

LANGUAGE POLICY AND EDUCATIONAL EFFECTIVENESS: AN EMPIRICAL STUDY BASED ON CLASSROOM OBSERVATIONS

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Abstract. Language policy plays a crucial role in improving educational effectiveness and strengthening national identity. This study explores how language policy implementation influences students' learning outcomes in educational settings. The research combines literature analysis with classroom-based observations and survey data collected from secondary school students. The findings indicate that the use of the native language as a medium of instruction significantly improves comprehension and student engagement. The study also highlights the importance of integrating digital resources and interactive teaching methods to strengthen language policy implementation in education.

Keywords: language policy, education quality, native language instruction, classroom observation, empirical research

Annotatsiya. Til siyosati ta'lim samaradorligini oshirish va milliy o'zlikni mustahkamlashda muhim rol o'ynaydi. Ushbu tadqiqot ta'lim jarayonida til siyosatini amalga oshirish o'quvchilarning o'qish natijalariga qanday ta'sir ko'rsatishini o'rganadi. Tadqiqot adabiyotlar tahlilini, sinf kuzatuvlarini hamda umumta'lim maktabi o'quvchilari orasida o'tkazilgan so'rovnoma natijalarini birlashtiradi. Tadqiqot natijalari ta'lim jarayonida ona tilidan foydalanish o'quvchilarning mavzuni tushunish darajasi va darsdagi faolligini sezilarli darajada oshirishini ko'rsatdi. Shuningdek, tadqiqot til siyosatini ta'lim tizimida samarali amalga oshirish uchun raqamli resurslar va interaktiv o'qitish metodlarini integratsiya qilish muhimligini ta'kidlaydi.

Kalit so'zlar: til siyosati, ta'lim sifati, ona tilida ta'lim, sinf kuzatuv, empirik tadqiqot.

Introduction. Language plays a central role in the cultural, cognitive, and educational development of society. In the field of education, language policy determines how knowledge is transmitted and how effectively students can comprehend academic content. According to research conducted by UNESCO, approximately 40% of the world's population does not have access to education in a language they fully understand, which significantly affects learning outcomes and educational equality (UNESCO, 2021). This issue has made language policy an important topic in educational research worldwide. Scholars have emphasized that the use of the native language in education improves students' cognitive development and learning performance. For example, research by Cummins (2001) suggests that students who receive education in their first language demonstrate stronger literacy development and better academic achievement. Similarly, Baker (2011) notes that language policy in education should support both national language development and multilingual competence in order to prepare students for global communication. In Uzbekistan, language policy has become an important part of educational reform. Government

initiatives and policy documents emphasize the strengthening of the Uzbek language within educational institutions. The national language development strategy for 2020–2030 highlights the need to expand the use of Uzbek language resources in education and increase access to educational materials in the national language. These reforms aim to strengthen linguistic identity while improving the effectiveness of the education system.

To explore how language policy affects classroom learning, this study was conducted through classroom observation and student feedback in secondary school settings. The research involved students from grades 8 to 11, where language use in the learning process was observed during regular lessons. The participants included approximately 30 students who were engaged in lessons where Uzbek language was used as the primary medium of instruction. Data were collected through three main methods: classroom observation, short comprehension tests, and student questionnaires. Classroom observations focused on how teachers explained academic concepts using the native language and how students responded during classroom interaction. Comprehension tests were used to measure students' understanding of lesson materials, while questionnaires gathered students' perceptions about language use in the classroom. The observation results revealed that students demonstrated higher participation and confidence when lessons were conducted in their native language. During lessons where complex concepts were explained in Uzbek, students asked more questions and engaged more actively in discussions. In contrast, when foreign-language terminology was used without sufficient explanation, students showed signs of confusion and lower participation.

The comprehension tests also supported these observations. Students who received explanations primarily in Uzbek showed approximately 15–20% higher comprehension scores compared to those who relied heavily on translated materials. These findings align with previous research suggesting that native-language instruction enhances cognitive processing and conceptual understanding (Cummins, 2001).

Student questionnaires provided additional insights into their learning experiences. Most respondents reported that they felt more comfortable expressing ideas and asking questions when instruction was delivered in their native language. At the same time, many students emphasized the importance of learning foreign languages for academic and professional opportunities. This indicates that language policy should not focus exclusively on one language but should instead promote balanced multilingual education. International experience also supports this perspective. Countries such as Japan and Finland prioritize national language education while simultaneously integrating foreign-language learning into the curriculum. According to OECD reports, countries that successfully combine strong national-language education with multilingual competence often achieve higher educational performance (OECD, 2022).

Based on the findings of this study, it can be argued that language policy implementation should focus on improving both teaching methods and educational resources. Digital learning platforms, electronic dictionaries, and interactive learning materials can significantly support the use of the national language in education. Integrating these resources into classroom practice can help students develop stronger linguistic and academic skills.

Another important aspect revealed during classroom observations was the role of teaching methods. Lessons that included interactive activities, discussions, and

collaborative learning encouraged students to use language actively. This suggests that language policy should be supported not only by policy documents but also by innovative pedagogical approaches.

Overall, the findings of this study confirm that the use of the native language in education positively affects students' comprehension, participation, and confidence. At the same time, multilingual education remains essential in preparing students for global communication and academic mobility. Therefore, educational policy should balance national language development with international language competence.

Conclusion. The results of this study indicate that effective language policy implementation plays a crucial role in improving educational quality. Classroom observations and student feedback show that native-language instruction significantly enhances comprehension and participation. At the same time, the integration of digital tools and interactive teaching strategies can further strengthen the effectiveness of language use in education. Based on the findings of this study, several practical recommendations can be proposed for improving the implementation of language policy in the education system. First, teachers should be encouraged to use the native language more effectively when explaining complex academic concepts, since the results of classroom observations and comprehension tests showed that students demonstrate higher understanding and participation when instruction is delivered in their first language. Second, educational institutions should increase the availability of high-quality learning materials in the national language, including textbooks, academic resources, and digital learning platforms. The development of electronic dictionaries, online learning tools, and interactive educational applications can significantly support students' language development and improve access to knowledge. Third, it is important to provide professional development programs for teachers that focus on modern pedagogical approaches, including interactive teaching strategies and technology-based instruction. Such training can help teachers integrate language policy objectives with effective classroom practices. In addition, educational policy should support a balanced approach that promotes both national language development and multilingual competence, since students themselves expressed the importance of learning foreign languages for future academic and professional opportunities. Finally, further research should explore language policy implementation in a broader educational context by involving larger groups of participants and applying additional data collection methods. Such studies may provide deeper insights into how language policy can contribute to improving educational quality and student learning outcomes.

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