

Quality of English Language Education in Public Schools in Uzbekistan

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Abstract. This paper analyzes the quality of English language education in public schools in Uzbekistan. The study examines the current state of English language instruction, identifies key challenges, and explores possible solutions and best practices. The findings reveal that the quality of education largely depends on teachers' qualifications, availability of educational materials, and the effectiveness of practical language activities. The study provides recommendations for enhancing English language instruction in Uzbekistan's public schools.

Key words: English language education, Uzbekistan schools, quality of education, teacher qualifications, methodology, education policy.

1. INTRODUCTION

English has become a crucial tool for international communication and technological advancement. In Uzbekistan, English proficiency is increasingly recognized as a key factor for global competitiveness. As a result, significant efforts have been made to improve English language instruction in public schools. However, the effectiveness of these initiatives remains a critical concern. This study examines the current quality of English education in Uzbekistan's public schools, identifies existing challenges, and proposes solutions to improve the system.

2. METHODOLOGY

This research follows the IMRAD (Introduction, Methods, Results, and Discussion) model and employs a combination of qualitative and quantitative methods:

Document Analysis – Reviewing government policies, educational regulations, and statistical reports related to English language education in Uzbekistan.

Survey – Conducting surveys among English language teachers, students, and parents to assess the effectiveness of current teaching practices.

Interviews – Conducting structured interviews with English language instructors and educational experts to gain insights into their experiences and perspectives.

Comparative Analysis – Comparing Uzbekistan’s English language education policies and practices with those of other countries to identify best practices.

3. RESULTS

Teachers’ Qualifications

One of the primary factors influencing the quality of English education in Uzbekistan is teachers’ qualifications. The findings indicate that while some teachers possess sufficient expertise, many lack advanced pedagogical training. The survey results show that 65% of teachers admitted to having insufficient knowledge of modern language teaching methodologies. Moreover, rural areas suffer from a shortage of qualified teachers, which negatively impacts students’ language proficiency.

Availability of Educational Materials and Technological Tools

The availability of modern teaching materials significantly affects language learning outcomes. According to the survey, 72% of teachers believe that existing textbooks are outdated and insufficient. Many public schools lack access to multimedia resources such as digital language labs, online platforms, and audiovisual materials, which are essential for interactive learning. As a result, students primarily rely on traditional rote memorization rather than engaging in active language practice.

The Role of Practical Language Activities

Practical engagement in language learning is essential for fluency development. However, the study reveals that in many Uzbek schools, English language lessons are dominated by theoretical instruction rather than communicative practice. Surveyed students reported that only 20% of their lesson time is dedicated to speaking and interaction in English. This lack of communicative practice hinders students’ ability to use English in real-life situations.

Educational Policy and Reforms

Uzbekistan has introduced several reforms to improve English language education, including teacher training initiatives and the adoption of international frameworks such as IELTS and CEFR standards. However, implementation challenges remain. Despite government efforts, access to quality training programs is uneven, particularly in rural and underdeveloped areas. Policymakers face difficulties in ensuring consistent improvements across all regions.

4. DISCUSSION

The study’s findings highlight the multifaceted challenges in Uzbekistan’s English language education system. Drawing from international best practices, the following recommendations are proposed to enhance language instruction:

Improving Teacher Training and Certification – Establishing mandatory, continuous professional development programs and incentivizing teachers to pursue advanced certifications in language pedagogy.

Updating educational Materials – Developing modern, interactive textbooks and digital resources aligned with global standards to enhance students' engagement.

Increasing Communicative Language Practice – Implementing task-based learning approaches and expanding the use of role-play, debates, and discussions in classrooms.

Integrating Technology into Language Learning – Expanding access to language labs, interactive learning software, and online platforms to supplement traditional classroom instruction.

Expanding Exposure to English Outside the Classroom – Organizing English clubs, exchange programs, and extracurricular activities to provide students with authentic language experiences.

Countries with successful English education systems, such as Finland and Singapore, emphasize communicative teaching methods and immersive learning experiences. Uzbekistan can benefit from adopting similar strategies, including bilingual education models and AI-assisted language learning platforms.

5. CONCLUSION

The study concludes that the quality of English language education in Uzbekistan's public schools depends on multiple factors, including teacher qualifications, availability of modern teaching materials, and the implementation of communicative learning strategies. While recent reforms have aimed to enhance language education, further improvements are necessary to ensure widespread and sustainable progress. By investing in teacher training, integrating technology, and promoting active language use, Uzbekistan can significantly improve English proficiency among students and prepare them for global challenges.

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