

LITERATURE REVIEW OF THE TASK-BASED LANGUAGE  
TEACHING

*Nasimova Muattar Khasanovna,*

*PhD Student of Samarkand State*

*University named after Sharof Rashidov*

[nasimovamuattar@gmail.com](mailto:nasimovamuattar@gmail.com)

**ANNOTATION:** *The formation of students' reading comprehension skills is one of the important aspects of teaching a foreign language, and it involves the development of not only written, but also communication skills. This article aims to study the opinions of methodologists who have made effective contributions to the methodology of foreign language teaching by using the task-based teaching method in foreign language teaching.*

**Key words:** *reading comprehension, communicative competence, task-based learning, pair work, group work, interaction.*

ОБЗОР ЛИТЕРАТУРЫ ПО ЗАДАЧНОМУ ОБУЧЕНИЮ ЯЗЫКУ

*Насимова Муаттар Хасановна,*

*Аспирант Самаркандского государственного*

*университета имени Шарофа Рашидова*

[nasimovamuattar@gmail.com](mailto:nasimovamuattar@gmail.com)

**АННОТАЦИЯ:** *Формирование у учащихся навыков понимания прочитанного является одним из важных аспектов обучения иностранному языку и предполагает развитие не только письменных, но и коммуникативных навыков. Целью данной статьи является изучение мнений методистов, которые внесли эффективный вклад в методику преподавания иностранного языка, используя метод задач при обучении иностранному языку.*

*Ключевые слова:* понимание прочитанного, коммуникативная компетентность, проблемное обучение, парная работа, групповая работа, взаимодействие.

The demand for English language learning has been steadily increasing, largely due to the process of globalization. Globalization has rapidly spread across the world, impacting the economic and socio-cultural landscape, and as a result, there is a growing need for foreign language proficiency. Learning a foreign language, particularly English, has become essential for accessing new opportunities in various aspects of life. Consequently, there is a requirement for innovative educational technologies, methods, and approaches that can enhance students' speaking, reading, writing, and listening abilities. Researchers stress the significance of fostering reading comprehension abilities when teaching foreign languages. For instance, Block, Gambrell, and Pressley contend that reading comprehension is a crucial aspect of reading and is instrumental in helping students comprehend the text. The term "reading comprehension" refers to the process of extracting information from a text, identifying its theme, cultivating critical thinking skills, and grasping the text's structure (VandenBroek and Kremer, 2000). According to Richards and Rodgers (2001), tasks designed to enhance and develop students' motivation are employed. This is because these tasks require students to engage with authentic language, have a clear beginning and end, encompass a variety of information, and involve paired and collaborative exercises. It is also worth mentioning the connection between reading comprehension and oral language proficiency, for example, if a learner has problems with oral language, the process of understanding a text is enhanced (Sesma et al., 2009). Consequently, educators should recognize that oral language instruction is interconnected with reading activities, as this aids students in acquiring both spoken and written language. Employing a task-based approach facilitates the development of reading skills and strategies, which are crucial for comprehending texts and preventing student boredom. The tasks assigned are

exercises that actively involve students and require the use of the target language in real-life scenarios (Sukma et al., 2018). According to Nunan (2006), a task is defined as classroom work that emphasizes students' comprehension, collaboration, and utilization of the target language to foster meaningful interaction by employing their grammatical knowledge. It is important to note that a task-based lesson generally consists of three phases: the pre-task phase, the on-task phase, and the post-task phase. During the pre-task phase, the teacher prepares students and engages them in the topic of the task. In the task phase, students focus on the assigned task and learn to interact with one another.

Reading is a complex activity that includes communicative, social activities of people and provides a written form of oral communication. Urquhart and Wei (2009) defined reading as "The process of acquiring and interpreting information in encoded language through a printed medium." In addition, Paran (2003) described reading as a "communicative act" and mentioned that after reading, students usually discuss the conclusion of the text with their friends or teacher.

In short, reading comprehension itself includes not only written communication, but also the development of communicative activity through receiving and interpreting the text. According to Hong-qinnig, such lessons and trainings are focused on the teacher due to the superiority of the teachers in the classroom and the passivity of the students. As a result, students cannot develop reading comprehension skills and interact meaningfully with others to improve communicative competence. Thus, the practical and theoretical significance of this study is to develop students' reading comprehension skills using task-based educational technologies.

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