



## Effective Teaching English Language to Non-Linguistic Students by Using Project Based-Learning

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**Abstract:** This paper demonstrates the results of an observation in teaching, confirming the productiveness of teaching English language to medical students by using professionally-oriented Project-Based Learning. The article proved that during its accomplishment and practical training, students have been achieved self-supporting work experiences, have improved their creative and critical thinking, have developed intercultural awareness and learn skills on how to work in a team, as well as inspiration to learn English language.

**Key words:** productiveness, inspiration, Project-Based Learning (PBL), accomplishment, self-supporting, professionally-oriented, practical training.

In this accelerating globe, due to the processes of globalization and the rapid development of high technologies in the world, it is becoming increasingly important to train professionals who can adapt to new global trends in education.

One of the main strategic goals of higher education institutions around the world is to expand employment opportunities for these graduates and, of course, the role of higher education in the formation of skills and knowledge that help graduates to apply in the workplace. These experiences and knowledge are very crucial for graduates, as well as covering areas such as interpersonal communication and teamwork skills.

English, the official language of the entire world, is a very difficult language to teach and learn as well for some student who are not in the field of linguistics. In some occasions especially, among the non-linguistic students, the English language teachers face difficulties such as motivating students to produce the language that they are learning. There might be excessive causes for the low inspiration, but some of the reasons could be because of the lack of native speakers in the state where they are taught the language. That's why, this method is used widely among the most of English instructors as it assists to increase students' communicative competence, develop creative thinking. Student who participate in this project and implementation of tasks have an opportunity to watch the practical advantages of learning English language and also will be motivated to continue their attempts.

This teaching technique is considered that facilitates the learning process based on this project, as well as allows students to be independent in planning, organizing and monitoring their activities. According to E.S.Polat view (2000) Project-based Learning is, by its very nature, a set of creative research, problem-solving methods that are a didactic tool for increasing cognitive activity, developing creativity, and at the same time shaping certain personal qualities of students.



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In addition to all of the above mentioned, it is predominant to note that this project will allow students to express their imagination, creativity, and ideas independently, regardless of their language level. Participation in the project includes thinking activities, as one of the main goals of the project is to be independent in searching for the necessary information during the activity and to make independent decisions. According to Melnichuk (2000) the project method also teaches the selection and analysis of information. As for Markham (2011), he mentioned that this intrinsic motivation of the students cannot be taught out of a textbook, but must be activated through experience. According to Beckett and Slater (2005) this method is a student-centered method. Students are in charge of the project and its production. Teachers are main facilitators of the process. They help the students with in the development of the project.

This given paper illustrates the consequences of observational establishment of the productiveness of professional oriented project-based learning system which has been implemented among the medical students. It included two projects namely "Medical care", "Medical treatment", which are combined into one interactive project "Medicine" and it was carried out in 24 teaching hours totally. In this observation 30 participants (2 groups) from the 2nd year students from the faculty of "Treatment" were chosen because their future career focuses continuous team or individually problem solving in treating by using communication skills and critical thinking by means of English language. Amalgamation of scientific research and practice into interrelated proceeding was the main purpose of this observation. Additionally, on the basis of a system of developed professionally oriented projects, using the methodology for Project-Based Learning, analyzing and drawing conclusions about the pedagogical effectiveness of teaching English language by using the Project-Based Learning method were main objectives of it.

The observation was carried out within three months in two stages between September and November in 2021-2022 academic year. In the first two weeks of September students were in the Preparatory stage. In the process of preparation for this observation, its subject and objectives, planning and selecting participants were defined.

The initial diagnostic test was held in the first lesson. The test included of 25 reading, writing, listening and speaking tasks which were given the chance to the teachers to evaluate the authentic language capability level of the selected students in order to establish the content of educational materials. In the preliminary test, the following experiences were tested: *Speaking* - to plan and organize a patient report (cognitive skills), to compose a statement in English (linguistic skills); *Writing* - to organize and compose a patient report (cognitive and linguistic skills), to write a report; *Listening* - to understand a patient report (phonetic skills), to determine a linguistic report (linguistic skills), to perceive a e report (semantic skills); *Reading* - to understand the written text (visual skills), to define the patient report (linguistic skills), to perceive this report (semantic skills). Having these skills permits communication in English in daily and professional activities.

The second stage was the main stage which lasted from the last two weeks of September to December. During the observation, projects such as "Medical Care", "Medical Treatment" were implemented, each of which was an independent project on the one hand, and on the other hand, related to the implementation of another project, highlighting one of them. Aspects of the problem posed in the "Medicine" mainstream project. The students' projects focused on the patient's condition, medical history, various problematic situations, as well as the treatment process of



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patients in the hospital, communication between doctor and patient, problems, as well as the treatment process applied to the patient and its effectiveness and problem solving. Sources, ways to collect and analyze information were defined, ways to demonstrate project consequences were found out, and tasks were distributed among selected students of group. Collecting data and refinement during research the engagements were suggested basic procedures such as observations in the hospitals and clinics, interviews with doctors and patients, and surveys among them.

During the last lessons, there was a presentation of projects, evaluation and discussion of the work done. The results were presented with the participation of students and ready-made reports from different groups were illustrated. Students presented in Power Point presentations and interactive projects in the form of reports describing the processes in the hospital, the disease of different patients, as well as video files. The evaluation of the project was carried out by experts such as English teachers and special science teachers. During the evaluation of the project, its innovation, originality, substantive relevance, interdependence of projects were taken into account. It should be noted that students and teachers discussed the project. During the discussion, we were able to determine the attitude of students to project education and unanimously concluded that the goals of learning and project implementation were achieved. All participants noted the advantages of project-based education as a professionally oriented method.

After defending the "Medicine" project, participants did the final test. The aim of the final testing was to check the assimilation of linguistic material, the formation of linguistic skills, and to control the linguistic and communicative competence of students. The test involved three parts, where the ability to work with texts was tested, lexical and grammar tasks were given, as well as listening and speaking tasks. In the end of the observation, all the students have been asked to respond to a number of questions to show the participants' reactions to the project, i.e. what types of work on the project seemed to them the most crucial and related to the context of their future career.

When the final test was analyzed, it demonstrated that all of the comprehensions such as reading, listening, speaking, and writing, grammar and vocabulary skills of the participants swelled to high level.

From this observation, it was concluded that the productiveness of project-based learning may allow for the successful adaptation of mandatory personal characteristics (e.g., intercultural competence) as well as academic skills (e.g., communicative competencies). During the project, the participants realized that in their medical field, they will be able to use the English language effectively, that is, to communicate freely with patients, to report freely on their condition.

In conclusion, project-based education is a transition from a teacher-centered, information-based approach to thinking to a student-based, process-based approach. This can certainly take a long time, but high results can be achieved with this method. PBL focuses mainly on problem solving and real meaning throughout real communication. This method develops real communication skills in the student's learning of a foreign language, rather than just memorization. According to Bloom's taxonomy of educational objectives project-based learning develops high-level thinking skills (2001). Processes like these will certainly directly motivate our students, developing 21st century skills.



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