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<https://doi.org/10.48081/VCJD4665>***A. Aldaberdikyzy¹, N. K. Berdibay²**¹L. N. Gumilyov Eurasian National University,
Republic of Kazakhstan, Nur-Sultan;²Korkyt ata Kyzylorda University,
Republic of Kazakhstan, Kyzylorda**TERMINOLOGIZATION AND DEFINITION
OF PROJECT-BASED LEARNING**

New, convenient, compact, understandable and effective approaches are needed for all students to master their language learning. Considering these criteria, we can consider one of the young approaches that are currently developing. It is a Project-based learning approach PBL is the abbreviation. Project-based learning of which will be used throughout article. The article provides a brief overview of the theoretical approaches to project-based learning.

This approach is one of the most useful and absorbing methods in teaching and it was created as an idea in the twentieth century; today it is one of the beneficial approaches in education. The use of project-based learning in the classroom really comes in handy for those situations where students are just bored at lectures. The best part of PBL is that it increases student engagement. Student will enjoy working on these projects and be much more pleasant.

This article explains theoretical fundamentals of PBL and the benefits of project-based learning technology.

Keywords: PBL, project learning technology, project method, project technology, independent work, creative thinking.

Introduction

In connection with the socio-economic changes in the world in modern society, there is a need for active people who can quickly adapt to changing working

conditions, perform work with optimal energy consumption, and are capable of self-education, self-education, and self-development.

Among the most important qualities of a modern person are active mental activity, critical thinking, the search for new things, the desire and ability to acquire knowledge independently. Thus, education is assigned a function that would contribute to the development of independence and responsibility of the individual, would be focused on its self-development, self-education, self-realization.

Therefore, as teachers rightly note, it is necessary to change the existing didactic paradigm, focused on traditional reproductive education, by changing the forms and methods of teaching, its individualization, increasing the complex of the latest technical means, and the widespread use of new teaching technologies. Moreover, the emphasis is placed on more active types of independent individual work.

Independent work contributes to the development of skills and abilities related to the organization of their own work. This includes planning your activities, realistic perception of your capabilities, and the ability to work with information, which is especially important in connection with the intensive growth of the volume of scientific and technical information and the rapid updating of knowledge.

Project-based learning is often abbreviated to the acronym PBL. So, what is Project-based learning? Project-based learning (PBL) is a student-centered pedagogical method in which students acquire by engaging in real-world absorbing and personally meaningful projects. Students learn about a certain subject by participating in projects. Students acquire by working for a lengthened period to investigate and respond to a complex question, challenge, or problem.

The project method originated at the beginning of the last century in the United States. It was also called the method of problems, and it was associated with the ideas of the humanistic direction in philosophy and education, this method is based on the ideas of the American philosopher and educator John Dewey, and his colleague and a successor William H. Kilpatrick, and other American scientists. The design method appeared in 1919 in America. Dewey states, «When we experience something, we act upon it, we do something with it; then we suffer or undergo the consequences. We do something to the thing and then it does something to us in return». The result of this trying and undergoing is learning – learning from experience [1]. Then Kilpatrick took this idea and made it more concretely accessible the developing techniques of project method. Kilpatrick generalized project method as a «wholehearted purposeful activity proceeding in a social environment (Kilpatrick, William Heard «The project method») [2].

Nowadays PBL is developing among CIS (Commonwealth of independent states) countries. At first PBL was researched as a theory with Russian scientists V. P. Bepalko, V. V. Davydov, V. K. Dyachenko, L. V. Zankov, P. Ya. Galperin

and N. V. Kuzmina as well as E. N. Ilyin, S. N. Lysenkova their experiences focused on the practical way and are considered in Kazakh scientists in the works of Sh. Taubayeva, U. B. Zheksensbayeva, Z. A. Issayeva, and S. Izmuhambetova developed the PBL with their complete works.

The main purpose of using PBL is to develop students' interest, improve knowledge through independent work, develop information orientation skills and increase the ability to think critically, adapt students to self-realization in the future in various situations, in various social environments [3–5].

Materials and methods

The main tasks and process of PBL are preparation; planning the process; setting goals; research; conclusions; presentation and Evaluation.

According to Papandreou (1994) [6] in «An Application of the Projects Approach to EFL» introduces a model which illustrates the process of project work in six steps: *Step 1 Preparation*: The teacher explains the topic to the pupils and invites them to discuss and ask questions during this period. **Step 2 Planning**: in this period, the teacher explains the topic to the pupils and invites them to discuss and ask questions. *Step 3 Research*: in this part, Students work individually or in groups to collect information from various sources. *Step 4 Conclusions*: Based on their analysis of the collected data, the students reach conclusions. *Step 5 Presentation*: the students are present their final product to the whole class. *Step 6 Evaluation*: In this section, the teacher comments on the students' efforts and endeavors.

Each class project should start with a driving question that is specifically related to the learning goal. Driving questions are questions that cannot be replied with a simple «yes or no» answers, these are also called provocative or open-ended questions. The difficulty level of the driving question should be appropriate for the type of student in the class. What is the main question? The driving question identifies the purpose of project-based learning for students and teachers. It sets the context for project-based learning and refers to content standards. The driving question should be clear, provocative, open, challenging and related to the essence of what teachers want students to learn. Without the driving question, students may not understand why they are taking on a project; in addition, strong driving questions give students insight and appreciation for the planned exploration and action during the project [7–8]. For example: *How do we design a pet shop?* The next step for implementation is the inquiry process. Students should apply learned knowledge ask and answer critical thinking questions and locate resources. In the next step students find a solution to the given topic. Here is where students solve the problems often time with creations, models and presentations. And the last step is to allow students to make their projects available to the public.

Demonstration of learning through performances or products. Students represent their learning through multimedia presentations, print materials, performances, models, simulations, or other means (e.g., videotapes, brochures, plays or skits, recitals, musical scores, computer assisted presentations). The audience for these performances or products may include other students, parents, and community members [9].

Results and discussion

The use of PBL activates thinking processes (memory, thinking, imagination, attention), promotes better assimilation of the studied material, and helps students to see the practical orientation of learning a foreign language.

When evaluating students' projects, it would be more correct to pay more attention to the content (quality of the material, organization, design, useful links – 70 %), rather than to the form (site composition, language, authorship – 30 %). It is important to consider the ability to correctly express your thoughts in a foreign language, the selection of material, its structuring, the ability to make comparisons and conclusions [10–12, 207–209].

The work on the project should not be directly evaluated by the teacher with the help of points. From experience, we note that a combined assessment is appropriate, which consists of an assessment of external observers, guests, a presentation, as well as a self-assessment of the team of project authors in the form of an analytical note, a schedule, a speech, etc.

PBL is important for students and in education in general. Project-based learning can be used by various disciplines. Some of the important reasons for using projects in the classroom, such as allowing students to develop communication skills. Project-based learning is important for learners to gradually grow some of these 21st century life skills. Projects are assigned as group activities being able to work with others is a necessary component of countless fields of work.

In fact, PBL really comes in handy for those situations where students are just plain old bored of lectures. The best part of PBL is that it increases student engagement. Student will enjoy working on these projects and be much more pleasant while working.

PBL is not only for students who struggle with typical classroom learning as I mentioned above, it can be used for any student because it is the most effective classroom method. Project approach can be used for many different classes. But PBL is most prevalent in social studies, science classes and art classes as well [13].

Conclusion

Considering all of the above, project-based learning: Increased motivation – students «own the questions» and spend more time working on projects outside of building. Increased autonomy – students become more responsible and self-

directed learners. Increased achievement – students practice higher levels of thinking through direct application of factual knowledge in making interpretations, conclusions, and critical judgments.

We can say that it requires students to use specific skills, such as collaboration, teamwork, time and task management, or presentation skill, to conclude a project successfully. These skills cannot be practiced or learned through traditional transmission models of education. This approach maximizes and increases student's individual responsibility.

This technology allows each student to independently gain experience in research and practical activities expand their horizons and replenish their active and passive vocabulary. Project-based learning technology also develops students' various practical skills that are so necessary for them in later life, such as searching and working with information, the ability not just to express their point of view, but also to argue their answer.

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ЖОБАҒА НЕГІЗДЕЛГЕН ОҚЫТУДЫҢ ТЕРМИН РЕТІНДЕ ҚАЛЫПТАСУЫ ЖӘНЕ ОНЫҢ АНЫҚТАМАСЫ

Тіл үйренуде болсын, гуманитарлық бағыттағы немесе жаратылыстану бағытындағы сабақтарды меңгеру үшін жаңа, ыңғайлы, ықшам және барлық оқушыларға да, мұғалімдерге де түсінікті әрі тиімді технологиялардың керегі сөзсіз. Осы қағидаларды есепке ала отырып қазіргі таңда дамып келе жатқан жас технологиялардың бірі жоба негізінде оқыту технологиясын алып қарастырсақ болады.

Жалпы жоба негізінде оқыту технологиясы сонау ХХ ғасырда идея ретінде ойлап табылғанымен, бүгінде бұл технология жаңа технологиялардың қатарына кіреді. Жоба негізінде оқыту

технологиясын сабақ уақытында пайдаланудың оқушыларға оның ішінде сабаққа деген қызығушылығы төмен оқушыларға өте пайдалы әрі тиімді екені дәлелденіп келе жатыр.

Бұл мақалада жоба негізінде оқыту технологиясының тиімді жақтарын жан-жақты сипаттау арқылы түсіндірілген.

Кілтті сөздер: жоба негізінде оқыту, жоба, өзіндік жұмыс, оқыту, сыни тұрғыдан ойлау.

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ТЕРМИНОЛОГИЗАЦИЯ И ДЕФИНИРОВАНИЕ ПРОЕКТНО-ОРИЕНТИРОВАННОГО ОБУЧЕНИЯ

Актуальность работы обусловлена в изучении гуманитарных или естественных наук, необходимы новые, удобные, компактные, понятные и главное эффективные технологии для студентов и преподавателей. Принимая во внимание эти критерии, мы можем рассматривать одну из новых технологий, которая сейчас развивается – технология обучения на основе проектов. Хотя идея проектно-ориентированного обучения возникла еще в двадцатом веке, сегодня она считается одной из новых технологий. Данная модель обучения ориентирована на учеников и включает в себя работу с проблемами реального мира и практикой. Доказано, что использование технологии обучения на основе проектов в классе очень полезно и эффективно для учащихся, в том числе для тех, кто мало интересуется уроком. В этой статье с помощью подробных иллюстраций объясняются преимущества технологии проектно-ориентированного обучения.

Ключевые слова: проектное обучение, проект, самостоятельная работа, обучение, критическое мышление.

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