

## **METHODOLOGICAL CHALLENGES AND PROSPECTS OF TEACHING ENGLISH LANGUAGE**

*Norova Bakhriniso Yuldashevna*  
*Tashkent State Agrarian University*  
*Language Department Teacher*

**Abstract:** The teaching of English in Uzbekistan continues to evolve in response to national education reforms and global linguistic demands. This article examines the methodological challenges facing English language instruction within the Uzbek context, particularly from the perspective of non-native English-speaking teachers. Drawing on recent academic literature and regional classroom realities, the study explores how policy implementation, teacher preparation, and sociolinguistic factors intersect to shape English language teaching (ELT). Emphasis is placed on communicative approaches, teacher identity, and locally responsive pedagogy. The article aims to provide a balanced scholarly reflection on the current state of ELT in Uzbekistan, with practical insights for educators and policymakers.

**Key words:** English language teaching, Uzbekistan, non-native teachers, ELT methodology, language education policy, multilingualism, communicative approach

### **Introduction**

The growing importance of English in Uzbekistan's educational system reflects broader socio-economic goals, including integration into international academic and business spheres. National reforms such as the Presidential Decree No. PF-4947 (2017) have outlined ambitious plans for enhancing foreign language instruction across all levels of education. As English continues to gain status as a key instrument for global engagement, the effectiveness of its teaching in the Uzbek context has come under increasing scrutiny (Rahmanova and Shahabitdinova, 2024). This article explores the methodological and systemic challenges that shape English language teaching in Uzbekistan, with attention to the role of non-native educators and the practical realities of classroom practice.

Despite policy-level endorsement of communicative language teaching (CLT), its consistent implementation remains a challenge across public schools and higher education institutions. Teachers frequently face structural obstacles such as overcrowded classrooms, insufficient teaching materials, and limited access to professional development opportunities (Qurbonova, 2025). Moreover, while CLT emphasizes interactive, learner-centered instruction, many classrooms continue to rely on grammar-translation methods due to examination pressures and traditional expectations from school administration and parents.

Recent literature emphasizes the need for context-sensitive adaptation of global methods. Richards and Rodgers (2014) advocate for methodological pluralism, where teachers blend techniques in response to learner needs and institutional constraints. In Uzbekistan, this adaptive approach is particularly relevant, allowing instructors to incorporate communicative tasks without disregarding the grammatical foundations still prioritized in assessments.

The dominance of native-speaker norms in English language education often marginalizes the

legitimacy of non-native English-speaking teachers, particularly in contexts like Uzbekistan where English is learned as a foreign language. However, current scholarship increasingly recognizes the strengths of non-native instructors. As Medgyes (2017) and Kamhi-Stein (2014) argue, non-native teachers bring a valuable perspective to the classroom, including an understanding of the learner's challenges and a capacity to model effective language acquisition strategies.

In Uzbekistan, most English instructors are local professionals educated within the national system. Their linguistic and cultural familiarity can enhance pedagogical relevance and foster learner confidence, especially when paired with a commitment to ongoing professional development. Recognizing and supporting the expertise of non-native educators is thus essential to sustainable ELT reform.

## Conclusion

The development of English language teaching in Uzbekistan is shaped by a dynamic interplay of global pedagogical trends, national policy directives, and local classroom realities. While communicative methods are promoted in official discourse, their translation into everyday practice requires methodological flexibility, institutional support, and the empowerment of local educators. Non-native teachers, far from being a limitation, represent a key resource in this process when given access to updated training and scholarly engagement. Future reforms should prioritize inclusive, context-aware strategies that strengthen the capacity of all English teachers in Uzbekistan.

## References:

1. Gulchehra Rahmanova, & Shohida Shahabitdinova. (2024). English Language Policy And Language Planning In Uzbekistan Context: Challenges And Considerations. *Educational Administration: Theory and Practice*, 30(6), 3043–3046. <https://doi.org/10.53555/kuey.v30i6.5968>
2. Latifovna, I. G. (2025). EPIPHANY: REVELATORY INSIGHTS IN JEAN RHYS'S "WIDE SARGASSO SEA. *STUDYING THE PROGRESS OF SCIENCE AND ITS SHORTCOMINGS*, 1(4), 248-251.
3. Latifovna, I. G. (2025). EXAGGERATED REALITIES: THE FUNCTION OF HYPERBOLE IN JEAN RHYS'S "WIDE SARGASSO SEA" AS A REFLECTION OF COLONIAL TENSIONS AND PSYCHOLOGICAL TURMOIL. *JOURNAL OF INTERNATIONAL SCIENTIFIC RESEARCH*, 2(2), 323-326.
4. Latifovna, I. G. (2025). Engaging minds and bodies: the power of total physical response in language learning. *SHOKH LIBRARY*.
5. Xamdamovna, I. M. (2021). Stylistic features of the use of asinetone in languages of different systems. *ACADEMICA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL*, 11(2), 896-900.
6. Xamdamovna, I. M. (2025). TA'LIM JARAYONIDA O'YIN ASOSIDAGI METODLARNING NAZARIY ASOSLARI. *IZLANUVCHI*, 1(6), 312-327.
7. Xamdamovna, I. M. (2022). COMPARATIVE ANALYSIS OF ASINETONE SPECIES IN ENGLISH AND UZBEK. *Scientific progress*, 3(3), 397-400.
8. Xamdamovna, I. M. (2025). HÖRVERSTÄNDNIS UND LESEN IN ENGLISCH PSYCHOLINGUISTISCHE KLASSIFIZIERUNG VON ÜBUNGEN FÜR SPRACHAKTIVITÄTEN. *YANGI O'ZBEKISTON, YANGI TADQIQOTLAR JURNALI*, 2(4), 103-107.
9. Xamdamovna, I. M. (2025). ИНГЛИЗ ТИЛИДА ТИНГЛАБ ТУШУНИШ ВА ЎҚИШ НУТҚ ФАОЛИЯТЛАРИГА ОИД МАШҚЛАРНИНГ ПСИХОЛИНГВИСТИК

ТАШНИФИ. *IZLANUVCHI*, 1(3), 52-59.

10. Jurayevna, B. N., & Rakhmiddinova, S. M. THE IMAGE OF A FLOWER IN SITTAI ZARURIYA. *SCIENTIFIC REPORTS OF BUKHARA STATE UNIVERSITY НАУЧНЫЙ ВЕСТНИК БУХАРСКОГО ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА*, 179.

11. Bekova, N., & Sayliyeva, M. (2015). The Interpretation of Praise in The East Literature. *Научная дискуссия: вопросы филологии, искусствоведения и культурологии*, (12), 147-151.

12. Sayliyeva, M. R. (2022). Linguopoetic and linguocultural issues in literature. *The Peerian Journal*, 6, 33-36.

13. Odinayeva, N. (2021). Литературная Критика, Литературные Процессы, Национальные Ценности И Духовность В Литературе. *Центр Научных Публикаций (Buxdu. Uz)*, 5(5).

14. Odinayeva, N. (2020). Motivation and Communication in Distance Learning of Foreign Languages. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 6(2).

15. Jasurbek G'ofur o'g, S. (2024). TASHQI IQTISODIY FAOLIYAT TASHKILIY-HUQUQIY ASOSLARINI TAKOMILLASHTIRISH. *AMERICAN JOURNAL OF EDUCATION AND LEARNING*, 2(4), 500-507.

16. Saidmusayev, J. (2022). Improvement of the legislation of the Republic of Uzbekistan on the liberalization of the foreign trade regime for accession to the WTO. *TSUL Legal Report International electronic scientific journal*, 3(2), 55-61.

17. Эгамов, Э. Э. (2022). Вклад Узбекистана в победу над фашизмом во Второй мировой войне. In *ВОЕННАЯ БЕЗОПАСНОСТЬ РОССИИ: ВЗГЛЯД В БУДУЩЕЕ* (pp. 439-447).

18. Begimkulov, I. B. (2024). THE ROLE OF NATIONAL VALUES IN THE PATRIOTIC EDUCATION OF YOUNG PEOPLE IN THE CONDITION OF GLOBALIZATION. *Экономика и социум*, (10 (125)), 58-62.

19. Karimov, B. B. (2024). KURSANTLARNI MA'NAVIY-AXLOQIY TARBIYALASH TAMOIYILLARI. *INTERNATIONAL SCIENCES, EDUCATION AND NEW LEARNING TECHNOLOGIES*, 1(4), 123-128.

20. Kamhi-Stein, L. D. (2014). *Narrating their lives: Examining the early career development of second language teachers*. University of Michigan Press.

21. Medgyes, P. (2017). *Non-native teachers in English language teaching*. Swan Communication.

22. Presidential Decree No. PF-4947. (2017). *On the Strategy of Actions for the Further Development of the Republic of Uzbekistan*. <https://lex.uz>