

**Ibrohimbek SOATOV,**  
EAP instructor at Denau Institute of Entrepreneurship and Pedagogy  
E-mail: [ibrohimbeksoatov0808@gmail.com](mailto:ibrohimbeksoatov0808@gmail.com)  
Tel.: +998919060808

**Muattar TEMIROVA,**  
Assistant teacher at Denau Institute of Entrepreneurship and Pedagogy  
E-mail: [fragrant9898@gmail.com](mailto:fragrant9898@gmail.com)  
Tel.: +998975336568

Based on the review of Karshi State University, (PhD), Associate Professor, M.B.Nizomova

#### **“DENOV TADBIRKORLIK VA PEDAGOGIKA INSTITUTIDA INGLIZ TILINI O‘QITISH VOSITASI SIFATIDA JORIY ETISHDA QIYNALAYOTGAN O‘QITUVCHILARNING MUAMMO VA QIYNCHILIKLARI”**

Аннотация

Ushbu tadqiqot Denov tadbirkorlik va pedagogika institutida ingliz tilini o‘qitish vositasi sifatida joriy etish vazifasi yuklatilgan Denov tadbirkorlik va pedagogika institutining Tadbirkorlik va boshqaruv yo‘nalishi o‘qituvchilar tomonidan duch kelinadigan muammolar va qiynchiliklarni o‘rganadi. Ingliz tilini bilishning global sur‘ati sharoitida, ko‘plab ta‘lim muassasalari, xususan, ona tilisi ingliz tili so‘zlashuvchilar kontekstlarda ingliz tilini asosiy o‘qitish vositasi sifatida qabul qilishda to‘siqlarga duch kelmoqda. Suhbat va so‘rovlarni o‘z ichiga olgan tadqiqot usullari orqali ushbu jarayonda ta‘lim olib borayotgan o‘qituvchilarning istiqbollarni o‘rganadi. Natijalar til to‘siqlari, pedagogik tuzatishlar va madaniy jihatlarni o‘z ichiga olgan bir qator muammolarni ochib beradi. Bundan tashqari, tadqiqot o‘qituvchilarning ingliz tilida o‘qitishning samaradorligi va maqsadga muvofiqligi haqidagi tasavvurlarini yoritib beradi va ta‘lim siyosatini ishlab chiquvchilar va ma‘murlar uchun qimmatli tushunchalarni taklif etadi.

**Kalit so‘zlar:** Ingliz tili o‘qitish vositasi sifatida (EMI), tilni rejalashtirish siyosati va taklifi, ehtiyojlar tahlili, malaka oshirish EMI ta‘limi, ingliz tilini bilish malakasi, ta‘limiy samaradorlik.

#### **“PERCEPTIONS AND CHALLENGES ENCOUNTERED BY TEACHERS WHO ARE CURRENTLY STRUGGLING TO IMPLEMENT ENGLISH AS A MEDIUM OF INSTRUCTION AT DENAU INSTITUTE OF ENTREPRENEURSHIP AND PEDAGOGY”**

Annotation

This study investigates the perceptions and challenges encountered by teachers tasked with implementing English as a medium of instruction at the field of Entrepreneurship and Management in Denau Institute of Entrepreneurship and Pedagogy. Amidst the global push for English language proficiency, many educational institutions, particularly in non-native English-speaking contexts, face hurdles in adopting English as the primary medium of instruction. Through qualitative research methods, including interviews and surveys, this study explores the perspectives of teachers navigating this transition. Findings reveal a range of challenges, including linguistic barriers, pedagogical adjustments, and cultural considerations. Moreover, the study sheds light on teachers' perceptions regarding the effectiveness and feasibility of English-medium instruction, providing valuable insights for educational policymakers and administrators.

**Key words:** English as a Medium Instruction, language planning policy and proposal, needs analysis, in-service EMI training, English language proficiency, educational effectiveness.

#### **“ВОСПРИЯТИЯ И ПРОБЛЕМЫ, С КОТОРЫМИ СТАЛКИВАЮТСЯ УЧИТЕЛЯ, КОТОРЫЕ В НАСТОЯЩЕЕ ВРЕМЯ ПЫТАЮТСЯ ВНЕДРИТЬ АНГЛИЙСКИЙ ЯЗЫК В КАЧЕСТВЕ СРЕДСТВА ОБУЧЕНИЯ В ИНСТИТУТЕ ПРЕДПРИНИМАТЕЛЬСТВА И ПЕДАГОГИКИ ДЕНАУ”**

Аннотация

В этом исследовании изучаются представления и проблемы, с которыми сталкиваются учителя, которым поручено внедрить английский язык в качестве средства обучения в области предпринимательства и менеджмента в Институте предпринимательства и педагогики Денау. В контексте глобального стремления к владению английским языком многие образовательные учреждения, особенно в неанглоязычных средах, сталкиваются с трудностями в введении английского языка в качестве основного средства обучения. С использованием качественных методов исследований, включая интервью и опросы, данное исследование исследует точки зрения преподавателей, сопровождающих этот переход. Результаты показывают ряд проблем, включая языковые барьеры, педагогические корректировки и культурные аспекты. Более того, исследование проливает свет на восприятие преподавателей относительно эффективности и возможности использования английского языка в качестве средства обучения, предоставляя ценные инсайты для образовательных политиков и администраторов.

**Ключевые слова:** Английский как язык обучения, Политика и предложение по планированию языка, Анализ потребностей, Послетрудовое обучение на английском языке, Владение английским языком, Образовательная эффективность.

**Introduction.** In Uzbekistan teaching and learning the English language for general and academic purposes is remarkably flourishing along with other major domains of the country. Nevertheless, teaching and learning the English for

specific purposes is a challenging task which requires teachers who can conduct any subjects in English. Having considered this point, if we look at the latest decree № 610 declared by the Minister Cabinet of Republic of Uzbekistan in 2017, it has been suggested to teach key subjects in English in Higher Education System in order to prepare internationally qualified specialists. Based on this decree, the representatives of Denau Institute of Entrepreneurship and Pedagogy (DIEP) have taken initiatives to teach the key subjects through English which means the English language serves as a medium of instruction (EMI) to deliver content knowledge of the subjects. When we talked to one of the representatives of the institute, she claimed that there were some alarming challenges while implementing this particular decree. Therefore, we have decided to learn the challenges, find problems and offer an effective proposal. The goal of current research proposal is to identify whether the latest decree № 610 approved by the Minister Cabinet of Republic of Uzbekistan is efficiently working in Higher Education System especially, in Denau Institute of Entrepreneurship and Pedagogy. In that case, both micro and macro language planning should be equally analyzed to disclose the real situation in the Denau Institute of Entrepreneurship and Pedagogy [1]. Finally, the research aims to find appropriate solutions and give an effective proposal to overcome the challenges which the institute is currently encountering.

The objectives of the small research encompass the followings:

Identifying the challenges which are being obstacles to teach the key subjects through English in the Denau Institute of Entrepreneurship and Pedagogy.

Offering an appropriate proposal to deal with the current challenges in the Denau Institute of Entrepreneurship and Pedagogy.

Getting to know the teacher's and students' perceptions on implementing English as a medium of instruction (EMI) in the Denau Institute of Entrepreneurship and Pedagogy.

**Materials and methods.** With respect to existing resources along with the needed, lacking or other insufficient resources, accordingly, there is a brilliant faculty staff in the institute but some of them do not know how to teach the specific subjects in English context. This process is largely influenced by the level of prior knowledge of the teachers. In terms of available teaching books are sufficient but they are available in Uzbek.

The clear recommendations based on emerging problems in the institute would be several; firstly, the academic staff should be intensively engaged in-service EMI (English as a medium of instruction) training which should be ideally conducted by native English specialists or local professional ESP teachers; second recommendation would be designing teaching textbooks and materials which match the teachers' and student' needs. Lastly, the teachers who have successfully finished in-service EMI training should be sent to English speaking countries in order to gain necessary experience for conducting specific subjects through English in the institute. In terms of timeline, considering second language acquisition and looking at the reality, learning foreign language is an arduous process and even it takes for several years for some to learn. This perspective highlights the need for a patient and comprehensive approach to language education, recognizing the inherent challenges that learners may face during this extended time frame. After taking this fact into account, we would suggest hypothetical timeline with several time phases which can take up to 2 years to make the proposal come true and hypothetical time phases would be followings;

1st phase: getting involved the teachers into in-service EMI training and bringing them to the required level;

2nd phase: designing teaching textbooks and materials in English or purchasing proper English textbooks and materials from the abroad;

3rd phase: sending a group of successful in-service EMI training teachers to English speaking countries [2];

The target language skills and structures in this case is delivering specific content knowledge through English, precisely, the English language is a means of tool which assists to deliver content knowledge of specific subjects. At the same time, four language skills such as speaking, reading, listening and writing are specifically taught along with content knowledge and speaking and reading skills are main focus of the study while teaching. The emphasis in teaching revolves around honing speaking and reading skills, recognizing them as pivotal components in facilitating effective communication and comprehension within the academic domain. This approach ensures that language proficiency is not treated in isolation but is seamlessly woven into the acquisition of subject-specific knowledge, fostering a comprehensive and integrated learning experience. When it comes to assessment, although we know how to analyze and evaluate language skills, it is awkward to suggest the required assessment for right now [3]. It is a common sense that teaching any subjects through English is a novel domain in Uzbekistan and it is true fact for the educational institutions as well as assessing the language skill and subject knowledge by which the teachers are now teaching to students is the most difficult task. However, we can recommend some forms of assessment which should be done after abovementioned suggested proposal successfully accomplished. In other words, we should observe, evaluate teaching process of teachers and measure the students both language skills and content knowledge of the subjects [4].

**Discussion and results.** The main actors are students and teachers since the main stakeholders in the target education system. The teachers and students know better the real problems which they experience on their daily work and study. That is why they should be involved to address the challenges which means it is micro language planning [5]. However, if we concern about funding for training and buying or designing books so the institute representatives (deans, rectors and others), curriculum designers, publisher companies and importantly the Minister of Higher Education, Science and Innovations are also main actors to fully implement the proposal or decree in the institute which means it is macro language planning. Their roles are paramount as they possess firsthand knowledge of the real challenges encountered in their daily academic endeavors. This intrinsic understanding positions them as vital contributors in addressing and resolving the challenges, marking the implementation of micro language planning. Their active involvement ensures that the proposed strategies align closely with the practical needs and experiences within the educational context. Their involvement is critical not only in securing necessary funding but also in driving the systemic changes essential for the full implementation of proposed decrees or initiatives within the institute. This broader engagement characterizes macro language planning, where decisions and actions are orchestrated at a higher administrative level to ensure comprehensive and institution-wide success. The synergy between micro and macro language planning is indispensable for a holistic and effective transformation within the education system. Funding this proposal of teacher training and publishing books are directly connected to the budget of the institute and asking from the Minister Cabinet to allocate the adequate money for supporting the proposal. In this context, the institute's financial decision-makers play a pivotal role in

determining the feasibility and success of the proposed programs. To secure the necessary funds, a proactive approach involves engaging with the Minister Cabinet, appealing for the allocation of adequate financial resources to support the proposal. Articulating the significance of teacher training and the creation or procurement of educational materials becomes essential in justifying the financial request. Establishing a direct line of communication with the Minister Cabinet ensures that the proposal aligns with broader educational priorities and receives the necessary backing at the highest administrative levels. When it comes to reallocation resources, once the required money has been collected for proposal funding, some amount of money should be allocated to the utmost specific subject books for printing books and the rest of money should be spent on in-service EMI training and sending the successful teachers to get trained abroad. This strategic distribution of resources is essential to strike an optimal balance, nurturing both the localized enhancement of subject-specific educational resources and the broadened proficiency of educators through international training opportunities [6].

**Conclusion.** Considering all the factors, issues, and proposed solutions discussed above, there is a strong conviction that effective implementation of this language planning policy and proposal will lead to the attainment of anticipated goals and expected outcomes. To further enhance the successful execution of the latest decree at Denau Institute of Entrepreneurship and Pedagogy, the following recommendations are put forth; Prioritize ongoing training for teachers to adapt to the nuances of English-medium instruction, addressing challenges and refining instructional approaches; Establish a robust system for continuous evaluation and feedback to gauge the effectiveness of English-medium instruction, allowing for timely adjustments and improvements; Ensure sufficient resources, both financial and material, are allocated for the production of subject-specific English instructional materials, aiding in comprehensive and effective teaching; Foster open communication and engagement with the educational community, involving parents and local stakeholders in the transition process to garner support and understanding. By implementing these recommendations in tandem with the proposed language planning policy, Denau Institute of Entrepreneurship and Pedagogy can pave the way for a successful adoption of the decree, creating an environment conducive to quality education through English as a medium of instruction.

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