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O'ZBEKISTONDA INGLIZ TILINI ZAMONAVIY O'QITISH USULLARI

Annotatsiya: O'zbekiston sharoitida ingliz tilini o'qitishda, ko'plab boshqa mamlakatlardagi kabi, chet tilini o'qitishning eng samarali va oqilona usullarini izlash dolzarb va hali to'liq hal etilmagan masala bo'lib qolmoqda. Bu usullar zamonaviy ta'lim sharoitlariga mos kelishi hamda milliy va xalqaro ta'lim standartlari talablariga javob berishi lozim. Ingliz tilini o'qitishga zamonaviy yondashuvlar o'quvchilarda tildan faqat muloqot vositasi sifatida emas, balki ijtimoiy-madaniy haqiqatni aks ettiruvchi, milliy va umuminsoniy madaniyat hodisasi sifatida qadrlash munosabatini shakllantirishga qaratilgan. Bunday yondashuv til o'rganish jarayoni orqali xalqaro tushunish va madaniyatlararo muloqot uchun mustahkam poydevor yaratishning muhim yo'nalishlaridan biri hisoblanadi.

Kalit so'zlar: metodika, til, zamonaviy o'qitish usullari, motivatsiya

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СОВРЕМЕННЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА В УЗБЕКИСТАНЕ

Аннотация: В условиях преподавания английского языка в Узбекистане, как и во многих других странах, поиск наиболее эффективных и рациональных методов обучения иностранному языку остаётся актуальной и до конца не решённой задачей. Эти методы должны соответствовать современным образовательным условиям и удовлетворять требованиям национальных и международных образовательных стандартов. Современные подходы к преподаванию английского языка направлены на формирование у обучающихся ценностного отношения к языку, рассматривая его не только как средство общения, но и как отражение социокультурной реальности, явление национальной и общечеловеческой культуры. Такой подход является одним из ключевых направлений в создании прочной основы для международного взаимопонимания и межкультурного диалога посредством изучения языка.

Ключевые слова: методика, язык, современные методы обучения, мотивация.

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MODERN METHODS OF TEACHING ENGLISH IN UZBEKISTAN

Annotation: In the context of teaching English in Uzbekistan, as in many other countries, the search for the most effective and rational methods of foreign language instruction remains a pressing and still unresolved issue. These methods must align with modern educational conditions and meet the requirements of national and international educational standards. Contemporary approaches to teaching English are aimed at fostering in learners a value-based attitude toward the language, viewing it not only as a means of communication but also as a reflection of sociocultural reality and a phenomenon of both national and universal culture. This approach serves as one of the key pathways to building, through language learning, a solid foundation for international understanding and intercultural dialogue.

Key words: methodology, language, modern teaching methods, motivation

Introduction

The modern educational system of Uzbekistan is undergoing active reform aimed at developing communicative skills and increasing students' motivation to learn foreign languages. One of the priority directions of the national education policy is the improvement of English language teaching methodology as a means of international communication, intercultural interaction, and professional mobility.

However, effective foreign language teaching is impossible without taking into account the cultural context of the learners' native country. The culture of one's homeland serves as the foundation upon which new linguistic knowledge is built. In this regard, special attention should be paid to the integration of linguistic and cultural components in English teaching, as well as to the use of real-life communication situations with native speakers – including foreign tourists visiting Uzbekistan.

Analysis of Literature

Modern methods of English language teaching are based on the principles of communicativeness, interactivity, and cultural appropriateness. According to these

principles, teaching should not only transfer linguistic knowledge but also develop the ability to use the language as a real means of communication.

Leading researchers in the field of language teaching methodology (D. Hymes, J. Harmer, J. Richards, E. Passov) emphasize that language is an inseparable part of culture; therefore, learning a foreign language is impossible without understanding the sociocultural realities it represents.

In recent decades, great attention has been paid to the education system in the Republic of Uzbekistan. The Law on Education, adopted in 1997, which defines the legal foundations of learning, upbringing, and professional training of citizens, and the National Program for Personnel Training (1997), aimed at “preparing highly qualified specialists at the level of developed democratic states who meet the requirements of high spirituality and morality,” [1] are both focused on shaping a new generation of professionals with a high level of general and professional culture, creative and social activity, and the ability to navigate independently in socio-political life – individuals capable of setting and solving long-term objectives.

With the introduction of digital technologies, the teaching of English has become more flexible and accessible. Warschauer and Kern (2000), in their work *Network-Based Language Teaching*, analyze the impact of network technologies on the educational process, highlighting the advantages of using online resources and interactive platforms. [8] Kukulska-Hulme and Shield (2008) emphasize the potential of mobile applications for the individualization of the learning process.

Research Methodology

Today Uzbekistan has implemented large-scale reforms in the field of foreign language education. Specialized schools and linguistic centers are being established, and digital educational technologies are widely introduced. At the same time, the importance of the cultural aspect of language teaching is increasingly recognized.

In many educational institutions, methods aimed at developing intercultural competence are being actively applied: project-based learning, role-playing, simulation of real communication situations, and the organization of dialogues with foreigners, including tourists.

For instance, students may take part in a project called “Discover Uzbekistan”, where they prepare presentations about the country’s landmarks in English and present them to foreign visitors. This approach not only develops speaking skills but also fosters a sense of national identity, respect for one’s culture, and the desire to share it with others.

One of the most promising directions in English language education is learning through real intercultural communication. In Uzbekistan, where the

number of foreign tourists is steadily growing, there is a unique opportunity to practice English in authentic contexts.

Organizing student meetings with tourists, participating in volunteer programs, guided tours, and youth forums conducted in English allows learners to combine language study with cultural exchange.

This approach helps develop several key competencies:

Communicative competence, through natural interaction with native speakers;

Sociocultural competence, through sharing information about Uzbek traditions, customs, and history;

Motivational competence, as students clearly see the practical value of learning English.

Interactive formats such as language tandems (where students and tourists teach each other their native languages) or virtual exchanges (online meetings with foreign students) expand the educational environment and make learning dynamic and meaningful.

Moreover, universities and colleges can establish English language clubs with a cultural focus – for example, “English through Uzbek Culture”. In such clubs, students organize thematic evenings, mini-projects, tours, and presentations of national traditions and cuisine in English. This approach combines learning with creativity and cultural self-discovery.

The use of new technological tools, including the Internet, mobile applications, and interactive teaching methods, can play an important role in English language instruction. This approach helps students transfer general concepts from their native (related) language into English. These technologies may include interactive educational videos, tests, and games. [2] It is important to implement the concept of language integration – that is, to introduce methods that enable the use and practice of English in everyday life. To achieve this goal, special teacher training and professional development programs should be introduced to help educators master new pedagogical methods.

The Content and Language Integrated Learning (CLIL) methodology is gaining popularity in universities across Uzbekistan. This approach allows students to study specialized subjects (such as economics, law, or medicine) in English, which enhances both their professional training and their foreign language proficiency.

Authentic materials – unadapted texts, videos, and audio recordings created for native speakers – play an essential role in this process. Their use in education promotes a deeper understanding of culture, context, and vocabulary. Students

analyze newspaper articles, scientific journals, watch films, and listen to podcasts, thereby developing critical reading and listening skills.

One of the modern teaching strategies involves engaging students in project-based learning. Preparing presentations, research reports, and participating in international conferences in English encourages independent work, develops academic skills, and strengthens linguistic competence.

Results and Their Analysis

Modern methods of teaching English in Uzbek universities are aimed at developing students' practical communication skills, critical thinking, and ability to use the language in professional contexts. The integration of innovative methodologies and digital technologies creates conditions for effective and flexible learning that meets international standards.

The further development of these approaches will improve the quality of professional training and strengthen Uzbekistan's position in the global educational space.

In the modern system of foreign language education, the teacher plays the role of a mediator of cultures rather than merely a transmitter of knowledge. Teachers help students not only to master grammar and vocabulary but also to understand cultural characteristics of English-speaking communities and to represent their own culture appropriately in communication.

To achieve this, teachers are encouraged to use:

authentic texts and videos related to both English-speaking and Uzbek cultures; project-based and problem-solving methods; digital learning tools (Kahoot, Quizlet, Padlet, Google Classroom); real communication with native speakers.

Qualified and experienced English language teachers are essential for teaching related languages. At present, some schools lack both adequately qualified English teachers and the resources necessary to provide effective education, which prevents young learners from studying English properly and accurately. [3] A related language refers to the shared speech and linguistic behavior of younger learners, particularly the process of teaching students and their parents in at least two languages – the native (related) language and English. [4] Such a system can help young learners study and use new languages. However, there are also challenges in teaching English. For example, in related-language schools, teachers often lack the opportunity to teach English – let alone to do so correctly and effectively. [5]

The continuous professional development of English language teachers helps them master modern pedagogical methods and contributes to providing high-quality education for students. Therefore, it is important for teachers to enhance

their knowledge through new training programs, seminars, and courses. [6] Considering the global role of this language and its importance in education, trade, and science, achieving high efficiency requires the professional development of teachers, the introduction of new technologies, and the development of specialized methodologies. [4]

The system of continuous education in the Republic of Uzbekistan is being improved, and fundamental changes are being made to educational and professional programs, taking into account modern global achievements in education, science, and technology. Great attention is being paid to the study of foreign languages — processes that ultimately lead to the formation of a comprehensive system of personnel training based on the rich intellectual heritage of the nation and universal human values, as well as the achievements of modern culture, economy, science, technology, and innovation. [7]

Conclusion

Thus, modern methods of teaching English in Uzbekistan should be based on the principles of cultural relevance, interactivity, and practical orientation. Taking into account the national culture in the process of foreign language instruction not only increases students' motivation but also fosters their sense of national pride, readiness for intercultural communication, and participation in global dialogue.

Integrating real-life communicative situations related to tourism into the educational process makes language learning meaningful, lively, and socially valuable. This direction opens new perspectives for the development of language education in Uzbekistan and strengthens its role as an essential factor of cultural and international cooperation.

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