

**O‘ZBEKISTON RESPUBLIKASI
OLIV TA‘LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

**SAMARQAND DAVLAT VETERINARIYA MEDITSINASI,
CHORVACHILIK VA BIOTEKNOLOGIYALAR UNIVERSITETI**

**O‘ZBEK, RUS TILLARI ADABIYOTI VA XORIJIY TILLAR
KAFEDRASI**

Ingliz tili fani o‘qituvchisi

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**“Who are managers? Levels and types of managers. Grammar: Phrasal
verbs.” mavzusidagi**

OCHIQ DARS ISHLANMASI

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Mavzu: “Who are managers? Levels and types of managers. Grammar: Phrasal verbs.”

O‘quv mashg‘ulotida ta‘lim texnologiyasi modeli

Vaqt: 80 daq.	Talabalar soni: 12
O‘quv mashg‘ulotining turi va shakli	Amaliy-yangi bilimlarni egallash va mustahkamlash bo‘yicha o‘quv mashg‘uloti
O‘quv mashg‘ulotining rejasi	<ol style="list-style-type: none"> 1.Mavzuga doir video-rolik qo‘yib beriladi hamda tahlil qilinadi. 2.Talabalar mavzu haqida ma‘lumotlar berib o‘tishadi ketma-ketlikda. 3.O‘tilgan mavzuni mustahkamlash uchun mashqlar bajariladi. 4. Uy vazifasi beriladi hamda faol qatnashgan o‘quvchilar baholanadi.
O‘quv mashg‘ulotining maqsadi: talabalarga menejerlar, ularning tutgan o‘rni va vazifalarini shuningdek frazal fe‘llarni o‘rgatish, olingan bilim, ko‘nikma va malakalarni nazorat qilish.	
Pedagogik vazifalar	O‘quv faoliyati natijalari
<ol style="list-style-type: none"> 1. Talabalarga menejer tushunchasi va uning asosiy vazifalarini (planning, organizing, leading, controlling) tushuntirish. 2. Menejerlar darajalari (top-level, middle-level, lower-level) o‘rtasidagi farqlarni aniqlashtirish va misollar bilan tushuntirish. 3. Menejer turlari (functional, general, project managers) haqida bilim berish va ularni farqlashga o‘rgatish. 4. Mavzuga oid phrasal verbs (masalan: carry out, take over, deal with, set up) ni o‘rgatish va ularni kontekstda qo‘llashni tushuntirish. 5. Talabalarning o‘qish va tushunish (reading & comprehension) 	<ol style="list-style-type: none"> 1. Manager kimligini tushuntira oladi va uning asosiy vazifalarini sanab bera oladi. 2. Menejerlarning uch darajasini farqlay oladi va har birining rolini izohlay oladi. 3. Menejer turlarini ajrata oladi va ularga misollar keltira oladi. 4. Mavzuga oid asosiy phrasal verbslarni tushunadi va gaplarda to‘g‘ri qo‘llay oladi. 5. Yangi lug‘at birliklarini faol ishlata oladi (og‘zaki va yozma nutqda). 6. Matnni o‘qib, asosiy g‘oyani tushuna oladi va savollarga javob bera oladi. 7. O‘z fikrini asoslab bera oladi, masalan: qaysi menejer turi muhimroq ekanini tushuntira oladi.

<p>ko'nikmalarini rivojlantirish.</p> <p>6. Lug'at boyligini oshirish va yangi so'zlarni amaliy qo'llashga o'rgatish.</p> <p>Gap tuzish ko'nikmasini rivojlantirish, ayniqsa qo'shma gaplardan foydalanishni mustahkamlash.</p> <p>Talabalarning og'zaki nutq (speaking) ko'nikmalarini rivojlantirish va mavzu bo'yicha fikr bildirishga o'rgatish.</p>	
O'qitish usullari	ko'rsatma berish, taqdimot, manbalar bilan ishlash, kahoot, jumbled reading, guessing.
O'quv faoliyatini tashkil etish shakli	Ommaviy, yakka tartibli
O'qitish vositalari	O'quv-uslubiy majmua, darslik, tarqatma materiallar, yozuv taxtasi, kompyuter, proyektor.
O'qitish shart sharoitlari	Guruh bilan ishlashga qulay bo'lgan jihozlangan xona
Qaytar aloqaning usul va vositalari	Taqdimot, og'zaki so'rov, tezkor savol-javob, misol va mashqlar, test.

O'quv mashg'ulotining texnologik xaritasi

Bosqichlar vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchi
<p>1-bosqich.</p> <p>O'quv mashg'ulotiga kirish</p> <p>(15 daqiqa)</p>	<p>Tashkiliy qism. Salomlashish, davomatni aniqlash.</p> <p>1.1. Tayanch bilimlarni faollashtiruvchi aqliy hujum va "Guess the topic" (Mavzuni toping)</p> <p>1.2. Yangi mavzuning nomi, maqsad va kutilayotgan natijalarni yetkazadi. Mavzu bo'yicha asosiy tushunchalarni va adabiyotlar ro'yxatini aytadi. O'quv mashg'uloti davomida o'quv ishlarni baholash mezonlarini tanishtiradi.</p> <p>Uyga vazifani so'rash:</p>	<p>Javob beradilar</p> <p>Tinglaydilar va rasmga qarab javob beradilar</p> <p>Tinglaydilar va yozib oladilar</p> <p>Aniqlashtiradilar va savol beradilar</p>

	1.3.Talabalar bilimini o‘tilgan mavzu bo‘yicha berilgan uy vazifalarini tekshirish orqali aniqlab olinadi.	Baholash mezonlari bilan tanishtiradilar Javob beradilar, bajaradilar
2-bosqich. Asosiy bosqich (55 daqiqa)	Yangi mavzuni o‘tish. 2.1.Mavzu bo‘yicha o‘quvchilar bilimini faollashtirish uchun suhbat o‘tkazadi. 2.2.Yangi mavzu mazmunini ochib beradi, mohiyatni ochib beradigan slaydlarni ko‘rsatadi va tushuntiradi. 2.3. Mavzuning har bir rejasi bo‘yicha asosiy tushuncha va jihatlariga e‘tibor qaratadi. Mavzuni mustahkamlash. 2.4.O‘qituvchi talabalarga o‘quv topshiriqlarini beradi, yo‘riqnomalari bilan tanishtiradi. O‘quv topshiriqlarini tarqatadi, talabalar ishini kuzatadi, javoblarini tinglaydi.	Savollarga javob beradilar, sharhlaydilar Yozadilar Mavzuni tinglaydilar Mavzuni tinglaydilar Mustaqil ishlaydilar Topshiriqni bajaradilar, test savollarini bajaradilar
3-bosqich. Yakuniy bosqich (10 daqiqa)	Dars yakuni 3.1. Mavzuni umumlashtiradi, umumiy xulosalar qiladi, yakun yasaydi, savollarga javob beradi. 3.2. Uyga vazifa berish. O‘tilgan mavzu yuzasidan qo‘shimcha mashqlar beriladi	Tushunib oladilar, baholar bilan tanishadilar, topshiriqlarni yozib oladilar

Foydalanilgan adabiyotlar

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Fanlararo bog'lanish

- Huquqshunoslik
- Tilshunoslik
- Psixologiya
- Falsafa
- Tarix
- Matematika
- Informatika
- Fizika
- Biologiya
- Iqtisodiyot



DARS SHIORI

Bilim – bu kuch!
Knowledge
is power!



UYGA VAZIFANI TEKSHIRISH UCHUN TOPSHIRIQLAR



Exercise 1: Yes/No Questions

Instruction: Rewrite the statements as Yes/No questions, paying attention to tense and auxiliaries.

1. She has already finished her project for school.
2. They were planning to travel abroad last summer.
3. He can play both the piano and the guitar.
4. You didn't receive the email I sent yesterday.
5. The store will be open until 10 p.m. tonight.
6. We have never visited that museum before.
7. I am going to the meeting tomorrow morning.
8. She was studying while her brother was watching TV.
9. They should submit the report by next week.
10. You knew about the change in schedule, didn't you?



Exercise 2: WH-Questions

Instruction: Complete the questions using the correct WH-word, considering tense, subject, or object.

1. ___ has been using my laptop without asking?
2. ___ did you speak to on the phone for such a long time?
3. ___ are you planning to invite to your birthday party?
4. ___ will be responsible for preparing the final presentation?
5. ___ made all this noise in the library yesterday?
6. ___ is going to help you solve this difficult problem?
7. ___ have they been waiting for at the bus stop for over an hour?
8. ___ did she leave the house so early this morning?
9. ___ is the person sitting next to Mr. Smith in the meeting?
10. ___ will you choose if you have to pick only one option

YANGI MAVZU BAYONI

Who are managers? Levels and types of managers. Grammar: Phrasal verbs

Plan:

1. Introduction to managers .(Definition of managers and their role in organizations)
2. Levels of managers.(Top-level, middle-level, and lower-level managers)
3. Types of managers.(Functional, general, project, and operations managers)
4. Functions of managers in organizations.(Planning, organizing, leading, controlling)
5. Phrasal verbs related to management.(set up, carry out, take over, deal with, come up with, etc.)

Who Are Managers? Levels and Types of Managers

Managers are people in an organization who are responsible for planning, organizing, leading, and controlling resources in order to achieve goals. They play a crucial role in ensuring that work is completed efficiently and effectively. Managers coordinate the activities of employees and make decisions that guide the organization toward success. There are different **levels of managers** in an organization. The first level is **top-level management**, which includes executives such as CEOs or directors. They are responsible for setting overall goals, making strategic decisions, and planning for the future. The second level is **middle-level management**. These managers act as a link between top-level and lower-level managers. They implement strategies and supervise departments. The third level is **lower-level (or first-line) management**. These managers directly supervise employees and ensure that daily tasks are completed properly. Managers can also be classified into different **types based on their roles**. **Functional managers** are responsible for specific departments such as marketing, finance, or human resources. **General managers** oversee entire units or organizations and are responsible for overall performance. Another type is **project managers**, who manage specific projects with defined goals and deadlines.

In conclusion, managers are essential for organizational success. Their roles, levels, and types help maintain structure, improve productivity, and achieve objectives.

1. **Manager** – menejer, boshqaruvchi
2. **Organization** – tashkilot
3. **To plan** – rejalashtirmoq
4. **To organize** – tashkil qilmoq
5. **To lead** – rahbarlik qilmoq
6. **To control** – nazorat qilmoq
7. **Resources** – resurslar
8. **Goal** – maqsad
9. **Efficiently** – samarali tarzda
10. **Effectively** – unumli tarzda
11. **Top-level management** – yuqori darajadagi boshqaruv
12. **Middle-level management** – o‘rta darajadagi boshqaruv
13. **Lower-level management** – quyi darajadagi boshqaruv
14. **Executive** – yuqori lavozimli rahbar
15. **Strategy** – strategiya
16. **Department** – bo‘lim
17. **Supervisor** – nazoratchi, boshliq
18. **Employee** – xodim
19. **Functional manager** – funksional menejer
20. **General manager** – umumiy menejer
21. **Project manager** – loyiha menejeri

22. **Performance** – samaradorlik

23. **Deadline** – oxirgi muddat

Phrasal verbs are a key part of English, especially in everyday conversation. They can be tricky at first, but once you understand how they work, they become much easier to use.

- ⚡ What are phrasal verbs?
- A phrasal verb is a combination of:
 - a verb + a particle (preposition or adverb)
 - ☞ For example:
 - take off → remove / leave the ground
 - look after → take care of
 - run into → meet unexpectedly
 - The meaning of a phrasal verb is often different from the original verb.
- ⚡ Types of phrasal verbs
 - Transitive phrasal verbs (need an object)
 - They must have something after them.
 - She turned off the light.
 - He looked after the children.
 - ☞ Some are separable:
 - Turn off the light = Turn the light off
 - ☞ Some are inseparable:
 - Look after the children ✗ NOT: look the children after
 - 2. Intransitive phrasal verbs (no object needed)
 - The plane took off.
 - He woke up early.
- ⚡ Separable vs Inseparable
 - ✓ Separable
 - You can put the object in the middle:
 - She put on her jacket
 - She put her jacket on
 - ⚠ If the object is a pronoun:
 - She put it on ✓
 - She put on it ✗
 - ✓ Inseparable
 - The object always comes after:
 - I ran into my teacher
 - ✗ I ran my teacher into
- ⚡ Literal vs Idiomatic meaning
 - Literal (easy to understand)
 - Sit down

- Come in
- 2. Idiomatic (meaning changes)
- Give up → stop trying
- Break down → stop working (machine)

1. take on – hire or accept responsibility
2. They decided to take on more staff.
3. deal with – handle a situation
4. A manager must deal with conflicts effectively.
5. look after – take care of
6. She looks after a large team.
7. bring out – develop someone’s best qualities
8. Good leaders bring out the best in employees.
9. back up – support someone
10. He backed up his team during the presentation.
11. set up – establish or start
12. They set up a new office in London.
13. carry out – execute or perform
14. The team carried out the manager’s plan.
15. work out – find a solution
16. We need to work out a better strategy.
17. sort out – resolve a problem
18. She sorted out the issue quickly.
19. draw up – prepare formally
20. They drew up a contract.
21. bring up – introduce a topic
22. He brought up an important issue.
23. go over – review carefully
24. Let’s go over the report again.
25. point out – highlight or indicate
26. She pointed out several errors.
27. sum up – summarize
28. The manager summed up the discussion.
29. get across – communicate clearly
30. He got his idea across effectively.
31. turn down – reject
32. They turned down the proposal.
33. take over – gain control

34. She took over the department last year.
35. step down – resign
36. The director stepped down recently.
37. cut down – reduce
38. The company cut down costs.
39. move forward – make progress
40. Let's move forward with the project.



Exercise 1: Finish the Sentence (Creative writing)

Exercise 1: Multiple Choice (Context-based)

Choose the correct phrasal verb.

1. She finally ___ the truth after reading the report carefully.
 - A) came across
 - B) found out
 - C) turned up
 - D) set off
2. The boss refused to ___ our proposal.
 - A) take on
 - B) turn down
 - C) go over
 - D) bring up
3. We need to ___ this issue before it becomes a bigger problem.
 - A) deal with
 - B) run into
 - C) come across
 - D) take after
4. He ___ his father in both appearance and behavior.
 - A) takes off
 - B) takes after
 - C) takes up
 - D) takes in
5. The meeting was ___ due to unexpected circumstances.
 - A) called off
 - B) taken off
 - C) given off
 - D) turned out

6. She an old photograph while cleaning the attic.
 - A) ran into
 - B) came across
 - C) brought up
 - D) looked after
7. The teacher asked students to their essays before submitting them.
 - A) go over
 - B) come over
 - C) take over
 - D) run over
8. He working even after everyone else had left.
 - A) carried on
 - B) gave off
 - C) turned down
 - D) broke up
9. The car suddenly in the middle of the road.
 - A) broke down
 - B) broke up
 - C) turned down
 - D) came across
10. They plan to a new branch in another city.
 - A) set up
 - B) take off
 - C) bring up
 - D) give up



Exercise 2: Rewrite Using a Phrasal Verb

Replace the underlined words.

1. She rejected his invitation.
2. → She his invitation.
3. They cancelled the match because of the rain.
4. → They the match.
5. I need to review my notes before the exam.
6. → I need to my notes.
7. He continued speaking despite interruptions.
8. → He speaking despite interruptions.
9. We must solve this problem quickly.
10. → We must this problem quickly.
11. She started learning Spanish last year.
12. → She learning Spanish last year.
13. He stopped working at midnight.

14. → He working at midnight.
15. They discovered a mistake in the report.
16. → They a mistake.
17. I met by chance my teacher at the store.
18. → I my teacher at the store.
19. She invented a new method.
20. → She a new method.



Exercise 3: Error Correction

Each sentence has a mistake. Correct it.

1. She turned off it before leaving the room.
2. He gave up the plan it after many failures.
3. I came across to an interesting article yesterday.
4. They looked the word up it in the dictionary.
5. She takes her mother after in personality.
6. He ran into his friend him unexpectedly.
7. They put off it the meeting until Monday.
8. She brought up the issue it during the discussion.
9. He carried on the work it despite difficulties.
10. I found out about the truth it yesterday.



Exercise 4: Fill in the Blanks (Correct Form)

Use the correct form of the phrasal verbs in brackets.

1. She has never ___ (come across) such a difficult task.
2. The meeting was ___ (call off) due to bad weather.
3. He ___ (take up) a new hobby recently.
4. We are ___ (look into) the problem at the moment.
5. The plane ___ (take off) on time yesterday.
6. She ___ (turn down) several job offers last year.
7. The fire ___ (break out) late at night.
8. They ___ (set up) a new company last month.
9. He ___ (give up) smoking two years ago.
10. I ___ (run into) an old friend while traveling.

Homework.

To learn new phrasal verbs about the topic .

Yangi mavzuni tushuntirish uchun slaydli taqdimot

WHO ARE MANAGERS? LEVELS AND TYPES OF MANAGERS.PHRASAL
VERBS.

By Mukhlisa Abdullaeva

PROJECT GOALS

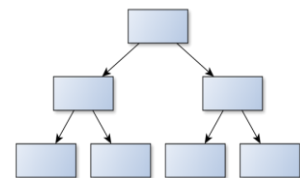
- Managers function in a number of roles including leading, sharing information, and making decisions. How often they play a particular role depends on the level they occupy and the type of organization. We'll talk about the differences between top managers, middle managers, first-line managers, and team leaders.

VERTICAL MANAGEMENT

- Vertical management, also called top-down management, refers to the various levels of management within an organization. Managers at different levels are free to focus on different aspects of the business, from strategic thinking to communicating information to operational efficiency. During the nineteenth century and much of the twentieth century, vertical management was highly structured with many layers of management (as depicted by a pyramid). In industries where processes and conditions are stable and where ongoing innovation is less critical, the vertical structure of management can still be very efficient. Workers in labor-intensive industries such as manufacturing, transportation, and construction need to follow established procedures and meet specific goals. Everyone knows who is in charge and assumes the job they do today will be the same next year or in five years.

Vertical management in a traditional organizational structure

A main disadvantage of vertical management is that it limits information flow from the lower levels of the organization to the upper levels (like water, information flows downhill easily). Without easy two-way communication, top management can become isolated and out of touch with how its plans affect core processes in the organization. It also fosters vertical thinking. Vertical thinking refers to using traditional and recognized methods to solve particular problems. It is the opposite of “thinking outside of the box.” The digital age exposed the shortcomings of management that addressed problems in formal or bureaucratic approaches at the expense of creativity and innovation. Today, many organizations use “flatter” structures, with fewer levels between the company’s chief executives and the employee base. Most organizations, however, still have four basic levels of management: top, middle, first line, and team leaders.



COMMON PHRASAL VERBS EXAMPLES

- Bring up: Mention a topic.
- Break down: Stop working (machinery).
- Call off: Cancel something.
- Come across: Find unexpectedly.
- Get along/on: Have a good relationship.
- Give up: Stop a habit or effort.
- Look after: Take care of.
- Look into: Investigate.
- Put off: Postpone.
- Put up with: Tolerate.
- Run out of: Exhaust a supply.
- Turn down: Reject an offer.
- Work out: Exercise; solve a problem.

COMMON PARTICLE MEANINGS

- Up: Often means finishing something (e.g., eat up) or increasing (e.g., speak up).
- Off: Often implies departing or removing (e.g., take off).
- Out: Frequently implies removing or finishing (e.g., run out)

KEY ASPECTS OF PHRASAL VERBS

- Structure: Composed of a Verb + Particle (a verb/preposition).
- Types:
 - Transitive: Need an object (e.g., turn off the light).
 - Intransitive: Do not need an object (e.g., break down).
- Separable: The object can go between the verb and particle (e.g., take off your coat or take your coat off).
- Inseparable: The verb and particle cannot be divided (e.g., look into).
- Usage: Extremely common in spoken and informal English, though many are used in professional settings.

TOP-LEVEL MANAGERS

As you would expect, top-level managers (or top managers) are the “bosses” of the organization. They have titles such as chief executive officer (CEO), chief operations officer (COO), chief marketing officer (CMO), chief technology officer (CTO), and chief financial officer (CFO). A new executive position known as the chief compliance officer (CCO) is showing up on many organizational charts in response to the demands of the government to comply with complex rules and regulations. Depending on the size and type of organization, executive vice presidents and division heads would also be part of the top management team. The relative importance of these positions varies according to the type of organization they head. For example, in a pharmaceutical firm, the CCO may report directly to the CEO or to the board of directors.

WHAT ELSE?

Top managers are ultimately responsible for the long-term success of the organization. They set long-term goals and define strategies to achieve them. They pay careful attention to the external environment of the organization: the economy, proposals for laws that would affect profits, stakeholder demands, and consumer and public relations. They will make the decisions that affect the whole company such as financial investments, mergers and acquisitions, partnerships and strategic alliances, and changes to the brand or product line of the organization.

MIDDLE MANAGERS

- Middle managers have titles like department head, director, and chief supervisor. They are links between the top managers and the first-line managers and have one or two levels below them. Middle managers receive broad strategic plans from top managers and turn them into operational blueprints with specific objectives and programs for first-line managers. They also encourage, support, and foster talented employees within the organization. An important function of middle managers is providing leadership, both in implementing top manager directives and in enabling first-line managers to support teams and effectively report both positive performances and obstacles to meeting objectives.

MIDDLE MANAGERS

- Middle managers must be good communicators because they link line managers and top-level management.



FIRST-LINE MANAGERS

- First-line managers are the entry level of management, the individuals “on the line” and in the closest contact with the workers. They are directly responsible for making sure that organizational objectives and plans are implemented effectively. They may be called assistant managers, shift managers, foremen, section chiefs, or office managers. First-line managers are focused almost exclusively on the internal issues of the organization and are the first to see problems with the operation of the business, such as untrained labor, poor quality materials, machinery breakdowns, or new procedures that slow down production. It is essential that they communicate regularly with middle management.

TEAM LEADERS

- A team leader is a special kind of manager who may be appointed to manage a particular task or activity. The team leader reports to a first-line or middle manager. Responsibilities of the team leader include developing timelines, making specific work assignments, providing needed training to team members, communicating clear instructions, and generally ensuring that the team is operating at peak efficiency. Once the task is complete, the team leader position may be eliminated and a new team may be formed to complete a different task.

PHRASAL VERBS

- Phrasal verbs are English phrases combining a verb with a particle (adverb or preposition) to create a new, idiomatic meaning, such as give up (stop) or look after (care for). These verbs are essential for natural communication and often have different meanings than the individual words alone.

MANAGEMENT ROLES



THANK YOU

O'quv mashg'ulotida o'quv ishlarini baholash mezonlari

Maksimal ball	Nazorat qilinadigan va baholanadigan ish turlari	Baholashda e'tibor qaratiladigan jihatlar
5	Mavzu bo'yicha nazariy tayyorgarlik darajasi va darsdagi faollik	Asosiy tushunchalar, ta'riflar, mohiyatini tushunish, ijodiy fikrlay olish, bilimlarni amalda qo'llay olish
5	Uyga berilgan topshiriqlarni bajarish sifati	Topshiriqlarni to'g'ri va to'liq bajarish, masalalarni hal qilishga ijodiy yondashish, tushuntirib bera olish
5	Nazorat ishlarini bajarish sifati	Topshiriqlarni to'g'ri va to'liq bajarish, ijodiy yondashish, mustaqil fikrlash, yechimni asoslay olish
5	Mustaqil topshiriqlarni bajarilish sifati	Berilgan topshiriqni to'g'ri va to'liq bajarish, mustaqil mulohaza yurita olish, bilimlarni amalda qo'llay olish, masalaga ijodiy yondashish, mohiyatini tushunish va aytib bera olish