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THE SIGNIFICANCE OF TASK BASED LEARNING IN TEACHING ENGLISH

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Annotation

The basic purpose of this thesis is to suggest highlighting the role of task-based language teaching as a powerful approach for maximizing language learning and teaching to the learners. It demonstrates the benefits and challenges of task-based language teaching as well as teacher and learner roles in TBLT(task based learning) and how to implement task-based pedagogy effectively.

Key words: communicative competence, analyzing the role of task based learning, *approach*, procedure, specialization.

Currently, the matter of the application of modern technologies and methods in education are becoming increasingly important. It is not only new hardware, but new forms and methods of teaching, new approaches to teaching foreign languages. The main goal is to show how methods can be utilized effectively in order to improve the quality of teaching foreign language, the formation and development of students' communicative competence training practical mastery of a foreign language.

Today we need for people who can communicate in multiple languages. Using common languages become more important in areas such as trade, tourism, international relations, technology, media, and science. Today in our country we have great changes in both language learning and teaching process.

Task-based language teaching is a student-centered approach to second language instruction. It is an offshoot of the communicative approach, wherein activities focus on having students use authentic target language in order to complete meaningful tasks, i.e. situations they might encounter in the real world and other project-based assignments. Task-based method forms students' communication skills, culture, communication; the ability concisely and audibly formulates thoughts, is tolerant to the opinion of partners in communication and develops the ability to extract information from a variety of sources, to process it with the help of modern technologies. Task based learning is a different way to teach languages. It can help the student by placing her in a situation like in the real world. A situation where oral communication is essential for doing a specific task. Task based learning has the advantage of getting the student to use her skills at her current level. To help develop language through its use. It has the advantage of getting the focus of the student toward achieving a goal where language becomes a tool, making the use of language a necessity.

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In TBL the learner should be exposed to as much of the foreign language as possible in order to merely observe the foreign language, then hypothesize over it, and that is individually, and finally experiment with it.
One clear purpose of choosing TBL is to increase learner activity; TBL is concerned with learner and not teacher activity and it lies on the teacher to produce and supply different tasks which will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language. Each task will provide the learner with new personal experience with the foreign language and at this point the teacher has a very important part to play. He or she must take the responsibility of the consciousness raising process, which must follow the experimenting task activities. The consciousness raising part of the TBL method is a crucial for the success of TBL, it is here that the teacher must help learners to recognize differences and similarities, help them to «correct, clarify and deepen» their perceptions of the foreign language. (Michael Lewis 15). All in all, *TBL is language learning by doing.*

The main purpose of the use of this innovative approach is the ability to effectively master students' foreign communicative competence. It includes the following concepts:

- verbal competence is creating an opportunity of manifestation of communicative skills in all forms: listening, speaking, writing, reading, translation within a specific topic;
- socio-cultural competence is the formation of ideas about the social and cultural specificity of the target language;
- linguistic competence is students' acquisition of lexical units relating to the topic as a necessary basis for registration of speaking abilities;
- educational and cognitive competence is the improvement of educational activity on mastering of foreign languages;
- Compensatory competence is formation of skills of overcoming difficult situations in a shortage of linguistic resources.

In task-based teaching the focus is not on grammar-you have already introduced your students to necessary constructions earlier in the chapter or unit, as well as to the vocabulary they will need to complete the task–but rather on helping students develop linguistic strategies for completing the assigned tasks within the constraints of what they know of the target language. Because the emphasis is on spontaneous, creative language use, whether spoken or written, rather than on absolute accuracy, assessment is based on task outcome.
In task-based teaching, the center of the learning process moves to the students themselves and allows them to come to the realization that language is a tool to tackle and (re)solve real-world problems.
The process of task-based learning itself teaches important skills. Students learn how to ask questions, how to negotiate meaning and how to interact in and work within groups. Within this group work, they are able to observe different approaches to problem solving as well as to learn how others think and make decisions.
These are all skills that our students will need in order to be successful in the real world, regardless of which language(s) they use there.

In addition, task-based teaching provides students with the linguistic components they will need to accomplish these real-world tasks. These include: How to introduce themselves, how to talk about themselves, their families, their interests, their likes and dislikes, their needs, etc. in the right socio-cultural context.

In brief,teachers should be very reasonable and careful with their active participation during the process and choose the most suitable for the case as it may psychologically influence learners. The correction may be made by the teacher or another pupil during or at the end of the lesson.

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