

ORGANIZATION AND PROCESS OF TEACHING ENGLISH TO YOUTH UNDER PROBATION: INTERNATIONAL EXPERIENCE AND IMPLICATIONS FOR UZBEKISTAN

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Abstract. Youth under probation often stand at a fragile intersection between accountability and opportunity. Educational exclusion, unstable family environments, and limited employability frequently shape their trajectories. International research demonstrates that structured educational interventions within correctional and probation systems significantly reduce recidivism and improve reintegration outcomes (Davis et al., 2013). Among these interventions, English language instruction occupies a unique position in non-English-speaking countries, functioning both as an employability tool and as a medium for rebuilding learner identity. This article examines global experience in organizing and delivering English language education to justice-involved youth under community supervision and discusses its relevance to the developing probation framework of Uzbekistan. Drawing upon international standards, empirical research, and national policy developments, the paper proposes an organizational and procedural model adapted to the Uzbek context.

Key words: probation, youth rehabilitation, English language teaching, correctional education, reintegration, Uzbekistan.

Annotatsiya. Probatsiya nazoratidagi yoshlar ko'pincha javobgarlik va imkoniyat o'rtasidagi nozik chegarada turadilar. Ta'limdan chetlanish, beqaror oilaviy muhit hamda bandlik imkoniyatlarining cheklanganligi ularning hayot yo'lini shakllantiruvchi asosiy omillardan hisoblanadi. Xalqaro tadqiqotlar ko'rsatishicha, jazoni ijro etish va probatsiya tizimlarida tashkil etilgan tizimli ta'lim dasturlari qayta jinoyatchilik darajasini sezilarli darajada kamaytiradi hamda ijtimoiy reintegratsiya natijalarini yaxshilaydi (Davis va boshq., 2013).

Mazkur aralashuvlar orasida ingliz tilini o'qitish ingliz tili ona tili bo'lmagan mamlakatlarda alohida o'rin tutadi, chunki u bir tomondan bandlik imkoniyatlarini kengaytiruvchi vosita, ikkinchi tomondan esa o'quvchining shaxsiy va ijtimoiy identifikatsiyasini qayta tiklashga xizmat qiluvchi vosita sifatida namoyon bo'ladi.

Ushbu maqolada jamoat nazorati ostidagi, adliya tizimi bilan aloqador yoshlar uchun ingliz tilini o'qitishni tashkil etish va amalga oshirish bo'yicha xalqaro tajriba tahlil qilinadi hamda uning O'zbekistonda shakllanib borayotgan probatsiya tizimi uchun ahamiyati yoritiladi. Xalqaro standartlar, empirik tadqiqotlar va milliy siyosiy islohotlarga tayangan holda, maqolada O'zbekiston sharoitiga moslashtirilgan tashkiliy va protsessual model taklif etiladi.

Kalit so'zlar: probatsiya, yoshlar reabilitatsiyasi, ingliz tilini o'qitish, korreksion ta'lim, reintegratsiya, O'zbekiston.

Аннотация. Молодёжь, находящаяся под пробационным надзором, часто оказывается на хрупком пересечении между ответственностью и возможностями. Исключение из образовательной системы, нестабильная семейная среда и ограниченные возможности трудоустройства нередко формируют их жизненную траекторию. Международные исследования показывают, что структурированные образовательные программы в системе исполнения наказаний и probation существенно снижают уровень рецидива и улучшают результаты социальной реинтеграции (Davis et al., 2013). Среди таких мер особое место в странах, где английский язык не является родным, занимает преподавание английского языка, которое выступает одновременно как инструмент повышения занятости и как средство восстановления учебной и личностной идентичности обучающихся. В статье рассматривается международный опыт организации и реализации программ обучения английскому языку для

молодёжи, находящейся под общественным надзором в системе правосудия, а также анализируется его актуальность для формирующейся системы probation в Узбекистане. Опираясь на международные стандарты, эмпирические исследования и национальные политические инициативы, автор предлагает организационно-процедурную модель, адаптированную к условиям Узбекистана.

***Ключевые слова:** probation, реабилитация молодёжи, преподавание английского языка, коррекционное образование, реинтеграция, Узбекистан.*

Introduction. Across contemporary justice systems, probation has evolved from a model centered primarily on surveillance to one that integrates supervision with social support. Education increasingly occupies a central place in this rehabilitative orientation. International organizations emphasize that access to education within correctional contexts is not merely a privilege but a right and a key component of social reintegration (UNESCO Institute for Lifelong Learning [UIL], n.d.).

Empirical evidence reinforces this normative position. A large-scale meta-analysis conducted by RAND found that individuals participating in correctional education programs were significantly less likely to reoffend and more likely to obtain employment after release (Davis et al., 2013). Although much of the literature focuses on incarcerated populations, similar principles apply to youth under probation, whose rehabilitation unfolds within community settings. For young probationers, English language education may serve multiple transformative functions. First, it enhances employability in increasingly globalized labor markets. Second, it fosters re-engagement with structured learning environments, often after prolonged educational disruption. Third, it strengthens personal agency, self-efficacy, and future orientation—factors closely associated with desistance from crime (HM Inspectorate of Probation, n.d.).

Uzbekistan has recently consolidated its probation system through the adoption of the Law “On Probation” (2024), strengthening institutional foundations for community-based rehabilitation (Tashkent Times, 2024). Simultaneously, the country has prioritized foreign language learning through comprehensive national reforms (Lex.uz, 2021). These parallel developments create a unique policy opportunity: integrating English education into probation practice as a structured rehabilitative instrument.

This study aims to explore how international experience in teaching English to justice-involved youth can inform the organization and process of such programs within Uzbekistan’s probation system.

Methods. This study employs a structured narrative review design. Rather than conducting primary empirical research, it synthesizes international standards, evaluation studies, and policy documents relevant to correctional education and probation practice. Sources were selected according to three criteria:

1. Authoritative international guidance on education in correctional settings;
2. Empirical research evaluating the impact of educational interventions;

3. Official documents and policy materials concerning probation and foreign language reform in Uzbekistan.

Key sources included UNESCO guidance on prison education, RAND's meta-analysis on correctional education outcomes, probation practice principles from the United Kingdom, and legislative materials related to Uzbekistan's probation reform (Davis et al., 2013; HM Inspectorate of Probation, n.d.; UIL, n.d.; Tashkent Times, 2024). Thematic analysis was used to categorize findings into two core dimensions:

1. Organizational structure;
2. Instructional and rehabilitative process.

Results. International Experience: Organizational Foundations. Globally, successful educational initiatives within probation contexts share several structural characteristics. First, education is institutionalized as an integral component of rehabilitation rather than an optional supplementary activity. European standards emphasize continuity between correctional education and community education systems, ensuring equivalency and transferability of learning (UIL, n.d.). Second, programs are typically interagency in nature. Probation services collaborate with education authorities, vocational institutions, and civil society organizations. This shared governance structure enables coordinated referrals, data exchange, and resource pooling. Third, evidence-based practice guides investment decisions. The RAND meta-analysis demonstrated that participation in correctional education reduces recidivism by approximately 13 percentage points (Davis et al., 2013). Such findings support the inclusion of structured educational programming within probation frameworks. Fourth, effective probation practice is informed by desistance theory. Interventions are designed to strengthen personal identity transformation, pro-social relationships, and long-term aspirations. Education contributes to this transformation by restoring a sense of competence and belonging.

International Experience: Instructional Process. The educational process for youth under probation typically follows a structured sequence.

1. Diagnostic Assessment and Placement: Initial screening identifies English proficiency level, literacy skills, and potential learning barriers. Accurate placement ensures appropriate challenge without discouragement.

2. Individual Learning Plans (ILPs): Educational goals are integrated into the broader probation supervision plan. Short-term measurable objectives enhance accountability and motivation.

3. Trauma-Informed and Communicative Pedagogy: Many justice-involved youth have experienced trauma or educational marginalization. Therefore, classroom environments emphasize psychological safety, predictable routines, and collaborative learning. Communicative approaches link language acquisition to real-life tasks such as job interviews, digital communication, and workplace interaction.

4. Continuous Monitoring and Feedback: Regular progress reviews involve both educators and probation officers, enabling early identification of attendance or engagement issues.

5. Transition and Continuity: Upon completion of a course cycle, learners are referred to further educational or vocational pathways, ensuring that learning does not end with probation supervision.

Uzbekistan: Current Context and Prospects

Uzbekistan's probation system, institutionalized in recent years and strengthened through the 2024 Law "On Probation," is positioned to expand rehabilitative services (Tashkent Times, 2024). Regulatory developments concerning supervision procedures and incentives further clarify operational mechanisms.

Simultaneously, national foreign language policy reforms—including Presidential Decision PQ-5117—have significantly expanded teacher training, curriculum modernization, and assessment frameworks (Lex.uz, 2021). Programs such as the English Access Microscholarship and large-scale teacher development initiatives indicate substantial instructional capacity within the country. This dual reform trajectory—probation system consolidation and foreign language education expansion—creates structural compatibility for integrated programming.

Discussion. In Uzbekistan, the governmental commitment to the reintegration of formerly convicted individuals has recently gained clearer normative articulation. In particular, the Resolution of the Cabinet of Ministers (No. 450) establishes measures aimed at vocational preparation and skills development for formerly convicted persons, including individuals under probation supervision. Within this framework, foreign language education is identified not merely as an academic subject, but as an instrument of employability and social adaptation. The resolution assigns responsibility to relevant state bodies to organize professional training, requalification, and language instruction as part of a broader reintegration strategy.

In practical implementation of these policy directions, the University of Public Safety of the Republic of Uzbekistan, in cooperation with the Probation Department of the Public Safety Department of the Ministry of Internal Affairs, launched distance English language courses for individuals under probation supervision aged 18–24. The program was piloted in Tashkent, Andijan, and Khorezm regions, reflecting an effort to reach geographically diverse probation populations. The choice of a distance-learning format is particularly significant in the probation context: it reduces logistical barriers, ensures flexible participation compatible with supervision requirements, and allows learners to engage in structured education without disrupting employment or family responsibilities. Beyond language acquisition, the initiative aims to cultivate digital literacy, communication skills, and self-confidence—capacities essential for lawful social reintegration.

Furthermore, in the recent Address of the President of the Republic of Uzbekistan to the Oliy Majlis, President Shavkat Mirziyoyev announced the launch of the “Second Chance” program, a national initiative designed to support formerly incarcerated and probation-supervised youth through comprehensive rehabilitation measures. Within this program, vocational training, IT courses, and foreign language instruction are explicitly prioritized as mechanisms for restoring economic independence and preventing recidivism. The framing of the initiative under the title “Second Chance” carries symbolic and humanistic significance: it recognizes that rehabilitation is not solely a matter of legal supervision, but of restoring dignity, opportunity, and social belonging. By embedding foreign language education within this broader reintegration architecture, Uzbekistan aligns its probation practice with international standards that emphasize education as a cornerstone of desistance and social inclusion.

The synthesis of international evidence suggests that English language education for youth under probation in Uzbekistan should be organized according to the following principles:

1. Institutional Integration - English instruction should be formally embedded within probation supervision plans, not offered as an informal extracurricular activity.
2. Interagency Cooperation - Formal agreements between probation services and regional education departments are essential to ensure consistent delivery and certification.
3. Individualized Learning Pathway - Short-term modular courses (8–12 weeks) aligned with CEFR standards can provide achievable milestones.
4. Humanistic Pedagogical Approach - Instruction must prioritize dignity, agency, and positive identity reconstruction. Education should not merely teach vocabulary; it should rebuild confidence and social trust.
5. Evaluation and Evidence Collection - Pilot programs should measure attendance, language progress, employment engagement, and recidivism indicators to inform policy scaling.

From a humanistic perspective, English language education functions not simply as skill acquisition but as a symbolic bridge between past marginalization and future participation. When youth under probation perceive themselves as learners rather than offenders, identity transformation becomes possible.

Conclusion. International experience demonstrates that structured educational interventions significantly enhance reintegration outcomes for justice-involved populations. English language instruction, when properly organized and integrated within probation systems, can serve as a catalyst for personal and social transformation. Uzbekistan’s evolving probation framework and strong national emphasis on foreign language learning provide fertile ground for implementing such initiatives. By combining institutional coordination, trauma-informed pedagogy, and evidence-based evaluation, Uzbekistan can develop a model of English education for youth under probation that

aligns with global standards while addressing local realities. Education, in this context, becomes not merely instruction, but restoration—of competence, dignity, and hope.

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