



THE EFFECT OF TASK- BASED LEARNING (TBL) APPROACH IN TEACHING READING

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Abstract: As global language teachers who want to stay up to date with recent developments in education (and also stay competitive when it comes to getting that dream job), we have to constantly evolve as educators and include modern ways of teaching in our lesson planning and our teaching methods. One such method that all EFL teachers should know about is task-based approach (TBA), also referred to as task-based approach to the teaching reading.

Key words: Language teaching, methods, methodology, communicative methodology, tasks, task based approach, process approach, reading.

Changes and shifts in language teaching have been present throughout the history of this discipline. At the basis of this apparently unending uncertainty about the efficiency of methods at specific historical moments there is also a permanent search and striving to find better ways of teaching reading, which implies acknowledging dissatisfaction with ongoing methods and procedures. In the second half of the 20th century those changes in methodology were more frequent and pressing for teachers and learners. The need for communication among people of different cultures and languages. triggered by travelling and globalization, puts pressure on people to learn languages more quickly and efficiently. Learning a new system of communication is also substantially different from what it used to be in previous centuries: we have more need to communicate orally (not only in writing and reading) and we cannot wait for years before we engage in real communication. This urgency to learn languages is felt everywhere within society all over the world. The search for new and more efficient methods is a consequence of our social organization and the requirements for fluid communication.

Methodological changes follow each other within short periods of time. Even though the majority of educational innovations end in failure positive effects can be expected from most of them. But it is true that new methods do not appear all of a sudden or disconnected from the world into which they are born. They overlap for some time with current methodological practices. This 'incubation' period is a real test for new ideas: some of them pass the test, others do not. Many discussions,



arguments and counterarguments are exhibited in the process. But sometimes what was considered a decisive gain against existing practices at a given moment, proved to be wrong a few years later, and a new theory or method replaced it in its turn. Once more? Where will the end lie, if there is to be one? The methods which prevail are usually those that are best suited to the challenges, demands and needs of the time.

The Task Based Approach (TBA) must be placed within this context, at the end of the 20th century. It is not an isolated or 'unique' methodological event in teaching reading. TBA can only be fully understood if you contrast it with preceding methods and analyses it within mainstream communicative methodology of teaching reading.

During task-based learning of reading, students solve tasks that are relevant and interesting to them. In order to solve the reading task, they need to use the target language they're learning to communicate with their peers. They use authentic language instead of answering grammar or vocabulary questions about the language. Students — especially younger learners — don't actually feel that they're studying a language at that moment because they're engrossed in the task they're working on.

- Task-based approach in teaching reading is especially conducive to group learning. Developing reading skill with as a group is also a very important contributor to effective retention. Collaborating with others and becoming confident with the language within a group is a key step in acquiring that language. Also, receiving positive feedback from peers and teachers increases confidence and motivation to develop reading skill and to communicate with others.
- Students' understanding of the language also deepens because the realistic context in which they're learning the language is relevant to their personal lives. It's a good idea to ask your students about their hobbies and preferences at the beginning of a course so that you can include their interests in the tasks you set.
- In addition to the benefits for students, solid knowledge of this method will also increase your job prospects as a teacher. Some job ads specifically ask for task-based language teaching experience!
- The task-based teaching approach used in teaching reading is one of many modern [EFL teaching methods](#) and focuses on setting a goal for students.



Since teaching language and developing language skills of language learners by using TBL approach in teaching reading has a significant effect, it is suggested that:

1. English teachers can apply TBL approach to overcome his or her students' problem in developing reading skill through pre-task, task-cycle and language focus.

2. It is expected that the finding of the study will provide some valuable information particularly for further research on teaching language and developing reading skill of the language learners.

The list of used literature:

1. Brown, H.D. 2001. Teaching by Principles An Interactive Approach to Language Pedagogy. 2nd ed. New York: Englewood Chiffs.
2. Rodgers and Richards. 2001. Approaches and Methods in Language Teaching. 2 nd ed. New York: Cambridge University Press.
3. Willis, J. 2016. A Framework for Task-Based Learning. Harlow: Longman.