



THE IMPACT OF TASK-BASED LEARNING ON GRAMMAR ACQUISITION IN UZBEK EFL CLASSROOMS

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Annotation: This article explores the impact of task-based learning (TBL) on grammar acquisition in Uzbek EFL classrooms. It examines how TBL contributes to the development of grammatical competence by embedding grammar within communicative contexts. Drawing on cognitive and applied linguistic theories, the paper highlights the advantages of TBL in fostering learner autonomy, meaningful interaction, and long-term retention. Classroom observations and recent methodological developments suggest that task-based instruction can significantly enhance grammar learning outcomes for Uzbek learners.

Keywords: Keywords: task-based learning, grammar acquisition, Uzbek EFL, language pedagogy, communicative competence.

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.

Kalit so'zlar: topshiriqqa asoslangan o'rganish, grammatika o'zlashtirish, O'zbek EFL, til o'qitish metodikasi, kommunikativ kompetensiya

Аннотация: В данной статье рассматривается влияние обучения на основе заданий (TBL) на усвоение грамматики в классах английского как иностранного (EFL) в Узбекистане. Обсуждается, как TBL способствует развитию грамматической компетенции, внедряя грамматические структуры в контексте общения. Основываясь на когнитивных и прикладных лингвистических теориях, статья подчеркивает преимущества данного подхода, включая развитие самостоятельности учащихся, осмысленное взаимодействие и долговременное запоминание. Классные наблюдения и современные методические подходы подтверждают, что использование TBL значительно улучшает результаты в изучении грамматики у узбекских студентов.

Ключевые слова: обучение на основе заданий, усвоение грамматики, EFL в Узбекистане, методика преподавания языка, коммуникативная компетенция.

INTRODUCTION

Grammar remains one of the most debated aspects of second language acquisition. In traditional Uzbek EFL classrooms, grammar is typically presented in isolation, followed by controlled and semi-controlled practice. However, such approaches often fail to produce fluent, accurate, and context-appropriate language use. Task-Based Learning (TBL), by contrast, approaches grammar as a by-product of communication rather than as the central focus of instruction.



TBL draws from interactionist and cognitive theories of language learning, which posit that language acquisition occurs most effectively when learners are actively engaged in negotiating meaning. Through tasks that mirror authentic communication, learners are exposed to target structures, encouraged to use them, and provided with opportunities to notice and internalize grammatical forms. This article analyzes the influence of TBL on grammar acquisition, particularly in the Uzbek EFL context.

MAIN PART

One of the key advantages of TBL is its ability to generate a communicative need for grammar. When learners are required to complete meaningful tasks—such as planning a trip, conducting an interview, or solving a problem—they are naturally inclined to use grammatical forms that convey time, intention, obligation, or possibility. Unlike traditional methods that separate form from use, TBL encourages learners to experiment with grammar in real-time.

In Uzbek classrooms, the use of tasks such as storytelling, debate, and role-play has shown promising results. Learners exposed to such activities tend to demonstrate a better understanding of tense usage, modal verbs, and complex sentence structures. Furthermore, the integration of feedback during or after tasks helps reinforce correct usage. Teachers may employ techniques such as recasting, clarification requests, or brief form-focused instruction to support grammatical development without interrupting fluency.

Another impact of TBL is on learners' motivation and confidence. Because tasks simulate real-life communication, learners perceive them as relevant and engaging. This relevance increases their willingness to take risks, use complex forms, and reflect on their language use. Additionally, tasks promote collaborative learning, where peers assist each other in formulating grammatically accurate sentences.



Research conducted in Uzbek secondary and university classrooms indicates that learners who receive grammar instruction through tasks outperform their peers in both written and spoken accuracy. They are also more likely to retain grammatical forms over time, suggesting that TBL supports deeper processing and longer-term acquisition.

However, the effectiveness of TBL depends on careful task design, teacher preparedness, and classroom management. Tasks must be level-appropriate, clearly structured, and aligned with curricular goals. Teachers require training to balance fluency-oriented tasks with moments of grammatical focus. When implemented effectively, TBL not only improves grammar acquisition but also enhances broader language competence.

Conclusion: Task-based learning has a significant and positive impact on grammar acquisition in Uzbek EFL contexts. By embedding grammar within meaningful communication, it enables learners to internalize structures more effectively, use them more accurately, and retain them longer. It also fosters increased motivation and learner engagement, contributing to overall language development. As English education in Uzbekistan continues to modernize, the adoption of TBL approaches offers a practical and pedagogically sound pathway toward more effective grammar instruction.

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