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PRAGMATIC INDICATORS OF THE USE OF THE ENGLISH LANGUAGE IN THE EDUCATIONAL SYSTEM OF UZBEKISTAN



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Abstract

The purpose of this article is a comparative study of pragmatic indicators of the use of English in the educational system of Uzbekistan. The article addresses sociolinguistic and pragmatic features of the use of the English language introduced in educational system of Uzbekistan. The English language operating in Uzbekistan is analyzed through the results of field studies as well as through comparative study of the institutional and legal-normative basis of the state of the English language in the national education system. In particular, the article describes an experiment conducted on the basis of methods proposed by Roger Brown and Albert Gilman among master students of different nationalities to determine their linguistic behavior in different social conditions settings, as well as to identify cultural values of discursive activity in the implementation of the self-assessment strategy. On the basis of the results, the author raises important issues of teaching English in Uzbekistan and describes the established policy of continuous education in the Republic, concerning English as a revolutionary language. In addition, the author of the article believes that the organization of English language teaching requires taking into account the sociolinguistic status of the language, socio-psychological neutrality towards it, comparative-pragmatic and functional indicators of activity.

Keywords: lingvopragmatika; sociolinguistics; learning English; Uzbekistan; cultural values.

ЎЗБЕКИСТОН ТАЪЛИМ ТИЗИМИДА ИНГЛИЗ ТИЛИДАН Фойдаланишнинг прагматик кўрсаткичлари

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Аннотация

Мақолада Ўзбекистон таълим тизимида инглиз тилидан фойдаланишнинг прагматик кўрсаткичлари қиёсий ўрганиш мақсад қилиб олинган. Унда Ўзбекистон таълим тизимида жорий этилган инглиз тилидан фойдаланишнинг социолингвистик ва прагматик хусусиятлари кўриб чиқилади. Ўзбекистонда истеъмолда бўлган инглиз тили соҳадаги тадқиқотлар натижалари асосида таҳлил қилинади. Шунингдек, миллий таълим тизимида инглиз тилининг институционал ва меъёрий-ҳуқуқий асослари қиёсий тадқиқ этилади. Жумладан, Роджер Браун ва Альберт Гилман томонидан таклиф этилган методлар асосида ўрганилган ҳар хил ижтимоий шароитларда турли миллатга мансуб талаба-магистрантлар ўртасидаги лисоний хатти-ҳаракат, шунингдек, ўз-ўзини баҳолаш стратегиясини амалга оширишда дискурсив фаолиятнинг маданий кадриятларни аниқлаш бўйича ўтказилган тажриба ҳақида сўз боради.

Олинган натижалар асосида муаллиф Ўзбекистонда инглиз тилини ўқитишга оид муҳим масалаларни ўртага қўяди ва республика узлуксиз таълим тизимида инглиз тилига оид сиёсатни инқилобий, деб баҳолайди. Бундан ташқари, мақола муаллифи инглиз тилини ўқитишни ташкил этишда тилнинг социолингвистик ҳолати, унга нисбатан ижтимоий-психологик нейтраллик, фаолиятнинг қиёсий-прагматик ва функционал кўрсаткичларини ҳисобга олиш кераклигини таъкидлайди.

Калит сўзлар: лингвопрагматика; социолингвистика; инглиз тилини ўрганиш; Ўзбекистон; маданий кадриятлар.

ПРАГМАТИЧЕСКИЕ ПОКАЗАТЕЛИ ИСПОЛЬЗОВАНИЯ АНГЛИЙСКОГО ЯЗЫКА В СИСТЕМЕ ОБРАЗОВАНИЯ УЗБЕКИСТАНА

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Аннотация

Целью данной статьи является сравнительное изучение прагматических показателей использования английского языка в системе образования Узбекистана. В статье рассматриваются социолингвистические и прагматические особенности использования английского языка, внедренного в образовательную систему Узбекистана. Анализируется действующий в Узбекистане английский язык по результатам полевых исследований, а также сравнительного изучения институциональной и нормативно-правовой базы состояния английского языка в национальной системе образования. В частности, в статье

описывается эксперимент, проведенный на основе методов, предложенных Роджером Брауном и Альбертом Гилманом, среди студентов-магистрантов различной национальности по определению их языкового поведения в различных социальных условиях, а также по выявлению культурных ценностей дискурсивной деятельности в реализации стратегии самооценки. На основе полученных результатов автор ставит важные вопросы преподавания английского языка в Узбекистане и характеризует сложившуюся политику непрерывного образования в республике, касающуюся и английского языка, как революционную. Кроме того, автор статьи полагает, что организация преподавания английского языка требует учета социолингвистического статуса языка, социально-психологической нейтральности по отношению к нему, сравнительно-прагматических и функциональных показателей деятельности.

Ключевые слова: лингвопрагматика; социолингвистика; обучение английскому языку; Узбекистан; культурные ценности.

As is well known that the process of mastering a foreign language can proceed in different directions and not bring the same result. Psychologists argue that the psychological activity carried out for the study of a language includes the processes of “appropriation” and “mastery”.

Separate observations on the role of units addressing people in the formulation of relations between participants in the dialogue environment and in the context of these relations show that representatives of different nationalities, using the English language, have a number of mistakes in the use of the forms of addressing people. We carried out an experiment to determine the extent and causes of such errors. We used methods proposed by Roger Brown and Albert Gilman (2, 163) (of course, making some changes), and creating a questionnaire, distributed it among Uzbek, Russian, Chinese and Korean students studying English. The participants were asked to represent themselves in English in different social conditions and say in what form and with what language tools they should address their interlocutors (they may be persons of different statuses).

Today we received answers to 48 questionnaires (22 Uzbeks, 11 Chinese, 10 Russians and 5 Koreans), and some respondents added letters explaining their choice. Preliminary analysis shows that the Uzbek students hardly use names and titles in their English speech. The Chinese students have difficulty in using pronouns and names. Russian students almost do not have a problem with the use of terminology, since the Russian language system has a close affinity with the English system and the errors encountered are mainly related to pronouns.

The difficulties faced by Uzbek, Chinese and Korean students have a socio-cultural meaning, since the kinship system in these cultures has a very ordered

setting and, accordingly, a separate system of kinship terminology. In addition, differences in the use of forms of addressing can often depend on the sex of the speaker and the listener. In particular, in most eastern cultures, men occupy a dominant position in society. As a result, men are more likely to become leaders in conversation, and women may become inactive listeners and need some social support.

In addition, communication activities are regulated by normative rules that arise under national cultural values along with universal principles. The determination of the degree of activation of these rules and the study of the cases of their variation in the process of linguocognitive actions carried out in a foreign language are of theoretical and practical significance.

Cultural values of discursive activity are also reflected in the implementation of the self-assessment strategy. To prove this, we planned a small test and asked Russian, Ukrainian, Uzbek, Karakalpak, Korean and Chinese graduates to simulate the game in a dialogical conversation. The participants of the game had to imitate the trainees and meet their corporate managers (heads of the institution) and show them their professional skills. Analyzing the content of these dialogues in English, from the point of view of the self-evaluation strategy, it became obvious that the strategy of self-evaluation of trainees was not unified.

V. Bhatia testifies that in the West they try to exaggerate their talent, experience in this field and professional skills when applying for a job (1, 43). However, among these students-masters, only Russians, Ukrainians and Karakalpaks displayed complacency in dialogues. Moreover, Uzbek, Korean and Chinese students-masters, however much they tried to take advantage of this opportunity, they showed modesty and their communication strategy became more focused on praising others and respecting the interlocutor

In general, those who study English as a foreign language are different from those who own it, because they reflect through their native language. One of the traditional values of the Eastern person is not the manifestation of inner feelings openly. In the opinion of ethnographers, those who are trained in the spirit of Islam and Buddhism, feelings of respect for parents and responsibility to the family are formed from childhood and as a result a spirit of collectivism is formed.

The results of interlingual contacts, relationships are reflected at all levels of the language system. In the conditions of such contacts, the interaction of languages is inevitable. The reasons for the transfer of the linguistic features of the system of

the native language to the new language are different. However, in the scientific literature, the cognitive and national-cultural essence of these phenomena, termed ‘transference’ or ‘interference’, is not adequately covered. It is difficult to have the ability to communicate in two languages, the formation of this ability is an activity of complex linguistic thinking, and it is associated with socio-cultural and conscious-cognitive factors. Analyzing the peculiarities of the accent phenomenon in the English speech of Uzbek students, it is possible to determine the range of factors that form additive bilingualism and establish the range of movements, the norm of this kind of language abilities.

The study of the accentual system of languages is considered to be one of the most important tasks of general and comparative linguistics. In dictionaries of special terms and in a number of other scientific publications, one can find great information about the general features of the accent phenomenon and the linguistic and nonlinguistic factors contributing to its emergence. However, the peculiarities of this phenomenon arising in the context of interlanguage communication are poorly understood from the point of view of socio-pragmatic and communicative opportunities that are activated in the context of intercultural contact.

It is necessary to continue research on a wider scale, using the linguistic experimental methods of various cases of retreat and transformation that arise in the process of Uzbeks’ speech activity in English. We hope that the results of this study will play an important role in determining the phonetic minimum content and the standard that corresponds to the specific goals of language teaching, as well as in determining the level of requirements for mastering the phonetics of a foreign language. In addition, the study of sociolinguistic, pragmatic and communicative peculiarities of the emphasis on a foreign language contributes to the further enrichment of the theory of general phonetics and the formation of approaches conducive to the analysis of discourse texts formed in different environments.

News and changes in the educational system are explained by the current political system in the country, the events taking place in the world. When classifying the history of teaching English and other foreign languages in the regions of our country, the principles of periodization, proposed by J. Jalolov, seem to be more optimal. The scholar proposes the establishment of the first period until 1924, the second – until 1961, the third – until 1991 and, finally, the fourth period beginning with 1992. Most importantly, in J. Jalolov’s classification, attention is

focused on the influence of political forces on the educational system, and linguodidactic factors are also taken into account (21, 160–161).

There was a regular slowdown in the implementation of tasks identified in the documents adopted in the first three phases. In particular, the decree of the Ministry of Education on the introduction of a foreign language into the curriculum beginning with the fourth grade at schools where the Uzbek language was used in teaching all other subjects, but it has not been fully implemented in some regions since 1981/82, particular in Syrdarya, Surkhandarya, Kashkadarya and Djizak regions. One of the reasons was the lack of specialists. In some cases, this led to involvement of unskilled personnel. According to official data, almost 10 percent of the 14,205 teachers of foreign languages at schools in the late 1980s did not have a higher education.

Radical changes in teaching English and other languages, the use of real innovative methods became possible only after our country gained independence.

Creation of innovative methodological principles causes the aspiration to consider the placed goal as a single complex of linguistic, sociolinguistic, psycholinguistic, didactic factors.

It is noteworthy that in our country much attention is paid to optimizing the teaching of English to future specialists in various fields. In recent years, efforts have been made to adapt the content of education and curricula to international systems.

Starting with 2013–2014 academic year new state standards were introduced, and the annual curriculum on the subject “foreign language” for students of Bachelor departments was set up with 250 hours, and the subject “practical foreign language” was introduced into the master's programme. In addition, the tendency of adaptation of textbooks to the local environment and national culture is increasing. In case of balancing the local and international cultural image and other conceptual units when selecting texts and other teaching materials for analysis, the learning outcomes are likely to be positive. Taking into account local and foreign contexts, a teacher has an opportunity to explain to readers the national culture of another country, enriching it with the national (colouring) content. It should not be forgotten that a person learning a foreign language does not lose his native language and culture. New knowledge is not assimilated by a reader in the spirit of separatism, but on the basis of old experience.

The educational manuals *Scale Up* and *Up Scale* developed by specialists of our country for students of non-philological faculties take into account the above-

mentioned conditions. Indeed, the work with the original or adapted to the original, sufficiently informative texts will help students develop their thinking abilities, their reading and listening skills, and form a targeted approach to learning the language. At the same time, there are some drawbacks in the three-part book *Scale Up*. It is noteworthy that when creating this textbook, the level of knowledge of students studying at non-philological institutions is not sufficiently taken into account, and the inclusion of texts such as “About goals” and “Forget what you know about good study habits” in the first part of this textbook requires an explanation.

The meaning and content of these texts are rather complicated. They contain terms of cognitive psychology, such as “left brain” students”, *Applied Cognitive Psychology*, “prism faces”, “short-term and long-term goals”, “carry a tune” (“Scale Up” 2015, 5). In addition, the *Scale Up*, apparently, is primarily intended for those who are preparing to work in the field of management, otherwise it could have included training materials for other specialties, in particular, for the exact and engineering specialties. Thus, this manual does not fully comply with the requirements of teaching English as a lingua franca or as a tool for interpersonal communication; it should be revised and supplemented with new teaching materials. The curriculum defines the content and purpose of the learning process, as well as what knowledge and how students should acquire. The textbook should have the expected source of knowledge.

Naturally, the acceleration of teaching foreign languages, the search for solutions of these problems, is reflected in a number of documents approved by the government. Among such documents, the Decree of the First President of the Republic of Uzbekistan, Islam Karimov “On Measures to Further Improve the System of Teaching a Foreign Language”, as of December 10, 2012, which differs in its essence and wide coverage.

The Uzbek State University of World Languages was assigned to be the main executive center for the tasks set out in the Resolution. The Innovation Centre established at the University is working on the elaboration of modern and high-quality educational standards, training programs, as well as the creation of new information and communication technologies and their introduction into the national educational system.

The Centre has contributed to the improvement of the practice of advanced training and retraining of English language specialists working at higher educational institutions of the country. The educational-methodical and material-technical basis

required for carrying out the training courses for upgrading specialists at the level of high professional requirements has been set up, and also a number of curricula, programs and complexes have been developed. In particular, the Centre has created 19 teaching manuals and 22 teaching and methodical complexes using advanced foreign experience. These publications were approved by foreign experts along with 325 training and methodical complexes and 401 modules introduced in them, being created in other institutions. Training and retraining courses are held for two months with 288-hour special programmes. Over the past three years almost 1.5 thousand professors and teachers of higher educational institutions and foreign language specialists were trained at these courses (Figure 1).

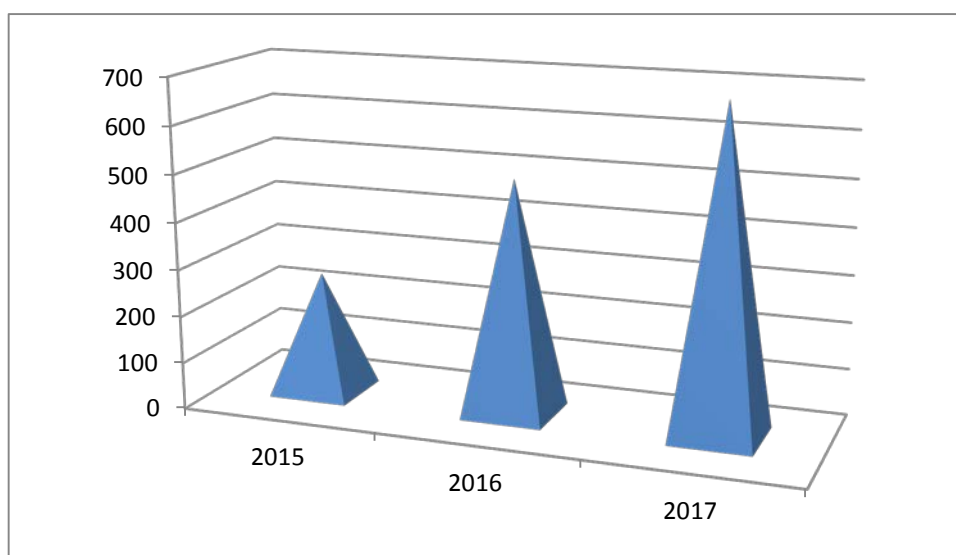


Figure 1. Number of people undertaking advanced training courses during 2015–2017.

As a result of reforms in the field of education, a system has been developed in our country that covers training from pre-school education up to post-graduate education. This system provides for a phased sequence of content of educational programs based on the principle of phased development, as well as regular expansion from simple to complex in terms of content. The requirements for ensuring continuity, of course, also relate to teaching a foreign language.

While the problem of introducing foreign languages into the curriculum of primary classes is still being discussed in many countries of the world (for example, after long disputes in Japan, English is taught once a week beginning with grades 5–6), such a policy pursued in the system of education of our country, can be described as a revolutionary step. This, in turn, imposes a responsibility on practitioners and

methodologists to create new textbooks, to improve existing ones. Specialists created *Kid's English* complexes for grades 1–3 and tested at 76 selected basic schools.

When improving the system of teaching foreign languages, attention is paid to the adaptation of school education to modern requirements. In our country, the status of English in school education has increased significantly; according to data in 8,793 out of the 9,998 general secondary schools more than 4.2 million pupils learn English. Comparing these figures with the level of teaching other languages, we see an increased interest among teachers and parents in the English language: (Figure 2).

Number of teachers: 2.548

English in 8793 schools – 89.2 %

German 1589 schools – 16.2 %

French in 1076 schools – 11.1 %

Total number of schools:

9698

Two foreign languages
are taught in some
schools

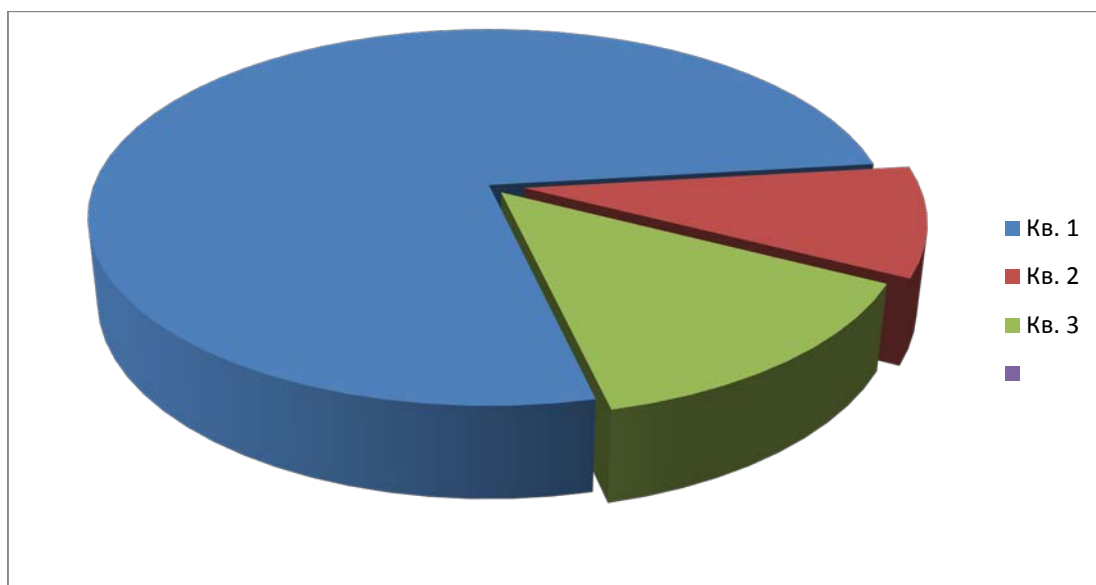


Figure 2. Information on teaching foreign languages at general secondary schools.

To ensure that the reforms in the field of language teaching are carried out on a systemic, carefully structured plan, the changes should take place within the requirements of the “International Standards of Education Classification”. This will

accelerate the integration of Uzbekistan with the European and world standards of education. Accordingly, tasks aimed at improving the teaching of foreign languages are implemented under the Common European Framework of Reference for Languages (CEFR), known in several countries of Europe and Asia, and using its basic principles. The application of the “competence” theory, which lies in the center of the CEFR, in each country, at a separate educational institution, requires extreme caution. Since teaching a language and requirements to it are formed under the socio-political system of the country and they should be in line with the spirit of national and cultural values and nationality.

Learning English becomes an important socio-political and economic source for the whole world. If language is considered an integral part of public life, it is best to teach it as an integral system, and not as a variant. In addition, the organization of teaching English requires considering the sociolinguistic ‘face’ of the language (the relationship of variants, their use in different social spheres), socio-psychological neutrality in relation to (when choosing a certain variant for studying, do not forget about the existence and possibility of using others), comparative-pragmatic (compliance of discursive and stylistic updates to the rules of the national language culture) and functional indicators of activity.

The study of the communicative-cognitive nature of the use of English in the form of lingua franca, its sociological and pragmalinguistic peculiarities is of great importance for the perspectives of theoretical linguistics and linguodidactics. The study of phonetic, lexical, grammatical norms peculiar to the Lingua franca variant, firstly, enables to encode this variant as acceptable one for the use and, secondly, to describe the dependent sides of the standard English language and its common root.

To conclude, acceleration of the process of English distribution in our country requires serious reforms in the system of language teaching. The pedagogical concept of renewed language education requires the provision of continuous teaching of foreign languages, taking into account local and foreign contexts in the organization of multi-stage education and giving the learner an opportunity to study the culture of another country, enriching it with national content. When defining linguodidactical tasks in the modern spirit, it is envisaged that language teaching is a multidimensional process in relation to the intended goal. And the goal is to provide the conditions for adapting to people from different groups studying the language, the current pluralistic and information society and to increase their compliance with the requirements of economic competitiveness. Innovative

processes in teaching English require rational selection of teaching materials, their adaptation to the local environment and national culture. When creating educational literature, it is important to take into account the basic principles of the educational system in Uzbekistan, the socio-cultural conditions in which this system is created, and national values that attract representatives of other nationalities.

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