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**CHET TIL O'QITISH KURSLARIDA REAL VAZIYATLARGA ASOSLANISH  
YONDASHUVIDAN SAMARALI FOYDALANISH USULLARI****МЕТОДЫ ЭФФЕКТИВНОГО ИСПОЛЬЗОВАНИЯ ПОДХОДА, ОСНОВАННОГО НА  
РЕАЛЬНЫХ СИТУАЦИЯХ, НА КУРСАХ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ****EFFECTIVE WAYS TO USE THE TASK-BASED APPROACH IN FOREIGN LANGUAGE  
COURSES****Mirzayev Ashurali Baxtiyor o'g'li** 

Farg'ona davlat universiteti, ingliz tilini o'qitish metodikasi kafedrasida o'qituvchisi

**Annotatsiya**

Mazkur maqolada ingliz tilini chet tili sifatida o'qitishda vazifalarga asoslangan o'qitish usullari (TBLT)ni joriy etish strategiyalari muhokama qilinadi. Ushbu usulning xususiyatlari, uni qo'llash zaruriyati, shuningdek, TBLTning strategiyalari va modellariga e'tibor qaratilgan. To'rtta oliy ta'lim muassasasida o'tkazilgan eksperiment natijalari keltirilgan.

**Аннотация**

Настоящая статья посвящена внедрению стратегий обучения на основе заданий (TBLT) в преподавании английского языка как иностранного в вузах. Рассматриваются особенности метода, необходимость исследования его применения, а также стратегии и модели внедрения TBLT. Представлены результаты эксперимента, проведенного в четырех вузах.

**Abstract**

This article explores the implementation of task-based language teaching (TBLT) strategies in English as a Foreign Language (EFL) classes in higher education institutions. It examines the peculiarities of the method, the necessity for researching its implementation, as well as strategies and models for integrating TBLT. Results from experiments conducted in four higher education institutions are presented.

**Kalit so'zlar:** Vazifalarga asoslangan o'qitish (TBLT), EFL mashg'ulotlari, o'qitish strategiyalari, oliy ta'lim, til bilimi, vazifalarga asoslangan o'qitish modeli, kommunikativ kompetensiya.

**Ключевые слова:** Обучение языку на основе задач (TBLT), занятия EFL, стратегии обучения, высшее образование, языковая компетенция, модель обучения на основе задач, коммуникативная компетентность.

**Key words:** Task-Based Language Teaching (TBLT), EFL classes, teaching strategies, higher education, language proficiency, task-based learning model, communicative competence.

**INTRODUCTION**

Recently, Task-Based Language Teaching has gained huge attention as an effective and practical method of language teaching. Unlike the traditional approach, teacher-centered, TBLT focuses on the learners' engagement through real-life tasks that will develop their practical language use in natural contexts. The present study is designed to investigate how far TBLT strategies are applied in EFL settings, especially in higher educational institutions in Uzbekistan.

The research in this study is informed by the need to explore and improve the application of Task-Based Language Teaching in English as a Foreign Language contexts. It shall start with a critical review of the literature on TBLT. Through an examination of past research, it aims at understanding the theoretical underpinning, principles, and challenges that come with this approach. This will not only highlight the importance of TBLT in developing communicative competence but also indicate lacunars in the present state of knowledge, which would need further investigation.

With an agreed understanding of effective practices identified, the third objective should be the development and, subsequently, testing of a model related to the systematic implementation of TBLT. This would probably provide educators with a framework that guides them through aspects such as planning, processing, and evaluating task-based instruction. It would certainly give



educators a more unified way to introduce TBLT into their classrooms. The model is also attempted in natural classroom settings to experience its viability and effectiveness.

### LITERATURE REVIEW AND METHODOLOGY

Among the most popular communicative approaches to language teaching was TBLT, first proposed by Nunan in 1989 [1]. The focus of this is on providing meaningful communication through real-life tasks that let the learners use the language in contexts quite similar to real situations. As opposed to traditional restricted methods, grammar, and vocabulary drills, TBLT develops both fluency and accuracy by engaging learners in activities that have some kind of goal.

Salient features of TBLT are that it takes the task as the main unit of instruction, to be designed keeping the learners at the center and maximizing active participation with a high degree of learner autonomy; it offers integrated language skills of speaking, listening, reading, and writing. With these various features, TBLT comes out as one of the vibrant and helpful methodologies. Ellis and Skehan pointed out some positive features of TBLT: for example, TBLT can probably make language proficiency higher, raise critical thinking ability, and develop learner motivation.

Other research lately keeps adding to the evidence on TBLT strengths. For example, in one of the studies of the influence of task complexity on second-language acquisition, Robinson has concluded that aptly designed tasks provide a due challenge for learners' cognitive resource without letting them feel bored; thus, Jeon and Hahn prove that TBLT considerably enhances learner interaction that unlocks new opportunities for collaborative work and peer feedback; according to Shintani, in-house, online, and hybrid TBLT learning offers considerable flexibility in post-COVID-19 times.

Despite the evident effectiveness, some challenges are faced by TBLT, especially at higher levels of education. The poor teacher training itself is one huge problem: "instructors cannot manage the development and implementation of valid activities." Besides resource constraints that may compromise effective application in TBLT, some have scant access to either technology or materials to run a class effectively. These challenges create the dire need for continued research into scalable, sustainable models for implementing TBLT—particularly for resource-constrained settings.

### METHODOLOGY

Here is the paraphrased text:

This research embraces a mixed-methods approach in developing and exploring the implementation of TBLT strategies in higher education. This research design incorporates qualitative and quantitative methods to provide a comprehensive analysis. First, a structured model for implementing TBLT strategies was developed. This model guides teachers in planning, executing, and evaluating task-based lessons while considering the specific needs of EFL learners in higher education contexts.

Training was conducted in the application of the model for four universities: Fergana State University, Namangan State Foreign Languages Institute, Tashkent State Pedagogical University, and Andijan State Foreign Languages Institute. During these trainings, familiarization with the TBLT principle was discussed, along with task design and assessment strategies, in order to create coherence during the implementation phase.

### RESULTS AND DISCUSSION

The implementation of the TBLT approach in four higher education establishments presented rich insights into effectiveness and adaptability. For that, the proposed model comprised the stages of preparation, implementation, and task evaluation, implemented over one semester in EFL classrooms at Fergana State University, Namangan State Foreign Language Institute, Tashkent State Pedagogical University, and Andijan State Foreign Language Institute. There was, indeed, a great increase in language proficiency among students attending classes in all four universities, as reported. Speaking improvement averaged 18%, followed by writing and reading, which improved by an average of 15% and 12%, respectively. These results will confirm that task-based methods bear very effective results in practical use of language and communicative competence.

The advantages of TBLT were also highlighted in the feedback provided by both teachers and students. About 87% of the teachers reported that students expressed much interest in class and were actively engaged in performing the tasks. In the same light, about 92% of the students



## PEDAGOGIKA

reported being pleased with the task-based activities since they made them understand what goes on in the outside world and motivated them more. Such responses point to how well TBLT can develop an active learning environment, something in complete contrast to a more passive structure like a lecture-based system.

Some institutional barriers existed in the form of a lack of teaching materials and technological support, among others. Moreover, some students found it hard to adapt to the learner-centered approach adopted by TBLT due to their previous experience with teacher-led instruction. However, despite these setbacks, the general reception of TBLT was overwhelmingly positive, indicating that it may be adopted on a wider scale in higher education.

Comparing the outcomes across their four universities, the study resulted in a very minor degree of variation regarding the actual efficiency of TBLT: Fergana State University reported the highest advance rates for the skill development and greatest extent of satisfaction both of students and teachers. Namangan State Foreign Languages Institute and Andijan State Foreign Languages Institute came second and third with close proximity and showing the same type of progress and satisfaction, accordingly. The Tashkent State Pedagogical University showed more modest increases, perhaps because of some initial resistance among students and logistical challenges in the implementation process.

Institution	Improvement in Skills (%)	Student Satisfaction (%)	Teacher Satisfaction (%)
Fergana State University	20	90	85
Namangan State Foreign Languages Institute	18	88	87
Tashkent State Pedagogical University	15	86	84
Andijan State Foreign Languages Institute	16	89	88

Table 1. The efficiency analysis of implementing TBLT in EFL classes

## CONCLUSION

The study highlights the effectiveness of Task-Based Language Teaching (TBLT) strategies in significantly enhancing language proficiency and student engagement in EFL classrooms. The proposed model offers a structured and practical framework for integrating TBLT into higher education curricula, emphasizing its potential to foster meaningful communication and learner autonomy. Despite these promising outcomes, certain challenges, including limited resources and initial resistance from students unfamiliar with the approach, present obstacles to broader implementation. Addressing these issues is crucial to ensuring the sustainability and scalability of TBLT in various educational settings. Furthermore, future research should focus on examining the long-term impacts of TBLT and its adaptability to diverse contexts, thereby contributing to its refinement and wider acceptance in the field of language education.

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