

**MINISTRY OF HIGHER EDUCATION, SCIENCE AND
INNOVATION OF THE REPUBLIC OF UZBEKISTAN
URGENCH STATE UNIVERSITY NAMED AFTER ABU
RAYHAN BIRUNI**

**Reflections on AELLCA: Inclusive
Approaches to English Language
Education from Linguistic Theory and
Pedagogical Practice**

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MODERNIZING PRESETT CURRICULA IN UZBEKISTAN: COOPERATION BETWEEN URGENCH STATE UNIVERSITY AND REGIONAL SECONDARY SCHOOLS

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Abstract. In the era of globalization and rapid digital transformation, the professional readiness of English language teachers is a critical determinant of educational success. This thesis explores the modernization of the Pre-Service English Teacher Training (PRESETT) program within the Republic of Uzbekistan, specifically focusing on the collaborative link between Urgench State University named after Abu Rayhan Beruni and local secondary schools. Grounded in the British Council’s “Accelerating English Language Learning in Central Asia” (AELLCA) framework and the Presidential Decree No. PP-2909, this study identifies current gaps in traditional practicum models. The program proposes a modernized mentorship mechanism that integrates digital literacy and reflective practice. By analyzing case studies and current pedagogical trends, the research concludes that sustainable career growth for teachers begins with a robust, school-integrated PRESETT curriculum that bridges the gap between academic theory and classroom reality.

Introduction. The landscape of English Language Teaching (ELT) in Uzbekistan has undergone a paradigm shift following the Presidential Decree No. PP-2909, “On measures for the further development of the higher education system.” As the nation moves toward international standards, the role of Pre-Service English Teacher Training (PRESETT) has become central to ensuring a high-quality workforce. However, a persistent challenge remains: the disconnect between the theoretical knowledge provided in Higher Education Institutions (HEIs) and the practical demands of the modern secondary school classroom. Within the framework of the British Council’s AELLCA Phase 2 program, there is an urgent need to strengthen the strategic measures that support teacher career growth.

Modernization is no longer just about curriculum content; it is about the environment in which that content is applied.

The modernization of the PRESETT program follows a three-phase integration strategy:

1. The Observation Phase: Instead of waiting for the final year, students should begin “Shadowing” experienced teachers in secondary schools for 2 hours a week. This reduces “praxis shock” and helps students align their theoretical learning with real-world classroom management.

2. The Co-Teaching Phase: Under the guidance of both a university lecturer and a school teacher, pre-service teachers engage in Co-Teaching. This phase focuses on Section 2 of the conference (Inclusive Education), ensuring students learn how to adapt lessons for diverse learners early in their careers.

3. The Digital Internship Phase: Students take full responsibility for classes but utilize Artificial Intelligence (AI) tools for automated grading and personalized learning paths. This aligns with the conference’s objective to discuss the role of AI in the learning process.

Discussion. The Role of AI and Digital Literacy

In the context of the AELLCA Phase 2 program, digital literacy is no longer optional. The proposed PRESETT modernization includes a dedicated module on “Digital Pedagogy.” This is not merely about using a projector, but about:

Prompt Engineering: Teaching pre-service teachers how to use AI to generate authentic reading materials.

Virtual Exchange: Connecting Urgench students with peers at L.N. Gumilyov Eurasian National University via digital platforms to share teaching case studies.

Quality Assurance: Using digital portfolios to track student-teacher progress in real-time, meeting the requirements of Section 3 of the conference.

Conclusion. The modernization of the PRESETT program at Urgench State University, in alignment with the British Council’s AELLCA Phase 2 objectives, represents a vital step toward the globalization of Uzbekistan's linguistic education. As this paper has demonstrated, the transition from a theory-centric model to a

school-university collaborative framework is essential for preparing the next generation of English language educators. By integrating iterative practicums, dual-mentorship mechanisms, and Artificial Intelligence into the curriculum, we provide pre-service teachers with more than just pedagogical knowledge; we provide them with the adaptive resilience required for a long-term career. The synergy between higher education institutions and secondary schools ensures that teacher training is grounded in classroom reality while being supported by scientific innovation.

Ultimately, the strategic measures discussed herein—ranging from inclusive education practices to digital pedagogy—will serve as a roadmap for sustainable career growth. Strengthening the position of Uzbekistan’s linguistic science in the global space begins with the quality of our training today. It is recommended that the Ministry of Higher Education, Science, and Innovation continues to support these collaborative models to ensure that the “New Uzbekistan” educational reforms yield tangible, world-class results.

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