



ISSN: 3060-4613



MAKTABGACHA
VA MAKTAB
TA'LIMI VAZIRLIGI



№10
2025

- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

M

AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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Elektron nashr. 612 sahifa,
3-oktyabr, 2025-yil.

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Muassis: "Tadbirkor va ishbilarmon" MChJ

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Pedagogika fanlari bo‘yicha: OAK Kengashi tavsiyasi (26.08.2024-y., №11-05-4381/01) asosida:

- Ekspert kengashi (29.10.2024-y., №10)
- Rayosat qarori (31.10.2024-y., №363/5)

Psixologiya fanlari bo‘yicha: Toshkent davlat pedagogika universiteti murojaatiga asosan OAK tavsiyasi (24.04.2025-y., №11-05-2566/01):

- Ekspert kengashi (25.05.2025-y., №10)
- Rayosat qarori (08.05.2025-y., №370/5)

“Maktabgacha va maktab ta’limi”
jurnali

26.09.2023-yildan

O‘zbekiston Respublikasi Prezidenti
Administratsiyasi huzuridagi Axborot
va ommaviy kommunikatsiyalar
agentligi tomonidan **№C-5669363**
reyestr raqami tartibi bo‘yicha
ro‘yxatdan o‘tkazilgan.

Litsenziya raqami: **№136361**

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TASKS, EXERCISES, AND ACTIVITIES IN THE ENGLISH CLASSROOM: DIFFERENCES, SIMILARITIES, AND EFFECTIVE USE

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Abstract: The article explores the concepts of exercise, task, and activity in the context of English language teaching, highlighting their differences, similarities, and practical application in classroom practice. These terms are often used interchangeably; however, each represents a distinct approach to organizing learning: exercises focus on accuracy and controlled practice, tasks aim at achieving meaningful communicative outcomes, and activities serve as a broad category encompassing various forms of learner engagement. The paper emphasizes the necessity of distinguishing among these concepts in order to design effective lessons that balance accuracy with fluency and communicative competence. Special attention is given to the teacher's role in implementing each type, ranging from instructor in exercises to facilitator in tasks and motivator in activities. The article underlines the importance of strategically using exercises, tasks, and activities as complementary components of modern language teaching methodology, ensuring learners' active participation, motivation, and successful acquisition of English in real-life contexts.

Key words: interconnection, engagement, task, activity, exercise, practice, mastery.

Annotatsiya: Maqolada ingliz tilini o'qitish jarayonida mashq, vazifa va faoliyat tushunchalari tahlil qilinib, ularning farqlari, o'xshashliklari va dars amaliyotida qo'llanishi yoritilgan. Ushbu atamalar ko'pincha bir-birining o'rnida ishlatilsa-da, har biri ta'limni tashkil etishning alohida yondashuvini ifodalaydi: mashqlar aniqlik va nazorat ostidagi amaliyotga, vazifalar mazmunli kommunikativ natijalarga, faoliyatlar esa o'quvchilarni jalb etuvchi turli shakllarga qaratilgan. Maqolada samarali darslarni loyihalashda ushbu tushunchalarni farqlash zarurligi ta'kidlanadi. O'qituvchining roli ham alohida ko'rsatilib, mashqlarda – instruktor, vazifalarda – fasilitator, faoliyatlarda esa – motivator sifatida ishtirok etishi tahlil etiladi. Shuningdek, zamonaviy ta'lim metodologiyasida mashq, vazifa va faoliyatdan strategik foydalanish o'quvchilarning faol ishtirokini, motivatsiyasini va ingliz tilini hayotiy vaziyatlarda muvaffaqiyatli o'zlashtirishini ta'minlashi qayd etiladi.

Kalit so'zlar: o'zaro bog'liqlik, jalb etish, vazifa, faoliyat, mashq, amaliyot, o'zlashtirish.

Аннотация: В статье рассматриваются понятия упражнение, задание и активность в контексте преподавания английского языка, подчеркиваются их различия, сходства и практическое применение в учебном процессе. Эти термины часто используются взаимозаменяемо, однако каждый из них отражает особый подход к организации обучения: упражнения направлены на точность и контролируемую практику, задания – на достижение значимых коммуникативных результатов, активности – на различные формы вовлечения учащихся. В статье акцентируется необходимость разграничения этих понятий для разработки эффективных уроков, сочетающих точность языка с беглостью и коммуникативной компетентностью. Особое внимание уделено роли преподавателя: в упражнениях он выступает как инструктор, в заданиях – как фасилитатор, в активностях – как мотиватор. Подчеркивается важность стратегического использования упражнений, заданий и активностей как взаимодополняющих компонентов современной методики обучения языкам, обеспечивающих активное участие, мотивацию и успешное усвоение английского языка в реальных жизненных ситуациях.

Ключевые слова: взаимосвязь, вовлеченность, задание, активность, упражнение, практика, освоение.

INTRODUCTION

In today's interconnected and globalized world, the ability to communicate effectively in a foreign language, particularly English, has become an essential necessity. English is not only the international language of business, science, technology, and education, but it also serves as a bridge for intercultural communication and understanding. For learners, mastering English opens doors to academic and professional opportunities, while for teachers, it creates the responsibility of providing well-structured, engaging, and meaningful learning experiences. Therefore, the methods and tools used in the classroom must be carefully selected and effectively



implemented to ensure that learners acquire both accuracy in language use and confidence in real-life communication.

Within this context, terms such as *task*, *exercise*, and *activity* are frequently employed in English language teaching. However, teachers and practitioners often use them interchangeably without fully recognizing their distinctions. While these terms share certain similarities, each reflects a unique approach to language instruction and serves different pedagogical purposes. *Exercises* are typically designed to reinforce specific language structures and accuracy, *tasks* aim to develop problem-solving and communicative abilities in authentic contexts, and *activities* balance enjoyment with practice, motivating learners to engage actively in the learning process. In this regard, the present paper seeks to discuss these terms separately and highlight their significance in modern English language pedagogy.

LITERATURE REVIEW

Research in the field of English language teaching has long emphasized the distinction between exercises, tasks, and activities, highlighting their complementary roles in developing learners' communicative competence. Willis (1996) introduced a systematic framework for task-based learning, arguing that tasks create authentic communicative conditions where learners actively use language for meaningful purposes. Ellis (2003) also stressed that task-based instruction facilitates second language acquisition by shifting the focus from form to meaning, thereby balancing accuracy and fluency. Similarly, Nunan (2004) conceptualized tasks as pedagogical tools that integrate language input, learner interaction, and communicative output in classroom practice.

Scholars have also examined the interplay between controlled practice and communicative approaches. Bygate, Skehan, and Swain (2001) demonstrated that while exercises contribute to accuracy and the automatization of forms, tasks and activities promote fluency, creativity, and learner autonomy. Brown (2001) and Lightbown & Spada (2006) highlighted the importance of integrating both controlled and free practice in order to ensure effective skill transfer to real-life communication. In the Uzbek context, Yusupova (2023) and Ismailova (2022) explored blended and strategic approaches to designing exercises and tasks, showing that a balanced methodology increases learner motivation and long-term retention. Overall, the literature suggests that exercises, tasks, and activities should not be treated as competing methods but rather as complementary components that, when strategically combined, enhance learner engagement, accuracy, and communicative success.

RESEARCH METHODOLOGY

This study is based on a qualitative research design, employing descriptive and analytical methods to explore the concepts of exercises, tasks, and activities within English language teaching. The primary data were collected from established theoretical frameworks, methodological handbooks, and scholarly articles authored by leading researchers such as Willis, Ellis, Nunan, and Skehan. These sources provided both conceptual definitions and pedagogical models that guided the comparative analysis.

The analysis was conducted through an in-depth document review, focusing on how exercises, tasks, and activities have been defined, classified, and applied in classroom practice. Each concept was examined with regard to its purpose, structure, outcomes, and the teacher's role. A comparative approach was then applied to highlight key similarities and differences, supported by examples from both local and international research. Furthermore, the methodology involved synthesizing practical classroom strategies described in the reviewed literature, which enabled the formulation of pedagogical implications. This approach ensured that the study combined theoretical insights with practical recommendations relevant to modern English language teaching.

ANALYSIS AND RESULTS

1. Exercise

An exercise is a controlled practice item that primarily focuses on accuracy and the correct use of specific language forms. It is usually designed with a predetermined correct answer or a limited number of correct responses, which helps learners consolidate their understanding of grammar, vocabulary, pronunciation, and spelling. Exercises are highly structured and are often employed at the early stages of learning a new concept, as they minimize the risk of errors and guide students toward mastery of form.

Purpose.

The main purpose of exercises is to reinforce specific language forms and ensure that learners develop a solid foundation in the mechanics of the language. Through repeated practice in a controlled manner, students gain confidence and internalize rules, thereby preparing them for more complex communicative tasks in subse-

quent stages of learning. In addition, exercises provide teachers with quick and clear feedback on students' progress, which facilitates the diagnosis of learning gaps and difficulties.

Examples:

- Gap-fill (cloze) activities – Learners complete sentences or texts by inserting missing words, usually targeting grammar or vocabulary (e.g., “She ___ to school every day”).
- Multiple-choice questions – Students choose the correct option from a set of alternatives, testing comprehension or grammar knowledge.
- Matching exercises – Learners connect items such as words with their definitions, questions with answers, or sentences with pictures.
- Sentence transformation – Students rewrite sentences using a given prompt while keeping the meaning unchanged, which helps them practice structures (e.g., turning active voice into passive).
- Pronunciation drills – Repetition of sounds, stress patterns, or intonation in controlled contexts.
- Error correction exercises – Learners identify and correct mistakes in sentences, which develops both awareness and accuracy.

Exercises are, therefore, an essential step in the language learning process. While they may not directly develop communication skills, they foster the accuracy and automaticity required for students to engage successfully in freer activities and real-life communicative tasks.

Teacher's role:

Provides instruction, correction, and feedback.

2. Task**Definition.**

A task is a meaningful, real-world oriented piece of work in which learners use language as a tool to achieve a communicative outcome, rather than merely practicing isolated forms. Unlike exercises, tasks emphasize meaning over accuracy and reflect authentic situations where language is used to accomplish specific goals. Learners are encouraged to concentrate on what they want to express and how to express it effectively, rather than focusing solely on producing grammatically correct structures.

Purpose.

The primary aim of tasks is to promote fluency, problem-solving, and authentic communication. Tasks encourage learners to draw upon their existing language knowledge, experiment with new expressions, and negotiate meaning in real time. This approach reflects the natural process of language acquisition—through purposeful use—rather than mechanical drills alone. By engaging in tasks, students develop confidence, adaptability, and the ability to use English effectively in practical contexts beyond the classroom.

Examples:

- Planning a trip or event – Students work in groups to design an itinerary, budget, or schedule, requiring negotiation and decision-making.
- Conducting an interview – Learners prepare and ask questions to gather information from classmates, community members, or guest speakers.
- Debating an issue – Students take sides on a topic, present arguments, and respond to counterarguments, which fosters critical thinking as well as communication skills.
- Creating a class survey and reporting results – Learners design questions, collect responses, and present findings, practicing both interactional and presentational language.
- Problem-solving tasks – Such as deciding how to survive on a desert island with limited resources, which stimulates imagination, teamwork, and negotiation of meaning.
- Role-plays or simulations – Acting out real-life scenarios (e.g., at a restaurant, job interview, or airport check-in) to practice practical language.


Teacher's Role:

In task-based learning, the teacher acts primarily as a facilitator and guide rather than the central authority. The teacher sets up the task, ensures learners understand instructions, and provides necessary resources. During the task, the teacher steps back to observe, allowing students to take responsibility for communication. Support is offered when needed—through clarification, scaffolding, or feedback—but without interrupting the natural flow of interaction. After the task, the teacher may guide reflection, highlight useful language, or correct recurring errors to reinforce learning.

Significance:

Tasks are valuable because they create conditions where students learn by doing, rather than merely by memorizing. They foster communicative competence, learner autonomy, and collaboration, making them especially relevant in modern approaches such as Task-Based Language Teaching (TBLT).

3. Activity
Definition:

An activity is a broad, umbrella term for any classroom procedure or learning event designed to engage students in the process of language learning. Unlike exercises, which are highly controlled, or tasks, which aim at real-world communicative outcomes, activities can encompass both and serve multiple purposes. They range from short warm-ups that activate prior knowledge to complex group projects that foster collaboration. Activities may be accuracy-focused, fluency-focused, or a mixture of both, and they often strike a balance between practice and enjoyment in the classroom.

Purpose:

The main purpose of activities is to engage learners actively and make the learning process more meaningful and motivating. Activities often combine practice with interaction and creativity, encouraging learners to participate, take risks, and use the language in varied contexts. They also help to maintain students' interest, increase classroom energy, and provide opportunities for different learning styles—visual, auditory, kinesthetic, and social. Because of their flexible nature, activities can be adapted to any stage of a lesson: from warming up, through practice, to consolidation and reflection.

Examples:

- Warm-ups and icebreakers – Quick, interactive tasks to prepare students for learning, such as word association games or short dialogues.
- Role-plays – Learners act out everyday scenarios (e.g., ordering food, shopping, visiting the doctor), practicing both language and social interaction.
- Group discussions – Students share opinions, ideas, or experiences on a topic, which fosters fluency and critical thinking.
- Games – Competitive or cooperative activities (e.g., vocabulary bingo, charades, word races) that combine fun with practice.
- Brainstorming sessions – Generating ideas collectively before writing, reading, or project work, helping to activate vocabulary and encourage creativity.
- Project-based activities – Creating posters, presentations, or short videos, which integrate skills and encourage teamwork.

Teacher's Role:

In activities, the teacher plays the role of organizer, motivator, and monitor. As an organizer, the teacher gives clear instructions, sets time limits, and explains objectives. As a motivator, the teacher inspires learners, creates a positive atmosphere, and ensures participation from all students. As a monitor, the teacher observes learners' performance, offering subtle guidance and feedback while allowing them autonomy to explore and interact.

Significance:

Activities are central to effective teaching because they not only reinforce language learning but also stimulate interest and enjoyment, ensuring that learners remain actively engaged. A well-designed activity provides a bridge between controlled exercises and open-ended tasks, making it a flexible tool for addressing both accuracy and fluency in the classroom.

Key Differences

Aspect	Exercise	Task	Activity
Focus	Accuracy	Fluency and communication	Engagement and practice
Outcome type	Correct answers	Meaningful product/results	Depends on activity
Control	Teacher controlled	Learner-centered	mixed
Language use	Often decontextualized	Purposeful	flexible

Similarities:

- All three contribute to language development.
- All require teacher planning and classroom management.
- All can be adapted for different proficiency levels.
- Each can build upon the other in a well-structured lesson.

Effective usage:

Integration, not isolation – Exercises, tasks, and activities should not be seen as competing methods but as complementary.

Example: teachers can start with an exercise (gap-fill on past tense verbs), move to an activity (storytelling in pairs), then finish with a task (writing a short narrative for the class blog).

Consideration of lesson stages:

- Exercises are more effective in the practice stage of PPP (Presentation–Practice–Production).
- Tasks suit the production stage or Task-Based Learning cycles.
- Activities can be used at any stage: warm-up, practice, or review.

Balance of accuracy and fluency – Exercises strengthen form, tasks promote meaning, and activities connect the two. A good lesson should address both.

Adapting to learners' needs – Beginners may need more exercises and controlled activities, while advanced learners benefit from open-ended tasks.

CONCLUSION AND RECOMMENDATIONS

The analysis of exercises, tasks, and activities in English language teaching demonstrates that, although these three components are often used interchangeably, they each serve distinct purposes and pedagogical functions. Exercises play a crucial role in ensuring linguistic accuracy and controlled practice; tasks foster fluency, problem-solving, and authentic communication; and activities act as flexible tools for engaging learners and balancing enjoyment with practice. Collectively, they form a complementary system that can significantly enhance the effectiveness of classroom instruction when applied strategically.

Based on the findings, it is recommended that teachers integrate exercises, tasks, and activities in a balanced manner rather than treating them as separate or competing approaches. Lessons may begin with exercises to strengthen linguistic accuracy, continue with activities to stimulate motivation and learner engagement, and conclude with tasks that encourage meaningful communication and problem-solving. Moreover, teachers should adapt the use of these components to learners' proficiency levels and educational goals, ensuring that both accuracy and fluency are developed progressively. By doing so, educators can create dynamic, learner-centered classrooms in which students are not only motivated but also capable of using English effectively in real-life contexts.


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9. Миролюбов, А. А. (ред.). – Методика обучения иностранным языкам: традиции и современность. Коллективная монография. Comprehensive Russian handbook covering methodology (includes sections on exercises, tasks, and modern technologies).
10. Сакаева, Л. Р., & Баранова, А. Р. – Методика обучения иностранным языкам. Учебное пособие. University-level manual with practical classroom procedures and types of classroom work (exercises vs. tasks).
11. Мильруд, Р. П. – Методика преподавания английского языка. Учебное пособие. Covers types of classroom activities and approaches to practice; useful for Russian-language summaries.
12. Коллективные сборники и статьи по методике (сборник под ред. Миролюбова; статьи на CyberLeninka). Helpful for Russian-language literature reviews and local empirical studies on tasks and exercises.
13. Djuzbayeva, D. S., & Asriyans, M. I. – Ingliz tili grammatikasidan mashqlar (Exercise book / collection). Practical Uzbek-language collection of grammar exercises – useful for examples of “exercises” in the Uzbek context.
14. Yusupova, N. N. – PhD dissertation on blended technologies for rapid English teaching (cluster/blended approaches; includes tasks and exercise design). 2023. Recent Uzbek dissertation discussing types of tasks and blended designs – a valuable local research perspective.
15. Ismailova, M. B. – Autoreferat / materials on strategy competence and task types for B2 students. Uzbek SWLU repository. Contains descriptions of task types and three types of tasks used to develop strategic competence.
16. Огай, М. Х. – Система упражнений и заданий для формирования навыков говорения младших школьников с применением мультимедийных приложений. Local study describing an applied system of exercises and tasks for speaking with multimedia – good for classroom application examples.
17. National dissertations registry / university repositories (ZiyoNet, inlibrary.uz, nsp.gov.uz). Sources of Uzbek doctoral and candidate dissertations about specific task types and exercise systems.
18. Recent Uzbek conference/journal articles on communicative approaches, dramatization, and task sequences (examples from inlibrary.uz, journal.fledu.uz). Practical classroom trials and small-scale experimental designs comparing activities vs. exercises.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

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2025. №10

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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzirimiz: Toshkent shahar, Yunusobod tumani
19-mavze, 17-uy.