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**THE PROCESS OF FOREIGN LANGUAGE TEACHING  
IN HIGHER EDUCATIONAL INSTITUTIONS OF  
UZBEKISTAN**

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**Abstract:** The article highlights the importance of foreign language teaching in higher education institutions in Uzbekistan and the importance of the work carried out in our country for the development of this field. The aspects of foreign language teaching in higher education institutions and the use of up-to-date programs and information communication tools are highlighted.

**Key words:** foreign language, measures, modernization of teaching, project, ICT, PRESETT system, conditions and opportunities, specialists, curriculum.

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The reforms in foreign language teaching in Uzbekistan mainly touched upon teaching foreign languages in all levels and stages of education.

The Decree of the first President I.A. Karimov "On measures for further improvement of foreign languages learning" as of December 10, 2012 was a key factor for modernization of teaching foreign languages at all stages, in which the importance of teaching and learning English across the country were pointed out.

Therefore, a foreign language became one of the important

educational subjects, at all educational institutions. Implementation of a new project on the development of the national curricula and standard on the teaching and learning of foreign languages was started along with the project aiming at the reform of PRESETT and INSETT system of Uzbekistan.

According to Irisqulov A.T. (2015) adoption and implementation of the new standard was a requirement of time and started a new era in the whole system of foreign languages learning in Uzbekistan. The renewed curriculum

was a part of a four-year full-time course at tertiary level leading to the qualification of Bachelor of Philology, English Language Teacher.

The curriculum has been implemented within the English language departments of Higher Educational Institutions across Uzbekistan. The curriculum was the product of the project aimed at achieving lasting improvement in the standard of English language teaching in Uzbekistan by enhancing the learning experience of ELT PRESETT students and by setting clear exit standards in language referred to international standards for ELT. The project is implemented in collaboration of the Ministry of Higher and Secondary Specialised Education of Uzbekistan and the British Council.

On April 20, 2017, President of the Republic of Uzbekistan Sh. M. Mirziyoyev signed a decree PR-2909 "On measures to further development of "Higher educational system". In this decree he mentioned about using and learning new and effective methods of teaching FL and in order to improve this process sending teachers to foreign countries for improving their professional skills.

Further development of a continuum of foreign languages learning at all levels of education; improving skills of teachers and provision of modern teaching materials are required. Also it is envisaged that university modules, especially in technical and

international areas, will be offered in English and other foreign languages at higher education institutions. This document serves as an important guideline in development of new textbooks for teaching foreign languages, introduction of advanced teaching methods using modern pedagogical and information-communication technologies, education of a new generation to foreign languages, cardinal improvement of the system of training of specialists, fluent in these languages, creation of conditions and opportunities for wide use of information resources by language learners.

In accordance to the resolution of the President of the Republic of Uzbekistan PR-3775 "On additional measures to improve the quality of education in higher education institutions and ensure their active participation in comprehensive reforms in the country", the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan starting from the academic year students who have advanced international examination systems (TOEFL, IELTS, CEFR, SAT General, SAT Subject, etc.) have been awarded with the highest scoring and the elimination of these exams. As well as provision of higher education institutions with modern educational, methodological and scientific literature, periodical magazines, regular updating of information and resource centers' funds and acquiring advanced

foreign educational and scientific literature and magazines, translating the latest foreign literature and the adoption of the Governmental decree, which envisages the introduction of the educational process.

In Uzbekistan FLT is seen as a career in a field of educational specialization: it requires a specialized knowledge base obtained through both academic study and practical experience. Nowadays the demonstration of a certain level of proficiency in English as component of certification is required.

In Uzbekistan the multistage model of FLT has been worked out based on continuous, succession, taking into consideration the international standards, and localization of EL teaching and learning methodology and materials (adapting to the national context). It is related to the well-known multilevel model of FLT in the foreign countries.

**According to the purpose and characteristics of teaching FL in higher education institutions, we can divide learning foreign language into two groups:**

1. Foreign language- universities, institutes and faculties, which prepares specialists for teaching FL.

2. Foreign language - universities, institutes and faculties that does not prepare specialists for teaching FL.

These two groups are different from each other according to their purpose. In the first group language is taught deeply, both practically and

theoretically, because, they prepare specialist language teachers. The syllabus structure will be compiled widely and deeply. The language is taught with special materials perfectly. Requirements for using independently oral and writing speech and also, having free communication with foreign people.

In the second group, language will be taught in all courses. Complex purpose will be taken account in this type of group. The student will be learning language in four purposes and his/her aim of learning language and using it during working activity. They will be learn translating and reading the text and learn new words, which belong to their specialty. That is why; syllabuses and textbooks will be compiled for each specialty. In addition, students learn English independently.

Exploring the standards of higher education in recent years, it should be noted that there is the increased level of foreign language proficiency requirements for the students of non-linguistic faculties, in terms of not only the ability to produce professional information, but also the ability to exchange information at the understandable level for learners. To my mind, the analysis of such skills in practical terms allows us to identify easy ways of developing learner's professional skills. We should pay attention for their attitude for capturing the knowledge according to the specialty and integration of subjects.

According to Shaturnaya: "There is a need for such an organization

process of teaching foreign Languages, which would encourage integrating didactic, psychological, linguistic, socio-cultural and methodological tools that contribute to the successful development of professional communicative competency".

We mean the direct inclusion of the processes of communication in the learning process, which will result in the optimization of mastery of the language, through the organization, communicating. Communicative competence represents a shift in focus from the grammatical to the communicative properties of the language; i.e. the functions of language and the process of discourse. FL is being taught in the 1st-2nd-3rd-4th-5th-6th terms in non-linguistic faculties and will be taken final examination at the end. In this stage will be finding out automatic system of abilities correct formation of lexica, grammar, pronunciation, speaking, reading, and correct writing.

In the 5-6th terms there will be taught some difficult language materials. Learners' will get deeper and more detailed information in this stage. They will learn language in three stages in completely academic year. We may divide them three text types: general texts, texts about the world, countries, environment, and finally the third is texts, which are, belong to their specialty.

The FL education has social and personal-oriented values. Dynamic processes in all spheres in

Uzbekistan need acquiring one or two FL. The richness of the country under the conditions of market economy and information technologies development can be achieved with the help of human resources - the important factor of economic and social progress. The FL education contributes to solve this important objective. According to the view of the first President of the Republic of Uzbekistan, we should create the necessary conditions for the youth to acquire deep knowledge and modern professions and train a highly qualified workforce, young specialists capable of taking on responsibility for the future and further development of the country.

I.A. Karimov also stated that "in the system of education we attach a great importance to teaching pupils not merely liberal arts and vocational skills, but also required learning of foreign languages, for this is critical for them to maintain proactive communication with their counterparts abroad, get extensive knowledge of everything that is going on around the globe, and command the world of intellectual treasure".

In addition, the introduction of information and communication technologies in the educational process is becoming increasingly important, especially in teaching and learning foreign languages. New information technology offers a great opportunity to teach foreign languages, play an important role in improving quality of science and increasing effectiveness of teaching.

As it is known, no single occupation of this subject should pass without the teacher or the presentation of the students during the course of the course.

**In foreign language courses, ICT can be used to solve some didactic issues, in particular through the Internet. From these, to examine students' knowledge:**

- various online on-line tests in interactive mode;
- use of off-line tests, i.e. electronic version of tests;
- Internet system knowledge

There are many tests for TOEFL and IELTS tests for most students starting from the start. The advantage of such tests for the reader is objective and fast response. Students who have different levels of knowledge at the same time are given different tests, in explaining a new theme: to enhance the quality of the lessons through photos,

screenshots, video, for example: students learn not only simple information about foreign countries but also those countries virtual travel, videos, about traditions and customs of foreign countries.

**Strengthening the theme:**

- student project design;
- Search for additional information on interdisciplinary courses;
- Increase students' eagerness to learn by arranging presentations or e-mails with foreign friends.

The goal of applying ICT to the lesson is to enrich the lesson, to give simple books, to give didactic exhibits.

Thus, with the Internet, teachers and learners also have the opportunity to work in their own language, so introducing ICT into the classroom process is an urgent issue for increasing students' knowledge.

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