



INNOVATIONS IN LEARNING SYSTEMS: GLOBAL PERSPECTIVES

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Article history:	Abstract:
Received: 28 th July 2023 Accepted: 28 th August 2023 Published: 30 th September 2023	The current paper is dedicated to the current state of problems with the primary school English curriculum in Uzbekistan. It works out a set of recommendations to revise the primary school English curriculum in Uzbekistan, along with a suggested curriculum plan. The suggested curriculum plan is aligned with CEFR goals. To stimulate a vivid imagination of the proposed curriculum, an example syllabus is also provided, along with a wide selection of assessments. The article estimates the future of education in relation to the recommendations of UNICEF regarding how to realize quality education.

Keywords: Education, curriculum, syllabus, CEFR, assessment, needs, objectives, learning, evaluation, primary school, teacher-centred, student-centred, direct method, computer-aided learning (CAL), Information and communication technology (ICT), communication.

INTRODUCTION

Educational systems are becoming increasingly dependent on societal problems (Arnové et al., 2012). Adoption of a globalization focus may lead to a better understanding of these problems and the potential solutions to them. We can understand them from three dimensions: scientific, pragmatic, and global perspectives. In today's world, intercultural and cross-cultural relationships and understanding are critical. It is especially important in the educational field. Understanding and reflecting on the advanced educational models of other countries may create conditions for us to apply them in a local educational context. It provides insight, that is to say, learning from the experiences of others. It has several advantages, such as saving time and energy. This is more reliable than creating brand new models and spending too much time and energy on experimentation, drawing conclusions, and applying them at a larger scale. That is the learning objectives of the course of EDIN 5840: Innovations in Learning Systems: Global Perspectives. We should be able to not only create our own syllabus within our speciality, but also suggest our ideas to introduce innovations in existing curricula looking at the global perspectives, past mistakes and crowning achievements.

Curriculum is a complicated concept in educational systems, and it refers to the set of specific goals, content, approaches, methods, measurement, and resources in a certain course or subject. The outcomes of the curriculum may be the manifestations of successful learning transfer and developed knowledge, skills, and attitudes of course or subject learners or

participants (Stutt, 2022). And sometimes, it is broadly defined as the set of experiences students feel during the learning process. It has several types, such as the spiral type. This type of curriculum imparts skills, topics, and themes each year in a cyclical manner, with an increasing level of complexity each year. Curriculum creation takes a long time as it is completed in a sequence of several actions (Smith, 2000). First, special needs are identified and diagnosed, and then curriculum creators develop objectives based on what needs exist in students. Then the content is selected and organized. Afterwards, teaching modes, methods, and strategies are determined to make learning experiences as engaging as possible. Last but not least, evaluation methods will be worked out.

I worked as an English teacher at an International School named after Vosiq for 2 years. I am going to create a curriculum to teach English to primary-level schoolers in Uzbekistan. But before that, I will outline the issues existent in the curriculum ruling for primary schooling to teach English as a foreign language. One salient example is that the curriculum for English as a Foreign Language at primary schools is of the subject-centered type, but educational departments should add elements of the problem-centered and learner-centered approaches.

CURRENT STATE AND PROBLEMS OF PRIMARY SCHOOL ENGLISH CURRICULUM IN UZBEKISTAN

Primary education spans grades 1 through 4. The goal of primary education curriculum is to provide the



groundwork for future academic success by developing literacy skills and knowledge. Students obtain more information, learn to think independently, acquire organizational skills, and gain practical experience at the next level. At the same time, the globe is seeing an increase in the introduction of new cutting-edge scientific and technological education tools. In accordance with the guidelines of the *Concept for the Development of the Public Education System of the Republic of Uzbekistan* until 2030, Uzbekistan is creating the foundations and circumstances for the transition to such teaching technologies. Gifted pupils now have the opportunity to attend presidential schools in all of Uzbekistan's districts. With a thorough study of ICT, the state is paying greater attention to

enriching the curriculum and specialized educational institutions are being formed. The fields where modern technologies are most important include exact sciences, aerospace, and astronomy. Through executive orders, the President established private specialty schools to provide courses in robotics, basic programming, the Internet, 3D modeling, and programming. The Ministry of Preschool Education adopted a revised model of the Early Learning Development Standards and a curriculum in September 2018. According to these standards and a curriculum, there are the following courses and subjects for the time being.

Curriculum content at primary school

- Native language (Uzbek, Russian, Karakalpak)
- Uzbek/Russian as a second language
- English as a foreign language
- Reading
- Mathematics
- "The world" (It is only for grades 1 and 2)
- "Nature" (It is for grades 3 and 4)
- Musical culture
- Fine arts
- Ethics

If we are to identify the issues with the primary school subject English as a foreign language, Existing curricula at the primary level focus more on knowledge imparting than skills imparting (UNICEF, 2021). To be more precise, teachers consider studying the textbooks of immense importance. They try to cover only the prescribed textbook. Another drawback of the current curriculum is the teaching strategy. Teachers mostly use drills to practice a certain skill. The contents, strategies of teaching, and assessment do not address competencies and skills sufficiently. The approach is still teacher-centered, rather than student-centered in English classes. Students are maximally instructed and controlled by their English teachers. They are less independent and more susceptible to chain drills, which contribute to their confinement. The direct method is minimally used in English classrooms; rather, English teachers use their native language to give instructions, thereby confining foreign language input at a larger level. Assessment takes place in formative and summative ways. They are called ongoing monitoring and interim control. Materials consist of two main ones: Kids' English notebook and textbooks. A curriculum should meet all the needs of pupils, ranging from behavioral changes, positive changes, learning, and results. They are critical for

children to succeed in life and career. They are important for children to do well throughout life. Rather, the curriculum should assign methods such as communicative-teaching and competency-based learning. Teacher training should also be at the center of attention to use the latest ICT technologies and computer-aided learning (CAL) in classes such as augmented reality and virtual reality.

RECOMMENDATIONS TO REVISE PRIMARY SCHOOL ENGLISH CURRICULUM IN UZBEKISTAN

The current curriculum should be evaluated according to world standards so that we can give a set of certain recommendations. Based on the evaluation results, a set of objectives should be created. Progress tracks should be outlined according to CEFR indicators from grade 1 to grade 4. Individual curricula should be created for state primary schools, specialized state schools, and presidential schools. Each curriculum document should have sections such as: curriculum, syllabus, curriculum objective, scheme of work. Then the curriculum should be enforced by introducing and making them available in their respective languages. Then teachers should receive training to understand the core ideas and goals of the new curriculum. The



2013 Uzbek National Curriculum for English was developed using the CEFR as a foundation. The expanded framework of descriptors was examined, updated, and included in the revised edition (2018) to include a level below A1 called Pre-A1. It is strongly advised that the English curriculum approach continue to draw heavily from the CEFR and that the curriculum structure be adjusted to correspond to the CEFR levels

SUGGESTED CURRICULUM PLAN

The main goal of curriculum development is to enhance the effectiveness of language instruction by the application of methodical planning, development, and review procedures to all facets of a language program. It is important to admit the necessity of modifying the current curriculum for all stakeholders in

- Literacy
- Numeracy
- ICT capability
- Creative and critical thinking
- Personal and social capability

But with modifications, the curriculum may lead to the development of only literacy and numeracy. Yet today, education is more than this; it involves a citizenry that includes global citizenship practices, ICT capability, creative and critical thinking, personal and social capability, intercultural understanding and communication, and ethical understanding.

STATEMENT OF GOALS

- The suggested primary school English curriculum supports the development of children’s English language proficiency across skills such as listening, reading, writing, and speaking.
- The suggested primary school English curriculum lays foundations for children to

CEFR alignment

	Primary	Primary	Primary	Primary
Grade	1 st grade	2 nd grade	3 rd grade	4 th grade
CEFR level	Pre A1(Beginner)	A1	A1+	A1++
Breakdown of CEFR levels		Low	Mid	High

Table 1: level and grade identifications according to CEFR Curriculum framework (stating curriculum objectives for each grade)

Each grade has its own objectives to achieve across the four language skills of listening, speaking, reading, and writing. There is a sample for the fourth grade students’ curriculum framework based on the CEFR description.

	Listening	Speaking	Reading	Writing
Everyday expressions	He/she can understand in tracks	He/she can use frequently-used	He/she can understand texts,	He/she can write dialogues, small



	with frequently-used everyday expressions	everyday expressions	passages, short stories with frequently-used everyday expressions	texts, essays using frequently-used everyday expressions
Personal details	He/she can listen and understand audio tracks, videos with personal details, expressions (Name, age, place of birth, year of birth, date of birth, place of residence, professions, family data)	He/she can tell personal details fluently, answer to questions inquiring about basic personal details (Name, age, place of birth, year of birth, date of birth, place of residence, professions, family data)	He/she can read and comprehend texts with basic personal details (Name, age, place of birth, year of birth, date of birth, place of residence, professions, family data)	He/she can fill forms, write short essays, texts about basic personal details (Name, age, place of birth, year of birth, date of birth, place of residence, professions, family data)
Simple interactions	He/she can listen and understand tracks with two/three people talking	He/she can interact in a simple way provided the other person talks slowly and clearly and is prepared to cooperate	He/she can read and understand dialogues, texts	He/she can compose and write dialogues and polilogues involving interaction of several characters

Table 2: Curriculum framework based on the CEFR description

SYLLABUS

A syllabus is created to establish the fundamental components of a course, including the subjects to be covered, a weekly timetable, and a list of examinations, assignments, and their related evaluations (Slattery, 2005). The syllabus is based on the spiral teaching approach. It means that learners are exposed to similar or the same topics in each year of primary education but with an increasing level of complexity. The curriculum will be divided into eight modules. Each module will develop grammar and language functions, including pronunciation targets and core vocabulary, as well as literacy skills. The following table shows a sample syllabus for the 4th grade level to teach English as a foreign language.

Name of modules	Grammar to practice	Language skills	Other skills
Back together to school!	<ul style="list-style-type: none"> Have got/ have Can Present continuous Prepositions of place 	Describe/write about places/ actions taking place now	Social capability (values, attitudes toward school life)
Family and friends	<ul style="list-style-type: none"> Adverbs of frequency Verb <i>have to</i> 	Describe/ write/ listen and understand time/everyday life/ family members	ICT capability (Making short videos about one family member), digital literacy, multimedia design literacy
A working day	<ul style="list-style-type: none"> Present simple 	Talk about locations/ describe jobs	Personal and social capability
What is the weather like?	<ul style="list-style-type: none"> Prepositions of time Must Mustn't 	Describe/ write weather patterns/ climate changes	Creative and critical thinking (Differentiating weathers and climates in different countries, thanksgiving)
At the zoo	<ul style="list-style-type: none"> Present simple versus present continuous 	Describe/ write animals/ feeding patterns/ wild and domestic animals	Ethical understanding (animal rights, concerns about animal extinction)
What did you do yesterday?	<ul style="list-style-type: none"> Past simple Describe past 	Describe/ write past actions/ last holiday/ last	Personal and social capability



	<ul style="list-style-type: none"> feelings • Ordinals • There were/was 	New Year	
Tell the tale	<ul style="list-style-type: none"> • Practice past simple 	Tell stories	Personal and social capability
Days to remember	<ul style="list-style-type: none"> • Practice past simple • Superlatives 	Talk about the best day of the year/ school year/ holiday	Creative and critical thinking
Places to go	<ul style="list-style-type: none"> • Going to • Will/shall • Question words practice 	Talk about countries/ plan holidays abroad	Cross cultural understanding

Table 3: Suggested syllabus for the curriculum by the author

Assessment strategy

The current curriculum assigns grading scale as follows:

100 point scale	Interpretation in 4 point scale
A: 90-100	4
B: 80-89	3
C: 70-79	2
D: 60-69	1
F: 59 and below	0

Table 4: Suggested model of assessment by author

The grading scale will be used to score assignments in order to measure the level of content and skills mastery. This grading scale helps students learn at high levels with outstanding achievements. If students get 59 or below, they may stay in the same grade for another year. It is one of the differentiating features of the assessment system of the suggested curriculum.

THE FUTURE OF EDUCATION AND RECOMMENDATIONS OF UNICEF

UNICEF recommends revising educational laws based on a right-based approach so that the educational system is in compliance with international standards (Sankar, 2018). It also recommends prioritizing the rights of children in an educational law. The easiness of languages, overall access, and translations of educational laws are recommended. It also reiterates the recommendation to make the article about education free and compulsory in a more coherent manner. It recommends to enrich article No. four of educational law; it is about the provision of education for all citizens, irrespective of what gender they are, what language they speak, what age they are, what nationality they are, what race or social origin they belong to, what beliefs and attitudes they have; equal rights to education for all "to receive education, irrespective of gender, language, with what they are occupied, what status they have in society, what residence they live in. The rights of disabled children should be considered and added to with non-

discrimination. UNICEF suggests revising free preschool education progressively. It also recommends revising the process of acquiring transfer when children are moving from one school to another. The addition of an explicit statement about children's rights to choose a language of education is recommended. Educational laws should make provisions for the statement of following norms and meeting the requirements of hygiene and sanitation. Closer control over mental harassment and corporal punishment is required, and UNICEF recommends amending the law to address the overall quality of education by providing transparency and involving the community and parents in the educational process

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