



UNIVERSAL INSIGHTS CONFERENCE ON SCIENCE AND SOCIETY

international scientific conference

DEVELOPING TECHNICAL COLLEGE STUDENTS' PROFESSIONAL ENGLISH COMMUNICATION SKILLS THROUGH TASK-BASED LEARNING

Makhliyo Sodikova

English Teacher at Tashkent Pedagogical College.

Email. makhliyosodiqova@gmail.com

Annotatsiya. Ushbu tezisdagi Task-Based Learning (TBL) yondashuvi asosida texnikum o'quvchilarining kasbiy ingliz tilida muloqot qilish ko'nikmalarini rivojlantirish masalasi yoritilgan. Tadqiqotda rol o'yinlar, muammoli vazifalar, professional dialoglar, suhbatlar, taqdimotlar va jamoaviy loyihalar kabi amaliy topshiriqlarning o'quvchilarning kommunikativ kompetensiyasini rivojlantirishdagi ahamiyati ko'rib chiqiladi. Mazkur yondashuv ingliz tilini faqat grammatik qoidalar va lug'atni o'zlashtirish vositasi sifatida emas, balki real kasbiy vaziyatlarda faol qo'llash imkonini beradi. Shuningdek, topshiriqlar asosida ta'lim o'quvchilarning nutq ravonligi, kasbiy lug'atdan foydalanish, o'zaro muloqot qilish, mustaqil fikrlash va o'ziga bo'lgan ishonch kabi ko'nikmalarini shakllantirishga xizmat qiladi. Tezisdagi o'quvchining topshiriqlarni tanlash, tashkil etish, nazorat qilish va konstruktiv fikr-mulohaza berishdagi roli ham alohida ta'kidlangan.

Kalit so'zlar: Task-Based Learning, kasbiy ingliz tili, texnikum o'quvchilari, kommunikativ kompetensiya, kasbiy muloqot, amaliy topshiriqlar, nutq ko'nikmalari, professional lug'at, kasbiy ta'lim.

Abstract. This thesis examines the development of technical college students' professional English communication skills through Task-Based Learning (TBL). It explores the use of practical tasks such as role-plays, problem-solving activities, professional dialogues, interviews, presentations,

UNIVERSAL INSIGHTS CONFERENCE ON SCIENCE AND SOCIETY

international scientific conference

and collaborative projects to strengthen learners' communicative competence. The approach enables students to use English for meaningful professional purposes rather than focusing only on grammar rules and vocabulary memorization. Task-based activities can contribute to the development of speaking fluency, professional vocabulary, interaction skills, independent thinking, and confidence in workplace communication. Particular attention is also given to the teacher's role in selecting and organizing appropriate tasks, monitoring student performance, and providing constructive feedback.

Keywords: Task-Based Learning, professional English, technical college students, communicative competence, professional communication, practical tasks, speaking skills, professional vocabulary, vocational education.

Аннотация. В данном тезисе рассматривается развитие навыков профессионального общения на английском языке у учащихся техникумов посредством Task-Based Learning (обучения на основе заданий). Анализируется применение практических заданий, включая ролевые игры, проблемные ситуации, профессиональные диалоги, интервью, презентации и групповые проекты, для формирования коммуникативной компетенции учащихся. Данный подход позволяет использовать английский язык в содержательных профессиональных ситуациях, а не ограничиваться только изучением грамматических правил и запоминанием лексики. Выполнение целевых заданий способствует развитию беглости речи, профессионального словарного запаса, навыков взаимодействия, самостоятельного мышления и уверенности учащихся в профессиональном общении. Особое внимание уделяется роли преподавателя в выборе и организации заданий, наблюдении за учебной деятельностью и предоставлении конструктивной обратной связи.

Ключевые слова: Task-Based Learning, профессиональный английский язык, учащиеся техникума, коммуникативная компетенция,



UNIVERSAL INSIGHTS CONFERENCE ON SCIENCE AND SOCIETY international scientific conference

профессиональное общение, практические задания, навыки говорения, профессиональная лексика, профессиональное образование.

The development of professional communication skills has become an important component of modern vocational education. Technical college students are expected to acquire not only professional knowledge and practical competencies but also the ability to communicate effectively in different professional environments. English plays a significant role in this process because many technical manuals, digital resources, international training materials, professional websites, and workplace communication tools are available in English.

Traditional approaches to English language teaching often give considerable attention to grammar rules, vocabulary memorization, and controlled language exercises. Although these elements are necessary, they do not always provide students with enough opportunities to apply English in realistic professional situations. As a result, students may possess theoretical knowledge of English but experience difficulties when communicating, explaining technical information, asking questions, solving problems, or participating in professional discussions. Task-Based Learning offers an alternative approach in which language is learned and practiced through meaningful tasks. Instead of studying language forms separately and using them only in artificial exercises, students are encouraged to complete communicative tasks that reflect real-life situations. For technical college students, such tasks can be directly related to their future professions.

The main purpose of this thesis is to examine the potential of Task-Based Learning for developing technical college students' professional English communication skills and to propose a practical methodology for integrating task-based activities into vocational English lessons. Task-Based Learning is

UNIVERSAL INSIGHTS CONFERENCE ON SCIENCE AND SOCIETY

international scientific conference

an approach in which learners use language to complete meaningful activities with a specific communicative goal. The primary focus is placed on accomplishing the task, while language development occurs through active communication, interaction, problem-solving, and reflection.

A task differs from a conventional language exercise because learners are required to use language as a tool for achieving an outcome. For example, instead of simply practicing technical vocabulary, students may be asked to explain a technical problem to a customer, compare two possible solutions, conduct a workplace interview, or prepare a short professional presentation.

The task-based approach is particularly appropriate for vocational education because technical college students need English for practical purposes. Their future professional communication may involve instructions, requests, explanations, negotiations, reports, presentations, customer service, teamwork, and problem-solving. Therefore, professional language should be taught in contexts that resemble the situations students may encounter in their future work. A wide range of task-based activities can be incorporated into technical college English lessons.

Role-playing is particularly useful because it allows students to simulate authentic professional situations. One student may act as a customer while another acts as a technician, manager, consultant, or service specialist.

Problem-solving tasks require learners to use English to identify a problem and discuss possible solutions. Such activities develop both language competence and professional reasoning. Professional presentations allow students to explain a product, process, service, or technical procedure. They help develop speaking fluency, vocabulary, organization of ideas, and confidence. Information-gap activities require students to exchange information in order to complete a task. Since each participant possesses

UNIVERSAL INSIGHTS CONFERENCE ON SCIENCE AND SOCIETY

international scientific conference

different information, communication becomes necessary for achieving the goal.

Project-based tasks can also be integrated into Task-Based Learning. Students may work together to prepare a poster, presentation, digital project, technical demonstration, or simulated professional proposal. The implementation of Task-Based Learning is expected to improve several aspects of technical college students' English competence. These include speaking fluency, professional vocabulary, interaction skills, pronunciation, confidence, and the ability to communicate in workplace situations. Students may also develop greater independence and responsibility because they are required to actively participate in tasks rather than simply receive information from the teacher.

From an educational perspective, task-based instruction can help establish a closer relationship between English lessons and vocational training. When students clearly understand how English will be used in their future professions, the language becomes more meaningful and practically valuable.

Conclusion

Task-Based Learning provides a practical framework for developing the professional English communication skills of technical college students. Its major strength lies in connecting language learning with meaningful professional tasks. Through role-plays, problem-solving activities, presentations, interviews, information-gap tasks, and projects, students receive opportunities to use English for realistic communicative purposes. The proposed methodology consists of needs analysis, task preparation, task performance, feedback, and reflection. This sequence allows students to develop language knowledge while simultaneously improving their ability to communicate in professional contexts.

UNIVERSAL INSIGHTS CONFERENCE ON SCIENCE AND SOCIETY

international scientific conference

The successful implementation of Task-Based Learning requires carefully designed tasks, appropriate language support, active student participation, constructive feedback, and continuous teacher guidance. It is especially relevant to vocational education because it allows English language teaching to reflect the professional needs of learners.

Further research can focus on experimental evaluation of the approach by comparing students' speaking performance before and after task-based instruction. Future studies may also investigate the effectiveness of profession-specific task materials, digital task environments, and interdisciplinary integration between English language education and vocational subjects.

REFERENCES

1. Chen, L., Chen, P., & Lin, Z. (2022). *Artificial Intelligence in Education: A Review*. IEEE Access, 10, 75264–75278.
2. Chassignol, M., Khoroshavin, A., Klimova, A., & Bilyatdinova, A. (2018). Artificial Intelligence trends in education: A narrative overview. *Procedia Computer Science*, 136, 16–24.
3. Dwivedi, Y. K., Hughes, L., Baabdullah, A. M., Ribeiro-Navarrete, S., Giannakis, M., Al-Debei, M. M., et al. (2023). So what if ChatGPT wrote it? Multidisciplinary perspectives on opportunities, challenges and implications of generative AI for research, practice and policy. *International Journal of Information Management*, 71, 102642.
4. Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Boston: Center for Curriculum Redesign.
5. Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence Unleashed: An Argument for AI in Education*. Pearson Education.

UNIVERSAL INSIGHTS CONFERENCE ON SCIENCE AND SOCIETY

international scientific conference

6. OECD. (2021). *OECD Digital Education Outlook 2021: Pushing the Frontiers with Artificial Intelligence, Blockchain and Robots*. Paris: OECD Publishing.
7. Siemens, G., & Long, P. (2011). Penetrating the Fog: Analytics in Learning and Education. *EDUCAUSE Review*, 46(5), 30–40.
8. UNESCO. (2021). *Recommendation on the Ethics of Artificial Intelligence*. Paris: UNESCO.
9. UNESCO. (2023). *Global Education Monitoring Report 2023: Technology in Education – A Tool on Whose Terms?* Paris: UNESCO.
10. Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic Review of Research on Artificial Intelligence Applications in Higher Education. *International Journal of Educational Technology in Higher Education*, 16(39).
11. European Commission. (2022). *Ethical Guidelines on the Use of Artificial Intelligence and Data in Teaching and Learning for Educators*. Brussels: European Commission.
12. Russell, S., & Norvig, P. (2021). *Artificial Intelligence: A Modern Approach* (4th ed.). Pearson.
13. Kaplan, A., & Haenlein, M. (2020). Rulers of the world, unite! The challenges and opportunities of Artificial Intelligence. *Business Horizons*, 63(1), 37–50.
14. Topol, E. (2019). *Deep Medicine: How Artificial Intelligence Can Make Healthcare Human Again*. Basic Books.
15. World Economic Forum. (2023). *The Future of Jobs Report 2023*. Geneva: World Economic Forum.
16. OpenAI. (2024). *GPT-4 Technical Report*. OpenAI.
17. United Nations. (2023). *The Sustainable Development Goals Report 2023*. New York: United Nations.

UNIVERSAL INSIGHTS CONFERENCE ON SCIENCE AND SOCIETY international scientific conference

18. Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan. (2024). *Digital Transformation Strategy of Higher Education*. Tashkent.
19. Government of the Republic of Uzbekistan. (2020). *Digital Uzbekistan–2030 Strategy*. Tashkent.
20. World Bank. (2022). *Realizing the Future of Learning: From Learning Poverty to Learning for Everyone, Everywhere*. Washington, DC: World Bank