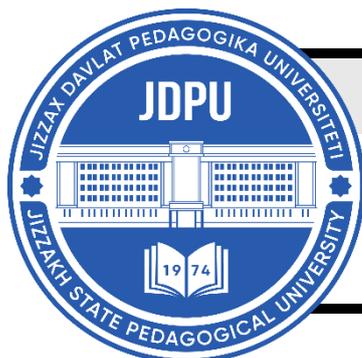


## MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL



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### ENGLISH LANGUAGE TEACHING SYSTEM BASED ON CLUSTER APPROACHES

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#### ABOUT ARTICLE

**Key words:** educational system, large extent, foreign languages, cluster approach, foreign sources.

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**Abstract:** The prestige of the educational system depends to a large extent on the state of science and technology in this system. Today, when science and technology are rapidly developing, it is necessary to develop an independent educational process in the educational system and to establish an "education-science-production complex" based on the formation of a system based on "knowledge through knowledge" technologies and to improve the integration mechanism between them. going is important.

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#### INTRODUCTION

Learning foreign languages, including English, is important for the development and improvement of this system based on cooperation. Because, first of all, in order for the student to have the opportunity to learn scientific information based on new discoveries in science during his short-term studies, he should constantly familiarize himself with relevant information from foreign sources. Secondly, at a time when life requirements are changing very quickly, new problems are also arising in production, which means that in order to take a more serious approach to the scientific discoveries being made and to apply them, it is necessary to regularly get acquainted with the discoveries of foreign scientists. Therefore, it is necessary to improve the educational process in accordance with life requirements and solving problems, so that the language learner's capabilities and abilities should be aimed at solving problems that may arise in the future. For this, it is appropriate to organize the educational process in connection with foreign advanced technology and discoveries. Only then can social society and its economic stable development be achieved.

## MATERIALS AND METHODS

Therefore, the economic stable development of the country depends in many ways on the professional personnel trained in the educational system and their potential. It is important to organize a continuous educational chain on the principle of "kindergarten-school-higher education organization-enterprise" in teaching foreign languages. This is the Decision of the President of the Republic of Uzbekistan dated March 14, 2017 "On measures to further improve the activities of secondary special vocational education institutions" No. PQ-2829, 2020 of the President of the Republic of Uzbekistan Resolution No. PQ-4910 of December 3 "On measures to improve the system of selecting talented young people and activities of academic lyceums", the President of the Republic of Uzbekistan's resolution of August 12, 2020 "Continuous education in the field of chemistry and biology" Resolution No. PQ-4805 "On measures to increase the quality of education and the effectiveness of science" of the President of the Republic of Uzbekistan dated May 19, 2021 Resolution PQ-5117 of the Cabinet of Ministers of the Republic of Uzbekistan dated August 11, 2017 "Measures to further improve the quality of teaching foreign languages in educational institutions" Resolution No. 610 of the Cabinet of Ministers of the Republic of Uzbekistan "On Measures for the Effective Organization of the Popularization of Foreign Language Learning" was also reflected in the tasks defined in the Resolution No. 312.

To pay special attention to the creation of an "educational-scientific "complex" based on a cluster system that ensures harmony between education, science and production in the training of highly qualified personnel, and to establish foreign relations at a high level. it is appropriate to pay attention to the year.

Information on educational clusters can be recorded separately based on relevant sources:

Innovation clusters in the educational system are higher education and scientific research institutions located in a certain environment, including production, and all participants in the chain system created in it (scientific institutions, small innovative companies, testing (transfer centers, centrally used equipment, laboratories certifying products, higher education institutions and training centers that train specialists and deliver to places, intellectual property agency, etc.) are interactive and collaborative activities from the beginning to the end of creating an innovative product .

Educational cluster - tools of mutual education and independent learning in a chain innovative educational system - technologies - production process horizontally interconnected in a chain system.

In our opinion, according to the revision of the above-mentioned literature, based on our research, it can be noted that the concept of "cluster approach" in the educational system is a pedagogical approach based on cooperation in the process from the preschool education system to the production of a certain subject or selected specialty. is the lim approach.

In this case, the science-educational cluster is a whole system of continuous education from school to production.

Cluster technologies in the educational system is a partnership program created between employers and educational institutions.

Cluster approach to teaching foreign languages - systematized foreign languages according to specialties in the continuing education system (STEAM technology, Inquiry Based learning, English for everyday, English for specialty use, Outset of Biology, Outset of Chemistry, General English, Introduction to the biological sphere, Communicating in Biology sphere, Developing Natural sciences outlook, integration of Science and production) is a teaching technology in modules. According to our conducted research, STEAM technology, Inquiry Based learning, English for everyday, English for specialty use, Outset of Biology, Outset of Chemistry, General English, Introduction to the biological sphere, Communicating in Biology sphere, Developing Natural sciences outlook, integration of Science and production modules are presented below with educational and methodological developments, lesson developments and exercise system.

Deep changes taking place in the conditions of Uzbekistan, along with the development of industrial production, are first of all reflected in the education system. In this regard, it is stated in some literature and O' It is also reflected in the Normative-Legal documents of the Republic of Uzbekistan.

We have developed a teaching methodology based on the cluster approach within the framework of the students' chosen specialty of English language in the upper classes of general secondary schools, scientifically and theoretically based the research results and implemented it in practice. It is an approach to learn a new subject through a second language at the same time. In this way, students not only learn about science through subjects that can be taught in a foreign language, but also acquire relevant vocabulary and language skills.

For instance, English and mathematics. Mathematical formulas, numbers, and mathematical literacy are taught by an English teacher to high school students. This will increase students' motivation and desire to master the subject in the direction they choose in the future. A special feature of English as a school subject is its interdisciplinarity.

English and natural sciences. Students are taught educational and informational texts on natural sciences in English. In this case, the system of exercises performed by students is prepared from authentic and pedagogical materials related to this direction. The student should learn to pronounce terms, names of natural phenomena and objects.

From this point of view, according to the tasks defined in the dissertation, experiments were conducted on the basis of tasks prepared in biology and natural sciences in English classes for students who are preparing for higher education institutions in natural sciences, whose interests and future

chosen specialty are in the objects selected during our research. .

In this case, there was a need to organize English language classes within the fields chosen by the students and to use modules in conducting English classes in accordance with the students' cluster approach- specialization.

## **RESULTS AND DISCUSSIONS**

A module is a part of the curriculum in which several subjects and courses are studied. It is a set of several subjects (courses) aimed at students' ability to acquire certain knowledge and skills, to conduct analytical and logical observation. In this, the teacher organizes the educational process, gives live, video and audio lectures, coordinates and monitors the student's activities. The student learns the subject independently and completes the given tasks.

According to foreign experience, the educational process in the credit-module system is 2 per semester

It consists of up to 4 modules. The subjects included in the module are formed from easy to complex, from theoretical-methodical subjects to applied subjects and based on the principle of logical complementarity. In order for a student to become a specialist, it is necessary not only to acquire information, but also to be able to process it and put it into practice.

Module-based training programs are developed based on a special scheme and include:

- full disclosure of educational goals and tasks;
- the requirements for the student's qualification, which must be acquired after starting and finishing the subject (course);
- a summary (syllabus) of each subject included in the module, i.e. topics of lectures, a plan of seminars and practical exercises, tests designed to evaluate independent education;
- a brief description of teaching: methods and means of teaching; consists of methods and forms of knowledge assessment.

In the module-based teaching system, the rating evaluation system is used to evaluate students' knowledge, qualifications and skills. In it, all the student's educational activities, that is, the knowledge acquired and mastered in the auditorium and outside the auditorium, are evaluated by giving points.

The modular system based on cluster approaches in teaching English is based on the state standard of Uzbekistan (requirements for the preparation level of graduates of all levels of education in foreign languages) and the pan-European classification of language competences (CEFR), which is implemented in our country. relies on a number of innovative reforms. In the creation of a modular system based on cluster approaches in English language teaching, including "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030" of

the President of the Republic of Uzbekistan No. 5847 of October 8, 2019 The following important requirements mentioned in the decree were taken into account:

- step-by-step transfer of the educational process to the credit-module system in higher education institutions;
- based on international experiences, introduction of advanced standards of higher education, including the step-by-step transition from education focused on acquiring theoretical knowledge to an educational system focused on the formation of practical skills in educational programs;
- students' independent education, critical and creative thinking, systematic analysis, formation of entrepreneurial skills, introduction of methods and technologies aimed at strengthening professional experiences in the educational process, directing the educational process to the formation of practical skills, in this regard, the wide introduction of advanced pedagogical technologies, educational programs and teaching-methodical materials based on international educational standards into the educational process;
- to improve the quality of providing educational services to students based on the development of feedback and peer review system in all higher education institutions.

According to the results of the conducted research, the principles that should be taken into account in the teaching of a foreign language oriented to different fields in the teaching based on the modular system based on the created cluster approaches, modern approaches, implementation of effective methods of teaching and learning,

Methodological instructions are provided for the organization of assessment, as well as the selection and creation of educational materials based on the program. According to this proposed system, the contents of the working programs prepared in the fields are compiled in the form of modules, which makes it easier to implement the program in the credit-module system.

When creating a working program by directions, it allows to choose different genres, topics and educational materials that are suitable based on the academic and professional needs of the language learner.

This involves teaching foreign languages, especially English, in two stages:

- English for General Purposes (EGP);
- English for Specific Purposes (ESP).

In order for graduates to reach the B2 level, it is desirable to teach a foreign language at all stages of bachelor's education. In this case, English for General Purposes (EGP) can be taught at the first stage of education or only during the first semester if students have a higher level of knowledge. English for specific purposes (Language for Specific Purposes, ESP) should be taught starting from the second semester or second year, or in parallel. Given that most undergraduate courses last only 3 years, it is possible to combine EGP and ESP in the first year, depending on the students' level of

knowledge. In the future, the teaching of English in the direction of the chosen field of students will not only help students to use the language effectively in their professions, but also to increase the weight of specialized subjects taught in foreign languages in higher educational institutions and specialties.

### **METHODOLOGICAL APPROACH**

Although the CEFR does not protect any particular approach or method, it provides for a communicative approach to language teaching in teaching science

Common and recognized communicative approaches to language learning/teaching are:

- the language learner learns the language by using it in communication;
- lessons will be based on project work, a meaningful task, that is, students will have to complete a project or a specific task. The language tasks to be taught are selected based on this task;
- lessons are mainly conducted in the studied language (English); the main focus is on communication;
- audience tasks should be based on authentic (life) and meaning-based communication tasks;
- achieving fluency of speech is an important aspect of communication;
- communication is carried out through the integration of learning-language skills (reading, writing, speaking and listening comprehension);
- language learning is a creative process involving trial and error.

### **Different aspects of cluster approach and traditional approaches in teaching English**

<b>Traditional approach</b>	<b>A modular system based on a cluster approach</b>
The only recognized curriculum for fields and directions in all educational institutions	The possibility of developing a curriculum by each higher education institution based on the curriculum, which includes general recommendations from the Ministry, based on the fields of study and the level of students
Lack of clear definition of expected language levels	Exact reference to CEFR standard levels
Students are expected to achieve that the results are not related to the subjects of the subject and the assessment system	The strong connection of the results expected to be achieved by the students with the subjects of the subject and the assessment system
Emphasis is placed on the rules of grammar and phonetics in language learning	The content of the program is designed based on the language needs of students in their future profession and the needs of employers.
Nazariy yondashuv, ya'ni masalan linvistika (sintaksis, fonetika, morfologiya, semantika, stilistika va hakozo)	Practical approach (including practical grammar, field-use vocabulary, pronunciation, reading skills, writing skills, teaching listening and speaking skills and hakazo). Focus on genre and discourse.

A historical approach: teaching the history of language	A modern approach: Viewing English as an international language
A Cultural Approach: Literature and Culture of Great Britain and the United States	Understanding intercultural diversity, forming intercultural communication skills
Use of the mother tongue in most of the lessons; main attention focus on translation	Conducting lessons entirely in the studied language (English); focus on communication
Focus on learning	Focus on using the language in practice
Assessment: focus on assessing knowledge	Focus on assessing the ability to apply language skills in practice. A transparent evaluation system based on CEFR standard levels and criteria
Focusing on error-free language learning and constant correction of mistakes by the teacher	Focus on teaching fluency and only work on systematic errors
Learning under the strict supervision of a teacher	Encourage independent learning (for example, using the Moodle mobile application);
One single recognized textbook for all	Educational materials and authentic materials (taken from real sources) based on the needs of students
Content of subject-based science	Subject content based on modules that form a meaningful whole

## CONCLUSION

Therefore, mistakes should be considered as part of the language learning process and not as a vice that needs to be immediately corrected.

Below are the main differences between traditional and cluster approaches to teaching English. Although this system mainly provides higher education institutions with more autonomy/independence in creating working educational programs in various specialties, it requires program makers in the departments to take into account certain principles adopted in the teaching of science. is enough.

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