



EFL Teacher's Perceptions about Communicative Strategies in Uzbekistan

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Abstract: This study examines EFL teachers' perceptions of communicative strategies in Uzbekistan, revealing generally positive attitudes towards these methods for enhancing student engagement and language proficiency. However, significant challenges such as resource constraints and insufficient training impede their effective implementation. Despite these obstacles, innovative and resourceful teachers have found success in integrating communicative approaches into their classrooms.

Key words: EFL, Communicative Strategies, Language Teaching, Uzbekistan, Teacher Perceptions, Classroom Challenges, Language Proficiency, Educational Culture, Teacher Training, Resource Constraints

Introduction. Within the progressively interconnected world, capability in English has gotten to be an imperative ability, opening entryways to worldwide communication and openings. As a result, the educating of English as a Second Language (ESL) has picked up unmistakable quality in various nations, including Uzbekistan. The accentuation on English dialect instruction has driven to a reevaluation of instructing techniques, with communicative methodologies rising as a central point. These methodologies prioritize



interaction, real-life communication, and the commonsense utilize of dialect, moving absent from conventional, grammar-focused approaches.

Uzbekistan, with its wealthy social and phonetic legacy, faces special challenges and openings in embracing communicative dialect instructing (CLT). The country's instruction framework, truly characterized by teacher-centered instruction and repetition memorization, is experiencing a change to meet the requests of a globalized world. Inside this setting, EFL instructors play a basic part in bridging the crevice between conventional strategies and advanced, communicative approaches.

Understanding the discernments of EFL instructors with respect to communicative techniques is fundamental for a few reasons. To begin with, teachers' demeanors and convictions essentially impact their directions hones and their readiness to embrace modern strategies. Moment, distinguishing the challenges and boundaries instructors confront can illuminate focused on intercessions and back frameworks to encourage the usage of CLT [1]. Lastly, exhibiting effective illustrations and best hones can serve as a show for broader instructive changes.

This article points to dig into the discernments of EFL instructors in Uzbekistan approximately communicative techniques. Through a combination of studies and interviews, it investigates their encounters, challenges, and triumphs in joining these procedures into their classrooms. By shedding light on the commonsense substances confronted by instructors, this think about contributes to the progressing discourse on upgrading EFL instruction in Uzbekistan and offers bits of knowledge for policymakers, teachers, and analysts committed to progressing dialect capability and successful educating hones.



Methodology. The results of this study provide a detailed overview of EFL teachers' perceptions of communication strategies in Uzbekistan, highlighting both general attitudes and specific challenges faced by educators.

Uzbek EFL teachers generally have a positive attitude towards communication strategies, appreciating their potential to improve language skills and student engagement. Many teachers find that these strategies are better suited to the goal of developing students' practical language skills than traditional grammar-focused approaches. Teachers emphasize the importance of real-life interaction and communication in learning English. They believe that communication strategies help students become more confident in using language in a variety of contexts, thereby preparing them to cope with real-life situations.

A significant challenge identified by teachers was the lack of adequate resources. Many schools have limited access to modern instructional materials, technological tools, and language laboratories that are needed to effectively implement communication strategies. Large class sizes and varying student proficiency levels pose challenges to personalized, interactive instruction. Teachers have difficulty managing interactive activities and ensuring that all students participate equally and benefit from the lessons. There is consensus among teachers on the need for more comprehensive training in communicative language teaching (CLT) techniques [3]. Many teachers feel underprepared to fully implement communication strategies due to a lack of professional development opportunities focused on CLT. The traditional educational culture in Uzbekistan, which emphasizes rote learning and teacher-centered teaching, often conflicts with the principles of communicative language teaching. This culture that prioritizes memorization and passive learning can make it more difficult for teachers to transition to interactive methods [2]. Institutional expectations and standardized testing also influence teachers' ability to implement communication strategies effectively. The current assessment system mainly



focuses on grammar and vocabulary knowledge rather than communication skills, which discourages teachers from applying the full range of communication methods.

Despite the challenges, some teachers have found ways to integrate communication strategies into their classrooms. Techniques such as group work, role-playing and real-life simulations have been shown to be effective in promoting student engagement and real-world language use. Teachers who actively seek professional development opportunities and collaborate with colleagues tend to achieve higher levels of success. Sharing best practices and resources among colleagues helps overcome some of the challenges associated with implementing a communications strategy [4]. Teachers who creatively adapt available resources and adapt activities to the specific context of their classroom will bring positive results. These teachers emphasized the importance of flexibility and innovation to overcome resource limitations and other challenges. Teachers note that communication strategies increase student engagement and motivation. Students are more engaged in lessons that include interactive and communicative activities, making learning more interesting and effective. There is evidence that students' language skills improve through the use of communication strategies. Teachers notice better listening and speaking skills in students who are regularly exposed to interactive language use.

Based on these findings, the study proposes several recommendations to improve the implementation of communication strategies in EFL teaching in Uzbekistan:

1. Improve teacher training programs focusing on CLT to equip teachers with the necessary skills and confidence.
2. Resource Allocation: Invest in educational resources and technology to support interactive and engaging language teaching.
3. Curriculum reform: Align assessment methods with communication skills to encourage broader adoption of communication strategies.



4. Policy Support: Develop education policies that reflect a commitment to communicative language teaching and provide a support framework for teachers.

By addressing these areas, Uzbekistan can create a more supportive environment for EFL teachers, which will ultimately benefit students and improve the overall quality of teaching English.

Conclusion. The exploration of EFL teachers' perceptions about communicative strategies in Uzbekistan uncovers a landscape marked by both enthusiasm and significant challenges. Teachers recognize the value of communicative approaches in enhancing student engagement and language proficiency, marking a positive shift from traditional, grammar-focused methods. This appreciation for communicative strategies underscores their potential to transform English language learning into a more interactive and practical experience.

However, the path to widespread implementation is fraught with obstacles. Resource limitations, large class sizes, and insufficient training present significant barriers. Additionally, the entrenched educational culture and assessment practices in Uzbekistan, which emphasize rote learning and grammar, often conflict with the principles of communicative language teaching.

Despite these challenges, there are notable success stories where teachers have effectively integrated communicative strategies through innovative methods and resourceful adaptations. These instances of success demonstrate that, with the right support and resources, communicative strategies can significantly improve language learning outcomes.

In conclusion, while Uzbek EFL teachers are generally supportive of communicative strategies, addressing the challenges they face is crucial. Overcoming these barriers will require concerted efforts from educators, institutions, and policymakers. By fostering a supportive environment and providing the necessary tools and training, Uzbekistan can



further enhance the effectiveness of its English language education, ultimately equipping students with the practical communication skills they need in a globalized world.

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