

## LEARNING ENGLISH AS A SECOND LANGUAGE IN UZBEKISTAN

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**Annotatsiya:** Ushbu tadqiqot O'zbekistonda ingliz tilini ikkinchi til sifatida o'rganish jarayonini ta'lim islohotlari va globallashuv sharoitida tahlil qiladi. Maqolada til siyosati, o'qitish metodlari, zamonaviy texnologiyalarning joriy etilishi hamda o'quvchilarning duch kelayotgan muammolari ko'rib chiqiladi. Xususan, kommunikativ yondashuv, CEFR standartlarining qo'llanilishi va raqamli vositalarning til ko'nikmalarini rivojlantirishdagi ahamiyati yoritiladi. Shuningdek, hududiy tafovutlar, resurs yetishmovchiligi va psixologik omillar kabi muammolar bilan bir qatorda, ingliz tili ta'limini modernizatsiya qilish imkoniyatlari ham ta'kidlanadi.

**Kalit so'zlar:** Ingliz tilini o'rganish, ikkinchi til egallash, O'zbekiston ta'limi, kommunikativ yondashuv, CEFR standartlari, ta'lim islohoti, til siyosati, raqamli texnologiyalar, o'quvchi motivatsiyasi, bilingvizm, o'quv dasturi, globallashuv.

**Аннотация:** В данной работе рассматривается процесс изучения английского языка как второго языка в Узбекистане в условиях образовательных реформ и глобализации. Анализируются изменения в языковой политике, методики преподавания, внедрение цифровых технологий и трудности, с которыми сталкиваются учащиеся. Особое внимание уделяется коммуникативному подходу, внедрению стандартов CEFR и использованию современных цифровых инструментов для повышения языковой компетенции. Также подчеркиваются существующие проблемы, включая ограниченные ресурсы, региональные различия и психологические барьеры, а также перспективы модернизации системы преподавания английского языка.

**Ключевые слова:** Изучение английского языка, овладение вторым языком, образование Узбекистана, коммуникативный подход, стандарты CEFR, образовательная реформа, языковая политика, цифровые технологии, мотивация учащихся, билингвизм, учебная программа, глобализация.

**Abstract:** This study examines the development of learning English as a second language in Uzbekistan within the context of educational reforms and globalization. It analyzes policy changes, teaching methodologies, technological integration, and learner challenges. Special attention is given to communicative language teaching, the implementation of CEFR standards, and the role of digital tools in improving language proficiency. The paper highlights existing difficulties such as limited resources,

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*regional disparities, and psychological barriers, while also emphasizing opportunities for innovation and modernization in English language education across the country.*

**Keywords:** *English language learning, second language acquisition, Uzbekistan education, communicative approach, CEFR standards, educational reform, language policy, digital technologies, learner motivation, bilingualism, curriculum development, globalization.*

In today's interconnected world, English has become a global lingua franca — a language that bridges cultures, enables international communication, and opens doors to academic, technological, and economic opportunities. This global role places English at the forefront of educational priorities in many non-English-speaking countries, including Uzbekistan, where English is widely taught as a second language (ESL). The emphasis on English in Uzbekistan has increased significantly over the past decade as part of broader educational reforms and internationalization efforts. From primary schools to universities, English is no longer considered merely an elective subject — it has become a key component of preparing students for a globalized future. This shift reflects Uzbekistan's desire to participate actively in international business, diplomacy, science, and technology. Proficiency in English is now seen as both a tool for individual advancement and a national strategic asset.

After gaining independence from the Soviet Union in 1991, Uzbekistan underwent significant reforms in many sectors, including education. Historically, Russian was the dominant second language in schools, reflecting the country's Soviet legacy. Over time, however, Uzbekistan's educational policy has moved toward diversifying foreign language instruction, emphasizing English to support economic reforms, globalization, and integration into international academic communities. Government decrees required the expansion of foreign language education and improved teaching materials. New national curricula have integrated English more systematically across grade levels. Presidential schools and higher education institutions have placed English language instruction at the center of their programs. These reforms mark a transition from traditional, grammar-focused language learning to a more communicative and competency-based approach.

English is now introduced at the early stages of schooling in Uzbekistan, often beginning in primary school. Research suggests that early exposure to a second language helps students develop better phonetic awareness, more native-like pronunciation, and stronger communicative skills later in life.

In secondary schools, the Common European Framework of Reference for Languages (CEFR) has been gradually implemented to provide standardized proficiency goals, aligning Uzbek language education with global standards. The CEFR framework encourages educators to focus on communicative competence and

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measurable outcomes, such as reading comprehension, listening ability, speaking fluency, and writing skills.

At universities and vocational colleges, English is often a required subject, especially in fields such as engineering, international relations, tourism, and business. Some universities also offer programs taught partially or entirely in English, reflecting a global trend toward international education. These programs have increased students' exposure to English in academic settings. In vocational contexts, learners often bring diverse linguistic backgrounds, including Uzbek, Russian, and other regional languages. This multilingual environment can shape how students acquire English, with sociolinguistic identity and motivation playing important roles in learning success. Despite the growing importance of English education, learners in Uzbekistan face several challenges in acquiring English as a second language.

Research shows that many Uzbek learners struggle with core aspects of English, such as pronunciation, vocabulary development, grammar, and idiomatic usage. These difficulties are compounded by limited exposure to authentic English outside the classroom, leading to gaps in communicative competence. Psychological factors also influence language learning. Language anxiety, lack of confidence, and low motivation can negatively affect learners' willingness to take risks and practice English in real contexts. Researchers identify these affective barriers as significant obstacles to successful English acquisition.

Educational resources and teacher readiness can vary significantly across urban and rural areas. While students in Tashkent and other major cities may have access to better facilities, authentic learning materials, and trained instructors, learners in remote regions often face limited exposure to English resources, such as language labs, multimedia materials, and native speaker interaction.

These disparities highlight the need for equitable access to technology and quality teaching across the country.

- Teaching Methods and Approaches
- Communicative Language Teaching (CLT)

A major shift in ESL pedagogy is the adoption of Communicative Language Teaching (CLT), which emphasizes meaningful communication, authentic use of language, and learner-centered activities. CLT contrasts with older, teacher-centered methods that focused heavily on grammar translation and rote memorization. The move toward CLT reflects international best practices in language education, aiming to develop learners' ability to use English for real communication — not merely to recite rules or translate sentences. CLT activities include role-plays, group discussions, and task-based learning that mirror real-life language use.

Some educators argue that grammar instruction remains crucial and must be balanced with communicative activities. Integrating grammar with communicative

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tasks can help learners apply structural knowledge in authentic contexts, improving both accuracy and confidence.

Other research on ESL teaching methods highlights the importance of combining multiple approaches tailored to learners' needs. These include Total Physical Response (TPR), audio-lingual methods, direct method, and learner-centered strategies that encourage collaboration and critical thinking.

Recent studies explore how technology, especially Artificial Intelligence (AI) and Virtual Reality (VR), can transform ESL learning. AI-enabled tutoring systems, language learning apps, and VR simulations offer personalized instruction, interactive feedback, and immersive language environments that boost learner engagement. These tools can simulate real-world interactions, making practice more practical and motivating than traditional classroom drills. Technology also supports learner autonomy, allowing students to practice English independently outside the classroom. Self-directed learning — using apps, online platforms, and virtual communities — increases motivation, a key predictor of success in language acquisition.

English learning in Uzbekistan is not only a linguistic process but also a sociocultural one. Sociolinguistic research indicates that learners' cultural identities, multilingual backgrounds, and language ideologies shape how they approach English. Learners who develop sociolinguistic awareness — understanding how English functions in different social contexts — tend to become more adaptable and communicatively competent.

In a multilingual society like Uzbekistan, where Uzbek, Russian, and English intersect, learners navigate complex linguistic identities that influence motivation, attitudes, and language use.

Learning English as a second language in Uzbekistan is a complex but increasingly important educational goal shaped by globalization, national policy, educational reforms, and cultural dynamics. While learners face challenges such as resource limitations and psychological barriers, reforms in teaching methods, technology use, and a greater emphasis on communicative competence are transforming the landscape of English education. By integrating innovative practices, supporting teachers, and expanding access to quality resources, Uzbekistan is gradually preparing its students to meet global communication demands and compete in a world where English proficiency is a valuable asset.

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