



TASK-BASED LEARNING IN TEACHING ENGLISH: THEORY AND PRACTICE



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Abstract: *This article investigates the theoretical concepts and real-world uses of task-based learning (TBL) methodology for English language instruction. The research results demonstrate that TBL implementation needs the following three elements to succeed: authentic task design, proper difficulty assessment, and balanced development of fluent and accurate speech. The methodology faces difficulties because it needs to adapt to both examination-based educational systems and different levels of student proficiency.*

Keywords: *task-based learning, English language teaching, communicative competence, pedagogical tasks, language acquisition, methodology*

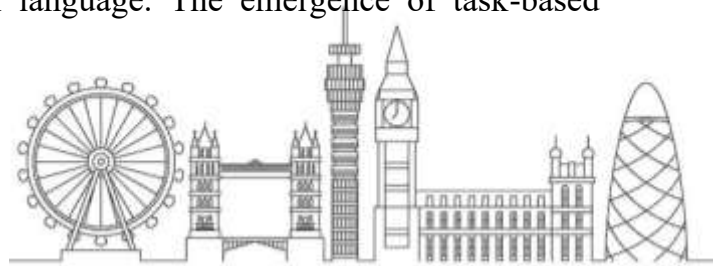
Annotatsiya: *Ushbu maqola ingliz tilini o'qitishda vazifaga asoslangan ta'lim (TBL) metodologiyasining nazariy asoslari va amaliy qo'llanilishini o'rganadi. Natijalar shuni ko'rsatadiki, TBL metodini muvaffaqiyatli joriy etish vazifalarning haqiqiylikiga, murakkablik darajasini baholashga hamda ravonlik va aniqlik o'rtasidagi muvozanatni rivojlantirishga ehtiyotkorlik bilan e'tibor berishni talab qiladi, garchi bu metodologiyani imtihonga yo'naltirilgan ta'lim tizimlariga va turli malaka darajalariga moslashtirishda qiyinchiliklar saqlanib qolmoqda.*

Kalit so'zlar: *vazifaga asoslangan ta'lim, ingliz tilini o'qitish, kommunikativ kompetentsiya, pedagogik vazifalar, til egallash, metodologiya*

Аннотация: *Данная статья рассматривает теоретические основы и практическое применение методологии обучения на основе задач (TBL) в преподавании английского языка. Результаты показывают, что успешное внедрение TBL требует тщательного внимания к аутентичности задач, градации сложности и балансу между развитием беглости и точности, хотя остаются проблемы в адаптации методологии к экзаменационно-ориентированным образовательным системам и различным уровням владения языком.*

Ключевые слова: *обучение на основе задач, преподавание английского языка, коммуникативная компетенция, педагогические задачи, овладение языком, методология*

Introduction. English language teaching methods have developed over several decades to transform from methods that focus on teaching grammar rules into methods that teach students how to communicate by using real language. The emergence of task-based





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

learning created a new learning framework that enables educators to structure language lessons through tasks which require students to use language for real communication instead of studying vocabulary and grammar as separate entities [1]. The methodology establishes its theoretical basis through psycholinguistic studies of second language acquisition which emphasize the interaction hypothesis and focus-on-form principles because these principles demonstrate that learners achieve optimal language development through interactions which require them to understand language through actual communication and solve problems together with others [2]. Task-based learning begins with students performing communication tasks while students acquire language skills through their actual need to communicate during these tasks, which develops through natural language needs that emerge during their work on these tasks [3]. The current importance of task-based learning has increased because globalization requires people to speak English not just for studying but also for real-world professional and social communication in various cultural environments, which makes the method's focus on teaching practical communication essential for today's language learning programs [4].

Methodology and literature review. The study employs an analytical framework which uses systematic review methods to study theoretical and applied linguistics research published in the last two decades. The research examines foundational task-based language teaching materials together with empirical studies on task design elements and educational implementation challenges which teachers face in multiple learning environments [5]. The definitional clarity regarding what constitutes a pedagogical task remains central to understanding task-based learning methodology, with influential frameworks distinguishing between tasks [6]. Research on task design variables has identified multiple dimensions that influence both task difficulty and learning outcomes, which include cognitive complexity factors that involve reasoning demands and number of elements to coordinate together with code complexity that requires higher levels of syntactic and lexical sophistication and communicative stress which occurs during time pressure and performance conditions [7]. The implementation research study shows how educational institutions create conflicts between task-based learning methods and their established rules because standardized testing systems need students to demonstrate basic grammatical knowledge instead of their ability to communicate effectively [8]. Cross-cultural implementation studies reveal that task-based learning adoption varies significantly based on educational traditions, with some contexts demonstrating resistance to learner-centered approaches that conflict with teacher-fronted instructional norms or examination preparation priorities [9].

Results and discussion. The examination of theoretical and pedagogical literature demonstrates three essential findings which show how task-based learning creates unique advantages for English language teaching methods while demonstrating the factors which determine its success across different teaching environments. The method of task-based learning creates authentic communication opportunities which solve the main criticism





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

against grammar-translation and audio-lingual methods because these methods generated students who understood grammatical rules yet failed to use their knowledge during actual speech situations. The research about form-focused instruction demonstrates that teachers should implement some linguistic accuracy methods because these methods help students achieve their learning objectives. The practical implementation of task-based principles, however, reveals significant methodological challenges that require careful consideration during curriculum design and classroom execution.

The pre-task phase emerges as particularly crucial for establishing the conceptual and linguistic foundation necessary for successful task completion, yet must avoid excessive pre-teaching that transforms the task into a display exercise rather than genuine problem-solving activity, creating a delicate balance between support and challenge that varies across learner populations and task types. Assessment within task-based frameworks presents both opportunities and complications, as traditional discrete-point testing poorly captures the holistic communicative competence that task-based learning aims to develop, necessitating performance-based assessment approaches that evaluate learners' ability to accomplish communicative goals rather than simply produce grammatically correct sentences, though such assessment methods require more complex rating procedures and potentially raise reliability concerns. The methodology's applicability across diverse educational contexts appears contingent upon institutional flexibility regarding curriculum structure, assessment practices, and pedagogical expectations, with successful implementation more likely in programs that value communicative outcomes over examination performance, possess resources for extended task development and materials creation, and maintain student populations motivated toward practical language use rather than credential acquisition.

Conclusion. Task-based learning represents a theoretically grounded and pedagogically significant approach to English language teaching that addresses fundamental questions about the relationship between language form, communicative meaning, and acquisition processes. The methodology's emphasis on authentic communication, meaningful task completion, and learner-centered instruction aligns with contemporary understanding of how second languages develop through purposeful interaction and problem-solving rather than explicit rule memorization and mechanical practice. However, successful implementation requires careful attention to task design principles, appropriate sequencing based on complexity and authenticity considerations, and strategic integration of form-focused instruction that supports accuracy development without undermining the communicative authenticity central to the methodology's theoretical rationale.

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MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

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