
CONFERENCE ARTICLE**Task-Based Learning As An Effective Approach To Developing Students' Speaking Skills And Communicative Competence****Yusufova Liliya**

Teacher of the department of Foreign languages of Jizzakh state pedagogical university, Uzbekistan

Abstract: This article examines the use of Task-Based Learning in developing students' speaking skills and communicative competence. It outlines the main stages, principles, advantages, and challenges of the approach. Particular attention is given to authentic communication, collaborative problem solving, learner autonomy, motivation, and the teacher's role in task-based instruction.

Keywords: Task-Based Learning, speaking skills, communicative competence, foreign language teaching, authentic communication, learner autonomy, motivation, collaborative learning, problem solving.

Introduction

When learning a foreign language, speaking plays a key role. It is a means of communication that enables learners to express their thoughts and feelings and establish contact with other people in the target language. Therefore, the development of speaking skills is important both for everyday communication and for professional success, particularly in the context of contemporary international interaction.

Speaking is one of the most challenging types of language activity. One of the most difficult tasks for learners is initiating spontaneous speech in a variety of real-life situations [2]. One method that can motivate students to speak is Task-Based Learning (TBL), an approach based on the sequential completion of communicative tasks during a lesson. This method encourages the authentic use of language in real-life situations rather than merely answering questions related to grammar and vocabulary. It helps engage students in meaningful communication and encourages them to participate in collaborative work aimed at completing the assigned tasks.

In Task-Based Learning, the main focus is placed on the task itself rather than on lexical and grammatical structures. The aim is not to study a particular language structure, but to complete the task successfully. However, in order to accomplish the task, students need to be able to exchange their ideas in the target language. Language therefore serves as a tool for communication through which students work together to solve a problem.

This approach creates a form of immersion in the target-language environment, encouraging participants to communicate in the foreign language for the purpose of completing a specific task. As a result, their speaking becomes naturally motivated. In TBL, students should not be provided with support in the form of ready-made lists of words and expressions that may be useful for completing the task, as this may undermine the principles of authenticity and natural communication. In real-life situations, people are not normally provided with lists of words and phrases before they begin communicating.

Task-Based Learning may also be implemented through role-play activities. However, not every role play is appropriate for TBL. A role-play activity should include an element of problem solving and provide participants with a specific goal that they

need to achieve through interaction with one another [3].

One of the distinctive features of this approach is that the teacher should intervene as little as possible in the task-completion process and provide students with greater freedom and autonomy. Students are expected to remain highly active and fully engaged in the target-language environment. At the same time, the teacher plays an important role in generating students' interest and motivation by selecting topics and tasks that are relevant to their interests.

Task-Based Learning includes the following stages.

1. Task introduction

This stage involves presenting and explaining the task. At this point, the teacher may introduce the topic, familiarize students with the situation, explain the task, provide instructions, engage students with the topic, motivate them to complete the task, and organize their work. The teacher may briefly draw students' attention to several useful phrases, but should not explicitly teach new language structures at this stage. If students experience difficulties, the teacher may demonstrate an example of how a similar task can be completed successfully.

2. Task completion

Students complete the task in pairs or groups. It is preferable to organize students into groups of no more than three participants so that everyone has sufficient opportunity to contribute and express their ideas. During this stage, the teacher supports and encourages students and monitors whether the task is being carried out appropriately.

3. Planning the presentation of results

Before presenting their work to the other participants, students prepare and rehearse their presentation within their groups. During this stage, the teacher may provide advice and assistance when necessary.

4. Presentation of results

Students present the outcomes of their collaborative work. The teacher may provide comments or feedback where appropriate.

5. Analysis

At this stage, students reflect on and analyze the work they have

completed. The teacher may focus students' attention on language use, highlighting the words, phrases, and grammatical structures that appeared in their presentations. Language structures that require further study may also be identified. Peer review or peer assessment activities may be introduced at this stage. If the teacher identifies errors that are common among a large number of students, particular attention should be given to explaining and correcting these errors.

6. Practice

Students complete language-focused activities, concentrating on the accuracy and correctness of their language use.

The main advantages of using Task-Based Learning (TBL) are as follows:

1. the learning process is student-centered rather than teacher-centered;
2. language is viewed as a tool for communication rather than as the ultimate goal of learning;
3. the approach helps bridge the gap between theoretical knowledge of the language and its actual use in communication;
4. students are given freedom to express their ideas, are not subjected to excessive control, and can make use of all the language knowledge available to them;
5. it provides a communicatively oriented approach to foreign language teaching;
6. it allows for the use of a wide variety of tasks, such as watching videos, reading, listening, problem-solving activities, role plays, surveys, and others;
7. tasks can take into account students' individual needs, interests, and hobbies, thereby increasing their motivation to learn a foreign language.

As with any teaching approach, there are also certain difficulties associated with the use of TBL. The approach is primarily aimed at developing and improving learners' existing speaking skills rather than at introducing new phrases and language structures [1].

Conducting a lesson based on TBL requires careful preparation on the part of the teacher. When selecting communicative tasks, the teacher should ensure that the activities encourage students to engage in active discussion and interaction and that they correspond to the intended learning objectives. The teacher also needs to consider carefully what language material students may need to use during the task.

Tasks should not be monotonous or unengaging; rather, they should generate genuine interest among learners. It is also important for a task to contain an information gap that encourages participants to communicate with one another. Such gaps may be of three main types: information gaps, reasoning gaps, and opinion gaps.

Information gaps occur when participants possess different pieces of information and therefore need to communicate with one another in order to exchange the information required to complete the task set by the teacher.

In conclusion, it can be stated that students who are accustomed to more traditional teaching methods based primarily on a grammar-focused approach may initially find it unfamiliar to work through Task-Based Learning. However, when TBL is integrated with a systematic approach to grammar and vocabulary instruction, it can produce highly effective results in the development of students' communicative competence.

The distinguishing feature of the task-based approach is its emphasis on developing students' communicative abilities and their capacity to express thoughts and ideas in a foreign language. The method is based on group collaboration and

problem solving through the target language, which contributes to more effective learning and increases students' motivation to study English.

References

1. Pakhotina S. V., Tsalikova I. K. Advantages of using TBLT (Task-Based Learning and Teaching) technology for developing communicative competence among students in non-philological fields of study // *Pedagogical Education and Science*. – 2016. – No. 2. – P. 139–143. – EDN WLYPUH.
2. Tenyakova E. A. Teaching English speaking through participation in a conversation club // *Education, Innovation, and Research as a Resource for Community Development: Proceedings of the Second All-Russian Scientific and Practical Conference with International Participation*. – Cheboksary: Sreda, 2024. – P. 183–187. – EDN RNXAKE.
3. Yurina E. A., Pakhotina S. V., Tsalikova I. K. Task-Based Learning and Teaching in foreign language classes at university // *Higher Education Today*. – 2016. – P. 69–74.