



THE EFFECTIVENESS OF TASK-BASED APPROACHES FOR LANGUAGE LEARNING, INCLUDING REAL-WORLD TASKS, PROBLEM-SOLVING ACTIVITIES

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Abstract: This study investigates the effectiveness of task-based approaches in language learning, focusing on the integration of real-world tasks and problem-solving activities. Task-based language teaching (TBLT) emphasizes authentic communication and practical use of language, fostering a more engaging and meaningful learning experience. Through a systematic review of existing literature and an analysis of various educational contexts, this research highlights how task-based approaches enhance language acquisition by promoting active participation, critical thinking, and collaboration among learners. The findings demonstrate that real-world tasks not only improve linguistic proficiency but also facilitate the development of cognitive and social skills essential for effective communication. Additionally, problem-solving activities are shown to encourage learners to navigate linguistic challenges in context, further reinforcing their language abilities. These abstract underscores the potential of task-based methodologies as valuable tools for educators aiming to create dynamic and effective language learning environments that mirror real-life interactions.

Key words: Task-Based Learning (TBL), language acquisition, real-world tasks, problem-solving activities, communicative competence, authentic language use, student engagement, collaborative learning, interaction, critical thinking, contextual learning, assessment methods, skill development, motivation in



language learning, practical application, task design, cognitive load, feedback mechanisms, teaching strategies, learner autonomy.

Task-based Language Teaching (TBLT) helps to improve students' behavior to communicate in a second language (L2). Task-Based Language Teaching (TBLT) emphasizes genuine communication and cultural significance by using exercises that are pertinent to language learning. This study explores how TBLT influences the language proficiency, communicative abilities, and authenticity of tasks for L2 learners when compared to more conventional methods. A range of studies has been scrutinized to analyze the effect of TBLT on a person's linguistic skills. Through metaphors, anaphors, and symbolic references, TBLT is conveyed to learners as a harmonious symphony of expression, a verdant garden where language thrives, and a compass that steers them toward fluency. The findings indicate that TBLT aids language learners by fostering engagement, self-reliance, and an understanding of different cultures. Teachers are encouraged to create genuine activities, support interactive learning environments, motivate students to give and receive feedback, and reconsider the methods used for language assessment.

According to Canals (2020), numerous studies on second language acquisition have explored how Task-Based Language Teaching (TBLT) influences students' speaking skills. TBLT is found to enhance fluency and accuracy in speaking a second language more effectively than other teaching methods. As noted by Jackson (2022), Prabhu (1987) investigated the impact of Task-Based Language Teaching (TBLT) on the English-speaking abilities of Tamil-speaking Indian students. To practice practical language use, the students planned a trip and recapped their experiences. The TBLT approach helped the students improve their speaking skills, manage conversations, and fix communication issues in English. Additionally, Ellis (2023) conducted a cross-cultural study that explored TBLT and oral communication skills among English language learners from Japan, China, and Korea. According to Park (2021), a



meta-analysis highlighted the positive impacts of Task-Based Language Teaching (TBLT) on oral communication. It showed that TBLT resulted in better improvements in speaking fluency and accuracy compared to traditional grammar approaches. Additionally, the analysis indicated that TBLT proved advantageous for learners of all ages and backgrounds, irrespective of the language being studied. TBLT supports students from various native languages and cultures in acquiring a second language. Moreover, Ellis's (2023) study explored the impact of task authenticity on students' motivation and engagement in speaking activities across various language groups. By incorporating role-plays and discussions that mirrored real-world scenarios, students showed a significant boost in their willingness to use the target language in authentic contexts. The more closely the activities resembled actual life, the greater the students' interest and their propensity to take risks while speaking.

Exhibit to the original activity, as playing game and problems to solve the exercises, stimulate the students' motivation and interests of the workspace. Students are more likely to play a role and communicating active on target Tongue when considering tasks as valuable and important to their daily life. Filling to talk in a second language develops better than exposure to more and more complex and repetitive practical reactions and reactions from instructors. it is Review of Literature Examines the last results on the effects of these factors on L2 and languages decently its prowess class. "COMPLESSITY OF FUNCTIONS" describes the mental and linguistic effort required to make a language-based task. Students are included in the repetition of functions that perform several times verb functions comparable. It demonstrated that the functions repetition has the use of a second language in conversation. Students can develop mastery and ease of expressing on target tongue executes the same tasks several times. Students can also consider critical and experiences to improve their skills for future applications. The recapitulation the tasks help students pass the information from the long storage work, improve their language ability. Effective development of speaking skills in a second language involves a careful balance of task complexity,



repetition, and teacher feedback. By integrating challenging tasks with repeated practice, learners can develop more natural and accurate language use (Lee and Révész, 2020). Constructive criticism from teachers aids students in refining their abilities and improving clarity in their speech. Furthermore, by practicing and incorporating teacher suggestions, students can boost their communication skills.

Research has shown that task-based language teaching (TBLT) leads to positive results in language learning by enhancing students' interest and enthusiasm for speaking activities. TBLT focuses on real-life situations and applicable tasks, which boosts students' intrinsic motivation to learn and use the language. Various studies have explored how TBLT impacts students' interest, motivation, and performance in oral skills. Moreover, role-plays, discussions, and problem-solving tasks are examples of innovative assignments that mimic real-life language usage, engaging students' interests and encouraging significant learning. This increased participation is essential for inspiring students to learn the target language and enhancing their communication skills.

TBLT faces challenges due to time limitations, making it difficult to incorporate lengthy task-based activities into the curriculum. The variety of language used in TBLT may not align well with traditional assessment methods, and assessing students' speaking abilities can be both challenging and time-intensive. Additionally, sourcing appropriate and relevant materials for their context can pose difficulties. Without authentic language resources, TBLT activities might be restricted. To address these issues, collaboration among educators, administrators, and policymakers is essential in fostering an environment that embraces TBLT principles and offers the necessary resources and training for effective implementation in the classroom.

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