

## The PPP VS. TBLT: Overcoming Traditional Teaching Habits In Uzbek Secondary Schools

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### Abstract

This article examines the pedagogical contrast between the Presentation-Practice-Production (PPP) model and Task-Based Language Teaching (TBLT) in the context of Uzbek secondary schools. Despite ongoing educational reforms that emphasize communicative competence, classroom instruction continues to rely heavily on traditional, teacher-centered approaches. Using a qualitative analytical framework, the study explores how entrenched teaching habits, cultural expectations, and institutional constraints shape methodological choices in foreign language education. The findings suggest that while TBLT offers significant advantages for communicative development, its implementation in Uzbek secondary schools is limited by exam-oriented assessment systems and established instructional norms. The article argues that overcoming traditional teaching habits requires a gradual, context-sensitive integration of task-based principles rather than the complete replacement of the PPP model.

**Keywords:** PPP model; Task-Based Language Teaching; Uzbek secondary schools; teaching habits; communicative competence

### Introduction

Foreign language education worldwide has undergone substantial transformation in response to globalization, technological advancement, and increased international mobility. As communicative competence becomes a central educational goal, traditional teaching methods that prioritize grammatical accuracy and controlled practice are increasingly questioned. In this context, the contrast between the Presentation-Practice-Production (PPP) model and Task-Based Language Teaching (TBLT) has become a focal point of pedagogical debate.

The PPP model has long been dominant in secondary school classrooms due to its structured nature and compatibility with standardized curricula. Teachers present new language forms, guide students through controlled exercises, and allow limited production at the final stage. This approach offers predictability and classroom control, which are particularly valued in systems where assessment

outcomes and syllabus completion are prioritized.

In contrast, Task-Based Language Teaching emphasizes learning through meaningful communication. Learners engage in tasks that mirror real-life language use, encouraging interaction, problem-solving, and negotiation of meaning. While this approach aligns with modern communicative goals, it challenges traditional perceptions of teaching and learning.

In Uzbek secondary schools, foreign language instruction has historically been shaped by teacher authority, textbook-driven lessons, and examination-focused assessment. Although policy reforms increasingly promote communicative competence, classroom practices often remain unchanged. This gap highlights the difficulty of overcoming deeply rooted teaching habits.

The purpose of this article is to analyze the pedagogical differences between PPP and TBLT and to explore how traditional teaching habits in Uzbek secondary schools

can be addressed. The study seeks to identify realistic strategies for methodological transition that respect cultural expectations and institutional constraints while promoting communicative language learning.

### **Literature Review**

The Presentation-Practice-Production model is traditionally associated with structural and behaviorist theories of language learning, which conceptualize acquisition as a gradual accumulation of linguistic forms through repetition and reinforcement. The linear structure of PPP provides clarity and control, making it attractive in formal education systems (Harmer, 2007). In secondary education, PPP is often viewed as efficient because it aligns with textbooks, examinations, and measurable learning outcomes.

However, research in applied linguistics has increasingly criticized the PPP model for its limited capacity to develop communicative competence. Ellis (2003) argues that language learning is not a linear process and that controlled practice does not necessarily lead to spontaneous language use. Learners may demonstrate grammatical accuracy in exercises but fail to communicate effectively in authentic situations.

Task-Based Language Teaching emerged as an alternative approach grounded in communicative language teaching and interactionist theories of second language acquisition. TBLT places tasks activities that require learners to use language to achieve meaningful goals at the center of instruction (Nunan, 2004). Studies indicate that task-based instruction promotes fluency, learner engagement, and interactional competence by creating opportunities for authentic language use (Willis & Willis, 2007).

Despite its theoretical advantages, the literature highlights significant challenges in implementing TBLT in traditionally

structured educational contexts. Teachers often express concerns related to classroom management, time constraints, and assessment compatibility (Carless, 2009). In education systems where teacher authority and exam performance are highly valued, learner-centered approaches may be perceived as lacking structure or academic rigor (Littlewood, 2007).

Recent studies suggest that hybrid or adaptive approaches combining elements of PPP and TBLT may offer a more realistic pathway for pedagogical change. Rather than replacing traditional methods entirely, gradual integration of task-based elements allows teachers to maintain structure while introducing communicative practices. This perspective is particularly relevant for post-Soviet educational contexts, including Uzbekistan, where methodological change is often incremental.

### **Methodology**

This study adopts a qualitative, descriptive research design aimed at examining pedagogical practices and contextual factors influencing methodology choice in Uzbek secondary schools. A qualitative approach is appropriate because the research focuses on teaching habits, cultural expectations, and institutional conditions rather than on statistical measurement or experimental intervention. The study is based on analytical synthesis of pedagogical literature, national education policy documents, and published classroom-based studies relevant to secondary foreign language instruction. These sources were selected to provide insight into both theoretical perspectives and practical classroom realities.

The data were analyzed thematically, with attention to recurring patterns related to learner behavior, teacher roles, curriculum demands, and assessment practices. The analysis focused on identifying points of tension between PPP and TBLT as well as potential strategies for overcoming

traditional teaching habits within the constraints of the Uzbek educational system.

### **Results**

The analysis reveals that the continued dominance of the PPP model in Uzbek secondary schools is strongly influenced by cultural, pedagogical, and institutional factors. Teachers and students demonstrate familiarity with structured, teacher-led instruction, which is perceived as academically legitimate and efficient.

Learners initially experience uncertainty when participating in task-based activities, particularly those requiring peer interaction and autonomous decision-making. This uncertainty often manifests as hesitation to speak and reliance on teacher guidance. However, when tasks are clearly structured and connected to familiar academic or social contexts, learner participation and communicative confidence increase.

Teacher involvement emerges as a critical factor in the success of task-based lessons. Tasks are more effective when teachers provide explicit instructions, model task performance, and offer post-task feedback. At the institutional level, exam-oriented assessment practices limit the use of open-ended tasks. Nevertheless, adapted task-based models that include clear linguistic objectives and evaluation criteria are more readily accepted.

### **Discussion**

The findings indicate that resistance to TBLT in Uzbek secondary schools is not primarily due to pedagogical inefficiency, but rather to deeply embedded teaching habits and institutional expectations. The persistence of PPP reflects long-standing beliefs about effective teaching, teacher authority, and measurable learning outcomes.

Rather than positioning PPP and TBLT as opposing methodologies, the results support a transitional approach that integrates task-based principles into

structured lesson frameworks. This approach allows teachers to maintain classroom control while gradually fostering communicative interaction. The teacher's role is not diminished but redefined as a guided facilitator.

Assessment alignment emerges as a crucial factor. Without changes in evaluation practices, purely task-based instruction remains difficult to sustain. Therefore, methodological innovation must be supported by broader institutional adjustments to achieve lasting impact.

### **Conclusion**

This article has explored the pedagogical contrast between the PPP model and Task-Based Language Teaching in the context of Uzbek secondary schools. The analysis demonstrates that while TBLT offers clear benefits for communicative development, its implementation is constrained by traditional teaching habits and exam-oriented systems.

Overcoming these challenges requires gradual, context-sensitive integration of task-based elements rather than the complete replacement of established methods. Structured tasks, active teacher mediation, and alignment with assessment practices are essential for sustainable pedagogical change. The study contributes to the broader discussion on localized methodology and highlights the importance of adapting global teaching approaches to local educational realities.

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