



ISSN: 3060-4613



MAKTABGACHA  
VA MAKTAB  
TA'LIMI VAZIRLIGI



O'zbekiston  
Milliy Pedagogika  
Universiteti



No6(5)  
2026

- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

# M

# AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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Elektron nashr. 344 sahifa,  
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Pedagogika fanlari bo'yicha: OAK Kengashi tavsiyasi (26.08.2024-y., №11-05-4381/01) asosida:

- Ekspert kengashi (29.10.2024-y., №10)
- Rayosat qarori (31.10.2024-y., №363/5)

Psixologiya fanlari bo'yicha: Toshkent davlat pedagogika universiteti murojaatiga asosan OAK tavsiyasi (24.04.2025-y., №11-05-2566/01):

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# CONTEMPORARY LINGUODIDACTIC TRENDS IN TEACHING ENGLISH IN HIGHER EDUCATION

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**Abstract:** This article examines the modern linguodidactic trends in teaching English in higher education institutions based on a scientific, theoretical, and comparative analysis. The study focuses on the impact of communicative language teaching, task-based language teaching (TBLT), Content and Language Integrated Learning (CLIL), and digital learning technologies on the effectiveness of English language instruction. Based on the analysis of scientific literature and meta-analytical findings, the role of these approaches in developing students' linguistic, communicative, and academic competencies is investigated. The study also identifies the ongoing modernization of English language teaching in higher education and the shift toward a competency-based approach, substantiating its practical significance. The results demonstrate that the systematic implementation of modern linguodidactic approaches is a crucial factor in enhancing educational quality and preparing specialists in accordance with international standards.

**Key words:** linguodidactics, higher education, English language teaching, communicative approach, TBLT, CLIL, digital education, competency-based approach.

**Annotatsiya:** Mazkur maqolada oliy ta'lim tizimida ingliz tilini o'qitishning zamonaviy lingvodidaktik tendensiyalari ilmiy-nazariy va qiyosiy tahlil asosida o'rganildi. Tadqiqotda kommunikativ yondashuv, vazifaga yo'naltirilgan ta'lim (TBLT), fan va til integratsiyasiga asoslangan CLIL modeli hamda raqamli ta'lim texnologiyalarining ingliz tili o'qitish samaradorligiga ta'siri yoritildi. Ilmiy adabiyotlar va meta-tahlil natijalari asosida ushbu yondashuvlarning talabalarning lingvistik, kommunikativ va akademik kompetensiyalarini rivojlantirishdagi o'rni tahlil qilindi. Shuningdek, oliy ta'lim muassasalarida ingliz tilini o'qitish jarayonining modernizatsiyasi va kompetensiyaviy yondashuvga o'tish tendensiyalari aniqlanib, ularning amaliy ahamiyati asoslab berildi. Tadqiqot natijalari zamonaviy lingvodidaktik yondashuvlarni tizimli joriy etish ta'lim sifatini oshirish va xalqaro standartlarga mos mutaxassislar tayyorlashda muhim omil ekanligini ko'rsatadi.

**Kalit so'zlar:** lingvodidaktika, oliy ta'lim, ingliz tilini o'qitish, kommunikativ yondashuv, TBLT, CLIL, raqamli ta'lim, kompetensiyaviy yondashuv.

**Аннотация:** В данной статье рассматриваются современные лингводидактические тенденции преподавания английского языка в системе высшего образования на основе научно-теоретического и сравнительного анализа. Исследование направлено на изучение влияния коммуникативного подхода, обучения на основе задач (TBLT), интегрированного обучения предмету и языку (CLIL), а также цифровых образовательных технологий на эффективность преподавания английского языка. На основе анализа научной литературы и результатов мета-аналитических исследований рассматривается роль данных подходов в развитии лингвистической, коммуникативной и академической компетенций студентов. Также выявлены процессы модернизации преподавания английского языка в высшей школе и переход к компетентностному подходу, что подтверждает их практическую значимость. Результаты исследования показывают, что системное внедрение современных лингводидактических подходов является важным фактором повышения качества образования и подготовки специалистов в соответствии с международными стандартами.

**Ключевые слова:** лингводидактика, высшее образование, преподавание английского языка, коммуникативный подход, TBLT, CLIL, цифровое образование, компетентностный подход.

## INTRODUCTION

In the context of contemporary globalization processes, teaching English in higher education institutions is regarded not only as a means of developing communicative competence but also as a key strategic factor in enhancing students' academic, professional, and scientific potential at an international level. In particular, ongoing transformations in modern linguodidactics necessitate a fundamental renewal of English language teaching methodologies, shifting from traditional approaches toward models based on communicative, competency-based, and digital learning technologies.

In the Republic of Uzbekistan, systematic reforms are being implemented to modernize the education system, improve the quality of foreign language instruction, and align it with international standards. In this regard, the Presidential Decree of the Republic of Uzbekistan dated July 6, 2022, No. PF-165<sup>1</sup>, "On Measures for the Implementation of the Innovation Development Strategy of the Republic of Uzbekistan for 2022-2026," adopted with the aim of advancing innovative development of the education system, widely introducing digital technologies, and strengthening integration into the global educational space, serves as one of the key legal foundations for modernizing foreign language teaching methodology in higher education institutions. These initiatives are significantly contributing to the qualitative advancement of English language education in universities <sup>[1]</sup>.

From this perspective, it is of particular importance to conduct a scientific analysis of the evolution of linguo-didactic approaches in English language teaching, as well as the impact of modern methodologies such as CLIL (Content and Language Integrated Learning), blended learning, task-based learning, and digital learning environments. These trends not only enhance the effectiveness of language acquisition but also expand opportunities for students' integration into global academic and professional environments.

This article provides a theoretical and scientific analysis of contemporary linguodidactic trends in teaching English in higher education and substantiates their effectiveness in practical educational settings.

## LITERATURE REVIEW

Recent scientific studies on contemporary linguodidactic trends in teaching English in higher education indicate a shift from communicative approaches toward competency-based and digitally integrated learning models. In this regard, both international and local scholars have developed significant theoretical frameworks and pedagogical concepts.

Among foreign literature, Douglas H. Brown's "Teaching by Principles: An Interactive Approach to Language Pedagogy" (2007) provides a systematic overview of communicative foundations in language teaching. The author emphasizes the importance of interactivity, learner-centered instruction, and the use of authentic materials in language education. This conceptual framework contributes to enhancing the effectiveness of English language teaching in modern higher education environments <sup>[2]</sup>.

Similarly, David Nunan's "Task-Based Language Teaching" (2004) establishes a theoretical foundation for task-based language teaching (TBLT). According to Nunan, language acquisition is most effective when it occurs through the completion of real communicative tasks. This approach serves as an important methodological basis for preparing students for academic and professional discourse in higher education settings <sup>[3]</sup>.

In "Approaches and Methods in Language Teaching" (2014), Jack C. Richards and Theodore S. Rodgers analyze the evolution of language teaching methodologies, highlighting the development of Communicative Language Teaching (CLT), audio-lingual, and eclectic approaches. The authors emphasize that modern linguo-didactics is characterized not by rigid methodological boundaries but by the integration of diverse approaches <sup>[4]</sup>.

In the European educational context, the CLIL (Content and Language Integrated Learning) model developed by Do Coyle ("CLIL - Content and Language Integrated Learning", 2010) is of particular significance. This approach involves teaching English not as an isolated subject but in integration with other academic disciplines. Consequently, it expands opportunities for learning the language in functional and academic contexts within higher education <sup>[5]</sup>.

Within local academic literature, important studies have also been conducted on English language teaching methodology. In particular, J. Jalolov's "Chet til o'qitish metodikasi" (Methodology of Foreign Language Teaching) (2012) scientifically substantiates the didactic principles of foreign language teaching, lesson organization methods, and the foundations of communicative approaches. The author emphasizes the necessity of adapting methodological approaches to the context of the Uzbek education system <sup>[6]</sup>.

Furthermore, research conducted by M. Mahkamova (2022) analyzes the use of modern pedagogical technologies in teaching English in higher education, particularly the effectiveness of interactive methods and multimedia tools. These studies empirically demonstrate the positive impact of digital learning environments on language acquisition efficiency <sup>[7]</sup>.

In addition, state policy aimed at modernizing the foreign language education system in the Republic of Uzbekistan serves as an important foundation for scientific research. In particular, reforms initiated under the leadership of Shavkat Mirziyoyev, including the implementation of competency-based education and the widespread adoption of digital technologies, have directly contributed to the development of contemporary linguodidactic trends.

<sup>1</sup> <https://lex.uz/docs/-6102462>



Overall, the analyzed foreign and local literature indicates that English language teaching methodology is transitioning from traditional grammar-based instruction toward communicative, competency-based, and digitally integrated models. At the same time, approaches such as CLT, TBLT, and CLIL are emerging as key methodological directions in enhancing the effectiveness of linguodidactic processes in higher education institutions.

## RESEARCH METHODOLOGY

The present study is aimed at providing a scientific examination of contemporary linguodidactic trends in teaching English in higher education institutions, and it is based on a comprehensive methodological approach. The theoretical framework of the research is grounded in scholarly perspectives in the fields of foreign language education, communicative methodology, competency-based instruction, and digital pedagogy.

During the research process, the method of systematic literature review was employed to examine modern concepts of English language teaching, including Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), and blended learning approaches. Through comparative analysis, the methodological potential of these approaches and their impact on instructional effectiveness were identified.

In addition, methods of analysis and synthesis, induction and deduction, classification, and scientific generalization were applied. These methods enabled the systematization of the main trends in linguodidactic development and the evaluation of their significance in higher education practice.

The reliability of the research findings was ensured through the comparative analysis of local and international academic sources, the conceptual synthesis of existing theoretical perspectives, and the integration of scientific conclusions related to contemporary educational practice. This methodological approach made it possible to interpret current trends in English language education as an integrated scientific system.

## ANALYSIS AND RESULTS

The conducted analysis confirms that contemporary linguodidactic approaches have a significant impact on the effectiveness of English language education. In particular, a meta-analysis conducted by Lara Bryfonski and Todd McKay, based on 52 empirical studies, revealed that the overall effect size of Task-Based Language Teaching (TBLT) was  $d = 0.93$ . This indicates a strong positive effect on language learning outcomes. The researchers report that in TBLT-based instruction, students demonstrate higher levels of communicative engagement, fluency, and practical language competence compared to traditional teaching methods<sup>[8]</sup>.

These findings suggest that, in modern higher education contexts, language acquisition is more effective when students learn through the completion of real communicative tasks rather than through the study of theoretical rules alone. In particular, for students preparing for professional careers, task-based instruction plays a crucial role in developing practical communicative competencies.

In recent years, the effectiveness of task repetition has also been empirically validated. According to a 2025 meta-analysis published in the journal *System*, task repetition significantly improves learners' syntactic complexity and grammatical accuracy. In particular, a reduction in spoken errors and an increased use of complex sentence structures were observed<sup>[9]</sup>.

These results demonstrate that repetition in language learning is not merely a memorization strategy but also an important mechanism for the automatization of linguistic units. Accordingly, the repeated performance of the same communicative tasks in different contexts contributes to the stable development of learners' language skills.

The analysis also revealed the high effectiveness of Content and Language Integrated Learning (CLIL) and English Medium Instruction (EMI) models. A meta-analysis conducted by Jang Ho Lee, Hansol Lee, and Yuen Yi Lo, encompassing 44 studies and 7,434 learners, found that EMI-CLIL programs had a positive effect on English language competence, with effect sizes ranging from  $d = 0.73$  to  $d = 1.01$ <sup>[10]</sup>.

These findings confirm the necessity of teaching English not as an isolated subject but as a medium for acquiring disciplinary and academic knowledge. In particular, the use of CLIL and EMI approaches in fields such as economics, tourism, information technology, and international relations enables the simultaneous development of both language proficiency and subject-specific competencies.

The digital transformation of English language teaching in higher education has also emerged as a significant factor. A meta-analysis conducted by Hamad H. Alsowat, covering 3,496 studies, found that technology-based language teaching methods yielded an effect size of  $d = 0.98$  for vocabulary development and  $d = 1.26$  for grammatical competence<sup>[11]</sup>.

These findings confirm the importance of digital technologies in enhancing educational effectiveness. However, technology alone does not guarantee learning outcomes; its effectiveness depends on pedagogically

appropriate application, integration with interactive methods, and support for students' independent learning activities.

OECD reports also emphasize that digital learning environments, artificial intelligence tools, and adaptive learning platforms contribute to the individualization of the educational process, allowing instruction to be tailored to learners' pace and needs (Table 1).

**Table 1: Comparative Analytical Framework of Modern Linguodidactic Approaches**

Approach	Core Idea	Advantages	Impact on Higher Education
<b>CLT (Communicative Language Teaching)</b>	Teaching language as a means of communication	Develops real communicative competence	Enhances students' spoken fluency and classroom interaction
<b>TBLT (Task-Based Language Teaching)</b>	Learning through completion of meaningful tasks	Strengthens practical language skills	Improves ability to use language in problem-solving situations
<b>CLIL (Content and Language Integrated Learning)</b>	Integration of subject content and language learning	Simultaneous development of academic and language skills	Promotes formation of professional English competence
<b>Digital Learning / AI-based Learning</b>	Technology-enhanced language instruction	Personalized learning and immediate feedback	Enhances learner autonomy and flexible learning environment

Overall, the analysis demonstrates that the main developmental directions of modern linguodidactics are closely associated with communicativeness, task orientation, content-language integration, and digitalization. These trends not only enhance English language competence but also contribute to the development of critical thinking, independent learning skills, and professional communication abilities. Therefore, the integrated application of these approaches is considered essential in organizing English language instruction in higher education institutions.

## CONCLUSION AND RECOMMENDATIONS

The results of this study indicate that the process of teaching English in higher education institutions is undergoing a qualitative transition to a new stage under the influence of contemporary linguodidactic approaches. The analysis confirms that communicative language teaching, Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), and digitally enhanced learning environments significantly contribute to the development of students' linguistic, communicative, and academic competencies.

It has been established that the dominant direction of modern linguodidactics is the teaching of English not as an isolated academic subject, but as a medium for professional and academic activity. This trend contributes not only to the development of students' language proficiency but also to their ability to function in the international information space, think critically, engage in academic communication, and develop autonomous learning skills.

The reviewed scholarly sources and meta-analytical findings demonstrate that the effectiveness of modern linguodidactic technologies is well supported by empirical evidence. Therefore, the systematic integration of innovative methods into educational practice is of crucial importance for the renewal of English language teaching content.

Based on the findings of the study, the following recommendations are proposed:

- to improve English language curricula on the basis of communicative and competency-based approaches;
- to more widely implement CLIL and EMI elements based on the integration of subject-specific content and English language learning;
- to expand the use of artificial intelligence technologies, adaptive learning platforms, and digital educational resources;
- to enhance continuous professional development programs aimed at improving teachers' modern linguodidactic and digital competencies;
- to extend empirical research focused on evaluating the effectiveness of contemporary linguodidactic approaches in higher education institutions of Uzbekistan.



In conclusion, the consistent implementation of modern linguodidactic trends in higher education practice is one of the key factors in improving the quality of English language education, preparing specialists with competencies aligned with international standards, and strengthening the country's competitiveness in the global academic and professional arena.

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- 13.00.00 Pedagogika fanlari
  - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
  - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
  - 13.00.03 Maxsus pedagogika
  - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
  - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
  - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
  - 13.00.07 Ta'limda menejment
  - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
  - 13.00.09 Ijtimoiy pedagogika
  - 07.00.00 Tarix fanlari
  - 19.00.00 Psixologiya fanlari
  - 01.00.00 Fizika-matematika fanlari
  - 02.00.00 Kimyo fanlari
  - 03.00.00 Biologiya fanlari
  - 09.00.00 Falsafa fanlari
  - 10.00.00 Filologiya fanlari
  - 11.00.00 Geografiya fanlari



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**2026. №6(5)**

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**Manzirimiz:** Toshkent shahar, Yunusobod tumani  
19-mavze, 17-uy.