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**PROCESS IN TRAINING SPECIAL SUBJECTS, TEACHING PROCESS, CONCEPT SYSTEM
APPROACH**

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ABOUT ARTICLE

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Abstract: Today, times are changing rapidly. It is the youth who will feel this change more than anyone else. Let the youth be in harmony with the demands of their time. But at the same time, don't forget your identity. Let the call of who we are and the descendants of great people always echo in their hearts and encourage them to stay true to themselves. How can we achieve this? At the expense of education, education and only education» .

INTRODUCTION

Their corresponding training abroad was organized, as well as foreign specialists were involved in conducting training sessions. Training has been established on the basis of modern educational literature used today in higher educational institutions of developed countries.

Internships for promising scientific and pedagogical personnel, primarily teachers of higher educational institutions for the training of personnel in engineering, technical and architectural areas of education, are carried out in developed countries, in particular, in South Korea, Japan and Germany, at 2-3 monthly courses aimed at on the development of new knowledge in the specialty .

The concept of development of the public education system of the Republic of Uzbekistan until 2030 is focused on knowledge and active study of foreign languages . By 2030, its targets plan to achieve 100 percent English language proficiency by English teachers corresponding to the C1-CEFR level of the European Union requirements by attaching professors of foreign languages departments of universities and 100 percent English proficiency results of graduates of general education institutions with

knowledge of English who have mastered English language at level B1-CEFR requirements of the European Union .

Nowadays, English has the status of international, global, and world language, which is learnt and spoken by millions of people around the world (Alsagoff et al, 2012) . Accordingly, UNESCO (The United Nations Educational, Scientific and Cultural Organization) expresses that learning a second language must be regarded as an essential part of total personality formation in the modern world, since it enables a person to live and move in more than one culture or linguistic community. Speaking as a productive skill on second language theories is considered as fundamental as the writing, reading or listening skills when it comes to language learning.

It is clear that, just as any, speaking must be practiced as usual as possible in order to enhance communicative skills. Moreover, it is important to mention that teaching a foreign language is to help students to be competent speakers in the language is to help students to be competent speakers in the language ,which means the development of language competence.

According to Harshbarger, language competence is “the ability to use the grammatical, discursive, functional, socio-linguistic and strategic component of the target language appropriately in order to communicate effectively” . In that sense, learning a foreign language involves the development of a set of competences as established by the CEFR (Common European Framework), which are the pragmatic, linguistic and sociolinguistic competences. These components together form the communicative competence, being speaking one of the four language skills.

Speaking has acquired great importance along the history of English teaching since it is referred as an interactive process of constructing meaning that involves producing, receiving and processing information. English has become primordial worldwide for it has become a lingua franca. Therefore, it is the main source for communicating in many fields.

Richards states that the mastery of speaking skill in English is seen as a priority for many EFL learners across the world. Moreover, he adds that learners consequently often evaluate their success in language learning as well as the effectiveness of their English course based on how well they feel they have improved in their spoken language skill . Brown states that social contact in interactive language functions is a key in which it is not what you say that counts but how you say it, what you convey with body language, gestures, eye contact and other non- verbal message .

English level A2 is the second level of English in the Common European Framework of Reference (CEFR), a definition of different language levels written by the Council of Europe. In everyday speech, this level might be described as “basic” as in “I speak basic English”. The official level descriptor in the CEFR is “elementary”, which means the same thing: it is the foundation. At this level, students have mastered the basics of English and can communicate simple, basic needs.

According to the official CEFR guidelines, someone at the A2 level in English:

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.

The official can-do statements are broken down into smaller pieces for teaching purposes. This more detailed skill breakdown can help you assess your own English level, or help a teacher assess a student’s level. For example, a student at the A2 level in English will be able to do all the things that a student in level A1 can do, and in addition he will be able to:

- evaluate coworkers' performance in the workplace.
- relate events from your past, including your weekend activities and interesting stories.
- describe your past life, giving details about important milestones.
- entertain someone in your home or visit a friend or colleague in their home.
- discuss your vacation plans and tell friends and colleagues about your vacation afterwards.
- talk about the natural world and travels to see animals and natural areas in your country.
- talk about movies that you like and choose a movie to see with friends.
- discuss clothing and what kind of clothes you like to wear.
- engage in basic communication at work, including attending meetings on familiar topics.
- describe an accident or injury, get medical help from a doctor and fill a prescription for medicine.
- engage in basic business socializing, welcoming guests and attending networking events.
- understand and make basic business proposals in your area of expertise.
- talk about and explain the rules of games.

Although progress will depend on the type of course and the individual student, students can expect to reach the A2 level in English with 200 hours of cumulative instruction.

There are four basic skill should be mastered by students, such as listening, speaking, reading and writing. All of the students have to prepare themselves to face the globalization era and to compete other people in the future.

Speaking is one of four skills that very important to the students because they can understand what the people say by speaking, they can know what the people mean and what the people feel. By speaking students can communicate and interaction with other people. The students can utterance their feeling, idea, and giving opinion. Oral communication can take place everywhere and it become part of daily activities as our spoken language.

English is taught as a foreign language in Uzbekistan. We found that a lot of students difficulty to get information or understanding and meaning what they speak in English. The students confuse with what they answer of the questions or what they want to speak in English. The objective teaching speaking in Secondary School is students can speak English fluently. They can make conversation in daily activities using English, they can ask and give response information, they can argue and also suggest to the problem.

In the CEFR document the reference of six levels is given and designed as illustrative descriptors (scales) in the term of «Can Do» statements from level A1 to C2. These scales can be used as a tool for comparing levels of ability amongst learners of FL and also offer «a means to map the progress» of learners . The descriptors are built to do two dimensions: 1) through a vertical dimension we see a progression through all levels; 2) through a horizontal dimension the different context of teaching and learning are presented. The common reference levels of CEFR are shown in the Table 1.

Table 1: Common Reference Levels (global)

C2 Can understand with ease virtually everything heard or read. Can summarize 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.

C1 Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/her 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 organizational patterns, connectors and cohesive devices.

B2 Can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialization. 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. B2 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 texts 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.

A2 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 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.

The scales given in the table are global and they are not exhaustive, because they are not taking into consideration every context of language use. The CEFR describes language learners' ability in terms of «speaking, listening, reading and writing» at six reference levels. The reference levels of FL are examined through communicative tasks and activities. For national educational system the illustrated descriptors in CEFR are adapted or created with fitting the learned language, cultural context and a certain set of competences.

Under the CEFR the result of LT is shown through a performance of a certain level of communicative competence (proficiency). The ways how to use a language for communication and what knowledge and skills should be developed are stated thoroughly in this framework.

Taking account this directive document the competence-based teaching was implemented in the Uzbekistan system of FLT. This approach is an educational movement that refers to the outcomes of learning in the development of language programs and language skills of students.

The essence of this approach is a new content-based on forming and developing a set of learners' competences. The process of acquiring this content brings action- oriented character.

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