The role of project methods in teaching English

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ABSTRACT

Project-based learning is a methodological strategy. Teachers perform a series of tasks based on solving questions or problems. Project-based learning is an effective and interesting way of learning. In it, students acquire the competencies needed to achieve success in their lives. In project-based learning, the learner is active rather than passive, the project engages their heart and mind and encourages them to find solutions to real-life problems for learning.

Ingliz tilini oʻqitishda loyiha metodlarining oʻrni

ANNOTATSIYA

Loyihaga asoslangan taʼlim bu – uslubiy strategiya. Oʻqituvchilar savollar yoki muammolarni hal qilishga asoslangan bir qator vazifalarni amalga oshiradilar. Loyihaga asoslangan taʼlim bilim olishning samarali va qiziqarli usulidir. Unda taʼlim oluvchilar oʻz hayotida muvaffaqqiyatga erishish uchun zarur boʻlgan kompetensiyalarini chuqurroq egallaydilar. Loyihaga asoslangan taʼlimda taʼlim oluvchi sust emas, faol boʻladi, loyiha ularning qalbi va ongini oʻziga jalb qiladi va oʻrganish uchun real hayotiy muammolar yechimini topishga undaydi.

Роль проектных методов в обучении английскому языку

АННОТАЦИЯ

Обучение на основе проектов является методологической стратегией. Учителя выполняют ряд задач, основанных на решении вопросов или проблем обучаемыми. Обучение на основе проектов – эффективный и интересный способ обучения. С помощью него студенты приобретают

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компетенции, необходимые для достижения успеха в их жизни. В проектном обучении обучающиеся активны, а не пассивны, проект задействует его мышление и стимулирует находить решения реальных проблем в процессе обучения.

INTRODUCTION

Nowadays there are several ways to do interesting traditional lessons with the explanation of grammar and exercises into lively, exciting ones. One of them is the project method. Many teachers have lately considered the project method to be one of the most effective methods in teaching foreign languages as it has not only contributed to the improvement of the student's communication skills and the development of their linguistic personality but has also increased internal motivation and interest in the subject. By its didactic nature, the project method is aimed at developing abilities when the graduates of an educational institution possess such abilities, they are becoming more adapted to life and also are able to adapt to changing conditions, orient themselves in various situations, collaborate in different teams because project activity is a cultural activity at the same time within which it is possible to develop the ability to make responsible choices.

In well-planned projects, students are given a clear objective to achieve, a standard structure to develop, and clear criteria based on which they will be assessed. Projects have proven, in this study, to meet both teachers' and students' expectations. On the teacher's side, projects like selling a travel package, enrolling in political elections, or interviewing someone for a talk-show, lead the student to engage in the learning process. Additionally, there is spontaneity and real-world emulation, so the teacher can assess more accurately if the students are indeed acquiring the desired level of proficiency. On the student's side, they will be given an opportunity to express themselves in the target language without focusing solely on given grammar structures, and yet they have a comfortable number of instructions to follow [1].

MATERIALS AND METHODS

Moreover, Richards (2006) and Dovey (2006) declared a dramatic change in the history of language teaching from traditional approaches of lesson formats into more innovative ones such as task-based, problem-solving, and project-based approaches that prepare the learners for their field of study and workplace with objectives dedicated to this aim, which differ from other general course plans. Such methods provide vivid explanations to contextualize and elaborate word meanings, using computers, simulations, authentic materials, illustrations, and other visuals that can help vocabulary acquisition (Watts-Taffe & Truscott, 2000).

It is common knowledge that many authors associate this method with the name of John Dewey, an early 20th-century American teacher, and his pupil William Hurd Kilpatrick. However, M.M. Morozova, A.N. Solovyov and I.K. Stepanyan in their articles refer to the work of the German scientist teacher M. Knoll, who proposes to count the emergence of the project method in education since the 16th century in his retrospective 24 analysis of the project method in foreign pedagogy. It began to be used in architectural schools in Europe, where project work gave students the opportunity to enter master classes and obtain the title of academic architect. Today, when the learner is not an object of learning, but rather a subject of learning, the use of the project method gives learners

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the opportunity to realize their individuality. The project method, or project activity, is one of the most common methods of interactive learning in the modern education process [2].

PBL is considered an urgent resurgence of redirecting the instructional methods of teaching general language skills to raise students' interests, critical thinking, and experiential learning and inquiry of learning important skills on the level of education, technology, industry, and medicine (Bell, 2010; Gut, 2011; Markham, 2011; Stanley, 2012).

Lots have been written about PBL as a teaching strategy that gets students involved in learning knowledge and skills in the framework of an experiential inquiry process that revolves around real authentic and carefully designed tasks. Teaching students theories and principles is not enough to arm them with the competencies necessary to confront workplace complexities, intricacies, and uncertainties. They need to learn how to solve a problem, think critically, and develop practical knowledge. Henceforth, it became important to link theoretical knowledge of a specific profession and its actual practice of it. In this way, PBL links factual knowledge, skills, and principles to their practical application within a job (Jones, Ramussen & Moffitt, 1997).

Ramussen and Moffitt, (1997, p.11) defined Project-based learning as "a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks". In this sense, PBL is a system or pedagogy that prepares the students for the real world by developing some personal and educational skills. Bransford and Stein (1993) found the PBL approach as both a comprehensive and sustainable instructional approach that engages learners in a compact, consistent, and cooperative assessment [3].

It is known that in the process of learning a foreign language, the following types of projects can be distinguished: functionally practical, role-playing, informational, research, vocationally oriented, creative, publishing, and scenario. However, in practice, we often have to deal with mixed types of projects in which there are signs of both research and creative project-oriented work. So, for example, the tasks that are used in the first year are rather lesson-based, with the gradual introduction of the project methodology into the learning process. The first stage in the application of the project methodology is the motivational-holistic stage. At this stage, mainly creative projects are carried out, which are among the most effective for increasing motivation. The most actively used in the 1st year of study is the method of creative projects, which is implemented, first of all, in writing a variety of essays on studied and free topics. Most of the projects are short-term, and individual in nature. Students are given creative tasks, where they should independently use the acquired knowledge in the field of a foreign language, such as composing a monologue, dialogue, or polylogue on a given topic, or writing an essay on the topic under study [4]. Completion of all these tasks should be accompanied by extensive use of active vocabulary and grammar. Many researchers note that before starting any project work, it is necessary to conduct preparatory exercises that help students in further project activities. The system of preparatory exercises contributes to the formation of skills through language strategies. Preparatory exercises should be related to the topic of the project, and be informative and cognitive. So, Yu.V. Ryndina notes that when working with preparatory exercises, an important emphasis is placed on the fact that the student does not receive ready-made knowledge

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but has the opportunity to find independently and apply it. At this stage, students are encouraged to think actively, search independently, analyze, systematize and summarize information [5].

RESULTS AND DISCUSSION

Project activities are aimed at solving a specific problem, achieving the planned result, and its implementation in the educational process. Mastering the methods of scientific knowledge, the ability to work with information resources, the ability to plan, collaborate, evaluate, think critically, develop a culture of speech, and have public speaking (presentation) skills can be considered important achievements. Project activity, the main task of which is the development of students' research competence, is based on the following didactic principles: – consistency (systematic organization of education, comprehensive and holistic consideration of the objects under research); – complexity (complex solution of the tasks set, students' achievement of the level of education and development); – validity (formulation of a significant goal, activation of forms of educational activity); – visibility (visualization of educational and academic content, assimilation of knowledge on specific images); – efficiency (formation of research skills, creation of a new product). Design technologies are being actively introduced into the education system, providing students with creative development and assimilation of the basics of search activity. In the process of working on the implementation of the project, conditions are created for applying the acquired knowledge, acquiring new knowledge, skills and abilities, performing tasks that are gradually becoming more complex, and creating an educational product. In the process of working on the implementation of the project, conditions are created for applying the acquired knowledge, acquisition of new knowledge, performing progressively more difficult tasks, and creating an educational product.

The main stages of the project activity of students include the choice of a specific topic of educational research, the formulation of the project intent, a preliminary description of the intended product of the project work, substantiation of methodological tools, implementation of the project intent, obtaining a specific product of design work, assessment of the compliance of all product properties with the main idea of the project, verification of its effectiveness, preparation and development of recommendations and instructions for the further application of the project product, presentation of the project product, implementation in practice [3].

CONCLUSION

There are a few key aspects for a teacher to keep in mind when assigning and conducting a project in the classroom. Choosing a comfortable and familiar topic to students' reality helps motivate students to complete the given task and engage in the debate. It is also a powerful tool to promote critical thinking. Furthermore, minimizing teacher intervention during presentation and debate also helps empower students at the latter stage of the activity, however, mediation is necessary to avoid conflict and animosity. In addition, the teacher's provocative short questions, when carefully formulated to not make students uncomfortable, are very effective in upholding the discussion during the debate.

Today, when the learner is not an object of learning, but rather a subject of learning, the use of the project method gives learners the opportunity to realize their individuality. The project method, or project activity, is one of the most common methods of interactive learning in the modern education process.

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