



ВАЗОРАТИ МАОРИФ ВА ИЛМИ ҶУМҲУРИИ ТОҶИКИСТОН

**ДОНИШКАДАИ ҶУМҲУРИЯВИИ ТАКМИЛИ
ИХТИСОС ВА БОЗОМЀЗИИ КОРМАНДОНИ
СОҲАИ МАОРИФ**

**БАРНОМАИ
ТАЪЛИМИ КУРСИ ТАКМИЛИ ИХТИСОСИ
ОМЀЗГОРОНИ ФАНИИ ЗАБОНИ АНГЛИСӢ**

Душанбе – 2023

Бо қарори Шурои олимони Донишкадаи ҷумҳуриявии тақмили ихтисос ва бозомӯзии кормандони соҳаи маориф № 11/41 , аз 30.11.2023 тасдиқ шудааст.

Мурағтӣб: М. Ҳамидова - омӯзгори калони кафедраи методикаи таълими фанҳои ҷамъиятӣ-гуманитарии ДҚТИБКСМ.

Муҳаррир: Х. Ҳалимова - омӯзгори калони кафедраи методикаи таълими фанҳои ҷамъиятӣ-гуманитарии ДҚТИБКСМ.

Муқарризон: Парвина Лутфуллоева (н.и.п)- муовини директори Пажӯҳишгоҳи рушди маориф ба номи Абдурахмони Ҷомӣ.

мутахассиси забонҳои хориҷӣ,

Т. Турдиев-мутахассиси Маркази ҷумҳуриявии таълимӣ- методии назди Вазорати маорифи Ҷумҳурии Тоҷикистон

Барномаи таълимии мазкур дар асоси стандарти давлатии фанни забони англисӣ таҳия гардида, барои курси тақмили ихтисоси омӯзгорони фанни забонҳои хориҷӣ (махсусан, фанни забони англисӣ) тавсия шудааст. Он принсипҳои илмиву пайдарҳамӣ ва алоқамандии пайваستاи масъалаҳои мубрами таълими фанро дар бар гирифта, роҳҳои самаранок истифода намудани дастовардҳои илмӣ-методӣ, муносибати босалоҳият ба таълим ва таҷрибаҳои пешқадами педагогиро дар раванди дарс нишон медиҳад.

Мақсади асосии барнома баланд бардоштани маҳорати касбии омӯзгорони фанни забони англисӣ ва шинос намудани онҳо бо навгониҳо, роҳу усулҳои технологияи муосири инноватсионии таълим дар синфҳои алоҳида мебошад. Инчунин, дар барномаи номбурда, бо назардошти муносибати босалоҳият ба таълим, таҷрибаи кишварҳои пешрафта низ ба инобат гирифта шудааст.

Тавассути барнома омӯзгорон бо вазифа ва мазмуни курс, роҳу шаклҳои гуногуни ташкили машғулиятҳои таълимӣ, зинаҳои омӯзиш, истифодаи воситаҳои муосири таълим (тахтаи электронӣ, компютер, видео-проектор, слайдҳо) ва усулҳои фаъоли таълим дар ҷараёни таълими фан ошно мегарданд.

Бояд қайд кард, ки дар таҳияи барнома бештар методҳои интерактивӣ ҳамчун замина истифода шудааст, ки ба инкишофи тафаккур ва таҳкими малакаю маҳорати шунавандагон мусоидат менамояд. Барнома барои шунавандагони курси тақмили ихтисоси омӯзгорони фанни забони англисӣ тавсия мегардад.

ПЕШГУФТОР

Барномаи таълими курси такмили ихтисоси омӯзгорони фанни забони хоричӣ (англисӣ) дар асоси Қонуни Ҷумҳурии Тоҷикистон “Дар бораи маориф”, Концепсияи миллии маълумоти Ҷумҳурии Тоҷикистон, Стандарти давлатии таҳсилоти миёнаи умумии Ҷумҳурии Тоҷикистон, Барномаи касбинтихобкунии ҷавонони муассисаҳои таълимии Ҷумҳурии Тоҷикистон, Концепсияи миллии тарбия дар Ҷумҳурии Тоҷикистон ва Низомномаи муассисаҳои таҳсилоти миёнаи умумӣ мураттаб гардидааст.

Барномаи таълимӣ барои курси такмили ихтисоси омӯзгорони фанни забони англисӣ дар ҳаҷми 54 соат (тахассус) таҳия гардида, 22 соати он машғулиятҳои назариявӣ ва 32 соат тибқи барнома корҳои амалиро дар бар мегирад.

1. Мақсади асосии барнома:

-баланд бардоштани савияи маҳорати касбии омӯзгорони фанни забони англисӣ бо шинос намудани методикаи умумӣ ва хусусии таълими фан дар зинаҳои гуногун бо истифодаи усулҳои нави инноватсионии таълим;

-мақсадҳои мушаххаси таълимие, ки барои ҳосил шудани салоҳиятҳо равона шудааст.

2. Вазифаи барнома:

Барномаи мазкур асосан ба методҳои интерактивӣ ва усулҳои фаъоли таълим таълим намуда, метод ва усулҳои таълими муосирро пешниҳод менамояд. Махсусан, он ба шунавандагони фанни забонҳои хориҷӣ (англисӣ) оиди методикаи навини таълими муносибати босалоҳият маълумоти муфассал баён мекунад.

Дар барнома диққати асосӣ ба таҳлили фаъолияти маърифати хонандагон, яъне истифодабарии метод ва усулҳои навини таълими забони англисӣ, инчунин, фаъолгардонии онҳо равона шудааст. Зеро, хусусиятҳои хоси методикаи таълими забони англисӣ дар замони муосир, аз ҷавран воридкунонидани ғояҳои нави психологӣ ва дидактикии таълим иборат аст.

3. Мавзӯ ва мундариҷаи барнома:

-дар ин фасл мавзӯҳо ва мундариҷае, ки тавассути азхуд кардани онҳо омӯзгор ба мақсади таълим ноил гашта, ба ин восита салоҳияти муайянро ҳосил мекунад, ҷой дода шудааст.

4. Фаъолияти таълим:

-аз фаъолиятҳои таълимии тавсияшаванда, ки тавассути он мавзӯ ва мундариҷа аз худ карда шуда, таҳлилу баррасӣ меёбад, иборат аст.

Фаъолиятҳо вобаста ба шароит ва мавод тағйир дода мешавад.

5. Вақт:

-ин ченаки эътимодие, ки барои ноил шудан ба мақсад мусоидат мекунад, пешниҳод мегардад.

Нақшаи таълими курси тақмили ихтисоси омӯзгорони фанни забони англисӣ

№	Қисматҳои барнома	Миқдори соат		
		Ҳамагӣ	Назариявӣ	Амалӣ
Тахассус, методикаи таълими фан		54	22	32
1	Менечменти сиёсӣ	2	2	-
2	Педагогикаи касбӣ	4	1	3
3	Психологияи касбӣ	4	1	3
4	Экология, ҳифзи муҳити зист ва истифодаи оқилонаи сарватҳои табиӣ	2	2	-
5	Технологияи иттилоотӣ	4	1	3
6	Коргузорӣ ва ҳуҷҷатнигории соҳа	2	1	1
Ҳамагӣ		72	30	42

**Нақшаи
тақвими курси тақмили ихтисоси омӯзгорони
фанни забони англисӣ**

		Миқдори соатҳо		
		Ҳамагӣ	Назариявӣ	Амали
ҚИСМАТҲОИ БАРНОМА				
ТАХАССУС, МЕТОДИКАИ ТАЪЛИМИ ФАН		54	22	32
I	ТАҚМИЛИ МАҲОРАТИ ПЕДАГОГӢ (22 СОАТ)	22	10	12
1.1	The main content of teaching English language at secondary schools	1		1
1.2	State program of improving teaching and learning Russian and English languages of Tajikistan for the years of 2030. Secondary school teaching plan and teaching program requirements	2	1	1
1.3	Competency-Based Language Teaching in Education (CBLT)	2	1	1
1.4	Assessment of learner’s performance. Ways of organization and conducting testing for evaluating student’s achievement	2	1	1
1.5	Formative assessment is a basis of competency-based language teaching. Students interdisciplinary core competences	2	1	1
1.6	Inclusive Education. Priority of establishing inclusive education in the countries, and Tajikistan	2	1	1
1.7	Approaches and methods in language teaching. Communicative activities	1		1

1.8	Blended learning is an approach to learning that combines face- to- face and online learning experiences	2	1	1
1.9	Critical thinking skills development in teaching English language Benjamin Bloom's taxonomy	2	1	1
1.10	Methods of developing critical thinking skills of students. Goals and tasks of using problem-solving statements at the lessons	2	1	1
1.11	Howard Gardner's multiple intelegences model. Communicative activities	2	1	1
1.12	Classroom management. Significance of classroom management in teaching the language. Student- Centered teaching in large classes	2	1	1
2	II. ТАЪМИНИ ДИДАКТИКИИ ЧАРАЁНИ ТАЪЛИМ ВА МЕТОДИКАИ УМУМИИ ТАЪЛИМИ ФАННИ ЗАБОНИ АНГЛИСИ (29 СОАТ)	29	12	17
2.13	Using Benjamin Bloom's taxonomy and Howard Gardner's model in teaching English language. Communicative activities	1		1
2.14	Games in learning the language. The role of the games in language learning lessons	2	1	1
2.15	Application of modern technology in teaching a foreign language	2	1	1
2.16	Types of lessons used at the English language classes. Usage of various types of lessons at the English classes	2	1	1
2.17	Significance of using newest ways of homework assignment in competency-based language teaching	2	1	1
2.18	Lesson planning based on the standard textbooks and manuals. Lesson planning peculiarities. Structures of the lesson planning	2		2

2.19	Using pair work and group work ways of teaching to interactive classes	2	1	1
2.20	Presenting and practicing error correction techniques and strategies	2		2
2.21	Dictation is a language device. Newest ways of organizing dictation, composition, and essay materials. Exposition and essential rules for assessment.	2	1	1
2.22	Presenting and practicing grammar. Newest ways of using inductive and deductive ways of organizing and conducting grammar material in teaching the language	2	1	1
2.23	Principles of teaching Grammar	2	1	1
2.24	Presenting and practicing vocabulary. Using inductive and deductive ways of teaching	2	1	1
2.25	Developing reading skills of students. Using interactive ways of teaching in the development of reading skills.	2	1	1
2.26	Developing writing and speaking skills of students. Methods of organizing and conducting interactive lessons.	2	1	1
2.27	Developing listening skills of students. The ways and technology of using video lessons in English lessons. Methods of organizing and conducting listening based activities at the lessons of English	2	1	1
3.	III. 3. МЕТОДИКА И ХУСУСИИ ТАЪЛИМИ ФАНИ ЗАБОНИ АНГЛИСӢ			
3.28	Methods of teaching English language to students of junior classes	1		1
3.29	Methods of teaching English language to students of intermediate Classes	1		1
3.30	Methods of teaching English language to students of senior classes	1		1
	Ҷамағӣ:	3		3

4.	ALTERNATIVE TOPICS-МАВЗУҶОИ АЛТЕРНАТИВӢ			
IV.1	The National Education Development Strategy of the Ministry of Education and Science for 2020-2030	2	1	1
IV.2	“About the Law of Education” (22.07.2011 №1004) of Tajikistan	2	1	1
IV.3	Responsibilities of parents in bringing up the child (2 August 2011)	2	1	1
IV.4	The principles and procedures of Direct Method	2	1	1
IV.5	Direct and Indirect speech.	2	1	1
IV.6	Conditional sentences	2	1	1
IV.7	Translation. The role of translation in teaching the language.	2	1	1
	Ҷамағӣ:	14	7	7

**I. ТАКМИЛИ ДОНИШ, МАЛАКА ВА МАҶОРАТИ
ПЕДАГОГӢ (54 СОАТ)
ТАКМИЛИ МАҶОРАТИ ПЕДАГОГӢ (22 СОАТ)**

Мавзӯи 1. The main content of teaching English language at secondary schools. (1 соат. 1 соат амалӣ).

Content of discussion: The main aim and the content of teaching English language at secondary schools. The chief components which should constitute the content of foreign language teaching at schools. The necessity and the role of the teacher development point in teaching the language. Practice stage.

Reference

- Adrian Doff “Teach English”.
- Betty Schramfer Azar. Fundamentals of English Grammar p 422, p87

- ЕМОМАЛИ РАҲМОН.“Агар дар чаҳон навбад омӯзгор ...”. МАОРИФ – омили муҳимтарини таҳкими давлат ва наҷоти миллат аст. Dushanbe 2007.
- Good and bad teaching.,pp 278-284.
- Leo Jones. Communicative Grammar Practice. pp 42-48, pp 56, p 8
- Rogova G. V. Methods of teaching English.
- Rogova G.V. and F.M. Rabinovich; T.E. Sakharova. Methods of teaching foreign languages at the secondary schools. A library of a teacher of foreign language (in Russian language).
 - Scott Thornbury. About language Tasks for the teachers of English.

Мавзӯи 2. State program of improving teaching and learning Russian and English languages of Tajikistan for the years of 2030. Secondary school teaching plan and teaching program requirements (2 hours. 2 hours practice).

Reference

- Internet resources
- Program of improving teaching and learning Russian and English languages of Tajikistan for the years of 2030
- State teaching plan and teaching program

Мавзӯи 3. Competency-Based Language Teaching in Education (CBLT). Characteristic features of competency Based Language Teaching. Communicative activities (2 hours. 1 hour theory. 1 hour practice).

Content of discussion: What is a competency based language teaching? Difference between competency and learning objectives. Specific differences of teaching competency are: Responsibility. Opportunity. Activity. Giving presentations. Practice stage.

Reference

- Болотов В.А., Сериков В.В. Компетентностная модель: от идеи к образовательной программе // Педагогика. – 2003. – № 10. – С. 8-14.

<http://www.instruction.greenriver.edu/avery/faculty/pres/tesol04/comptencies3.html>

- Bloom, Taxonomy of Educational Objectives. Handbook I;
- Dave, Developing and Writing Behavioral Objectives; and Krathwohl, Bloom, and Masia, Taxonomy of Educational Objectives. Handbook II. Found September 22, 2010.

Мавзун 4. Assessment of learner's performance. Ways of organization and conducting testing for evaluating student's achievement (2 hours. 1 hour theory. 1 hour practice).

Content of discussion: Assessment of learner's performance. Ways of organization and conducting testing for evaluating student's achievement. The value of testing. The importance of giving regular tests to the class. English assessment types and their tasks. Ways of creating tests. Informal and formal assessment. Testing techniques and their different purposes. *Diagnostic test. Placement test. Objective tests. Subjective tests. Achievement or summative testing. A proficiency test.* A proficiency test. Self-assessment and peer assessment. Assessment tasks: (dictation, compositions, writing letters, gap-fill, questions, multiple-choice questions, true/false sentences, error correction, conversations and role-plays, taking part in interviews. Some important differences between these tasks (communication skills – interviewing, conversation, composition). Testing receptive skills. Listening comprehension tests. Testing grammar and writing. Positive and negative marking. Practice stage.

Reference

- Adrian Doff. Classroom tests”. Pp 257-268.
- Hamp Lyons and Condon (2000), Moya and O’M about the structure for organizing Portfolio assessment.
- Horward Garner’s main zones of development and diversity of intelligences. Practice stage.
- Kumbi and Liza Barlow about the structure of portfolio.
- Murray (1994), Zibizarreta (1994) about Portfolio.
- Malley (1994), Hamm and Adams (1992).Murray about the specific categories of using Portfolio.
- Rogova G.V. Methods of teaching English. 1983, 1991.
- Рогова. Г. В. Методика обучения иностранным языкам в средней школе. 1991.
- The statements of great american specialists Kristina
- Wolf’s (1991), Urbach’s view (1992) about the main goals of organizing Portfolio.

Reference

- (Rylatt and Lohan (1997: 18). Auerbach E.R. 1986. Competency- based ESL: One step forward or two steps back? TESOL Quarterly 20(3): 411, 430.Friere, P. 1970. Pedagogy of the Oppressed. Harmondsworth: Penguin Books.
- Jack C. Richards, Southeast Asian Ministers of Education Organisation Regional language Centre, Singapore and Theodore S. Rodgers, University of Hawaii, Manoa. Approaches and Methods in Language teaching
- <http://www.instruction.greenriver.edu/avery/faculty/pres/tesol04/competencies3.html>
- Grognet, A.G., and J. Crandall. 1982. Competency-based curricula in adult ESL. ERIC/CLL. New Bulletin 6: 3-4.

- Tollefson, J. 1986. Functional competencies in the U.S. refugee program Theoretical and practical programs. TESOL Quarterly 20(4): 649-664.

Мавзуй 5. Formative assessment is a basis of competency-based language teaching. Significance of feelings of competency is a source of student's development. Students interdisciplinary core competences (2 hours. 1 hour theory. 1 hour practice).

Content of discussion: Student Core Competencies in communication, in critical thinking and getting information competency, in community or global awareness and responsibility and in personal, academic, and career development. Practice stage.

Reference

- Grognet, A.G., and J. Crandall. 1982. Competency- based curricula in adult ESL. ERIC/CLL. New Bulletin 6: 3-4.
- <http://www.instruction.greenriver.edu/avery/faculty/pres/tesol04/comptencies3.html>
- Jack C. Richards, Southeast Asian Ministers of Education Organisation Regional language Centre, Singapore and Theodore S. Rodgers, University of Hawaii, Manoa. Approaches and Methods in Language teaching.
- Rylatt and Lohan (1997:18). Auerbach E.R. 1986. Competency- based ESL: One step forward or two steps back? TESOL Quarterly 20(3): 411, 430. Friere, P. 1970. Pedagogy of the Oppressed. Harmondsworth: Penguin Books.
- Tollefson, J. 1986. Functional competencies in the U.S. refugee program Theoretical and practical programs. TESOL Quarterly 20(4): 649-664.

Мавзун 6. Inclusive Education. Priority of establishing inclusive education in the countries, and Tajikistan (2 hours. 1 hour theory. 1 hour practice).

Content of discussion: Introduction to Inclusive Education. A sad story about a father's love (slide show). Understanding what Inclusive Education (IE) is. Main goal of establishing inclusive education in the countries. All the children's having the equal rights for Education. Priority of establishing inclusive education in the countries, and Tajikistan. Signing event of the Convention on the Rights of Persons with Disabilities in New York. The term "inclusive education" is derived from the French word "inclusif" and means the joint education of people with special needs in conjunction with healthy people. The main goal of Inclusive Education (IE) is to include all children in education and in society, regardless of gender, ethnicity, language, religion, culture and other differences, and implies involving every child fully in the life of the community. Task and principles of inclusive Education.

Reference

- Florian, L. (2008) Special or inclusive education: future trends. Hargreaves, A. (1994).
- Sebba, J. and Ainscow, M. (1996).
- UNESCO (2009). Inclusive education the way of future: Final Report.
- UNESCO (2001). Understanding and Responding to Children's Needs in Inclusive Classrooms A Guide for Teachers. Published on October 22nd, 2021 by Future Learn

Мавзун 7. Approaches and methods in language teaching. Communicative activities (1 hour practice)

Content of discussion: The nature of approaches and methods. The Silent way. Oral and situational approach. Audio-lingual Method. Task-Based Language Teaching. The Natural Approach.

Reference

- Jack C. Richards; Theodore S. Rodgers. Approaches and Methods in Language Teaching.
- G B. Rogova. 1983. "Methods of teaching English".
- Г. В. Рогова. 1991. Методика обучения иностранным языкам в средней школе.

Мавзӯи 8. Blended learning is an approach to learning that combines face- to- face and online learning experiences (2 hours. 1 hour theory. 1 hour practice).

Content of discussion: It enables the use of the internet or computer-based techniques to enhance the face-to-face interaction between teachers and learners (Morris 2010). The Effects of Using Blended Learning in Teaching and Learning English. Blended learning allows the students to adopt various learning styles and skills level, at the same time, blended learning uses visual, additive, and interactive tools for the enhancement of offline activities. It also supplements in-person lectures with a secondary resource of online modules and overcomes time and geographical constraints.

Reference

- Aborisade, P. A. (2013). Blended learning in English for academic purposes courses: a Nigerian case study. In B. Tomlinson & C. Whittaker (eds.), Blended learning in English language teaching: Course design and implementation. London British Council, UK.
- Allen, I. E., Seaman, J., & Garrett, R. (2007). Blending in: The extent and promise of blended education in the United States. Needham, MA: Sloan Consortium. Retrieved from <http://sloanconsortium.org>.
- Alsalhi, N. R., Eltahir, M. E., & Al-Qatawneh, S. S. (2019). The effect of blended learning on the achievement of ninth-grade students in science and their attitudes towards its use.

Heliyon, 5(9), e02424.
<https://doi.org/10.1016/j.heliyon.2019.e02424>.

- Al Zumor, A. W. Q., Al Refaai, I. K., Bader Eddin, E. A., & Aziz Al-Rahman, F. H. (2013). EFL students' perceptions of a blended learning environment: Advantages, limitations, and suggestions for improvement. *English Language Teaching*, 6(10), 95–110. <https://doi.org/10.5539/elt.v6n10p95>.

Мавзун 9. Critical thinking skills development in teaching English language. Benjamin Bloom's taxonomy (2 hours. 1 hour theory. 1 hour practice).

Content of discussion: The essential quality of critical thinking. Developing critical thinking skills. The needs for critical thinking. Methods of teaching critical thinking. Advantages of adoption of methods allowing students to think freely. Possibilities of improving critical thinking. A model of Anderson, Krathwohl and Bloom (2001). Practicing stage.

Reference

- Eng. Teach. Forum 2006 #2 pp 14-17 Eng. Teach. Forum 1995 Volume 33 pp 6-11.
- Leo Jones. Communicative Grammar Practice. pp42-48, pp56, p8
Creative Writing” p. 25
- Marc Helgesen and Steven Brown. Active listening p12, pp66-67.
- Rogova. G B. Methods of teaching English. 1983.
- Teach. Forum 2006 #3 p.32 Eng. p12, pp66-67.

Мавзун 10. Methods of developing critical thinking skills of a student. Goals and tasks of using problem-solving statements at the lessons of English (2 hours. 1 hour theory. 1 hour practice).

Content of discussion: Commentaries on the problem - development mental thinking, cognition and students creativity. Some tips to use and make learners think more efficiently in the

classrooms. Decision – making method, problem - solving method and the-scientific method. Practice stage.

Reference

- Adrian Dolf. Eng. Teach. Forum 2006 #2 pp 2,8,14,28,34,38-43.
- Adrian Doff Teach English. p93. English Teaching Forum #3 2006 p46
- Eng. Teach. Forum 2006 #2 pp 14-17 Eng. Teach. Forum 1995 Volume 33 pp 6-11.
- Penny Ur. A course in English teaching-Practice and theory.
- Рогова. Г. В. Методика обучения иностранным языкам в средней школе. 1991.
- Rogova. G B. Methods of teaching English. 1983.

Мавзуи 11. Howard Gardner’s multiple intelligences model. Communicative activities (2 hours. 1 hour theory. 1 hour practice).

Content of discussion: Howard Gardner’s (1993) eight intelligences technique is the best way to use in teaching foreign language. Multiple intelligences refer to a learner –based philosophy that is characterized to be developed in education. Gardner argues all human has these intelligences but people differ in the strengths and combinations of intelligences. All those intelligences can be developed through training and practice. Learners are found to have individual learning styles, preferences or intelligences. These intelligences show the degree of student’s intellectual abilities to learn.

Reference

- Armstrong, T. (2000). Multiple Intelligences in the Classroom (2 ed.). Alexandria, Virginia, USA: Association for Supervision and Curriculum Development.
- Birmingham City Council. (2015). Birmingham Grid for Learning: Multiple Intelligences. Retrieved from <http://www.bgfl.org>:
- Mindtool. (n.d.). Gardner’s Multiples Intelligence. Retrieved August 1, 2015, from http://www.mindtools.com/pages/article/newISS_85.htm

- YouTube. (2009, December 6). Multiple Intelligences. [Video file]. Retrieved from <https://www.youtube.com/watch?v=kBbmerzR2JI>

Мавзуи 12. Classroom management. Significance of classroom management in teaching the language. Student-Centered teaching in large classes (2 hours. 1 hour theory. 1 hour practice).

Content of discussion: Interactive ways of classroom management. Maintaining good order in classrooms like: Promoting positive self-esteem. Establishing a set of classroom rules. Ways of managing large classes with limited resources. Practice stage.

Reference

- English Teaching FORUM #2 2006 P 47, Pp 2-7 Kalidoscope Deeh Curry.
- Г. В. Рогова. 1991. Методика обучения иностранным языкам в средней школе.
- G V. Rogova. 1983. "Methods of teaching English".
- Vanessa Reily and Shella M. Ward, Very young learners. Oxford. Sarah Philips. Drama with children.

II. 2. ТАЪМИНИ ДИДАКТИКИИ ҶАРАЁНИ ТАЛИМ ВА МЕТОДИКАИ УМУМИИ ТАЪЛИМИ ФАНИИ ЗАБОНИ АНГЛИСӢ (28 СОАТ)

Мавзуи 13. Using Benjamin Bloom's and Howard Gardner's statements in teaching English language. Communicative activities (1hours practice).

Content of discussion: Benefits of using interactive ways for activating learners. Advantages and disadvantages of interactive ways of teaching. Ways of using interactive activities to provide active learner centered teaching the language. Selecting, organising

and conducting the activities basing on the newest ways of competencybased language teaching. Practice stage.

Reference

- Adrian Dolf. Eng. Teach. Forum 2006 #2 pp 2,8,14,28,34,38-43.
- Болотов В.А., Сериков В.В. КОМПЕТЕНТНОСТНАЯ МОДЕЛЬ: ОТ ИДЕИ К ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ //
- Eng. Teach. Forum #2 2006 pp 14-17 Kaleidoscope 2005 published by the office.
- Eng. Teach. Forum 2006 #2 pp34-37 Eng. Teach. Forum 2004 #2 p20.
- Eng. Teach. Forum, Volumes 1-2. 2017 years
- Eng. Teach. Forum 2004 #2 p 20
- Krathwohl, Bloom, and Masia, Taxonomy of Educational Objectives.Handbook II. Found September 22, 2010
- Schramfer Azar p 422, p 87 Communicative Grammar Practice Leo Jones pp 42-48, pp 56, p 8
- Sarah Philips. Drama with children.
- Washington D.C. E.F.L. Activities in Speaking and writing and reading.

Мавзун 14. Games in learning the language. The role of the games in language learning lessons (2 hours practice).

Content of discussion: The role of the games in language learning lessons. Advantages and disadvantages of using games. Scientists (Prasad 2003), (Uberman 1998), Huyen and Nga (2003), (Lewis, 1999), (Rechard Amato), (Hansen), Zdybiewska, Rixon's points of views oabout the value of games. Ms. Uberman, Tyson and Lee statements about when, how to use and how to plan games. Practice stage.

Reference

- Eng. Teach. Forum 2006 #2 pp34-37
- Eng. Teach. Forum 2004 #2 p20.
- Eng. Teach. Forum 2006 #3 p.32
- Eng. Teach. Forum 2006 #2 pp14-17
- Marc Helgesen and Steven Brown Active listening p12, pp66-67.
- Рогова. Г. В. “Методика обучения иностранным языкам в средней школе”. 1991.
- Rogova. G B. Methods of teaching English.1983.

Мавзуи 15. Application of modern technology in teaching a foreign language

Content of Discussion: The growing importance of technology-assisted language learning. How educational technology tools support teachers? How technology in language learning supports students? How software solutions improve efficiency and effectiveness in all core language skills?

Reference

- Estling Vannerstal, Maria. 2009. To learn English on the Internet.
- Singhal, M. (1997). The Internet and Foreign Language Education: Benefits and Challenges. The Internet TESL Journal
- Technology in language teaching and learning (March 11, 2021 March 28, 2023 by Sanako Blog)
 - www.britishcouncil.uz
 - www.teachingenglish.com
 - www.speechpeek.com
 - www.kahoot.com
 - www.uzdaily.uz

Мавзуи 16. Types of lessons used at the English language classes. Usage of various types of lessons at the English classes (2 соат. 1 соат назариявӣ. 1 соат амалӣ).

Content of discussion: The content and the structural parts of the lesson. Various types of lesson structures: Language practice and habitual skill improving lesson, project lesson, lesson observation, videoed lessons, debate lesson, adventure lesson, conference lesson, dilemma and problem solving, and excursion lessons.

Reference

- Rogova. G.V. Methods of teaching English. 1983, 1991.
- Рогова. Г. В. Методика обучения иностранным языкам в средней школе. 1991.

Мавзуи 17. Significance of using newest ways of homework assignment in competency- based language teaching (2 соат. 2 соат амалӣ).

Content of discussion: The importance and the significance of homework assignment. Benefits of homework assignment in teaching and learning English language. The negative and positive effects of homework. What pupils think about your homework? Significance of changing homework assignment habits for successful teaching and learning the language. Create a correction habit. Practice stage.

Reference

- Eng. Teach. Forum 2005 #4 p42. p38
- Eng. Teach. Forum 2005 #2 p56 Eng. Teach. Forum 2006 #2 pp14-17
- Eng. Teach. Forum P 16 2004 #2 2006 #1,2 P 8. P 34.
- E.T. Forum 2006#2 PP 8-13.
- Adrian Doff pp 11-21. "Presenting and practicing vocabulary"..
• Series of English teaching FORUM, 2005,2006.
- Rogova. G.V. Methods of teaching English.

- Series of English teaching FORUM, 2005,2006.

Мавзуи 18. Lesson planning based on the standards, textbooks and manuals. Lesson planing peculiarities. Structures of the lesson planning (2 соат. 1 соат назариявӣ. 1 соат амалӣ).

Content of discussion: Why plan? Models of lesson planning. How to plan a lesson. Developing a plan. Organizing your lessons for communication success. TIPS. Implementing a lesson plan. Evaluating the plan. Richard (1998) Mc Culcheon's (1980) statements of lesson planning lesson. Tyler's and Yinger's (1980) models of lesson planning. Practice stage.

Reference

- Adrian Doff. Teach English. p93.
- English Teaching Forum #3 2006 p46
- Muhabbat Abdukarimova, Sherali Gurezov, Gulnora Kamolova, Robiya Majidova, Fayziddin Niyozov, Suhrob Tavarov. Highway to English, 1 – Teacher's book, form 6, 2009.
- Muhabbat Abdukarimova, Sherali Gurezov, Gulnora Kamolova, Robiya Majidova, Rahbar Majidova, Musallama Hamidova, Fayziddin Niyozov, Suhrob Tavarov. Highway to English, Student's book, form 5, 2009.
- Penny Ur. A course in English teaching-Practice and theory.

Мавзуи 19. Using pair work and group work ways of teaching to conduct interactive classes (2 соат. 2 соат амалӣ).

Content of discussion: The principles of organizing pair work and group work. The stages of organiosing pair work and group work ways of organising the class. Advantages and disadvantages of using pair work and group work ways in teaching the language. Practice stage.

Reference

- Adrian Doff. Teach English
- Betty SchramperAzar. Fundamentals of English grammar.
- Eng. Teach. Forum 2006 #3 pp2-21 2005 #4 Climbing Grammar Mountain.
- Eng. Teach. Forum 2006 #3 Volume 44 pp 32-37.
- Eng. Teach. Forum 2006 #4 pp 32-33.

Мавзуи 20. Presenting and practicing error correction techniques and strategies (2 соат. 1 соат назариявӣ. 1 соат амалӣ).

Content of discussion: The role of error correction. The significance of learners' errors. Discussion points: if to correct, what to correct, when to correct, how to correct. Practice stage.

Reference

- Adrian Doff. Teach English.
- Betty SchramperAzar. Fundamentals of English Grammar.
- Eng. Teach. Forum 2006 #3 pp2-21 2005 #4 Climbing Grammar Mountain.
- Eng. Teach. Forum 2006 #3 Volume 44 pp 32-37.
- Eng. Teach. Forum 2006 #4 pp 32-33.

Мавзуи 21. Ways of creating dictation materials and newest ways of organising a dictation, composition, and essay (2 соат. 1 соат назариявӣ. 1 соат амалӣ).

Content of discussion: What is dictation? Benefits of dictation. Types of dictation. Selecting dictation materials. Delivering dictation. Important things to consider in dictation. Evaluating students transcriptions.

Content of discussion: Difference between an essay and a composition? A composition can refer to any creative work, be it a short story, poem, essay, research paper or a piece of music.

Therefore, the main difference between essay and composition is that essay is a type of composition whereas composition refers to any creative work (Tamer Muhammad Al Jarrah. University of Malaysia Terengganu). Five qualities of good writing: 1. Focus. An essay should have a single clear central idea. Each paragraph should have a clear main point or topic sentence. 2. Development. Each paragraph should support or expand the central idea of the paper. The idea of each paragraph should be explained and illustrated through examples, details, and descriptions. 3. Unity. Every paragraph in an essay should be related to the main idea. Each paragraph should stick to its main point. 4. Coherence. An essay or paper should be organized logically, flow smoothly, and "stick" together. In other words, everything in the writing should make sense to a reader. 5. Correctness. A paper should be written in generally correct standard English, with complete sentences, and be relatively error-free.

Reference

- Eng. Teach. Forum 2005 #4 p42. p38 #2 p56 Eng. Teach. Forum 2006 #2 pp14-17.
- Eng. Teach. Forum 2006 #2 PP 14-17.
- Peter Watcyn-Jones. Top Class activities. p 74
- Sawyer, J. O. and S. K. Silver. 1961, 1972. Dictation in language learning.
- Teaching English as a second language, Ed. H. B. Allen and R. N. Campbell. 2nd ed. pp. 223, 229.
- San Francisco: McGraw-Hill International Book Company.
- Stansfield, C. 1985. A history of dictation in foreign language teaching and testing. The Modern language Journal, 69, ii, pp...
- Teaching English in a World at Peace Me Gill University. 1991. p 113.
- Tamer Muhammad Al Jarrah. Research paper on Differences of composition and Essay. University of Malaysia Terengganu.
- Write Right for a job. P.28. Vol 36 #1 Jan-Mar 1998 by Gabriel A.

- "Writing Cohesion" p. 28. Vol 36 #4 Oct-Dec 1994. Vol 38#1 January 2000.

Мавзун 22. Presenting and practicing grammar. Methods of organising and conducting grammar material. Theory of a grammar lesson. Using inductive and deductive ways of teaching (2 соат. 1 соат назариявӣ. 1 соат амалӣ).

Content of discussion: What's grammar? The newest ways of presenting grammar material. PPP- teaching model. Meaning, Form, Use - model of presenting and presenting grammar in communicative English (Larsen-Freeman, 1990). Practice stage.

Reference

- Communicative Grammar Practice Leo Jones pp42-48, pp56, p8; Creative Writing" p. 25
- Eng. Teach. Forum 2006 #2 pp34-37
- Eng. Teach Forum 2004 #2 p20
- Eng. Teach. Forum 2006 #2 pp 43-47 Eng. Teach. Forum #2, pp 38-46
- Eng. Teach. Forum 20.
- Eng. Teach. Forum 2006 #2 pp14-17 9.
- Eng. Teach Forum 2006 #3 p.32
- Eng. Teach. Forum 2006 #2 pp14-17.
- Eng. Teach. Forum 1995 06 #2 pp 14-17 Volume 33 pp 6-11
- Peter Watcyn-Jones. English Top Class activities. p74

Мавзун 23. Principles of teaching Grammar (2 hours. 1 hour theory. 1 hour practice).

Content of discussion: The importance of grammar in learning a foreign language. The most common difficulties pupils have in assimilating English grammar. The content of teaching grammar. Some general principles of grammar teaching and how to teach them. Concious approach. Practical approach. Structural approach. Situational approach. Different approach.

Reference

- Rogova G.V., Methods of teaching English.
- М. А. Беляева. Грамматика английского языка
- Betty SchramperAzar. Fundamentals of English grammer.
- Communicative Grammar Practice Leo Jones pp42-48, pp56, p8; Creative Writing” p. 25
- Peter Watcyn-Jones. English Top Class activities. p74

Мавзуи 24. Presenting and practicing vocabulary. Methods of organising and conducting Lexicology lessons. Using inductive and deductive ways of teaching (2 соат. 1 соат назариявӣ. 1 соат амалӣ).

Content of discussion: The importance of teaching the new vocabulary in an interactive way. Some techniques for teaching new words. Techniques for showing the meaning of new words. Ways of how to rainfore new vocabulary. Some types of words: A single word. A set phrase. A variable phrase. A phrasal verb. An idiom.

Reference

- Adrian Doff. Presenting and practicing vocabulary. pp 11-21.
- Eng.Teach. Forum P 16 2004 #2 2006 #1,2 P 8. P 34. E.T.
- Forum 2006#2 PP 8-13.

Мавзуи 25. Developing reading skills of students. Using interactive ways of teaching in the development of reading skills. Methods of organising and conducting reading skills development (2 hours. 1 hour theory. 1 соат practice).

Content of discussion: Interactive ways of developing reading skills. Significance of developing reading skills. A characteristics of reading. A nature of reading. Speed of reading: (study speed, average reading, and skimming speed). The usage of reading. Stages of reading. “Chall’s stages of Reading development”. SQRRR is another popular technique that are called Pre reading, while reading and post reading stages. The main ways

of reading are: skimming, scanning, extensive, intensive. The ways of motivating the students to want to read. Practice stage.

Reference

- Adrian Dolf. Eng. Teach. Forum 2006 #2 pp 2,8,14,28,34,38-43
- Eng. Teach. Forum 2006 #4 pp 32-33
- Eng. Teach. Forum 2006 #3 p.32
- Eng. Teach. Forum 2006 #2 pp14-17 Active listening Marc Helgesen and Steven Brown p12, pp66-67
- Eng. Teach. Forum #2 2006 pp 14-17
- Kaleidoscope 2005 published by the office
- USAID modul 4 “Interactive ways of teaching”.
- Washington D.C. E.F.L. Activities in Speaking and writing and reading.

Мавзун 26. Developing writing and speaking skills of students. Methods of organising and conducting writing and speaking skills development hours. Practice of written and oral communication lessons. Using interactive ways of teaching written and oral speeches of students (2 hours. 1 hour theory. 1 hour practice).

Content of discussion: Newest ways of developing writing and speaking skills. Reasons of teaching writing. Ways to develop writing and speaking skills in ESP. Needs for writing. Effective writing. Controlled writing. Practice stage.

Reference

- English Teach. Forum 2001 October .#4 P 10. Forum #2 2004. PP 20-25.
- Eng. Teach. Forum 2005 #4 p42. p38 #2 p56 Eng. Teach. Forum 2006 #2 pp14-17.
- Eng. Teach. Forum 2006 #2 PP 14-17
- Teaching English in a World at Peace Me Gill University. 1991. p 113.

- Write Right for a job. P.28. Vol 36 #1 Jan-Mar 1998 by Gabriel A.
- Writing Cohesion. p. 28. Vol 36 #4 Oct-Dec 1994. Vol 38#1 January 2000.

Мавзун 27. Developing listening skills of students. The ways and technology of using video lessons in English lessons. Methods of organizing and conducting listening based activities at the lessons of English Using interactive ways in teaching the language (2 hours. 1hour theory, 1 hour practice).

Content of discussion: What is listening? The differences of listening from written language.

Sources of listening to spoken English. Some difficult factors of listening to audio cassettes or SDs. The advantages of listening to authentic aids that contain a real spoken language.

The importance of developing listening comprehension skills in the communicative language classes. Some basic principles for designing listening comprehension lessons for successful activities. Practice stage.

Reference

- Eng. Teach. Forum 2006 #3 p.32
- Eng. Teach. Forum 2006 #2 pp34-37
- Eng. Teach. Forum 2004 #2 p20
- Eng. Teach. Forum 2006 #3 pp2-21 2005 #4 Climbing Grammar Mountain
- Eng. Teach. Forum 2006 #3 Volume 44 pp 32-37
- Eng. Teach. Forum 2006 #2 pp 43-47 Eng. Teach. Forum #2, pp 38-46
- Forum #2 2004. PP 20-25 2006 #2 PP 14-17
- Marc Helgesen and Steven Brown. Active listening p12, pp 66-67 Eng. Teach. Forum 2006 #2 pp14-17
- Rogova. G.V. Methods of teaching English. English Teach. Forum 2001 October .#4 P10.

III. 3. МЕТОДИКАИ ХУСУСИИ ТАЪЛИМИ ФАНИИ ЗАБОНИ АНГЛИСӢ (3 СОАТ)

Мавзуй 28. Methods of teaching English language at the junior stages. Ways of teaching the language in these stages (1 hour practice).

Content of discussion: Interactive ways of teaching the language in an involving way in these forms. Using new ways of presenting and practicing of a new material. Ways of asking questions at the English lesson. Newest ways of homework assignment. Changing Homework Habits. Benefits of selecting appropriate moments for homework assignment. Practice stage.

Reference

- Adrian Doff pp 11-21. "Presenting and practicing vocabulary" ..
- Eng. Teach. Forum 2005 #2 p56 Eng. Teach. Forum 2006 #2 pp14-17
- Eng. Teach. Forum P 16 2004 #2 2006 #1,2 P 8. P 34.
- E.T. Forum 2006#2 PP 8-13.
- Highway to English, Student's book, form 5, 2009. Eng. Teach. Forum 2005 #4 p42. p38
- Muhabbat Abdukarimova, Sherali Gurezov, Gulnora Kamolova, Robiya Majidova, Rahbar Majidova, Musallama Hamidova, Fayziddin Niyozov, Suhrob Tavarov.
- Rogova. G.V. Methods of teaching English.
- Series of English teaching FORUM, 2005,2006.
- Series of English teaching FORUM, 2005,2006.

Мавзуй 29. Methods of teaching English language to students of intermediate classes. Ways of teaching the language in this stage (1 hour practice).

Content of discussion: Interactive ways of teaching the language in an involving way in these forms. Using new ways of presenting and practicing of a new material. Ways of asking questions at the English lesson. Newest ways of homework

assignment. Changing Homework Habits. Benefits of selecting appropriate moments for homework assignment. Practice stage.

Reference

- Adrian Doff. Presenting and practicing vocabulary. pp 11-21
- Eng. Teach. Forum 2005 #2 p56 Eng. Teach. Forum 2006 #2 pp14-17
- Eng. Teach. Forum P 16 2004 #2 2006 #1,2 P 8. P 34.
- E.T. Forum 2006#2 PP 8-13.
- Highway to English, Student's book, form 5, 2009. Eng. Teach. Forum 2005 #4 p42. p38
- Rogova. G.V. Methods of teaching English.
- Series of English teaching FORUM, 2005,2006.
- Muhabbat Abdukarimova, Sherali Gurezov, Gulnora Kamolova, Robiya Majidova, Rahbar Majidova, Musallama Hamidova, Fayziddin Niyozov, Suhrob Tavarov.
- Series of English teaching FORUM, 2005,2006.

Мавзун 30. Methods of teaching English language to students of senior classes. Ways of teaching the language in this stage (1 hour practice).

Content of discussion: Interactive ways of teaching the language in an involving way in these forms. Using new ways of presenting and practicing of a new material. Ways of asking questions at the English lesson. Newest ways of homework assignment. Changing Homework Habits. Benefits of selecting appropriate moments for homework assignment. Practice stage.

Reference

- Jack C. Richards; Theodore S. Rodgers. Approaches and Methods in Language Teaching.
- Rogova. G.V. Methods of teaching English.

4. ADDITIONAL ALTERNATIVE THEMES - МАВЗҶҶОИ ИЛОВАГИИ АЛТЕРНАТИВӢ

Мавзӯи 1. The National Education Development Strategy of the Ministry of Education and Science for 2021-2030.

Content of discussion: Барномаи Давлaрии тақмили таълим ва омӯзиши забонҳои русӣ ва англисӣ дар ҷумҳурии Тоҷикистон барои давраи то соли 2030. Душанбе, 2021ю Ба матбаа супорида шуд 2.08. 2021.

Reference

- Барномаи Давлатии тақмили таълим ва омӯзиши забонҳои русӣ ва англисӣ дар Ҷумҳурии Тоҷикистон барои давраи то соли 2030. Душанбе, 2021.
- Internet resources.

Мавзӯи 2. “About the Law of Education” (22.07.2013, №1004) of Tajikistan

Content of discussion: Law of the republic of Tajikistan of July 22, 2013 # 1004

about education (as amended on 19-07-2022). This Law determines legal, organizational, social and economic basis and the basic principles of state policy in the field of education. Article

1. Basic concepts. Article

2. Legislation of the Republic of Tajikistan on education.

The legislation of the Republic of Tajikistan on education is based on the Constitution of the Republic of Tajikistan and consists of this Law, other regulatory legal acts of the Republic of Tajikistan and the international legal acts recognized by Tajikistan. Article

3. State policy in the field of education. Article

4. The basic principles of state policy in the field of education. Article

5. Tasks of this Law. Принсипҳои асосии сиёсати давлатӣ дар соҳаи маориф

Reference

- Internet resources
- Official documents of the state “About the Law of Education” (22.07.2013, №1004) of Tajikistan

Мавзӯи 3. Responsibilities of parents in bringing up the child (2 August 2011) (2 hours. 1 hour theory. 1 hour practice).

Content of discussion: Law No. 762 of 2 August 2011 on Parents' Responsibility for Children's Upbringing and Education. *Adopted on:* 2011-08-02

Chapter I: General Provisions
Chapter II: Rights and Duties of Parents for Children's Education and Upbringing

Chapter III: Duties of Young Adults and Working Age Children for Taking Care and Supporting of Their Parents

Chapter IV: Duties of Teachers, Public Bodies, Institutions and Other Organizations Involved in the Regulation of Questions Regarding Children's Education

Chapter V: Protective Measures and Responsibility for Non-Fulfillment of Duties for Children's Education and Upbringing

Chapter VI: Final Provisions.

Reference

- Internet resources.
- Official documents of the state #762 of 2 August 2011 on Parents' Responsibility for Children's Upbringing and Education. Adopted on: 2011-08-02.

Мавзӯи 4. The principles and procedures of direct method (2 hours. 1 hour theory. 1 hour practice).

Content of discussion: Its main principles are: learners should be taught in the target language; no translation should be allowed; grammar should be taught inductively; oral and listening skills are the main focus instruction. The Principles of the Direct

Method Language is learned inductively. Only the target language is used. 3.

Speaking is supreme. In the direct method, listening and speaking skills are given first priority. Techniques. Example proliferation is one of the ways you do that. Repetition is key in the direct method if students are to draw the correct conclusions. Main principles:

1. Classroom instructions are conducted exclusively in the target language.

2. Only everyday vocabulary and sentences are taught during the initial phase; grammar, reading and writing are introduced in intermediate phase.

3. Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.

4. Grammar is taught inductively.

5. New teaching points are introduced orally.

6. Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.

7. Both speech and listening comprehensions are taught..

8. Correct pronunciation and grammar are emphasized.

9. Student should be speaking at least 80% of the time during the lesson.

10. Students are taught from inception to ask questions as well as answer them. Procedures of direct method.

Each student has a reading passage in front of him/her.

1. The students are called on one by one and they read the text loudly.

2. After the students finish reading the passage, they are asked in the target language if they have questions.

3. The teacher answers the students' question in the target language. The method is created by Caleb Gattegno that makes extensive use of silence as a teaching method.

Gattegno introduced the method in 1963, in his book *Teaching Foreign Languages in Schools: The Silent Way*.

Reference

- Adrian Doff. *Teach English*.
- Rogova G.V., *Methods of teaching English*.
- М. А. Беляева. *Грамматика английского языка*
- Rodger. *Methods and approaches*. Oxford

Мавзуи 5. Direct and Indirect speech (2 hours.1 hour theory. 1 hour practice).

Content of discussion: Formation rules. Example exercises. Practice stage.

Reference

- Internet resources
- Raymond Murphy. *English Grammar in Use*. Second edition

Мавзуи 6. Conditional sentences. (2 hours.1 hour theory. 1 hour practice).

Content of discussion: How to use conditionals in English: zero, first, second, third and mixed. Formation rules. Example exercises. Practice stage.

Reference

- Internet resources
- Raymond Murphy. *English Grammar in Use*. Second edition

Мавзун 7. Translation. Role of translation in teaching the language.

Goals of translation. Methods of using translation in teaching the language. (2 hours.1 hour theory. 1 hour practice).

Content of discussion: Translation. Interactive ways of using translation. Goals and tasks of translation. Benefits of selecting appropriate moments for using translation.

Reference

- Adrian Doff., Presenting and practicing vocabulary. pp 11-21
- Eng. Teach. Forum 2005 #4 p42. p38
- Eng. Teach. Forum 2005 #2 p56 Eng. Teach. Forum 2006 #2 pp14-17
- Series of English teaching FORUM, 2005,2006.
- Eng. Teach. Forum P 16 2004 #2 2006 #1,2 P 8. P 34.
- E.T. Forum 2006#2 PP 8-13.
- Rogova G.V., Methods of teaching English.
 - Series of English teaching FORUM, 2005,2006.

Ба матбаа _____ супорида шуд.
Ба чоп _____ иҷозат дода шуд.
Андозаи 60x84 1/16. Ҷузъи чопии шартӣ _____
Техдод _____ нусха.