

The Structure Of State Educational Standards For Foreign Languages Of Continuous Education For Academic Lyceums In Uzbekistan

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Abstract: State educational standards for foreign languages for all levels of education in our country determines the purpose and the objectives of the study of the subject; EFL learning content; requirements for the mandatory level of preparedness of graduates of the educational institutions. In this article, I shall discuss of the purpose of learning a foreign language at academic lyceums focusing on the formation of communicative competence of the students who can compete in today's multicultural world and professional spheres as well.

Key words and phrases: state educational standards, foreign language, language level, competence, communicative competence, academic lyceums

Introduction

Today's new Uzbekistan has already started a new era in foreign languages teaching at schools, colleges, lyceums and universities in order to provide effective education for young competent people. The new reforms: the use of the Common European Framework of Reference for Languages (CEFR) and National Qualifications Framework (NQF) in the country provide effective learning and teaching of foreign languages in EFL classes. These reforms are the basis in the implementation of Presidential Decree № 1875 in 2012, to enhance of the teaching and learning of foreign languages in order to strengthen the communication skills and international effect of future Uzbekistan specialists in all fields. The new state educational standards aim at shifting from teacher-centered classroom to learner-centered classroom where language learners are provided with more autonomy in learning and to link foreign language teacher education programs in Uzbekistan to international standards. National Educational Standard for Continuing Education System on Foreign Languages decide to develop and implement totally new

concept of national standards which could provide continuity and consistency of teaching foreign languages in all levels of education system. And at this point the Common European Framework of Reference (CEFR) plays as the main framework to be adopted in developing the national standard.

Materials and methods

The aim of everyone involved in English language education in Uzbekistan is to reach the outcome of the educational system to prepare the specialists who can communicate as fluently and proficiently as possible in English so that their language communication skills make them more employable and better able to undertake further study and research in their further career.

Teaching requirements for graduates in FL

Teaching requirements for graduates of foreign languages developed in accordance with the content of teaching and continuity for the general steps secondary, and higher education, presented in the form descriptors (can do), forming the language skills, and guidance on grammar, vocabulary, phonetics and spelling as appropriate. Descriptors of language skills are interrelated and were taken from the Common European Framework levels language proficiency to ensure compliance with international standards. Descriptors aim at the development of evaluation criteria for certification graduates at all levels of education of the Republic of Uzbekistan. (See the tables 1 and 2).

The detailed global descriptions for the levels range from C2 to A1 in Global CEFR Scales in Table N1

Proficient User	C2	<ul style="list-style-type: none">• Can understand with ease virtually everything heard or read.• Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.• Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
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	C1	<ul style="list-style-type: none"> • Can understand a wide range of demanding, longer texts, and recognise implicit meaning. • Can express him/herself fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	<ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. • Can produce simple connected text on topics, which are familiar, or of personal interest. • Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	<ul style="list-style-type: none"> • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Stages of teaching and learning foreign languages according to the new national standard based on the CEFR (see the table 2)

Stages of education	Graduates	CEFR	Name of the level
General Secondary Education	Primary (4th grade) level graduates	A1	Beginner level of foreign language learning
	9th grade graduates	A2	Basic level of foreign language learning
	9th grade graduates of school specializing in foreign languages learning	A2+	Reinforced basic level of foreign language learning
Secondary specialized and vocational education	11th grade graduates of school specializing in foreign languages learning	B1	Independent beginner level of foreign language learning
	Vocational colleges		
	Graduates of academic lyceums specializing in foreign language teaching (second foreign language)		
	Graduates of academic lyceums specializing in foreign languages	B1+	Reinforced independent beginner level of foreign language learning
Higher education	Baccalaureate level graduates of non-specialized faculties	B2	Independent communication level of foreign language learning
	Master level graduates of non-specialized faculties		
	Baccalaureate level graduates of faculties specializing in foreign language teaching (second foreign language)		

	Baccalaureate level graduates of faculties specializing in foreign language teaching	C1	Proficient level of foreign language learning
	Master level graduates of faculties specializing in foreign language teaching		

In Uzbekistan, primary education is the first stage of compulsory education preceded by pre-school or nursery education and is followed by secondary education. Typically, primary education is provided in schools, where the child will stay in steadily advancing classes until they complete it and move on to high school/secondary school. Children are usually placed in classes with one teacher who will be primarily responsible for their education and welfare for that year.

General secondary education is the stage of education following primary education where pupils study until finishing 11 forms at schools or leave the school from the 9th form to continue secondary specialized and vocational education- the final stage of compulsory education in our country.

Higher and vocational education is 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.

Results and Discussion

As the purpose of this article is to highlight the state educational standards of foreign languages of continuous education for the graduates of academic lyceums specializing in foreign languages should have B1 and B1+ levels. It means that the government’s initiatives of promoting foreign language learning and teaching in the country are very high and it is resulting of the emergence of other Resolutions and opportunities for FL teachers and learners. For instance, the recent Resolution of the Cabinet of Ministers No. 395 “On measures in admission to higher education with national and international certification” (2019), is the proof of that the students of higher education can apply with national and international certificates without exam for foreign languages, for instance, from English

language National certificate or IELTS (5.5), TOEFL (72), FCE; from Japan language JLPT; from German language DSD or DAF; from French language DELF or TCF with B2 or higher level. It claims that after the implementation of the CEFR in the country, there were different reforms in order to promote learning and teaching of foreign languages in the country and national certification that based on CEFR opened the way for applicants of universities as a proof of language proficiency for admission with B2 level. Uzbek scholars such as Yuldashev (2016), Madaminov & Ashurova (2019) held researches of implementation of the CEFR in Uzbekistan so that to assess and research the Framework. The educational methodical complex (further complex), all academic lyceums and professional colleges B1, B1 + level in various areas of education designed for first-year students of educational-methodical manual Complex (further complex).(Bakieva G. Iriskulov A, 2008)"State educational standards for continuous learning of foreign languages in education" (SSPT) system B1, B1 + levels based on foreign language training program for the first training complex. Exactly based on this decision, real sense of the ability of the student of the academic lyceum to communicate in a foreign language will be developed as a young specialist development. In this process, the student of the academic lyceum not only learns the language, but also his knowledge and professional knowledge of a foreign language will be developed. This complex is designed CEFR B1 B1 + levels in the system of the English language and his "book of the students (Student's Book) working book readers (Work Book), "Guide for Teachers (Teacher's Book)" to listen reflected in the processes of teaching materials and teachers' guide additional standard audio and video discs. In addition, each course by teachers and students listening skills and competence the ability to develop, so the listening based on the most basic principles of learning foreign languages and the time of the preliminary hearing started on the basis of special exercises after the listening. And the assessment of the current system, in accordance with the students' work will be evaluated on the basis of the curriculum.

Conclusion

In conclusion, State educational standards for foreign languages for all levels in our country determines the purpose and the objectives of the study of the subject; According to state educational standards of foreign languages of continuous education for the graduates of academic lyceums specializing in foreign languages should have B1 and B1+ levels. However, after the implementation of the CEFR in the country, there were different reforms in order to promote learning and teaching of foreign languages in the country and national certification that based on CEFR opened the way for applicants of universities as a proof of language proficiency for admission with B2 level. In this regard, the purpose of learning a foreign language at academic lyceums will be focused on the formation of communicative competence of the students who can compete in today's multicultural world and professional spheres as well.

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