# PROJECT-BASED LEARNING IN ENGLISH LANGUAGE TEACHING.

## U. E. HAMDAMOV
## GulSU

Characteristic of the end XX - early XXI century, changes in direction, objectives, educational content, due to Uzbekistan's entry into the world educational space. The free development of man, his creativity, independence, competitiveness, mobility of the future experts are now linked to the possession of at least one of the foreign languages. In this connection it became necessary to revise the old and new approaches to improve the quality and effectiveness of foreign language education. These objectives most fully correspond to the concept of formation of the range of competencies / competences of the future specialist in an appropriate approach, which is defined as "competence." There is substantial research demonstrating that students learn best and are engaged best when the topics they study have meaning to them and an authentic audience with whom to share their knowledge. Project work is a term done individually or cooperatively that combines the investigating the topic and presenting it in written form illustrated with photos, pictures, diagrams, etc. Project work is student-centred and driven by the need to create an end product. However, it is the route to achieving this end product that makes project work so worthwhile. The route to the end-product brings opportunities for students to develop their confidence and independence and to work together in a real- world environment by collaborating on a task which have they defined for themselves and which has not been externally imposed. Motivating and engaging students in active learning is challenging even for the most experienced teachers. Due to students' different learning styles, cultural and ethnic backgrounds, prescriptions of either a "one-size-fits-all" approach or the "cookie-cutter" approach do not necessarily gear them towards achieving high standards. The

suggested Project-based Learning is important in the learning process. It is touted to be the approach and means to achieve the 21st century skills. Project-based learning in ELT should not be regarded as something unusual or supplementary. This approach offers benefits for both teachers and students. "To teach does not mean to torture" could be its motto. Not only does it promote English language knowledge, but it is also a means of personal growth and development. It is also widely recognized that language learning is facilitated through positive atmosphere, mutual trust and interesting topics. "The classroom is a place where people can live a full filing life together as a community of learners if needs and concerns are appropriately expressed. Problems can be discussed. Support, encouragement, and models can be provided by both teachers and peers. Where expectations for children's learning are high, it is important that the social interaction itself is designed to facilitate learning." (Sylvia Chard, Associate Professor of Education, University of Alberta, Alberta, Canada) Contemporary educational standards determine the choice of teaching methods and approaches. Students are supposed to acquire so called "key skills", e.g. responsibility, independence, cooperation and critical thinking. PBL seems to cater for all these requirements. Moreover, this approach brings real life tasks into the teaching process. Both natural sciences and humanities have their own fields of study, research methods and terminology. Pedagogy defines hundreds of terms that can be differentiated according to their transparency. The term "project" occurs in pedagogical dictionaries and methodology books in different combinations, e.g. Project Teaching, Project Method, Project Approach, Project-based Approach, Project-centred Approach, Project-based Learning often abbreviated as PBL. It might appear clear at first sight, but what is seemingly familiar can turn into a "hard nut" during a deeper insight.

Powerful pedagogical designs that aim at the development of general problem skills, deeper conceptual understanding and more applicable knowledge include the following characteristics :

1. The use of complex, realistic and challenging problems that elicit in learners active and constructive processes of knowledge and skill acquisition ;

2. The inclusion of small group, collaborative work and ample opportunities for interaction, communication and co-operation;

3. The encouragement of learners to set their own goals and provision of guidance for students in taking more responsibility for their own learning activities an processes.

It allows students to work more autonomously to construct their own learning, and culminates in realistic, student-generated products. More specifically, project-based learning can be defined as follows :

1. Focuses on the central concepts of a discipline.

2. Engaging learning experiences that involve students in complex, real-world projects through which they develop and apply skills and knowledge.

3. Learning that requires students to draw from many information sources and disciplines in order to solve problems .

4. Learning in which curricular outcomes can be identified up-front, but in which the outcomes of the student's learning process are neither predetermined nor fully predictable.

5. Experiences through which students learn to manage and allocate resources such as time and materials

Supporters of project-based learning claim that as students investigate and seek resolutions to problems, they acquire an understanding of key principles and concepts (Blumenfeld et al.,1991). Project-based learning also places students in realistic, contextualized problem-solving environments. Although there are projects with no tangible end product and with the emphasis on the development of various skills, students undoubtedly appreciate the chance of producing something real, original that they can show to their classmates, parents or even to the general public. They are eager to make a show of their knowledge and abilities. The significance of language accuracy is accepted as a matter of

course. Through a final product learners gain a sense of achievement that is so important for their motivation and overall attitude to the subject. There can be a wide range of the end products depending on the content of the project, e.g. posters, wall displays, charts, portfolios, leaflets, brochures, booklets, magazines or newspapers, video cassettes, exhibitions or parties. Final evaluation is a valuable feedback for the teacher. Evaluation forms or questionnaires can be substituted by whole class discussions. All comments and advice should be weighed by the teacher, because with a constructive reflection it is possible to improve future project attempts. Students learn to analyze both teacher's and their own work and become aware of the value of project work.

## Used literature

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