



THE EFFECTIVENESS OF PROJECT-BASED LEARNING: INVESTIGATING
STUDENTS' PERCEPTIONS IN UZBEKISTAN.

Valiyeva Dilshoda Mansurjon qizi

student of Namangan State Institute of Foreign Languages named after Iskhokhon Ibrat
dilshodavaliyeva55@gmail.com

Academic supervisor: Yuldasheva Ma'mura
a teacher at Namangan State Institute of Foreign Languages
mamuraxon8588@gmail.com,

Abstract

The main objective of this study is to identify students' opinions towards Project-Based Learning (PBL). Using a mixed-methods design we surveyed 15 pupils from 9th grade and their levels are around B1. In addition, lesson observations were conducted by other teachers. According to open-ended questions in survey, around 73% of students expressed positive opinions about the PBL lesson. Teachers also said that the lesson was engaging, practical and enhanced student interaction. These findings suggest that PBL can be cause a productive lesson.

Key words: *PBL, survey, lesson observations, practical, productive lesson*

Introduction

Nowadays, teaching high school students is becoming more difficult because most of them belong to Generation Z. They usually prefer interactive and interesting lessons, and they often lose interest in classes where the teacher talks most of the time. As a result, students may not want to participate actively, which makes learning less effective. To solve this problem, Project-Based Learning (PBL) can be a very useful approach. Instead of focusing only on the teacher, PBL gives students a more active role in the classroom. Because, the PBL method enhances both engagement and academic performance by using real-life projects. (Paul E. Rijekn & Barry J. Fraser, 2023). Real life projects are more interesting and useful than usual lectures and they can easily grab students' attention. Plus, many studies have shown that Project-Based Learning (PBL) is one of the most effective methods for teaching high school students according to several reasons. For example, According to one research, a strong link is established between students' engagement in their own projects and their learning outcomes. (Pedersen & Hoby. M, 2020). This suggests that when students actively participate in projects that reflect their own interests, ideas, and creativity, they become more motivated and involved in the learning process. As a result, students are more likely to develop critical thinking, problem-solving, communication, and collaboration skills.

Project-Based Learning creates a more motivating learning environment because students become responsible for their own learning process (Abuhmaid, 2020). At the same time, many students explained that working on projects helped them become more independent and





confident learners (Almulla, 2020). This shows that PBL method can make the learning process more effective. However, some learners may witness some challenges such as time management difficulties, unequal participation and stress during presentations (Guo et al., 2020). Therefore, it is important to investigate students' perceptions of the effectiveness of Project-Based Learning. This research also aimed to explore further high school students' perceptions about PBL, and the following questions guide this research:

1. How effective is Project-Based Learning (PBL) in teaching English to Grade 9 students?
2. What are students' perceptions of Project-Based Learning in English classes?
3. How does Project-Based Learning influence students' motivation and participation

Methodology

This study employed a mixed-methods research design to investigate the effectiveness of Project-Based Learning (PBL) in teaching English and to explore students' perceptions of this approach. The students were in a project-based learning system for 3 weeks. They submitted their assigned projects in class through presentations.

Participants

The participants of the study were 15 Grade 9 students who were learning English as a foreign language. All students were selected from a single class. Their English proficiency level was approximately B1, and their ages ranged from 15 to 16 years.

Data Collection Instruments

Two main data collection tools were used in this study:

Questionnaire: A structured questionnaire was given to students in order to collect their opinions, attitudes, and perceptions about Project-Based Learning. The questionnaire helped to identify how students felt about PBL, including their motivation and participation in lessons.

Observation: Classroom observations were conducted by other teachers during PBL lessons. The observers focused on students' engagement, interaction, and participation in group and individual tasks. Their notes provided additional information about how students behaved and responded during the learning process.

Results

The results showed that PBL-based lessons were both interesting and effective for students, providing them with a valuable opportunity to understand the topics more clearly. However, students' language level and age should also be considered when implementing Project-Based Learning activities. Since the language proficiency of the observed group was relatively strong, most students responded positively to the lessons and actively participated throughout the activities.

According to the open-ended questions in the survey, 11 students stated that they enjoyed the lesson, while 10 students mentioned that PBL helped them understand the topics better. Furthermore, the responses to the close-ended questions revealed that students believed they had improved their speaking skills and become more confident during classroom activities.





Teachers also observed several positive changes in students' behavior during the lessons. Students appeared more active, collaborative, and responsible for completing their tasks. In addition, they participated more freely in classroom discussions and were willing to ask questions during activities..

Discussion and Conclusion

According to the results, we can conclude that PBL is an effective method as it creates a positive and supportive learning environment for students. The implementation of PBL encouraged learners to participate more actively in classroom activities and helped increase their confidence during lessons. The study also showed that giving students opportunities to work collaboratively and communicate freely can make the learning process more meaningful and engaging. Moreover, Project-Based Learning allowed students to become more responsible for their own tasks and learning process. The overall classroom atmosphere became more interactive, motivating, and student-centered. Compared to traditional classes, PBL lessons are more student-centered and practical which makes the learning process more sufficient.

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