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THE USING PROJECT-BASED LESSON FOR TEACHING SPEAKING

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Abstract. This article explores how project-based lessons can be effectively used to teach speaking skills in English classes. It highlights the benefits of project-based learning (PBL) as an interactive and student-centered approach that encourages learners to use English in real-life situations. Through collaborative projects, students practice speaking in meaningful contexts, improve their fluency, and build confidence. The article also presents examples of speaking-based projects and discusses how PBL promotes communication, critical thinking, and learner autonomy. By using PBL in speaking lessons, teachers can create an engaging and motivating environment that supports language development.

Keywords. Project-based learning, speaking, communication, collaboration, student-centered, English.

INTRODUCTION. In recent years, English teachers have been searching for more effective ways to help students improve their speaking skills. Traditional techniques like memorizing dialogues or repeating after the teacher often don't give students enough opportunities to actually use the language in meaningful ways. A more modern method that has gained popularity is Project-Based Learning (PBL). This approach encourages students to use English while working on real-world tasks such as giving presentations, making videos, or conducting interviews. These types of activities help learners speak more naturally and with greater fluency, while also boosting collaboration and problem-solving skills. This article aims to explore how project-based learning can support the development of speaking skills, particularly for secondary school students. It also compares this method with more traditional approaches to show how PBL can better motivate learners and lead to stronger language outcomes.

METHODS. To examine the effects of project-based learning on students' speaking abilities, a study was carried out with 80 secondary school students who were learning English as a foreign language. They were divided into two groups: the experimental group took part in project-based lessons, while the control group followed more traditional methods, such as textbook speaking exercises and scripted

dialogues. The students in the project-based group completed tasks like creating group presentations about environmental issues, designing posters that highlighted cultural traditions, and recording interviews on social topics with their classmates. These tasks encouraged active use of English and more peer interaction. As noted by Beckett and Slater, such meaningful communication tasks can significantly boost fluency [1]. Before the lessons began, both groups took a speaking pre-test. After eight weeks of instruction, they took a post-test. Teachers also observed participation levels, and students filled out surveys to share how they felt about each learning method.

RESULTS. The findings showed that students who participated in project-based lessons made more noticeable improvements in their speaking abilities compared to those in the traditional group. On the post-test, the PBL group showed better pronunciation, vocabulary use, and overall fluency. They were also more confident when speaking in front of others. Teachers noted that students were more engaged and willing to contribute during PBL lessons. On the other hand, students in the control group showed only small improvements, and many still felt hesitant to speak in class. Survey results supported these observations: most students said they preferred project-based activities over traditional tasks. They also said these projects were more enjoyable and made them feel more motivated to learn because they could see how English applied to real life [7].

DISCUSSION. The results confirm that project-based lessons are highly effective in developing students' speaking skills. These findings support earlier research by Thomas, who found that PBL improves language skills by engaging students in real communication [7]. One of the biggest strengths of this method is how it shifts the classroom dynamic to be more student-centered, giving learners more ownership of their speaking practice. This aligns with the ideas of Blumenfeld and colleagues, who noted that students are more motivated when working on meaningful projects [3]. Another advantage is that PBL exposes students to a range of real-life situations where they can use English, which strengthens their communicative abilities [5]. In contrast, the traditional group's limited progress shows that textbook-focused activities may not offer enough space for natural conversation or spontaneous speaking. Although PBL might require more effort in planning and classroom management, its benefits for student motivation and long-term language development make it a worthwhile approach. Teachers can adjust project-based lessons to match different skill levels and classroom contexts, which adds to its flexibility and appeal [6].

CONCLUSION. This study highlights how effective project-based learning can be in improving students' English speaking skills. By giving learners opportunities to communicate actively and work together on meaningful tasks, PBL helps them build confidence and fluency. Compared to traditional classroom methods, project-based activities are more engaging and more relevant to students' daily lives. Beyond speaking skills, PBL also nurtures creativity, teamwork, and critical thinking. While it may require more preparation time, the long-term rewards-such as increased motivation and better language performance- make it a powerful teaching method. Future research could explore how PBL supports other language skills like writing or listening, and how digital tools can be integrated to enhance these projects. Overall, project-based learning presents a fun, effective, and learner-focused way to teach English speaking in today's classrooms [4]. Additionally, the flexibility of PBL allows educators to tailor projects to fit various cultural contexts, student interests, and proficiency levels, making it an inclusive approach for diverse classrooms. As schools increasingly emphasize 21st-century skills, project-based learning aligns well with broader educational goals, fostering autonomy, collaboration, and problem-solving-skills that are essential not only for language acquisition but also for future academic and career success [6].

Moreover, the integration of technology within PBL environments can further enhance learning outcomes by providing access to authentic materials, enabling multimedia project creation, and supporting virtual collaboration across borders. This opens the door for global learning experiences, where students practice English while engaging with peers from different countries, adding an intercultural dimension to their language development.

In conclusion, the evidence supports that project-based learning is not just an alternative to traditional methods, but a comprehensive strategy that equips learners with both linguistic competence and life skills. As educational priorities evolve, embracing approaches like PBL can lead to more motivated, confident, and capable English speakers who are prepared to use language effectively in real-world situations [2].

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YUSIP-ZLIYXA DÁSTANÍNDAGÍ LIRIKALÍQ FORMALARDÍN FORMALÍQ ÓZGESHELİKLERI

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Annotaciya: Bul maqalada shıǵıs xalıqlarına ortaǵ dástanlardın biri bolǵan "Yusup-Zliyx" dástanında ushırasatuǵın lirikalıq formalar hám olardıń ózgeshelikleri sóz etiledi.

Gilt sózler: lirikalıq forma, forma, mazmun, ǵázzel, uyqas.

Túrkiy hám arab xalıqları arasındaǵı eń kóp taraǵan dástanlardın biri – bul Yusip-Zliyx dástanı. Dástan “Góruǵlı”, “Ǵarip ashıq”, “Alpamıs”, “Edige” sıyaqlı dástanlar qusap tiykarınan túrkiy tilles xalıqlar arasında belgili bolıp qalmay, arab tilli xalıqlarǵa da keńnen tanıs bolıwı tosınnan emes. Dástannıń tiykarǵı syujetine ózek bolǵan Yusip hám onıń átirapındaǵı waqıyalar Islam dininiń muqaddes kitabı “Quran”daǵı súreler menen tıǵız baylanıslı bolıp keledi.

Dástannıń qaraqalpaq tilindegi variantın birinshi Xayrulla Tursın ulınan 1977-jılı ilimpaz Ásen Alimov jazıp aladı hám XX tomliq qaraqalpaq folklorınıń 16-tomına kiredi. Keyingi kóp tomliqtıń da 51-tomında beriledi. Dástan liro-epikalıq (ashıqlıq) dástanlar qatarına kiredi.

Dástan qara sóz hám qosıqtıń qosındısınan turadı. Bul jaǵday qaraqalpaq folklorında Qırıq qız dástanınan basqasınıń derlik barlıǵına tán. Lirikalıq formalardıń ráńbá-ráńlıǵı, qosıq qatarlarınıń waqıyalar xronologiyasına say ráwishte túrli buwın ólshemlerinde bolıwı da dástannıń oqıwshı hám tıńlawshıǵa qızıqlı bolıwın támiyinlegen. Dástanda monologlar qaharman xarakterin ashıwda úlken xızmet atqaradı. Máselen, Yaqıp túsinde balası Yusuptıń bórilerge jem bolıp atırǵanın kórip, shorship oyanıp balasınıń qasına kelip, onıń amanlıǵın bilgen soń zar eńirep qudayǵa nalısh etedi.

Ashılǵanda gúl ǵumshası solmasın,
Biymáhál shaǵında qazan urmasın,