



NEGOTIATING TEACHER AGENCY IN THE AGE OF ARTIFICIAL INTELLIGENCE: ENGLISH LANGUAGE TEACHING PRACTICES IN UZBEKISTAN

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Annotation: From the perspective of today's globalization, which is turning English into the language of the workplace in various fields, it is clear that pragmatic competence is crucial for developing professional language skills. However, even advanced ESP–profession-oriented English learners do not seem to be well prepared for pragmatic difficulties in the English Medium Workplace, and pragmatic errors are often reported to be a major cause of communication disorders in different workplace environments. The truth is that, unlike grammatical or other errors in language, they are usually perceived as linguistic flaws that may not affect the process and results of tongue twisters or speaker interactions, while malfunctions in pragmatic compatibility are usually associated with an unfriendly individual. or rude treatment, and may even cause the speaker to consciously create negative impressions. Therefore, this study aims to review relevant theories and teaching tools that can help develop pragmatic competence in ESP classes.

Keywords: project activities, specific recommendations, education system

For a long time, the communicative approach remained a key method of teaching English. Its purpose is to teach students to use language as a means of real communication. The focus is on the skills of speaking, listening, reading and writing in natural situations. The practical orientation of this approach has contributed to the active use of role-playing games, discussions, project activities and modeling of life situations in the educational process. The lesson is no longer limited to the textbook: language practice is built around real communicative tasks, which increases students' motivation and makes learning closer to everyday and professional communication. The communicative methodology has changed the role of the teacher: he has become not only a source of knowledge, but also an organizer of dialogue, moderator of the educational process. The student became an active participant in educational interaction. However, the rapid development of technology, digitalization of all spheres of life and the growing demands on language competence required the expansion of methodological tools.

Modernization of the public education system is among the highest national priorities. One of the main areas of reform is high-quality English language teaching in order to train personnel who meet the requirements of the modern labor market. It is important that school graduates have the skills that are defined in the national standards for learning a foreign language and the requirements for admission to higher education institutions. To achieve this goal, you need: Comprehensive assessment of the current English language learning situation in primary and secondary schools, including existing standards, teaching practices, and



requirements Identify specific issues and objectives, as well as examples of best practices, and based on them, develop specific recommendations and a long- and short-term action plan. Developing a strategy for the interaction of all stakeholders in the educational process to ensure high-quality learning, where the main components of the reform - curricula, skills assessment system, teaching methods and teaching materials - are conceptually unified and consistent. Exploring best English language teaching practices and engaging the best international experts and partners. To this end, a national team has been established to reform English language teaching in schools, consisting of leading experts in teaching, developing curricula and materials, as well as an English language proficiency assessment system.

The unique features are perfect for teaching. These characteristics can be social-pragmatic or pragmalinguistic, that is, they mean the directness, formality, as well as the level of politeness of interaction strategies in certain communicative situations, expressed by appropriate speech actions, or are associated with a specific choice of vocabulary. grammar, rhetorical structure, speech markers, and other linguistic repertoire. Often, however, ESP textbooks cannot provide sufficient pragmatic information, which focuses students' attention on linguistic forms, functional meanings, and context settings that affect interviewees conveying their messages. Thus, since the issues of pragmatics in ESP-oriented English language studies are very broad and diverse, understanding the social context, It is very important to design learning materials that encourage functional language use and pragmatic interaction. This ESP classroom environment is most beneficial for students to continuously raise their awareness of various pragmatic aspects of professional communication and receive relevant feedback on their pragmatic skills.

In recent years, English language teaching in Uzbekistan has entered a qualitatively new stage of development. The transition from traditional methods to innovative educational models has become not just a pedagogical trend, but a strategic direction of state policy. These changes fit seamlessly into the tasks outlined in the development strategy of the country of Uzbekistan–2030, as well as in a number of decrees by Shavkat Mirziyoyev aimed at modernizing the education system and improving the quality of teacher training. Of particular importance is the systematic modernization of the content of language education. State educational standards are being updated, the practical orientation of curricula is being strengthened, and international criteria for assessing language competence are being introduced. The emphasis is shifting from the mechanical assimilation of grammatical rules to the formation of functional literacy, critical thinking and intercultural communication skills. English is considered not only as an academic discipline, but also as a tool for the professional and personal growth of students. The reforms also affect the institutional level. The network of specialized schools and foreign language learning centers is expanding, cooperation with foreign educational organizations is intensifying, and modern educational and methodological complexes are being introduced. Within the framework of the Strategy "Uzbekistan–2030" and the initiatives of the head of state, special attention is paid to





improving the status of a foreign language teacher, creating conditions for his professional growth and introducing innovative pedagogical practices.

Literatures:

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