



STUDYING DIFFERENT SPECIALTIES IN HIGHER EDUCATION AND SECONDARY SPECIALIZED EDUCATION BASED ON CEFR APPROACHES

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Abstract. The article describes the importance of collaboration of content teacher and foreign language teacher in learning, teaching and assessment B1, B1+ and B2 language level specialists by using CEFR approaches and State Standard requirements of Uzbekistan.

Key words: CEFR, State Standard, approaches, requirements, ESP, Higher and Vocational Education, result oriented assessment.

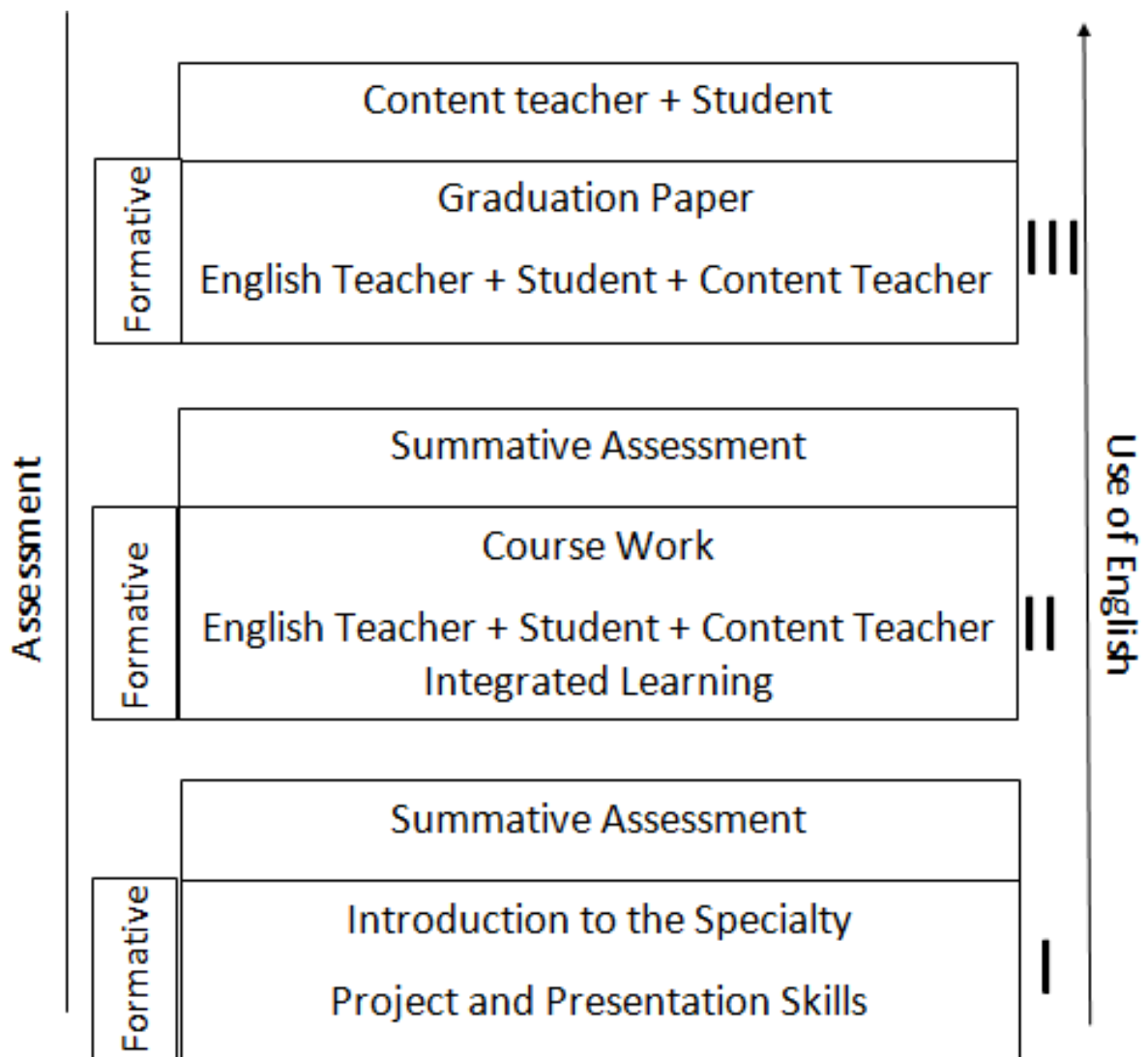
CEFR levels of users from “User” to “Academic User” should be aligned to graduation points of the Universities and Institutions, Masters programmes, and also the skills required to be researchers, workers, and employees of various industries[1]. At the same time the minimum requirement of graduates of the academic lyceums and colleges of Uzbekistan can be fixed on the scale. Also, please note that we are suggesting that students would have at least a B2 level at the Doctorate level, which is not limiting them too much.

Using the above mentioned requirements on foreign language should be able to design teachers’ own courses. Those of us who trained as teachers of foreign languages may have initial difficulty creating materials for teaching ESP in specialties such as Linguistics, Medicine, Engineering, Mathematics, Law and others, but with training and experience, this can be done [2, 3].

Here the author would like to mention the importance of education in higher and vocational education for any country, including Uzbekistan. Graduates from higher and vocational education typically go into a career or further education as they reach 20-24 years of age, or become specialists in different fields starting at lower or medium levels. ESP-English for Specific Purposes, What have your learners learnt as specialists in a particular field? Can they evaluate the value of materials in that field? Can they make presentations about their ideas in that field? Give your learners the

chance of winning a Nobel Prize! The ESP can be also considered as [language for specific purposes](#). This approach will help students to quickly learn language for a specific field. For example, in the field of higher and vocational education, by using CEFR “can do” statements methods it will be possible to use the language in daily life. At the same time you should not limit your methodology-you may use all convenient ways for you and your students.

This work should be in consultation together with both the content and English teachers and presented by the students. The students will learn from this how reading, writing, speaking, listening are integrated with each other during the process of study. Please note that the authors used their own experience of teaching in situations where in a short time students of different specialities have to be proficient enough to pursue individual work in their specific field. This experience includes work at different levels, including low levels, as well as work in different specialities.



This diagram shows the progress of students through higher or vocational education where the students learn foreign languages as tools for their future career or further education. The diagram also shows how the course components fit together, and the placing of your teaching within the course and its assessment.

Here the teachers' role includes facilitating vocabulary learning, pronunciation, and speaking interaction in a particular field of education in integrated way to the real life requirements. In English, project presentation skills are learnt first and then students and English teachers slowly move to co-operation with the content teacher. This can work even if the learners have little previous knowledge of the language.

ESP, is a sphere of teaching English language that includes Business English, Technical English, Scientific English, English for Medical Professionals, English for Waiters, English for Tourism, English for Art, etc. Aviation English as ESP is taught to pilots, air traffic controllers and civil aviation cadets who are going to use it in radio communications.

In ESP it is important to underline to learners that language is an integral part of learning their speciality. Here are some ways to show learners that the language will be integrated with content and that it will not be taught separately:

1. Show them that you are interested in their field.
2. Show that you and the content teacher are working together.
3. Show that you are teaching how language is used in their speciality, not separately.
4. Use the materials from this Handbook on how to motivate your students.

Variable characteristics

ESP may be, but is not necessarily:

1. Restricted as to the language skills to be learned (e.g. reading only).
2. ESP is be related to, and designed for, specific disciplines.
3. ESP may use, in specific teaching situations, a different methodology from that of 'general English'.
4. ESP is often designed for adult learners, either at a tertiary level institution or in a professional work situation. It can, however, also be for learners at secondary school level.
5. Many ESP courses have previously assumed some basic knowledge of the language, but we know now that it can be used with beginners.

Higher and vocational education in Uzbekistan is therefore very important to national economies, both as a significant industry in its own right and as a source of trained and educated personnel for the rest of the economy. And it is normal that the higher or college-educated workers command a significant wage premium and are much less likely to become unemployed than less educated workers.

Such higher and vocational institutions may also offer non-degree certificates, which indicate completion of a set of courses comprising some body of knowledge, but the granting of such certificates is not the primary purpose of the institutions.

The first thing teachers have to do is be happy that they can use your language in connection with another subject. It's an opportunity to learn something new. However, the focus of the teacher should still be on students "can do" statements. Why they have chosen this particular speciality? How can you as a teacher of English collect and incorporate appropriate teaching materials according to the specific field of study of your students? These are some of the questions to consider. Some more questions will appear during the process of teaching, learning, and assessing.

Higher and Vocational education is the stage of education following primary and secondary education in Uzbekistan. Except in countries where only primary or basic education is compulsory, vocational education includes the final stage of compulsory education and in many countries it is entirely compulsory.

Therefore each teacher during their teaching must orient the students on "can do" statements for each skill of the language and organize the current, mid-term and final assessment according these state statements.

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