



TASK BASED LEARNING IN TEACHING INTEGRATED SKILLS

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ABSTRACT

This article includes the methods of teaching integrated skills with the help of Task-based activities, types of Task-based learning. It is also can be used as a guide book for the further teachers who have difficulties in teaching Integrated skills and the importance of having Task-based learning in teaching Integrated skills, the comparison of several opinions, articles of different teachers and linguists in English, advantages and disadvantages of task based learning in teaching integrated skills.

KEY WORDS: *methods, skills, activities, integrated skills, language, meaning, instruction, research, material, handout.*

INTRODUCTION

In a practical sense, English consists of the four primary skills of listening, reading, speaking, and writing. This also includes associated or related skills such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage. All above-mentioned skills are included in Integrated Skills. The Integrated-Skill approach exposes the English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication.

There are two types of Integrated-Skill instruction. They are Content-based language instruction and Task-based instruction. The first of these emphasizes learning content through language, while the second stresses doing tasks that require communicative language use. The Content-Based approach pays much more attention to the content itself, to its meaning and grammar. The Task-Based learning approach includes most communication. Both of these benefit from a diverse range of materials, textbooks, and technologies for the ESL or EFL classroom. In Task-based instruction, students participate in communicative tasks in English. Tasks are defined as activities that can stand-alone as fundamental units and that require comprehending, producing, manipulating,

or interacting in authentic language while attention is principally paid to meaning rather than form.

MATERIALS AND METHODS

According to reasons mentioned in Statement of purpose, the researchers try to lead the lesson among the learners of English of different ages and different nations and different departments. The subjects of the research were students from Andijan State University of the first course and of different departments. There was a group of Intermediate level. This group had integrated skills in their curriculum system. The materials are questionnaires, teaching materials from the Internet, handouts from the book "Innovation" and different teaching activities.

During the lesson, which is based on Content-based learning the researchers, are going the subjects to sit as "horse shoe" and have a deductive method, but during the Task-based to sit as "separate table" and have inductive method. The researchers think that seating arrangements also influence on subjects. During the second lesson, the researchers try to pay much more attention to using Communicative approach and direct method. While improving the listening skill the researchers try to use Audio-lingual method. The equipment: tape-recorder, head-phones, notebook.



In order to lead a lesson the researchers ask from the teacher of the group the topic of current month. The reason why they did so is she wanted to take into consideration the curriculum system as well and did not want to waste the time of the lesson by giving them not related topics. The first group the

researchers labeled with this Group those who study in the third department. The level of students were expected to be the same, but some of them are weaker and at lower level. Out of 13 students, there are 3 males and 10 females. The researchers led the lesson on 8th of January at second class.

No	Student's name	Group	Teachers
1	Parpiyev Elbek	404 A	Mrs. Nasibahon
2	Mamasoliyeva Shohista	404 A	Mrs. Zuvayda
3	Khashimova Kamola	404 A	Mrs. Nasibahon
4	Tadjikhmedova Dilafruz	404 A	Mrs. Zuvayda
5	Chimberdieva Saida	404 A	Mrs. Nasibahon
6	Tulanova Shakhzoda	404 A	Mrs. Zuvayda
7	Patidinova Davlatoy	404 A	Mrs. Nasibahon
8	Abdurakhimova Odina	404 A	Mrs. Zuvayda
9	Ikromjonova Nozima	404 A	Mrs. Nasibahon
10	Arslonova Khulkaroy	404 A	Mrs. Zuvayda
11	Obidov Shermukhammad	404 A	Mrs. Nasibahon
12	Abbosov Anvarjon	404 A	Mrs. Zuvayda
13	Erkinboeva Bakhtigul	404 A	Mrs. Nasibahon

RESULTS AND DISCUSSION

There were considerable changes in the results after some lessons based on both approaches in all groups. The researchers could get the effect of both approaches and identify which of them was the best one and which was more effective. Before doing the survey, the researchers did not expect that she would get such results. The tasks were a bit difficult, especially listening tasks. In both approaches, the researchers paid their attention to developing Speaking and Listening

skills. As the researchers satisfied from the results, it can be seen that she achieved the target goal. Because during the session all students were interested in the subject. They all made some progress and their post-speaking and post-listening became much better than it was before. It was obvious that such changes happened not only because of the lesson on task based learning in teaching integrated skills, but there were some other affective factors, such as good instruction, more experience and different approaches.

No	Student's name	Score
1	Parpiyev Elbek	86
2	Mamasoliyeva Shohista	83
3	Khashimova Kamola	80
4	Tadjikhmedova Dilafruz	82
5	Chimberdieva Saida	84



6	Tulanova Shakhzoda	85
7	Patidinova Davlatoy	79
8	Abdurakhimova Odina	80
9	Ikromjonova Nozima	76
10	Arslonova Khulkaroy	82
11	Obidov Shermukhammad	81
12	Abbosov Anvarjon	85
13	Erkinboeva Bakhtigul	85

Mean	Mode	Median	Low	High	Range	SD
82	85	79	76	86		

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subjects got these marks according to the following criteria: the researchers put 76 for not participating at the lesson and interrupting others while they are speaking. In addition to this, the student tried to make fun. 79 scores were put for participating passively and making noise during the class. 80 was evaluated the student who tried to work, however because of not knowing enough words. 81 scores got the subject, who made mistakes during the task. The student got 82 for thinking long and for making grammatical mistakes. The researchers put 83 for participating actively, but for hesitation in doing them task. 84 scores got the subject, who did everything, but for making simple mistakes in speech. 85 were put for the student, who worked hard and participated actively during the lesson. The researchers evaluated 86 scores, who was the most active and was attentive during the lesson.

CONCLUSION

The topic of current research plan focuses on Task-based learning in teaching Integrated Skills among EFL learners. As a subject of research plan, the researchers chose students who study at Andijan State University, consequently students from first course of different departments, in order to contrast and compare their results the researchers decided to conduct her study on students of different departments. One of the main goals of this experiment was to attempt, to find a way to teach speaking and listening through task-based learning and what kind of impact would the researchers have with the help of this task. The first purpose why we learn a language is to speak in it in order to feel more confident while coming across with a foreigner and express our opinion about this or that topic. While speaking of course we listen and vice versa. In researchers' opinion, speaking and listening skills are more necessary in comparison with reading and writing.

Generally, the study that the researchers conducted was very valuable experience for both my personal and professional development. The researchers learned what a task-based learning in this paper and should consist of, and how the researchers can interpret the statistical data - it is of great importance for them.

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