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PSYCHOLINGUISTIC BASIS OF THE TASK-BASED APPROACH TO FOREIGN LANGUAGE TEACHING

***Abstract** Task-based language teaching (TBLT) is considered one of the innovative approaches in foreign language teaching (FLT) methodology. Although many researchers have shed light on the principles and theories of this approach, a research gap still exists in successfully implementing it within Uzbekistan's foreign language teaching system, particularly in teaching English to higher education students. To address this gap, we have studied the psychological foundations of the TBLT approach and adapted them to the target context. Based on the findings, it can be concluded that providing students with real-life tasks is crucial for emotionally motivating them to learn a foreign language.*

***Key words:** task based language teaching, psycholinguistics, real life tasks, motivation in Fl learning, emotional state, language skills.*

Introduction

The phenomena of nature and society are interconnected and develop through mutual interaction. Sciences, as systems that reflect objective reality—that is, the essence of nature and society—cannot exist independently of one another. Each phenomenon or subject can serve as a research object for various scientific disciplines. For instance, the phenomenon of "language" is studied from different perspectives: linguistics analyzes language as a social phenomenon, psychology examines its connection to psychological processes, and didactics

focuses on methods of teaching language. In this way, sciences function as interdependent and mutually enhancing systems.

In this process, the scientific contributions of psychology, pedagogy, and linguistics play a crucial role in shaping modern principles and methods in foreign language methodology. Additionally, the innovative approaches and outcomes developed by foreign language teaching methodology are widely applied in other fields of pedagogy. This integrative process not only strengthens interdisciplinary connections but also contributes to the overall effectiveness of the educational process. Based on this foundation, we examine the psychological principles of using a real communicative situation-based approach in foreign language teaching.

Literature Review

Task-based Language Teaching (TBLT) has gained significant attention as an innovative and practical approach in the field of foreign language teaching (FLT). Originating from the communicative approach, TBLT emphasizes the use of real-life tasks to enhance learners' communicative competence [1]. The core idea is to provide students with meaningful and contextually relevant tasks that engage their cognitive and linguistic resources, thereby improving their language skills [2].

Psychological foundations play a crucial role in the successful implementation of TBLT. Research indicates that incorporating real-world tasks not only improves linguistic abilities but also emotionally motivates learners by making the language learning process relevant to their needs [3]. Scholars such as Ellis [4] have highlighted the significance of task design, emphasizing the necessity of balancing task complexity and learner proficiency to optimize outcomes.

Despite its global recognition, challenges persist in adapting TBLT to specific educational contexts, such as Uzbekistan's higher education system. Studies reveal that the gap between theoretical understanding and practical application often limits the effectiveness of this approach [5]. Factors such as limited teacher training, lack of culturally relevant materials, and insufficient institutional support have been identified as barriers to implementation [6]. Researchers emphasize the need for localized adaptations of TBLT principles to align with the sociocultural and educational realities of different regions [7].

Results and discussion

In analyzing the relationship between language and thought, language is primarily viewed as a process of perception. According to psychologist I.P. Pavlov's theory of the two signal systems, the first signal system enables individuals to perceive the external world through senses such as hearing, vision, and motor movements. The second signal system, however, facilitates the abstraction of thoughts through linguistic symbols and their expression in communication. This process becomes even more dynamic in real communicative situations, as learners perceive speech contexts, develop corresponding thoughts, and express them accordingly.

Several brain mechanisms are involved in the processes of perceiving and expressing language:

- **Auditory analyzer:** Learners use their auditory abilities to perceive sounds and understand speech flow. This analyzer plays a particularly important role in learning pronunciation and developing listening comprehension skills.
- **Speech-motor analyzer:** This mechanism is utilized during the verbal expression of speech. It is directly linked to automating the articulation and pronunciation of words.

- **Visual analyzer:** This analyzer is fundamental for perceiving written materials, reading, and interpreting graphic symbols. It actively contributes to the development of learners' written communication skills.

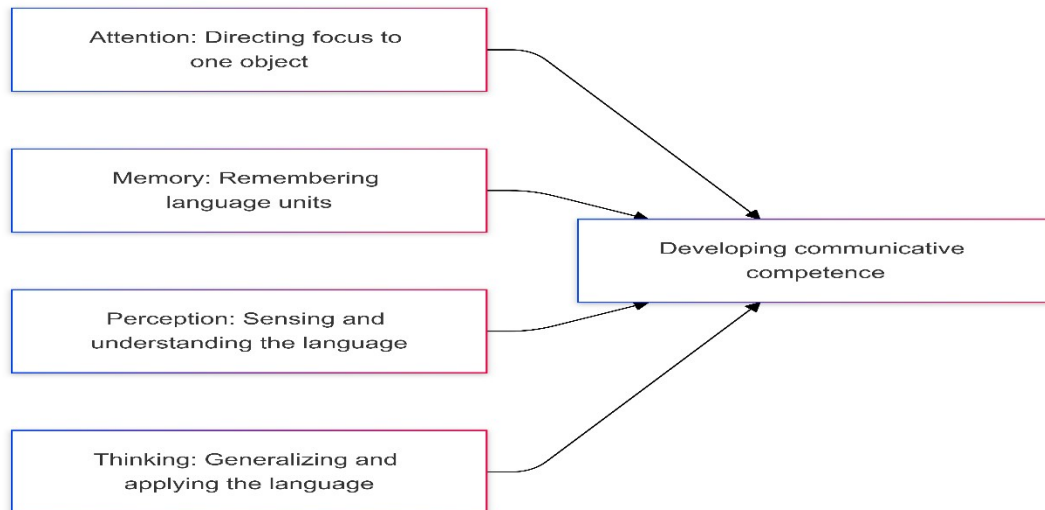


Figure 1. The Relationship of Psychological Processes in Developing Students' Communicative Competence

The approach based on real communicative situations integrates the functions of these analyzers. For instance, learners initially perceive linguistic units by listening, then apply them in both spoken and written forms. This process facilitates the transition from language perception to its practical application. When teaching a phrase like "a pen" in English, learners first perceive the unit aurally, then learn it in its written form. Following this, they internalize grammatical generalizations and practice using the unit independently in new contexts.

Conclusion

In conclusion, psychological processes such as attention, memory, perception, and thinking play a crucial role in students' successful acquisition of a foreign language. The harmonious functioning of these processes is particularly significant in enhancing communicative competence through activities based on real communicative situations. The real communicative

situation-based approach prioritizes the automation of listening and speaking skills in foreign language teaching. This principle focuses on developing the practical skills necessary for applying language in real-life contexts. Listening and speaking form the foundational stages of language learning, and automating these skills significantly contributes to the effective development of students' communicative competence.

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