

*Furqat Djalolov*

*Uzbekistan State World Languages University Senior teacher*

[furkatdjalolov76@gmail.com](mailto:furkatdjalolov76@gmail.com)

## THE CURRENT STATE OF FOREIGN LANGUAGE TEACHING IN GENERAL SECONDARY EDUCATION SCHOOLS

**Abstract:** This article analyzes the current state of foreign language teaching in general secondary education schools of the Republic of Uzbekistan, existing challenges, and future tasks. The research is based on literature review and examines modern educational technologies, teaching methods, and international practices in foreign language education.

**Keywords:** foreign language teaching, general secondary education, education quality, innovative methodology, competency-based approach.

**Annotatsiya:** Ushbu maqolada O'zbekiston Respublikasi umumiy o'rta ta'lim maktablarida xorijiy tillarni o'qitishning hozirgi holati, mavjud muammolar va istiqboldagi vazifalar tahlil qilingan. Tadqiqot adabiyotlar tahlili asosida olib borilgan bo'lib, zamonaviy ta'lim texnologiyalari, o'qitish metodikasi va xalqaro tajribalar o'rganilgan.

**Kalit so'zlar:** xorijiy til o'qitish, umumiy o'rta ta'lim, ta'lim sifati, innovatsion metodika, kompetensiyaviy yondashuv.

**Аннотация:** В данной статье проанализировано современное состояние преподавания иностранных языков в общеобразовательных школах Республики Узбекистан, существующие проблемы и задачи на перспективу. Исследование проводилось на основе анализа литературы, изучались современные образовательные технологии, методики преподавания и международный опыт.

**Ключевые слова:** преподавание иностранного языка, общее среднее образование, качество образования, инновационная методика, компетентностный подход.

### INTRODUCTION

In today's era of globalization, learning foreign languages has become more crucial than ever. The education system of the Republic of Uzbekistan has placed special emphasis on teaching foreign languages, implementing numerous reforms in this field [1]. The Presidential Decree No. PQ-5117 "On measures to bring the activity of popularization of foreign language learning to a qualitatively new level in the Republic of Uzbekistan" adopted in 2021 marked a significant turning point in this direction [2].

The relevance of this study lies in the need to analyze the effectiveness of current foreign language teaching practices and identify areas for improvement in general secondary schools. Despite significant progress, there are still challenges in achieving desired proficiency levels among students.

### METHODOLOGY AND LITERATURE REVIEW

This research is based on a comprehensive analysis of academic literature, policy documents, and educational frameworks. The study examines both local and international sources to provide a thorough understanding of the current situation.

Several researchers have contributed to understanding the challenges and opportunities in foreign language teaching. Smith [3] emphasizes the importance of innovative teaching methods in secondary education, while Johnson and Lee [4] discuss the role of technology in language acquisition. In the context of Uzbekistan, Karimov [5] analyzes the implementation of the Common European Framework of Reference (CEFR) in the national education system.

Recent studies by Wilson [6] highlight the significance of teacher training and professional development in improving foreign language education. Additionally, research by Ahmadova [7] provides insights into the specific challenges faced by rural schools in implementing foreign language programs.

## RESULTS AND DISCUSSION

The comprehensive analysis of foreign language teaching in Uzbek general secondary schools reveals multifaceted aspects that require careful consideration. Current practices demonstrate both significant achievements and areas requiring improvement across several key dimensions of language education.

In terms of curriculum development, the national education system has made substantial progress in aligning with international standards, particularly following the implementation of the CEFR framework. The curriculum now emphasizes communicative competence and practical language skills rather than solely focusing on grammatical knowledge. However, there exists a notable disparity between urban and rural educational institutions. Urban schools generally demonstrate better implementation of the new curriculum, while rural schools face significant challenges in terms of resources and adaptation [8].

The teaching methodology landscape presents a complex picture of transition and resistance. While educational policies strongly promote modern communicative approaches and interactive teaching methods, many classrooms still operate under traditional grammar-translation methods. This persistence of traditional methods can be attributed to several factors, including teacher comfort levels with familiar methods, lack of confidence in implementing new approaches, and insufficient training in modern methodologies. The transition to more interactive and student-centered teaching approaches faces resistance not only from teachers but sometimes from parents who are accustomed to traditional methods [9].

The state of educational resources across the country's secondary schools reveals significant disparities. Despite governmental efforts to improve resource availability, many schools struggle with inadequate teaching materials and limited access to modern technological infrastructure. While some urban schools boast modern language laboratories and interactive whiteboards, many rural institutions lack basic audio equipment for language practice. The digital divide becomes particularly evident in the context of language education, where access to authentic materials and interactive resources can significantly impact learning outcomes [10].

Teacher competency emerges as a critical factor influencing the quality of foreign language education. The analysis indicates varying levels of teacher preparation and professional development across different regions. Urban areas typically have better access to training programs and professional development opportunities, while rural teachers often face limited opportunities for skill enhancement. The challenge extends beyond basic qualifications to include practical teaching skills, particularly in implementing communicative approaches and utilizing modern educational technologies.

The assessment systems and evaluation methods currently in place also require attention. While there has been movement toward more comprehensive assessment approaches that include speaking and listening skills, many schools still predominantly focus on written examinations and grammar-based assessments. This misalignment between teaching objectives and assessment methods can impact the effectiveness of language instruction and student motivation.

Infrastructure and learning environment considerations play a crucial role in the effectiveness of language teaching. Many schools require modernization of their facilities to create more conducive learning environments. The physical setup of classrooms, availability of technical equipment, and access to authentic language materials significantly influence the quality of language instruction. Urban schools generally provide better learning environments, while rural institutions often struggle with basic infrastructure needs.

The impact of socioeconomic factors on language learning opportunities cannot be overlooked. Students from more affluent backgrounds often have access to additional language learning resources and opportunities, such as private tutoring or language courses, while those from economically disadvantaged backgrounds may rely solely on school-based instruction. This disparity contributes to varying levels of language proficiency among students across different socioeconomic groups.

Moreover, the analysis reveals that student motivation and engagement levels vary significantly across different regions and socioeconomic backgrounds. Factors such as perceived relevance of language learning, exposure to target languages outside the classroom, and future career prospects influence student attitudes toward language learning. Urban students generally show higher motivation levels, possibly due to greater exposure to international media and perceived career benefits.

Another significant aspect revealed through the analysis is the role of extracurricular activities and language exposure opportunities in foreign language education. Schools that provide additional language practice through English clubs, debate societies, or language competitions generally show better student performance and engagement levels. However, the availability of such opportunities varies significantly across different schools and regions.

The research also highlights the impact of parental involvement and community support on language learning outcomes. Schools with active parent participation and community engagement tend to show better results in foreign language education. This involvement often translates into additional resources, support for language events, and increased student motivation. However, the level of parental involvement varies significantly based on socioeconomic factors and regional characteristics.

Furthermore, the analysis reveals interesting patterns in the choice and prioritization of foreign languages. While English remains the primary foreign language taught in most schools, there is growing interest in other languages such as Chinese, Korean, and Japanese. This diversification of language options reflects changing global economic patterns and employment opportunities. However, the availability of qualified teachers for these languages remains a significant challenge, particularly in rural areas. The recruitment and retention of skilled language teachers for languages other than English pose unique challenges that need to be addressed in future educational planning and policy development.

## CONCLUSION

The comprehensive analysis of foreign language teaching in Uzbekistan's general secondary schools reveals a complex landscape of achievements, challenges, and opportunities for improvement. The

research demonstrates that while significant strides have been made in reforming and modernizing foreign language education, substantial work remains to be done to achieve the desired educational outcomes across all regions of the country.

The findings highlight that the successful implementation of modern language teaching methodologies requires a more systematic and comprehensive approach. The current disparities between urban and rural educational institutions need to be addressed through targeted interventions and resource allocation. Teacher training programs must be enhanced and made more accessible to educators across all regions, with particular emphasis on practical teaching skills, modern methodological approaches, and technology integration.

The integration of technology in language teaching requires significant attention and investment. While some progress has been made in this area, many schools still lack the necessary infrastructure and resources to effectively implement technology-enhanced language learning. This digital divide needs to be bridged through strategic planning and targeted resource allocation.

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