



EXPLORING THE IMPACT OF TEACHER TRAINING ON ENGLISH TEACHERS' IDENTITY IN UZBEKISTAN: A CONCEPTUAL CASE STUDY

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Abstract

This conceptual article outlines a case study proposal aimed at investigating the influence of teacher training programs on the professional identity development of English language teachers in Uzbekistan. Grounded in sociocultural and narrative identity theories, the paper presents a research rationale, conceptual framework, and proposed methodology to highlight the importance of reflective and identity-focused practices in teacher training.

Keywords: Teacher professional identity, teacher training, English language teachers, Uzbekistan, sociocultural theory, narrative inquiry, professional development.

Introduction

In recent years, the significance of teacher professional identity (TPI) has gained prominence in teacher education research. Identity influences how teachers perceive their roles, respond to challenges, and engage in professional growth. In Uzbekistan, while teacher training programs are evolving, the extent to which they shape identity is underexplored. This article proposes a conceptual case study that seeks to fill this gap.

Background and Rationale

English language education in Uzbekistan has become a national priority, prompting reforms in curriculum and teacher development. Despite these changes, training programs often emphasize technical skills and standardized methodology over reflective and identity-building practices. Understanding how training experiences shape identity can improve the quality and impact of professional development initiatives.

Conceptual Framework

This study draws on two complementary theoretical perspectives:

Sociocultural theory (Vygotsky): Identity is co-constructed in social contexts, especially through training, mentoring, and peer interaction.

Narrative identity (Clandinin & Connelly, 2000): Teachers develop and express their identities through personal and professional stories.

These frameworks allow for an exploration of both external (institutional, social) and internal (emotional, experiential) influences on identity.

Research Questions

How do English teachers in Uzbekistan perceive their professional identity before and after attending teacher training programs?

What elements of training (e.g., reflection, mentorship, peer collaboration) most significantly influence identity formation?

How can teacher training be designed to better support identity development in the Uzbek context?

Methodology

Research Design: Qualitative case study

Participants: 6–8 English teachers from various regions of Uzbekistan who have completed teacher training courses within the past 3 years

Data Collection Methods:

Semi-structured interviews

Reflective journals (participants write weekly entries for 1 month)

Document analysis (training syllabi, materials)

Data Analysis:

Thematic coding using NVivo or manual categorization

Ethical Considerations

Informed consent, anonymity, and the voluntary nature of participation will be ensured. The study will be approved by a relevant ethics board.

Expected Contributions

This research will contribute to the limited literature on TPI in Uzbekistan and offer practical insights for policymakers, curriculum designers, and teacher educators. It will also raise awareness of the deeper psychological and social aspects of teacher development.

Conclusion

As Uzbekistan continues to modernize its educational system, supporting the formation of professional teacher identity must be a central goal of training programs. This case study will offer an evidence-based approach to integrating identity-building into teacher education practices.

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