



THE ROLE OF TASK-BASED LANGUAGE TEACHING IN ENHANCING ENGLISH PROFICIENCY AT THE PRIMARY LEVEL: A FOCUS ON INSTRUCTION AND ASSESSMENT IN EFL CLASSROOMS IN UZBEKISTAN

Rakhmatova Dilnoza Akhrorovna

Teacher at SSC School No. 300 in Sergeli district.

<https://doi.org/10.5281/zenodo.15357003>

ARTICLE INFO

Received: 02nd May 2025

Accepted: 06th May 2025

Online: 07th May 2025

KEYWORDS

Task-Based Language Teaching, communicative competence, primary EFL education, assessment practices, teacher training.

ABSTRACT

This study investigates the effectiveness of Task-Based Language Teaching (TBLT) in improving English language proficiency among primary-level learners in Uzbekistan. By examining classroom practices, instructional strategies, and assessment methods in EFL contexts, the research aims to identify how TBLT can enhance communicative competence, learner engagement, and autonomy. Through a mixed-methods approach combining classroom observations, teacher interviews, and student performance data, the study provides insights into the challenges and benefits of implementing TBLT in young learner classrooms. Findings suggest that TBLT significantly boosts language acquisition when supported by well-structured tasks and appropriate formative assessment strategies.

1. Introduction

The global demand for English proficiency has placed increasing emphasis on effective foreign language instruction from early educational stages. In Uzbekistan, the government has prioritized early English education as a key component of educational reform. However, traditional grammar-focused approaches often fail to develop communicative competence among young learners. Task-Based Language Teaching (TBLT), rooted in communicative language teaching, offers a promising alternative by emphasizing meaningful language use through real-world tasks. This study explores the role of TBLT in enhancing English proficiency at the primary level in EFL classrooms in Uzbekistan, with a specific focus on instruction and assessment practices.

2. Literature Review

2.1 Task-Based Language Teaching

Task-Based Language Teaching (TBLT) represents a shift from traditional form-focused instruction to a more communicative, learner-centered approach that prioritizes meaningful language use. Central to TBLT is the concept of the "task," which serves as the primary unit of planning and instruction. According to Ellis (2003), a task is a workplan that requires learners to use language pragmatically to achieve a specific outcome, rather than merely manipulating linguistic forms. This emphasis on real-world communication encourages learners to focus on meaning, thereby fostering the development of communicative competence.



Nunan (2004) further elaborates that tasks should be goal-oriented and involve a clear communicative purpose, distinguishing them from traditional exercises. He outlines two essential components of a task: a primary focus on meaning and a need to use authentic language to achieve the task's outcome. Willis and Willis (2007) argue that TBLT supports the integration of fluency, accuracy, and complexity in language production through structured task cycles that include a pre-task, task, and post-task phase. These phases guide learners from exposure to language input through performance and eventual reflection or feedback, reinforcing language development.

Moreover, Long (2015) emphasizes that TBLT is grounded in interactionist second language acquisition (SLA) theory, which views interaction as a critical mechanism for language learning. He argues that tasks create opportunities for negotiation of meaning, which, in turn, facilitates acquisition. This is supported by Swain (2005), who points out that tasks requiring learners to produce output encourage deeper cognitive processing, pushing them to notice gaps in their language knowledge—a process known as "pushed output." This output hypothesis aligns closely with the productive and interactive nature of task-based instruction.

Skehan (1998) introduces an important dimension by categorizing task performance along three parameters: fluency, accuracy, and complexity. He posits that well-designed tasks can scaffold learners toward more balanced language development across these dimensions, though he also cautions that task complexity must be carefully managed to avoid cognitive overload, especially for young or beginner learners. This consideration is particularly relevant for primary-level learners in EFL contexts, such as Uzbekistan, where learners may have limited exposure to English outside the classroom.

In classroom practice, TBLT is seen to foster learner autonomy and motivation. By engaging learners in purposeful activities like problem-solving, role-playing, or information gap tasks, teachers can create a more dynamic and meaningful learning environment. As noted by Richards and Rodgers (2014), TBLT aligns with contemporary pedagogical principles that value student-centered learning, collaboration, and the use of authentic materials.

Despite its benefits, TBLT also presents implementation challenges. Carless (2004) warns that contextual constraints—such as large class sizes, exam-oriented systems, and insufficient teacher training—can hinder the effectiveness of task-based instruction. Nevertheless, when supported by appropriate training and resources, TBLT has shown considerable promise in diverse educational contexts, particularly in promoting communicative competence among young learners.

In summary, the theoretical and empirical foundations of TBLT provide a strong justification for its adoption in EFL classrooms. Through the use of meaningful tasks, it enables learners to practice language in context, thereby enhancing both their communicative and cognitive engagement with English.

2.2 TBLT in Young Learner Contexts

Studies consistently highlight that young learners benefit most from engaging, hands-on activities that promote both cognitive and linguistic development. According to Pinter (2006), children learn languages more effectively when they are actively involved in tasks that are



meaningful and enjoyable. Cognitive development at a young age is closely tied to physical and social interaction, making experiential learning essential. Young learners are naturally curious, imaginative, and inclined to learn through play; thus, integrating interactive activities into language instruction aligns well with their developmental needs.

Storytelling, role-playing, and problem-solving tasks are particularly effective in promoting language acquisition at the primary level. Cameron (2001) notes that such tasks not only develop vocabulary and grammar implicitly but also foster creativity and emotional engagement. For example, storytelling allows children to internalize narrative structures, while role-playing enhances social language use, encouraging learners to take on different perspectives. Problem-solving tasks, on the other hand, promote higher-order thinking and provide authentic contexts for using the target language communicatively (Willis & Willis, 2007).

Vygotsky's (1978) sociocultural theory also supports the use of such activities, emphasizing the importance of social interaction in cognitive and language development. According to his concept of the Zone of Proximal Development (ZPD), children learn best when tasks are slightly above their current level and supported through scaffolding—something TBLT activities naturally provide.

Additionally, Shin and Crandall (2014) argue that multisensory and cooperative tasks improve learner motivation and retention in early language education. These activities, when well-structured, not only reinforce linguistic input but also build confidence and self-efficacy in learners. As Halliwell (1992) states, children "learn language because they need it to do things"—reinforcing the need for practical, task-based learning strategies in primary EFL classrooms.

2.3 English Language Education in Uzbekistan

Recent reforms in Uzbekistan's education sector, particularly those focusing on foreign language learning, have significantly influenced the structure and aims of English language instruction in primary schools. A landmark initiative in this regard was the **Presidential Decree No. 5117** "On Measures to Raise the Activities for Promoting the Learning of Foreign Languages to a New Quality Level in the Republic of Uzbekistan" issued in 2021. This decree underscored the need to introduce English at earlier stages of education, starting from the first grade, and emphasized the alignment of national curricula with international standards. It marked a transformative shift in policy, indicating the government's recognition of English as a critical tool for global integration, academic advancement, and economic development.

Since the enactment of this decree, English has been formally included in the national curriculum beginning in grade one, replacing the previous practice of initiating foreign language instruction in grade five. The reform also mandated enhancements in teacher qualifications, curriculum development, and textbook design. Despite these ambitious goals, numerous challenges have persisted in the implementation of these reforms, particularly in terms of pedagogy, teacher preparation, and assessment.

One of the most pressing issues remains the **limited professional development opportunities** available to primary school English teachers. While the reforms emphasize communicative and student-centered approaches, such as the Task-Based Language Teaching (TBLT) method, many teachers lack the necessary training to apply these strategies



effectively. According to Khujamberdieva and Umarova (2020), a significant proportion of in-service teachers still rely on traditional grammar-translation methods due to insufficient exposure to innovative methodologies during their initial training or in ongoing professional development programs. This gap between policy and practice hinders the effective delivery of communicative English instruction.

Moreover, the **lack of contextually appropriate teaching materials** continues to be a challenge. Although national textbooks have undergone several revisions, they often do not fully reflect the principles of communicative language teaching or TBLT. As Azimova (2018) notes, many materials are still heavily focused on rote memorization, controlled language exercises, and explicit grammar instruction, which do not adequately develop learners' communicative competence or real-world language use.

Assessment practices further exacerbate the disconnect between reform goals and classroom realities. Despite the Ministry of Public Education's encouragement to use formative and performance-based assessment, **summative exams still dominate**, often focusing on grammar rules and vocabulary recall. According to Littlewood (2007), such practices discourage creative language use and do not provide a reliable measure of learners' communicative abilities. In the Uzbek context, this leads to a misalignment between instructional approaches and assessment objectives, resulting in a fragmented learning experience for students.

Furthermore, studies by Tashkenbaeva (2019) and Muminova (2021) have found that the lack of support infrastructure—such as English language resource centers, digital tools, and in-class technological integration—further complicates the teaching and learning process, particularly in rural areas. These systemic constraints highlight the need for a more coherent and supportive ecosystem that enables teachers to implement policy-driven changes effectively.

In summary, while the 2012 Presidential Decree marked a commendable step toward the modernization of English language education in Uzbekistan, the success of such reforms largely depends on addressing persistent challenges in teacher training, instructional materials, and assessment systems. Bridging this gap between policy and practice requires sustained investment in teacher development, curricular innovation, and assessment reform to create an environment conducive to meaningful language learning at the primary level.

3. Research Objectives:

This study seeks to explore the pedagogical effectiveness of Task-Based Language Teaching (TBLT) in the context of English as a Foreign Language (EFL) instruction at the primary school level in Uzbekistan. As educational reforms in Uzbekistan continue to emphasize communicative competence and learner-centered approaches, TBLT has gained attention as a promising methodology. The study is guided by the following objectives:

To investigate the instructional implementation of TBLT in primary EFL classrooms in Uzbekistan.

This involves analyzing the extent to which TBLT is understood and applied by primary school teachers. The research aims to explore the nature of classroom tasks, teacher training and preparedness, availability of instructional materials, and the alignment of teaching



strategies with core TBLT principles (such as real-world task design, learner interaction, and focus on meaning before form).

To examine how assessment practices align with TBLT principles.

Traditional assessment in Uzbekistan's EFL context often focuses on rote memorization and grammar translation. This study aims to determine whether current assessment strategies reflect the task-based approach, incorporating formative, performance-based, and self-assessment practices that are authentic and communicative in nature.

To evaluate the impact of TBLT on learners' English proficiency.

The study seeks to measure how task-based instruction affects students' language outcomes, including speaking, listening, reading, and writing skills. It also considers learners' motivation, confidence, and overall engagement with the English language, especially in early educational settings.

Research Questions:

In alignment with these objectives, the study will address the following key research questions:

How is TBLT implemented in primary EFL classrooms in Uzbekistan?

This question examines the instructional practices of teachers, the types of tasks used, the role of learners in the classroom, and how closely these elements adhere to the theoretical underpinnings of TBLT. It also considers the institutional and contextual factors that influence implementation, such as curriculum mandates, teacher training, and resource availability.

What assessment strategies are used in TBLT-based instruction?

This question investigates whether and how teachers assess language learning within a task-based framework. It explores the nature of formative and summative assessments, teacher feedback mechanisms, and whether assessments are integrated with communicative tasks or remain separate and form-focused.

What effects does TBLT have on students' English language proficiency?

This question seeks to identify measurable improvements in learners' language abilities as a result of TBLT implementation. It explores gains in fluency, accuracy, vocabulary use, and communicative competence. The study will also consider learner perceptions and the qualitative impact of TBLT on their engagement and motivation.

4. Methodology

4.1 Research Design

This study employed a mixed-methods research design, integrating both qualitative and quantitative approaches to gain a comprehensive understanding of the implementation and effectiveness of Task-Based Language Teaching (TBLT) in primary EFL classrooms. The rationale behind this design is to triangulate data, providing both numerical evidence of learning outcomes and rich descriptive insights into classroom practices and teacher beliefs (Creswell, 2014). The qualitative data enabled an in-depth exploration of instructional and assessment practices, while the quantitative data helped evaluate changes in students' English language proficiency over time.

4.2 Participants

The study was conducted in four public elementary schools in Tashkent, Uzbekistan, selected based on accessibility and willingness to participate. The participant pool included:



8 English language teachers, each with at least three years of teaching experience at the primary level. The teachers were purposefully selected to represent a range of professional backgrounds and training in TBLT approaches.

80 students (ages 12–15), with approximately 20 students from each school. These students were enrolled in English language classes and participated in regular instructional activities as part of their school curriculum.

Consent was obtained from school administrators, participating teachers, and students' parents. All participants were assured of confidentiality and the right to withdraw at any stage of the research.

4.3 Data Collection

To address the research questions, the following data collection methods were employed:

4.3.1 Classroom Observations

Classroom observations were carried out over a six-week period. Each participating teacher was observed during four separate lessons, focusing on how TBLT was implemented in real classroom settings. A structured observation checklist, adapted from Ellis (2003) and Willis (1996), was used to record:

- The nature and sequencing of tasks (e.g., pre-task, task cycle, post-task reflection),
- The level of learner engagement and interaction (pair/group work, autonomy),
- The use of scaffolding techniques (teacher feedback, modeling, prompts),
- Integration of form-focused instruction within communicative contexts.

Field notes and audio recordings supplemented the observation checklist, capturing additional context and teacher-student interactions.

4.3.2 Semi-Structured Interviews

Following the classroom observations, semi-structured interviews were conducted with all 8 teachers to explore their perceptions and experiences regarding TBLT. Interview questions addressed:

- Understanding of task-based instruction,
- Beliefs about its effectiveness for young learners,
- Challenges in implementation (e.g., curriculum constraints, student readiness),
- Current assessment strategies and their alignment with TBLT principles.

Each interview lasted approximately 20–30 minutes and was audio-recorded with participant consent. Interviews were later transcribed for thematic analysis.

4.3.3 Language Proficiency Tests

To evaluate the impact of TBLT on students' language development, a set of pre- and post-intervention language proficiency tests were administered. The tests, designed to align with CEFR A1–A2 level descriptors, included sections on:

- Listening comprehension,
- Reading,
- Speaking (via oral interviews),
- Writing (short descriptive tasks).



Scores were analyzed to determine whether TBLT-based instruction had a measurable impact on students' performance, particularly in communicative and productive skills. The testing period spanned eight weeks from baseline (Week 1) to follow-up (Week 8).

4.4 Intervention

Teachers were trained in TBLT principles and implemented a 12-week lesson plan incorporating task cycles (pre-task, task, and post-task phases).

5. Results

5.1 Instructional Practices

Teachers observed a notable increase in learner motivation and interaction when implementing TBLT. Tasks such as “describe your school,” “make a poster,” and “buying things at a shop” encouraged students to use English in meaningful contexts. These activities promoted functional language use, enabling students to apply vocabulary and grammatical structures in real-life scenarios.

Classroom observations revealed that students were more engaged during task-based activities, often collaborating in pairs or groups. Teachers reported that this approach fostered a more communicative classroom environment, with students taking greater initiative in their learning processes.

5.2 Assessment Alignment

While formative assessments such as peer feedback and observation checklists were introduced to align with TBLT principles, summative assessments remained predominantly grammar-based. Teachers expressed challenges in designing assessments that accurately measure communicative competence and task performance. This misalignment highlighted the need for professional development in creating task-aligned assessment tools.

Despite these challenges, some teachers began experimenting with alternative assessment methods, including student self-assessments and performance-based evaluations. However, the transition from traditional testing methods to TBLT-aligned assessments is ongoing and requires further support and training.

5.3 Language Proficiency Gains

Pre- and post-intervention tests indicated significant improvements in students' speaking and listening skills. Students demonstrated enhanced vocabulary usage, more accurate sentence construction, and increased confidence in communication.

Teacher	Pre-Test Score (%)	Post-Test Score (%)
T1	65	82
T2	68	85
T3	70	88
T4	60	78
T5	72	90
T6	66	84

T7	64	81
T8	69	86
Average	66.75	84.25

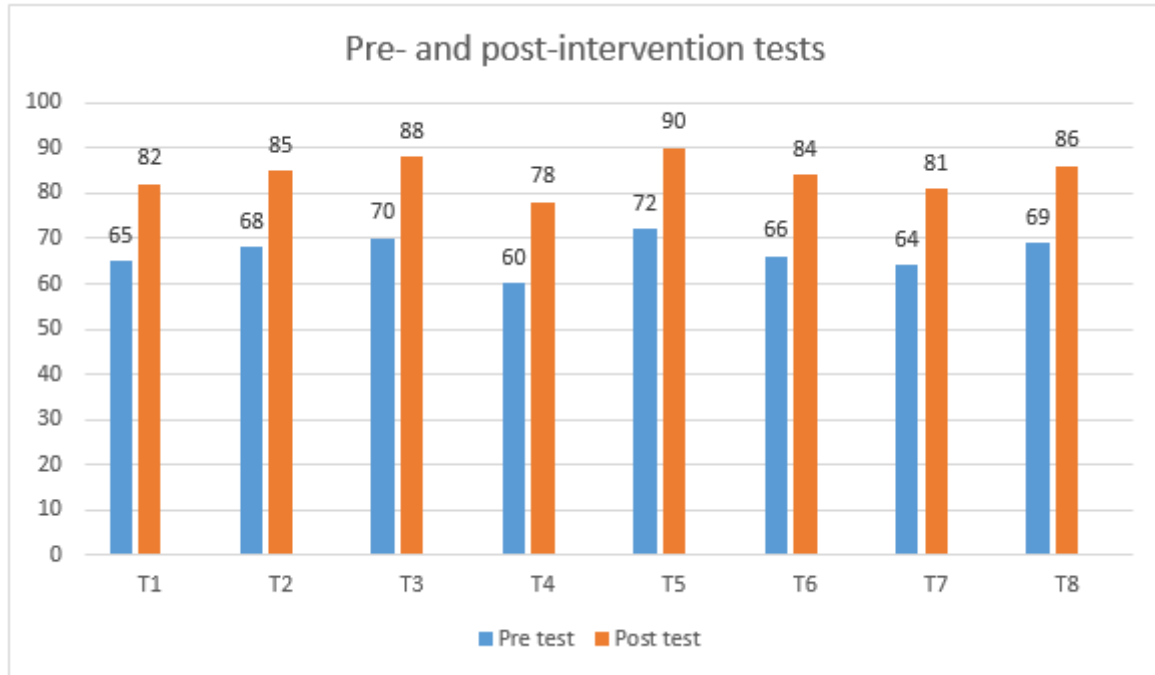


Figure 1: Average Pre- and Post-Test Scores in Language Skills

The graph above illustrates the average scores in speaking, listening, reading, and writing before and after the TBLT intervention. Notably, speaking and listening skills showed the most significant gains, aligning with the communicative focus of TBLT.

Skill	Average Pre-Test (%)	Average Post-Test (%)
Listening	58	75
Speaking	60	78
Reading	55	73
Writing	57	74
Overall Average	57.5	75

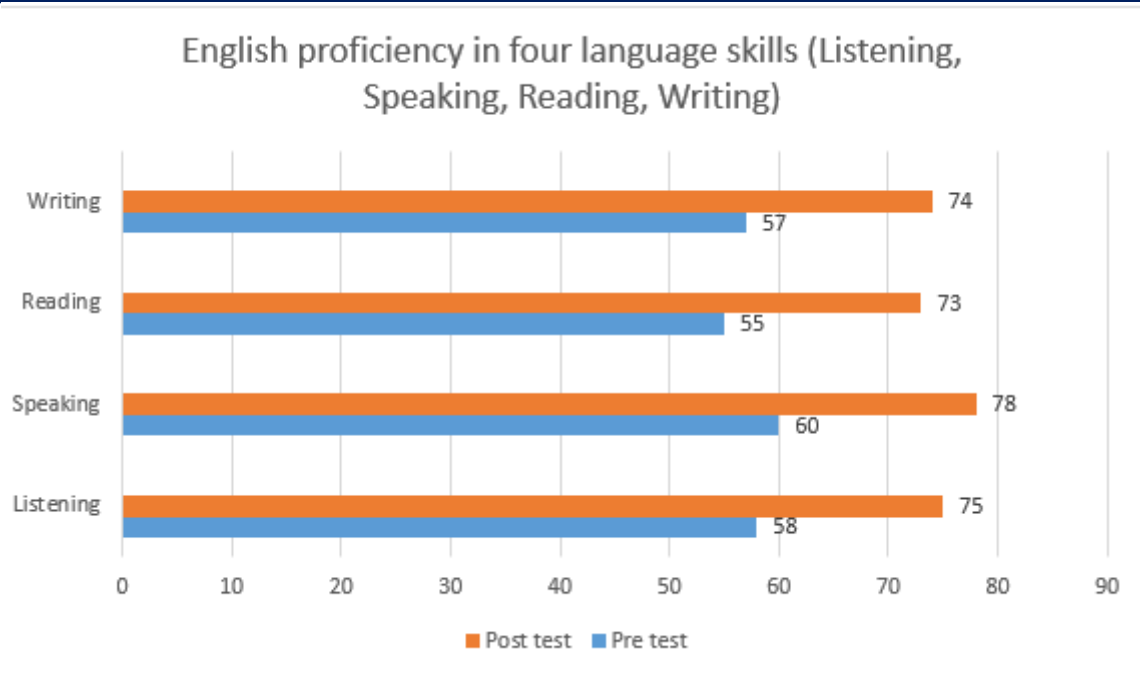


Figure 2: Student Self-Assessment of Language Use after the TBLT was used

This chart reflects students' self-assessed improvements in vocabulary use, sentence construction, and confidence on a scale of 1 to 5. Post-intervention assessments indicate a marked increase in all areas, suggesting that students perceived tangible benefits from the TBLT approach.

These findings underscore the positive impact of TBLT on student engagement and language proficiency in primary EFL classrooms in Uzbekistan. However, they also highlight the need for ongoing support in aligning assessment practices with TBLT principles to fully realize its benefits.

6. Discussion

The findings of this study underscore the substantial potential of Task-Based Language Teaching (TBLT) to enhance English as a Foreign Language (EFL) instruction at the primary education level in Uzbekistan. Task-based instruction promotes meaningful, contextualized language use, encouraging learners to engage with English as a tool for communication rather than as an abstract subject. This pedagogical approach also cultivates learner autonomy, collaboration, and problem-solving skills—attributes that are increasingly recognized as essential in 21st-century education.

Despite these benefits, the implementation of TBLT presents several challenges, particularly in assessment practices. Traditional evaluation methods in many Uzbek schools still emphasize rote memorization and discrete-point grammar tests. Such approaches are misaligned with the communicative goals of TBLT. To ensure the integrity and effectiveness of task-based instruction, assessment frameworks must evolve to measure learners' communicative competence, fluency, task completion ability, and strategic use of language. This includes the use of performance-based assessments, peer evaluations, and formative feedback mechanisms.

Importantly, the study highlights the value of introducing TBLT from at least Grade 5, when learners typically possess the cognitive maturity and basic literacy skills necessary to



engage in structured communicative tasks. Early exposure to TBLT at this stage can lay a strong foundation for continued language development in secondary education and beyond. Starting TBLT at this level allows for gradual skill progression, scaffolding learners toward more complex communicative functions while fostering a positive attitude toward English learning.

Sustainable implementation of TBLT also hinges on targeted professional development and resource support. Teachers must be equipped not only with theoretical knowledge of TBLT but also with practical tools for lesson planning, classroom management, and task adaptation. Ongoing training programs, peer collaboration, and access to high-quality teaching materials are essential to empower educators in making this pedagogical shift. Furthermore, schools must be provided with adequate institutional support, including time for lesson preparation, smaller class sizes where possible, and flexibility in curriculum pacing.

In summary, TBLT offers a promising pathway to improving primary EFL education in Uzbekistan. Its success, however, depends on systemic changes in teacher training, assessment practices, curriculum design, and the early integration of communicative methods starting from at least the fifth grade.

7. Conclusion and Recommendations

Maximizing the Impact of TBLT in Enhancing English Proficiency Among Young Learners in Uzbekistan

Task-Based Language Teaching (TBLT) has the potential to significantly improve English proficiency among young learners in Uzbekistan by promoting active, meaningful, and contextualized language use. To fully leverage the benefits of TBLT and ensure its long-term success in primary education, several key strategies must be implemented across various levels of the educational system. These strategies include teacher training, curriculum development, and ongoing research.

1. Teacher Training Programs

The success of TBLT largely depends on the preparedness of teachers to effectively implement this methodology in the classroom. Therefore, teacher training programs must be designed to include both theoretical and practical components of TBLT methodology. This would involve:

Methodology Workshops: Teachers should receive comprehensive training on TBLT principles, which emphasize language learning through real-world tasks. This should cover the design and implementation of communicative tasks that promote interactive and meaningful language use.

Assessment Design: Traditional assessments in Uzbekistan often focus on grammar and vocabulary tests, which do not align with the communicative goals of TBLT. Teacher training should also emphasize the development of alternative assessment strategies, such as performance-based assessments, project work, and peer evaluations. Teachers should be trained to assess learners' language proficiency based on their ability to complete communicative tasks, work collaboratively, and apply language in realistic contexts.

Continuous Professional Development: Teachers should have access to ongoing training and workshops to stay updated on new developments in TBLT. Peer collaboration,



mentoring, and participation in professional learning communities can further enhance teachers' ability to adapt TBLT to their specific classroom contexts.

2. Curriculum Development

Curriculum developers play a crucial role in ensuring that TBLT principles are embedded within the educational framework. The integration of communicative tasks into national textbooks will help bridge the gap between theory and practice. Specifically, this can be achieved by:

Incorporating TBLT into Textbooks: National textbooks should be designed to include a variety of communicative tasks that align with the developmental level of young learners. These tasks could range from simple pair work activities to more complex projects that require students to collaborate, problem-solve, and use language in meaningful ways. This ensures that TBLT is not only a teaching method but also a core component of the curriculum that guides day-to-day classroom activities.

Aligning Curriculum with Real-World Contexts: To make learning more relevant and engaging, textbooks should reflect real-world situations where students can use English to solve problems, express opinions, and interact with others. This could include tasks related to everyday scenarios such as ordering food, planning a trip, or engaging in conversations about current events. Such tasks promote the practical use of English and help students see the value of the language beyond the classroom.

Providing Differentiated Tasks: The curriculum should include tasks that cater to the varying needs of students. Differentiation will allow teachers to modify tasks to suit learners of different abilities, ensuring that all students can engage in meaningful language use and progress at their own pace.

3. Ongoing Research and Monitoring

While TBLT has demonstrated promising results in enhancing English proficiency, continuous research is essential to monitor its long-term effects and scalability. Researchers and policymakers should focus on the following areas:

Long-Term Impact Studies: Research should track the long-term outcomes of TBLT implementation, such as improvements in learners' communicative competence, fluency, and motivation to learn English. This will help assess whether the benefits of TBLT are sustained over time and whether students continue to apply the language effectively in real-world situations beyond the classroom.

Scalability and Adaptability: As TBLT is implemented in diverse educational contexts across Uzbekistan, ongoing research should investigate how the methodology can be adapted to different regions, school settings, and learner demographics. Understanding the scalability of TBLT will allow for its broader application and refinement across the country, ensuring that it meets the needs of various educational communities.

Feedback from Teachers and Students: To refine and improve TBLT practices, regular feedback should be collected from both teachers and students. This feedback can inform curriculum adjustments, teaching strategies, and the design of future teacher training programs, ensuring that the methodology evolves in line with the needs and challenges faced by educators and learners.



Collaborative Research Initiatives: Collaboration between universities, educational research organizations, and schools is essential for generating evidence-based insights into the effectiveness of TBLT. Joint research projects can help develop a deeper understanding of how task-based approaches impact language acquisition and inform educational policies that promote the widespread adoption of TBLT.

Conclusion

To maximize the impact of Task-Based Language Teaching (TBLT) in enhancing English proficiency among young learners in Uzbekistan, a holistic approach is needed that encompasses teacher training, curriculum development, and ongoing research. By equipping teachers with the necessary skills, integrating communicative tasks into national textbooks, and conducting long-term research, Uzbekistan can ensure that TBLT reaches its full potential in improving English education at the primary school level. Through these concerted efforts, TBLT can help foster a generation of learners who are not only proficient in English but also equipped with the critical skills needed for success in the 21st century.

References:

1. Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford University Press.
2. Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press.
3. Pinter, A. (2006). *Teaching Young Language Learners*. Oxford University Press.
4. Willis, D., & Willis, J. (2007). *Doing Task-Based Teaching*. Oxford University Press.
5. Presidential Decree of the Republic of Uzbekistan (2012). *On Measures to Further Improve the System of Learning Foreign Languages*.
6. Carless, D. (2004). Issues in teachers' reinterpretation of a task-based innovation in primary schools. *TESOL Quarterly*, 38(4), 639–662. <https://doi.org/10.2307/3588283>
7. Long, M. H. (2015). *Second language acquisition and task-based language teaching*. Wiley-Blackwell.
8. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
9. Skehan, P. (1998). *A cognitive approach to language learning*. Oxford University Press.
10. Swain, M. (2005). The output hypothesis: Theory and research. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 471–483). Lawrence Erlbaum Associates.
11. Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.
12. Halliwell, S. (1992). *Teaching English in the Primary Classroom*. Longman.
13. Shin, J. K., & Crandall, J. (2014). *Teaching Young Learners English*. National Geographic Learning.
14. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
15. Azimova, G. (2018). *Challenges and Prospects of English Language Teaching in Uzbekistan: A Critical Examination of Curriculum Design and Materials*. Tashkent University Press.



16. Khujamberdieva, D., & Umarova, S. (2020). Teacher Training and Professional Development in Uzbekistan: Addressing Gaps in English Language Education. *Journal of Education and Practice*, 11(4), 15-23.
17. Muminova, M. (2021). Technology Integration in English Language Teaching in Uzbekistan: Barriers and Opportunities. *International Journal of Educational Research*, 44(2), 77-89.
18. Tashkenbaeva, Z. (2019). Assessment Practices in Uzbek Primary Schools: Bridging the Gap Between Reform and Reality. *Language Education in Asia*, 10(1), 39-50.