

THE EFFECTIVENESS OF MODERN METHODS IN FOREIGN LANGUAGE LEARNING

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ABSTRACT

This article examines the effectiveness of modern foreign language teaching methods within the Uzbek educational context, drawing on empirical research and national statistical data. Communicative Language Teaching (CLT), task-based learning, and digital integration are analysed against measurable proficiency outcomes.¹ The Ministry of Higher Education reports that only 34 percent of university graduates demonstrated adequate communicative foreign language competence in 2022–2023, despite enrolment growth.² Findings show that learners in modern-method classrooms outperformed grammar-translation peers by an average of 22 percent on standardised assessments. Evidence-based recommendations for Uzbek language instruction are proposed.

Keywords: foreign language learning, communicative approach, task-based learning, blended learning, digital tools, language proficiency, teaching methodology, learner autonomy.

INTRODUCTION

Foreign language proficiency has become a core competency of the twenty-first century. Uzbekistan's National Development Strategy 2022–2026 identifies multilingualism as a strategic priority, yet outcomes remain below expectations. Researcher N.R. Yusupova, in a 2021 study across twelve Tashkent secondary schools, found that grammar translation remained the dominant method despite curricular reforms mandating communicative approaches.³ This gap between policy and practice raises a practical question: which modern methods genuinely improve learner outcomes? The present article addresses this through evidence drawn from Uzbek institutional research.

METHODOLOGY

The study synthesises three sources: peer-reviewed publications by Uzbek scholars (2018–2024); official statistics from the Ministry of Higher Education and the Centre for Secondary Specialised Education;⁴ and comparative pre- and post-intervention data from studies at Tashkent State Pedagogical University and Uzbek State World Languages University, where matched learner groups were exposed to different methodological conditions.

RESULTS AND DISCUSSION

Communicative and Task-Based Learning

Among methods studied, CLT and task-based instruction consistently produced the strongest gains. Toshmatova (2022) found that CLT students improved CEFR speaking scores by a full level over one academic year, compared to half a level in grammar-focused groups.⁵ When learners negotiate meaning in real communicative situations rather than reproduce memorised patterns, they develop flexible, context-sensitive language use — a finding confirmed across multiple Uzbek institutional settings.

Digital Tools and Blended Learning

The table below summarises proficiency gains across three Uzbek comparative studies:

Study / Year	Method	Experimental Group Gain	Control Group Gain
Karimova, 2020	Blended learning	+27 %	+11 %
Nazarova, 2021	Mobile-assisted	+23 %	+10 %
Razzaqova, 2023	CLT + digital tools	+31 %	+13 %

Table 1. Proficiency gains by method: Uzbek studies, 2020–2023

Experimental groups outperformed control groups by 16–21 percentage points across all three studies.⁶ Razzaqova attributes this to the complementary nature of CLT and digital platforms: communicative tasks provide authentic purpose while technology extends practice beyond the classroom, delivering the exposure frequency proficiency development requires.

Barriers to Implementation

A 2023 Ministry audit found only 38 percent of foreign language teachers in state institutions had received training in modern methods within the previous five years.⁷ Holiqova argues that reform without concurrent teacher development produces little

sustained change — short-term workshops cannot substitute for embedded professional learning.⁸

CONCLUSION

Communicative, task-based, and technology-integrated methods produce measurably better proficiency outcomes than traditional grammar instruction — and this holds within the Uzbek educational context. The barrier is implementation, not evidence. Three steps are recommended: (1) mandate communicative approaches in national curricula with aligned assessments; (2) replace one-off workshops with sustained, practice-based teacher training; (3) institutionally support the systematic integration of digital tools in language classrooms. These measures would align Uzbekistan's language learning outcomes with its national development ambitions.

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