashtirganliklarini baholashda til egallashning xalqora e'tirof etilgan me'zonlariga amal qilinadi.

Tinglab tushinish kompetencyasi b o' yicha:

A1 daraja – kishilar sekin va aniq gaplashganida talaba o'zi va oilasi haqidagi s o'z va iboralarini tushunishi lozim.

A2 daraja – o'ziga tanish mavzularga (masalan, soda bayon qilingan oila, xarid, mahalliy hududlar, kasb, ish) oid ko'rsatiladigan s o'z va iboralarini shuningdek, qisqa, aniq, soda xabar va e'tlonlarning 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 ang'lay olishi, bunda matndagi muhim so'zlarga ahamiyat qaratgan holda butun gap mazmunini tushuna olishi nazarda tutiladi.

B2 daraja – ma'ruzalar yoki televidenie orqali beriladigan katta hajmli dasturiy tashkilot, tanish mavzulardagi qiyinroq nutqni tushunishi, TV va radio orqali beriladigan yangiliklarni tinglab, tamoshila qilish jarayonida muhobogama qilinayotgan mavzularning asosiy g'oyasini ang'lashi, 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 s o'z va iboralarini tushunishi kerak (masalan, harid qilingan buyimlarni qo'llash bo'yicha ko'rsatmalar, belgilar, jadvallar va h.q.)

A2 daraja – juda qisqa, soda matnlarni (qaydlar, eslatmalar, ko'rsatmalar) o'qib tushuna olishi, kundalik hayotga taalluqli (e'tlon, reklama, menyul) matnlardan kerak bo'lgan ma'lumotlarni topa olishi, qisqavada soda yozilgan shaxsiy xatlarni o'qib tushunishi ko'zda tutuladi.

B1 daraja – kundalik turmish 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 tarjimasiga 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 (olkritka) larga yoziladigan gaplarni yozish, shaxsiy ma'lumotlar (ism, familiya, mlilat va manzili) kiritilishi talab etiladigan maxsus blanklarni to'ldirish kerak.

A2 daraja – qisqa va soda qaydlarni yozish, masalan, do'stga soda gaplar asosida xat y o'zga olishi lozim.

B1 daraja – tanish yoki talabani qiziqitirgan mavzularda soda gaplar bilan mazmunli matnlar yozish, g'uvohi bo'lgan voqealar yuzasidan olgan taassurotlari haqida xat yozish kerak.

B2 daraja – ranaqa talaba o'zini qiziqitirgan 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, subhatdoshi talaba gapirgan gaplarni takrorlagandayoki to'g'ri talabga talabga katta yordam bo'lishi ko'zda tutiladi.

Monolog – yashayotgan manzili va tanish kishilarini soda gaplar bilan ta'rifiy olishi, shuningdek, do'kon va mehmonxonalarda ishtirok etish mumkin bo'lgan gaplarni gapirish 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 gapirish, istaklarni soda tilda bayon etish kerak.

Monolog – oila, kundalik hayot, turmush tarzi, ta'lim olgan muassasalar va kasbini ta'rifiy uchun so'z va iboralar tanlay olishi, ular yordamida gapirish 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 gapirish o'ladigandek gaplasha oladigan kishilar bilan kundalik mavzularda subhat qura olishi, oila, xobbi, kasbiy faoliyat kabi mavzularda subhatdarga ozonliksha qo'shila olish hamda o'z fikr-mulohaza, his-tuyg'u va taassurotlarini bildirish o'ladir.

Monolog – talaba soda gaplar bilan voqea-hodisalar, orzu-istaklarni niyatlarini ifodalay olishi, badiiy asar yoki film syujetlarini gapirish, taassurotlarini ifoda etish o'ladir.

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

Monolog – talaba o'zini qiziqitirgan mavzular bo'yicha aniq va batafsil gaplar tuzish, tegishli mavzularga oid voqea-hodisa, narsalarni ta'rifiy olishi lozim.

Tavsiya etiladigan mavzular

I-ma'ruy. 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. 1

Pronunciation: Medical terms - word stress

Culture project: Non-traditional methods of treatment

2-maary. Unit 1. Presenting complaints * p.4
Vocabulary: <i>Describing pain</i>
Listening 2: <i>Presenting complaints. Oxford. Med. 1</i>
Language spot: <i>Tenses in the presenting complaints</i>
Listening 3: <i>A presenting complaint. Oxford. Med. 1</i>
Speaking: <i>Diagnosing presenting complaints</i>
Culture project: The history and development of alternative medicine
3-maary. Unit 2. Working in general practice* p.12
Vocabulary: <i>Medical jobs</i>
Pronunciation: <i>Medical jobs – main stress</i>
Listening 1: <i>Description of a GP's job. Oxford. Med. 1</i>
Language spot: <i>Present Perfect and Past Simple</i>
Speaking: <i>GP statistics</i>
Culture project: Medical professionals
4-maary. Unit 2. Working in general practice* p.12
Listening 2: <i>A case history. Oxford. Med. 1</i>
Vocabulary: <i>Signs and symptoms</i>
Speaking: <i>Role – play: Case history</i>
Writing: <i>A referral letter</i>
Culture project: <i>Taking a full case history</i>
5-maary. Unit 2. Working in general practice* p.12
Vocabulary: <i>Non-technical language</i>
Listening 3: <i>Short questions in the general history. Oxford. Med. 1</i>
Using the platform "Ibrat Jarzandlari"
<i>Patient care: Short questions in the general history</i>
Reading: <i>Social factors in general practice</i>
Culture project: Research into general practice
6-maary. Unit 3. Instructions and procedures * p.20
Listening 1: <i>Preparing for the first ward round. Oxf. Med. 1</i>
Patient care: <i>Preparing for carrying out a procedure</i>
Vocabulary: <i>Instructions for a procedure</i>
Language spot: <i>Giving instructions</i>
Speaking: <i>Explaining a process – hand washing</i>
7-maary. Unit 3. Instructions and procedures * p.20
Reading: <i>DOPS (Direct Observation of Procedural Skills)</i>
Speaking: <i>Explaining a procedure</i>
Listening 2: <i>Giving instructions. Oxford. Medicine 1</i>
8-maary. Unit 3. Instructions and procedures * p.20
Language spot: <i>Making polite requests to patients</i>
Listening 3: <i>Instructions. Oxford. Medicine 1</i>
It's my job: <i>Dr Franco Carulli – newly qualified doctor</i>
9-maary. Unit 3. Instructions and procedures * p.20
Speaking: <i>Case presentation</i>
Writing: <i>Case notes</i>
Reading: Reading bank 7. Children's sleep, p58
10-maary. Unit 4. Explaining and reassuring * p.28
Pronunciation: <i>Word stress: suffixes</i>
Listening 1: <i>Patient care</i>
Using the platform "Ibrat Jarzandlari"

Language spot: <i>Explaining investigations/procedures</i>
11-maary. Unit 4. Explaining and reassuring * p.28
Listening 2: <i>Explaining gastroscopy (endoscopy). Oxf. Med. 1</i>
Reading: <i>Gastroscopy</i>
Culture project: Diagnostic technologies
12-maary. Unit 4. Explaining and reassuring * p.28
Vocabulary: <i>Reassuring</i>
Listening 3: <i>Emphasis Oxford. Medicine 1</i>
Language spot: <i>Explaining procedures with <u>be going to</u> future</i>
Speaking: <i>Explaining procedures</i>
13-maary. Unit 4. Explaining and reassuring * p.28
Vocabulary: <i>Explaining complications and reassuring the patient</i>
Listening 4: <i>Discussing complications. Oxford. Medicine 1</i>
Speaking: <i>Acknowledging visual cues</i>
Writing: <i>An explanation of possible complications. p35</i>
Culture project: <i>Research into complications. p35</i>
14-maary. Unit 5. Dealing with medication* p.36
Patient care: <i>Prescribing drugs in a hospital</i>
Vocabulary: <i>Abbreviations</i>
Listening 1: <i>A drug chart</i>
Speaking: <i>A drug chart, p38</i>
Culture project: <i>Prescriptions and drugs</i>
15-maary. Unit 5. Dealing with medication* p.36
Language spot: <i>Phrasal verbs</i>
It's my job: <i>Joyce Carne</i>
16-maary. Unit 5. Dealing with medication* p.36
Listening 2: <i>Benefits and side effects. Oxford. Medicine 1</i>
Speaking: <i>Explaining medications. p39</i>
Reading: Reading bank 2. Medicines, p53
Culture project: <i>Benefits and side effects</i>
17-maary. Unit 5. Dealing with medication* p.36
Language spot: <i>Explaining side effects: can/may</i>
Speaking: <i>Benefits and side effects</i>
Using the platform "Ibrat Jarzandlari"
Writing: <i>Clinical incident reporting</i>
18-maary. Unit 5. Dealing with medication* p.36
Reading: <i>Concordance</i>
Culture project: <i>Research into medicine clinical incident reporting. p42</i>
Culture project: <i>Clinical incident reporting in Uzbekistan</i>
19-maary. Unit 6. Lifestyle * p.36
Listening 1: <i>Family history and social history. Oxford. Medicine 1. Speaking: Making changes. p45</i>
Culture project: <i>Acupuncture, Culture project: Naturotherapy</i>
20-maary. Unit 6. Lifestyle * p.36
Vocabulary: <i>Language for exercise. Speaking: Stress. Writing: Help with stress</i>
Listening 2: <i>Being sympathetic. Oxford. Medicine 1. Culture project: Apathy</i>
A. Culture project: <i>Manual therapy</i>
21-maary. Unit 6. Lifestyle * p.36
Language spot: <i>Encouraging patients and making suggestions</i>

<p><i>Patient care: Sympathy and empathy, Speaking: Exam practice</i></p> <p>A. Culture project: Hirudotherapy, Culture project: Bioenergy therapy</p> <p>22-ma'ry. Unit 6. Lifestyle * p.36</p> <p>Reading: <i>Overweight and obesity</i>, Pronunciation: <i>Word stress in noun phrases</i></p> <p>23-ma'ry. Reading bank, 52p</p> <p>Reading: Machines let physicians make rounds from a distance, Culture project: Hunger cure, Culture project: Color treatment</p> <p>24-ma'ry. Unit 7. Parents and young children * p.66</p> <p>Vocabulary: <i>Qualities of a good pediatrician</i>, It's my job: <i>Dr Nasrin Ahmed</i></p> <p>A. Culture project: Magnetotherapy, Culture project: Diet therapy</p> <p>25-ma'ry. Unit 7. Parents and young children * p.66</p> <p>Listening 1: <i>Talking about oneself: Using the platform "Ibrat farzandlari"</i></p> <p>Oxford. Medicine 1, Vocabulary: Non-technical language, Language spot: First Conditional vs Second Conditional</p> <p>A. Culture project: Metal therapy, Culture project: Occupational therapy</p> <p>26-ma'ry. Unit 7. Parents and young children * p.66</p> <p>Vocabulary: <i>Signs and symptoms</i>, Speaking: <i>Empathizing</i></p> <p>Patient care: <i>Reassurance</i>, Listening 2: <i>Reassuring an anxious parent</i>, Oxford. Med. 1, Speaking: Practising for OSCE scenarios, Culture project: Dance therapy</p> <p>A. Culture project: Methods for the formation of a healthy lifestyle</p> <p>27-ma'ry. Unit 7. Parents and young children * p.66</p> <p>Listening 3: <i>Sharing experiences with colleagues</i>, Oxford. Med. 1, Reading: <i>Recommendations for the use of the vaccine</i>, Writing: <i>Reflecting on one's own experience</i>, Culture project: Applying for work</p> <p>28-ma'ry. Unit 8. Parents and young children * p.74</p> <p>Patient care: <i>Understanding why patients can appear vague</i>, Listening 1: <i>Acknowledging verbal cues</i>, Oxford. Med. 1, Speaking: <i>Considering what the patient thinks</i></p> <p>29-ma'ry. Unit 7. Parents and young children * p.74</p> <p>Pronunciation: <i>Stress in the sentence</i>, Speaking: <i>Dealing with patient</i></p> <p>Language spot: <i>Open and closed questions</i>, Patient care: <i>Asking and responding to open questions</i>, Listening 2: <i>Appropriate responses</i>, Oxford. Med. 1</p> <p>Culture project: <i>Dealing with children in stress situations</i></p> <p>30-ma'ry. Unit 7. Parents and young children * p.74</p> <p>Vocabulary: <i>Alcohol</i>, Speaking: <i>Dealing with a defensive patient</i></p> <p>Reading: <i>Barriers to prevention</i>, Writing: <i>Writing accurately for training or work application</i>, Using the platform "Ibrat farzandlari"</p> <p>31-ma'ry. Unit 8. Communication * p.74</p> <p>Understanding why patients can appear vague</p> <p>Barriers to prevention</p> <p>Open and closed questions</p> <p>32-ma'ry. Unit 9. Working in psychiatry * p.82</p> <p>Asking about self harm</p> <p>Describing patients</p> <p>The simple past and perfect tenses</p> <p>Weak forms</p> <p>33-ma'ry. Unit 10. Terminal illness and dying * p.90</p> <p>Frances MacGregor Marie Curie- nurse</p> <p>Care in the community</p>	
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<p>A debate about donor cards</p> <p>Expressing likes, dislikes, and preferences</p> <p>34-ma'ry. Unit 11. Working in a team. p* 98</p> <p>Vocabulary: <i>Teamwork</i></p> <p>Writing: <i>Describing an example of good practice</i></p> <p>Reading: <i>Syllabus and Competences of the Foundation Programme</i></p> <p>Culture project: Finding about politeness in different countries</p> <p>Listening 1: <i>Appropriate responses</i>, Oxford. Med. 1</p> <p>It's my job: <i>Dr Franco Carrilli - newly qualified doctor</i></p> <p>Language spot: <i>Being polite</i></p> <p>Reading: <i>Reading bank. 8. Expressions. p59</i></p> <p>35-ma'ry. Unit 12. Diversity at work. P*106</p> <p>Speaking 1: <i>Cultural awareness</i></p> <p>Listening 1: <i>Avoiding and responding to tactless comments</i></p> <p>Patient care: <i>Asking about culture</i></p> <p>Language spot: <i>Reported Speech</i></p> <p>Speaking 2: <i>Reporting and clarifying</i></p> <p>Using the platform "Ibrat farzandlari"</p> <p>Pronunciation: <i>Saying long sentences</i></p> <p>Speaking 3: <i>Diversity committee</i></p>	<p>Amaliy mashg'ulotlar b o' yicha k o'rsatma va tavsiyalar</p> <p>➤ Tibbiyotda xorijiy tilidan barcha mashg'ulotlar amaliy shaklda, interaktiv metodlar asosida o'tkaziladi. Tiini aspektlar kesimida o'rgatishda jumladan:</p> <p>➤ Grammatikani o'rgatishda:</p> <ul style="list-style-type: none"> 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. <p>➤ Fonetikani o'rgatishda</p> <ul style="list-style-type: none"> muvaqqiyatli mulokat uchun talafuzning muhimligi; urg'uni (so'z urg'usi, gap urg'usi) o'rgatish; intonatsiya, intonatsiyaning munosabatini bildirish va Grammatik funkciyalarni o'qitish; tovushlarni yakka va kontekstda o'qitish farglari; <p>➤ Leksikani o'qitishda</p> <ul style="list-style-type: none"> so'z va uning paydo bo'lishi; leksikani kontekstda o'qitish; leksik birliklar / iboralar / birliklarni va tibbiyotga taalluqli termin, so'z va jumalarni o'qitish; yangi leksikani (so'zlarni) o'rgatish (rasm, realiya va multimedia va h.q dan foydalanigan holda); pedagogic maqsadlarda internet ma'lumotlardan foydalanish; talabalarining yangi leksik birliklarni o'rganish strategiyalarini rivojlantirish; leksik vazifalarni baholash;
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- leksik vazifa, topshiriq va testlar tuzishga alohida e'tibor qaratiladi. Tilni o'rgatish jarayonida asosan tibbiyotga oid materiallar, va bunnan tashqari qo'shimcha ravshda ijtimoiy hayot va jamiyatning turi sohalarga oid dolzarb mavzularni qamrab olish ko'zda tutiladi.

IV. Mustaqil ta'lim va mustaqil ishlar uchun tavsiya etiladigan mavzular:
 Understanding culture – interpreting body language – Prezentatsiya
 Medical professionals – Esse
 Taking a full case history - Tavsiyonoma 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 - Tavsiyonoma 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'natlarning aniq ma'nosini tushuna olish darajiga shiqish talab qilinadi.

V. Modul o'qitilishining natijalari (shakllanadigan kompetencyalar)

Modulni o'zlashtirish 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'zlashtirish;
- turli til materiallari bilan ishlash usullari to'g'risda *tasavvurga ega bo'lishi*;
- o'z fikr va mulohazalarini lingvistik bilimlarga tayanagan holda boshlang'ich tarzda bayon etishni;
- tibbiyotda xorijiy tildagi og'zaki va yozma shakldagi;
- tibbiyotda xorijiy tilde tilning fonetik va Grammatik strukturalarga oid bazaviy va kommunikativ jarayonda qullanishi mumun bo'lgan til birliklari va qonuniyatlarini nutqarayonda qo'llay olishni *bilishi va ulardan foydalanma olishi*;
- tibbiyotdagi xorijiy tilda chop etilgan turli tibbiyotga oid materiallar va audeantik til materiallarini tushunish va tahlil qilish;
- mahsus reseptlar, tibbiyotga oid xatlar va elektron xatlar yoza olish;
- o'rganilayotgan tilda ilmiy testlarni yozishni boshlay bilish;
- o'rganilayotgan tilda til sohiblari bilan mulohazaga kirisha bilish;

4	<p>VI. Ta'lim texnologiyalari va metodlari:</p> <p>Modulni o'qitishda shaxsga yunalitirilgan ta'lim metodi va chet tilni o'qitishga kommunikativ yondashuvdan foydalanish talab qilinadi. Mashg'ulotlarda darslik va o'quv qo'llamalaridan tashqari autentik materiallar: audio, video, ilmiy-usuliy adabiyotlardan, internet manbalaridan foydalanilgan holda aqiliy hujum, case study, joyiha, tibbiy kasbga tegishli rolli o'yinlar, prezentatsiya metodlaridan keng foydalaniladi.</p>
5	<p>VII. Kreditlarni olish ushun talablar:</p> <p>Talaba til egallashning xalqaro e'tirof etilgan darajalariga muvofiq o'rganilayotgan tibbiyotdagi xorijiy tili kurslar kesimida talab etilgan darajada (A1-B2) bosqichma-bosqich o'zlashtirib boshishi 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 tilidan umumiy foydalana olishi, oraliq va yakuniy nazoratda matnga asoslangan vazifalardan iborat turli test va topshiriqlarni bajarishi, mantiqiy savollarga mustaqil ravishda xorijiy tilde javob bera olishi, og'zaki va yozma matq ko'nikmalarni rivojlantirib boshishi, mustaqil ta'lim uchun berilgan masbqlarni 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.</p>

6	<p>Asosiy adabiyotlar¹</p> <ol style="list-style-type: none"> 1. Medical I. Virginia Evans, Jenny Dooley, James Caldwell, 2012. 2. Medicine I. Oxford English for Career. Student's book. Sam McCarter 2009 3. Учебетга хорижий тил. Д.Д. Буранова ва 6. 2018 йил 4. Nursing Tony Grice Oxford 2011 5. Teen Health, Mary Bronson Merki. Phd, 1990. 6. Учебник английского языка для медицинских вузов. Маслова А.М. и др., М., 2017 7. Инглиз тили. Д.Ходжаева, Т., 2005 8. Английский язык. В.Н.Корученко, Д.Х.Базарова, Т., 2010.
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¹ Adabiyotlar to'xtatiga medicina institutimizning axborot-resurs markazlari imkoniyatlari, sohaga oid zamonaviy manbalar va xorijiy tilning xususiyatlari inobatga olingan holda qo'shimchalar kiritilishi mumkin. Kiritilgan qo'shimchalar ishtehi dasturlarda keltiriladi.

	<p>Qo'shimcha adabiyotlar</p> <ol style="list-style-type: none"> 1. English for the Pharmaceutical Industry. Oxford university press. 2010. 2. English for the Pharmaceutical Industry. Buchler Michela. Oxford, 2010. 3. М.И.Абидова ва ҳаммуал. Русско-узбекский-английский разговорник для студентов медицинских ВУЗов ТМА. 2011 4. М.Н.Исраилова, М.И.Абидова Лотин- Юнон- Рус- Инглиз- Ўзбек тилларида тиббий луғат. ТДСИ, 2016 5. М.И.Абидова, Н.Ж.Мираева, Н.П.Ефремовна Инглизча-узбекча ва инглизча-русча тиббий луғат. ТДСИ. 2017 6. Even More True Stories. Oxford university press. 2010. 7. Self-study manual for residents of medical institute, Kamilova M.Sh., Ayumetova N.D., Nabieva D.R. Tashkent, 2011. 8. English manual for Higher Nursing Care. Kamilova M.Sh., Guzaheva N.I. 9. Even More True Stories. Sandra Heyer. Oxford 2011. 10. New Inside Out. McMillan, 2014. 11. Straight Forward. Oxford University, 2011.
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	<p>Axborot manbalari</p> <ol style="list-style-type: none"> 1. www.patient.co.uk 2. respice for the ager. www.careers.org 3. the website for Age Concern 4. the website for the Alzheimer's Disease Society 5. the website of British Council: http://www.britishcouncil.com 6. The website for English teachers: http://www.onestopenglish.com 7. The website for teaching material in English: http://www.macmillanenglish.com 8. The website for English language course books 9. http://www.oap.com/elt.com 10. Teaching English CLIL: http://www.teachingenglish.org.uk/train 11. Web site for English Teachers of Uzbekistan: http://www.uztea.uz 12. www.tma.uz 13. www.zivonet.uz 14. www.medlines.ru
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7.	<p>Na'munaviy modul dasturi Qoraqalpog'iston tibbiyot institutining 2022-yil sentyabrda gi ilmiy kengashi _____sonli bayonnamasi bilan maqullangan.</p>
8.	<p>Modul bo'yicha ma'sullar: E.Sh.Kahniyazov - "O'zbek tili, tillar va ijtimoiy fanlari kafedrasi" - kafedra mudiri</p>
9.	<p>Taqrizchilar: N. Jalasov – Nukus davlat pedagogika instituti "Ingliz tili va adabiyoti" kafedrasi katta o'qituvchisi, Falsafa modullari doktori (PhD). G.B. Matmuratova – Qoraqalpog' davlat universiteti "Ingliz tili" kafedrasi mudirasi, Falsafa modullari doktori (PhD).</p>