

# MAIN PECULIARITIES OF PROJECT-BASED LEARNING IN ENCOURAGING LANGUAGE SKILLS PERFORMANCE

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## Abstract:

Meaningful learning should bring learners to meet their entire goals-both an achievement in academic skills and everyday life skills. This current article focused on the implementation of project-based learning (PBL) in language learning classroom. The investigation aimed at the development of students' performance in learned language. The study also found that PBL played the role in the enhancement of language learning skills improvement. Majority of participants mentioned that project-based activity engaged them to develop collaboration and teamwork skills, flexibility and adaptability skills and increased the better level of responsibility in learning.

**Keywords:** project based learning, language, skills, performance, classroom.

## Introduction

Today's world has changed continuously in every dimension of living, which affects directly the global population who needs to adjust themselves and to accommodate the living styles in this 21st century. The fast-moving world of technology and information has made an extreme alteration to society. To meet the needs of living styles today, citizens of the 21st century commonly demand the following skills: critical thinking, collaboration, digital literacies, leadership, creativity, and imagination to accompany the ways of living in the globalization era. Consequently, it is important to make significant modifications to serve the needs of people in parallel with the rapid advancement of digital technologies.

Owing to the infinity of learning in the 21st century, learners might start learning from their most interesting topic. Then they themselves search for information and approve it. Therefore, it is important for the teachers to realize that the learning styles of the 21st century learners are totally different from those in the former generations. The goals of teaching in the 21st century are to support students to learn how to think, inquire, question, solve problem and apply these skills in new situations with new information. An up-to-date conceptual depth in teaching, meaningful contextual scope and challenged teaching methodology are required from those teachers in order to construct the classroom that responds to the need and nature of learners, then brings learners to accomplish the entire goal of learning.

PBL is an active student-centered form of instruction which is characterized by a student's autonomy, constructive investigation, goal-setting, collaboration, communication and reflection within real-world practices by presenting learners with problems or a certain



situation and motivating learners to identify and carry out the solutions. It provides opportunities for students to carry out learning activities by working on collaborative projects. Besides, project work encourages students to gather more in-depth knowledge and sharpen their skills in research. Moreover, students can develop creativity by doing projects and solving problems.

Fundamentally, PBL puts an emphasis on having the students experience real-life situations or current issues. Then, students acquire their knowledge by developing questions about the situations and issues they have confronted and then research for the best answer under the teacher's supervision. Significant steps of implementing PBL in a classroom as:

- 1) introduction and team planning;
- 2) initial research phase in terms of gathering information;
- 3) project creation and development and initial evaluation of presentation;
- 4) second research phase;
- 5) final presentation development; and
- 6) publication of products or artifacts.

A teacher would introduce these steps to students and allow them to work on projects, together with teacher's facilitation.

A number of studies have shown the positive effectiveness of an adoption of PBL in a classroom. PBL actually covers three stages: beginning in the classroom, moving out into the real world, and returning back to the classroom. In a PBL classroom, students have an opportunity to achieve both academic content and life skills through the project process, which usually starts with identifying questions. Then they are driven to study with their team using a variety of tasks in order to find out the most effective solutions to address those questions.

One of the main advantages of PBL in language learning is its ability to integrate all language skills—reading, writing, listening, and speaking—into a cohesive learning experience. By working on project tasks that require communication, research, and presentation, students naturally practice and improve their proficiency in all language domains. For example, collaborative projects that involve group discussions, research papers, and oral presentations provide students with opportunities to practice speaking, listening, reading, and writing skills in a holistic manner.

PBL creates an authentic context for language use, making learning more meaningful and practical for students. Projects that mirror real-world scenarios or address relevant issues allow students to apply language skills in authentic situations. For instance, creating a marketing campaign, designing a website, or producing a short film in a foreign language not only enhances language skills but also fosters cross-cultural understanding and awareness.

In a PBL classroom, real-world topics are used to stimulate students to experience authentic tasks with the implementation of integrated skills and real-life information. Since PBL allows students to work in groups, they will be able to experience the benefits of engaging in problem solving and team building situations. As PBL puts the emphasis on group learning, group collaboration and taking on social responsibility are practiced to bring about the goal accomplishment. Moreover, it also improves their problem-solving skills, critical and creative skills, communication skills, ability to adapt to changes, and self-evaluation.



Similarly, the implementation of PBL in a language classroom promotes a meaningful learning process for the learners. Students do not perceive only the academic content or theory from a textbook, but they also experience authentic communication skills in real-life situations. For instance, students have an opportunity to practice communication skills, group participation, leadership skills, time management and presentation skills. PBL does not only enhance students learning quality in terms of enthusiasm, confidence, creativity self-directed and collaborative learning ability, but it also encourages motivation and satisfaction in teaching for teachers. The utilization of project work in class helps to reinforce social relationships among team members and promotes active involvement of cooperation among learners. Learners are more active in the class with PBL.

Project-Based Learning promotes collaboration and communication among students, fostering social skills and language proficiency simultaneously. Working on group projects necessitates effective communication, negotiation, and teamwork, which are essential skills for language learners. Collaborative tasks encourage peer interactions, discussions, and feedback exchange, leading to enhanced language skills performance through social interaction.

In PBL, assessment is often focused on the process as well as the final product. Students are evaluated not only on the language skills they demonstrate but also on their participation, problem-solving strategies, and critical thinking skills throughout the project. Additionally, reflection on the learning process allows students to analyze their language development, identify strengths and areas for improvement, and set learning goals for future projects.

To maximize the benefits of Project-Based Learning in language education, it is essential to consider several strategies for successful implementation. These include clear project objectives and outcomes, scaffolded support for language skill development, differentiation to meet diverse learner needs, consistent feedback and reflection opportunities, and integration of technology for enhanced project outcomes.

In conclusion, Project-Based Learning offers a dynamic and effective approach to encouraging language skills performance by providing students with authentic, meaningful, and collaborative learning experiences. By integrating language skills within the context of real-world projects, PBL equips students with the linguistic and communicative abilities necessary for success in language acquisition and application. Embracing the main peculiarities of PBL in language education can not only enhance language skills performance but also foster a deeper understanding and appreciation for language learning as a transformative and engaging process.

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