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MEANING-BASED APPROACH AS AN ALTERNATIVE TO FORM-BASED APPROACH

Annotation:

This article describes some approaches to language teaching, which are called form-based approaches, are based on the belief that we need to take great care, at each stage of learning, that the learners produce the language accurately. Usually this involves a focus on form at the very beginning of a teaching sequence.

Keywords: communicative activity, meaning, approach, input, settings, pre-task, task, planning, report, analysis, practice.

Annotatsiya:

Bu maqolada quyidagilar tasvirlanadi: tilni o'rgatishda shaklga asoslangan yondashuvlar deb ataladigan ba'zi yondashuvlar o'rganishning har bir bosqichida o'quvchilar tilni to'g'ri ishlab chiqishiga katta e'tibor berishimiz kerak degan fikrga asoslanadi. Odatda bu o'qitish ketma-ketligining boshida shaklga e'tiborni o'z ichiga oladi.

Kalit so'zlar: kommunikativ faoliyat, ma'no, yondashuv, kiritish, sozlash, oldingi vazifa, vazifa, rejalashtirish, hisobot, tahlil, amaliyot.

Аннотация:

Эта статья описывает: некоторые подходы к обучению языку, которые называются подходами, основанными на формах, основаны на убеждении, что на каждом этапе обучения мы должны уделять большое внимание тому, чтобы учащиеся воспроизводили язык точно. Обычно это предполагает сосредоточение внимания на форме в самом начале обучающей последовательности.

Ключевые слова: коммуникативная деятельность, смысл, подход, ввод, установки, предварительное задание, задание, планирование, отчет, анализ, практика.

By a focus on form it is meant that teachers isolate one or two specific forms, specific grammatical structures or functional realizations and identify these as the target forms. This



approach is well known as PPP (Presentation → Practice → Production). This approach has four main characteristics:

1. A focus on one or two forms, specified by the teacher, which are later involved in communicative activity.
2. This focus on form becomes before learners engage in communicative activity.
3. Teacher controls the learner's language. In the early stages of the process a learner's language is controlled strictly and regularly relaxed.
4. The success of the procedure is judged in terms of whether or not learners produce the target forms with an acceptable level of accuracy.

The next approach is known as meaning based approach, is based on the belief that it is more effective to encourage learners to use the language as much as possible, even if some of the language they produce is inaccurate. Teachers provide learners with opportunities in the classroom to use the language for communication. This involves *focus on meaning*. In the course of a meaning-focused activity, learners will sometimes naturally pause and think for themselves how best to express what they want to say, or a teacher takes part in the interaction and acts as a facilitator by rephrasing or clarifying learner language – this is called *focus on language*.

Finally, teacher direct learners' attention to specific forms – *a focus on form* – in which one or more lexical or grammatical forms are isolated and specified for study, or in which the teacher comments on the student language by drawing attention to problems.

In conclusion, a meaning based approach normally involves a focus on meaning and a focus on language *before* a focus on form. These approaches have the following characteristics:

1. The teacher doesn't attempt to control learner language.
2. The success of the procedure is judged on whether or not learners communicate successfully.
3. At some stages during a meaning focused activities learners and teachers focus on language to think how best to express themselves and look for help in a dictionary or a grammar book.



4. Focus on form comes after focus on meaning.

In the main point, the researcher restates that as vocabulary is central to communication, it would be necessary to introduce learners to the basic vocabulary for a given topic, but it would not be necessary in the same way to provide complex grammatical input for the task. This doesn't mean that we would ignore grammar in a task-based approach. But it would not be the initial aim of teaching.

As the central point, it is essential to mention that most approaches try to keep balance between form and meaning. Teachers will provide a variety of lessons with some of them offering a primary focus on form, and others often called skills lessons, providing a primary focus on meaning. TBLT has a good deal in skills lessons.

Characterizing tasks

Whether a given activity is a task-like activity or not, it can be determined by answering the following questions:

1. Does the activity engage learners' interest?
2. Is there a primary focus on meaning?
3. Is there an outcome?
4. Is success judged in terms of outcome?
5. Is completion priority?
6. Does the activity relate too the real world activities?

The first of these includes the engagement, because without engagement and real interest, we cannot focus both on meaning. If learners want to engage in meaning, they have to produce it (speak or write). These criteria help a teacher how to design task-like activities that they involve real language use.

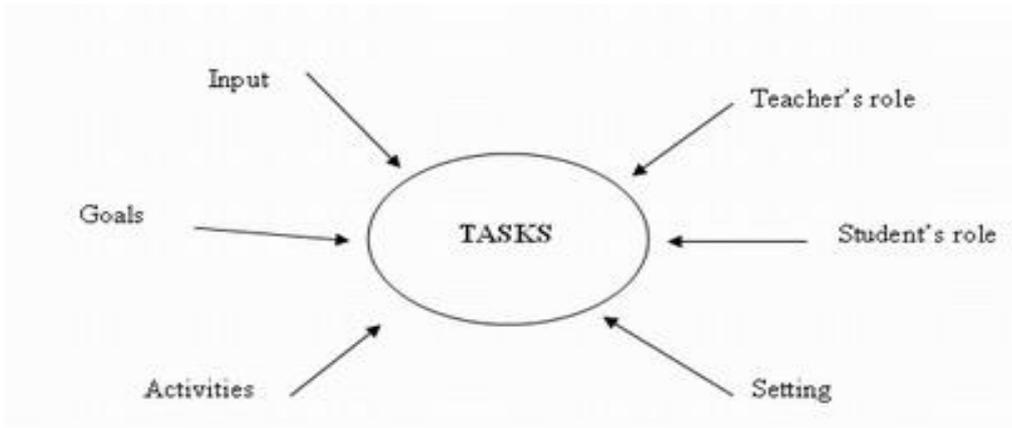
Despite the emphasis on these task criteria, it is important to note that task-like an activity achieves its aim through the TBL framework, as well. According to Jane Willis, it has three key phases:

- 1) the pre-task phase, which includes work on introducing the topic, finding relevant language and so on;



- 2) the task cycle itself;
- 3) language focus.

The components of the task are goals and objectives, input, activities, Teacher role, Learner role and settings.



Task -based learning offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows certain stages.

Pre-task

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

Task

The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

Planning

Students prepare a short oral or written report to tell the class what happened during their task. They then practice what they are going to say in their groups. Meanwhile the teacher



is available for the students to ask for advice to clear up any language questions they may have.

Report

Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for the students to compare.

Analysis

The teacher then highlights relevant parts from the text of the recording for the students to analyze. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the student used during the report phase for analysis.

Practice

Finally, the teacher selects language areas to practice based upon the needs of the students and what emerged from the task and reports phases. The students then do practice activities to increase their confidence and make a note of useful language.