

**KONFERENSIYALAR** COM

ANJUMANLAR PLATFORMASI

**XII RESPUBLIKA ILMIY-  
AMALIY KONFERENSIYASI**

**YANGI DAVR ILM-  
FANI: INSON UCHUN  
INNOVATSION G'OYA  
VA YECHIMLAR**

**IYUN, 2026**

**ISSN 3093-8791**

**ELEKTRON NASHR:**  
<https://konferensiyalar.com>



**Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar.**  
XII Respublika ilmiy-amaliy konferensiyasi materiallari to'plami.  
2-jild, 12-son (26-iyun, 2026-yil).– 223 bet.

Mazkur nashr ommaviy axborot vositasi sifatida 2025-yil, 8-iyulda  
C-5669862 son bilan rasman davlat ro'yaxatidan o'tkazilgan.

**Elektron nashr:** <https://konferensiyalar.com>

**ISSN:** 3093-8791 (onlayn)

**Konferensiya tashkilotchisi:** "Scienceproblems Team" MChJ

**Konferensiya o'tkazilgan sana:** 2026-yil, 24-iyun

**Mas'ul muharrir:**

Isanova Feruza Tulqinovna

**Annotatsiya**

Mazkur to'plamda "Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar" mavzusidagi XII Respublika ilmiy-amaliy konferensiyasi materiallari jamlangan. Nashrda respublikaning turli oliy ta'lim muassasalari, ilmiy markazlari va amaliyotchi mutaxassislari tomonidan tayyorlangan maqolalar o'rin olgan bo'lib, ular ijtimoiy-gumanitar, tabiiy, texnik va yuridik fanlarning dolzarb muammolari va ularning innovatsion yechimlariga bag'ishlangan.

Ushbu nashr ilmiy izlanuvchilar, oliy ta'lim o'qituvchilari, doktorantlar va soha mutaxassislari uchun foydali qo'llanma bo'lib xizmat qiladi.

**Kalit so'zlar:** ilmiy-amaliy konferensiya, innovatsion yondashuv, zamonaviy fan, fanlararo integratsiya, ilmiy-tadqiqot, nazariya va amaliyot, ilmiy hamkorlik.

**Barcha huquqlar himoyalangan.**

© Scienceproblems team, 2026-yil

© Mualliflar jamoasi, 2026-yil

## ORAL ENGLISH COMPETENCE IN BUSINESS ADMINISTRATION: RESULTS OF AN EXPERIMENTAL STUDY ACROSS TWO UNIVERSITIES IN UZBEKISTAN

**Inoyatova Rushana**

Independent researcher,  
Namangan State Institute of Foreign Languages

**Annotation.** This paper presents the findings of a quasi-experimental study conducted at Fergana State Technical University and Denov Institute of Entrepreneurship and Pedagogy, examining the effectiveness of a digitally integrated, communicative methodology for developing oral English competence among Business Administration students. Grounded in a systematic review of both international and Uzbek scholarly literature, the study involved 128 participants divided into experimental and control groups. The experimental group received instruction through a specially designed methodology incorporating interactive digital platforms, task-based activities, and communicative exercises. Post-test results showed clear and consistent improvements in monologic and dialogic speech, communicative activity, linguistic accuracy, and strategic competence in the experimental group. Among the methods applied, task-based role plays and asynchronous video presentations proved most effective for sustained oral skill development. Cross-institutional comparison confirmed the replicability and contextual adaptability of the proposed approach.

**Keywords:** oral speech competence, Business Administration, digital tools, communicative approach, task-based learning, quasi-experimental study, English language teaching, higher education.

## BIZNES BOSHQARUVI SOHASIDA OG'ZAKI INGLIZ TILI KOMPETENSIYASI: O'ZBEKISTONDAGI IKKI UNIVERSITET MISOLIDA O'TKAZILGAN TAJRIBA-SINOV TADQIQOTI NATIJALARI

**Inoyatova Rushana**

Mustaqil tadqiqotchi  
Is'hoqxon Ibrat nomidagi Namangan davlat chet tillari instituti

**Annotatsiya.** Ushbu maqolada Farg'ona davlat texnika universiteti va Denov tadbirkorlik va pedagogika institutida o'tkazilgan kvaziekperimental tadqiqot natijalari bayon etilgan. Tadqiqot doirasida biznesni boshqarish yo'nalishi talabalari uchun raqamli vositalar va kommunikativ yondashuv asosida ishlab chiqilgan metodikaning og'zaki ingliz tili kompetensiyasini rivojlantirishdagi samaradorligi o'rganildi. Tadqiqotga 128 nafar talaba jalb etildi; ular tajriba va nazorat guruhlariga bo'lindi. Tajriba guruhi talabalari interaktiv raqamli platformalar, vazifaga asoslangan topshiriqlar va kommunikativ mashqlar tizimini o'z ichiga olgan maxsus metodika bo'yicha o'qitildi. Yakuniy sinov natijalari tajriba guruhida monologik va dialogik nutq, kommunikativ faollik, lingvistik aniqlik hamda strategik kompetensiya bo'yicha sezilarli yutuqlarni ko'rsatdi. Qo'llangan usullar ichida vazifaga asoslangan rolli o'yinlar va asinxron video taqdimotlar eng yuqori samaradorlikni ta'minladi. Ikki universitetda olingan natijalarning o'xshashligi taklif etilayotgan yondashuvning boshqa ta'lim muassasalarida ham qo'llanilishi mumkinligini tasdiqladi.

**Kalit sozlar:** og'zaki nutq kompetensiyasi, biznesni boshqarish, raqamli vositalar, kommunikativ yondashuv, vazifaga asoslangan ta'lim, kvaziekperimental tadqiqot, ingliz tilini o'qitish, oliy ta'lim.

DOI: <https://doi.org/10.47390/ydif-y2026v2i12/n43>

### 1. INTRODUCTION

Developing oral communicative competence in a foreign language has long been recognized as one of the most demanding yet strategically vital goals of higher education language instruction. In Uzbekistan, where national educational reforms have placed increasing emphasis on English proficiency as a driver of professional competitiveness and economic

integration, this challenge has gained particular urgency [1, 2]. Business Administration graduates, in particular, are expected to participate in international negotiations, present analytical findings, and engage in cross-cultural professional communication – tasks that demand well-developed, confident oral English skills.

Despite this demand, research conducted in Uzbek higher education institutions reveals a persistent gap between students' receptive language knowledge and their productive oral performance. Traditional instructional approaches, which tend to prioritize grammar translation and written assignments, have proven insufficient for building the type of spontaneous, interactive communication competence required in modern business environments [3, 4]. The underutilization of digital technologies further limits opportunities for meaningful communicative practice, even as students increasingly engage with digital media outside the classroom.

The present study was designed to address this gap by developing and empirically testing a digitally enhanced communicative methodology tailored specifically to Business Administration students in Uzbekistan. The research was carried out simultaneously at two institutions – Fergana State Technical University (FSTU) and Denov Institute of Entrepreneurship and Pedagogy (DIEP) – enabling cross-institutional comparison and strengthening the generalizability of findings within the national higher education context.

The central research question was: To what extent does a digitally integrated, communicative and task-based teaching methodology improve the oral English competence of Business Administration students, compared to conventional instruction?

## 2. LITERATURE REVIEW

The theoretical framework of this study draws on three interconnected bodies of research: communicative language teaching (CLT), task-based language teaching (TBLT), and technology-enhanced language learning (TELL).

Communicative language teaching, as elaborated by Hymes and further developed by Canale and Swain, posits that language competence encompasses not only grammatical knowledge but also sociolinguistic appropriacy, discourse coherence, and strategic communication ability [5, 6]. These dimensions are particularly relevant for Business Administration students, whose professional oral performance spans formal presentations, negotiations, and spontaneous interactional exchanges.

Task-based language teaching provides a structured approach to applying CLT principles through purposeful, meaning-focused activities that simulate real-world communicative demands [7, 8]. In a business education context, tasks such as role-play negotiations, case-based discussions, and oral project presentations serve as vehicles for integrating language form and communicative function in authentic ways.

The development of foreign language competence in higher education has been examined from multiple perspectives. Yo'ldoshev highlights the insufficiency of current oral English instruction for professionally oriented programmes and advocates for a competence-based restructuring of curricula [9]. Shodiyev documents the persistence of grammar-translation methods in Uzbek universities and identifies the absence of authentic communicative tasks as a key barrier to oral proficiency development [3]. Toshmatov and Yuldashev draw attention to the uneven integration of digital resources and call for evidence-based frameworks to guide technology adoption in Uzbek tertiary education [10].

International research consistently supports the effectiveness of technology-enhanced approaches for oral skill development. Warschauer and Meskill, and subsequently Chapelle, established foundational arguments for computer-assisted language learning [11, 12]. More recent scholarship by Blake and Godwin-Jones documents the specific affordances of interactive digital platforms – including immediate feedback, asynchronous speaking practice, and multimodal input – for developing speaking confidence and fluency [13, 14]. The convergence of these frameworks underpins the methodology developed and tested in the present study.

### 3. MATERIALS AND METHODS

The study employed a quasi-experimental pre-test/post-test design with experimental and control groups, supplemented by questionnaire data and systematic classroom observation. The research proceeded through three sequential stages.

**Preparatory stage.** An extensive review of the scholarly literature – including Uzbek, Russian-language, and international sources – was conducted to identify effective methodological principles, digital platforms, and instructional strategies relevant to oral skill development in professionally oriented English courses. A specialized diagnostic questionnaire was developed covering three domains: oral English self-assessment, experience with digital learning tools, and communicative competence indicators. The questionnaire was administered to students and faculty members at both institutions, and classroom observations were conducted to document existing instructional practices.

**Participants.** A total of 128 students enrolled in Business Administration programmes participated: 37 from Fergana State Technical University and 91 from Denov Institute of Entrepreneurship and Pedagogy. Using stratified sampling, participants were assigned to experimental and control groups to ensure comparability in terms of baseline proficiency and academic year.

**Instruments.** Oral performance was assessed using a researcher-adapted rubric aligned with the Common European Framework of Reference (CEFR) and Uzbekistan's national language education standards [2, 15]. The rubric addressed five dimensions: monologic speech, dialogic speech, communicative activity, linguistic competence, and strategic competence.

**Experimental methodology.** The experimental group received a 12-week instructional programme built around four core method types: (1) task-based role plays simulating business negotiations and client consultations; (2) asynchronous video presentations recorded via Flipgrid; (3) collaborative discussion tasks using Padlet and Mentimeter; and (4) structured real-time dialogue in Google Meet breakout rooms. The control group followed the standard curriculum without modification. All sessions were conducted by the same instructor to control for teacher effect.

### 4. RESULTS

Pre-test results confirmed the initial comparability of the experimental and control groups, with no statistically significant differences across all five assessed competence dimensions. Post-test data revealed clear and consistent improvements in favour of the experimental group, while the control group showed only moderate progress consistent with regular curriculum exposure.

Gains were observed across all five competence dimensions in the experimental group. Communicative activity and strategic competence showed the most marked development,

reflecting the methodology's sustained emphasis on authentic interactive tasks and communication management strategies. Monologic and dialogic speech skills also improved substantially, with students demonstrating greater organizational clarity in extended discourse and increased initiative in conversational exchanges. Improvements in linguistic competence were evident in both groups, though more pronounced in the experimental group.

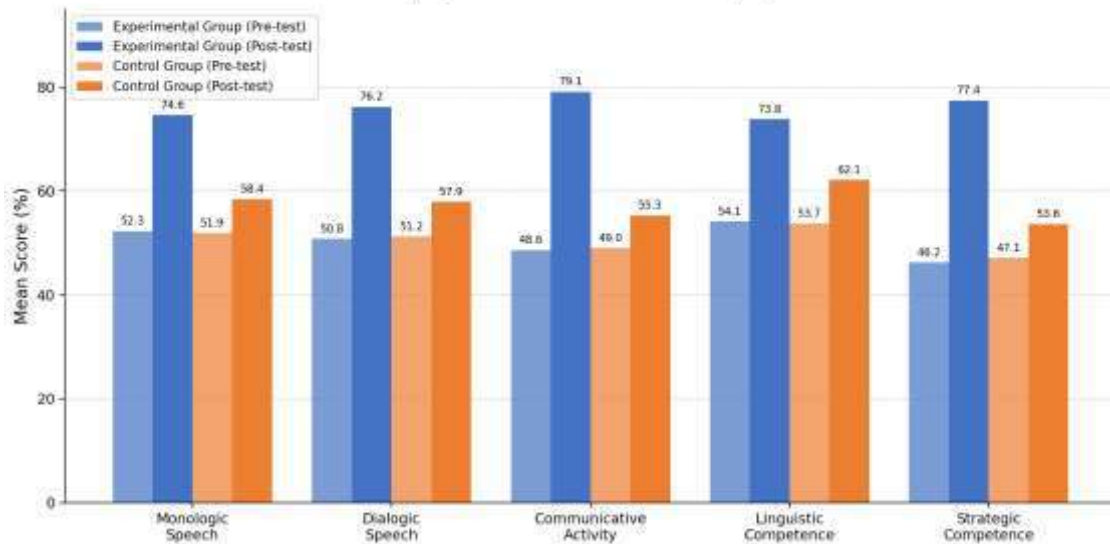
Questionnaire data corroborated the quantitative findings. Experimental group students reported notably higher motivation, reduced communication anxiety, and a more positive orientation toward English-medium interaction. Faculty observers at both institutions described qualitative shifts in student participation – greater spontaneity, willingness to initiate exchanges, and capacity to sustain extended spoken interaction.

**Table 1. Summary of competence development by group (pre-test → post-test)**

Competence Area	Exp. Group	Ctrl. Group	Relative gain
Monologic Speech	Notable gain	Modest gain	Exp. > Ctrl.
Dialogic Speech	Marked gain	Modest gain	Exp. > Ctrl.
Communicative Activity	Largest gain	Slight gain	Strongest gap
Linguistic Competence	Clear gain	Moderate gain	Exp. > Ctrl.
Strategic Competence	Marked gain	Minimal gain	Widest gap

*Note: "Gain" reflects pre-to-post improvement within each group; "Relative gain" denotes between-group difference.*

**Figure 1. Pre-test and Post-test Results by Competence Area (Experimental vs. Control Groups)**



**Figure 1. Relative pre-to-post improvement trends by competence area and group**

Cross-institutional analysis showed that while baseline proficiency levels differed between FSTU and DIEP – consistent with their distinct student profiles – the relative improvement trajectories were closely parallel, confirming the methodology's adaptability across different institutional contexts within Uzbekistan.

## 5. DISCUSSION

The results provide clear empirical support for the effectiveness of the proposed methodology across all assessed competence dimensions. Of the four instructional method types applied, two emerged as particularly impactful based on observation data, student self-report, and competence gain patterns.

Task-based role plays proved most effective for developing dialogic speech and strategic competence. Simulating authentic business scenarios – negotiations, client consultations, team briefings – placed students in conditions that required genuine communicative problem-solving, not merely rehearsed language production. This finding aligns with Willis and Willis's argument that task completion pressure motivates the deployment of communication strategies that formal instruction alone cannot replicate [8]. Students who initially struggled with spontaneous interaction made the most observable gains through repeated role-play cycles with structured peer feedback.

Asynchronous video presentations via Flipgrid were the second most impactful method, particularly for developing monologic speech and reducing communication anxiety. The ability to record, review, and re-record responses gave students a degree of agency over their spoken output that live classroom settings do not afford. Faculty observers noted that students who were reluctant to speak in class demonstrated markedly greater confidence and elaboration in their video submissions. This supports Blake's contention that reduced-pressure digital environments can serve as productive bridges toward in-person communicative participation [13].

Collaborative discussion tasks and structured real-time dialogue sessions contributed meaningfully to communicative activity and linguistic gains, though their impact was more diffuse and dependent on group dynamics. These methods functioned best as consolidation activities following role-play and video-based work, rather than as primary skill-development vehicles.

From a national policy perspective, the findings align with the priorities of Uzbekistan's foreign language education reform, which explicitly calls for the integration of digital tools and interactive methods at the tertiary level [1, 2]. The present study offers a concrete, empirically validated model for implementing these priorities in Business Administration programmes. The cross-institutional design further demonstrates that the approach is not contingent on specific institutional resources, making it broadly applicable across Uzbek higher education.

## 6. CONCLUSION

This study set out to develop and test a digitally integrated, communicative methodology for improving oral English competence among Business Administration students at two universities of Uzbekistan. The results demonstrate clearly that the proposed approach is both effective and replicable: experimental group students achieved consistently greater gains across all five assessed competence dimensions compared to their peers in the control group.

Among the methods applied, task-based role plays and asynchronous video presentations emerged as the most effective for sustained oral skill development – the former for building interactive and strategic competence under authentic communicative pressure, the latter for developing monologic fluency and reducing the anxiety that inhibits spoken participation in traditional classroom settings.

The structured three-stage research design – encompassing preparatory needs analysis, experimental implementation, and comparative evaluation – ensured that the methodology was grounded in authentic contextual conditions and validated through systematic measurement. The consistency of outcomes across FSTU and DIEP provides a solid empirical basis for recommending the approach's broader adoption within Uzbekistan's tertiary education system.

Future research should investigate the long-term retention of oral competence gains, examine the comparative effectiveness of individual digital platforms across different student profiles, and explore the scalability of this approach to other professionally oriented language programmes.

### Adabiyotlar/Литература/References:

1. Mirziyoyev Sh. M. Buyuk kelajagimizni mard va olijanob xalqimiz bilan birga quramiz. – Toshkent: O'zbekiston, 2017. – 488 b.
2. O'zbekiston Respublikasi Prezidentining 2021 yil 19 maydagi PF-6084-son Farmoni «Xorijiy tillarni o'qitish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida». – Toshkent, 2021.
3. Shodiyev B. Oliy ta'limda ingliz tilini o'qitishdagi muammolar va ularning yechimlari // Ta'lim va rivojlanish tahlili onlayn ilmiy jurnali. – 2020. – № 1(1). – B. 12-19.
4. Nunan D. Task-based language teaching. – Cambridge: Cambridge University Press, 2004. – 222 p.
5. Hymes D. On communicative competence // Pride J. B., Holmes J. (eds.). Sociolinguistics. – Harmondsworth : Penguin, 1972. – P. 269-293.
6. Canale M., Swain M. Theoretical bases of communicative approaches to second language teaching and testing // Applied Linguistics. – 1980. – Vol. 1, № 1. – P. 1-47.
7. Richards J. C., Rodgers T. S. Approaches and methods in language teaching. – 3rd ed. – Cambridge: Cambridge University Press, 2014. – 422 p.
8. Willis J., Willis D. Doing task-based teaching. – Oxford: Oxford University Press, 2007. – 256 p.
9. Yo'ldoshev J. G'. Kasbga yo'naltirilgan ingliz tili ta'limida kommunikativ kompetensiyani rivojlantirish : ped. fan. nom. diss. avtoref. – Toshkent, 2019. – 26 b.
10. Toshmatov N., Yuldashev A. Digital transformation of education in Uzbekistan: Challenges and prospects // Journal of Educational Innovation. – 2021. – Vol. 4, № 2. – P. 45-58.
11. Isanova, Feruza (2021) ФАКТОР НАЦИОНАЛЬНОГО ЯЗЫКА В ПРОЦЕССЕ ГЛОБАЛИЗАЦИИ. Материалы республиканской научно-практической конференции «СТРАНОВЕДЕНИЕ: ЯЗЫК, ИСТОРИЯ И КУЛЬТУРА». pp. 34-38. <https://ilmiykutubxona.com/id/eprint/2086> .
12. Isanova, Feruza (2021) OBJECTIVES AND PRINCIPLES OF LEARNING ENGLISH LANGUAGE AS A SECOND FOREIGN LANGUAGE IN AN AGRARIAN UNIVERSITY. Хоразм Маъмун академияси ахборотномаси (76). pp. 66-67. ISSN 2091-573 X <https://ilmiykutubxona.com/id/eprint/2085>
13. Warschauer M., Meskill C. Technology and second language teaching // Rosenthal J. (ed.). Handbook of undergraduate second language education. – Mahwah: Lawrence Erlbaum, 2000. – P. 303-318.
14. Chapelle C. A. Computer applications in second language acquisition. – Cambridge: Cambridge University Press, 2001. – 214 p.
15. Blake R. J. Brave new digital classroom: Technology and foreign language learning. – 2nd ed. – Washington : Georgetown University Press, 2013. – 220 p.

16. Godwin-Jones R. Riding the digital wilds: Learner autonomy and informal language learning // Language Learning & Technology. – 2019. – Vol. 23, № 1. – P. 8-25.
17. Council of Europe. Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume. – Strasbourg : Council of Europe Publishing, 2020. – 272 p.

# **YANGI DAVR ILM-FANI: INSON UCHUN INNOVATSION G'OYA VA YECHIMLAR**

**XII RESPUBLIKA ILMIY-AMALIY KONFERENSIYASI MATERIALLARI**  
2026-yil, 26-iyun

**Mas'ul muharrir:** *F.T.Isanova*  
**Texnik muharrir:** *N.Bahodirova*  
**Diszayner:** *I.Abdihakimov*

**Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar.**  
XII Respublika ilmiy-amaliy konferensiyasi materiallari to'plami.  
2-jild, 12-son (iyun, 2026-yil). – 223 bet.

Mazkur nashr ommaviy axborot vositasi sifatida 2025-yil, 8-iyulda  
C-5669862 son bilan rasman davlat ro'yaxatidan o'tkazilgan.

**ISSN:** 3093-8791 (onlayn)

**Elektron nashr:** <https://konferensiyalar.com>

**Konferensiya tashkilotchisi:** "Scienceproblems Team" MChJ

**Konferensiya o'tkazilgan sana:** 2026-yil, 24-iyun.

**Barcha huquqlar himoyalangan.**  
© Science problems team, 2026-yil.  
© Mualliflar jamoasi, 2026-yil.