CULTURAL AND PSYCHOLOGICAL CHALLENGES IN IMPLEMENTING COMMUNICATIVE LANGUAGE TEACHING IN UZBEKISTAN

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Abstract. *Communicative Language Teaching (CLT) has become one of the dominant approaches in English language pedagogy worldwide. However, its implementation in different sociocultural contexts often produces varying results. This article examines cultural and psychological challenges influencing the effectiveness of CLT in Uzbekistan. The study analyzes teacher-centered traditions, learner anxiety, fear of making mistakes, and hierarchical classroom relationships as significant factors affecting communicative competence development. The paper proposes an adapted CLT model sensitive to local educational culture while preserving communicative principles.*

Keywords: *Communicative Language Teaching, communicative competence, cultural factors, speaking anxiety, learner autonomy, Uzbekistan.*

Introduction

Communicative Language Teaching (CLT) emerged in the 1970s as a response to grammar-translation methods. It emphasizes meaningful communication rather than mechanical repetition. Cultural and psychological conditions significantly influence its effectiveness in specific educational contexts such as Uzbekistan.
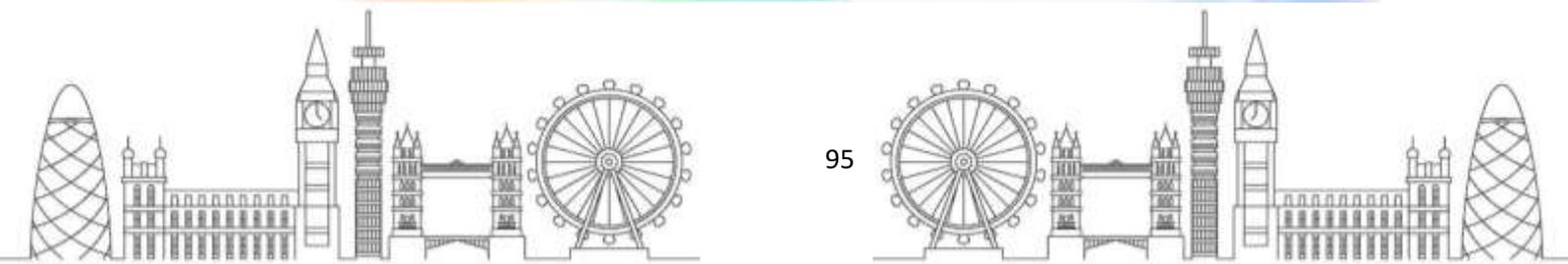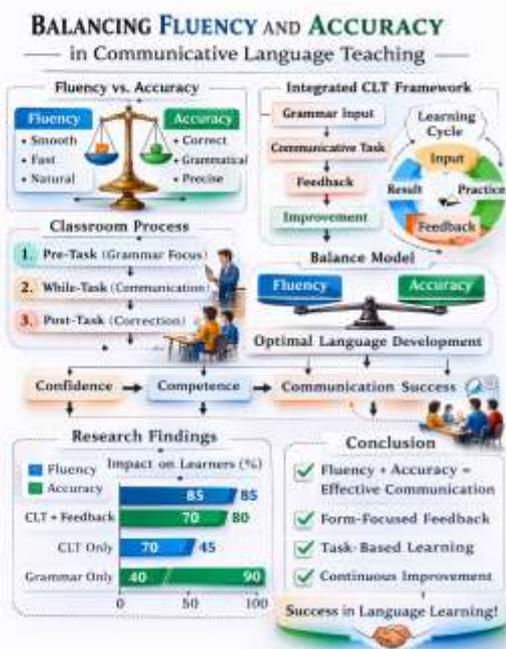
Conceptual Model of Cultural and Psychological Influence Figure 1 should illustrate the relationship between cultural context, psychological climate, participation level, and communicative competence.) As shown in Figure 1, communicative competence development depends on emotional safety and classroom interaction. Educational traditions in Uzbekistan have historically been teacher-centered. This structure may limit active participation in communicative classrooms. Psychological barriers such as anxiety and low confidence reduce speaking fluency.

Main Body

1. Cultural Context of Uzbek Classrooms

The Uzbek education system has traditionally been teacher-centered. In such classrooms, the teacher is the primary authority, and students are expected to listen rather than actively participate. This structure can limit spontaneous speaking and discussion activities required by CLT [9].

If language is a meaning-making resource, students must actively use it. However, hierarchical norms and strong respect for authority may reduce students' willingness to debate or challenge ideas in class.

Table 1. Cultural Factors and Their Pedagogical Implications

Cultural Factors and Their Pedagogical Implications in CLT Implementation

Cultural Factor	Classroom Effect	Recommended Strategy
Teacher-centered instruction	Passive learner participation	Increase pair and group work
Fear of making mistakes	Speaking anxiety	Use delayed error correction
Respect-based hierarchy	Limited classroom debates	Apply structured discussion tasks
Examination-oriented system	Focus on grammar accuracy	Introduce performance assessment

Table 1 demonstrates that cultural characteristics directly influence communicative participation. To overcome these limitations, teachers should gradually introduce interactive methods.

2. Psychological Barriers to Speaking

Speaking anxiety is one of the biggest challenges in communicative classrooms. Many students feel nervous when they have to speak in front of others. They may be afraid of making mistakes, being laughed at, or being negatively evaluated by their teacher or classmates. This fear often lowers their self-confidence and makes them doubt their own abilities. Another common problem is pronunciation insecurity. Students sometimes worry that their accent is not good enough or that others will not understand them. Because of

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[9] Michael Halliday emphasized the social function of language: "Language is a resource for making meaning" (Halliday, 1978, p. 192).

this, they hesitate, pause too much, or overthink every sentence before speaking. As a result, their fluency decreases.

Psychological barriers usually follow a negative cycle:

Anxiety → Low Confidence → Reduced Participation → Limited Fluency → Increased Anxiety

When students feel anxious, they lose confidence. When confidence is low, they participate less in classroom activities. Limited participation means fewer opportunities to practice speaking, which leads to weak fluency. Poor fluency then increases anxiety even more. This cycle can continue unless it is carefully addressed. If teachers correct every mistake immediately while students are speaking, it can interrupt their communication and increase stress. Students may focus more on avoiding mistakes than on expressing their ideas. Therefore, Communicative Language Teaching (CLT) recommends delayed correction and supportive feedback. Teachers should create a safe and friendly environment where mistakes are seen as a natural part of learning. Encouragement, positive reinforcement, and constructive feedback help students feel more comfortable and confident when speaking

Adapted CLT Model for Uzbekistan

To improve communicative effectiveness, an adapted CLT model is proposed:

➢ Warm-up and trust-building activities
➢ Pair and small group interaction
➢ Guided communicative practice
➢ Feedback and reflection

This gradual approach helps students transition from passive learning to active participation.

Conclusion

Communicative Language Teaching remains an effective approach for developing speaking skills and communicative competence. However, its implementation in Uzbekistan requires careful adaptation to cultural and psychological realities. Teacher-centered traditions, hierarchical relationships, and speaking anxiety influence classroom participation. By integrating gradual interaction, supportive feedback, and cultural sensitivity, educators can enhance communicative outcomes. Ultimately, successful CLT implementation depends on balancing methodological innovation with sociocultural awareness.

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