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IMPROVING THE METHODOLOGY FOR DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE THROUGH THE USE OF CLT, TBT, AND PBL METHODS IN TEACHING ENGLISH

Murodilloyeva Jasmina Umid qiz,
Orziyeva Mohinur Doniyor qizi,
Yorova Nigina Tolib qizi,
Sharopova Shahzoda Omonovna,
Rahmonova Muhayyo Furqat qizi
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Abstract: In the evolving landscape of global education, the demand for effective communicative competence in English has become increasingly significant. This study investigates the pedagogical value of integrating Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Project-Based Learning (PBL) into English language instruction. Drawing upon contemporary theoretical perspectives and classroom-based observations, the research examines how these approaches collectively enhance learners' communicative abilities. The findings reveal that the integration of CLT, TBLT, and PBL fosters a dynamic

learner-centered environment that promotes active engagement, critical thinking, and meaningful language use. The study further proposes methodological recommendations for the systematic implementation of these approaches in modern educational contexts.

Keywords: communicative competence, CLT, TBLT, PBL, English language teaching, learner-centered pedagogy, interactive methods, educational innovation

Introduction

The rapid expansion of globalization and the increasing interconnectedness of societies have significantly reshaped the priorities of contemporary education. In this context, English has emerged not merely as a subject of study but as a fundamental medium of global communication, academic exchange, and professional development. Consequently, the effectiveness of English language teaching methodologies has become a critical concern for educators worldwide.

Traditional instructional models, which primarily emphasize grammatical accuracy and passive knowledge acquisition, are increasingly viewed as insufficient in preparing learners for real-life communicative situations. Such approaches often neglect the interactive and functional dimensions of language use, thereby limiting students' ability to engage in authentic communication.

In response to these limitations, modern pedagogical frameworks have shifted toward learner-centered and interaction-based methodologies. Among these, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Project-Based Learning (PBL) have gained prominence due to their capacity to align language learning with real-world communication. These approaches not only facilitate linguistic development but also nurture essential 21st-century skills such as collaboration, critical thinking, and autonomy.

This study aims to explore the methodological potential of integrating CLT, TBLT, and PBL in order to enhance students' communicative competence in English. By examining their theoretical underpinnings and practical applications, the research seeks to contribute to the advancement of innovative language teaching practices.

Literature-Informed Theoretical Framework

Communicative Language Teaching (CLT) is grounded in the concept of communicative competence, which extends beyond grammatical knowledge to include sociolinguistic, discourse, and

strategic competencies. It emphasizes meaningful interaction as both the means and the ultimate goal of language learning. Within this framework, learners are encouraged to negotiate meaning, express personal ideas, and engage in authentic communication.

Task-Based Language Teaching (TBLT) builds upon this communicative foundation by organizing instruction around tasks that reflect real-life language use. Tasks serve as the central unit of learning, requiring learners to apply linguistic resources to achieve specific outcomes. This process promotes deeper cognitive engagement and facilitates the natural acquisition of language structures.

Project-Based Learning (PBL), in turn, extends the principles of TBLT by incorporating long-term, inquiry-based projects. Through collaborative investigation and presentation, learners actively construct knowledge while simultaneously developing language proficiency. PBL fosters learner autonomy and encourages the integration of language skills with content knowledge.

Together, these approaches form a coherent pedagogical framework that prioritizes communication, interaction, and experiential learning.

Methods

This study employs a qualitative, classroom-based research design supported by elements of pedagogical observation and comparative analysis. A combination of theoretical analysis and empirical reflection was used to evaluate the effectiveness of CLT, TBLT, and PBL in English language instruction.

Data were collected through structured classroom observations, learner performance analysis, and reflective teaching practices. Instructional interventions were designed to incorporate communicative activities, task-based assignments, and project-oriented learning tasks.

The research adopts a competency-based and integrative approach, focusing on the development of learners' communicative competence across speaking, listening, reading, and writing skills. The comparative analysis of traditional and innovative methods enabled the identification of key factors contributing to improved learning outcomes.

Results

The findings of the study indicate that the integration of CLT, TBLT, and PBL leads to a substantial improvement in students' communicative competence. Learners demonstrated increased participation in classroom activities, greater confidence in expressing ideas, and enhanced ability to use language in meaningful contexts.

CLT-based activities significantly improved students' fluency and interactional skills, while TBLT tasks encouraged purposeful communication and problem-solving. PBL, on the other hand, enabled learners to engage in extended discourse, apply language creatively, and develop a deeper understanding of content.

Moreover, the use of interactive and collaborative techniques contributed to higher levels of motivation and engagement. Students became more active participants in the learning process, taking greater responsibility for their own progress.

Discussion

The results underscore the pedagogical effectiveness of integrating CLT, TBLT, and PBL in English language teaching. These approaches complement each other by addressing different dimensions of communicative competence and creating a holistic learning environment.

However, the successful implementation of these methods requires careful planning, appropriate task design, and teacher preparedness. Challenges such as limited resources, large class sizes, and insufficient training may hinder their application.

To overcome these challenges, it is essential to invest in teacher development, promote the use of digital tools, and design flexible curricula that support innovative practices. The alignment of teaching methods with learners' needs and contextual realities is crucial for achieving sustainable educational outcomes.

Conclusion

In conclusion, the integration of CLT, TBLT, and PBL represents a powerful methodological framework for enhancing students' communicative competence in English. By emphasizing interaction, authenticity, and learner engagement, these approaches transform the language classroom into a dynamic space for meaningful communication.

The study highlights the importance of moving beyond traditional teaching models and adopting innovative, learner-centered strategies. Such an approach not only improves language proficiency but also equips students with the skills necessary to thrive in a globalized world.

Future research may focus on the quantitative measurement of learning outcomes and the exploration of technology-enhanced implementations of these methodologies.

Resources

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