

## CHALLENGES IN TEACHING ENGLISH IN THE PUBLIC EDUCATION SYSTEM AND WAYS TO OVERCOME THEM

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**Abstract:** *This article analyzes the key challenges in teaching English within the public education system. It explores factors such as unqualified teaching staff, lack of resources, ineffective methodologies, and low student motivation. The study also offers practical solutions to improve English teaching outcomes. This article is intended to be useful for practicing teachers, education professionals, and language learners.*

**Keywords:** *English language, public education, teaching challenges, teacher qualification, lack of resources, motivation, methodology, educational reform*

### INTRODUCTION

In today's globalized world, the demand for English language proficiency is growing rapidly across all spheres of life, especially in education. Success in the international job market, participation in scientific and technological development, and access to quality education all require at least a basic knowledge of English. English has become the leading language of communication in business, science, and international cooperation. For this reason, learning English is not a luxury, but a necessity for every individual, especially the younger generation.

Despite the increasing importance of English, several persistent challenges continue to hinder its effective instruction in the public education system — especially in developing countries like Uzbekistan. These include a shortage of qualified teachers, outdated teaching methodologies, lack of modern teaching resources, and poor student motivation. This article presents a comprehensive analysis of these issues and proposes potential strategies to address them effectively.

#### Teacher qualification and methodological deficiencies

One of the most critical factors in effective English language instruction is the teacher's language proficiency and pedagogical competence. In many public schools — particularly in rural or remote areas — English is taught by teachers who lack sufficient speaking skills and rely heavily on outdated, grammar-based instruction. These teachers often focus solely on theoretical explanations rather than developing students' practical communication skills.

Another major issue is the limited effectiveness of teacher retraining programs. Most in-service courses are highly theoretical, lacking real classroom application. As a result, teachers remain unfamiliar with modern teaching methodologies such as CLIL (Content and Language Integrated Learning), Task-Based Learning, and communicative language teaching (CLT), which are widely used in developed countries.

#### Infrastructure and resource limitations

Insufficient infrastructure and resources severely impact the quality of English instruction. Many schools, especially in underdeveloped regions, lack essential tools such as multimedia classrooms, audio-visual aids, and access to the internet. In today's context, language learning is no longer effective through textbooks alone; learners need exposure to dynamic environments with visual, auditory, and interactive materials.

Digital platforms like BBC Learning English, the British Council's resources, and mobile applications such as Duolingo or Quizlet are valuable tools — but most students and teachers do not have consistent access to them. In some cases, even stable internet connectivity is a problem. Without these tools, it becomes difficult to create immersive learning experiences.

### Outdated Teaching Methods and Ineffective Approaches

Many English teachers still use traditional grammar-translation methods. These methods emphasize grammar rules and vocabulary lists, with minimal focus on real-life communication, speaking, or listening skills. As a result, students may memorize rules but are unable to engage in actual conversations.

Additionally, most teaching does not consider students' individual learning styles or language levels. A one-size-fits-all approach dominates classroom instruction, leaving weaker students behind while limiting the progress of more advanced learners. There is little use of group work, peer collaboration, or task-based learning that encourages student participation and interaction.

To improve outcomes, there must be a shift toward interactive methods that include role play, storytelling, dialogue-based activities, creative writing, and problem-solving. These encourage students to use language actively and build confidence in communication.

### Low student motivation and psychological barriers

Another significant barrier to English acquisition is the lack of intrinsic motivation among students.

Often, students learn English solely to pass exams or get good grades, rather than to use it meaningfully in their lives. They are not fully aware of the real-life benefits English can bring — such as studying abroad, freelancing, or participating in global communities.

Psychological factors also play a role. Students may fear making mistakes, feel embarrassed speaking in class, or be discouraged by overly critical feedback from teachers. This anxiety leads to passive learning behavior. To combat this, schools must create a safe, encouraging environment where errors are seen as part of the learning process.

Teachers should also help students connect English to their personal goals, demonstrating how language proficiency can lead to academic, professional, and social opportunities. Motivational strategies — such as exposing students to success stories, international role models, and multimedia content — can significantly increase engagement.

### Ineffective assessment systems and process-focused evaluation

In many public schools, assessment is based on rote memorization and theoretical knowledge. Grammar tests and vocabulary quizzes dominate the evaluation process, while productive skills like speaking and writing are largely ignored.

This leads to a disconnect between what students know and what they can actually do with the language. To improve this, educational systems must transition toward competency-based assessment models like the CEFR (Common European Framework of Reference for Languages), which classify language proficiency from A1 to C2 based on actual language performance in speaking, listening, reading, and writing.

Such systems not only offer more accurate evaluations but also help students set realistic, measurable goals for their language development.

### Conclusion

In conclusion, teaching English effectively in public education systems — especially in developing countries — requires a multi-dimensional approach. First and foremost, teacher qualification and professional development must be prioritized. Training should be practical, up-to-date, and focused on building real-life communication skills.

Secondly, schools must be equipped with modern teaching resources, including digital tools, multimedia support, and internet access. Without these, students are at a significant disadvantage.

Third, instructional methods must shift from passive, grammar-heavy instruction to interactive, student-centered learning. Finally, a more comprehensive assessment system — focused on outcomes rather than process — should be implemented to better reflect students' true language ability.

If these changes are made, the public education system can produce not only English learners, but globally competent communicators ready to participate in the modern world.

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