APPLICATION OF PROJECT-BASED LEARNING IN EFL CLASS

Fayziyev Abbos - *IV year student, UzSWLU*
Begizova Madina Karimovna *- sen. teacher,*
scientific adviser UzSWLU

Abstract: The article is devoted to the consideration of the use of the project-based learning in the process of teaching English in senior secondary schools. In it, based on the study of the relevant literature, a number of its advantages are identified and some suggestions are proposed around which a lesson can be built using the mentioned method. In the article, also, based on his experience of working with senior school students, the author offers his own version of conducting a lesson on creating a short film based on the project method, highlighting several mandatory stages preceding its creation.

Key words: project-based learning, critical thinking, collaboration, real-world problems, team-working, creativity

As is known, success in teaching foreign languages is largely determined by the correct organization of the educational process, the teacher's ability to provide relevant activity of students throughout the lesson. Involving students in active work in the classroom by means of the use of modern teaching aids, various organizational forms of conducting lessons and, obligatorily, applying fruitful methods can serve as an important means of increasing motivation in teaching a language.

The given article is devoted to one of such methods identified as project-based learning (PBL), the roots of which are traced back to progressive educators who emphasized the importance of learning by doing cooperative learning projects, by development of social skills and critical thinking. The above method is a way of teaching where students gain knowledge or skills through working collaboratively for an extended period of time in order to investigate and discover answers to their complicated questions or challenges. Rather than traditional way of lecture-based instructions, learners take the chance of actively exploring real-world problems by conducting research and presenting their findings with the help of various formats, including reports and presentations. The importance of project-based learning in modern education lies in fostering deeper learning, critical thinking, problem-solving, team-working and creativity. Apart from this, PBL promotes meaningful learning and encourages students to be independent [1]. Additionally, this method stimulates student engagement and motivation to learn by collaborating with others through real-world contexts and making students take part in the learning process more actively, and, thus foster deeper learning through inquiry-based approach. One of the conspicuous

benefits of PBL is that it positively tells on students' problem-solving and higher order of thinking skills [2]. The method under discussion can also be characterized as an approach that enables learners to create or exhibit a meaningful product (e.g. game, simulation, story, video, pamphlet, play, website), which, in its turn, leads to insightful learning [3]. In addition to all the above merits, PBL method is distinguished by its rare ability to prepare the youth for the demands of the 21st century workforce and the globalization where creativity, collaboration with different individuals and adaptability are highly appreciated by the employers of high-ranking companies. Overall, in order to prepare students for success in an ever-changing world, PBL can offer more student-centered and experiential approaches to education.

PBL presents a wide-range of benefits not only for students, but also educators, mentors and the whole educational system:

1. Enhanced understanding: PBL promotes a deeper grasp of subjects through immersing students in real-world issues and fostering practical application of knowledge.

2. Developing critical thinking: Through PBL, learners refine their ability to analyze data, assess options and devise inventive solutions to problems, honing critical thinking and problem-solving skills.

3. Fostering collaboration: PBL develops teamwork among students, cultivating vital interaction and collaboration skills in workplaces which might empower students to take charge of their educational journey.

4. Real-world relevance: engaging students in authentic projects makes learning relevant and compelling for students, boosting their responsibility and decrease ignorance towards real-world global issues.

5. Innovation and preparing for the Future: in a project-based learning students try to explore new ideas and become willing to take risks in problem-solving. Also, it equips students with essential 21st century skills like resilience and adaptability.

PBL offers a dynamic and meaningful educational experience that provides students with the tools they need to thrive academically and real-world settings. PBL projects can vary across different grade levels and subjects. In particular, EFL classrooms are one of the best to implement Project-based learning. Below are some examples of cases when PBL can be used:

1. Multimedia presentation: A group of students work collaboratively to research a topic of interest, including a historical event, a celebrity or a current issue. Then, they are supposed to create a multimedia presentation, incorporating images, texts, audio or video in order to present their findings to the whole class. This project fosters students' research skills, oral presentation skills, and digital literacy.

2. Cultural exchange project: Students either connect with their peers from another culture through online communication platforms or meet face-to-face to

exchange letters, messages, speeches about each other's languages, cultures, traditions, and daily lives. This project successfully provides opportunities for authentic communication in English, as they share information about their culture while learning about others. Additionally, it also promotes intercultural understanding, tolerance and global citizenship.

3. Community service project: Students identify a need in their local community and try to plan a service project to address it. This might involve organizing a charity event, volunteering at a local organization, or raising awareness of about an important issue. During the project, students use English to communicate with community members, write proposals and promotional materials, and reflect on their experiences. This project is considered to be an efficient way of language development together with promoting social responsibility and empathy.

Rather than providing theoretical ways of PBL, practical strategies should be at the center of the focus all the time. Below, there is a summary of the work of how we implemented a short film production project in an English language classroom which involved several key steps to ensure successful execution and meaningful language practice.

- firstly, the project was introduced indicating its aims and objectives and this was necessary so that students could feel more responsible and serious once they realize the efficiency of the task in learning English. On this stage the emphasis was laid on honing English language skills such as dialogue crafting, narrating and storytelling. Also, the collaborative aspect of the project was stressed as well as the opportunity to make a final product which would be shared with an audience;

- secondly, brainstorming session is held; its purpose is to generate ideas for the theme of the short film by encouraging students to express their creativity; optionally, we can provide prompts in order to guide the brainstorming process;

- as soon as the theme/storyline is chosen, the third step should be devoted to scriptwriting; during this process teachers need to guide students to draft a script for the short film; students are supported for story structure, character development, and dialogue composition; teachers should not forget to encourage students to use the English language skills to create engaging dialogue and narration;

- as the next task role assignment is held; in its implementation learners are allowed to select roles based on their interests and characteristics;

- within the pre-production planning students are guided to create a shooting schedule, scout locations, design costumes and props, and organize necessary equipment.

- the next stage is focused on filming: once the previous stage is finalized, students could commence filming some scenes of the film; learners are controlled usage of

English during the filming process, making sure that the vision outlined in the script is effectively captured on film.

- after filming finishes, students start being engaged in editing; in this process students could utilize video editing software so that they could piece together the footage into a cohesive short film; most important during entire editing process is learners' collaboration and communication in English.

- the final step is concentrated on screening and feedback: once the editing phase is completed, a session of screening is organized for the class to view the film; following the screening, the students are provided with both motivational and critical feedback to identify their strengths and weaknesses for improvement.

Although the whole process seems to be time-consuming, the result is worth selecting this effective method of teaching EFL classroom. Meanwhile, all project-based learning project should be planned in the same detailed way as shown above.

By adhering to these steps, educators can effectively implement projects, thereby facilitating students with engaging opportunities to practice English language skills while collaboratively working on the project.

In conclusion, PBL emerges as a dynamic and impactful pedagogical approach with significant benefits for educational outcomes and student readiness in our fast-paced world. Key insights of this method involve comprehensive skill enhancement, relevance to the real world, enhanced student engagement and motivation, and preparation to the potential challenges of the future. Educators are encouraged to embrace Project-based learning as a powerful pedagogical approach for fostering meaningful learning experiences. Through integrating PBL into teaching process, educators can create dynamic and live atmosphere where learners are actively involved in exploring, creating, and applying knowledge. Moreover, students can empower themselves to become lifelong learners who are prepared to tackle the challenges of the future with assurance and proficiency.

Literature

1. **Jollands, M., Jolly, L., & Molyneaux,** T. (2012). Project-based learning as a contributing factor to graduates' work readiness. European Journal of Engineering Education, 2012 .37(2), 143-154.

2. **Pinho-Lopes and Macedo** The Project Method in Portugeese School Education; a historical perspective 2014

3. **Kattaboeva Dilrabo**. Effective strategies and techniques of teaching English vocabulary. Academicia: An International Multidisciplinary …, 2021

4. **Lee, H. J., & Lim** C. Peer evaluation in blended team project-based learning: what do students find important?. Educational Technology & Society, 2012 15(4), 214-224.

5. Thomas, J. W. (2000). A review of research on project-based learning. website:

http://www.bie.org/object/document/a_review_of_research_on_project_based_learning,2000

6. Jennifer Gonzalez What makes project-based learning work?

Learning Experience in https://www.cultofpedagogy.com/project-based-learning/

7. John Spencer The Role of Project-Based Learning in Modern Education in https://spencerauthor.com/project-based-learning/