ENHANCING LANGUAGE LEARNING: THE ADVANTAGES AND RECOMMENDATIONS OF PROJECT-BASED LEARNING FOR STUDENTS' DEVELOPMENT

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ABSTRACT

It is vivid that, for decades modern foreign language teaching pedagogy is expected to exploit various methods which have been approved by instructor, scholars. One of well-known model is Project-based learning. This paper purposes to explore importance of Project-based learning in higher education. Additionally, there is the research which was conducted among teachers of higher education in Uzbekistan, interview-based research which tries to find out the answer to the research question" What are the benefits of Project -based learning for students' development in higher education".

Keywords: PBL (Project- Based Learning), competence, communicative competence, Speaking, research, project, teacher, student

INTRODUCTION

Current pedagogical environment focuses on not only how to teach the language but also its prospective usage in real life situations. Because according to statistics and researches just teaching grammatical rules, tasks, tests might not mean that student will be capable of making conversation real life. For many years around the world, as well as In Uzbekistan educators are trying to create authentic (real) atmosphere for students in order to achieve their ability to speak fluently; develop their communicative competence and understand the meaning of at least the sentence in foreign languages. Teachers have been making experiments and using various methods, approaches in educational institutions: Audio-lingual method, Naturalistic Approach, Task-Based Learning, Communicative approach and one of them, Project-based learning approach. According to many scholars researches Project- based learning can help to develop learners' communicative competence. However, this term should be clarified.

PBL (**Project – Based Learning**) was developed by J. Dewey (1859-1952). Paying special attention to the need for the formation of reflex thinking, he argued that thinking is the

solution of problems, i.e. "problem solving" (1909). Dewey stated that project does not bring topics as verbal formulations to be remembered for students, but fetches conditions when students try their resourcefulness, ability to make right decisions and activity. Furthermore, Vygotsky claimed in his research that learning occurs through social interaction that motivated people to deal with the kind cognitive issues that are just slightly above their current levels of aptitude . He posits that concepts develop and understanding happens when individuals enter into discussion and meaningful interaction with more capable peers or teachers. These individuals can model problem solving, assist in finding solutions, monitor progress, and evaluate success (Tharpe RG, Gallimore R.1988) The project method is based on methods of activating learning, research methods. According to Patton (2012) Project Based-Learning point to learners designing, planning, and carrying out an extended project that produces a publicly- exhibited output such as a product, publication, or presentation. Also, Project -Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge (Buck Institute for Education, 2014). This may include a single project or a "series of projects that require [students] to use diverse skills—such as researching, writing, interviewing, collaborating, or public speaking—to produce various work products, such as research papers, scientific studies, public-policy proposals, multimedia presentations, video documentaries, art installations, or musical and theatrical performances, for example" (Hidden curriculum, 2014, para. 1).

METHODOLOGY

This study is included in the qualitative research. The location of the research is Tashkent, Uzbekistan. Methods that researcher used in this study among 70 English teachers of higher education as a sample from the population. The interview was used to measure teachers' preference answers that respondents only answered according to their working experience objectively. The research question is " What are the benefits of Project -based learning for students' development in higher education ".All interviews were conducted via Telegram messenger online and teachers sent their response by recording their voice. Because of online interview it took less time to gather and analyze answers.

RESULTS

According to the recorded answers it was apparent that, project-based learning model is commonly used in Uzbek

curriculum. In particular among students of higher education have more ability to work on a projects, doing research and learn independently. Teachers direct students by giving separate topics for the small and whole groups and give instructions to conduct their projects, then teachers give opportunity for students to defense their projects: to speak about the project, values of the project, process and its results. Additionally, there are many aims to use Project-based learning for students which were emphasized in the interviews.Interviewers' goals have shown in the graph below:

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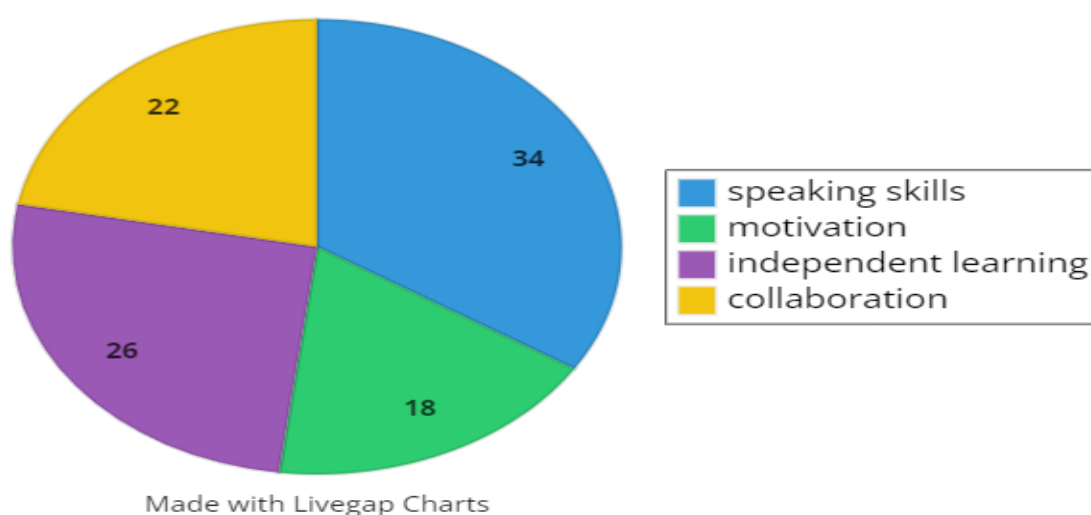
In accordance with the segments of the pie-chart 34 percent of teachers consider that, project-based learning model can enhance students' speaking skills. Also, the percentage of 26 has shown students' independent learning which is approved by instructors. What is more, 22 percent teachers give positive comments about collaborative learning environment among students while doing projects. Finally, number 18 in the chart demonstrated that, doing projects serves to encourage students for learning the language and using it in real life.

DISCUSSION

As it is known from the research , project based learning has numerous benefits for students:

- it develops students' oral communicative competence. Consequently, students develop speaking skills as an indicator of

communicative proficiency in a foreign language. They can show what they have learned during the academic year while doing the project and delivering to the audience. Student can feel self -confidence during his/her speech

- motivate students to learn the language and its fluent usage. The project method makes it possible to inspire of learning, which is expressed in providing the student with conditions for working on the project and complexity of the task at an individual pace, which creates equal opportunities for the personal growth of all students.

- support students' independent learning Project work eliminates the student's dependence on the teacher by self-organization and self-study in the process of creating a specific product or solving a separate problem taken from real life. Therefore, on the project methodology when teaching a foreign language is to provide students have real autonomy and the possibility of showing initiative and independence in the process of project works.

- cultivate collaborative working among students. Actually projects require small ore whole group participation because of its multi-tasking principle. Students separate tasks according to their aptitude and take responsibilities for chosen part of the project. It helps to create a friendship atmosphere as well as enhance team-working, leadership and collaborative learning among students which are essential in their future life.

CONCLUSION

In conclusion, PBL emerges as a highly recommended approach for language instruction, offering numerous benefits for students' language proficiency and soft skill development. To maximize its advantages while addressing potential drawbacks, several key suggestions are essential. Firstly, ensuring seamless integration of PBL with the existing curriculum is crucial to maintain alignment with learning objectives. Secondly, establishing clear and objective assessment criteria enables fair evaluation of individual and group performances in project-based assessments. Equally important is providing teachers with adequate professional development and training to effectively guide and manage PBL classrooms. Gradual implementation, starting with smaller projects and progressively increasing their complexity, allows for a smooth transition for both educators and students. Additionally, resource planning should be carefully considered to provide the necessary materials and technology support. Encouraging student engagement by allowing them to choose projects related to their interests and fostering a supportive and inclusive classroom environment further enhances the

effectiveness of PBL. By heeding these recommendations, educators can fully harness the potential of Project-Based Learning to create an authentic and empowering language learning experience for their students.

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