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DEFINING THE TEACHER'S ROLE IN HIGH QUALITY PROJECT BASED LEARNING

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Annotatsiya: Maqolada chet tilini o'qitishda zamonaviy, tajribali chet tili o'qituvchisi o'zining 21-asr talabalarini Loyihaga asoslangan ta'limdan foydalanib o'qitishdagi roli qanday bo'lishi kerakligi yoritib berilgan.

Kalit so'zlar: Loyiha ishi, loyihaga asoslangan ta'lim, dizayner, yordamchi, hamkorlik qiluvchi, o'rganuvchi, aks ettiruvchi.

Аннотация: В статье определяется, какой должна быть роль новаторского, умелого учителя иностранного языка в обучении своих учеников 21 века с помощью проектного обучения на уроках иностранного языка.

Ключевые слова: проектная работа, проектное обучение, дизайнер, фасилитатор, соавтор, учащийся, рефлексивный.

Abstract: The article defines how the innovative, skillful, foreign language teacher's role should be while teaching their 21st century students using by Project-based learning in foreign language classes.

Key words: project work, project based-learning, designer, facilitator, collaborator, learner, reflective.

Introduction. In the 21st century language teaching has been considered as one of the biggest issues in the society. It is demanded on the language teachers be very innovative and skillful for their teaching and be very attentive to their students' needs in language learning. According to some students' considerations that deep learning is boring and complicated. Most of my teaching days are filled with overlapping student voices, surprise, and opportunity. As I observe around the room, I speak with my students who are generating and revising ideas, finding their way through the multiple stages of project creation. So we use Project-based learning as it transforms the roles of students and teachers in ways that benefit all. This de-centering of the classroom helps students develop a sense of freedom as learners and as people. It is said that if teachers maintain traditional notions of students as information recipients, teaching and learning become a pointless game where, instead of connection and engagement, the main challenge for students is to read the teacher's mind while producing a product in which they don't feel invested.[5;89]

Literature review. Different educational foundations have defined PBL distantly, but they all expressed the same meaning. For instance, Peterson and Meyer (1995) defined PBL as a method of instruction that allows students to be active learners, and to connect what they learn in the classroom to their real world.[7;96] Haines (1989) stated that " project is an approach to learning which complements main stream methods and which can be used with almost all levels, ages and abilities

of students"[9;86]. Wrigley (1998) wrote that "project-based learning involves group of learners taking an issue close to their hearts, developing a response, and presenting the results to a wider audience" [3;52]. Thomas(2000) stressed that "PBL is a model that organizes learning around projects". Boss and Krauss(2007) state that "Project based learning—powered by contemporary technologies—is a strategy certain to turn traditional classrooms upside down"[7;63].Dewey(1933) and Kilpatrick(1918) defined projects as a hands-on activity in which students learn by doing. Stoller (2006) on the other hand claimed that PBL is so versatile "that a single definition would not do justice to the various ways in which the concept can be translated into practice" [2;63]. All of these educators agreed that PBL is an **instructional approach** that gives the students the opportunity to experience and practice the content of their course. In short, PBL is an instructional approach that allows theory to be transformed in practice through the use of meaningful and hand on activities which are called projects.

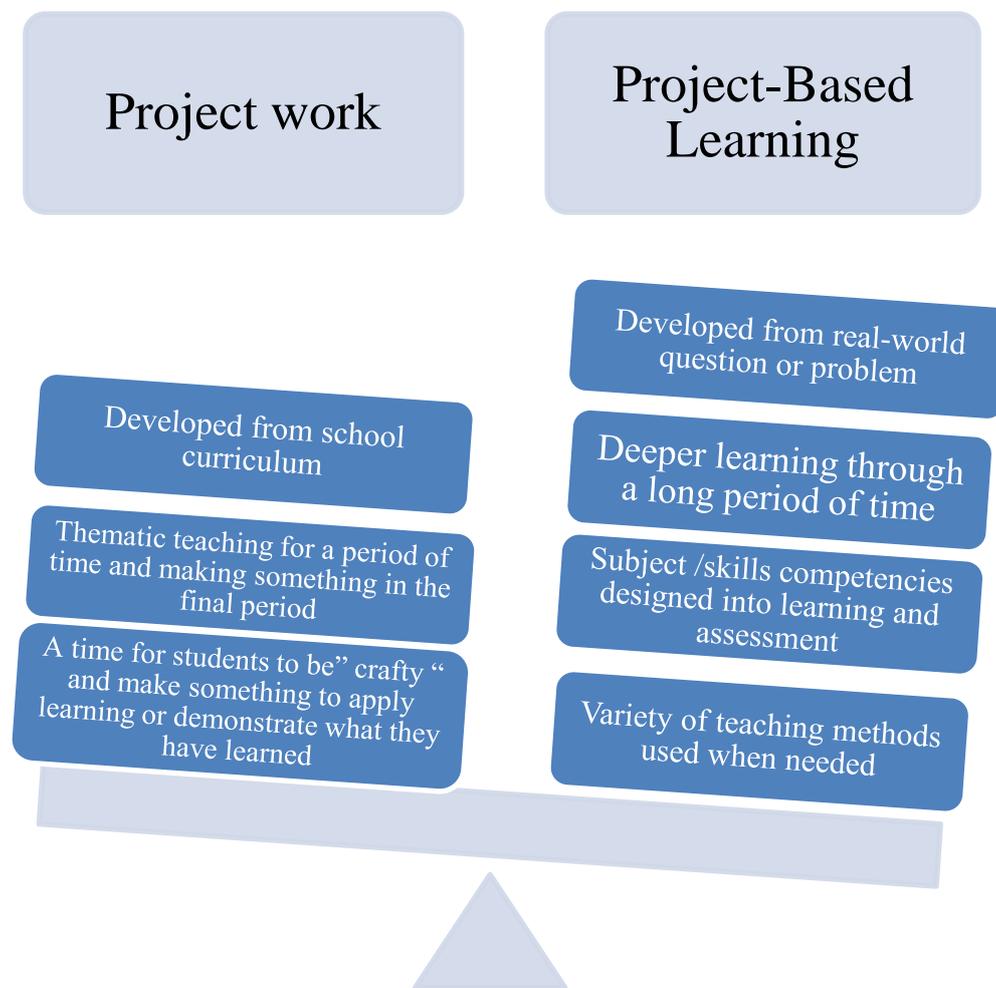
It is essential to notice that all these definitions mean, basically, the same idea regarding what PBL is and how it benefits students.

PBL is a means to inspire students' motivation and interest since it allows students to participate actively in their learning process, it works as a bridge that connects what is learned in the classroom to the real world, and it promotes students' social interaction in the society.

Research methodology. As Project-Based Learning gains more interest and attention from EFL teachers around the world, we often feel confused to identify a very simple and yet important question: What is the difference between doing Projects and Project-Based Learning? Some EFL teachers consider that they do projects with students and "projects don't work" as primary pedagogical method. They say:

- Students don't learn much while doing projects;
- Only the strong students are able to do projects;
- Students spend much time making products, they will never be prepared for their study;
- Working on projects all day or all week is chaos;

Maybe some of these statements are true for project works but I have never experienced these in my lessons. Here we'll try to identify why some EFL teachers have these issues. Maybe Project works are not done the same as Project Based Learning. Sometimes teachers themselves have some misunderstandings whether they use Project works as instructional tasks to improve their learners' creativity. The below mentioned diagram identifies the difference between Project works and Project based learning.



[Diagram 1]

Analyses and results. When I changed my traditional teaching to nontraditional one, there was a definite change in my role as a teacher. At my using of traditional teaching, I felt myself as :

- Master of my classroom;
- Expert in my subject;
- Queen of my students;
- Driver of results

Working with project-based learning changed all my minds. My thoughts needed to change and the way I worked with students and colleagues needed to change, too. I was still a “teacher” but I needed to re-imagine my role and re-define what success was in this new environment.

Luckily, I’ve researched the most thoughtful, reflective and experienced PBL teachers’ classes in the world. I learned a lot from them about being a PBL teacher and what was needed to grow my own competencies in project-based learning.

Loni Bergqvist has described the best PBL teachers as:

- *Designers*
- *Facilitators*
- *Collaborators*
- *Learners*



As she explained teachers are *Designers* in PBL means that they use project planning Toolbox before doing projects. They should create authentic learning tasks for them and understand what is engaging to students. One at the same time they enable student choice in project design and plan to support growth in both knowledge and skills.

When a teacher acts her role as a *Facilitator* he or she knows students individually, connects to the needs of students daily and takes on a variety of roles and chooses based on what is needed for the learning experience. A facilitator teacher should be adaptable, dynamic, and passionate. She should create a friendly and safe environment for all students to thrive.

Collaborators are expert communicators and listeners. They are able to compromise and work with others and collaborate with colleagues, students, parents and experts outside school.

Being a *Learner* forever is teachers' life-long professional development and retraining. Teachers like their students should be reflective and curious to explore new project ideas and ways of working with PBL. They should have willing to take risks and make mistakes. Always having a growth mindset and sharing learning experiences with others make their language skills develop.

Conclusion and Recommendations. Learning how to read the world and discovering the power of one's own voice are life-changing experiences.[4;85] Designing learning that allows for inquiry, creativity, and choice allows educators to leave the front of the room and be side by side with students as they transform themselves through their work. Coming to conclusions we invite the following recommendations when teachers are PBL users:

1. Teachers create or adapt a project for their context and students, and plan its implementation from launch to culmination while allowing for some degree of student voice and choice;
2. Teachers use standards to plan the project and make sure it addresses key knowledge and understanding from subject areas to be included;
3. Teachers explicitly and implicitly promote student independence and growth, open-ended inquiry, team spirit, and attention to quality;
4. Teachers work with students to organize tasks and schedules, set checkpoints and deadlines, find and use resources, create products and make them public;
5. Teachers employ a variety of lessons, tools, and instructional strategies to support all students in reaching project goals.
6. Teachers use formative and summative assessments of knowledge, understanding, and success skills, and include self and peer assessment of team and individual work.
7. Teachers engage in learning and creating alongside students, and identify when they need skill-building, redirection, encouragement, and celebration.

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