



INNOVATIVE WAYS OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES IN UZBEKISTAN

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ABSTRACT

The need for efficient English language instruction (ELT) has grown as a result of Uzbekistan's education system's rapid modernization and the nation's increasing integration into the international community. As Uzbekistan implements significant improvements in foreign language instruction, creative teaching strategies are essential to raising students' communicative proficiency. Task-Based Language Teaching (TBLT), Mobile and Computer-Assisted Language Learning (MALL/CALL), the flipped classroom, gamification, and blended/adaptive learning are some of the modern, research-based methods that are appropriate for the Uzbek environment. The article emphasizes how these approaches might improve student motivation, autonomy, and proficiency by drawing on new research from Google Scholar and coordinating it with Uzbekistan's national strategies. The findings reveal that in order to solve issues like high class numbers, mixed-ability groups, and insufficient exposure to real English, technology integration with learner-centered teaching is crucial. There are useful suggestions for Uzbek educational institutions, legislators, and English teachers..

Introduction

Uzbekistan has made English language instruction a top priority during the last ten years as part of a larger initiative to boost economic competitiveness, build human capital, and foster international cooperation. The significance of multilingual proficiency and the use of contemporary teaching technology is emphasized in government papers like the "National Program for Developing Foreign Language Learning" (2012) and the "Uzbekistan 2030 Strategy." Many issues still exist in English classrooms despite these improvements, including huge class sizes, limited communicative practice, traditional lecture-based instruction, and a lack of digital tools in some areas. Therefore, strengthening English as a foreign language (EFL) instruction and learning in Uzbekistan requires the adoption of novel, empirically proven approaches. This essay examines five cutting-edge, evidence-based strategies and assesses their applicability to the Uzbek educational setting.

1. Task-Based Language Teaching (TBLT)

Learners are encouraged to use English for purposeful, everyday tasks through task-based language teaching. Instead of memorizing vocabulary or grammar rules, students spend time performing communicative activities including problem-solving, interviews, and group projects. The Task-Based Language Teaching method significantly improves speaking fluency and interactional competence, according to a meta-analysis by Bryfonski (2019). TBLT assists in the transition from teacher-centered to learner-centered instruction in Uzbekistan, where pupils frequently lack real conversation chances. Applicability to Uzbekistan: promotes speaking practice, is appropriate for lyceums and universities, and is in line with CEFR-based reforms. Role-plays, collaborative projects, and post-task reflection are examples of applications.

2. MALL/CALL

With a high smartphone adoption rate among young people, digital technologies are becoming more widely available in Uzbekistan. According to studies, MALL greatly enhances autonomy, pronunciation, and vocabulary retention. CALL systems help students get ready for CEFR exams by offering multimedia input, immediate feedback, and remote learning options. Quizlet, Duolingo, Moodle, Google Classroom, video blogs, and voice activities are some of the applications.

3. Flipped Classroom

In order to maximize engagement time during lessons, the flipped classroom approach makes use of texts and videos before class. Studies conducted in 2023 attest to its efficacy in increasing speaking performance and autonomy. This method helps overcome passive learning traditions and is in line with contemporary education in Uzbekistan. Applications include group projects, in-class discussions, pre-class grammar films, and peer evaluation.

4. Gamification

Gamification introduces points, badges, and challenges to increase motivation for learning the language. Meta-analyses show it reduces anxiety and encourages participation. Uzbekistan's younger learners respond well to gamified tasks, especially in resource-limited schools. Applications: Kahoot quizzes, Wordwall games, class competitions, group works, podcasts making and storytelling missions linked to Uzbek culture.

5. Blended and Adaptive Learning

Blended learning combines face-to-face and online instruction, essential since COVID-19. Adaptive tools personalize learning by adjusting difficulty levels. These approaches help manage large, mixed-ability classes in Uzbekistan. Applications: Moodle, Zoom, Edmodo, Oxford Learn, Cambridge LMS, CEFR practice tests.

Conclusion

For English language instruction in Uzbekistan to advance, creative methods are crucial. Learner-centered, technology-supported, communicative approaches greatly enhance results, according to research. Gamification, flipped classrooms, TBLT, digital tool integration, and blended/adaptive systems should all be used by educators and educational institutions. These changes educate Uzbek students for involvement in the global community and are in line with national priorities

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