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# THE METHODOLOGY OF IMPLEMENTING TASK-BASED LEARNING AS A MEANS OF STIMULATING SPEECH ACTIVITY IN DIALOGIC FORM

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**Abstract:** This article addresses the problem of bridging the gap between theoretical knowledge of the language system and its practical application in conditions of spontaneous foreign language communication. The potential of the problem-oriented learning methodology as an effective tool for stimulating speech activity in a dialogic form is analyzed. The work provides a detailed description of the stages of implementing problem-oriented learning, which encourages students to engage in natural verbal interaction.

**Keywords:** problem-oriented learning, dialogic speech, speech activity, foreign language teaching methodology.

**Introduction:**

In modern linguodidactics, one of the most pressing problems remains the gap between theoretical knowledge of grammatical structures and students' ability to apply them in real, spontaneous communication. Traditional methods of teaching dialogue often boil down to memorizing ready-made phrases, which deprives speech of naturalness and pragmatic value. In this context, the methodology of task-based language learning (TBL) acts as a powerful tool for transforming the educational process, shifting the focus from studying language as a system to using it as a means of solving specific tasks. The essence of the TBL concept is that the main unit of learning becomes not a grammatical topic, but a task — a meaningful activity with a clear extralinguistic goal and a tangible result. Speech activity in a dialogical form in this approach is stimulated not by the teacher's directive, but by the internal need of the participants in communication to exchange information in order to achieve a common result. This creates the so-called barrier, which cannot be removed without active verbal interaction.

«Communicative learning is a contemporary model for language teaching and consequently for developing critical thinking skills. Communicative competence which includes linguistic, socio-linguistic, pragmatic, strategic competences get the pivotal role in evolution of critical thinking abilities. Implementing communicative learning in educational process can really highlight learners' communicative skills and be a basis for critical thinking development». [3]

**Methods**:

The methodology of implementing TBL in teaching dialogue can be divided into several stages. The first stage is aimed at creating a cognitive set. The teacher introduces the topic and outlines the problem, activating students' background knowledge. It is important here not to provide ready-made lists of words, but only to outline the lexical field, leaving space for independent search for language means in the next stage. The subsequent stage is the core of the methodology. Students join in pairs or small groups to solve a problem situation. At this stage, the teacher takes on the role of an observer, not interfering in the process and not correcting mistakes, so as not to disrupt the fluency of speech. Dialogue here becomes a tool of thinking: partners negotiate, argue, doubt, and seek compromises. It is in this phase that the maximum stimulation of speech activity occurs, since the success of

completing the task directly depends on the quality and intensity of the exchange of utterances.

"In our daily communication, we convey information, ideas, and beliefs, express emotions and relationships with one another, and also form and maintain our positions in various social contexts, using language and speech that demonstrate solidarity, harmony, and cooperation".[4] The final stage allows for reflection on the language forms used. After the communicative task is completed, the teacher, together with the students, analyzes the difficulties that arose, examines typical mistakes, and introduces new constructions that could make the dialogue more effective. This sequence ensures deep cognitive assimilation of the material, as the learner has already felt the practical necessity for this knowledge. To stimulate dialogic speech within the framework of TBL, it is effective to use tasks of the following types: 1. Tasks aimed at reaching a consensus: for example, 'Choose five things from a list that are necessary for survival on a deserted island.' This provokes active discussion, the use of expressions of agreement/disagreement, and persuasion.

2. Problem situations with a lack of information: when one participant has data that the other does not, and the only way to solve the task is to ask the partner questions. 3. Role-plays with an element of conflict of interest: for example, a dialogue between a dissatisfied client and a hotel manager, where the goal is to find a mutually beneficial solution to the problem.

**Results**:

The advantage of TBL lies in the development of the so-called strategy. Learners learn to use asking again, clarification, and other linguistic means in order not to interrupt communication when there is a lack of vocabulary. Thus, it stimulates not just speech, but a lively communicative process involving all levels of cognitive perception.

**Discussion**:

In conclusion, it should be noted that the implementation of problem-oriented tasks turns the study of a foreign language into a conscious activity. Dialogue ceases to be an imitation and becomes real collaboration. "…to conduct effective lesson teachers must be able to provide the necessary conditions for learners to learn about skills, strategies and to process spoken input for comprehension. Learning activities should grasp learners' attention and provide the conditions where learners can act on the information. Effective listening teaching is measured by what the learners are able to achieve: the ability to understand the meaning of spoken input".[1] This not only increases learners' motivation but also develops their psychological readiness for spontaneous communication in a foreign language environment, making their speech flexible, adaptive, and functionally effective.

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