

STRATEGIES FOR TEACHING ENGLISH IN NON-NATIVE SPEAKING COUNTRIES: AN INVESTIGATION AT NUKUS STATE PEDAGOGICAL INSTITUTE

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In non-native speaking countries, the teaching of English presents unique challenges and opportunities. Conventional language instruction has historically prioritized linguistic competence, often overlooking the cultural elements that are indispensable for effective communication. [1; 681] Teachers must navigate cultural, linguistic, and institutional factors that influence language acquisition. Uzbekistan, with its rich linguistic diversity and historical ties to Russian, Uzbek and Karakalpak languages, offers a distinct context for English language education. Nukus State Pedagogical Institute (NSPI), serves as a microcosm of Uzbekistan's educational landscape. The English Language and Literature department at NSPI plays a pivotal role in shaping future educators and advancing English proficiency in the region.

This paper explores the strategies employed by NSPI's English Language and Literature department, examining their pedagogical approaches, the challenges they face, and the professional development initiatives that support their teaching practices. By focusing on a single institution, the study provides in-depth insights into the localized practices within the broader context of Uzbekistan's educational reforms.

Literature Review

Effective English language teaching in non-native contexts often involves a blend of traditional and contemporary methodologies. Communicative Language Teaching (CLT) emphasizes interaction and practical communication skills, while Task-Based Language Teaching (TBLT) focuses on the completion of meaningful tasks. In Uzbekistan, the integration of these methods aligns with national educational reforms aimed at enhancing foreign language proficiency. Furthermore, the use of authentic materials and technology in the classroom has been shown to increase student engagement and language retention [4, 16].

Teacher professional development is crucial in adapting to these methodologies. Programs offered by institutions like the British Council and international collaborations with universities in the UK, USA, and Germany have equipped teachers at NSPI with advanced pedagogical skills and international certifications. These initiatives are integral to the department's commitment to continuous improvement and alignment with global educational standards.

Methodology

The research adopted a qualitative approach, utilizing semi-structured interviews and classroom observations to gather data. Participants included 15 faculty members from the English Language and Literature department, selected to represent a range of experience levels and teaching specializations. Classroom observations focused on teaching methods, student engagement, and the use of instructional materials. Data were analyzed thematically to identify recurring patterns and strategies.

Findings

Teachers at NSPI predominantly employ communicative and task-based approaches. Classroom activities are designed to promote interaction, critical thinking, and real-world application of language skills. For instance, role-plays, debates, and project-based assignments are commonly used to simulate authentic communication scenarios. Additionally, the integration of authentic materials, such as news articles, literature, and multimedia resources, enriches the learning experience and exposes students to diverse linguistic contexts.

Despite the adoption of modern teaching strategies, several challenges persist. Limited access to up-to-date technological resources and a lack of comprehensive language support materials hinder the full implementation of communicative methods. Moreover, large class sizes and varying levels of student proficiency necessitate differentiated instruction, which can be demanding for instructors [5]. Cultural factors, including students' initial exposure to English and their motivation levels, also influence the effectiveness of teaching strategies.

Professional development plays a significant role in enhancing teaching practices. Teachers have participated in training programs organized by the British Council and other international institutions, focusing on innovative teaching methodologies and language proficiency. These programs have led to the attainment of international certifications, such as the APTIS and IELTS, among faculty members. Furthermore, collaborative projects with foreign universities, including those in the UK and USA, have facilitated academic exchanges and the sharing of best practices [2, 3].

The findings underscore the importance of integrating communicative and task-based approaches in English language teaching. These methodologies align with global trends and cater to the practical needs of learners. However, the successful implementation of these strategies requires adequate resources, ongoing professional development, and institutional support. NSPI's commitment to international collaboration and teacher training has been instrumental in overcoming some of these challenges.

The study also highlights the need for a contextualized approach to language teaching. While global methodologies provide a framework, their adaptation to local cultural and educational contexts is crucial. In the case of NSPI, the incorporation of local literature, history, and societal issues into the curriculum has enhanced student engagement and relevance.

Conclusion

The English Language and Literature department at Nukus State Pedagogical Institute exemplifies effective strategies for teaching English in a non-native context. Through the adoption of communicative and task-based methodologies, the use of authentic materials, and a commitment to professional development, the department has fostered an environment conducive to language learning. While challenges remain, the ongoing efforts to enhance teaching practices and align with international standards position NSPI as a leader in English language education in Uzbekistan.

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