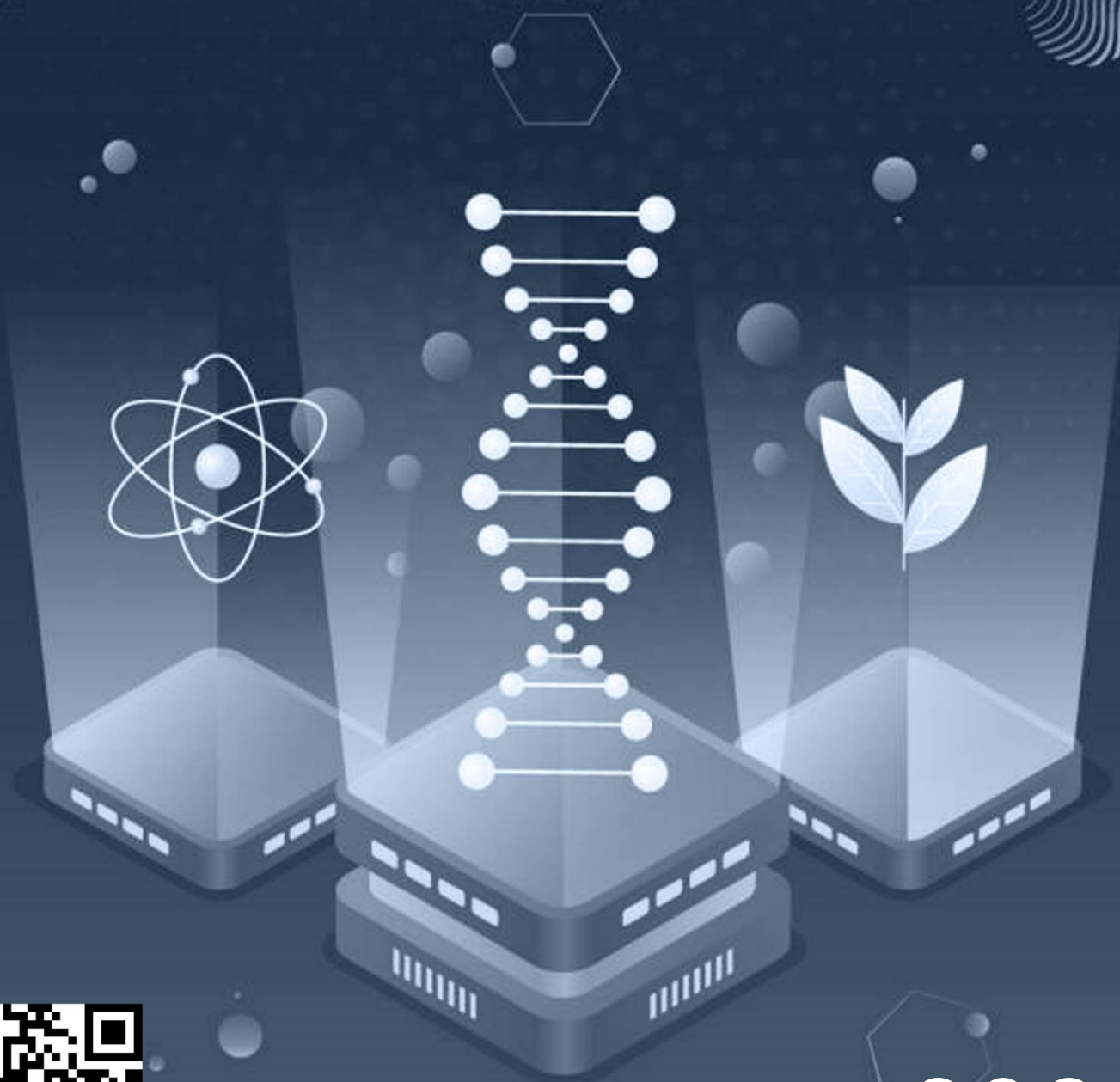


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THE THEORY OF PROJECT BASED LEARNING IN TESOL



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Abstract: This article provides an in-depth examination of the theory of Project Based Learning (PBL) within the context of Teaching English to Speakers of Other Languages (TESOL). It discusses the foundational principles of PBL, highlighting its emphasis on experiential, student-centered learning through the completion of collaborative projects that mirror real-life scenarios. The article reviews how PBL facilitates authentic language use, enhances communicative competence, and fosters a supportive classroom environment where learners are motivated to engage with both language content and their peers.

Background:

Project Based Learning (PBL) has emerged as a transformative approach in Teaching English to Speakers of Other Languages (TESOL). This theory emphasizes student-centered learning through practical, real-world projects, aiming to enhance language acquisition and communicative competence.

Methods:

This study explores the application of PBL in TESOL classrooms. It analyzes qualitative and quantitative data from classroom observations, student interviews, and pre- and post-assessment scores to evaluate language development and student engagement.

Results:

The findings indicate that PBL fosters greater motivation, collaboration, and language practice among students. Students engaged in PBL tasks demonstrated improved fluency, vocabulary acquisition, and confidence in communicative contexts compared to those taught through traditional methods.

Conclusions:

Project Based Learning proves to be an effective approach within TESOL, equipping learners with practical skills and fostering a more dynamic language learning environment. The flexibility and authenticity of PBL tasks support both language development and critical thinking, suggesting its broader adoption in TESOL programs.

Key words: Project Based Learning, TESOL, language acquisition, collaborative learning, student-centered, authentic tasks, communicative competence, learner autonomy, real-world context, language skills.

INTRODUCTION

Project-based learning is a teaching method in which participants gain knowledge and skills by investigating, answering, and working on an interesting and complex question, problem, or issue over an extended period of time. The following important elements of design in the educational

process are: knowledge, understanding, and success skills. In Project-Based Educational Technology, students acquire critical thinking, problem solving, collaborative work, and self-management skills throughout the course of the course. Project-based learning involves: sustained inquiry, authenticity, reflection, critique and revision, public product, and learner voice and choice.

MATERIALS AND METHODS

To explore the implementation of project-based learning in the context of TESOL, a variety of teaching materials were utilized, including authentic texts, digital resources, and multimedia presentations. These materials were selected to suit different proficiency levels and learning objectives. The study made use of online platforms for collaboration and sharing, such as discussion forums, virtual classroom tools, and cloud-based document editing. The methods involved planning and conducting project-based activities that encourage active participation, communication, and collaboration among learners. Lessons were designed to be student-centered, allowing learners to take an active role in setting goals, planning tasks, and evaluating outcomes. Teachers acted as facilitators, providing guidance and feedback throughout the project process. Data on student engagement, language progress, and collaborative skills were collected using observation, reflective journals, and learner self-assessments. Qualitative analysis was conducted to assess the impact of project-based learning approaches on learners' motivation, interaction, and development of language skills in TESOL classrooms. Project-based learning is a teaching method in which students learn by investigating complex questions, problems, or challenges. It encourages active learning, engages students, and allows for higher-level thinking [1]. Students will be tasked with exploring and finding solutions to real-life problems by completing their projects. Students will also be able to monitor the project they are working on, specifically how the project will be completed and the final product. When students complete a project-based learning assignment, the goals are set from the beginning, and such teaching is much more organized. Project-based education is typically multidisciplinary, using skills and knowledge in a variety of disciplines.

Project-based education follows general steps to be complete. Project-based education occupies a worthy place in the modern class and is able to apply the education system of the XXI century.

The outcome from project-based education can be long-term and vary depending on the school, teacher and institution. However, Project-Based Learning Goals do not differ from the features described above and its advantages. However, the following are the general goals of project-based learning:

- Integrating knowledge and skills from different fields through more complex research and multidisciplinary projects
- Independent learning is encouraged through independent research into issues that are not routine
- Teamwork that helps prepare students for the social environment
- Self-assessment and self-criticism, which encourages students to know their ideas and knowledge [2].

RESULTS AND DISCUSSION

One of the advantages of project-based learning is its interdisciplinary balance, where a single project can have multiple solutions across different disciplines. Students freely choose their strategies and approaches to problem solving, which affects their broad worldview. Another importance lies in the stimulation of creativity and imagination. This is where the student begins to work within their own standards of excellence through the spirit of challenge and improvement. Project-based learning is an effective and engaging way to learn. Learners in this program will gain a deeper understanding of the competencies they need to succeed in their lives. In project-based learning, the learner is not passive, but active, the project captures their hearts and minds, and encourages them to find solutions to real-life problems to learn. Learners understand the content more deeply, remember what they have learned, and retain it longer than in traditional education. Therefore, with project-based learning, learners who have meaningful knowledge can apply what they know and can do in new situations. In project-based learning, students can apply their

knowledge and skills in the real world. They develop skills such as critical thinking, problem solving, collaboration, speaking and presentation skills, and media literacy [3].

While project-based learning has been criticized for not being rigorous enough, the following characteristics significantly increase the success and potential of a project. They are real problems or projects that are relevant to the learners' skills and interests, and require the learning of clearly defined content and skills. Group work, consisting of three to four learners with different levels of competence and interrelated roles, rewards individual responsibility. This type of teaching is based primarily on the student being in control of what they learn and the motivation not decreasing throughout the process. This situation turns the student into a diligent seeker, a learner of new knowledge, to study the subject [4].

Teachers and professors are required to follow the minimum content set by law in their curricula, but there is some freedom in choosing topics. The topic for project-based learning can be chosen by the teacher, others by the students, and in other cases, it can be a joint decision between experts and students. However, the needs and interests of the students - group-class - must always be respected. In addition, it is important to consider that the chosen topic should motivate students, interest them, and always have an educational purpose [5].

Choosing a topic is important. The chosen topic forms the basis of the project. It is necessary to choose a topic that is truth-oriented, has educational value and develops goals to work throughout the course. Students should think about what their previous knowledge of this topic is and therefore what they want to know more about. This allows them to brainstorm ideas about what they want to learn and helps them figure out what strategies or forms of learning they need to use to make everything happen.

When setting the final goal, the following should be done. It is very good if different topics can be included in the project, because this will show how the topic can be applied to many areas. Additionally, this allows students to identify and set learning objectives for themselves to work on and make them general. All objectives and activities to be implemented should be related to the topic [6].

It is important to carry out activities. To guarantee the achievement of the set goals, it will be necessary to organize various activities. The form of the competencies and activities to be developed should also be taken into account: pictures, cards, company, game, investigation, model, video, power point to explain it... The type of activity can be implemented. It is not so much about choosing one ideal activity, but rather about choosing several of them that can be implemented and thus achieve different defined goals. It is necessary to form groups or teams. In project-based learning, competition should be zero. One of the goals is to work on collaboration and social skills. Therefore, groups should be organized between three or four students and they should be non-homogeneous groups. In this way, each member of the group can fulfill their role and feel important and useful for each work carried out within the project. If students do not know how to organize roles, the teacher should advise and guide them.

The planning and evaluation process can be implemented. After all the previous considerations have been taken into account, planning should be established with the project and the activities to be carried out. This way, students learn to organize their work, time, and structure based on a schedule and deadlines. It is very important to evaluate the entire process after the completion of the project, to see what went well, what failed; students will be able to evaluate their work themselves, and in this way, for the next project, they will be able to learn from their mistakes and improve these aspects, as a result, give a little more polish to improve the result.

CONCLUSION

In conclusion, students learn knowledge and skills through project-based learning technology by completing projects and finding answers to various questions. Project-based learning is gaining followers at all levels because many experts recognize its importance for students and the good results achieved at the academic, personal, and emotional levels. Project-based learning is a new educational trend, and we cannot deny that it is effective.

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8. Сноски или ссылки должен быть взяты из Web of science, а также системы журналов Scopus.
9. Цитирование приводится в тексте [1, 25] Полный список литературы должен быть указан после основного текста, а алфавитном порядке.

Requirements of the articles submitted:

1. Articles should be at least 6 pages, in Times New Roman, 12 pt., 1 inter.
2. The line head should be 1,25 cm, line spacing, and the words should be automatically moved.
3. The author's full name should be on the first line from the right; the author's place of work, position, academic degree, and academic rank, email address, and phone number should be on the second line; the article title should be centered in bold, capital letters, on the third line. This information should be provided in Uzbek, English, and Russian.
4. An annotation of 60 words in the next line in three languages.
5. Key words from the next row in three languages 7-10.
6. The next line begins with the main text. The main text begins on the next line, and the article consists of four parts: the relevance of the topic, the methods and level of research, the results, and the conclusion.
7. Articles must be of scientific importance and facts and opinions in the article should be well-grounded and have an independent meaning, and they must be free of plagiarism. The author must clearly demonstrate the literature used in his or her opinion, and provide the exact sources of the extracts.
8. Quotes should be from "Web of science" and "Scopus" journals.
9. A complete list of publications should be followed in alphabetical order after the main text. Seals and references should be in the main text [1, 25].