

## RETRAINING ENGLISH LANGUAGE TEACHERS IN UZBEKISTAN

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**Annotation:** This article discusses the importance of skilled and knowledgeable English language teachers in Uzbekistan and proposes solutions to improve the quality of English language instruction. The author emphasizes the need for retraining teachers, improving their proficiency levels, and incorporating technology in teaching. The article also highlights the significance of effective macro and micro language planning in achieving successful language policies. Recommendations include standardized testing, proficiency certification for teachers, and the use of technology in the classroom. The author draws insights from language planning experiences in Ecuador and Korea. The article concludes by emphasizing the importance of collaboration between macro and micro language planners and the need for immediate action to address the existing challenges in English language teaching.

**Key words:** teacher quality, language policy, proficiency levels, retraining, technology in education, macro and micro language planning, standardized testing, proficiency certification, language planning experiences, collaboration, challenges.

Being a teacher and being a good teacher are totally different things because every school might have teachers but the ones who are skilled and knowledgeable can help society. It is not a secret that there are many English language teachers at schools in Uzbekistan but the quantity of teachers does not make the situation better, only quality instructors can take the English language policy to the next level. Therefore, macro and micro language planners should work unanimously in order to make the English language policy work effectively. The initial and the most essential step to tackle this problem are to retrain English language teachers and assist to work on themselves.

In Uzbekistan, the level of school pupils is usually expected to have A1 and A2 levels. Additionally, the levels of the English language teachers should be B2 according to their degree. In Uzbekistan, English language teachers are hired to work if they have at least a bachelor's degree. Usually, they are not required to have some certificates such as IELTS or CEFR to prove their proficiency level to teach English. Decree of the president of the republic of Uzbekistan dated 10.12.2012, number PP-1875 "on measures to further improve the system of learning foreign languages"

### Goals and objectives of the article

The idea of the article mainly intends to help teachers to be more modern in the teaching sphere and assist to be more knowledgeable such as helping them to achieve B2 in CEFR or 6.5 in IELTS is the first goal. Because of the globalized and modern world, the learners' demands also changed and they want to learn anything interactively, so being a tech-savvy teacher is a must now, especially in language teaching. The researcher suggests hiring IT experts to teach them and ameliorate teachers' IT skills is essential in teaching and learning. The researcher also recommends school teachers take IELTS or CEFR certificate to prove their proficiency. The researcher suggested this by learning English Policy in Ecuador. The

teachers should have at least 6.5 to be good teachers and they can successfully teach the students. The article also intends to build modern buildings (education centers) for teacher training. This process can be done by anyone who wants to run their own business. A businessman can build and equip it with modern technologies which are important to help to learn. In terms of teaching, it can be conducted face-to-face and online. If a teacher lives far from the education center, the teacher has the right to choose online learning. The last and important thing is giving a chance to a businessman to use some lands for free to build education centers.

### **Recommendations**

To fill the gaps in teaching, the researchers suggested some solutions in order to achieve good language planning. Siew (2001) suggested that macro and micro language planning should have a strong link to ameliorate language policy. It is obvious that if one of the planners does not work effectively, there will be misunderstandings and bad results in language policy. For example, people with power should have the same ideas as micro planners to achieve the goal successfully.

Moreover, Anderson and Wall (1997) mentioned that standardized testing enhances teaching and learning and leads to top-down educational changes. Therefore, the school teachers should have a proficiency certificate to make teaching fruitful and help students to learn better. In addition, without knowing specialist's proficiency level, it may be bit unfairness to the learners because they should have a right to get a good education by knowledgeable instructors. The researcher studied the experience of Ecuador in language planning, he noted that there is rule that the English language teachers should have B2 to teach, this policy can set a good an example to other countries too. In terms of using technology in class, Dawson, Ritzaup, and Cavanaugh (2008) stated that utilizing technology in the classroom assist students and there will be a positive outcome. In this modern world, we cannot ignore the power of technologies and every teacher should have IT skills to make the classes fun and entertaining. Knowing how to use the technologies helps not only in learning but also gives a hand to teachers. For instance, the teachers may score their students with the help of some platforms as a formative assessment. They even can conduct the whole lesson with some web sites. The researches show that micro language planners should be more responsible. This means, they need to do their job with honesty and with real love. If the micro planners try to teach students with good effort, there will be satisfactory results in language policy. According to the researches in Korea (Chung and Choi, 2016) it was noted that macro language planners believed the teachers a lot and gave various opportunities to the language teachers, as a result, Korea has achieved a good result in language teaching and their curriculum such 7th NEC was successful because of both macro and micro language planners.

### **Target Language Features**

The target language is English which the most important part of the process is and another language is not allowed to use such mother tongue or second language. Everything will be taught professionally in English and the academic vocabularies are taught with the help of different interactive games. In addition, IT specialists also teach

in English because many technologies are in English and there is no point in teaching this in L1.

### Methods and Practices

It is not a secret that some school teachers use still old methods such as the Grammar translation method in this modern world and as a result of this, students cannot make good progress. According to the survey by the researcher, 78% of the people think the school teachers still use cliché methods. (Appendix 1). To make the situation better, some approaches are suggested by the researcher. The project-based approach - specialized activities are used and the needs of the students are considered.

Task-based Approach - meets the goals and objectives of the students which is the most important in learning and teaching.

Using smartphones and tablets in the classroom - can be the most beneficial because there are lots of apps and platforms to learn and to teach better such as Survey monkey, Kahoot, Quizzes, Quizlet, etc.

### Data collection

The researcher conducted a survey among more than 70 people (teachers, MA and BA students of WUT) to find out about the existing problems and needs of the people in teaching English. According to the survey results, 69% of people are not satisfied with English teaching at schools in Uzbekistan and they think the school teachers are not skilled enough. Importantly, 90% of people consider that schools teacher need IT skills and 87% of them think they need retraining.

### Conclusion

To conclude, the researcher believes that the proposal will work only if the macro and micro language planners work unanimously. Moreover, the researcher thinks the problems in language policy can be tackled with the help of the solutions in the proposal. The plans are not too tough to achieve and it essential to start this project as soon as possible. Overall, this is all about our teaching system, our people, and our future.

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## APPENDIX

### Survey

English Language Teachers

1 Are you satisfied with English teaching at schools in Uzbekistan?



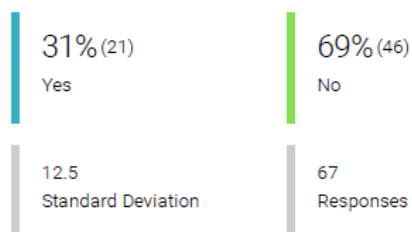
31% (22)  
Yes

69% (49)  
No

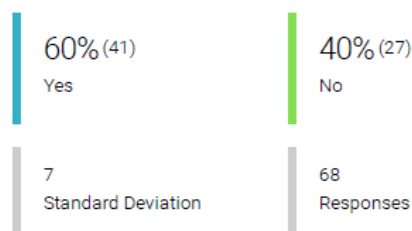
13.5  
Standard Deviation

71  
Responses

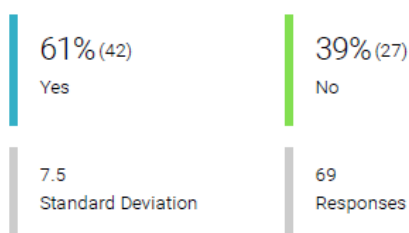
2 Are they skilled enough to teach English?



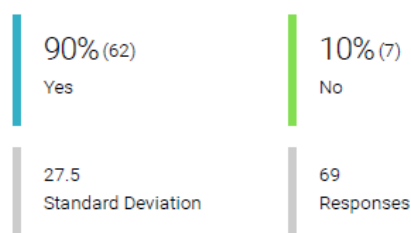
3 Do they need to have an IELTS certificate to work at schools?



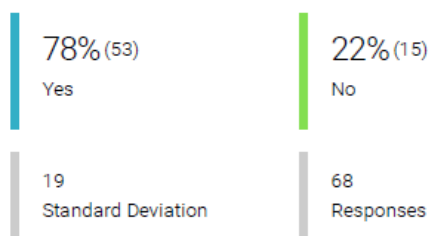
4 Do they use technologies at schools?



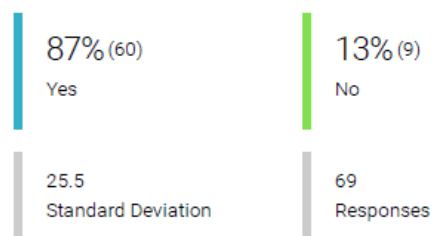
5 Do they need IT skills?



**6** Do you think that they use cliché methods? (Grammar translation method)



**7** Do they need retraining to enhance their teaching skills?



**8** Are there enough teacher training centers to be retrained in Uzb?



**9** Do school teachers get paid well in Uzb?

