



CHET TILI O'RGANUVCHILARINING KOMMUNIKATIV
KO'NIKMALARINI RIVOJLANTIRISHDA TOPSHIRIQQA
ASOSLAGAN YONDASHUVNI QO'LLASH

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Annotatsiya. Ushbu ilmiy maqolada chet tilini o'rganishda task-based (vazifaga asoslangan) yondashuvni qo'llash orqali kommunikativ kompetensiyani rivojlantirishning samaradorligi o'rganiladi. Maqolada task-based yondashuvning asosiy tamoyillari, ularning til o'rganuvchilarning nutq faoliyatiga ta'siri va amaliyotda qo'llash usullari tahlil qilinadi. Tadqiqot natijalari bu yondashuv o'quvchilarning motivatsiyasini oshirishi, erkin fikr bildirishga imkon yaratishi va muloqotga tayyorlik darajasini oshirishini ko'rsatadi.

Kalit so'zlar: vazifaga asoslangan yondashuv, kommunikativ kompetensiya, motivatsiya, EFL.

РЕАЛИЗАЦИЯ ЗАДАЧНО-ОРИЕНТИРОВАННОГО ПОДХОДА ДЛЯ
РАЗВИТИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ У
ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК КАК ИНОСТРАННЫЙ

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Аннотация. В данной научной статье рассматривается эффективность использования задания-ориентированного подхода (Task-Based Approach) в обучении иностранному языку с целью развития коммуникативной компетенции. В статье анализируются основные принципы данного подхода, его влияние на речевую активность учащихся, а также способы применения в учебной практике. Результаты исследования показывают, что данный подход способствует повышению мотивации учащихся, формированию их уверенности в выражении мыслей и готовности к коммуникации.

Ключевые слова: *задачно-ориентированный подход, коммуникативная компетенция, мотивация, EFL (English as a Foreign Language) – английский язык как иностранный (АЯИ)*

IMPLEMENTING TASK-BASED APPROACH TO ENHANCE COMMUNICATIVE COMPETENCE IN EFL LEARNERS

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Abstract. *This academic paper explores the effectiveness of the task-based approach in enhancing communicative competence among EFL learners. It analyzes the core principles of task-based learning, its impact on students' speech performance, and methods of implementation in classroom settings. The study reveals that the task-based approach significantly improves learners' motivation, encourages spontaneous expression of thoughts, and increases readiness for real communication.*

Keywords: *task-based learning, communicative competence, EFL, language teaching, learner motivation.*

Introduction

The ability to communicate effectively in a foreign language has become one of the most sought-after skills in the ever-evolving field of language education. As a result of globalization and the growing interconnectedness of societies, English as a Foreign Language (EFL) is no longer just a subject in school curricula but also a vital tool for career development, academic success, and cross-cultural interaction. In light of this, language educators and researchers have paid close attention to the idea of communicative competence, which is the capacity to use language appropriately in a variety of communicative situations.

Traditional language teaching methodologies, such as the Grammar-Translation Method or Audio-Lingual Method, have often emphasized grammatical accuracy and rote memorization. While these approaches offer foundational knowledge, they frequently fall short in preparing learners for real-life communication. As a result, many learners are able to analyze sentence structures and memorize vocabulary but struggle to hold a fluent conversation or express complex ideas in spontaneous speech.

In response to these limitations, Task-Based Language Teaching (TBLT) has emerged as an alternative, communicative approach that centers language learning around meaningful, goal-oriented tasks. Rather than focusing primarily on linguistic forms, TBLT encourages learners to use language as a tool to complete tasks that



simulate real-life situations. These tasks may include planning a trip, conducting an interview, solving a problem, or participating in a debate — all of which require the active use of language in context.

The roots of TBLT can be traced back to communicative language teaching (CLT), which shifted the focus from what learners know about the language to what they can do with it.

Influential theorists such as Prabhu (1987), Willis (1996), and Ellis (2003) have contributed to the development of TBLT, emphasizing the importance of fluency, interaction, and learner engagement. Tasks, in this sense, are not supplementary exercises but central components of the learning process.

Constructivist learning theories, which hold that social contact and active involvement are the best ways to acquire knowledge, are consistent with the task-based method. In a TBLT classroom, students actively negotiate meaning, solve issues, and reflect on their performance, with the teacher serving as a facilitator. In addition to improving communication skills, this learner-centered approach fosters critical thinking, teamwork, and learner autonomy.

Moreover, numerous studies have confirmed the positive outcomes of TBLT in diverse educational contexts. Learners engaged in task-based learning tend to exhibit increased motivation, greater confidence, and a higher degree of language retention. The focus on real communication and interactive tasks also promotes the development of pragmatic and strategic competence — crucial components of overall communicative ability.

Given the dynamic needs of modern learners and the communicative demands of the global world, it is imperative to reconsider and redesign traditional classroom practices. This paper aims to delve deeper into the theoretical foundations, practical implications, and observed benefits of the task-based approach in enhancing communicative competence among EFL learners. It seeks to answer the following research questions:

What are the key principles and features of the task-based approach in language teaching?





How does TBLT impact EFL learners' communicative competence in classroom settings?

What strategies and techniques can be effectively used to implement TBLT?

The findings and discussions presented in this paper are expected to serve as a valuable guide for language teachers, curriculum designers, and education policymakers who seek to adopt more effective and interactive methods of language instruction.

Literature review

Task-Based Language Teaching (TBLT) has gained wide recognition as an innovative and effective method for developing communicative competence among foreign language learners. It is grounded in the communicative language teaching (CLT) movement and constructivist theories of learning, which emphasize the active construction of knowledge through interaction and contextualized practice. According to Ellis (2003), a task in TBLT is defined as a goal-oriented activity in which learners use language to achieve a specific outcome. Unlike traditional grammar-focused exercises, tasks prioritize meaning over form and allow learners to engage in authentic communication. Prabhu (1987), one of the pioneers of TBLT, argued that learners develop language competence most effectively when they are focused on solving problems or completing tasks rather than studying rules explicitly.

Key features of TBLT include:

Authenticity: Tasks resemble real-life communication and involve meaningful use of language.

Learner-centeredness: Learners are active participants, and the teacher acts as a facilitator.

Focus on fluency and communication: Accuracy is developed through use, not through drills.

Interaction-based learning: Emphasis is placed on pair work, group tasks, and peer feedback.



Process-oriented approach: Language learning is seen as a dynamic process of doing and reflecting.

TBLT typically follows a three-stage procedure:

Pre-task phase: The teacher introduces the topic and provides input or models related to the task.

Task cycle: Students perform the task individually or collaboratively, using the target language.

Post-task phase: Reflection, feedback, and language focus activities help consolidate learning.

This approach aligns with Vygotsky's (1978) sociocultural theory, particularly the concept of the Zone of Proximal Development (ZPD), which emphasizes the role of social interaction in cognitive development. TBLT provides ample opportunities for scaffolding and peer learning, allowing students to stretch their linguistic abilities with support.

Communicative competence, as defined by Canale and Swain (1980), includes four key components:

Grammatical competence: Knowledge of syntax, morphology, and vocabulary.

Sociolinguistic competence: Ability to use appropriate language in social contexts.

Discourse competence: Cohesion and coherence in longer stretches of communication.

Strategic competence: Use of verbal and non-verbal strategies to maintain communication.

TBLT supports the development of all these aspects. For example:

Through role-plays and simulations, learners practice using correct vocabulary and structures in realistic contexts.

In group tasks, they negotiate meaning, adapt to social roles, and manage turn-taking, enhancing sociolinguistic skills.



Extended tasks, such as presentations or storytelling, promote discourse competence by requiring organized, coherent speech.

When faced with breakdowns in communication, learners develop strategic competence by using paraphrasing, gestures, or asking for clarification.

Moreover, TBLT encourages learners to take risks in communication without fear of making mistakes, which is vital for building fluency and confidence. Studies show that when learners are engaged in meaningful tasks, they produce more output, use a wider range of vocabulary and structures, and are more motivated to participate (Skehan, 1998; Nunan, 2004).

Numerous studies across different countries and age groups have demonstrated the positive effects of TBLT on language acquisition.

Study 1: Ar-Raniry University, Indonesia (2022)

A study published in *Didaktika: Jurnal Kependidikan* (2022) explored how task-based learning enhanced speaking skills in EFL students. The results showed that after applying TBLT for one semester, students exhibited improved fluency, reduced anxiety, and better vocabulary usage. The tasks helped students express ideas more freely and increased their willingness to communicate.

Study 2: ERIC Database Study (2016)

A research paper by Mahdavi Zafarghandi and others (ERIC, 2016) investigated the implementation of TBLT among Iranian high school learners. The experimental group, which used TBLT, outperformed the control group in speaking tests. The study concluded that task-based instruction develops not only speaking but also listening and interactional skills.

Study 3: TESOL Working Papers (2008)

Powers (2008), in his paper for HPU TESOL, examined how tasks improved learner interaction. He noted that learners who participated in pair and group tasks showed more language production, higher engagement, and better use of discourse markers. The study also emphasized the importance of feedback in the post-task phase.

Study 4: Brazilian Context (PUC-Rio, 2016)



Research conducted in Brazil highlighted the adaptability of TBLT in multilingual classrooms. The study found that tasks such as debates, interviews, and collaborative storytelling enabled students to draw on their linguistic repertoire and engage in meaningful exchange. The flexible structure of TBLT allowed instructors to tailor tasks to students' needs.

Study 5: Uzbekistan (2023, Unpublished Field Data)

In an action research project conducted in an Uzbek specialized school, TBLT was integrated into English lessons for grade 9 students. Teachers designed real-life tasks like planning a school event or writing group emails. Observations and pre-/post-tests revealed notable improvements in students' ability to initiate conversations, use cohesive devices, and respond appropriately in dialogues.

All these studies affirm that TBLT not only enhances learners' communicative competence but also fosters a positive classroom atmosphere where learners feel empowered and supported. Teachers report that learners become more autonomous, proactive, and reflective — qualities that are crucial for lifelong learning.

Conclusion

In summary, the task-based approach has been shown to be a very successful method for improving students' communicative skills in English as a Foreign Language (EFL) classes. The method is based on sound theoretical underpinnings, such as communicative language instruction and constructivist learning theories, which uphold the notion that language is best acquired through active usage in relevant circumstances. There are many advantages to the task-based approach. It allows students to communicate in real-world situations, prioritizes fluency over accuracy in the beginning, fosters learner autonomy, and establishes a student-centered setting in which the teacher serves as a facilitator. Along with language practice, students gain critical thinking, problem-solving, and teamwork abilities through pre-, task-, and post-task organized task cycles.

Task-based learning dramatically enhances speaking skills, lowers learner fear, and boosts motivation, according to empirical research from a variety of





educational contexts, including Indonesia, Iran, Brazil, and Uzbekistan. Pupils who receive TBLT exhibit increased self-assurance, a willingness to communicate, and the ability to use a wider variety of language functions and vocabulary. Tasks are particularly helpful in mixed-ability or bilingual classrooms because they offer chances for both social engagement and individual expression.

Overall, task-based learning transforms the language classroom into a dynamic, interactive space where communication takes precedence over rote memorization. As global communication skills become increasingly essential in modern education and the workforce, the task-based approach stands out as a powerful pedagogical tool for preparing students to use English effectively and confidently in real-world situations.

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