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TASK-BASED TEACHING FOR IT STUDENTS' COMMUNICATION ENHANCEMENT

*Abstract. Traditional language instruction approaches focusing on grammar and vocabulary are not enough to help students communicate effectively in the global workplace. **The purpose** of the article is to study the effectiveness of Task-based teaching as a solution to this problem by providing meaningful tasks that allow students to practice and develop their communication skills in an authentic way. The research **methodology** is based on a combination of methods, including the study of literary sources, theoretical analysis, synthesis, description, and systematization.*

***The scientific novelty** lies in the fact that by using the mentioned methods, an analysis of the impact of task-based teaching as a component of the communicative method on the development of communicative skills and the overall level of language proficiency has been carried out.*

The article discusses the benefits of using task-based teaching for IT students' communicative enhancement. It argues that traditional language instruction often focuses on grammar and vocabulary without providing opportunities for students to apply their skills in authentic situations. In contrast, task-based teaching emphasizes the development of communication skills through the completion of meaningful tasks. The article provides an example of a task-based lesson for IT students that involves designing a website for a client.

The article provides TBT activities relevant to the IT field and an example of a task-based lesson for IT students to demonstrate the practicality and relevance of this approach. Recent research and publications suggest that TBT is an effective approach to language teaching as it promotes learner engagement, autonomy, and the development of language proficiency in a more natural and authentic way. The communicative approach, which emphasizes practical language use, cultural awareness, and learner motivation, is also discussed, with arguments for and against its effectiveness.

***Conclusions.** It concludes that task-based teaching can be an effective way to improve IT students' English language proficiency and prepare them for the demands of the global workplace.*

***Key words:** task-based teaching, authentic situation, communication skills, real-life context, learners' autonomy.*

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НАВЧАННЯ НА ОСНОВІ ЗАВДАНЬ ДЛЯ ПОЛІПШЕННЯ КОМУНІКАЦІЇ СТУДЕНТІВ ІТ

*Анотація. **Мета** статті полягає у розкритті особливості та ефективності навчання на основі завдань, що дає змогу надавати завдання для практики усного мовлення, розвитку комунікативних навичок і підвищення загального рівня володіння мовою. **Методологія** дослідження ґрунтується на поєднанні методу вивчення літературних джерел, теоретичного аналізу, синтезу, опису та систематизації. **Наукова новизна** полягає в тому, що, використовуючи зазначені методи, здійснено аналіз впливу навчання методом завдань як складника комунікативного методу на розвиток комунікативних навичок та загального рівня володіння мовою. **Висновки.** Традиційний підхід до викладання мов часто зосереджується на граматиці та словниковому запасі, не забезпечуючи студентам можливості застосувати свої знання в автентичних ситуаціях, де вони можуть не замислюватися над правильним вживанням граматичних структур і правил. Натомість, навчання на основі завдань зосереджує свою увагу на розвитку комунікативних навичок за допомогою виконання завдань, які мають значення в реальних ситуаціях, де необхідно застосовувати критичне мислення, креативний підхід, прийняти рішення у складних ситуаціях та швидку реакцію для вирішення проблем. Метод на основі завдань є складником комунікативного підходу, який базується на виконанні студентами реальних задач, що пов'язані з їхніми життєвими ситуаціями та передбачає цілеспрямоване використання мови, що сприяє розвитку комунікативних навичок та забезпечує більш ефективне навчання. Цей підхід зосереджується на використанні мови в контексті та сприяє розвитку навичок спілкування та розуміння мови в реальному житті. У статті*

розглядаються різні аспекти, зокрема, вибір завдань, структурування, оцінювання та корекція помилок. До переваг використання цього методу відносять підвищення мотивації студентів, забезпечення більш реалістичного та природного контексту використання мови, а також розвиток навичок спілкування та практика роботи в команді. До недоліків належать високі вимоги до вчителя та студентів, складність підготовки та організації уроків. Стаття надає приклад завдання на основі завдань для студентів ІТ-спеціальностей, що передбачає проєктування вебсайту для клієнта. Викладачі відіграють роль фасилітатора, який уміло розробляє і адаптує завдання під потреби студентів, що робить процес навчання цікавим і залучає всіх студентів до співпраці, що сприяє практиці і розвитку навичок.

Ключові слова: навчання на основі завдань, автентичні ситуації, комунікативні навички, природний контекст, автономія.

Formulation of the problem. The problem addressed in the article is the lack of opportunities for IT students to develop their English language communication skills in authentic, real-world situations. The traditional language instruction approaches that focus on grammar and vocabulary do not always provide the necessary skills for students to effectively communicate in the global workplace. The article argues that task-based teaching can be a solution to this problem by providing students with meaningful tasks to complete, allowing them to practice and develop their communication skills in an authentic way. The problem of limited communicative opportunities for IT students can be solved by means of task-based teaching as an effective solution. It is particularly essential for IT students because it provides a more hands-on and practical approach to learning that helps them develop the skills they need to succeed in their field.

The purpose of the article. The purpose of the article is to provide an overview of how task-based teaching can be used to improve IT students' English language proficiency and enhance their communication skills. The article aims to highlight the limitations of traditional language instruction approaches that focus solely on grammar and vocabulary and do not always provide students with opportunities to apply their skills in real-world situations. The article suggests doing such tasks as follows:

– giving the background of the approach,

– providing TBT activities relevant to IT field,

– emphasizing the development of communication skills through the completion of meaningful tasks,

– providing an example of a task-based lesson for IT students and to demonstrate the practicality and relevance of this approach.

Analysis of recent research and publications. Task-based language teaching (TBLT) has been widely researched and discussed by scholars in the field of second language acquisition. Willis and Willis suggest that TBLT is an effective approach to language teaching as it provides learners with a purpose for using language and promotes the integration of language skills. They argue that TBLT is particularly effective for learners who need to use language in real-life situations. TBLT is an effective approach to language teaching as it allows learners to use language in a more natural and authentic way. Van den Branden suggests that TBLT is particularly effective for learners who need to use language in real communication, such as in the workplace or in social settings. Van den Branden states that "tasks are activities ('things people do') and that these activities are goal-directed" [4, p. 3].

Nunan suggests that TBLT is an effective approach to language teaching as it promotes learner autonomy and encourages learners to take responsibility for their own learning. He states that learners will benefit from this approach as "there is a clear connection between the things learners do in class and the things they will ultimately need to do outside of the classroom" [1, p. 7]. Nunan argues that TBLT is particularly effective for adult learners who are highly motivated and want to learn language for specific purposes. Ellis argues that TBLT is an effective approach to language teaching as it promotes the development of cognitive skills such as problem-solving, critical thinking, and decision-making. Ellis suggests that TBLT is particularly effective for learners who need to use language in complex situations, such as in academic or professional settings. Jack C. Richards, Theodore S. Rodgers state that the context and complete engagement in the process are better than form-focused learning. Learners need to engage in meaningful communication. "Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks" [2, p. 224].

Overall, scholars in the field of second language acquisition have generally been supportive of TBLT as an effective approach to language teaching. They suggest that TBLT promotes learners' engagement, autonomy, and the development of language proficiency in a more natural and authentic way.

There is a range of opinions on the communicative approach in second language acquisition, with arguments both for and against it. Here are some of the main arguments:

For a communicative approach:

1. Real-world application. The communicative approach is seen as more relevant to real-life language use, as it emphasizes communication and interaction, rather than just grammar and vocabulary.

2. Motivation. By focusing on communication and meaning, learners are often more motivated and engaged in the learning process.

3. Cultural awareness. The communicative approach encourages the exploration of different cultures and their associated languages, helping learners to develop cultural awareness and sensitivity.

4. Practical use. The communicative approach emphasizes the practical use of language, which is particularly important for learners who need to use the language in their work or daily lives.

Against a communicative approach:

1. Lack of focus on grammar. Some argue that the communicative approach neglects the importance of grammar in language learning, leading to inaccurate or ungrammatical language use.

2. Limited vocabulary acquisition: the communicative approach often relies on learners using language they already know, which may limit their ability to learn new vocabulary.

3. Insufficient practice. Some argue that the communicative approach does not provide enough practice of individual language elements, leading to a lack of accuracy and fluency in language use.

4. Lack of structure: the communicative approach is criticized for being too unstructured, which may make it difficult for learners to understand the progression of their learning.

While there are arguments both for and against the communicative approach, many educators believe that it is an effective approach to second language acquisition, particularly for learners who need to use the language in real-world situations. The communicative approach emphasizes the practical use of language, cultural awareness, and learner motivation, which are all important factors in successful language learning. However, it is important for teachers to also balance the communicative approach with some attention to grammar and individual language elements to ensure accurate and fluent language use.

Presenting main material. The communicative approach is a widely used and effective approach to second language acquisition. It emphasizes the importance of communication and meaning in language learning, rather than simply focusing on grammar rules and vocabulary.

In the communicative approach language is seen as a means of communication and a way of expressing ideas, thoughts, and feelings. Learners are encouraged to use the language they know to communicate meaningfully and effectively, rather than simply memorizing vocabulary and grammar rules.

One of the key features of the communicative approach is that it emphasizes the development of communicative competence. This means that learners are encouraged to develop the ability to use language in a variety of social and cultural contexts, to understand and interpret different types of language, and to produce language that is appropriate for different situations.

Another important aspect of the communicative approach is the use of authentic materials and activities. Learners are encouraged to engage with real-world materials, such as authentic texts, videos, and audio recordings, and to participate in activities that simulate real-life communication situations.

In the communicative approach, teachers act as facilitators rather than instructors. They provide learners with opportunities to use language in authentic contexts and to engage in communicative activities, but they do not focus on correcting grammar errors or teaching vocabulary in isolation. By incorporating communicative activities and authentic materials into their teaching practice, teachers can create a dynamic and engaging learning environment that supports student success.

Task-based teaching (TBT) is an approach to language teaching that focuses on the use of real-world tasks to promote language learning. This approach involves designing activities and tasks

that require learners to use language to achieve a specific goal or outcome.

In TBT, the focus is on the process of communication rather than the form of language. This means that learners are encouraged to communicate meaningfully and effectively, using the language they know in order to achieve a particular task or goal.

One of the key features of TBT is that learners are actively engaged in the learning process. They are encouraged to use the language they know to complete tasks, rather than simply memorizing vocabulary and grammar rules. J. Willis and D. Willis state that TBT "promotes learners' confidence by providing them with plenty of opportunities to use language in the classroom without being constantly afraid of making mistakes" [5, p. 2].

TBT also places a strong emphasis on learner autonomy. Learners are encouraged to take responsibility for their own learning and to participate actively in the learning process. Teachers act as facilitators, guiding learners through the tasks and providing feedback and support where necessary.

Another benefit of TBT is that it promotes the integration of language skills. Rather than focusing on separate language skills such as speaking, reading, and writing, TBT encourages learners to use all of their language skills in an integrated way to complete tasks. This helps learners develop their overall language proficiency more effectively.

Therefore, TBT is an effective approach to language teaching that promotes active engagement, learner autonomy, and the integration of language skills. By incorporating TBT into their teaching practice, teachers can create a dynamic and engaging learning environment that supports student success. J. Willis and D. Willis that "there are golden moments in a language classroom. There is a real personal involvement, with an accompanying increase in confidence and fluency" [5, p. 9]

Here are some examples of Task-Based Teaching activities that are particularly relevant for IT students:

1. Project-based Learning. Students work on a real-world project that requires them to apply their IT skills and knowledge to solve a problem. For example, they could develop a website for a local business, design a mobile app for a specific audience, or create a database management system for a nonprofit organization.

2. Case Studies and Problem-Solving Activities. Students analyze case studies that describe IT-related challenges faced by organizations and propose solutions. They could also work on hands-on problem-solving activities, such as troubleshooting a computer network or developing a security plan for a company.

3. Simulations and Games. Students engage in interactive simulations or games that simulate real-world IT scenarios. For example, they could participate in a cybersecurity simulation that requires them to protect a network from attacks, or play a game that teaches them about programming concepts.

4. Collaborative Group Work. Students work in groups to complete a complex IT-related task, such as developing a software application or designing a network infrastructure. They must collaborate to divide tasks, share knowledge, and ensure that the final product meets the project requirements.

5. Role Play and Debates. Students take on different roles and engage in debates or discussions about IT-related issues, such as the ethical implications of artificial intelligence or the impact of social media on society. These activities help them develop critical thinking skills and understand multiple perspectives on complex topics.

Here's an example of a task-based lesson for IT students:

Task: Designing a website for a client

Level: Intermediate

Time: 90 minutes

Materials:

– Computers with internet access

– Web design software (e.g. Adobe Dreamweaver, WordPress)

– Worksheets with website design specifications

Procedure:

Introduction (10 minutes)

1. The teacher introduces the task by explaining that students will work in groups to design a website for a fictional client. The teacher explains the client's needs, such as the type of business, target audience, and specific requirements for the website. The teacher also explains that the website must be visually appealing, easy to navigate, and functional.

Pre-task (15 minutes)

2. The teacher provides the students with a worksheet that contains the specifications for the website design. The students read the specifications individually and discuss with their partners what they think the client needs.

Task cycle (60 minutes)

3. The students work in small groups to design the website. They can use web design software to create a mock-up of the website. The teacher circulates around the room, monitoring progress and providing guidance as needed. The students are encouraged to communicate with each other in English to discuss their ideas, ask questions, and solve problems.

Report-back (15 minutes)

4. Each group presents their website design to the class. They explain their design choices, how they addressed the client's needs, and what challenges they faced during the design process. The class provides feedback and asks questions.

Reflection (10 minutes)

5. The teacher leads a discussion about the process of designing the website. The students reflect on what they learned, what they found challenging, and what they could have done differently.

The task-based lesson provides IT students with an opportunity to practice their English language skills in a practical and engaging way. They learn how to work collaboratively, solve problems, and apply their web design skills to a real-world scenario. The lesson also allows for the integration of different language skills such as reading, writing, speaking, and listening.

Conclusions. Task-based teaching can be an effective way to improve IT students' English language proficiency and prepare them for the demands of the global workplace. Task-based teaching emphasizes the development of communication skills through the completion of meaningful tasks, rather than solely focusing on grammar and vocabulary. The example of a task-based lesson for IT students involving designing a website for a client illustrates the practicality and relevance of this approach.

Here are some specific reasons why Task-Based Teaching is important for IT students:

1. Develops technical skills. IT students need to have strong technical skills in areas such as programming, database management, network design, and cybersecurity. Task-Based Teaching provides opportunities for them to apply these skills in real-world contexts, which helps them develop a deeper understanding of how they work and how to use them effectively.

2. Fosters creativity and innovation. IT students must also be able to think creatively and innovatively to solve complex problems and develop new technologies. Task-Based Teaching encourages them to think outside the box and explore different solutions to problems, which can help them develop their creativity and innovation skills.

3. Builds teamwork and collaboration skills. Many IT projects require collaboration and teamwork to succeed. Task-Based Teaching provides opportunities for students to work in groups, which helps them develop their communication, collaboration, and leadership skills.

4. Promotes critical thinking. IT students need to be able to analyze and evaluate information to make informed decisions. Task-Based Teaching requires them to use critical thinking skills to solve problems and make decisions, which helps them develop their ability to think critically and make informed judgments.

5. Prepares students for the workplace. Task-Based Teaching helps prepare IT students for the workplace by providing them with practical skills and experiences that they can apply in their future careers. They will be better equipped to tackle complex problems, work collaboratively with others, and adapt to new technologies and situations.

Task-Based Teaching is an effective approach to IT education because it helps students develop the technical, creative, teamwork, critical thinking, and workplace skills they need to succeed in the field. Task-based teaching is a valuable approach for IT students to enhance their communicative abilities in English, and that it can offer a more engaging way to learn.

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