

**IMPROVING ENGLISH LANGUAGE TEACHING AND PROFESSIONAL LANGUAGE ACTIVITIES IN TECHNICAL COLLEGES OF UZBEKISTAN: EDUCATIONAL REFORMS AND PEDAGOGICAL OUTCOMES**

*Karimova Mavludaxon*

*English language teacher at Asaka District Vocational College No. 4.*

**Abstract:** The ongoing modernization of the education system in Uzbekistan has significantly influenced foreign language education, particularly in vocational and technical institutions. English language proficiency has become a strategic priority due to increasing international cooperation, labor mobility, and technological development. This study analyzes the implementation of recent educational reforms in English language teaching (ELT) within technical colleges and examines how language instruction is integrated with professional training activities. The research applies qualitative policy analysis and pedagogical evaluation methods to examine curriculum transformation, teacher professional development, and communicative teaching practices. The findings indicate that competency-based instruction, professionally oriented language activities, and digital learning environments contribute to improved communicative competence and student motivation. However, institutional disparities and methodological challenges remain. The study concludes that sustainable improvement in English language education requires continuous professional development, industry collaboration, and alignment with international educational standards.

**Keywords:** English language teaching, vocational education, technical colleges, communicative competence, educational reform, Uzbekistan, professional language learning.

### **Introduction**

In the contemporary global educational environment, English has become an essential tool for professional communication, access to scientific knowledge, and international cooperation. Uzbekistan's integration into global economic and educational systems has increased the demand for specialists capable of using English in professional contexts. As a result, foreign language education has become one of the key priorities of national educational policy.

Systematic reforms began with Presidential Resolution No. PP-1875[4], which introduced modern approaches to foreign language teaching and emphasized communicative competence development. Subsequent reforms further strengthened this direction, particularly Presidential Resolution No. PQ-5117[5] aimed at bringing foreign language education to a qualitatively new level. These reforms introduced new standards for curriculum design, teacher training, and assessment systems.

Technical colleges play a crucial role in preparing mid-level specialists for sectors such as information technology, tourism, engineering, healthcare, and service industries. In these institutions, English language learning is directly connected with professional competence development. Students are expected not only to understand general English but also to apply language skills in professional communication, documentation analysis, and workplace interaction.

International cooperation initiatives, including methodological support programs implemented with the British Council[1], have contributed to improving teaching quality and introducing internationally recognized pedagogical practices. Therefore, analyzing English language teaching within technical colleges provides insight into the broader transformation of vocational education in Uzbekistan.

### **Literature Review**

Modern research in language pedagogy emphasizes communicative competence as the central objective of foreign language education. Scholars such as Hymes (1972)[3] and Canale & Swain (1980)[2] argue that language learning should focus on functional communication rather than grammatical accuracy alone. Contemporary vocational education research also highlights the importance of English for Specific Purposes (ESP), where language learning is integrated with professional contexts.

In Uzbekistan, recent studies emphasize the transition from traditional grammar-translation methods toward communicative and competency-based instruction. National educational reforms support this transition by encouraging interactive teaching methods, digital learning technologies, and practical language use in real-life situations.

Research on vocational education indicates that language learning becomes more effective when students perceive direct relevance between language skills and future employment. Therefore, integrating English language teaching with professional subjects is considered a key factor in improving learning outcomes in technical colleges.

### **Methods**

This study applies a qualitative research methodology combining policy analysis and pedagogical evaluation. The research is based on:

- analysis of presidential decrees and national education policy documents;
- examination of English language teaching practices in technical colleges;
- analysis of professional language activities integrated into classroom instruction;
- comparison of traditional and communicative teaching approaches.

The methodological framework focuses on identifying how educational reforms influence classroom practices and student learning outcomes. Data were analyzed using thematic analysis to determine major trends in English language instruction within vocational education.

## **Results**

**Curriculum Transformation and Professional Orientation.** The results demonstrate a significant shift toward competency-based curriculum design. English language instruction in technical colleges increasingly incorporates professional terminology, workplace communication scenarios, and task-based learning activities. Students in tourism programs practice customer communication, IT students present technical solutions in English, and engineering students interpret technical manuals.

Such integration strengthens both language proficiency and professional readiness.

**Expansion of Communicative Language Activities** English language lessons now emphasize interactive learning through:

- role-play simulations reflecting professional situations;
- project-based learning and presentations;
- collaborative problem-solving tasks;
- digital learning platforms and multimedia materials.

These activities create authentic communication environments and reduce passive learning patterns.

**Teacher Professional Development.** Continuous professional development programs have improved teachers' methodological competence. Cooperation with international partners, including the British Council, has introduced modern assessment strategies and communicative teaching models aligned with CEFR standards. Teachers increasingly employ formative assessment and student-centered instructional approaches.

### **Student Motivation and Institutional Support**

Government initiatives encouraging foreign language certification have increased students' motivation to achieve higher proficiency levels. English language competence is increasingly associated with employment opportunities, internships, and academic mobility, strengthening students' engagement in language learning activities.

## **Discussion**

The findings confirm that effective English language teaching in technical colleges depends on the integration of linguistic and professional competencies. Communicative and professionally oriented instruction corresponds with international trends in vocational education and supports the development of practical skills required in modern workplaces.

Nevertheless, challenges remain in ensuring equal access to digital resources, maintaining consistent teacher training standards, and providing sufficient exposure to authentic language environments. Strengthening cooperation between technical colleges and industry partners may further improve the relevance of language instruction.

Educational reforms demonstrate positive progress; however, long-term sustainability requires systematic monitoring and methodological support at institutional and national levels.

### Conclusion

English language teaching in technical colleges of Uzbekistan has undergone substantial transformation as a result of national educational reforms and international cooperation. The integration of communicative methodologies, professional orientation, and modern teaching technologies has enhanced students' communicative competence and professional readiness.

The study concludes that aligning English language education with vocational training objectives is essential for preparing competitive specialists capable of functioning in international professional environments. Future development should focus on expanding digital infrastructure, strengthening teacher professional development systems, and increasing industry collaboration to ensure sustainable improvement in English language education.

### References

1. British Council. *Supporting English language education reform in Uzbekistan*. 2023
2. Canale M., & Swain M. Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1980. 1(1), 1-47.
3. Hymes D. On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics*. Harmondsworth: Penguin.1972.
4. Ministry of Justice of the Republic of Uzbekistan. Presidential Resolution No. PP-1875 "On measures to further improve the system of learning foreign languages." 2022.
5. Ministry of Justice of the Republic of Uzbekistan. Presidential Resolution No. PQ-5117 "On bringing foreign language learning to a qualitatively new level." 2021.
6. President of the Republic of Uzbekistan. *Development Strategy of New Uzbekistan for 2022-2026*.