

Review of syllabus “Second foreign language for academic purposes” for specialty 8D01730 “Foreign language: two foreign languages” compiled by PhD, associate-professor Sh.Zh.Alimova

The purpose of teaching the 210-hour course is mastering a foreign language as a means of education and the basics of scientific academic communication. The syllabus integrates development of language skills with study and communication skills using a range of academic topics drawn from social and natural science, arts and humanities, business and management, technology and IT.

The syllabus begins with clearly defined objectives that are directly aligned with academic language use. The focus on enhancing proficiency in reading, writing, listening, and speaking skills within an academic framework provides a strong foundation for students to navigate academic tasks confidently.

It provides a foundational outline to support students in acquiring essential academic language skills in their target second language. However, some areas could benefit from further development to ensure students are well-prepared for academic tasks and communication in diverse contexts.

The syllabus effectively identifies the broad goals of enhancing proficiency in reading, writing, speaking, and listening within an academic framework. However, the objectives could be refined to emphasize specific academic competencies, such as developing advanced academic vocabulary, mastering complex syntactical structures, and achieving fluency in both written and spoken academic discourse. Adding these focus areas would help students aim for measurable achievements throughout the course.

The course structure seems well-organized, with progressive modules designed to build students' language skills over time.

The syllabus demonstrates a well-rounded and thoughtful approach to equipping students with the academic language skills necessary for success in their chosen fields. It effectively combines essential language skills with a focus on the

specific demands of academic communication, making it a valuable resource for learners aiming to excel in their second language within scholarly contexts.

The course is well-organized, with a logical sequence that guides students from basic academic skills to more complex language tasks. The progression supports a smooth learning curve, allowing students to build on their knowledge systematically. Each module appears to reinforce the previous one, which ensures that students not only develop individual skills but also integrate these skills for real-world academic applications.

A key strength of the syllabus is its comprehensive approach to the four essential skills—reading, writing, listening, and speaking—each adapted to an academic context. The emphasis on these core skills ensures that students can engage in academic communication with accuracy and confidence. Additionally, the practical exercises and assignments across these areas provide opportunities for students to practice and refine their skills, making them well-prepared for diverse academic tasks.

**Dean of Foreign languages faculty
of Tashkent state pedagogical university
named after Nizami, professor**



Mamadaliyev