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## THE USE OF PROJECT WORK IN TASK-BASED LANGUAGE TEACHING

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### ABSTRACT

*Project work is one of the main methods of increasing motivation in task-based language teaching and learning. When organizing project activities of students by a teacher, learning outcomes are improved due to interactivity. In the process of this activity, the teacher with the students finds difficult moments in learning, poses a problem that is relevant for students, thinks about connections with other objects and phenomena, and also develops a vision of the practical application of the knowledge gained, as a result of which the motivation for learning activities increases. Each task, stage of the lesson should contain a problem that students independently notice, determine, develop possible solutions to the problem, give them an assessment. Working with a project implies the ability to work with information, actively show oneself in a team, and try to become a leader. Students' confidence in their own abilities will increase (especially among weak students), attitudes towards better study. Learning quality is enhanced when students, while working on a project, take responsibility for their own learning. In this article, we will discuss the effects of project work on the development of student motivation for further learning English, on the acquisition of universal educational actions in the process of preparing a project.*

**KEYWORDS:** *Project Work, Motivation, English, Universal Learning Activities, Project Presentation, Language Skills, Interactivity.*

### INTRODUCTION

Learning a foreign language is a complex process that requires efforts from both students and teachers. In accordance with the modern concept of subjective learning, a student who cognizes the reality surrounding him is the subject of learning, and this learning involves an independent activity. What is the role of the teacher in this? The teacher has at his disposal various ways of

directing the student's activity. And the main task of the teacher is to find the point of intersection of the student's interests and the tasks of the studied material, to indicate the personal interest of students in the studied material. And this can be achieved if only the student realizes the applicability, the practical significance of the knowledge acquired. The personal motivation of students is at the heart of the project work method.

## **MATERIALS AND METHODS**

There are a number of definitions of the concept of "project". Common and fundamental for the whole number of definitions is: the presence of a problem that is interesting for the project participants, the use of research methods, independent work, structuring the stages of the project, obtaining a material final product. It is important for the student not only to hear and see the material being studied, but also to apply it, to reveal its practical significance.

To implement a project, we need first select the type of project from among the existing ones. Polat classifies the types of projects according to their main characteristics:

- The method dominating in the project (research, creative, role-playing, familiarization and orientation, etc.);
- The nature of project coordination: direct (rigid, flexible), hidden (implicit, imitating a project participant);
- The nature of contacts (among the participants of the same school, class, city, region, country, different countries of the world);
- The number of project participants;
- The duration of the project [Polat, 1999].

There are a range of problems to be presented in project work. For the topic: "Air pollution", students need to identify the problem, the reasons why this topic may be of interest to students. The motivation of students lies in the result of their activities; therefore, at the beginning of work, one should determine the nature of the final product, because students need to be clearly aware of the possibilities for further application of the results of their activities. First of all, the application of the knowledge is gained by the students themselves. Applicability options can be suggested by the students themselves. The final product can be a decorated stand, poster, web page, etc. Having decided on the topic and purpose of the project, the number of participants and the duration of the project should be adjusted. The whole class with pre-assigned tasks can become participants in the project. The duration of this project on the topic "Air pollution" should correspond to the deadlines for the completion of the study of this thematic section.

Having acquired knowledge on this topic, experience of presentation in English, the project participants had the opportunity to share their knowledge.

Project activity is one of the components of the content section of the main educational program. The project method contributes to the development of such universal educational activities as the development of students' cognitive skills, orientation in the information space, the ability to independently structure their knowledge, and the development of critical thinking. The development of the communicative competence of students is the main and main task, in view of the development of the personality. So, when implementing intercultural communication in

English, the ability to intuitively understand another person is manifested, despite the language barrier. The success of learning, first of all, depends on the presence of motivation, the student's need for a given subject, which activates it and acts as a necessary condition for a high-quality learning outcome.

In order to form positive motivation in English lessons, a task should be set so that the motives are associated with the cognitive interests of students, the need to master new knowledge and skills. In English lessons, it is necessary to create a comfortable and natural atmosphere of communication "teacher-student". At the same time, it is important to solve the problem with the situation of decreasing interest in the language when difficulties arise. In such a situation, the teacher helps, who uses active teaching methods, helping students to master a large amount of educational material with a lack of formed general skills. Therefore, the effectiveness of teaching English is determined not only by the amount of acquired knowledge, abilities and skills, but also by those teaching methods that will help students to effectively master information.

### **DISCUSSIONS AND RESULTS**

During the project lesson, various goals of a methodological and psychological nature are achieved, which can be summarized as follows:

- The center of the learning process is transferred from the teacher to the students, which, according to the educational standard, is one of the main tasks;
- Control of all knowledge and skills on this topic is carried out;
- a more serious attitude to the lesson is provided, there is an awareness of oneself as a member of the team;
- New information is acquired;
- The emotional mood of all students rises.

Thus, project activity is one of the main methods of increasing motivation for learning English. When organizing project activities of students by a teacher, learning outcomes are improved due to interactivity. In the process of this activity, the teacher with the students finds difficult moments in learning, poses a problem that is relevant for students, thinks about connections with other objects and phenomena, and also develops a vision of the practical application of the knowledge gained, as a result of which the motivation for learning activities increases. Each task, stage of the lesson should contain a problem that students independently notice, determine, develop possible solutions to the problem, give them an assessment. Working with a project implies the ability to work with information, actively show oneself in a team, and try to become a leader. Students' confidence in their own abilities increases (especially among weak students), attitudes towards study for the better. Learning quality is enhanced when students, while working on a project, take responsibility for their own learning.

Effective forms of work on projects:

- Organization of independent work of students on the topic of the project;
- Providing visual material and all necessary items for developing further actions;
- Use, if necessary, of Internet resources.

Project activities in the lesson provide an opportunity to develop the creative abilities of the student. In this activity, the student has the opportunity to express himself, his independence in decision-making, to control his own educational process. It is necessary to formulate the basic concepts of students and their interest in this type of activity. This is facilitated by the specificity of the subject under consideration - the English language. The teacher can offer to choose a topic on their own, giving students the opportunity to creatively organize their activities using their own sphere of interest. Thus, in the mind of the student, two points are combined: the educational task and the sphere of their interests. This is important, because when a student is working on a topic in which he is personally interested or wants to understand (in case of difficulties), he will be careful and try to apply all his knowledge and skills in order to provide the topic. A high level of motivation in the classroom will give the student confidence, improve their academic performance, and help build strong relationships with teachers. The teacher, increasing the level of motivation of students through project activities, organizes a favorable atmosphere in the lesson, contributing to an increase in positive results in all areas (personal and emotional, educational, etc.).

Promotion of project activities in an educational institution is carried out with the support of the administration and a team of teachers-mentors, enthusiasts who organize the work of the project office of the institutions. Students who have approved the theme of the project, after studying it and presenting it in the classroom, "smart changes", participate in scientific and practical conferences, olympiads, competitions for project activities. In university events (exhibitions, festivals, the same smart changes, quizzes, etc.) also allow students to become interested and try themselves in the implementation of the knowledge gained in practice. Projects are classified into the following categories: research work; experimental design; social project; volunteer project; creative project;

An example of a creative project is the "English Fairy Tale" project, the essence of which is the creation, translation of a fairy tale into English and theatrical performance as a result of training. This form develops the communicative competence of students, creativity and activity, which, subsequently, manifests itself in life.

## CONCLUSION

So, on the basis of the above, we can conclude that the most applicable for the development of internal motivation of students, their awareness of needs, the practical applicability of the acquired knowledge is the project method. The main distinguishing features of the project work are: stimulating students' interest in specific problems on the topic under study, independent work of students, application of knowledge from other disciplines, as well as previously acquired knowledge, practical significance. The inclusion of various activities in the learning process contributes to increased efficiency. Project activity motivates and activates independence, deepens interest in learning in general.

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