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METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**USING TBLT METHODS IN GROUP DISCUSSIONS****Fotima Abdullayeva***Jizzakh State Pedagogical University**Jizzakh, Uzbekistan**E-mail: abdullayeva@mail.ru***ABOUT ARTICLE****Key words:** human, communication, successful, deficiencies, linguistic.**Received:** 02.10.23**Accepted:** 04.10.23**Published:** 06.10.23**Abstract:** As you know human communication will be successful, even if some deficiencies connected with linguistic, pragmatic and sociolinguistic competencies arise, if you use strategic competence. So, I would tell the student to use strategic competence to communicate with the foreigner, in a more effective way. He could have used pictorial explanation to avoid the embarrassed situation.**INTRODUCTION**

According to Nelson Mandela “Education is the most powerful weapon which you can use to change the world”. How can we change the world? Of course, we can’t change it without learning languages. My 1 year of teaching experience shows passion and love to the career of the English language teaching. Now our government pays much attention to learning foreign languages. As a passionate language educator my mission includes different concerns. I focus on the student as a developing individual in learning a foreign language and culture, the appropriate support according to students’ different learning styles and the learning environment that is related to the specific needs of language development. My teaching philosophy includes elevating the self-esteem of my students and fostering a positive self-image that embraces the students’ cultural roots. I treat them with respect, dignity and understanding while encouraging them to model these traits in all relationships with others. I serve as a facilitator and a motivator in challenging them with high but realistic expectations depending on their individual needs. I teach them in the base of listening, reading, writing and speaking skills they need for success in our society. Learning is a process rather than an event, in which learners construct new knowledge and skills. When I work with my students, I use collaborative group work to promote the social environment that can support mediated cognition. I

use collaborative learning to improve the quantity and quality of my student's learning; second, to foster their ability to interact effectively with others.

According to Problem-based learning or TBTL which poses real-life, authentic problems and asks learners to discover and develop knowledge and skills through the group process of conceptualizing the salient issues, identifying relevant knowledge, domains and applying new knowledge to resolve the problem. This approach is meant to support students in developing their critical thinking, reflection, collaboration and knowledge acquisition. Learning languages helps them to be experienced and competent specialists in their field of study. Language skills will empower them to overcome difficulties and frustrations in order to achieve their potential academically and socially. My teaching philosophy comprises improving students' enabling inquiry critical thinking and problem solving skills. Through interactions and their group-mates in our daily learning activities, my students will acquire the attributes necessary for positive interpersonal relationships, self-respect, respect for adults, the environment and devoting their life to our prosperous country.

MATERIALS AND METHODS

Finally, my teaching philosophy is to increase my students' proficiency in communicative competences alike linguistic, pragmatic, social linguistic and strategy competences. These competences encourage them to catch the social, real-life situations. With this conviction they will be able to overcome all the difficulties.

Identify principles and features of Communicative Language Teaching in the lesson and then, write a rationale about it. In Communicative Language Teaching, the role of a language teacher is that of a facilitator instead as a conduit of information. Learning languages for communicative purposes shifts the classroom focus from the teacher to the learner; however, this shift does not mean the teacher no longer has a role to play! A teacher's role is to guide students to become communicatively competent in the following four areas: linguistic, sociolinguistic, pragmatic, and strategic. At my classes I try to use authentic material and I think in real context it should be introduced in the classroom whenever possible. By learning the language, students should be able to make out speaker's intention. So that my students will be communicatively competent I also try to utilize connectively all the language skills such as listening, reading, writing and speaking together since they are regularly used in real life situations. Students are made to use target language because it should be a tool for classroom communication, not just the object of study and the main attention should be given to teaching language for communication. I consider that in CLT, games, role-plays, group work, pair work play an important role as they have certain feature in common to learn language effectively. Having read about two professors viewpoint, I remembered a dispute between the teachers of our stuff. Some of the teachers who studied in the 80s prefer teaching by GTM. They prefer teaching by "Arakin" and think that students are becoming lazy, do nothing, only using their

internet they copy everything and they are becoming shallow minded. They think if teachers make students learn the rules, dialogues and a passage from texts, they will gain a lot of knowledge and it will be useful for them in their future life, but the others prefer non-traditional way of teaching. They consider teaching by using integrated skills and in this way students will be able to communicate in real life situation. The administration hardly support the CEFR because of its a great number of hours.

As explained in the key concepts section there are four main characteristics that constitute a ‘task’ in the TBLT framework: (1) meaning is primary; (2) there is a goal which needs to be worked towards; (3) task completion has some priority; and (4) there is a real-world relationship.

Thus, how does the task you identify use the four main characteristics. If not, please create a task that can be used for your Homework Task One and explain how it is a task using the four main characteristics. Task-based language teaching method is a student centered approach to teach foreign languages. It is a communicative instruction where activities focus on having students use authentic target language in order to complete meaningful tasks and situations. They might meet by chance in the real life and other project-based assignments. These project activities could include the tasks like “At the doctor”, “A telephone conversation”, “An interview” conducting an interview in order to find answers to specific questions or gathering information to make a poster or advertisement. In task-based teaching the centre 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 solve real-life problems. TBLT helps students how to ask questions, how to negotiate meaning and how to interact with each other.

Why were the trainers unsuccessful? –May be the teachers could not catch the advantages of TBLT. Most of the teachers like to be dominant and they are used to conducting lessons using traditional way of teaching. The solution is those teachers must realize that they are not students of their generation, where they sit down and listen. Things have changed now; they want to explore, cut and paste.

In TBLT During the pre-task stage a teacher introduces the topic and explains the task. During the send stage of task cycle the learners complete the task and report it either in written or oral form. During the third stage of language focus teacher together with learners analyze the language used during the second stage and do more practice on some points, if necessary. As for me after careful preparation before the lesson, I work hard “to set the scene in the introduction phase” by explaining the task and by giving necessary help (e.g., a listening track, or small reading text, a short video or some pictures related to the Passive Voice or Past tenses).

RESULTS AND DISCUSSIONS

Each teacher should remember the following elements which they should consider while designing a TBLT lesson: content, materials, activities, goals, students, social community.

Keeping in my mind the following questions; Will the activity engage learner's interest?, Is there a primary focus on meaning?, Is there a goal or an outcome?, Is success judged in terms of outcome?, Does the activity relate to real life activities?

I try to set specific tasks for students so that they act as if they were using the language in real life. In the pre-task stage I introduce the topic and explain the task. (Brainstorming), (questions) Have you ever cleaned your room? When was it cleaned last? Why was it cleaned, and etc. The group will be divided into two groups, While dividing I pay attention to the participants, if there are a lot of girls I try to name the group with objects that girls like for instance "Rose" or "Lily", if there are a lot of boys I may name "Liverpool" or "Pakhtakor" and etc...¹ The task: Find the change (A short video or some pictures related to the Passive Voice or Past tenses) will be shown. During the while - stage of task the learners complete the task. Students are given picture A and asked to remember everything in the picture and then teacher takes the picture A and gives the picture B. Their task is they should find the changes in the picture using the Passive Voice. During the post stage of language focus The teacher together with learners analyze the language used during the second stage and do more practice on some points if necessary. Elaborate on the principles or strategies which do not fit (or may be not so much necessary) for your lesson. I consider that it's good way that language teachers do not often adhere to only one method, because they often rely on their intuitive ability and experiential knowledge for more effective language teaching pedagogy. Language teachers in Uzbekistan often recycled the same ideas, which created a post method condition – characterized by the need to create an alternative for method, not just recommending to language teachers the best method. Another characteristic of the post method condition was the fact that teachers needed and had, in fact, autonomy – freedom from external control. Every day in their classrooms Uzbek teachers made the necessary decisions they felt benefited the language development of their students. As Kumaravadivelu (2003) mentioned Post method era has three main parameters: particularity, practicality and possibility. Particularity means there is no one special "recipe" for effective language teaching. In other words, teaching procedures will vary depending on "particular teachers, teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu". The parameter of practicality means that any procedures which are "recommended" for language teachers must be practical to the context, otherwise they are useless, something that teachers can use in their classrooms. The third parameter of possibility illustrates the idea that language teachers use those procedures which are possible in their classrooms from a social, cultural and political perspective. Before planning my lessons I prefer to take into consideration that Kumaravadivelu's macrostrategies the best thing to utilize at my

¹ Gordon E.M., Krylova I.P. A Grammar of Present-Day English (Parts of Speech). - Moscow, 1980. 78-85 p

classes. How? I create many different opportunities for learning during a class period by using nontraditional way of teaching. I try to anticipate possible mismatches between their intentions and learners' interpretation and through activities I guide learners to interact with one another, so that they can share their own individual perspectives. I teach my learners self-study and self-control strategies by giving them lecture notes in E-version beforehand and ask them to be ready for the coming lecture and discuss it during the lecture. I try to help them feel more empowered learners. Every teacher should demonstrate to their learners that language usage depends on context (situational, extra linguistic) Through activities I try to teach all four skills; not separate, but integrate them Imagine: During an activity students discuss, interact with each-other, speak English, teach each – other. I try to be aware of learners' different cultures by letting them share this knowledge, and thus, empowering them. As Kumaravadivelu mentioned Language teachers should chose the way for teaching which is relevant for the social, economical, educational and political environment of the place where teaching is happening Write a page report about how you can extend the lesson from outside of the classroom.

"There are two important dimensions to successful second language learning: what goes inside the classroom and what goes on outside the classroom"

In Uzbekistan many foreign language teachers think that teaching and learning languages happen only in classroom, but we should pay attention to learning outside the classroom also. Every foreign language teacher should interest to their students' learning outside the classroom. In the period of information technologies there are lots of opportunities for learning outside the classroom, using internet and ICT, the student can listen songs and lyrics, watch movies and do out-of-class projects. We should involve our students through extensive reading and dialogue journal writing. Every foreign language teacher must recognise the problems of the twenty-first century and their affect to the education. We must connect classroom learning to wide world opportunities provided by technology, internet, mass-media, use of network create opportunities for real authentic and meaningful use of English to prepare out students for the reality of the world. It is up to teachers to create environment for successful language learning. If organise learning outside the classroom successfully, it can provide for students to develop their linguistic, communicative and pragmatic competences student can learn through interaction and negotiation of the meaning of given context. Out-of-class activities improve their levels of both accuracy and fluency. For example; Watching a sporting event on television can be enjoyable, but actually seeing it live, surrounded by cheering fans, provides a much more encompassing experience. While the television provides the viewer a visual play-by-play of what each team or athlete is doing, actually sitting in the stands gives the fan the real experience that images can't replicate. On many levels, the same can be said for learning. A student can read about the historical places of Uzbekistan or watch a video about the ecotourism to Zomin, but it does not

have the same impact as seeing the real historical buildings and paintings in Samarqand or Khiva or enjoying the scenery of amazing nature of Zomin mountains. This can hold especially true when it comes to learning and experiencing science Learning outside the classroom has a number of advantages for students and teachers. It allows students flexibility and convenience in learning so that students can manage their place, mode and manner of learning, provides a pleasurable and positive language use experience, reflects students' needs and interests, allows for social interaction with others. According to the benefits of outside the classroom activities teachers can organise their classroom and out-of-classroom tasks. One of the ways of outside the classroom learning is extensive reading.

Based on what you have learned in this section, develop or choose an available diagnostic assessment tool that will measure the concepts you want to teach in the lesson plan that you chose for Homework Task One. Thus, explain the brief diagnostic assessment you will use to measure the constructs before the class.

Finally, explain how you will use the information to make informed decisions about your lesson plan. (2 pages total.) When we begin teaching a lesson in a new classroom we met stares of confusion from our students. When we ask the students if they understand what we are teaching, they reply that they have no idea what we are talking about. Let's imagine teaching the class after conducting a pretest to determine what the students already know about the topic. Which scenario sounds preferable? Which would result in a better experience for me and my students? We identify three types of mostly used assessment: formative, summative and diagnostic ones. Diagnostic assessment is a form of pre-assessment that allows a teacher to determine student's individual strengths, weaknesses, knowledge and skills prior to instruction. It is primarily used to diagnose student difficulties and to guide lesson and curriculum planning. As we may have surmised, diagnostic assessment benefits both the instructor and the student. To begin with, it allows teachers to plan meaningful and efficient instruction. When a teacher knows exactly what students know or don't know about a topic, she can focus lessons on the topic students still need to learn about rather than what they already know. This cuts down on student frustration and boredom. Next, it provides information to individualize instruction. It may show a teacher that a small group of students needs additional instruction on a particular portion of a unit or course of study. He can then provide remediation for those students so that they can fully engage with new content. Similarly, if a teacher discovers that a group of students has already mastered a large portion of a unit of study he can design activities that allow that group to go beyond the standard curriculum for that topic through independent or small group to study. The different forms (tools) of diagnostic assessment identified by Patti (2012) are: Journal: A response journal is a student's personal record containing written, reflective, Student Self-Assessments: is a process by which the student gathers information about

himself and reflects on his or her own learning, Quiz/test, Placement Graphic organizer, Conference/interview etc. I have been teaching the subject Language testing and assessment for some years. So I try to teach above mentioned types of assessment to my students with the help of the practical materials. At the beginning of the course I usually use Quiz/test as Diagnostic Assessment. Here is the example. Match the type of assessment with its description by writing the correct letter in each space. Use the glossaries and your knowledge of teaching to help you. The columns do not have an equal number of items. Why is that? Checklist A. A form of assessment in which the learner must match pairs of elements demonstrate/show me B. A formative assessment that helps students reflect on what they have been studying C. A general category of assessment where learners are evaluated on what they produce. Types of performance may include role-plays, student-created commercials, group projects, or written reports. fill-in D. A group of elements that learners should remember when they hand in written work to their teacher Formative E. A list of statements, some of which are correct and some of which are incorrect. gap-fill/cloze F. A longer written assessment that can be submitted as a series of drafts

Matching

G. A means by which to get information, at the beginning or end of a unit or course, in order to find out what learners know, want, or like

multiple choice

H. A paragraph or sentence with one spot empty; learners are often given a word to use to use when completing the empty spot

performance-based

I. A paragraph with missing words or gaps; learners must supply the missing words—this can be audio-based or textbased play/debate J. A simple or elaborate physical response to a prompt Presentation K. A speech with a specific focus qualitative methods L. A type of assessment given during the course, not at the end, so that learners can improve; it always includes feedback quantitative methods M. A type of assessment that occurs at the end of a course; learners receive a final score, usually without feedback Rubric N. A type of writing assessment that requires answers to be between 1 sentence and 2 paragraphs in length self-assessment O. An activity with a group assessment because it's done by more than one student; each student has a different role and the audience can serve as peer evaluators short answer P. An assessment in which learners choose the best answer from a group of options Summative Q. An assessment of learner achievement in relation to set standards. Survey R. An assessment of oral skills through a face-to-face dialogue between the student and examiner.

true/false

S. An assessment tool that is composed of a grid with categories of levels of performance and descriptions of the performance for each category

T. Assessment methods that are based on descriptions rather than on numbers. Examples include observations, journals, and open-ended questions on interviews and surveys

U. Assessment methods that are based on numerical scores, ratings, or calculations. These often use demographic information to make statements about groups of people. Examples include multiple-choice questions on interviews and surveys and test scores.

First, students do the test unconsciously but after doing the test the bulb lights in students mind and they will have some ideas what is the whole course about.

Please refer to the Diagnostic Assessment Tool you chose for Homework. In a page, please explain how you will use the information you learn to make informed decisions about your lesson plan during the lesson. For instance, are there key areas you are interested in that might cause some confusion for your students?

Diagnostic assessment helps teachers diagnose and mediate students' learning needs with the following stages; 1. Specify learning goals and objectives: the teachers should specify long and short-term learning outcomes in terms of knowledge, skills, attitudes, behavior or tasks that students would expect to master in a unit. 2. Plan classroom instruction and assessment: teachers should develop instructional plans and teaching strategies tied to specified learning outcomes. Design developmentally; diagnostic assessment (tasks/items) tied to ordered domains and culminating tasks. 3. Deliver instruction to identify learners gaps: a. Communicate learning expectations to students at the beginning of the instructional cycle; b. Embed self-designed assessments for diagnosis of learners needs; c. Probe to identify learning gaps; d. Conduct error analysis of students responses to identify learning gaps; e. Mediate, coach, re-teach and give concentrated feedback to students; f. Give students planned practice to facilitate learning; g. Encourage meta-cognition and self-reflection to facilitate learning; h. Use formative assessment result to revise desired learning outcomes; i. Use formative assessment result to improve instructional plans, teaching strategies and assessment tools; j. Provide students with new or added instruction and continue formative cycles of instruction and assessment as new materials are introduced. 4. Administer end-of-unit assessment for summative decision-making at the end of an instructional cycle and move to a new unit of instruction.

CONCLUSION

Since its inception in the 1970s, communicative language teaching has passed through a number of different phases. In its first phase, a primary concern was the need to develop a syllabus and teaching approach that was compatible with early conceptions of communicative competence. This led to proposals for the organization of syllabuses in terms of functions and notions rather than grammatical structures. Later the focus shifted to procedures for identifying learners' communicative needs and this resulted in proposals to make needs analysis an essential component of communicative methodology. At the same time, methodologists focused on the kinds of classroom activities that

could be used to implement a communicative approach, such as group work, task work, and information-gap activities.

Today CLT can be seen as describing a set of core principles about language learning and teaching, as summarized above, assumptions which can be applied in different ways and which address different aspects of the processes of teaching and learning.

Some focus centrally on the input to the learning process. Thus content-based teaching stresses that the content or subject matter of teaching drives the whole language learning process. Some teaching proposals focus more directly on instructional processes. Task-based instruction for example, advocates the use of specially designed instructional tasks as the basis of learning.

Others, such as competency-based instruction and text-based teaching, focus on the outcomes of learning and use outcomes or products as the starting point in planning teaching. Today CLT continues in its classic form as seen in the huge range of course books and other teaching resources that cite CLT as the source of their methodology. In addition, it has influenced many other language teaching approaches that subscribe to a similar philosophy of language teaching.

In this teaching philosophy I have outlined the elements that I find to be the most important aspects of an effective foreign language classroom and that have shaped the way I perceive both the teaching and learning process. I plan to run a communicative classroom focused on speaking the target language in a meaningful grammar context. I facilitate activities that are task-based and learner-centered to achieve success using all competences. I intend to include cultural elements such as nonverbal behavior and pragmatics into my lessons to give my students a well-rounded understanding of the language. Finally, my goal is to apply my knowledge of how the brain acquires language to facilitate language learning in my classroom. I aim to be an educator who incorporates each of these elements during every lesson that I teach, to enable my students to successfully acquire the foreign language. I think I should be more welcoming to student ideas. During the whole class discussions I should implement the rule “There is no Right or Wrong ideas”. I hope this motivates my students to share their opinions freely.

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