

INTERNATIONAL EXPERIENCE AND NATIONAL EDUCATION SYSTEMS IN LANGUAGE POLICY IMPLEMENTATION

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Annotation. This article provides a comprehensive analysis of the implementation of language policy in national education systems, drawing on both international experience and the specific context of Uzbekistan. It examines how countries design and apply language strategies to promote national identity while simultaneously ensuring global competitiveness through the integration of foreign languages. The study explores key mechanisms such as curriculum reform, teacher training, multilingual education programs, and government regulation, emphasizing their role in shaping effective language policy outcomes. Particular attention is given to the balance between strengthening the status of the Uzbek language and expanding opportunities for learning widely used international languages such as English, Russian, and Chinese. The article analyzes practical examples from global contexts, including the European Union's multilingual approach, Canada's bilingual model, and Singapore's balanced language system, highlighting their relevance for Uzbekistan.

Furthermore, the study discusses current reforms in Uzbekistan, including early foreign language instruction, continuous professional development for teachers, and the integration of digital technologies in education. It also considers the role of higher education institutions, schools, and media in promoting multilingualism. Despite notable progress, the article identifies existing challenges such as unequal access to resources, variations in teacher qualifications, and the potential marginalization of minority languages. At the same time, it outlines significant opportunities arising from globalization, technological advancement, and international collaboration. The findings suggest that effective language policy requires a dynamic and balanced approach that aligns national priorities with global trends. By adapting international best practices to local conditions, Uzbekistan can further strengthen its multilingual education system, enhance cultural identity, and improve its position in the global educational and socio-economic landscape.

Key words: Language policy, national languages, multilingual education, international experience, curriculum reform, language planning, educational strategies, cultural identity, language standardization, policy implementation.

Introduction

Language policy plays a significant role in shaping national development, education systems, and cultural identity (Crystal, D.2001), (Mirziyoyev, Sh. M. 2022)

Different countries adopt various approaches depending on their history, cultural characteristics, and socio-economic conditions (Fishman, J. A.1991), (UNESCO. 2020). Global practice suggests that the effective implementation of language policy depends on government regulation, curriculum planning, teacher education, and public involvement (Phillipson, R.1992).

In Uzbekistan, language policy focuses on strengthening the status of the Uzbek language while also creating opportunities for citizens to learn widely used international languages such as English, Russian, and Chinese (Shavkat Mirziyoyev. 2019-2023), (Mirziyoyev, Sh. M.2020).

The novelty of this study lies in analyzing international experience and applying it to the national education system of Uzbekistan to identify effective mechanisms of language policy implementation.

The aim of this article is to examine international models of language policy and evaluate their applicability in the context of Uzbekistan.

Literature Review

International practice demonstrates a variety of approaches to language policy:

International experience demonstrates that countries adopt diverse models of language policy in education (European Commission.2018). For example, in European Union countries, multilingual education is actively supported, encouraging students to learn several foreign languages while maintaining minority languages (European Commission.2018). Canada, bilingualism is officially recognized, and both English and French are widely used in education and public services. (García, O., & Wei, L.2020). Singapore follows a bilingual system combining English with the mother tongue, balancing global integration and cultural preservation. (Baker, C. 2021).

These examples show that effective implementation requires modernized curricula, ongoing teacher training, and clear legal frameworks (Phillipson, R.1992).

These cases indicate that successful implementation depends on updated curricula, continuous teacher development, and well-defined legal frameworks (Phillipson, R.1992).

Uzbekistan's Experience

Uzbekistan applies several mechanisms to implement language policy in education:

Curriculum Reform – Uzbek and foreign languages are introduced from the early stages of education, while bilingual teaching is gradually expanded in secondary and higher education. For instance, Presidential Decree No. UP-6036 (2020) established the teaching of English starting from grade 1, and curricula are regularly revised in line with international standards (Shavkat Mirziyoyev. 2019-2023), (Mirziyoyev, Sh. M.2020).

Teacher Training – Continuous professional development programs help teachers improve their ability to teach in multilingual environments and use contemporary teaching methods. According to the 2021 Presidential Resolution on improving teacher qualifications, a large number of educators have completed training in bilingual and multilingual instruction.

Multilingual Programs – Elective courses, international exchange programs, and language clubs promote practical use of foreign languages alongside Uzbek. For instance, universities like the **Uzbekistan State World Languages University** organize summer programs in partnership with foreign institutions, allowing students to use English, Russian, or Chinese in real-life settings.

Government Regulations and Presidential Policies – Policies under **Shavkat Mirziyoyev** strengthen the presence of Uzbek in public life while supporting foreign language proficiency for international collaboration. **Presidential Decree No. UP-6377 (2022)** emphasized the modernization of higher education curricula and promoted the

teaching of multiple foreign languages in all faculties to increase global competitiveness.

Technology Integration – Digital platforms, online learning tools, and social media resources are increasingly utilized to improve language learning and support the preservation of minority languages. For example, the Ministry of Public Education launched the “**Digital School**” initiative, where students access Uzbek and foreign language content online, practice conversation, and participate in virtual exchanges with students from other countries.

Despite positive developments, several challenges remain, including unequal access to educational resources, differences in teacher qualifications, and the risk of reducing the role of minority languages. At the same time, there are important opportunities, such as increased global connectivity, broader access to digital learning tools, and the expansion of international cooperation, which contribute to strengthening multilingual education

School Level: In Tashkent, many lyceums and schools implement bilingual instruction where science subjects are taught in English, while social studies remain in Uzbek. Students report that this approach improves their language skills and prepares them for international exams.

Higher Education: At the Uzbekistan State World Languages University, students participate in joint research projects with universities in Germany and South Korea, using English and Uzbek interchangeably. This allows practical application of language policy in research and professional communication.

Community and Media: Local TV channels and online media produce bilingual content to promote Uzbek while incorporating English terminology for global relevance. For example, popular YouTube educational channels teach science and technology in both languages.

The novelty of this research lies in proposing an integrated approach to language policy implementation in Uzbekistan based on international experience.

Effective language policy implementation requires a balance between international practices and national priorities. Uzbekistan’s model demonstrates the need to develop both national identity and global communication competencies through education, policy measures, and social participation. The analysis shows that curriculum reform, teacher training, and multilingual programs are key factors in successful policy implementation. However, challenges such as unequal access to resources and differences in teacher qualifications remain significant and require further improvement. Therefore, adapting international experience to local conditions can enhance the effectiveness of language policy and support sustainable development of the education system. Adapting international experience to local conditions allows countries to promote linguistic diversity while strengthening their position in the global arena.

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