

ENGLISH TEACHING TODAY: WORLDWIDE EXPERIENCE**Senior teacher of JSPU Safarova Dildora****Jizzakh State Pedagogical University****Foreign languages****Sindorova Muxlisa****Qo'shoqova Durdona****Annotation:**

This article explores the current trends, challenges, and successful practices in English language teaching (ELT) across the globe. Drawing upon experiences from various countries, it highlights innovative methods, teacher training standards, and the role of technology in enhancing English proficiency. The article emphasizes the importance of cultural adaptation and learner-centered approaches in different educational contexts. By comparing global practices, it provides valuable insights for educators, policymakers, and learners aiming to improve language instruction in diverse environments.

Key words:

English teaching, global experience, ELT methods, teacher training, digital tools, language proficiency, curriculum design, learner autonomy, multilingual education, pedagogy

Annotatsiya :

Ushbu maqola dunyo bo'ylab ingliz tilini o'qitishdagi bugungi tendensiyalar, muammolar va muvaffaqiyatli amaliy tajribalarni yoritadi. Turli mamlakatlar tajribasiga tayanib, innovatsion metodlar, o'qituvchilarni tayyorlash standartlari hamda texnologiyalarning til o'rganishdagi o'rni ko'rib chiqiladi. Maqolada madaniy moslashuv va o'quvchiga yo'naltirilgan yondashuvlarning muhimligi ta'kidlanadi. Global amaliyotlarni solishtirish orqali turli muhitlarda til o'qitishni takomillashtirish bo'yicha foydali tavsiyalar beriladi.

Kalit so'zlar:

Ingliz tilini o'qitish, global tajriba, ELT metodlari, o'qituvchi tayyorlash, raqamli vositalar, til bilimi, o'quv dasturi, o'quvchi mustaqilligi, ko'p tillilik, pedagogika.

Аннотация :

В статье рассматриваются современные тенденции, проблемы и успешный опыт преподавания английского языка в разных странах мира. На основе международной практики анализируются инновационные методы, стандарты подготовки преподавателей и роль технологий в повышении уровня владения английским языком. Особое внимание уделяется культурной адаптации и обучению, ориентированному на учащихся. Сравнение глобальных подходов дает полезные рекомендации для педагогов, политиков в сфере образования и учащихся.

Ключевые слова:

Преподавание английского, мировой опыт, методы ELT, подготовка преподавателей, цифровые инструменты, знание языка, учебные программы, автономия учащихся, многоязычие, педагогика

English language teaching (ELT) today stands as a dynamic, fast-evolving field, reflecting the complexities of globalization, digitalization, and diverse learner needs. In virtually every region of the world, English has become a key component of education systems, not only as a subject but as a medium of instruction in higher education and international business. The global experience in ELT reveals a rich tapestry of approaches shaped by sociocultural contexts, educational policies, and technological advancements.

In Asia, for example, countries like South Korea, China, and Japan have heavily invested in English language education through national reforms and private education industries. These nations emphasize grammar-translation and exam-oriented approaches, but there's a visible shift toward communicative language teaching (CLT) and task-based learning, especially in urban schools. In contrast, Scandinavian countries focus on immersive learning environments, integrating English naturally

through media and daily use, resulting in high fluency rates despite fewer classroom hours.

In Latin America, initiatives like Colombia Bilingüe aim to raise national English proficiency, yet challenges such as limited teacher training and unequal access to resources persist. To counter this, blended learning models that combine in-person instruction with online platforms are being explored. In African countries like Rwanda and Tanzania, where English is a medium of instruction in higher education, the challenge lies in bridging the gap between early education in native languages and later academic instruction in English. Capacity building through teacher education and materials development is critical in such contexts.

Technology has emerged as a transformative force in ELT. Language apps, virtual classrooms, AI-driven tools, and open educational resources (OER) offer students unprecedented access to English learning materials. For instance, platforms like Duolingo and BBC Learning English provide adaptive, engaging content that supplements classroom learning. In some regions, mobile learning (m-learning) has proven especially effective, allowing learners to access lessons anytime and anywhere—a significant advantage in remote or underserved areas.

Global ELT practices also highlight the growing importance of intercultural competence. English is no longer viewed solely as the language of native speakers but as a global lingua franca. As such, teaching approaches are increasingly inclusive, encouraging exposure to diverse accents, cultural norms, and real-life communication scenarios. Educators are now trained to be facilitators rather than traditional instructors, guiding students in developing not only language skills but also confidence and critical thinking.

Another major shift is the emphasis on learner autonomy. Modern methodologies encourage students to take ownership of their learning through self-assessment, goal-setting, and reflective practices. The flipped classroom model, for example, promotes independent study at home while using classroom time for interactive activities. This empowers learners and makes the language acquisition process more meaningful.

Despite these advancements, several challenges remain. Teacher shortages, outdated curricula, and insufficient funding hamper progress, particularly in low-income countries. Moreover, the overemphasis on standardized testing in many systems can hinder the development of communicative competence. Addressing these issues requires continuous investment in professional development, curriculum innovation, and policy support.

International collaboration plays a crucial role in addressing such challenges. Programs like the British Council's Teaching for Success and the U.S. State Department's English Language Fellow Program facilitate global exchange, professional growth, and resource sharing. These initiatives not only enhance teaching quality but also foster mutual understanding and respect among cultures.

The worldwide experience in English teaching demonstrates that there is no one-size-fits-all approach. Success depends on context-specific strategies that respect local realities while embracing global best practices. By learning from one another and adapting to change, the ELT community can continue to evolve and serve learners more effectively.

Conclusion:

The global landscape of English teaching is marked by innovation, diversity, and ongoing transformation. While challenges persist, the collective experience of educators and institutions worldwide offers a wealth of solutions and inspiration. Embracing technology, fostering cultural awareness, and prioritizing learner autonomy are central to effective language instruction. As English continues to serve as a bridge across cultures and professions, global cooperation and context-sensitive approaches will be vital in shaping the future of ELT.

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