

Project-based instruction in English language teaching

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Abstract: This article discusses the essence, advantages and importance of the Project-Based Learning (PBL) approach in English language education. The study analyzes the role of the PBL approach in developing students' independent thinking, creativity and communicative competence. It also compares the effectiveness of project-based learning in English lessons with traditional teaching methods and justifies its role in increasing students' motivation. The results of the study show that the PBL approach is effective as a modern and interactive teaching tool in English language education.

Keywords: Project-Based Learning, English teaching, communicative competence, creativity, motivation, language skills.

One of the methods that provides active, independent and research-based participation in the modern educational process is Project-based Learning. This is an educational strategy aimed at acquiring knowledge and practical skills by students working on a project based on a specific real-life question or problem. This approach gives students the opportunity not only to acquire ready-made knowledge, but also to create, research and apply knowledge in practice. To further develop it, personal competencies, self-management, social awareness and responsible decision-making are necessary. Knowledge acquisition occurs through social communication and cooperation, therefore, group project work creates a favorable environment for learning.

There are several effective ways to expand the learning opportunities of elementary school students through the PBL approach:

Introducing students to real-life issues. – Using authentic materials through open-ended questions and pictures, we help students connect their thoughts and develop life skills along with English. Using the PBL (Project-Based Learning) approach in English helps students not only learn the language, but also solve real-life problems. Lombardi emphasizes that solving real-life problems in education increases students' motivation and social activity. For example: students are asked questions using authentic materials:

What is happening in the picture?

Where are the children playing?

Can you say their age?

Can you describe the colors of clothes?

In this section of questions, students plan their research through books, interviews, and the Internet and prepare a presentation. They work in teams or groups, discuss and exchange ideas, and present their ideas.

Developing creative thinking. PBL - Project-based learning values students' creative thinking, ideas, encourages creativity, provides opportunities to develop innovative approaches, and collaborate with others. In project-based learning, social skills can be seen in effective communication, collaboration, and empathy. The definition of creativity as "the ability to understand and effectively interact with others" refers to the ability to understand the emotional state, needs, intentions, and reasons for the actions of people around them. This means that when a student is creative, students can use the exercises on the topic "Comparatives" according to the annual work plan for the 4th grade of English. Organizing a project-based lesson is methodologically correct and effective.

Through this process, students also perform grammar exercises and at the end they are given the task of preparing a presentation or poster on the question of which device is chosen and why, which is a clear example of creative competence. Usually, creativity is quickly evident in children's activities, which suggests that students need to master one or another creative skill or competency. In developing

creativity, it is necessary to pay attention to feelings such as encouraging students to ask many questions and increasing responsibility. The role of technology in project-based learning is very important and multifaceted. According to A. Mabe, technology provides students with tools that allow them to work on real objects and conduct experiments. The educational process is most effective when students are actively engaged in creative interaction with the creatures or phenomena in their environment. The goal of using technology as a means of information retrieval and communication is to search for sources through internet resources, analyze them, and analyze and sort the necessary information, thereby increasing students' critical thinking and social engagement skills.

In the ProjBL approach, encouraging peer assessment and self-expression is important, as this process helps students to clearly express their thoughts and evaluate each other's work when working in groups. This method also requires the development of meta-cognitive skills - the ability to plan, monitor, and analyze their own learning. Flavell (1976) stated that "metacognition is the ability of an individual to understand, monitor, and manage their own thought processes, which increases the effectiveness of their learning". This definition reveals the key role of the metacognitive approach in the educational process.

The role of project-based learning (PBL) methodology in increasing student motivation is important because it serves to strengthen students' intrinsic motivation for learning. As Thomas noted, in the process of project-based learning, students feel a sense of ownership of their learning by presenting the final product of their projects to others and take pride in their work, which increases their motivation. This forms a sense of responsibility, interest in their work and a sense of pride in their work, and develops self-awareness and skills in applying knowledge. According to the "Self-Determination Theory" put forward by Deci and Ryan, intrinsic motivation increases when a person feels autonomy, competence, and social connection in the learning process.

In short, Project-based learning is a modern teaching approach that encourages active participation and is focused on solving real-life problems. The project-based learning approach expands the learning opportunities of students by increasing intrinsic motivation, building a sense of ownership of their learning, and engaging them in active learning.

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