
OBJECTIVES OF TEACHING ENGLISH AS A SECOND LANGUAGE IN UZBEKISTAN

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Abstract

The author of the article made an effort to analyse and illuminate the measures and efforts being done in the sphere of teaching foreign languages in Uzbekistan. In other words, the author endeavored to practically expose the presidential decree № 1875 on December 10, 2012 “On measures to further improvement of system of learning foreign languages.” along with the comprehensive importance of teaching and learning English in Uzbekistan.

Key words:

presidential decree, CEFR, unique toolkit, sight of competence, global correlations, National Programme

“ A language is a gem of which we cannot express the value” said great uzbek writer and founder of the Uzbek language Alisher Navoiy 6 centuries ago. As he remarked that learning languages and their value are still the main and indispensable factor for a person to make a career and find his or her place in the society and even acquiring a number of world languages is really a gem to introduce a colorful image of our motherland Uzbekistan on international stages. Taking all these into account, the government of Uzbekistan elaborated the “ Law on Education and National Programme of Preparing Candidates” on August 29, 1997. The fundamental purpose of the law is to educate comprehensively competent and enthusiastic candidates to be able to put forward prosperous tasks and be active and independent in social activities and life. Likewise, under such initiatives and their positive influences several educational steps have been implemented. And, I would like to touch upon one of such prosperous language reforms of the President of the Republic of Uzbekistan that is the presidential decree numbered 18/75 about refining the foreign languages and their measures all over Uzbekistan which was released on December 12, 2012. In accordance with the appendices of the decree every single foreign language teacher especially English teachers are required discourse skills based upon CEFR regulations of which CLT approach is one of the main and important components of CEFR that is Common European Frame Work of Reference which has been worked out by European experts in teaching foreign languages in respective countries specifies the following criteria and requirements:

The Common European Framework divides learners into three broad divisions that can be divided into six levels and it describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level.

In Uzbekistan, Since English is being paid attention as a necessary language in the nearly all fields and becoming much more for higher order communication than for day - to - day social interaction. For this very reason, it becomes necessary that we train our learners of English as a second language to be competent users of English. We cannot afford to lose sight of competence and the (international) acceptability of the English we teach and the English our learners learn to use.

As we emphasized on the significance of English above, nowadays English has a special and predominant role in the communicative sphere of the world. It has also a special identity in the field of education. The English language is a medium of communication and interacting verbally in our day to day life situation in family and society. But in non-English speaking countries English is a foreign language and being taught as a second language in the Uzbek schools in the recent years. It is different from mother tongue. The teaching of English is highly desirable for an English teacher. Before starting his teaching, it requires for the teacher to fix up his aims and objectives. It makes him efficient in teaching performance. In the mass world community, certainly, English has become much more for higher order communication in terms of global correlations, economy, international relations and education than for day - to - day social interaction.

Realizing this, Uzbekistan has begun to refine the role of English even in our future development and took several serious steps to cover not only educational institutions but also state organizations so that they would be able to set up international relations with foreign societies. For this very reason, it becomes necessary that we train our learners of English as a second language to be competent users of English. Thus, it is so uppermost to teach our children foreign languages and especially we should deeply explain the global importance of the English language to our youth and work out a national programme so as to thoroughly teach them first of all discourse skills of English so that they would be able to use the language more effectively in all cases. Inferring from the above ideas the Ministry of education of Uzbekistan has begun the initial steps to elaborate the program and approaches in order to implement all the educational measures relevant to English.

The students entering universities and employees seeking jobs are expected to possess enough English to be able to cope with the demands arising from having to handle it as a medium of higher learning and working. They will be required to listen to lectures, job regulations delivered in English and to take notes; they will need to read and comprehend subject matter from books that are either prescribed for study or recommended for reading, and to make notes. Besides, they have to write all their assignments and examinations in English; they will also be required to speak on given topics. Therefore, since recent years at schools English is being taught even to the first primary grades.

A student may need to go to another country for his/her collegiate education; he/she may need to travel to other parts of the country for educational or occupational purposes. A student is usually required to take an examination, on competitive basis, for entry into a specialist field of study or a job; often an interview forms part of such an examination, and so the students are called upon to use conversational as well as other forms of spoken English to some extent, besides being able to produce written discourse in English of a high level of competence. The teaching of English as a second language should aim at enabling the students to speak and write English with clarity, precision, appropriateness and effectiveness.

English in all corners of the globe is having its resolute and stable domination over all domains of current global life; first of all, it is a link language. Secondly, it is the language of opportunities which leads us to higher achievements that is the language that opens new avenues before us with vast career prospects and immense job opportunities. Thirdly, it is our door on the outside world, especially the world of science and technology. Lastly, it is not only the language that extends our horizons of our world-wide knowledge but also a status symbol and the language of the elite

English is the language of education and culture and the language of power and social control. It has become the source and token of prestige, power, success as well as social superiority. No major world languages today have the same “**unique toolkit**” as English has in every sphere of life: in trade and in commerce, in administration, in education and in science and technology. Time was when English was referred to as the '**door of the world**'. Now English is in Uzbekistan simply and unequivocally, to continue the metaphor, the key that opens out for our citizens on personal success and social achievements.

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