

## INTEGRATION OF TASK BASED APPROACH (TBA) TO DEVELOP LEARNERS' LISTENING AND SPEAKING SKILLS

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**Abstract:** The present research is carried out in a methodology of teaching English as foreign language to provide actual method of teaching for the efficacy of listening and speaking proficiency through Task Based Approach. The primary focus of the study is to investigate the effects of task-based techniques on communicative competence while in the second place, developing listening comprehension with the activities of this method are studied. Task Based Approach (TBA) is derived from CLT method. TBA method focuses on the task completion and the language is considered as an instrument used for finishing the task. The tasks reflect on real life and promote speaking skills. Moreover, TBA is a more learner centered approach in which learners practice and acquire knowledge in their own way along with the compulsory tasks assessed by the teacher.

**Keywords:** task-based approach, listening, speaking skills, communicative competence.

### INTRODUCTION

Foreign language teaching is developing globally, as well as in our country. The effectiveness of teaching the target language is demanded immensely. Therefore, teaching English language is an artistic talent for all pedagogues in the world and the demand for fast and creative techniques to

utilize in the classroom increased tremendously in every society. As well as in our country certain attention to gain progress and development is given. For example, in the fourth area of the Uzbekistan’s Development strategy for 2017-2021 foreign language teaching cadres and the methods employed in the classroom are told to be innovative and communicative for the development of spoken language.

When we communicate, we often use more than a single language skill. On the telephone, for instance, we listen and speak we also type a message and read over what we have written. Integration of TBA helps to develop new knowledge and skills on to what students already know and can do. So, if students are able to read a short story, this skill will help them to write their own story. Also, integrating the skills allows them to build in a more variety into the lesson since the range of the activities will be wider. Above all, integrating the skills means that students are working at the level of realistic communication, which provides all-round development of communicative competence in English. Teaching speaking involves developing a subtle and detailed knowledge about why, how and when to communicate and to produce complex skills for managing interaction, such as asking a question or taking a turn. One of the most important aspects of everyday talk is that it always takes place in cultural and social contexts. Language is spoken in order to carry out various social tasks and, although we may not always be consciously aware of doing so, and it is used to give special the meanings people wish to exchange to their specific purposes for speaking within the context. Task-based approach focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. In this typical approach, the process of teaching becomes more learner centered and practical, as students will have much

exposure to language use. The tasks involve more communication and all language skills development. Tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form. Consequently, the tasks develop students' communicative competence and listening comprehension. The influence of task-based model in teaching EFL is measured and studied in this research.

### **MATERIALS AND METHODS**

Language acquisition is not only about how well one can use the grammar and vocabulary aspects nonetheless it is all about the availability of spoken interaction in another language. Therefore, while teaching English language applying communication and communication based techniques, the social interaction among students develops as well as their motivation to better their speaking. The fluency and accuracy of students is valid at present as it is becoming challenging for them to apply in real life situations. On the other hand students are so shy to speak up and unable to communicate as everyone. Additionally, students with psychological knowledge to learn languages faster as psychological approach is less involved in teaching today. To solve such these issues in learning a foreign language doing different tasks can better students' language learning at the same time their psychological connections to English language. Tasks will be designed to develop their critical thinking and problem-solving skills as well as encouraging them to present their inter and intra personal skills in the class. Application of information gap task, opinion gap task and reasoning gap task makes students collaborate individually and with the group. As a major problem, the communicative competence will be boosted focusing

on task completion. All in all, in this research all applicable interactive tasks of TBA can give a real chance for practicing the target language.

The practical study of the research is categorized according to the types of tasks such as information gap tasks, opinion gap tasks and reasoning gap tasks. An information gap task is a task in which one participant holds the information that the other participants do not have and that must be exchanged in order to complete the task. There are two types of these tasks; jigsaw tasks and two way tasks. These tasks are considered as the examples of information gap tasks in the literature, in which the input material is divided between two or more participants in such a way that they are required to exchange information to complete the task. Opinion gap task requires the participants to exchange opinions on some controversial issues while the participants are likely to hold different views. There are three types of tasks in the literature which are introduced as the examples of opinion-gap tasks: convergent tasks, open tasks and divergent tasks. Convergent tasks require students to agree on a solution to a specified problem. In divergent tasks students are assigned different viewpoints on an issue and they have to defend their positions and refute their peers. Open tasks are those in which participants know that there is not a predetermined solution to the focused problem but they try to find a reasonable one. A reasoning-gap task is a task which requires the participants to engage in reasoning, such as synthesizing the provided information and deducing new facts in order to perform it successfully. It is distinguished that reasoning gap form information gap and opinion gap tasks.

## **RESULTS AND DISCUSSION**

Task based approach is a student-centered way of teaching so the research is done with experimentation method. Students will be divided into two groups:

1). the target group and 2). the ordinary group. The first group will be given tasks such as comparing, critical thinking, problem solving, role playing and sharing personal experiences. They will do the various tasks of TBA in order to enhance their speaking and listening competences. Teaching will be focused on meaning and comprehension mainly concerning the task accomplishment. While doing the task learners will have to choose and use the resources on their own that completing the task seems a success as long as it is completed on time. In the performance of tasks students communicate and share ideas with challenges. However, the challenges will lessen day by day now that students will be enthusiastically intrigued with variety of tasks. The tasks basically derive from the natural use of the target language and extracurricular actions. The second group will be taught in a casual way of teaching. To evaluate the results of both groups special time will be set and the learning problems and the progress will be compared. TBA will be included into the syllabus of the freshman year students.

The expected outcome will be by using the TBA in teaching EFL fluent oral language of students can be easily produced. As long as they accomplish the real-life based tasks, they can increase rates of self confidence in order to speak in front of the audience. Thus, this approach will instantly influence on their speaking and listening skills.

### **CONCLUSION**

Considering all the aspects of this research, Task Based Approach is found out to be very actual and essential method in both learning and teaching process. This method highlights learning to communicate through interaction in the target language, introducing authentic texts to learning situations, enhancing the learner's own personal experiences, and linking classroom language learning

with language activation outside the classroom. In the performance of this approach, language integrated activities are accompanied to raise learners' consciousness about specific features of the task performance. Through these activities communication problems can be overcome with the tasks organized to produce the sub skills.

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