



## USING THE PROJECT METHOD TO IMPROVE STUDENTS SPEAKING SKILL

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### Abstract

In this article, effectiveness of project method during their lessons to develop speech skill and the appropriate principles and guidelines during their usage are presented.

When working on this article the following tasks were put forward: to be aware of a new trend in teaching English; to study the difficulties and the ways of overcoming them; to present new approaches and methods of teaching and learning English; to look through project method to improve monological speech skills; to identify whether the effects of Project Method can improve the students' speaking skill; to identify the strengths and weaknesses of Project Method in teaching speaking. It can be identified by the presented firsthand information about the importance of teaching speaking skill and methods to improve speech skills especially Project Method. And it gives some benefits of Project Method

**Key words:** speaking skill, project based method, interactive methods, role playing, effectiveness, discussion.

The ever-growing need for good communication and professional teaching skills in English has created a huge demand for English teaching and learning around the world. Millions of people today want to improve their command of English or to ensure that their learners achieve a good command of English. And opportunities to learn English are provided in many different ways such as through formal instruction or teaching, travelling, and study abroad, as well as through the media and the Internet. The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. Today learners set themselves demanding goals. They want to be able to master English to a high level of accuracy and fluency. English has become a language that has an important role in the global community. English is considered as an international language which has been expanded to various aspects of a global society. Mastering English is very important for communicating, especially in the academic field. Employers, too, insist that their employees have good English language skills, and fluency in English is a prerequisite for success and advancement in many fields of employment in today's world. So, it is important to pay attention and develop language skills in early age as much as possible. Because of the fact that English is very important in every sphere it is being given much attention to learning English language at schools. The demand for an appropriate teaching methodology is therefore as strong as ever.

One of the language skills in learning English as the compulsory subject in the school is speaking. So, it becomes the skill which must be highlighted in teaching English as a foreign language, because speaking is one of productive skills when the teacher can see students occupying the target language actively for real communication. According to Cameron,

speaking is the active use of language to express meanings so that other people can make sense of them. To improve speaking skill teachers should use variety of interactive methods. One of the effective methods to improve speaking skill is project method.

Project Method is a method of training that encourages students to acquire content knowledge on their own and exhibit their new understanding through a range of forms of presentation. The initial phase in the learning paradigm was to employ an issue. Acquiring knowledge based on actual behavior and integrating it. Project-Centered Learning is the teaching of academic material to students through the use of an authentic, real-world project that is based on a highly engaging and compelling issue, task, or challenge. According to the two definitions given above, Project Method is an instructional method that uses a genuine, real-world project that is based on a highly engaging and motivating question, task, or problem to teach students academic content in the context of cooperating to solve the problem. This is accomplished by providing a strategy that allows students to pursue content knowledge on their own and demonstrate their new understanding through a variety of presentation modes.

The educational approach of empowering students is project-based learning.

students are encouraged to research subject matter independently and use a variety of presentation styles to show what they have learned. Project Method activities are thought to promote student autonomy and active, student-centered language practice when used in the teaching of English.

The term "project-based learning" refers to a systematic teaching approach where students are actively involved in gaining knowledge and skills through an extended inquiry process built around challenging, real-world issues and thoughtfully created assignments and outcomes. They collaborate to find solutions to problems that are real-world, curriculum-based, and interdisciplinary. This means that project-based learning, which emphasized problem-solving in over time, a collaborative environment. It is a practical experience that begins with questions or difficulties that inspire activities, which produce meaningful goods at the conclusion. One might suppose that project-based learning is a "instructional strategy that puts learning into context by giving students issues to resolve or things to buy to advance.

It is student-centered and driven by the requirement to generate an end-product. Project-Based Learning is triggered by the intrinsic demands of students who construct their own activities individually or in small groups. It connects language used in textbooks and the outside world.

Hutchinson offered Project-Based Learning as a strong and engaging teaching strategy to strengthen students' second or foreign languages by learning by doing. Since they are unable to utilize the language they have learned in class or outside of it, students frequently perceive the target language as being outside of their reality. They can work alone or in groups, and project-based learning enables them to do so in a genuine and relevant setting.

They face responsibility and a challenge to find real-world solutions.

Students can enhance their language abilities and communication competence when they see that language can be employed in their lives and beneficial to their tasks and needs. Additionally, it will develop self-assurance, teamwork, creativity, independence, and self-control. As a result, individuals are able to speak in the target language about their daily lives, cultures, and environments. It is a task that improves the acquisition of language and subject matter in English as a foreign language.

**Benefits of Project-Based Learning**

According to Bell, cited in Maulany, there are numerous advantages to using Project-Based Learning when instructing English as a Foreign Language, particularly when instructing speaking.

- a. Project-Based Learning provides relevant and valuable education for students
- b. A practice-friendly environment can be created through project-based learning talking in English.
- c. Students can become actively involved in project learning through project-based learning as well.
- d. Project-based learning increases students' motivation, engagement, and delight and involvement.
- e. The social learning that project-based learning encourages can improve cooperative abilities
- f. Project-Based Learning can provide the best chance for improvement of language proficiency of students.

**Project-Based Learning Drawbacks**

Ivanova claims that there are several drawbacks to putting project-based learning into practice when teaching speaking in English as a Foreign Language.

- a. Students are not adequately prepared for project-based learning by their prior learning experiences.
- b. Project-Based Learning needs more time and takes away study time from different topics.
- c. Learning is messier than teaching, which causes some concern.
- d. Issues with group dynamics can occasionally make project-based learning less successful.
- e. It's possible to learn less about the subject.

More time is required for the teachers and students to prepare their lessons. It will have an effect on the learning-teaching process, particularly when it comes to speaking instruction.

The pupils could take some time to enhance their indicators if the teacher does not conduct a good preparation before beginning the session, signs of speaking ability. The teaching-learning process cannot be carried out ineffectively to achieve the lesson's objectives of increasing students' speaking abilities if the teacher is unable to control the class.

**4. Project-Based Learning component**

Maulany notes that there are four main aspects of Project learning includes: (1) self-responsibility for thinking and learning; (2) social responsibility awareness; (3) scientific thinking and action with a practical application; and (4) connecting group activity and output with professional practice.

**5. Project-based learning models**

There are three intriguing broad project work concepts for educational purposes:

- a. Exercise for projects: The purpose of this kind of project is to encourage pupils to apply previously learned skills and information to a problem in a field of study they are already familiar with. The most conventional form of project-based learning is this. Project exercises area part of a teacher oriented project
- b. Project component: The objectives of this sort of project work are to improve problem-solving skills and the capacity for independent work. The project is more interdisciplinary in

character and frequently tied to "real world" situations. Parallel studies of the project course and conventionally taught courses are common.

c. Project orientation: This word defines the entire curriculum philosophy of a program of study; the projects that students complete form the entire basis of their university education, while instructional teaching is supplied only to supplement the requirements of the project themes. The requirements of the project themes dictate the subject matter to be investigated. Considering the two definitions given above, it can be said that Project-Based Learning is an instructional method that uses an authentic, real-world project that is based on a highly engaging and motivating question, task, or problem to teach students academic content in the context of cooperating to solve the problem. This method gives learners the freedom to pursue content knowledge on their own and to present what they have learned using a variety of presentation modes.

A popular learning strategy is called project-based learning, and it was created in many industrialized nations. Learning is a form of learning that gives teachers the chance to enhance learning in the classroom through project work." "Project-Based Learning is an approach that focuses on the central concepts and principles of a discipline, involves students in problem-solving investigations and other meaningful tasks, allows students to work independently to construct their own learning, and culminates in realistic products," asserted Bern & Erickson.

These views support the notion that project-based learning is a teaching method. Built using the constructivist learning theory, which calls for pupils to synthesize their knowledge. Learning experiences can be made more exciting and meaningful through project-based learning.

When students work in groups, they learn how to plan, organize, negotiate, and come to an agreement on matters such as the assignments that need to be completed, who is in charge of each assignment, and how the data will be gathered and presented. These pupils have identified some key competencies that are crucial to his success in life.

Due to the collaborative nature of project work, students interact with one another to acquire these abilities. Individual strengths and learning styles that are used in group project work promote teamwork as a whole.

Students' speaking issues can be resolved through project-based learning by providing creative activities that push students to create something extraordinary, real-world materials in a situation where they can easily be stimulated and motivated to encourage real communication, because the material is close to them, and then at the conclusion of the project, students should present the project's outcome to their friends.

The six steps of project-based learning are shown in the following flow chart and explained below in this section of the article.

### **1) Identification of a Problem or an Opportunity**

This is the leading step in project-based learning. Teachers or students identify a problem or an opportunity from their surroundings that requires meticulous work and demands a resolution. This problem can be related to the curriculum and may be affecting the school, community, city or a country.

This is an inquiry-based step that requires great attention to detail and group work because the learning goals of students will be based on the precise mapping of the driving problem



statement. Brainstorming and bloom's taxonomy will assist you in this step to formulate the driving question.

## 2) Project Planning

The next step is to design a learning plan for the project which means that the teachers assess how the problem or opportunity connects with the standards he/she is intending to teach. The best approach is to involve the students in this process so that they can feel included.

Select the project path which corresponds to the syllabus or curriculum. It is better to integrate multiple subjects for enhanced student engagement and dynamic learning. Make sure that the learning resources and content are at the students' disposal while they are working on the project. A teacher should be prepared to provide deep content knowledge to the students because the project can move in any direction and students may require a deeper understanding of the concepts to reach a viable conclusion.

## 3) Schedule

This is the third step of the PBL which involves setting a timeline and schedule for the project activities. Students should be given a set date or time frame in which they had to present their final project work. However, to realize the benefits of the whole process, be prepared to be flexible in your schedule. Set the schedule by working collaboratively with students.

## 4) Monitor the Progress

In PBL, a teacher is engaged in the process right from the beginning to the end. Teachers should incessantly monitor student work and progress. The role of the teacher in PBL is that of a facilitator who strives to make the learning experiences worthwhile for the students.

## 5) Assessment

This is the fifth step of the PBL, and it involves assessing the learning outcomes and participation of students. Teachers can use a rubric to record students' progress and their learning outcomes.

Rubrics allow teachers to grade student learning against certain standards and give effective feedback to the individual student at the end of the project. The assessment helps students in enhancing their skills and thus increases their confidence. Besides teachers, experts and the audience can also be consulted to give feedback.

## 6) Evaluate the Experience

This is the last step in PBL which involves reflecting what worked and what didn't during the whole process. Reflection helps teachers to improve their instructional strategies in the future. Teachers are also able to incorporate changes in their teaching strategies.

## 10 Benefits of Project Based Learning

Project-based learning is gaining momentum worldwide as more and more educators are taking interest to incorporate this approach in their classroom because of the numerous benefits it offers to the students. We have narrowed down the following 8 benefits of project-based learning.

1. PBL emphasizes teamwork and effective collaboration between the team members working on the projects. When students work cohesively as a unit to solve a real-world problem, their interpersonal and communication skills are enhanced.
2. PBL supports problem-based learning and helps students to think critically. Consequently, it unleashes and polishes the problem-solving skills of the students. Since students are working on problems that affect the real-world audience, their 21st-century skills like critical thinking and problem-solving are significantly enhanced.

3. PBL is an activity-based approach that supplements higher order thinking skills among students.
4. Project based learning facilitates deep learning of the students. Learning through textbooks and other resources in a traditional classroom is a trivial concept now.
5. PBL instills self-confidence in the students. Students engage in the learning process and voice their opinions during the phases of PBL. When the student voice and choice are valued, his/her self-confidence is enhanced.
6. PBL leads to enhanced student engagement. When students are gaining knowledge practically, their natural curiosity and interest in the subject matter increase. As a result, we see a greater student achievement in academic which can be measured through variables such as higher attendance in the classroom, increased interest and improvement in grades
7. Students gain a deeper understanding of the technological tools which help them to achieve their intended learning objectives.
8. PBL enhances the decision-making skills of the students because they had to take critical decisions during the course of projects regarding the research path and tools which should be used to reach an effective outcome.
9. We know that every individual is unique and has his/her own strengths and weaknesses. PBL helps teachers to judge the students' abilities, strengths, and weaknesses which are often overlooked in the other assessment methodologies.
10. Students learn valuable lessons in PBL for a lifetime. In other words, PBL supplements the lifelong learning of the students.

In conclusion, being able to speak English fluently indicates that we are willing to have a decent method of directing oral communication with others. But in order to communicate indirectly, we must be able to write well in addition to honing our speaking skills. It is difficult for everyone to talk with the same accent and delivery style because everyone differs. Speaking must meet standards for accuracy, accent, and fluency. Second, the use of PBL has the potential to boost student engagement in the learning process, which will help them become more proficient in speaking and reading as well as increase their enthusiasm and behavior. Because PBL fosters greater self-assurance and self-responsibility for learning, more enjoyable and effective learning environments, teamwork and communication skills development, and teaching students to be reflective and evaluate their own and others' work. In addition, this approach is suggested as a good substitute for learning. PBL techniques are used not only in the educational setting but also in the business and political spheres, each of which has its own objectives.

The PBL method does, however, have drawbacks when used. When students focus on finishing a work, they have a propensity to disregard other tasks or subjects in favor of their own projects. Thus, the student's attentiveness has reduced. Therefore, happen the decreased student's focus. Thus, it is natural that students have a hard time to fully follow each of these subjects/courses, especially when most of them have extensive and demanding projects. Furthermore, students considered the allocation of different project topics as a disadvantage, different skills and take a long time in implementing.

Thus, the student's attentiveness has reduced. Therefore, it makes sense that students find it difficult to thoroughly understand each of these disciplines or courses, especially given that the majority of them have rigorous and lengthy projects. Additionally, students thought that assigning multiple project themes was a disadvantage because it required different talents

and took a long time to complete. According to studies on the vocabulary acquisition challenges experienced by eighth-grade students, project-based learning implementation led to an improvement in the students' speaking abilities. Grammar, vocabulary, comprehension, fluency, and pronunciation were the speaking skills that were being developed. Due to the fact that the project might enhance the students' speaking abilities and generate positive student reactions toward English learning in general, speaking in particular, project-based learning was beneficial in improving the students' speaking abilities. With the help of several learning areas, the students had the opportunity to improve their speaking abilities through project-based learning activities. By learning some projects as the major activity, the students may enhance their speaking abilities and employ the necessary range and flexibility of the speaking element to deal with topics and express thoughts. Language learners may find project-based learning to be inspiring, empowering, and difficult. With the concept of discussion, drama, and presentation, project-based learning forces students to hone their speaking abilities. The students must prepare well for their performances since they will present them and then show the results to the teacher and the rest of the class. It encourages pupils to put their skills to further use. The pupils actively participated and exchanged ideas either individually or in groups. PBL has the effect of allowing students to develop their English-speaking abilities and enhance their academic performance. The students' responses in the descriptive data from the questionnaire and interview demonstrate that project-based learning offers them several advantages. They claimed that project-based learning gave them the opportunity to gain more speaking confidence in English in addition to learning new skills like acting in plays, leading discussions, and giving presentations. As a result, it is possible to draw the conclusion that project-based learning can increase Senior High School students' enthusiasm to gain speaking skills. The project gives the students a chance to develop their creativity and interpersonal engagement. PBL techniques can, in general, be used as an option when choosing classroom learning strategies to boost student engagement and explore their ideas.

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