



TYPES OF PROJECTS IN PROJECT TECHNOLOGY AND THEIR EFFECTIVENESS IN ENHANCING COMMUNICATIVE SKILLS OF EFL STUDENTS

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Tashkent, 2022

Article history:	Abstract:
Received: December 11 th 2022 Accepted: January 11 th 2023 Published: February 17 th 2023	The presented article is for language teaching methodology readers. It focuses project-based learning method and its influence on students' speaking skills. The method of the research is qualitative and experimental. The key results show that the method is successful. The textbooks mentioned in the article are welcome to be used by the readers in their teaching experience
Keywords: PBL(project -based learning), project technology, challenge - based learning, place-based learning, activity -based learning	

Project technology is an effective teaching tool which has been underestimated for years for several reasons, such as lack of information, difficulties in preparation and time management. The purpose of this article is to present the most important data that needs to be acknowledged and proof of worthiness of the method, so that more teachers decide to use it in their work. Although there is some information about criteria and types of PBL, there is no sufficiency of practical guidance on this method. Therefore, it is vitally important to investigate and experiment in this field. That is the aim of the current research.

Early foundational theories of PBL date back nearly a century ago. Philosopher and educational reformer John Dewey proposed the learning-by-doing method. The 20th century Italian educator and physician Maria Montessori suggested that in a well-fostered and prepared environment, children are able to teach themselves, and self-direct their learning.

Nearly a half-century later, in the 1960s, what we now know as PBL was formally developed. It was first introduced at McMaster University in Canada and became a standard practice in medical education. By the 1980s and '90s, the practice was adapted in some K-12 schools. (Doles, 2012) In order to distinguish and estimate project-based learning resources and plans, the teachers should use The Framework for High Quality Project Based Learning (Mergendoller, 2018). It describes six criteria, each of which must be at least minimally present in a project in order for it to be judged "high quality." The six criteria are: intellectual challenge and accomplishment, authenticity, public product, collaboration, project management, reflection.

Further the major types of project technology are shortly described.

Challenge-Based learning- it's a broader version of problem-based learning. In this method, students are encouraged to use technology and develop solutions to problems in their homes and communities. (Nichols, 2008)

Place-based instruction focuses on the setting rather than the solution of a distinct problem. Through place-based education, students benefit from inquiry-based, relevant learning that is personalized and grounded in local communities.

Activity-based learning emphasizes the constructivist approach through hands-on activities. Students "construct" meaning through manipulatives and experiments.

For the reason of vagueness of the concepts "motivation" and "communication", qualitative experimental research was conducted. The research passed among a group of 9th graders. In the first part of research, (1 month) traditional way of teaching was implemented. Students were explained the grammar point and given words to learn by heart, and then they were to do grammar exercises. By the end of the first month the group passed the grammar/vocabulary test with high results (overall 80 points out of 100), but the speaking part of the exam passed with difficulties. Students stumbled while speaking, made a lot of mistakes and could not speak a lot.

During the second month, project-based method was implemented. The structure of the lesson changed. At the end of each lesson, a project connected with the presented topic was given. For the base of the second month syllabus was taken a book by Tom Hutchinson "Project English". This book was chosen by the researcher for the clearness of

structure. It combines topics, structures and vocabulary sets and functions of the language in projects. As a guide of conducting the research, "Introduction to Project Work" by the same author was implied.

The research has shown positive results both in motivation and communicative skills of the students. During the speaking exam, students spoke more freely, felt less nervous and were more talkative. The answers of the students in speaking tests 1 and 2 were recorded and analyzed. Every grader found a tremendous hop in communicative skills of the group. But more important, students became more active and interested in studying English.

Project-based learning is an effective tool of boosting communicative skills of EFL students, especially when given along and according to the main course. The researcher invites English language teachers to use the information of the research to implement project-based learning confidently and freely into their teaching process.

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