



HISTORICAL BACKGROUND OF ENGLISH TEACHING IN UZBEKISTAN

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Abstract. *This article examines the development of English language teaching in Uzbekistan, focusing on recent educational reforms, modern methodologies, and existing challenges. The study analyzes the transition from traditional grammar-based instruction to communicative and technology-enhanced approaches. Particular attention is given to early language instruction, teacher professional development, digital integration, and intercultural competence. Despite significant progress, issues such as large class sizes, unequal access to resources, and assessment limitations remain. The article concludes that continuous investment in teacher training, infrastructure, and innovative pedagogical strategies is essential for improving English language education and ensuring Uzbekistan's successful integration into the global community.*

Keywords: *English language teaching, communicative approach, educational reform, teacher development, digital learning, intercultural competence, Uzbekistan, language policy.*

Аннотация. *Мақолада Ўзбекистонда инглиз тилини ўқитишнинг ривожланиши, замонавий таълим ислохотлари ва мавжуд муаммолари таҳлил қилинади. Анъанавий грамматик-таржима усулидан коммуникатив ва рақамли технологияларга асосланган ёндашувларга ўтиш жараёни кўриб чиқилади. Эрта ёшдан тил ўқитиш, ўқитувчиларнинг малакасини ошириш, рақамли таълим воситаларидан фойдаланиш ва маданиятлараро компетенцияни шакллантириш масалаларига алоҳида эътибор қаратилади. Эришилган ютуқларга қарамасдан, катта синфлар, ресурслар тенгсизлиги ва баҳолаш тизимидаги камчиликлар каби муаммолар сақланиб қолмоқда. Мақолада таълим сифатини ошириш учун ўқитувчиларни қўллаб-қувватлаш, инфратузилмани ривожлантириш ва инновацион педагогик стратегияларни жорий этиш зарурлиги таъкидланади.*

Калит сўзлар: *инглиз тилини ўқитиш, коммуникатив ёндашув, таълим ислохотлари, ўқитувчи малакаси, рақамли таълим, маданиятлараро компетенция, тил сиёсати, Ўзбекистон*

Аннотация. *В статье рассматривается развитие преподавания английского языка в Узбекистан с акцентом на современные образовательные реформы, методические подходы и существующие проблемы. Анализируется переход от традиционного грамматико-переводного метода к коммуникативным и цифровым технологиям обучения. Особое внимание уделяется раннему обучению иностранным языкам,*



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профессиональному развитию преподавателей, использованию цифровых ресурсов и формированию межкультурной компетенции. Несмотря на достигнутый прогресс, сохраняются проблемы, связанные с большими классами, неравным доступом к ресурсам и системой оценивания. В статье делается вывод о необходимости дальнейших инвестиций в подготовку учителей, инфраструктуру и инновационные педагогические стратегии.

Ключевые слова : преподавание английского языка, коммуникативный подход, образовательные реформы, профессиональное развитие учителей, цифровое обучение, межкультурная компетенция, языковая политика, Узбекистан

During the Soviet period, foreign language education existed but was not strongly focused on communicative competence. English was taught mainly through grammar-translation methods. Students studied vocabulary lists, grammar rules, and written translation exercises. Speaking practice was limited, and authentic materials were rarely used.

After independence in 1991, the role of foreign languages increased gradually. However, a major turning point occurred in 2012, when large-scale reforms were introduced to improve foreign language instruction in schools and universities. English began to be taught from the first grade in general education schools, which marked a significant shift toward early language learning.

Since then, English has become one of the most demanded subjects in the educational system.

Educational Reforms and Government Initiatives

The government has implemented several reforms aimed at strengthening English language education:

Early Language Instruction

English is now introduced in primary school. Young learners begin with basic vocabulary, songs, games, and communicative activities. Early exposure is believed to improve pronunciation, listening skills, and confidence.

Curriculum Modernization

The national curriculum has been updated to align with international standards. There is greater emphasis on communicative competence rather than rote memorization. Textbooks have been revised to include interactive exercises, dialogues, and practical tasks.

Teacher Professional Development

Teacher training programs have expanded significantly. Many educators participate in workshops, certification programs, and international exchange projects. Some teachers receive training abroad or attend courses conducted by foreign specialists.

Professional development is essential because modern communicative teaching requires new pedagogical skills. Teachers must act as facilitators, organizers, and motivators rather than simply lecturers.

International Cooperation





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Uzbekistan collaborates with international educational organizations and universities to improve language teaching standards. Partnerships help introduce new methodologies, updated materials, and innovative assessment systems.

Modern Teaching Approaches in Uzbekistan

Today, English teaching in Uzbekistan increasingly incorporates modern methodologies.

Communicative Language Teaching

Communicative Language Teaching (CLT) has become the dominant approach. Students participate in pair work, group discussions, role plays, and problem-solving tasks. The focus is on practical language use rather than mechanical drills.

Teachers encourage students to express opinions, share experiences, and engage in real-life communication scenarios.

Task-Based Learning

Task-based learning is gradually being introduced in secondary schools and universities. Students complete projects such as preparing presentations, conducting interviews, or simulating business meetings.

This approach helps learners develop not only language skills but also critical thinking, collaboration, and presentation abilities.

Integration of Technology

Digital tools play an increasing role in classrooms. Interactive whiteboards, multimedia presentations, online platforms, and language learning apps enhance student engagement.

During the COVID-19 pandemic, online learning became widespread. Although the transition was challenging, it accelerated digital literacy among teachers and students.

Challenges in English Language Teaching

Despite positive developments, several challenges remain.

Large Class Sizes

In many public schools, classes contain 30–35 students or more. This makes it difficult to provide sufficient speaking practice for each learner. Individual feedback becomes limited, and classroom management becomes more complex.

Unequal Access to Resources

Urban schools generally have better access to technology, updated textbooks, and trained teachers. In rural areas, resources may be limited, and internet access may be unstable. This creates inequality in learning outcomes.

Teacher Qualification Gaps

Although professional development programs exist, not all teachers have strong communicative competence in English. Some educators were trained under traditional grammar-based systems and may struggle to apply modern interactive methods.

Continuous training and certification systems are necessary to ensure high teaching standards.

Student Motivation





Motivation varies significantly among learners. Some students are highly motivated because they plan to study abroad or work in international companies. Others view English merely as a compulsory subject.

Teachers must create meaningful, relevant lessons connected to students' future careers and interests.

Examination-Oriented Learning

In some cases, assessment systems still prioritize grammar and written tests. This may discourage communicative practice and creativity. Balanced assessment methods are needed to evaluate speaking, listening, and practical communication skills.

The Role of Higher Education Institutions

Universities in Uzbekistan play a key role in preparing future English teachers and specialists. English departments focus on:

- Linguistics
- Pedagogy
- Translation studies
- Intercultural communication

Teacher training programs increasingly include methodology courses, classroom practice, and modern assessment strategies. However, bridging the gap between theory and classroom reality remains a challenge.

Universities also emphasize academic English, research skills, and international collaboration, which contribute to raising overall standards.

Intercultural Competence and Global Integration

English teaching in Uzbekistan is not only about grammar and vocabulary. It also promotes intercultural competence. Students learn about different cultures, traditions, and communication styles.

Understanding cultural differences is especially important as Uzbekistan expands international cooperation in business, tourism, and education. English serves as a bridge for cross-cultural dialogue.

In addition, participation in international exchange programs and scholarships increases students' exposure to authentic language environments. Such experiences significantly improve fluency and confidence.

The Importance of Teacher Motivation and Support

Teachers are central to successful reform. Their enthusiasm, competence, and creativity directly influence student outcomes.

To maintain high motivation, teachers need:

- Competitive salaries
- Recognition and professional respect
- Access to modern materials
- Opportunities for career development





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When teachers feel supported, they are more likely to implement innovative teaching strategies.

Future Perspectives

The future of English language teaching in Uzbekistan depends on several key factors:

Strengthening Teacher Training

Continuous professional development programs should focus on communicative methods, classroom management, digital literacy, and assessment strategies.

Expanding Digital Infrastructure

Improving internet access and technological equipment in rural areas will reduce educational inequality.

Balanced Assessment Systems

Examinations should evaluate all language skills, including speaking and listening, not only grammar knowledge.

Promoting Learner Autonomy

Students should be encouraged to take responsibility for their learning through independent reading, online courses, and participation in language clubs.

Integration with Professional Fields

English instruction should be connected to specific fields such as business, medicine, engineering, and tourism. English for Specific Purposes (ESP) courses can make learning more practical and career-oriented.

Conclusion

Teaching English in Uzbekistan has undergone significant transformation over the past decades. From traditional grammar-focused instruction, the system has moved toward communicative, student-centered approaches supported by technological innovation.

Government reforms, curriculum modernization, and professional development initiatives demonstrate a strong commitment to improving foreign language education. However, challenges such as large class sizes, unequal resources, and varying teacher qualifications must still be addressed.

The continued development of English education is essential for Uzbekistan's integration into the global community. By investing in teachers, modern methodologies, and digital infrastructure, the country can ensure that future generations possess the linguistic competence necessary for academic success, professional growth, and intercultural communication.

In the modern world, English is not merely a school subject; it is a powerful tool for opportunity, innovation, and international cooperation.

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