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IMPLEMENTATION OF PROJECT-BASED LEARNING FOR TEACHING ENGLISH

Abstract: It is obviously clear that, modern educators are utilizing various approaches, methods and models to teach foreign languages innovatively and interestingly. In particular, Project-based learning model is recommended by scholars and instructors as trendy. The purpose of this paper is to explore benefits and its peculiarities in modern curriculum. The research study was conducted according to the research question "To what extent do teachers use project-based learning (PBL) activities to develop students' skills in higher education?". The research study was conducted among teachers in Uzbekistan.

Key words: project based learning, PBL, teacher, students, English, activity, questionnaire.

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Introduction

It is important to note that, whether, students are prepared for working career or academic knowledge development, they are required to perform oral and written competences in foreign languages such as English. Therefore, teachers are suggested different and innovative teaching approaches and models to achieve both teachers' and students' goal. One of them is Project based learning model. Project-Based Learning (PBL) was born out of the work of John Dewey (1897) and his pedagogy is evident in cycles of progressive education through the 20th century. Over the last 30 years, PBL has gained momentum with the creation of the Buck Institute of Education, creators of PBL instructional practices for thousands of educators (Buck Institute of Education, 2013). (PBL). As stated by Thomas (2000): "Project-Based Learning utilizes complex task, based on challenging question or problems that involve students in design, problem-solving, decision making, or investigate activities, give students the opportunity to work relatively autonomously over extended periods of time, and culminate in realistic products or presentations." (Ani Marisah; Rr. Hasti Robiasih 2017) Particularly, the scholars emphasized that, PBL

is really helpful to interact students collaboratively and integrate students with real life situations.

In project-based learning, students are typically given a broad question to address, a specific issue to investigate, or a challenge to solve. Then, teachers may encourage students to select particular subjects that excite or motivate them, such as assignments centered around their personal passions or aspirations for the future. For instance, a typical project would start with the following open-ended topic, which educators frequently refer to as a "essential question": How is the principle of buoyancy significant in the design and building of a boat? What kind of PSA will be most successful in motivating our community to practice water conservation? How can our school provide lunches that are healthier? In these situations, students might be given the chance to respond to the query by putting forth a project that shows their interests. For instance, a student with an interest in farming might consider developing a school garden that provides produce and serves as a teaching tool for students, while another student might decide to conduct research on potential health risks associated with particular foods served in the cafeteria and then

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produce posters or a video to raise awareness among fellow students and school personnel.

METHODS

In order to prove effectiveness of PBL authors conducted Action research which was about collaborative project work in vocational school with 32 students. The task was role – play activity. According to the results of project, students felt more confident because of their out of class project and collaborative working helped student develop their ideas that they want to convey. Additionally, their grammar and pronunciation were corrected with peer correction autonomously during the preparation of the project.

What is more, author Woro Sumarni claimed that, project-based learning model assists to cultivate the sense of creativity in the classroom and out of the class and it was investigated in the research project

“Designing some posters to show the danger of pollution” conducted by Walaa M. El-Henawy. Students created posters about air pollution and its danger, gathered information, processed and categorized it. Students discussed issues related with cooperation among group members, problems of personal relations and possible changes in group composition. According to the results students utilized their creativity to demonstrate their knowledge as well.

This research was conducted by the author using classroom action research. The sample of this research was 50 English teachers of Uzbekistan. The research was conducted in three cycles. The instruments used by the researcher was questionnaire. The designed questionnaire consisted of 3 parts and included a special question: “To what extend do teachers use project-based learning (PBL) activities to develop students’ skills in higher education?”

Table 1.

<p>Questionnaire</p> <p>This questionnaire aims to find out possible answer to this research question :</p> <p>To what extend do teachers use project-based learning (PBL) activities to develop students’ skills in higher education?</p> <p>1.what is PBL ?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2. what is the teacher’s role in doing projects by students?</p> <p>_____</p> <p>_____</p> <p>3. underline the activity which are commonly used in your classroom to develop students’ speaking skills</p> <p>1. One-to-One Computing Projects</p> <p>2. Collaborative Classroom Projects</p> <p>3. Research Projects</p> <p>4. STEM projects</p> <p>5. Arts Projects</p> <p>6. Community Service Projects.</p> <p>7. Technology Projects</p> <p>8. Field Trips</p> <p>9. Internships</p> <p>10. Mock Trials</p>

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11. Student-led Conferences

12. Class Debates

RESULTS AND DISCUSSION

Participated teachers demonstrated their treatment and views by filling questionnaire. According to their answers it was concluded that: "when they are teaching in a group and they communicate with students when they were explained the project, it is easier for them to explain the work based on their own creativity. All students became active learning because they were all have the same time to speak, having good self-confidence, become an active and have sense of critical thinking. Based on the data of the third question in the questionnaire 76 percent of teachers prefer to use "Class debates" are highly effective among other activities, it showed how big the PBL effect toward the students' speaking skill. It included that PBL has positive effect toward the students' speaking skill. PBL can improve the students' speaking skill and it can solve all those problems that is mentioned in the background above.

CONCLUSION

By the way of conclusion, in 21st century project based learning is trendy and wide spread model in modern pedagogy, it has great significance to develop collaboration and creativity of learners in the classroom and out of the class.

From the data calculated above, it showed that students improvement is very significant before and after they were taught using this technique. It can be seen from the data. From the questionnaire which was conducted among teachers, the students can enhance their communicative competence and it gives a chance more practice orally. From the data mentioned above, the researcher concluded that Project Based Learning can improve the students' speaking skill and it is one of an affective teaching technique that may be used by teacher who want to increase their students' speaking skill.

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