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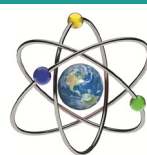
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi 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

M

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PRINCIPLES OF TEACHING BASIC FOREIGN LANGUAGE SKILLS (EFL)

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Abstract: This article focuses on the systematic development of learners' listening, speaking, reading, and writing abilities, which form the foundation of effective communication. The core principles discussed include the communicative approach, learner-centered instruction, scaffolding, integration of skills, cultural competence, and the use of authentic materials. The research highlights the importance of balancing accuracy and fluency, incorporating task-based learning, and adopting strategies that address diverse learning styles. Contemporary perspectives emphasize digital literacy and the role of technology-enhanced instruction, which enables more interactive, personalized, and context-driven learning experiences.

Key words: principles, EFL (English as a Foreign Language), foreign language learning, basic language skills, task-based learning.

Annotatsiya: Ushbu maqolada o'quvchilarning tinglash, gapirish, o'qish va yozish ko'nikmalarini tizimli ravishda rivojlantirish masalasi yoritilgan. Bu ko'nikmalar samarali muloqotning asosi hisoblanadi. Tadqiqotda kommunikativ yondashuv, o'quvchiga yo'naltirilgan ta'lim, tayanch (scaffolding) usullari, til ko'nikmalarining integratsiyasi, madaniy kompetensiya hamda autentik materiallardan foydalanish kabi asosiy tamoyillar tahlil qilingan. Shuningdek, aniqlik va ravonlik o'rtasidagi muvozanatni saqlash, topshiriqqa asoslangan o'qitish (task-based learning) va turli o'quv uslublariga mos strategiyalarni qo'llash zarurligi ta'kidlangan. Zamonaviy yondashuvlar raqamli savodxonlik va texnologiyaga asoslangan ta'limning o'rnini hamda ularning interaktiv, shaxsga yo'naltirilgan va kontekstga mos o'qitish imkoniyatlarini kengaytirishini alohida ta'kidlaydi.

Kalit so'zlar: tamoyillar, EFL (chet tili sifatida ingliz tili), chet tilini o'rganish, asosiy til ko'nikmalari, topshiriqqa asoslangan o'qitish.

Аннотация: В данной статье рассматривается систематическое развитие навыков аудирования, говорения, чтения и письма у учащихся, которые составляют основу эффективной коммуникации. В число основных принципов входят коммуникативный подход, обучение, ориентированное на учащегося, поддержка, интеграция навыков, культурная компетентность и использование аутентичных материалов. В исследовании подчеркивается важность баланса между точностью и беглостью, включения обучения, основанного на задачах, и применения стратегий, учитывающих различные стили обучения. Современные подходы подчеркивают цифровую грамотность и роль обучения с использованием технологий, которое обеспечивает более интерактивный, персонализированный и контекстно-ориентированный процесс обучения.

Ключевые слова: принципы, EFL (английский язык как иностранный), изучение иностранного языка, базовые языковые навыки, обучение, основанное на задачах.

INTRODUCTION

The urgency of researching principles for teaching basic foreign language skills in EFL arises from both global and local educational demands. English continues to serve as the dominant international language in business, technology, science, and education. Proficiency in English provides learners with broader opportunities for global mobility, access to academic and professional resources, and participation in cross-cultural communication. Nevertheless, despite years of formal instruction, many learners struggle to achieve communicative competence, revealing a persistent gap between theoretical knowledge and practical classroom application.

In a rapidly globalizing world where English proficiency is increasingly linked to employability, academic achievement, and social integration, refining and disseminating effective teaching principles becomes an educational priority. The advancement of digital tools, AI-assisted learning environments, and blended instructional



models necessitates the adaptation of foundational teaching methods to new technological realities. Moreover, post-pandemic transformations in education underscore the importance of integrating remote, hybrid, and technology-mediated practices while preserving the essential principles of skill-based instruction.

Consequently, research in this area is critical for enhancing teacher education, optimizing curriculum design, and informing educational policy. The ultimate goal is to ensure that learners acquire not only linguistic knowledge but also the communicative competence and practical language skills essential for authentic, real-world interactions.

LITERATURE REVIEW

Modern foreign language educators possess a comprehensive understanding of diverse instructional techniques, evolving pedagogical approaches, and the historical development of language teaching methodologies. Rather than adhering strictly to a single “best method,” effective teachers apply an integrative approach, drawing selectively from multiple methodologies according to specific learning contexts, objectives, and learner profiles. Lesson planning is thus oriented toward facilitating comprehension, fostering communicative competence, and promoting active learner engagement.

In practical classroom application, this eclectic approach manifests in several core strategies. Teachers design varied written and oral exercises to enhance accuracy, fluency, and overall communicative performance. Error correction is immediate in accuracy-focused activities but deferred in fluency-oriented tasks to maintain learner confidence and flow. Instruction aims to develop all four language skills—reading, writing, listening, and speaking—in a balanced and interconnected manner. Pronunciation is addressed through targeted drills and repetition, while grammar and vocabulary are contextualized and personalized to support functional language use. A well-structured curriculum goes beyond grammar and lexis to include linguistic functions, idiomatic expressions, and colloquial usage that mirror authentic communication. Teachers often implement guided discovery techniques in grammar instruction, encouraging learners to identify linguistic patterns independently. Translation may be used selectively when it serves as the most efficient means of clarifying abstract concepts, provided the teacher is proficient in both languages. Moreover, educators consistently diversify instructional materials and resources to create engaging, meaningful, and student-centered learning environments. Since no single methodology adequately meets all learning needs, professional EFL practitioners increasingly adopt a Principled Eclecticism framework. This approach emphasizes pedagogical flexibility, enabling teachers to adapt strategies responsively to learner differences and situational demands while fostering learner autonomy and self-regulation in the language acquisition process.

While certain private schools and training institutions continue to promote proprietary, branded methods or approaches, these are frequently adopted more for commercial or promotional purposes than for demonstrable pedagogical effectiveness.

Suggestopedia. This method is based on the assumption that the human mind possesses significant untapped potential and that learning can be enhanced through suggestion. It incorporates relaxation techniques to support the assimilation of new linguistic material. At the outset, learners are presented with extensive input in the target language, which is translated and read aloud, often accompanied by classical music. The underlying objective is to establish an atmosphere of profound relaxation, allowing comprehension to occur both incidentally and subconsciously. By exposing learners to large amounts of linguistic material, the method seeks to reinforce the idea that language acquisition is a natural and effortless process. In later stages, learners actively engage with the material through communicative tasks. Originally developed by Georgi Lozanov in the 1970s–1980s, Suggestopedia subsequently influenced the Accelerated Learning movement, which places particular emphasis on meaningful texts and vocabulary development.

ANALYSIS AND RESULTS

Total Physical Response (TPR). Developed by James Asher, TPR is modeled on the natural processes through which children acquire their first language. It integrates physical activity with listening and comprehension exercises, while placing strong emphasis on enjoyment and learner engagement as essential components of the learning process. Although TPR demonstrates limitations in teaching abstract concepts and higher-level language functions, it has been recognized as highly effective for beginners and continues to be widely employed in early childhood and young learner contexts.

Classified within the Humanistic Approaches, this method is characterized by the teacher's minimal verbal intervention—hence its designation. The Silent Way is structured around a problem-solving orientation to learning, fostering autonomy and collaboration among students. Its primary aim is to enable learners to select and control appropriate linguistic forms with accurate intonation and rhythm. The teacher neither repeats

material nor supplies model phrases for imitation, and the use of the learners' native language is deliberately avoided. Instead, vocabulary is introduced through structured patterns, and colored charts serve as visual aids to support pronunciation and comprehension while minimizing teacher talk ^[14].

Each of these methods prioritizes different aspects of language learning, which translates into distinct practices within the classroom. More widely adopted methods, including Communicative Language Teaching (CLT), have been elaborated upon in detail elsewhere, with CLT remaining the most prevalent and effective approach in contemporary EFL pedagogy. In practice, CLT incorporates creative strategies that combine communicative competence with learner engagement to produce successful outcomes. For institutions that adopt such approaches, the integration of the arts alongside high academic expectations has proven to be a distinctive and effective model, generating consistently strong results in English language learning ^[16].

CLT is regarded not only as a contemporary teaching approach but also as a post-method paradigm capable of fulfilling the objectives of English language education while addressing the needs of both learners and teachers. Darwish further emphasizes that the concept of the Communicative Language Model serves as an overarching framework encompassing diverse teaching methodologies aimed at developing learners' communicative abilities. This is demonstrated by classroom practices that draw upon approaches such as Task-Based Language Teaching, the Humanistic Approach, and Total Physical Response—all of which are applied through communicative strategies. In essence, the communicative approach integrates a wide range of pedagogical practices ^[15]. Importantly, no single method alone can fully meet the dual objectives of EFL learning: achieving language proficiency while responding to the needs of learners and teachers.

Communicative methods place a strong emphasis on classroom interaction, situating learner participation at the center of communicative activities. The central role of CLT in EFL pedagogy lies in its ability to foster learners' acquisition of the target language by requiring them to actively engage in the learning process. As Celce-Murcia ^[16] notes ^[15], CLT reflects diverse models, research paradigms, and learning theories—all of which are grounded in the principle that language use is fundamentally communicative. Thus, the approach highlights social interaction not merely as an outcome of language learning but as its primary foundation. This aligns with Hymes' concept of communicative competence, which expands beyond Chomsky's notion of linguistic competence to include the social rules governing language use. Hymes argued that communicative competence is essential for understanding and producing both referential and social meaning—a perspective that carries significant implications for language pedagogy.

Sociolinguistic research has since explored the rules of speaking, focusing on utterances as bearers of social meaning. For Hymes, the importance of social meaning in communication extends beyond language form to encompass its role in human interaction. He proposed a model of language learning oriented toward communicative behavior and social life, intended for practical application in English language classrooms. This model provides a framework for identifying and discussing strategies and techniques in language instruction, with explicit consideration of the social dimensions of human communication ^[15].

CONCLUSION

In conclusion, the principles of teaching basic foreign language skills in English as a Foreign Language (EFL) emphasize a learner-centered, communicative, and contextually relevant approach. Effective instruction requires a balanced integration of the four core skills—listening, speaking, reading, and writing—while acknowledging their interdependence. Research highlights that authentic materials, meaningful practice, and interactive methodologies foster both linguistic competence and communicative confidence. Furthermore, successful EFL teaching is grounded in gradual progression, scaffolding, and sustained learner motivation. Teachers should adapt instructional methods to students' proficiency levels, cultural backgrounds, and learning preferences, while also nurturing autonomy and critical thinking. Incorporating technology, task-based learning, and real-life communication contexts enhances skill development and long-term retention. Ultimately, effective EFL instruction extends beyond linguistic accuracy to the cultivation of learners' ability to use language authentically. By applying sound pedagogical principles, educators can create engaging, supportive environments that empower learners to become confident, independent, and proficient users of English.

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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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