

## PROJECT-BASED APPROACH IN PRESETT CURRICULUM

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**Abstract.** The presented article is about the attitude to project-based approach in the Republic of Uzbekistan. The author proves that higher educational establishments use project works successfully in their learning process, by giving exact facts in the example of the subject "Integrated skills" of the PreSETT curriculum.

**Key words:** PreSETT curriculum, language strand, methodology strand, project work, transferable skills, project stages, topics.

Project work is considered to be an effective way of teaching English as it gives opportunity to motivate learners to the learning process and to use the target language. One of the essential qualities of project work is its ability to develop learners' not only language skills like reading, listening, speaking and writing, but also social and life skills. While working on the projects our learners learn to work in collaboration, accept responsibility, plan their work, share ideas with others, analyze information, present their findings, and manage their time and sources. According to Polat E.S. project work is "a way of cognition, the way of achieving the aim through the detailed elaboration of the problem" [1; 93]

Project work was first suggested by two American pragmatists Dewey and Kilpatrick in 1920s. In 1960s it was widely used in European education system and since 1980 it became fashionable in our education system as well. Dewey points out that "project does not present topics as verbal formulations to be memorized, but brings conditions when pupils try their resourcefulness, ability to make right decisions, activity. And this certain degree of uneasiness, certain amount of obstacles should maintain pupil's attention" [2; 78].

Taking into account the possibilities and benefits of project work, we try to use it in our foreign language learning classes as often as possible. And our approach to teaching English allows us to use this kind of innovative methods. We'd like to prove our words by the following facts. The bachelor students of the English Language and Literature department of the Nukus State Pedagogical

Institute are studying on the PreSETT (Pre-Service English Teacher Training) Curriculum which has been implemented into the learning process of all Higher educational institutions of Uzbekistan and aimed at achieving lasting improvement in the standard of English language teaching in Uzbekistan. The aim of PreSETT curriculum is to prepare teachers of English who are competent in language and methodology referred to international standards.

The curriculum seeks to meet the objectives of learning through two strands: language strand and methodology strand. The aim of language strand is to educate graduates who can understand, speak and write English to international standards and who have a detailed understanding of the language systems needed for teaching purposes and by the end of the course students should be able to listen, read, speak and write to the level of C1 on CEFR and provide a good model of English in all the communicative situations involved in language teaching; have a sufficient understanding of the systems of the English language to prepare language teaching materials; have a clear vision of the role of English in international communication [3;5]. This strand consists of the following modules: Integrated language skills module (Listening and speaking, Reading, Writing, Integrated skills); Communicative grammar and lexis (Grammar, Vocabulary); Discourse Analysis; English as an international language and Independent Study Skills.

In the Methodology strand students enter into teaching profession as specialists of English teachers who are familiar with a sufficient range of approaches to teaching and learning English to meet the needs of learners of XXI century. By the end of the course students should demonstrate practical understanding of how learners learn languages; ability to critically evaluate, adapt and write materials; ability to plan and deliver lessons and sequences of lessons; understanding of a range of teaching approaches and ability to apply them according to the teaching and learning context; ability to evaluate and reflect upon their own teaching and understanding of approaches to testing and

assessment. This strand consists of 10 modules: a) Language learning, b) Approaches to language teaching, c) Teaching integrated skills, d) Teaching language systems for communication, e) Assessment and testing, f) Classroom language and management, g) Materials evaluation and design, h) English for Specific Purposes, i) Planning for teaching and learning, j) Classroom investigation.

The subjects of Language strand are taught more in the first and second years and became less and less in years 3 and 4. Methodology courses are begun from year 2 with 3 subjects and in the third year there taught six subjects and three subjects in year 4.

In the language strand we have a subject "Integrated skills", which is a compulsory course for year 1, semesters 1 and 2.

At the end of the course first year students will:

- develop an ability to utilize the skills of listening, speaking, reading and writing for the purposes of obtaining and providing information;
- be able to initiate and sustain discourse in role-plays, discussions, pair and group work on the targeted topic areas;
- be able to read/listen, comprehend, and respond to authentic materials when the topic and language are reasonably familiar;
- be able to express themselves clearly but at a basic level in oral presentations;
- develop writing, reading, listening, and speaking skills in integration through accomplishing a wide range of project work built around the topic;
- develop a number of transferable skills;
- develop an ability to compare and contrast their native culture and the target culture;
- develop tolerance and empathy towards otherness [4;2].

In order to reach the above mentioned objectives the syllabus of the subject suggests project works to each topic, being learned during a year. There are 9 topics in the syllabus, they are: people and personalities, national identities of English speaking countries, food, health, family values, education, city and country life, leisure and sport, technology and communication. Two projects are

suggested to each topic and students are planned to work in groups of 4 or 5 people. The groups can choose the type of project work they would like to prepare. So, while learning the topic "People and personalities" students may prepare a book about famous people, group mates, parents, friends which is entitled "Our Book of People" or a poster presentation "First encounters". At the lesson devoted to "Food" there suggested to make a handbook "Ten tips for healthy eating" or a "Recipe book" (book of recipes with illustrations). As a result of their knowledge of the topic "Family values" learners can present a short film "Family album" or poster presentation of their "Family rules". Preparing a brochure advertising the city "Visit my town" or an illustrated city plan "City plan" projects are suggested to the students on the topic "City and Country life".

Each project work involves three stages:

1. Classroom planning (discussing the content and scope of the project).
2. Carrying out the project (conducting interviews, gathering materials, making recordings).
3. Reviewing and monitoring the work (discussions and feedback sessions, group analysis of the work, self-monitoring by the participants).

For example, in the project "Our Book of People" students are given the following requirements:

- In groups of 4-5 select people who will be described in your book and make a list of things about them
- Use books, newspaper/magazine articles, or the Internet to come up with a list of facts/illustrations about them.
- Go through the list and choose the most interesting facts/illustrations in your groups.
- Take the agreed facts/illustrations and write them in your book.
- When books are ready, present them in the class

There developed assessment criteria for the project works. The assessment will be provided according two points:

Process-oriented 45 %

- Contribution to the process (teamwork, research skills,etc)

- Language used in the process (negotiation, interaction, interim products e.g. questionnaires) etc  
Product-oriented 55 %
- Task response (focused on topic, use of resources; relevant and well supported by evidence of research)
- Language (in the outputs, e.g. presentation, brochures, posters etc)
- Organisation and delivery (a logical organisational structure)
- Design (creativity, layout, format, attractiveness) [4; 6]

The experience of teaching this subject shows that the projects are accepted by the students, they do them with great enthusiasm and pleasure. During the work on projects there developed their transferable skills like problem solving (through a variety of tasks), team work (through group work and pair-work), research skills (through preparation of projects), presentation skills (through practice in class), critical thinking (through engaging with ideas in texts, internet etc.), development of intellectual awareness (through multiple perspectives on topics) and reasoning skill (through planning arguments and expressing opinions). Students became aware of observing, identifying and recognising, comparing and contrasting, negotiating meaning, dealing with or tolerating ambiguity, and defending their own points of view. For this reason, we consider that the approaches to teaching English in our country is fruitful and useful for our learners and they can take advantage of them.

Reference:

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