The Importance Of Task-Based Teaching Method In Foreign Language Acquisition In ESP Groups Of Higher Education Universities In Uzbekistan (On The Example Of English)

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ARTICLE INFO	ABSTRACT
	Introduction. In recent years, the Task-Based Teaching Method (TBTM) has gained recognition as an effective approach to teaching English for Specific Purposes (ESP) in higher education system in Uzbekistan. This method emphasizes learning through tasks that are meaningful and relevant to students, allowing them to develop language skills in real-world contexts. The implementation of TBTM in ESP groups has brought about significant changes in the way English is taught and learned in Uzbekistan, contributing to the overall improvement of language acquisition among students. The purpose of the article is to analyze and identify the significance of Task-Based Teaching Method as a beneficial approach for ESP students in acquiring foreign languages efficiently at universities. **Study participants and methods.** The research involved 111 students (54 students in 2022 and 57 students in 2023) who were enrolled in the faculties of Economics and Pedagogy at the University of Economics and Pedagogy to test the importance of Task-based teaching method on acquiring foreign languages. This university is one of the most prestigious universities in Uzbekistan which carries out immense research activities. A total of 111 undergraduate (freshman and sophomore) students took part in the observation, analytical and experimental researches which were applied for assessing the effectiveness of the Task-based teaching method in ESP groups. **Results.** The result precisely indicate that Task-based teaching method which emphasizes the use of authentic, meaningful tasks as the primary focus of instruction, has been recognized for its ability to enhance learners' language proficiency and prepare them for real-world communication. In 2022, 47 (87%) of the total 54 students of the Faculty of Economics, who were taught English using the Task-based teaching method, obtained the upper intermediate B2 level. And according to the results of our research conducted in 2023, a total of 49 (85 %) of the 57 students of the Faculty of Pedagogy who participated in our research reached the upper intermediate level thanks to our use of the Task-based teaching method in the framework. Based on the results obtained from the conducted research, we can undoubtedly convey that TBTM is highly fruitful in all levels of ESP groups in educational process. **Conclusion.** In conclusion, the Task-based teaching method has proven to be a valuable approach in promoting foreign language acquisition in ESP groups in higher education universities in Uzbekistan, particularly in the context of English. By emphasizing meaningful tasks, authentic communication, and real-world application, TBTM can enhance students' language proficiency, communication skills, and readiness for academic and professional success. While there may be challenges and criticisms associated with TBTM, the potential benefits far outweigh the drawbacks. Moving forward, further research and development in

the field of TBT in ESP groups can help optimize language learning outcomes and provide holistic language education for students in Uzbekistan.

INTRODUCTION

Foreign language acquisition in higher education is very important for the present and future of the students, as it provides them with a wide range of opportunities to learn new subjects and materials. The process of foreign language teaching is becoming more complicated and sophisticated these days to respond to global changes in foreign language teaching methodologies and techniques. The importance of foreign language teaching methods in ESP groups is significant, as it is responsible for developing and forming the professional linguistic personalities of future specialists [1]. It can be stated that the process of foreign language teaching in ESP groups improves the professional linguistic skills of the students and is one of the important goals in the process of foreign language acquisition in higher education. Foreign language methodology has developed at a very fast rate during the last few years. Changes in linguistic methodology occur due to developments in other spheres. The process of foreign language teaching must be based on the professional linguistic needs and aims of the students. It must also consider different learning styles, behaviors, types, and levels of future activity [2]. Helping participants to 'be' and enabling them to accomplish professional tasks relates to the acquisition of desired professional knowledge, skills, and attitudes. In this light, it is accepted that the Task-based teaching method is determined by the continuity and unity of the learning process in foreign language teaching [3]. Therefore, Task-based teaching involves learning via and for the domain of work, as expressed through needs and tasks. During the teaching process, students have to solve tasks in a specific study area. The construction of meaningful professional or domain work tasks through foreign language content is built on a combination of foreign language pedagogy. Currently, TBTM is grounded in a focus on the completion of tasks and associated teaching language, including language-focused learning [4].

It is widely considered that teaching Foreign Language for Special Purposes to be the process of making students able to use a foreign language as a tool to perform professional and academic tasks of the current and future professional activity [5]. It emphasizes both the academic research activity and the production-technological profile. That is, we are responsible for the development of four skills in English: reading, speaking, listening, and writing, selected from professional passages that exhibit the curricular content specified in the matrix [6]. Being able to use English in the target specialty domain and training students from their courses to be able to use English in their professional field is the competence that will be developed together with their higher education. The use of research on task-based language teaching serves to teach and prepare professionals for using English in an academic research and technological and productive environment [7].

It is known that language teaching professionals prefer traditionalism because the disciplines, activities, and materials applied are consolidated over time, controlled by habit, and reliable. The task-based teaching method is not yet very well known among teachers. It is also known that students more easily understand and apply new knowledge using the fundamental principle in pedagogy of intrinsic motivation [8]. The task-based language teaching method is a communicative approach to language teaching in which students work on tasks [9]. The use of real-world tasks and problems in the classroom is considered a model for teaching with this method. This work suggests experiences in rethinking teaching methods considering the use of the task-based language teaching method. Its objective is to stimulate the gradual use of this method, indicating pedagogical materials and procedures, emphasizing the benefits resulting from the pleasant experience of learning a foreign language.

English Language Acquisition for Specific Purposes (ESP) fundamentally depends on the communication of students aiming to prepare them for professional and academic activities within the timeframe of their university, Engineering, Economics, Marketing, Tourism, Pedagogy, Psychology, Medical studies and so on [10]. Research questions cover the implementation of tasks concerning the professional sphere; professional parties, fields of action, and correlation areas; tasks related to future academic-oriented research; academic activity roles, actions, and relations; and questions connected with the students' linguistic preparation level, stages, and forms of acquiring communication skills. The research clarifies how deficiencies in Task-based teaching are reflected in the students' professional and speech competence and discloses the importance of the task-based method in forming the communication skills of ESP students. It is shown that future Economics and Pedagogy specialists from the non-Philology universities have extensive content-covered language in a subject-defined professional context. According to specific tasks, teaching should be directed at consciousness-active activities, such as problem-solving and exploratory development, and knowledge testing during academic studies [11]. From the experienced results, we can undoubtedly say that Task-based method is totally useful, enjoyable and motivating for teachers to start in ESP groups since it provides learners with natural sources of meaningful material, various situations for communicative purposes and supportive feedback for greater opportunities in using language. In our opinion, the salient and precise benefit of the Task-based method are the followings:

Students are at the center of learning;
Students are working on something that is personal and relevant to them;
Students gain practice in collaborating with others and making group decisions;
Students spend a lot of time communicating and
Students take on responsibility for engaged learning while this method is being applied.

MATERIALS AND METHODS

The research considers the demands of the present state educational system requirements for Bachelor's degree programs in Uzbekistan creating a conducive atmosphere for ESP students to acquire practical experience from a foreign language in the environment of fast-paced society with growing technological complexities in order to be a proficient professional in their own grounds. The study was conducted using observation, analytical and experimental research methods with the focus group data collection approach on the benefit and effectiveness of Task-based teaching method in ESP groups at different age and levels in Uzbekistan.

Observation research method has emerged as a vital component in the landscape of Task-based teaching, particularly within language education. The integration of observational research in TBT allowed us for a nuanced understanding of how students navigate real-world tasks and apply their language skills in authentic contexts in our study. This method not only facilitated the assessment of learning outcomes but also informed us instructional practices by identifying areas for improvement. For us it was not without challenges. Implementing this method required careful planning and consideration to address potential biases and ensure that data collected accurately reflects student experiences. Through this examination, we aimed to shed light on how observation can be effectively integrated into TBT to optimize student learning outcomes while navigating its complexities.

In the realm of English for Specific Purposes, the effectiveness of instructional methodologies is paramount to fostering student engagement and success [12]. Among these methodologies, the analytical research method stands out as a robust framework for evaluating educational strategies, particularly when applied to task-based approaches. The analytical research method involved systematically examining data to derive insights and inform practice, making it a valuable tool in assessing the impact of Task-based technique when we applied it to the total of 111 students during two years. Since TBTM emphasizes active learning through real-world tasks that mirror professional scenarios, thereby enhancing language acquisition in contextually relevant ways, we easily applied analytical method to gain theoretical background and references to analyze the initial procedure. While experimenting this research method, we noticed that both analytical research and task-based methods provide an overview of their interplay and highlight how analytical frameworks can illuminate the advantages of task-oriented learning environments.

The integration of experimental method within task-based learning frameworks represents a significant advancement in ESP education [13]. Since task-based learning emphasizes real-world tasks that are relevant to students' academic and professional contexts, fostering language acquisition environment was practical when we experienced the experimental method. This approach not only enhances engagement but also encourages learners to apply their linguistic skills in scenarios they are likely to encounter in their respective fields [14]. The role of experimentation in ESP groups is pivotal; it allows educators to assess the effectiveness of various instructional strategies tailored to diverse learner needs. By employing experimental methods, we could refine the students' competence in English based on empirical evidence, by aligning profuse tasks with students' specific goals and interests [15]. Analytical and experimental methods which we used in our research served as a testament to the efficacy of integrating both approaches into task-based learning environments, reinforcing the necessity for continued exploration and adaptation in ESP curricula. The advantage of both of these research methods is that we first checked the general knowledge of the students in terms of English, looked at the manuals and textbooks they were using, and also studied the teaching methods used in the groups. And after analyzing all factors, we started experimenting out target research. Finally, at the end of the research, we witnessed that 99 of the total 111 students (86 %) who participated in our study received 6, 6.5 and B2 certificates from the international IELTS and CEFR exams in English.

RESEARCH RESULTS

Table 1 shows the results of obtaining a foreign language certificate by the students of the group 022-08 of the department of Marketing of the Faculty of Economics after the application of Task-based teaching method used in academic year 2022. The main point is that we used the international authentic The Common European Framework of Reference for Languages (CEFR) mock test to evaluate students' proficiency since CEFR has emerged as a pivotal tool in the realm of language education, providing a comprehensive framework for assessing and enhancing language proficiency around the globe.

Therefore, during the entire academic year, we utilized tasks related to the international CEFR exam, adapted to the state education standards of Uzbekistan, to improve the students' competence. By delineating proficiency levels from A1 (beginner) to C2 (proficient), it facilitates a more structured approach to language learning and teaching. One significant advantage of the CEFR is its ability to enhance language proficiency assessment [16]. This standardized framework allows us to evaluate students' skills more effectively, ensuring that assessments

are aligned with internationally recognized benchmarks [17]. Furthermore, the CEFR promotes improved communication across cultures by providing learners with a clearer understanding of their linguistic capabilities, which is essential in our increasingly globalized world [18]. As individuals navigate multicultural environments, the ability to articulate thoughts and ideas clearly becomes paramount. Lastly, the CEFR serves as a standardized framework for learning goals that can guide both educators and students toward achieving desired outcomes in language acquisition. By establishing common objectives and criteria for success, it fosters an environment conducive to effective learning experiences [19].

Table 1 Results achieved in the use of Task-based teaching method in preparing the students of the department of Marketing for CEFR exams (2022)

Name of the students	Proficiency before research	The exam taken to check the level	Used approach	Level after the research	Exam center
Student 1	Pre-intermediate	CEFR mock test	TBTM	B2	State Testing center Uzbek.
Student 2	Beginner	CEFR mock test	TBTM	B1	State Testing center Uzbek.
Student 3	Intermediate	CEFR mock test	TBTM	B2	State Testing center Uzbek.
Student 4	Pre-intermediate	CEFR mock test	TBTM	B2	State Testing center Uzbek.
Student 5	Beginner	CEFR mock test	TBTM	6	British Council Uzbekistan
Student 6	Pre-intermediate	CEFR mock test	TBTM	B2	State Testing center Uzbek.
Student 7	Intermediate	CEFR mock test	TBTM	B2	State Testing center Uzbek.
Student 8	Beginner	CEFR mock test	TBTM	B2	State Testing center Uzbek.
Student 9	Beginner	CEFR mock test	TBTM	B1	State Testing center Uzbek.
Student 10	Intermediate	CEFR mock test	TBTM	B2	State Testing center Uzbek.
Student 11	Intermediate	CEFR mock test	TBTM	B2	State Testing center Uzbek.
Student 12	Pre-intermediate	CEFR mock test	TBTM	B2	State Testing center Uzbek.
Student 13	Intermediate	CEFR mock test	TBTM	6	British Council Uzbekistan
Student 14	Intermediate	CEFR mock test	TBTM	B2	State Testing center Uzbek.
Student 15	Beginner	CEFR mock test	TBTM	B1	State Testing center Uzbek.
Student 16	Intermediate	CEFR mock test	TBTM	6,5	British Council Uzbekistan
Student 17	Intermediate	CEFR mock test	TBTM	B2	State Testing center Uzbek.
Student 18	Intermediate	CEFR mock test	TBTM	6	British Council Uzbekistan
Student 19	Beginner	CEFR mock test	TBTM	6	British Council Uzbekistan
Student 20	Intermediate	CEFR mock test	TBTM	B2	State Testing center Uzbek.
Student 21	Intermediate	CEFR mock test	TBTM	B2	State Testing center Uzbek.
Student 22	Beginner	CEFR mock test	TBTM	B1	State Testing center Uzbek.
Student 23	Pre-intermediate	CEFR mock test	TBTM	B2	State Testing center Uzbek.
Student 24	Pre-intermediate	CEFR mock test	TBTM	B2	State Testing center Uzbek.
Student 25	Pre-intermediate	CEFR mock test	TBTM	B2	State Testing center Uzbek.
Student 26	Intermediate	CEFR mock test	TBTM	6,5	British Council Uzbekistan

From the results in this table, we can see that there were students with different levels of background knowledge and even students who were just starting to learn English in the group. Taking into account the various levels of the students, the Task-based teaching method was used during an academic year with different tasks and eventually, they achieved high results, which proved that this approach is absolutely beneficial and significant in ESP faculties.

The next group which we conducted our method was the students of the group 022-06 of the department of Human resources of the faculty of Economics. Unlike our previous group, we took International English Language Testing System (IELTS) mock exam for the students of this course, and during the academic year we taught using international IELTS tasks similar to the state education standards of Uzbekistan. The benefits of IELTS instruction are prominently reflected in the academic and career opportunities it unlocks for learners [20]. High scores on the IELTS can significantly bolster an individual's chances of admission into prestigious educational institutions or improve employability prospects within competitive job markets [21]. The research indicates that students who excel in standardized tests like the IELTS often possess better writing and speaking skills, which are essential for both academic achievement and professional interactions. As globalization continues to shape educational and occupational landscapes, mastering English through effective IELTS teaching becomes not just an asset but a necessity for aspiring individuals worldwide [22]. Additionally, the significance of IELTS teaching extends beyond mere test preparation; it plays a crucial role in enhancing students' overall language proficiency and communication skills. This enhancement is vital as effective communication is increasingly recognized as a key factor in academic success and professional advancement [23]. Moreover, the structured approach to IELTS training fosters a comprehensive understanding of the English language, enabling students to navigate various contexts – from casual conversations to formal academic discourse – more adeptly [24]. The following table 2 indicates the results we attained at the end of the research.

Table 2 Results achieved in the use of Task-based teaching method in preparing the students of the department of Human resources for IELTS exams (2022)

Name of the students	Band before research	The exam taken to check the level	Used approach	Band after the research	Exam center
Student 1	Band 5	IELTS mock exam	TBTM	Band 6,5	British Council Uzbekistan
Student 2	Band 3	IELTS mock exam	TBTM	Band 5	British Council Uzbekistan
Student 3	Band 4	IELTS mock exam	TBTM	Band 6	British Council Uzbekistan
Student 4	Band 5	IELTS mock exam	TBTM	Band 6,5	British Council Uzbekistan
Student 5	Band 4	IELTS mock exam	TBTM	Band 6	British Council Uzbekistan
Student 6	Band 5	IELTS mock exam	TBTM	Band 6,5	British Council Uzbekistan
Student 7	Band 5	IELTS mock exam	TBTM	Band 6,5	British Council Uzbekistan
Student 8	Band 4	IELTS mock exam	TBTM	Band 6	British Council Uzbekistan
Student 9	Band 4	IELTS mock exam	TBTM	Band 6	British Council Uzbekistan
Student 10	Band 5	IELTS mock exam	TBTM	Band 6,5	British Council Uzbekistan
Student 11	Band 5	IELTS mock exam	TBTM	Band 6,5	British Council Uzbekistan
Student 12	Band 4	IELTS mock exam	TBTM	Band 6	British Council Uzbekistan
Student 13	Band 4	IELTS mock exam	TBTM	Band 6	British Council Uzbekistan
Student 14	Band 4	IELTS mock exam	TBTM	Band 6	British Council Uzbekistan
Student 15	Band 3	IELTS mock exam	TBTM	Band 5	British Council Uzbekistan
Student 16	Band 4	IELTS mock exam	TBTM	Band 6	British Council Uzbekistan
Student 17	Band 4	IELTS mock exam	TBTM	Band 6	British Council Uzbekistan
Student 18	Band 5	IELTS mock exam	TBTM	Band 6,5	British Council Uzbekistan
Student 19	Band 4	IELTS mock exam	TBTM	Band 6	British Council Uzbekistan
Student 20	Band 4	IELTS mock exam	TBTM	Band 6	British Council Uzbekistan
Student 21	Band 5	IELTS mock exam	TBTM	Band 6,5	British Council Uzbekistan
Student 22	Band 4	IELTS mock exam	TBTM	Band 6	British Council Uzbekistan
Student 23	Band 4	IELTS mock exam	TBTM	Band 6	British Council Uzbekistan
Student 24	Band 4	IELTS mock exam	TBTM	Band 6	British Council Uzbekistan
Student 25	Band 4	IELTS mock exam	TBTM	Band 6	British Council Uzbekistan
Student 26	Band 3	IELTS mock exam	TBTM	Band 5	British Council Uzbekistan
Student 27	Band 4	IELTS mock exam	TBTM	Band 6	British Council Uzbekistan
Student 28	Band 5	IELTS mock exam	TBTM	Band 6,5	British Council Uzbekistan

Task-based teaching method has been widely recognized as an effective approach to language teaching, particularly in the context of preparing students for exams such as the International English Language Testing System (IELTS). From the results, we can convey that Task-based method using the IELTS structure has had a significant impact on language teaching and exam preparation. By engaging students in tasks that simulate real-world communication situations, this approach helps them develop the skills needed to succeed in the IELTS exam. Tasks such as role-plays, discussions, and presentations encourage students to use language creatively and strategically, leading to improved fluency and accuracy. Another key benefit is that it helps students develop practical language skills that are directly relevant to the IELTS exam. By focusing on tasks that require students to use language in authentic ways, this approach promotes meaningful learning experiences and enhances students' ability to communicate effectively in English.

We conducted our research in 2023 among the students of the Faculty of Pedagogy. Because the demand for this direction is very high in Uzbekistan since training of young personnel and dealing with their upbringing is becoming an increasingly urgent concern. The demand for pedagogues has increased significantly after the permission to open private non-governmental educational organizations in the Republic of Uzbekistan. Below you can get acquainted with the results achieved in two groups of the Faculty of Pedagogy. The following tables 3 and 4 show the results we obtained from the students of the departments of Primary education and Preschool education at the end of the research.

Table 3 Results achieved in the use of Task-based teaching method in preparing the students of the department of Primary education for CEFR exams (2023)

Name of the students	Proficiency before research	The exam taken to check the level	Used approach	Level after the research	Exam center
Student 1	Intermediate	CEFR mock exam	TBTM	B2	State Testing center Uzbek.
Student 2	Beginner	CEFR mock exam	TBTM	B1	State Testing center Uzbek.
Student 3	Intermediate	CEFR mock exam	TBTM	B2	State Testing center Uzbek.
Student 4	Pre-intermediate	CEFR mock exam	TBTM	B2	State Testing center Uzbek.
Student 5	Intermediate	CEFR mock exam	TBTM	B2	State Testing center Uzbek
Student 6	Intermediate	CEFR mock exam	TBTM	B2	State Testing center Uzbek.
Student 7	Beginner	CEFR mock exam	TBTM	B1	State Testing center Uzbek.
Student 8	Pre-intermediate	CEFR mock exam	TBTM	B2	State Testing center Uzbek.
Student 9	Pre-intermediate	CEFR mock exam	TBTM	B2	State Testing center Uzbek.
Student 10	Pre-intermediate	CEFR mock exam	TBTM	B2	State Testing center Uzbek.

Student 11	Pre-intermediate	CEFR mock exam	TBTM	B2	State Testing center Uzbek.
Student 12	Pre-intermediate	CEFR mock exam	TBTM	B2	State Testing center Uzbek.
Student 13	Beginner	CEFR mock exam	TBTM	B1	State Testing center Uzbek
Student 14	Pre-intermediate	CEFR mock exam	TBTM	B2	State Testing center Uzbek.
Student 15	Pre-intermediate	CEFR mock exam	TBTM	B2	State Testing center Uzbek.
Student 16	Intermediate	CEFR mock exam	TBTM	B2	State Testing center Uzbek
Student 17	Pre-intermediate	CEFR mock exam	TBTM	B2	State Testing center Uzbek.
Student 18	Pre-intermediate	CEFR mock exam	TBTM	B2	State Testing center Uzbek
Student 19	Pre-intermediate	CEFR mock exam	TBTM	B2	State Testing center Uzbek
Student 20	Beginner	CEFR mock exam	TBTM	B1	State Testing center Uzbek.
Student 21	Pre-intermediate	CEFR mock exam	TBTM	B2	State Testing center Uzbek.
Student 22	Intermediate	CEFR mock exam	TBTM	B2	State Testing center Uzbek.
Student 23	Pre-intermediate	CEFR mock exam	TBTM	B2	State Testing center Uzbek.
Student 24	Intermediate	CEFR mock exam	TBTM	B2	State Testing center Uzbek.
Student 25	Pre-intermediate	CEFR mock exam	TBTM	B2	State Testing center Uzbek.
Student 26	Beginner	CEFR mock exam	TBTM	B1	State Testing center Uzbek
Student 27	Pre-intermediate	CEFR mock exam	TBTM	B2	State Testing center Uzbek.
Student 28	Beginner	CEFR mock exam	TBTM	B2	State Testing center Uzbek.

Table 4 Results achieved in the use of Task-based teaching method in preparing the students of the department of Preschool for IELTS exams (2023)

Name of the students	Band before research	The exam taken to check the level	Used approach	Band after the research	Exam center
Student 1	Band 4	IELTS mock exam	TBTM	6,5	British Council Uzbekistan
Student 2	Band 4	IELTS mock exam	TBTM	6,5	British Council Uzbekistan
Student 3	Band 4	IELTS mock exam	TBTM	6,5	British Council Uzbekistan
Student 4	Band 3	IELTS mock exam	TBTM	5,5	British Council Uzbekistan
Student 5	Band 3	IELTS mock exam	TBTM	6	British Council Uzbekistan
Student 6	Band 4	IELTS mock exam	TBTM	6	British Council Uzbekistan
Student 7	Band 4	IELTS mock exam	TBTM	6	British Council Uzbekistan
Student 8	Band 5	IELTS mock exam	TBTM	6,5	British Council Uzbekistan
Student 9	Band 3	IELTS mock exam	TBTM	6	British Council Uzbekistan
Student 10	Band 3	IELTS mock exam	TBTM	6	British Council Uzbekistan
Student 11	Band 4	IELTS mock exam	TBTM	6	British Council Uzbekistan
Student 12	Band 3	IELTS mock exam	TBTM	6	British Council Uzbekistan
Student 13	Band 4	IELTS mock exam	TBTM	6,5	British Council Uzbekistan
Student 14	Band 5	IELTS mock exam	TBTM	6,5	British Council Uzbekistan
Student 15	Band 3	IELTS mock exam	TBTM	6	British Council Uzbekistan
Student 16	Band 4	IELTS mock exam	TBTM	6	British Council Uzbekistan
Student 17	Band 5	IELTS mock exam	TBTM	6,5	British Council Uzbekistan
Student 18	Band 3	IELTS mock exam	TBTM	6	British Council Uzbekistan
Student 19	Band 4	IELTS mock exam	TBTM	6,5	British Council Uzbekistan
Student 20	Band 5	IELTS mock exam	TBTM	6	British Council Uzbekistan
Student 21	Band 4	IELTS mock exam	TBTM	6	British Council Uzbekistan
Student 22	Band 3	IELTS mock exam	TBTM	6	British Council Uzbekistan
Student 23	Band 3	IELTS mock exam	TBTM	6,5	British Council Uzbekistan
Student 24	Band 3	IELTS mock exam	TBTM	5,5	British Council Uzbekistan
Student 25	Band 4	IELTS mock exam	TBTM	6	British Council Uzbekistan
Student 26	Band 4	IELTS mock exam	TBTM	6,5	British Council Uzbekistan
Student 27	Band 4	IELTS mock exam	TBTM	5,5	British Council Uzbekistan
Student 28	Band 4	IELTS mock exam	TBTM	6	British Council Uzbekistan
Student 29	Band 4	IELTS mock exam	TBTM	6	British Council Uzbekistan

The field of Pedagogy plays a crucial role in shaping the future of education in Uzbekistan. As educators strive to enhance the learning experience for students, we have developed Task-based teaching method to achieve our desired goal. This approach focused on engaging students in meaningful tasks that promote language learning and proficiency. We utilized the secret tactics in the field of increasing students of the faculty of Pedagogy from beginner level to upper intermediate using the Task-based teaching method. We discussed various perspectives, analyzed the positive and negative aspects, and considered potential future developments in this area.

The Task-based teaching method has had a significant impact on language education, particularly in the field of Pedagogy. By focusing on meaningful tasks that require students to use language in authentic contexts, this approach has shown to improve students' language proficiency and communication skills. Task-based teaching also promoted learner autonomy and motivation, as students are actively engaged in tasks that are relevant to their interests and goals [25].

In conclusion, the Task-based teaching method has the potential to transform the field of Pedagogy and increase students' proficiency from beginner to upper intermediate levels. By engaging students in meaningful tasks that promote language learning and communication skills, educators can create a dynamic and engaging learning environment that fosters growth and development. While there are challenges and potential drawbacks to this approach, the positive impact of Task-based teaching on student learning is undeniable. As the field continues to evolve, it is essential for educators to stay informed about current research and best practices in order to effectively implement Task-based teaching in the classroom.

Discussion

The use of TBTM in language education has garnered increasing attention as an effective pedagogical approach to enhance English proficiency among our students of the faculties of Economics and Pedagogy. Of the 54 students at the Faculty of Economics, 47 (87%) received English instruction using the task-based teaching approach in 2022, and they achieved the upper intermediate B2 level. Furthermore, our use of the task-based teaching method in the group helped 49 (85%) of the 57 students from the Faculty of Pedagogy who took part in our research to reach the upper intermediate level, according to the findings of our 2023 study.

TBTM is characterized by its emphasis on meaningful tasks that reflect real-world language use, allowing students to engage actively with the language [26]. While both faculties benefited from this method, differences in effectiveness, student engagement, assessment strategies, challenges faced, and long-term retention outcomes emerge. Economics students may experience unique advantages due to their focus on practical applications relevant to their future careers; conversely, Pedagogy students might find Task-based learning particularly beneficial for developing teaching skills that require effective communication. The effectiveness of TBL varies between these groups as it interacts with their specific academic goals and learning contexts [27]. Moreover, student engagement and motivation levels can differ significantly based on how each group perceives the relevance of tasks assigned within their respective fields. Assessment methods also play a crucial role in determining language proficiency outcomes; differing approaches may lead to varying degrees of success across faculties. Additionally, challenges such as resource availability or differing levels of prior knowledge can impact implementation success for both groups. Finally, while conducting this research we noticed numerous nuanced effects of Task-based learning across disciplines within higher education settings.

Task-based teaching, as an approach to language teaching, focuses on engaging students in meaningful tasks that require the use of language in order to achieve a specific outcome [28]. This method has shown to be particularly effective in teaching English to students in the field of Economics and Pedagogy due to its emphasis on real-life communication skills and practical application of language in relevant contexts. At the end of the research, we achieved 86 % of the intended result, and it can be seen that by engaging students in authentic tasks that require the use of language in a meaningful way, Task-based teaching encourages the development of communicative competence and real-life language skills. This approach also promotes learner autonomy and motivation, as students are actively involved in the learning process and have the opportunity to apply their language skills in practical contexts. Additionally, Task-based teaching fosters critical thinking skills, problem-solving abilities, and collaboration among students, which are essential skills for success in the field of Economics and pedagogy.

Conclusion

In the context of higher education in Uzbekistan, the significance of effective language teaching methodologies can not be overstated, particularly for English for Specific Purposes groups. Among various pedagogical approaches, Task-based language teaching has emerged as a compelling alternative to traditional methods. TBLT emphasizes real-world tasks that promote authentic language use and communicative competence, allowing learners to engage meaningfully with the language [29]. By examining key aspects such as definitions of TBLT, its benefits for students in Uzbekistan, and contrasting it with traditional approaches, we can better understand its effectiveness in fostering student engagement and motivation. Additionally, this research considers language proficiency outcomes associated with both methodologies and explore the evolving roles of teachers within these frameworks. With an increasing demand for proficient English speakers equipped to navigate specific professional domains within the unique educational landscape of Uzbekistan, it is essential to critically assess how task-based approaches can enhance learning experiences and outcomes in higher education settings.

Task-based teaching method is a widely-used approach in foreign language acquisition, especially in English for Specific Purposes groups because this method focuses on completing meaningful tasks that require language use in real-world contexts, as opposed to traditional grammar-based approaches [30]. The importance of task-based teaching method in ESP groups can not be understated, as it allows students to practice and improve their language skills in a more engaging and practical manner. One of the key benefits of task-based teaching method in foreign language acquisition is its focus on communication and interaction. By engaging students in tasks that require them to use the language in authentic situations, they are able to develop their speaking, listening, reading, and writing skills effectively [31]. This helps students to become more

confident and proficient in using the language in real-life scenarios, which is essential for ESP groups who need to use English for specific purposes in their professional fields.

Furthermore, task-based teaching method promotes learner autonomy and independence. When students are given tasks to complete, they are required to make decisions on how to approach the task, what language to use, and how to best communicate their ideas [32]. This encourages students to take ownership of their learning and develop critical thinking skills. In ESP groups, where students may have specific language needs related to their professional field, this approach allows them to tailor their learning to their specific requirements. Another advantage of task-based teaching method is its emphasis on meaningful language use. By focusing on completing tasks, students are motivated to use the language in a purposeful way, rather than simply memorizing vocabulary or grammar rules. This leads to better retention and integration of language skills, as students are more likely to remember and apply the language in a practical context [33].

In conclusion, the task-based teaching method is an important approach in foreign language acquisition, particularly in ESP groups. By focusing on communication, interaction, learner autonomy, and meaningful language use, this method provides a more engaging and effective way for students to develop their language skills. With the increasing demand for English language proficiency in various professional fields, task-based teaching method is a valuable tool for ESP groups to help students reach their language learning goals.

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