

NECESSITY OF CAMBRIDGE CURRICULUM IN DEVELOPMENT OF THE QUALITY OF THE SECONDARY EDUCATION IN UZBEKISTAN

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ABSTRACT

This article is devoted to the studies on Cambridge curriculum and its implementation in Uzbek secondary schools. We deeply analyze how the quality of the education system of Uzbek secondary schools can be increased by using Cambridge experience.

KEYWORDS: *Cambridge curriculum, secondary school, education, competence, thinking, skill.*

INTRODUCTION

Currently, Uzbek modern schools require well-designed and well-supported curricula to achieve their educational vision and aims. These aims usually include academic excellence, fulfilling the potential of every learner and nurturing the competencies learners need to succeed in higher education, the world of work and to lead fulfilled lives. Cambridge International is committed to supporting the continuing improvement of the quality of educational outcomes for all learners following Cambridge programmes in schools around the world.

The full spectrum of the Cambridge curriculum is divided, as we mentioned, in four segments. Together they are called the Cambridge Pathway, and they are the best way to groom our children to face the world head-on. These segments are:

1. **Cambridge Primary** (age 5-11): 10 subjects including English, Maths, Science
2. **Cambridge Lower Secondary** (age 11-14): same as above, with advanced options
3. **Cambridge Upper Secondary** (age 14-16): IGCSE (70 subjects) and O level (40 subjects)
4. **Cambridge Advanced** (age 16+): AS & A level (55 subjects), AICE diploma

In this article we are going to analyze the essence of Cambridge curriculum in Uzbek secondary schools. The Cambridge Curriculum is highly flexible and adaptive. It means that you can pursue your national boards in your schools as well as implement the Cambridge Pathway. The Cambridge curriculum focuses on the followings:

- Identifies fundamental principles that we believe schools need to engage with while they design, implement and evaluate their curriculum .
 - Considers practices that support these principles.
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- Highlights where to find more specific information.

Schools are responsible for their own curriculum; our role at Cambridge is to support school leaders make informed decisions. The Cambridge pathway provides a coherent curriculum structure made up of four stages – from Primary to Advanced. Each stage builds on the previous one in a carefully aligned instructional system. Some schools choose to adopt the whole Cambridge continuum, others choose to offer one or two stages, while many schools combine Cambridge with other national and international programmes.

The Cambridge international curriculum sets a global standard for education, and is recognized by universities and employers worldwide. This curriculum is flexible, challenging and inspiring, culturally sensitive yet international in approach. Cambridge students develop an informed curiosity and a lasting passion for learning. They also gain the essential skills they need for success at university and in their future careers.

Cambridge International helps learners develop thinking and learning skills so that they become confident, responsible, reflective, innovative and engaged, ready to tackle the demands of tomorrow's world and capable of shaping a better world for the future.

The Cambridge framework provides curricula for the key subjects of English (or English as an Additional Language), Mathematics and Science. Other subjects are based upon the English National Curriculum. They include Art, Geography, History, ICT (Computers), Music, Physical Education, and Personal and Social Education.

The Cambridge and National Curriculum programmes provide statements of content, knowledge, skills and understanding, and attainment target levels for all the subjects. However, academic subjects are only half of the story. Cambridge curriculum is aimed to put the child and his or her needs and situation first. So not only do we can recognize that each child is individual, but also that every day is different and each provides another opportunity for success and happiness.

Cambridge programmes combine an emphasis on mastering subjects in depth with the development skills for study and work in the future. We value deep subject knowledge as well as the conceptual understanding that helps students make links between different aspects of a subject. We also encourage students to develop higher order thinking skills - problem solving, critical thinking, independent research, collaboration and presenting arguments. These are transferable skills that will last a lifetime, preparing students for their future lives. They also make learning enjoyable and rewarding.

Cambridge curriculum is a unique, transformational programme that helps students at every stage of school education develop outstanding transferable skills, including critical thinking, research and collaboration. The programme is for students aged 5 to 19 years, leading seamlessly from Cambridge Primary through to Cambridge Advanced.

By implementing Cambridge curriculum in Uzbek secondary schools, we can improve pupils' competence to gain knowledge and be successful in educational performance.

1. *Confidence - Confident in working with information and ideas* – their own and those of others. Cambridge curriculum makes learners confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.

2. *Responsible* for themselves, responsive to and respectful of others. Cambridge learners take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.

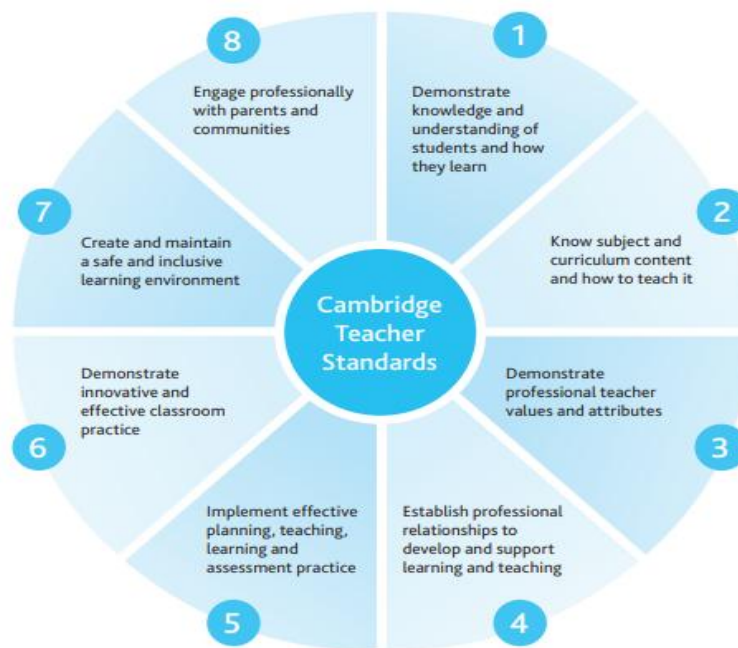
3. *Reflective* as learners, developing their ability to learn. Learners understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be life-long learners.

4. *Innovative and equipped for new and future challenges*. Cambridge learners welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.

5. *Engaged* intellectually and socially, ready to make a difference. Cambridge learners are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.

The primary purpose of the Cambridge Teacher Standards is to define the range of teacher characteristics and practices needed to deliver Cambridge programmes effectively. They derive from and are consistent with contemporary international research into effective teaching. Teachers who use the standards to evaluate their own practice and guide their continuing professional development should be in a strong position to achieve the desired student outcomes from Cambridge programmes.

Using Cambridge curriculum in Uzbekistan also requires to improve pedagogical competence of teachers. There is a scheme which Cambridge teachers illustrated. We can see the international standards for teachers. If Uzbek teachers can acquire these below mentioned skills, certainly the quality of education in Uzbek secondary schools will be increased dramatically.



Cambridge curriculum makes the learning process fun, practical and effective. To that end, the chosen segment of the Cambridge Pathway, like a secondary school system syllabus (let's say) can be built upon Uzbek national level boards – the more advanced the better.

In conclusion, the Cambridge Primary programme is great for developing the basic understanding of all things natural and starting on the child's basic skill set in schools. It involves baseline subjects such as mathematics and science. English is the mandatory subject and fluency in it would be mandatory, but you are free to add a local language as well, that's why currently English is being taught from the 1st grade in our country.

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