



# Understanding written and spoken instructions and comprehension challenges among students in Uzbek context

Umida INAGAMOVA<sup>1</sup>

Uzbekistan State University of World Languages

## ARTICLE INFO

### Article history:

Received September 2024

Received in revised form

10 October 2024

Accepted 25 October 2024

Available online

15 November 2024

### Keywords:

comprehension,  
instructions,  
students,  
Uzbekistan,  
linguistic challenges,  
pedagogical strategies,  
education.

## ABSTRACT

This article explores the challenges encountered by students in Uzbekistan in comprehending written and spoken instructions, a pivotal skill for academic success. The study underscores the impact of cultural, linguistic, and pedagogical factors on these challenges. It further discusses recommendations for enhancing instruction delivery and comprehension, drawing upon insights from recent educational studies. The findings aspire to assist educators in refining students' comprehension skills and aligning teaching methods with students' needs.

2181-3701/© 2024 in Science LLC.

DOI: <https://doi.org/10.47689/2181-3701-vol2-iss6-pp283-286>

This is an open-access article under the Attribution 4.0 International (CC BY 4.0) license (<https://creativecommons.org/licenses/by/4.0/deed.ru>)

# O'zbek tili sharoitida ta'lim oluvchilarning yozma va og'zaki yo'riqnomalarni tushunish muammolari

## ANNOTATSIYA

### Kalit so'zlar:

tushunish,  
yo'riqnomalar,  
o'quvchilar,  
O'zbekiston,  
lingvistik qiyinchiliklar,  
pedagogik strategiyalar,  
ta'lim.

Ushbu maqola O'zbekistondagi ta'lim oluvchilarning yozma va og'zaki yo'riqnomalarni tushunishida uchraydigan qiyinchiliklarni tahlil qiladi, bu esa akademik muvaffaqiyat uchun muhim ko'nikmadir. Tadqiqotda ushbu muammolarga sabab bo'ladigan madaniy, lingvistik va pedagogik omillar yoritiladi. Shuningdek, yo'riqnoma berish va uni tushunishni yaxshilash bo'yicha tavsiyalar, zamonaviy ta'limiy tadqiqotlardan olingan fikrlar bilan birgalikda muhokama qilinadi. Natijalar pedagoglarga o'quvchilarning tushunish ko'nikmalarini oshirish va ularning ehtiyojlariga mos ta'lim metodlarini ishlab chiqishda yordam berishni maqsad qilgan.

<sup>1</sup> Teacher, Uzbekistan State University of World Languages. E-mail: [inagamovaumida@gmail.com](mailto:inagamovaumida@gmail.com)

# Проблемы понимания обучающимися письменных и устных инструкций в условиях узбекоязычной среды

## АННОТАЦИЯ

### Ключевые слова:

понимание,  
инструкции,  
студенты,  
Узбекистан,  
языковые трудности,  
педагогические стратегии,  
образование.

В данной статье анализируются трудности, с которыми сталкиваются обучающиеся в Узбекистане при понимании письменных и устных инструкций, что является важным навыком для академической успеваемости. Исследование освещает культурные, лингвистические и педагогические факторы, вызывающие эти проблемы. Также обсуждаются рекомендации по улучшению подачи инструкций и их понимания в сочетании с идеями, полученными из современных образовательных исследований. Результаты призваны помочь педагогам в повышении навыков понимания учащихся и разработке методов обучения, соответствующих их потребностям.

## INTRODUCTION

In the contemporary globalised world, effective communication is pivotal for education. A fundamental component of this communication is the understanding of written and spoken instructions. In Uzbekistan, as in many other contexts, students encounter specific challenges in interpreting instructions due to a combination of linguistic, cultural, and educational factors. These challenges have been shown to have a detrimental effect on students' academic performance and overall learning experience.

The written instructions often require proficiency in understanding nuanced language and context, which can be hindered by limited exposure to diverse linguistic structures. Likewise, spoken instructions necessitate students to process auditory information rapidly and accurately, a task impeded by regional accents, varied speech rates, and differences in the educational environment.

The linguistic landscape of Uzbekistan is characterised by a rich diversity of languages, with Uzbek, Russian, and English often coexisting. The multilingual context can enhance or complicate comprehension, depending on the individual student's language proficiency. Moreover, the conventional pedagogical methodologies employed in numerous educational institutions may not adequately emphasise active engagement and critical thinking, which further exacerbates comprehension challenges.

This article explores these challenges and investigates methods to enhance comprehension skills. The study methodically reviews pertinent literature and engages in discourse on innovative instructional methodologies with the objective of furnishing educators with practical insights to assist students in surmounting these impediments.

## LITERATURE REVIEW

The understanding of written and spoken instructions among students has been a focal point in educational research, with various theorists providing valuable insights into the challenges and strategies to address them.

Lev Vygotsky emphasized the sociocultural context of learning, stating that comprehension is deeply rooted in social interaction. His concept of the "Zone of Proximal Development" suggests that with guided assistance, students can achieve higher levels of understanding than they would independently. This idea underpins collaborative learning strategies [1].

John Dewey introduced experiential learning, highlighting the importance of active participation in enhancing comprehension. Dewey argued that students learn better when they can connect instructions to real-world experiences, which makes learning meaningful and contextually relevant [2].

Noam Chomsky's theories [3] on universal grammar provide insights into the innate linguistic structures that aid comprehension. He asserted that students' ability to understand instructions is influenced by their cognitive grasp of language patterns, emphasizing the role of explicit language instruction in educational settings.

Jean Piaget focused on developmental stages, illustrating that comprehension abilities evolve as students mature cognitively. He proposed that younger learners benefit from concrete instructions, while older students can handle abstract and complex directives.[4]

Paulo Freire highlighted the significance of dialogue in education, suggesting that instructions delivered in a participatory manner improve understanding. His critical pedagogy emphasizes empowering students to question and engage with the material actively [5].

Howard Gardner [6] proposed the theory of multiple intelligences, which underscores the necessity of tailoring instructional methods to diverse learning styles. Visual, auditory, and kinesthetic strategies can all enhance comprehension for different students.

Synthesizing these perspectives, it is evident that effective comprehension relies on a combination of cognitive readiness, linguistic proficiency, and the educational environment. For instance, Vygotsky's [1] emphasis on collaboration aligns with Freire's [5] participatory approach, both advocating for interactive methods. Similarly, Dewey's experiential learning complements Piaget's developmental focus by promoting age-appropriate and contextually relevant instructions. Gardner's theory [6] further enriches these frameworks by addressing the diversity in learners' capacities.

## **DISCUSSIONS**

To address the comprehension challenges faced by students in Uzbekistan, educators can adopt several innovative methods, guided by insights from leading educational theorists.

Interactive Teaching Techniques inspired by Vygotsky's collaborative learning, group discussions, role plays, and team-based projects are powerful tools. These methods encourage peer interaction and provide opportunities for students to learn from each other's perspectives. Collaborative learning also helps bridge the gap between theoretical understanding and practical application.

Following Dewey's emphasis on real-world relevance, incorporating activities such as fieldwork, simulations, and case studies into instruction makes abstract concepts tangible and relatable. For example, teaching mathematics through real-life budgeting exercises can enhance comprehension and retention.

Chomsky's insights into language patterns suggest that students benefit from clear explanations of sentence structures, vocabulary, and contextual usage. Providing examples and practice sessions can help students internalize these patterns, improving both written and spoken comprehension.

Piaget's theory [4] emphasizes tailoring instructions to the cognitive stage of learners. Younger students might require visual aids and hands-on activities, while older

students can engage with abstract discussions and critical analysis. Differentiated tasks aligned with students' developmental levels ensure inclusivity. Freire's approach [5] highlights the importance of fostering dialogue and critical engagement. By encouraging students to question instructions, explore alternative interpretations, and justify their understanding, educators can cultivate deeper comprehension and independent thinking.

Gardner's theory suggests using multiple modalities to cater to varied learning styles. Visual learners might benefit from diagrams and videos, while auditory learners could excel with discussions and verbal instructions. Multimodal approaches ensure no student is left behind.

Drawing on Siemens' [7] connectivism, the integration of technology in education opens doors to interactive and self-paced learning. Tools such as language apps, video tutorials, and virtual reality can make learning engaging and accessible, addressing individual needs and preferences.

Effective implementation of these methods requires continuous professional growth. Training workshops, peer learning sessions, and exposure to global teaching practices equip educators with the skills needed to deliver clear and impactful instructions.

## CONCLUSION

The capacity to comprehend both written and spoken instructions constitutes a fundamental skill that exerts a significant influence on students' academic success and future opportunities. In the Uzbek context, a combination of linguistic diversity, traditional teaching methods and cultural factors gives rise to unique challenges that necessitate targeted interventions. This study emphasises the necessity of adopting innovative and student-centred teaching methods to effectively address these issues. The integration of interactive techniques, the utilisation of technology, and the cultivation of teacher development are identified as pivotal strategies to substantially enhance students' comprehension abilities. The enhancement of these skills is expected to have a significant impact on the educational advancement of Uzbekistan as a whole.

## REFERENCES:

1. Vygotsky L.S. Thought and Language. – Moscow: Pedagogika, 1982.
2. Dewey J. Democracy and Education. – New York: Macmillan, 1916.
3. Chomsky N. Language and Mind. – Cambridge: Cambridge University Press, 2006.
4. Piaget J. The Psychology of Intelligence. – London: Routledge, 2001.
5. Freire P. Pedagogy of the Oppressed. – New York: Continuum, 1970.
6. Gardner H. Frames of Mind: The Theory of Multiple Intelligences. – New York: Basic Books, 1983.
7. Siemens G. Connectivism: A Learning Theory for the Digital Age. – International Journal of Instructional Technology and Distance Learning, 2005.