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Projekt-Based Learning Ideas in Teaching Foreign Language

Babaeva Vasila Tashpulatovna
Bukhara State University, Senior Teacher

Xasanova Xalida Fattayevna
Bukhara State University, Teacher

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ANNOTATION

Project-based learning (PBL) or project-based instruction is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world. The article presents content and language integrated learning where subjects are taught through the medium of a foreign language. The authors differentiate the aims of language learning and subject content learning. There are also two main types of assessment in project based learning. The article gives examples of tasks dealing with subject content in project based learning lesson. There are some recommendations in lesson planning. The author makes conclusion about language teacher's role and subject teacher's role in integrated learning.

KEYWORDS: PBL, integrated learning, foreign language, knowledge assessment.

I. Introduction

The President of the Republic of Uzbekistan Shavkat Mirziyoyev said that "Uzbekistan should be competitive in the world in the field of science, intellectual potential, modern personnel, high technologies."

It is known that the new trend of teaching English as a foreign language is largely based on a communicative approach.

II. Literature review

The main elements of the researching of integrating language skills through project based learning are contained in the works of Mahwah, Lawrence Erlbaum Associates Handbook of research in second language teaching and learning, Nunan, D. in his Classroom research. The authors like E. Hinkel (Ed.) and Prabhu, N.S. with "Second Language Pedagogy" are investigated in some of the main topics. Richards, J.C. & Rodgers, T.S "Approaches and Methods in Language Teaching" advocate claim that this educational approach improves L1 and L2 development. Sheedlough Deller and Christine Price in "Teaching Other Subjects Through English" promoted the learning of a more extensive and varied vocabulary.

III. Analysis

The integrated-skill approach, as contrasted with the purely segregated approach, exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English is not just an object of academic interest nor merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms. Finally, the integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds.

In order to integrate the language skills in ESL/EFL instruction, teachers should consider taking these steps:

- a) Learn more about the various ways to integrate language skills in the classroom (e.g. content-based, task-based, or a combination).
- b) Reflect on their current approach and evaluate the extent to which the skills are integrated.
- c) Choose instructional materials, textbooks, and technologies that promote the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, vocabulary, and so on.
- d) Even if a given course is labeled according to just one skill, remember that it is possible to integrate the other language skills through appropriate tasks.
- e) Teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills.

With careful reflection and planning, any teacher can integrate the language skills and strengthen the tapestry of language teaching and learning. When the tapestry is woven well, learners can use English effectively for communication.

Teachers spend a lot of time in class working on reading, writing, listening and speaking with their students. These skills are essential for effective communication and are the areas tested in many well known English language examinations.

We may work on a number of these skills within a single lesson, however, we often teach students to do them in isolation. If we want our learners to become successful communicators, we need to make the situations as authentic as possible inside the classroom. To do this we need to use an integrated approach to language learning. It is the application of an integrating approach for the development of communicative skills in the classroom, in which the four skills in the acquisition of knowledge of a foreign language can be taught in a coherent way, and practiced together, with a distinction of the importance of one upon the other.

Knowledge structure	Thinking skills	Key visuals	Language
Classification	Classify Group Sort Define Part/whole	Tree Web Table	General reference Relational verbs (e.g., <i>be, have</i>) Additive conjunction (e.g., <i>and</i>) Taxonomic, part/whole lexis (e.g., nouns: <i>types, classes, kinds, categories, ways</i> ; verbs: <i>classify, sort, group, organize, categorize, divide, comprise</i>) Passives (e.g., <i>are classified, are grouped</i>)
Principles	Explain Predict Draw conclusions Apply rules, causes, effects, means, ends, Formulate, test, and establish hypotheses Interpret data	Cycles Line graphs Cause/effect chains	General reference Action verbs Consequential conjunction and adverbials (e.g., <i>since, due to, in order to, consequently, because, thus, if-clauses</i>) Cause-effect lexis (e.g., nouns: <i>cause, effect, result</i> ; verbs: <i>cause produce, bring about</i>) Passives + agency (e.g., <i>is cause by, are produced by</i>)
Evaluation	Evaluate Rank Judge Criticize	Grid Rating Chart	General reference Thinking verbs (e.g., <i>believe, think, value, consider, rank, judge</i>) Comparative conjunction (e.g., <i>likewise, however, while</i>) Evaluative lexis (e.g., nouns: <i>best, worst</i> ; adjectives: <i>good, bad, right, wrong, boring, acceptable</i> ; verbs: <i>rank, approve, value, like</i>)
Description	Identify Label Describe Compare Contrast Locate	Picture Map Diagram Drawing Venn Pie Chart	General or specific reference Relational verbs (e.g., <i>be, have</i>) Existential verbs (e.g., <i>there is/are</i>) Additive conjunction (e.g., <i>and</i>) Attributive lexis (e.g., adjectives of color and size) Language of comparison and contrast (e.g., <i>the same as, similar to, different from</i>)
Sequence	Arrange events in order Note changes over time Processes Follow directions	Time line Action strip Flowchart	Specific reference Action verbs Temporal conjunction and adverbials (e.g., <i>after, since, as, initially, firstly, finally, when-clauses, as-clauses</i>) Sequential lexis (e.g., nouns: <i>beginning, end</i> ; verbs: <i>start, conclude, continue, summarize</i>)
Choice	Select Make decisions Propose alternatives Solve problems Form opinions	Decision tree	Specific reference Sensing verbs (e.g., <i>like, want</i>) Alternative conjunction (e.g., <i>or</i>) Appositional choice lexis (e.g., nouns: <i>choice, option, which</i> + noun; verbs: <i>choose, opt, select, prefer</i>)

IV. Discussion

The material of this research is believed to be useful and applicable at the lessons of English and speech practice in both universities and advanced English classes and schools. This project work can help to create the teaching aids, handouts, etc. Teachers and students are welcome to use the results of this work for further investigation and practical work. Socio-cultural competence, being a part of socio-linguistic competence, provides the ability to identify the nationally specific features of the foreign language and culture, helps to properly understand and behave in the foreign language and interrelation with native speakers in communicative discourses. Knowledge of the idiomatic language facilitates the development of intercultural awareness and helps to adapt to other cultures and traditions. The topicality of this research is therefore justified by the fact that it is an attempt to somehow compensate for the deficiency of interest to the linguocultural value of the English classes. The insufficient attention of the scholars and practitioners to the teaching and learning of Project based learning brings to the situation when “most adult second language learners, seem to have particular difficulty with certain kinds of formulaic language not only during early stages of learning, but even when they are otherwise completely fluent” [Pawley 2007:25]. Project based learning Technology is an alternative method of organising lessons. It fosters creativity, requires personal responsibility, and encourages people to take on roles that they would not normally adopt. It is also self-organising, as the pre-determined agenda is defined only by the title of the event. The title is the core of the pre-preparation, as it draws participants, and sets the direction of the project-based learning.

One image for teaching English as a second or foreign language (ESL/EFL) is that of a tapestry. The tapestry is woven from many strands, such as the characteristics of the teacher, the learner, the setting, and the relevant languages (i.e., English and the native languages of the learners and the teacher). For the instructional loom to produce a large, strong, beautiful, colorful tapestry, all of these strands must be interwoven in positive ways. For example, the instructor's teaching style must address the learning style of the learner, the learner must be motivated, and the setting must provide resources and values that strongly support the teaching of the language. However, if the strands are not woven together effectively, the instructional loom is likely to produce something small, weak, ragged, and pale, not recognizable as a tapestry at all.

In addition to the four strands mentioned above -teacher, learner, setting, and relevant languages-other important strands exist in the tapestry. In a practical sense, one of the most crucial of these strands consists of the four primary skills of listening, reading, speaking, and writing. This strand also includes associated or related skills such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage. The skill strand of the tapestry leads to optimal ESL/EFL communication when the skills are interwoven during instruction. This is known as the integrated-skill approach.

If this weaving together does not occur, the strand consists merely of discrete, segregated skills, parallel threads that do not touch, support, or interact with each other. This is sometimes known as the segregated skill approach. Another title for this mode of instruction is the language-based approach, because the language itself is the focus of instruction (language for language's sake). In this approach, the emphasis is not on learning for authentic communication. By examining segregated-skill instruction, we can see the advantages of integrating the skills and move toward improving teaching for English language learners. In the segregated-skill approach, the mastery of discrete language skills such as reading and speaking is seen as the key to successful learning, and language learning is typically separate from content learning (Mohan, 1986). This is contrary to the integrated way that people use language skills in normal communication, and it clashes with the direction in which language teaching experts have been moving in recent years. Skill segregation is reflected in traditional ESL/EFL programs that offer classes focusing on segregated language skills. Why do they offer such classes? Perhaps teachers and administrators think it is logistically easier to present courses on writing divorced from speaking, or on listening isolated from reading. They may believe that it is instructionally impossible to concentrate on more than one skill at a time.

Even if it were possible to fully develop one or two skills in the absence of all the others, such an approach would not ensure adequate preparation for later success in academic communication, career-related language use, or everyday interaction in the language. An extreme example is the grammar-translation method, which teaches students to analyze grammar and to translate (usually in writing) from one language to another. This method restricts language learning to a very narrow, non-communicative range that does not prepare students to use the language in everyday life.

Frequently, segregated-skill ESL/EFL classes present instruction in terms of skill-linked learning strategies: reading strategies, listening strategies, speaking strategies, and writing strategies (see Peregoy & Boyle, 2001). Learning strategies are strategies that students employ, most often consciously, to improve their learning. Examples are guessing meaning based on context, breaking a sentence or word down into parts to understand the meaning, and practicing the language with someone else. Very frequently, experts demonstrate strategies as though they were linked to only one particular skill, such as reading or writing (e.g., Peregoy & Boyle, 2001). However, it can be confusing or misleading to believe that a given strategy is associated with only one specific language skill. Many strategies, such as paying selective attention, self-evaluating, asking

questions, analyzing, synthesizing, planning, and predicting, are applicable across skill areas (see Oxford, 1990). Common strategies help weave the skills together. Teaching students to improve their learning strategies in one skill area can often enhance performance in all language skills (Oxford, 1996).

Fortunately, in many instances where an ESL or EFL course is labeled by a single skill, the segregation of language skills might be only partial or even illusory. If the teacher is creative, a course bearing a discrete-skill title might actually involve multiple, integrated skills. For example, in a course on intermediate reading, the teacher probably gives all of the directions orally in English, thus causing students to use their listening ability to understand the assignment. In this course, students might discuss their readings, thus employing speaking and listening skills and certain associated skills, such as pronunciation, syntax, and social usage. Students might be asked to summarize or analyze readings in written form, thus activating their writing skills. In a real sense, then, some courses that are labeled according to one specific skill might actually reflect an integrated-skill approach after all.

The same can be said for ESL/EFL textbooks. A particular series might highlight certain skills in one book or another, but all the language skills might nevertheless be present in the tasks in each book. In this way, students have the benefit of practicing all the language skills in an integrated, natural, communicative way, even if one skill is the main focus of a given volume. In contrast to segregated-skill instruction, both actual and apparent, there are at least two forms of instruction that are clearly oriented toward integrating the skills.

V. Conclusion

The current educational strategy in foreign languages in Uzbekistan requires an overall reconsideration of the attitude to teaching and learning English through implementation of new approaches aimed at developing socio-linguistic competence as an inalienable component of the FL teaching competence.

The integrating language skills competence allows the speakers to select the proper linguistic means expressions depending on the situation, communicative aim and intention of the speaker. It encompasses socio-cultural competence which provides the ability to identify the nationally specific features of the foreign language and culture, helps to properly understand and behave in dealing with the foreign language and its native speakers in various communicative discourses. Knowledge of the integrating language skills facilitates the development of intercultural awareness and helps to adapt to other cultures and traditions. Statistical indicators confirm that the modern world constantly speaks with metaphors including idioms. That is proved by their extensive use in oral or written communications. Consequently, nowadays, new epochal challenges and powerful cultural expansion raise the importance of learning foreign languages for communicative purposes. Language educators believe that the study of “integrating language skills” is of great importance in language teaching and learning, as language and culture are inseparable, and therefore culture must constitute a weighty component of the foreign language curriculum.

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