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Increasing Educational Efficiency in Foreign Language Teaching

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Abstract: Foreign language education has undergone significant transformation in Uzbekistan, with national reforms emphasizing communicative competence and efficiency in teaching processes. Within this context, the competency-based approach and the use of audiovisual materials, particularly video resources, have become central to modern pedagogical practices aimed at improving listening comprehension and overall language proficiency. Despite the growing application of these methods, there remains insufficient focus on the effective integration of listening comprehension strategies within competency-oriented frameworks, and practical implementation approaches are not yet fully developed. This study aims to analyze the effectiveness of competency-based education combined with audiovisual tools in enhancing listening skills and communicative competence. The findings indicate that the integration of video-based instruction significantly improves students' ability to perceive and interpret spoken language while promoting active, learner-centered engagement. The study contributes by conceptually linking competency-based approaches with audiovisual methodologies specifically for listening skill development within the national educational context. The results suggest the need to incorporate interactive technologies and competency-based assessment systems into teaching practice and curriculum design, while further empirical research is recommended to explore long-term effects and optimize instructional strategies.

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Introduction

In recent years, the system of foreign language education has undergone significant transformation, particularly in the context of educational reforms in Uzbekistan aimed at improving quality and efficiency. National policies and strategic decrees have emphasized the importance of developing communicative competence, especially listening skills, as a core component of language proficiency. Within this framework, modern pedagogy increasingly focuses on aligning teaching practices with global standards, where learner-centered approaches and competency-based education play a central role in enhancing educational outcomes[1].

A key aspect of this transformation is the integration of the competency-based approach, which emphasizes the development of practical skills alongside theoretical knowledge. This approach redefines traditional teaching paradigms by prioritizing learners' ability to apply language skills in real-life contexts. In particular, listening comprehension is recognized as a fundamental component of communication, as it enables

learners to perceive, process, and respond to spoken language effectively[2]. The use of audiovisual materials, especially videos, has emerged as a powerful pedagogical tool to support this process, fostering interactive and context-rich learning environments [3].

Despite the growing adoption of competency-based methods, a gap remains in effectively integrating listening comprehension strategies into foreign language teaching practices. Previous studies have explored communicative language teaching and the role of audiovisual aids; however, there is limited research on how these tools specifically enhance listening skills within competency-oriented frameworks. Scholars such as Kuzmina and Lebedev have highlighted the need to reconsider assessment systems and teaching methodologies, yet practical implementation strategies require further investigation. This indicates a need for more focused research on optimizing instructional methods to improve listening proficiency[4].

Methodologically, this study is grounded in the analysis of modern pedagogical theories, competency-based education models, and the application of audiovisual materials in language learning. It examines the effectiveness of video-based instruction in developing listening skills and communicative competence. The research adopts a qualitative and analytical approach, synthesizing theoretical perspectives with practical teaching considerations to identify effective strategies for enhancing educational efficiency in foreign language classrooms[5].

It is expected that the findings will demonstrate the positive impact of integrating audiovisual tools within a competency-based framework on students' listening comprehension and overall language proficiency[6]. The results may contribute to improving teaching methodologies, informing curriculum design, and supporting the development of assessment systems aligned with modern educational standards. Ultimately, this study highlights the importance of innovative, learner-centered approaches in achieving higher efficiency in foreign language education and addressing existing gaps in pedagogical practice[7].

Methodology

This study employs a qualitative and analytical research design aimed at examining the effectiveness of a competency-based approach in enhancing listening comprehension in foreign language teaching[8]. The methodological framework is grounded in the analysis of contemporary pedagogical theories, нормативно-правовые документы, and existing scientific literature related to communicative competence and language acquisition. In particular, the research integrates theoretical insights from competency-based education, communicative language teaching, and the use of audiovisual materials as key instructional tools. The study also considers national educational reforms and standards as an essential contextual basis for understanding the transformation of foreign language instruction[9].

The research process involves a systematic review and synthesis of scholarly works by both local and international researchers, including studies on listening comprehension, assessment systems, and innovative teaching methods. Special attention is given to the role of video materials in developing students' auditory perception and communicative skills, as these tools are recognized for their interactive and context-rich nature[10]. Analytical methods such as comparative analysis, content analysis, and generalization are applied to evaluate the effectiveness of different pedagogical approaches and to identify best practices in teaching listening skills[11].

Furthermore, the study conceptually models the integration of audiovisual resources into classroom practice within a competency-oriented framework, focusing on how these tools can improve learners' engagement and practical language use. The methodology also reflects on the shift from knowledge-based assessment to competency-based evaluation, highlighting the need for new criteria in measuring learning outcomes. By combining theoretical analysis with pedagogical interpretation, the research aims to provide a

comprehensive understanding of how modern teaching methods can increase educational efficiency and support the development of communicative competence in foreign language learners[12].

Result and Discussion

The reforms carried out in recent years to improve foreign language teaching in the Republic of Uzbekistan have brought about significant qualitative changes in the educational process. In particular, the 2012 "On Measures to Further Improve the Foreign Language Learning System" Presidential Decree holds a special place as the regulatory and legal basis for developing foreign language competencies, including listening skills. Additionally, the President of the Republic of Uzbekistan's Decree of May 19, 2021, PQ-5117 "On Measures to Take the Popularization of Foreign Language Learning in the Republic of Uzbekistan to a New Qualitative Level" plays a special role as a regulatory and legal basis for developing foreign language competencies, including listening skills. - numbered decree of May 19, 2021, "On Measures to Take the Popularization of Foreign Language Learning in the Republic of Uzbekistan to a New Qualitative Level"), reforms for the effective implementation of organizational measures to popularize foreign language learning require a broader analysis[13].

Today, in European countries, the action-oriented competency approach is widely used as the most modern and effective method for teaching foreign languages. "Competence is the harmony of knowledge, skills, and abilities that guide a particular activity." It is well known that video materials have a methodological and pedagogical basis, and each video material focuses on a specific issue. Only then can it be regarded as a means of developing communication. Thus, during the process of watching video clips, the interactive, creative nature of speech practice is revealed.

Perceiving and understanding speech through the ear is called listening. All oral communication involves listening. Without participating in this activity, it is impossible to learn the language and use foreign-language speech at the level required for the development of modern society[14].

The emergence of a competency-based approach stems from the need to align the education system with society's continuously changing demands. This process is manifesting itself as an objective law of the development of the education system. Knowledge, qualifications, and skills, which were previously regarded as the foundation of a particular profession, today cannot fully prepare individuals to perform effectively within that profession. The idea of a competency-based approach and the system of core competencies have been increasingly applied in recent years in psychological and pedagogical research, especially in the field of foreign language teaching. In particular, as E. Ya. Kogan points out, this approach is fundamentally new and requires the teacher to re-examine learners' attitudes, positions, and perspectives on their place in the learning process. According to the scholar, this approach should lead to global transformations, from changes in consciousness to the renewal of methodological foundations[15].

Competency-based learning outcomes and a competency-oriented approach are increasingly taking on an important role in the education system, as they are widely used in international normative documents. This approach necessitates the formation of a new model of assessment culture, requiring a shift from evaluating knowledge as the primary criterion to assessing competencies. A group of scientists led by N.V. Kuzmina emphasizes that in the future, the methodology for the assessment system of acquired knowledge, skills, abilities, and competencies must be fundamentally renewed.

Enhancing educational effectiveness in the foreign language teaching process, developing students' communicative competence, and forming their practical language skills are considered important tasks of the modern education system. Listening comprehension, in particular, plays a leading role in the foreign language learning process, since in real communication a large portion of information is received through hearing.

Therefore, the effective application of methods, technologies, and didactic tools aimed at developing listening comprehension skills in the educational process requires a separate scientific-methodological approach.

In modern pedagogical research, the role of state educational standards, qualification requirements, and curricula in organizing the teaching process is particularly emphasized. These normative documents define the content of the educational process, the main goals and objectives of teaching, as well as the knowledge, skills, and competencies that must be developed in students. From this perspective, studying the requirements for developing listening comprehension skills in the foreign language teaching process and analyzing their content has significant scientific and practical importance.

Conclusion

This study highlights that the integration of a competency-based approach with the use of audiovisual materials, particularly video resources, significantly enhances the effectiveness of foreign language teaching, especially in the development of listening comprehension and communicative competence. The findings demonstrate that modern pedagogical strategies, aligned with national educational reforms and international standards, contribute to improving students' ability to perceive and interpret spoken language in real-life contexts. The study further confirms that shifting from traditional knowledge-based instruction to competency-oriented learning fosters more active, learner-centered engagement and supports the formation of practical language skills. The implications of these results suggest that educators should systematically incorporate interactive technologies and competency-based assessment models into the teaching process to achieve higher educational efficiency. Additionally, curriculum designers and policymakers are encouraged to strengthen the methodological framework for listening skill development within foreign language programs. However, further empirical research is needed to quantitatively evaluate the long-term impact of audiovisual tools on different learner groups and to explore innovative digital methodologies that can further optimize language acquisition processes in diverse educational settings.

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