INTEGRATING PROJECT-BASED LEARNING INTO ENGLISH SPEAKING CLASSES

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Annotation: This article examines the effectiveness of Project-Based Learning (PBL) in developing students□ speaking competence in English classes. It analyzes how participation in interactive tasks, completing real-life projects, and creative assignments enhances oral skills. Examples from Uzbekistan and international contexts are provided.

Keywords: project-based learning, oral skills, EFL, interactive classes, communicative competence, creative approach, student motivation, practical outcomes

Annotatsiya: Ushbu maqola ingliz tili darslarida loyiha asosida o□qitish (Project-Based Learning, PBL) usulining talabalarning og□zaki nutq kompetensiyasini rivojlantirishdagi samaradorligini o□rganadi. Maqolada talabalarning interaktiv mashg□ulotlarda qatnashishi, real hayotiy vazifalarni bajarishi va ijodiy loyihalar orqali nutq ko□nikmalarini oshirishi tahlil qilinadi. O'zbekiston va xalqaro tajribalar keltiriladi.

Kalit so'zlar: loyiha asosida o'qitish, og'zaki nutq, EFL, interaktiv darslar, kommunikativ kompetensiya, ijodiy yondashuv, talaba motivatsiyasi, amaliy natija

Аннотация: В статье рассматривается эффективность обучения на основе проектов (PBL) в развитии устной компетенции студентов на занятиях английского языка. Анализируется, как участие в интерактивных заданиях, выполнение реальных проектов и творческих заданий способствует улучшению устных навыков. Приводятся примеры из Узбекистана и международного опыта.

Ключевые слова: обучение на основе проектов, устные навыки, EFL, интерактивные занятия, коммуникативная компетенция, творческий подход, мотивация студентов, практические результаты

Project-Based Learning (PBL) is a student-centered approach in which students gain information and skills by actively participating in real-world projects (Thomas 2000, p. 5). In English language education, PBL provides an excellent framework for developing speaking ability, boosting fluency and confidence.

Nontraditional approaches, such as PBL, have grown in popularity in Uzbekistan, where students frequently want real opportunities to practise English in relevant circumstances (Abdullaev, 2021, p. 18). This study investigates the theoretical basis, practical uses, and efficacy of PBL for improving oral English abilities.

PBL is consistent with constructivist concepts, emphasising active learning, problem solving, and cooperation (Piaget 1972, p. 50). According to Vygotsky (1978, p. 87), social contact is necessary for cognitive growth, emphasising the value of group projects in language acquisition.

In terms of communication skill, PBL promotes

Acquiring grammatical and lexical proficiency via actual language usage.

Presentations and conversations help to develop discourse competency.

Canale and Swain (1980, p. 17) promote strategic competency by encouraging students to design, negotiate, and refine language throughout projects.

Methodology and Practical Implementation

1. Designing PBL activities

Effective Project-Based Learning (PBL) activities imitate genuine communication circumstances that are similar to real-world interactions. When students practise real-world activities in English, such as replicating interviews, debates, or business meetings, they are exposed to both the linguistic and pragmatic needs of natural communication. These activities foster spontaneity, negotiation of meaning, and critical thinking☐skills that are often underdeveloped in traditional classroom environments (Ellis, 2003, p. 145).

Collaborative initiatives are also important for improving oral competence. Working in small groups to create films, presentations, or podcasts promotes active

engagement and accountability. These projects allow students to practice target language structures while simultaneously improving their cooperation and intercultural communication abilities (Harmer, 2015, p. 119).

In today's digital age, technological integration has become an essential component of PBL. Learners may effectively perform research, record speaking assignments, and share peer feedback using online applications like Google Docs, Canva, Padlet, and Zoom (Godwin-Jones, 2018, p. 48). These systems provide asynchronous learning and reflection, allowing students to improve their language output before presenting. Furthermore, technology bridges the gap between classroom activities and real-world English usage by enabling interactive and multimodal learning settings.

2. Classroom applications.

Careful scaffolding and steady skill development are required for successful PBL implementation in the classroom. During interactive speaking sessions, students participate in organized conversations, debates, and role-plays based on their project subjects. These exercises promote fluency, pronunciation development, and contextual vocabulary use (Thornbury, 2005, p.94).

The PBL approach relies heavily on reflection and self-assessment. After completing each exercise, students assess their performance, identify their strengths and shortcomings, and establish objectives for progress. This metacognitive factor promotes learner autonomy and self-directed learning (Field, 2008, p. 41).

Cross-disciplinary collaborations improve the relevance of English education. Engineering students, for example, can build and present technological advancements, whereas business students can produce marketing pitches or practice English negotiating skills. Integrating information from students' majors not only broadens their vocabulary, but also displays the actual use of English in their professional sectors. This relevance encourages students to participate more deeply in the learning process and increases their confidence in real-world communication (Abdullaev, 2021, p.19).

3. Benefits seen in Uzbekistan.

In Uzbekistan, the use of PBL in higher education has produced outstanding outcomes. Islomov's (2022, p. 30) research shows that non-philology students participate and interact more. PBL gives pupils significant opportunity to utilize English for real-world reasons rather than mindless memorization or grammar exercises.

Notably, pupils show obvious improvements in fluency, vocabulary variety, and pronunciation accuracy, indicating both linguistic and psychological growth. Furthermore, the transition from teacher-centered to student-centered learning promotes increased autonomy and confidence in oral communication. Learners take responsibility of their projects, engage with others, and are motivated by the sense of accomplishment that comes with successful project completion.

4. Creative and Analytical Perspectives

PBL is naturally creative since it allows students to communicate their ideas in a variety of media. Students are typically assigned to create creative dialogues, skits, or storytelling projects based on cultural or societal topics.

Combine digital technologies with real-world problem solving to create interactive and visual learning experiences.

Reflect on peer and instructor comments, updating and enhancing their performance incrementally.

This creative interaction makes language learning a fun and purposeful experience. Furthermore, integrating PBL with conventional education guarantees that students preserve grammatical accuracy while developing fluency and pragmatic competence. According to Richards (2017, p. 62), originality in task design promotes cognitive and emotional involvement, resulting in deeper learning results.

In practice, innovative adaptations of PBL assignments to reflect students' personal interests, cultural background, and academic subject result in increased motivation and long-term information retention. For example, students who make

short movies about local customs or write business proposals in English are more likely to acquire vocabulary, pronunciation, and discourse patterns related to their aims.

Conclusion

Integrating Project-Based Learning English speaking classes offers a comprehensive, interesting, and practical method to improving conversational skills. Educators enable students to become competent English speakers capable of functioning successfully in real-world circumstances by engaging them in genuine, collaborative, and technologically assisted projects. Evidence from international and Uzbek schools shows that PBL not only improves linguistic abilities, but it also fosters creativity, autonomy, and lifetime learning practices.

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