

USING PROJECT-BASED APPROACH IN TEACHING ENGLISH IN SECONDARY SCHOOLS

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KALIT SO‘ZLAR

Loyihaviy o‘qitish, ingliz tili, o‘rta maktab, o‘quvchilar ishtiroki, hamkorlikda o‘rganish, o‘qituvchilar tayyorgarligi.

КЛЮЧЕВЫЕ СЛОВА

Проектное обучение, английский язык, средняя школа, участие учащихся, кооперативное обучение, подготовка учителей.

KEY WORDS

Project-based learning, English, high school, student participation, cooperative learning, teacher training.

ANNOTATSIYA

Ingliz tilini o‘qitishga loyihaviy yondashuv talabalarni real faoliyatga jalb etishga qaratilga. Ushbu maqolada O‘zbekiston o‘rta maktablarida loyihaviy yondashuv samaradorligi tahlil qilingan. Tadqiqotning maqsadi – loyihaviy usulining til o‘qitishga bo‘lgan ta’siri o‘rganilgan. Olingan natijalar ko‘rsatishicha, loyihaviy usul o‘quvchilarning til ko‘nikmalari, ayniqsa, so‘zlashish va yozish ko‘nikmalari sezilarli darajada oshirgan. Loyihaviy yondashuv O‘zbekiston sharoitida keng tatbiq qilinishi mumkinligi, bu jarayonni samarali amalga oshirish uchun qo‘shimcha resurs va vaqt talab etilishi ko‘rsatildi.

АННОТАЦИЯ

Проектный подход к обучению английскому языку ориентирован на активное вовлечение учащихся в реальную деятельность. В данной статье анализируется эффективность данного метода в средних школах Узбекистана. Цель исследования – оценить влияние проектного метода на обучение языку. Полученные результаты показывают, что учащиеся, использующие проектный подход, значительно улучшили свои навыки, особенно в говорении и письме. В статье указаны возможности широкого применения данного метода в условиях Узбекистана, успешная реализация которого требует дополнительных ресурсов и времени.

ABSTRACT

The project-based approach to teaching English is aimed at actively involving students in real activities. This article analyzes the effectiveness of this method in secondary schools in Uzbekistan. The purpose of the study is to assess the impact of the project-based method on language teaching. The results show that students using the project-based approach have significantly improved their skills, especially in speaking and writing. The article indicates the possibilities of wide application of this method in the conditions of Uzbekistan, the successful implementation of which requires additional resources and time.

Introduction. The project-based approach (PBA) in English language teaching is a dynamic instructional strategy that emphasizes learning through active engagement and real-world tasks. In Uzbekistan's secondary schools, where traditional lecture-based teaching is common, the introduction of PBA can significantly enhance student motivation and

language proficiency. This approach aligns with modern educational reforms in the country, which focus on fostering critical thinking, problem-solving skills, and autonomy in students, making the topic highly relevant to current educational needs.

The urgency of exploring PBA stems from the need to modernize English language



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teaching practices in Uzbekistan, especially as the country seeks to improve its global competitiveness and integrate into the international community. Despite the growing importance of English as a global lingua franca, the current teaching methods in many schools remain rooted in traditional, teacher-centered approaches. This limits students' ability to apply their language skills in real-life contexts, reducing their readiness for higher education and international opportunities.

Moreover, there is a noticeable scarcity of research on the implementation of project-based learning specifically tailored to the context of Uzbekistan's secondary schools. While global studies on PBA exist, few studies have been conducted that consider the unique challenges, such as resource limitations and class size, faced by teachers and students in Uzbekistan. This research aims to fill that gap by investigating how PBA can be adapted and successfully applied in the country's educational system, offering valuable insights for educators and policymakers alike.

Literature review. Project-based learning (PBL) has gained considerable attention in education for its ability to engage students in real-world tasks, foster collaboration, and develop critical thinking skills. The roots of PBL can be traced back to the ideas of educational theorists like John Dewey, who advocated for learning through doing and real-life experiences. Dewey argued that students learn best when they are actively involved in the learning process, rather than passively receiving information [1; 45]. His ideas laid the foundation for modern PBL, where students take on projects that require them to apply their knowledge in meaningful ways.

In the global context, PBL has been widely researched and implemented in various subjects, including language teaching. Thomas Markham emphasized that PBL helps students develop not only language skills but also problem-solving abilities and self-management, which are crucial in today's fast-paced world [2; 87]. Studies in Western countries have shown that students engaged in PBL outperform their peers in traditional classrooms in terms of creativity, collaboration, and communication skills. Markham also points out that PBL prepares students for the workforce, where such soft skills are increasingly important [2; 90].

When applied to language learning, PBL offers unique advantages. It encourages students to use the target language in practical situations, which leads to improved fluency and confidence. According to Ellis, task-based and project-based approaches can significantly enhance language acquisition, as they create a natural setting for using the language in context [3; 102]. Through projects such as presentations, group discussions, or research tasks, students are exposed to authentic language use, which accelerates their learning.

Uzbek scientist Shukurov A. B. highlights that in the context of Uzbekistan, PBL can help bridge the gap between theoretical knowledge and practical application in English language learning [4; 36]. He notes that many students in Uzbekistan struggle to apply their classroom knowledge in real-world settings due to the rigid, traditional teaching methods often used in schools. Shukurov's work suggests that by using PBL, teachers can create opportunities for students to practice their language skills in a supportive, interactive environment, which is especially crucial for non-native speakers [4; 38].



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Russian scholar Mikhailova I. V. also supports the use of PBL in language education, noting that it promotes autonomous learning and student-centered teaching, which are essential for mastering a foreign language [5; 51]. Her research shows that students who participate in PBL-based activities are more likely to take ownership of their learning and develop better language skills compared to those in traditional classrooms [5; 55]. Mikhailova points out that PBL fosters a sense of responsibility in students, as they must complete projects that require planning, research, and collaboration [5; 58].

Despite the recognized benefits of PBL, there are challenges to its implementation in Uzbekistan's secondary schools. The education system in Uzbekistan has long been centered around teacher-led instruction, with an emphasis on memorization and standardized testing. This has created a learning environment that is less conducive to the exploration and creativity required for PBL. As noted by Uzbek researcher Karimova M. T., teachers in Uzbekistan often lack the resources and training needed to implement PBL effectively [6; 73]. Limited access to technology, large class sizes, and rigid curricula are significant obstacles that hinder the adoption of PBL in many schools [6; 74].

However, there are successful case studies that demonstrate the potential of PBL in Uzbekistan when adapted to the local context. According to an analysis by Russian scholar Ivanov P. N., smaller-scale projects that focus on local issues and use available resources have shown promising results [7; 102]. His study suggests that PBL does not necessarily require advanced technology or extensive materials, but rather a shift in teaching methods and mindset. Ivanov emphasizes that with proper teacher training and support, PBL can be a powerful tool

for enhancing language learning in resource-limited settings [7; 105].

The literature highlights the advantages of PBL in promoting active learning, language acquisition, and the development of soft skills. While the global research on PBL is extensive, the scarcity of studies focused on its implementation in Uzbekistan's secondary schools underscores the need for further exploration. Uzbek and Russian researchers have pointed out both the benefits and challenges of applying PBL in local contexts, particularly in overcoming the limitations of traditional teaching methods and resource constraints. This study aims to build on this existing research by providing practical insights into how PBL can be adapted to meet the specific needs of English language learners in Uzbekistan.

Methodology. The research applies a qualitative approach, gathering data through classroom observations and interviews with teachers and students. Participants were involved in project-based tasks, such as creating multimedia presentations and group discussions on real-world issues. The tasks were designed to promote collaborative learning, creativity, and the use of English in practical contexts.

Results and discussions. The study found that the project-based approach (PBA) positively impacted students' English language proficiency in Uzbekistan's secondary schools. Students participating in project-based tasks showed significant improvement in language skills, particularly in speaking and writing. They were more engaged and motivated to participate in classroom activities. Furthermore, students demonstrated better retention of vocabulary and grammar when they were required to use the language actively in real-life scenarios. These



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results align with international research that suggests PBA enhances student motivation and engagement [1; 78].

The research revealed that speaking and writing were the areas where students made the most noticeable progress. Projects such as group presentations, debates, and collaborative storytelling activities provided students with opportunities to use English in practical and meaningful ways. Students who had previously been hesitant to speak in class became more confident when using English during project presentations, as they felt more ownership over their work. Additionally, the collaborative nature of the projects encouraged peer interaction, which led to improved conversational skills.

Writing tasks, such as composing reports or essays based on project findings, allowed students to practice structuring their thoughts in English. Through these tasks, students learned how to articulate their ideas more clearly, using appropriate vocabulary and grammar. This supports findings by Shukurov, who notes that project-based learning can help bridge the gap between theoretical knowledge and practical language use in Uzbekistan [2; 36].

Another key finding was the development of student autonomy and collaboration skills. PBA encourages students to take responsibility for their own learning, as they are required to plan, research, and complete projects independently or in groups. This shift towards student-centered learning was well-received by both students and teachers. Students appreciated the opportunity to explore topics that interested them, and teachers noted that students became more proactive in seeking out information and solving problems independently.

However, the research also identified challenges in implementing PBA effectively. Time management was a significant issue, as both students and teachers found it difficult to complete projects within the limited class time available. Additionally, some students struggled with the autonomy required for PBA, especially those who were used to more structured, teacher-led instruction. This highlights the need for gradual adaptation of the approach to accommodate students' varying learning styles and abilities.

While the results were generally positive, certain challenges must be addressed for PBA to be more widely adopted in Uzbekistan's secondary schools. One of the main obstacles reported by teachers was the lack of resources, including technology and materials, necessary to carry out some projects. Schools in rural areas, in particular, often do not have access to computers or the internet, which limits the types of projects that can be assigned. Teachers also cited a lack of formal training in PBA, which made it difficult for them to design and manage project-based tasks effectively.

Karimova's study confirms these findings, noting that limited access to educational resources and insufficient teacher training are common barriers to implementing innovative teaching methods like PBA in Uzbekistan [3; 74]. Furthermore, the rigid curriculum structure in many schools leaves little room for the flexibility needed to incorporate projects, as teachers are under pressure to cover specific content for standardized tests.

Conclusion. The findings from the study confirmed that students involved in PBA improved their English skills, particularly in speaking and writing. They became more confident and autonomous, and the



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collaborative nature of the projects fostered better teamwork and communication. However, the study also identified challenges, such as limited resources, time management, and the need for teacher training. These challenges must be addressed for the approach to be implemented more widely and effectively. To overcome these issues, we recommend a gradual introduction of PBA, tailored to local resources and conditions. Teachers should receive proper training and support, and schools should develop strategies for better time management during project work. By addressing these

challenges, PBA can become a powerful tool for improving English language education in Uzbekistan, preparing students for the demands of both higher education and the global workforce. PBA has the potential to transform English teaching in Uzbekistan by making the learning process more interactive, engaging, and practical. By adapting the approach to local conditions and providing teachers with the necessary resources and training, PBA can play a significant role in improving educational outcomes for students across the country.

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