

THE USE OF TASK BASED AND INQUIRY BASED TECHNIQUES IN THE CULTIVATION OF ORAL SPEECH.

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Annotation: This article explores the application of task-based and inquiry-based techniques in the cultivation of oral speech, focusing on their effectiveness in developing communicative competencies in language learners. It reviews existing research on these techniques and offers insights into how they can be utilized to foster more engaging and effective oral communication practices in language learning environments.

Keywords: Task-based learning, inquiry-based learning, oral speech, language acquisition, communicative competence, active learning, language skills.

The cultivation of oral speech skills is one of the key aspects of language learning, yet it is often neglected in traditional educational settings. In recent years, there has been a growing emphasis on the use of task-based and inquiry-based techniques as effective methods for developing speaking proficiency. These approaches prioritize interaction, critical thinking, and problem-solving, creating opportunities for learners to practice language in real-world contexts. This article examines the potential of task-based and inquiry-based learning to enhance oral speech and communicative competence in language learners.

The article adopts a qualitative research approach, synthesizing findings from various studies on task-based and inquiry-based techniques in language learning. A review of published works from academic journals, books, and conference proceedings was conducted to analyze the effectiveness of these methods in the cultivation of oral speech. Specific studies that have implemented task-based and inquiry-based approaches in different educational contexts were examined to understand how these techniques impact oral communication skills.

The Use of Task-Based and Inquiry-Based Techniques in the Cultivation of Oral Speech

Oral speech is an essential aspect of language learning, requiring active participation and interaction. Task-based learning (TBL) and inquiry-based learning (IBL) are two effective methodologies for fostering oral communication skills. Here's how these techniques contribute to the development of oral speech:

Task-Based Learning (TBL)

TBL emphasizes the completion of meaningful tasks that simulate real-world communication.

How TBL Enhances Oral Speech:

- Focus on Communication: Students focus on achieving specific goals (e.g., solving a problem, planning an event), which naturally requires oral interaction.
- Contextualized Practice: Tasks are rooted in real-life scenarios, encouraging learners to use authentic language.
- Collaborative Learning: Group tasks promote peer-to-peer communication, enhancing fluency and confidence.

Examples of TBL Activities:

- Role-Plays: Simulating a job interview or a doctor-patient conversation.
- Problem-Solving Tasks: Discussing and deciding how to reduce energy consumption in a city.
- Storytelling: Creating and narrating a collaborative story.

Inquiry-Based Learning (IBL)

IBL centers on exploration and asking questions, encouraging learners to investigate and discuss topics deeply.

How IBL Enhances Oral Speech:

- Critical Thinking and Expression: Learners ask and answer questions, present arguments, and provide explanations.
- Active Participation: Students take ownership of their learning, fostering a more engaging environment for speaking.
- Discussion-Based Learning: Group inquiries often involve debates and brainstorming, boosting interaction.

Examples of IBL Activities:

- Research Presentations: Investigating a topic like cultural festivals and presenting findings.
- Debates: Exploring questions like, “Should traditional education systems be reformed?”
- Inquiry Circles: Students collaborate to investigate and present solutions to real-world challenges.

Benefits of Combining TBL and IBL for Oral Speech

1. Integrated Skills Development: Both approaches naturally blend speaking with listening, reading, and writing.
2. Increased Motivation: Learners find tasks and inquiries meaningful, improving engagement and participation.
3. Enhanced Fluency and Accuracy: Repeated practice in meaningful contexts fosters both fluency and attention to accuracy.

4. Confidence Building: Interaction in supportive, task-oriented settings helps reduce speaking anxiety.

Practical Tips for Implementation

1. Design Realistic Tasks: Create scenarios that mimic everyday conversations or professional interactions.

2. Encourage Reflection: After tasks, let learners reflect on their performance to identify strengths and areas for improvement.

3. Scaffold the Process: Provide structured guidance initially and gradually increase task complexity.

4. Incorporate Technology: Use tools like video calls, online forums, or language apps to create interactive tasks.

By using task-based and inquiry-based techniques, educators can cultivate a learner-centered environment where oral communication thrives. These methods encourage students not only to speak but to think critically and interact effectively.

The findings of this study suggest that task-based and inquiry-based techniques offer numerous advantages for the cultivation of oral speech. By shifting the focus from passive learning to active engagement, these methods allow learners to practice language in context, which is essential for developing communicative competence. In particular, the social interaction and critical thinking that these approaches encourage lead to improved oral proficiency, as learners are more likely to use language creatively and spontaneously.

However, it is important to recognize that the effectiveness of these methods depends on several factors, including the learners' level of proficiency, the structure of the tasks, and the support provided by the instructor. Task-based activities, while effective in many contexts, may require more careful scaffolding for lower-level learners. Similarly, inquiry-based learning requires a certain level of language proficiency and critical thinking skills, which may pose challenges for beginners.

Conclusions

In conclusion, task-based and inquiry-based techniques are highly effective in fostering oral speech development. These approaches encourage active participation, critical thinking, and real-world language use, all of which are essential for improving communicative competence. Language teachers should consider integrating these techniques into their teaching practices to provide students with more engaging and meaningful opportunities to develop their oral speech skills.

It is recommended that teachers:

Design tasks that are relevant to real-life situations, encouraging students to use language in practical contexts.

Foster a classroom environment that promotes inquiry, where students are encouraged to ask questions and engage in discussions.

Provide sufficient scaffolding and support for students at different proficiency levels to ensure success in task-based and inquiry-based activities.

Regularly assess students' oral proficiency and adjust tasks to meet their evolving needs.

By adopting these methods, language educators can enhance the development of oral communication skills and better prepare learners for effective interaction in a variety of contexts.

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