

## NEW OPPORTUNITIES FOR FUTURE TEACHERS IN UZBEKISTAN

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**Emerging Issues in TESOL Today** explores significant emerging issues in TESOL with local and global pedagogical or policy implications. Submissions should provide clear analysis and discussion informed by relevant literature, linking to ongoing debates and theories. Topics include, but are not limited to, multiliteracies, teacher preparation, technology-enhanced learning, multimodality, and assessment.

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### ABSTRACT

This paper examines the "4+2" teacher preparation model at Nukus State Pedagogical Institute, which combines academic coursework with weekly school-based internships. Focusing on English language teacher trainees, the study highlights how students apply theoretical knowledge in real classrooms, enhancing their pedagogical skills and professional identity. Student feedback suggests that the model strengthens motivation, creativity, and practical teaching competence, offering a promising approach for TESOL programs aiming to better integrate theory and practice.

Today, improving the education sector in our country is one of the top priorities, as it is impossible to imagine modern life without science, enlightenment, and knowledge. At a meeting organized on Teacher's and Mentors' Day 2024, the head of our state, Shavkat Mirziyoyev, noted that "science, knowledge, and upbringing are the cornerstones of progress, the things that make a country powerful, and a nation great." The development of our country is closely linked to our achievements in the field of science and education.

The purpose of our government's efforts in the field of education is to develop the knowledge and skills of youth, educate them in the spirit of loyalty to national and universal values, enhance the prestige of the teaching profession and the quality of teachers, and create a modern model of the school education system that meets international standards. For these purposes, the Decree of the President of the Republic of Uzbekistan dated May 11, 2022, No. PD-134 "On Approving the National Program for the Development of Public Education for 2022-2026," as well as the Resolution of the President of the Republic of Uzbekistan dated June 21, 2022, No. PP-289 "On Measures to Improve the Quality of Pedagogical Education and Further Development of Higher Educational Institutions for the Training of Pedagogical Personnel," identified that students of the 2nd-4th stages of full-time education of higher educational institutions for the training of pedagogical personnel should spend 2 days at preschools or general secondary educational establishments as a pedagogical internship and 4 days they can study at the University. We call this experiment as 4+2 form of studying.

So, what is pedagogical internship or pedagogical practice we usually call it in our context? It is a consistent continuation of the educational process carried out by undergraduate students in

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higher education institutions. It provides an opportunity to reinforce the theoretical knowledge acquired in the bachelor's program and apply these knowledge, skills, and abilities directly to the educational process. If students learn to apply their knowledge into practice, implement it in life, and draw theoretical conclusions from this process, their acquired knowledge becomes firmly established. In the process of practice, the strengthening of self-education contributes to the formation of professional and pedagogical qualities in the personality of a future teacher.

In this essay, I would like to discuss the process and outcomes of the "4+2" form of studying at the Nukus State Pedagogical Institute, in the example of the English Language and Literature department. As all of us know any educational program is based on the State Requirements and we are organizing our learning and teaching process according to "60110900 - Foreign Language and Literature Bachelor's Program Qualification Requirements," approved by Order No. 218 of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan dated June 25, 2024. One of these requirements is the development of future teachers' professional competencies. That is, our students should master the organization of professional activity in a multicultural environment, taking into account the peculiarities of the socio-cultural structure of society, as well as the laws and principles of national upbringing, the ability to model the educational process and implement it in educational practice, the ability to use teaching aids, taking into account age differences, language skills, individual human characteristics. Therefore, we teach students to utilize these abilities and skills throughout their practice.

The purpose of the practice is to provide professional, pedagogical, and psychological preparation for educational work in schools, fostering creative thinking, and developing professional skills and abilities. From the very first day of the internship, students are taught the main social task, that is, the formation of a comprehensively developed person, the preparation of the younger generation for life and active work. Work is being carried out here to understand the high social significance of the foreign language teacher profession and to adhere to the principles of professional ethics.

In regards to student outcomes, every year at the end of the internship we conduct a meeting with the students, where students report the results of the internship, share their experiences which are full of challenges and misunderstandings, give their opinions and suggestions on improving the internship. While analyzing students feedback, we learned that one of the advantages of this internship is the possibility of simultaneously practicing the acquired knowledge with the learners. For example, during their internships, students demonstrated their ability to select, create, adapt, and utilize learning materials for their students based on the knowledge gained from the course "Materials Evaluation and Design" taught at the institute. They also demonstrated their mastery of the methodology for developing learner critical thinking, and creativity which they learned at "Methods of Teaching a Foreign Language" course. Students mentioned that the invaluable knowledge taken from the subjects "Assessment Methods," "Classroom Observation," and "Classroom Language", "Teaching and Integrating language skills" were very helpful for them in organizing their classes, as well as designing activities aimed at developing students' language skills.

Based on the advantages of the "4+2" study program, we are witnessing the growing creative interest and motivation to solving pedagogical tasks in our students, their striving to find effective forms and methods of teaching, their attitude towards their chosen profession, their interest in pedagogical work, and their developed professional skills. From this perspective, this new approach will undoubtedly serve as one of the methods for training future competent teachers capable of developing advanced pedagogical innovations through experimental testing.