(2). Вольф Е.М. Функциональная семантика оценки. М., "Наука", 2002, 280 с.
(3). Карасик В.И. Языковой круг: личность, концепты, дискурс. Волгоград, "Перемена", 2002, 477 с.
(4). Кубрякова Е.С. Язык и знание. На пути получения знаний о языке. М., Языки славянской культуры, 2004, 560 с.
(5). Lakoff G., Johnson M. Metaphors We Live By. Chicago: University of Chicago Press, 1980, 256 p.
(6). Martin J.R., White P.R.R. The Language of Evaluation: Appraisal in English. London, Palgrave Macmillan, 2005, 278 p.
(7). Wierzbicka A. Semantics, Culture and Cognition: Universal Human Concepts in Culture-Specific Configurations. New York, Oxford University Press, 1992, 487 p.
(8). Halliday M.A.K. An Introduction to Functional Grammar. London, Edward Arnold, 1994, 434 p.
(9). Маслова В.А. Когнитивная лингвистика. Минск, ТетраСистемс, 2008, 272 с.
(10). Сафаров Ш. Когнитив тилшунослик. Тошкент, "Санъат", 2006, 320-бет.

Ibragimova Anakhon (teacher Urgench State University named after Abu Rayhon Biruni)

THE ROLE OF TASK-BASED LEARNING IN TEACHING SPEAKING SKILLS

Annotation. *This article examines the role of Task-Based Learning (TBL) in developing speaking skills in foreign language education. The study analyzes the theoretical foundations of TBL, its contribution to communicative competence, and its impact on learners' oral participation. The advantages and challenges of implementing TBL in language classrooms are also discussed. The findings indicate that TBL effectively improves learners' fluency, confidence, and communicative abilities through meaningful interaction and authentic language use.*

Keywords: *Task-Based Learning, speaking skills, communicative competence, fluency, interaction, communicative language teaching.*

QORAQALPOQ ANTROPONIMIYASI RIVOJLANISHINING TARIXIY VA NAZARIY ASOSLARI

Annotatsiya. *Mazkur maqolada chet tilida gapirish ko'nikmalarini rivojlantirishda Task-Based Learning (TBL) yondashuvining o'rni va ahamiyati tahlil qilinadi. TBLning nazariy asoslari, kommunikativ kompetensiyani rivojlantirishdagi roli hamda talabalarning nutqiy faolligini oshirishga ta'siri yoritilgan. Shuningdek, mazkur yondashuvning afzalliklari va amaliyotda uchraydigan muammolari ko'rib chiqilgan. Tadqiqot natijalari TBLning o'quvchilarning og'zaki nutq ravonligi, ishonchi va kommunikativ malakasini rivojlantirishda samarali metod ekanligini ko'rsatadi.*

Kalit so'zlar: *Task-Based Learning, speaking skills, communicative competence, fluency, interaction, communicative language teaching.*

РОЛЬ TASK-BASED LEARNING (TBL) В РАЗВИТИИ НАВЫКОВ ГОВОРЕНИЯ

Аннотация. *В данной статье рассматривается роль подхода Task-Based Learning (TBL) в развитии навыков говорения при обучении иностранным языкам. Анализируются теоретические основы метода, его влияние на формирование коммуникативной компетенции и повышение речевой активности учащихся. Также рассматриваются преимущества и трудности применения данного подхода на практике. Результаты исследования показывают, что TBL способствует развитию беглости речи, уверенности и коммуникативных навыков обучающихся.*

Ключевые слова: *Task-Based Learning, навыки говорения, коммуникативная компетенция, беглость речи, взаимодействие, коммуникативное обучение.*

Introduction. The development of speaking skills remains one of the primary objectives of foreign language education. In today's globalized world, learners are expected not only to understand a foreign language but also to communicate effectively in real-life situations. However, many language learners experience difficulties in oral communication despite possessing adequate grammatical knowledge. This challenge has encouraged educators to search for innovative teaching approaches that promote active language use and meaningful interaction.

Task-Based Learning (TBL) has emerged as one of the most influential communicative approaches in language teaching. Unlike traditional methods that focus primarily on grammar instruction, TBL emphasizes the completion of meaningful tasks through communication. By engaging learners in authentic activities, TBL creates opportunities for developing speaking skills in a natural and interactive environment. Therefore, investigating the role of Task-Based Learning in teaching speaking skills is of considerable theoretical and practical importance.

Literature review. The theoretical foundations of Task-Based Learning originate from the principles of Communicative Language Teaching. According to Nunan (2004), tasks provide learners with opportunities to use language for meaningful communication rather than for practicing isolated linguistic forms. Willis (1996) emphasizes that tasks encourage learners to focus on meaning while naturally developing linguistic accuracy through communication.

Ellis (2003) argues that task-based instruction promotes language acquisition because learners are actively involved in negotiating meaning and solving communicative problems. Long's (1996) Interaction Hypothesis further supports this view by suggesting that interaction facilitates language development through clarification requests, feedback, and negotiation of meaning.

Recent studies in English as a Foreign Language (EFL) contexts indicate that learners exposed to task-based instruction demonstrate higher levels of oral proficiency, participation, and communicative confidence compared with those taught through traditional teacher-centered approaches.

Research methods. This study employed qualitative and descriptive research methods. Relevant scientific literature, including books, journal articles, and previous studies related to Task-Based Learning and speaking instruction, was analyzed using content analysis. Comparative analysis was also utilized to examine the theoretical principles of TBL and their application in developing speaking skills.

The study focused on identifying the major characteristics of task-based instruction, its pedagogical advantages, and its influence on communicative competence. The findings were interpreted based on established theories of second language acquisition and communicative language teaching.

Results and Analysis. Task-Based Learning (TBL), also known as Task-Based Language Teaching (TBLT), is one of the modern communicative approaches widely used in foreign language teaching. This approach is based on the idea that language is learned more effectively when learners actively use it in meaningful communication rather than simply memorizing grammatical rules and vocabulary lists. The emergence of Task-Based Learning is closely connected with the development of Communicative Language Teaching, which emphasizes communication as the main goal of language education. Scholars such as David Nunan, Jane Willis, and Rod Ellis contributed significantly to the theoretical development of this methodology[8].

The structure of Task-Based Learning generally includes three major phases: the pre-task phase, the task cycle, and the language focus phase. During the pre-task stage, the teacher introduces the topic, explains the instructions, and prepares students for the communicative activity. In the task cycle, learners perform the assigned task individually, in pairs, or in groups.[9] They actively communicate, negotiate meaning, and attempt to complete the task successfully. Afterward, in the language focus stage, attention is given to grammatical structures, vocabulary, pronunciation, and language forms that appeared during communication. This sequence helps learners develop both fluency and accuracy simultaneously.

Speaking skill occupies a central position in foreign language learning because it enables learners to express their ideas, feelings, and opinions effectively in various communicative situations. Speaking is considered one of the most difficult skills to master since it requires the integration of vocabulary knowledge, grammatical competence, pronunciation, fluency, and listening comprehension. Effective oral communication also involves confidence, interactional strategies, and the ability to respond appropriately in real-time conversations.

Task-Based Learning provides several important advantages in teaching speaking skills. First, it creates authentic communicative environments where learners use language for meaningful purposes. Second, it improves fluency because students focus on expressing meaning rather than avoiding grammatical errors. Third, it encourages collaborative learning through pair work and group interaction. Furthermore, TBL develops critical thinking, creativity, and problem-solving skills alongside language competence. Students not only learn how to speak but also how to communicate effectively in social and academic contexts.

In many traditional language classrooms, speaking activities receive less attention compared to grammar exercises and writing tasks. As a result, learners often possess theoretical knowledge about the language but face difficulties when communicating orally. They may hesitate to speak because of fear of making mistakes, lack of vocabulary, or insufficient speaking practice. Task-Based Learning addresses

---

[8] Nunan David. Task-Based Language Teaching. Cambridge UP, 2004, p. 25.

[9] Peter Foster. "Cognition and Tasks." Cognition and Second Language Instruction, edited by Peter Robinson, Cambridge UP, 2001, p. 205.

these issues by creating communicative situations where students use language naturally and purposefully. Through role plays, discussions, interviews, debates, storytelling, and problem-solving activities, learners gain more opportunities to practice speaking in authentic contexts.

One of the major theoretical foundations of Task-Based Learning is the concept of communicative competence introduced by Dell Hymes. Communicative competence refers not only to grammatical knowledge but also to the ability to use language appropriately in social interaction. Task-Based Learning contributes directly to the development of communicative competence because learners engage in realistic communication rather than artificial drills. Students learn how to express opinions, ask questions, negotiate meaning, and maintain conversations effectively.

Another important theoretical principle supporting TBL is the interaction hypothesis proposed by Michael Long. According to this theory, language acquisition occurs more successfully when learners participate in interaction and negotiate meaning during communication. While completing tasks, students frequently clarify misunderstandings, request explanations, and reformulate their speech. Such interaction helps learners notice gaps in their language knowledge and improve their speaking abilities gradually.

Despite its many advantages, Task-Based Learning also presents certain challenges. One common difficulty is classroom management, especially in large classes where group activities may become noisy or difficult to control. Some teachers may also experience problems designing suitable tasks appropriate to learners' language levels. In addition, assessing speaking performance objectively can be challenging because communication involves multiple components such as fluency, accuracy, pronunciation, and interactional ability. However, these challenges can be minimized through careful lesson planning, appropriate task selection, and teacher training.[10]

Researchers and educators widely acknowledge that Task-Based Learning is highly effective in developing speaking proficiency in English as a Foreign Language classrooms. Studies demonstrate that students taught through task-based instruction often show greater communicative confidence, improved fluency, and better interactional skills compared to learners taught through traditional methods. Continuous participation in communicative tasks helps learners overcome speaking anxiety and develop the ability to use language spontaneously.

In conclusion, the theoretical foundations of Task-Based Learning emphasize communication, interaction, and meaningful language use as essential components of foreign language acquisition. This approach plays a crucial role in teaching speaking skills because it provides learners with opportunities to practice authentic communication in realistic contexts. By focusing on communicative tasks rather than isolated grammar instruction, Task-Based Learning contributes to the development of fluency, confidence, and communicative competence. Therefore, the integration of TBL into speaking classes can significantly improve learners' oral proficiency and overall language performance.

Conclusion. Task-Based Learning represents an effective learner-centered approach that promotes the development of speaking skills through meaningful communication and authentic interaction. The approach enables learners to use language purposefully while improving fluency, confidence, and communicative competence. The theoretical perspectives of Hymes, Long, Ellis, and Willis provide strong support for the effectiveness of TBL in language acquisition.

Although certain challenges such as classroom management and assessment may arise, the educational benefits of TBL outweigh its limitations. Therefore, integrating task-based activities into speaking classes can significantly enhance learners' oral proficiency and contribute to more successful foreign language learning outcomes.

References:

(1). Ellis R. (2003). Task-Based Language Learning and Teaching. Oxford: Oxford University Press.

(2). Hymes D. (1972). On Communicative Competence. In J.B.Pride & J.Holmes (Eds.), Sociolinguistics. Harmondsworth: Penguin Books.

(3). Long M.H. (1996). The Role of the Linguistic Environment in Second Language Acquisition. In W. Ritchie & T.Bhatia (Eds.), Handbook of Second Language Acquisition. San Diego: Academic Press.

(4). Nunan D. (2004). Task-Based Language Teaching. Cambridge, Cambridge University Press.

(5). Skehan P. (1998). A Cognitive Approach to Language Learning. Oxford, Oxford University Press.

(6). Willis J. (1996). A Framework for Task-Based Learning. Harlow, Longman.

(7). Richards J.C., & Rodgers T.S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge, Cambridge University Press.

[10] Samuda V., & Bygate M. (2008). Tasks in second language learning. Palgrave Macmillan.

(8). Brown H.D. (2007). Principles of Language Learning and Teaching (5th ed.). New York, Pearson Education.
(9). Harmer J. (2015). The Practice of English Language Teaching (5th ed.). Harlow, Pearson Education.
(10). Larsen-Freeman D., & Anderson M. (2011). Techniques and Principles in Language Teaching (3rd ed.). Oxford: Oxford University Press.

Karimxojaeva Dilafruz (Trainee teacher of Karakalpak State university, Faculty of foreign languages)

THE CONCEPT OF "HUMAN" IN LANGUAGE BY TYPOLOGICAL FEATURES AND ITS REPRESENTATION IN THE LINGUISTIC SYSTEM

Annotation. *This article investigates the typological features of the concept of "human" and its representation within linguistic systems across different languages. The study is grounded in cognitive linguistics, linguistic typology, and pragmatics, and it aims to reveal how languages conceptualize and encode the notion of "human" at lexical, grammatical, and discourse levels. Using a qualitative and comparative methodology, the research analyzes examples from English, Uzbek, and Karakalpak. The findings demonstrate that although the concept of "human" is universal, its linguistic realization varies depending on cultural, typological, and pragmatic factors. The study contributes to the broader understanding of how human-centered meanings are structured in language.*

Keywords: *concept, human, linguistic typology, cognitive linguistics, anthropocentrism, semantic field.*

«INSON» KONSEPTINING TIPOLOGIK XUSUSIYATLARI VA UNING TURLI TILLARNING LISONIY TIZIMLARIDA REPREZENTATSIYASI

Annotatsiya. *Ushbu maqola "odam" konseptining tipologik xususiyatlari va uning turli tillardagi lingvistik tizimlarda ifodalanishini o'rganishga bag'ishlangan. Tadqiqot kognitiv lingvistika, lingvistik tipologiya va pragmatika yo'nalishlariga asoslanib, tillarda "odam" tushunchasining leksik, grammatik va diskursiv darajalarda qanday konseptuallashtirilishi va ifodalanishini aniqlashga qaratilgan. Sifat va qiyosiy metodologiya asosida olib borilgan tadqiqotda ingliz, o'zbek va qoraqalpoq tillaridan misollar tahlil qilinadi. Natijalar shuni ko'rsatadiki, "odam" konsepti universal bo'lsa-da, uning lingvistik ifodasi madaniy, tipologik va pragmatik omillarga bog'liq holda farqlanadi. Tadqiqot inson markazidagi ma'nolarning til tizimida qanday shakllanishini chuqurroq anglashga xizmat qiladi.*

Kalit so'zlar: *konsept, odam, lingvistik tipologiya, kognitiv lingvistika, antropotsentrizm, semantik maydon*

ТИПОЛОГИЧЕСКИЕ ОСОБЕННОСТИ КОНЦЕПТА «ЧЕЛОВЕК» И ЕГО РЕПРЕЗЕНТАЦИЯ В ЯЗЫКОВЫХ СИСТЕМАХ РАЗЛИЧНЫХ ЯЗЫКОВ

Аннотация. *Данная статья посвящена исследованию типологических особенностей концепта «человек» и его репрезентации в языковых системах различных языков. Исследование основано на положениях когнитивной лингвистики, лингвистической типологии и прагматики и направлено на выявление способов концептуализации и языкового выражения понятия «человек» на лексическом, грамматическом и дискурсивном уровнях. В рамках качественного и сопоставительного подхода анализируются примеры из английского, узбекского и каракалпакского языков. Результаты показывают, что, несмотря на универсальность концепта «человек», его языковая реализация варьируется в зависимости от культурных, типологических и прагматических факторов. Работа способствует более глубокому пониманию того, как антропоцентрические значения структурируются в языке.*

Ключевые слова: *концепт, человек, лингвистическая типология, когнитивная лингвистика, антропоцентризм, семантическое поле.*

Introduction. The concept of "human" occupies a fundamental position in linguistic research because language itself is an inherently human phenomenon shaped by social interaction, cultural norms, and cognitive processes [7;15 p.]. In contemporary linguistics, particularly within cognitive linguistics, concepts are interpreted as mental constructs that organize knowledge and experience, while language functions as a tool for encoding and transmitting these constructs [2;34 p.].

From this perspective, the concept of "human" represents a multidimensional cognitive structure that integrates biological, social, cultural, and psychological components. Although this concept exists universally across languages, its linguistic realization demonstrates considerable variation due to