Western European Journal of Linguistics and Education
Volume 2, Issue 3, March, 2024
https://westerneuropeanstudies.com/index.php/2
ISSN (E): 2942-190X Open Access| Peer Reviewed

MECHANISMS OF DEVELOPING STUDENTS' MOTIVES FOR INDEPENDENT LEARNING BY MEANS OF PROJECT BASED LEARNING

Mulladjanova Nasiba Azimdjanovna
Teacher of Tashkent State University of Economics
e-mail nasiba.chust@gmail.com

Abstract:
The purpose of the study is to find out how project-based learning affects student's motivation and sense of self-efficacy. Because it gives students a say in how they learn, project-based learning is an instructional strategy that has been shown to be successful. Students who engage in project-based learning are more motivated and self-assured because they are able to build their own knowledge and reflect on their projects. Thirteen teams, each comprising 79 students, were assigned a common goal in this particular study. Every student in every team was given a task that would assist the team in achieving the predetermined goal, and each team was given a project. In order to complete the video production project for this study, students had to collaborate with one another. The study's findings are consistent with the theory that project-based learning improves student's motivation while also strengthening their capacity for cooperation. Additionally, the survey conducted after the project reveals that the students had very positive opinions about project-based learning. It is recommended that more research to be done to determine how project-based learning affects student's motivation and sense of self-efficacy at various grade levels and age groups

Key words: project-based learning, motivation, self-efficacy, independent learning, collaborative learning, video production.

Introduction:

Project-based learning is suggested for independent and collaborative learning that could positively affect students' learning. This study aimed to identify the role of project-based language learning in developing life skills of students through studying a case of a language class that included 80 students in two grade 6 classes in a private school. The study attempted to answer the following question: What is the role of project-based learning in developing student's independent learning? Data analysis followed the thematic analyses framework, by categorizing data into themes. The research results indicated that project-based learning helps to improve language students' personal and cooperative skills through developing their communication skills between themselves or with their teacher. In addition, project-based learning developed language students' mutual respect, their confidence, and their self-regulation of learning the different languages.

In recent years, educators have experimented with various teaching methods in an effort to find more effective ways of teaching and learning. Flipped learning, project-based learning, problem-based learning, and cooperative learning have received a lot of attention lately, mainly because they deal with a paradigm shift: from teacher-centered to student-centered learning. It

Western European Journal of Linguistics and Education
Volume 2, Issue 3, March, 2024
https://westerneuropeanstudies.com/index.php/2
ISSN (E): 2942-190X Open Access| Peer Reviewed

is also important to consider that students' learning motivation is one of the sub factors of students' self-efficacy. Self-efficacy has been studied primarily in the context of individual learning and according to the results of previous studies (Joo et al., 2000; Petrich & Goot, 1990; Shank & Pajares, 2004), self-efficacy has not been proven to hinder achievement, but rather enhances it. Thus, the concept of self-efficacy should not be overlooked when studying learning motivation. Student-centered learning methods are ideal in that they allow students to organize their own learning contents. Project-based learning enables students to find practical and complex problems by themselves, plan solutions, and perform collaborative research to solve problems (Lee et al, 2015). In a collaborative classroom atmosphere, learning occurs while students are in the process of solving problems and sharing results. Such an environment requires teachers and learners to play roles that are different from the roles they have been accustomed to (Choi, 2010). This is because the problem-solving process in project-based learning consists of cooperative learning and therefore students must take more responsibility for the acquisition of their social skills, and not just their academic skills. While working together on a common project, students learn to cooperate effectively with other people and learn various perspectives and approaches (Byun, 2007). Project-based learning is consistent with different theories, such as social constructivist theory, which emphasizes that students build their knowledge by themselves when they work together with the teacher's guidance. Therefore, teachers should provide learning environments that allow students to take responsibility for their learning. Project based learning provides such environments, where students take responsibility for their learning and learn to develop their life skills through undertaking projects [14]. When individuals learn through social interactions when working in teams, collaborating and communicating to solve problems [15], they develop their life skills. Life skills are developed in these social contexts [16], where students take full responsibility for their learning [17] and learn new life skills that enhance their creativity and decrease the gap between knowledge and skills [18]. All of the previous points to project-based learning as a part of transformative education that leads to sustainable learning, and thus it serves students in their commitment to democratic society. One way to facilitate collaboration skills is by using technology. Most students nowadays are familiar with using digital technology in their schoolwork. In project-based learning, students can use their technological skills to participate in learning activities and learn not only language skills (Musa, Mufti, Latiff, & Amin, 2011) but also how to cooperate with their team members and how to collaborate with their group members to achieve predetermined learning objectives. Chang and Lee (2010) support this belief: "Students acquire core concepts of learning that require the application of contextual knowledge through collaborative projects". Projects that involve multmi-media and technology lend themselves easily to group work, which fosters collaboration and cooperation. In this project-based learning study, students are encouraged to create their own video projects in an attempt to measure growth in the areas of motivation and self-efficacy. By doing so, we address the importance of student-based learning while creating opportunities for students to use technology to facilitate learning, not just for themselves, but also with others. Furthermore, this study also attempts to gain the students' perspectives on the project and the growth of their self-development (if any) during the process. In summary, this study examines the effect of project-based learning on students' motivation and their self-efficacy. Three research questions for this study are as follows:

1) What are the effects of project-based learning on students' motivation in English learning?

Western European Journal of Linguistics and Education
Volume 2, Issue 3, March, 2024
https://westerneuropeanstudies.com/index.php/2
ISSN (E): 2942-190X Open Access| Peer Reviewed

2) What are the differences in pre-and post-treatment students' self-efficacy after the project-based learning?
3) What are the students' perceptions towards project-based learning?

Project-based Learning

Project-based learning is defined as an instructional technique that enables students to perform meaningful tasks (Howard, 2002). Project-based learning can contribute to the development of students' creativity, internal motivation and interest, responsibility, communication skills with others, social skills, cooperation, and problem solving ability. Baillie and Fitzgerald (2000) believe that project-based learning improves cooperation and responsibility, problem solving ability, communication ability, creative thinking, critical thinking, and self-directed learning ability. Based on Dewey's empirical philosophy, project based learning is a method where students learn problem solving through activities which involve in-depth work on an assigned project. Project-based learning is characterized by meaningful activities, learning, collaborative decision-making, and problem solving through digital video use, and the changing role of teachers (Howard, 2002).

In project-based learning, students solve challenging and authentic problems by working in collaboration with each other. Therefore, project-based learning not only has students apply their knowledge to their experience, but it also lets students work in teams to solve problems (Solomon, 2003). Small group activities play an important role in project-based learning for cooperative decision-making and problem solving among team members. Sometimes it is very easy for students to develop individual plans for a project, but it is necessary to determine the best solution through agreement and negotiation within the team. This is will always be a challenge for teachers. Team project learning activities can lead to the problem of a free rider, a group member who is dependent on the efforts of other team members, and the evaluation of contributions by each team member, without performing their own tasks. However, learning of collaboration is very important, and students can learn real-world skills naturally through project-based learning (Lee & Lim, 2012, Kim, 2012; Kim, 2011, Mulvey & Klein, 1998).

The role of technology in project-based learning

In regards to the role of technology in English learning, technology has been playing important role in English as a foreign language (EFL). Garett (1991) says that technology is able to integrate language learning, cultural understanding, practical learning materials, and learning environments. In other words, technology can provide students with real-world data on language and culture that can have an impact on assimilation education and the EFL environment. The benefits of using English language learning techniques can provide students with many opportunities to practice the new discourse community (Warschauer & Meskill, 2000). Project-based learning emphasizes teamwork and knowledge building while technology learning emphasizes using technology as a tool to stimulate critical thinking (Hung, Kepell, & Jong, 2004). Howard (2002) claims that tasks should take the form of meaningful projects. English learning has occurred when students participate in motivational and challenging realistic and practical projects. On the other hand, projects which use technology can create an authentic, meaningful, collaborative, and active learning environment (Henderson et al., 2010). In this study, project-based learning using technology was integrated into project planning and conceptualization for research purposes.

Results

Western European Journal of Linguistics and Education
Volume 2, Issue 3, March, 2024
https://westerneuropeanstudies.com/index.php/2
ISSN (E): 2942-190X Open Access| Peer Reviewed

The study aimed to reveal the role of project-based learning (PBL) in developing students' life skills. Data were collected from the analysis of the teacher and the students' documents, as well as the observations that took place during the implementation of the projects. We describe below the life skills that were developed through one project in which the students were engaged.

Participants and Procedure

The participants of this study were 79 students who were taking general English as a three-hour elective course. The goal of the course is to improve students' English speaking and listening abilities. The role of the teacher was the facilitator, the questionnaire creator, the presentation observer, and the assistant of the whole class. Students were told about the projects and English presentations and that there would be questionnaires to fill out for the research. In this study, there was a performance project that applied technology. Participants in in each 6-student team were asked to form their own teams, engage in team activities, and produce a short video, all without interference from the instructor. The first topic of the project was "resume and cover letter video" in which the students prepares their future job interviews. Each team had an idea meeting to choose their proper interview questions and made story boards. When they finished making story boards, students did role plays of the virtual situation of the interview. Instead of preparing written resumes and cover letters to apply for their positions at fictional companies, they made a short video with their group members. Students in the project needed to work collaboratively to complete the given project in two to three weeks. After making one group video with the general interview questions and answers that were pre-determined by the group, each student made their own personal video, introducing themselves in the virtual situation of the interview. This was an ideal opportunity for students to solve realistic and meaningful problems. In order for students to experience what they could do in their daily lives, the class provided students with an opportunity to move into practical activities outside the classroom.

In summary:

Students' participation in project-based learning using technology has motivated them to learn. Particularly, it showed that sub-factors of motivation influenced attitude and relevance. Thus, in order for learning to happen, it was found that the students had to be interested in learning, and the relevance of the project must be related to the students' experience, purpose of learning, and real life. In terms of self-efficacy, students who had low self-efficacy tended to avoid to doing difficult class activities, while students with high self-efficacy tended to accept challenges. After participating in the project, the survey results show that students' perception of project-based learning is very positive. They not only learn more vocabulary and language usage, but also improve learning motivation and attitudes by learning English through the project.

References:

1. Al-Seghayek, K. (2001). The effect of multimedia annotation modes on L2 vocabulary Acquisition: A comparative study. Language Learning & Technology, 5(1), 202- 232.
2. Baillie, C. & Fitzgerald, G. (2000). Motivation and attribution in engineering students. European Journal of Engineering Education, 25(2), 45-155. Bandura, A. (1977). Self-

Western European Journal of Linguistics and Education
Volume 2, Issue 3, March, 2024
https://westerneuropeanstudies.com/index.php/2
ISSN (E): 2942-190X Open Access| Peer Reviewed

efficacy: Toward a unifying theory of behavioral change. Psychological Review, 84(2), 191-215.
3. Bandura, A. (1986). Social foundation of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice-Hall, 122-147.
4. Bandura, A. (1986). Social foundation of thought and action: A social cognitive theory. 335-453. Bandura, A. (1988). Self-regulation of motivation and action through goal systems. In V. Hamilton, G. H. Bower, & N. H. Frijda (Eds.)