

Мотивация окууну түптөө процесси төмөнкүлөрдөн кечендейт: берилген окуу материалындағы эмоционалдық төмөндүк; мугалимдин квалификациясынын төмөн болушу, өз ишине кызыксыз мамилеси; окошош ықмаларды колдонуу, ашыкча кайталоо; монотондуу тапшырмалар; баа берүүнүн жоктугу; окуучуларга жаман мамиле (какшыктоо, күлкү, айыптоо, коркутуу,); мажбурлоонун ықмалары (жазалоо, негизсиз талаптар, тыкыр көзөмөл).

Ошентип, жогоруда айтылгандардын бардыгын эске алуу менен, окуучулардын окуу мотивациясын түзүү ийгилиги мугалимден, анын колдонгон ықмаларынан көз каранды, анын ичинде мээ чабуулун колдонуу менен окуучулардын ой жүгүртүүсүн активдештирип, чыгармачылыгын өнүктүрөт жана командада иштөөгө үйрөтөт. Мугалим окуучулар өз оюн эркин жана ишенимдүү сезе тургандай шарт түзүп бериши маанилүү деп айта алабыз.

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## **FEATURES OF ENGLISH LANGUAGE TEACHING IN KYRGYZSTAN AND TANZANIA: THE DIFFERENCES AND SIMILARITIES**

*This article examines the parallels and differences in approaches of English language teaching in Kyrgyzstan and Tanzania, identifies the main problems and prospects for the development of*

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language education in these countries, and analyzes the role of English in education. English language teaching occupies an important place in the educational systems of many countries, including Kyrgyzstan and Tanzania. Despite their geographical remoteness and different cultural contexts, these two countries face a number of similar educational challenges, including the need to integrate English into educational programs and to adapt teaching methods to modern requirements. Given their unique social, economic and linguistic characteristics, approaches to teaching English in Kyrgyzstan and Tanzania but also have similarities and differences.

**Keywords:** English, Kyrgyzstan, Tanzania, education, approaches, differences, parallels, qualified teachers, international relations.

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**КЫРГЫЗСТАНДА ЖАНА ТАНЗАНИЯДА АНГЛИС ТИЛИН ОКУТУУНУН  
ӨЗГӨЧӨЛҮКТӨРҮ: АЙЫРМАЧЫЛЫКТАРЫ ЖАНА ОКШОШТУКТАРЫ**

Макалада Кыргызстанда жана Танзанияда англий тилин окутууга карата мамилелердеги окишоштуктар жана айырмачылыктар каралып, атталган өлкөлөрдө тиildик билим берүүнүн негизги койгөйлөрү жана онүгүү перспективалары аныкталат, ошондой эле англий тилинин билим берүүдөгү ролу талдоого алынат. Англис тилин окутуу көптөгөн өлкөлөрдүн, анын ичинде Кыргызстандын жана Танзаниянын билим берүү системасында олуттуу мааниге ээ. Географиялык жактан алыстыгына жана ар түрдүү маданий контексттерге караастан, атталган өлкөлөр билим берүү жаасатында бир катар окишош чакырыктарга, анын ичинде англий тилин билим берүү программаларына интеграциялоо жана окутуу методдорун азыркы талаптарга ыңгайлаштыруу зарылдыгына түш болушууда. Социалдык, экономикалык жана тиildик уникалдуу өзгөчөлүктөрүн эске алгандар, Кыргызстанда жана Танзанияда англий тилин окутуу окишоштуктарга да, айырмачылыктарга да ээ.

**Түйүндүү сөздөр:** англий тили, Кыргызстан, Танзания, билим берүү, мамилелер, айырмачылыктар, параллелдер, квалификациялуу мугалимдер, эл аралык мамилелер.

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## **ОСОБЕННОСТИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА В КЫРГЫЗСТАНЕ И В ТАНЗАНИИ: СХОДСТВА И РАЗЛИЧИЯ**

Данная статья рассматривает параллели и различия в подходах к преподаванию английского языка в Кыргызстане и в Танзании, выявляет основные проблемы и перспективы развития языкового образования в этих странах, а также анализирует роль английского языка в образовании. Преподавание английского языка занимает важное место в образовательных системах многих стран, включая Кыргызстан и Танзанию. Несмотря на географическую удаленность и различные культурные контексты, эти две страны сталкиваются с рядом схожих вызовов в области образования, включая необходимость интеграции английского языка в образовательные программы и адаптацию учебных методов к современным требованиям. Учитывая их уникальные социальные, экономические и языковые особенности, подходы к обучению английскому в Кыргызстане и в Танзании имеют свои схожести и отличия.

**Ключевые слова:** английский язык, Кыргызстан, Танзания, образование, подходы, различия, параллели, квалифицированные преподаватели, международные отношения.

English has become an international means of communication and an important element of globalization, and teaching it has its own peculiarities in different countries. English is considered to be the world's language of communication. It is the main language of international diplomacy, trade, science as well as culture. More than 1.5 billion people in the world use English as a first or second language. Therefore, knowledge of English offers a wide range of opportunities for communication, learning and professional careers.

One of the reasons for this widespread use of English is the historical influence of Britain and the United States, which have played an important role in world politics and economy. In the 20th century, English became the language of globalization due to the popularity of American culture and the economic power of the United States [2]. Today, English is used as the primary means of communication in fields such as information technology, aviation, international relations and the internet. Knowledge of English plays a key role in education and careers. In many universities around the world, English is the primary language of instruction, especially in international programs and graduate programs. Academic articles, research and teaching materials are often published in English, making it a must for students seeking academic excellence. In the professional field, English is also of great importance.

Modern globalization processes are characterized by the extension of social ties into such areas as technology, organization, administration, legal system and other areas. One of the key aspects is the strengthening of interconnections through numerous modern communication networks.

Initially, the development of interconnections between peoples and countries took the form of the expansion of Europe and, later, the West as a whole, which meant the dominance of European and Western globalization. Today, however, the processes of globalization and regionalization cover the whole world. This requires a new approach to thinking and governance, viewing the world as a whole. In order to solve global problems, a permanent political dialog related to common security and cooperation is necessary.

It should be emphasized that globalization is an important category in the new problem domain and its linguistic significance has been realized by scholars relatively recently. Linguistics started to pay attention to globalization only at the beginning of the 21st century,

later than other humanities disciplines. Globalization, on the one hand, promotes the spread of dominant languages, but on the other hand, it poses a threat to linguistic diversity. Many local languages and dialects are threatened with extinction, as their speakers increasingly switch to more mainstream languages in educational and everyday domains.

In response to this threat, a number of countries and organizations are taking steps to support and preserve minority languages [7].

Language policies in post-Soviet states often reflect a complex interplay between national identity, historical legacy, and globalization. In Kyrgyzstan, the status and use of languages—including Kyrgyz, Russian, and English—are deeply influenced by political decisions and societal attitudes. As Mambetaliev (2023) points out, “language policies in Kyrgyzstan are not merely administrative frameworks but reflections of ideological positioning and identity construction in the post-Soviet era” (p. X). He emphasizes that while Kyrgyz remains a symbol of national identity, Russian continues to function as a lingua franca in public and professional spheres, and English is increasingly viewed as a tool for upward mobility and international access. This layered language ideology shapes both policy implementation and individual language choices across generations [3].

The media environment also plays a critical role in shaping public perceptions toward language learning and foreign cultural influence. In Kyrgyzstan, where Russian media remains highly influential, exposure to certain narratives can affect attitudes not only toward politics but also toward language priorities and educational values. As Chapman and Gerber [1, 2019] demonstrate, Russian news consumption significantly shapes issue framing and opinion formation among Kyrgyz citizens, often reinforcing a post-Soviet cultural affinity and influencing language preference patterns. This media influence indirectly affects how English is perceived—either as a gateway to global opportunity or as a threat to traditional or Russian-aligned identities. Such dynamics must be considered when comparing Kyrgyzstan's English education context with other countries, like Tanzania, where colonial and postcolonial influences take different forms.

The study of syntactic concepts across structurally different languages reveals unique insights into how grammatical constructions are shaped by cognitive and linguistic typology. In their comparative work, Nogoeva, Abdullaeva, and Alybekova [5, p. 491] explore the expression of syntactic concepts in languages with divergent structural systems, emphasizing the importance of national linguistic identity and conceptual worldview. Their findings demonstrate that syntactic structures are not merely formal grammatical devices but reflect deeper cultural and cognitive patterns rooted in the speakers' perception of reality.

In her comparative study of English Language Teaching (ELT) in Greece and Sweden, Mitropoulou (n.d.) identifies both shared goals and contrasting practices shaped by cultural, educational, and policy-related factors. For instance, both countries prioritize communicative competence and early language exposure, yet their approaches diverge significantly in classroom dynamics and teacher roles. Greek ELT often emphasizes grammar and formal instruction, influenced by exam-oriented systems, while Swedish classrooms foster more learner autonomy and project-based activities, reflecting a broader focus on intercultural communication and learner engagement. Mitropoulou further notes that "while both educational systems acknowledge the necessity of English for global participation, their implementation reveals distinct pedagogical values and degrees of institutional support" [4, p. 15]. This highlights how national identity and educational philosophy shape the path to English proficiency in each context.

Many companies operating internationally require their employees to have a high level of English, especially in areas such as finance, marketing, trade and technology. This helps

not only in business negotiations, but also in establishing long-term partnerships with foreign companies. Knowledge of English for students opens up additional career opportunities in various fields such as tourism, hospitality, information technology, finance and many others. For young people in Tanzania, this is especially important as English proficiency is a competitive advantage in the labor market, both nationally and internationally. Many employers prefer candidates who can communicate fluently in English, especially if the company has foreign clients or partners. There are, of course, disadvantages as well. Despite the fact that English is the official language, the level of teaching in schools and universities often leaves much to be desired. This is due to the lack of qualified teachers and insufficient material and technical base. In most schools in Tanzania, English is taught as a second language, and the main emphasis is on reading and writing. However, speaking and listening are often relegated to the background, which limits students' ability to use English in real life. Another important difference is the role of Swahili. In Tanzania, Swahili is the main language of communication and instruction, which creates some difficulties for English learners. In Kyrgyzstan, on the contrary, although Kyrgyz and Russian remain the main languages of communication, many students and adults are actively learning English because of its role in international relations and high career opportunities. Its study is becoming an integral part of the educational process, especially in higher education institutions, where many programs and courses are conducted in English. This is because English provides access to global knowledge, international educational and career opportunities.

Many students and professionals in Kyrgyzstan realize that knowledge of English significantly increases their competitiveness in the labor market, both at home and abroad. In the context of globalization, international companies operating in Kyrgyzstan often require their employees to be fluent in English in order to conduct business negotiations, exchange experiences and work with international partners. In addition, knowledge of English is becoming key for those seeking to develop a career in such areas as information technology, finance, marketing and tourism. Another important aspect is that English serves as a link between Kyrgyzstan and other countries, especially in the context of international organizations, educational and cultural exchanges. Young people learning English are becoming more open to new opportunities to study abroad, as well as to participate in international programs, internships and conferences. This significantly broadens their horizons and allows them to develop professional skills on the global stage. In general, English in Kyrgyzstan plays the role of a tool that contributes not only to career growth and economic development, but also to the country's integration into the international community, improving its position on the global map.

Thus, while Kyrgyzstan and Tanzania both strive to strengthen the position of English in education systems, differences in economic, cultural and linguistic conditions create diversity in approaches to learning. In Kyrgyzstan, English serves as an important tool for personal and professional growth, while in Tanzania it remains a necessity for communication in governmental and international spheres. The two states face the challenges of improving the quality of English language education and continue to work on developing the teaching system to provide better prospects for their citizens. Both states, Kyrgyzstan and Tanzania, are aware of the importance of English as a medium of communication and a key tool for achieving sustainable development in a globalized world. In Kyrgyzstan, due to its geographical location, integration into various international organizations and active cooperation with foreign partners, English is becoming an important aspect of education, science and business. Private language schools are actively developing in the countries,

universities offer programs in English, and there is a growing interest in learning English among students and professionals, which contributes to improving the quality of life and expanding career opportunities. However, there are some problems with the education system as a whole, which directly affects English language learning as well.

African countries, including Tanzania have quest for quality education, because education is the pivot for national development. Quality education is necessary for production of effective and efficient workforce for enhancement of national development issues. Education quality assurance is a continuous and challenging process. It is so because the world is not static, it is changing. One has to struggle for quality education to enable the graduates/schools leavers to face challenges and live successfully in the contemporary society, Paulina (2012). Sub-Saharan African countries including Tanzania lag behind any other developing region in the world in terms of quality education, for example on average, 30 per cent of the children are still out of school. The average enrollment ratio in all developing regions is 88 per cent, which is staggeringly high compared to the low enrollment ratio in some African countries, (Joseph, 2009). To ensure quality education Tanzania since her independence has been making efforts to implement quality education. Strategies, programmes and education development plans have been developed since then to improve the quality of Tanzania education. The aim of this research is to examine the impacts of Secondary Development Plan Phase I, on the Quality of Secondary Education in Tanzania government schools [6, p. 4].

In Tanzania, although English also plays a significant role in official communication and international relations, the main difficulties are related to its lack of integration into everyday life and the educational process. Many pupils and students face difficulties in language acquisition due to a lack of qualified teachers, limited resources and insufficient attention to practical aspects of English communication such as speaking and listening. However, Tanzania is actively working to improve the quality of English language teaching, trying to introduce new methodologies, attract more foreign specialists and modernize educational programs to give its citizens the necessary tools for a successful professional career.

Despite these differences, both states face common challenges, such as the lack of qualified teachers, limited resources and the need to adapt educational systems to modern requirements. Therefore, a key element in the future will be to continue reforms in the educational sphere, strengthen cooperation with international organizations and invest in teacher training, which will ensure that their citizens not only have access to international knowledge, but also opportunities for development in a globalized world. For both countries, Kyrgyzstan and Tanzania, the successful introduction of English into the educational systems will be an important step towards improving the quality of life and development. It is important to realize that achieving these goals requires not only addressing current problems, but also a long-term strategy focused on sustainable changes in educational and social structures. Both countries realize that in the context of globalization, English provides not only educational and career opportunities, but also an important tool for increasing international interaction. One of the main challenges is the lack of qualified English language teachers. In Kyrgyzstan and Tanzania, there is a need to train not only students, but also teachers who must be able to effectively transfer knowledge and use modern teaching methods. With limited resources and a shortage of highly qualified specialists, it is important to establish a system of continuous professional development for teachers and to involve international experts who can bring innovative ideas and solutions. This requires investing in

teacher training, establishing professional development centers and expanding online courses for teachers to enable them to continuously improve their skills. Another important aspect is the availability of educational materials. In Tanzania and Kyrgyzstan, many schools and universities face a shortage of modern textbooks, technologies and educational platforms that can help students develop higher level English skills. Providing students with access to quality educational resources requires active collaboration with international educational foundations, non-governmental organizations and the private sector. It is also worth developing distance learning platforms that will allow students to learn even in remote regions where access to traditional educational institutions is limited. In addition, it is necessary to strengthen the focus on the adaptation of educational systems to modern requirements. There are certain differences in the approaches to teaching English in both countries, which requires the creation of a flexible and adapted curriculum. It is important to introduce practical activities such as conversation clubs, discussions, projects and internships, which will allow students not only to master grammar and vocabulary, but also to develop live language communication skills. This will help not only to improve language proficiency, but also to prepare future specialists capable of working in international companies and interacting with foreign partners. Supporting educational innovation is also an important part of this work. Both countries can benefit from the experience of other countries that have been successful in English language teaching and adapt their practices to their local contexts. For example, the use of technology, such as mobile applications, online courses, and interactive learning platforms, can significantly improve accessibility and effectiveness of learning. Incorporating technology into the educational process can increase student engagement and provide opportunities for students to learn at a convenient time and with minimal cost.

Finally, a key element in the future should be the development of cooperation with international educational and cultural organizations. It is important to further develop exchange programs, internships and scholarships that allow students and teachers to gain experience studying and working abroad. This helps not only to improve English language proficiency, but also expands horizons for career and personal development. Collaboration with international organizations can also play an important role in providing grants and funding for educational initiatives that will enable greater access to quality education. Thus, despite the challenges faced by Kyrgyzstan and Tanzania in the field of English language teaching, these countries have great prospects for further development. Investments in education, teacher training, increased access to educational materials and the use of modern technologies will help to provide citizens of both countries not only with access to international knowledge, but also with real opportunities for personal and professional growth in a globalized world.

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