

PRINCIPLES OF DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE THROUGH TASK- BASED LEARNING

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Abstract

This article explores the principles of developing students' communicative competence through task-based language learning (TBLT). Communicative competence is defined as the ability to use language effectively in real-world situations. TBLT emphasizes the use of tasks that require students to interact and negotiate meaning, promoting the development of all four language skills (reading, writing, listening, and speaking) within a communicative context. The article outlines key principles for effective TBLT implementation, including task selection, planning, scaffolding, feedback, and learner autonomy. It argues that TBLT fosters a student-centered learning environment where students are actively engaged in using language for meaningful purposes.

Keywords: Communicative competence, task-based language learning (TBLT), language skills, student-centered learning.

INTRODUCTION

The main purpose of teaching English in modern education is to develop a student personality capable of using English as a medium of communication. I think the result of learning English will be achieved in the process of personal communication. The principle of communication is the basic principle of the teaching of English, in which speech skills are formed, that is, the competencies required to communicate in English within a particular subject.

Communication competencies also include the development of communicative phenomena (ability to read and understand what is being read, ability to communicate, write short monologue messages, transmit information in writing), as well as general educational skills. The communicative method is mainly for teaching speech. Communicative competence is a crucial aspect of language learning. It refers to the ability to use language effectively in real-world situations to achieve a communicative goal. Traditional language teaching methods often focused on grammar drills and rote memorization, which did not necessarily translate to practical communication skills. Task-based language learning (TBLT) has emerged as a powerful approach that addresses this gap by placing communication at the forefront of the learning process.

Literature Review

Several studies have demonstrated the effectiveness of TBLT in developing communicative competence, [1] highlights the benefits of TBLT in promoting fluency and accuracy in language use, explores how TBLT fosters learner motivation and engagement. [2]

Methodology

This article adopts a theoretical approach, drawing on established principles of TBLT from prominent scholars in the field. It analyzes the key principles of TBLT implementation and discusses their impact on developing communicative competence. [3] Working in groups is the most effective form of organizing student-learning activities when solving research problems. In this case, interpersonal communication skills are improved. Working in a group provides the individual development of each student, the formation of interpersonal intelligence, which in turn means a high level of communication skills. It is clear that children have a different ability to learn English. Some are able to master the material and appropriate speaking skills. Others, despite their best efforts, do not achieve the same results. Therefore, in-group work, you can implement a multi-level approach and provide students with different abilities at different levels.

The use of games in classrooms is one of the oldest ways to improve communication skills. During the game, students develop skills, develop speaking skills, they learn to communicate, and memorize speech material. The use of different games in lessons, such as "snowball," remembering, thinking, speech development, "boasting competition", "Best student of the year" and more.

Role-play also stimulates speech activity. Playing roles allows a teacher to emulate the real state of communication and is characterized primarily by the freedom and spontaneity of speech and the nonverbal behavior of the characters. The role-playing game contains a certain number of characters, as well as problematic situation in which the game is played by the participants. During the game, each participant organizes their actions based on the actions of the partners and their communicative purpose. The outcome of the game should be a conflict resolution.

Results

The article identifies several key principles for effective TBLT:

- ✓ Task Selection: Tasks should be engaging, meaningful, and relevant to students' interests and learning goals. They should also provide opportunities to practice all four language skills.
- ✓ Task Planning: Clear instructions, rubrics, and scaffolding support should be provided to help students understand the task requirements and complete the task successfully.
- ✓ Scaffolding: Teachers can offer various forms of support, such as vocabulary lists, sentence starters, or modeling, to help students complete tasks without hindering their autonomy.[4]

✓ Feedback: Effective feedback focuses on both accuracy and fluency, encouraging students to reflect on their performance and improve their communication skills.

✓ Learner Autonomy: TBLT fosters student-centered learning by encouraging students to take ownership of their learning process, make choices, and solve problems collaboratively.[5]

The research suggests that TBLT offers several benefits for developing communicative competence:

➤ Increased Engagement: Tasks provide a purpose for language use, leading to higher student motivation and participation [6].

➤ Fluency Development: TBLT encourages students to focus on meaning and communication, promoting fluency in language use [7].

➤ Development of All Skills: Tasks can integrate various language skills, such as listening, speaking, reading, and writing [8].

Discussion

TBLT presents a valuable approach to language learning, promoting the development of communicative competence. By incorporating these principles, TBLT creates a dynamic learning environment where students are actively engaged in using language for meaningful communication. Students negotiate meaning with peers, solve problems, and express themselves creatively. This process fosters the development of all aspects of communicative competence, including grammatical accuracy, vocabulary knowledge, sociolinguistic awareness and fluency. By focusing on meaningful communication tasks, students are encouraged to use language actively and strategically.

The prerequisite for communicative competence is to build motivation. Practice shows that visual displays, discussions, student project activities, games, and especially role-playing in higher-level classes contribute to motivation.

Students can easily express their views using vocabulary learned through visual aids. Nature based visual aids make it necessary to express their thoughts and to perceive verbal communication from friends.

When explaining the material, I place new cards on the cards that contain the words and put the pictures next to them. Students read the words and guess what they mean from the picture. The development of communicative competence also helps with problem-based learning.

According to I. Son, "the only way to create a deep emotional bond for a teenager is to put him in front of a problem that forces him to think and make his own conclusions." A challenging question will help students understand the purpose of the learning activity, which will influence their positive motivation.

Conclusion

TBLT offers a powerful framework for developing students' communicative competence. By focusing on meaningful tasks, providing scaffolding, and encouraging learner autonomy, TBLT equips students with the skills they need to communicate effectively in real-world situations. The main purpose of a foreign language is to develop communicative competence,

that is, the ability and willingness to engage in intercultural communication with native speakers. In addition, the development of communicative skills should ensure that students are introduced to the culture of the languages being studied, a better understanding of their country's cultures, and the involvement of students in intercultural communication.

Here are some of the most effective ways to help students develop their communicative competence:

- ❖ Creating real opportunities for communication in each lesson;
- ❖ Conducting non-standard lessons;
- ❖ Creating and protecting projects using information and communication technologies, creating situations that imitate the language environment;
- ❖ A combination of independent work with teams to independently search for the necessary information by students;
- ❖ Ability to develop creativity; work with different sources of information;
- ❖ Incorporating original material into lessons;

Implementation of extracurricular activities as a step towards developing students' creative, communicative abilities in the subject. Teaching students to speak a foreign language is a difficult task in the learning environment.

Indeed, natural speech is encouraged, not by necessity, but by the need for genuine communication. As much as possible in the lessons, it is important to create a natural environment for communication: role-playing games, playing games, the use of entertainment materials, and physical education.

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