

IMPLEMENTING TASK-BASED AND INQUIRY BASED LESSONS FOR MILITARY LEARNERS

Fayyozada Dadaboyeva Xikmatulloevna

Teacher of English, Shakhrisabz "Temurbeklar maktabi" military academic-lyceum

fayyozad@gmail.com

Abstract: Even with the recent creation of "Temurbeklar maktabi," military-academic lyceums, there are still problems with teaching and mastering foreign languages inside this military educational system. The difficulties that come with teaching foreign languages to students in these military academic lyceums will be discussed in this article. It will also offer practical ideas for improving foreign language instruction, like task- and inquiry-based learning approaches. The paper will highlight the applicability of these techniques for teaching military students and go into detail on how to use them effectively in the classroom. The article highlights the significance of these methods and claims that they are especially helpful for enhancing oral communication skills, such as speaking and listening capacities.

Key words: communicative language teaching, strategies, military learners, task-based teaching, inquiry-based teaching, oral skills, teaching methods.

Annotatsiya: "Temurbeklar maktabi" harbiy-akademik litseylar tashkil etilganiga atigi bir necha yil bo'lishiga qaramay, ushbu harbiy ta'lim tizimi doirasida xorijiy tillarni o'qitish va o'rganish bilan bog'liq muammolar hamon saqlanib qolmoqda. Ushbu maqola chet tilini o'qitishni yaxshilash uchun "Task based method" va "Inquiry based method" o'qitish usullari kabi samarali strategiyalarni taklif qiladi. Maqolada ushbu usullarni dars jarayonida muvaffaqiyatli qo'llash mumkinligi batafsil bayon qilinadi va ularning harbiy talabalarni o'qitish uchun samarali metodlar ekanligi yoritib berilgan. Ushbu yondashuvlarning muhimligini ta'kidlagan holda, maqolada og'zaki muloqot

ko'nikmalarini, jumladan, tinglab tushunish va gapirish ko'nikmalarini yaxshilash uchun samarali ekanligi ta'kidlanadi.

Kalit so'zlar: kommunikativ til o'rgatish, harbiy ta'limga oid lug'at, strategiyalar, harbiy o'quvchilar, Task-based metodi", "Inquiry based metodi", og'zaki nutq qobiliyatlari, o'qitish usullari.

INTRODUCTION

Nowadays, English is an essential language to learn and teach in the educational system. Being able to communicate fluently is the aim of both language learning and teaching. People are also encouraged to learn English for global competency by the increasing prevalence of English-language content online. To develop foreign languages, interactive lesson games and speaking exercises have been placed in primary education. It has become one of the most important goals of all education system in Uzbekistan. So military academic lyceums should have some measures to teach effective foreign languages. Although military training is a major priority of these institutions, teaching foreign languages well with a focus on communication skills is their primary goal. They were established by the order of President Shavkat Mirziyoyev on June 28, 2019, with the aim of enhancing military-patriotic education for young men and preparing a personnel reserve for the Armed Forces of Uzbekistan. The schools offer two-year study programs with yearly quotas ranging from 100 to 150 cadets. Graduates from these schools typically go on to attend higher military educational institutions to pursue an officer's commission. While the emphasis is on military education and training, the main focus is on teaching pupils foreign languages, particularly emphasizing communicative ability as it is crucial in language learning.

DISCUSSION

Because of the students' varied linguistic backgrounds and ability levels, teaching foreign languages to them can be difficult in military schools. This may lead to an

uneven learning environment and make it more challenging to meet each student's unique needs. Teachers should evaluate each student's language proficiency and create individualized learning strategies in order to solve this problem. This could entail assigning students to groups according to their skill levels or giving those who require more support extra help. Through the implementation of appropriate placement and differentiated instruction, educators can guarantee that every student advances in their language learning endeavors. The most effective ways for language learners of all ability levels to improve their speaking and listening abilities are task- and inquiry-based approaches. Along with improving learners' speaking skills, these strategies may also aid in the development of their writing and reading abilities. Even though it could take a while for teachers to prepare before teaching, the results can be worthwhile and enjoyable for both the teachers and the students. Because TBLT is more student-centered and keeps students interested, it is particularly effective for students. This is an approach that motivates individuals to be more active because the chores are based on real-life events (such as seeing the doctor, making phone calls, eating, and traveling). Tasks help with language acquisition because of the kinds of language they need and the interaction they elicit, claims Jeremy Harmer. According to Harmer, pupils are free to utilize any grammatical or lexical units they choose while the teacher delivers the work in the way he sees fit at first. It is evident that while a particular approach is crucial for the growth of particular areas of learning a foreign language, the primary communication is not only the delivery of human thoughts, ideas and feelings, but this skill includes eye contact, listening, body language, as well as politeness, consideration, information gathering. is to be able to understand and analyze. It can be seen that the above-mentioned Task-Based Teaching (TBTL) and Inquiry-Based Teaching (IBT) in teaching a foreign language improve students' oral speech skills, that is, speaking (Speaking) and listening comprehension. It is appropriate to use it in the formation of listening skills. It should be noted that the above methods can form not only speaking and listening comprehension, but also reading comprehension and writing skills. Because the process

requires all skills to be active. It is well known that artificial intelligence is available to us in every aspect of our lives today. The assertion that the 21st century is a time when education is delivered via contemporary technologies and traditional techniques are disregarded is not hyperbole. Given that today's kids disapprove of the "teacher-blackboard-chalk" model of instruction, it is time to take use of the options that are available to teach using contemporary technologies. The teacher-board-chalk method is being replaced by more contemporary instruments like computers, smartboards, and projects. "Temurbeklar maktabi" military-academic lyceums meet all the requirements, the teacher's primary responsibility is to arrange the lesson in a way that best suits the students' skills and levels. Although the textbooks of "Temurbeklar maktabi" are used in military-academic lyceums consist of listening comprehension, speaking, writing and reading comprehension exercises, the "Task-based teaching method" is used for the formation of oral speech. It is no exaggeration to say that it is the most effective way. In order to use this technology in practice, it is recommended to follow the steps specified in lesson planning. Taking into account that the teacher acts as a "facilitator" in the task-based technology, students are mainly active in this process. The teacher only observes the process and can give instructions when necessary. Because they force students to view videos, listen to a range of audio resources, and interact with one another while working on a task, task-based learning and inquiry-based learning are the ideal teaching methodologies for improving oral language skills (speaking and listening comprehension). It is evident that putting these tactics into practice in military-academic lyceums encourages collaborative effort among students accustomed to a comparable military lifestyle while also expediting the learning process and improving the efficacy of the instruction. These methods should be used when teaching languages because they could help pupils become more proficient speakers. Pre-task, Task, and Post-task/Review are the three phases of the "Task-based teaching method" technology, and each subject can use these steps. Students are given instructions, assignments, and an introduction to the subject during the first "pre-task" phase. Students finish the

assignment in pairs or small groups during the second step. At this point, students choose how to approach the problem and get ready to respond, either orally or in writing. Exercises like Jigsaw puzzles, information-gap tasks, problem-solving exercises, opinion-exchange exercises, and decision-making exercises might be employed at this point. In the third step, the students provide an oral presentation, video, or other format in which they have prepared the materials for the task. Although TBLT emphasizes speaking development, grammar is not overlooked. Actually, TBLT can also be used to teach grammar. For instance, the topics "Present Simple," "Present Continuous," and even "Degrees of Comparison" from this unit must be used to express ideas in the "Task Cycle" and "Review" sections of the topic "Unit 1. My profile." This demonstrates that it is feasible to learn grammar rules in addition to the vocabulary used in the text. Using "meaningful tasks" is TBLT's primary goal. One of the key components of TBLT is the purposeful nature of the tasks, which are tied to the problems, interests, and lives of the students. TBLT is taught using materials and scenarios from everyday life. As using these technologies may not only develop oral skills of the learners, but also the teacher as a "facilitator" can achieve the activity of even a "passive" students by "eliciting". Active student interaction is facilitated by both TBL and IBT. While performing tasks in TBL, students actively participate in language production, interaction, and meaning negotiation. IBT fosters teamwork, in-depth analysis, and creative problem-solving among students. Both strategies emphasize how important it is for students to actively engage in their education. Research indicates that the assignment should have significance for language learners. When students actively contribute to the creation of their own meanings, learning takes on greater significance. Rather than merely teaching students grammar rules and vocabulary lists to memorize, TBLT aims to help them become more proficient communicators. The foundation of this approach is the notion that by exposing children to real-world language use, they can enhance both their language and social abilities. Inquiry-based learning requires more interaction with students. Because creating a successful learning experience takes hard

work and dedication and provides feedback, guidance, expertise and resources. Accurate assessment of academic success is difficult. In addition to practical outcomes, students learn to apply research and analytical skills that are difficult to assess. Although the main goal of the students of the military-academic lyceum "Temurbeklar maktabi" is the same, their level of knowledge of foreign languages is different, and this requires knowledge and skills from the teachers to effectively organize the lessons.

REFERENCES:

[1]. Yangi „Temurbeklar maktab“larida kimlar o‘qiydi. Mudofaa-temurbeklar.uz (2020-yil 10-mart). 2021-yil 18-noyabrda asl nusxadan arxivlangan. 2021-yil 19-noyabr.

[2]. O‘smirlarni harbiy-vatanparvarlik ruhida tarbiyalash xamda O‘zbekiston Respublikasi qurolli kuchlari va davlat xizmati uchun kadrlar zaxirasini tayyorlash tizimini takomillashtirishga oid qo‘shimcha chora-tadbirlar to‘g‘risida. O‘zbekiston Respublikasi Prezidentining qarori, 28.06.2019 yildagi PQ-4375-son.

[3]. Ellis, Rod (2003). Task-based Language Learning and Teaching. Oxford, New York: Oxford Applied Linguistics. ISBN 978-0-19-442159-1.

[4]. Jeremy Harmer. The practice of English language teaching. Fourth edition. Page 71-72.

[5]. N.S. Prabhu (1987). Second Language Pedagogy Communicative Competence and Second language Teaching: Lessons Learned from the Bangalore Project. New York, Toronto: Oxford University Press

[6]. Rajveer Singhal. The Evolution of Teaching: From Chalkboards to Smartboards. 2023. September 5. <https://www.linkedin.com/pulse/evolution-teaching-from-chalkboards-smartboards-rajveer-singhal>.