

**TASK-BASED LANGUAGE TEACHING IN DEVELOPING COMMUNICATIVE
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TOPSHIRIQLARGA ASOSLANGAN TIL O'QITISH METODIKASI****Kurbaniyazova Sarbinaz Ametovna – katta o'qituvchi***Ajiniyoz nomidagi Nukus davlat pedagogika instituti***ОБУЧЕНИЕ ЯЗЫКУ НА ОСНОВЕ ЗАДАНИЙ ДЛЯ РАЗВИТИЯ
КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ ОБУЧАЮЩИХСЯ АНГЛИЙСКОМУ ЯЗЫКУ
ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ (ESP)****Курбаниязова Сарбиназ Аметовна – старший преподаватель***Нукусский государственный педагогический институт имени Ажинияза*

Tayanch so'zlar: vazifaga asoslangan o'qitish (TBLT), ESP, kommunikativ kompetensiya, oliy ta'lim, tarix talabalari, til ko'nikmalari.

Rezyume. Ushbu tadqiqot vazifaga asoslangan til o'qitish (TBLT) usulining ESP talabalari, xususan, B1–B2 darajadagi tarix talabalari orasida kommunikativ kompetensiyani rivojlantirishdagi samaradorligini o'rganadi. Natijalar TBLT talabalarning nutq ravonligi, muloqot qobiliyati va akademik kontekstda tilni qo'llashini yaxshilaganini ko'rsatdi. TBLT ESP ta'limida samarali usul hisoblanadi.

Ключевые слова: обучение на основе заданий (TBLT), ESP, коммуникативная компетенция, высшее образование, студенты-историки, языковые навыки.

Резюме. Статья посвящена изучению эффективности обучения на основе заданий (TBLT) в развитии коммуникативной компетенции у студентов ESP, в частности у студентов-историков уровня B1–B2. Результаты показали, что TBLT улучшает беглость речи, коммуникативные навыки и использование языка в академическом контексте. Полученные данные подтверждают эффективность TBLT в обучении ESP.

Key words: Task-Based Language Teaching (TBLT), ESP, communicative competence, higher education, History students, language skills

Summary. The paper explores the effectiveness of Task-Based Language Teaching (TBLT) in developing communicative competence among ESP learners, particularly History students at the B1–B2 level. The findings show that TBLT improves students' fluency, interaction, and ability to use language in academic contexts. The results suggest that TBLT is an effective approach for enhancing both language skills and subject-related communication in ESP instruction.

Introduction. Task-Based Language Teaching (TBLT), also referred to as Task-Based Instruction (TBI), emphasizes the use of authentic language through the completion of meaningful tasks in the target language. Such tasks reflect real-world contexts and enable learners to develop language skills through practical application. TBLT places particular emphasis on communicative competence by encouraging active language production and interaction. By engaging learners in relevant and purposeful activities, this approach fosters fluency, accuracy, and pragmatic competence. TBLT facilitates both cognitive and interactive dimensions of language learning, allowing learners to think and use language simultaneously [4]. Rather than attempting to teach language incrementally and in isolation, TBLT posits that language acquisition is most effective when learners are exposed to meaningful contexts that stimulate their natural learning capacities [1]. Furthermore, TBLT offers significant cognitive benefits. It enhances learners' problem-solving abilities, as tasks require critical and creative thinking. The approach also promotes higher-order thinking skills, including analysis, synthesis, and evaluation. In addition, TBLT fosters metacognitive awareness by encouraging learners to reflect on their language use and learning strategies, thereby supporting greater learner autonomy and self-directed learning.

Literature Review. Many researchers have studied the effect of TBLT on language learning. Ellis argues that task-based approaches enhance communicative competence by encouraging purposeful and active language use [1]. According to Ellis, language proficiency develops not only through the acquisition of grammatical knowledge but also through the ability to apply it in authentic communicative contexts [1]. Skehan found that TBLT promotes fluency and complexity in spoken language, as learners are required to produce language spontaneously during task performance [3]. Similarly, Willis demonstrated that task-based instruction enhances learners' problem-solving skills, critical thinking, and motivation [5]. Willis identifies several key purposes of TBLT, including [5]:

- ✓ building learners' confidence in using available language resources;
- ✓ providing opportunities for spontaneous interaction;
- ✓ facilitating awareness of alternative linguistic expressions;
- ✓ encouraging turn-taking and negotiation of meaning;
- ✓ promoting purposeful and cooperative language use;
- ✓ engaging learners in complete communicative exchanges;
- ✓ developing communication strategies;
- ✓ strengthening learners' confidence in achieving communicative goals.

In ESP contexts, communicative competence extends beyond general language use to include discipline-specific discourse. For History students, this involves describing historical events, interpreting primary sources, constructing arguments, and participating in academic discussions. However, traditional ESP instruction often prioritizes reading and translation, with limited emphasis on interactive communication. Recent studies indicate that the integration of subject-specific tasks – such as debates, document analysis, and role-playing – can significantly enhance both language proficiency and content understanding. Nevertheless, empirical research focusing specifically on intermediate-level History students remains limited. The paper addresses this gap by integrating TBLT with historical thinking skills (e.g., causation, comparison, and interpretation), thereby proposing a dual-focus model that develops both communicative competence and disciplinary cognition.

Methodology and empirical analysis. The current research employed a quasi-experimental research design with pre-test and post-test measures to evaluate the effectiveness of TBLT compared to traditional instructional methods. The study involved two groups: an experimental group receiving task-based instruction and a control group receiving conventional instruction. The participants were sixty undergraduate History students with English proficiency levels ranging from B1 to B2, according to the Common European Framework of Reference for Languages (CEFR). The students were randomly assigned to either the experimental group (n = 30) or the control group (n = 30). Both groups were comparable in terms of initial proficiency, academic background, and prior exposure to English. The intervention lasted twelve weeks, with three 80-minute sessions per week. The experimental group engaged in task-based activities tailored to History, including role-playing historical figures, structured debates, primary source analysis, collaborative timeline reconstruction, and problem-solving tasks. Instruction followed the standard TBLT sequence: pre-task, task cycle, and language focus.

In contrast, the control group received traditional instruction focused on grammar explanation, vocabulary memorization, reading comprehension, and translation. Interaction in this group was predominantly teacher-centered, with limited opportunities for spontaneous communication. Data were collected using multiple instruments:

- ✓ pre-test and post-test speaking assessments measuring fluency, accuracy, coherence, and interaction;
- ✓ an ESP-specific performance task evaluating historical discourse skills;

- ✓ a structured questionnaire assessing learners' motivation, confidence, and perceptions;
- ✓ classroom observations using a standardized checklist.

Quantitative data were analyzed using paired-sample t-tests (within-group comparison) and independent-sample t-tests (between-group comparison), while qualitative data from observations supported the interpretation of results.

Results. The findings indicate that the experimental group demonstrated significantly greater improvement in communicative competence compared to the control group. Students exposed to TBLT showed higher levels of engagement, participation, and interaction throughout the instructional period. They actively contributed to discussions, collaborated effectively, and demonstrated increased ability to construct coherent historical arguments using appropriate discourse markers. Moreover, their speech became more organized, fluent, and contextually appropriate, reflecting improvements in both linguistic and cognitive domains. In contrast, students in the control group relied primarily on memorized structures and exhibited limited ability to engage in spontaneous communication. Although some gains in grammatical accuracy were observed, these students struggled to apply their knowledge in real-time communicative situations. Questionnaire results further supported these findings. Approximately 87% of students in the experimental group reported increased confidence in speaking English, while 82% indicated that the tasks were relevant to their academic field. In contrast, the control group reported lower levels of motivation and engagement, with many students noting insufficient opportunities for meaningful communication. Overall, the results provide strong empirical evidence supporting the effectiveness of TBLT in enhancing communicative competence among ESP learners in the field of History.

Conclusion. The present study demonstrates that Task-Based Language Teaching is a highly effective approach for developing communicative competence among intermediate-level ESP learners specializing in History. The findings suggest that TBLT not only improves general language proficiency but also enhances learners' ability to communicate effectively within their academic discipline. Importantly, the work contributes to the field by demonstrating that integrating task-based methodology with discipline-specific content promotes both linguistic development and higher-order cognitive skills. This dual-focus approach can serve as a valuable model for ESP instruction in higher education.

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