

## COMPARATIVE PERSPECTIVES ON TEACHING UZBEK AND ENGLISH LANGUAGES

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**Abstract.** This paper explores the similarities and differences in the pedagogy of English and Uzbek languages by analyzing their status, linguistic features, instructional resources, and teaching approaches. English is taught globally as a second or foreign language, supported by extensive educational materials and standardized assessments. Uzbek, primarily spoken in Central Asia, is taught as a native or heritage language and increasingly as a foreign language. The article compares their instructional methodologies, learner motivations, and curriculum challenges. It concludes that while both languages share core objectives such as communicative competence, their unique structures and socio-cultural contexts require tailored teaching strategies.

**Keywords:** Language teaching, English language education, Uzbek language pedagogy, comparative linguistics, instructional methods, second language acquisition, heritage learners, communicative competence, language curriculum.

Language teaching practices are shaped by a range of factors, including the societal role of the language, availability of resources, and the linguistic and cultural background of learners. English, as a dominant international language, is embedded in global systems of education, commerce, and diplomacy. Conversely, Uzbek holds national significance and is gaining attention as a foreign language among researchers and regional specialists. This paper aims to provide a comparative overview of how English and Uzbek are taught, focusing on practical implications for educators and policymakers.

### 1. Sociolinguistic Status and Learner Motivation

English serves as the primary language of international communication and is often acquired for academic, professional, or economic mobility. The demand for English proficiency has led to its integration in school curricula worldwide.

Uzbek, spoken by over 30 million people, is primarily learned by native speakers and heritage learners, as well as foreign individuals studying Central Asian culture or politics. Motivation for learning Uzbek is often rooted in personal identity, cultural heritage, or academic research.

### 2. Instructional Resources and Assessment Tools

English language teaching is supported by a wide array of instructional tools—digital platforms, mobile applications, international testing systems (e.g., TOEFL, IELTS), and certified teacher training programs. These resources enable consistent instruction and measurable learning outcomes.

In contrast, Uzbek language teaching materials are still developing. Although there are textbooks and local curricula, especially within Uzbekistan, digital and globally accessible resources remain limited. The lack of internationally standardized Uzbek proficiency assessments poses additional challenges for curriculum planning and learner benchmarking.

### **3. Linguistic Features and Grammatical Instruction**

The structural characteristics of a language greatly influence how it is taught. English, being an analytic language, depends on fixed word order and auxiliary verbs. Learners face difficulties with irregular verb conjugation, idiomatic expressions, and unpredictable spelling conventions.

Uzbek, a Turkic and agglutinative language, conveys grammatical relationships through extensive use of suffixes. It has a flexible word order and a phonemic writing system. While Uzbek spelling is consistent, the complexity of morphological structures—particularly suffix combinations and vowel harmony—requires explicit and systematic instruction.

### **4. Cultural Content and Communicative Context**

Language instruction also involves cultural immersion. English courses often emphasize global citizenship and cultural awareness across different English-speaking countries. Students are trained in practical communication skills such as academic writing, presentations, and professional dialogue.

Uzbek language education, particularly in domestic settings, integrates folklore, historical literature, social customs, and politeness norms. Learners must understand appropriate speech levels, formal address, and culturally embedded expressions to communicate effectively in real-life Uzbek contexts.

### **5. Methodological Approaches to Teaching**

Contemporary English language instruction typically utilizes communicative and learner-centered approaches, including Task-Based Language Teaching (TBLT), the Communicative Language Teaching (CLT) model, and Content-Based Instruction (CBI). These methods promote active use of language in authentic scenarios.

Uzbek language teaching has historically followed more traditional models such as grammar-translation or deductive grammar instruction. However, in recent years, efforts have been made to incorporate more communicative and participatory strategies, especially in programs designed for foreign learners.

### **6. Learner Profiles and Instructional Adaptation**

English is taught to a diverse global population, ranging from primary school children to adult professionals. Instruction is often differentiated according to age, proficiency level, and learning goals.

Uzbek language learners, in contrast, fall into narrower categories: local students, heritage speakers abroad, and international students or researchers. Each group presents unique learning needs—for instance, heritage learners may lack formal literacy, while non-native learners may struggle with pronunciation and morphology.

Teaching English and Uzbek requires different instructional priorities due to their linguistic structures, sociocultural roles, and availability of resources. English enjoys robust global infrastructure and standardized pedagogy, while Uzbek education is still transitioning toward modern, inclusive, and interactive methods. To enhance language education in both contexts, educators must consider learner diversity, language functions, and pedagogical flexibility.

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