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"EFFECTIVENESS OF MODERN COMMUNICATIVE METHODS IN TEACHING ENGLISH IN THE HIGHER EDUCATION SYSTEM OF UZBEKISTAN"

Annotation : This research investigates the effectiveness of modern communicative methods in teaching English to university students in Uzbekistan. The study was conducted among 18 third-year students of English Philology at Fergana State University over the course of three academic years. The research evaluates various communicative teaching approaches such as Role-play, Communicative Language Teaching (CLT), Task-Based Learning (TBLT), Pair/Group Work, Speaking Circles, and Debate Method. Data were collected through surveys, classroom observations, and photo documentation. Findings show significant improvement in students' confidence, vocabulary, fluency, interest, and spontaneous speaking abilities. The combined use of CLT, debates, and role-play proved the most effective in enhancing students' communicative competence.

Keywords: communicative methods, CLT, role-play, debate, speaking skills, higher education

Annotatsiya: Ushbu tadqiqot O'zbekiston oliy ta'lim tizimida ingliz tilini o'qitishda zamonaviy kommunikativ metodlarning samaradorligini o'rganishga bag'ishlangan. Tadqiqot Farg'ona davlat universiteti Ingliz filologiyasi yo'nalishining 3-bosqichida tahsil olayotgan 18 nafar talaba ishtirokida uch yil davomida olib borildi. Tadqiqot davomida Role-play, CLT, TBLT, juftlik/guruhda

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ishlash, Speaking circles va Debate kabi metodlar qo‘llandi. Savolnoma, kuzatuv va foto materiallar orqali olingan natijalarga ko‘ra, talabalarning ishonchi, lug‘at boyligi, nutq ravonligi va darsga qiziqishi sezilarli darajada oshgan. Eng samarali usullar sifatida CLT, debatlar va role-playning kombinatsiyasi aniqlandi.

Kalit so‘zlar: kommunikativ metodlar, CLT, role-play, debat, nutq ko‘nikmalari, oliy ta’lim

Аннотация: Данное исследование посвящено изучению эффективности современных коммуникативных методов в преподавании английского языка в системе высшего образования Узбекистана. Исследование проводилось среди 18 студентов 3 курса направления «Английская филология» Ферганского государственного университета на протяжении трёх лет. В исследовании использовались такие методы, как ролевая игра, CLT, TBLT, работа в парах и группах, speaking circles и дебаты. Данные собирались посредством анкетирования, наблюдения и фотофиксации. Результаты показывают значительное повышение уверенности студентов, расширение словарного запаса, улучшение беглости речи и интереса к занятиям. Наиболее эффективной оказалась комбинация CLT, дебатов и ролевой игры.

Ключевые слова: коммуникативные методы, CLT, ролевая игра, дебаты, разговорная речь

The rapid modernization of Uzbekistan’s higher education system, guided by the “Uzbekistan–2030” Strategy and the Concept for the Development of Higher Education, emphasizes improving foreign language proficiency as a national priority. English is increasingly required for academic mobility, international research, and employability. Therefore, communicative competence has become the central focus in English language teaching (ELT).

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Traditional grammar-based approaches no longer satisfy the needs of Generation Z learners, who expect interactive, dynamic, and meaningful communication-based lessons. Modern communicative methods—such as CLT, role-play, debates, and TBLT—are considered highly effective for promoting real-life speaking skills, critical thinking, and collaboration.[1]

Despite increasing interest in communicative methodology, practical classroom-based studies in Uzbek universities remain limited This research aims to fill that gap by analyzing the effectiveness of communicative methods applied over three years at Fergana State University.[2]

Research problem: insufficient fluency, confidence, spontaneity, and vocabulary use among university EFL learners.

Purpose of the study: to evaluate the impact of communicative methods on speaking skills and student motivation.

Research objectives:

1. Identify communication-focused teaching techniques applied over 3 years.
2. Measure students' progress in fluency, vocabulary, and confidence.
3. Compare the effectiveness of different communicative approaches.
4. Determine the most effective method combination.

METHODS (Participants)

The study involved 18 students from the 3rd year of the English Philology and Teaching program at Fergana State University. The same cohort was observed over three academic years (five semesters).

Research Design

A mixed-method approach was used:

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- **Quantitative:** survey results, activity performance
- **Qualitative:** observations, student feedback, classroom photos

Teaching Methods Applied

The following communicative approaches were implemented over three years:

- Role-play (core method)
- Communicative Language Teaching (CLT)
- Task-Based Learning (TBLT)
- Pair and group work
- Debate method
- Speaking circles
- Additional methods: improvisation, creative tasks, digital tools (Mentimeter)

All activities were designed to stimulate students' independent thinking and creativity. Students were encouraged to rely on their own ideas, problem-solving skills, and imagination, rather than using AI or pre-prepared answers. This approach helped develop oral communication, spontaneity, critical thinking, and teamwork, which are essential skills for real-life situations and professional communication in English.[3]

Examples of Classroom Activities

Activity 1: Generation Z – TBLT

- Introduction of new Gen-Z vocabulary
- Music lyric analysis
- Students created their own slang

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• Assessment via Mentimeter.com

This activity developed creativity, digital literacy, and vocabulary depth.

Activity 2: Window Shopping – Role-play + Group Work

• Students selected national items (kalish, beshik)

• Prepared advertisements

• Role-played as sellers and buyers

This improved cultural awareness, fluency, and teamwork.

Activity 3: Reading to Speak — Integrating Oral Communication Skills

Activity Card 1 — Clinic Miscommunication

• Setting: Doctor's Office

• Case: A foreign patient tries to describe symptoms; receptionist misunderstands; doctor gives wrong advice; nurse corrects before things escalate.

• Task: Act out the scene showing misunderstanding → confusion → correction → solution

Activity Card 2 — Restaurant Order Gone Wrong

• Setting: Busy Restaurant

• Case: Tourist tries to order; waiter miscommunicates; chef prepares wrong dish; manager resolves the problem.

• Task: Act out the scene showing unclear language → mistakes → negotiation → solution

Activity Card 3 — Group Project Disaster

• Setting: University Library

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• Case: Group prepares presentation; one student misunderstands instructions; one chooses wrong topic; another deletes files; leader organizes group before deadline.

• Task: Act out chaos → communication → cooperation → fixed project

Activity Card 4 — Hotel Booking Mix-Up

• Setting: Hotel Reception

• Case: Guest arrives; reservation missing; receptionist confused; bellboy gives wrong info; manager resolves calmly.

• Task: Act out questions → checking details → correcting mistakes → resolution

Evaluation: Scoring / Nominations System

During these activities, students' performances were evaluated by peers and instructors based on nominations. Teams or individuals could receive recognition in categories such as:

• Reading comprehension

• Creative approach

• Speaking skills

• Acting / role-play performance

This system encouraged healthy competition, motivation, and reflective learning, while still focusing on original ideas and teamwork, rather than copying from AI or external sources.

RESULTS

Over the three-year period, the 18 students demonstrated significant improvements in speaking skills, confidence, creativity, and teamwork. The implementation of Role-play, CLT, TBLT, and Debate methods allowed students

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to actively participate in problem-solving and authentic communication scenarios.[2][3]

Key observations include:

1. Fluency and Confidence:

• Role-play activities, such as Generation Z vocabulary creation and Window Shopping scenarios, helped students respond spontaneously.

• Even with limited preparation time, students were able to improvise, demonstrating rapid thinking and clear oral expression.

2. Creativity and Critical Thinking:

• AI-free activities encouraged students to use their own ideas and solve problems without external assistance.

• Students generated original dialogues, slangs, and solutions in Reading to Speak role-plays, showing creativity and practical language application.

3. Teamwork and Cooperation:

• Group-based tasks, such as the Window Shopping advertising project and Group Project Disaster, improved collaboration and conflict resolution.

• Students learned to negotiate roles, clarify misunderstandings, and complete tasks effectively under time constraints.

4. Assessment and Motivation:

• Peer- and instructor-led nominations (reading comprehension, creativity, speaking, acting) created a motivating, supportive learning environment.

• Students actively engaged in reflection and feedback, improving both performance and self-confidence.

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Discussion

The findings confirm that modern communicative methods, when combined with interactive, student-centered tasks, significantly enhance oral proficiency, problem-solving abilities, and motivation.[3]

• Role-play + CLT + Debate proved most effective in building confidence and spontaneity.

• Task-based learning, including the Generation Z and Reading to Speak activities, reinforced language comprehension, practical vocabulary usage, and real-world communication skills.[4]

• Using AI-free, original-thinking approaches ensured students developed independent cognitive skills, creativity, and critical thinking, which are essential for professional English communication.

These results align with existing literature (Richards & Rodgers, 2014; Harmer, 2015; Nunan, 2004; Ellis, 2009; Brown, 2007), which emphasizes the effectiveness of communicative and task-based approaches in promoting student engagement, language acquisition, and transferable skills.

Conclusion

The study demonstrates that integrating modern communicative methods with innovative, AI-free tasks significantly improves English learning in higher education. Activities such as Generation Z tasks, Window Shopping role-plays, and Reading to Speak scenarios enabled students to develop fluency, creativity, problem-solving, and teamwork.

The peer- and instructor-evaluated nominations system further motivated students, encouraged active participation, and fostered a friendly, competitive learning environment.

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Overall, combining traditional communicative methods with creative, student-centered tasks produces a highly effective English learning environment, equipping students with language proficiency and essential 21st-century skills, making them confident, creative, and capable communicators ready for real-life professional contexts.

Works cited

1. (Harmer, 2015)

2. (Brown, 2007)

3. (Nunan, 2004)

4. (Ellis, 2009)