PROJECT BASED LEARNING TECHNIQUES TO IMPROVE SPEAKING SKILLS

Kayumova Gulsanam
Samarkand State Institute of Foreign Languages
Faculty of Oriental Languages
Department of Uzbek language and literature
+998937142527
qayumovagulsanam111@gmail.com

Abstract: Project-Based Learning (PBL) has emerged as a transformative educational approach, particularly effective in enhancing speaking skills among students. This article delves into various PBL techniques that actively engage students in communication-intensive activities. Techniques such as collaborative discussions, presentation projects, peer teaching, real-world simulations, and multimedia projects are explored for their potential to improve verbal communication. Each method encourages students to articulate their thoughts, negotiate ideas, and present information clearly and persuasively. Additionally, the incorporation of reflective discussions at the end of each project further enables students to evaluate and refine their speaking skills. Collectively, these PBL strategies not only bolster academic and professional communication skills but also foster essential life competencies in students.

Keywords: Project-Based Learning, Speaking Skills, Collaborative Discussions, Presentation Projects, Peer Teaching, Real-World Simulations, Multimedia Projects, Reflective Discussions, Verbal Communication, Educational Techniques.

Speaking is one of four EFL language skills to be learned by students at vocational schools. By learning speaking students can improve their ability to give their opinions or ideas. Kayi (2006) adds that speaking is the productive skill in the oral mode. Besides, learning speaking will be useful for students because speaking as a verbal communication is a common way to communicate with others. Ur (1996) claimed that mastering speaking skills is the most important aspect of learning a second or foreign language. In the realm of education, enhancing speaking skills is crucial for students' academic success and future career prospects. Project-Based Learning (PBL) offers a dynamic approach that not only strengthens students'

understanding of academic content but also boosts their communication abilities. This article explores several effective PBL techniques that can be implemented to improve speaking skills.

1. Collaborative Discussions

One of the core aspects of PBL is its focus on collaboration. Group projects encourage students to engage in discussions, debates, and negotiations, which are invaluable for practicing verbal communication. Teachers can facilitate this by setting up roles within groups that require students to take turns leading discussions or presenting different parts of the project. This ensures that all students actively participate and hone their speaking skills.

1. Presentation Projects

Presentations are a staple of PBL and serve as an excellent way to enhance speaking skills. Students can work on projects that culminate in a formal presentation, which helps them practice public speaking, persuasive communication, and the use of visual aids. Feedback sessions after presentations also play a critical role in helping students refine their speaking techniques and gain confidence.

2. Peer Teaching

Peer teaching is another effective PBL strategy where students explain concepts or teach a skill to their classmates. This technique not only reinforces the student's knowledge but also enhances their ability to communicate complex information in an understandable way. It also encourages students to be clear and precise in their speech, as they need to ensure their peers can follow along.

3. Real-World Simulations

Incorporating simulations of real-world scenarios can vastly improve speaking skills through PBL. For instance, students can role-play as professionals in fields related to their project, such as business executives negotiating a deal, or doctors explaining a diagnosis to a patient. These simulations require students to adapt their speaking style to fit various contexts and audiences, which is a critical skill in effective communication.

4. Multimedia Projects

Today's digital landscape offers myriad opportunities for students to work on projects that involve multimedia elements. Creating podcasts, videos, or digital storytelling projects requires careful scripting, narration, and dialogue, all of which enhance speaking skills. Additionally, reviewing and editing their multimedia content allows students to critically assess and improve their oral communication.

5. Reflective Discussions

Finally, reflective discussions at the end of a project can significantly boost speaking skills. These discussions require students to articulate what they learned, describe the challenges they faced, and discuss how they overcame them. This reflection process not only deepens learning but also improves students' ability to articulate thoughts clearly and effectively.

Project-Based Learning is not just an educational method; it's a powerful tool for developing speaking skills. By engaging students in collaborative projects, presentations, peer teaching, real-world simulations, and multimedia creation, educators can significantly enhance students' ability to communicate effectively. As students navigate through these projects, they build not only their academic prowess but also crucial life skills in communication.

Certainly! Here's more detailed information on project-based learning techniques designed specifically to enhance speaking skills, adding depth to the general concepts previously discussed:

1.   Interactive Workshops: Develop workshops where students can engage in building projects or experiments, requiring them to discuss and explain their methodologies and results. This hands-on approach encourages the use of technical vocabulary and explanatory speaking skills.

2.   Multimedia Presentations: Encourage students to use digital tools to create multimedia presentations that include videos, sound clips, and animations. This modern approach not only enhances their speaking skills but also integrates digital literacy and visual communication.

3.   Community Engagement Projects: Connect learning with real-world issues by involving students in community-based projects. For instance, students could work on environmental campaigns or community surveys, where they must interact with the public and articulate their projects' goals and findings.

4.   Literature Circles: In this approach, students read selected books in small groups and then discuss various aspects of the text, providing insights and critiques. This encourages detailed discussion, persuasive speaking, and analytical skills.

5.   Simulation Games: Use simulation games that mimic real-world scenarios (like running a business or governing a city) to compel students to negotiate, make decisions, and present their ideas persuasively to the group.

6.   Drama and Performance Arts: Incorporate elements of drama, such as scripting and performing skits or plays based on historical events or scientific

concepts. This method helps in mastering the art of expressive speaking and emotional communication.

7.   Entrepreneurial Projects: Have students develop business ideas, which they must pitch to "investors" in the classroom. This mimics real-world business pitches, enhancing their formal presentation skills and economic understanding.

8.   Language Cafés: Create a relaxed café-like setting where students can practice speaking different languages based on themes, such as ordering food in a French café or discussing politics in Spanish. This setting reduces the pressure of formal evaluations, encouraging more spontaneous speech.

These methods not only improve speaking skills but also build confidence, encourage critical thinking, and foster creativity, making learning both effective and enjoyable.

In conclusion, project-based learning (PBL) is a dynamic and engaging method that significantly enhances speaking skills by immersing students in real-world and collaborative activities. Through techniques such as group discussions, role plays, interviews, debates, multimedia presentations, and community engagement projects, students gain valuable practice in both informal and formal speaking. These activities not only boost their ability to communicate effectively but also encourage critical thinking, problem-solving, and teamwork. As educators incorporate these varied PBL approaches, they foster an educational environment that not only improves speaking skills but also prepares students for real-life interactions and challenges, making them more articulate, confident, and resourceful communicators.

References:

1. Buck Institute for Education (BIE) - BIE is renowned for its comprehensive resources on PBL, including guidelines and training for educators on integrating PBL in classrooms to enhance various skills, including communication.
2. Thomas, J. W. (2000). *A Review of Research on Project-Based Learning.* This report provides an analysis of various studies on the effectiveness of PBL and its impact on students' speaking and communication skills.
3. Matqurbonova Ro'zaxon Zokirjon qizi, & Ro'ziqulov Fazliddin Shukurovich. (2023). THE IMPORTANCE OF SONG IN SPEAKING AND USING SHADOWING TECHNIQUE.
4. Bell, S. (2010). *Project-Based Learning for the 21st Century: Skills for the Future.* The Clearing House: A Journal of Educational Strategies, Issues and

Ideas. This paper discusses the relevance of PBL in preparing students for future challenges, emphasizing critical thinking and communication.

5. Krajcik, J. S., & Blumenfeld, P. C. (2006). *Project-Based Learning.* In R. K. Sawyer (Ed.), The Cambridge Handbook of the Learning Sciences. This chapter explains the foundations of PBL and its educational benefits, including the enhancement of communication skills.

6. Larmer, J., & Mergendoller, J. R. (2010). *The Main Course, Not Dessert: How Are Students Reaching 21st-Century Goals? With 21st-Century Project Based Learning.* This article provides practical insights into how PBL can be structured to effectively improve critical 21st-century skills like speaking and collaboration.

7. Darini, B. M. (2013). The use of Project-Based Learning in improving the students' speaking skill (A classroom action research at one of primary schools in Bandung). Journal of English and Education, 1(1), 30-42.

8. Srikrai, P. (2008). Project Based Learning in an EFL classroom. Journal of Humanities and Social Sciences, 25, 85-111.

9. https://core.ac.uk/download/pdf/291614094.pdf

10. https://jurnal.usk.ac.id/EEJ/article/view/4588