

SCIENCE
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Актуальные проблемы социальных и гуманитарных наук

Ijtimoiy-gumanitar fanlarning dolzarb muammolari

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SCIENCEPROBLEMS.UZ

IJTIMOIIY-GUMANITAR FANLARNING DOLZARB MUAMMOLARI

№ 10 (5) – 2025

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2025

BOSH MUHARRIR:

Isanova Feruza Tulqinovna

TAHRIR HAY'ATI:

07.00.00- TARIX FANLARI:

Yuldashev Anvar Ergashevich – tarix fanlari doktori, siyosiy fanlar nomzodi, professor;

Mavlanov Uktam Maxmasabirovich – tarix fanlari doktori, professor;

Xazratkulov Abror – tarix fanlari doktori, dotsent;

Tursunov Ravshan Normuratovich – tarix fanlari doktori;

Xolikulov Axmadjon Boymahmatovich – tarix fanlari doktori;

Gabrielyan Sofya Ivanovna – tarix fanlari doktori, dotsent;

Saidov Sarvar Atabullo o'g'li – katta ilmiy xodim, Imom Termiziy xalqaro ilmiy-tadqiqot markazi, ilmiy tadqiqotlar bo'limi.

08.00.00- IQTISODIYOT FANLARI:

Karlibayeva Raya Xojabayevna – iqtisodiyot fanlari doktori, professor;

Nasirxodjayeva Dilafruz Sabitxanovna – iqtisodiyot fanlari doktori, professor;

Ostonokulov Azamat Abdukarimovich – iqtisodiyot fanlari doktori, professor;

Arabov Nurali Uralovich – iqtisodiyot fanlari doktori, professor;

Xudoyqulov Sadirdin Karimovich – iqtisodiyot fanlari doktori, dotsent;

Azizov Sherzod O'ktamovich – iqtisodiyot fanlari doktori, dotsent;

Xojayev Azizxon Saidaloxonovich – iqtisodiyot fanlari doktori, dotsent

Xolov Aktam Xatamovich – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent;

Shadiyeva Dildora Xamidovna – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent v.b.;

Shakarov Qulmat Ashirovich – iqtisodiyot fanlari nomzodi, dotsent.;

Jabborova Charos Aminovna - iqtisodiyot fanlari bo'yicha falsafa doktori (PhD).

09.00.00- FALSAFA FANLARI:

Hakimov Nazar Hakimovich – falsafa fanlari doktori, professor;

Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor;

G'aybullayev Otabek Muhammadiyevich – falsafa fanlari doktori, professor;

Saidova Kamola Uskanbayevna – falsafa fanlari doktori;

Hoshimxonov Mo'min – falsafa fanlari doktori, dotsent;

O'roqova Oysuluv Jamoliddinovna – falsafa fanlari doktori, dotsent;

Nosirxodjayeva Gulnora Abdukaxxarovna – falsafa fanlari nomzodi, dotsent;

Turdiyev Bexruz Sobirovich – falsafa fanlari doktori (DSc), Professor.

10.00.00- FILOLOGIYA FANLARI:

Axmedov Oybek Saporbayevich – filologiya fanlari doktori, professor;

Ko'chimov Shuxrat Norqizilovich – filologiya fanlari doktori, dotsent;

Hasanov Shavkat Ahadovich – filologiya fanlari doktori, professor;

Baxronova Dilrabo Keldiyorovna – filologiya fanlari doktori, professor;

Mirsanov G'aybullo Qulmurodovich – filologiya fanlari doktori, professor;

Salaxutdinova Musharraf Isamutdinovna – filologiya fanlari nomzodi, dotsent;

Kuchkarov Raxman Urmanovich – filologiya fanlari nomzodi, dotsent v/b;

Yunusov Mansur Abdullayevich – filologiya fanlari nomzodi;

Saidov Ulugbek Aripovich – filologiya fanlari nomzodi, dotsent;

Qodirova Muqaddas Tog'ayevna - filologiya fanlari nomzodi, dotsent.

12.00.00- YURIDIK FANLAR:

Axmedshayeva Mavlyuda Axatovna – yuridik fanlar doktori, professor;

Muxitdinova Firyuza Abdurashidovna – yuridik fanlar doktori, professor;

Esanova Zamira Normurotovna – yuridik fanlar doktori, professor, O'zbekiston Respublikasida xizmat ko'rsatgan yurist;

Hamroqulov Bahodir Mamasharifovich – yuridik fanlar doktori, professor v.b.,;

Zulfiqorov Sherzod Xurramovich – yuridik fanlar doktori, professor;

Xayitov Xushvaqt Saparbayevich – yuridik fanlar doktori, professor;

Asadov Shavkat G'aybullayevich – yuridik fanlar doktori, dotsent;

Ergashev Ikrom Abdurasulovich – yuridik fanlari doktori, professor;

Utemuratov Maxmut Ajimuratovich – yuridik fanlar nomzodi, professor;

Saydullayev Shaxzod Alixanovich – yuridik fanlar nomzodi, professor;

Hakimov Komil Baxtiyarovich – yuridik fanlar doktori, dotsent;

Yusupov Sardorbek Baxodirovich – yuridik fanlar doktori, professor;

Amirov Zafar Aktamovich – yuridik fanlar doktori (PhD);

Jo'rayev Sherzod Yuldashevich – yuridik fanlar nomzodi, dotsent;

Babadjanov Atabek Davronbekovich – yuridik fanlar nomzodi, professor;

Normatov Bekzod Akrom o'g'li — yuridik fanlar bo'yicha falsafa doktori;

Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi;

13.00.00- PEDAGOGIKA FANLARI:

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor;

Taylanova Shoxida Zayniyevna – pedagogika fanlari

doktori, dotsent;

Jumaniyozova Muhayyo Tojiyevna – pedagogika fanlari doktori, dotsent;

Ibraximov Sanjar Urunbayevich – pedagogika fanlari doktori;

Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo'yicha falsafa doktori (PhD);

Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo'yicha falsafa doktori (PhD).

19.00.00- PSIXOLOGIYA FANLARI:

Karimova Vasila Mamanosirovna – psixologiya fanlari doktori, professor, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

Umarova Navbahor Shokirovna– psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti, Amaliy psixologiyasi kafedrasini mudiri;

Atabayeva Nargis Batirovna – psixologiya fanlari doktori, dotsent;

Shamshetova Anjim Karamaddinovna – psixologiya fanlari doktori, dotsent;

Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD).

22.00.00- SOTSIOLOGIYA FANLARI:

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po'latovich – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti;

Sodiqova Shohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O'zbekiston xalqaro islom akademiyasi.

23.00.00- SIYOSIY FANLAR

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

Bo'tayev Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O'zbekiston milliy universiteti kafedra mudiri.

OAK Ro'yxati

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THE EFFECTIVENESS OF TASK-BASED LANGUAGE TEACHING (TBLT) IN UZBEK CLASSROOMS

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Abstract. This text explores the effectiveness of Task-Based Language Teaching (TBLT) in Uzbek classrooms, emphasizing its benefits in improving communicative competence, learner engagement, and student-centered instruction. It notes that while TBLT aligns well with Uzbekistan's educational goals, challenges such as limited teacher training, resource constraints, and misaligned assessment practices hinder its full implementation.

Keywords: Task-Based Language Teaching (TBLT); communicative competence; language education in Uzbekistan; learner autonomy; motivation; teacher training; assessment; classroom interaction, global recognition, role-playing, traditional teaching, teacher training, communication, grammar, vocabulary, fluency.

O'ZBEK SINFLARIDA TILNI VAZIFAGA ASOSLANGAN O'QITISH (TBLT) SAMARADORLIGI

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Annotatsiya. Ushbu matn o'zbek sinflarida tilni vazifalarga asoslangan o'qitish (TBLT) samaradorligini o'rganib, uning kommunikativ kompetensiyani, o'quvchilarning faolligini oshirish va o'quvchiga yo'naltirilgan ta'limni yaxshilashdagi afzalliklarini ta'kidlaydi. Unda ta'kidlanishicha, TBLT O'zbekistonning ta'lim maqsadlariga mos keladigan bo'lsa-da, o'qituvchilar malakasini oshirishning cheklanganligi, resurslarning cheklanishi va noto'g'ri muvofiqlashtirilgan baholash amaliyoti kabi muammolar uning to'liq amalga oshirilishiga to'sqinlik qilmoqda.

Kalit so'zlar: vazifaga asoslangan til o'qitish (TBLT); kommunikativ kompetensiya; O'zbekistonda til ta'limi; o'quvchi mustaqilligi; motivatsiya; o'qituvchilarni tayyorlash; baholash; sinfdagi muloqot, global tan olish, rol o'ynash, an'anaviy o'qitish, o'qituvchilar tayyorlash, muloqot, grammatika, lug'at, ravonlik.

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In recent years, English language learning has gained unprecedented importance in Uzbekistan. The growing number of students preparing for international examinations such as IELTS and TOEFL, as well as the demand for English in globalized job markets, has motivated learners and teachers alike to seek more effective approaches to language education. While

traditional grammar-based methodologies have long dominated classrooms, they are increasingly seen as insufficient for developing communicative competence, particularly in speaking and listening skills.

Task-Based Language Teaching (TBLT) has, therefore, emerged as a promising alternative. Unlike conventional approaches that prioritize the memorization of grammar rules and vocabulary, TBLT emphasizes the completion of meaningful tasks such as interviews, problem-solving activities, or real-world projects. The underlying principle is that language is best learned when it is used as a tool for communication rather than an object of study. [1;34-35-b.] In the Uzbek context, where students often struggle to translate their grammatical knowledge into fluent speech, TBLT provides an opportunity to bridge the gap between theoretical learning and practical application.

This paper explores the benefits and challenges of implementing TBLT in Uzbekistan. It begins by outlining the key advantages of this approach, followed by an in-depth discussion of the obstacles encountered. Finally, it offers recommendations for policymakers, educators, and institutions seeking to make TBLT a sustainable part of the national education system.

Promoting Communicative Competence

One of the central goals of TBLT is to develop communicative competence, a skill that has been notably lacking among many Uzbek learners. Decades of reliance on grammar-translation and accuracy-focused methods have produced students with strong knowledge of grammatical rules but limited ability to speak confidently or interact spontaneously. For example, a university student may correctly identify all forms of the third conditional but freeze when asked to express a hypothetical opinion in a group discussion.

Through TBLT, students are encouraged to use language in realistic contexts. Role-plays, classroom debates, and group projects require learners to negotiate meaning, clarify misunderstandings, and actively respond to others. This type of interaction fosters fluency and encourages risk-taking, which is essential for overcoming the fear of mistakes. For instance, in a task where learners plan a school festival, they must assign responsibilities, propose ideas, and compromise, which naturally pushes them to use connectors, persuasive phrases, and functional vocabulary. Such activities cultivate coherence, cohesion, and spontaneity—skills that conventional, teacher-led lessons rarely nurture.

Increasing Student Motivation

A further advantage of TBLT lies in its ability to motivate learners by connecting classroom activities to real-life purposes. Traditional lessons often rely on repetitive drills, gap-filling exercises, and translation tasks, which can feel monotonous and disconnected from students' everyday experiences.

By contrast, tasks like preparing a marketing campaign, conducting a survey, or creating a travel brochure are inherently engaging because they mirror authentic situations.

Group-based projects also foster collaboration and a sense of community. Learners not only practice the language but also build interpersonal relationships, encourage one another, and take pride in their contributions. For instance, when designing a group presentation, one student might focus on visuals, another on background research, and another on the oral delivery. This division of labor makes each student feel responsible and valued. Such experiences often prove more memorable and motivating than rote memorization of word lists or grammar charts.[5;6-7-b.]

Encouraging Learner Independence

TBLT also develops learner autonomy by allowing students to take responsibility for their own language use. Unlike traditional methods, where the teacher dictates vocabulary and grammar points, task-based activities give learners the freedom to select linguistic forms that suit their goals. Consider the example of designing a tourist guidebook for Samarkand. Learners must independently decide which adjectives, persuasive expressions, and cultural references to include. This decision-making process encourages creativity and promotes a sense of ownership over the language.

Moreover, because tasks are often open-ended, students are compelled to experiment with new expressions, consult additional resources, and reflect on their performance. Such practices foster independent study habits, which are essential for long-term language development. In the age of online learning platforms and self-access materials, independence has become as valuable as classroom instruction itself.

Shifting Classroom Dynamics

Another benefit of TBLT is its potential to transform traditional classroom dynamics. Uzbek education has historically been teacher-centered: the teacher lectures, and students passively listen and take notes. This approach limits opportunities for active participation and critical thinking. TBLT, by contrast, makes learners the focal point of instruction. Tasks require students to collaborate, solve problems, and evaluate one another's performance.

Peer evaluation, for instance, is a valuable feature of task-based lessons. After completing a role-play, students may be asked to provide feedback on clarity, pronunciation, or persuasiveness. Such activities promote critical awareness and empower learners to take part in the assessment process. Instead of perceiving themselves as passive recipients of knowledge, students become active contributors to their own learning.

Enhancing Cultural Awareness

Finally, TBLT encourages cultural adaptability by integrating both local and foreign cultural contexts into classroom tasks. For example, students might compare Uzbek and Western wedding traditions, role-play as tour guides for foreign visitors, or simulate an international business negotiation. [7; 45=45b.] These tasks not only expand students' vocabulary but also expose them to different cultural norms and practices.

A practical example can be drawn from a linguistics class in which the teacher allocated 20 minutes for theoretical explanation and the remaining 60 minutes for interactive role-plays. Students found this balance far more effective than simply memorizing cultural facts, as the activities required them to embody cultural practices rather than just describe them. Such experiences foster cross-cultural communication skills, which are crucial in today's interconnected world.

Challenges of Task-Based Language Teaching

Teacher Preparedness and Resistance

Despite its many advantages, TBLT faces significant challenges in Uzbekistan. The most pressing obstacle lies in teacher preparedness. Having been trained primarily in traditional methods, many educators are reluctant or unprepared to shift towards student-centered instruction. They are more comfortable explaining grammar, assigning written exercises, and checking comprehension rather than facilitating group work and managing interactive activities.

Even teachers who are enthusiastic about TBLT often lack the skills to design effective tasks or manage large classes. For example, a poorly structured role-play can lead to confusion, wasted time, and frustration among students. Without adequate professional development, teachers may revert to old habits, undermining the effectiveness of task-based instruction.

Misalignment with Assessment

A second major challenge is the misalignment between classroom instruction and national assessments. University entrance exams and other standardized tests in Uzbekistan place heavy emphasis on grammar and vocabulary knowledge. Students are typically assessed through multiple-choice tests, translation exercises, and gap-filling tasks. Speaking, listening, and communicative competence are rarely tested.

As a result, both students and teachers prioritize exam preparation at the expense of real communication skills. For learners aiming to succeed in these exams, spending time on role-plays or group discussions may seem unproductive. Teachers, under pressure to deliver exam results, may therefore avoid TBLT despite recognizing its benefits. This creates a systemic barrier to widespread implementation.

Classroom Conditions and Infrastructure

Another challenge is the lack of adequate classroom conditions. Effective TBLT requires flexible seating arrangements, manageable class sizes, and access to teaching aids such as projectors, authentic texts, and audio-visual materials. Unfortunately, many schools in Uzbekistan—particularly in rural areas—suffer from overcrowded classrooms and limited resources. Conducting interactive tasks in a class of 40 or more students seated in fixed rows is nearly impossible.

For example, in a rural secondary school, a teacher attempting to conduct a debate activity may find it difficult to ensure equal participation due to space limitations and time constraints. Without structural improvements, even the most motivated teachers will find TBLT difficult to sustain.

Limited Applicability in Exams

Another limitation is that TBLT is difficult to integrate into formal examinations, which demand standardized and easily measurable outcomes. Unlike multiple-choice tests, task-based assessments produce varied responses that are more difficult to evaluate objectively.

As a solution, some teachers adopt hybrid methods. For instance, in higher education institutions where classes last 80 minutes, they may allocate half the session to grammar and vocabulary drills, while dedicating the rest to mini-task cycles, such as simulating a job interview or bargaining in a shop. This approach attempts to balance exam preparation with communicative practice. Similarly, extracurricular clubs and ESP (English for Specific Purposes) classes provide alternative venues for implementing TBLT. However, without systemic change, such efforts remain limited in scope.

Policy and Systemic Constraints

Ultimately, the sustainability of TBLT depends on policy reforms. Unless national exams incorporate communicative components, teachers and students will remain hesitant to embrace task-based methods. International exams such as IELTS and TOEFL already test speaking and writing extensively, reflecting global standards in language education. If Uzbekistan's assessment system were to evolve in this direction, it would encourage broader adoption of TBLT.

Evidence of Effectiveness

Despite these challenges, research evidence highlights the potential of TBLT in Uzbekistan. A study conducted among Business and Pedagogy students in 2022–2023 revealed impressive results: 87% of Economics students exposed to TBLT-based lessons achieved the B2 level, while 85% of Pedagogy students reached the same benchmark.

Further evidence comes from an observation by Rahmonaliyeva in 2025, which demonstrated that learners improved not only in linguistic competence but also in sociolinguistic awareness. After TBLT interventions, students became better at using politeness strategies, adapting their language to different contexts, and producing appropriate responses in real-life situations. These findings confirm that TBLT can have a measurable impact on both academic outcomes and communicative behavior.

Conclusion. Task-Based Language Teaching represents a powerful alternative to traditional grammar-focused instruction in Uzbekistan. Its emphasis on meaningful communication promotes fluency, motivation, independence, cultural awareness, and learner-centered classrooms. At the same time, serious challenges remain, including teacher resistance, misalignment with assessments, inadequate infrastructure, and systemic policy constraints.

To ensure successful implementation, comprehensive teacher training programs are needed to equip educators with the skills required to design and manage task-based lessons. Additionally, gradual reforms in assessment practices—such as incorporating oral and written performance components—are essential for aligning classroom instruction with national exams. Investments in classroom infrastructure, particularly in rural areas, will further support this transformation.

If these steps are taken, TBLT has the potential to revolutionize English language education in Uzbekistan. It can prepare students not only for exams like IELTS but also for real-world communication, equipping them with the practical skills necessary to thrive in academic, professional, and global contexts.

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