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Project-Based Learning in Uzbekistan

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ANNOTATION

The article looks at the issue of the project-based teaching (PBL). It explains the term PBL and discusses its role in Uzbekistan. The article describes the experiment held at one of the educational institutions in Tashkent when children were tasked to do indoor and outdoor projects; and talks about its results. Moreover, benefits and drawbacks of PBL were discussed. Misunderstanding of parents when their children do projects was also found as one of the obstacles in using PBL. Overall, the article proves that PBL may be used effectively when learning languages.

KEYWORDS: project-based learning, indoor projects, outdoor projects, language barrier, developing communicative skills

Introduction:

Project-based learning, also known as PBL, is an instructional strategy that has been demonstrated to be effective at nurturing student engagement and the development of skills in areas such as critical thinking, collaboration, and problem-solving. Students are encouraged to participate in the learning process through the use of problem-based learning (PBL), which allows them to examine real-world problems, develop solutions, and present their findings to a real audience. Uzbekistan has seen a rise in the method's prevalence in recent years as a result of the Ministry of Public Education's efforts to implement PBL in secondary institutions over the past several years. This page discusses the history of project-based learning (PBL) in Uzbekistan, as well as its advantages and disadvantages, as well as the most recent statistics regarding its influence on students' academic achievement and instructors' motivation.

Uzbekistan's PBL development:

The Uzbek Ministry of Public Education issued a directive for the implementation of PBL in secondary institutions in 2012. This signified the official commencement of the PBL implementation procedure in the

country. The directive intended to promote student-centered learning and raise educational standards by providing students with opportunities to improve their research, analytical, and presentation skills. Since then, project-based learning (PBL) approaches have been implemented in the overwhelming majority of secondary institutions in Uzbekistan, encompassing a variety of subjects including mathematics, science, social studies, and languages.

The following are some of the many advantages that come with using PBL:

Students in Uzbekistan have benefited from the adoption of PBL in a number of ways, including improvements in their capacity for critical thinking, problem-solving, creative thinking, collaboration skills, and the ability to self-regulate their own learning. According to the findings of the research, problem-based learning (PBL) has the potential to increase students' levels of motivation and engagement since it gives them the opportunity to work on real-world problems and present their findings to audiences from the real world. (Helle et al., 2006). A significant advantage of PBL is that it has been shown to be helpful in raising academic performance as well as higher-order thinking skills, which is a significant accomplishment in and of itself. (Dochy et al., 2003).

Difficulties associated with the implementation of PBL:

The implementation of PBL in Uzbekistan faces a number of obstacles, including a lack of financial resources, inadequate training for instructors, and inappropriate assessment procedures. The problem-based learning strategy requires instructors to take a facilitative posture and provide students with opportunities to assume responsibility for their own education. On the other hand, many instructors in Uzbekistan lack access to the necessary training and support to implement PBL effectively. In addition, a paucity of appropriate assessment methods makes it difficult to determine whether PBL programs have been successful.

Measures taken by the Ministry of Public Education include the following:

The Ministry of Public Education in Uzbekistan has launched a number of measures in order to solve the challenges associated with the implementation of PBL in the country. Opportunities for professional development have been made available to teachers by the ministry in order to assist them in developing their strategies for teaching students using PBL and their assessment procedures. In addition, the ministry has begun using rubrics and other forms of assessment tools in order to determine the extent to which student learning has been successful. The ministry continued to collaborate with international organizations in order to provide the necessary resources and help for the PBL implementation.

The influence of PBL on Uzbekistan

Recent research indicates that PBL has been effectively implemented throughout the country of Uzbekistan. According to a research conducted by the Ministry of Public Education (2021), the percentage of schools participating in PBL projects increased from 60% in 2018 to 70% in 2020. According to the results of the study, students who participated in project-based learning activities had higher levels of academic achievement and participation than their peers who did not. In addition, instructors who used PBL reported higher levels of motivation and overall job satisfaction compared to instructors who utilized traditional teaching strategies. (National Center for Education Statistics, 2018).

Methodology

For our research, we used a quantitative method of investigation. We conducted a survey among WIUT (Westminster International University in Tashkent) among BEAP (Basics of English for Academic Purposes) level 2 students who have experienced project-based learning in the first semester of their academic year. The students were asked to participate in two projects. The first project was an outdoor project which tasked the students to advertise any place in the city. The second project was a dubbing indoor project. The students needed to dub for 10 minutes their favorite part from some movie or cartoon. Overall, 81 students participated in the survey, of which 1 student did not participate in any projects.

Results

Students were asked to reflect on their participation in the project. 45.7 % of respondents answered that they participated very hard and 42% claimed they participated diligently. 11.1 % answered that they made little contribution to the project, while 1.2% said that they did not participate at all.

When they were asked a question about which of the projects was the most difficult, 18.5% claimed that none of them was difficult. However, 34.6% answered that the dubbing project was the most difficult, while 46.9% said that advertising was the most difficult for them. (see Figure 1)

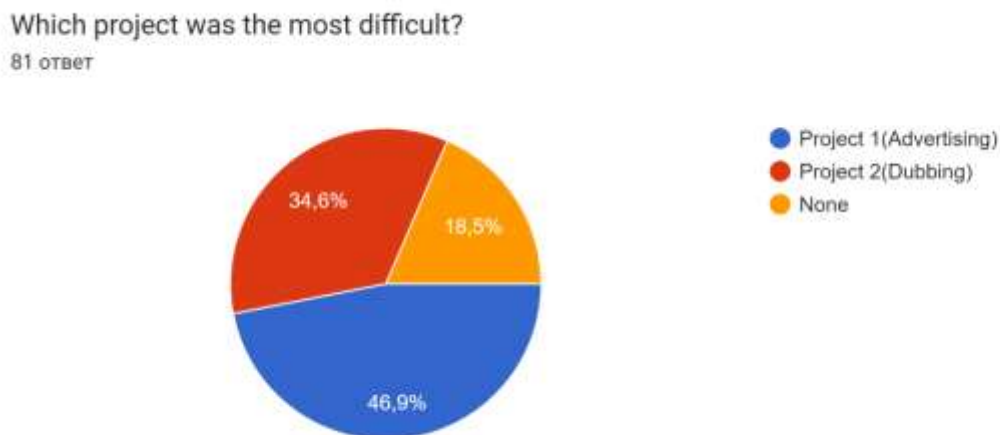


Figure 1

The next thing we were interested in was which of the projects was more interesting. 54.3% of respondents voted for the dubbing project and 44.4% for the advertising project, while 1.2% answered that none of them was interesting.

When the respondents were asked about the challenges they faced while doing the projects, they mentioned the following problems as video editing, time management, arranging in groups, gathering participants, and organizing everything. They also said that they had “too many ideas and it was hard to choose one idea” (a respondent’s answer). Some of them claimed that they faced communication problems and felt shy saying “Ooh, the hardest part of making advertising was, making video near of people, when everybody looks

at you with dis casting eyes sight” and “i was shy so i can not show my abilities” (respondents’ answer). One of the students also answered that his/her parent would not let go to do an outdoor project. They also claimed that they had difficulties with working in a team as they were not used to it. Moreover, they also answered that they had difficulties with overcoming a language barrier.

The next thing we were interested in was what were their learning outcomes from the projects. Most of the students responded that they have enriched their vocabulary as well as learned to work in teams. They also claimed that they improved their communication skills. their responds included answers as “Making videos”, “not afraid to speak on camera”, “Being creative”, “work in team and in pairs, moreover, sharing with ideas”, “I have mastered how to be more extrovert with others”, “some new word’s, and blogging”, “How to dubbing video”, “that we should be more responsible”, “How to be more confident” ,”how to work in a team. How to do reportage”, “New words, new method of communication with people. I found new way how to create videos”, “To be more outgoing”, “How to Light up the new places whith interesting ways.” (respondents’ answers). However, 5.6% of respondents said that they have learned nothing significant.

The survey showed that 93.8% of respondents thought that projects are good to study the English language and 91.4 % wanted to do more projects in the second semester. The students were given a choice of the project works that they would like to do in the second semester. They were given options such as indoor projects, outdoor projects, presentation projects, some kind of performance, a project related to the use of devices, social project (helping someone, solving some problem), debates, and all the above. 61.7% of respondents voted for the outdoor projects having the highest number. The indoor project was in third place collecting only 25.9% of votes. (see Figure 2)

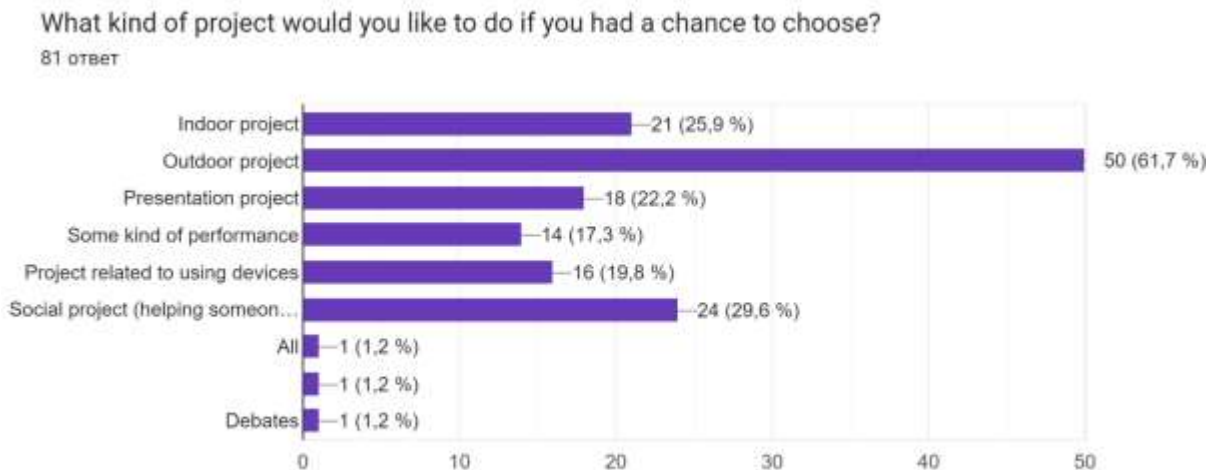


Figure 2

Conclusions

The research showed that PBL can help students to widen their vocabulary and make communication easier. Moreover, projects help learners to overcome their fear and break the language barrier. Respondents were happy to build friendly relationships with their groupmates and learn how to work as a team. Project works also develop students' critical thinking and creative thinking abilities. After doing projects students became more confident in their skills and knowledge. Students also learned some time management skills which will be helpful in their future lives. Besides all of that, learners had fun during the process and had some memorable processes. Teachers should be helpful while students are doing the projects. Moreover, parents should be more understanding and not get in way of their children as they are doing some projects. PBL is a new way of teaching in Uzbekistan. If implemented correctly it can be fruitful for the young generation as learners enjoy the process and obtain new knowledge.

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