

TEACHING FEATURES OF EFL IN UZBEKISTAN

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Annotation. *The article analyzes a lot of modern pedagogical techniques and their features for teaching foreign languages. Additionally, specific details are provided regarding how these techniques might help pupils fully master a foreign language and become fluent speakers of that language.*

Key words: *EFL, approach, teaching practice, TBLT, CLIL, PBL, TELL*

It has been a long time since learning a foreign language was reduced to passively memorizing new words and expressions. Monotony, boring cramming of grammatical rules and, at best, the ability to translate an Uzbek phrase into a foreign language was the limit of perfection in mastering a foreign means of communication.


And although the world has long known a huge number of approaches to learning a foreign language and methods, a real revolutionary revolution in the methods of teaching English in our country occurred only in the XX century. Approaches and goals have changed. Today, everyone is learning a foreign language. The number of techniques has increased proportionally to the number of people.

Teaching English as a Foreign Language (EFL) in Uzbekistan presents unique features and considerations due to the country's specific linguistic, cultural, and educational context. Significant reforms are underway, emphasizing communicative approaches and student-centered learning, aligning with international EFL teaching practices. Access to quality EFL education and resources can vary significantly between urban and rural areas.

Most students have Uzbek as their first language, which belongs to the Turkic language family and differs significantly from English in structure and grammar.

Russian remains a prevalent second language, particularly among older generations, and can influence English pronunciation and vocabulary. Outside of the classroom, students may have limited exposure to authentic English language use. Uzbek culture emphasizes respect for teachers and elders, which can influence classroom dynamics and student participation. Group work and collaboration are valued, which can be incorporated into EFL teaching activities.





Understanding students' motivations for learning English, whether for academic, professional, or personal reasons, can help tailor instruction to their needs.

There are several challenges in EFL Teaching in Uzbekistan:

Large Class Sizes: Overcrowded classrooms can make it difficult to provide individualized attention and implement student-centered activities.

Limited Resources: Access to technology, authentic materials, and qualified EFL teachers can be limited, particularly in rural areas.

Assessment and Evaluation: Moving away from traditional grammar-based testing towards communicative assessments that measure real-world language use is an ongoing challenge.

The increasing availability of technology offers opportunities to enhance EFL learning through online resources, interactive activities, and blended learning approaches. Investing in ongoing professional development for EFL teachers is crucial to ensure they are equipped with the latest methodologies and best practices.

Partnerships with international organizations and educational institutions can provide valuable support, resources, and expertise.

Utilize technology tools and resources to create engaging and interactive learning experiences. The landscape of foreign language teaching has evolved significantly, moving beyond traditional grammar-focused methods to embrace learner-centered, communicative approaches. This shift is driven by a variety of innovative pedagogical techniques that cater to diverse learning styles and promote active engagement. Let's explore some important techniques and their key features:

1. **Task-Based Language Teaching (TBLT):** Students engage in meaningful tasks that require them to use the target language for real-world purposes, such as planning a trip, conducting an interview, or creating a presentation. We can provide such examples like: group projects, role-plays, simulations, case studies.

2. **Content and Language Integrated Learning (CLIL):** Teaches subject matter content (e.g., science, history) while simultaneously developing language skills. Using English textbooks for science lessons, conducting research projects in the target language, discussing current events may serve like examples.

3. **Flipped Classroom:** Students learn new material outside of class through videos or online resources, and class time is dedicated to interactive activities and application. Watching grammar explanation videos at home, then practicing with classmates in class and completing online quizzes before discussions can help students to evaluate their personalized learning skills.





4. Project-Based Learning (PBL): Students work on extended projects that involve research, collaboration, and presentation of their findings in the target language. Creating a travel brochure for a specific region, researching and presenting on a cultural topic, designing a community service project.

5. Technology-Enhanced Language Learning (TELL): Utilizes technology tools and resources to enhance language learning and practice. Using language learning apps, online dictionaries, virtual reality experiences, video conferencing for language exchange can serve like examples for TELL.

These modern pedagogical techniques provide a rich toolbox for foreign language teachers, enabling them to create dynamic and engaging learning experiences that cater to diverse learners and promote effective language acquisition.

Teaching EFL in Uzbekistan requires adapting to the specific linguistic, cultural, and educational context. While challenges exist, there are also exciting opportunities to innovate and enhance English language learning, empowering students with valuable skills for their future success.

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