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## Muxamadavas Iriskulov

Professor, Candidate of Philological Sciences  
Uzbekistan State World Languages University  
Tashkent, Uzbekistan  
E-mail: miriskulov@uzswlu.uz  
ORCID iD: 0009-0003-4630-4245

### TEACHING ENGLISH FOR QUALITY LEARNING

#### ABSTRACT

This research paper examines the foundational aspects of foreign language teaching, with a particular focus on curriculum development, syllabus design, and teaching methodologies. The study aims to provide a comprehensive analysis of modern approaches to language teaching and learning in the context of Uzbekistan's educational reforms, particularly following the 2023 presidential decree on teaching quality improvement. The research objectives include analyzing different types of syllabuses, exploring various teaching methods, and evaluating knowledge assessment approaches in language education.

The study employs a theoretical research methodology through extensive literature review and analysis of various teaching approaches, syllabus types, and assessment methods. It examines multiple frameworks including E.M. Anthony's three-part model of approach, method, and technique, as well as J.C. Richards and T.S. Rodgers' model of approach, design, and procedure. The research investigates seven types of syllabuses: structural, situational, topical, functional, notional, skills-based, and task-based.

The findings reveal that effective language teaching requires a balanced integration of various teaching methods, including teacher-centered, active, and student-centered approaches. The research highlights the importance of cross-cultural communication and code-switching in language education, particularly in bilingual contexts like Uzbekistan. The study also emphasizes the

## Muxamadavas Iriskulov

Filologiya fanlari nomzodi, professor  
O'zbekiston davlat jahon tillari universiteti  
Toshkent, O'zbekiston

### SIFATLI TA'LIM UCHUN INGLIZ TILI O'QITISH

#### ANNOTATSIYA

Ushbu tadqiqot chet tillarini o'qitishning fundamental jihatlarini, jumladan, o'quv dasturlarini yaratish, sillabus tuzish va o'qitish metodikasini tadqiq etadi. Tadqiqotning maqsadi O'zbekistonda ta'lim tizimidagi islohotlar, xususan, 2023-yili qabul qilingan ta'lim sifatini oshirish bo'yicha Prezident farmonidan so'ng til o'qitish va o'rganishga zamonaviy yondashuvlarni atroficha tahlil qilishdan iborat. Tadqiqot vazifalari turli sillabuslarni o'rganish, o'qitish metodlarini tahlil qilish va til ta'limida bilimlarni baholash yondashuvlarini tadqiq etishni o'z ichiga oladi.

Tadqiqotda turli xil o'qitish yondashuvlari, sillabus turlari va baholash usullarini o'rganishda nazariy tadqiqot metodologiyasi va keng qamrovli adabiyotlar tahlilidan foydalanilgan. Unda E.M. Antonining yondashuv, metod va texnika uch qismli modeli hamda J.S. Richards va T.S. Rojersning yondashuv, dizayn va protsedura modeli kabi bir qancha nazariy asoslar o'rganilgan. Tadqiqot davomida yetti turdagi sillabus: strukturaviy, vaziyatli, mavzuli, funksional, tushunchaviy, ko'nikmalarga asoslangan va vazifaviy sillabuslar tahlil qilingan.

Tadqiqot natijalari samarali til o'qitish o'qituvchiga yo'naltirilgan, faol va o'quvchiga yo'naltirilgan yondashuvlarning mutanosib integrasiyasini talab etishini ko'rsatdi. Tadqiqotda, ayniqsa, O'zbekiston kabi ikki tillilik mavjud bo'lgan muhitda madaniyatlararo muloqot va kod almashinuvining muhimligi ta'kidlangan. Shuningdek, til o'rganishda shakllantiruvchi va yakuniy baholashning, xususan, malakaviy o'rganish strategiyalarining ahamiyati asoslab

significance of both formative and summative assessment in language learning, with a focus on mastery learning strategies.

The paper concludes that successful language teaching depends on well-developed curricula that incorporate diverse teaching methodologies, appropriate assessment techniques, and cultural awareness. It suggests that language teachers need comprehensive knowledge of linguistic levels (phonetic, morphological, lexicological, and syntactic) and must be skilled in adapting teaching materials and methods to meet learners' needs in an increasingly globalized educational context.

**Key words:** curriculum development, syllabus design, language teaching methodology cross-cultural communication, knowledge assessment, formative feedback, teaching approach, linguistic competence, code-switching, cultural pluralism.

## INTRODUCTION

It is well-known that foreign language teaching, especially English as an international language, has become of primary importance all over the world. The field of language teaching is connected with the development of language programmes, teaching methodology, materials development, knowledge assessment, testing, teacher training, and other related areas [Tomlinson, 2012]. In the context of increased globalization, these aspects have become increasingly significant for preparing students for international communication and professional success [Gao & Zhang, 2024].

Dramatic changes are happening in the field of education, especially in the system of higher education worldwide. Participation rates have considerably increased, creating much diversity both in the nature of programmes offered and in the student population [Burns & Richards, 2022]. As a result, higher educational institutions are much more concerned with improving teaching and maintaining quality assurance. These changes require fresh orientations to the responsibility of not only individual specialists but the whole teaching staff, as is happening worldwide. Recent studies emphasize that university graduates must be well-experienced, which includes creativity, problem-solving, professional skills, communication skills, teamwork, and lifelong learning capabilities [Noah & Abdul Aziz, 2020].

The government of Uzbekistan pays significant attention to improving the system of education in the country. The head of state declared 2023 as the “Year of Caring for People and Quality Education” [Mirziyoyev, 2022; PD-27, 2023]. This focus on teaching quality aligns with global trends in educational reform and quality assurance in language teaching. This emphasis on teaching quality is connected with several key areas of study, including curriculum development and syllabus design, teacher

berilgan.

Xulosa qilinishicha, tilni samarali o‘qitish turli xil metodologiyalar, tegishli baholash usullari va madaniy kompetensiyani o‘z ichiga olgan puxta ishlab chiqilgan o‘quv dasturlariga asoslanadi. Til o‘qituvchilari lingvistik sathlar (fonetik, morfologik, leksikologik va sintaktik) bo‘yicha chuqur bilimga ega bo‘lishlari va globallashuv sharoitida o‘quvchilarning ehtiyojlariga mos ravishda o‘quv materiallarini moslashtira olishlari zarurligi ta’kidlangan.

**Kalit so‘zlar:** o‘quv dasturini ishlab chiqish, sillabus loyihalash, til o‘qitish metodikasi, madaniyatlararo muloqot, bilimlarni baholash, shakllantiruvchi qayta aloqa, o‘qitish yondashuvi, lingvistik kompetensiya, kod almashinuvi, madaniy xilma-xillik.

education in language teaching, teaching methods and approaches, the teaching of listening, speaking, reading and writing, computer-assisted language teaching and learning, language testing, and knowledge assessment.

The scope of language teaching has expanded to include various linguistic and cultural aspects [McKinley & Rose, 2019]. These encompass introductory linguistics (including phonology, grammar, and lexicology), discourse analysis, sociolinguistics (which takes into account the sociology of language and communicative competence), and psycholinguistics (which considers first and second language acquisition and error analysis). This comprehensive approach to language teaching requires a thorough understanding of various teaching methodologies, assessment techniques, and cultural considerations [Wang & Kostoulas, 2024].

## **METHODS**

The research methodology employed in this study primarily focuses on theoretical analysis and systematic review of language teaching approaches, curriculum development, and assessment methods. The study examines multiple frameworks and models of language teaching, particularly E.M. Anthony's three-part model of approach, method, and technique, as well as J.C. Richards and T.S. Rodgers' model of approach, design, and procedure. These frameworks serve as analytical tools for understanding the structure and organization of language teaching methodologies.

The research investigates seven distinct types of syllabuses: structural, situational, topical, functional, notional, skills-based, and task-based. Each syllabus type is analyzed for its characteristics, applications, and effectiveness in language teaching. The study examines specific examples and implementations of these syllabuses, such as J.A. van Ek and L.G. Alexander's notional syllabus, L.C. Smith and N.N. Mare's topical syllabus, and D.Jolly's task-based syllabus, to understand their practical applications in language education.

The methodology includes a comparative analysis of teaching approaches, categorizing them into three main types: teacher-centered methods (including teacher-talk, explaining, showing, questioning, and note-making), active methods (including supervised student practice, discussion, group work, games, and role-play), and student-centered methods (including reading for learning, private study, assignments, guided discovery, and independent learning). This classification allows for a systematic examination of different teaching strategies and their effectiveness in language instruction.

The study also incorporates analysis of assessment methods, examining both formative and summative assessment approaches. The research methodology includes investigation of measurement models versus standards models of assessment, focusing on norm-referenced assessment and mastery learning strategies. The analysis extends to cross-cultural and linguistic aspects, comparing grammatical categories across English, Uzbek, and Russian languages to understand the implications for language teaching in multilingual contexts.

## RESULTS AND DISCUSSION

The analysis reveals that effective foreign language teaching relies heavily on well-structured curriculum development and diverse teaching methodologies. As evidenced by the research, curriculum development encompasses several key components, including needs analysis, teaching-learning objectives, regular knowledge assessment, choice of materials, and teaching methodology. The study findings highlight that needs analysis serves as a fundamental starting point, helping to determine proper knowledge acquisition and production methods, while teaching-learning objectives provide precise statements about content and skills that language learners must master.

The research demonstrates that successful implementation of language teaching programs requires understanding and utilization of various types of syllabuses. The analysis identified seven distinct types: structural syllabus focusing on phonological and grammatical structures; situational syllabus based on everyday contexts like banking or dining; topical syllabus organized by themes; functional syllabus emphasizing communication purposes; notional syllabus covering concepts like duration and quantity; skills-based syllabus developing specific language competencies; and task-based syllabus centered on practical activities. These different syllabus types serve varying pedagogical purposes and can be implemented based on specific teaching contexts and learner needs.

Improving the quality of teaching is connected with the following areas of study:

- curriculum development and syllabus design;
- teacher education in the field of language teaching;
- teaching methods and approaches in language teaching;
- the teaching of listening, speaking, reading and writing;
- computer-assisted language teaching and learning;
- language testing, knowledge assessment;
- introductory linguistics which includes phonology, grammar and lexicology;
- discourse analysis;
- sociolinguistics which takes into account the sociology of language and communicative competence;
- psycholinguistics which takes into account the first and second language acquisition, error analysis and so on.

As D.Nunan and R.V. White mention that curriculum development/design is the study and development of the goals, content, implementation, and evaluation of an educational system. In language teaching, curriculum development includes: the study of the purpose for which a learner needs a language (needs analysis):

a) the setting of objectives, and the development of a syllabus, teaching methods and materials;

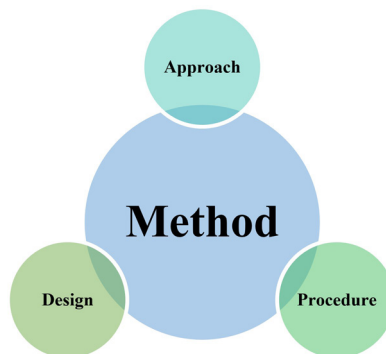
b) the evaluation of the effects of these procedures on the learner's language ability [Nunan, 1998; White, 1998].

Significant transformations are occurring in the field of education, particularly in the system of higher education globally. Participation rates have increased

substantially, generating considerable diversity in both the nature of programs offered and the student population. Consequently, higher educational institutions are increasingly focused on enhancing teaching quality and maintaining rigorous quality assurance measures. It appears inevitable that universities will specialize as a means of addressing this diversity; however, the fundamental challenge of diversity exists within universities and classrooms themselves. These changes necessitate new approaches to the responsibilities of not only individual specialists but also the entire teaching staff, a trend observed worldwide.

The university graduates must be well-experienced which includes creativity, problem-solving, professional skills, communication skills, teamwork, and lifelong learning. All these must be foreseen in the course programmes. This approach, i.e., quality assurance and accountability, is considered as modern requirements all over the world.

Foreign language teachers have long been faced with a lot of methods in teaching their subjects. As it is mentioned by the majority of language specialists it is not that easy to choose the method to match the students' learning styles, how to present or practice language. The most widespread language teaching methods today are as follows: communicative, grammar-translation, structural approach, pair work, total physical response, problem-solving, audio-lingual and some others. Though the majority of mentioned methods are actively used in the teaching process, they do not all represent the same type of activity. E.M. Anthony argues that this bewildering variety of labels has evolved because, "over the years, teachers of language have adopted, adapted, invented, and developed a bewildering variety of terms which describe the activities in which they engage and the beliefs that they hold" [Anthony, 1963]. Fortunately, three authors have attempted to sort out and make sense of this confusion: E.M. Anthony, J.C. Richards and T.S. Rodgers, and S.McKay [Anthony, 1963; Richards & Rodgers, 1982; McKay, 1978]. According to E.M. Anthony, different language teaching activities should be classified into three subtypes: approach, technique and method, but J.C. Richards and T.S. Rodgers describe language teaching method as follows:



Approach is:

a) a theory of the nature of language;

b) a theory of the nature of learning language.

Procedure is:

a) descriptions of techniques and practices in the instructional system.

Design is:

a) a definition of linguistic content and specifications for the selection and organization of content;

b) a specification of the role of teachers;

c) a specification of the role of learners;

d) a specification of the role of materials.

As one can see the mentioned opinions classify language teaching activities into a clear and useful pattern which would help language teachers to understand the options available to them, to choose and adapt their choices to meet the needs of their students.

J.D. Brown in his book “The Elements of Language Curriculum” divides language teaching activities into four types:

1) ways of defining what the students need to learn;

2) ways of organizing the instruction to meet those needs;

3) ways of actually presenting the lessons;

4) ways of practicing what has been taught or presented [Brown, 1995].

Well-trained foreign language teachers usually have theoretically more motivated ideas of what their students need to learn. But final decision is made after the teacher starts working in the classroom. “The preconceptions, assumptions, and theoretical underpinnings for what happens in the classroom will be lumped together under the term approach”.

The author considers five approaches:

*A. The classical approach*, i.e., humanism. Students need to read classic literature.

*B. Grammar-translation approach*. Students need to learn with the economy of time and effort.

*C. Direct approach*. Students need to learn communication so they should use only the second language in class.

*D. Audio-lingual approach*. Students need operant conditioning and behavioral Operant conditioning is a learning theory modification to learn a language. proposed by the American psychologist Skinner. It is a type of conditioning in which an organism (e.g., a child learning its first language) produces an action (e.g., an utterance) which achieves an outcome or purpose for the child (e.g., to get the needed food). This action is called the operant. If the outcome is favourable the operant is likely to occur again, operant is likely to occur again, and it is said to be reinforced. It is positively reinforced if the operant is followed by something pleasant, and negatively reinforced if it is followed by the removal of something unpleasant. If there is no outcome, or if the outcome is unpleasant, the operant is less likely to occur again. B.F. Skinner believed that children learn language according to the principle of operant conditioning [Skinner, 1957].

*E. Communicative approach.* Students must be able to express their intentions, that is, they must learn the meanings that are important to them.

Regardless of the approach, a teacher makes decisions about what should be taught first, second and so on. There are different approaches to the development of syllabuses. The widespread approach is: there are seven types of syllabuses:

*A. Structural syllabus:* phonological and grammatical structures are the organizing principles – sequenced from easy to difficult or frequent to less frequent.

*B. Situational syllabus* such as: at the bank, at a restaurant, etc.

*C. Topical syllabus:* health, food, clothing, etc.

*D. Functional syllabus:* reporting, correcting, describing, etc.

*E. Notional syllabus:* duration, quantity, location, etc.

*F. Skills-based syllabus:* listening for the main idea, reading passage for specific information, etc.

*G. Task-based syllabus:* following directions or instructions, goals, etc.

As an example, to structural syllabus J.D. Brown mentions verb tenses: the simple tenses, the progressive/ continuous tenses, perfect tenses, the perfect progressive, spelling of -ing and -ed forms, etc. [Brown, 1995].

The situational syllabuses are based on the idea that language is found in different contexts or situations like: in the classroom, at the theatre, in the garden, in the wedding party and so on. These are situations the students may encounter in their everyday life.

Another type of syllabuses is the topical one. They are organized by topics or themes, rather than situations. The topics are selected by the textbook authors on the basis of their sense of the importance of the themes to the lives of students or language learners for whom the course material is designed.

L.C. Smith and N.N. Mare suggest the following three topical syllabuses: Trends in Living (Cultural Differences, Working Hard, Changing Life-Styles); Issues in Society (Loneliness, Can Stress make you Sick? Care of the Elderly, A Family Matter); Individuals and Crime (Aggressive Behavior: The Violence Behind) [Smith & Mare, 1990].

The next type of syllabus is Functional/Notional. The existing approaches are not identical or similar. L.Jones and C. von Baeyer consider the following subtypes of the functional syllabus:

- talking about yourself, starting a conversation, making a date;
- asking for information: question techniques, answering techniques, getting more information;
- getting people to do things: requesting, attracting attention, agreeing and refusing;
- talking about past events: remembering, describing experiences, imagining;
- conversation techniques: hesitating, preventing interruptions, and interrupting politely, bringing people together [Jones & von Baeyer, 1983].

J.A. van Ek and L.G. Alexander mention about general notions syllabuses which include such concepts as: distance, duration, quantity, quality, size, and location [van

Ek & Alexander, 1980]. According to J.D. Brown, this type of materials organization is related to functional organization and on occasion serves as a general set of categories within which functions form subcategories [Brown, 1995]. D.Hall and T.Bowyer suggest what a national syllabus looks like:

- Unit 1. Properties and shapes.
- Unit 2. Location.
- Unit 3. Structure.
- Unit 4. Measurement 1 (of solid figures).
- Unit 5. Function and ability.
- Unit 6. Actions in sequence [Hall & Bowyer, 1980].

It is worth mentioning that over the years a number of different skills-based syllabuses have been developed. The skills-based syllabus is foreseen to develop language learners skimming a reading for the general idea, scanning a reading for specific information, guessing vocabulary from context, using new-word building elements like prefixes, infixes, postfixes/suffixes, guessing or finding main ideas, synonyms, antonyms, homonyms and so on. The skills-based syllabus is mostly developed by P.Barr, J.Clegg and C.Wallace [Barr et al., 1983]. Thus, skills-based syllabus deals with: scanning, keywords, topic sentences, reference words, connectors, word-building means and so on.

One of the well-developed syllabuses is the task-based one which is initiated by D.Jolly. It deals with such topics as: being interviewed, writing a resume, making appointments, filling out a job application, solving a problem, attending weddings and so on.

The main headings suggested by D.Jolly are as follows:

- writing notes and memos;
- writing personal letters;
- writing telegrams, personal advertisements, and instructions;
- writing descriptions;
- reporting experiences:
- writing to companies and officials [Jolly, 1984].

Besides the mentioned types of syllabuses, there are some mixed types of syllabuses, like situational and topical ones. The authors or initiators of such syllabuses used them as newly developed ones.

So far, we have been discussing educational syllabus and its types, educational syllabus and curriculum are interdependent. But regarding their status, there are different options. J.C. Richards, J.Platt and H.Platt suggest the following definitions:

Curriculum [Nunan, 1988] is an educational programme which states:

- the educational purpose of the programme (the ends);
- the content, teaching procedures and learning experiences which will be necessary to achieve this purpose (the means);
- some means to assessing whether or not the educational ends have been achieved.

Curriculum [Nunan, 1989] another term for syllabus: the study and development

of the goals, content, implementation, and evaluation of an educational system. In language teaching, curriculum development (also called “syllabus design”) includes:

- the study of the purposes for which a learner needs a language (needs analysis);
- the setting of objectives, and the development of a syllabus, teaching methods, and materials;
- the evaluation of the effects of these procedures on the learner’s language ability [Richards et al., 1993].

J.D. Brown defines the curriculum in the following way: “Curriculum development is a series of activities that contribute to the growth of consensus among the staff, faculty, administration, and students... Needs analysis in language programs is of primary importance” [Brown, 1995].

Today one of the most widespread approaches to curriculum development is as follows: eds analysis, teaching-learning objectives, regular knowledge assessment/testing, choice of materials, and teaching methodology.

Needs analysis is the way of getting proper knowledge and being able to produce it in the needed way.

Teaching – learning objectives are precise statements about what content or skills the language learners must achieve or master in order to attain a particular goal.

Knowledge assessment/language testing is one of the key issues in curriculum development. The language learners will have to obtain the necessary knowledge how to develop modern tests for widely different purposes like achievement tests, placement tests, language proficiency tests and so on. It is well-known that there are two different types of tests: norm-referenced tests which are intended to compare the relative performance of students’ foreign language knowledge and criterion-referenced tests which are intended to measure the amount of course material that each student has learnt.

The choice of materials or materials development for curriculum planners is not an easy job. It is relatively easy to adapt or develop new materials than to choose the one from the existing texts. This approach is more suitable or appropriate for a particular group of learners or particular teaching needs. Such an approach will meet language learners’ needs, objectives and curriculum development and revision which takes into account a number of dimensions of tasks which influence language teaching. These include:

- goals – the kind of goals teachers and language learners identify for a task;
- procedures – the operations that language learners use to achieve the task;
- order – the location of a task within the sequence of other tasks;
- product the outcome/outcomes students produce, such as asset of questions, an essay, or a summary as the outcome of reading tasks;
- learning strategy – the kind of strategy a student uses when completing tasks;
- assessment – how success on the task will be determined;
- participation – whether the task is completed individually, with a partner, or with a group of other learners;
- resources – the materials or other resources used with a task.

The concept of task is central to many theories of classroom teaching and learning, and the education curriculum is sometimes described as a collection of tasks. From this viewpoint, in second language teaching the use of a variety of different kinds of tasks is said to make teaching more communicative since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake [Johnson, 1982].

The language teaching specialists who are very well aware of syllabus design and curriculum development are in an excellent position to start writing course books, other materials which will be used successfully in the teaching process. Successful modern language teaching process takes into account not only well-developed textbooks but also different games, packets of audiovisual aids, and dialogues that will provide the expected results in the language classroom. It is also important to take into account the sequence of materials and to stay within the scope of course requirements.

The majority of linguists pay special attention to the ways or strategies of teaching materials. Earlier in this article it was mentioned about adopting, developing or adapting materials to be taught.

Materials adoption involves deciding on the types of materials that are needed, locating as many different sets of those types as possible, evaluating the materials, putting them to use, and reviewing them on an ongoing basis.

Developing materials will be discussed in terms of three phases: developing, teaching (field testing), and evaluating the materials.

Adapting materials includes all of the steps necessary in adopting them, but must additionally incorporate phases that allow for analyzing what is worth keeping in the materials, classifying that remaining material, filling gaps from other sources, and recognizing all of this to fit the program in question [Brown, 1995].

This article aims to explain comprehensively everything one needs to know to teach well. Instructions or explanations on how to teach foreign languages is extremely important because:

- it is extremely important for a new, young teacher;
- specialist in the field of foreign languages pretty much agree with what makes a teacher effective is their experience gained in the process of teaching, the modern teaching methodology they have gained in foreign language classes.

A variety of teaching methods makes the learners' job more stimulating and enjoyable. Using one method or approach bores both teachers and language learners.

It is well-known that teacher talk is one of the most widespread teaching methods in the world. The widespread opinion about this method is: it occupies about 60% of most lessons. There are different opinions regarding its usage, its advantages and disadvantages. Its advantages are as follows:

- convenient for delivering an explanation;
- unlike a book, it can be adapted to the correct "level" for language learners and the content can be tailored to the needs of the class;
- it can be inspiring;
- little preparation or resourcing is required for the experienced teacher;

- it is a rapid method of presenting material;
- it is more personal method of communicating than written methods.

So far as to the disadvantages G.Petty mentions the following:

- the student is not required to form an understanding or “construct”;
- there is no feedback on whether understanding has taken place;
- retention is very low, so backup is required to ensure that information is understood and remembered;
- inexperienced teachers tend to deliver material too quickly, etc.

Very interesting and important opinions are expressed by G.Petty: “The concentration span of some students, while they listen to teacher talk, is less than five minutes; that of undergraduates and sixth-formers is perhaps 15 to 20 minutes. A lecture is an event where information passes from the notes of the lecturer into the notes of the student, without passing through the brains of either” [Petty, 2014].

This short concentration span puts the near-exclusive use of teacher talk in some educational circles into a rather alarming perspective. Many former university students will remember the eerie experience of revising from lecture notes that are entirely unfamiliar, but in one’s own handwriting.

One has to remember that, in effect, the short-term memory soon gets filled up and any new material simply displaces earlier material. Even if teacher-talk session is of modern length, the teacher cannot guarantee the concentration of all the members of the class all of the time. During a 10-minute teacher-talk session, almost every student will “dream off” at least once, perhaps at a crucial point in the explanation. If you do not believe me, try maintaining 100% concentration throughout a 30-minute radio documentary [Petty, 2014].

Most experienced teachers use questioning a great deal, in talking to language learners. Nothing motivates quite as much as the glow of satisfaction that a student gets when he/she answers a question correctly and immediately gets warm praise from the teacher.

The advantages of questioning as teaching method are:

- encourages the development of high-level thinking skills of students;
- offers in one-to-one questioning, a chance for the teacher to diagnose the difficulty a “stuck” student might be having;
- can be motivating, as it gives students a chance to demonstrate their success in learning;
- gives instant feedback both to teachers and students on whether learning is taking place;
- ensures the lesson moves at the student’s pace;
- ensures that learning is built on prior learning in a constructive way;
- produces transferable learning;
- is an active and interesting activity for language learners;
- gives students practice in using the newly or recently acquired ideas and vocabulary they have been taught and teaching;
- uncover incorrect ideas and assumptions, allowing “unlearning” to take place,

i.e., it supplies the “check and correct elements of learning”;

- allows the teacher to evaluate his/her teaching methodology, its positive and negative sides [Kerry, 1982].

The next method is “Notes a teaching method: write headings”. The teacher gives to her/his students a set of notes with the headings missing, but with space for these, and ask them to write their own headings in the form of sentences. This requires the students to read and understand the material, and results in headings such as “The heart is a blood pump” or “The heart increases its speed in response to the needs of muscles” [Petty, 2009].

One of the widely used methods worldwide as has already been mentioned is games to teach language and communication skill. Any activity in the mentioned field will be educationally valuable as it involves the use of the language the students are learning. Games produce an overwhelming desire to communicate. Therefore, they are considered to be excellent teaching methods. Some examples:

**Card games.** Cards can be used to teach vocabulary. Pairs of students are given about 50 cards, with target-language words on one side and their translation in smaller writing on the other side. Each card is revealed in turn target-language side up, with the translation hidden from view by a blank card. The first student in the group (including the dealer) who gives the correct translation gets that card. If students make a mistake, they must give a card to their opponent. The student with the most cards at the end wins.

**Students’ presentations.** Each student must give a short talk on her or his interests, hobbies, favourite music, etc., to the group. This helps the members of the class get to know each other better. Give learners a week or so to prepare.

There are many methods which are applied today in teaching foreign languages. G.Petty considers many modern teaching methods. Modern teaching methods are classified by him into three subtypes:

1. *Teacher-centered method*: teacher-talk, the art of explaining, the art of showing, questioning, note making.

2. *Active methods*: supervised student practice, discussion, group work and student talk, games and active learning methods, role play, drama and simulations, games to teach language and communication skills, seminars, learning for remembering: review and recall; whole-class interactive teaching: assertive questioning.

3. *Student-centered methods*: reading for learning, private study and homework, assignment and projects, essays and reports, guided discovery: teaching by asking; creativity, design and reflection; whole-brain, visual and kinesthetic methods; independent learning, self-directed learning.

One cannot but agree with G.Petty when he writes that: “Most books give you declarative knowledge. That is fine, but you mainly need procedural knowledge, which tells you how to teach, how to improve, and how to excel. Declarative and procedural knowledge are very different, and are even stored in different parts of brain” [Petty, 2014].

In teaching languages, the teacher will also have to be very well aware

about language and speech levels and their units, i.e., phonetic and phonological, morphological, lexicological and syntactic. These levels are interdependent and considered to form a hierarchy from lower levels containing the smaller linguistic units to higher levels containing larger or bigger linguistic units, i.e., phone morph-> word/lex -> sentence-> text.

They will also have to be very well aware of allophones, allomorphs, allomorphs/synonyms and allo-sentences.

Well-qualified teachers will have to be very well aware of teaching activities, which are designed to help or assist the language learners in achieving goals, i.e. – the kind of goals teachers and language learners identify for a task:

- procedures, the operations learners of language use to complete a task;
- the order, i.e., the location of a task within the sequence or order of other tasks;
- the product, the language learners produce such as: set of questions, a summary as the outcome of a listening or reading task;
- learning strategy., the kind of approach or strategy students use when completing a task;
- knowledge assessment, i.e., the way how achievements or success is determined;
- resources, the materials and other resources used within the task.

There is a widespread opinion that the concept of task is central to many theories of classroom teaching and learning and the educational curriculum is sometimes described as a collection of tasks. From this viewpoint, school or academic work is defined by a core of basic tasks that recur across different subjects in the curriculum. The teacher's choice of tasks determines the learning goal, how learning is to take place, and how the results of learning will be determined. In foreign language teaching, the use of a variety of different kinds of tasks is said to make teaching more communicative since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.

When speaking about phonetic level one has to know not only the letters and sounds of a language but three main areas of it:

- a) articulatory phonetics which deals with the way in which speech sounds are produced;
- b) acoustic phonetics which deals with the transmission of speech sounds through air;
- c) auditory phonetics which deals with how speech sounds are perceived by language learners.

Any language can perform its function as the most important means of human intercourse only as a language of sounds, because spoken words in all the languages consist of speech sounds, and conversation or speech without words is impossible. Letters serve to represent spoken words in writing. But words pronounced or written in isolation cannot express the thought foreseen by the speaker.

More or less complete thoughts can be expressed in sentences consisting of several words put together according to the grammar requirements, pronounced

according to the pronunciation requirements of the sounds, word stress and intonation.

Well-qualified language teachers will have to be very well aware of the grammar, i.e., morphology and syntax which studies the parts of speech, their characteristic features, sentence and their types.

Language teachers must be ready to compare Uzbek and Russian languages with English. They will have to be ready to explain the flexional-synthetic and flexional-analytical languages, their identical features and differences. Pay attention to the following table:

Grammatical categories of nouns	English	Uzbek	Russian
Number	+	+	+
Case	+	+	+
Possession	–	+	–
Gender	–	–	+

As one can see there are similarities and differences in grammatical categories of nouns in the mentioned three languages. The language teachers will have to be able to explain such differences. It is also important to remember that in mentioned grammatical categories the number of particular meanings is not similar: if number is identical, i.e., in all the mentioned languages nouns have singular and plural forms; the number of cases is not similar: in English two, in Russian six but in Uzbek eight.

As one can see there are so many differences only in the grammatical categories of nouns. There are lots of differences in other parts of speech.

When speaking about syntax the first thing to be mentioned is: English and Russian are Indo-European languages while Uzbek is Turkic or Altaic language. But though English and Russian genetically refer to the same language family, they differ greatly: Russian refers to flexional-synthetic type while English is a flexional-analytical. So genetically related languages grammatically are different. If for the English language the most important grammatical means in placing words in sentences is the order of words (SVO if the verb transitive, if it intransitive then the word order is SV), for the Russian language the order of words is not of primary importance. Since this language morphologically well developed, one has to know the use of grammatical inflections, compare the structure of the following sentences:

As one can see in Russian the order of words is different but the meaning of all variants of sentences remains the same.

The Uzbek language is an agglutinative one. Word order in sentences is free but there is one thing to be mentioned here – if the predicate of a sentence relatively is expressed by a transitive verb the object is to be placed before the predicate. The same must be said about attributes. They are placed before nouns.

The next language and speech level to be mentioned is lexicology which studies the vocabulary items of a language, including their meanings and new word-building means.

Foreign language teachers will have to be aware of new word-building means like: prefixes, language infixes teachers and will have postfixes/suffixes. This of

knowledge new of word-building language learners will considerably enrich their vocabulary. There are such prefixes in English as: un-, im-, in-, il-, ir-, mis-, dis- which are added to verbs and adjectives to express negative meaning like: invaluable, invisible, irregular, irrelevant, invalid, irreparable, disable, disagree, imperfect, immoral, undone, unhappy, misplaced and so on.

Suffixes like: -ness, -ity, -er, -ist, etc.: happiness, stupidity, diversity, driver and so on.

There are words in English which are formed by both prefixes and suffixes postfixes: irregularity, dishonesty, etc.

One also can come across to such English words as: hot-heat, food-feed, drink-drunk.

In these words, the change of root vowels produces new words: hot (adj.) – heat (noun), food (noun) – feed (verb), drink (verb) – drunk (adj.). Since it is so, root-vowel changes serve not only to change the grammatical forms of words (like run-ran, meet-met, foot-feet), but they are used to produce new parts of speech as well. The language learners will have to be aware of it too.

It is well known that culture is the set of beliefs, attitudes, customs, behavior, social habits of the members of a particular society. Cultural relativism is the theory that a culture can only be understood on its own terms. This means that standards, attitudes, and beliefs from one culture should not be used in the study or description of another culture. According to this theory there are no universal cultural beliefs or values. Cultural relativism has been part of the discussions of Linguistic Relativity and Cultural Deprivation [Richards et al., 1993].

Taking into account such opinion the syllabus and curriculum developers have included cross-cultural communication into the language teaching programs.

In the process of language teaching and learning, focusing on the inextricable connections between a culture and its language there should be key characteristics of effective instruction in all language skills. Today the ultimate goal of all cultural and cross-cultural education is to enable language learners to become successful in an international community and global economy. Without achieving the expected knowledge in the mentioned field students will not be able to optimize their needs i.e., communicative competence. The language learners and their teachers will have to take into account improving culturally dependent concepts that are closely connected with the language skills, since violations of these requirements may lead to socio-pragmatic failure, and uncomfortable breakdowns in communication.

Cross-cultural communication is an exchange of ideas between speakers from different cultural backgrounds. There are often more problems in cross-cultural communication than in communication between people of the same cultural background. There is a widespread opinion that each participant of the conversation may interpret the other's speech according to his/her own cultural background or conventions. If the cultural conventions of the speakers are widely different misunderstandings and misinterpretations can easily occur, even resulting in a total breakdown of communication. Cross-cultural research is an important part of sociolinguistics, since

it is often important to know whether generalizations made about one language group or family reflect the culture of that group or are universal.

It is well-known that teaching of a foreign language encourages cultural pluralism or multiculturalism. At the same time, one has to remember that any culture must be understood on the basis of its own terms which means that standards, and beliefs from one culture should not be used in the study of another culture since there are no universal cultural beliefs. The teachers of foreign languages will have to be very well aware of culture shock. They will have to anticipate the language learners about it.

There is a widespread opinion that in teaching foreign languages (the same may be said regarding all the school subjects) sequencing of materials starts with the easy and the most frequently occurring structures to the less frequently used ones. The syllabus and curriculum developers will have to take into account this fact.

It is also worth mentioning about code-switching which is a change by speaker/writer from one language or language variety to another one. Code-switching can take place in a conversation when one speaker uses one language and the other speaker answers in a different language. A person may start speaking one language and then get down to another one in the middle of their speech, or sometimes even at the end of a sentence [Wardhaugh, 1986]. For example: *She is my aunt, die Schwester meiner Mutter.*

It is well-known that the overwhelming majority of Uzbeks speak at least two languages, therefore one can say that Uzbekistan is a country of diglossia.

Our epoch of increased globalization has more than one set of cultural beliefs. The teaching of a foreign language in bilingual education naturally encourages cultural pluralism which foresees to become familiar with other cultures. Good knowledge of foreign languages and their cultures will help to avoid culture shock.

The curriculum and syllabus developers will have to take into account the complexity of cross-cultural and code-switching issues and recommend their consideration or learning with students of the third and fourth years.

Having established language learning objectives, a natural host step in the process of curriculum design is knowledge assessment.

Foreign language teachers will have to be knowledgeable in the mentioned field, i.e., knowledge assessment. Reasonable, well-developed modern tests will improve many different types of decisions in a perfection of curriculum. The well-developed curriculum is the cornerstone of teaching well-qualified language specialists.

In the epoch of increased globalization knowledge assessment has become of primary importance since both school-children and students know very well that they will be assessed. The assessment practices send signals to students about what they should be learning and how they have mastered it. The major purpose of knowledge assessment is that it should evaluate objectively the intended learning outcomes.

There are many reasons for the knowledge assessment of language learners: selection of students; controlling attendance; satisfying public expectations as to

standards and accountability; formative feedback; summative grading.

According to J. Biggs and C. Tang: “In formative assessment, the results are used for feedback during learning, Students and teachers both need to know how learning is proceeding. Formative feedback may operate both to improve the learning of individual students and to improve the teaching itself. Formative feedback is inseparable from teaching, the effectiveness of different teaching methods is directly related to their ability to provide formative feedback. Formative feedback is powerful teaching/learning activity that uses error detection as the basis for error correction. If an error is to be corrected, it must first be detected. Thus, students must feel absolutely free to admit errors and seek to have it corrected. Students also need to learn to take over the formative role for themselves, just as writers need to spot errors and correct them when editing a text by reflecting critically on their own writing.

In summative assessment, the results are used to grade students at the end of the course. Error no longer is there to instruct, as in formative assessment. Error now signals punishment” [Biggs & Tang, 2011].

C. Taylor, discussing measurement models of assessment, differentiates two quite different models: the measurement model and the standards model. Understanding the difference between the two models is basic to effective knowledge assessment [Taylor, 1994].

The measurement models were originally adapted by psychologists to measure stable traits and abilities along a graduated scale, so that individuals could be compared, either against each other or against population norms.

In norm-referenced assessment (NRA), results of assessment are reported in terms of comparisons between language learners. The rank order is the simplest example, which tells who performs better, who achieved the foreseen knowledge and who failed. The assumptions of the measurement models are:

- percentage as universal approach;
- tests should be designed to clearly separate the scores, i.e., to clearly separate the high and low scores;
- a quantitative approach to assessment, i. e., scientific, precise and objective;
- grading on the curve or percentage of results, etc.

There is a widespread opinion in foreign language teaching that after having established program objectives, knowledge assessment should be a natural next step in the process of curriculum design, since the modern tests provide proficiency, placement, diagnosis and achievement. The mentioned types of tests have traditionally been used in the majority of countries as the most important means to measure the degree of obtained or gained language skills.

The mentioned types of tests measure both the breadth and depth of learning. The educational institutions are unable to manage knowledge assessment without tests. It is worth mentioning that modern tests serve not only to measure language learners gained knowledge but they inspire, motivate and provide feedback that is essential for targeting prompt corrective help. Knowledge assessment serves:

- to grade the attainment of language learners;

- to select candidates for jobs;
- to select students for future courses;
- to evidence on the effectiveness of courses and teachers;
- to provide a long-term goal for language learners.

G.Petty mentions five strategies in mastery learning:

1. Define precisely what students must know and be able to do. Only essential learning law on Bloom's taxonomy is considered, for example, the ability to explain the meaning of new technical terms [Bloom, 1984].

2. Tell students what they should know and be able to do in order to pass the mastery test. Give them plenty of learning activities, including corrected practice to develop their knowledge and skills. Do not test them until they say they are ready.

3. Set tests that are very short (say, 5 minutes long) and very frequent (at least every week or two, or every 5 to 8 hours of instruction). The students mark these tests themselves from a mark scheme with either model answer or worked solutions provided by a teacher. The good news for the students is that the questions are predictably based on vital material and are easy, and the learning has already been practiced. The bad news is that the pass mark is very high for this vital material: 80 or 85%.

4. Students get a "P" for a pass, but their percentage is not recorded. If they do not pass, then the space on the record sheet is left blank until they do. The students who did not pass look carefully at what they got wrong and work on this for a day or two in their own time, preparing for a retest. They keep doing remedial work and then taking retests, which are very similar but not the same as the original test, until they get a pass. If the topic splits neatly into subtopics, then the student only retakes the subtopic that they did not pass.

5. The fifth strategy incorporates retesting opportunities after corrective instruction. Students who initially struggle with concepts can receive additional support and then retake tests to demonstrate their improved understanding. These retests may come in different versions but assess the same learning objectives, allowing students multiple chances to prove their mastery while maintaining high standards [Petty, 2014].

## CONCLUSION

The research demonstrates that effective foreign language teaching requires a comprehensive understanding of multiple components, including curriculum development, syllabus design, and modern teaching methodologies. The study highlights that in the context of increased globalization and educational reforms in Uzbekistan, particularly following the 2023 presidential decree on teaching quality, language teachers must be equipped with both theoretical knowledge and practical skills to meet contemporary educational demands.

The findings emphasize that successful language teaching depends on the integration of various teaching methods, including teacher-centered, active, and student-centered approaches. The research shows that no single method is sufficient; rather, teachers should utilize a combination of approaches such as teacher talk, questioning, games, discussions, and independent learning activities. Furthermore,

the study underscores the importance of understanding different types of syllabuses – structural, situational, topical, functional, notional, skills-based, and task-based – to effectively organize and deliver language instruction.

The research also reveals the critical role of assessment in language teaching, highlighting both formative and summative assessment methods. Formative assessment serves as an integral part of the teaching-learning process, providing essential feedback for both students and teachers, while summative assessment helps in determining overall achievement. The study emphasizes that modern tests should not only measure language learners' knowledge but also inspire, motivate, and provide feedback for targeted corrective help.

In the context of cross-cultural communication and code-switching, the research concludes that language teachers must be proficient in understanding and teaching linguistic levels (phonetic, morphological, lexicological, and syntactic) while being culturally aware. This is particularly important in bilingual environments like Uzbekistan, where teachers must be prepared to address the complexities of cultural pluralism and help students navigate potential cultural differences in language learning. The study ultimately suggests that successful language teaching in today's globalized world requires a well-developed curriculum that balances linguistic competence with cultural awareness and employs diverse teaching methodologies adapted to learners' needs.

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