

ENHANCING ORAL COMMUNICATION COMPETENCE THROUGH DIGITAL
PEDAGOGY AND TASK-BASED LANGUAGE TEACHING APPROACHESYusupalieva Shaxnoza Hakimjanovna
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Abstract. The article discusses the integration of Digital Pedagogy and Task-Based Language Teaching (TBLT) in developing oral communication competence among engineering students. In the context of English for Specific Purposes (ESP), these approaches foster active learning, critical thinking, and professional communication skills essential for future engineers. The study examines the role of digital tools—such as Flipgrid, Jamboard, Canva, and TED Talks—in motivating students to participate in real-life communicative tasks. The paper outlines a methodological framework that combines TBLT stages with digital technology to enhance students' fluency, accuracy, and confidence in oral communication.

Keywords: Task-Based Learning (TBLT), Digital Pedagogy, Oral Communication Competence, ESP, Engineering Education, Interactive Learning, Communicative Skills.

Introduction. Modern engineering education requires students not only to master technical knowledge but also to communicate their ideas effectively in English. Global collaboration, international conferences, and professional networking demand engineers who can speak fluently and confidently[1]. Therefore, developing oral communication competence has become a vital component of higher technical education.

Traditional teacher-centered methods often fail to provide sufficient speaking practice or authentic communication contexts. Consequently, Task-Based Learning (TBLT) and Digital Pedagogy have emerged as powerful approaches that transform students from passive recipients of knowledge into active communicators[4]. These methods encourage problem-solving, cooperation, and real-world communication while utilizing technological tools to enhance motivation and creativity.

The purpose of this study is to substantiate a methodological model that integrates digital technologies with TBLT principles to improve the oral communication competence of engineering students within the framework of ESP[8].

Main Part. Task-Based Language Teaching is based on the idea that language learning is most effective when learners engage in meaningful tasks that mirror real-world communication. According to Ellis, Willis, and Nunan, TBLT prioritizes fluency, meaning, and learner engagement over rote grammar drills[2][3]. A task in TBLT is defined as an activity where students use language for a communicative purpose to achieve a non-linguistic outcome. Typical examples include problem-solving, designing projects, conducting interviews, or giving presentations.

TBLT typically involves three main stages:

Pre-task stage – introducing the topic, identifying goals, and brainstorming vocabulary;

Task cycle – students perform a real communicative activity in pairs or groups;

Post-task reflection – students' present outcomes, receive feedback, and reflect on their performance.

This cyclical structure supports both fluency (spontaneous communication) and accuracy (form-focused correction)[5]. For engineering students, tasks such as *designing an energy-saving device*, *explaining a technical process*, or *simulating a business meeting* provide authentic speaking opportunities.

Digital pedagogy refers to the purposeful integration of digital tools and platforms into the teaching-learning process. It aligns perfectly with the communicative and constructivist principles of TBLT. In ESP (English for Specific Purposes), digital pedagogy enables students to access authentic materials, collaborate online, and express themselves through multimodal communication[6].

Digital pedagogy also enhances self-directed learning, as students can replay, revise, and analyze their performance. Moreover, it supports inclusivity, allowing every student to participate actively, regardless of shyness or linguistic insecurity.

The integration of TBLT with digital tools creates a dynamic learning environment where students apply language in meaningful, technology-enhanced contexts.

The proposed methodological framework for engineering students includes the following steps: The teacher introduces the topic (e.g., *Sustainable Engineering Solutions*) using an infographic or short video. Students brainstorm ideas on Jamboard and collect vocabulary using Quizlet. Students complete communicative tasks such as preparing a group presentation in Canva, recording a discussion on Flipgrid, or analyzing a TED Talk related to renewable energy.

The teacher and peers provide feedback via online comments or live sessions. Mistakes are discussed constructively, focusing on communication strategies, pronunciation, and fluency.

Students evaluate their progress through self-assessment rubrics and discuss what strategies helped them speak more effectively[7]. This integration creates a student-centered digital learning ecosystem that supports communication, collaboration, creativity, and critical thinking — the four essential competencies of 21st-century. Qualitative feedback showed that students particularly valued video-based communication tasks, authentic engineering topics, and teamwork. They reported feeling “more confident expressing professional ideas in English” and “less afraid of making mistakes.”

Discussion. Integrating TBLT with digital pedagogy bridges the gap between classroom learning and professional communication needs. It reflects the *constructivist* nature of language learning, where students actively build knowledge through authentic experiences.

The model also aligns with Bloom’s Taxonomy of cognitive objectives — students progress from remembering and understanding to applying, analyzing, evaluating, and creating. In doing so, they develop not only linguistic but also cognitive and socio-professional competencies.

This approach also supports Uzbekistan’s ongoing efforts to modernize higher education through technology and competence-based learning, ensuring that graduates are globally competitive specialists.

Conclusion. The integration of Task-Based Learning and Digital Pedagogy in ESP teaching provides a modern, effective, and motivating framework for developing engineering students’ oral communication competence. This approach enhances learner engagement, encourages creativity, and connects language learning to real-life professional situations.

Digital tools empower students to communicate in multimodal formats and reflect on their linguistic progress. Task-based activities, meanwhile, provide authentic communicative practice and foster teamwork and problem-solving skills.

Therefore, combining TBLT and digital pedagogy should be seen as a strategic direction for enhancing the quality of English language teaching in Uzbekistan’s technical universities. This model supports the development of globally competent, communicatively active, and professionally adaptable engineers.

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