

The Importance Of Task-Based Learning English Method For Non-Proficient English Learners

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Abstract: *In this work will be described one of the methods of English which is called Task-Based learning and the theme especially based on young non-proficient English learners.*

Keywords: methods, task-based learning, lay learners, EFL.

Аннотация: В этой работе будет описан один из методов изучения английского языка, который называется «Обучение на основе заданий», и тема, в первую очередь ориентированная на молодых людей, не владеющих английским языком.

Ключевые слова: методы, обучение на основе задач, непрофессиональные учащиеся, EFL.

INTRODUCTION

During the years of independence, in the framework of the Law of the Republic of Uzbekistan "On education" and the National Program for Training in the country, a comprehensive foreign languages' teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created. For this period, over 51.7 thousand teachers of foreign languages graduated from universities, English, German and French multimedia tutorials and textbooks for 5-9 grades of secondary schools, electronic resources for learning English in primary schools were created, more than 5000 secondary schools, professional colleges and academic lyceums were equipped with language laboratories.

METHODS

Actually, there are lots of various methods in teaching foreign languages and it depends on teachers which one they prefer to use. Task-based learning is a different way to teach languages. It can help students by placing them in real-life situations, where oral communication is essential for doing a specific task. Task based learning has the advantage of getting students to use their skills at their current level, developing language through its use. It has the advantage of placing the focus of students toward achieving a goal where language becomes a tool, making the use of language a necessity. One of the new approaches to second language acquisition is task-based language teaching. It is a different way to teach languages. This method is usually student-centered and as well as this, it is based on authentic language tasks. This means that it can help the students to place themselves in a situation like in the real world.

RESULTS

The main aim of Task-Based Language Teaching is to develop learners' activity and it concerns with learner, not teacher activity. The teacher only gives the learner different kind of tasks, but on the other hand the tasks will give the students changes to try independently, originally with the foreign language. The teachers' role is to control the students and help them to correct their perceptions of the foreign language. As Cecilia Silva said that task based teaching is not just about getting learner to do one task and then another task and another one. The idea behind TBL is that students will learn to communicate in the language by doing tasks in the classroom which approximate those in the outside world. Students do tasks in small groups and practice using language necessary for doing the particular task. The focus is completely on task completion and therefore students are free to use whatever language they have at their disposal to accomplish this. Although some new language may be presented before the task, the intention is that the bulk of the new language is presented after the students do the task. Part of the reason for this is that the aim of the task stage is purely communicative and successful completion will depend on how well students are able to negotiate meaning while doing the task.

DISCUSSION

There is no insistence that students have to use certain language as that would take their focus away from meaning in favor of form. Thus the real-world nature of the task would be sacrificed as students would put their focus on producing set phrases and structures instead of task completion. Another reason for the presentation of new language after the task is that the learners are

more likely to notice and acquire it since they were just put in a position of doing a task without some of the useful language appropriate for it. First of all we should answer the question “Why using task-based approach?” According to the information of task-basedteaching.com, main reasons are: Students are free of language control. A natural context is developed from the students’ experiences with the language that is personalized and relevant to them. Students’ needs dictate what will be covered rather than a decision made by the teacher or the course book. The Task-based language teaching’s instruction is very useful in the classroom. It provides learners to with a natural context for language use. While working on tasks learners have to work together and understand to each other and express their own opinions. As Candlin and Murphy noted “The central purpose we are concerned with is language learning, and tasks present this in the form of a problem solving negotiation between knowledge that the learner holds and new language”. Task-based language teaching focuses on the use of authentic language and to students doing various tasks using the foreign language, for instance, visiting the doctor, conducting an interview or calling customer services for help. The instruction is very helpful to conduct TBLL in the classroom. The first concern of language teachers is increasing learners’ motivation and performance. The present approach, task-based learning, is applied to a traditional classroom situation with the aim of finding solutions to certain problems such as poor learner motivation. The findings of the study show that using a task-based learning approach in EFL classes creates variety for students. Furthermore, it increases their learning desire, since TBL tasks encourage student involvement and lead to remarkable improvements regarding their language performance. Most EFL learners suggest that they do not like teacher directed lessons, because they cannot find enough opportunities to express themselves in the target language. It is really interesting to work with projects at school, because pupils work in a very new innovative school that offers lots of new resources, such as laptops, computer rooms, digital blackboards, video, and audio, cinema, radio studio, to enable to carry out a project.

CONCLUSION

The students can work in many different ways, and it is very important to learn that teachers have to let the students to develop their projects by themselves and the teachers are only mediators in the project. The resource which is stated above help to design their project than they explain it to the whole class and let them does the rest always with the teachers’ guidance of course. The teachers should motivate them to do it and pay attention to the progress of each group of students in case they will have any problems or doubts. And finally, the project has to be developed not only at school but also in their day to day life. Working in projects is one part of task-based language teaching. With this approach children will get the idea of what the teacher wants from them, but they will work in a more self-sufficient way. This means that they will have to look for information by themselves and they will have to make things by themselves and depending on their likes.

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