FALSAFA

UDK: 37.1174 **DOI: 10.56292/SJFSU/vol29_iss3/a60**

BIOLOG TALABALARNI KASBGA YO‘NALTIRILGAN YONDASHUV ORQALI TIL O‘QITISH BO‘YICHA TAKLIF

ПРЕДЛОЖЕНИЕ ПО ОБУЧЕНИЮ ЯЗЫКУ СТУДЕНТОВ-БИОЛОГОВ ПОСРЕДСТВОМ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОГО ПОДХОДА

PROPOSAL OF TEACHING LANGUAGE BIOLOGY STUDENTS THROUGH PROFESSIONALLY-ORIENTED APPROACH

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Annotatsiya

So‘nggi yillarda oliy ta’lim sifatini oshirish va mehnat bozoridagi dolzarb talablarni qondirish maqsadida bir qator loyihalar joriy etildi. Mazkur tadqiqot oliy ta’lim, ya’ni Namangan davlat universitetida til o‘qitish bilan bog‘liq. Oldinga qo‘yilishi rejalashtirilgan taklif biologiya talabalariga maxsus mo‘ljallangan EAP kursini o‘rgatishdir va maqolada maqsadli talabalar va tavsiya etilgan kurs tashkiloti uchun EAP kursining ahamiyati muhokama qilinadi.

Аннотация

В последние в течение нескольких лет был внедрен ряд проектов, направленных на повышение качества высшего образования и удовлетворение насущных потребностей рынка труда. Настоящее исследование также связано с высшим образованием, а именно с преподаванием языков в Наманганском государственном университете. Настоящее предложение, которое планируется выдвинуть, состоит в том, чтобы преподавать специально разработанный курс EAP для студентов-биологов, и в статье обсуждается важность курса EAP для целевых студентов и рекомендуемая организация курса.

Abstract

A number of projects have been introduced in order to increase the higher education quality and meet the urgent demands in the job market in the last few years. The present research is also related to higher education, namely, language teaching at Namangan State University. The present proposal planned to put forward is to teach a specially-designed EAP course to Biology students and the article discusses the importance of EAP course for the target students and the recommended course organisation.

Kalit so‘zlar: *kasbga yo‘naltirilgan o‘qitish, nolingvistik mutaxassislik, oliy ta'lim, ehtiyojlarni tahlil qilish.*

Ключевые слова: *профессионально-ориентированное обучение, неязыковая специальность, высшее образование, анализ потребностей.*

Key words: *professionally-oriented teaching, non-linguistic specialty, higher education, needs analysis.*

INTRODUCTION

In the late 1990s, foreign language education in Uzbekistan ushered its new era due to its increasing importance as the language of international means of communication and globalization. Since then English has become the most common learned foreign language in Uzbekistan and a number of language educational reforms have caused to revise the curricular standards for foreign language teaching (Hasanova & Shadieva, 2007). One of them is the State Educational Standards (SES) developed by the Ministry of Public Education in 1998 and this legislation brought a number of changes in foreign language education such as a gradual alteration from traditional grammar translation method (GTM) to communicative language teaching (CLT) as a result, students can formulate both linguistic knowledge and communicative competence in their language learning. Matskevich (2002) notes that CLT has been maintained by both local and international English teachers as the major new approach in English education in Uzbekistan. In 2012 the Common European Framework of Reference (CEFR) was implemented in Uzbekistan as a framework for teaching, learning, and assessing languages. CLT employed within CEFR is much more different than grammar-translation method (GTM) to language teaching that language teachers are accustomed to in Uzbekistan. Although great improvement has been made in language education so far, there are still problems and challenges that our schools and higher education are facing these days.

MATERIALS AND METHODS

As Kheng and Baldauf (2011) stated, “for language planning to be effective, and to understand how those effects work, there is a need to examine activities at a local or micro level.” For this reason, the initial plan is to implement the present proposal in small scale, which is to experiment it with only Biology students at Namangan State University, and after having obtained targeted results, the following plan is to adapt and expand the implementation with the ESP students of other different specialized fields in higher education. In fact, Biology students at Namangan State University study an EFL course for only one year (mostly at the first year of their study) and the primary goal of this course is to help the students to increase their level from B1 into B2 level, which is set by State Education Standards for Higher Education. However, most EFL instructors have to begin teaching English to Biology students from A1 or A2 level and develop general English of these students. The reason for this is that their language proficiency levels are often lower than expected (B1) since they do not take an English exam when they enter the university. Therefore, the EFL course can serve them as a General English learning course.

On the other hand, while researching the field, I have questioned whether this EFL course is able to meet all the needs of these learners and held a survey among the students and the teachers of Natural Science Department.

DISCUSSION

According to the results of the survey, the large proportion of learners need to learn English not only for just entertainment, travelling and obtaining language proficiency certificates, but also, most importantly, for their professional development. They admitted that they would have to read English materials which could not be found in their L1 in order to enrich their knowledge in their specialized field. Furthermore, most of them planned to do research in their area, write and publish articles in foreign outlets. The findings have also revealed that the EFL course is not enough for these learners and there is something “missing” or “gap” to address all of these learners’ needs. Admittedly, the latest researches emphasize that academic English is a dominant language in all international scientific domains such as publishing, information gathering, and formal and informal writing. Furthermore, most scientists and researchers think that their discoveries and findings make a way for an international audience and have a larger influence only by publishing them in English (cited in Kheng & Baldauf, 2011, p. 960). As a result, this requires almost all candidates who want to build a successful scientific career to be competent in mostly English academic writing and reading skills. The LPP Proposal the researcher is putting forward is aimed at addressing the present issue and bridging the “gap” by providing the fourth-year students with a specially-designed EAP course that focuses on mostly academic reading and writing, and includes 60 lessons for one academic year.

The present project aims at senior students in Natural Science Department as they are mature enough to realise the importance of professional development in Biology and their general English is developed through EFL classes at the first or second year of their study. There are 5 groups of fourth-year Biology students and each group includes 30-32 students. It should be noted that each group is divided two sub-groups to teach language classes. I collected the statistics of EFL teachers and fourth-year students are as follows:

Fourth-year students	**158**
Teacher with C1	**4**
Teacher without any level certificates	**2**

The project lasts two years to complete. In the first year, 3 groups (6 sub-groups) will be used as experiment groups and the other 2 groups as control groups (4 sub-groups) to see the influence of the projected course. In addition, the drawbacks and weaknesses will be identified to make improvement for the following year of the project with all groups of new senior students.

While setting the goals and objectives, the findings from the researches on teaching English for Specific Purposes (ESP) around the world have also been taken into consideration (Shraiber & Ovinova, 2017; Abu-Melhim, 2013; Ibrahim, 2010). As Kaiser (2018) suggested, the goals and objectives have been closely linked to the context. The primary goal of the present proposal is the following:

- To encourage Biology students to do research at international level by improving their academic reading and writing skills in English.

The objectives to achieve the goal of the project are as follows:

- Collaborating British Council in terms of curriculum development, syllabus design and lesson materials;
- Employing the instructors who have enough experience to teach the course;
- Implementing appropriate and effective approaches such as CLT and CLIL;
- Creating learner-friendly atmosphere inside and outside the classroom;
- Organizing in-service teacher training education for those who lack experience and knowledge for the course.

There are several state policies that mandate foreign language learning and teaching in higher education. First, National Program of Preparing Cadres aims at preparing specialists who must know several foreign languages in order to correspond to the current political, economic, and social needs of the country. Secondly, the Resolution of the Cabinet of Ministers in Uzbekistan on May 19, 2021 "On Measures for the Effective Organization and Popularization of Foreign Languages Studies" states that higher educational institutions must create necessary conditions for their students to acquire foreign languages, leading to increasing their potential and competitiveness in the labour market.

On the other hand, according to State Education Standards for Higher Education which was updated in 2021 by Ministry of Higher Education, the requirements for Graduates of Non-linguistic Undergraduate Programmes are to be able to work with foreign literature in their specialized fields and write coherent scientific articles as well as writing well-structured professional essays and reports in their specialization. In addition, graduates must have the ability to understand authentic texts related to their major, special vocabulary and terminology: for instance, extracts from texts, reports and scientific and specialty literature (Azizova, 2014). In addition, the resolution № 610 made by the Cabinet of Ministers of the Republic of Uzbekistan in 2017 and Presidential Decree № 5117 issued in 2021 emphasize the importance of teaching foreign languages in Higher Education and prepare competitive specialists in all specialized fields. Thus, all the legislations cited above require making changes to current undergraduate program of Higher Education.

Furthermore, professional literature states that the role of English is of great importance in many vocational and professional domains all around the world. In academic activities, English is viewed as the lingua franca for academics, like people in many professional and vocational fields. Since the ultimate aim of the project is to encourage and support Biology students to do research internationally in their domain, most studies suggest teaching English for Academic Purposes (EAP) to achieve this goal (Charles & Pecorary, 2016). In terms of dealing with the challenges, Ibrahim (2010) suggests student-centered approach to deal with the difficulties to develop the students' competency in English language in their specialization.

Thus, the recommendations cited above provide a clear direction for addressing challenges in the present LPP proposal and address the needs of Biology students.

In terms of the timeline, organising this course that will bring expected outcomes will take approximately two years and three months. The division of the suggested time is as follows:

Initial 3 months	Preparation for the implementation: the teachers will be trained to teach the EAP course; the course curriculum and syllabus will be developed by the help of experts; piloting groups will be identified; necessary facilities will be created.
Phase 1 (year 1)	Piloting year of the implementation: 3 groups (6 sub-groups) will be used as experiment groups and the other 2 groups as control groups (4 sub-groups) to see the influence of the projected course. In addition, the drawbacks and weaknesses will be identified to make improvement.
Phase 2 (year 2)	Expanding year of the implementation: the project will be expanded with all groups of senior Biology students. The results of the project will be assessed based on students' academic performance and the survey at the end of the course.

Target language

Charles and Pecorary (2016) point out that needs analysis is central to EAP courses and is also related to the development of the course materials. Considering the needs of Biology students, the primary focus is on developing learners' academic reading and writing skills. The students are supposed to learn how to work with academic language and terminology in their specialized area and use it accurately and appropriately while writing research papers and professional reports. Additionally, relevant speaking skill can be integrated in certain topics. For instance, learners will be taught how to present a research paper at a conference.

Assessments

According to Kaiser (2018), assessment for an academic setting is advised to provide in an LPP proposal. Throughout the course, the students will be assessed through criterion-referenced assessments by the teachers in order to make sure whether the objectives of the lessons and the course have been achieved. As continuous assessment, the students will be assessed through presentations, article discussion, peer-review tasks, draft articles and reflections. At the end of the course, the students are supposed to write an article which is intended to publish in one of the foreign outlets as Key Assessment.

CONCLUSION

Regarding with the productivity of the project, the surveys will be conducted among the students and teachers at the end of the course during two years of the project. In conclusion, the EAP project has given Biology students in Uzbekistan the opportunity to encourage them to do research at international level and we believe this newly-acquired knowledge is so invaluable to find solutions to some other challenges related to language teaching and learning in our country.

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