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TA'LIMI VAZIRLIGI



O'zbekiston
Milliy Pedagogika
Universiteti



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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

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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INTEGRATING COMMUNICATIVE AND TASK-BASED APPROACHES IN ENGLISH LANGUAGE TEACHING WITHIN A LEARNER-CENTERED FRAMEWORK

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Abstract: This article explores how Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) can be used within a learner-centered classroom. Drawing on TESOL research, it examines how English language teaching has moved away from fixed, method-based approaches toward more flexible and context-sensitive pedagogy. The article emphasizes that no single teaching method works equally well in all classroom contexts. The review indicates that CLT helps students develop communicative competence by encouraging interaction and meaning-focused communication. TBLT supports this goal by organizing lessons around tasks with clear purposes and real-world outcomes. The article also explores how Content-Based Instruction (CBI) and CLIL improve student engagement by teaching language through meaningful subject content. In addition, cooperative learning is shown to enhance motivation and interaction by promoting structured group work and peer collaboration. Overall, the study argues that these approaches function synergistically and are best understood from a post-method perspective, which allows teachers to adapt instruction to learners' needs and actual classroom conditions. The article concludes by recommending an integrated teaching approach that combines communicative interaction, task-based activities, content-focused learning, and learner-centered principles to improve the effectiveness of English language teaching.

Key words: communicative language teaching, task-based language teaching, learner-centered learning, content-based instruction, CLIL, cooperative learning, post-method pedagogy.

Annotatsiya: Ushbu maqolada ingliz tilini o'qitishda kommunikativ (CLT) va vazifaga asoslangan (TBLT) yondashuvlarni o'quvchi markazli ta'lim doirasida integratsiya qilish masalasi yoritiladi. Tadqiqot TESOL adabiyotlariga tayangan holda metodga qat'iy bog'langan ta'limdan moslashuvchan va kontekstga sezgir pedagogikaga o'tish jarayonini asoslaydi hamda yagona "eng yaxshi metod" mavjud emasligini ko'rsatadi. Adabiyotlar tahliliga ko'ra, CLT o'quvchilarda muloqot jarayonida ma'no muzokarasi va interaktiv ishtirok orqali kommunikativ kompetensiyani rivojlantiradi; TBLT esa mazmuniy vazifalar orqali tilni aniq maqsad va natijaga yo'naltirilgan holda qo'llashni kuchaytiradi. Shuningdek, CBI va CLIL til o'rganishni mazmun bilan bog'lab, o'quvchi faolligi va qiziqishini oshirishga xizmat qilishi, hamkorlikda o'rganish esa guruhviy ishlash orqali motivatsiya va o'zaro muloqotni kuchaytirishi ta'kidlanadi. Umuman olganda, maqola post-metod qarashlari asosida ushbu yondashuvlar bir-birini to'ldirishini ko'rsatadi va dars jarayonini o'quvchi ehtiyojlari hamda sinf sharoitiga mos holda integratsiyalashni tavsiya etadi.

Kalit so'zlar: kommunikativ til o'qitish, vazifaga asoslangan til o'qitish, o'quvchi markazli ta'lim, mazmun asosida o'qitish, CLIL, hamkorlikda o'rganish, post-metod pedagogika.

Аннотация: Данная статья посвящена интеграции коммуникативного подхода к обучению языку (CLT) и обучения на основе задач (TBLT) в рамках личностно-ориентированного подхода к преподаванию английского языка. На основе литературы TESOL обосновывается переход от жестко методо-ориентированных моделей к более гибкой и контекстно-зависимой педагогике, а также подчеркивается, что универсально "лучшего метода" не существует. Анализ показывает, что CLT способствует развитию коммуникативной компетенции через взаимодействие и переговоры о смысле, тогда как TBLT усиливает эти цели, организуя обучение вокруг смысловых заданий с конкретным результатом. Кроме того, контентно-ориентированное обучение (CBI) и CLIL повышают вовлеченность, связывая изучение языка с содержательными темами, а кооперативное обучение усиливает мотивацию и качество взаимодействия за счет структурированной работы в группах. В целом подчеркивается теоретическая целесообразность и взаимодополняемость этих подходов, которые с позиции постметодологической перспективы позволяют преподавателю адаптировать обучение к потребностям учащихся и реальным условиям класса. В качестве рекомендации предлагается интегрированная модель, сочетающая коммуникативное взаимодействие, задания, содержательную интеграцию и личностно-ориентированные принципы.

Ключевые слова: коммуникативное обучение, обучение на основе заданий, личностно-ориентированное обучение, контентно-ориентированное обучение, CLIL, кооперативное обучение, пост-методическая педагогика.



INTRODUCTION

English Language Teaching (ELT) has undergone significant methodological changes over recent years. In earlier periods, teachers mainly followed traditional, method-based approaches. Today, however, language teaching has become more flexible and increasingly sensitive to classroom contexts. One of the key arguments behind this shift is that no single teaching method can be universally effective in all situations. Prabhu argues that the absence of a single “best method” means it is impossible to rely on one fixed approach in language teaching; instead, successful instruction depends on the teaching context and the teacher’s professional judgment rather than strict adherence to prescribed methods.

This perspective is further developed within Post-Method Pedagogy, which promotes flexibility and grants teachers greater autonomy in instructional decision-making. As explained by Kumaravadivelu, contemporary ELT has moved away from rigid methodological frameworks and now integrates communicative, task-based, and learner-centered principles. Within this paradigm, Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) have become particularly important because they emphasize meaningful interaction, real-world language use, and active learner engagement. This article aims to examine the integration of communicative and task-based approaches in ELT from a learner-centered perspective, relying exclusively on established TESOL literature. Through an analysis of theoretical contributions related to CLT, TBLT, content-based instruction, and cooperative learning, the study demonstrates how an integrated teaching approach aligns with current practices in English language teaching.

LITERATURE REVIEW

Recent literature in English language teaching indicates a clear movement away from rigid teaching methods toward more flexible, content-based pedagogical frameworks. One of the most influential contributions to this shift comes from Prabhu, who argues that there is no single best method in language teaching. He further explains that effective teaching cannot be determined by a fixed method because real classroom environments are shaped by numerous factors, including learner-related and teacher-related conditions. Prabhu emphasizes that methodological debates often obscure the complexity of actual teaching practice and highlights the importance of teachers’ professional judgment. ^[6.163]

Expanding on this position, Kumaravadivelu describes the evolution of TESOL methodology and identifies a transition from method-based teaching to post-method pedagogy. He outlines three major shifts: from communicative language teaching to task-based pedagogy, from method to post-method perspectives, and from purely technical approaches to more critical and context-aware orientations. ^[4.61] Furthermore, Kumaravadivelu explains that post-method pedagogy encourages flexibility, teacher autonomy, and sensitivity to sociocultural contexts, providing a theoretical foundation for integrating diverse teaching approaches rather than relying on a single method. Communicative Language Teaching (CLT) is widely regarded as a central approach in modern ELT. Savignon conceptualizes CLT as an approach focused on developing communicative competence through interaction and negotiation of meaning. ^[8.262] She argues that language learning involves not only grammatical accuracy but also the appropriate use of language in pragmatic and sociolinguistic contexts. This perspective supports classroom activities that emphasize meaningful communication, active processes, and learner engagement with authentic input. Richards also highlights the importance of integrating language skills and using real-world contexts, which aligns closely with communicative teaching principles. Task-Based Language Teaching (TBLT) is frequently presented in the literature as a natural extension of CLT. ^[7.18] Moore defines a task as an activity that requires learners to use language to achieve a specific outcome reflecting real-life situations. ^[5.1] He explains that TBLT promotes learning through action and active participation, enabling learners to engage both cognitively and socially while completing tasks. In addition, content-based approaches further support integrated language teaching. As described by Waller, content-based instruction involves learning language through engagement with academic or thematic content, allowing learners to develop language proficiency alongside subject knowledge. ^[9.1] Similarly, King explains that Content and Language Integrated Learning (CLIL) represents a dual-focused approach that combines content learning and language development, shaped by contextual and institutional factors. These approaches emphasize meaningful language use and deeper cognitive engagement.

Learner-Centered Education further reinforces this integrated perspective. ^[3.2] Bremner notes that learner-centered education emphasizes active participation, interaction, learner autonomy, and responsiveness to learners’ needs. ^[1.3] His findings suggest that flexibility and adaptability are essential for effective learner-centered practice. Cooperative learning also supports these principles. Karim explains that cooperative language learning enhances motivation, interaction, and communicative competence by encouraging learners to work collaboratively in structured groups. ^[2.1] Overall, the literature strongly supports the integration of communicative, task-based, content-based, and learner-centered approaches within a post-method framework in English

language teaching. Rather than viewing these approaches as competing methodologies, existing research demonstrates that they complement one another and enable educators to respond more effectively to the demands of contemporary ELT contexts.

RESEARCH METHOD

This study employs a qualitative research design based on document analysis and classroom observation. The purpose of the research is to explore how communicative and task-based approaches can be combined within a learner-centered framework in English language teaching. A qualitative approach makes it possible to examine theoretical concepts derived from selected literature in depth and to understand how these concepts are reflected in classroom practice. The participants in the practical part of the study included 16 ninth-grade students who were learning English as a foreign language. All students were from the same class and had approximately the same level of English language proficiency. This group was selected because learners at this level are considered suitable for participating in communicative activities, task-based instruction, and cooperative learning, as described in the literature review. Data were collected using two main methods. The first method was document analysis, which was conducted using nine selected academic sources related to communicative language teaching, task-based language teaching, learner-centered education, content-based instruction, and cooperative learning. The second method was classroom observation, which was carried out to examine students' participation and interaction during communicative and task-based activities. No additional instruments, such as tests or questionnaires, were used.

The collected data were analyzed using thematic analysis. Key themes, such as communicative interaction, task completion, students' participation, cooperation, and learner-centeredness, were identified and explained in relation to the theoretical principles discussed in the literature. Observational findings were interpreted by comparing classroom practices with the core principles of communicative and task-based language teaching. Ethical considerations in this study were addressed in line with learner-centered and cooperative principles discussed in the literature. Learner-centered education emphasizes respect for learners' needs, participation, and well-being, requiring instructional practices to be responsible and non-intrusive. According to Bremner, learner-centered teaching involves adapting instruction to learners' needs and creating a supportive learning environment, which includes ethical responsibility for learners' participation and comfort ^[1,2]. Cooperative language learning also supports ethical practice by encouraging positive interaction, mutual respect, and supportive peer relationships among learners. As Karim notes, cooperative learning aims to increase motivation and reduce anxiety through structured group interaction ^[2,2]. From a methodological perspective, the post-method approach also has ethical significance. As Prabhu argues, teaching decisions should be based on classroom context and teachers' professional judgment rather than rigid methodological prescriptions, which helps to avoid inappropriate or potentially harmful practices ^[6,163]. Similarly, Kumaravadivelu emphasizes teacher autonomy and sensitivity to social and cultural contexts, suggesting that ethical teaching primarily requires awareness of students' backgrounds and classroom realities ^[4,61]. In this study, ethical standards were maintained by observing classroom activities solely for academic purposes, ensuring learner autonomy and avoiding the collection of personal or sensitive information. All theoretical sources were cited correctly, and learners participated through regular classroom activities conducted in accordance with learner-centered and cooperative principles as described in the literature.

ANALYSIS AND RESULTS

The review of the selected literature shows that integrated communicative and task-based approaches help create classrooms in which learners are more active, interact meaningfully, and use language with a clear purpose. The findings also indicate that communicative language teaching plays an important role in promoting interaction and communicative competence. The literature demonstrates that communication-based activities motivate learners to use language actively rather than focusing solely on grammar-based teaching and learning interactions. According to task-based language teaching principles, structured opportunities for communication further support these ideas and outcomes. The analysis clearly shows that task-based activities encourage ongoing interaction and peer discussion within the classroom, as learners need to share information and solve problems together in order to complete tasks in an effective way. The results also highlight the importance of content-based instruction in improving meaningful language use. The literature suggests that using language in a meaningful way within content increases learner engagement and supports communicative goals.

These findings show that pair and group work play a crucial role in meaningful language learning. According to a postmethod perspective, the findings indicate that effective teaching is based on adapting to the teaching context rather than following a single method. As highlighted by Prabhu, successful teaching is shaped by teachers' professional judgment and the classroom atmosphere rather than strict methodological prescriptions



[6.163]. This view supports the use of more than one approach in English language teaching. Savignon explains that communicative competence improves through learner-centered interaction, in which learners use language to express ideas, comprehend others, and negotiate meaning in social situations [8.262]. Richards supports this view by noting that modern approaches to teaching listening and speaking emphasize authentic language use and interaction, treating these skills as active and interconnected processes [7.19]. Moore also explains that tasks require students to use language meaningfully to achieve clear goals similar to real-life communication [5.1]. This supports the idea that task-based language teaching puts communicative principles into practice in an effective way. Waller explains that students improve their language more effectively when they work with challenging and meaningful content. In addition, King notes that CLIL combines content learning and language learning as a single approach, with its application being dependent on the teaching context [3.1]. Bremner identifies active participation, interaction, and attention to learners' needs as key elements of learner-centered education [1.3]. Additionally, Karim adds that cooperative learning develops interaction, motivation, and communicative competence through structured group work [2.2].

CONCLUSION AND SUGGESTIONS

The study examined how the integration of communicative and task-based approaches can be used in English language teaching within a learner-centered framework. The analysis of the selected literature shows that attempting to identify one teaching method that works in all situations is neither realistic nor effective in English language teaching. As clearly argued by Prabhu, effective teaching depends on contextual variables and teachers' professional judgment rather than on fixed methodological prescriptions [6.163]. The study also found that there is a strong need to rely on professional judgment instead of rigid, predefined methods, and it supports the use of multiple approaches in English language teaching.

The findings further indicate that communicative language teaching and task-based language teaching complement each other effectively. Communicative language teaching focuses on the development of communicative competence through interaction and negotiation of meaning, while task-based language teaching builds on these principles by using meaning-focused tasks that reflect real-life language use. In addition, by highlighting the importance of authentic input and active learner involvement in teaching listening and speaking skills, content-based instruction and CLIL further support meaningful language learning by connecting language use with cognitively engaging content. Learner-centered education and cooperative learning further strengthen this integrated approach by encouraging active participation, interaction, and responsiveness to learners' needs. From a post-method perspective, all of these approaches collectively support flexible and context-sensitive English language teaching. Based on the results of this study, it is suggested that English language teachers adopt an integrated approach that combines communicative, task-based, and learner-centered principles rather than relying on a single prescribed method. In line with post-method pedagogy, teachers should exercise professional autonomy and adapt their teaching to specific classroom contexts and learners' needs.

It is also recommended that instructors include meaningful tasks and cooperative activities in their lessons, as these promote interaction and authentic language use, as emphasized in communicative and task-based literature. Furthermore, integrating content-based instruction and CLIL principles into language teaching can increase learner motivation and engagement by linking language learning with meaningful subject content. Finally, further research is recommended to examine how integrated communicative and task-based approaches function across different educational settings. Such research would contribute to a deeper understanding of how post-method principles can be applied in real-life teaching contexts and how flexible teaching approaches can be adapted to diverse instructional environments.

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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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