

## IMPROVING SPEAKING SKILLS IN ENGLISH CLASSES THROUGH TASK BASED APPROACH

**Akbarova Ravzaxon Abdullaxayevna**

*senior teacher of Namangan State*

*University*

**Annotation:** *This article is about developing students' ability to speak English through task based approach. Task-based speaking activities have attracted considerable attention of many researchers in teaching and learning speaking skills. The current study is aimed at investigating the effects of Task-based speaking activities. This study highlights the effectiveness of role-play activities in developing learners' English-speaking skills and communicative competence. Role play provides authentic communication opportunities, increases learners' confidence, and encourages active participation in meaningful language use. The findings suggest that a task-oriented role-play approach can successfully bridge the gap between language-learning theory and classroom practice.*

**Key words:** *role play, task-based language teaching, oral communication, speaking skills, tasks.*

Speaking is one way to express ourselves when communicate. Most of students fail when they perform speaking skill. They faced problems in expressing themselves using in accurate, fluent and even simple sentences. Task based learning is an approach that need the completion of meaningful tasks. Task Based Learning focuses on the use of language for genuine in communication.

Based on the problem mention above, it's very necessary to use proper teaching technique. Task based learning is one of solution to fulfill demands as before mentioned particularly in providing optimal circumstance for EFL students to improve their speaking skill. According to Nunan , task-based language teaching (TBLT) is a “needs-based approach to content selection”. TBLT strengthens the application of authentic texts in learning and focuses on the learner's own personal experiences in classroom learning; TBLT promotes the use of the target language in real-life situations to learn effective communication. It also combines classroom language learning with the practical uses outside the classroom. TBLT “provides a non-threatening way of engaging beginner learners in meaning-centered activity” 2(Ellis, 2003, p. 37). Task based learning is a learner-centered approach; it has primary focus on the task completion, uses analytical approach and specifies learners' real-life communication needs. During task-based learning, students solve tasks that are relevant and interesting to them. In order to solve the task, they need to use the target language they're learning to communicate with their peers. They use authentic language instead of answering grammar or vocabulary questions about the language. The 3 basic stages of task-based learning: A lesson planned within this framework consists of three phases: pre-task, task cycle and language focus. What does pre-Task stage of TBL

include? The pre-task phase of a TBL lesson is the moment when the teacher sets the task, contextualizes the topic of the lesson, raises students’ interest and prepares learners to perform the task.

What does task cycle of TBL include? Task cycle: In the task cycle the teacher sets up a communication task which learners are encouraged to do using the language means they already have at their disposal and then to improve that language, under teacher guidance, while planning their reports of the task.

What does language focus of TBL include? Language focus: The last phase in the framework is language focus. During this phase students have a closer look at the language structures which have naturally turned up during the task cycle. By this phase they have already grasped the meaning of the new language and they need to focus on form. What are the activities that can be used in task-based language teaching approach? If you need some more ideas for how to do TBL with your students, here are just a few ideas:

- Making a phone call to make a reservation, or complain about something.
- Write an email in English for work.
- Visiting the doctor.
- Gathering information to make a poster or advertisement.
- Make a short movie.
- Plan a road trip

Classroom tasks involve learners in producing utterances without manipulation because the task is designed to mobilize learners’ grammatical knowledge to express their opinions rather than to complete grammatical exercises. Learners are encouraged to use a range of unpredicted language structures to promote language learning. The role of a teacher in task-based approach:

from a task-based perspective, teachers are expected to use meaningful tasks for assessment purposes, primarily evaluate whether students have performed the task to criterion.

Advantages for Task-Based Learning:

- Student interaction is ‘built in’ to the lesson, as they need to communicate to complete the task.
- Students’ communication skills improve.
- Students’ confidence can improve, as tasks can mimic real life.
- Students’ motivation can improve due to the same reason.

The goal of the language teacher is try to develop pedagogical tasks that are as close to real world tasks as possible, thus creating activities that are meaningful and relevant to students. One clear purpose of choosing TBL is to increase learner activity. TBL is concerned with learner and not teacher activity, and it relies on the teacher to produce and supply different tasks which will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language. The first step toward teaching students to speak a language well is understanding proficiency. Great language teachers comprehend proficiency levels and teach their students about them. Once

proficiency is the central focus in the classroom, grammar no longer reigns communication does.

Well experienced teachers try to plan as many communication situations as possible in the lesson and encourage students to try to participate in them. In order for students to speak English as much as possible, the language should become the main means of communication in the classroom. According to the communicative teaching methodology, to achieve the optimal duration of the teacher's and students' speech, work should be carried out regularly in pairs and groups. Role play is an important technique in teaching speaking. Learners can get motivated and become more confident because this activity is carried out in a secure environment<sup>1</sup>. Role play is perceived by the learner as a rehearsal for real life and therefore as relevant to his aims in learning the language. In role-play task, students are assigned particular roles that represent different people according to the assigned situation. Role play gives learners the opportunity to be involved in various social contexts and have a variety of social roles. Therefore, the language practiced through role-play is easily transferable to real-life situations. I apply my knowledge of English speaking education into practice. I attempt to use task-oriented role play approach to help my students improve their oral communication, which allows me, also as a teacher candidate to connect the theory to practice.

In conclusion, role play is an effective pedagogical technique for developing learners' speaking skills and communicative competence in English language classrooms. By creating meaningful and realistic communication situations, role-play activities encourage students to actively use the target language, increase their confidence, and reduce speaking anxiety. Working in pairs and groups further supports learner interaction and maximizes opportunities for oral practice. Since role play simulates authentic social contexts, it enables students to transfer the language they practice in class to real-life communication. Moreover, the implementation of a task-oriented role-play approach demonstrates how communicative language teaching principles can be successfully applied in practice, fostering both learners' oral proficiency and teachers' professional development.

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