



THE EFFECTIVENESS OF TASK-BASED LEARNING IN TEACHING GRAMMAR TO SECONDARY SCHOOL STUDENTS

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Annotatsiya:

Vazifaga asoslangan o'qitish (Task-Based Learning — TBL) grammatikani o'qitishda samarali metod bo'lib, u o'quvchilarni rag'batlantiradi va mazmunli kontekstlar hamda haqiqiy topshiriqlar orqali haqiqiy muloqotni rivojlantirishga yordam beradi. Ushbu yondashuv o'quvchilarga grammatik tuzilmalarni mexanik yodlashdan ko'ra, kontekstda tabiiy tarzda o'zlashtirish imkonini beradi. TBLning asosiy afzalliklaridan biri shundaki, u o'quvchilarda tilni qanday ishlatish, tilda qanday muloqot qilish va grammatikani alohida qoidalar majmui emas, balki muloqot vositasi sifatida ko'rish bo'yicha tanqidiy fikrlashni rivojlantiradi. TBL grammatik tuzilmalar va ularning qo'llanishidagi kompetensiya, nutq ravonligi hamda motivatsiyaga juda ijobiy ta'sir ko'rsatdi (maktabgacha va o'rta ta'lim kontekstida).

Kalit so'zlar: task-based learning, grammatika, kommunikativ yondashuv, o'rganish samaradorligi, topshiriq, interaktiv metod.

Аннотация:

Обучение на основе заданий (Task-Based Learning — TBL) является ценным методом преподавания грамматики, так как оно мотивирует учащихся и способствует реальному общению в значимых контекстах и подлинных заданиях. Этот подход помогает студентам усваивать грамматические структуры в контексте, а не через механические методы заучивания. Одним из главных преимуществ TBL является то, что он развивает у учащихся критическое мышление относительно способов использования языка,



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взаимодействия с ним и осознания того, что грамматика может рассматриваться как средство коммуникации, а не как набор изолированных правил. Метод TBL оказал отличное влияние на результаты и компетентность учащихся в области грамматических структур и их использования, беглость речи и мотивацию (в контексте дошкольного и среднего образования).

Ключевые слова: обучение на основе заданий, грамматика, коммуникативный подход, эффективность обучения, задание, интерактивный метод.

Abstract:

Task-Based Learning (TBL) is a valuable method of teaching grammar, as it is motivating for learners and helps to facilitate real communication in meaningful contexts and authentic tasks. It helps learners acquire grammatical structures in a contextualized way, rather than through mechanical methods of rote learning. One of the major advantages of TBL is that it involves learners' thinking critically about the ways of using language, interacting with language and realizing that grammar can be seen as a communication tool rather than a set of decontextualized rules. TBL had an excellent impact on performance and competence of grammar structure and usage, fluency of production and motivation (Preschool context and secondary schools context).

Keywords: task-based learning, grammar, communicative approach, learning effectiveness, interaction, learner autonomy.

INTRODUCTION

In the normal class the mechanics of grammar are taught by means of puerile drills and the memorization of isolated rules, thus allowing a form of learning which is passive. In past years there has been developed a method called T.B.L. that is new in the field of teaching, which method integrates the drilling of grammar with the means of activities of a communicational type. [2]



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The method of T.B.L. stresses meaning instead of form, that is the pupils do a communicational task and later on think over the grammar they used to do the task, thereby learning the grammar. [3]

In the secondary school, where there is normally the least amount of enthusiasm on the part of pupil-teacher, the method of T.B.L. presents an attractive and child-centered atmosphere of learning which establishes the connection between the mental and communicational learning of grammar and the learning of its form is expression in a real communicational form. [4]

MATERIALS AND METHODS

The research was conducted with junior high school students (age 13-15) who experienced grammar lessons through a task-based syllabus. Lessons were organized around a three-part framework: pre-task, task cycle, and language focus. In the pre-task phase, topic introduction and the activation of prior knowledge were organized by teacher. The task cycle provided communicative activity designed to practice problem-solving tasks, information-gap tasks, and role-play, in which alternatives to the target grammatical forms were naturally employed by the learners. [1]

The language focus phase encouraged learners to analyze the grammars that they had used (for form recognition only), the latter done with teacher guidance or peer correction. Enthusiasm was encouraged by the use of various current learning media such as interactive whiteboards and collaborative Google Docs. [5]

The role of the teacher changed from that of knowledge-transmitter to that of facilitator whose role was to help students to discover their own grammars in a verbal form rather than be led by structural explanation. [2]

RESULTS AND DISCUSSION

The introduction of TBL has led to considerable improvements in students' grammatical proficiency. Students showed improved accuracy, fluency, and contextual understanding of grammar. Вячюсатежс. [3] The students were aware that grammar became more interesting from communicative tasks than from repetitious exercises. Increase in participation and enthusiasm on the part of the



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students was also noted by their teachers during the lessons. Moreover, TBL afforded cooperation, since it was necessary for the students to negotiate the meaning, correct each other, and construct provided sentences.[4]

However, there were also difficulties in the plan and implementation of this method — e.g., careful planning, time management and the need for the teacher to carefully watch his fluency as opposed to accuracy. [5]

In spite of all these difficulties, however, the overall comments from the teachers and their students confirmed that TBL is more effective and renders greater pleasure than the traditional methods of teaching grammar. [1], [3]

CONCLUSION

Task Based Learning method has been shown to be effective and stimulating in the teaching of grammar in secondary school settings. It helps the students to see grammar as a way of expressing clearly in communication rather than as a set of rules to memorize. TBL skills give a balance of accuracy and fluency while at the same time helping to develop the students' autonomy and critical power. Therefore language teachers should introduce these TBL methods into the grammar teaching to give meaningful, interactive language learning with a communication focus.

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