



USING TBLT EXERCISE SYSTEM TO IMPROVE STUDENTS' WRITTEN DISCOURSE COMPETENCE

Nilufar Mukhitdinovna Yuldashova

Associate Professor, PhD

Journalism and Mass Communications

University of Uzbekistan

Abstract: This article is devoted to the study of TBLT (task-based language teaching) approach, and based on an analysis of the typologies and models proposed by scholars who have conducted studies in this field, a system of receptive (involve receiving and understanding language input), productive (requires creating and producing language output), reflective (based on critically analyzing), and creative exercises. It demonstrates that such tasks provide students with the opportunity to use language to perform meaningful tasks that resemble the types of activities they will need to carry out in real life.

Keywords: TBLT, task, language input, language output and cognitive tasks, task cycle

The key for learning a foreign language is not acquiring theoretical knowledge by memorizing various rules about the language, nor it is about developing specific speaking skills through repetition; rather, it is about developing students' ability to understand others and express their own thoughts in a foreign language. To this end, foreign language classes should devote the majority of their time and attention to exercises that specifically develop these skills. [1:776]

There are several approaches to classifying exercises: psychological (receptive, reproductive, and productive exercises - G. Palmer), psycholinguistic (language and speech exercises - I.A. Gruzinskaya, I.V. Rakhmanov), and didactic (informative, preparatory, and speech exercises - I.F. Komkov). Ye.I. Passov divides all exercises into conditional speech exercises and speech exercises. [3: 80]

In the research, M.S. Ilin divides exercises into two types: language exercises and speech exercises. According to him, firstly students complete language exercises and then, once they have mastered them, apply them in practical speech exercises. This division of exercises into two types can be found in the other researches of several scholars. A.A. Mirolyubov distinguishes between preparatory and speech exercises; E.P. Shubin, between analytical and synthetic; I.D. Salistra, between integrative and speech; V.L. Salkin, between preparatory and communicative; and A.D. Klimentinko into preparatory and personal-speech exercises. [3: 81]

Professor I.V. Rakhmanov classifies all exercises into language and speech exercises. Some methodologists also use the term "pre-speech exercises" in their works. V.A. Bukhbinder conducted research on exercises, and classified them into informational, operational, and motivational exercises. In the scientific research conducted by Uzbek foreign language methodologists, exercises are categorized into formative, developmental, and polishing exercises system. [4: 14]

According to B. Samatova, when it comes to improving students’ communicative competence and training them in free communication, merely knowing the forms and structures of the language being studied is not sufficient for communication. For this reason, as a result of the development of communicative methods and the decline in the importance of traditional methods, this type of exercise classification has begun to lose its significance. [5:113]

In line with B. Samatova’s view, we would also like to note that the typology of exercises mentioned above reflects the PPP (Presentation, Practice, and Production) model, meaning that the language material is explained by the teacher (knowledge is formed), the acquired knowledge is then developed into skills through the types of exercises mentioned above, and in the next stage, knowledge and skills are applied in context to refine proficiency.

However, the principles of TBLT (task-based language teaching) approach we are currently exploring does not align with the methods mentioned above, and we found it necessary to examine the typology of exercises provided by scholars who have studied TBLT.

Here, we need to review the Task-Based Language Teaching (TBLT) approach and its principles briefly. TBLT (Task-Based Language Teaching) originated from the CLT (Communicative Language Teaching) approach and considered a subcategory of it.

D.Nunan emphasizes that, from a pedagogical perspective, task-based language teaching reinforces the following principles and practices: [2: 123]

- needs-based approach in content selection;
- emphasizing the importance of learning to communicate through interaction in a target language;
- containing authentic texts in learning situations;
- providing students with opportunities to focus not only on the language but also on the learning process itself;
- enhancing students’ personal experiences as elements that significantly contribute to classroom learning
- connecting language learning in the classroom to real life.

In the table below, we present the types of tasks (exercise system):

Bangalore Project [6:46]	Pattinson’s typology of tasks [7:89]	Richards’ pedagogical tasks typology [8:162]
information gap; reasoning gap; opinion gap;	question and answer; dialogue and scene presentation; integration tasks; communication strategies; pictures and illustrated stories; problems and main points; discussions and decisions	Jigsaw tasks; Information gap (matching) task; problem-solving task; decision-making task; idea exchanging tasks

Rod Ellis provides examples of a more systematic method for classifying tasks [9: 509]

	<i>Functions that do not focus on linguistic material -</i>	<i>Tasks that rely on linguistic material - tasks designed to</i>
--	--	--

	<i>those that include general linguistic patterns</i>	<i>use specific, pre-selected linguistic units</i>
Tasks based on information retrieval -that do not require production and also do not restrict	Written instructions on how to construct/fit together the airplane model. Students are required to read the instructions and build the model	Describe the distribution of animals in the animal kingdom. The illustrations are designed to help students distinguish between singular and plural forms. Students place the pictures of animals in the correct locations.
Tasks that require speaking or writing to reach a conclusion - based on the information provided.	Students act as judges and must discuss and decide what punishment to impose on those who have committed crimes based on the information provided to them.	“The Task of the Items in the Bag.” Language learners are shown items from someone’s bag and asked to guess what kind of person that owner might be.

The difference between tasks based on information gathering and those based on information provision is significantly important for a number of theoretical and practical reasons. Information-retrieval tasks are necessary for beginner-level language learners who do not yet have sufficient resources for language use. Such tasks facilitate language learning by providing learners with information that is meaningful to them. These tasks are also useful for introducing task-based language learning to students accustomed to traditional approaches. Information-retrieval tasks, however, are necessary for developing higher-level skills and they provide learners with more opportunities for meaningful discussions. [10: 510]

According to the Jane Willis TBLT approach consists of three main stages:

- pre-task stage (learners are introduced to the topic and the task);
- the task cycle (learners perform the task and practice the language used);
- post task stage or language focus (teacher gives feedback and students analyze, correct errors);

Introduction (Pre-Task)		
The teacher introduces the topic to the class, highlights useful words and phrases, and helps students understand. Then prepares for the task and instructions. (Students can listen to audio recordings of others performing similar tasks)		
Task	Task Cycle Planning	Reporting Some groups present their



Students complete the task in pairs or small groups.	Students prepare to report to the entire class (either orally or in writing) on how they completed the assignment, what conclusions they reached, or what they discovered.	reports to the class or exchange written reports and compare the results.
Language Focus		
Analysis Students identify and discuss the distinctive features of a text or written transcript.		Practice The teacher conducts exercises on new words, phrases, and examples used in the material during or after the analysis.

Using the categorized exercises presented by Rod Ellis and taking into account the task-based language teaching model (TBLT) developed by Jane Willis, we propose the following exercise system:

- Receptive (information-based);
- Productive (based on providing information);
- Reflective (based on reflection);
- Creative (applying knowledge, skills, and abilities in new and unexpected situations)

When teaching a foreign language, the use of such a system of exercises proves effective in developing students' written discourse competence, because during the process of learning a foreign language, students engage in reflection, conduct critical analysis and synthesis, and they gain opportunities to take initiative, make decisions, and take responsibility for the outcomes. In addition, students have opportunities for intellectual, creative, emotional, social, and physical engagement, as well as the chance to learn from both mistakes and successes.

In conclusion, it can be said that task-based language instruction leads students to take responsibility for their own learning, enabling them to achieve independence in their learning process and develop their skills. This also addresses a key issue in teaching and learning: fostering students' self-awareness as learners. Here, it is obvious that students become critical, independent, and reflective thinkers. Furthermore, based on the typology and models of tasks provided by scholars who have studied and researched TBLT, the system of exercises we propose enables students to use language outside the classroom, that is, in real-life situations, to perform tasks similar to those they would encounter in actual life.

References:

1. Akhmedova M.X. Typology of Exercises for Developing Speech in a Foreign Language // Young Scholar, International Scientific Journal. – Kazan, 2016. – No. 1(105). – Pp. 776, 687–689.
2. D. Nunan, "Task-based Language Teaching," Cambridge University Press, New York, 2004. Page 123



3. Muradkasimova K.Sh. Characteristics of assessing students' skills and abilities in teaching English. Dissertation, 80 pp.
4. Jalolov J.J. Methods of Teaching Foreign Languages; A Textbook for Students of Higher Educational Institutions, Teaching Foreign Languages Faculty – Tashkent; O'qituvchi, 2012. – 14 pp.
5. Samatova B.R. Motivation of Non-Philology Students in English Language Instruction (Using the Example of the Jurisprudence Program). Dissertation. Tashkent 2020, pp. 113–114
6. Юлдашова, Н. М. ВАЗИФАЛАРНИНГ ТИЗИМЛИ ТАСНИФИ. ЎЗБЕКИСТОНДА ИЛМИЙ ТАДҚИҚОТЛАР: ДАВРИЙ АНЖУМАНЛАР: 10-ҚИСМ, 19.
7. Yuldashova, N. M. VAZIFAGA ASOSLANGAN TILNI O 'QITISHDA TAJRIBAVIY O 'RGANISH. ЯНГИ ЎЗБЕКИСТОН: ИННОВАЦИЯ, ФАН ВА ТАЪЛИМ 10-ҚИСМ, 22.
8. Prabhu, N. S. (1987). Second Language Pedagogy. Oxford: Oxford University Press.: pp. 46–7
9. Pattison, P. 1987. Developing Communication Skills. Cambridge: Cambridge University Press.
10. Richards, J. C. 2001. Curriculum Development in Language Teaching. Cambridge: Cambridge University Press. (p. 162)
11. Saidova, Z. U., & Saidova, Z. U. (2025). CONTENT AND TYPES OF INDEPENDENT WORK TASKS IN JOURNALISM. Bulletin news in New Science Society, 2(11), 12-15.
12. Willis, Jane. A framework for task-based learning. Harlow: Longman, 1996, p. 58
13. Muller-Hartmann, Andreas, and Schocker-von Dittfurth, Marita. "Teaching English: Task-Supported Language Learning". Paderborn: Schöningh, 2011, p. 92.