

TASK-BASED LEARNING IN TEACHING ENGLISH IN KARAKALPAK SCHOOLS

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***Abstract.** This article explores the implementation of Task-Based Learning (TBL) as an effective pedagogical approach in teaching English within bilingual Karakalpak schools. With a growing emphasis on English proficiency in a multilingual context, the study highlights the unique linguistic landscape of Karakalpakstan, where Karakalpak, Uzbek, and Russian coexist alongside English. The article examines the principles of TBL, which fosters meaningful communication and engagement through practical tasks that reflect real-life situations. Ultimately, this study emphasizes the potential of TBL to improve English language proficiency among bilingual learners, fostering a more dynamic and interactive learning environment that respects and utilizes the rich linguistic diversity of the region.*

***Keywords:** Task-Based Learning (TBL), bilingualism, English language teaching, Karakalpak schools, multilingual education, language acquisition, teaching methodologies, Karakalpak language.*

Task-Based Learning (TBL) provides a dynamic framework for English language instruction in bilingual contexts, particularly in Karakalpak schools. By engaging students in meaningful tasks that incorporate both their native languages and English, educators can enhance language proficiency while celebrating cultural diversity. This section presents a variety of TBL activities specifically tailored for Karakalpak students, illustrating how these tasks can be effectively integrated into the curriculum [1, 123-145].

One effective activity is the Cultural Exchange Project, where students collaborate in groups to create presentations about the cultural practices of Karakalpak and other regions. In this task, students conduct research using both English and their native languages, discussing their findings within their groups. They prepare a bilingual presentation, utilizing English for the main discourse while providing explanations in Karakalpak or Uzbek as needed. This activity not only fosters language use but also encourages students to appreciate their cultural heritage, thus practicing English in a meaningful context that resonates with their identities.

Another engaging TBL activity is Role-Playing Situations, which places students in a marketplace scenario where they must negotiate prices and sell products. In pairs or small groups, students take turns acting as buyers and sellers, using

English to discuss prices, ask questions, and complete transactions. Before the role-play, students can strategize in their native languages, which prepares them for the English performance. This exercise enhances vocabulary related to commerce and everyday interactions, equipping students with practical language skills that they can use in real-life situations [4, 175-197].

Information Gap Activities are also effective in promoting communication skills among students. In this task, students are paired, with each partner receiving different pieces of information about a specific topic, such as a historical event or a scientific concept. Without revealing their information, students must ask questions and share details to complete a shared task, such as filling out a chart or answering comprehension questions. This activity not only encourages the use of English but also cultivates problem-solving abilities as students work to bridge the information gap through communication. Incorporating these TBL activities into the curriculum not only enhances English language proficiency for students in Karakalpak schools but also respects and integrates their rich cultural and linguistic diversity. By engaging in collaborative tasks that encourage critical thinking and meaningful communication, students are better prepared for real-world interactions in both their native languages and English. Ultimately, TBL activities provide a robust framework for developing language skills while fostering a deeper appreciation for the students' cultural identities.

While Task-Based Learning (TBL) presents numerous benefits for bilingual learners, its implementation in Karakalpak schools is not without challenges. Educators and institutions must navigate various obstacles to effectively integrate TBL into English language instruction. Understanding these challenges is essential for developing solutions that enhance the teaching and learning experience. One significant challenge is teacher preparedness and training. Many educators may not be familiar with TBL principles or how to effectively design and implement task-based activities. Traditional teaching methods often emphasize rote memorization and grammar-focused instruction, leaving teachers unprepared to facilitate dynamic, communicative tasks. This gap in pedagogical training can lead to inconsistent application of TBL, diminishing its potential effectiveness. Resource limitations are another major hurdle. Many schools in the Karakalpak region may lack access to sufficient materials and technology that support TBL. Educational resources, such as authentic texts, audio-visual aids, and interactive tools, are vital for creating engaging tasks. The absence of these resources can limit teachers' ability to design effective activities and hinder students' engagement and motivation [3, 19-30].

To address these challenges, several solutions and best practices can be implemented. **Professional Development and Training:** Investing in ongoing professional development is crucial for equipping teachers with the knowledge and skills needed to effectively implement TBL. Workshops and training sessions focused on TBL principles, task design, and classroom management can help teachers feel more confident in adopting this approach. Peer collaboration and sharing best practices among educators can also enhance the overall effectiveness of TBL in the classroom. **Resource Development and Accessibility:** Schools should prioritize the development and acquisition of resources that support TBL. This could involve creating a repository of task-based activities, sharing materials among schools, or seeking partnerships with local organizations to provide resources. Incorporating technology, such as language learning apps and online collaboration tools, can also enrich task-based activities and make learning more interactive.

Conclusion. In conclusion, adopting TBL in Karakalpak schools not only supports the development of English language skills but also enriches the educational experience by fostering critical thinking, creativity, and collaboration. As educators continue to adapt their teaching methodologies to meet the needs of bilingual learners, TBL stands out as a promising approach that can empower students and prepare them for the complexities of a multilingual world. Moving forward, ongoing research and collaboration among educators, policymakers, and communities will be essential in refining and sustaining effective TBL practices, ultimately contributing to a more dynamic and responsive educational landscape in Karakalpakstan.

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