



Journal Website:
<https://theusajournals.com/index.php/ijp>

Copyright: Original
content from this work
may be used under the
terms of the creative
commons attributes
4.0 licence.

OPTIMIZATION OF THE SOCIO-PEDAGOGICAL SYSTEM FOR TEACHING FOREIGN LANGUAGES IN UZBEKISTAN: ISSUES, REGULATORY FRAMEWORK, AND PROSPECTS

Submission Date: November 20, 2024, **Accepted Date:** November 25, 2024,

Published Date: November 30, 2024

Crossref doi: <https://doi.org/10.37547/ijp/Volume04Issue11-46>

Urazbayeva Dilnoza Ruzimbayevna

Basic PhD Student at Samarkand State Institute of Foreign Languages, Uzbekistan

ABSTRACT

Teaching foreign languages in Uzbekistan is a strategically important part of the education policy aimed at integrating the country into the international community. This article examines the key tasks of teaching foreign languages, proposes innovative approaches to improving the pedagogical system, and analyzes the regulatory framework governing this area. Particular attention is paid to national programs, including the decrees of the President of Uzbekistan, as well as laws aimed at modernizing human resource training and digitalizing the educational process. The purpose of this article is to explore the challenges and solutions for optimizing the teaching of foreign languages in Uzbekistan, considering both national and international features.

KEYWORDS

Foreign languages, Uzbekistan, socio-pedagogical system, regulatory documents, digitalization, school education.

INTRODUCTION

Currently, learning foreign languages occupies a central place in Uzbekistan's education system. This is associated with the need to train competitive specialists capable of participating in international relations. Modern challenges, such as digital transformation of society, increasing globalization, and the implementation of innovative teaching

methods, require a reevaluation of approaches to foreign language instruction.

Teaching foreign languages holds a central position in Uzbekistan's education policy and is reflected in several key regulatory documents. These documents aim to promote widespread language learning, improve teacher qualifications, and create the

necessary conditions for integrating modern technologies into the educational process. Major challenges are primarily related to the lack of qualified teachers, digital infrastructure, and student motivation, especially in rural areas.

The purpose of this article is to analyze the existing regulatory framework for the socio-pedagogical system of foreign language teaching and to propose ways to further improve it.

Main Part

The state initiatives aimed at regulating foreign language teaching are based on a collection of normative documents that focus on modernizing the educational process. Uzbekistan's Law "On Education", adopted in a new edition on September 23, 2020, outlines several key aspects regarding foreign language teaching. The main provisions include:

1. Significance of Teaching Foreign Languages:

The law emphasizes that the primary goal of education is to ensure the intellectual, moral, and ethical development of individuals. This includes enhancing opportunities for youth to engage in international communication through foreign language education.

2. Incorporation of Foreign Languages into the Curriculum:

Foreign languages are defined as an integral part of state educational standards. Specific programs for teaching foreign languages have been developed for every educational stage.

3. Support for Learning Non-State Languages:

The law highlights that opportunities to study and develop other languages, including foreign languages, are supported by the state.

4. Innovative Approaches to Language Teaching:

The law mandates the integration of innovative technologies, modern pedagogical methods, and information-communication tools into the educational process. This includes the use of contemporary methodologies for foreign language instruction.

5. Training of Teachers:

Special attention is given to preparing foreign language teachers within the education system. This is established as a key responsibility of pedagogical higher education institutions.

6. International Standards:

The development and implementation of programs aligned with international standards for teaching foreign languages are encouraged. This includes fostering certification systems for language proficiency.

7. Lifelong Learning:

The concept of lifelong education is introduced in the law, aiming to provide opportunities for adults to learn foreign languages.

Additionally, Presidential decrees and resolutions have been enacted to further refine foreign language education. For instance:

The Presidential Decree No. PQ-5117, issued on May 19, 2021, aims to popularize foreign language learning. It

introduces special programs and awards to support youth and educators.

The Cabinet of Ministers Resolution No. 610 (2017) addresses measures to enhance the quality of foreign language teaching at all stages of the continuous education system. It focuses on training specialists proficient in foreign languages, improving teachers' qualifications, and integrating digital technologies into the learning process.

The "Digital Generation" National Education Digitalization Program (2023) prioritizes providing all schools in the country with internet access, creating online resources for foreign language learning, and developing electronic educational materials tailored to national conditions.

Modern pedagogical research underlines the importance of a comprehensive approach to teaching foreign languages. The socio-constructivist theory (Vygotsky, 2021) highlights the need to create an environment where students actively interact with one another and the world around them. For Uzbekistan, with its rich cultural traditions, integrating local contexts into the educational process is particularly significant, allowing students to establish connections between the language they learn and real-life scenarios.

An important additional element is the intercultural communication theory (Hofstede, 2020), which focuses on developing students' ability to understand and respect cultural differences. This aligns with the broader goal of preparing learners for meaningful engagement in a globalized world.

Key Challenges of the Socio-Pedagogical System and Foreign Language Teaching in Uzbekistan. The socio-

pedagogical system in Uzbekistan is one of the developing areas, yet it faces several significant challenges. At the same time, various solutions have been proposed to address these issues. Below are the main challenges and their potential solutions:

1. Shortage of Qualified Personnel:

Despite the increasing number of educational institutions, rural areas face a shortage of qualified foreign language teachers.

2. Lack of Student Motivation:

Many students do not use foreign languages in their daily lives, which diminishes their interest and engagement in learning.

3. Digital Infrastructure:

Insufficient development of digital technologies and limited internet access in rural schools restricts the implementation of modern teaching methods.

4. Disconnection Between Schools and Families:

There is a lack of effective collaboration between parents and educators. Families, particularly those from socially disadvantaged groups, often show little involvement in the education and upbringing process.

5. Difficulties in Working with Socially Vulnerable Children:

There is a lack of specialized methodologies and programs for working with children with disabilities or those at social risk. The educational challenges faced by these children require a comprehensive approach.

6. Underdeveloped Psychological Support System:

Psychological services are either absent or function only formally in many schools. This limits the ability to provide effective mental health and emotional support to students.

Innovative Approaches and Prospects. Based on the regulatory framework, several directions can be outlined for further improving the system of foreign language teaching in Uzbekistan:

1. Development of Bilingual Education:

Considering Uzbekistan's multilingual environment, the introduction of bilingual programs enables effective use of knowledge in both native and secondary languages while learning foreign languages.

2. Integration of Digital Technologies:

Creating a national education platform for language learning, virtual lessons, and online practice with native speakers can enhance convenience and motivation for students.

3. Professional Development of Teachers:

Organizing international internships, participation in conferences and exchange programs, and establishing local training centers contribute to the professional growth of teachers. Improving specialized training programs for social educators and introducing advanced vocational training courses can further support this development. Utilizing foreign education programs to adopt best practices is also essential.

4. Support for Language Environment:

Holding inter-school competitions, festivals, and language days, as well as organizing summer language

camp in schools and universities, fosters an engaging and supportive environment for language learning.

5. Monitoring Compliance with Regulatory Documents:

Establishing an independent evaluation system to assess the effectiveness of program and standard implementation allows timely adjustments to strategies. A successful initiative in this regard is the "English for Rural Schools" project, launched in Uzbekistan in 2022. Key components include:

- Online courses for teachers on using digital tools.
- Summer language camps for rural school students.
- Virtual meetings with native speakers to create real-world language practice opportunities.

Results have shown a significant improvement in students' language proficiency and increased motivation for further education.

6. Strengthening School-Family Collaboration:

Introducing special training and seminars for parents in schools and developing motivational programs to involve them in the education and upbringing process can bridge gaps between schools and families.

7. Development of Psychological Support Systems:

Appointing fully operational psychologists in every educational institution and monitoring their activities is vital. Implementing modern psychological methods aimed at addressing stress and trauma can significantly enhance student well-being.

CONCLUSION

Teaching foreign languages in Uzbekistan requires a systematic approach that integrates theoretical foundations, regulatory frameworks, and innovative practices. Presidential Decree No. PF-1875 and other legislative documents provide a solid foundation for reforms. However, their successful implementation depends on a comprehensive approach, including digitalization, support for teachers, and the development of student motivation.

Improving the socio-pedagogical system of foreign language teaching in Uzbekistan necessitates a holistic approach based on the integration of local traditions with international best practices. The use of modern technologies, bilingual education, and culturally oriented methods not only enhances students' language proficiency but also prepares them for active participation in global processes.

The prospects for improving the socio-pedagogical system lie in the integration of international experience, support for innovations, and continuous monitoring of the effectiveness of implemented activities. Uzbekistan has the potential to create a competitive system for teaching foreign languages, capable of ensuring students' successful integration into global educational and professional spaces. Developing the socio-pedagogical system in Uzbekistan is crucial for ensuring social justice and fostering the comprehensive development of future generations. Addressing the above-mentioned challenges can significantly enhance the system's efficiency and ensure sustainable progress.

REFERENCES

1. Law of the Republic of Uzbekistan "On Education" (2020).

2. Resolution No. 610 of the Cabinet of Ministers of Uzbekistan (2022).
3. "Digital Generation" National Education Digitalization Program (2023).
4. Hofstede, G. (2020). Cultural Consequences. SAGE Publications.
5. Cambridge English (2022). Language Education Initiatives in Uzbekistan.
6. Vygotsky, L. S. (2021). Mind in Society. Cambridge, MA: Harvard University Press.
7. Husanboeva S.H. Social Pedagogy: Theory and Practice. Tashkent: National University of Uzbekistan Press, 2018.
8. Yuldasheva N.T. Development of Social Pedagogical Services in Uzbekistan. Tashkent: Ma'naviyat, 2021.
9. Karimova R. Fundamentals of Psychology and Pedagogy. Tashkent: New Century Generation, 2017.
10. Yuldashev I. Social-Pedagogical Approaches in Child Upbringing. Tashkent: Teacher, 2020.

Electronic Resources and Online Sources

1. Official Website of the President of the Republic of Uzbekistan – www.president.uz
2. Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan – www.edu.uz
3. UNICEF Reports on Activities in Uzbekistan – www.unicef.org/uzbekistan
4. National Legislation Database – www.lex.uz