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## **Integrating Learner-Centered, Task-Based, and Self-Assessment approaches in contemporary English language education**

**Kholmuradova Leyla Eshkuvatovna**  
[leymasifl@yahoo.com](mailto:leymasifl@yahoo.com)

PhD, Associate Professor,  
Samarkand State Institute of Foreign Languages

**Djurakulova Diyora Alisher qizi**  
[adhamova23@icloud.com](mailto:adhamova23@icloud.com)

PhD student,  
Samarkand State Institute of Foreign Languages

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**Annotation** *English language education has experienced a recent intensification of the trend toward pedagogical models that emphasize autonomy, communicative proficiency, and advanced learning skills. The article explores the integration of three important modern approaches – learner-centered education, task-based language teaching (TBLT), and learners' self-assessment drawing upon recent empirical and theoretical research. The review prioritizes research that illustrates how student-centered learning effectively promotes 21st-century skills, underscores the significance of self-assessment in enhancing motivation, autonomy, and metacognitive abilities, and demonstrates how TBLT advances communicative competence and student engagement. By thoroughly analyzing the synergistic relationship between these frameworks, the essay advocates for an integrated pedagogical approach appropriate for contemporary English as a Foreign/Second Language (EFL/ESL) contexts, including higher education environments. Performance-based assessment, multimodal learning, real-world challenges, and structured learning pathways are all highly valued within the proposed methodology, which ultimately aims to create more reflective, independent, and communicatively competent learners capable of navigating complex academic and professional tasks.*

**Keywords** *Learner-centered education, task-based language teaching, self-assessment, English language pedagogy*

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## **Интеграция личностно-ориентированного, задачного (TBLT) и самооценочного подходов в современном обучении английскому языку**

**Холмурадова Лейла Эшкuvatовна**  
[leymasifl@yahoo.com](mailto:leymasifl@yahoo.com)

Кандидат филологических наук (PhD),  
доцент,  
Самаркандский государственный институт  
иностранных языков

**Джуракулова Диёра Алишер кизи**  
[adhamova23@icloud.com](mailto:adhamova23@icloud.com)

Докторант,  
Самаркандский государственный институт  
иностранных языков

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**Аннотация** *Преподавание английского языка в последние годы демонстрирует усиление тенденции к педагогическим моделям, которые акцентируют внимание на автономии обучающихся, развитии коммуникативной компетенции и*

совершенствовании продвинутых учебных навыков. В статье рассматривается интеграция трёх современных подходов – обучения, ориентированного на студента, обучения английскому языку на основе заданий (TBLT) и самооценки учащихся – на основе актуальных эмпирических и теоретических исследований. Обзор подчёркивает, как обучение, ориентированное на учащегося, способствует формированию навыков XXI века, раскрывает важность самооценки в повышении мотивации, автономии и метакогнитивных способностей, а также демонстрирует роль TBLT в развитии коммуникативной компетенции и вовлечённости студентов. Анализируя синергетическую взаимосвязь данных подходов, статья обосновывает необходимость интегрированной педагогической модели для современных условий обучения EFL/ESL, включая высшие учебные заведения. Предлагаемая методология высоко оценивает деятельностное оценивание, мультимодальное обучение, реальные учебные задачи и чётко структурированные образовательные траектории, направленные на развитие самостоятельных, критически мыслящих и коммуникативно компетентных обучающихся.

**Ключевые  
слова**

Личностно-ориентированное обучение, обучение на основе задач (TBLT), самооценивание, методика обучения английскому языку

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**Zamonaviy ingliz tili ta'limida  
shaxsga yo'naltirilgan, topshiriqlar  
asosida o'qitish (TBLT) va o'z-o'zini  
baholash yondashuvlarining  
integratsiyasi****Holmuradova Leyla Eshkuvatovna**[leylasifl@yahoo.com](mailto:leylasifl@yahoo.com)

Filologiya fanlari bo'yicha falsafa doktori  
(PhD), dotsent,

Samarkand davlat chet tillar instituti

**Djurakulova Diyora Alisher qizi**[adhamova23@icloud.com](mailto:adhamova23@icloud.com)

PhD talaba,

Samarkand davlat chet tillar instituti

**Annotatsiya**

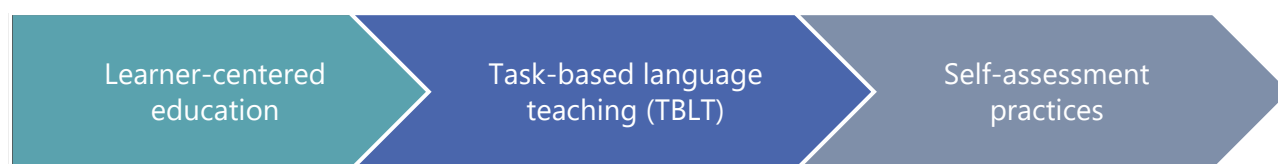
Ingliz tili ta'limi so'nggi yillarda o'quvchi avtonomiyasi, kommunikativ kompetensiya va xxi asr ko'nikmalarini rivojlantirishga qaratilgan pedagogik yondashuvlarga kuchli ehtiyoj sezayotganini ko'rsatmoqda. Ushbu maqolada shaxsga yo'naltirilgan ta'lim, topshiriqlar asosida o'qitish (task-based language teaching, TBLT) va o'quvchilarning o'z-o'zini baholashi integratsiyasi zamonaviy nazariy va empirik tadqiqotlar asosida tahlil qilinadi. Shaxsga yo'naltirilgan yondashuv o'quv faolligini va mustaqil o'qish kompetensiyalarini rivojlantiradi; o'z-o'zini baholash motivatsiya va metakognitiv ko'nikmalarni mustahkamlaydi; TBLT esa kommunikativ kompetensiyani va real vazifalarda ishtirok etish samaradorligini oshiradi. Mazkur uch yondashuvning sinergiyasi oliy ta'limdagi ingliz tili ta'limi uchun samarali bo'lgan kompleks pedagogik modelni yaratishga imkon beradi. Ushbu yondashuvlarning o'zaro uyg'unlashuvi chuqur tahlil qilinib, zamonaviy EFL/ESL ta'limi, jumladan, oliy ta'lim tizimi uchun integrativ pedagogik model taklif etiladi. Taklif etilgan metodologiyada natijaga yo'naltirilgan baholash, multimodal o'quv

*muhiti, real hayotga yaqin topshiriqlar va bosqichma-bosqich o'quv jarayonlari yuqori qadrlanadi; yakunda esa talabalarning mustaqil fikrlashi, kommunikativ savodxonligi va murakkab o'quv-amaliy vazifalarni bajarish qobiliyatini kuchaytirish maqsad qilinadi.*

**Kalit so'zlar** *Shaxsga yo'naltirilgan ta'lim, tblt; o'z-o'zini baholash, o'quvchi avtonomiyasi, ingliz tili ta'lim metodikasi*

The international growth of English language teaching within higher education has fundamentally shifted dominant attitudes concerning pedagogical effectiveness, student independence, and communicative competence. In the past, teacher-centered methods of instruction, which formerly represented the dominating instructional

approach, are now subject to growing criticism due to their limitations regarding interaction, reduced student autonomy, and an inability to foster crucial 21st-century competencies (Hadiyanto, 2024). In response, current educational research emphasizes three interconnected approaches to pedagogical innovation.

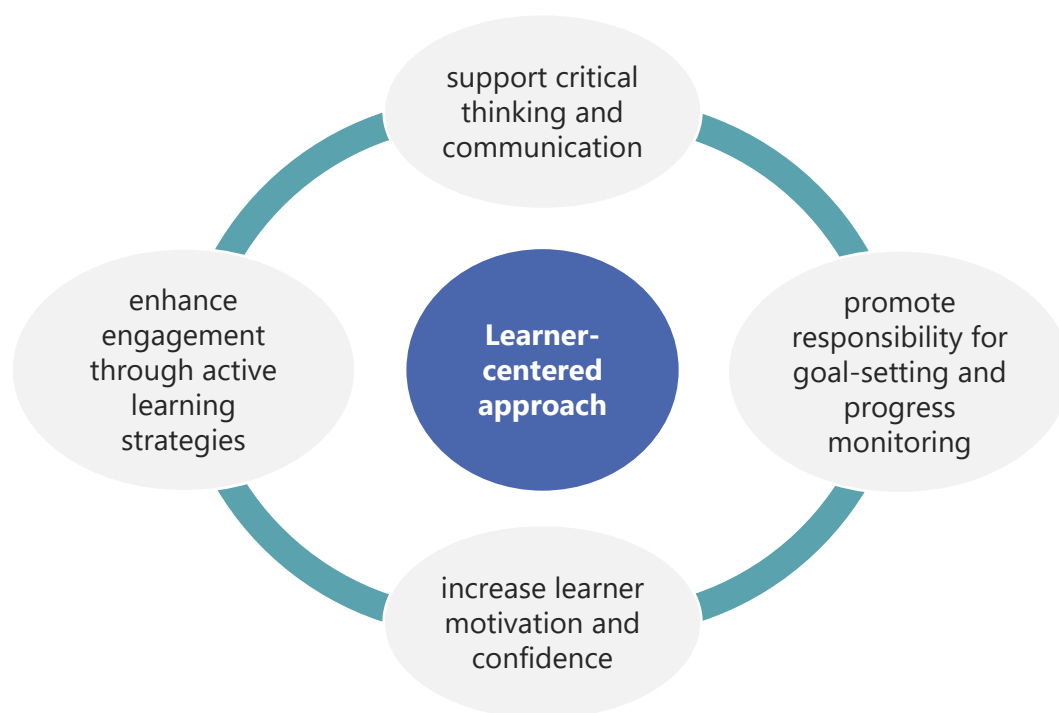


### 1-jadval.

The first one is learner-centered education. It indicates a fundamental shift in pedagogical philosophy, transferring the priority from the instructor as the primary source of information to the learner as an active participant in the construction of understanding. This approach transforms the teacher's role from simply transmitting information to actively facilitating the learning process, thereby supporting students as they investigate concepts, develop questions, and establish their own learning pathways. In student-centered classrooms, learners actively engage in problem-solving, collaborate with peers to comprehend and negotiate meaning, and participate in critical reflection on their performance. Such practices foster self-motivation as learners recognize themselves as proactive participants in their learning process rather than passive recipients of knowledge. Research demonstrates that

this increased autonomy fosters greater engagement, more profound cognitive processing, and improved long-term retention of information.

Learner-centered pedagogy rooted in constructivist and humanistic educational theories has gained significant prominence as a foundational paradigm in modern language education. As a fundamental set of principles, learner-centeredness emphasizes active engagement, collective responsibility, and the reexamination of the dynamic between educators and students. Ali Ahmed Qasem (2020) summarizes these core concepts by citing the well-established principles of Brandes and Ginnis, which include active learner engagement, collaborative decision-making, and full ownership of one's educational path. In the context of English language education, learner-centered approaches (Ali Ahmed Qasem, 2020):



**2-jadval.**

These principles align with current research in higher education, which links student success to self-directed learning, collaboration, and digital literacy (Hadiyanto, 2024).

More importantly, learner-centered education corresponds with the requirements of 21st-century learning by promoting creativity, collaboration, digital literacy, and adaptability competencies vital for achievement in academic, professional, and international settings. In language education specifically, a learner-centered approach facilitates more authentic communicative interactions and encourages students to develop the confidence essential for effective language utilization. The approach further fosters a supportive environment in which learners feel appreciated, respected, and encouraged to take risks, explore the language, and learn from their mistakes as well.

Task-Based Language Teaching relies on learner-centered principles, organizing language instruction around meaningful and purposeful tasks instead of solitary grammatical explanations (Aliasin, 2019). Task-

Based Language Teaching (TBLT) is broadly acknowledged as an important pedagogical approach that emphasizes authentic communication as the core component of the learning process. Rod Ellis (2020) argues that real conversation rather than automatic repetition is the most effective method to encourage the development of fluency and conversational skill (Ellis, 2017). Similarly, Branden (2021) notices that task relevance and engagement encourage possibilities for language use, resulting in improved proficiency (Branden, 2021). Core principles of TBLT:

- Authenticity
- Focus on meaning
- Learner-centeredness
- Interaction and negotiation of meaning
- Performance-based assessment

In TBLT, learners employ language as a means to achieve communicative goals such as settling a problem, engaging in a discussion, conducting an interview, or implementing a real-world simulation (Harris, 2024). Contrary to conventional approaches that primarily emphasize form, TBLT emphasizes meaning, interaction, and the active participation of

learners. The theory is based on research indicating that language acquisition is most effective when learners are supplied with sufficient input, develop meaningful output, and become involved in meaning negotiation within authentic contexts. This approach supports authentic language use, allowing learners to integrate linguistic structures through active participation rather than mere memorization.

A Task-Based Language Teaching (TBLT) syllabus fundamentally distinguishes itself from traditional instructional models by prioritizing communicative tasks rather than grammatical structures or vocabulary lists as the primary organizing principle of instruction. In a task-based syllabus, tasks function as the primary components for instruction and evaluation, systematically arranged to correspond with pedagogical principles such as complexity,

cognitive load, or communicative purpose. In contrast, a Task-Supported syllabus integrates tasks as additional tasks while maintaining a traditional emphasis on linguistic components as the primary organizational units. Although primarily focused on meaning, a TBLT syllabus does not disregard attention to form; instead, it incorporates a focus on form at strategically selected intervals during or following communicative activities. Teachers may identify recurring student errors during task engagement and then address these patterns through succinct, targeted instruction or corrective feedback, thereby converting them into shared learning objectives (Li, 2015). This method provides that learners stay actively involved in real interaction while simultaneously acquiring targeted language skills that autonomously emerge from their communicative requirements.

#### Pre-task stage

- The teacher provides students by presenting fundamental language and contextual information, allowing them sufficient time to strategize their approach to the task.

#### During-task stage

- Learners execute the task by engaging in meaning-focused interaction to achieve the goal, while the teacher observes and provides only minimal, supportive feedback when necessary.

#### Post-task stage

- Learners complete the task through meaning-focused interaction as the teacher observes or provides minimal, supportive feedback when needed.

### 3-jadval. A class structure in TBLT

TBLT corresponds effectively with sociocultural theories, especially Vygotsky's concept that learning takes place through social interaction, scaffolding, and active engagement within a community of practice. Empirical research confirms its efficacy: students in TBLT-focused classrooms consistently exhibit greater fluency, enhanced confidence, and improved communicative competence relative to peers instructed

through more conventional approaches. Furthermore, assignments can be tailored to accommodate individual learners, enabling differentiation according to their needs and interests another essential characteristic that aligns TBLT with broader learner-centered principles. In higher education, TBLT equips students not only for daily communication but also for academic discourse through participation in authentic activities such as

presentations, debates, case studies, and collaborative projects.

Self-assessment forms an important component in modern language education, as it promotes the development of learners' psychological abilities, or the capacity to reflect on and evaluate their own learning processes. Through systematic evaluation, learners assess their competencies, identify areas for improvement, monitor their progress, and develop strategic methodologies (Li, 2021). This fosters a more profound understanding of their current knowledge, skills, and areas requiring further development. Self-assessment enhances autonomy by promoting learners to assume responsibility for overseeing and managing their own performance. When executed effectively, it shifts students from passive recipients of grades to reflective practitioners equipped to steer their own growth. In the field of language education, self-assessment can include reflective journals, questionnaires, performance evaluations, peer feedback, or self-assessment of speaking and writing tasks. Research indicates that students who consistently participate in self-assessment exhibit heightened motivation, enhanced precision in evaluating their performance, and superior academic achievements. They also develop an enhanced awareness of errors, display greater openness to feedback, and demonstrate an increased willingness to take initiative in communicative endeavors. Nevertheless, effective self-assessment necessitates clear guidance: learners must be instructed in the application of rubrics, understanding of criteria, and the conduct of objective self-evaluations.

When these supports are executed, self-assessment promotes not only language proficiency but also broader competencies such as critical thinking, responsibility, and lifelong learning skills. It functions as a link between instruction and autonomous learning, rendering it vital within modern educational frameworks that emphasize independence and reflective practice.

In conclusion, learner-centered pedagogy, TBLT, and self-assessment are even more crucial since students need to comprehend academic genres, specialized discourse, and multimodal communication. When combined, these three methods provide a pedagogical framework that successfully meets the needs of modern language instruction. Self-assessment enhances metacognitive awareness and learning continuity, learner-centered principles encourage autonomy and engagement, and TBLT provides the framework for purposeful communicative practice. Their integration fosters not only language fluency but also more general academic skills, including critical thinking, independent study, and teamwork. In higher education, where students must make the shift from specialized instruction to autonomous academic and professional communication, such a paradigm is especially pertinent. In this sense, the combination of these methods offers a workable, evidence-based route for the future development of English language instruction while directly addressing contemporary educational concerns, such as the demand for advanced literacy skills, digital transformation, and disparities in proficiency levels.

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