

THE IMPORTANCE OF TEACHING FOREIGN LANGUAGES IN MODERN UZBEKISTAN

Jizzakh branch of the
National University of Uzbekistan
named after Mirzo Ulugbek
The Faculty of Psychology, the
department of Foreign languages
Philology and teaching languages
Teshaboyeva Nafisa Zubaydulla qizi
nafisateshaboyeva@gmail.com

Student of group 203-24:
Juraqulov Rasul Kuralboy o'g'li
rasuljuraqulov5577@gmail.com

Abstract: Foreign language education in modern Uzbekistan has become a key direction of educational reform and international integration. The country's government has taken major steps toward improving the quality of teaching, developing teachers' professional skills, and introducing international standards of language assessment. The modernization of teaching methods, digital transformation, and communicative approaches have significantly influenced how foreign languages are taught across all levels of education. This article examines the evolution, current trends, and future prospects of foreign language teaching in Uzbekistan, highlighting the impact of policy reforms, technological progress, and teacher training programs.

Key words: foreign language teaching, Uzbekistan, CEFR, communicative approach, digital education, teacher training, innovation, multilingualism, methodology, reform.

Foreign language education plays a vital role in the formation of a globally competitive and educated generation in modern Uzbekistan. Since independence, the government has recognized the strategic importance of learning foreign languages as a

means of international communication and cultural exchange. A decisive turning point came with the Presidential Decree No. 1875 of December 10, 2012, “On Measures to Further Improve the System of Learning Foreign Languages,” which introduced English language teaching from the first grade in all schools. This reform opened a new chapter in national education, emphasizing the need to improve the quality of instruction, update teaching materials, and train qualified specialists capable of applying modern methodologies (Ergashova, 2023).

Today, the main objective of language teaching in Uzbekistan is not only to help students memorize grammar and vocabulary but also to enable them to communicate effectively in real-life contexts. This transformation reflects a global shift from teacher-centered to learner-centered education. As Rashov (2024) explains, communicative competence has become the core of language education, focusing on interaction, problem-solving, and practical use of language. The introduction of communicative, task-based, and project-based approaches helps learners develop critical thinking, collaboration, and creativity, which are essential for success in the 21st century.

Higher education institutions across the country have incorporated modern teaching methodologies such as Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), and Project-Based Learning (PBL). According to Mirzayev (2025), the use of these methods in Uzbek universities has increased student motivation and improved learning outcomes by engaging them in meaningful, real-world tasks. CLIL, for instance, allows students of technical and professional fields to learn both content and language simultaneously, strengthening their academic and professional communication skills.

In recent years, digitalization has also become one of the most transformative forces in language education. The COVID-19 pandemic accelerated the integration of technology into the learning process and encouraged the use of online and blended learning models. Tolibjonov et al. (2024) note that electronic platforms such as Google Classroom, Moodle, and EduPage are now widely used to support virtual lessons, assessment, and collaboration between students and teachers. Digital resources

including videos, podcasts, interactive games, and online quizzes have enriched the classroom experience and expanded access to authentic materials. Moreover, artificial intelligence tools for pronunciation practice, grammar correction, and personalized learning have provided students with individualized feedback and continuous learning opportunities outside the classroom.

The professional development of teachers is another crucial aspect of educational reform. Amirovich et al. (2021) emphasize that the success of modern language education depends largely on teachers' methodological knowledge and intercultural competence. Continuous professional development (CPD) programs have been introduced to train teachers in modern pedagogical approaches, digital literacy, and international standards such as CEFR. The Ministry of Preschool and School Education, in cooperation with the British Council and other international organizations, has implemented a number of projects, including "English for Teaching" and "English Speaking Nation," which aim to improve teachers' language proficiency and classroom skills. These initiatives provide access to modern training resources, mentorship, and opportunities for international collaboration.

Despite remarkable progress, several challenges remain in achieving equal quality of education throughout the country. In some rural regions, schools lack sufficient technological equipment and qualified language teachers. Large class sizes and outdated materials also limit the implementation of communicative and interactive methods. Mirzayev (2025) observes that the successful application of CEFR-based curricula requires smaller groups, modern infrastructure, and regular teacher support. Bridging the gap between urban and rural schools is therefore one of the most important tasks in the next stage of reform. Furthermore, the expansion of multilingual education in Uzbekistan demonstrates the growing openness of the nation to the global academic and cultural environment. Universities increasingly offer courses in English and participate in international exchange programs. According to Tursunov and Orifjonov (2024), this process promotes academic mobility and the integration of Uzbekistan's higher education system into the international community. The inclusion of English,

Russian, Chinese, and German as key foreign languages provides students with access to diverse knowledge and professional opportunities worldwide.

The future of foreign language teaching in Uzbekistan looks promising, as educational reforms continue to evolve in line with global standards. The government's commitment to innovation, teacher training, and digital transformation ensures steady progress toward excellence. Advanced technologies such as artificial intelligence, virtual reality (VR), and augmented reality (AR) are gradually being introduced to create more engaging, immersive, and effective learning experiences. These technologies not only improve linguistic competence but also foster intercultural understanding, creativity, and adaptability.

In conclusion, the teaching of foreign languages in modern Uzbekistan reflects the country's determination to build a dynamic, multilingual, and globally integrated society. The combination of communicative methodologies, digital innovations, and teacher development initiatives has created a solid foundation for sustainable progress in education. Continued investment in training, research, and infrastructure will further enhance the effectiveness of language instruction and ensure equal access for all learners. As a result, foreign language education will remain one of the key driving forces of Uzbekistan's modernization, serving both national interests and the personal development of its citizens. Namely, the importance of teaching foreign languages in modern Uzbekistan cannot be overstated. As the country continues its rapid socio-economic transformation and strengthens its position on the global stage, foreign language proficiency has become a key factor in national development. The government's consistent reforms in the field of education, including the introduction of modern curricula, digital learning tools, and teacher-training programs, demonstrate a strong commitment to enhancing foreign language competence among the younger generation. Foreign languages, especially English, open the doors to international education, cutting-edge science, world literature, and innovative technologies. They serve as a bridge that connects Uzbekistan with global markets, foreign investors, international organizations, and cultural exchange programs. Mastering foreign

languages also empowers students and professionals to participate in global communication, pursue academic mobility, and contribute to international research collaboration. Moreover, the teaching of foreign languages promotes open-mindedness, tolerance, and intercultural understanding—values that are essential in today's interconnected world. As young people gain access to diverse perspectives and global knowledge, they become more competitive, confident, and adaptable. Therefore, strengthening foreign language education is not only an educational priority but also a strategic investment in Uzbekistan's future. By equipping citizens with strong linguistic skills, the nation enhances its human capital, supports economic growth, and accelerates integration into the global community. Ultimately, foreign language education contributes significantly to building a modern, prosperous, and globally connected Uzbekistan.

References

1. Amirovich, S., Gilyazetdinov, E., Ribinskaya, E., Khasanov, Z. B., & Rakhmatullayeva, D. A. (2021). The concept of teaching a foreign language in the context of intercultural competence – a new paradigm in foreign language teaching. *Turkish Online Journal of Qualitative Inquiry*, 12(6), 9326–9337.
2. Ergashova, S. E. (2023). The usage of modern educational technologies in teaching a foreign language in higher educational institutions. *Science and Education*, 4(3), 395–398.
3. Mirzayev, A. (2025). The main problems of using Task-Based Language Teaching method in EFL classes in Uzbekistan's higher education system. *International Journal of Science and Technology*, 2(2), 31–35.
4. Rashov, O. (2024). Modern methods of teaching foreign languages. *International Scientific and Current Research Conferences*, 1(1), 158–164.
5. Tolibjonov, B., Samandarov, Sh., Umirzakova, D., & Yunusova, Y. (2024). Teaching and learning foreign languages in Uzbekistan: CEFR – learning, teaching and assessment. *International Journal on Integrated Education*, 6(4), 102–109.

6. Tursunov, B., & Orifjonov, O. (2024). Teaching foreign languages in Uzbekistan: Opportunities and privileges. *American Journal of Research in Humanities and Social Sciences*, 21, 62–64.
7. Тешабоева, Н. (2023). Teaching writing as a major part of productive skills in mixed ability classes. *Информатика и инженерные технологии*, 1(2), 652-656.
8. Teshaboyeva, N., & Xatamova, M. (2024). ANALYZING LANGUAGE IN SOCIAL INTERACTION: PRAGMATICS, SPEECH ACT THEORY AND DISCOURSE ANALYSIS. *Medicine, pedagogy and technology: theory and practice*, 2(11), 329-336.
9. Teshaboyeva, N., & Ollayorova, M. (2024). THE ROLE OF TECHNOLOGY IN TEACHING LISTENING. *Молодые ученые*, 2(34), 46-51.
10. Teshaboyeva, N., & Pardayeva, R. (2025). THE ROLE OF FLUENCY AND ACCURACY IN SPEAKING. *ACUMEN: International journal of multidisciplinary research*, 2(5), 280-286.
11. Zubaydul, T. N. (2025). USING STORYTELLING TO ENHANCE SPEAKING FLUENCY. *SUSTAINABILITY OF EDUCATION, SOCIO-ECONOMIC SCIENCE THEORY*, 3(30), 43-47.
12. Teshaboyeva, N., & Rasulova, F. (2024). NOUNS AND THEIR GRAMMATICAL CATEGORIES. *Medicine, pedagogy and technology: theory and practice*, 2(12), 159-167.