THE PROBLEMS FACED BY THE TEACHERS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE IN UZBEKISTAN

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ABSTRACT

Objectives: This study investigates the challenges encountered by teachers in the pedagogical process of teaching English as a foreign language in Uzbekistan. The research aims to identify the most prevalent issues hindering effective English language instruction and to propose potential solutions. The data for this study was collected through surveys, interviews, and classroom observations conducted with a sample of English language educators across various educational institutions in Uzbekistan.

Methods: The findings reveal a multitude of obstacles faced by teachers, including inadequate resources and materials, large class sizes, limited professional development opportunities, and the influence of traditional teaching methods. Additionally, sociocultural factors, such as the dominance of the native language and a lack of English language exposure outside the classroom, contribute to the difficulties faced in teaching English as a foreign language.

Results: The study suggests that addressing these challenges requires a multifaceted approach, encompassing improvements in resource allocation, curriculum development, and teacher training. Furthermore, fostering a supportive environment for English language acquisition outside of the classroom through community engagement and extracurricular activities is essential.

Conclusion: The implications of this research extend to educational policymakers, curriculum developers, and teacher training programs, providing insights into the specific areas that require attention to enhance the quality of English language education in Uzbekistan. By addressing these challenges, educators and stakeholders can work towards creating a more conducive and effective learning environment for English language learners in the country.

Keywords: teaching English, Uzbekistan, language, multitude of obstacles.

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OS PROBLEMAS ENFRENTADOS PELOS PROFESSORES NO ENSINO DO INGLÊS COMO LÍNGUA ESTRANGEIRA NO UZBEQUISTÃO

RESUMO

Objetivos: Este estudo investiga os desafios encontrados pelos professores no processo pedagógico de ensinar inglês como língua estrangeira no Uzbequistão. A pesquisa visa identificar as questões mais prevalentes que dificultam o ensino efetivo da língua inglesa e propor possíveis soluções. Os dados para este estudo foram coletados através de pesquisas, entrevistas e observações em sala de aula conduzidas com uma amostra de educadores de língua inglesa em várias instituições educacionais no Uzbequistão.

Métodos: Os resultados revelam uma infinidade de obstáculos enfrentados pelos professores, incluindo recursos e materiais inadequados, grandes turmas, oportunidades limitadas de desenvolvimento profissional e a influência dos métodos de ensino tradicionais. Além disso, fatores socioculturais, como o domínio da língua nativa e a falta de exposição da língua inglesa fora da sala de aula, contribuem para as dificuldades enfrentadas no ensino do inglês como língua estrangeira.

Resultados: O estudo sugere que a abordagem desses desafios requer uma abordagem multifacetada, englobando melhorias na alocação de recursos, no desenvolvimento curricular e na formação de professores. Além disso, é essencial promover um ambiente favorável à aquisição da língua inglesa fora da sala de aula através do envolvimento da comunidade e de atividades extracurriculares.

Conclusão: As implicações desta pesquisa se estendem aos formuladores de políticas educacionais, desenvolvedores de currículos e programas de treinamento de professores, fornecendo insights sobre as áreas específicas que exigem atenção para melhorar a qualidade da educação em inglês no Uzbequistão. Ao enfrentar esses desafios, os educadores e as partes interessadas podem trabalhar para criar um ambiente de aprendizagem mais propício e eficaz para os alunos de inglês no país.

Palavras-chave: ensino de inglês, Uzbequistão, língua, multiplicidade de obstáculos.

1 INTRODUÇÃO

In recent years, the demand for English language proficiency has surged globally, driven by the need for effective communication in the interconnected world. Uzbekistan, a country with a rich cultural heritage and a growing economy, has recognized the importance of English as a foreign language and has been striving to integrate English language education into its national curriculum. However, as with any educational endeavor, the teaching of English as a foreign language in Uzbekistan is not without its challenges.
This article aims to explore the various problems faced by teachers in Uzbekistan when instructing English as a foreign language. By shedding light on these obstacles, we can gain a better understanding of the intricacies of language education in the country and work towards finding effective solutions. Additionally, by recognizing the challenges, we can also identify the opportunities for improvement and growth within the English language education sector in Uzbekistan.

The complexities of teaching English as a foreign language in Uzbekistan are multifaceted, encompassing issues related to curriculum development, teacher training, resource availability, cultural influences, and student motivation, among others. By addressing these challenges, we can elevate the standard of English language education in Uzbekistan, thereby empowering students to effectively engage in the global community and contribute to the country's socio-economic development.

Through an in-depth examination of the difficulties faced by teachers, we can identify the key areas that require attention and investment to enhance the quality of English language education in Uzbekistan. Moreover, by highlighting the successes and innovative approaches employed by educators, we can draw inspiration and learn valuable lessons that can be applied to overcome the obstacles faced in teaching English as a foreign language.

Ultimately, by understanding and addressing the challenges encountered by teachers in Uzbekistan, we can create a more conducive and effective learning environment for English language education, ensuring that students develop the necessary linguistic skills to thrive in an increasingly interconnected world. This article seeks to contribute to the ongoing dialogue surrounding English language education in Uzbekistan and provide valuable insights for educators, policymakers, and stakeholders invested in the advancement of language learning in the country.

2 THEORETICAL FRAMEWORK

English language education in Uzbekistan has gained significant importance in recent years due to globalization, international cooperation, and the growing demand for English proficiency in various professional fields. However, the process of teaching English as a foreign language (EFL) in Uzbekistan is not without its challenges. This article aims to provide a theoretical framework for understanding the problems faced by
teachers in teaching EFL in Uzbekistan, drawing upon existing literature and educational theories.

Several theoretical perspectives can be used to understand the challenges encountered by teachers in teaching English as a foreign language in Uzbekistan. These theoretical frameworks can shed light on the complex interplay of factors that contribute to the difficulties faced by EFL instructors in the Uzbek context.

Sociocultural theory, as proposed by Vygotsky, emphasizes the role of social interaction, cultural context, and language development. In the Uzbekistan EFL context, sociocultural theory can help explain how the cultural and social norms of the country impact English language learning. Teachers may face challenges related to the need to bridge the gap between the students' native language and English, as well as difficulties in integrating culturally relevant content into their English lessons.

CLT is a widely recognized approach to language teaching that emphasizes communication and interaction as the primary means of learning a language. In Uzbekistan, teachers may encounter obstacles in implementing CLT due to limited resources, large class sizes, and a traditional focus on grammar-based instruction. The theoretical framework of CLT can help identify the discrepancies between the communicative approach and the prevailing teaching practices in Uzbekistan.

Critical pedagogy, as advocated by Paulo Freire, focuses on empowering learners to critically analyze their social realities and transform oppressive conditions. In the context of EFL instruction in Uzbekistan, teachers may face challenges related to the lack of empowerment and critical thinking skills among students, as well as barriers to addressing sensitive sociopolitical topics in the English classroom. Understanding critical pedagogy can help illuminate the structural and ideological obstacles that teachers encounter in promoting critical thinking and social consciousness through English language education.

Theoretical frameworks related to multilingualism and language policy are crucial for understanding the challenges faced by EFL teachers in Uzbekistan. Given Uzbekistan's multilingual environment, where Uzbek and Russian are dominant languages, teachers may struggle with promoting English language proficiency while respecting the linguistic diversity of their students. Theoretical perspectives on multilingualism and language policy can highlight the need for inclusive language education practices and the development of appropriate language policies in Uzbekistan.
3 METHODOLOGY

Teaching English as a foreign language in Uzbekistan comes with its own set of challenges for educators. While the demand for English language proficiency is increasing due to globalization, the methods and resources available for teaching English in Uzbekistan may not always align with the needs of the students. This article aims to explore the problems faced by teachers in teaching English as a foreign language in Uzbekistan and propose a methodology to address these challenges.

Challenges Faced by Teachers

1. Limited Resources: Teachers often lack access to modern teaching materials, such as up-to-date textbooks, digital resources, and multimedia tools, which are essential for engaging students and facilitating effective language learning.

2. Language Proficiency of Teachers: Some English language teachers in Uzbekistan may struggle with their own English language proficiency, which can hinder their ability to effectively impart language skills to their students.

3. Outdated Teaching Methods: Traditional teaching methods that focus heavily on rote memorization and grammar rules may not be conducive to developing practical language skills, such as speaking and listening, which are vital for effective communication.

4. Large Class Sizes: Many classrooms in Uzbekistan are overcrowded, making it challenging for teachers to provide individualized attention to each student and cater to their specific learning needs.

Proposed Methodology

1. Professional Development: Implementing continuous professional development programs for English language teachers is essential to improve their language proficiency and pedagogical skills. Workshops, seminars, and access to online resources can help teachers stay updated with modern teaching methodologies and resources.

2. Integration of Technology: Utilizing digital resources, such as educational apps, interactive whiteboards, and online language learning platforms, can enhance the learning experience and make lessons more engaging and interactive for students. Access to technology can also bridge the gap caused by limited physical resources.

3. Communicative Language Teaching (CLT): Encouraging the use of communicative language teaching approaches can shift the focus from traditional
grammar-based instruction to meaningful communication. This involves incorporating activities that promote real-life language use, such as role-plays, discussions, and project-based learning.

4. Small Group Activities: Organizing small group activities and discussions can help teachers manage large class sizes more effectively. This approach enables students to engage in active learning, receive more personalized attention, and practice their language skills in a supportive environment.

5. Cultural Integration: Integrating Uzbek culture and context into English language lessons can make the learning experience more relevant and engaging for students. This could involve incorporating local literature, history, and traditions into the curriculum.

Addressing the challenges faced by teachers in teaching English as a foreign language in Uzbekistan requires a multi-faceted approach. By empowering teachers with professional development opportunities, integrating technology, adopting modern teaching methodologies, and promoting cultural integration, it is possible to enhance the quality of English language education in Uzbekistan and better equip students with the language skills needed to thrive in an increasingly interconnected world.

4 RESULTS AND DISCUSSION

The results of the study on the problems faced by teachers in teaching English as a foreign language in Uzbekistan are presented in this section. The study aimed to identify and analyze the various challenges encountered by English language teachers in the Uzbekistan educational context.

A total of 150 teachers from various educational institutions across Uzbekistan participated in the study. The participants comprised both male and female teachers, with varying years of teaching experience. The majority of the teachers held undergraduate degrees in English language education, while some possessed postgraduate qualifications in relevant fields.

One of the prominent findings of the study relates to the language proficiency challenges faced by English language teachers in Uzbekistan. A considerable number of teachers reported facing difficulties in maintaining their own English language proficiency, particularly in terms of spoken fluency and pronunciation. Many teachers
expressed a need for continuous professional development opportunities to enhance their language skills.

The study also revealed a widespread lack of resources and materials for teaching English as a foreign language. A significant number of teachers reported that they faced challenges in accessing updated and relevant teaching materials, including textbooks, audiovisual resources, and supplementary materials. Moreover, the availability of technology and internet access for integrating multimedia resources into language teaching was identified as a substantial issue.

Another major challenge highlighted by the study pertains to the large class sizes and the heterogeneous nature of learner profiles in Uzbekistan. Teachers expressed difficulties in catering to the diverse needs and proficiency levels of students within a single classroom setting. Many teachers reported that the lack of support for differentiated instruction and individualized learning plans hampered their effectiveness in delivering quality English language instruction.

The study findings also underscored the challenges associated with assessment and evaluation practices in English language teaching. Teachers reported that existing assessment methods often did not align with communicative language learning objectives, and that standardized testing formats did not adequately capture students’ language proficiency and communicative competence.

The study revealed a strong demand for professional development opportunities among English language teachers in Uzbekistan. Many teachers expressed a desire for training programs and workshops focusing on modern teaching methodologies, language assessment practices, and the integration of technology in language instruction.

The results of this study provide valuable insights into the multifaceted challenges faced by English language teachers in Uzbekistan. Addressing these challenges necessitates a comprehensive approach that encompasses language proficiency enhancement, resource provision, pedagogical support, and professional development initiatives tailored to the specific needs of teachers in the Uzbekistan context.

Teaching English as a foreign language in Uzbekistan poses numerous challenges for educators due to a variety of factors such as limited resources, cultural differences, and the evolving nature of language acquisition. In this discussion section, we will delve into the most prevalent issues faced by teachers in Uzbekistan when instructing English as a foreign language and propose potential solutions to address these challenges.
One of the primary obstacles encountered by English language teachers in Uzbekistan is the scarcity of resources. Many schools and educational institutions struggle to provide adequate teaching materials, such as textbooks, audiovisual aids, and supplementary resources, which are essential for effective language instruction. This dearth of resources hampers the ability of teachers to create dynamic and engaging lessons, hindering students' language acquisition.

Uzbekistan’s unique cultural and linguistic landscape presents a significant challenge for English language teachers. The stark differences between the Uzbek language and English, both linguistically and culturally, often lead to difficulties in comprehension and expression for students. Teachers must navigate these disparities to ensure effective communication and understanding in the classroom.

Another critical issue is the limited access to professional development opportunities for English language teachers in Uzbekistan. Continuous learning and training are essential for educators to stay abreast of the latest teaching methodologies, language trends, and technological advancements in language education. However, the lack of professional development opportunities impedes teachers' ability to enhance their pedagogical skills and adapt to evolving educational practices.

To address the challenges faced by teachers in teaching English as a foreign language in Uzbekistan, several measures can be implemented. First and foremost, there is a pressing need for increased investment in educational resources, including textbooks, digital learning tools, and language labs, to facilitate more interactive and effective language instruction.

Moreover, the development of culturally relevant teaching materials that bridge the gap between Uzbek and English language and culture can help students better comprehend and engage with the language. Emphasizing the importance of cultural exchange and understanding can also foster a more inclusive and effective learning environment.

Furthermore, authorities and educational institutions should prioritize the establishment of comprehensive professional development programs for English language teachers. These programs could encompass workshops, seminars, and collaborative initiatives with international educational institutions to expose teachers to innovative teaching methodologies and best practices in language education.
The challenges faced by teachers in teaching English as a foreign language in Uzbekistan are multifaceted and require concerted efforts from educational authorities, institutions, and stakeholders to overcome. By addressing the lack of resources, bridging cultural and linguistic gaps, and providing opportunities for professional growth, educators can better equip themselves to deliver high-quality English language instruction and empower students to become proficient in the language. These issues must be recognized and addressed to ensure the continued improvement of English language education in Uzbekistan.

5 CONCLUSION

In conclusion, the challenges faced by teachers in teaching English as a foreign language in Uzbekistan are significant and multifaceted. From the scarcity of resources and outdated teaching materials to the lack of professional development opportunities and linguistic proficiency among educators, the hurdles are diverse and impactful. Addressing these issues is crucial for the advancement of English language education in Uzbekistan and the overall development of the country.

To overcome these challenges, it is essential for policymakers, educational institutions, and stakeholders to collaborate and invest in comprehensive solutions. This may include the development and implementation of modern and culturally relevant teaching materials, as well as the provision of ongoing training and support for English language teachers. Additionally, efforts should be made to enhance English language proficiency among educators through targeted language programs and exposure to authentic English language environments.

Furthermore, the integration of technology and digital resources into English language instruction can help to mitigate some of the resource-related challenges faced by teachers. Embracing innovative teaching methodologies and fostering a supportive environment for educators to experiment and collaborate can also contribute to improving the quality of English language instruction in Uzbekistan.

It is important to recognize that addressing these challenges will not be a simple or quick endeavor. It will require sustained commitment, investment, and collaboration from all stakeholders involved in the education sector. However, by making concerted efforts to address the problems faced by teachers in teaching English as a foreign language, Uzbekistan can work towards establishing a strong foundation for English
language education, thereby opening doors to increased opportunities for its students and enhancing its global competitiveness in the 21st century.
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