

## **SYLLABUS IS AN IMPORTANT TOOL IN ORGANISING ESP COURSES**

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In today's high developing modern society, the demand for the competence of English language has reasonably risen in each sphere of community to reach professional development. In this regarding, according to L. Kaidalova's expert opinion, the teaching and learning support materials complex is the key pedagogical condition of the whole continuous education system functioning [3:257]. That is why, true and full selection of teaching materials contribute to the formation process in the framework of continuous professional training as a key factor of enhancing teaching as well as learning process. In this respect, the content of the syllabus is the important component of the learning and training support materials set which determines the role of each discipline in the course of continuous professional training, its aim, content, the means of academic results assessment [3:257]. The aim of syllabus is to serve as a map of the course for students and explain how to achieve intended results through the course. Ignoring essential components make any teacher to be seen as an unprofessional or absent-minded. To avoid such unfavourable conditions, the course syllabus ought to include all necessary pieces.

Main body. As it is claimed in the A.Tajieva's research work, in modern conditions, serious requirements are imposed on the level of training of any

Specialist. Knowledge of a foreign language is a very important and essential component of this training [4:2]. With implementation of the law "On measures to bring the promotion of the foreign language in the Republic of Uzbekistan to a qualitatively new level" great number of reforms and formation of new educational system is applied especially in improving new candidates' competency of English language. With this purpose, new approaches and systems are introduced in language learning process giving teachers more responsibility in organizing their lessons more effective. In that case, teachers mastered new skills like material designing, creativity and organizational to act towards learners' demands and needs. The quality of syllabus is majored with its content and structure. To analyze its construction, syllabus should begin with the course description for each profession which introduces learners with what the course focuses on. Next part will explain overall goals with basic components and desired results achieved at the end of the course. The approaches and methods are also indicated here as a guideness for learners according to their learning style. Furthermore, course material and required literature should be given as a tool for learning process. This can motivate students to join the course with an interest to unfamiliar and compelling course books. After that, in the syllabus, teacher should indicate the objectives which are attained at the end of the course with full clarification. In the following part, course modules will be given as a content dividing into terms according to the amount of lessons per year or month. This section includes the theoretical and practical topics which are content-based and will be done during the course. It can describe an overall skeleton of the course which encourages learners to learn target language around their profession. Last term will be dedicated to more practical lessons incorporating interactive activities, practical applications like task or quiz designing, exploring new advances to their fields and creating new approaches by analyzing high-developed countries. In this section, assessment and evaluation process will be illustrated with the criteria about how learners will be assessed at the end of each lesson, each week, each term and the whole course subdividing continuous assessment, mid-course assessment and final assessment. Since assessment is a key tool to determine the effectiveness and motivate learners to study better, it is considered as a main part of the syllabus. To justify with the notion emphasized by Komil Jolilov: "Assessment is the process of measuring the level of formation of any domain (a set of

knowledge, skills, and competencies) in learners (test takers)" [5:10]. Furthermore, According to Mark Wilson and Kathleen Scalise "Effective assessment methods can play a powerful role in the learning process—for example, it can elevate an average student to the top three in the class—but only if certain conditions are met. Student assignments must be relevant to learning objectives, and students must receive meaningful and timely feedback on their performance as well as perform targeted work. To manage their learning effectively, students need to understand three things: (a) how they are to be assessed, (b) where they are at, and (c) how they can improve" [6:1]. Beside from that, disabilities statement ought to be considered for accessibility and accommodations with all information that help learner to find instructor without much effort. It is clear from above mentioned views that each body of the syllabus should face students' needs and should fully characterize the course which can grab any learners' attention.

Conclusion. Based on the changes occurring in various spheres of modern social life, higher education faces a demanding need for providing their professionals with offered language training system. Taking into consideration all of the above mentioned we claim that the implementation of the syllabus for the course of professional training of non-language specialists in the framework of continuous education can be regarded one of the obligatory conditions to enhance the efficiency of the professional training of future professionals. The set should be designed and developed in compliance with the specific requirements to each level of professional training as well as with the accordance of workplace requirements. However, when creating such new syllabi type it is also very important to think about other teaching and learning support materials complex namely the sets of appropriate, corresponding and up-to-date course books for different levels of education of different specialties.

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