Subject name	Foreign language(english) (ECTS 10)
Course/Module Code	XT1110
Semester(s) in Which the Course is Offered	1/2 semester
Course Instructor	Bazarov Bunyod To‘lqinjonovich, associate professor(PhD)
Language of Instruction	Uzbek/English
Course Type	compulsory
Total Workload (including Independent Study)	**Total Workload – 300 hours** **Contact Hours – 120 hours** Lectures **– 0** Practical Classes **– 120 hours** **Independent Study – 180 hours**
ECTS Credits	10
Course Aim, Objectives and Learning Outcomes	**The objective of teaching this subject** - specifically in non-philological fields - is to prepare future professionals who can confidently use a foreign language in their daily lives, as well as in their academic and professional activities. Furthermore, the goals include fostering a sense of patriotism; developing the capacity for independent inquiry and the continuous enhancement of knowledge and skills—both outside of class and after graduation; enabling students to write academic articles on general and field-specific topics; and cultivating their logical thinking abilities. **Objectives of the Course.** The primary objectives of this course are as follows: - to develop students' language skills (reading, writing, listening comprehension, and speaking), linguistic competence (lexical and grammatical), as well as socio-cultural and pragmatic competencies; - to cultivate skills and proficiencies in oral and written expression regarding topics related to academic, professional, and everyday activities; - to introduce universal and national values, and to foster a sense of intercultural tolerance and interethnic harmony; - to teach terminology and specialized vocabulary used in academic and professional contexts; - to organize independent study assignments—tailored to the students' specific academic or professional fields—by providing clear and precise instructions. **Learning Outcomes** **In terms of knowledge:** This program is designed to enable students to attain a proficiency level of B2 (CEFR) or higher. Achieving this level ensures that students can communicate fluently and handle language-related situations effectively within academic and professional contexts. Based on this model curriculum, individual departments will develop syllabi and content for practical sessions tailored to non-philological fields of study and their specific professional requirements. **In practical sessions,** language competencies—reading, writing,

	listening, and speaking—are developed in an integrated manner. Depending on the nature of the topic and the specific requirements of the field of study, one or more of these skills may be prioritized during lessons. In this process, it is advisable for the instructor to make effective use of various pedagogical methods and technologies. **Dialogue –** engaging in conversations and informal dialogues on social topics; participating in formal and informal discussions related to professional or other subjects; managing discussions, conducting interviews, engaging in negotiations, and communicating via telephone. **Monologue –** preparing and delivering presentations on topics related to one's field of specialization; participating in debates, presenting arguments and evidence, and substantiating one's opinions. Preparing and delivering presentations on specialized topics; synthesizing information, writing articles, and engaging in discussions. **Reading –** developing skills and competencies in skimming, scanning, and intensive reading; reading correspondence, messages, and emails; reading authentic texts containing specialized content; reading texts that include technical vocabulary and terminology, as well as scientific and professional literature, electronic resources, and press materials. **Written communication –** drafting various types of correspondence, messages, and specialized documents (such as memoranda, CVs, etc.); writing essays, summaries, resumes, and research-based work (articles, graduation theses). **Listening comprehension –** listening to authentic materials (twice) to grasp the main content, extract necessary information, and relay it; understanding daily news, reports, and the dialogue of characters in films. Applying knowledge and skills to a specific professional field. **The primary objectives of the professionally-oriented stage are:** - Achieving practical proficiency in a foreign language within a professional context across all language skills (speaking, listening, reading, and writing); - Fostering the development of the student as a creative individual; - Developing the skills and competencies required to translate literature relevant to the specific field. Professional Competencies: In practical sessions conducted in a foreign language, all language skills—listening comprehension, reading, writing, and speaking—are taught to students in an integrated manner. Topics are detailed in the working curricula, broken down by semester and course. The organization and conduct of practical sessions, as well as the assessment of students' language proficiency, adhere to internationally recognized criteria for language acquisition: Regarding listening comprehension (Level B2): Students must be able to understand extended speech (such as lectures or television broadcasts) and more complex discourse on familiar topics; grasp the main ideas of subjects discussed in news reports on television or radio; and fully comprehend the content of films presented in the standard language.

	Regarding technical skills: Students are able to select the composition of dry construction mixes used for finishing work and apply the technology for their use in practice. Students are able to determine the physical-mechanical and technological properties of dry mixes under laboratory conditions and analyze the results. Will possess the skills to design and substantiate the optimal composition of dry construction mixes for various operational conditions. Will be able to monitor the quality of finishing works at construction sites, evaluate them based on regulatory documents, and draw technical conclusions. Will be capable of conducting independent scientific research to improve dry construction mixes, utilizing modern information technologies and research methodologies.
Course Content (Topics)	**I. Content of the subject and format of sessions:** **Practical (P) 1st Semester** Lesson 1. The constructions industry. Introduction Introduce yourself and others Lesson 2: Grammar verb “to be” (am, is, are). Doing exercises Lesson 3: Finding out more. The alphabet and four types of syllables and reading rules of English vowels Lesson-4: Describe types of construction Lesson-5: Grammar : Wh-questions Lesson-6: The construction industry. Reading rules of vowel. Lesson-7: Parts of a house Lesson 8: Reading rules of consonants Lesson 9: Trades and training talk about trade materials Lesson-10: Grammar: Present simple tens. Doing exercises Lesson-11: Trade materials give personal information Lesson-12: Instructions describe illustration Lesson-13: Grammar “ Prepositions”-doing exercises Lesson-14: The apprentice. Describe the apprentice Lesson-15: Review 1; Lesson-16: Heavy equipment. Delivery how a crane and control units work. Lesson-17: Talk about mixing cement. Lesson-18: Cranes .Give instructions for operating equipment. Lesson-19: There is , there are Lesson-20: On site. Question phrases Lesson-21: Grammar “Word order”. Doing exercises Lesson-22: Review 2 Lesson-23: Building materials. Talk about insulation Lesson-24: Grammar compound nouns. Additional materials Lesson 25 Materials. Change a customer order / delivery Lesson 26 Insulation. Describe problems on site. Lesson 27 Grammar “Used to”, “used as”,” used for”. Doing exercises

	Lesson 28 Problems on site. Too , not enough . Lesson 29 Describe your home. Additional materials Lesson 30 Review 3 **Practical (P) 2-Semester** Lesson 1 On site subcontractors. Present continuous tense . Lesson 2 Directions. Asking for – giving directions Lesson 3 Weather on site. Giving reasons Lesson 4 Food. Talking about food. Lesson 5 Conversation using present simple and present continuous Lesson 6 Warning signs. Identify different types of warning signs Lesson 7 Modal verb "must" Lesson 8 Site safety. Describe problems Lesson 9 Grammar " Adjectives " too"," full" Lesson 10 Review 1 Lesson 11 First aid. Explaining injures. Lesson 12 To be in the past simple. Lesson 13 Waste disposal. Understanding waste disposal color codes Lesson 14 The constructor's office. Welcoming clients. Lesson 15 Word partnerships. Doing exercises Lesson 16 "Modal verbs "Doing exercises Lesson 17 Projects describing structures using. Lesson 18 Grammar "Metric and imperial measurements Lesson 19 Review 2 Lesson 20 Shapes. Describing the shape of constructions Lesson 21 Shapes ,dimensions Lesson 22 Grammar expressions. doing exercises Lesson 23 Calculations. Calculation symbols Lesson 24 Grammar . Note how we say calculations Lesson 25 Planning ahead. Grammar will/future Lesson 26 Schedules. Preposition of time. Lesson 27 Grammar "Telling the time" doing exercises Lesson 28 Bridges. Making comparisons Lesson 29 Quantities. Grammar "How much, how many "-doing exercises. Lesson 30 Review 3 **II. Educational technologies and methods:** lectures; interactive case studies; seminars (logical reasoning, rapid-fire Q&A); group work; presentations; individual projects; team-based projects (including their defense/presentation). **III. Independent learning and independent work.** The competence for independent learning facilitates students' autonomous self-development and contributes to enhancing the effectiveness of their professional activities. Students carry out

	independent assignments—either in a traditional format or electronically—on their mobile devices, under the guidance of an instructor. **Independent study for the suggested topics:** 1. Four types of syllables and reading rules of English vowels. Consonants in English language and reading rules. My childhood 2. Indefinite and definite articles; Using the articles, My favourite sport/ My favourite music 3. Auxiliary verbs "to be", "to do", "to have" in the Present, Past, My Family 4. Adjectives, types of adjectives My favourite free time activity 5. Nouns. Singular and plural forms. My close member of my family My neighbor 6. Pronouns. Personal pronouns. Possessive pronouns.Travelling My best friend 7. Adverbs, main types of adverbs. Serious problems in my city (town, village) Future Indefinite tense. My favourite actor / actress 8. Auxiliary verbs "to be", "to do", "to have" in the Past. Our national holiday/ Culture (In Uzbekistan). 9. Indefinite pronouns: Some, Any, No/ The Perfect tenses in English "National symbols of the Republic of Uzbekistan"/ Political parties and movements of the republic of Uzbekistan/ My home town 10. The main forms of the verbs. The Present Indefinite tense/ Past simple tense, used to Text "Uzbekistan". Writing essay: Uzbekistan/ "Holidays in Uzbekistan' Holidays in Great Britain " .***To prepare presentation*** 11. Adjectives and Adverbs. Degrees of comparison/ The Past Indefinite tense. My friend. My flat Shoe repair shop 12. The Future Indefinite Tense My working day My capital 13. Modal verbs: can, may, must. Regular and irregular verbs Local governments of the USA Local government of great Britain Washington 14. Questions with to be/ Questions with auxiliary verbs How/what questions/ Prepositions of time and places The British parliament Travelling My family. ***To prepare presentation*** 15. Present simple tense/ *Wish* sentences. My favourite meal/ Famous people of Uzbekistan 16. Present continuous tense. Shopping/ Tourism in Uzbekistan 17. Past simple tense/ Past Perfect Tense. Ecologic problems in our country/ Education system of our country/ Special terms, to make list of glossary, learn by heart
Student Assessment	The assessment of students' knowledge is based on their mastery of course materials, as demonstrated through tests, assignments, and written or oral work conducted during the semester and final

	evaluations. In the foreign language (English) course, students are evaluated using a 100-point grading system. Of these, 50 points are allocated to ongoing assessments (comprising 50% for the first ongoing assessment and independent study, and 50% for the second ongoing assessment and independent study), while the remaining 50 points are allocated to the final assessment. Students who score less than 30 points in total across the ongoing assessments are not permitted to take the final examination. A student who achieves 30 or more points in the final assessment is considered to have successfully mastered the subject.
Requirements for examinations	The student must have fully mastered the theoretical and practical concepts related to the subject and be able to accurately present the results of their analysis. The student is required to have completed the assignments given as part of independent study and ongoing assessment components. Furthermore, the student must have earned a sufficient number of points from ongoing assessments, independent study tasks, and final evaluations within the prescribed timeframe. A student who has failed to submit assignments for ongoing assessments or independent study, or who has accumulated fewer than 30 points across these components, will not be permitted to take the final examination. Additionally, any student who misses 25% or more of the scheduled in-class hours for a subject without a valid excuse will be removed from the course, barred from the final examination, and considered to have failed to earn the credits associated with that subject. A student who fails the final examination, or who scores between 0 and 29.9 points on such an examination, is considered to have an "academic debt" (i.e., an outstanding academic requirement).
Recommended Literature	Main Literature: 1. Bazarov B.T., Dusboyeva N.N., Madieva G.A. “Construction I” – “English Language Study Guide for Construction Specialists.” (Order No. 648 of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan, dated December 7, 2020. Registration Number: 648-071). 2. Bazarov B.T. English for Construction and Civil Engineering. Textbook. – 2021. 3. Rahimov A.B. English for Road Engineering. Textbook. – 2022. (ISBN: 978-9943-9544-9-6). 4. Soliev E.M. “General English” – Study Guide for students of the “Transport” faculty. (Order No. 356 of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan, dated August 18, 2021. Registration Number: 356/7-147). 5. Boqiyeva R.B. English for Land Transport Systems. Study Guide. – 2022. 6. Bazarov B.T., Bo’ltakova M.Sh. English for Logistics. Textbook. – 2026. 7. Navigate, Beginner, Elementary, Intermediate – Coursebook and

	Workbook, 2025 Additional Literature 1. John & Liz Soars. Headway. Intermediate. Oxford University Press. – 1999. 2. Mirziyoyev Sh.M. Let Us Build a Free, Prosperous, and Democratic State of Uzbekistan Together. – Tashkent, 2016. 3. Mirziyoyev Sh.M. Let Us Build Our Great Future Together with Our Brave and Noble People. – Tashkent, 2017. 4. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 610, dated August 11, 2017, "On Measures to Further Improve the Quality of Foreign Language Teaching in Educational Institutions." 5. Resolution of the President of the Republic of Uzbekistan No. PP-2909, dated April 20, 2017, "On Measures to Further Develop the Higher Education System." 6. Resolution of the President of the Republic of Uzbekistan No. PP-3151, dated July 27, 2017, "On Measures to Further Expand the Participation of Economic Sectors and Industries in Improving the Quality of Training for Specialists with Higher Education." 7. Electronic version of methodological guidelines for independent study assignments in the subject. Internet (Information) Sources 8. https://president.uz/uz - Official website of the President of the Republic of Uzbekistan. 9. **Inspiring Teachers** – http://www.inspiringteachers.com/. 10. **Exam English** – www.examenglish.com. 11. **The Internet TESL Journal (ITESLJ)** – http://iteslj.org/. 12. **Langenscheidt** – www.langenscheidt.de/optimal. 13. **DAAD – International Programmes** – www.daad.de/international-programmes.