

HOW PROJECT-BASED LEARNING PREPARES STUDENTS FOR THE REAL WORLD

<https://doi.org/10.5281/zenodo.18007726>

Khudaynazarova Mokhira Bakhromovna

Lead Teacher at the "Foreign Languages Department" of the Academic Lyceum of Tashkent State Technical University named after Islam Karimov

Khamdamova Dildora Elmurodovna

Head Teacher at the "Foreign Languages Department" of the Academic Lyceum of Tashkent State Technical University named after Islam Karimov

Abstract

This article examines the role of Project-Based Learning (PBL) in preparing students for real-world challenges within the modern education system. In the context of rapid social, technological, and economic changes, traditional teaching methods often fail to equip learners with practical skills required beyond the classroom. Project-Based Learning, as an innovative pedagogical approach, emphasizes active learning through real-life problem solving, collaboration, and independent inquiry. The study highlights how PBL contributes to the development of key competencies such as critical thinking, communication, teamwork, creativity, and self-management. Special attention is given to the alignment of PBL with current educational reforms, which prioritize competency-based education and the integration of theory with practice. The article also discusses the relevance of project-based activities in increasing students' motivation, responsibility, and readiness for future professional and social life. The findings suggest that Project-Based Learning is an effective instructional strategy for enhancing the quality of education and fostering learners' adaptability to real-world demands.

Keywords

Project-Based Learning, real-world skills, competency-based education, critical thinking, collaboration, problem-solving, innovative teaching methods

INTRODUCTION

In today's globalized and digital economy, the primary goal of the education system is to train competitive, independent-thinking, problem-solving, and real-life-oriented professionals. Traditional educational approaches often focus on developing students' theoretical knowledge, while practical application is often overlooked. Therefore, the introduction of innovative pedagogical technologies,

particularly project-based learning, into the educational process is becoming increasingly important.

Project-based learning teaches students to independently conduct research, work in teams, and think critically and creatively based on real-world problems. This approach allows not only for the acquisition of knowledge but also for its effective application in real-life situations. During project-based work, students go through stages such as problem formulation, planning, conducting research, analyzing, and presenting their results. This serves as an important factor in preparing them for future professional and social work.

In the Republic of Uzbekistan, radical reform of the education system and improving the quality and effectiveness of education have been identified as a priority area of state policy. In particular, the Decree of the President of the Republic of Uzbekistan "On Measures for Further Improvement of the Education System" emphasizes the need to implement modern pedagogical technologies, develop practical skills in students, and foster innovative thinking [1]. This legal act serves as a solid foundation for the widespread use of project-based learning in the educational process.

Furthermore, the Cabinet of Ministers of the Republic of Uzbekistan's resolutions aimed at improving the quality of education emphasizes the importance of strengthening students' need for independent learning and teaching them through tasks reminiscent of real life. These resolutions aim to improve graduates' adaptability to the labor market by introducing innovative methods, including project-based learning, in educational institutions [2].

Thus, project-based learning fully meets the requirements of the modern education system, developing students not only knowledge but also life skills. This article examines the essence of project-based learning, its role, and importance in preparing students for real life from a scientific and theoretical perspective, and also provides practical conclusions.

METHODOLOGY

Project-based learning is a learning method in which students learn by exploring complex questions, problems, or challenges. It encourages active learning, engages students, and allows for higher-order thinking.[3] Students are tasked with exploring and finding answers to real-world problems by completing their own projects. Students also have control over the project they are working on, particularly how the project is completed and the final product.

When students complete a project-based learning assignment, goals are set from the beginning, and such learning is more structured. Project-based learning is

typically multidisciplinary, drawing on skills and knowledge from multiple disciplines.

Project-based learning follows common steps to be complete. Project-based learning has a place in today's classroom and can be applied to 21st-century education systems.

The intended outcome of project-based learning can be long-term and vary depending on the school, teacher, and institution. However, the goals of project-based learning are not different from the characteristics and benefits described above. However, the following are general goals of project-based learning:

- Integrating knowledge and skills from different fields through more complex investigations and multidisciplinary projects
- Independent learning is encouraged through independent investigation of unstructured problems
- Teamwork that helps prepare students for social environments
- Self-assessment and self-criticism, which encourages students to be aware of their own ideas and knowledge.

RESULTS AND DISCUSSION

Common benefits of integrating project-based learning into the classroom include:

- Providing opportunities for deeper content exploration and developing important skills needed for college and career success.
- Increasing student engagement and achievement, while also helping students develop 21st-century skills needed for career success. These include critical thinking, communication, collaboration, and creativity.
- Providing students with choice, allowing them to feel like the architects of their own learning journey.
- Improving student engagement in the learning process through opportunities to engage them in a variety of activities.
- Providing multiple opportunities to revise and iterate on plans and projects.
- Encouraging students to make meaningful connections across subject areas rather than viewing each subject area in isolation (interdisciplinary pedagogical approach).
- Engaging students in real-life experiences, allowing them to gain a deeper understanding of concepts through relevant and authentic experiences. This prepares students to solve real-world problems that reflect the daily work of professionals.

There are countless ways to incorporate project-based learning into the classroom across a variety of subjects. Here are just two examples:

Science: In a science project, students begin by visiting a zoo, exploring animal habitats, and generating ideas about which habitats would be best suited for a chosen animal. For example, the project portion involves student groups working together to develop a research-based habitat design plan for presentation to professional and student zoologists.

Geometry: Curriki Principal Research Fellow Janet Pinto writes about "selling geometry." In this example, students make real-world connections between geometry and their everyday lives, understanding that it is not only theoretical but also practical and necessary. Students are introduced to a brief history of geometry, as well as terms, shapes, transformations, and manipulations of these shapes. They then form marketing teams to "sell" geometry to their classmates, explaining key terms, basic shapes, and describing the importance of geometry.

SUMMARY

Some teachers may find it difficult to adapt to traditional teaching, as it encourages them to mentor more and instruct less; requires them to embrace interdisciplinary learning rather than teaching subjects separately; and requires them to be more open to uncertainty and discovery in the learning process. This contrasts sharply with traditional teaching, where most teachers are experienced and qualified. Change takes time and rarely occurs without fear and difficulty. The good news is that these difficulties can certainly be overcome. Teachers can draw inspiration for problem-solving or ideas from students, parents, or other members of the school community. Instead of lectures and books, they can reflect on the steps needed to solve a problem and use these steps as project-based activities. Instead of planning a large project, they can break the learning process into smaller chunks with frequent checkpoints, making it more manageable. At the same time, instead of the typical exam that many students study, they can develop realistic assessment tasks by consulting with experts about what a presentation related to a specific project should look like.

REFERENCES:

1. O'zbekiston Respublikasi Prezidenti. Ta'lim-tarbiya tizimini yanada takomillashtirishga oid chora-tadbirlar to'g'risida : Farmon. — Toshkent, 2019.
2. O'zbekiston Respublikasi Vazirlar Mahkamasi. Umumiy o'rta va oliy ta'lim tizimida ta'lim sifatini oshirish chora-tadbirlari to'g'risida : Qaror. — Toshkent, 2020.

3. John R. Savery (2006). Overview of Problem-based Learning: Definitions and Distinctions. *Interdisciplinary Journal of Problem-Based Learning*, 1(1).

4. True Education site (2020). What is project-based learning?: <https://www.trueeducationpartnerships.com/schools/a-guide-to-using-project-based-learning-in-the-classroom/>

5. PBL works site (2022). What is PBL?: <https://www.pblworks.org/what-is-pbl>