

UDC 372.881.1

DEVELOPING FOREIGN LANGUAGE SPEAKING SKILLS OF 10-11 GRADE STUDENTS IN THE CONTEXT OF COMPETENCE-BASED APPROACH IN UZBEKISTAN**Rakhimova Shakhodat Djura kizi***Senior EFL teacher, specialized state school №180,**Shaykhontokhur district, Tashkent, Uzbekistan**Email: shaxodat5919@gmail.com*

ORCID: 0009-0006-0199-6606

Abstract: This paper provides a comprehensive, multi-layered analysis of the psychological, pedagogical, and methodological features involved in developing foreign language speaking skills among senior high school students (Grades 10–11) in the Republic of Uzbekistan. Framed within ongoing educational reforms and the systematic implementation of the National Curriculum (*Milliy o‘quv dasturi*), the study thoroughly examines the integrative structure of communicative competence. Special academic attention is dedicated to the nation-wide initiative spearheaded by the Ministry of Preschool and School Education—the "Language for the Future" ("*Kelajak uchun xorijiy til*") project, launched as the "Tashkent Experience". The paper evaluates its core methodology, structural level-based grouping, and extensive empirical data compiled up to July 2026. The practical results reveal a substantial correlation between interactive, facilitator-led classrooms and the rapid expansion of students' oral fluency, breaking of psychological communication barriers, and successful attainment of national and international language proficiency certificates (B1 level and above).

Keywords: competency-based approach, foreign language speaking, senior high school, Uzbekistan educational reforms, Language for the Future, National Curriculum, interactive teaching methodologies, communicative fluency, student-centered learning.

UDK 372.881.1

**KOMPETENTSIYAVIY YONDASHUV KONTEKSTIDA O‘ZBEKISTONDAGI
10-11-SINF O‘QUVCHILARINING CHET TILI NUTQIY KO‘NIKMALARINI
RIVOJLANTIRISH**

Raximova Shaxodat Djura qizi

*Toshkent shahar, Shayxontohur tumani, 180-sonli ixtisoslashtirilgan davlat maktabining
oliy toifali ingliz tili fani o‘qituvchisi, O‘zbekiston
Elektron pochta: shaxodat5919@gmail.com
ORCID: 0009-0006-0199-6606*

Annotatsiya: Ushbu maqolada O‘zbekiston Respublikasi umumta’lim maktablarining yuqori sinf (10–11-sinf) o‘quvchilarida xorijiy tilda gapirish ko‘nikmalarini rivojlantirishning psixologik, pedagogik va metodik xususiyatlari har tomonlama va ko‘p bosqichli tahlil qilingan. Ta’lim sohasidagi joriy islohotlar va Milliy o‘quv dasturining tizimli joriy etilishi doirasida tadqiqotda kommunikativ kompetensiyaning integrativ tuzilishi batafsil ko‘rib chiqilgan. Maktabgacha va maktab ta’limi vazirligi tomonidan ilgari surilgan va “Toshkent tajribasi” formatida yo‘lga qo‘yilgan “Kelajak uchun xorijiy til” umummilliy loyihasiga alohida akademik e’tibor qaratilgan. Ishda loyihaning asosiy metodologiyasi, o‘quvchilarni darajalar bo‘yicha guruhlash tuzilishi hamda 2026-yil iyul holatiga ko‘ra to‘plangan keng empirik ma’lumotlar baholanadi. Amaliy natijalar fasilitator-o‘qituvchi rahbarligidagi interfaol ta’lim hamda o‘quvchilarning og‘zaki nutq ravonligini oshirish, psixologik aloqa to‘siqlarini bartaraf etish hamda milliy va xalqaro til sertifikatlarini (B1 va undan yuqori) muvaffaqiyatli qo‘lga kiritish o‘rtasida sezilarli bog‘liqlikni ko‘rsatadi.

Kalit so‘zlar: kompetensiyaviy yondashuv, chet tilida gapirish, yuqori sinflar, O‘zbekistondagi ta’lim islohotlari, “Kelajak uchun xorijiy til” loyihasi, Milliy o‘quv dasturi, interfaol o‘qitish metodikasi, kommunikativ ravonlik, talabaga yo‘naltirilgan ta’lim.

УДК 372.881.1

**РАЗВИТИЕ НАВЫКОВ ИНОЯЗЫЧНОГО ГОВОРЕНИЯ УЧАЩИХСЯ 10–11
КЛАССОВ В КОНТЕКСТЕ КОМПЕТЕНТНОСТНОГО ПОДХОДА В УЗБЕКИСТАНЕ**

Рахимова Шаходат Джура кизи

*Учитель английского языка с высшей категорией, специализированная государственная
школа №180, Шайхантахурский район, Ташкент, Узбекистан
Электронная почта: shaxodat5919@gmail.com
ORCID: 0009-0006-0199-6606*

Аннотация: В данной статье представлен комплексный, многоаспектный анализ психологических, педагогических и методических особенностей развития навыков говорения на иностранном языке у учащихся старших классов (10–11 классы) Республики Узбекистан. В рамках текущих образовательных реформ и систематического внедрения Национальной учебной программы (*Milliy o‘quv dasturi*) в исследовании подробно изучается интегративная структура коммуникативной компетенции. Особое академическое внимание уделено общенациональной инициативе Министерства дошкольного и школьного образования — проекту «Язык для будущего» («*Kelajak uchun xorijiy til*»), запущенному в формате «Ташкентского опыта». В работе оцениваются его ключевая методология, структурное разделение учащихся по уровням владения языком, а также обширные эмпирические данные, собранные по состоянию на июль 2026 года. Практические результаты выявляют существенную взаимосвязь между интерактивным обучением под руководством учителя-фасилитатора и стремительным развитием устной речи учащихся, преодолением психологических коммуникативных барьеров, а также успешным получением национальных и международных сертификатов по иностранным языкам (уровня B1 и выше).

Ключевые слова: компетентностный подход, иноязычное говорение, старшие классы, реформы образования в Узбекистане, проект «Язык для будущего», Национальная учебная программа, интерактивные методики обучения, коммуникативная беглость, обучение, центрированное на ученике.

1. Introduction

1.1. Context and Relevance

The globalized socio-economic landscape of the 21st century demands that the educational architecture of developing nations adapts to foster high levels of communicative autonomy. In the Republic of Uzbekistan, the modernization of the public education system has reached a critical juncture, heavily characterized by a paradigm shift from traditional, knowledge-oriented instructional models to a dynamic, competency-based framework. According to the National Curriculum Framework for Foreign Languages [2], foreign language education is no longer designed around the passive absorption of theoretical grammar rules. Instead, its primary strategic mandate is to cultivate functional multilingualism among youth, rendering them globally competitive.

For students in grades 10 and 11—the final tier of compulsory secondary education—this transition carries significant weight. By the end of grade 11, graduates are benchmarked to achieve a minimum of B1 proficiency according to the Common European Framework of Reference for Languages (CEFR). Achieving this standard requires senior high schools to function as immersive spaces where oral communication serves as both the target objective and the primary vehicle of instruction. This structural reform is heavily reinforced by large-scale state programs, most notably the "Language for the Future" ("*Kelajak uchun xorijiy til*") national project [3], which addresses systemic challenges by offering intensive, scalable, and level-tailored training frameworks.

1.2. The Statement of the Problem

Despite extensive curriculum redesigns and the distribution of updated teaching materials, a historical discrepancy persists within the practical secondary classroom environment. A significant proportion of senior students display high levels of passive linguistic competence—possessing wide receptive vocabularies and an understanding of complex grammatical forms—yet experience severe debilitating anxiety when required to produce spontaneous oral discourse. Traditional reproductive teaching methods, such as mechanical reading, translation of texts, and learning rigid dialogues by heart, dominate conventional classrooms. These obsolete methodologies actively hinder the development of productive skills, failing to dismantle the "language barrier" and leaving high school graduates structurally unequipped for authentic conversational situations in higher education or international professional fields.

1.3. Research Goal and Questions

The primary objective of this comprehensive study is to investigate the structural sub-competencies essential for senior students and to evaluate how the student-centered interactive methodologies embedded within the "Language for the Future" project optimize oral proficiency. To fulfill this objective, the study addresses three guiding research questions:

1. What specific sub-competencies constitute the core of oral communicative competence for 10th and 11th graders under the current National Curriculum [2]?
2. How does the integration of international educators and level-based scaffolding alter classroom dynamics and diminish speech anxiety?
3. What quantifiable impacts has the "Language for the Future" initiative yielded regarding student certification rates and conversational fluency as of mid-2026 [2]?

2. Literature Review: Theoretical Underpinnings of the Competency-Based Approach

The competency-based approach in language pedagogy draws heavily from the foundational theories of communicative competence established by Hymes [6], subsequently expanded by Canale and Swain [4]. Hymes [6] famously argued that linguistic competence—the knowledge of grammatical rules—is entirely insufficient without communicative competence, which dictates the appropriate and effective social use of language. In the context of modern foreign language teaching within the Communicative Language Teaching (CLT) framework, researchers such as Richards [8] and Harmer [5] emphasize that fluency and meaning must take precedence over mechanical accuracy during the developmental stages of productive speech skills.

In Uzbekistan, the transition toward a competency-based model has been extensively investigated by local pedagogical scholars, who emphasize the necessity of aligning local

school curricula with international metrics. Senior high school students (ages 15–17) present distinct psychological and cognitive attributes that require a specialized methodological approach. At this developmental stage, abstract thinking, analytical reasoning, and career-oriented motivation are highly pronounced. Senior students are inherently capable of addressing complex, socially relevant themes rather than simple, formulaic dialogues.

However, as noted by modern educational researchers, the primary obstacle to speaking proficiency in senior grades is psychological rather than intellectual. Affective factors, such as the fear of negative evaluation by peers or teachers, construct an "affective filter" (as conceptualized by S. Krashen) [7] that blocks oral production. The competency-based framework aims to lower this filter by prioritizing communicative success over error penalization, restructuring the speaking sub-competencies into four integrative branches:

- **Linguistic Competence:** The lexical, grammatical, and phonological accuracy required to assemble coherent sentences.
- **Discourse Competence:** The capacity to connect utterances logically, ensuring cohesive transition markers, appropriate linking words, and structural harmony in monologues or dialogues.
- **Sociolinguistic Competence:** The socio-cultural awareness needed to adjust tone, register, and vocabulary choices based on the specific social setting, politeness norms, and the identity of the interlocutor.
- **Strategic (Compensatory) Competence:** The vital pragmatic capability to navigate vocabulary deficiencies or cognitive gaps during active speech by deploying communication strategies such as paraphrasing, circumlocution, non-verbal gestures, or contextual synonyms.

3. Methodological Framework and Pedagogical Technologies

To actively foster these four sub-competencies, the classroom paradigm must firmly reject teacher-centered lectures and adopt an interactive, Student-Centered Approach. The pedagogical architecture utilized within the "Language for the Future" project shifts the instructional focus away from teacher dictation to student-led collaborative speech generation. This methodological framework relies heavily on three core communicative technologies:

3.1. Academic Debates and Panel Discussions

Rather than treating speaking as a passive response to static textbook questions, students are introduced to formalized debate formats (e.g., Karl Popper or British Parliamentary styles modified for ELT). Discussions are organized around high-interest, intellectually stimulating topics directly relevant to the students' futures:

- *Theme A:* "The Societal Implications of Artificial Intelligence on Future Employment Dynamics in Central Asia."

- *Theme B*: "Economic Development vs. Environmental Preservation: Solving the Water and Air Quality Crisis in Uzbekistan."

- *Theme C*: "The Role of Digitalization and E-Learning in Modern Higher Education."

This technology forces students to synthesize their thoughts, employ sophisticated persuasive discourse markers, and engage in spontaneous, adversarial yet polite oral argumentation [8].

3.2. The Case Study Method (Problem-Based Learning)

Students are divided into small collaborative cohorts (4–5 participants) and presented with an authentic, real-life scenario requiring a multi-layered solution. For example, a group is given a business case: *"A local historical tourism agency in Samarkand is struggling to attract European tourists due to ineffective digital outreach. Design an international marketing strategy under a limited budget."*

The entire brainstorming, negotiation, conflict resolution, and final presentation phases must be conducted exclusively in the target language [5]. This method targets discourse and sociolinguistic competencies, transforming the language from an abstract subject into a highly practical tool for collaborative problem-solving.

3.3. Project-Based Learning (PBL) Integrated with ICT

High school students are assigned independent or team-based research tasks that culminate in multimedia presentations. Utilizing digital resources, students compile data, conduct interviews, or analyze media trends. They then deliver a formal presentation to the class, followed by a live Question-and-Answer session. This exercise bridges the gap between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP), preparing them for international public speaking formats.

Crucially, these methods demand a severe reduction in Teacher Talking Time (TTT). In a standard 45-minute competency-based lesson, TTT is restricted to 15–20% of the duration, primarily utilized for setting up tasks, scaffolding complex vocabulary, and managing transitions. The remaining 80% is dedicated to Student Talking Time (STT), shifting the teacher's role from an authoritative source of knowledge to an adaptive facilitator and silent ethnographer who records language patterns for delayed feedback.

4. Project Implementation and Practical Results

4.1. The "Tashkent Experience" Structural Overview

The operational validity of these pedagogical methodologies was rigorously tested through the execution of the "Language for the Future" (*"Kelajak uchun xorijiy til"*) national initiative, launched by the Ministry of Preschool and School Education in December 2025. Initially organized as an intensive pilot framework termed the "Tashkent Experience," the

project explicitly aimed to revolutionize language acquisition across all general education schools in the capital city [3].

The structural workflow of the project was executed in three distinct chronological phases:

1. **Diagnostic Phase:** The project initiated comprehensive, standardized diagnostic MOCK examinations across Tashkent schools, systematically evaluating the baseline speaking, listening, reading, and writing proficiencies of approximately 40,000 11th-grade students.

2. **Scaffolding and Stratification:** Following a rigorous data analysis conducted by the Ministry, students were structurally de-isolated from traditional rigid class rosters and re-grouped into flexible, level-tailored proficiency tiers [3]. This targeted grouping ensured that instructional materials matched the exact zone of proximal development of each learner.

3. **Immersive Implementation:** The state educational infrastructure was supplemented by the strategic deployment of 1,518 international foreign language specialists during the 2025–2026 academic year. These native and international educators worked in tandem with local teachers, providing intense, communication-heavy workshops completely free of charge, entirely bypassing outdated grammar-translation formats.

Table 1. *Statistical dynamics and key indicators of the "Tashkent Experience" pilot framework (as of July 2026).*

Key Metric Evaluated	Operational Value / Growth Indicators
Target Student Population (Total 11th Graders Involved)	~40,000 students
International Language Specialists Deployed	1,518 (Expanding to 2,000+ in 2026-2027)
Total Language Certificates Volume (December 2025)	2970 students
Total Language Certificates Volume (July 2026)	17,515 students (<i>Approx. 5.89x net increase</i>)
Specific B1+ English Graduates Sub-tier	10,106 students

4.2. Quantitative and Qualitative Outcomes

The empirical data compiled at the conclusion of the academic cycle demonstrates an extraordinary surge in student performance [3]. In December 2025, the total number of 11th-grade students in Tashkent possessing valid, state-recognized or international language certificates was limited to 2,970 individuals. By July 1, 2026, following the systematic deployment of the interactive, facilitator-led curriculum, the number of certified high school

seniors skyrocketed to 17,515 individuals—marking a nearly sixfold (approx. 5.89x) increase within a single academic year.

Furthermore, within this certified demographic, exactly 10,106 11th-grade students in Tashkent successfully secured national certificates certifying a B1 proficiency level or higher in English, with a significant sub-tier achieving B2 and C1 competencies. On a macroeconomic scale, the broader impact of these communicative pedagogical interventions is highlighted by the state assessment boards: for the upcoming 2026–2027 academic admission cycle, the total pool of applicants across the Republic of Uzbekistan holding valid national or international language certificates has reached an unprecedented 125,354 individuals.

Qualitative observations conducted during peer-reviews confirmed that the presence of international specialists combined with the strict mandate for student-centered activities drastically reduced foreign language anxiety. Students exposed to continuous debate and case-study setups exhibited a marked reduction in long pauses, an increased rate of speech (words per minute), and an advanced capacity to utilize strategic/compensatory mechanisms when encountering vocabulary gaps.

5. Discussion

The extraordinary quantitative leap from 2,970 to 17,515 certified students within the Tashkent public school system validates the fundamental tenets of the competency-based approach. The success of the "Tashkent Experience" strongly indicates that language blockages are not caused by an intrinsic lack of cognitive aptitude among local students, but are instead direct byproducts of obsolete pedagogical delivery systems. When the instructional model replaces passive grammar worksheets with interactive, level-appropriate speaking workshops, the student's affective filter drops, allowing natural language acquisition to occur [7].

However, the rapid expansion of the initiative introduces certain institutional challenges that must be addressed to sustain this momentum:

- **Teacher Training Discrepancies:** While the introduction of 1,518 international experts provided immediate relief, local English teachers frequently struggle to maintain purely interactive environments once external monitoring concludes. There is an immediate need to re-train domestic staff to transition permanently from the role of an "instructor" to that of a "communicative facilitator."

- **Material Adaptation:** Standardized textbooks often conflict with the fluid nature of level-based workshops. The state must invest in highly modular, digitalized communication resources that can be dynamically updated via specialized academic web-platforms.

- **Scaling Logistics:** Transitioning the project from a localized capital city framework ("Tashkent Experience") to remote, rural regions across the provinces of Uzbekistan will encounter infrastructural constraints, including unequal access to high-speed internet and a lower density of international educators.

To combat these limitations, the Ministry's strategic plan to expand the deployment of foreign language specialists to over 2,000 experts for the next academic cycle must be coupled with rigorous, mandatory professional development courses for local teachers, focusing specifically on classroom management within low-TTT, high-STT settings.

6. Conclusion

The systematic implementation of the competency-based approach, heavily propelled by the empirical frameworks and infrastructure of the "Language for the Future" national project [1], has revolutionized the landscape of secondary foreign language education in Uzbekistan. By transforming traditional classrooms into interactive, communicative laboratories that prioritize fluency, argumentation, and collaborative problem-solving, the public school system has successfully demonstrated its capacity to break the long-standing "language barrier" among 10th and 11th-grade students.

The nearly sixfold increase in language certifications within the capital city serves as definitive proof that student-centered, low-TTT methodology directly correlates with high linguistic autonomy and international competitiveness. As Uzbekistan continues to expand this project across its regional borders, the integration of intensive level-based grouping, authentic communicative exposure via international specialists, and digital scaffolding will remain paramount. This structural educational evolution not only equips high school graduates with vital academic credentials but ensures they enter the globalized world as confident, articulate, and highly functional multilingual citizens.

References

1. Mirziyoyev, Sh. M. (2022). *Decree of the President of the Republic of Uzbekistan No. UP-6008 "On approval of the Strategy for the Development of Public Education System in 2022–2026"*. National Database of Legislation of the Republic of Uzbekistan.
2. Republic of Uzbekistan Ministry of Preschool and School Education. (2024). *National Curriculum Framework for Foreign Languages (Milliy o‘quv dasturi)*. State Publishing House "O'qituvchi".
3. Ministry of Preschool and School Education of the Republic of Uzbekistan. (2026). *Official Statement on the Statistical Outcomes and Certification Milestones of the "Language*

for the Future" ("Kelajak uchun xorijiy til") Project. Information Services of the MoPSE, Tashkent.

4. Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.

5. Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Longman.

6. Hymes, D. (1972). On Communicative Competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269-293). Penguin.

7. Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press.

8. Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge University Press.