

TEACHING LEARNERS THROUGH TASK-BASED APPROACH IN UZBEKISTAN

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Annotation: *Throughout this article, our aim is to provide enough information on the methods of teaching foreign languages to preschoolers, as well as to research new innovative and interactive methods. Because nowadays foreign languages are being taught to children through elementary school, learning these languages is becoming increasingly popular.*

Key words and phrases: *interactive, methods, language, games, educational technology, education.*

ОБУЧЕНИЕ УЧАЩИХСЯ С ПОМОЩЬЮ ЗАДАЧНОГО ПОДХОДА В УЗБЕКИСТАНЕ

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Аннотация: *В этой статье наша цель — предоставить достаточно информации о методах обучения дошкольников иностранным языкам, а также исследовать новые инновационные и интерактивные методы. Поскольку в настоящее время иностранные языки преподаются детям в начальной школе, изучение этих языков становится все более популярным.*

Ключевые слова: *интерактив, методы, язык, игры, образовательные технологии, обучение.*

As a result of the declaration of Independence, the Republic of Uzbekistan was forced to create new legislation to reflect new reality, and in order to deal with the new conditions of Independence, new Laws and Resolutions have been adopted.

The first president of our Republic paid attention on learning foreign language. “The Law of learning foreign languages” and “The Law of the Republic of Uzbekistan on the National Programme of Personnel Training System” were both





adopted for the first time in the history of our nation. Language learning and teaching are currently given a lot of attention by the government.

Interactive methods as a teaching tool is becoming popular in education system today. It is well known that the lesson is delivered using a variety of methods and approaches, which guarantees that students show their abilities, pay attention to the learning languages, advance their knowledge and skills. The activity that engages and accelerates the student forms the cornerstone of the usage of gaming technology. The psychological system of gamification method, according to psychologists, are based on a person's basic needs to express himself, find a secure place in life, exercise self-control, and realize his potential. Any game should be built around well acknowledged educational concepts and strategies. The themes of educational games should be related to those subjects. The learner works freely during the game-playing process because they are more engaged than they would be in a typical class. It should be mentioned that the game is primarily a teaching tool. Students engage in game lessons with enthusiasm, compete to win, and the teacher also teaches the student through them. The student is engaged in playing games and feels he can speak, listen, understand, and write in English.


We know that in the current educational process, the student should be the subject. Focusing more on interactive methods will increase the effectiveness of education. One of the most popular methods among them is task-based approach and it is also beneficial for the improvement of learners' language skills. When we speak about this approaches' history, task-based learning approach has gained its popularity since the 20th century and was used for the first time by Prabhu.

In a Task-based learning approach, the language required to complete the activities and tasks is extracted from the learners with assistance from the facilitator rather than being pre-selected and handed to them to practice. Furthermore, quite general qualities are used to represent the nature of the task. However, the project's two most significant aspects are mentioned: task completion (an output at the end of the activity) and a process "of thought" while completing the activity. Oddly enough, the activity itself "allowed teachers to control and regulate the process."

To properly take advantage of the circumstance, task-based learning approach significantly relies on students actively experimenting with their body of knowledge and applying deductive reasoning and autonomous language analysis skills. The following are some of the key features of a task-based approach:

- Tasks as a reflection of real-world activity;
- Tasks as the syllabus unit Tasks as a learner-centered base;



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- Tasks as an ideal for second language acquisition condition;
 - Tasks as an instrument to specify the parts to be concentrated in the following activities.

The most important characteristics in this strategy is motivation for communication. It puts less emphasis on hesitation brought on by the need to make flawless utterances in more didactic techniques and more attention on communicative fluency. The context in which exposure to the target language occurs should be natural. If materials are used, this means they are chosen and modified from reliable sources rather than being created expressly for the language course.

Task-based approach involves different types of tasks such as listing, brainstorming, ordering and sorting, comparing, problem solving, matching, creative tasks or projects and sharing personal experiences. In order to do these tasks, learners will have three stages including pre-task, task and review.


Pedagogical tasks in the classroom and tasks in real life should not be completely equated. Real-world tasks may not always be applicable to the classroom setting. Among other reasons, this is due to the fact that the situational environment in a classroom is not the same as the one in the “real world.” For instance, when it comes to duties in the classroom that don’t call for written or oral language communication, we aren’t interested in them.

The complexity and concentration of tasks varies, as was already mentioned before. Furthermore, it is incorrect to compare language activities to other tasks that do not depend on language for their completion. Specific language learners might be capable of carrying out a specific task cognitively, but they might not be able to execute it or describe it in the target language they are learning. And most importantly, tasks that only depend on linguistic abilities may not be possible because learners lack precisely those linguistic abilities, for instance, because they do not have the correct words for the ideas they are trying to convey.

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