

IMPROVING ENGLISH LANGUAGE SKILLS OF YOUTH THROUGH THE "DOLZARB 90 KUNLIK" PROGRAM

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Abstract

English has become one of the most important languages for education, employment, and international communication. In Uzbekistan, various educational reforms have been introduced to improve young people's foreign language skills. One such initiative is the "Dolzarb 90 Kunlik" (Relevant 90-Day Program), which aims to engage youth in productive educational activities during the summer period. This study examines the effectiveness of teaching English through the "Dolzarb 90 Kunlik" program. The research follows the IMRAD structure and analyzes the impact of intensive English instruction on learners' language proficiency, motivation, and communication skills. The findings indicate that structured short-term programs significantly improve students' confidence, vocabulary, and speaking ability.

Keywords: English language, youth education, Dolzarb 90 Kunlik, language learning, Uzbekistan, communicative competence.

Introduction

English is widely recognized as the global language of communication, science, technology, and international business. Learning English provides young people with greater opportunities for higher education, career development, and cultural exchange. As globalization continues to increase, English proficiency has become an essential skill for students in many countries, including Uzbekistan.

To enhance youth education and ensure productive use of free time, the Government of Uzbekistan introduced the "Dolzarb 90 Kunlik" program. This initiative encourages students to participate in educational, cultural, and social activities during the summer holidays. English language courses have become one of the most popular components of the program because they help students improve practical communication skills and prepare for future academic and professional success.

Traditional English lessons often focus on grammar and memorization. However, modern teaching methods emphasize communication, interaction, and real-life language use. The "Dolzarb 90 Kunlik" program provides an opportunity to apply these innovative teaching approaches in an intensive learning environment.

The purpose of this study is to evaluate the effectiveness of the "Dolzarb 90 Kunlik" program in improving English language skills among young learners.

Methods

This research employed a qualitative descriptive approach. The participants consisted of secondary school students aged between 14 and 18 who attended English language classes during the "Dolzarb 90 Kunlik" program.

Several research methods were used:

- Classroom observation;
- Student questionnaires;
- Informal interviews with teachers;
- Analysis of students' speaking and writing performance before and after the program.

The English lessons were conducted for 90 days using communicative language teaching methods. Students participated in group discussions, role-playing activities, vocabulary games, presentations, listening exercises, reading tasks, and writing assignments.

Teachers encouraged students to communicate in English throughout the lessons. Multimedia resources, educational videos, online quizzes, and interactive activities were integrated into the learning process to increase student engagement.

The collected data were analyzed by comparing students' participation, motivation, and language performance before and after completing the program.

Results

The findings demonstrate that the "Dolzarb 90 Kunlik" program positively influenced students' English language development.

First, students showed noticeable improvement in speaking confidence. Many participants who were initially reluctant to communicate in English became more willing to participate in classroom discussions and presentations.

Second, vocabulary knowledge expanded considerably due to daily exposure to new words and expressions. Students also demonstrated better pronunciation and listening comprehension after regular practice.

Third, teachers reported increased classroom participation and motivation. Interactive teaching methods made lessons more enjoyable and encouraged active learning.

Writing skills also improved. Students were able to produce longer and more organized paragraphs with fewer grammatical mistakes by the end of the program.

The survey results indicated that most students believed the program helped them become more confident English learners. Many participants expressed interest in continuing English studies after the completion of the 90-day course.

Discussion

The results support previous educational research showing that intensive language programs can significantly improve learners' communicative competence.

The success of the "Dolzarb 90 Kunlik" program can be attributed to several important factors.

First, the intensive learning schedule allowed students to practice English consistently without long interruptions. Regular practice is one of the most important factors in successful language acquisition.

Second, communicative teaching methods created a student-centered learning environment where learners actively used English instead of simply memorizing grammar rules. This approach increased both confidence and motivation.

Third, collaborative learning activities such as pair work, group discussions, and project presentations helped students develop teamwork, critical thinking, and public speaking skills alongside language proficiency.

Despite its success, several challenges were identified. Some schools experienced shortages of modern teaching materials, multimedia equipment, and qualified English instructors. In addition, students entered the program with different proficiency levels, making classroom management more difficult.

Future implementations of the program should include teacher training, improved digital resources, placement tests, and continuous assessment to maximize learning outcomes.

Conclusion

The "Dolzarb 90 Kunlik" program has proven to be an effective initiative for improving English language education among young people in Uzbekistan. Intensive instruction, communicative teaching methods, and interactive learning activities contributed to significant improvements in students' speaking, listening, reading, and writing skills.

The program also increased learners' motivation, confidence, and interest in lifelong English learning. Continued investment in similar educational initiatives can contribute to developing globally competitive, highly skilled, and multilingual young citizens.

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