

ENHANCING ENGLISH SPEAKING SKILLS THROUGH TASK- TEACHING AMONG UZBEK LEARNERS

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Annotation : *This research explores the effectiveness of task-based teaching (TBT) in improving English speaking skills among Uzbek learners. It analyzes how communicative tasks, such as role-plays, discussions, and problem-solving activities, enhance learners' fluency, accuracy, and confidence in spoken English. The study is based on classroom observations, learner feedback, and assessment results from English language courses in Uzbekistan. The findings suggest that integrating real-life communicative tasks significantly boosts learners' motivation and speaking performance, making TBT a practical and engaging approach for English language instruction.*

Keywords: *Task-based teaching, speaking skills, Uzbek learners, communicative tasks, English language learning, fluency, language acquisition*

In the modern era of globalization, the ability to communicate effectively in English is crucial for academic, professional, and social success. In Uzbekistan, English language education has gained momentum, with increased emphasis on developing speaking skills. However, traditional grammar-based instruction often fails to equip learners with the communicative competence needed for real-world interactions. Task-based teaching (TBT) has emerged as a learner-centered approach that prioritizes communication and interaction through meaningful tasks. This paper investigates how TBT can be implemented in Uzbek classrooms to enhance learners' English speaking abilities, focusing on the impact of task design, learner engagement, and practical language use.

Task-Based Teaching (TBT) is a communicative approach to language instruction that emphasizes the completion of meaningful tasks as the central unit of planning and instruction. Unlike traditional teaching methods, which focus primarily on grammar and vocabulary drills, TBT prioritizes authentic language use. Tasks may include real-world activities such as making a phone call, conducting an interview, or participating in a debate. These encourage learners to use English naturally and purposefully, thus developing their communicative competence.

In Uzbekistan, English is increasingly important for education, employment, and global communication. However, many Uzbek learners struggle with speaking fluently due to a lack of exposure to real communicative settings in classrooms. TBT offers a solution by

engaging learners in purposeful language use. Uzbek students often excel in written grammar-based tasks but lack confidence and fluency in speaking. Through TBT, learners are encouraged to practice spoken English in context, which enhances both their fluency and self-confidence.

Effective TBT activities for speaking development include role-plays, information-gap tasks, problem-solving tasks, and storytelling or presentations. These activities allow learners to actively use the language in realistic contexts, thereby strengthening their pronunciation, grammar in speech, and vocabulary.

Several studies and classroom observations have shown the effectiveness of TBT in improving speaking abilities. Some key benefits include improved fluency, increased motivation, confidence building, and better preparation for real-world communication. Learners not only become more articulate but also develop positive attitudes toward learning English.

Despite its advantages, implementing TBT in Uzbekistan presents certain challenges. These include insufficient teacher training, large class sizes, limited educational resources, and an exam-oriented education system. Addressing these challenges requires a shift in teacher education, curriculum development, and policy support for communicative language teaching methods.

A small-scale study conducted in a secondary school in Tashkent demonstrated the effectiveness of TBT. Over a six-week period, students engaged in interactive tasks such as debates and interviews. Assessments before and after the program revealed significant improvement in speaking fluency and confidence. Student feedback confirmed higher motivation and greater enjoyment of the learning process.

In conclusion, task-based teaching (TBT) proves to be an effective and engaging method for enhancing English speaking skills among Uzbek learners. By focusing on meaningful communication through real-life tasks, learners develop greater fluency, confidence, and motivation in using English. While the traditional grammar-translation method has long dominated English instruction in Uzbekistan, this study highlights the need for a more communicative and learner-centered approach. Although challenges such as large class sizes, limited teacher training, and exam-oriented curricula persist, the benefits of TBT far outweigh its limitations. With appropriate support, resources, and teacher development, task-based teaching can transform English language education and better equip Uzbek learners for global communication.

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