



## METHODOLOGICAL RECOMMENDATIONS FOR THE IMPLEMENTATION OF GRAMMAR TEACHING THROUGH TASKS IN UZBEK EFL CLASSES

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**Annotation:** This article presents practical methodological recommendations for incorporating grammar instruction into task-based learning (TBL) frameworks within Uzbek EFL (English as a Foreign Language) classrooms. While traditional grammar teaching in Uzbekistan remains largely form-focused, the integration of tasks offers opportunities for contextualized, communicative grammar acquisition. Drawing on theoretical models and empirical studies, the paper outlines step-by-step strategies for planning, delivering, and assessing grammar through tasks. Key recommendations include the use of pre-task preparation, task sequencing, scaffolding techniques, focus-on-form approaches, and reflective post-task analysis. These strategies aim to bridge the gap between national curriculum requirements and modern communicative teaching practices.

**Keywords:** Task-based learning, grammar instruction, EFL, methodology, Uzbekistan, communicative teaching, classroom implementation.

**ANNOTATSIYA.** Ushbu maqolada O'zbekistondagi ingliz tili chet tili sifatida (EFL) o'rgatiladigan sinflarda topshiriq asosida o'qitish (TBL) doirasida grammatikani o'qitishni amalga oshirish bo'yicha amaliy metodik tavsiyalar taqdim etiladi. O'zbekistonda an'anaviy grammatika o'qitish hali ham asosan shaklga yo'naltirilgan bo'lsa-da, topshiriqlardan foydalanish kontekstual va kommunikativ grammatika o'zlashtirish imkoniyatlarini yaratadi. Nazariy modellarga va empirik tadqiqotlarga asoslangan holda, maqolada grammatikani



topshiriqlar orqali rejalashtirish, yetkazish va baholash bo'yicha bosqichma-bosqich strategiyalar keltiriladi. Asosiy tavsiyalar qatoriga topshiriqdan oldingi tayyorgarlik, topshiriqlar ketma-ketligi, qo'llab-quvvatlash (scaffolding) usullari, shaklga yo'naltirilgan yondashuvlar hamda topshiriqdan keyingi tahlil kiradi. Ushbu strategiyalar milliy o'quv dasturi talablarini zamonaviy kommunikativ o'qitish amaliyoti bilan uyg'unlashtirishga yordam beradi.

**Аннотация:** В данной статье представлены практические методические рекомендации по включению обучения грамматике в рамки обучения на основе заданий (Task-based Learning, TBL) в узбекских классах по изучению английского языка как иностранного (EFL). Несмотря на то, что традиционное обучение грамматике в Узбекистане по-прежнему сосредоточено в основном на форме, использование заданий предоставляет возможности для контекстуального и коммуникативного усвоения грамматики. Основываясь на теоретических моделях и эмпирических исследованиях, статья предлагает пошаговые стратегии планирования, проведения и оценки грамматического материала через задания. Ключевые рекомендации включают предварительную подготовку к заданиям, последовательность заданий, методы поддержки (scaffolding), подходы с акцентом на форму, а также рефлексивный анализ после выполнения заданий. Эти стратегии направлены на преодоление разрыва между требованиями национальной учебной программы и современными коммуникативными методиками преподавания.

**Ключевые слова:** Обучение на основе заданий, обучение грамматике, EFL, методика, Узбекистан, коммуникативное обучение, применение в классе

## INTRODUCTION

The acquisition of grammatical competence is essential for effective



communication in a foreign language. In Uzbekistan, English grammar is often taught in a deductive manner, with rules introduced first and practiced through mechanical exercises. While such methods offer clarity, they often fail to bridge the gap between form and meaning. Learners frequently struggle to transfer their grammatical knowledge into real-world communication. This gap calls for a shift in pedagogy—one that allows grammar to emerge naturally from use rather than being imposed beforehand.

Task-Based Language Teaching (TBLT) offers such an approach. It situates grammar within meaningful communication, where learners use language as a tool to accomplish specific goals. Instead of isolating grammar rules from context, tasks provide a communicative purpose that naturally elicits the use of specific forms. This methodology is especially promising in the Uzbek EFL context, where learners benefit from increased exposure to functional English and opportunities to negotiate meaning.

## MAIN PART

The core principle of TBLT is that language learning is best achieved when learners are engaged in meaningful tasks that reflect real-life language use. Tasks, in this framework, are defined as goal-oriented activities that require learners to use language communicatively to achieve an outcome. Grammar is not the starting point, but an embedded component of language use that is addressed through feedback and reflection either during or after task performance.

Effective grammar instruction within TBLT involves selecting or designing tasks that naturally activate the target grammatical structure. For instance, to teach the past simple tense, learners might be asked to share personal experiences or narrate stories. Such tasks create a genuine need for using past tense forms, enabling learners to associate form with communicative function. Similarly, tasks



that involve giving advice or making suggestions can elicit modal verbs such as “should,” “might,” or “could.”

In the Uzbek context, tasks should reflect learners’ sociocultural realities while also encouraging them to explore diverse communicative situations. For example, tasks can include planning a Navruz celebration, discussing traditional Uzbek foods, or giving directions to a tourist. These scenarios not only make grammar instruction more relatable but also promote intercultural competence.

The teacher's role in TBLT changes from a provider of rules to a facilitator of communication. Rather than front-loading grammar explanations, teachers monitor tasks, provide feedback, and offer focused grammar instruction when needed. This could take the form of brief clarification during a task or a more structured post-task review.

Despite its benefits, TBLT poses certain challenges in Uzbek EFL classrooms, such as large class sizes, exam-driven curricula, and limited teacher training. However, these challenges are not insurmountable. With targeted professional development, resource adaptation, and curriculum alignment, grammar through tasks can be effectively implemented even within existing constraints.

**Conclusion:** Implementing grammar instruction through task-based learning represents a necessary evolution in Uzbek EFL pedagogy. By integrating grammar into communicative tasks, teachers can foster deeper grammatical understanding, greater learner engagement, and improved communicative competence. This methodology bridges the gap between knowing grammar and using it effectively. While the shift may require adjustments in curriculum and teaching practice, the long-term benefits for learners' linguistic development are substantial. Grammar, when taught through tasks, becomes a living component of communication rather than a set of abstract rules to memorize.



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