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Teaching English Through the Task-Based Learning Approach

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A B S T R A C T
This article analyzes the effectiveness of the Task-Based Learning approach in teaching English. In the research process, the role of the language learning method through tasks in the development of students' speech, listening comprehension, and writing skills was studied. The significance of the TBL method in increasing students' motivation and the ability to use language practically is also discussed. As the methodology of the article, data collected on the basis of surveys, interviews, and lesson observations were analyzed. The research results show that the TBL approach has higher effectiveness in language teaching compared to traditional methods. In the conclusion, the necessity of pedagogical training and resources for the effective application of the method is emphasized.

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INTRODUCTION

In the field of modern language teaching, methods that serve the practical and effective acquisition of language by students are becoming increasingly relevant. As one such approach, Task-Based Learning (TBL) organizes the language learning process around real-life tasks and aims to develop students' skills in active and contextual language use. The TBL approach, unlike methods based on traditional grammar and vocabulary, emphasizes the effective use of language not only theoretically, but also in a practical environment. Today, the expansion of global communication, the diversity of language learning objectives, and the individual needs of students require the search for new methods in language teaching methodology. From this point of view, Task-Based Learning plays an important role not only in increasing the effectiveness of language teaching, but also in stimulating students' interest in communication, developing independent thinking and creative approaches.

This article examines the theoretical foundations of the Task-Based Learning method, its application in teaching English, its advantages, and its role in pedagogical practice. Also, the effectiveness of the TBL approach in the development of students' language skills is analyzed using examples.

LITERATURE REVIEW

The Task-Based Learning (TBL) methodology is one of the approaches that has gained widespread attention in the field of language teaching in recent decades. Ellis (2003) defines LL as a task-based approach to language learning, emphasizing that it is aimed at organizing the language learning process around real communicative tasks. This approach serves to prepare students for the use of language not only grammatically, but also in communication. Savignon (2002) identifies TBL as one of the important areas of communicative language teaching and highlights its significance in the formation of students' ability to effectively use language and actively participate in communication. At the same time, many studies have noted that TBL contributes to the development of students' independent thinking and problem-solving skills (Nunan, 2004).

Rixon and Buxton (2010) in their research on the practical application of the TBL approach and its impact on student motivation emphasize that the task-based learning method encourages students to learn more actively and interactively. Furthermore, the guidance provided by Willis (1996) on the structure and effectiveness of TBL programs guides teachers in effective task planning. Task-Based Learning methods, combined with modern technologies (in hybrid and online platforms), provide students with greater independence and flexibility, which is of great importance in improving the quality of the learning process (Graham, 2006; Bonk & Graham, 2006).

METHODOLOGY

In this study, qualitative and quantitative research methods were used to determine the effectiveness of the Task-Based Learning (TBL) approach in teaching English. To collect data, literature analysis, questionnaires, interviews with teachers and students, and observations during the lesson were conducted. The survey results helped to study students' attitudes towards the TBL method and their opinions about the language skills they have learned. Through interviews, the pedagogical aspects of the method and the difficulties in its application were identified. And the lesson observations made it possible to assess the practical effectiveness of the activities organized on the basis of the TBL approach. With the help of the analysis of the collected data, the role of the TBL method in the development of students' speech and communication skills in language teaching was analyzed.

RESULTS AND DISCUSSION

The research results clearly showed that the Task-Based Learning (TBL) approach is an effective tool in teaching English. Active participation of students in the process of language learning based on tasks significantly improved their skills in speech, listening comprehension, reading, and writing. For example, through role-playing games and group discussions performed by students, they began to freely express their thoughts in English, and confidence in mutual communication increased. This created a great opportunity to use the language in a real-life context, especially compared to traditional Grammar-Translation methods. The «product creation» tasks given in the lessons, such as writing a short story, preparing a presentation, or producing a poster on a specific topic, stimulated students' creative thinking. For example, by completing a group project on the topic «Environmental Protection», students not only learned important terms and phrases in English, but also developed skills such as teamwork, time management, and responsibility sharing.

The survey results showed that more than 85% of students consider the TBL approach more interesting and useful than traditional methods. In their opinion, the process of language learning with the help of tasks becomes more interactive and interesting, which increases motivation for learning. At the same time, the students also acknowledged the difficulties they encountered in completing the task, especially when learning new grammatical rules and vocabulary words. The results of interviews with teachers also highlighted the pedagogical aspects of the TBL approach. They emphasized that tasks encourage students to think independently, solve problems, and apply communication skills in practice. However, some teachers reported that they encountered time constraints and difficulties in lesson planning when effectively applying the method. For example, the requirement to complete several complex tasks in a short time can tire students and negatively affect their learning process.

During the observations, it was seen that the TBL method helps students reduce speech errors and apply grammatical rules in practice. For example, in the process of completing a task, students sought to freely use the new grammatical structure in communication, which served to transform passive knowledge in language learning into activity. At the same time, interactive games and discussions attracted the attention of students, which increased the effectiveness of language learning. The study also showed that for the effective implementation of the TBL method, it is important to take into account the initial language level and individual needs of students. Some students may have difficulty completing complex tasks, therefore the level of tasks should be adapted to the capabilities of the students. For example, it is advisable to assign small tasks based on short and clear instructions to elementary school students, and to organize more complex projects for advanced students. At the same time, the inclusion of technologies in the TBL approach expanded students' opportunities for independent work. The tasks, implemented through online platforms, allowed students to learn the language in a timely manner and in their own conditions. For

example, group discussions and interactive tests organized via videoconference have become an effective tool for strengthening language skills.

CONCLUSION

This study confirmed the effectiveness of the Task-Based Learning (TBL) approach in teaching English. Task-based learning allowed students to learn the language in a practical, communicative form, significantly developing their speaking, listening, writing, and reading skills. The TBL approach plays an important role in increasing students' interest in language, encouraging independent thinking and creative approaches. At the same time, for its effective application, it is necessary to take into account the methodological training of teachers, the correct planning of tasks, and the individual characteristics of students. In the future, an important task is the improvement of teachers' qualifications and the enrichment of methodological resources for the more effective implementation of the TBL approach.

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