



## THE COGNITIVE WAYS TO LEAD AN ADVANCED LEARNER TO MAKE SELF-ASSESSMENT

*Rustamova Shahnoza Aripovna*

*PhD researcher, Samarkand State Institute of Foreign Languages*

**Annotation.** *This article examines the pedagogical efficacy of project-based learning in foreign language acquisition, emphasizing its role in fostering collaborative knowledge construction. Through structured group activities, learners engage in a process of reciprocal learning, enhancing their linguistic proficiency and subject-specific knowledge. Project work, as a pedagogical approach, facilitates the development of essential 21st-century skills, including teamwork, information synthesis, and communication. Furthermore, it promotes self-assessment competence development by encouraging students to independently process, internalize, and articulate abstract concepts, fostering a sense of ownership over their learning and encouraging creative expression within a collaborative framework.*

**Key words:** *cognitive, authentic, upper intermediate, (PBL) Project-Based Learning, project work, self-assessment, learning styles, encourage, L2, assessment.*

### **Introduction**

Today, there is a growing recognition of the significance of foreign language proficiency in professional education. Professionals across various domains are increasingly involved in collaborations with international counterparts, thereby driving the demand for language acquisition. In contemporary society, foreign language acquisition has become an integral component of education, commencing in primary and secondary schools and extending into institutes, training courses, and self-study endeavors. A wide array of educational resources is now available to cater

to individuals at different proficiency levels. The efficacy of language instruction is contingent upon the practical methodologies and competencies of educators. Proficiency in leveraging information technology and contemporary teaching approaches facilitates rapid comprehension of new materials. Furthermore, instructors who possess insight into their students' learning preferences can effectively tailor their L2 instruction and incorporate teaching strategies that align with these preferences. It is essential for educators to recognize that some students may benefit from visual presentation of instruction, while others may require auditory, kinesthetic, or tactile learning modalities. Without a comprehensive understanding of individual learning style preferences, educators are unable to systematically deliver the requisite instructional diversity.

### **Methods**

An effective pedagogical approach for teaching foreign languages to adolescents and adults involves the utilization of logical reasoning, project-based learning, and presentations. Encouraging students to engage in situational problem identification is imperative. This can be achieved through project work, such as developing a "Business Plan," analyzing a novel through a "Report," or describing a new living space in "My New Apartment", focusing on topics outlined in the syllabus. Following the selection of a project topic, students engage in hypothesis generation to address the identified problem through brainstorming. By deliberating and substantiating each hypothesis and guiding students through the given scenario, project work fosters problem-solving, development, creation, and planning skills. During the planning phase, group work continues as students articulate their perspectives, engage in discussions, and propose ideas. This collaborative approach emphasizes the importance of considering students' input and adhering to project work requirements. Through project-based learning, students authentically develop language skills, collaborate, and cultivate teamwork abilities. Educators play a pivotal role in guiding students on vocabulary selection and direction. This fosters the development of leadership, facilitation, and effective team membership skills through activities such as questioning and indirect speech. While developing written

materials, students collaborate and sequentially prepare their work for presentation. They engage in group-based testing methods to validate assumptions, discuss potential information sources for hypothesis testing, and deliberate on the presentation and its outcomes. Furthermore, students work in groups to draft questionnaires and cover project topics through written and oral communication.

### **Project-Based Learning in Foreign Language Acquisition: Fostering Collaboration and Self-Assessment Competence**

This analysis explores the pedagogical effectiveness of project-based learning (PBL) in foreign language acquisition, emphasizing its role in developing collaborative knowledge construction and self-assessment competencies. PBL engages learners in authentic tasks, mirroring real-world scenarios, thereby enhancing both linguistic proficiency and subject-specific knowledge.

#### **Project Design and Implementation**

Projects are structured to integrate diverse skills, encompassing information gathering (e.g., questionnaires, interviews), synthesis, and presentation. An "information collage" task, for instance, encourages learners to adopt journalistic roles, fostering teamwork, critical thinking, and information visualization through diagrams and charts. The culmination of projects involves defending hypotheses and presenting synthesized findings, demonstrating problem-solving abilities. Creative expression is encouraged through diverse formats, such as wall newspapers, city guides, presentations, and simulated conferences, enriching the learning experience and promoting learner engagement.

#### **Integrating PBL in Second Language Instruction**

Practical experience highlights the effectiveness of PBL in second-language instruction, particularly among second-year students. Projects tailored to learners' age, proficiency level, and individual characteristics, such as presentations on "My Country" or "Cultural Shock Examples," facilitate cognitive language use, promoting fluency and confidence. The collaborative nature of PBL fosters peer learning, encouraging question formulation, audience engagement, and constructive

feedback.

### **Assessing Learning Strategies and Creative Expression**

Utilizing established assessment tools, such as the Strategy Inventory for Language Learning (Oxford, 1990), educators can analyze individual learning strategies employed by L2 learners. Self-report surveys, observations, interviews, and think-aloud techniques offer valuable insights into learner approaches.

The manifestation of creative abilities is particularly evident in text-based activities. Engaging with literary excerpts, students actively analyze artistic representations, facilitated by strategically designed task questions that prompt critical thinking and interpretation. These questions guide students to decipher temporal cues, contextual clues, and thematic implications, fostering a deeper understanding of the text and appreciation for the expressive power of language.

### **Fostering Cognitive Independence and Creative Activity through Problem-Based Learning and Authentic Engagement**

The integration of problem-based scenarios within educational contexts serves to stimulate students' intrinsic motivation by fostering a need for knowledge acquisition and encouraging independent problem-solving. This approach aligns with constructivist principles, emphasizing the learner's active role in constructing meaning.

Engaging students in problem-solving activities necessitates independent research and exploration, promoting cognitive independence and creative thinking. However, it is crucial to extend learning beyond rote memorization and context-reduced exercises typically found in traditional language classrooms. Students must be equipped to apply acquired knowledge in real-world situations, fostering communicative competence. This aligns with research highlighting the importance of learning strategies and styles (Cohen 1998; Reid 1995; Ehrman 1990; Oxford 1990b, 1996) in achieving communicative proficiency in authentic contexts.

Extracurricular activities, carefully tailored to students' developmental stages and interests, offer a valuable platform for authentic engagement. Incorporating age-appropriate linguistic and cultural materials ensures relevance and stimulates

genuine interest in communication and learning.

Musical elements, such as songs and rhymes, provide a valuable tool for language acquisition, facilitating vocabulary expansion, grammatical development, and phonetic awareness. Active participation in extracurricular activities, including performance opportunities, further enhances motivation and reinforces learning.

For Level 2 language learners, project-based activities, such as creating a city guide, ignite enthusiasm for new topics and encourage learners to envision themselves as future "owners" of the target language and culture.

Employing creative, non-traditional pedagogical approaches, including games, competitions, and collaborative learning activities, not only enhances language development but also cultivates essential 21st-century skills. These activities promote associative thinking, memory, teamwork, and creative initiative, contributing to a more holistic and engaging learning experience.

### **Conclusion**

To sum up collaborative learning, in particular, aligns with educational goals by fostering authentic communication, empathy, perspective-taking, and self-regulation. This learner-centered approach encourages the development of well-rounded individuals equipped to navigate diverse communicative contexts.

The project-based learning provides a dynamic framework for fostering collaborative learning, self-assessment competence development, and creative expression in foreign language acquisition. By simulating authentic scenarios, PBL equips learners with essential 21st-century skills and cultivates a deeper appreciation for the nuances of language.

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