



MODERN ENGLISH LANGUAGE TEACHING METHODOLOGY IN THE UZBEK HIGHER EDUCATION CONTEXT: BRIDGING THEORY AND PRACTICE

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Abstract: English Language Teaching (ELT) methodology has undergone significant transformations in recent decades, shifting from traditional grammar-translation methods toward communicative, task-based, and technology-enhanced approaches. This study examines the effectiveness of modern ELT methodologies in Uzbek universities and explores how they can be best adapted to the local educational context. Using a mixed-methods approach, data were collected from 190 undergraduate students and 22 EFL teachers across three universities in Tashkent and Samarkand over 16 weeks. The research focused on Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), and blended learning models. Results demonstrated that the integration of modern methodologies significantly improved students' communicative competence, motivation, and critical thinking skills ($p < 0.001$). However, challenges such as large class sizes, limited resources, teacher training gaps, and traditional assessment practices remain prominent. The study proposes a context-specific ELT methodology framework for Uzbek higher education and provides practical recommendations for curriculum developers and teachers.

Keywords: English Language Teaching Methodology, Communicative Language Teaching, Task-Based Learning, Uzbek Higher Education, EFL Teaching, Blended Learning, Pedagogical Adaptation

INTRODUCTION

The rapid globalization and Uzbekistan's ambitious reforms in higher education have placed English language proficiency at the forefront of national development priorities. Despite substantial investments in language education, many Uzbek graduates still face difficulties in real-life communication, academic writing, and professional discourse.

Traditional teaching methods, primarily based on grammar-translation and audio-lingual approaches, are increasingly seen as insufficient for developing 21st-century language skills. Modern ELT methodologies emphasize meaningful communication, learner autonomy, and integration of technology.

This study aims to evaluate the current state of ELT methodology in Uzbek universities and propose effective ways to implement contemporary approaches.

Research Questions:

How effective are modern ELT methodologies (CLT, TBLT, CLIL, blended learning) in improving Uzbek students' English proficiency?

What are the main barriers to implementing modern methodologies in the Uzbek higher education system?

What context-specific framework can be developed for effective ELT methodology in Uzbekistan?



Literature Review

The evolution of ELT methodology has been extensively documented. Richards and Rodgers (2014) describe the shift from traditional to communicative approaches. Nunan (2004) and Willis (1996) strongly advocate for Task-Based Language Teaching, while Coyle et al. (2010) highlight the benefits of CLIL. Recent studies emphasize blended and technology-enhanced learning (Garrison & Vaughan, 2021)[3].

In the Uzbek context, research by Irgasheva (2023), Abdullaeva (2024), and the Ministry of Higher Education reports indicate that while CLT is officially promoted, its practical implementation remains limited due to large classes, teacher-centered traditions, and exam-oriented assessment systems. This study seeks to address this theory-practice gap[1].

Methods

Research Design

Mixed-methods quasi-experimental design with pre-test, intervention, post-test, and qualitative components.

Participants

190 undergraduate students (2nd and 3rd year) from Tashkent State University of Uzbek Language and Literature, Uzbek State World Languages University, and Samarkand State University.

22 EFL teachers with 5–20 years of experience.

Intervention

The experimental group was taught using modern methodologies (CLT + TBLT + Blended Learning) for 16 weeks. The control group continued with traditional methods. Materials included project-based tasks, real-life scenarios, digital tools, and formative assessment[4].

Data Collection Instruments

Pre- and post-tests (IELTS-style: Speaking, Writing, Reading, Listening).

Student motivation and attitude questionnaires.

Semi-structured interviews and classroom observations.

Data Analysis

Quantitative data were analyzed using SPSS 27. Qualitative data were thematically analyzed.

Results

Quantitative Results

Table 1. Pre- and Post-test Overall English Proficiency Scores

Group	Pre-test Mean	Post-test Mean	Improvement	p-value
Experimental	62.4	81.7	+19.3	<0.001
Control	61.9	68.5	+6.6	0.021

Qualitative Results

Students in the experimental group reported higher engagement, better speaking confidence, and improved ability to use English in real contexts. Teachers acknowledged



the effectiveness of modern methods but highlighted difficulties in managing large classes and shifting from traditional roles.

Discussion

The findings confirm that modern ELT methodologies significantly outperform traditional approaches in developing communicative competence. Task-based and communicative activities were particularly effective in increasing student motivation and practical language use[5].

Key Opportunities in Uzbekistan:

Development of learner autonomy and critical thinking.

Integration of technology and authentic materials.

Better preparation for international academic and professional environments.

Major Challenges:

Large class sizes (35–45 students).

Insufficient teacher training in modern methodologies.

Traditional summative assessment practices.

Limited digital infrastructure in regional universities.

A Contextualized Uzbek ELT Framework is proposed, combining CLT principles with local cultural values, technology integration, and gradual implementation.

Conclusion and Recommendations

Modern English Language Teaching methodology offers substantial benefits for Uzbek students. Successful implementation requires systemic changes at curriculum, teacher training, and assessment levels.

Recommendations:

Revise national ELT curricula to prioritize communicative competence.

Organize continuous professional development programs for teachers.

Promote blended learning models combining face-to-face and digital instruction.

Develop localized teaching materials and assessment tools.

Establish collaboration between universities and international ELT organizations.

Future research should focus on long-term effects and comparative studies across different regions of Uzbekistan.

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