THE DEVELOPMENT OF LANGUAGE EDUCATION IN NEW UZBEKISTAN

Toshpo‘latova Umida Yusubovna
Student
Gulistan State Pedagogical Institute
E-mail: toshpolatovau811@gmail.com
Salohiddinova Barchinoy Bahodir qizi
Student
Gulistan State Pedagogical Institute
E-mail: barchinoysalohiddinova@gmail.com

Annotation: This article examines the development of language education in New Uzbekistan with a focus on its achievements and challenges. It discusses the reforms in the education system, the implementation of innovative teaching methods, and the use of digital technologies in language learning. The paper also highlights the problems that still exist, such as teacher preparedness and unequal access to resources, and offers recommendations for further improvement.

Keywords: language education, New Uzbekistan, achievements, challenges, innovation, teaching reform.

Introduction: In recent years, Uzbekistan has undergone large-scale transformations in all spheres, including education. The development of language education has become one of the country’s strategic priorities. The ability to communicate in several languages is viewed as a key factor in global competitiveness and cultural openness. The government of New Uzbekistan has implemented numerous reforms aimed at improving the quality of teaching and promoting foreign language learning. Presidential decrees, new curricula, and teacher training programs have played an important role in this process. These changes are designed to create a new generation of specialists who are fluent in Uzbek and at least one foreign language.

The modernization of language education in New Uzbekistan can be seen in several directions. First, the curriculum has been updated to align with international standards such as the Common European Framework of Reference for Languages (CEFR). This alignment allows teachers to plan lessons more effectively and helps students measure their progress

accurately. Second, digitalization has significantly influenced the teaching process. Interactive whiteboards, online courses, and multimedia resources have made language learning more interesting and efficient. Many schools and universities now use digital platforms to conduct tests, share materials, and organize virtual classes. Third, teacher development has become a priority. Hundreds of teachers participate in professional training programs both inside and outside the country. [1] They learn new pedagogical strategies such as task-based learning, communicative methods, and student-centered approaches. These methods focus on real-life language use and practical communication skills rather than memorization. Despite these successes, several challenges remain. Some rural schools still lack access to modern equipment and the internet. Teachers in remote areas often have limited opportunities for professional growth. In addition, students' motivation varies-while many are enthusiastic about learning languages, others still see it as a requirement rather than a personal goal. Another issue is material quality. Some textbooks and online resources are outdated or not adapted to local contexts. Improving the content of teaching materials and making them culturally relevant is necessary. Furthermore, assessment systems should focus not only on grammar and vocabulary but also on communication and critical thinking skills. To address these issues, continuous investment in education is essential. Schools should be equally provided with digital resources, and teachers should receive ongoing methodological support. Encouraging creativity, organizing language clubs, and using real-life projects can also enhance students' motivation and practical skills.

Moreover, one of the most important aspects of language education in New Uzbekistan is the promotion of multilingualism. Today, not only English but also Russian, Chinese, Turkish, and Korean languages are gaining popularity among students. This tendency shows that young people are becoming more open-minded and ready to participate in international communication. Learning several foreign languages helps students broaden their worldview and understand different cultures, which is essential in the modern globalized world. Another significant step is the introduction of early language learning. Foreign languages are now taught from the first grades of school. This early start helps children develop listening and speaking skills naturally and increases their confidence in using another language. Many schools have also established language clubs and debate societies where students can practice communication in a friendly and motivating environment.

In addition, the cooperation between universities and international educational organizations has strengthened. Exchange programs, online conferences, and joint research projects give teachers and students the opportunity to share experiences and learn from foreign specialists. Such initiatives help to integrate Uzbekistan's education system into the global academic community and ensure the continuous development of teaching quality.

However, for these achievements to be sustainable, it is necessary to continue improving educational infrastructure. The modernization of libraries, creation of digital learning platforms, and access to authentic materials should become a long-term priority. Besides, more attention should be paid to the psychological aspects of learning - encouraging students' curiosity, reducing anxiety, and building a positive classroom atmosphere. In the future, the main goal of language education in New Uzbekistan should be not only to teach grammar or vocabulary but also to develop communicative competence, intercultural understanding, and creative thinking. By combining traditional teaching methods with modern innovations, the country can prepare a generation that is not only knowledgeable but also globally competitive and culturally aware. [2]

Incentives and Motivation Policies: Recent presidential decrees in Uzbekistan have introduced several incentives to support foreign language teachers. Educators who obtain

international certificates such as IELTS, CEFR, or TESOL receive a salary bonus of 40–50 percent. In addition, schools are now provided with funds - up to one million soums - to purchase modern textbooks and teaching materials.[1]

Moreover, a new policy requires all foreign language teachers to hold either a national or international qualification certificate to continue their professional activities. Over the next three years, it is planned that around 53,000 teachers across the country will complete certification programs. These measures aim to ensure higher teaching quality, encourage continuous self-development, and recognize teachers' professional achievements.[4]

Uzbekistan is also planning to transition from an 11-year to a 12-year general education system. This reform is designed to bring the national education structure closer to international standards and to help graduates enter universities without the need for an additional foundation year.

The new structure will allow foreign languages to be taught more consistently and at earlier stages of education. Starting language learning from the first grades and maintaining a gradual progression throughout all school years will create a stronger linguistic base. This step is expected to significantly improve students' fluency, expand their global opportunities, and make the education system more competitive at the international level.[3]

Language education in New Uzbekistan has reached a new level of development. The reforms have contributed to a stronger educational foundation, better teacher training, and increased student engagement. However, challenges such as unequal access to resources, lack of teacher readiness, and limited motivation still need to be solved. The future success of language education depends on cooperation among educators, policymakers, and researchers. By promoting innovation, strengthening international collaboration, and maintaining consistent quality improvement, Uzbekistan can build a modern and competitive language education system that meets global standards.

References:

1. Abdurakhmonova, N. (2021). English Through Reading (ELS English Language Students). Tashkent: Sarmoya Books.
2. Qosimova, N., Mavlonova, Z., Ruzieva, D., et al. (2022). English Textbook for 11th Grade Pupils in Uzbekistan. Tashkent: Ministry of Public Education of the Republic of Uzbekistan
3. Hasanova D. (2007).Teaching and Learning English in Uzbekistan.English Today,23(1),3-9.
4. Zhalolov J. Methods of teaching foreign languages (1996).
5. Paizee , D., & Miles, L. (2020). Cambridge International Primary English: Stage 1. London: Collins Learning