

# **SPECIFICATION OF THE QUALIFICATION EXAMINATION TASKS IN THE SUBJECT OF ENGLISH FOR THE CERTIFICATION OF PEDAGOGICAL STAFF OF SECONDARY SPECIALIZED AND PROFESSIONAL EDUCATION INSTITUTIONS**

This specification reflects the content, scope, types of test tasks, cognitive skill levels, assessment criteria, and the requirements for candidates' level of preparedness that will be applied in the qualification certification examination for English language teachers of secondary specialized and professional education institutions.

## **I. Purpose**

To ensure reliability, fairness, and transparency in the assessment process, and to conduct a comprehensive evaluation of candidates' theoretical knowledge, practical skills, and competencies in the subject of English language and literature.

## **II. Regulatory Basis**

Resolution No. 572 of the Cabinet of Ministers dated 17 September 2021, "On measures to improve the procedure for certification of pedagogical staff of preschool, general secondary, secondary specialized, professional, and extracurricular education institutions."

The subject curriculum introduced in accordance with Joint Resolution No. 47-q/q of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan dated 18 August 2025, and No. 40-q/q of the Ministry of Preschool and School Education dated 18 August 2025, "On organizing the teaching of general education subjects through elective subjects aligned with vocational education fields."

## **III. Assessment Scope**

Lexical resource

Grammatical resource

Reading comprehension

#### IV. Assessed knowledge area, sub-topic and constructs

Knowledge area	Sub-topic	Construct	Proportion (%)	Question types
Lexical resource	Meanings and uses of lexical items. Synonymy, antonymy, and hierarchical relations (hyponyms / hypernyms). Word formation processes and word families. Collocations and fixed expressions. Context-appropriate word choice and semantic nuances.	Draws on lexical knowledge to explain the meanings and functions of words accurately. Identifies the different meanings of polysemous words and applies them appropriately in context. Recognises word-formation patterns and distinguishes word families, using them effectively in spoken and written communication. Understands the meaning of collocations and fixed expressions and incorporates them appropriately in communicative tasks.	50 %	20
Grammatical resource	Sentence structure and word order. Verb tenses, aspects, and modality. Agreement rules (number, person, case). Simple and complex sentence formation. Syntactic connections and logical relations between clauses.	Demonstrates knowledge of grammatical categories by correctly identifying sentence structures and their components. Distinguishes between different tense, aspect, and modal forms and uses them accurately in context. Identifies agreement rules (such as subject–verb agreement) and applies them consistently in communication. Recognises simple, compound, and complex sentence forms and constructs them appropriately for communicative purposes. Understands logical and syntactic relationships between clauses and uses them to produce coherent and meaningful discourse.	38 %	15

Reading comprehe nsion	<p>Identifying main ideas and central themes.</p> <p>Locating details, facts, and specific information. Inferring meaning from context and drawing conclusions.</p> <p>Understanding text organisation and idea sequencing.</p> <p>Recognising the writer's purpose, attitude, and tone.</p>	<p>Identifies main ideas and key concepts in written texts, drawing on comprehension strategies. Locates specific details and factual information and interprets them accurately. Infers implicit meanings, relationships, and conclusions based on contextual cues within the text.</p> <p>Analyses the organisational structure of a text and explains how ideas are sequenced and connected. Recognises the writer's purpose, attitude, and tone and interprets how these influence meaning.</p>	13 %	5
<b>Jami</b>			<b>100 %</b>	<b>40</b>

## V. Cognitive domains framework

#	Cognitive competency	Definition	Proportion (%)
1.	<b>Remembering and understanding</b>	Demonstrating knowledge of subject-specific terms, concepts, and rules, and showing comprehension of their meaning, purpose, and use.	25 %
2.	<b>Applying</b>	Using relevant knowledge, concepts, and procedures appropriately in new or unfamiliar contexts, including educational, problem-solving, and pedagogical situations.	50 %
3.	<b>Analysing</b>	Examining information, situations, or linguistic data to identify patterns, relationships, causes, and implications; distinguishing essential elements from non-essential ones; and drawing logical, evidence-based conclusions.	25 %

## VI. Test types and distribution

#	Test type	Definition
1.	Y1	A closed multiple-choice test with four options, only one of which is correct
2.	Y2	A closed multiple-choice test that requires identifying the correct answers from several numbered options
3.	Y3	A closed test that requires matching
4.	Y4	A closed test that requires arranging sentences or processes in the correct sequence

## VII. Scoring

All test items are scored according to a uniform marking scheme. Each multiple-choice question is evaluated using the following criteria:

- a) Correct response: 2 points
- b) Incorrect response: 0 points

No partial credit is awarded. The maximum possible score is 90 points.

## VIII. Examination Procedure

*Prohibited items.* The use of mobile phones, smart watches, tablets, audio devices, electronic notes, or any other communication or recording equipment during the examination is strictly prohibited.

*Conduct and discipline.* Candidates must comply with all instructions issued by invigilators. Behaviours such as copying, attempting to obtain or provide assistance, communicating with other candidates, disrupting the examination environment, or leaving the examination room without permission are strictly forbidden.

*Violation of rules.* Any breach of examination regulations identified by an invigilator will be formally documented. The candidate will be removed from the examination room, and their test results will be declared invalid.

## **IX. Inclusion and Accommodation**

Candidates with special educational needs are provided with an additional 15% of the standard examination time. Examination materials are adapted, where necessary, to ensure accessibility and ease of use in accordance with their documented needs.

Candidates with visual impairments may be accompanied by a specially trained assistant whose role is limited to reading the examination questions aloud. The assistant is strictly prohibited from offering any form of explanation, clarification, or indication of the correct answers.

## **X. Recommended Literature**

The following resources are recommended to support candidates' professional development and to illustrate the types of knowledge and ideas that inform the construction of the examination. The test items are broadly aligned with the principles and content found in these works; however, they are not taken directly from any specific source. Accordingly, candidates should not expect to achieve a perfect score by memorising the contents of these materials. The recommended readings are intended to strengthen general professional understanding rather than serve as preparatory texts for rote study.

1. Hewings, M. (2023). *Advanced Grammar in Use* (4th ed.). Cambridge University Press.

2. Joseph, N., & Chilton, H. (2021). *Prepare! Grade 11*. Cambridge University Press.

3. McCarthy, M., & O'Dell, F. (2017). *English Vocabulary in Use: intermediate and upper: Vocabulary Reference and Practice* (3rd ed.). Cambridge University Press.

4. Styring, J., & Tims, N. (2021). *Prepare! Grade 10*. Cambridge University Press.

5. Mann, M., & Taylore-Knowles, S. (2008). *Destination B1: Grammar & vocabulary with answer key*. Macmillan Education.
6. Mann, M., & Taylore-Knowles, S. (2008). *Destination B2: Grammar & vocabulary with answer key*. Macmillan Education.
7. Shris Sowton., Peter Lucantoni, Jessica Williams. (2019). *Unlock*. Cambridge University Press. (2nd edition) UK.
8. BeckyTarver Chase, Christien Lee (2018) *Pathways* . a Cengage Learning Company.(2nd edition). USA.
9. Guisi Cavellaro (2002) *Exploring Grammarin Context*, Cambridge, CUP
10. Daise, D & Norloff, Ch. Q: *Skills for Success. Reading and writing*. Oxford. Second Edition. 2015.
11. Louis Rogersand Jennifer Wilkin, Dorothy E.Zemach (2012) *Skillful 3 and Reading andwriting*.Macmillan.
12. Scarry,S., & Scarry,J. *TheWriter's Workplace with Readings: Building College Writing Skills*. Thomson Learning. Sixth Edition. 2010.
13. Mickey Rogers, Joanne Taylore-Knowles, Steve Taylore-Knowles. *Open Mind.Upperintermediate*

#### **Additional resources:**

1. Elaine Walker, Steve Elsworth (2000) *Grammar Practicefor Upper Intermediate Students*, Edinburg, Longman;
2. Carthy, M.and O'Dell, F(2004). *English Phrasal Verbsin Use*. Cambridge: CUP
3. Driscoll, L.(2004), *Reading Extra Are source bookofmulti-levelskills activities*. CUP.
4. Fry, E. B. (2000), *Skimming and scanning Pre-intermediate*. Jamestown Publishers
5. Greenall, S. & D. Pye (2007), *Reading 1, Cambridge Skills for Fluency*. Cambridge:CUP.
6. Platform (online&outline) Macmillan English Campus Platform (online &outline) Macmillan Education UK, 2015
7. Oxeden C., Latham. (2008) *NewEnglishFiles*. Oxford University Press. Upperintermediate

#### **Websites:**

1. [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)
2. [www.onestopenglish.com](http://www.onestopenglish.com)
3. [www.businessenglishonline.net](http://www.businessenglishonline.net)
4. [www.elgazette.com](http://www.elgazette.com)
5. [www.tesol.org](http://www.tesol.org)
6. [www.tefl.com](http://www.tefl.com)
7. [www.teachertrainingvideos.com](http://www.teachertrainingvideos.com)

8. [www.learnenglish.org.uk](http://www.learnenglish.org.uk)
9. [www.educationuk.org](http://www.educationuk.org)
10. [www.bbc.co.uk/worldservice/learningenglish](http://www.bbc.co.uk/worldservice/learningenglish)
11. [www.developreading.com](http://www.developreading.com)
12. [www.online-literature.com](http://www.online-literature.com)