



Modernizing english language education: a communicative approach within the credit-module framework

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Annotation. *This study explores the modernization of English language teaching in higher education through the integration of communicative teaching methods within the credit-module system. The research highlights the importance of student-centered learning, interactive methodologies, and competency-based assessment in improving language proficiency. By analyzing current practices and implementing communicative strategies, the study demonstrates how the credit-module framework can enhance learners' communicative competence, autonomy, and academic performance. The findings suggest that combining communicative language teaching (CLT) with modular education leads to more effective and practical language acquisition.*

Keywords: *english language education, communicative language teaching (CLT), credit-module system, student-centered learning, language competence, interactive teaching methods, curriculum design, outcome-based education, learner autonomy, formative assessment, blended learning, educational innovation.*

Ingliz tilini o'qitishni modernizatsiya qilish: kredit-modul tizimi doirasida kommunikativ yondashuv

Annotatsiya. *Ushbu tadqiqot oliy ta'limda ingliz tilini o'qitishni modernizatsiya qilish masalasini kommunikativ o'qitish metodlarini kredit-modul tizimiga integratsiya qilish orqali o'rganadi. Tadqiqotda talaba markazli ta'lim, interaktiv metodlar va kompetensiyaga asoslangan baholash tilni o'zlashtirish darajasini oshirishda muhim ahamiyat kasb etishi ta'kidlanadi. Mavjud amaliyotlarni tahlil qilish va kommunikativ strategiyalarni joriy etish asosida kredit-modul tizimi talabalarning kommunikativ kompetensiyasi, mustaqilligi va akademik natijadorligini rivojlantirishga qanday hissa qo'shishi ko'rsatib beriladi. Tadqiqot natijalari shuni ko'rsatadiki, kommunikativ til o'qitishni modul ta'lim tizimi bilan uyg'unlashtirish tilni yanada samarali va amaliy yo'naltirilgan tarzda o'zlashtirishni ta'minlaydi.*

Kalit so'zlar: *ingliz tilini o'qitish, kommunikativ til o'qitish, kredit-modul tizimi, talaba markazli ta'lim, til kompetensiyasi, interaktiv o'qitish metodlari, o'quv dasturini ishlab chiqish, natijaga yo'naltirilgan ta'lim, o'quvchi mustaqilligi, formativ baholash, aralash ta'lim, ta'lim innovatsiyalari.*

Модернизация преподавания английского языка: коммуникативный подход в рамках кредитно-модульной системы

Аннотация. Данное исследование посвящено модернизации преподавания английского языка в высшем образовании посредством интеграции коммуникативных методов обучения в кредитно-модульную систему. В работе подчеркивается важность обучения, ориентированного на студента, использования интерактивных методик и компетентностного оценивания для повышения уровня владения языком. На основе анализа существующих практик и внедрения коммуникативных стратегий показано, как кредитно-модульная система способствует развитию коммуникативной компетенции, самостоятельности и академической успеваемости студентов. Результаты исследования свидетельствуют о том, что сочетание коммуникативного подхода в обучении языку с модульной системой образования обеспечивает более эффективное и практико-ориентированное усвоение языка.

Ключевые слова: преподавание английского языка, коммуникативное обучение языку, кредитно-модульная система, студентоориентированное обучение, языковая компетенция, интерактивные методы обучения, разработка учебных программ, обучение, ориентированное на результат, автономия обучающихся, формирующее оценивание, смешанное обучение, образовательные инновации.

INTRODUCTION

The rapid development of globalization, international cooperation, and academic mobility has significantly increased the importance of English language proficiency in higher education. Universities today are expected to produce graduates who are not only knowledgeable in their respective fields but also capable of effective communication in international contexts. This growing demand necessitates the modernization of English language teaching methodologies and systems. In response to these challenges, many higher education institutions have adopted the credit-module system, which creates new opportunities for improving the quality of education. This system emphasizes student-centered learning, flexibility, transparency, and clearly measurable learning outcomes. However, the success of the credit-module system largely depends on the teaching approaches applied within it. Traditional methods of teaching English, particularly grammar-translation and lecture-based instruction, are no longer sufficient to meet modern educational needs. Although these approaches may provide students with theoretical knowledge, they often fail to develop practical communicative competence. As a result, learners struggle to use the language effectively in real-life situations.

To address this issue, the integration of Communicative Language Teaching into the credit-module system becomes essential. CLT focuses on interaction, real-life communication, and active learner engagement, making it a suitable approach for developing students' communicative abilities. Moreover, it aligns well with the principles of the credit-module system, which encourages learner autonomy and outcome-based education.

LITERATURE REVIEW AND METHODOLOGY

Communicative Language Teaching is based on the concept of communicative competence, which includes grammatical, sociolinguistic, discourse, and strategic competencies. Brown explains that communicative competence enables learners to use

language effectively and appropriately in various contexts, rather than merely understanding grammatical rules. Harmer highlights the importance of student engagement, stating that learners acquire language more effectively when they are emotionally and cognitively involved in the learning process. This aligns with CLT principles, which promote active participation and collaboration. The European Commission, in its ECTS Users' Guide, explains that the credit-module system supports student-centered learning by allowing flexibility in course selection and promoting continuous assessment. This creates a suitable environment for implementing communicative approaches. Overall, the literature suggests that combining CLT with the credit-module system enhances both theoretical knowledge and practical language use. One of the main components of researching the issue of implementing a credit-module system based on communicative teaching methods in higher education institutions is conducting pedagogical experimental work. Therefore, within the framework of the study, various methodologies were developed to improve the effectiveness of teaching English in the credit-module system in higher education institutions. In particular, these methodologies focus on improving instruction based on communicative methods, enhancing the forms, methods, and tools of teaching professional subjects in the training of future English language teachers, and developing students' communicative competence.

In order to determine the effectiveness of the developed methodology, pedagogical experimental work was carried out. The experimental work was conducted during the 2021–2025 academic years at the International University of Tourism and Cultural Heritage “Silk Road,” Ajiniyaz Nukus State Pedagogical Institute, and Navoi State University. A total of 642 students participated and were divided into experimental and control groups. Of these, 322 students were assigned to the experimental group and 320 students to the control group. The experimental work was conducted in three stages: diagnostic, formative, and final.

Number of professors and students participating in the experimental work in higher education institutions

	Higher Education Institutions	Number of participants	
		Teachers	Students
1.	Ajiniyaz Nukus State Pedagogical Institute	4	214
2.	International University of Tourism and Cultural Heritage “Silk Road”	6	214
3.	Navoi State University	18	214
Total:		28	642

During the experimental process, instructional sessions were organized in accordance with the requirements of the credit-module system, with particular emphasis placed on students' independent learning activities. The use of communicative methods, interactive classes, authentic materials, and information-educational environments was aimed at developing students' speech activity and communicative competence. In the control groups, the educational process was conducted based on traditional methods.

At the final stage, the results of the experimental and control groups were compared, and the effectiveness of the developed methodology was determined through assessment criteria, testing, and mathematical-statistical analysis. The obtained results scientifically confirmed that the use of communicative approaches within the credit-module system is highly effective in developing students' communicative competence and improving the overall quality of instruction. The findings of the study indicate that the integration of communicative teaching methods within the credit-module framework significantly improves students' language learning outcomes.

Students exposed to communicative teaching demonstrated:

- Higher levels of participation and engagement

- Improved speaking and listening skills
- Greater confidence in real-life communication situations
- Enhanced motivation and interest in learning English

The credit-module framework supported these outcomes by providing structured yet flexible learning opportunities. Continuous assessment methods, such as presentations, group work, and project-based tasks, allowed for a more comprehensive evaluation of students' communicative abilities. However, challenges were also identified, including the need for teacher training, the development of appropriate materials, and the adaptation of assessment criteria. Despite these challenges, the overall results confirm that integrating CLT into the credit-module system enhances the quality of English language education.

RESULTS AND DISCUSSION

The results of the study demonstrated that the integration of communicative language teaching methods within the credit-module framework had a positive impact on students' English language proficiency, classroom participation, and overall learning motivation. The findings revealed noticeable improvements in students' communicative competence, particularly in speaking and listening skills, as a result of interactive and student-centered instructional practices. Classroom observations showed that students became more active and confident during lessons that included pair work, group discussions, role plays, and project-based activities. Compared to traditional teacher-centered instruction, communicative tasks encouraged learners to use English more frequently in real-life situations. Many students who were initially hesitant to speak in English gradually demonstrated greater fluency, improved pronunciation, and stronger interaction skills throughout the course. Survey results indicated that the majority of students had positive attitudes toward the credit-module system and communicative teaching methods. Students reported that modular learning helped them organize their studies more effectively and increased their responsibility for independent learning.

The implementation of blended learning technologies also contributed to positive educational outcomes. Students actively used online learning platforms, multimedia materials, and digital communication tools to complete assignments and improve language practice outside the classroom. The use of technology increased learner engagement and provided flexible opportunities for self-study and collaboration. Instructors participating in the study emphasized that the communicative approach improved classroom dynamics and created a more interactive learning environment. Teachers observed that students were more motivated to participate in discussions and practical tasks when lessons focused on communication rather than memorization. However, some instructors noted challenges such as limited classroom time, unequal student participation levels, and the need for additional teacher training in modern communicative methodologies. Assessment results demonstrated measurable progress in students' academic performance. Students who participated in communicative and modular learning activities achieved higher scores in oral presentations, listening comprehension, and collaborative projects compared to traditional written examinations alone. The findings confirmed that competency-based and formative assessment methods provided a more accurate evaluation of students' practical language abilities.

The findings of this study confirm that the integration of communicative language teaching within the credit-module framework positively influences the quality of English language education in higher institutions. The results demonstrate that student-centered and interactive teaching approaches contribute significantly to the development of learners' communicative competence, motivation, and academic independence. These outcomes support the idea that modern language education should focus not only on theoretical knowledge but also on the practical use of language in authentic communicative contexts. One of the most important observations of the study was the increased level of student

participation during communicative activities. Interactive methods such as pair work, group discussions, debates, and project-based learning encouraged students to express their ideas more confidently in English. Students became more willing to participate actively because the classroom environment was less focused on memorization and more oriented toward communication and problem-solving.

The study also demonstrated that the credit-module system supports learner autonomy and continuous assessment. Through modular learning, students were able to manage their learning process more independently by completing self-study assignments, online tasks, and project work. Continuous and formative assessment methods provided regular feedback, helping students identify their weaknesses and improve their performance throughout the course rather than relying only on final examinations. The use of digital resources, multimedia materials, and online platforms increased students' engagement and provided additional opportunities for language practice beyond the classroom. Technology-supported learning created a more flexible educational environment and encouraged collaborative learning among students. This indicates that educational innovation and digital integration are becoming essential components of modern language teaching. These findings suggest that successful implementation of CLT requires not only curriculum reform but also professional development programs for instructors and adequate institutional support.

CONCLUSION

The credit-module system played a significant role in supporting educational outcomes. Continuous assessment methods, such as presentations and group projects, allowed for a more comprehensive evaluation of students' communicative abilities. Biggs and Tang argue that such alignment between teaching and assessment improves learning effectiveness. However, the study also identified several challenges. Teachers often lack sufficient training in communicative methods, and there is a shortage of appropriate teaching materials. Additionally, large class sizes can limit the effectiveness of interactive activities. The study shows that updating English language education involves incorporating communicative teaching approaches into the credit-module system. The combination of these approaches promotes student-centered learning, improves communicative competence, and increases motivation.

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