

ENHANCING PROBLEM-SOLVING SKILLS THROUGH TASK-BASED LANGUAGE LEARNING AT ACADEMIC LYCEUMS

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Annotatsion: Task-Based Language Learning (TBLT) has gained significant attention in educational settings due to its ability to develop both linguistic competence and cognitive skills. This study explores how TBLT can enhance problem-solving skills among students in academic lyceums. By engaging learners in real-world tasks that require critical thinking and creativity, TBLT fosters language acquisition alongside analytical abilities. The paper examines the effectiveness of TBLT in improving students' problem-solving skills and suggests pedagogical strategies for its implementation.

Keywords: Task-Based Language Learning, problem-solving, critical thinking, academic lyceums, language acquisition.

Language learning is not just about acquiring vocabulary and grammar; it also involves the development of cognitive and problem-solving abilities. Traditional language teaching methods often focus on rote memorization, whereas Task-Based Language Learning (TBLT) offers a more dynamic and interactive approach.

TBLT is an instructional method that emphasizes the use of real-life tasks to promote language learning. It requires students to analyze problems, formulate solutions, and communicate effectively in the target language. This approach aligns with 21st-century educational goals, which emphasize critical thinking, collaboration, and creativity.

Why Problem-Solving Matters in Language Learning

In academic lyceums, students often face challenges that require more than just linguistic proficiency. They need to evaluate information, think critically, and apply language skills in problem-solving contexts. TBLT provides an opportunity for learners to develop these essential skills by engaging them in meaningful and contextualized language use.

METHODOLOGY

This study explores the role of TBLT in enhancing problem-solving skills through a qualitative and quantitative analysis of student performance.

Participants

The study was conducted in several academic lyciums, involving students aged 15-18 who were enrolled in English language courses.

Research Design

A pre-test and post-test approach was used to assess students' problem-solving abilities before and after exposure to TBLT. Additionally, classroom observations and student feedback were analyzed to evaluate engagement and effectiveness.

Tasks Implemented

1. Real-World Scenarios – Students worked on case studies that required decision-making (e.g., solving community issues, planning an event).
2. Collaborative Problem-Solving – Group discussions and debates on real-life challenges helped improve both linguistic and cognitive skills.
3. Project-Based Learning – Students conducted mini-research projects and presented their findings in English.

RESULTS AND DISCUSSION

Improvement in Problem-Solving Skills

The findings indicate that students exposed to TBLT demonstrated significant improvement in their ability to analyze problems, generate solutions, and articulate their reasoning. Compared to traditional language classes, TBLT learners exhibited:

- Higher engagement in classroom discussions.
- Improved critical thinking and creativity.
- Better ability to express complex ideas in English.

Language Acquisition and Cognitive Development

Students not only enhanced their English proficiency but also developed higher-order thinking skills. The combination of linguistic and problem-solving tasks proved effective in fostering deeper learning.

Challenges and Recommendations

Despite its benefits, TBLT also poses challenges, such as:

- Classroom Management: Teachers need to ensure that all students participate actively.

- Task Design: Effective tasks should be carefully structured to balance language learning and problem-solving goals.

To maximize the effectiveness of TBLT, educators should:

1. Incorporate diverse tasks that challenge students intellectually
2. Use technology to facilitate interactive and engaging learning experiences.
3. Provide continuous feedback to guide students in their problem-solving approaches.

CONCLUSION

Task-Based Language Learning (TBLT) is a powerful approach for enhancing both linguistic and problem-solving skills. In academic lyceums, where students must develop critical thinking abilities alongside language proficiency, TBLT offers a practical and effective solution. By engaging students in meaningful, real-world tasks, educators can cultivate independent thinkers and effective communicators. Future research should explore long-term impacts of TBLT on students' academic and professional success.

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