

## THE MAIN PERIODS OF TEACHING FOREIGN LANGUAGE IN UZBEKISTAN

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**Annotation:**The aim of the article is to learn historical period of teaching foreign language in Uzbekistan. Most of people believed that Teaching lots of international languages in Uzbekistan helps to improve our country in every field of life. Learning one language make you recognized with the current country’s industry and culture its history. It helps to learn what kind of mistakes they did in the past and as a result what happened in the end and if that was bad we try not to do it. As I said industry we can not cover all things we needed and we should learn and exchange some clues and invents.

**Key words:** bilingualism, multilingualism, Turkish, Tadjik, madrasah, Muslim school, Arabic alphabet and vocabulary, FL periods.

Teaching foreign languages in Uzbekistan has a long-lasting history that was described in details by prof. J.J. Jalolov in his works.

From the ancient times bilingualism and multilingualism were widely spread on the territory of Uzbekistan. The Uzbek people learned the Tajik language and other languages from childhood. For example, Amir Timur since his childhood freely spoke in Turkish and Tajik languages.

Peoples living at that time in this area always knew languages of each other. The Uzbek people tried to learn languages of neighboring and distant states. At that time among the population of our homeland the Arabic language also became widely extended, as an effect of spreading Islamic religion.

A lot of archival documents gave evidence that until the second half of the XX century maktab and madrasah students (Muslim schools) had acquired the Arabic alphabet and vocabulary, learned by heart some parts of the Koran, learned to read and write the Shariat Laws. Self-study of the FL was extended, sometimes the students focused on classical literature of the East, learning by heart poems. The main goal of the Arabic language learning was to know it as the language of religion, while the Persian language was the language of science, literature and trade. The level of language proficiency and learning period depended on qualification of teachers and students' needs. It is known that progressive thinkers and scientist of the time such as Muhammad Musa Khoresmiy, Ahmad Ferghani. Abu Nasr Farabi, Abu Rayihan Beruni, Abu Ibn Sino, Ulugbek, Alisher Navoi and others were polyglots. Knowing different languages they could study the works of the Eastern and Western scientists and created their own original works.

In Central Asia (before joining Russia) the oriental languages teaching was conducted under two directions: 1) classical - teaching of the Arabic language at

maktabs and madrasah where the attention was paid to grammar, orthoepy (rules for correct pronunciation) and stylistic features; 2) practical method of acquiring the language - while trading with representatives of alien countries.

As a result of annexing Turkestan by the Russian Tsar, a peculiar bilateral system of education took place in the territory of Uzbekistan. On the one hand a widespread network of elementary Muslim schools under the government of mosques and madrasah was functioning where the main objective was to teach the Islam doctrines. On the other hand schools with Russian-speaking teaching started to be organized. By 1867 their quantity reached 10 schools. According to academician V.V.Bartold, under the governor of area Kauffman the Muslim organizations, including educational institutions were opened». Migration of a large number of the Russian-speaking population into Uzbek land and bourgeoisie changes in the local conditions influenced the education system. Secondary educational institutions for the Russian-speaking population were opened in this region.

My 1906, lessons were conducted in Russian in five gymnasiums for boys and five gymnasiums for girls, in seminaries for teachers, in the Tashkent military school and in many other educational institutions. Alongside with this, four-year Russian -native schools were opened. The purpose was to teach the Russian language to local people for their further work in various organizations.

At that time FL teaching and learning in Uzbekistan was dictated by political and practical goals. In the seventies of the XIX century it was important to study the European languages across Russia because of the rivalry between Russia and Britain in colonization of Eastern countries. Depending on the dominant position of FL in Uzbekistan many words were borrowed from different languages into the Uzbek language.

### **The main periods of teaching foreign languages in Uzbekistan**

The main periods of teaching FL in Uzbekistan were defined by R.A.Zaripova and some periods was clarified and added by J.J.Jalalov. Taking into consideration J.J.Jalalov's clarifications the history of teaching and learning FL in Uzbekistan can be divided into the following periods:

- the I period - before 1917;
- the II period - from 1917 up to the beginning of 1930;
- the III period - from 1930 up to the first half of 1940;
- the IV period - from the middle of 1940 up to the beginning of 1960;
- the V period - from 1960 up to the beginning of 1970;
- the VI period - from 1970 up to 1990;
- the VII period - from 1991 - to the present time.

The specifics of the first four periods (I, II, III, IV) can be characterized with reference to J.J. Jalolov and A.A. Klevan's article.

At the first period the West-European languages were taught at Cadet Corps and the Russian gymnasiums were opened in Tashkent, Samarkand, Ferghana (former Scobelev), Kokand and Andijan. But the children of workers had no opportunity to study there.

At gymnasiums for the boys the German and French languages were compulsory. The local population studied at maktab and madrasahs, where the Arabic and Persian languages were taught. But the level of the language proficiency was very low.

In Turkestan FL teaching was based on grammar-translating methods under Russian educational traditions. Then they gave «the green light» to the direct method (without a native language as a mediator) within which the oral speech was paid a great attention to.

After the October Revolution the system of education was rebuilt. Teaching FL was introduced into the teaching plans of schools; the number of schools where English became compulsory was increased. However, FL was not taught at all schools because the shortage of FL teachers. It was necessary to train FL teachers, so in 1918 the Turkistan Oriental Institute was established.

During 1920-1922 the qualified FL teachers moved to Turkestan from Moscow and Petrograd. In 1920 the Turkestan State University was opened, that laid down the basis of development of national culture of the population of Central Asia.

In 1924 the Turkistan Oriental Institute was reconstructed and became one of the divisions (oriental faculty) of the Turkestan State University, which focused on FL teaching. After formation of the Uzbek Socialist Republic FL were taught at some schools with the Russian language orientation. Especially the German language dominated; the ex-prisoners of war from the Austria-Hungarian Army and the gymnasium teachers were invited as the German teachers. Most of them had no imagination about the methodology of FL teaching which caused a low language performance. At that time FL were not taught at the Uzbek schools because they were dealing with primary education. Only at the Pedagogical College FL was introduced because they trained FL teachers.

Beginning with 1926-1927 the 7-year Uzbek schools were opened, where FL were introduced gradually. Thus, it became necessary to open FL courses for teachers' training.

In 1932 the Decree «On curriculums and conditions of the primary and secondary education» was approved, where the necessity of obtaining the knowledge of one of the FL by all students was proposed. In 1935 the Decree «On conditions and objectives of the primary and secondary education» was announced which intended the elaboration of measures for improvement schools' activity and development of the 7-year education in the rural areas of Uzbekistan. FL as a curricular subject was introduced at all Uzbek and Russian schools in cities and towns of the republic. In 1936-1937 the English language was taught at 20 schools, the French language - at 5 schools of the republic.

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