

ENHANCING COMMUNICATION SKILLS THROUGH TASK-BASED LANGUAGE TEACHING

*Mavluda Berdimurodovna Qurtova
Ozodakhon Elmurod qizi Izzatillaeva
Uzbekistan State World Languages University*

Аннотация: В этой статье исследуются принципы TBLT и его эффективность в улучшении коммуникативных способностей учащихся. В нем обсуждаются различные типы задач, стратегии реализации и роль задач в содействии овладению языком. Кроме того, в нем рассматриваются преимущества TBLT по сравнению с традиционными методами и дается понимание интеграции TBLT в практику преподавания языка.

Ключевые слова: обучение языку на основе задач, коммуникативные навыки, овладение языком, интерактивное обучение, языковые задачи, аутентичное использование языка.

Annotatsiya: Ushbu maqola TBLT tamoyillari va uning o'quvchilarning muloqot qobiliyatini oshirishdagi samaradorligini o'rganadi. Unda turli vazifalar turlari, amalga oshirish strategiyalari va tillarni o'zlashtirishni rivojlantirishdagi vazifalarning roli muhokama qilinadi. Bundan tashqari, u TBLT ning an'anaviy usullarga nisbatan afzalliklarini o'rganadi va TBLTni til o'rgatish amaliyotiga integratsiyalash haqida tushuncha beradi.

Kalit so'zlar: Vazifaga asoslangan til o'rgatish, muloqot ko'nikmalari, tilni o'zlashtirish, interfaol o'rganish, til vazifalari, haqiqiy tildan foydalanish

Annotation: This article explores the principles of TBLT and its effectiveness in enhancing learners' communication abilities. It discusses various task types, implementation strategies, and the role of tasks in fostering language acquisition. Additionally, it examines the benefits of TBLT over traditional methods and provides insights into integrating TBLT into language teaching practices.

Keywords: Task-based language teaching, Communication skills, Language acquisition, Interactive learning, Language tasks, authentic language use.

In the realm of language teaching and learning, fostering effective communication skills is paramount. Task-Based Language Teaching (TBLT) emerges as a pedagogical approach that centers on real-world language use and meaningful communication. Unlike traditional methods that focus heavily on grammar rules and vocabulary drills, TBLT prioritizes the completion of communicative tasks as the

primary means of language acquisition. This article delves into the concept of TBLT and explores its role in enhancing learners' communication skills.

At the core of TBLT lies the belief that language is best acquired through the performance of meaningful tasks. These tasks mirror real-life situations and require learners to use language in authentic contexts. Rather than passively absorbing linguistic structures, learners actively engage in problem-solving, negotiation, and collaboration, all of which contribute to language acquisition.

Tasks in TBLT can vary in complexity and focus, ranging from information gap activities to opinion-sharing discussions. Regardless of the task type, they share common characteristics. They reflect real-world situations, ensuring relevance and practicality for learners. Tasks have a clear purpose and require genuine communication to accomplish goals. Additionally, they promote interaction among learners, encouraging communication exchanges that mirror real-life interactions. While tasks prioritize communication, they also provide opportunities for language practice and development.

Implementing TBLT involves careful planning and consideration of learners' proficiency levels, learning objectives, and linguistic needs. Teachers play a facilitative role, guiding learners through task completion while providing support and feedback as needed. Effective TBLT implementation includes choosing tasks that align with learning objectives and cater to learners' interests and abilities. It involves introducing the task, activating relevant background knowledge, and providing necessary language input. Allowing learners to engage in the task independently or collaboratively focuses on communication rather than accuracy. Encouraging learners to reflect on their performance, identify areas for improvement, and provide feedback to peers enhances the learning experience.

TBLT offers several advantages over traditional language teaching methods. By focusing on real communication, TBLT develops learners' ability to express themselves fluently and accurately in various contexts. Engaging in meaningful tasks fosters intrinsic motivation and a desire to communicate effectively. Tasks provide context-rich environments that aid comprehension and retention of language structures and vocabulary. TBLT empowers learners to take ownership of their learning, fostering independence and self-directedness. Tasks often involve cultural elements, promoting intercultural competence and sensitivity among learners.

Integrating TBLT into language teaching practices requires a shift in instructional approach and mindset. Teachers should embrace a learner-centered approach, prioritizing communication over linguistic accuracy. Additionally, they should create a supportive and collaborative classroom environment where learners feel

comfortable taking risks and experimenting with language. Task-Based Language Teaching offers a dynamic and effective approach to language education, placing communication at the forefront of learning. By engaging in authentic tasks, learners develop not only their linguistic abilities but also their confidence and communicative competence. As educators continue to explore innovative pedagogical approaches, TBLT remains a valuable tool for enhancing communication skills and promoting meaningful language acquisition.

REFERENCES:

1. Ellis, R. (2003). 'Task-based language learning and teaching'. Oxford University Press.
2. Nunan, D. (2004). 'Task-based language teaching'. Cambridge University Press.
3. Willis, J. (1996). 'A framework for task-based learning'. Longman.
4. Skehan, P. (1998). 'A cognitive approach to language learning'. Oxford University Press.
5. Long, M. H. (2015). 'Second language acquisition and task-based language teaching'. John Wiley & Sons.
6. Richards, J. C., & Rodgers, T. S. (2001). 'Approaches and methods in language teaching'. Cambridge University Press.
7. Bygate, M., Skehan, P., & Swain, M. (Eds.). (2001). 'Researching pedagogic tasks: Second language learning, teaching, and testing'. Longman.