TEACHING VOCABULARY TO B2-LEVEL STUDENTS THROUGH TASK-BASED LANGUAGE TEACHING: EFFECTIVE STRATEGIES AND CLASSROOM PRACTICES

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Abstract. This article examines the theoretical and methodological foundations, effective strategies, and practical opportunities for developing the vocabulary of B2-level students through the Task-Based Language Teaching (TBLT) approach in English language education. The study analyzes the scientific views of foreign and Uzbek scholars, principles of communicative language teaching, and educational reforms aimed at improving foreign language instruction in the Republic of Uzbekistan. Particular attention is paid to the role of task-based activities in helping B2-level learners acquire new vocabulary in meaningful contexts, use lexical items appropriately in speaking and writing, and retain them over time. The article discusses effective classroom practices, including problem-solving tasks, role-plays, group discussions, information-gap activities, and real-life communicative assignments. It also highlights the importance of combining meaningful communication, purposeful vocabulary repetition, teacher feedback, and ongoing assessment. The analysis suggests that task-based vocabulary instruction can provide valuable opportunities to improve learners' lexical competence, fluency, and confidence in using English independently.

Keywords: Task-Based Language Teaching, task-based learning, B2-level students, vocabulary development, lexical competence, communicative competence, English language teaching, interactive methods, classroom practices, pedagogical innovations.

Abstrakt. Ushbu maqolada ingliz tili ta'limida Vazifaga asoslangan til o'qitish (TBLT) yondashuvi orqali B2 darajasidagi talabalarning so'z boyligini rivojlantirishning nazariy va metodologik asoslari, samarali strategiyalari va amaliy imkoniyatlari o'rganiladi. Tadqiqotda xorijiy va o'zbek olimlarining ilmiy qarashlari, kommunikativ til o'qitish tamoyillari va O'zbekiston Respublikasida xorijiy tillarni o'qitishni takomillashtirishga qaratilgan ta'lim islohotlari tahlil qilinadi. B2 darajasidagi o'quvchilarga mazmunli kontekstlarda yangi so'z boyligini o'zlashtirishda, nutq va yozma ravishda leksik elementlardan to'g'ri foydalanishda va ularni vaqt o'tishi bilan saqlab qolishda vazifaga asoslangan mashg'ulotlarning roliga alohida e'tibor qaratilgan. Maqolada muammolarni hal qilish vazifalari, rolli o'yinlar, guruh muhokamalari, axborot bo'shliqlari bilan bog'liq mashg'ulotlar va real hayotdagi kommunikativ topshiriqlarni o'z ichiga olgan samarali sinf amaliyotlari muhokama qilinadi. Shuningdek, unda mazmunli muloqot, maqsadli so'z boyligini takrorlash, o'qituvchilarning fikr-mulohazalari va doimiy baholashni birlashtirishning muhimligi ta'kidlangan. Tahlil shuni ko'rsatadiki, vazifaga asoslangan so'z boyligini o'rgatish o'quvchilarning leksik kompetentsiyasini, ravonligini va ingliz tilidan mustaqil foydalanishga bo'lgan ishonchini oshirish uchun qimmatli imkoniyatlar yaratishi mumkin.

Kalit so'zlar: Vazifaga asoslangan til o'qitish, vazifaga asoslangan o'rganish, B2 darajasidagi talabalar, so'z boyligini rivojlantirish, leksik kompetensiya, kommunikativ kompetensiya, ingliz tilini o'qitish, interaktiv usullar, sinf amaliyotlari, pedagogik innovatsiyalar.

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Аннотация. В данной статье рассматриваются теоретические и методологические основы, эффективные стратегии и практические возможности развития словарного запаса учащихся уровня B2 с помощью подхода к обучению английскому языку на основе задач (Task-Based Language Teaching, TBLT). В исследовании анализируются научные взгляды зарубежных и узбекских ученых, принципы коммуникативного обучения языку и образовательные реформы, направленные на улучшение преподавания иностранных языков в Республике Узбекистан. Особое внимание уделяется роли заданий в освоении учащимися уровня B2 новой лексики в осмысленных контекстах, правильном использовании лексических единиц в устной и письменной речи, а также их сохранении в течение длительного времени. В статье обсуждаются эффективные методы работы в классе, включая задачи на решение проблем, ролевые игры, групповые дискуссии, задания на восполнение пробелов в информации и коммуникативные задания, имитирующие реальную жизнь. Также подчеркивается важность сочетания осмысленной коммуникации, целенаправленного повторения лексики, обратной связи от преподавателя и текущей оценки. Анализ показывает, что обучение лексике на основе задач может предоставить ценные возможности для повышения лексической компетенции, беглости речи и уверенности учащихся в самостоятельном использовании английского языка.

Ключевые слова: обучение языку на основе заданий, обучение на основе заданий, студенты уровня B2, развитие словарного запаса, лексическая компетенция, коммуникативная компетенция, преподавание английского языка, интерактивные методы, практика в классе, педагогические инновации.

Introduction

In today's globalized world, learning foreign languages, especially English, has become an important part of education. Vocabulary plays a key role in developing students' speaking and writing skills, expressing their ideas clearly, and communicating effectively in different situations. For B2-level learners, having a wide range of vocabulary is particularly important for discussing complex topics, expressing opinions, and using English confidently. Therefore, Task-Based Language Teaching (TBLT) offers a practical approach to vocabulary development by encouraging students to learn and use new words through meaningful, real-life communicative tasks.

Improving the quality of foreign language teaching in Uzbekistan is one of the important directions of state education policy. In particular, the Law of the Republic of Uzbekistan No. O'RQ-637 "On Education" dated September 23, 2020 establishes the legal framework for relations in the field of education. This law creates a general legal basis for the use of modern pedagogical approaches [1].

Also, the Resolution of the President of the Republic of Uzbekistan No. PQ-5117 dated May 19, 2021 is aimed at bringing the popularization of foreign language learning to a qualitatively new level. This resolution pays special attention to improving the system of teaching foreign languages, training qualified pedagogical personnel, and assessing the level of language proficiency [2].

The Resolution of the Cabinet of Ministers No. 312 dated May 19, 2021 establishes organizational measures to popularize the study of foreign languages [3]. These documents demonstrate the relevance of using communicative and practical approaches in English language teaching.

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The purpose of the study is to analyze the scientific and theoretical foundations of developing students' vocabulary through a task-based language teaching approach, to identify effective pedagogical strategies and to develop recommendations for their application in English language lessons.

Literature review

The issue of forming lexical competence in teaching foreign languages has been widely covered in scientific research by domestic and foreign scientists. The work of the Uzbek methodologist J. Jalolov "Methodology of Teaching a Foreign Language" considers the theoretical and practical foundations of teaching a foreign language, the development of language materials, the development of types of speech activity, and the methodological organization of lessons [4]. The author's methodological views aimed at practical language acquisition can serve as an important theoretical basis for adapting the Task-Based Language Teaching approach to the educational practice of Uzbekistan.

Foreign researchers R. Ellis emphasize that in task-based learning, the main focus of students is not on mechanical repetition of language forms, but on performing a meaningful communicative task [5]. J. Willis proposed a methodological model that combines the stages of pre-task preparation, main activity and analysis of language units [6].

According to the theory of the level of mental involvement put forward by B. Laufer and J. Hulstijn, the effectiveness of learning new words is related to the cognitive activity of the learner in the process of determining the meaning of the word, selecting the appropriate unit and using it [7]. M. J. de la Fuente's study examined the potential of task-based activities in learning and remembering new words [8].

A comparison of these studies shows that there is a substantive similarity between J. Jalolov's methodological views on practical foreign language acquisition and the communicative task models developed by Ellis and Willis. However, it is not correct to interpret J. Jalolov's work directly as an experimental study on Task-Based Language Teaching. His work helps to methodologically substantiate this approach in local educational conditions.

Thus, the studied literature shows the importance of combining contextual learning, communicative activity, repetition and independent speech activity of students in the development of vocabulary.

Methodology

This study used the methods of analysis of scientific literature, comparative-pedagogical approach, methodological modeling and generalization. The theoretical basis of the study was the views of J. Jalolov on the methodology of teaching foreign languages, the concepts of task-based education of R. Ellis and J. Willis, and international studies on the acquisition of lexical units. The Law of the Republic of Uzbekistan "On Education", the Resolutions of the President No. PQ-5117 and the Cabinet of Ministers No. 312 were also studied.

As part of the study, a three-stage methodological model was developed to develop vocabulary in English lessons. The first stage involves activating students' existing lexical knowledge, introducing basic words related to a new topic, and explaining the communicative task. In the second stage, students use new words in pairs or small groups by exchanging information, solving problem situations, performing role-playing games, and completing project tasks. In the third stage, the results of the task are discussed, and the meaning, pronunciation, and use of new lexical units in speech are strengthened.

To assess the effectiveness of the methodological model, the main criteria were determined: students' understanding of new words, their independent memorization, correct use in communicative situations, and their memory after a certain period of time. This study is of a theoretical-analytical nature, and no independent pedagogical experiment was conducted. Therefore, in order to determine the

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practical effectiveness of the proposed model, it is advisable to use preliminary, final, and delayed tests with the participation of experimental and control groups in further studies.

Results and Discussion

As a result of a comparative analysis of scientific literature and methodological approaches, it was found that the task-based language teaching method has important pedagogical opportunities for developing students' lexical competence. These opportunities are manifested in the processes of learning new words in context, using them in independent speech, developing collaborative activities, and consolidating lexical knowledge.

Firstly, the task-based approach allows students to associate new words with real communicative situations. For example, when students are given the task of developing a travel plan on the topic of Traveling, they use words such as destination, accommodation, transportation, reservation, and budget during practical communication. Such activities help to understand the meaning of lexical units, as well as to form the skills to use them in the appropriate situation.

Secondly, group and pair assignments create favorable conditions for increasing students' communicative activity. In exercises based on the exchange of information, students feel the need to ask questions, explain, express opinions, and clarify the answer of the interlocutor. In this process, repeated use of new words can serve to consolidate them. This approach is also consistent with J. Jalolov's methodological views on acquiring a foreign language through practical activities [4].

Third, problem situations and project assignments ensure that students actively work with new words. For example, the task of developing recommendations for a healthy lifestyle on the topic of Healthy Lifestyle requires students to use units such as nutrition, exercise, balanced diet, healthy habits in meaningful speech. In this case, vocabulary learning is organized not as a separate exercise, but as a component of completing a specific task.

Fourth, post-task lexical analysis is important in the Task-Based Language Teaching approach. Students may use some words incorrectly during communicative activities or may not fully understand their meaning. Explanations, corrections, and additional exercises provided by the teacher help to eliminate these shortcomings. The importance of paying specific attention to language forms along with task-based learning is also shown in the study of de la Fuente [8].

Fifth, when applying the Task-Based Language Teaching approach in educational institutions of Uzbekistan, it is necessary to take into account the level of language proficiency of students, the number of students in the class, the duration of the lesson and the available educational resources. In particular, for students at the elementary level, it is advisable to use picture cards, basic phrases and simple dialogues. For students at the advanced level, discussions, problem situations and independent project assignments can be organized.

The Resolution of the President of the Republic of Uzbekistan No. PQ-5117 sets out tasks aimed at improving the quality of foreign language teaching and developing the professional potential of teachers [2]. From this point of view, the application of the Task-Based Language Teaching approach to English lessons can be considered one of the methodological opportunities aimed at practical acquisition of a foreign language.

The results of the analysis show that the effectiveness of the task-based language teaching approach depends not only on the organization of communicative tasks, but also on their purposeful selection, repetition of new words and the methodological guidance of the teacher. Therefore, Task-Based Language Teaching should not be used as a method that completely replaces traditional vocabulary exercises, but rather as an approach that enriches them with meaningful communicative activities.

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Conclusions and recommendations

The study revealed that the task-based language teaching approach has theoretically and methodologically sound opportunities for developing English vocabulary. Research by foreign scholars and J. Jalolov's methodological views on teaching foreign languages indicate the importance of teaching new lexical units in conjunction with practical speech activities.

The Law of the Republic of Uzbekistan "On Education", Presidential Decree No. PQ-5117 and Resolution of the Cabinet of Ministers No. 312 serve as an important legal and organizational basis for the development of foreign language teaching. The general tasks set out in these documents reinforce the need to use modern methods aimed at developing communicative competence in English lessons.

Based on the research, it is recommended that English teachers, not only limit themselves to memorizing new words, but also teach them through real communicative tasks, use role-playing games, information exchange and problem-solving tasks in lessons. It is also advisable to pay special attention to pre-task preparation and post-task lexical analysis, repeat new words in different situations and assess students' long-term lexical memory. In conclusion, the Task-Based Language Teaching approach can help develop students' vocabulary, as well as their independent thinking, collaboration and the ability to use English as a practical communication tool.

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