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FEATURES OF TBLT METHODOLOGY OF ESL LEARNING IN PRIMARY SCHOOL

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The concept of the New Ukrainian School states that one of the key competencies necessary for successful self-realization of students in life, study and work is communication in foreign languages, the ability to properly understand foreign language, orally and in writing express and interpret concepts, opinions feelings, facts and views (through listening, speaking, reading and writing) in a wide range of social and cultural contexts. Skills of mediation and intercultural communication.

The aim of my research is to analyze and explore Task-Based Language Teaching (TBTL) - a relatively new approach to language teaching, developed within a communicative approach that fully meets the concept and requirements of the New Ukrainian School, the development of modern, self-sufficient and life-adapted personality. In addition, the use of this approach actively promotes the development of 21st century students' skills (critical thinking, communication, teamwork, creativity). The relevance of the topic of my research is that, although there is a lot of theoretical information about this method, task-based language teaching is still a new concept for many teachers. These activities contribute to the theoretical and practical research of TBLT, and this approach is gradually becoming part of many national curricula.

Language is a tool that we use to communicate in order to do things and task-based language teaching teaches people to do those things, and they get the language they need to do them all at once. Task-Based Language Teaching is primarily a student-centred approach. It originated from the Communicative Approach, but has since developed its own distinct principles. It can be seen as a response to more traditional teacher-led, grammar-oriented, presentation-practice-production (PPP) approaches of language instruction. There's some methodological principles for task-based language teaching, and they're designed to facilitate the building blocks that we know need to happen in order for people to learn a second language. The main points of this methodology are: access to lots and lots of input, the opportunity to produce the language yourself, interaction with other interlocutors, feedback [3]. So TBLT is designed to create a cycle linguistic environment that gives learners access to all of these requirements for Second Language Learning. The first principle is to use tasks not texts. Because the course objective in a TBLT course is for learners to meet their real-world goals. So specific linguistic structures are not the goal, and courses are organized around what learners need to accomplish. Another methodological principle is that you need to promote learning by doing. Basically, it's show don't tell. Because practical experience brings tasks to life. You want to give your students the opportunities for role-play and practice with authentic materials and tasks. Give them examples of real people using the language you're teaching rather than scripted

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dialogues or fill in the blank exercises in a textbook. Show them how people use language to do what it is they want to be able to do so they learn to do it themselves. Now, another principle is that teacher needs to offer rich elaborated input, to use genuine resources or authentic content [2]. But it's important to remember that authentic content need scaffolding. Videos can be broken into chunks. Articles can be cut into pieces and you can offer comprehension questions, or glosses or definitions.

When we try to simplify complex language, we actually are offering learners examples of language that are not real, and that instead we can elaborate it. Give primaries the tools they need to understand the authentic materials, and offer many, many examples of the same task. That means if your learners want to be able to fill out a application, or give a speech in the language they're studying, you should let them see 10 different examples of job applications. Or have them watch 10 different speeches on the same topic with different speakers. Children need the repetition of not the same exact thing over and over again but many similar things are irrelevant to the tasks they want to be able to accomplish. Because a real language helps learners apply what they've learned. The next principle is focus on form [1]. Learners only incorporate grammar into their emerging languages when they're developmentally ready for it. It doesn't happen at the same time for every single learner. So what you want to do is teach them grammatical forms just in time when it's necessary for the task they're trying to accomplish, or when learners have a question about a grammatical form. Language learning is an individualized process. Everyone is going to do it in a slightly different way, and the most important thing is to give them time to practice so that they can make improvements at their own pace in their own way. Feedback should be based on learner's needs and performance but not because you believe that everybody by day seven should understand the difference .

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